



Development of Teaching Materials Based on Local Wisdom in Class IV SDN 056002 LR Worship in Banyumas Village Langkat District

Nurdiyah¹

Universitas Muhammadiyah Sumatera Utara

Email: ¹diyahmunthe1812@gmail.com,

ABSTRACT

This research is development research (*Research and Development*). Produced a product in the form of local teaching materials based on local wisdom for class IV science and science learning for students at SDN 056002 Lr.Ibadah. This study is because teachers still use teaching materials based on books student or book eye lesson, lack of understanding student towards Rare culture, limitations, lack of innovation in material development teach in school and minimal local teaching materials based on culture school base. In learning IPAS teacher no there is book learning Langkat culture, then teaching materials based on Langkat local wisdom were developed as a companion to teacher books and student books Development Langkat local wisdom-based teaching materials aim to add diversity of teaching materials in learning and to increase knowledge students towards Langkat regional culture. In this study, researchers chose use model Thiagarajan. This model consists of *Define, Design, Develop*. Subjects used this research involved one class 22 class students IV SDN 056002 Lr. Banyumas Village Worship District. Stabat, Langkat Regency, North Sumatra. The research instrument used a questionnaire sheet which consists of a validation questionnaire for 3 experts and a practicality questionnaire for participants educate. Results study show development material teach worthy for used in the learning process by obtaining an average score of 94.33%. Category worthy of use based on material validator, score 94%, category worthy of use based on the teaching material design validator and a score of 98%, the category is suitable for use, based on the language validator the score is 91%. The research results also show the ingredientsteach worthy used based on value obtained from the results test practicality and response educator with mark average 98.04% category suitable for use.

Keywords : Materials development teach, based local wisdom, step up

Introduction

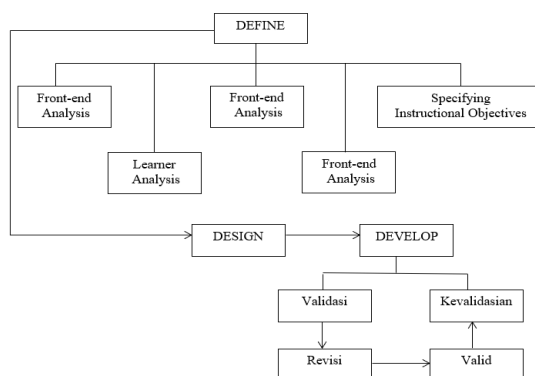
Education is the main element that must be prepared in order to build human resources in a country. An important role of education is the quality of human resources in in a country. Schools are the most important place to facilitate learning at school. By using adequate facilities and infrastructure, students will learn more effectively. Learning facilities are learning instruments that must be available in order to create effective learning. Therefore, apart from providing learning media for the learning process, teachers and learning resources are the most important facilities to support the implementation of the learning process (Sulisworo, 2020). According to Strom and Falch (2020), the importance of teachers in the learning process at school influences the quality of learning in the classroom. The Indonesian learning system provides a diversity of knowledge and understanding without

conflict in maintaining the local culture that exists in each region. Student learning in each school cannot be separated from teaching materials that are adapted to each level of education at the school. The aim of the learning system is for teaching materials to meet the student needs expected by the teacher and the identified curriculum. With the improvement in the orientation of education in Indonesia to be based on an independent curriculum. The orientation of using the independent curriculum provides an understanding that learning within the scope of the independent curriculum does not only focus on cognitive development, but more on *soft skills* and character according to the Pancasila student profile which is sufficient for all students using learning patterns based on the socio-cultural environment. Lack of familiarity with local wisdom is something that is being faced by students. Globalization through the development of digital technology is the cause of acculturation by assimilating the surrounding culture. Therefore , education is one solution to various personal needs as a solution in the learning process that is able to instill a sense of love and belonging values of local regional cultural diversity to each student (Stabat, 2020). Through efforts to develop teaching materials based on local wisdom, it is hoped that it will be effective in increasing the effectiveness of students' learning in the form of increasing understanding of the concept of cultural diversity as well as having an impact on maintaining local cultural values in elementary schools. The use of local values in developing teaching materials for Natural and Social Sciences learning subjects is of course carried out in appropriate teaching materials. The development of teaching materials based on local wisdom must be carried out based on the results of a needs analysis in order to determine the right needs and materials and in accordance with the research and development theme carried out at the fourth grade elementary school level. Materials that are in accordance with the theme of developing teaching materials, namely material on Indonesian cultural riches.

