



NEEDS ANALYSIS OF LOCAL WISDOM-BASED DIGITAL LEARNING MEDIA WITH A SCIENTIFIC APPROACH

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Submitted
2024-10-31

Accepted
2025-06-13

Published
2025-06-23



Abstrak

This study aims to determine the needs analysis of students of digital learning media that uses local wisdom and scientific approach. This needs analysis is purposed at learning English. The research subjects were 8th grade students from 5 private junior high schools in Trenggalek with total of 108 respondents. The research method was descriptive quantitative with questionnaire as the main instrument. While observation and documentation were used as supporting data. The result showed that students needed interesting digital media which was easy to access and could be used anytime and anywhere. The result also indicated that the scientific approach had been implemented by the teacher. The students had interest in recognizing culture or tradition of local wisdom and scientific approach. It can be concluded that it is necessary to develop interesting learning digital media which was easy to access through website by applying local wisdom and scientific approaches.

Keywords: digital learning media; local wisdom; scientific approach

Abstract

Penelitian ini bertujuan untuk mengetahui analisis kebutuhan siswa terkait dengan media pembelajaran digital yang menggunakan kearifan lokal dan pendekatan saintifik. Analisis kebutuhan ini ditujukan untuk pembelajaran Bahasa Inggris. Subyek penelitian adalah siswa kelas 8 dari 5 SMP Swasta di Kabupaten Trenggalek dengan jumlah 108 responden. Metode penelitian adalah deskriptif kuantitatif dengan angket sebagai instrumen utama. Observasi dan dokumentasi digunakan sebagai data pendukung. Hasil penelitian menunjukkan bahwa siswa membutuhkan media pembelajaran digital yang menarik, mudah diakses dan dapat digunakan sewaktu – waktu di mana siswa berada. Hasil penelitian juga menunjukkan bahwa guru sudah menggunakan pendekatan saintifik dalam pembelajaran Bahasa Inggris. Ketertarikan siswa terhadap pengenalan budaya atau tradisi kearifan lokal dan pendekatan saintifik juga ditunjukkan dalam penelitian ini. Berdasarkan hasil penelitian, dapat disimpulkan bahwa perlu untuk dikembangkan media pembelajaran digital yang menarik dan mudah diakses melalui website dengan menggunakan kearifan lokal dan pendekatan saintifik.

Kata Kunci: kearifan lokal; media pembelajaran digital; pendekatan saintifik

INTRODUCTION

The era of the industrial revolution in the fifth generation has influenced the development of the world today. The industrial revolution 5.0 is characterized by increased interaction, connection / connectivity and growing digital systems, as

well as the creation of AI (Artificial Intelligence) or called virtual artificial intelligence (Zulfa et al., 2023). With the narrowing of boundaries between humans, machines, and other resources, the development of information and communication technology today can lead to changes in the life sector. The education system in Indonesia is one of the sectors that has had a significant impact (Abidah et al., 2022). The changing times are inevitable by humans themselves, so it is necessary to develop quality Human Resources (HR) in order to compete at the global level.

Increasing adequate human resources (HR) in the education sector starting from elementary schools, secondary schools to universities in a country is an action / solution in following developments in the era of the Industrial Revolution 5.0 (Putri Lestari & Habibah, 2023). A country is said to be successful if it is able to face the era of the industrial revolution 5.0 with the demands of the quality of an educator, namely lecturers and teachers. Lecturers and teachers are required to have growing regulations, namely being able to master their professional expertise, being able to adapt to global challenges and developing technology (Muslimin & Fatimah, 2024). Given this situation, educational institutions need to prepare new literacy and orientation in the field of education. Furthermore, technological literacy is the ability to understand systems in technology and mechanics in the world of work. Then literacy of human resources is the ability to interact well, have character and act in accordance with the values inherent in society (Tuasalamony et al., 2020). In short, good interaction in humans is not far from the language used in communication.

Language is an important communication system used in life, language is implemented as a medium in communicating in daily activities (Kandung Supriyono, 2014). English is one of the important languages in its position because it is considered to be an international language used to communicate by the global community (Ikhsan et al., 2023). English is introduced starting from primary education, secondary education to higher education today. Understanding and practicing communication using English makes one of the needs that must be introduced to children as early as possible (Maulana & Aliska, 2018).



