

DAFTAR PUSTAKA

- Abacioglu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. *British Journal of Educational Psychology*, 90(3), 736–752. <https://doi.org/10.1111/bjep.12328>
- Abdurrahman, M. (2012). *Pendidikan Bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta.
- Abramova, G. S., & Mashoshina, V. S. (2021). On Differentiation Strategies in the EFL Mixed-Ability Classroom: Towards Promoting the Synergistic Learning Environment. *European Journal of Contemporary Education*, 10(3), 558–573. <https://doi.org/10.13187/ejced.2021.3.558>
- Addawiyah, R., Suswandari, & Gunawan, R. (2020). Strategi Implementasi Nilai-nilai Kearifan Lokal Etnik Betawi dalam Pembelajaran IPS Sebagai Penguat Karakter Bagi Peserta Didik (Studi Kasus di SMP Islam Terpadu ALMAKA). *Prosiding Seminar Nasional Berseri*, 360–378. Diambil dari <https://proceedings.uhamka.ac.id/index.php/semnas/article/view/198>
- Adinugraha, F., & Ratnapur, A. (2020). Modul Keanekaragaman Hayati dengan Pendekatan Kearifan Lokal dan Budaya di Kabupaten Purworejo. *SAP (Susunan Artikel Pendidikan)*, 5(1), 26–33. Diambil dari <https://journal.lppmunindra.ac.id/index.php/SAP/article/view/6534>
- Agustianza, T., Ramadhani, E., & Fakhruddin, A. (2021). Penerapan Model Experiential Learning Berbasis Local Wisdom terhadap Kreativitas Siswa dalam Pembelajaran Materi SBdP Kelas IV SD Negeri 10 Sembawa. *Edumaspul: Jurnal Pendidikan*, 5(2), 352–360. <https://doi.org/10.33487/edumaspul.v5i2.1755>
- Ahmar, D. S., Kulyawan, R., & Febriawan, A. (2022). Analisis Keefektifan Pembelajaran Belajar Dari Rumah (BDR) Pada Masa Pandemi Covid-19. *Quantum: Jurnal Inovasi Pendidikan Sains*, 13(1), 75. <https://doi.org/10.20527/quantum.v13i1.11574>
- Ahmed, A. H., Hamed, O. A. O., & Gocheva, S. (2020). Intercultural Conflict and Experiences of International Students in Turkey. *Open Education Studies*, 2(1), 202–213. <https://doi.org/10.1515/edu-2020-0120>
- Ahmetović, E., Bećirović, S., & Dubravac, V. (2020). Motivation, Anxiety and Students' Performance. *European Journal of Contemporary Education*, 9(2), 271–289. <https://doi.org/10.13187/ejced.2020.2.271>
- Alexon. (2010). *Pembelajaran Terpadu Berbasis Budaya*. Bengkulu: Unit FKIP UNIB Press.
- Ambarwati, L., & Trisnawati, N. (2021). Keefektifan Pembelajaran Jarak Jauh bagi

Siswa pada Mata Pelajaran Korespondensi. *Jurnal Penelitian Ilmu Pendidikan*, 14(2), 158–170. <https://doi.org/10.21831/jpipfip.v14i2.39564>

Amir, M. T. (2017). *Merancang Kuesioner: Konsep dan Panduan Untuk Penelitian Sikap, Kepribadian, dan Perilaku (Pertama)*. Jakarta: Kencana.

Anas, N. (2021). *Pengembangan Model Pembelajaran AJARI bagi Mahasiswa Calon Guru SD/MI pada Mata Kuliah Konsep Dasar IPA untuk Meningkatkan Kreativitas Peserta Didik*. Universitas Negeri Medan.

Anas, & Sudijono. (2015). *Pengantar statistik pendidikan*. Jakarta Pusat: PT. Raja Grafindo.

Andrade, M. S. (2020). Cross-cutting skills: strategies for teaching & learning. *Higher Education Pedagogies*, 5(1), 165–181. <https://doi.org/10.1080/23752696.2020.1810096>

Andrian, D., Kartowagiran, B., & Hadi, S. (2018). The Instrument Development to Evaluate Local Curriculum in Indonesia. *International Journal of Instruction*, 11(4), 921–934. Diambil dari https://www.e-iji.net/dosyalar/iji_2018_4_58.pdf

Anggraini, D., Fathari, F., Anggara, J. W., & Ardi Al Amin, M. D. (2020). Pengamalan Nilai-Nilai Pancasila Bagi Generasi Milenial. *Jurnal Inovasi Ilmu Sosial dan Politik*, 2(1), 11. <https://doi.org/10.33474/jisop.v2i1.4945>

Anggreni, A. (2020). Experiential Learning (Pembelajaran Berbasis Mengalami). *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 1(2), 186. <https://doi.org/10.30736/atl.v1i2.86>

Ankora, C. (2021). *Implementing flipped classroom with digital students*. 060008. AIP Publishing. <https://doi.org/10.1063/5.0041735>

Ardhian, T., Ummah, I., Anafiah, S., & Rachmadtullah, R. (2020). Reading and Critical Thinking Techniques on Understanding Reading Skills for Early Grade Students in Elementary School. *International Journal of Instruction*, 13(2), 107–118. <https://doi.org/10.29333/iji.2020.1328a>

Arief, N. N., Famiola, M., Pratama, A. P., Anggahegari, P., & Putri, A. N. A. (2022). Sustainability Communication through Bio-Based Experiential Learning. *Sustainability*, 14(9), 5204. <https://doi.org/10.3390/su14095204>

Arisoy, B., & Aybek, B. (2021). The Effects of Subject-Based Critical Thinking Education in Mathematics on Students' Critical Thinking Skills and Virtues. *Eurasian Journal of Educational Research*, 21(92), 99–120. <https://doi.org/10.14689/ejer.2021.92.6>

Aristhi, N. P. S., & Manuaba, I. B. S. (2020). Model Experiential Learning Berbantuan Media Gambar Terhadap Keterampilan Menulis Puisi Siswa Sekolah Dasar. *Mimbar Ilmu*, 25(3), 327–337. Diambil dari

<https://ejournal.undiksha.ac.id/index.php/MI/article/view/26096>

Asare, E., & Afriyie, E. (2023). Barriers to Basic School Teachers' Implementation of Formative Assessment in the Cape Coast Metropolis of Ghana. *Open Education Studies*, 5(1), 1–10. <https://doi.org/10.1515/edu-2022-0193>

Asil, M. (2017). A School-Based Measure of Culturally Responsive Practices. *Frontiers in Education*, 2. <https://doi.org/10.3389/feduc.2017.00017>

Asip, & Wibawa, B. (2019). Experiential learning based online learning development in the Jakarta religion affair training center. *International Journal of Innovative Technology and Exploring Engineering*, 8(6 C2), 18–25. Diambil dari <https://www.ijitee.org/wp-content/uploads/papers/v8i6c2/F10040486C219.pdf>

Asiyah, S., Wiyono, B. B., Hidayah, N., & Supriyanto, A. (2021). The Effect of Professional Development, Innovative Work and Work Commitment on Quality of Teacher Learning in Elementary Schools of Indonesia. *Eurasian Journal of Educational Research*, 2021(95), 227–246. <https://doi.org/10.14689/ejer.2021.95.13>

Asmani, J. M. (2016). *Great Teacher*. Yogyakarta: DIVA Press.

Asrial, A., Syahrial, S., Kurniawan, D. A., Maryono, M., Nugroho, P., & Perdana, R. (2019). Etno-social knowledge: How does knowledge of basic school teachers in Indonesia? *Journal of Education and Learning (EduLearn)*, 13(4), 583–588. <https://doi.org/10.11591/edulearn.v13i4.13739>

Aulia, H., & Ruddin, A. (2021). Penguatan Pendidikan Karakter (PPK) Keagamaan Islam Pada Kurikulum 2013 di Kota Blitar. *SINDA: Comprehensive Journal of Islamic Social Studies*, 1(1), 6–12. <https://doi.org/10.28926/sinda.v1i1.29>

Azizan, N., Setiawan, D., & Wau, Y. (2018). The Influence Of Using Problem Based Learning Model In Studying Civic Education AT SMP Muhammadiyah 07 Medan, Indonesia. *International Journal of Education, Learning and Development*, 6(9), 51–61. Diambil dari <https://www.eajournals.org/wp-content/uploads/THEINF1.pdf>

Badan Pusat Statistik. (2010). Data Suku di Indonesia. Diambil 3 Juli 2022, dari <https://www.bps.go.id/> website: <https://www.bps.go.id/>

Badriah, L., & Sukati, S. (2021). Integrasi Kearifan Lokal dalam Pembelajaran di Madrasah Ibtidaiyah Se-Kabupaten Bantul Yogyakarta. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 5(1), 46. <https://doi.org/10.32934/jmie.v5i1.184>

Baiduri, R., & Khairani, L. (2018). Revitalization of Value and Meaning Toba Batak Folklore in the Formation of Character Education of Children. *Proceedings of the 2nd International Conference on Social and Political Development (ICOSOP 2017)*. Paris, France: Atlantis Press.

<https://doi.org/10.2991/icosop-17.2018.52>

Best, J. W., Kahn, J. V., & Jha, A. K. (2017). *Research in Education* (Kesepuluh). India: Pearson India Education Services Pvt.

Biabani, M., & Izadpanah, S. (2019). The Study of Relationship between Kolb's Learning Styles, Gender and Learning American Slang by Iranian EFL Students. *International Journal of Instruction*, 12(2), 517–538. <https://doi.org/10.29333/iji.2019.12233a>

Biktagirova, G. F., Valeeva, R. A., & Nagovitsyn, R. S. (2021). Reflexive Teacher: Main Difficulties of the Reflexive Activity of Teachers with Various Pedagogical Work Experience. *European Journal of Contemporary Education*, 10(1), 18–28. <https://doi.org/10.13187/ejced.2021.1.18>

Bloom, B. S. (1969). *Taxonomy of educational objectives: The classification of educational goals*. New York: David McKay Publications.

