



MANAGEMENT STRATEGIC DEVELOPMENT CURRICULUM BASED WISDOM LOCAL IN INCREASING UNDERSTANDING OF RELIGIOUS MODERATION LEARNERS (Case Study at Sumberbendo 1 State Elementary School Pucanglaban)

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Abstract:

Development curriculum become an inevitability. Dynamics social in society continues experience change. Circumstances This trigger educator (teacher) for always presenting design nature curriculum *update* or up to date. Study This aim know creativity educator in develop curriculum based deep local wisdom strengthen understand moderation religious. Research methods use type qualitative with field research approach (research field). Data analysis using Miles and Huberman, namely data collection, data *display*, data reduction, and conclusions. Findings study management strategic development curriculum-based wisdom local in increase understand moderation religious held with; analysis potency wisdom local, implementation learning *contextual teaching and learning* (CTL), and assessment covers three aspects, cognitive, affective, and psychomotor.

Keywords: *Management Development Curriculum, Wisdom Local, Moderation Religious*

INTRODUCTION

Education will Keep going develop in accordance with development man toward peak civilization. Good civilization be marked with Budi character or morals humans who reflect human nature. Human nature is respectful life, beauty, and usefulness for fellow. So, it is natural just if called behavior extreme someone who negates right other people's lives. Therefore that part religionist gives information, peak from Budi character among them is Love love to fellow. Whatever your religion or belief Of course will justify or contain universal truth, that Love to fellow is inevitability and necessity for continuity life civilization No only man. So, peak civilization that became marker life humans among them is Love to each other and nature universe.

Actions or action do violence committed by teenagers age school Of course No happen so instant, but there are several factor reasons, research conducted by (Adinda Bidari et al., 2022) show that there is four reason presence action violence committed by teenagers age school, that is Friend peers, social media, knowledge, and roles family. Friends of the same age is the first influencing variable behavior teenager (age school). Then followed with social media, knowledge, and roles family in educate in a way comprehensive. Each indicator give influence to attitudes and

attitudes teenager at age unstable. Therefore that necessity constructive learning character morals start to participant educate through context life the environment.

Linking learning fill learning with situation real give experience meaningful for participant educate. According to *Sears* in Hasudungan (Anju Nofarof Hasudungan, 2022) *Contextual Teaching and Learning* (CTL) is Helpful concept educators (teachers, ustad, and tutors) relate material learning with situation real. In the learning model here, participants educate own not quite enough answer on his learning for hook or apply in the setting/situation life participant educate in their environment. Environment the includes, roles participant educates as member families, citizens, and living youth side by side with Friend peer. Task educator naturally more important Again For serve design learning that can be done help participant educate so you can connect Study material with real world situation. This process no easy, necessary creativity educator to design planned learning can applied in life daily.

For example, material man as creature social and political in al-Farabi's view in Mohd Nasir (Mohd Nasir, 2021). Man as creature born social in circumstances No perfect and necessary cooperation and assistance of others to life. In the learning model *Contextual Teaching and Learning* (CTL) educators can plan related learning with the real-world participant educate, that is regarding ethics friendship, role Friend peers, and influence Friend peer as well as choose Friend peers who encourage goodness.

Not only hook up with the real world its nature contextual, but wisdom local that becomes mark sublime public (Surya Eka Putra et al., 2023), wisdom local interpreted as system wisdom empirical and pragmatic. Empirical meaningful based on facts that occur in society. Whereas pragmatic, that is draft wisdom (wisdom) is created as purposeful thinking finish problem every day in life real public. For example, there is philosophy Java is becoming mark handle life public Java, that is *hamemayu hayuning Baboon*. Philosophy This according to Riyanto (E. Armada Riyanto 2023) meaningful *to beautify the beauty of the world or to harmonize the harmony of the world*. Efforts to beautify or become grace for nature (world) becomes philosophy teachings sublime public Java. Beauty natural universe strung together Because exists harmony (difference).

Educator try serve A design linking learning content material with wisdom locally sourced from wisdom empirical and pragmatic can finish problem life daily participant educate, (Suwardi Endraswara, 2012) interpret *hamemayu hayuning Bawono* is endeavor guard harmony natural the universe that is becoming sign world safety. Source morals glorious based philosophy wisdom *hamemayu hayuning Bawono*, that is *First*, take care connection Good between man with God expressed in form of worship. *Second*, take care connection Good with fellow man with behavior pleasant other people's hearts. *Third*, balance connection with self Alone form control weather lust. Values wisdom This local area is rich in education can become material in the learning process *Contextual Teaching and Learning* (CTL).