Indonesia itself in teaching materials from the government has limited broad cultural values to be used as examples in learning materials used by students. This is because teaching materials from the government must of course be applicable and used nationally Each region means that it is not only oriented towards one local culture so that the teaching materials used by teachers that have been provided by the government are less appropriate to the cultural environment where students live. Thus , researchers need to develop local wisdom-based teaching materials for use by educators and students to support learning in school. Therefore, the development of teaching materials that are created is very necessary to create decent teaching materials. Thus, researchers will conduct research entitled "Development of Teaching Materials Based on Local Wisdom in Class IV SDN 056002 Lr Ibadah, Banyumas Village, Langkat Regency." With the existence of teaching materials based on local Langkat wisdom, students become more aware of Langkat's cultural diversity. The existence of these teaching materials helps teachers in preserving Langkat's local wisdom in class IV. Based on the description above, the problem formulation in this research is about " How to develop media for teaching materials based on local wisdom for class IV students at SDN 0 56002 Banyumas, Langkat Regency?", What is the validity of media for teaching materials based on local wisdom for class IV students at SDN 056002 Banyumas, Langkat Regency?, How is the practicality of local wisdom-based teaching materials for class IV students at SDN 056002 Banyumas, Langkat Regency?" The aim of this research is " To find out how to develop media for teaching materials based on local wisdom in class IV at SDN 056002 Banyumas, Langkat Regency, to find out how valid the media is for teaching materials based on local wisdom for class IV students at SDN 056002 Anyumas, Langkat Regency, to find out how practical the media materials are." local wisdom-based teaching for class IV students at SDN 056002 Anyumas Langkat Regency.

Research Methodology

The method used in this research is research and development (*Research & Development*). Sugiyono (2018) believes that research and development methods are research methods used to produce certain products and test the effectiveness of these products. The development model used in this research is 4D which was developed by Thiagarajan (1974) but modified to 3D. The 3D development model consists of define, design, and develop.



Picture 1. Thiagarajan model

In this research, researchers carried out several procedural stages, including:

1. *Define* contains activities to define problems and define the conditions needed for learning development. This stage is the initial stage before developing learning strategies using teaching materials based on local wisdom.
2. *Design* stage of designing the framework of a product being developed.
3. *Develop* The development stage contains activities to make the design into a real product. The subjects in this research were fourth grade students at SDN 056002 LR worship. The validator is a media and materials expert, while the object of this research is the development of teaching materials based on Langkat local wisdom. This research was conducted in March 2024 at SDN 056002 LR Ibadah. The data in this research were obtained using the following steps: (1) Observation (2) Questionnaire (3) Documentation .

This data analysis was obtained from the assessment of validators from the Muhammadiyah University of North Sumatra by providing a validation sheet that had been designed. Teaching Material development process data in the form of criticism and suggestions given by several experts in the field of media and materials. After that, the data is analyzed as a basis for improving and determining the feasibility of the teaching materials being developed. Data that has previously been validated by validators is then analyzed in the form of percentage analysis. Data that has previously been validated by validators is then analyzed in the form of analysis percentage. Next, the percentage calculation is carried out of the amount average using the formula:

$$P = \frac{\sum R}{N} \times 100$$

Information :

P = Final Score Percentage

$\sum R$ = Total score from the assessment results

N = Maximum number of scores

For the questionnaire in this study, a *Likert Scale* was used.

Table 1. Assessment Guidelines

Score	Criteria
5	Very good
4	Good
3	Enough
2	Not enough
1	Very less

(Source: Source: Izzati (2022))

In calculating the percentage of data assessment results from expert validation, there are assessment criteria which aim to measure how feasible the product being developed is. The following is a percentage of the criteria for expert validation results:

Table 2. Percentage of Expert Validation Results Criteria

Score	Category
86% - 100%	Proper to use
66% - 85%	Quite suitable for use
56% - 65%	Not suitable for use
0% - 55%	Not suitable for use

(Source: Arikunto in Firman & Julianto 2021)

Table 3. Percentage of Criteria for Teacher and Student Response Questionnaire Results

Score	Category
86% - 100%	Practical to use
66% - 85%	Quite practical to use
56% - 65%	Less practical to use
0% - 55%	Not practical to use