Broadley, T., Martin, R., & Curtis, E. (2019). Rethinking Professional Experience Through a Learning Community Model: Toward a Culture Change. *Frontiers in Education*, 4. <https://doi.org/10.3389/educ.2019.00022>

Budiyanto. (2017). *Pengantar Pendidikan Inklusif Berbasis Budaya Lokal* (Pertama). Jakarta: Prenadamedia Group.

Burns, A., & Danyluk, P. (2017). Applying Kolb's Model to a Nontraditional Preservice Teaching Practicum. *Journal of Experiential Education*, 40(3), 249–263. <https://doi.org/10.1177/1053825917696832>

Carlson, M. K. J., & Cross, J. S. (2022). Knowledge tracing for adaptive learning in a metacognitive tutor. *Open Education Studies*, 4(1), 206–224. <https://doi.org/10.1515/edu-2022-0013>

Catarino, P., & Vasco, P. (2021). Teaching Linear Algebra in Engineering Courses Using Critical Thinking. *Open Education Studies*, 3(1), 76–83. <https://doi.org/10.1515/edu-2020-0141>

Chalkiadaki, A., & Tomás-Folch, M. (2020). How School Culture Reacts to Change in the Context of Primary Education in Greece. *International Journal of Education*, 13(2), 79–90. <https://doi.org/10.17509/ije.v13i2.25223>

Chan, S. H., & Lay, Y. F. (2021). Effects of Attitude, Self-efficacy Beliefs, and Motivation on Behavioural Intention in Teaching Science. *Eurasian Journal of Educational Research*, 21(93), 219–262. <https://doi.org/10.14689/ejer.2021.93.11>

Christiawan, R. (2021). *Pendidikan Pancasila dan Pluralisme*. Jakarta: Kencana.

Cotič, N., Cotič, M., Felda, D., & Krmac, N. (2021). The effect of cross-curricular integration on pupils' knowledge gained through experiential learning.

Cypriot Journal of Educational Sciences, 16(6), 3133–3146.
<https://doi.org/10.18844/cjes.v16i6.6512>

Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. New York: PALGRAVE MACMILLAN.

Creswell, J. W. (2015). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (Fifth edit). America: Pearson Education, Inc.

Dagbaeva, N. Z., Darnaeva, S. N., Samoshkina, J. S., & Tzybenova, S. G. (2020). Components of Modern Students' Intercultural Competence: Comparative Analysis. *European Journal of Contemporary Education*, 9(1), 19–28. Diambil dari <https://eric.ed.gov/?id=EJ1249407>

Dakhi, O., Jama, J., Irfan, D., Ambiyar, & Ishak. (2020). Blended Learning: A 21st Century Learning Model At College. *International Journal of Multi Science*, 1(7), 50–65. Diambil dari <https://multisciencejournal.com/index.php/ijm/article/view/92>

Damri, & Putra, F. E. (2020). *Pendidikan Kewarganegaraan* (Pertama). Jakarta: Kencana.

Darmiany, D., Widiada, I. K., Nisa, K., Maulyda, M. A., & Nurmawanti, I. (2021). Strengthening character value based on experiential learning to reduce student academic cheating behavior. *Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran*, 11(1), 135–146. <https://doi.org/10.25273/pe.v11i1.8810>

Davies, M. (2015). *A Model of Critical Thinking in Higher Education*. https://doi.org/10.1007/978-3-319-12835-1_2

Derlina, Harahap, R. I. S., Sahyar, & Sinaga, B. (2021). Application of Ethnophysics integrated with Culturally Responsive Teaching (CRT) methods to improve Generic Skills of Indonesian Science Students. *Journal Educational Sciences: Theory & Practice*, 21(1), 68–83. <https://doi.org/https://doi.org/10.12738/jestp.2021.1.006>

Dewey, J. (1938). *Experience and Education*. New York: Collier Books.

Dewi, R. A. K., & Rukmini, P. (2019). The effect of thematic learning by using a scientific approach to increase the multiple intelligence of students. *Jurnal Prima Edukasia*, 7(1), 40–46. <https://doi.org/10.21831/jpe.v7i1.24326>

Dewia, E. R., & Alam, A. A. (2020). Transformation model for character education of students. *Cypriot Journal of Educational Sciences*, 15(5), 1228–1237. <https://doi.org/10.18844/cjes.v15i5.5155>

Djaali. (2020). *Metodologi Penelitian Kuantitatif*. Jakarta: Bumi Aksara.

Dwi Lestari, H., & Putu Parmiti, D. P. P. (2020). Pengembangan E-modul IPA

Bermuatan Tes Online Untuk Meningkatkan Hasil Belajar. *Journal of Education Technology*, 4(1), 73. <https://doi.org/10.23887/jet.v4i1.24095>

Effendy, M. H., Usman, U., & Kusumawati, H. (2019). Membangun Peradaban Masyarakat dengan Pendidikan Karakter Berbasis Kearifan Lokal di Dusun Banlanjang Tlonto Raja Pasean. *PERDIKAN (Journal of Community Engagement)*, 1(2). <https://doi.org/10.19105/pjce.v1i2.2721>

Fahrurrozi, Dewi, R. S., & Rachmadtullah, R. (2019). Experiential learning model based on creative thinking in learning to write narrative texts. *International Journal of Innovation, Creativity and Change*, 5(5), 285–296. Diambil dari https://www.ijicc.net/images/vol5iss5/5521_Fahrurrozi_2019_E_R.pdf

Fahrurrozi, F., Sari, Y., & Fadillah, J. (2022). Studi Literatur : Pemanfaatan Model Problem Based Learning terhadap Kemampuan Berpikir Kritis dalam Pembelajaran PKn Siswa Sekolah Dasar. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(3), 4460–4468. <https://doi.org/10.31004/edukatif.v4i3.2795>

Fajarini, U. (2014). Peranan Kearifan Lokal dalam Pendidikan Karakter. *Sosio Didaktika*, 1(2), 123–130. Diambil dari <http://journal.uinjkt.ac.id/index.php/SOSIO-FITK/article/view/1225/1093>

Falloon, G. (2019). Using simulations to teach young students science concepts: An Experiential Learning theoretical analysis. *Computers & Education*, 135, 138–159. <https://doi.org/10.1016/j.compedu.2019.03.001>

Fauziah, A., Kim, M., Aye, M., Hakizimana, V., & Hur, J. (2021). Impact of the society's perception on teachers' professionalism. *Journal of Education and Learning (EduLearn)*, 15(4), 545–551. <https://doi.org/10.11591/edulearn.v15i4.20292>

Febriana, R. (2019). *Evaluasi Pembelajaran*. Jakarta: Bumi Aksara.

Feraco, T., Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C. (2023). An integrated model of school students' academic achievement and life satisfaction. Linking soft skills, extracurricular activities, self-regulated learning, motivation, and emotions. *European Journal of Psychology of Education*, 38(1), 109–130. <https://doi.org/10.1007/s10212-022-00601-4>

Feser, M. S., & Plotz, T. (2023). Exploring the Validity of a Single-Item Instrument for Assessing Pre-Service Primary School Teachers' Sense of Belonging to Science. *Open Education Studies*, 5(1), 1–15. <https://doi.org/10.1515/edu-2022-0191>

Field, A. (2024). *Discovering Statistics Using IBM SPSS Statistics* (6th Editio; Jai Seaman, Ed.). Italy: SAGE Publications Ltd.

Fikriyatii, A., Agustini, R., & Sutoyo, S. (2022). Critical thinking cycle model to promote critical thinking disposition and critical thinking skills of pre-service science teacher. *Cypriot Journal of Educational Sciences*, 17(1), 130–143.

<https://doi.org/10.18844/cjes.v17i1.6690>

Fitria, A. S., Ramdan, A., & Hadiprayitno, G. (2023). Keefektifan Pelaksanaan E-Learning Pada Mata Pelajaran Biologi. *Journal of Classroom Action Research*, 5(1), 265–270. <https://doi.org/https://doi.org/10.29303/jcar.v5i1.2868>

Fitria, Sholeh, M., Sulaswar, M., & Wijayanti, T. (2021). Model Experiential Learning Pada Pembelajaran IPS di Sekolah Dasar. *Jurnal Pendidikan Ilmu Pengetahuan Sosial (JPIPS)*, 13(2), 215–219. Diambil dari <https://e-journal.upr.ac.id/index.php/JP-IPS/article/view/3861/2908>

Fregni, F. (2019). *Critical Thinking in Teaching and Learning: The Nonintuitive New Science of Effective Learning*. Massachusetts: Lumini LLC.

Fuadi, A. (2020). *Keragaman dalam Dinamika Sosial Budaya Kompetensi Sosial Kultural Perekat Bangsa*. Yogyakarta: Deepublish.

Garrison, J., Neubert, S., & Reich, K. (2012). *John Dewey's philosophy of education*. New York: PALGRAVE MACMILLAN.

Garson, G. D. (2013). *Validity and Reliability*. Asheboro: Statistical Publishing Associates.

