

Development of Students Worksheets Based on Local Wisdom of the Kampar Community for Social Studies Learning of Elementary School

Yuyun Santika¹, Otang Kurniaman², Munjiatun³, Zufriady⁴

¹ Universitas Riau, Pekanbaru, Riau; yuyun.santika1274@student.unri.ac.id

² Universitas Riau, Pekanbaru, Riau; otang.kurniaman@lecturer.unri.ac.id

³ Universitas Riau, Pekanbaru, Riau; munjiatun@lecturer.unri.ac.id,

⁴ Universitas Riau, Pekanbaru Riau; zufriady@lecturer.unri.ac.id

ARTICLE INFO

Keywords:

local wisdom;
social studies learning;
student worksheets (LKPD)

Article history:

Received 2022-12-18

Revised 2023-02-07

Accepted 2023-09-05

ABSTRACT

Local wisdom is part of the wealth that is owned by the Indonesian people in every region, including the Kampar Regency. Local wisdom must be preserved through education by integrating Kampar local wisdom with social studies learning that uses teaching materials in the form of students worksheet (LKPD) in delivering material in learning for fourth-grade students of elementary school in Riau. This study aims to produce LKPD products based on the local wisdom of the Kampar community in social studies learning for grade IV elementary schools that are valid, appropriate, and effective. This research uses the type of R&D research with a 4D development model, which consists of 4 stages, namely define, design, develop, and disseminate. Based on the results of local wisdom-based research, the developed LKPD shows valid, proper and effective LKPD with very valid media expert validation results of 84.64%, very valid material experts with a validation value of 82.29%, and 87 linguists. 5% with very valid category. It was said to be feasible based on the results of the teacher's response of 81.59% in the very feasible category, the response of 2 students in the one to one stage was 85.76% in the feasible category, and the response of 10 students in the small group test stage was 91.69% in the very feasible category. This LKPD is effective based on the results of the pretest-posttest which is measured by the N-Gain test obtaining a value of 0.6 in the medium category. This shows that the LKPD products based on the local wisdom of the Kampar people are valid, feasible and effective.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Otang Kurniaman

Universitas Riau, Pekanbaru, Riau; otang.kurniaman@lecturer.unri.ac.id

1. INTRODUCTION

Local wisdom is part of the cultural wealth that is owned by the Indonesian people (Anggreani, 2021) in various regions, both villages, sub-districts, districts and provinces. Kampar Regency is one of the areas in Riau Province that has local wisdom that is different from other regions. Local wisdom in each region has its own uniqueness which becomes the identity of a community (Saputri et al., 2022). The uniqueness of local wisdom is found in various cultures, such as historical buildings, traditional

clothing, traditional houses, language, food, arts, or traditions (Sulistiyani & Deviana, 2021). Local wisdom is a heritage that must be preserved so it needs to be introduced to the next generation of the nation as an effort to preserve and instill values, norms and a sense of love for local culture (Firmansyah et al., 2022). (Desfriyati, 2022). One of the efforts made by the government to preserve culture and instill cultural values in the nation's generation is in the field of education (Anggraini et al., 2022). This effort is carried out by integrating local culture into subjects in schools, especially elementary schools, so that cultural values are embedded in the character of students from an early age through social studies learning (Sabdarini et al., 2021).

Social science is a discipline that is included in the curriculum of elementary schools (Faqih & Fauzi, 2020). Its purpose extends beyond the mere transmission of social knowledge, as it aims to cultivate students into individuals who possess values, responsibility, and a sense of cultural and national pride (Asrial et al., 2021). Social science is an interdisciplinary field that encompasses a diverse range of social sciences, natural sciences, and humanities. These disciplines are systematically integrated through scientific and pedagogical approaches, tailored to meet the educational needs and interests of students in academic settings (Setiawan & Sri, 2020). The inclusion of social studies curriculum in elementary schools is anticipated to cultivate pupils' capacity to comprehend environmental circumstances, including interpersonal relationships, problem identification, and problem-solving (Hutama, 2016). In order to facilitate effective learning, it is imperative to provide students with learning materials that are contextually relevant to their immediate surroundings (Krismona Arsana & Sujana, 2021). This approach enhances students' comprehension of the subject matter by enabling them to relate it to their daily experiences (Amalia et al., 2022). Furthermore, the incorporation of indigenous knowledge into the curriculum of social studies education can serve as an effective pedagogical approach for cultivating students who possess cognitive acumen, intellectual prowess, moral integrity, ethical values, and sagacity (Isnaini et al., 2022). Teachers in elementary schools require media in the form of teaching materials (Nadiyah & Rosana, 2019) to effectively deliver educational content. These materials serve as a means of presenting information engaging and comprehensibly, facilitating students' attainment of desired learning outcomes (Fitriyah & Wardani, 2022). One viable instructional resource that can be employed in educational settings is student worksheets, often known as Learning and Teaching Materials (LKPD).