(Source: Arikunto in Firman & Julianto 2021)

Results and Discussion

The development of teaching materials based on local wisdom is carried out using the Thiagarajan (1974) model, which consists of 3 development stages, namely (1) *Define stage* , (2) *Design stage* , (3) *Develop stage* (Development). So the researcher took several steps:

Define stage

Is the initial stage before develop learning strategies using teaching materials based on local wisdom. This stage of activity consists of five stages, namely:

- a. Analysis of Preliminary Findings
Initial analysis is a process of identifying problems faced during the learning process. This analysis was carried out by making direct observations. The results of the observations show that there are still several problems faced in the process learn how to teach.
- b. Learner Analysis
The following is information on student characteristics obtained in during the initial observations made by the researcher:
 1. Students sometimes feel they don't understand what the teacher is saying because the material contained in the book is not based on local wisdom.
 2. Many students have minimal knowledge regarding local wisdom in their own area, namely Langkat Regency.
- c. Task Analysis
Task analysis is a mapping or formulation of learning material by analyzing Learning Achievements (CP) and Learning Objectives (TP).
- d. Concept Analysis
Identifying the things that will be presented in the Langkat Regency local wisdom- based science and science teaching materials that are being developed is a step The initial step in carrying out concept analysis was by referring to the learning books provided by the SDN 056002 LR Ibadah school. formulate indicators achievement of basic learning competencies. As well as collecting sources that support the preparation of teaching-based materials local wisdom.
- e. Learning Objective Specifications
Task and concept analysis objectives are transformed into learning objectives. Apart from that, the basic skills listed in the Merdeka curriculum learning book are the basis for creating learning objectives. From the concept analysis, the learning objectives that must be achieved in the IPAS teaching materials have been obtained in the form of learning modules based on local wisdom.

Stage Design (Designing)

On this stages, the goal is For produce something devicelearning. Steps in stages these are:

1. Drafting Device Study
At this stage, the researcher compiles the materials teaching in the form of teaching modules for 6 lessons, student response questionnaire, LKPD.
2. Election Teaching materials
Election teaching materials Which developed This used For can adapting the characteristics of the material to the characteristics of the user . The module will be printed the size of paper HVS A4.
3. Election Format
The purpose of choosing a format is to plan or design the contents of the module science and science learning adapted to the Ministry of Education and Culture's independent curriculum textbooks. Format development module learning Which chosen covers all learning objectives from material on Indonesian cultural riches,
4. Preliminary Design
Science and science learning module is based on rare local wisdom covers a number of part that is: a) Cover (cover), b) Say introduction, c) List content, d) Instruction module, e) Learning Outcomes, f) Learning objectives , g)Material learning, h) Glossary , i) List References, j) Student Worksheet (LKPD) . Parts This will be explained as follows:

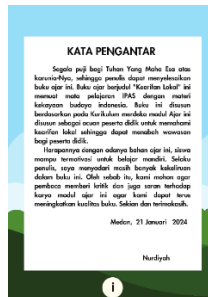
- a) Cover (cover)



Picture 1. Cover Module Front and Behind

Picture 1. above shows that the front cover contains logos of the Muhammadiyah University of North Sumatra, Tutwuri Handayani, and Medeka Campus. which will be the main learning material, The title of the module is Langkah Local Wisdom-Based Teaching Module. This module is used for Class IV Elementary School level, and the name of the author is Nurdiah. Besides that There are pictures showing the diversity of Langkat culture, such as traditional houses, Forest People, and various pictures from various tribes. Meanwhile on the back cover there is explanation related with each process of achieving goals, why did the author choose this cover so that students are able to motivate themselves to achieve their goals in the future.

b) Say Introduction



Picture 2. Say Introduction

Figure 2. in above shows that the foreword contains the words say Which interactive Which showed to participant educate, matter the intended so that they are more enthusiastic and know what they will learn in general. There are also place names and author names.