Gay, G. (2002). Preparing for Culturally Responsive Teaching. *Journal of Teacher Education*, 53(2), 106–116. <https://doi.org/10.1177/0022487102053002003>

Green, C., Eady, M., & Andersen, P. (2018). Preparing quality teachers. *Teaching & Learning Inquiry*, 6(1), 104–125. <https://doi.org/10.20343/teachlearninqu.6.1.10>

Gros, B., & López, M. (2016). Students as co-creators of technology-rich learning activities in higher education. *International Journal of Educational Technology in Higher Education*, 13(1), 28. <https://doi.org/10.1186/s41239-016-0026-x>

Guzman, C., & Jaillier-Castrillon, E. (2021). Educational innovation as one of the drivers of human evolution. *Cypriot Journal of Educational Sciences*, 16(5), 2651–2676. <https://doi.org/10.18844/cjes.v16i5.6354>

Hafid, A., Rosdin, A., Musoffa, M., & Akbar, M. N. (2015). *Pendidikan Multikultural Berbasis Kearifan Lokal*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Hamzah, A. (2019). *Penelitian Berbasis Proyek Metode Kuantitatif, Kualitatif dan R&D Kajian Teoritik & Contoh-contoh Penerapannya*. Malang: Literasi Nusantara.

Handayani, F., Sahyar, Derlina, & Sinaga, B. (2019). Improve Generic Skills of Science and Honesty of Students Through the Aceh Cultural Cooperative Model. *Proceedings of The 5th Annual International Seminar on Trends in*

Science and Science Education, AISTSSE, (22). Medan: EUDL: European Union Digital Library. <https://doi.org/10.4108/eai.18-10-2018.2287418>

Hằng, N. V. T., Bulte, A. M. W., & Pilot, A. (2017). Interaction of Vietnamese teachers with a social constructivism-based primary science curriculum in a framework appropriate for a Confucian heritage culture. *Asia-Pacific Science Education*, 3(1), 2. <https://doi.org/10.1186/s41029-017-0013-0>

Hanum, H. (2016). *Pengembangan Bahan Ajar Berdasarkan Pembelajaran Kontekstual Berbasis Budaya Mandailing untuk Meningkatkan Kemampuan Penalaran Matematis dan Self Efficacy Siswa SMP Negeri 02 Panyabungan*. Universitas Negeri Medan.

Hapudin, M. S. (2021). *Teori Belajar dan Pembelajaran: Menciptakan Pembelajaran yang Kreatif dan Efektif*. Jakarta: Kencana.

Harahap, B. H. (2004). *Siala Sampagul (Nilai-Nilai Luhur Budaya Masyarakat Kota Padangsidimpuan)*. Bandung: Pustaka.

Harahap, M. Z., Hidayah, N., Ramli, M., & Hanafi, H. (2020). Konseling Behavioral Berbasis Budaya Batak Angkola. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 5(2), 219. <https://doi.org/10.17977/jptpp.v5i2.13177>

Harahap, N. (2020). *Penelitian Kualitatif*. Medan: Wal ashri Publishing.

Harahap, R. S. I., Derlina, D., Rahmatsyah, D., Sahyar, D., & Sinaga, B. (2018). Improved Student's Generic Science Skills WithThe Application of CooperativeLearning ModelsBased on BatakCulture. *Proceedings of the 3rd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018)*, 200, 403–407. Paris, France: Atlantis Press. <https://doi.org/10.2991/aisteel-18.2018.87>

Harfitt, G., & Chow, J. M. L. (2020). *Employing Community-Based Experiential Learning in Teacher Education*. Singapore: Springer Singapore. <https://doi.org/10.1007/978-981-15-6003-3>

Hasanah, M., & Fitria, Y. (2021). Pengaruh Model Problem Based Learning Terhadap Kemampuan Kognitif IPA pada Pembelajaran Tematik Terpadu. *Jurnal Basicedu*, 5(3), 1509–1517. <https://doi.org/10.31004/basicedu.v5i3.968>

Hetarion, B. D. ., Hetarion, Y., & Makaruku, V. (2020). Implementasi Pendidikan Karakter Berbasis Kearifan Lokal Cuci Negeri dalam Pembelajaran IPS. *JTP - Jurnal Teknologi Pendidikan*, 22(1), 1–12. <https://doi.org/10.21009/jtp.v22i1.15328>

Hidayat, C., Setia, A., Rohyana, A., Purwanto, D., Razali, R., & Rosalina, M. (2023). Motivating Active Learning in Physical Education: Critical Thinking. *European Journal of Educational Research*, 12(2), 1137–1151.

<https://doi.org/10.12973/eu-jer.12.2.1137>

Hidayat, N., & Irdiyansyah, I. (2023). Optimizing Academic Achievement through Comprehensive Integration of Formative Assessment into Teaching. *European Journal of Educational Research*, 12(1), 71–85. <https://doi.org/10.12973/eu-jer.12.1.71>

Hidayat, R. (2020). Construction of Character Education in Mandailing and Angkola Culture in North Sumatra Province. *Society*, 8(2), 611–627. <https://doi.org/10.33019/society.v8i2.212>

Hilda, L., Sihotang, N., Siregar, L. Y. S., Lubis, M. A., Amir, A., & dkk. (2022). *Menjadi guru hebat; cakap literasi, cakap numerasi, dan berkarakter*. Sukabumi: Haura Utama.

Hoir, S., Subandowo, M., & Wiyarno, Y. (2019). Improve Your English Through The 21st Century Skills. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, 4(1), 38–48. Diambil dari <http://journal2.um.ac.id/index.php/edcomtech/article/view/6789/3891>

Hulaikah, M., Degeng, I. N. S., Sulton, S., & Murwani, F. D. (2020). The Effect of Experiential Learning and Adversity Quotient on Problem Solving Ability. *International Journal of Instruction*, 13(1), 869–884. <https://doi.org/10.29333/iji.2020.13156a>

Husni, M., Al Ihwanah, A. I., Wibowo, D. R., & Lubis, M. A. (2023). Merdeka Curriculum Based EBA Learning Model in Elementary Schools. *Al Ibtida: Jurnal Pendidikan Guru MI*, 10(2), 275. <https://doi.org/10.24235/al.ibtida.snj.v10i2.15069>

Huu Tuyen, N. (2018). The Process of Approaching and Implementing Experiential Learning for Teaching Maths to Junior Secondary School Students in Viet Nam. *American Journal of Educational Research*, 6(6), 877–882. <https://doi.org/10.12691/education-6-6-42>

Huynh, V.-S., Giang*, T.-V., Nguyen, V.-K., Nguyen, C.-H., & Bui, H.-Q. (2023). The Possibility of Applying the Social-Emotional Learning Model in Teaching of Primary Teachers: A Vietnamese Case Study. *European Journal of Educational Research*, 12(1), 387–395. <https://doi.org/10.12973/eu-jer.12.1.387>

Ibnu, S., & Tahar, M. M. (2021). Local wisdom-based character education for special needs students in inclusive elementary schools. *Cypriot Journal of Educational Sciences*, 16(6), 3329–3342. <https://doi.org/10.18844/cjes.v16i6.6567>

Imron, R., Muttaqin, I., Herlambang, S., Wahab, W., & Mawardi, M. (2023). The Effect of Character Teaching on College Student Social-Emotional Character Development: A Case in Indonesia. *European Journal of Educational*

Research, 12(2), 1179–1193. <https://doi.org/10.12973/eu-jer.12.2.1179>

Iseminger, S. I., Diatta-Holgate, H. A., & Morris, P. V. (2020). Describing Students' Intercultural Competence after Completing a Cultural Diversity Course Online or Face-to-Face. *Teaching & Learning Inquiry*, 8(2), 114–127. <https://doi.org/10.20343/teachlearninqu.8.2.8>

Ishaq. (2021). *Pendidikan Pancasila*. Jakarta: Kencana.

Isroatul Khusna, N., Sumarmi, Bachri, S., Astina, I. K., Wahyu Nurhayati, D. A., & P Shresthai, R. (2022). New Technologies for Project-Based Empathy Learning in Merdeka Belajar (Freedom to Learn): The Use of inaRISK Application and Biopore Technology. *International Journal of Interactive Mobile Technologies (iJIM)*, 16(22), 94–110. <https://doi.org/10.3991/ijim.v16i22.36153>

Jabeen, M., Sarwar, M., Ul Hassan, M., & Moin, M. (2022). Expectation-Achievement Gap Analysis of Students' Generic Competences. *Eurasian Journal of Educational Research*, 98(98), 70–84. <https://doi.org/10.14689/ejer.2022.98.05>

Japar, M., Fadhillah, D. N., & H.P, G. L. (2019). *Media dan Teknologi Pembelajaran PPKN*. Surabaya: CV. Jakad Publishing.

Jusmawati, Satriawati, Irman, Rahman, A., & Arsyad, N. (2020). *Model-model Pembelajaran di Sekolah Dasar* (Akhiruddin, Ed.). Yogyakarta: Samudra Biru.

Jusmawati, Satriawati, Irman, Rahman, A., & Arsyad, N. (2021). *Model-model Pembelajaran Inovatif di Sekolah Dasar* (Akhiruddin, Ed.). Yogyakarta: Samudra Biru.