Student worksheets, also known as Learning Materials Development (LKPD), are a type of instructional resource that can be customised and tailored to the specific content that an educator will present. (Dermawati et al., 2019). LKPD is one of the teaching materials that the teacher can develop according to the material needs, the character of the students, and the environmental conditions of the students (Krismona Arsana & Sujana, 2021). Student worksheets are printed teaching materials that contain material, summaries and instructions for carrying out learning tasks that must be done by students to achieve the basic competencies and learning objectives presented (Fitriani et al., 2022). However, the use of LKPD in the learning process, especially in social studies subjects, is very minimal and the LKPD used is conventional. This is based on the results of observations made by researchers at UPT SD Negeri 037 Karya Indah. LKPD that comes from conventional conveys material that is general in nature and the culture in it is another regional culture that is not in accordance with the region and the daily life of students. IPS learning in class is not interesting because it is delivered by lecture, question and answer, and assignment methods. In addition, examples or problems from learning material are not connected with more concrete examples or problems based on students' daily activities, especially in social studies subjects in theme 1, Beautiful Togetherness, sub-theme 1, Cultural Diversity of My Nation. This makes learning not run well, learning objectives are not achieved, and students' low interest in learning. So, it is very necessary to develop LKPD based on the local wisdom of the Kampar community in social studies learning.

Several research have concluded that creating LKPD is a novel approach for educators to use technology in the classroom (Kalifah & Nugraheni, 2021). Using LKPD can reduce wasted time and boost productivity in the classroom, helping students learn more quickly and more thoroughly (Mukti

et al., 2018). Increased success in scientific classes is just one example of how LKPD might improve education (Aristiadi, 2019). In order to pique their students' interest in learning, teachers can turn to LKPD as an alternative to cutting-edge new teaching resources (Effendi et al., 2021). In addition, the 2013 curriculum places an emphasis on student centres, where students are urged to become more proactive and self-reliant through the ability to address problems of a more general nature (Susilawati, 2022). Because LKPD is a printed teaching material that can serve as a guide for individual textbooks used by teachers and students (Umar et al., 2022). As a result, the evolution of LKPD has the potential to usher in a fresh approach to education. In contrast to prior studies, the researchers in this paper used local knowledge from the Kampar community to create a social studies worksheet for students in grade IV SD. This is because there has been a lack of LKPD research and development based on local knowledge, particularly local knowledge that includes social studies topics.

The above statement leads the researcher to the conclusion that it is important to integrate local wisdom (in this case, the local wisdom of the Kampar people) into social studies curriculum in order to ensure that students are exposed to values that are reflective of their own community. Therefore, we conducted this research project titled "Development of Student Worksheets Based on Local Wisdom of the Kampar Community in Class IV SD Social Studies Learning." In terms of the study's problem statement, namely:

RQ1: How is the development of LKPD based on the local wisdom of the Kampar community in social studies learning for grade IV SD?

RQ2: What is the feasibility of LKPD based on the local wisdom of the Kampar community in learning social studies for grade IV SD?

The present study aimed to develop a LKPD grounded in the Kampar community's local wisdom for the fourth-grade social studies curriculum in primary schools. Additionally, the study sought to assess the suitability and effectiveness of the LKPD based on the local wisdom of the Kampar community for use in the fourth-grade social studies curriculum in primary schools.

2. METHODS

The type of research used in this research is research and development or Research and Development (R&D). Development research, often known as research and development (R&D), refers to a specific form of study that is employed to generate particular goods and evaluate their efficacy (Sugiyono, 2017). This study focused on the development of a product known as LKPD, which was created based on the indigenous knowledge and practises of the Kampar people. The product was specifically designed for use in the Social Studies curriculum for fourth-grade students in primary schools. In this study on development research, the researchers employed a 4D model for the design of their research, which encompasses four distinct stages within the development process. Thiagarajan posits that the 4-D model encompasses four distinct stages, namely define, design, development, and diffusion. The study participants consisted of two students in the one-to-one stage and ten students in the small group trial stage.

The stages carried out in the research with the 4D model can be described as follows: (1) In the definition stage (define), in the first stage in developing LKPD, the researcher defines three things: curriculum analysis, material analysis, student character analysis. (2) The design stage (design): in the design stage, the activities carried out are designing the production of LKPD products that have been determined and adapted to the results of the defining stage. At this stage, two activities were carried out, namely creating research instruments, designing LKPD (Storyboard), and building LKPD in the Canva application (Prototype). (3) The development stage, at this stage an assessment or validation is carried out by experts/validators (experts in language, materials, and media), practicality tests, and product trials. (4) The dissemination stage is the last stage of the 4-D research and development model in which researchers will disseminate their development products to research schools.