According to Permendikbud Number 103 of 2014, the scientific approach is implemented in learning activities that include learning experiences such as observation, questioning, collecting data/information, reasoning, and in the final stage, presenting the results (Ain & Huda, 2018). The scientific approach has two forms of reasoning, including inductive reasoning and deductive reasoning. Inductive reasoning starts from specific things to general conclusions, while deductive reasoning starts from general statements and then reaches more specific conclusions. The scientific approach provides direct experience to students in observing and collecting data/information on a text (Rhosalia, 2017). In practice, teachers can use texts oriented toward local wisdom to make learning more contextual and meaningful for students. Through the scientific approach, students are encouraged to actively engage in the learning process by following steps such as observing, questioning, exploring, reasoning, and communicating. Based on this, the present study aims to identify the digital media needed by students to support successful learning using local text-based materials through a scientific approach.

One form of text in English subjects taught by teachers in secondary schools is story text with types including fables, moral stories, and narratives. The purpose of story text is to explore the history of human situations and conditions through a story (Asi & Fauzi, 2023). The type of story text can be used as one of the bases in formulating of learning outcomes (CP) for English subjects at the junior high school level in the Merdeka Curriculum. Story text in English language learning at the junior high school level is based on various folk stories in the environment where students live (Purandina & Juliari, 2021). One of the folktales in the Trenggalek area tells the history of local wisdom in the Trenggalek area.

Local wisdom, according to KBBI, consists of two words that have their own meanings. "Wisdom" means wisdom or intelligence, while "local" refers to something local or regional. Therefore, local wisdom can be interpreted as the wisdom or intelligence possessed by a region. In more detail, local wisdom describes the attitudes, worldviews, and abilities based on an understanding of the local environment (Nasir & Andriani, 2020).

Local wisdom is a cultural wealth owned by the people of a region (Arvianti & Wahyuni, 2020). It covers a wide range of things, from beliefs, social rules, to perspectives on nature and life. All of these are passed down from generation to generation and serve as guidelines for the community in living their daily lives. Local wisdom takes many forms. Some are concrete, such as traditional houses or traditional weaving tools. However, there are also abstract ones, such as wise sayings or fairy tales. These sayings, folk songs, and folktales often hold deep moral messages about life and noble values (Listia et al., 2020).

Innovative, effective and culturally relevant learning is emphasized in the implementation of Merdeka Curriculum. To realize this, there are five aspects must be implemented in learning, namely enjoyable learning, lifelong learning, learning processes that suit the character of students, learning based on environmental and cultural context, and orientation towards sustainability (Kemdikbudristek, 2022). The urgency to strengthen character education that touches local wisdom is based on a low understanding of local culture and pride in foreign cultures. It makes moral values in society, courtesy, and mutual respect fade. To make material related to local wisdom more interesting to learn, it is necessary to have learning media that is by current conditions. In 21st-century learning, digital-based learning media is needed. However, the limitations of digital learning media are an obstacle for teachers in teaching, especially English teachers in secondary schools in Trenggalek (Susanti et al., 2023). The learning media that students need is not only media with static presentations, but they need interesting and fun digital learning media.

As the solution of the schools' problems is using digital media in a form of interactive e-comic. Digital comic is designed with interactive features such as text, graphics, audio, video, and animation and supported by features for students to communicate, interact and create (Aprilia et al., 2023). The students not only read passively but can also participate directly in the story. It is hoped that this comic can provide guidance to students in carrying out various activities and easily mastering the basic competencies that must be achieved. The advantages of interactive e-comics media include: 1) high interactivity, 2) interesting animations



and sound effects, 3) diverse storyline choices, 4) digital accessibility, 5) content that can be updated, 6) more complete multimedia (Filjinan et al., 2022)

The development of innovative and interactive learning media can increase the effectiveness of the learning process (Utomo, 2023). Interactive learning media is not limited to the use of technology, but the suitability of learning media with learning objectives and learning materials. It aims to achieve the expected competencies and the integration of these elements with the interactions developed must be taken into consideration (Sugiarto et al., 2023). Therefore, the scientific approach can stimulate students to be able to think critically. Moreover, the learning media used must include activities of observing, questioning, trying, reasoning, and communicating (Yantoro & Fitrah, 2022). With these stages, learning activities are centered on students (student-centered approach).

In general, several private schools that researchers observed had the same problems as mentioned above. However, researchers need to know more deeply the actual conditions in these schools. The purpose of this study is to find out in depth the actual conditions in private schools that are the objects of research, especially in analyzing students' needs for digital learning media that integrate local wisdom and scientific approaches.

METHODS

The research method used is descriptive quantitative. Descriptive quantitative research usually only measures the level of a variable in a population or sample (Ali et al., 2022). The population selected purposively was based on the lack of use of digital media in English language learning at the school. The sampling technique used in this study was purposive sampling. According to Sugiyono (2019), purposive sampling is a technique for selecting the sample based on certain considerations.