Karo Karo, R., Perangin-Angin, R. B. B., & Murad, A. (2020). The Effect of STAD Cooperative Learning Model and Critical Thinking Ability on Learning Outcomes PPKn Grade V Students of SD Negeri 060934 Medan Johor. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 871–878. <https://doi.org/10.33258/birle.v3i2.959>

Kelana, J. B., & Wardani, D. S. (2021). *Model Pembelajaran IPA SD*. Cirebon: Edutrimedia Indonesia.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2021). Penguatan Pendidikan Karakter. Diambil dari www.kemdikbud.go.id/ website: <https://cerdasberkarakter.kemdikbud.go.id/>

Kesuma, D., Surya, E., & Setiawan, D. (2021). Development Of Jigsaw-Type Cooperative Learning Model Based On Critical Thinking, Communication, Collaboration And Creativity (4c) To Improve Problem Solving Ability In Thematic Learning. *Multicultural Education*, 7(12), 342–349. <https://doi.org/10.5281/zenodo.5790238>

Khairati, K., Artika, W., Sarong, M. A., Abdullah, A., & Hasanuddin, H. (2021). Implementation of STEM-Based Experiential Learning to Improve Critical Thinking Skills on Ecosystem Materials. *Jurnal Penelitian Pendidikan IPA*, 7(4), 752–757. <https://doi.org/10.29303/jppipa.v7i4.850>

Koentjaraningrat, Danadjaja, J., Bangun, P., Kalangie, N. S., Soebyakto, Suparlan, P., & Dkk. (1984). *Manusia dan Kebudayaan di Indonesia* (Koentjaraningrat, Ed.). Jakarta: Djambatan.

Kolb, D. A. (2014). *Experiential Learning: Experience As The Source of Learning and Development* (2nd ed.). New Jersey: Pearson FT Press.

Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development* (kedua; A. Neidlinger, Ed.). United States of America: Pearson Education, Inc.

Kravchenko, O., Dokuchaieva, V., Valentieva, T., Sbitnieva, L., & Chornobryva, N. (2023). The Use of Technology-Based Model of Critical Thinking Development to Reshape Students' Self-Study Process. *European Journal of Educational Research*, 12(1), 281–296. <https://doi.org/10.12973/eu-jer.12.1.281>

Kusmaryono, I., & Kusumaningsih, W. (2023). Evaluating the Results of PISA Assessment: Are There Gaps Between the Teaching of Mathematical Literacy at Schools and in PISA Assessment? *European Journal of Educational Research*, 12(3), 1479–1493. <https://doi.org/10.12973/eu-jer.12.3.1479>

Kusumah, S. D., Suwarnigdyah, R. . N., Nurrochsyam, M. W., Marjanto, D. K., Setiawan, B., Nasruddin, ... Purwana, B. H. S. (2011). *Kearifan Lokal di Tengah Modernisasi*. Jakarta: Kementerian Kebudayaan dan Pariwisata Republik Indonesia.

Kusumawati, E. R. (2021). Upaya Peningkatan Pemahaman Konsep Ciri Khusus Makhluk Hidup Dengan Model Pembelajaran Experiential Learning di Kelas VI SDN Bendogerit 2 Kota Blitar. *Edukasia: Jurnal Pendidikan dan Pembelajaran*, 2(2), 289–300. Diambil dari <http://jurnaledukasia.org/index.php/edukasia/article/view/56>

Lafendry, F. (2018). *Great Teacher: Pencetak Anak Berkarakter*. Jakarta: Gramedia Pustaka Utama.

Lawrence, A. (2020). Teaching as Dialogue: An Emerging Model of Culturally Responsive Online Pedagogy. *Journal of Online Learning Research*, 6(1), 5–33. Diambil dari <https://www.learntechlib.org/p/210657/>

Le, T.-P., & Duong, M.-Q. (2021). The Assessment of Student Learning Outcomes in Accordance with CDIO Model at the Vietnam National University Ho Chi Minh City. *European Journal of Contemporary Education*, 10(3). <https://doi.org/10.13187/ejced.2021.3.653>

- Lebid, A. E., & Shevchenko, N. A. (2020). Cultivation of the Skills of Design Thinking via the Project-Based Method as a Component of the Dual Model of Learning. *European Journal of Contemporary Education*, 9(3), 572–583. <https://doi.org/10.13187/ejced.2020.3.572>
- Liagkoura, A., Romero, R., & E., B. (2023). Factors Affecting the Learning of Second - Generation Migrant Children in Greek Primary School. *European Journal of Educational Research*, 12(3), 1285–1295. <https://doi.org/10.12973/eu-jer.12.3.1285>
- Lickona, T. (2009). *Educating for Character*. New York: Bantam Books.
- Lim, L., Tan, M., & Saito, E. (2019). Culturally relevant pedagogy: Developing principles of description and analysis. *Teaching and Teacher Education*, 77, 43–52. <https://doi.org/10.1016/j.tate.2018.09.011>
- Linn, R. L., & Gronlund. (1995). *Measurement and Assessment in Teaching*. United States of America: Prentice Hall.
- Loi, L. Van. (2021). Pedagogy of Kindness Through Humanitarian Activities: A Case of High School Students in Vietnam. *Eurasian Journal of Educational Research*, 96, 387–402. <https://doi.org/10.14689/ejer.2021.96.21>
- Loka Son, A. (2019). Instrumentasi Kemampuan Pemecahan Masalah Matematis: Analisis Reliabilitas, Validitas, Tingkat Kesukaran dan Daya Beda Butir Soal. *Gema Wiralodra*, 10(1), 41–52. <https://doi.org/10.31943/gemawiralodra.v10i1.8>
- Lonto, A. L., & Umbase, R. S. (2022). The Integration of Political Interest in Transmitting the Teaching Quality Management of Civics Education in Indonesia. *Eurasian Journal of Educational Research*, 99(99), 233–248. <https://doi.org/10.14689/ejer.2022.99.014>
- Lovett, K., Adams, N. F., Thomas, P. W., Hartley, L. A., Sandy, M. R., Bohrer, K., ... Walsh, C. (2020). *Diverse Pedagogical Approaches to Experiential Learning* (K. Lovett, Ed.). Cham: Springer International Publishing. <https://doi.org/10.1007/978-3-030-42691-0>
- Lubis, A., Harahap, M. B., Nasution, D., Sahyar, & Sinaga, B. (2018). The Development of Problem Based Learning (PBL) Models Based on Batak Culture to Increase Skill Study Resolution. *Jurnal Pendidikan Fisika*, 7(1), 47–54. Diambil dari <https://jurnal.unimed.ac.id/2012/index.php/jpf/article/view/8160>
- Lubis, M. A. (2021). *Pendidikan Pancasila dan kewarganegaraan berbasis blended learning: teori dan implementasinya untuk mahasiswa prodi PGSD/PGMI* (N. Azizan, Ed.). Surabaya: CV. Global Aksara Pers.
- Lubis, M. A., & Azizan, N. (2020). *Pembelajaran tematik di SD/MI*. Jakarta: Kencana. Diambil dari www.prenadamedia.com

- Lubis, M. A., Hamidah, & Azizan, N. (2022). *Model-model Pembelajaran PPKn di SD/MI: teori dan implementasinya untuk mewujudkan pelajar Pancasila*. Yogyakarta: Samudra Biru.
- Lubis, M. A., & Rasyid, A. (2023). Implementation of learning model of the Angkola Batak culture responsive experience in digital era. *THE THIRD INTERNATIONAL CONFERENCE ON INNOVATION IN EDUCATION (ICoIE 3): Digital Transformation in Education*, 090037. Padang: AIP Publishing. <https://doi.org/10.1063/5.0166498>
- Lubis, M. A., Sabri, Hamidah, & Azizan, N. (2022). *Pendidikan Pancasila dan Kewarganegaraan SD/MI: buku ajar untuk PGSD/PGMI*. Yogyakarta: Samudra Biru.
- Lubis, M. A., Setiawan, D., & Perangin-angin, R. B. B. (2023). Implementasi Model Pembelajaran EBA di Sekolah Dasar Padang Sidempuan. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 7(1), 38–52. <https://doi.org/http://dx.doi.org/10.32934/jmie.v7i1.492>
- Mardi, M., Fauzi, A., & Respati, D. K. (2021). Development of Students' Critical Thinking Skills Through Guided Discovery Learning (GDL) and Problem-Based Learning Models (PBL) in Accountancy Education. *Eurasian Journal of Educational Research*, 2021(95), 210–226. <https://doi.org/10.14689/ejer.2021.95.12>
- Marlina. (2019). *Asesmen Kesulitan Belajar*. Jakarta Timur: Prenadamedia Group.
- Martadi, M., Musnir, D. N., & Yufiarti, M. (2018). Developing Integrated-Acoustic Learning Model Based on Banyuwangi Local Culture For Character Growth of First Class Students Primary School. *Proceedings of the 1st International Conference on Social Sciences (ICSS 2018)*. Paris, France: Atlantis Press. <https://doi.org/10.2991/icss-18.2018.316>
- Martati, B. (2019). *Model Desain Pembelajaran Pengembangan Moral Berbasis Kearifan Lokal*. Surabaya: Mavendra Pers.
- Martono, W. C. (2020). Upaya Pengembangan Karakter Anak Melalui Model Pembelajaran Experiential Learning (Efforts In Developing A Child's Character Through An Experiential Learning Approach Model). *Pintar Harati: Jurnal Pendidikan dan Psikologi*, 15(2), 101–112. <https://doi.org/10.36873/jph.v15i2.1174>
- McElmeel, S. L. (2002a). *Character education : a book guide for teachers, librarians, and parents*. United States of America: Teacher Ideas Press.
- McElmeel, S. L. (2002b). *Character education: a book guide for teachers, librarians, and parents*. United States America: Teacher Ideas Press.
- Mebert, L., Barnes, R., Dalley, J., Gawarecki, L., Ghazi-Nezami, F., Shafer, G., ... Yezbick, E. (2020). Fostering student engagement through a real-world,

collaborative project across disciplines and institutions. *Higher Education Pedagogies*, 5(1), 30–51. <https://doi.org/10.1080/23752696.2020.1750306>

Menteri Pendidikan, Kebudayaan, Riset, dan T. R. I. (2022). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia No. 16 Tahun 2022 Tentang Standar Proses Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah*. Jakarta.