Look in the mirror from review above, management learning wisdom local in increase understand moderation religious participant educate need developed. Moderation religious No only limited only religious values reference in express attitude morals glorious man. But there is Lots source others who become universal truth. Then no amazed when Lukman Hakim Saifudin give the statement is that

moderation religious is efforts that are not There is he stopped or keep going developed in context universal truth (Lukman Hakim Saifudin).

Study This will discuss management learning, wisdom local, and moderation religious. From that domain can arranged questions and goals research on the domain, how planning learning or design learning load wisdom local in increase understand moderation religious. Stages furthermore there is implementation or application as well as standard operational learning those who implement it *Contextual Teaching and Learning* (CTL). Whereas For measure effectiveness design learning the required technique effective assessment and evaluation.

RESEARCH METHODS

Study This use type qualitative with approach research *field* (study field). Object research, namely Sumber bendo 1 State Elementary School Pucanglaban Regency Tulungagung. Educational institution located in the mountains south of the Regency Tulungagung. Natural environment close by with South coast of Indonesia Enough help towards the learning process teach. Study This try describe and interpret phenomenon form effort increase understand moderation religious with material wisdom local. Wisdom local in the Regency Tulungagung analyzed use theory management strategic. Election types and approaches study This based over the development process curriculum-based wisdom local is creativity educator in presenting design innovative and creative learning. Deep data collection techniques study This is interviews, observations, and documentation. Whereas data analysis using the *content analysis* model. Stages in analysis, ie data collection, data presentation, data reduction, and withdrawal conclusion as well as verification. Selection of analysis models This based characteristics background natural research. Instrument mainly is man. Data analysis inductive use *grounded theory* (management strategic). Research design nature temporary, meaning Keep going develop during study. Research result will be discussed with various party for agreed in a way collective.

RESULTS AND DISCUSSION

1. Analysis Potency Wisdom Local in Increasing Understanding of Religious Moderation.

Management strategic is combined art with knowledge knowledge in produce design/strategy formulation, implementation or implementation, and evaluation/assessment (Tri Prasetyo Utomo, 2020). Stages the become not quite enough answer leader. Leaders of educational institutions, heads of madrasas, lead teachers or person in charge class, and team developer curriculum. Meanwhile, David Hunger give description, that management strategic is Suite decisions and actions managerial in determine performance organization (madrasah) during period time certain (J. David Hunger and Thomas L. Wheelen, 2003). Further David gave the statement, that the management process strategic covers four thing, namely: observation environment, strategy formulation, strategy implementation, and evaluation or control.

Based observations in the field found several wisdoms local in form product culture, that is *First*, tradition reog kendang Tulungagung. Reog

kendang is taken story from cavalcade soldier Kilisuci. Soldier the escorting Queen Kilisuci who wanted to do activity customs on Mount Kelud (Bina Andari Nurmaning, 2022). The ingenuity of the Javanese people can take wisdom or lesson from every incident or sacred momentum. There is values education implicit in the dance process reog drum, namely, cavalcade soldier Kilisuci the fight does quite a trip Far with various supplies. Not again there is Valley, hill and cliff obstacles steep every moment can derail it. Not again exists burden tight supplies shoulders them (troops horse riding Kilisuci). Stooped and stumbling overview of the travel process the illustrations incident the poured in symbol dance shaped step expressive and mesmerizing footwork. Expressive footwork combined with movements of the body, shoulders, neck, and head as well as expression committed face to struggle become character interesting the art of reog kendang dance (Wiga Nugraheni).

Second, found the art of gambyong dance. Gambyong is the developing art of dance from Central Java from Society. This dance often held at the opening moment ceremony official, wedding, show art, and day So A company. Gambyong dance own base motion based the piece depicts Timun Mas. Timun Mas is approaching mature get various threat from Buto Ijo who is trying married Timun Mas. Timun Mas's mother knew threat So, give weapons form shrimp paste, salt, and nails as provisions reject business evil Buto Ijo (Laras Shantika Nastiti, 2021). Basically, the art of gambyong dance told the girl who was approaching mature. Therefore That's the gambyong dance will displays element *supple*, erotic, agility, and behavior *kenes* Woman young.

