



Development of Bekasi History and Culture Learning Model at Elementary School Level

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Abstract: This research aims to develop a learning model of Bekasi's Local Subject, history and culture at the elementary school and madrasah ibtida'iyah levels that follow the needs of the community and the Bekasi City government. The research used the Research and Development method with a combination model design of Local Subject Development Procedures with the Instructional Development Model (MPI). The instruments in this study used observation sheets, questionnaires, and tests; then, the existing data was analyzed using descriptive qualitative. The results of expert validation showed that the development of a learning model for local content of Bekasi History and Culture for elementary schools and madrasah ibtida'iyah had fulfilled (valid) procedures scientifically that can be applied in schools and meet the expectations of the people of Bekasi City. The results showed that the effectiveness of the model to Local Subject Development Procedures with the Instructional Development Model (MPI), that was, the average score of student competency test results, was 88.3 above the minimum completeness criterion of 75. The research results could develop student appreciation and creation to support the regeneration process that loved local culture and fosters pride in cultural identity to motivate students to protect and preserve cultural heritage.

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Introduction

Historically, the Bekasi region has a wealth of history and culture, from the relics of the pre-literacy period, the historical period, to Bekasi during independence until now.. Sopandi, (2012) Explains the history of describing the spirit of heroism and nationalism can be seen through works including several monumental historical objects, Chairil Anwar's poem "Karawang - Bekasi", the song "Melati di Tapal Batas Bekasi" and the novel "Di Tepian Kali Bekasi". Therefore, it is only natural that Bekasi is dubbed the "City of Patriots". Siska (2015) states that Teaching national history is the best effort to strengthen national unity and to instil a spirit of love for the motherland and a patriotic spirit.

The wealth of historical and cultural values developed in the Bekasi area is interpreted as a special feature that marks the local characteristics of an area. Strategic efforts to plant and introduce these characteristics through educational channels, ranging from primary and secondary to tertiary education (Dermawan et al., 2022). Muhajir, (2000) said that the meaning of "local genius" kebetawian is local characteristics or local identity that for many years has been considered as the noble values of the Betawi people. Introduction to historical values and regional culture through Local Subject. Lestari & Susanti, (2023) in the research Development of Local History Learning Resources of South Sumatra Bebasis Mullti Media, concluded that learning local history; 1). Able to strengthen identity, national pride, confidence, unity, and traditional and cultural progress. 2). Able to deliver students to love and be proud of their area. 3). Able to foster new creativity of students in the development of local traditional cultural arts. *Local culture* is the first environment in forming a person's



identity and determines the formation of a human person (Wirawan et al., 2018). One of the goals of studying local culture is to awaken, develop and maintain the national spirit (Somad & Suwandana, 2022).

According to Sirmayatin (2017), local content learning is also very urgent to be given to the younger generation because it will build a strong national character in the younger generation. Local history has revived and acquired a new meaning; even some historians express the importance of local history (Goubert, 2015). Developing local content in history learning, according to the characteristics of each region (Hafid, 2015) Thus, learning history is more contextual and meaningful. Local culture is an environment first in forming one's identity and determines the formation of a human person (Tilaar, 2012).

Annex to West Java provincial bylaw (Number 9 of 2008: 12) stated that cultural development in West Java is aimed at preserving and developing regional culture and maintaining the identity and values of regional culture during the rapid flow of information and global culture. Learning Local Subject is a strategic way to make that happen. Mulyasa, (2009) explains that Local Subject is an integral part of the school curriculum at all levels of education units. Curricular activities that develop student competencies following the characteristics and potential of the region. The next issue is how to develop a learning model of Local Subject that contains Bekasi history and culture that can be used as a model and reference or even a learning resource at all levels of education units in Bekasi City.