The location of this research is UPT SD Negeri 037 Karya Indah, Tapung District, Kampar Regency, Riau. The subjects of this study were 2 class IV students in the one to one trial stage and 10 students in

the small group trial by applying the pre-experiment design method "one group pretest-posttest design" as a measure of the effectiveness of LKPD products on changes in student knowledge. The utilisation of LKPD (Local Wisdom-Based Learning Modules) in social studies education: A comparative analysis. The data utilised in this work is of a quantitative kind, derived from the outcomes of validation computations, assessments of practicality, and experimental trials. In the interim, qualitative data was acquired through the collection of suggestions and input offered by validators and teachers. The researchers employed many data gathering approaches in the development of this Learning Material Development (LKPD). These techniques included the use of validator questionnaire sheets, practicality questionnaire sheets, trial questionnaire sheets, test questions, and documentation. The present study employs a data analysis technique that involves the examination of qualitative data derived from the validation and practicality outcomes. This data comprises ideas and input supplied by the validator and teacher. Quantitative data analysis procedures are derived from validation results, practicality tests, and score-based assessments. The analysis of the validation and practicality test outcomes was conducted utilising a Likert scale in the format of a checklist, employing a scoring range of 1-4. Meanwhile, the examination of the test findings was performed through the application of the N-Gain calculation. The findings derived from the questionnaire will serve as a foundation for implementing enhancements to the ongoing product development endeavours (Gustiawati et al., 2020).

3. FINDINGS AND DISCUSSION

This development research produced a product in the form of student worksheets (LKPD) based on the local wisdom of the Kampar people in Social Studies learning theme 1 "The Beauty of Togetherness", sub-theme 1" Cultural Diversity of My People, on values and the application of values in everyday life". This product was developed by researchers with the aim of being one of the solutions in introducing the local wisdom of the Kampar people and new innovations in delivering social studies material which is often delivered using the lecture method (Fitriyani et al., 2021) which makes learning boring. The use of additional teaching materials other than textbooks is more varied, has material presented with various pictures and colors, and there are reflections that are not only multiple choice questions that will attract students' interest in learning and being active in class learning (Supriatna, 2019). The utilisation of worksheets as teaching materials should incorporate elements of novelty and distinctiveness in order to differentiate them from conventional teaching resources. Researchers commonly employ a development research approach, utilising a 4-D model encompassing several stages, namely defining, design, development, and dissemination. The findings derived from the various research phases conducted by the researchers are presented below.

3.1 Defining Stage

At the defining stage the researcher conducted an analysis of 3 things, including curriculum analysis, material analysis, and student character analysis.

3.1.1 Curriculum Analysis

The curriculum analysis carried out was by analyzing the curriculum used by UPT SD Negeri 037 Karya Indah. The curriculum is an important aspect that needs to be considered in developing a product in the field of education because the curriculum is an education system (Jumriani et al., 2021). The curriculum used by UPT SD Negeri 037 Karya Indah is the 2013 curriculum. In the implementation of K13 the teacher's thematic books and student thematic books become learning resources and benchmarks in selecting basic competencies, indicators, and learning objectives for developing LKPD. Based on the analysis carried out, there are basic competencies, indicators and learning objectives for IPS theme 1 sub-theme 1 class IV as follows.

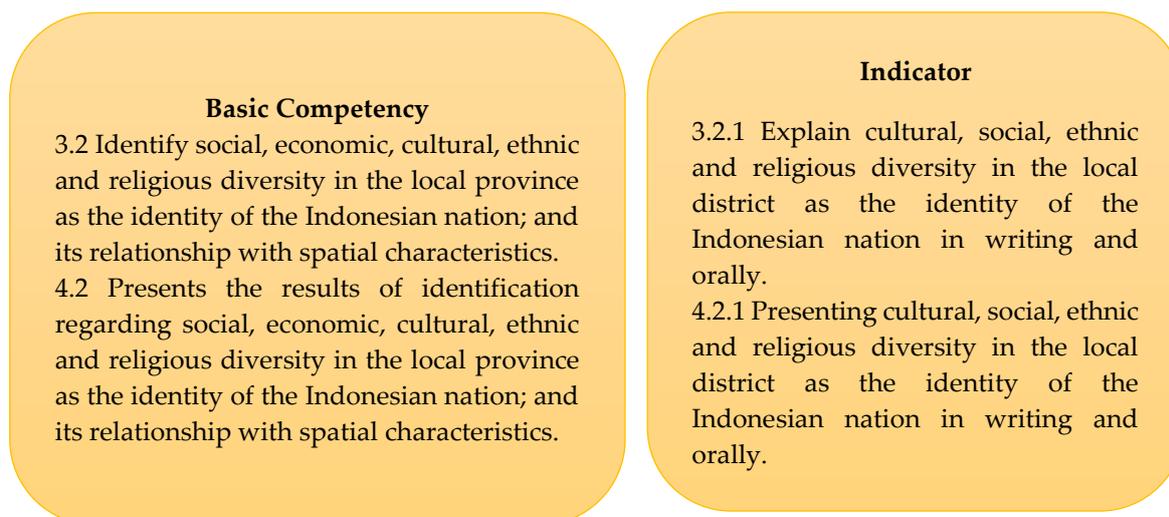


Figure 1. Basic Competency & Indicator

3.1.2 Material Analysis

At this stage the researcher analyzed the material presented in the teacher's and student's books for the 2013 curriculum. The social studies material presented in the teacher's and student's books is associated with culture in general and is the culture of another area, namely the province of Bali. This is not in accordance with the culture that exists around students in Kampar Regency. Therefore, the researchers chose the local wisdom of the people of Kampar Regency in the form of the *Lontiok* traditional house, the *jami'* mosque, the traditional clothes of a *datuk*, and the tradition of eating *bajambau* and *badulang*. The selection of local wisdom has been adapted to the material in the 2013 curriculum teacher and student books. The material developed in this LKPD is cultural diversity and the application of the values of unity in everyday life. Based on this, the researcher determines the learning objectives included in the LKPD as follows.