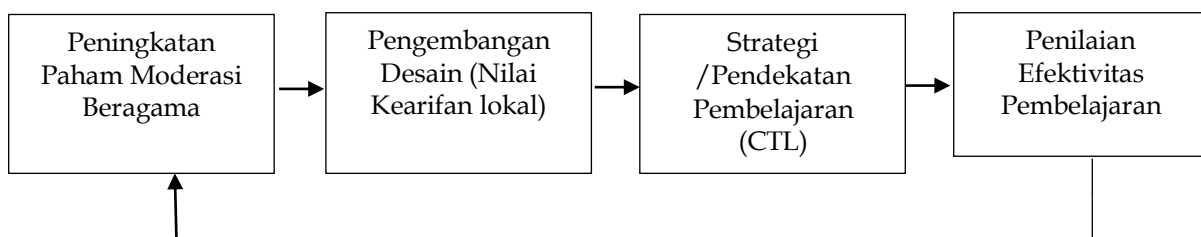
Third, found Remo dance art. Remo dance is art typical of East Java (Muhammad Wahyu Prahardana, 2021). Remo dance develop markets in Surabaya, Malang, Jombang and Mojokerto. Remo dance performance identical with kidung (singing) delivered by dancers. Songs delivered by dancers remo called Jula-July. Content of July, that is critics social, story struggle, advice, and satire (Eko Cahyo Prawoto and Pana Pramulia, 2020). There are hymns July-July in a remo dance performance works as arrange problem social in society as well as remind public in all the problem. Life Keep going give problem. Problem the must addressed with wise in accordance with applicable norms, rules, and laws. That is where it is function from ballad July-July give education in a way culture in society.

Fourth, activities religious. Activity religion organized by the school shaped *habituation* (refraction). *Habituation* the poured in reading the holy book, praying *dhuha*, and praying in congregation. The end, that is own religious spiritual power, control self, personality, intelligence morals glorious as well as necessary skills himself, society, and the country (Law of the Republic of Indonesia Number 20 of 2003). *Habituation* become part from an adequate learning process effective in develop character participant educate. Every individual will behave or do in accordance with his habit. So, *habituation* become part from design learning-based wisdom local (religious) people who help develop character participant educate.

2. *Development Design Curriculum Wisdom Local for Increasing Understanding of Religious Moderation.*

Learning design is development systemic learning that is applied in a way Specific For increase quality learning (Syaiful Sagala, 2023). Quality learning suspected from achievement objective learning. Therefore That important arranged design systemic learning or load standard and easy rules understood. Inclusive learning design wisdom local as effort increase understand moderation religious become the alternative.

Sambaugh in Ismatul Maula give several stages in design learning, namely *First*, determine objective. *Second*, development design learning for answer the need, *third*, trial. *Fourth*, assessment. Stages This can depict as following (Ismatul Maula and Indra, 2019).



Picture. 1 Linearity of Learning Design.

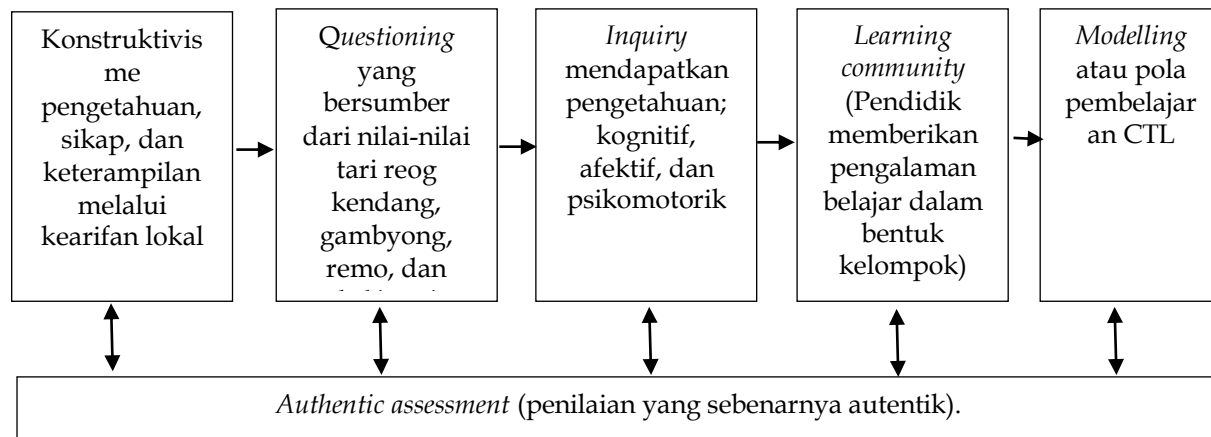
3. *Implementation/Learning Process Based Wisdom Local.*