Gaut & Tapung, (2021) explained that the model is an effective learning approach to maintaining and preserving cultural values. Personal, (2009) suggests that Models help simplify complexity to real situations with common steps that can be applied in various situations. Models usually describe the steps or procedures to create effective, efficient, and engaging learning activities. Developing a learning model can be clear if we follow the developments and discussions that have been carried out. It represents an integrated set of strategic components and different learning strategies to motivate students. Learning success is largely determined by strategy (Hattie, 2016). Prawidilaga, (2004) said that learning is an effort to create conditions deliberately so that learning objectives can be facilitated (*facilitated*) achievement. While Miarso (2009) state that learning is a deliberate, purposeful, and controlled effort so that others learn or there is a relatively settled change in others. Operationally, learning by Hattie (2016) said that learning should be based on prescriptive learning theory, which is a theory that provides a "recipe" to overcome learning problems. This theory focuses on three variables: variable conditions, methods, and results. Muis, (2019) also suggests that learning is a set of activities that affect the person learning in such a way that the process occurs. Based on this, this research aims to develop a learning model of Bekasi's Local Subject, history and culture at the elementary school and Madrasah Ibtidaiyah levels that are in accordance with the needs of the community and the Bekasi City government.

Research Method

The research employed Research and Development (R&D) method with a combination model design of Local Content Development Procedures with the Instructional Development Model (MPI) Gall & Borg, (2007) state that the development research model is a process used to develop and validate educational products such as syllabi, learning materials, textbooks, learning methods, and others carried out in a research and development cycle. Schematically the model development procedure can be illustrated in the diagram below:

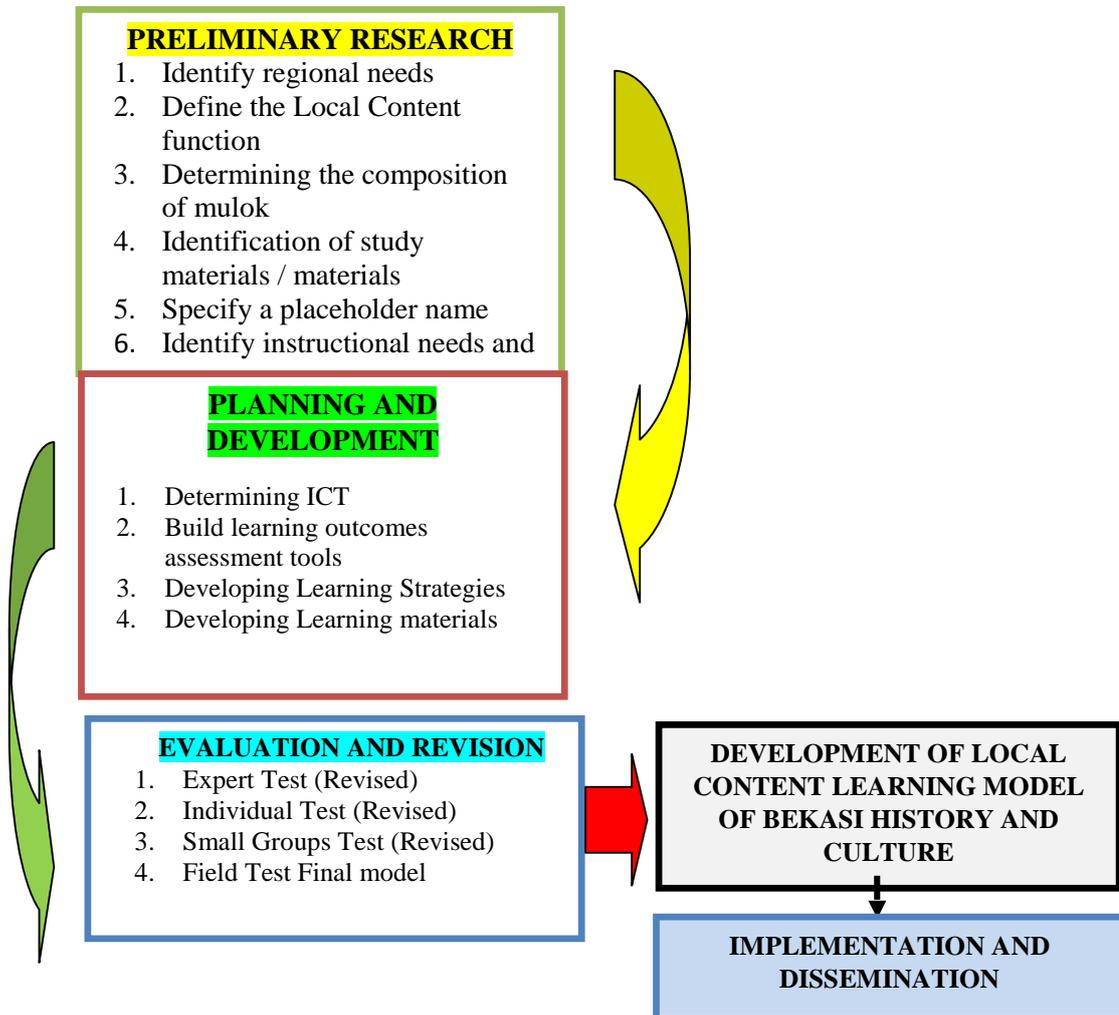


Figure 1. Steps to implement research methods of model development
(adapted from Borg &; Gall 2007)

The steps of validation, evaluation and revision of product planning and model development were carried out simultaneously by referring to Muryadi (2017) formative evaluation model, namely, 1). Expert review. The experts involved were instructional design experts, Betawi linguists and culture experts, Bekasi History experts and graphic design experts. 2). One-to-one learner. This step was carried out by involving three students of grade V. 3). Small group trials were conducted involving 12 grade V students, and 4) large group trials involving 30 grade V students of SDN 01 East Bekasi. The validation instrument uses an open-ended question model and an open solicitation of suggestions. Meanwhile, the product effectiveness test was carried out with formative tests after large group trials were carried out using instruments in the form of questions from trial materials. To measure students' attitudes towards products with the Likert Scale in the form of a statement instrument with 5 optional to be selected with different scores, namely Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1. In Ho and Ha's hypothetical learning and testing research through SPSS analysis version 25.

Results and Discussion

Based on the results of a review of three sources in preliminary research, namely supporting patency, a review of the results of a feasibility study and interviews with Bekasi

city education stakeholders, it can be concluded; First, in principle, the development of Local Subject learning models is determined mainly by regional needs. Second, the opportunity to hold Local Subject learning based on regional culture in Bekasi is very large. Third, the Bekasi city government support implementing Local Subject following Bekasi culture.

The function of Bekasi History and Culture (SBB) subjects as (1) means of preserving and developing historical and cultural values that develop in Bekasi, (2) regional socio-cultural development based on local culture in Bekasi, (3) means of increasing knowledge, skills, and attitudes as well as technology, and Bekasi culture-based arts (4) means of establishing and disseminating the use of language, historical and cultural values of Bekasi (5) means of developing reasoning, and understanding the diverse cultures of Bekasi area (Sopandi, 2012).

A procedural model that describes concrete steps in the planning and development stages of the Bekasi History and Culture Local Subject learning model. The first part describes the development procedure according to the conception of the curriculum at the education unit level (KTSP), and the second part with the Instructional Development Model (MPI). These two models are combined into the Local Subject Development Procedure Combination model with MPI. See the picture below.