Table 1. Material Analysis in the 2013 Curriculum

| | |
|---------------------|--|
| | <ol style="list-style-type: none"> 1. Students are able to recognize local wisdom in traditional buildings in Kampar in the form of <i>lontiok</i> houses and <i>jami'</i> mosques. 2. Students are able to understand knowledge about ethnicity, local wisdom, social values, religious values, and cultural values. 3. Students are able to communicate and apply social values, religious values, and cultural values in everyday life. |
| Learning objectives | <ol style="list-style-type: none"> 1. Students are able to recognize local wisdom in traditions and traditional clothes in the form of the <i>Bajambau</i> and <i>Badulang</i> eating traditions and the traditional clothes of a <i>datuk</i>. 2. Students are able to understand the knowledge about the importance of unity in the cultural diversity of the Indonesian nation. 3. Students are able to communicate and apply an attitude of unity in cultural diversity in everyday life. |

3.1.3 Student Character Analysis

Student analysis aims to determine students' learning interests with the developed LKPD products. This analysis was carried out to fourth-grade elementary school students. According to Piagen (in (Hetarion et al.c, 2020) the development of elementary school children in the age range of 7-12 years experiences concrete developments. Based on the results of an analysis conducted by

researchers, class IV students from UPT SD Negeri 037 Karya Indah aged 10-11 years. Students in class IV B dominantly like learning that uses pictorial and colorful media and has material that is easy to understand, especially in social studies learning. In the normal learning process students only use minimal thematic textbooks with material for each subject. This is one of the factors for students' low interest in learning, especially in social studies subjects. However, when students are given media in the form of printed teaching materials or an image related to the material, they are interested in the learning process. Therefore, with the design of LKPD-based products, The local wisdom of the Kampar people is expected to be a solution for students to understand the material and can increase interest in learning and become a new innovation for teachers in delivering learning material.

3.2 Design Stage

After the definition stage is complete, the next stage is the design stage, in which the researcher begins to design local wisdom-based worksheets based on the results of the definitions that have been carried out. There are three stages carried out at the design stage, namely creating research instruments, designing LKPD (Storyboard), and building LKPD in the Canva application (Prototype).

3.2.1 Making Research Instruments

The research instrument was created to assess the feasibility and validity of the LKPD based on the local wisdom of the Kampar people. The research instruments used in this study were expert validation instruments (media, language, and material), teacher response instruments and student response instruments. Expert validation instruments are used to see the validity of the developed LKPD. The instrument was made based on the expert field. The media expert validation instrument consisted of 2 aspects (cover design and content design) with 17 statement items, the material expert validation instrument consisted of 3 aspects (content feasibility, presentation and language feasibility, and suitability with local wisdom-based learning) with 22 statement items, and the linguist validation instrument consisting of 1 aspect (language appropriateness) with 10 statement items and the teacher response instrument consisting of 3 aspects (attraction, ease of use, and benefits) with 15 statement items. The student response instrument consisted of 3 aspects with 10 statement items which were used to determine the feasibility of the developed local wisdom-based LKPD.

3.2.2 Designing LKPD (Storyboard)

The LKPD design is done as an illustration or sketch before making the LKPD on the Canva application. Arrange the structure contained in the LKPD, which consists of a cover page, title page, preface, table of contents, basic competencies, indicators, instructions for using LKPD, content, and student activities, bibliography, image sources, synopsis of LKPD, author biographies, and back cover page. Storyboard designed to make worksheets based on the local wisdom of the Kampar people. Theme 1: The Beauty of Togetherness. Sub-theme 1. Cultural Diversity of My Nation, social studies material for grade IV primary school.

3.2.3 Make an LKPD in the Canva Application (Prototype)

The design in the form of a storyboard is applied to the Canva application as a form of LKPD which will be printed later. Canva is a digital platform that can be used to design books, ppt and more. This application is suitable for use because there are choices of images, illustrations, templates, fonts, colors, and so on that can be used in making LKPD based on local wisdom. Every icon in this application does not have copyright, so it can be used and not plagiarized. The LKPD that has been created has 33 pages of content with a total of 47 pages. The following shows the product LKPD that was created using the Canva application.