Implementation learning is activity Study participant assisted students educator. Sudirman in Martina Lona stated that principal Study is do or do activity for change Act in demand participant educate (Jusita Martina Lona, 2019). Activity Study that is, namely carry out the learning process teach with objective change Act in demand participant educate to have understand moderation religious. Where as activity or stages carried out based content, movement, and values contained in wisdom local, reog kendang dance, gambyong *dance*, remo dance, and habituation *religious*.

On art Reog drums are available movement cavalcade form troops equestrian who has One purpose, ie mountain Kelud. Accompaniment troops the so expressive. Expressive, that is capable describe images, ideas and goals form understanding moderation religious. The *first* step educator reconstruct implementation learning based wisdom local, that is convincing with expressive importance understand moderation religious. Religious moderation is efforts that are not ended (Lukman Hakim Saifudin). Learning process is effort that is not ended. Relevant with staging art reog drum. From the root history contained story, that business reach peak mountain kelud need effort that is not ended. Required enthusiasm, determination steel, and clear goals (moderation religious). So, step beginning This is step reconstructive educator in describe importance moderation religion taken from values wisdom local. Educators (teachers) can give *stimulus* A question light, subject benefit harmony, inevitability difference, and harmony become an answer to difference.

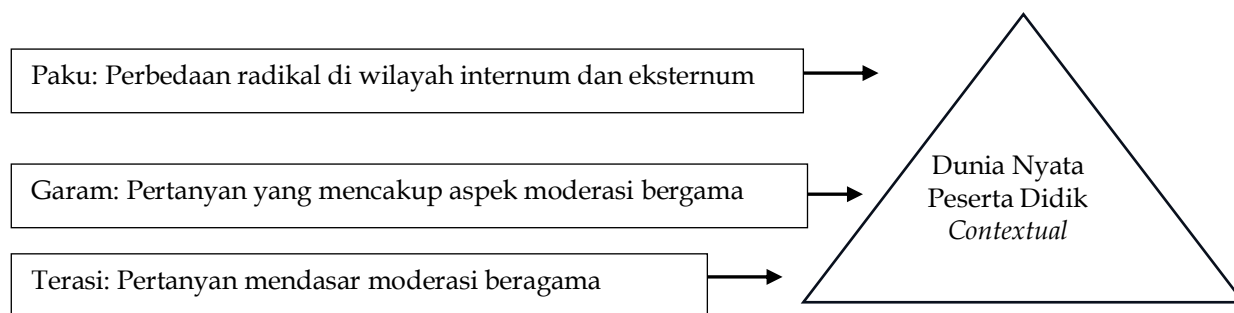
Learning that takes from substance wisdom local relevant with the learning process *contextual teaching and learning* (CTL). Shoimin in Winda

Anggreni explain, that CTL components, namely, *constructivism*, *questioning* (building question in a way contextual), *inquiry* (finding knowledge in the domain cognitive, affective, and skills), *Learning Community* (build culture aware learning in class), *modeling* (forming a learning model), *authentic assessment* (actual assessment authentic) (Winda Anggreni, 2020).