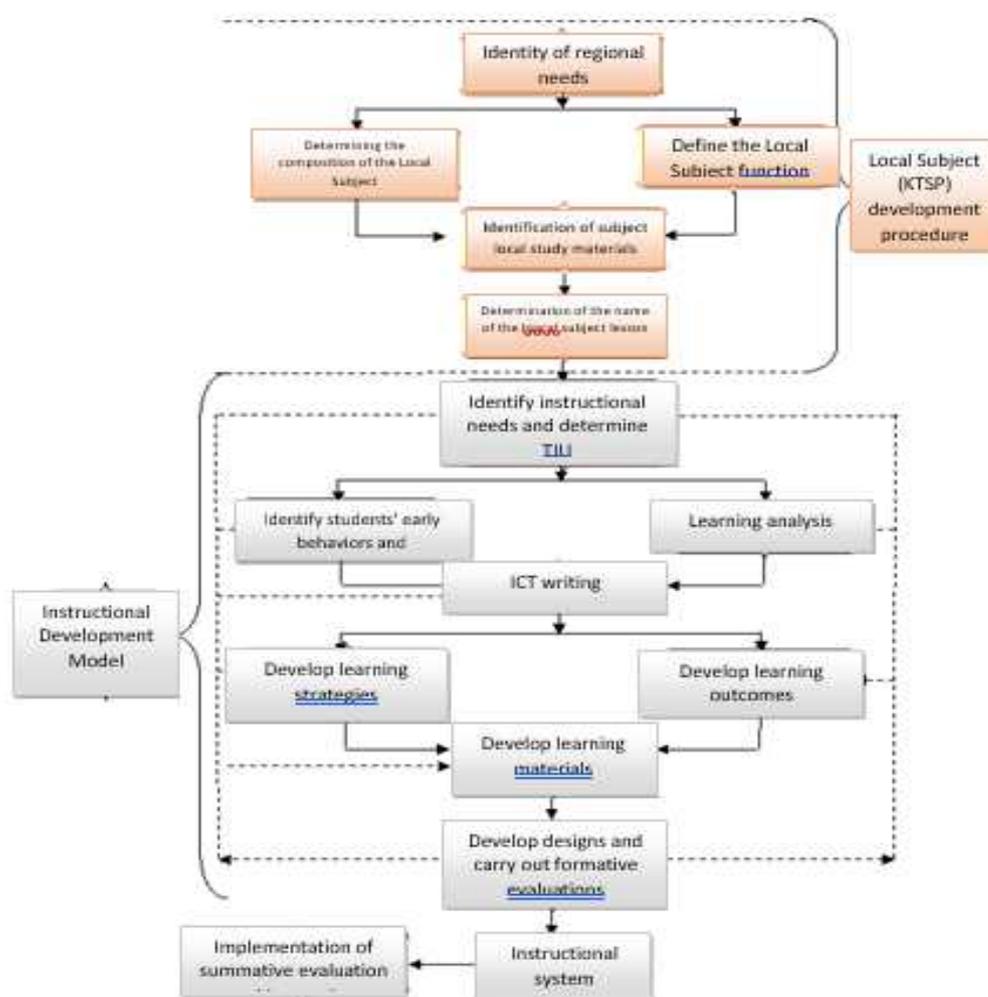


Figure 2. Combination of Local Subject Development Procedure with MPI

The results of the draft content of the Competency and Basic Competency Standards (SKKD) for the Local Subject of Bekasi History and Culture can be seen below.

Table 1. Basic Competency, Competency Standards, and Indicators

COMPETENCY STANDARDS	BASIC COMPETENCIES
5.1 Know the origin of the name Bekasi and describe chronologically the history of Bekasi during the kingdom	Identifying the Inscription of the origin of the Bekasi designation
	Tells a brief history of Bekasi's condition during the kingdoms of Tarumanagara, Padjajaran, Jayakarta and Sumedang larang
5.2 to know the breed Game Fortress and Dragon Serpent	Depicting the pattern of the Fortress game
	Depicting the Dragon Serpent game pattern
5.3 Describe Bekasi circumcision procedures	Identify circumcision preparations
	Depicting circumcision feasts
5.4. Get to know Bekasi's daily culinary types	Explain how to make Asem vegetables
	Explain how to make potato vegetables kembili
	Explain how to make cork tops
5.5. Get to know the shape and message of Pantun	Explain the types of rhyme rhymes Game
	Recite game rhymes
5.6 Identifying various historical relics of Bekasi during the Kingdom Period	Explain the types of historical relics of the Kingdom of Tarumanagara, Jayakarta, and Sumedanglarang
5.7 Get to know the breed Gebok ball game and Lenong art	Illustrate the pattern of the Gebok ball game
	Illustrate the pattern of the Gebok ball game
5.8 Get to know Bekasi traditional medicines and their use	Explain the types and benefits of plants medicinal base ingredients
5.9. Get to know the types of Clear Vegetables and Various Stir-fries	Identify the type of vegetable for the basic ingredients of clear vegetables.
	Identify the type of vegetable for the basic ingredients of the stir-fry.
5.10. Listen and read Bekasi folklore	Telling the story in the story of Ki Sibad and the Kojas Dam Crocodile Demon

The Final Model produces two manuscript documents as masters, namely SBB learning guidelines for teachers (table 2) and SBB Learning Materials for Grade V elementary / MI students (table 3). The content specifications of the two final models can be seen as follows:

Table 2. Systematics of SBB Learning Guidelines

Chapter I Introduction	A. Rational B. Local Subject SBB Function C. The composition of Local Subject SBB D. SBB learning resources and Local Subject materials E. Local payload name
Chapter II Objectives and Competency Standards of Basic Competency	A. Learning Objectives of Local Subject SBB B. SBB Scope C. Graduate Competency Standards D. Competency Standards, Basic Competencies and Indicators



Chapter III SBB Local Subject Learning Strategy	E. Rating System
	A. SBB Learning <ol style="list-style-type: none"> 1. Language of Instruction 2. Learning Approach
	B. Syllabus Development
	C. Development of SBB RPP
	D. Syllabus Model and RPP SBB Class V Elementary School

Tabel 3. Systematize SBB Learning Materials

Semester 1	Semester 2
Chapter 1 History of Bekasi	Chapter 6 Bekasi Historical Heritage
Chapter 2 Bekasi Children's Traditional Games	Chapter 7 Traditional Children's Games
Chapter 3 Bekasi Child Circumcision	Chapter 8 Folk remedies
Chapter 4 Bekasi Culinary	Chapter 9 Bekasi Culinary
Chapter 5 Language and Literature	Chapter 10 Language and literature

Testing by experts carried out the feasibility of the model. The way carried out technical steps; First, determination of expertise, second, providing validation/assessment instruments attached to the draft model. Third, the validation results of each expert were analyzed for further improvement of the draft model until it became the final draft. Four experts with each competency were 1). DR. Robinson Situmorang (postgraduate lecturer at Universitas Negeri Jakarta Educational Technology study program). His expertise validated and corrected the learning planning and substantiation process. 2) Drs. Abdul Chaer (Retired from lecturer duties in the Language study program, State University of Jakarta), his expertise to validate and correct the substance of learning materials, especially the use of Indonesian and Betawi Malay literature. 3) Andi Sopandi. S.S., M.Si (lecturer at the faculty of communication and literature of Universitas Islam "45" Bekasi). His expertise was to validate and correct the material substance of Bekasi history and culture. 4) Waridah Muthi'ah, M.Ds., lecturer at the Faculty of Art and Design, Mercubuana University, Jakarta Her expertise validated and corrected using images and other illustrations in SBB's learning material model.

The results of expert validation from four experts with each competency are obtaining valid results, where the results were revised to the draft model so that it became the final draft, namely with valid results. Comments on the desired model from the questionnaire were open, meaning that the validator wants an image model, and there was a summary so that it became an interesting topic.

Model Effectiveness

The trial process was carried out to ensure the effectiveness of the developed learning model. Indications of its effectiveness can be seen from the aspect of usefulness and usefulness. The trial was conducted in three stages; First, individual trials with students (one-to-one learners); Second, small group trials (small group). Third, large group trials (field trials). The result of the individual trial involving 3 students was the second revision stage following the essential points they expected. Among them are the size of SBB textbooks illustrations, both animation and photos on the cover were clarified, and the design was more attractive; the use of terms considered foreign was given translation. The small group trial

involved 12 grade V students of SDN 01 East Bekasi. The results can be seen in Figure 4 below.

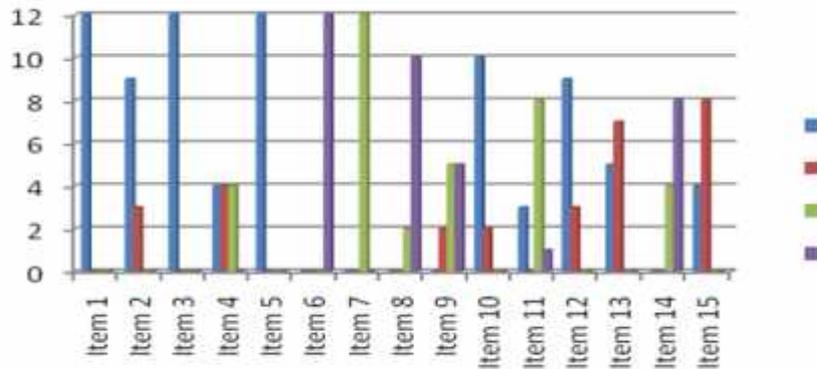


Figure 4. Small Group Test Respondent Response Diagram

The conclusions of the small group test results are; 1). Students respond positively to the lessons on the Local Subject of Bekasi history and culture as an alternative to existing Local Subject. 2). The design, appearance and content of SBB materials have met the tastes and interests of students. 3). SBB lessons can meet students' expectations of Bekasi's historical and cultural knowledge. 4). Bekasi history and culture learning materials can be said to be effective to use.