The research subjects used were 8th-grade students of private junior high schools in Trenggalek. The schools are SMP Ma'arif, SMP Nurul Hikmah, SMP Muhammadiyah 1 Trenggalek, SMP Global, and SMPIT Permata Umat. This population was chosen because they have similarities in characteristics. The total

respondents were 108 students. Furthermore, the sources of the data were the principals, English teachers, and 8th-grade students of both male and female genders. The quality of the data produced by a study is highly dependent on the data collection techniques used (Rukin, 2019). For collecting the data, the researchers chose a questionnaire as the main data. Then, observation and documentation techniques as supporting data to ensure that the data the researcher obtained was relevant and reliable.

For the first step, the researchers constructed a questionnaire the questionnaire was divided into three indicators, namely media in English learning, introduction to local wisdom culture or tradition and, the scientific approach. Then the data was analysed using descriptive qualitative. In counting the percentage, the researchers applied this formula and also confirmed the range of assessment criteria in Table 1.

$$\text{Percentage (\%)} = (\text{Part} / \text{Whole}) \times 100$$

Explanation:

Percentage (%): The value you're trying to find, represented as a percentage.

Part: The specific portion or fraction of the whole.

Whole: The complete or total quantity you're referring to.

Table 1 Criteria for assessing the result of questionnaire

No.	Criteria	Interval
1.	Very high	85% - 100%
2.	High	69% - 84%
3.	Low	53% - 68%
4.	Very Low	36% - 52%

(Adapted from Sulistyawati & Wahyudi, 2022)

For last step, the researchers described the result of questionnaire, observation and documentation.



FINDINGS AND DISCUSSION

The research was conducted in 5 private junior high schools in Trenggalek Regency with 108 students as respondents: 1) Ma'arif Junior High School Trenggalek 11 respondents, 2) Global Trenggalek Junior High School 38 respondents, 3) Islamic Plus Nurul Hikmah Junior High School 29 respondents, 4) IT Permata Umat Junior High School 13 respondents and 5) Muhammadiyah 1 Junior High School 17 respondents. Data collection was carried out by using observation, questionnaire and documentation to find out the needs of students in English learning.

Observation was conducted to know the English learning process in class, such as facilities, media, material, and approach. The result of observation showed that digital media had not been used in learning as well as the use of local wisdom. Besides, the scientific approach was sometimes applied in English learning. The following is result of observation checklist related with learning facilities, learning media/source, learning material and learning approach.

Table 2 The Result of Observation Checklist

Indicator	SMP Maarif		SMP Nurul Hikmah		SMP IT Permata Umat		SMP Muhammadiyah		SMP Global	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	Learning Facilities									
1. The Existence of LCD	√ (Portable)		√ (Mobile)		√ (Mobile)		√ (Mobile)		√ (Mobile)	
2. The Existence of Whiteboard	√		√		√		√		√	
3. The Existence of Wifi		√	√		√			√		√
Learning Media/Source										
1. Textbook	√		√		√		√		√	
2. Worksheet		√		√	√		√			√
3. Digital Media		√		√		√		√		√

Learning Material						
1. General (based on Textbook)	√	√	√	√	√	√
2. Local wisdom		√	√	√	√	√
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Learning Approach						
1. Semi Scientific Approach	√	√	√	√	√	√
2. Fully Scientific Approach		√	√	√	√	√

The table above shows several results. First, related with learning facilities, all schools had LCD and whiteboard, but only SMP Nurul Hikmah and SMP IT Permata Umat provided Wifi. Related with learning media source, all schools used textbook, only SMP IT Permata Umat and SMP Muhammadiyah used worksheet and all schools did not use digital media. Besides, all schools provided general material based on textbook but local wisdom was not used as material. Further, semi Scientific Approach was applied by all schools, but fully Scientific Approach had not been implemented. After the implementation of E-Comic, learning facilities, learning media source, learning material and learning approach were able to enhance students' skill in English. E – Comic also assisted them develop their motivation in learning English. Aprilia et al (2023) explained that students require innovative of learning approach, materials and teaching media to help and guide them in teaching and learning process.

The questionnaire was conducted to gain information about students' need in learning English. The questionnaire was divided into three indicators, namely media in English learning, introduction to local wisdom of culture or tradition and, the scientific approach. The questionnaire consists of 16 questions with two or more alternative answers. Then, the results of the questionnaire analysis of students' needs for media in learning English are as follows.