c) List Contents

DAFTAR ISI	
Kata Pengantar	i
Daftar Isi	ii
Surat Perintah	iii
Surat Perintah	iv
Surat Perintah	v
Surat Perintah	vi
Surat Perintah	vii
Surat Perintah	viii
Surat Perintah	ix
Surat Perintah	x
Surat Perintah	xi
Surat Perintah	xii
Surat Perintah	xiii
Surat Perintah	xiv
Surat Perintah	xv
Surat Perintah	xvi
Surat Perintah	xvii
Surat Perintah	xviii
Surat Perintah	xix
Surat Perintah	xx
Surat Perintah	xxi
Surat Perintah	xxii
Surat Perintah	xxiii
Surat Perintah	xxiv
Surat Perintah	xxv
Surat Perintah	xxvi
Surat Perintah	xxvii
Surat Perintah	xxviii
Surat Perintah	xxix
Surat Perintah	xxx

Picture 3. List Contents

Figure 3. shows that in local wisdom-based teaching modules there are several points in it namely containing a foreword, table of contents, instructions for using the module, learning outcomes, learning goals and targets, material learning, LKPD, summary , glossary, and bibliography.

d) Instruction Module Usage



Picture 4 Instructions for use Module

Figure 4. shows that there are instructions for using the module by students during the use of learning modules based on local wisdom.

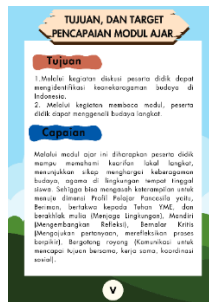
e) Learning Outcomes



Picture 5. Learning Outcomes

Picture 5. show that module there is learning outcomes . Learning outcomes is standard competence graduate of Which determine Skills, knowledge, And attitude most importantly Which must owned participant educate.

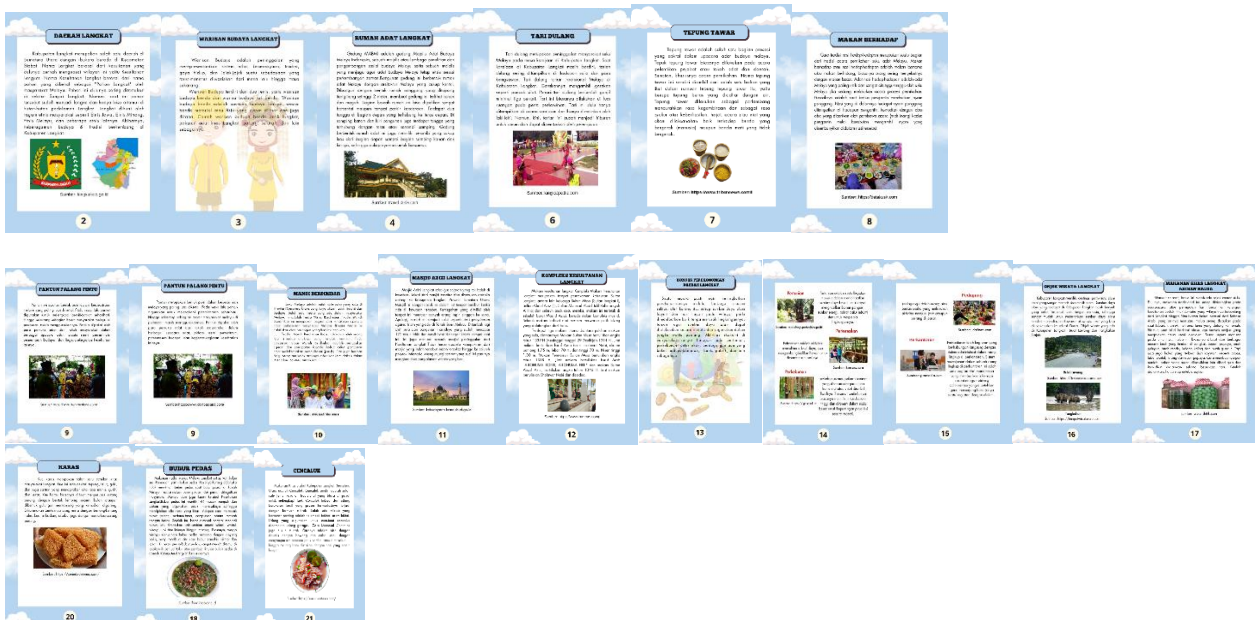
f) Learning objectives



Picture 6. Learning objectives

Picture 6. showing that module There are learning objectives to be achieved from The subject is Science S. Learning Objectives are learning outcomes that students are expected to achieve after studying activities learning inside the module.