Results of a large group trial involving 30 students. The results of the data analysis will illustrate two things, namely the achievement of Minimum Completeness Criteria (KKM) in learning and hypothetical testing H_0 and H_a through SPSS analysis version 17.0. The picture of obtaining each student's score from the competency test showed that the average learning score was **88.83**. This value was successful because it passed the Minimum Completeness Criteria (KKM), which was 75. Testing against hypothetical H_0 and H_a using SPSS version 17.0.

Tabel 4.17. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before-After	40.16667	6.49713	1.18621	37.74060	42.59273	33.861	29	.000

The results can be described as follows.

- 1) Comparison between t-table with t_{count} as follows:

The value of t-count was 33,861 while the t-table from 30 respondent data with a confidence level of 95% then obtained t-table of 2,045 then it can be known that $t_{count} < t_{table}$ thus the decision taken was H_0 rejected, meaning that there is a significant difference in the learning outcomes of respondents/students before and after using learning materials.

- 2) Probability Value

Based on the two-sided test value, the value (5%) was divided by 2 so that the test criteria become if the $\text{sig} > 0.05/2$, then H_0 was accepted, while if the $\text{sig} < 0.05/2$, then H_0 was rejected. The SPSS result showed that a sig of 0.000 means $0.000 < 0.025$, then H_0 was rejected. Based on the two methods of taking the decision, it can be concluded that H_0 rejected it, which means there is a significant difference in learning outcomes before and after using learning materials. Analysis of students' attitudes towards learning Bekasi History and Culture, the recapitulation results show:

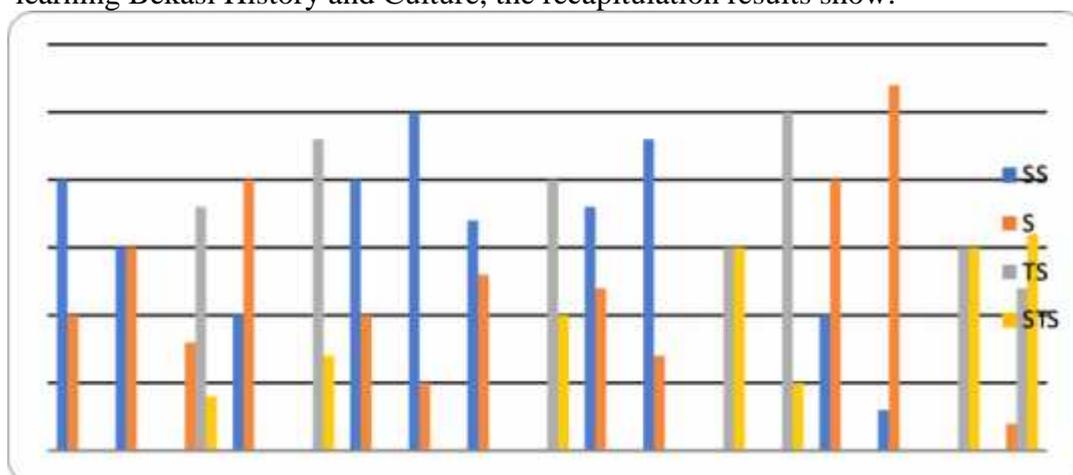


Figure 5. Attitude diagram on Bekasi History and Culture learning

An overview of student choices related to their attitudes to the learning model of Bekasi History and Culture Local Subject can indicate the following attitude tendencies; 1). SBB learning provides new knowledge. All (100%) students consider that SBB learning has provided new knowledge. Second attitude Happy to learn SBB. All respondents (100%) said they enjoyed learning SBB. Attitude (100%) also towards liking SBB lessons compared to other lessons. 2). SBB lessons are related to other lessons. Data shows that respondents (85%) think SBB is unrelated to other subjects. The next attitude measures the desire to know about Bekasi's history and culture. (100%) respondents want to know the history and culture of Bekasi. 3). Against the difficulty, uninteresting and laziness to follow the learning of Bekasi history and culture. Distribution of student choice on what is the difficulty. All respondents (100%) think it is not difficult. As for unattractiveness, (87%) of respondents said studying SBB was very interesting. 4). SBB learning is easy to understand and introduces the history and culture of Bekasi, and it is not difficult to learn. These three statements show that participating in SBB learning is easy to understand (84%) and not difficult to learn (85%) and enriches knowledge, and raises pride in Bekasi's historical and cultural values (100%). 5). Students' attitude also shows (100%) that SBB learning is more fun and easier to discuss, motivating them to learn more.