Table 3 Results of Needs Analysis of English Learning Media

No.	Question	Answer	Achievement	Criteria
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1	What learning media have you used in English subject? (Students can answer more than one answer)	a. Audio: 30 respondents b. Visual: 105 respondents c. ICT-based: 37 respondents	97%	Very High
2	What learning media do you find interesting? (Students can answer more than one answer)	a. Comics: 51 respondents b. ICT-based media: 92 respondents	85%	Very High
3	Does the learning media used help you understand the English subject matter?	a. Yes: 103 respondents b. No: 5 respondents	95%	Very High
4	Do you want learning media that can be used in the classroom or used independently?	a. Yes: 106 respondents b. No: 2 respondents	98%	Very High
5	Do you recognize Nyadran tradition as local wisdom in Trenggalek Regency?	a. Yes: 30 respondents b. No: 78 respondents	72%	High
6	Do you recognize the Tiban tradition as local wisdom in Trenggalek Regency?	a. Yes: 88 respondents b. No: 20 respondents	81%	High
7	Do you recognize the tradition of Ngitung Batih Traditional Ceremony as local wisdom in Trenggalek Regency?	a. Yes: 30 respondents b. No: 78 respondents	72%	High
8	Do you recognize Nasi Gekok as a local wisdom in Trenggalek Regency?	a. Yes: 108 respondents b. No: -	100%	Very High
9	From where do you understand the local wisdom in the district Trenggalek? (Students can answer more than one answer)	a. Teacher: 71 respondents b. Parents: 86 respondents c. Books: 51 respondents d. Article: 5 respondents e. Mass Media: 5 respondents f. Social Media: 85 respondents	82%	High

10	How often is ICT-based media used in the classroom learning process?	a. Frequently (6-7 days a week): 1 respondent b. sometimes (4-5 days a week): 10 respondents c. rarely (1-3 days a week): 76 respondents d. Never: 23 respondents	64%	Low
11	Do you use the internet to get information and references from the learning process?	a. Yes: 50 respondents b. No: 58 respondents	53%	Low
12	Do you access blogs or the web for your learning activities?	a. Yes: 45 respondents b. No: 63 respondents	58%	Low
13	Does every learning activity that is carried out already lead to the observation process?	a. Yes: 101 respondents b. No: 7 respondents	93%	Very High
14	Is there a question and answer process between students and teachers or students and students?	a. Yes: 107 respondents b. No: 1 respondent	99%	Very High
15	Have you ever been assigned to collect and analyze information from various sources in the learning process?	a. Yes: 94 respondents b. No: 14 respondents	87%	Very High
16	Have the learning activities led to a process of in-class task presentation?	a. Yes: 102 respondents b. No: 6 respondents	94%	Very High

Based on the results of the questionnaire above, it can be described as follows. From question number 1 related to the media that has been used in learning English (can answer more than one), the most common answer is to use visual media (105 (97%) respondents). Question number 2 related to interesting learning media (can answer more than one), and a total of 92 (85%) respondents answered ICT-based media. For question number 3 related to learning media that can help in learning English, a total of 103 (95%) respondents answered yes. A total of 106 (98%) respondents answered yes to question number 4 which related to



learning media that can be used in class or independently. From question number 5 about whether you are familiar with Nyadran culture, a total of 78 (72%) responded no. A total of 83 (81%) respondents responded yes to question number 6 related to the introduction of Tiban tradition as one of the local wisdom in Trenggalek Regency, From question number 7 about whether to recognize the tradition of the Ngitung Batih ceremony, a total of 78 (72%) respondents answered no. All students 108 (100%) responded yes to question number 6 related to the introduction of Tiban tradition as one of the local wisdom in Trenggalek Regency. All 108 students (100%) responded yes to question number 8 regarding whether they recognize Nasi Gegok as local wisdom. Question number 9 about where students understand local wisdom in Trenggalek Regency (students can answer more than one), the most common answer is from parents with 86 (82%) respondents. For question number 10 related to how often to use ICT-based media in the learning process, the most frequent answer was 70 (64%) respondents answered rarely (1 - 3 days a week). For question 11 on whether to use the internet to obtain information and references for the learning process, 58 (53%) respondents answered no. The majority of respondents answered that they did not. A total of 63 (58%) respondents answered no to question 12 regarding whether they access blogs or the web for learning activities. For question 13 on whether the learning activities have led to the observation process, a total of 101 (93%) respondents answered yes. For question 14 regarding whether there is a question and answer process between students and teachers or students, 107 (99%) respondents answered yes. A total of 94 (87%) respondents answered yes to question number 15 about whether they had received assignments to collect and analyse information from various sources in the learning process. Further, for question number 16 related to whether learning activities have led to the process of presenting tasks in class, a total of 102 (94%) respondents answered yes.