g) Material learning



Picture 7. Module Material Learning Thematic

Figure 7. shows that the module that has been created contains Science and Technology lessons based on Langkat Regency Local Wisdom. The material included is the Langkat cultural heritage, economic conditions in the Langkat area, Langkat tourist attractions, and typical Langkat regional food.

h) Glossary



Figure 8 Glossary

Picture 8. showing that module there is glossary Which containing gathering list say or term foreign and important Which arranged in a wayalphabet Which be equipped with understanding from the definition of terms certain.

i) List References



Figure 9. List References

Picture 9. showing that on module be equipped with listthe library as a source or reference from a writer when obtaining information Which support in making teaching module based on local wisdom.

j) Student Worksheet (LKPD)



Picture 10. LKPD

Picture 10. on page 22 shows that in the module which has developed there is LKPD. This Student Worksheet is useful for finding out the extent of students' understanding of cultural diversity.

Stage Develop (Development)

This development stage is to produce the final form of the local wisdom-based teaching module after going through revisions based on input from validators, material experts, language experts and media experts which is used to see the level of validity of the module and also through test data try from the response students and teachers for see level of practicality .

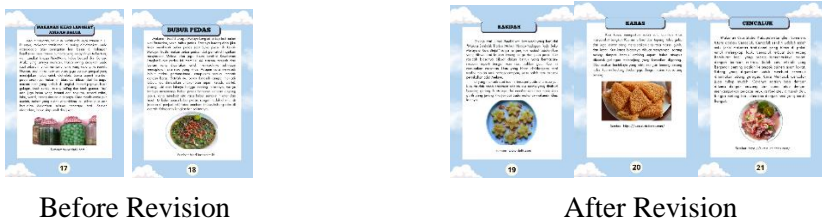
1. Validity Test

At the development stage after the product has been successfully created by the researcher then Next, validation will be carried out by material experts, language experts and media experts. Results validation from para expert used as base For do revision module.Drafting The local wisdom-based teaching module refers to suggestions, input and instructions from experts. The results of the validator's assessment in the form of suggestions and criticism will be Writing guidelines for revising modules. The suggestions and input provided validator can be seen in the following table This:

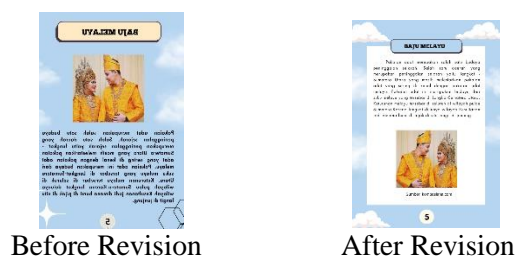
Table 4. Results Revision Module Based on Results Validation

Validator	Suggestion	Revision
Expert Material	<ul style="list-style-type: none"> Add contents of typical Langkat food that has been written in the module. 	Adding local specialties to Langkat
Expert Language	-	-
Expert Media	<ul style="list-style-type: none"> Fixed Font usage. The image is accompanied by a description. 	Fonts must match each other. Images must be accompanied by their source.

Material experts provide suggestions for adding more material about typical Langkat regional foods in learning, so that students can get more understand the learning material provided and can provide broader knowledge for students.



Linguist experts stated that teaching materials based on local wisdom are suitable to be tested and used in the learning process in class IV at SDN 056002 LR Ibadah. Media experts provide suggestions in the form of improving the writing structure module with notice source reference, Because For minimize plagiarism. Furthermore module revised with repair And clarify reference sources used. The following are the results of the previous local wisdom-based teaching module And after revised based on suggestionfrom para validator expert.



Before Revision After Revision

Picture 11. Revision from Media Experts

Evaluation module done with give module teaching based on local wisdom that has been developed along with with sheet evaluation validation to validator expert. Module Which has developed will stated valid if fulfil criteria Which has mentioned previously according to Arikunto (2011) . The assessment results can be seen at details the following table:

Table 5. Results Evaluation Validator Expert

Validator	Mark	Category
Materials Expert	94 %	Proper to use
Linguist	91 %	Proper to use
Media Expert	98 %	Proper to use
Average	94.33 %	Proper to use

Based on table results average evaluation validator expert in on shows that the learning module is thematic based Papuan *local wisdom* West Which has developed enter to in category valid, with mark average percentage 94.33%. The average percentage category shows that learning modules based on local wisdom are rare developed by researchers is suitable for use with slight revisions and can be tested on field.