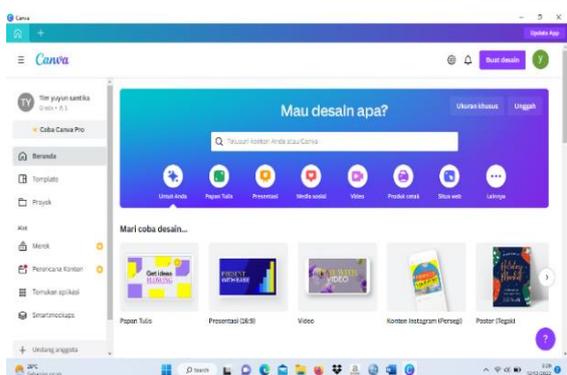


Figure 2. The Canva Application Platform



Figure 3. LKPD Covers



Figure 4. Material in LKPD

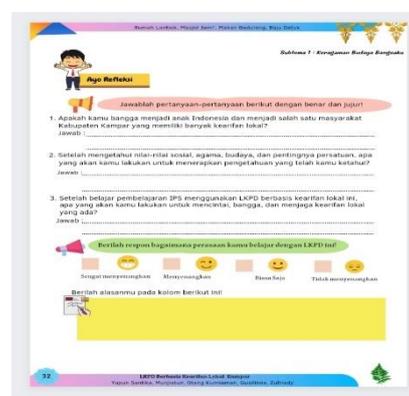


Figure 5. Reflex Activity

3.3 Development Stage

At this stage, an expert validator will assess the finished LKPD with a validation sheet (media, material, and language). The results of this assessment are used as an improvement in perfecting the LKPD based on the local wisdom of the Kampar community so that it is valid it can be tested on students. The purpose of validation is to get a valid LKPD, a good product so that it can be used in learning. There are 1 expert validator in each field, so there are 3 expert validators who assess this development product. Following are the validation results that have been obtained by the researcher from the validator's assessment.

Table 1. Media Expert Validation Results

| No | Aspect | Percentage | Category |
|----|----------------|------------|------------|
| 1. | Cover Design | 89,28 % | Very Valid |
| 2. | Content Design | 80 % | Valid |
| | Total | 84,64% | Very Valid |

Table 2. Material Expert Validation Results

| No | Aspect | Percentage | Category |
|----|--|------------|------------|
| 1. | Content Eligibility | 75 % | Valid |
| 2. | Adequacy of Presentation and Language | 84,37 % | Very Valid |
| 3. | Compatibility with Local Wisdom-Based Learning | 87,5 % | Very Valid |
| | Total | 82,29% | Very Valid |

Table 3. Linguist Validation Results

| No | Aspect | Percentage | Category |
|----|----------------------|--------------|-------------------|
| 1. | Language Eligibility | 87,5 % | Very Valid |
| | Total | 87,5% | Very Valid |

Based on the table above, the product developed in the form of LKPD based on local wisdom of the Kampar community received a media expert validation assessment of 84.64% in the "very valid" category, the material expert validation obtained an average value of 82.29% in the "very valid" category. Linguist validation obtained an average value of 87.5% in the "very valid" category. Therefore, researchers carried out the next stage, namely product trials. This product trial was conducted to see the practicality and effectiveness of the product developed by the researcher. Product trials were carried out by giving teacher response questionnaires to 2 class IV teachers as practitioner tests, student response questionnaires for 2 students as one-to-one tests, and 10 students as small group trials in class IV UPT SD Negeri 037 Beautiful Work. The results of product trials conducted by researchers are as follows.

Table 4. Practitioner Assessment Results

| No | Name | Aspect | | | Average Percentage | Category |
|----|--------------|----------------|---------------|--------------|--------------------|--------------------|
| | | Attractiveness | Ease of Use | Benefit | | |
| 1. | Teacher 1 | 81,25% | 79,16% | 85% | 81,80% | Very decent |
| 2. | Teacher 2 | 75% | 79,16% | 90% | 81,38% | Very decent |
| | Total | 78,12% | 79,16% | 87,5% | 81,59% | Very decent |

Table 5. One To One Trial

| No | Name | Aspect | | | Average Percentage | Category |
|----|--------------|----------------|---------------|---------------|--------------------|--------------------|
| | | Attractiveness | Ease of Use | Benefit | | |
| 1. | PD-1 | 91,66% | 100% | 91,66% | 94,44% | Very decent |
| 2. | PD-2 | 83,33% | 81,25% | 91,66% | 85,41% | Very decent |
| | Total | 82,81% | 84,89% | 89,58% | 85,76% | Very decent |