Mercat, C. (2022). Introduction to Active Learning Techniques. *Open Education Studies*, 4(1), 161–172. <https://doi.org/10.1515/edu-2022-0010>

Mirzaee, S., & Maftoon, P. (2016). An examination of Vygotsky's socio-cultural theory in second language acquisition: the role of higher order thinking enhancing techniques and the EFL learners' use of private speech in the construction of reasoning. *Asian-Pacific Journal of Second and Foreign Language Education*, 1(1), 18. <https://doi.org/10.1186/s40862-016-0022-7>

Mølstad, C. E. (2015). State-based curriculum-making: approaches to local curriculum work in Norway and Finland. *Journal of Curriculum Studies*, 47(4), 441–461. <https://doi.org/10.1080/00220272.2015.1039067>

Muñiz, J. (2020). *Culturally Responsive Teaching: A Reflection Guide*. America. Diambil dari <https://eric.ed.gov/?id=ED609136>

Mutmainnah, Supriyanto, A., & Sobri, A. Y. (2020). Paradigma Model Experience of Learning. *Seminar Nasional - Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang*. Malang. Diambil dari <http://conference.um.ac.id/index.php/apfip/article/view/416>

Muvid, M. B., Septiawan, Y. S., Lubis, M. A., & Zainiyati, H. S. (2022). Forming A Framework of Critical Thinking and Psychosocial of Youth-Level Students with Problem-Based Learning and Inquiry Strategy. *International Journal of Evaluation and Research in Education (IJERE)*, 11(2). Diambil dari <http://doi.org/10.11591/ijere.v11i2.21954>

Naezak, N. A., Savitri, E. N., & Fibriana, F. (2021). Simple Terrarium Teaching Aid for Guided Inquiry Learning Model: The Development of Learning Instruments to Students' Concept Understanding in Global Warming and Environmental Awareness. *Journal of Innovation in Educational and Cultural Research*, 2(2), 51–59. <https://doi.org/10.46843/jiecr.v2i2.37>

Nakakoji, Y., & Wilson, R. (2020). Interdisciplinary Learning in Mathematics and Science: Transfer of Learning for 21st Century Problem Solving at University. *Journal of Intelligence*, 8(3). Diambil dari <https://www.mdpi.com/2079-3200/8/3/32>

Nasution, I., Sembiring, P., & Lubis, H. S. (2020). Local Wisdom in Poda Na Lima: Mandailing Society Philosophy of Life. *International Journal of Engineering Research and Technology*, 13(12), 4558–4563. Diambil dari

http://www.irphouse.com/ijert20/ijertv13n12_68.pdf

Nasution, N. A. (2014). *Perbedaan Hasil Belajar Siswa yang Diajarkan dengan Model Pembelajaran Kooperatif Tipe TGT (Teams Games Tournament dan STAD (Student Team Achievement Division) pada Materi Aritmatika Sosial di SMP Negeri 21 Medan T.A. 2013/2014*. Universitas Negeri Medan.

Nieveen, N., Akker, J. van den, & dkk. (1999). *Design Approaches and Tools in Education and Training* (J. van den Akker, R. M. Branch, K. Gustafson, N. Nieveen, & T. Plomp, Ed.). Dordrecht: Springer Netherlands. <https://doi.org/10.1007/978-94-011-4255-7>

Nilholm, C., Sundberg, D., Forsberg, E., Hirsh, Å., & Román, H. (2021). The aims and meaning of teaching as reflected in high-impact reviews of teaching research. *Teaching and Teacher Education*, 107, 103488. <https://doi.org/10.1016/j.tate.2021.103488>

Ningsih, P. R. (2020). Efektivitas Penerapan Experiential Learning Berbasis Berpikir Kritis dan Pendidikan Karakter Pada Materi Perakitan KOMputer di SMK N 2 Bangkalan. *Edutic - Scientific Journal of Informatics Education*, 7(1), 76–84. <https://doi.org/10.21107/edutic.v7i1.8925>

Nisa', Z. E. K., & Hidayati, K. (2023). Analisis Butir Soal Penilaian Akhir Semester Matematika. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 12(3), 3516. <https://doi.org/10.24127/ajpm.v12i3.7575>

Noddings, N. (2002). *Educating moral people: a caring alternative to character education*. United States of America: Teachers College Press.

Novitasari, A. T. (2022). Keterlaksanaan Pembelajaran Efektif Melalui Peran Profesionalisme Pendidik Dalam Proses Pembelajaran. *Journal on Education*, 5(1), 1179–1188. <https://doi.org/10.31004/joe.v5i1.624>

Nugroho, D. A., Mustaji, & Setyowati, R. R. N. (2021). Pengembangan Perangkat Pembelajaran PPKn Berbasis Model Predict, Observe, Explain (POE) dalam Meningkatkan Keterampilan Berpikir Kritis dan Pemahaman Konsep Siswa Kelas V Sekolah Dasar. *AL-MURABBI: Jurnal Studi Kependidikan dan Keislaman*, 7(2), 151–162. <https://doi.org/10.53627/jam.v7i2.3860>

Nugroho, R. A. (2018). *HOTS (Kemampuan Berpikir Tingkat Tinggi: Konsep, Pembelajaran, Penilaian, dan Soal-Soal)*. Jakarta: Gramedia Widiasarana Indonesia.

Nurfurqon, F. F., Fauzi, M. R., & Rahayu, G. D. S. (2023). Problem Based Learning Model to Explore Value of Local Wisdom in SD Social Studies Learning. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 6(2), 143. <https://doi.org/10.32934/jmie.v6i2.411>

Nurgiansah, T. H. (2021). Pendidikan Pancasila Sebagai Upaya Membentuk Karakter Jujur. *Jurnal Pendidikan Kewarganegaraan*, 9(1), 33–41. Diambil

dari <https://ejournal.undiksha.ac.id/index.php/JJPP/article/view/31424>

Octavia, S. A. (2020). *Model-model Pembelajaran*. Yogyakarta: Deepublish.

Ode, S. (2015). Budaya Lokal sebagai Media Resolusi dan Pengendalian Konflik di Provinsi Maluku (Kajian, Tantangan dan Revitalisasi Budaya Pela). *Politika*, 6(2), 93–100.

OECD. (2019). *PISA 2018 Assessment and Analytical Framework*. Paris: OECD Publishing. <https://doi.org/10.1787/b25efab8-en>

OECD. (2020). *PISA 2018 Results (Volume VI) (PISA)*. Paris: OECD. <https://doi.org/10.1787/d5f68679-en>

Ozensoy, A. U. (2021). The Effect of Critical Reading Skill on Academic Success in Social Studies. *Eurasian Journal of Educational Research*, 21(93), 319–336. <https://doi.org/10.14689/ejer.2021.93.15>

Pamungkas, S. F., Widiastuti, I., & Suharno. (2019). *Kolb's experiential learning for vocational education in mechanical engineering: A review*. 030023. AIP Publishing. <https://doi.org/10.1063/1.5112427>

Pantiwati, Y., Kusniarti, T., Hardian, F., Nurrohman, E., & Novian, T. (2023). The Effects of The Blended Project-Based Literacy that Integrates School Literacy Movement Strengthening Character Education Learning Model on Metacognitive Skills, Critical Thinking, and Opinion Expression. *European Journal of Educational Research*, 12(1), 145–158. <https://doi.org/10.12973/eu-jer.12.1.145>

Parahakaran, S. (2017). An Analysis of Theories Related to Experiential Learning for Practical Ethics in Science and Technology. *Universal Journal of Educational Research*, 5(6), 1014–1020. <https://doi.org/10.13189/ujer.2017.050614>

Parlan, P., & Rahayu, S. (2021). *Students' higher order thinking skills (HOTS) in metacognitive learning strategy*. 020035. AIP Publishing. <https://doi.org/10.1063/5.0043150>

Pavitola, L., Latsone, L., & Bethere, D. (2021). The importance of teacher's attitude for multifaceted educational experience transfer to students' personal and professional development. *Cypriot Journal of Educational Sciences*, 16(5), 2798–2807. <https://doi.org/10.18844/cjes.v16i5.6367>

Payne, K., & Zeichner, K. (2017). Multiple Voices and Participants in Teacher Education. In *The SAGE Handbook of Research on Teacher Education* (hal. 1101–1116). London: SAGE Publications Ltd. <https://doi.org/10.4135/9781526402042.n63>

Pazin Fadzil, A. H., Mistima, M. S., & Sofwan, M. M. (2022). Factors influencing teachers' creative teaching: A systematic review. *Cypriot Journal of*

Educational Sciences, 17(1), 250–264.
<https://doi.org/10.18844/cjes.v17i1.6696>

Perangin-angin, R. B. B. (2014). *Perlindungan Hukum Folklor Batak Karo Ditinjau dari Konvensi Internasional dan Peraturan Perundang-Undangan di Indonesia*. Universitas Gadjah Mada.

Perangin-angin, R. B. B. (2017). Pengembangan Pembelajaran PPKn Berbasis Kearifan Lokal dalam Meningkatkan Kompetensi Civic Skill Mahasiswa Jurusan PPKn UNIMED. *JUPIIS: JURNAL PENDIDIKAN ILMU-ILMU SOSIAL*, 9(2), 151. <https://doi.org/10.24114/jupiis.v9i2.8243>

Permatasari, A. A., Widiani, I. W., & Simamora, A. H. (2020). Tri Hita Karana Oriented Problem Based Learning Improves Natural Science Learning Outcomes. *International Journal of Elementary Education*, 4(2), 226. <https://doi.org/10.23887/ijee.v4i2.25185>

Pherson-Geyser, G. M., Villiers, R. de, & Kawai, P. (2020). The Use of Experiential Learning as a Teaching Strategy in Life Sciences. *International Journal of Instruction*, 13(3), 877–894. <https://doi.org/10.29333/iji.2020.13358a>

Piirto, J. (2021). Organic Creativity for 21st Century Skills. *Education Sciences*, 11(11), 680. <https://doi.org/10.3390/educsci11110680>

Pinto, C. M. A., & Mendonça, J. (2022). DrIVE-MATH: Reimagining Education. *Open Education Studies*, 4(1), 21–34. <https://doi.org/10.1515/edu-2020-0149>

Plomp, T. (1997). *Educational and training system design*. Netherlands: University of Twente.