2. Test Practicality

The revised module will then be tested. Test this out to see level of practicality based on suggestions and input from class teachers and participants educate in the field on local wisdom-based teaching modules that have been used. The subjects chosen in this research were class IV , totaling 22 students. Based on the results of the practicality test done researcher, obtained data response speech and participants' responses educate asfollowing.

a) Teacher Response

The results of the product trial analysis after being revised by the researcher and then reassessed by the teacher can be seen from the table as follows

Table 6. Data Analysis of Media Practicality by Teachers

No	Rated aspect	Score	Criteria
1	The appearance of the page on the media cover is attractive	5	Very good
2	Layout placement (title, subtitle, text, images)	5	Very good
3	Each media title is displayed clearly so that it can describe the media content	4	Good
4	Assessment of the type of font, size and spacing used is appropriate to make it easier for students to read the media	5	Very good
5	The correctness of images in media can convey the content of the material	5	Very good
6	The combination of images and media writing attracts students' attention	4	Good
7	The media that has been created uses communicative language	5	Very good

8	The media uses language according to the student's level of understanding	5	Very good
9	Module uses clear sentence structure	4	Good
10	The media uses sentences that are simple and easy for students to understand	5	Very good
11	The material presented in the media includes all the material contained in CP.	5	Very good
12	The material presented is able to achieve CP	5	Very good
13	The material presented in the media is appropriate to the student's ability level	5	Very good
14	Media helps students to determine the concept of Indonesian cultural wealth material	4	Good
15	The material in the media is easy for students to understand	5	Very good

The analysis data above is the result of calculations using the formula:

$$P = \frac{\sum R}{N} \times 100$$

$$= \frac{72}{75} \times 100$$

$$= 96 \%$$

Based on the results obtained from media practicality tests by teachers, local wisdom-based teaching materials obtained practicality results of 96%. According to the class teacher, the media for developing teaching materials is included in the "Very Practical and no need for further revision" category.

b) Student Response

Researchers also tested local wisdom teaching materials on 22 students in class IV at SDN 056002 LR Ibadah. At this stage, trials are carried out on large groups to determine student responses, whether the teaching materials are suitable for use in learning or not. The results of the analysis of the trials that have been carried out can be seen in the following table:

Table 7. Practical Analysis Data by Students

Student's name	Statement																				F	N
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Adzana Zainara	5	5	4	5	5	4	5	5	5	5	4	4	5	5	5	5	5	4	4	5	94	100
Aqila Dwi Zahira	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
Fadil Abriyan	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	98	100
Fauzan	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	98	100
Ade Gilang A	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
Faqi Ikhbar	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
goddess	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
Bayu	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
Al Fandy	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	99	100
Al-Khalifi	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
Farhan Syabari	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	98	100
Abi Pratama	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
Daffa Arya	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	4	5	97	100
Arkana Danang	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	4	5	5	4	5	96	100
Dinda As Shifa	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
Chelsea Aulia	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
Alya Wardiana	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	4	5	5	5	4	96	100
Deswita Maharani	5	5	5	4	5	5	4	5	5	4	5	4	4	5	4	5	4	4	5	5	92	100
Dinda Adwa	5	5	4	5	5	4	5	5	4	5	5	4	5	5	5	4	5	5	5	5	95	100

Ayra Gusti	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	97	100
Nadin's aura	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	100
Arini Aristonemi	5	4	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	97	100
Amount																					2157	2200

$$\begin{aligned}
 P &= \frac{\sum R}{N} \times 100 \\
 &= \frac{2175}{2200} \times 100 \\
 &= 98.04 \%
 \end{aligned}$$

Based on the results obtained from students in product trials, the media for developing teaching materials based on local wisdom received an assessment of 98.04%, meaning that the product category was "very practical" so it was suitable for use in classroom learning.