Table 6. Small Group Trial Results

| No | Name | Aspect | | | Average Percentage | Category |
|----|------|----------------|-------------|---------|--------------------|-------------|
| | | Attractiveness | Ease of Use | Benefit | | |
| 1. | PD-1 | 91,66% | 81,25% | 83,33% | 85,41% | Very decent |
| 2. | PD-2 | 91,66% | 93,75% | 91,66% | 92,35% | Very decent |
| 3. | PD-3 | 91,66% | 100% | 100% | 97,22% | Very decent |
| 4. | PD-4 | 91,66% | 87,5% | 91,66% | 90,27% | Very decent |
| 5. | PD-5 | 100% | 100% | 100% | 100% | Very decent |
| 6. | PD-6 | 91,66% | 87,5% | 91,66% | 90,27% | Very decent |
| 7. | PD-7 | 91,66% | 81,25% | 91,66% | 88,19% | Very decent |
| 8. | PD-8 | 83,33% | 87,5% | 91,66% | 87,49% | Very decent |

| | | | | | | |
|--------------|-------|---------------|---------------|---------------|---------------|--------------------|
| 9. | PD-9 | 91,66% | 87,5% | 100% | 93,05% | Very decent |
| 10. | PD-10 | 100% | 87,5% | 91,66% | 93,05% | Very decent |
| Total | | 92,49% | 89,37% | 93,23% | 91,69% | Very decent |

Based on the product test results in the table above, the LKPD, based on the local wisdom of the Kampar community is appropriate for use in learning. The results of product trials conducted by the teacher get an assessment with an average score of 81.59%, one-to-one trials with an average score of 85.76%, and small group trials get an assessment score with an average score of 91.69% with the "very feasible" category for each practicality test result. With the assessment obtained, the LKPD based on the local wisdom of the Kampar community is appropriate for use in the learning process.

The researcher also gave pretest and posttest questions to test the effectiveness of LKPD products based on the local wisdom of the Kampar people which were given to 2 students in the one to one test and 10 students in the small group test. This is done to determine the initial and final abilities of students who learn to use LKPD based on the local wisdom of the Kampar community. The results obtained were analyzed using the N-Gain formula, the following are the results of the N-Gain calculations in the two trials, namely:

Table 5. Pretest and Posttest Results Using N-Gain

| No | Testing | Average N-Gain Score | Category |
|----------------|--------------------|----------------------|------------------|
| 1. | One-to-one trials | 0,7 | Currently |
| 2. | small group trials | 0,69 | Currently |
| Average | | 0,69 | Currently |

Based on the N-Gain results in the table above, it is known that the average N-Gain value in the one-to-one trial is 0.7 and the small group trial obtains an average N-Gain value of 0.69, which means there is an increase in the moderate category. This shows that the LKPD products based on the local wisdom of the Kampar people are effective in improving student learning outcomes in social studies subject matter of cultural diversity and the application of the values of unity in everyday life.

3.4 Deployment Stage

After completing the three stages of developing LKPD products based on the local wisdom of the Kampar people and having improved the LKPD products based on input and suggestions provided by validators, teachers and students, the researchers carried out the next stage, namely the dissemination stage. Activities carried out at the deployment stage are printing LKPD products. Then the printed worksheets based on the local wisdom of the Kampar people were distributed at UPT SD Negeri 037 Karya Indah. The LKPD distributed at UPT SD Negeri 037 Karya Indah was symbolically received by 2 class IV teachers. LKPD based on the local wisdom of the Kampar people are distributed so that they can be used by teachers and students as additional teaching materials in the learning process in class on social studies subjects as well as reading material in the UPT SD Negeri 037 Karya Indah library.

Discussion

The 2013 curriculum is a curriculum that demands the active role of students in classroom learning that prioritizes the character of students (Falachi et al., 2017). Classroom learning based on the 2013 curriculum forms students so they can think creatively, be active, understand and solve problems, and implement learning materials in everyday life (Gunawan et al., 2017). In classroom learning, elementary school students more easily understand material using teaching materials that have pictures, are colored, and are in accordance with their environmental conditions (Gani, 2018). The use of illustrated and colored teaching materials will attract the attention of students in learning (Alghazali,

2019). The use of images in social studies learning has an influence on increasing learning outcomes (Sukmanasa, 2017).

Based on this, the researchers developed LKPD based on the local wisdom of the Kampar people which were valid, feasible and effective. This validity was obtained based on the results of the media, language, and material expert validator's assessment. It is said to be feasible because the developed LKPD reflects the character of students, namely experiencing concrete development. Students will find it easier to understand the material with visual images of local wisdom and examples of applying values in everyday life. The pictures in the LKPD which are supported by the presentation of simple and easy-to-understand material are solutions in social studies learning which are often delivered using only the lecture method (Rahmad, 2021). The LKPD based on Kampar local wisdom also improves student learning outcomes in social studies subjects. The improvement that students get after learning to use this LKPD is to increase knowledge about cultural diversity material, especially Kampar local wisdom and the application of values in everyday life. The increase in knowledge about Kampar local wisdom occurs in students because the visual images of local wisdom in the LKPD are presented clearly and the language used is easy to understand. The increase in knowledge experienced by students was measured from the pre-test and post-test results, which were tested with the N-Gain formula and showed an increase in the "moderate" category.