Prasetyaningtyas, F. D. (2020). The development of experiential learning with simulation method on civics in primary school teacher education. *International Journal of Scientific and Technology Research*, 9(2), 1603–1606. Diambil dari <http://www.ijstr.org/paper-references.php?ref=IJSTR-0120-29381>

Prasetyo, G. E. (2017). *Pengembangan Media Pembelajaran Menggunakan Adobe Flash Untuk Meningkatkan Hasil Belajar Pada Mata Pelajaran IPA Kelas V SD N 050660 Kwala Bingai*. Universitas Negeri Medan.

Priatmoko, S., & Dzakiyyah, N. I. (2020). Relevansi Kampus Merdeka Terhadap Kompetensi Guru Era 4.0 dalam Perspektif Experiential Learning Theory. *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(1), 1. <https://doi.org/10.30736/atl.v4i1.120>

Pribudhiana, R., Bin Don, Y., & Bin Yusof, M. R. (2021). Determining the Influence of Teacher Quality toward Teacher Readiness in Implementing Indonesian Education Policy. *Eurasian Journal of Educational Research*, 21(93), 373–390. <https://doi.org/10.14689/ejer.2021.93.18>

- Priyandari, T. Y., Astina, I. K., & Utomo, D. H. (2020). Pengaruh Model Pembelajaran Experiential Learning terhadap Kemampuan Pemecahan Masalah Mahasiswa Geografi. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 5(1), 15. <https://doi.org/10.17977/jptpp.v5i1.13117>
- Priyono, C. D., Sormin, S. A., & Bay, R. R. (2022). Eksplorasi Nilai-nilai Kearifan Lokal Suku Batak Angkola dalam Pencegahan Penularan COVID 19. *Jurnal Education and Development*, 10(2), 528–534. Diambil dari <https://journal.ipts.ac.id/index.php/ED/article/view/3781>
- Purba, R. B., & Sukmayadi, Y. (2021). Identification of Gondang Batak Toba Learning Needs in Toba District. *Proceedings of the 3rd International Conference on Arts and Design Education (ICADE 2020)*. Paris, France: Atlantis Press. <https://doi.org/10.2991/assehr.k.210203.066>
- Pusat Asesmen dan Pembelajaran Kementerian Pendidikan dan Kebudayaan. (2021). Asesmen Nasional. Diambil dari Kementerian Pendidikan dan Kebudayaan website: <https://anbk.kemdikbud.go.id/>
- Radović, S., Hummel, H. G. K., & Vermeulen, M. (2021). The mARC instructional design model for more experiential learning in higher education: theoretical foundations and practical guidelines. *Teaching in Higher Education*, 1–18. <https://doi.org/10.1080/13562517.2021.1872527>
- Rahma, A. A. (2020). Potensi Sumber Daya Alam dalam Mengembangkan Sektor Pariwisata Di Indonesia. *Jurnal Nasional Pariwisata*, 12(1), 1. <https://doi.org/10.22146/jnp.52178>
- Rahmawati, E., & Harun, H. (2019). Developing instruments of teacher's perception of critical thinking in elementary school. *Journal of Education and Learning (EduLearn)*, 13(4), 559–566. <https://doi.org/10.11591/edulearn.v13i4.13232>
- Rambe, R. N. (2022). *Pengembangan Model Pembelajaran Multiliterasi Berbasis Metakognisi Untuk Meningkatkan Keterampilan Menulis Kreatif Siswa*. Program Pascasarjana Universitas Negeri Medan.
- Ramli, S., Novanda, R., Sobri, M., Triani, E., & Septi, S. E. (2022). The Effect of Student Responses on Environmental Care Characters and Student Learning Outcomes. *Eurasian Journal of Educational Research*, 99(99), 112–126. <https://doi.org/10.14689/ejer.2022.99.007>
- Rasmitadila, Widyasari, Asri Humaira, M., & Rachmadtullah, R. (2019). Using experiential learning model (ELM) to slow learner students in the science lesson. *Journal of Physics: Conference Series*, 1175, 012214. <https://doi.org/10.1088/1742-6596/1175/1/012214>
- Rasyid, A., Fahmei Lubis, R., Lubis, M. A., & Azizan, N. (2022). Batak Muslim Local Wisdom: Sociological Analysis of Buffalo Slaughtering Tradition of

- Angkola Community Death Ceremony. *Al-Izzah: Jurnal Hasil-Hasil Penelitian*, 17(2), 122–134. <https://doi.org/10.31332/ai.v0i0.4575>
- Ratih, D. (2019). Nilai-nilai Kearifan Lokal dalam Tradisi Misalin di Kecamatan Cimaragas Kabupaten Ciamis. *ISTORIA: Jurnal Pendidikan dan Ilmu Sejarah*, 15(1). <https://doi.org/10.21831/istoria.v15i1.24184>
- Ratminingsih, N. M., Budasi, I. G., & Kurnia, W. D. A. (2020). Local Culture-based Storybook and Its Effect on Reading Competence. *International Journal of Instruction*, 13(2), 253–268. <https://doi.org/10.29333/iji.2020.13218a>
- Rato, D., Utomo, L., Agung, I. G., Jayantiari, M. R., Bustani, S., Tehupeiori, A., ... Geme, M. T. (2020). *Kearifan Lokal Masyarakat Hukum Adat dalam Mewujudkan Kedaulatan Pangan di Tengah Pandemi COVID 19*. Jakarta: Lembaga Studi Hukum Indonesia.
- Riduwan. (2018). *Dasar-dasar Statistika*. Bandung: Alfabeta.
- Rohman, R., & Umrina Lubis, R. (2020). Poda Na Lima: Islamic Character Based on Local Wisdom in Angkola-Mandailing. *Jurnal Ilmiah Syi'ar*, 20(1), 73. <https://doi.org/10.29300/syr.v20i1.3087>
- Rosa, S., Olivia, I., Gayatri, S., Fitria, T. N., & Rojabi, A. R. (2021). Increasing youth awareness of local culture through active learning. *Cypriot Journal of Educational Sciences*, 16(4), 1582–1601. <https://doi.org/10.18844/cjes.v16i4.6014>
- Rosen, Y., Stoeffleh, K., & Simmering, V. (2020). Imagine: Design for Creative Thinking, Learning, and Assessment in Schools. *Journal of Intelligence*, 8(2). Diambil dari <https://www.mdpi.com/2079-3200/8/2/16>
- Ruel, E., III, W. E. W., & Gillespie, B. J. (2016). *The Practice of Survey Research (Theory and Applications)*. India: SAGE Publications India Pvt. Ltd.
- Ruswanda, R. F., Rinaldi, A., Andriani, S., & Nabilla, G. A. F. (2020). Meningkatkan Kemampuan Berpikir Kreatif Matematis Melalui Model Pembelajaran Experiential Learning Berbasis Zone of Proximal Development (ZPD). *Journal of Mathematics Education and Science*, 3(2), 55–60. <https://doi.org/10.32665/james.v3i2.138>
- Ryder, M., & Downs, C. (2022). Rethinking reflective practice: John Boyd's OODA loop as an alternative to Kolb. *The International Journal of Management Education*, 20(3), 100703. <https://doi.org/10.1016/j.ijme.2022.100703>
- Sani, R. A. (2021). *Pembelajaran Berorientasi AKM*. Jakarta: Bumi Aksara.
- Sanjaya, D. B., Suartama, I. K., Suastika, I. N., Sukadi, S., & Dewantara, I. P. M. (2021). The implementation of balinese follore-based civic education for strengthening character education. *Cypriot Journal of Educational Sciences*,

16(1), 303–316. <https://doi.org/10.18844/cjes.v16i1.5529>

Sanjayanti, N. P. A. H., Suastra, I. W., Suma, K., & Adnyana, P. B. (2022). Effectiveness of Science Learning Model Containing Balinese Local Wisdom in Improving Character and Science Literacy of Junior High School Students. *International Journal of Innovative Research and Scientific Studies*, 5(4), 332–342. <https://doi.org/10.53894/ijirss.v5i4.750>

Santhalia, P. W., Yuliati, L., & Wisodo, H. (2020). Building students' problem-solving skill in the concept of temperature and expansion through phenomenon-based experiential learning. *Journal of Physics: Conference Series*, 1422(1), 012021. IOP Publishing. <https://doi.org/10.1088/1742-6596/1422/1/012021>

Santoso, S. (2019). *Mahir Statistik Parametrik*. Jakarta: PT Elex Media Komputindo.

Saputro, I., Winarni, R., & Indriayu, M. (2021). The Implementation of Civic Education as a Means of Internalizing Nationalism to Primary School Students. *International Journal of Elementary Education*, 5(1), 131. <https://doi.org/10.23887/ijee.v5i1.33364>

Sari, T. N., Hidayat, S., & Nuryadin, A. (2023). Pengembangan E-Modul Pertolongan Pertama Pada Kecelakaan (P3K) Bermuatan Karakter Peduli Sosial Untuk Pramuka Penggalang di SD. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(2), 5574–5587. <https://doi.org/https://doi.org/10.23969/jp.v8i2.9354>

Sarwono, A. Y., Murtono, M., & Widiyanto, E. (2020). The Teacher's Role in Developing Student Social Attitudes. *International Journal of Elementary Education*, 4(3), 384. <https://doi.org/10.23887/ijee.v4i3.28684>

Sedarmayanti, H., & Syarifudin. (2002). *Metode Penelitian*. Bandung: Mandiri Maju.