Conclusion

Conclusion which can taken based on findings study and development and findings of data analysis related to testing of local wisdom-based teaching modules for class level IV SDN 056002 LR worship sub-chapter indonesian cultural wealth based on evaluation good from validator expert nor results teacher's response and participant did ik is as follows:

1. Based on results study development product which generated in the form of materials based on local wisdom which is a procedure Thiagarajan development. Where are the Define, Design, Develop, which has gone through 3 stages and is stated Langkat local wisdom-based teaching materials are very valid and feasible used.
2. Teaching materials based on local wisdom whose validity has been verified during the development stage are declared suitable for testing without the need for revision. Validation was carried out by material, media design and language validators, who concluded that this local wisdom-based teaching material was suitable for use in learning. Validation assessments by experts showed that Langkat local wisdom materials achieved an average score of 94% in the valid to use category, media design experts achieved an average score of 98% in the valid to use category, and language experts achieved a score of 91% in the "valid to use" category. Therefore, this type of local wisdom-based teaching material meets the requirements to be applied in the learning process.
3. The practicality of the media is measured through implementation which involves trials by teachers and students. Evaluation from homeroom teachers of teaching materials shows that this media is practically used with an average score of 96%. In addition, the evaluation results from students who took part in the trial also showed a high level of practicality with an average score of 98.04% from 22 students in the "practical to use" category. Thus, this product is suitable for use as a learning medium in science and science subjects in class IV SDN 056002 LR Ibadah.

References

- A, DRB 2019. (2019). Understanding and Principles of Teaching Material Development. *Teaching Materials Development* , 1–45.
- Afriandi, M. (2020). Development and Utilization of Teaching Materials. *Undiksha Journal* , 6 (2), 64–71.
- Arulampalam Kunaraj, P. Chelvanathan, Ahmad AA Bakar, IY (2023). No. *Journal of Engineering Research* .
- Atang Setiawan. (2012). No Title في برعل ا غ ل ل ا س ي ر د ت ق ر ط . *Экономика Региона* , 2009 , 32.
- Ayuningtyas, N. (2021). *Development of Youtube-Based Interactive Video Teaching Materials Theme 4 Sub-theme 2 in Online Learning in Class I Elementary School* . 118.
- Danuarta, A., Rahmawati, AF, Rini, EP, & Azila, N. (2024). *Hidden Deep Meaning: Exploration of the Pantun Opening the Door of the Marriage Tradition of the Riau Malay Community (Pelalawan, Siak and surrounding areas)* . 2 (3).
- Devirita, F., Neviyarni, N., & Daharnis, D. (2021). Development of Problem Based Learning Textbooks in Elementary Schools. *Basicedu Journal* , 5 (2), 469–478. <https://doi.org/10.31004/basicedu.v5i2.680>
- Hadi, H., & Agustina, S. (2016). Development of a Rural-Urban Geography Textbook Using the ADDIE Model. *Journal of Education* , 11 (1), 90–105. http://e-journal.hamzanwadi.ac.id/index.php/edc/article/view/269/pdf_2
- Hamsiah, A. (2019). Development of Teaching Materials Based on Cultural Values as a Cultural Preservation Strategy. *Ecosystem Journal* , 19 (1), 10–18.
- Hasibuan, A., Wulandari, L., Azhari, PA, & Dahnial, I. (2023). Application of Pancasila Values to Elementary