4. CONCLUSION

Based on the results of the development research conducted, it can be concluded that the LKPD based on the local wisdom of the Kampar community in social studies learning for grade IV SD is said to be very valid, feasible, and effective for use in the learning process in grade IV elementary school. This LKPD is valid based on the validation results carried out by media expert validators, material experts, and language experts who obtained validation results in very valid categories. The validation carried out by media experts obtained a score of 84.64%, the result of the material expert validation score was 82.29, and the linguist validation score was 87.5%. LKPD, based on the local wisdom of the Kampar community, is said to be feasible based on the results of product trials consisting of practitioner tests by teachers, one to one tests, and small group tests. The teacher administered a practitioner test, which resulted in an assessment with an average score of 81.59%. This score falls within the very decent range. The average score of 85.76% was attained in the very respectable category through a one-to-one test done on two students. The small group test yielded an average score of 91.69%, indicating a high level of feasibility within the assessed category. Furthermore, the effectiveness of this LKPD is supported by the outcomes of the N-Gain assessment (pretest-posttest) conducted in both one-to-one and small-group settings, which yielded an average score of 0.69 falling within the medium range. The utilisation of the Learning and Knowledge Presentation Document (LKPD) enhances students' capacity to comprehend and assimilate the offered material more effectively. According to the given information, utilising and disseminating LKPD (Local Wisdom-Based Learning Materials) is deemed suitable and feasible across the Kampar community.

This research has strengths and weaknesses from other studies. The advantages are that the LKPD is based on the local wisdom of the Kampar people, local wisdom discourse texts, interesting pictures, colorful, easy to understand, material summaries, theoretical assignments, and reflections. While the weakness in this study is that it needs to be redeveloped LKPD which contains several meetings, more than one theme, sub-theme and learning. As for suggestions from researchers for teachers, local wisdom-based LKPD can be used as additional reference in the learning process in order to attract students' learning interest so that students become focused and increase knowledge which can be seen from the increase in learning outcomes. In addition, it is hoped that the LKPD based on local wisdom can become a reference for other research to develop LKPD based on local wisdom in the Kampar area or other regions.

REFERENCES

- Afandi, R. (2011). Integrasi pendidikan karakter dalam pembelajaran ips di sekolah dasar. *Jurnal Pedagogia*, 1(1), 85–98. <https://doi.org/https://doi.org/10.21070/pedagogia.v1i1.32>
- Ananda, R. (2017). Penggunaan Media Audio Visual untuk Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan Siswa Kelas IV SD Negeri 016 Bangkinang Kota. *Jurnal Basicedu*, 1(1), 23–27.
- Anggraini, F., Frima, A., & Valen, A. (2022). Pengembangan Lembar Kerja Pada Pembelajaran Tematik Berbasis Kearifan Lokal Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(2), 2883–2891. <https://doi.org/https://doi.org/10.31004/basicedu.v6i2.2515>
- Anggreani, C. (2021). Pengembangan Lembar Kerja Peserta Didik (LKPD) Bermuatan Budaya Lokal untuk Anak Usia Dini. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 3500–3508. <https://doi.org/https://doi.org/10.31004/edukatif.v3i6.882>
- Aristiadi, H. (2019). Pengaruh Penggunaan Lembar Kerja Peserta Didik (Lkpd) Berbasis Proyek terhadap Hasil Belajar Peserta Didik pada Konsep Pemanasan Global. *Bioedusiana*, 4(2), 77–84. <https://doi.org/10.34289/277886>
- Dermawati, Suprpta, & Muzakkir. (2019). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Lingkungan. *JPF (Jurnal Pendidikan Fisika) Universitas Islam Negeri Alauddin Makassar*, 7(1), 74.
- Effendi, R., Herpratiwi, H., & Sutiarso, S. (2021). Pengembangan LKPD Matematika Berbasis Problem Based Learning di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 920–929. <https://doi.org/10.31004/basicedu.v5i2.846>
- Faqih, N. ., & Fauzi, N. (2020). Pengembangan Bahan Ajar Buku Teks IPS Tema Indahnnya Kebersamaan Pada Peserta Didik Kelas 4 MI An Nuriyah Kwanyar Bangkalan. *FIKROH: Jurnal Pemikiran dan Pendidikan Islam*, 13(2), 132–143. <https://doi.org/https://doi.org/10.37812/fikroh.v13i2.98>
- Firmansyah, I., Asril, & Bedriati Ibrahim. (2022). Peran Lembaga Adat Kampar Dalam Mempertahankan Nilai Budaya Lokal Di Kabupaten Kampar. *Jurnal Pendidikan dan Konseling*, 4(2), 423–430.
- Fitriyah, C. Z., & Wardani, R. P. (2022). Analisis kebutuhan pengembangan LKPD berbasis kearifan lokal daerah Banyuwangi di Sekolah Dasar. *Jurnal Pemikiran dan Pengembangan Sekolah Dasar*, 10(1), 62–73. <https://doi.org/10.22219/jp2sd.v10i1.20396>
- Fitriyani, Y., Supriatna, N., & Sari, M. Z. (2021). Pengembangan Kreativitas Guru dalam Pembelajaran Kreatif pada Mata Pelajaran IPS di Sekolah Dasar. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 7(1), 97. <https://doi.org/10.33394/jk.v7i1.3462>
- Gustiawati, R., Arief, D., & Zikri, A. (2020). Pengembangan Bahan Ajar Membaca Permulaan Dengan Menggunakan Cerita Fabel Pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(2), 355–360. <https://doi.org/https://Doi.Org/10.31004/Basicedu.V4i2.339>
- Hutama, F. S. (2016). Pengembangan Bahan Ajar Ips Berbasis Nilai Budaya Using Untuk Siswa Sekolah Dasar. *JPI (Jurnal Pendidikan Indonesia)*, 5(2), 113. <https://doi.org/10.23887/jpi-undiksha.v5i2.8359>
- Jumriani, Syaharuddin, & Mutiani. (2021). Komponen Kurikulum IPS di Sekolah Dasar pada Kurikulum 2013. *Jurnal Basicedu*, 5(3), 1120–1129. <https://doi.org/https://doi.org/10.31004/basicedu.v5i4.1111>
- Krismona Arsana, I. W. O., & Sujana, I. W. (2021). Pengembangan Lembar Kerja Peserta Didik (Lkpd) Berbasis Project Based Learning Dalam Muatan Materi IPS. *Jurnal Imiah Pendidikan dan Pembelajaran*, 5(1), 134. <https://doi.org/10.23887/jipp.v5i1.32817>
- Mubah, A. . (2011). Strategi Meningkatkan Daya Tahan Budaya Lokal Dalam Menghadapi Arus Globalisasi. *Jurnal Unair*, 24(4), 302–308.
- Mukti, F., Connie, C., & Medriati, R. (2018). Pengembangan Lembar Kerja Peserta Didik (LKPD) Pembelajaran Fisika untuk Meningkatkan Kemampuan Berpikir Kreatif Siswa SMA Sint