This research on developing learning models resulted in learning models of Local Subject of Bekasi history and culture. It is a necessity when the community and local government need it. The model product it produces is also an implementation answer considering that it has long been the hope of students and the education community in Bekasi to want a replacement of Local Subject of Sundanese Basa with Local Subject that suits the needs of the community and local government.

The results of large group trials show the effectiveness of using the Local Subject learning model to achieve the desired goals. Meanwhile, analyzing students' attitudes show a strong desire to know more about Bekasi's history and culture. Local Subject that introduces Bekasi's historical and cultural values can foster a sense of pride, love, and national



nationalism. It is in accordance with what Nurul Monica et al. (2023) found in relevant South Sumatra research. Another study that explains the development of local content from (Zainul Arifin et al., 2018) says that to maintain and preserve Indonesian culture, one of them can through education. The local content curriculum is a curriculum that aims to develop this potential through education (Mulyasa 2006).

The model in learning development is a systematic process in the design, construction, utilization, management, and evaluation of learning systems. The explanation above can explain the concept of a model representing a knowledge system designed for the Local Subject of Bekasi History and Culture learning activities. The use of learning methods that modify the Instructional Learning Model (MPI) with Local Subject Development Procedures as contained in the KTSP development concept. Especially in the Local Subject development model, whose needs base is determined by the community and local government, it certainly has its characteristics and cannot be generalized. The success of designing models and developing them to produce learning model products can be new model findings that contribute to scientific development in learning model design.

The development of national education systems must be aligned with the needs and progress at the local, national, and global levels. The curriculum is a vital component of the education system, consisting of the plan and set of educational goals, content, learning materials, and methods. These objectives include national education objectives and conformity with regional characteristics, conditions, potentials, academic units, and students. Thus, the curriculum of the education unit must be adjusted to the needs and potential of the existing regions. (PP RI No. 19 of 2005 article 1). The results of this work can develop student appreciation and creation to support the regeneration process that loves local culture and fosters pride in cultural identity to motivate students to protect and preserve cultural heritage. Other research that explains local content development from (Zainul Arifin et al., 2018) says that one way to maintain and preserve Indonesian culture is through education. *The local content curriculum* is a curriculum that aims to develop this potential through education.

Conclusion

The results of this study concluded that; First, this research succeeded in developing a learning model of Bekasi History and Culture local content for the level of basic education units and Ibtidaiyah madrasah. It is evidenced by each student's score on the competency test; the average learning value was 88.83. This value is successful and appropriate because it passed the Minimum Completeness Criteria (KKM), which was 75; it can be concluded that the development of Bekasi history and culture learning models at the elementary school level was optimal or effectively applied. Then in terms of usefulness, the results of this research can also be said to have followed the needs of the people of Bekasi City so that the resulting learning model products can be a prototype for developing learning materials at the next level. Second, the model development process refers to designing a combination model of Local Load Development Procedures with the Instructional Development Model (MPI) so that it can be scientifically accounted for. Therefore, this research has produced a new development model that describes the development process accommodating the characteristics of community needs as product users and educational institutions based on the needs of local communities. Third, the final results of the research procedure for developing local content of Bekasi History and Culture have been adapted so that the writing format becomes a learning guideline that describes conceptually and practically about learning Bekasi history and culture. Fourth, the results of field testing of the learning model in the



form of Bekasi history and culture learning materials are significant in the learning process and effectiveness.

Recommendation

It is recommended for the education office and school principals to provide more research discussions with teachers about learning Bekasi history and culture in elementary schools so that Bekasi history and culture learning experiences are significant both in terms of learning process and effectiveness.

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