- School Students to Increase Attitudes of Patriotism and Love for the Motherland. *Journal of Islamic Learning and Education Innovation* , 1 (2), 105–110.
- Khairani, S. (2018). *Plain flour in the Langkat Malay community, Tanjung Pura, North Sumatra* . 1–81.
- Lawe, & Dopo, K. (2019). Development of Electronic Teaching Materials Based on Local Ngada Culture for Thematic Learning for Elementary School Students. *Citra Bakti Educational Scientific Journal* , 6 (November), 134–145. <https://doi.org/10.5281/zenodo.3551654>
- Lubis, MI, Muntasib, EH, & Soekmadi, R. (2023). Mechanism of Stakeholder Relations in Tangkahan Ecotourism Development. *AGRICULTURAL AND ENVIRONMENTAL POLICY MINUTES Formulation of Strategic Studies in the Field of Agriculture and the Environment* , 10 (2), 112–124. <https://doi.org/10.29244/jpolitik.v10i2.44309>
- Magdalena, I., Prabandani, RO, Rini, ES, Fitriani, MA, & Putri, AA (2020). Analysis of Teaching Material Development. *Journal of Education and Social Sciences* , 2 (2), 170–187. <https://ejournal.stitpn.ac.id/index.php/nusantara>
- Md noor, S., & Faizal MuSa ABSTRACT, M. (2021). The Function of Food in Social Interaction in Malay Society: A Study of Folklore Texts The Function of Food in Social Interaction: A Folklore Text Study. *International Journal of the Malay World and Civilization* , 9 (2), 59–67. <https://doi.org/10.17576/jatma-2021-0902-06>
- MRizky, A. (2020) . *Toward a Media History of Documents* , 06 (02), 12–26.
- Nurhaliza, S., Dardanila, D., & Ritonga, P. (2024). Proverbs in the Traditional Malay Wedding Bathing Berdimbar Tradition, Medang Deras District: Anthropolinguistic Study. *Tambusai Education Journal* , 8 , 10175–10198. <https://jptam.org/index.php/jptam/article/view/13923%0Ahttps://jptam.org/index.php/jptam/article/download/13923/10729>
- Nurjehan, R. (2024). *List: Journal of Malay Studies and Islamic Civilization List: Journal of Malay Studies and Islamic Civilization* . 01 (1), 1–15.
- Nurmalia, L., Iswan, I., Saullila, A., Rahma, AA, & ... (2022). Development of book-based teaching materials on the topic of forms of objects in theme 3 (Objects around me) Class III at SDN Margahayu VI with a contextual approach. *LPPM UMJ National Research Seminar* , 3 (3). <https://jurnal.umj.ac.id/index.php/semnaslit/article/view/14213%0Ahttps://jurnal.umj.ac.id/index.php/semnaslit/article/download/14213/7370>
- Nuryasana, E., & Desiningrum, N. (2020). Development of Teaching and Learning Strategy Teaching Materials to Increase Student Learning Motivation. *Journal of Research Innovation* , 1 (5), 967–974. <https://doi.org/10.47492/jip.v1i5.177>
- Prana, H. (2021). The Role of Youth in the Development of Malay Culture-Based Tourism Destinations in Langkat Regency, North Sumatra Province. *Journal of Environmental and Development Studies* , 2 (1), 1–9. <https://doi.org/10.32734/jeds.v2i1.6191>
- Rumiati, A., & Prasetyo, YH (2013). Identification of the Architectural Typology of Traditional Malay Houses in Langkat Regency and Its Changes. *Journal of Human Settlements* , 8 (2), 78. <https://doi.org/10.31815/jp.2013.8.78-88>
- Sabdarini, C., Ekok, AS, & Aswarliansyah, A. (2021). Development of Thematic Worksheets Based on Local Wisdom for Elementary School Students. *Basicedu Journal* , 5 (5), 3765–3777. <https://jbasic.org/index.php/basicedu/article/view/1393>
- Sartika, S. (2013). Stabat and Tanjung Balai. *Analysis and Significance of Spicy Porridge Ingredients as Malay Culinary Heritage in Stabat and Tanjung Balai* , 14 (02), 66–73.
- Sawita, K., & Br Ginting, SS (2022). Ethnomathematical Identification: Motifs in Malay Woven Songket Cloth in Langkat, North Sumatra. *Scholar's Journal: Journal of Mathematics Education* , 6 (2), 2064–2074. <https://doi.org/10.31004/cendekia.v6i2.1491>
- History, P., Langkat, K., & Azizi, M. (2023). *Cahayatunnisa Faculty of Cultural Sciences, University of Indonesia Isman Pratama Nasution Faculty of Cultural Sciences, University of Indonesia Abstract* . 17 (6), 4215–4236.
- Sembilan, DA, Hafizh, F., Hayati, M., Nuri, A., Febriyanni, R., Islam, PA, & Jam, S. (2024). Rasidah Cake Making Training as a Form of Maintaining Typical Malay Culinary in the Modern Era. *FUSION: Journal of Community Service* , 2 (2), 124–130.
- Stabat, K. (2020). *JBS (Social Based Journal)* . 1 (1), 81–90.
- Sugiono. (2015). Research Methods Research Methods. *Qualitative Research Methods* , 17 , 43.
- Viera Valencia, L.F., & Garcia Giraldo, D. (2019). Title. *Angewandte Chemie International Edition*, 6(11), 951–952. , 2 , 7–48.
- Wahyuni, N., & Ninawati, M. (2020). *Development of Teaching Materials Based on Local Wisdom to Improve the Multiliteracy Abilities of Students in Disadvantaged Areas* . <http://simakip.uhamka.ac.id/download?type=penelitianreport&id=668&nomor=1>