- Carolus Kota Bengkulu. *Jurnal Kumparan Fisika*, 1(3), 57–63. <https://doi.org/https://doi.org/10.33369/jkf.1.3.57-63>
- N.F., I. A., Roesminingsih, M. V., & Yani, M. T. (2022). Pengembangan LKPD Interaktif Berbasis Liveworksheet untuk Meningkatkan Hasil Belajar IPS Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8153–8162. <https://doi.org/10.31004/basicedu.v6i5.3762>
- Prastowo, A. (2013). Pengembangan Bahan Ajar Panduan Lengkap Aplikatif. Diva Press.
- Sabdarini, C., Egok, A. S., & Aswarliansyah, A. (2021). Pengembangan LKS Tematik Berbasis Kearifan Lokal pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3765–3777. <https://doi.org/https://doi.org/10.31004/basicedu.v5i5.1393>
- Sapriya. (2017). Pendidikan IPS: Konsep dan Pembelajaran (8th ed). PT Remaja Rosda Karya.
- Saputri, L., Destiniar, & Murjainah. (2022). Pengembangan LKPD Berbasis Kearifan Lokal dengan Pendekatan PMRI untuk Siswa Kelas IV Sekolah Dasar. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 06(03), 2949–2961. <https://doi.org/https://doi.org/10.31004/cendekia.v6i3.1664>
- Sugiyono. (2017). Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan). Alfabeta.
- Sulistiyani, N., & Deviana, T. (2021). Pengembangan LKPD Matematika HOTS (Higher of Order Thinking Skills) Berorientasi Kearifan Lokal Daerah untuk Sekolah Dasar. *Jurnal Ilmiah Mandala Education*, 7(1), 304–312. <https://doi.org/10.36312/jime.v7i1.1722>
- Supriatna, N. (2019). Pengembangan Kreativitas Imajinatif Abad Ke-21 Dalam Pembelajaran Sejarah. *Historia: Jurnal Pendidik dan Peneliti Sejarah.*, 2(2), 73. <https://doi.org/https://doi.org/10.17509/historia.v2i2.16629>
- Susilawati, W. O. (2022). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Contextual Teaching and Learning (CTL) di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 4922–4938. <https://doi.org/10.31004/edukatif.v4i3.2909>
- Umar, Hasratuddin, & Surya, E. (2022). Pengembangan LKPD Berbasis Model Think Aloud Pair Problem Solving Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis Siswa SD Negeri 067248 Medan. 06(03), 3402–3416. <https://doi.org/https://doi.org/10.31004/cendekia.v6i3.1884>
- Vebrianti, Y., Noviana, E., & Kurniaman, O. (2017). Development of Student Worksheet Based on Local Wisdom Ips Studies Fourt Grade Iv Sdn 161 Pekanbaru Berbasis Kearifan Lokal Mata Pelajaran Ips Kelas Iv Sdn 161 Pekanbaru. 1–12.
- Wahyudi, A. (2022). Pentingnya Pengembangan Bahan Ajar Dalam Pembelajaran Ips. *Jurnal Education Social Science*, 2(46), 51–61.