Seel, N. M., Lehmann, T., Blumschein, P., & Podolskiy, O. A. (2017). *Instructional Design for Learning*. Netherlands: Sense Publishers.

Setiawan, D. (2013). *Pendidikan Ilmu Pengetahuan Sosial*. Medan: Unimed Press.

Setiawan, D., & Lubis, M. A. (2022). *Ilmu pengetahuan sosial dalam perspektif etnopedagogi*. Jakarta: Kencana.

Shih, P., Velan, G. M., & Shulruf, B. (2017). Shared values and socio-cultural norms: E-learning technologies from a social practice perspective. *Issues in Educational Research*, 27(3), 550–566. Diambil dari <https://www.iier.org.au/iier27/shih.pdf>

Sibarani, R., Simanjuntak, P., & Sibarani, E. J. (2021). The role of women in preserving local wisdom Poda Na Lima “Five Advices of Cleanliness” for the community health in Toba Batak at Lake Toba area. *Gaceta Sanitaria*, 35,

S533–S536. <https://doi.org/https://doi.org/10.1016/j.gaceta.2021.10.086>

Silberman, M., Fiore, S., Metcalf, D., McDaniel, R., Greenaway, R., Shirts, G., ... Hughes, M. (2007). *The handbook of experiential learning* (M. Silberman, Ed.). San Francisco: Pfeiffer. Diambil dari www.pfeiffer.com

Simanullang, P. (2017). Model of Penetration of Character Values Based on Batak Toba Culture. *Proceedings of the 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2017)*. Paris, France: Atlantis Press. <https://doi.org/10.2991/aisteel-17.2017.103>

Sinaga, B. (2007). *Pengembangan Model Pembelajaran Matematika Berdasarkan Masalah Berbasis Budaya Batak*. Universitas Negeri Surabaya, Surabaya.

Sinaga, B. (2014). Inovasi Model Pembelajaran Berbasis Budaya Batak. *Generasi Kampus*, 7(2), 187–208. Diambil dari <https://jurnal.unimed.ac.id/2012/index.php/gk/article/view/7388/6277#>

Sinaga, B., Togi, & Nababan, M. (2008). *Pengembangan Model Pembelajaran Matematika Berdasarkan Masalah Berbasis Budaya Batak (PBM-B3)* (Universitas Negeri Medan). Universitas Negeri Medan. Diambil dari <http://digilib.unimed.ac.id/19767/1/Fulltext.pdf>

Siregar, A. S. (2018). The Improving Mathematical Communication Ability Through Realistic Mathematical Approach Based on Toba Batak Culture. *Proceedings of the 3rd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018)*, 200(Aisteel), 337–340. Paris, France: Atlantis Press. <https://doi.org/10.2991/aisteel-18.2018.74>

Siregar, A., Sinaga, B., & Syahputra, H. (2021). Development of Mandailing Culture-Based Learning Devices with an Open-Ended Approach to Improve Students 'Mathematic Connection and Self-Efficiency Abilities SMPN 2 Batangtoru. *BirLE-Journal: Budapest International Research and Critics in Linguistics and Education*, 4(1), 226–238. Diambil dari <https://bircu-journal.com/index.php/birle/article/view/1580>

Siregar, E. S. (2021). *Pengembangan Model Pembelajaran Inkuiri Berbasis Multimedia Untuk Meningkatkan Kemampuan Membaca Cepat Siswa Sekolah Dasar*. Program Pascasarjana Universitas Negeri Medan.

Siregar, L. H., Rambe, Y. M., & Lubis, U. K. (2020). Ensiklopedia Budaya TAPPATAMA (Tapanuli Selatan, Padang Lawas, Tapanuli Utara dan Mandailing) Berbasis Android Untuk Menumbuh Kembangkan Cinta Budaya Bangsa Siswa Sekolah Dasar. *Jurnal Education and Development*, 8(3), 944–949. Diambil dari <http://journal.ipts.ac.id/index.php/ED/article/view/2110>

Siregar, P. S., & Hatika, R. G. (2019). *Ayo Latihan Mengajar: Implementasi Kurikulum 2013 di Sekolah Dasar (Peerteaching dan Microteaching)*. Yogyakarta: Deepublish.

- Sitanggang, L., Azhari, I., & Baduri, R. (2020). "Dalihan Na Tolu" Character Education in Salaon Toba Village. *Proceedings of the 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020)*. Paris, France: Atlantis Press. <https://doi.org/10.2991/assehr.k.201124.014>
- Solano-Flores, G. (2019). Examining Cultural Responsiveness in Large-Scale Assessment: The Matrix of Evidence for Validity Argumentation. *Frontiers in Education*, 4. <https://doi.org/10.3389/feduc.2019.00043>
- Stella, M., Claramita, M., & Emilia, O. (2023). Facilitating Reflection Using Experiential Learning Cycle During Community-Based Education Program. *European Journal of Educational Research*, 12(2), 695–704. <https://doi.org/10.12973/eu-jer.12.2.695>
- Strouse, S. M., & Nickerson, C. J. (2016). Professional culture brokers: Nursing faculty perceptions of nursing culture and their role in student formation. *Nurse Education in Practice*, 18, 10–15. <https://doi.org/10.1016/j.nepr.2016.02.008>
- Subekti, A. S. (2020). Undergraduate Novice Researchers' Experiences in Conducting Mini-Research in Education: Kolb Learning Cycle. *Indonesian Research Journal in Education |IRJE|*, 4(2), 448–465. <https://doi.org/10.22437/irje.v4i2.9622>
- Sudjana. (2007). *Media Pengajaran*. Bandung: Sinar Baru Algasindo.
- Sugiarti, R., Murkana, N. P., Erlangga, E., Adicita, R., & Pinandita, S. (2021). Learning model of municipal students. *Cypriot Journal of Educational Sciences*, 16(4), 1765–1775. <https://doi.org/10.18844/cjes.v16i4.6039>
- Sugiyono. (2013). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2015). *Metode Penelitian dan Pengembangan (Research and Development)*. Bandung: Alfabeta.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sukardi, S., Wildan, W., & Subhani, A. (2022). Experiential Learning in Entrepreneurship Teaching: An Evaluation Based on Importance Performance Analysis. *International Journal of Instruction*, 15(4), 453–472. <https://doi.org/10.29333/iji.2022.15425a>
- Sulyman, K. O. (2020). Assessment of teachers' dedication, discipline, knowledge and skills in Kwara state basic schools, Nigeria. *Journal of Education and Learning (EduLearn)*, 14(4), 536–542. <https://doi.org/10.11591/edulearn.v14i4.16524>

- Sumarmi, S., Bachri, S., Yuda Irawan, L., Perdana Putra, D. B., Risnani, R., & Aliman, M. (2020). The Effect of Experiential Learning Models on High School Students Learning Scores and Disaster Countermeasures Education Abilities. *Journal for the Education of Gifted Young Scientists*, 8(1), 61–85. <https://doi.org/10.17478/jegys.635632>
- Surya, E., Purba, C., Syahputra, E., Haris, D., Mukhtar, & Sinaga, B. (2020). *Batak Toba culture on mathematics learning process at Medan high school*. Journal of Physics: Conference Series, Diambil dari <https://iopscience.iop.org/article/10.1088/1742-6596/1613/1/012063/meta>
- Susanto, A. (2013). *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Jakarta: Prenada Media Group.
- Suwito Eko, P., Eko, H., Munandar, M. A., & Maman, R. (2020). Local wisdom: Pillar development of multicultural nations and national education values. *Cypriot Journal of Educational Sciences*, 15(6), 1587–1598. <https://doi.org/10.18844/cjes.v15i6.5319>
- Suyatno, S., Wantini, W., Prastowo, A., Nuryana, Z., Firdausi, D. K. A., & Samaalee, A. (2022). The Great Teacher: The Indonesian Adolescent Student Voice. *Frontiers in Education*, 6. <https://doi.org/10.3389/educ.2021.764179>
- Suyitno, H., Zaenuri, Z., Sugiharti, E., Suyitno, A., & Baba, T. (2019). Integration of Character Values in Teaching-Learning Process of Mathematics at Elementary School of Japan. *International Journal of Instruction*, 12(3), 781–794. <https://doi.org/10.29333/iji.2019.12347a>
- Syahrial, S., Asrial, A., KURNIAWAN, D. A., PERDANA, R., & PRATAMA, R. A. (2021). Implementing Inquiry Based Ethno-Constructivism learning module to Improve Students' Critical Thinking Skills and Attitudes Towards Cultural Values. *Eurasian Journal of Educational Research*, 2021(95), 118–138. <https://doi.org/10.14689/ejer.2021.95.7>
- Syaifullah, M., Harun, U., Izzah, N., Munawar, E., Roji, F., & Arifin, Z. (2021). The Application Of Experiential Learning Model Perspective David A. Kolb To Improving Students Reading Skill I Tatbiq Namudz al-Ta'alum al-Tajribi 'inda David A. Kolb li Tarqiyyah Maharah al-Qira'ah lada Talabah. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 13(2), 208–230. <https://doi.org/10.24042/albayan.v13i2.8424>
- Taufiq, & Junaidi. (2020). Pembelajaran Matematika Melalui Model Konstruktivisme Tipe Novick Untuk Meningkatkan Kemampuan Penalaran Matematis Siswa SMP. *Jurnal Sains Riset(JSR)*, 10(1), 1–8. Diambil dari <http://journal.unigha.ac.id/index.php/JSR/article/view/210/223>
- Tegeh, I. M., & Kirna, I. M. (2010). *Metode Penelitian Pengembangan Pendidikan*. Singaraja: Universitas Pendidikan Ganesha.