The questionnaire results above can be classified into the following three indicators. The first is related to media in English language learning. Visual media was often used and respondents were more interested in using ICT-based media that can be used in the classroom or independently outside the classroom. Second,

related to the introduction of local wisdom culture or tradition, respondents stated that they were familiar with Nasi Gekok and the Tiban tradition, but less familiar with the Nyadran tradition and the Ngitung Batih Ceremony. The third, related to the scientific approach in the learning process, respondents stated that they had used it by involving the process of observation, question and answer, collecting and analysing information from various sources, and presentation in class.

Documentation was used to obtain more information about learning of English.

Kegiatan / Langkah Pembelajaran	<p>1. Kegiatan Pendahuluan (20 menit)</p> <ul style="list-style-type: none">- Guru memberi salam dan mengajak siswa berdoa sebelum memulai pembelajaran.- Guru memeriksa kehadiran siswa.- Guru memeriksa kesiapan fisik dan psikis siswa.- Guru mereview materi pelajaran pada pertemuan sebelumnya.- Guru menyampaikan beberapa pertanyaan pemantik dengan menampilkan slide (lampiran 1)- Guru menyampaikan tujuan pembelajaran.- Guru membentuk kelompok heterogen <p>2. Kegiatan Inti (50 menit)</p> <ul style="list-style-type: none">- Siswa diberikan worksheet "Jack and The Beanstalk" (Lampiran 2)- Siswa mengamati worksheet tersebut- Siswa dan guru saling berdiskusi dan bertanya jawab membahas worksheet yang telah diberikan- Siswa mendiskusikan dan menjawab pertanyaan worksheet tersebut dalam kelompok- Siswa secara aktif bertanya kepada guru bila ada yang perlu ditanyakan/ dikonfirmasi- Guru mengunjungi setiap kelompok dan memberikan <i>scaffolding</i>- Siswa mempresentasikan hasil diskusi kelompoknya secara bergantian- Siswa lain dan guru memberikan tanggapan <p>3. Kegiatan Penutup (10 menit)</p> <ul style="list-style-type: none">- Siswa dan guru menyimpulkan materi pembelajaran.- Siswa dan guru melakukan refleksi pembelajaran yang telah berlangsung- Guru menyampaikan rencana kegiatan pembelajaran selanjutnya.
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Image 1 Documentation Lesson Plan

The sample of the lesson plan above did not show that digital media and local wisdom material were used in class. The teacher also used worksheets to support the learning process. Media is often used as visual media such as pictures and real objects. The material discussed was based on the textbook. However, some activities related to the scientific approach have been done. The activities often used were explaining, doing exercises, discussing, and presenting the result of the discussion. For this condition, there are five aspects must be implemented in learning, namely enjoyable learning, lifelong learning, learning processes that suit the character of students, learning based on environmental and cultural context, and orientation towards sustainability (Kemdikbudristek, 2022).

Therefore, the findings of the research are in line with several theories. According to Utomo (2023), the effectiveness of the learning process can be



increased by innovative and interactive learning media development. It means that the media attracts students to the learning process. Digital media is one of the interactive media that can be used to motivate students' learning (Aprilia et al., 2023). Local wisdom is also highly recommended to be used in delivering material. Nasir and Andriani (2020) argue that local wisdom describes the attitudes, worldviews and abilities of a community based on the local environment. Meanwhile, local wisdom can strengthen character education by understanding the local culture of moral values in society. The scientific approach is one of the alternative activities that can be applied in learning. Yantoro and Fitrah (2022) explain that scientific approach stimulates students to think critically by observing, questioning, trying, reasoning, and communicating. In conclusion, it involves students being more active and creative in the learning process.

CONCLUSION

From the results of the research, it can be concluded that students need more interesting learning media that have pictures and can be accessed through ICT-based media. The students have recognized some local wisdom stories, but they only knew them a little. The scientific approach implemented in learning helps and guides students in understanding the material. English teachers are recommended to use ICT-based learning media to add variety to learning activities and increase student motivation. Local wisdom also needs to be used as a topic in English learning, such as for reading, speaking, writing, and listening. The scientific approach is recommended to be implemented to make students actively involved in learning activities.

ACKNOWLEDGEMENTS

This research was carried out with the help of many parties. For that, the researchers would like to thank DRTPM for the opportunity and funding provided.

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