- Temli Durmuş, Y. (2016). Effective Learning Environment Characteristics as a requirement of Constructivist Curricula: Teachers' Needs and School Principals' Views. *International Journal of Instruction*, 9(2), 183–198. <https://doi.org/10.12973/iji.2016.9213a>
- Tezer, M., & Aynas, N. (2018). The effect of university education on lifelong learning tendency. *Cypriot Journal of Educational Sciences*, 13(1), 66–80. <https://doi.org/10.18844/cjes.v13i1.3370>
- Tohri, A., Rasyad, A., Sururuddin, M., & Istiqbal, L. M. (2022). The urgency of Sasak local wisdom-based character education for elementary school in East Lombok, Indonesia. *International Journal of Evaluation and Research in Education (IJERE)*, 11(1), 333. <https://doi.org/10.11591/ijere.v11i1.21869>
- Tomalili, R. (2019). *Pendidikan Pancasila dan Kewarganegaraan*. Yogyakarta: Deepublish.
- Tong, D. H., Loc, N. P., Uyen, B. P., & Cuong, P. H. (2020). Applying experiential learning to teaching the equation of a circle: A case study. *European Journal of Educational Research*, 9(1), 239–255. <https://doi.org/10.12973/eu-er.9.1.239>
- Trianto. (2011). *Model Pembelajaran Terpadu*. Jakarta: Bumi Aksara.
- Trumbull, E., & Nelson-Barber, S. (2019). The Ongoing Quest for Culturally-Responsive Assessment for Indigenous Students in the U.S. *Frontiers in Education*, 4. <https://doi.org/10.3389/feduc.2019.00040>
- Turner, R., Sutton, C., Muneer, R., Gray, C., Schaefer, N., & Swain, J. (2018). Exploring the potential of using undergraduates' knowledge, skills and experience in research methods as a proxy for capturing learning gain. *Higher Education Pedagogies*, 3(1), 222–248. <https://doi.org/10.1080/23752696.2018.1449127>
- Tusriyanto. (2020). Pengembangan Model Pembelajaran Terpadu Berbasis Budaya Lokal di SD Kota Metro. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 6(1), 59–72. Diambil dari <https://e-journal.metrouniv.ac.id/index.php/elementary/article/view/2206>
- Uge, S., Neolaka, A., & Yasin, M. (2019). Development of Social Studies Learning Model Based on Local Wisdom in Improving Students' Knowledge and Social Attitude. *International Journal of Instruction*, 12(3), 375–388. <https://doi.org/10.29333/iji.2019.12323a>
- Uno, H. B., & Koni, S. (2016). *Assessment Pembelajaran*. Jakarta: Bumi Aksara.
- Uno, H. B., & Lamatenggo, N. (2016). *Tugas Guru dalam Pembelajaran: Aspek yang Memengaruhi*. Jakarta: Bumi Aksara.
- Utari, U., Degeng, I. N. S., & Akbar, S. (2016). *Pembelajaran Tematik Berbasis*

Kearifan Lokal di Sekolah Dasar dalam Menghadapi Masyarakat Ekonomi Asean (MEA). *Jurnal Teori dan Praksis Pembelajaran IPS*, 1(1), 39–44. Diambil dari <http://journal.um.ac.id/index.php/jtppips/article/view/5861/2413>

Vandeyar, S. (2010). Educational and socio-cultural experiences of immigrant students in South African schools. *Education Inquiry*, 1(4), 347–365. <https://doi.org/10.3402/edui.v1i4.21950>

Wabiser, Y. D., Prabawa, T. S., & Rupidara, N. S. (2022). The Exploration of Elementary School Students' Learning Motivation: A Case Study in Papua. *Eurasian Journal of Educational Research*, 97(97), 59–85. <https://doi.org/10.14689/ejer.2022.97.04>

Wagiran. (2012). Pengembangan Karakter Berbasis Kearifan Lokal Hamemayu Hayuning Bawana. *Jurnal Kearifan Lokal*, 3(2), 329–339.

Wahyudi, B. (2018). *Penanganan Konflik: Pendekatan Kearifan Lokal*. Yogyakarta: Pustaka Senja.

Wahyudi, R. D., & Hadiyat, M. A. (2020). Role playing as experiential learning method for quality engineering education. *IOP Conference Series: Materials Science and Engineering*, 830(4), 042057. <https://doi.org/10.1088/1757-899X/830/4/042057>

Waite, A. (2018). Examining Experiential Learning and Implications for Organizations. *International Journal of Human Resource Development: Practice, Policy & Research*, 3(1), 23–42. <https://doi.org/10.22324/ijhrdppr.3.105>

Warsita, B. (2017). Peran dan Tantangan Profesi Pengembang Teknologi Pembelajaran Pada Pembelajaran Abad 21. *Jurnal Kwangsan*, 5(2), 77. <https://doi.org/10.31800/jtp.kw.v5n2.p77--90>

Widari, I., & Jazadi, I. (2019). Constructivist learning paradigm in the introduction to education subject. *Journal of Education and Learning (EduLearn)*, 13(1), 57–65. <https://doi.org/10.11591/edulearn.v13i1.10424>

Widayanti, E. (2019). The Implementation Of Problem Based Learning and Jigsaw Model Learning to Improve Basic Programming Learning Outcomes. *International Journal of Education and Learning*, 1(2), 89–97. <https://doi.org/10.31763/ijelev.v1i2.53>

Wikasari, A., Suarsana, I. M., & Hartawan, I. G. N. Y. (2020). Penerapan Model Pembelajaran Experience, Language, Picture, Symbol, Application (ELPSA) Terhadap Pemahaman Konsep Matematika Siswa. *JNPM (Jurnal Nasional Pendidikan Matematika)*, 4(2), 308. <https://doi.org/10.33603/jnpm.v4i2.3517>

Winarni, E. W. (2018). *Teori dan Praktik Penelitian Kuantitatif, Kualitatif, PTK, R & D*. Jakarta: Bumi Aksara.

- Wiryo Pranoto, S., Herlina, N., Marihandono, D., Tangkilisan, Y. B., & Tim Museum Kebangkitan Nasional. (2017). *Perjuangan Ki Hajar Dewantara dari Politik ke Pendidikan* (D. Marihandono, Ed.). Jakarta: Museum Kebangkitan Nasional.
- Wulandari, R. A., & Rosnaningsih, A. (2020). Pengaruh Model Pembelajaran Experiential Learning Terhadap Keterampilan Menulis Bahasa Inggris Mahasiswa PGSD Universitas Muhammadiyah Tangerang. *IKRA-ITH HUMANIORA: Jurnal Sosial dan Humaniora*, 4(3), 1–7.
- Yansari, H., Hidayat, Darma, A., Nababan, S. A., & Kaban, B. J. (2022). Mentalitas Pembangunan Petugas Kebersihan Terhadap Sampah di Bantaran Parit (Jalan Kelurahan Sei Kera Hulu Kota Medan). *Wahana Inovasi: Jurnal Penelitian dan Pengabdian Masyarakat UISU*, 11(1), 172–179. Diambil dari <https://jurnal.uisu.ac.id/index.php/wahana/article/view/5835>
- Yuliantri, R. D. A., Burhanudin, J., Fawakih, M. D., Sulaiman, S., & Nursam, M. (2015). *Tokoh Pemikir Karakter Bangsa*. Jakarta: Direktorat Sejarah dan Nilai Budaya Kementerian Pendidikan dan Kebudayaan.
- Yuliati, L., Nisa', F., & Mufti, N. (2020). Acquisition of projectile motion concepts on phenomenon based physics' experiential learning. *Journal of Physics: Conference Series*, 1422(1), 012007. <https://doi.org/10.1088/1742-6596/1422/1/012007>
- Yunianto, T., Suyadi, S., & Suherman, S. (2020). Pembelajaran abad 21: Pengaruhnya terhadap pembentukan karakter akhlak melalui pembelajaran STAD dan PBL dalam kurikulum 2013. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 10(2), 203–214. <https://doi.org/10.25273/pe.v10i2.6339>
- Yusuf, A. M. (2017). *Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan*. Jakarta: Kencana.
- Záhorec, J., Hašková, A., & Munk, M. (2021). Self-Reflection of Digital Literacy of Primary and Secondary School Teachers: Case Study of Slovakia. *European Journal of Contemporary Education*, 10(2), 496–508. <https://doi.org/10.13187/ejced.2021.2.496>
- Zamir, S. (2021). Teachers' Authority in the Postmodern Era. *European Journal of Contemporary Education*, 10(3), 756–767. <https://doi.org/10.13187/ejced.2021.3.756>
- Zubaidah, S., & Arsih, F. (2021). *Indonesian culture as a means to study science*. 030037. AIP Publishing. <https://doi.org/10.1063/5.0043173>
- Zulaiha, S., Mulyono, H., & Ambarsari, L. (2020). An Investigation into EFL Teachers' Assessment Literacy: Indonesian Teachers' Perceptions and Classroom Practice. *European Journal of Contemporary Education*, 9(1),

189–201. <https://doi.org/10.13187/ejced.2020.1.189>

Zunidar. (2021). *Pengembangan Model Pembelajaran Contextual Teaching and Learning Berbasis Blended Learning Matakuliah Perencanaan Pembelajaran*. Program Pascasarjana Universitas Negeri Medan.



THE
Character Building
UNIVERSITY