Picture. 2 Implementation Learning Based Wisdom Local *Contextual Teaching and Learning Model*

Second, inquiry or get knowledge. This process participant educates invited for try find understanding moderation religious with hook values stated education 'in culture or wisdom local. Stages Timun Mas experienced a test mark enough learning valuable. The steps are 1) Timun Mas got provisions weapon form shrimp paste. This means the learning process at the beginning invite participant educate for solve problem light. 2) Stages Next, participants educate invited think and engage in case related importance guard harmony, tolerance, and love culture. Relevant with Timun Mas provisions, namely salt. Salt becomes the king spice in miscellaneous food. Of course, in the realm here, participants educate invited for explore moderation religion in everything joints and segments life. 3) Stages Next, Timun Mas was armed nails. It means participant educate invited differentiate between aspect confidence in internal and external areas. Understanding This become Foundation For give birth to actions (affective) and behavior (psychomotor) in get along with fellow. In perspective simple, nail own characteristic pointed and sharp. Religious must radical (beliefs in context connection man with God). Meanwhile on the side humanity, every individual must prioritize tolerance for guard harmony life social.



Picture 3 Pyramid *Inquiry Learning Wisdom Local Timun Mas Interpretation*.

Implementation learning done with three stages. *First*, educators invite participant educate for analyze several natures of knowledge basic, simple, and light. Learning model (Contextual Pyramid) will give channel continued reasoning increase. Think from simple things, increasing, and *higher order thinking skills* (skills think level tall). Brookhart in Mahanal give description, that *higher order thinking skills* have three categories. 1) transfer of information and knowledge, 2) thinking critically, 3) problem solving or solution problem. Third component the give emphasis for endeavor meaningful learning (Susriyati Mahanal, 2019). Learning process meaningful be marked with Power remember participant educate to material, understanding materials, and skills hook material with context real world participant educate or *problem solving*. Vygotsky in Antasari explain, that participant educate has two levels of development, namely actual and potential (Antasari, 2018). Relevant with Pyramid *Inquiry Learning Wisdom Local Timun Mas's interpretation*, that development actual participant educates, that is function ability intellectual for study matter certain (moderation religious). Meanwhile, the level of development potential, that is level development participant learn what you can works through help educator. This shows creativity design learning (*Inquiry Learning Wisdom Local Interpretation of Timun Mas*) which is managed with Good will increase understanding moderation religious based wisdom local participant educate.

4. *Evaluation or evaluation.*

Evaluation become instrument must in every learning process. Evaluation aim measure or know achievements of the learning process that have been achieved held. Evaluation is the process of collection and processing information for measure achievement results Study participant educate (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016). Activity learning that shows interaction participant educate and educator with use source Study wisdom local used as material evaluation. Rated aspect in the learning process, namely attitudes, knowledge, and skills. Three aspect the become scope assessment of the learning process.

Whereas form possible assessment done for monitor progress Study moderation religious based wisdom local, that is form tests, assignments, and skills other, utility from evaluation learn among them, 1) measure achievement results Study participant students, 2) improve the learning

process that shows exists weaknesses, 3) composing report results Study. So, from several form evaluation the can used educator for now or measure achievements learning moderation religious based wisdom local.

Relevant with PP number 19 of 2005 Article 63 paragraph 1 standard evaluation education at the level education elementary and intermediate includes, assessment results learning by educators, assessment results study by unit education, and assessment results studied by the government (Minister of Law and Human Rights, May 2005). Evaluation the for monitor regarding processes, progress and improvements results realized in form test daily, semester tests, exams end of semester, and exams increase class. Therefore That form evaluation development learning (curriculum) based wisdom local in increase understand moderation echo participants educate can realized with two assessment models.

First, observation change Act in demand attitude and personality participant educate. Assessment techniques attitude includes, technique observation, technique evaluation self yourself, technique evaluation between friends, and techniques evaluation journal daily educator authentic on the inside class during the learning process teach taking place (Syihabuddin et al., 2018). In the learning process based wisdom local for increase understand moderation religious educator do observation during the learning process teach ongoing (observation direct). Observation the can liveliness participant educates during following the learning process (asking and answering). Educator can make notes daily shows exists cycle development attitude participant educate during period time follow learning.

This process (observation) can give evaluation affective participant educate. Affective domain, namely feeling of wanting know participant educate to tradition containing local values moderation religious. Appreciation or award participant educate to culture local Enthusiastic participant educates in follow flow of learning processes, and behavior or attitude participant educate to culture local which is shown in the madrasah/school environment and outside class (Dewi Amaliah Nafiati, 2021). So, design evaluation for measure achievements learning moderation religious based wisdom local, must fulfills the affective domain namely race, values, appreciation, enthusiasm, motivation, and *attitude* (change behavior).

Second, assessment in form exams, tests, and tests practice for now aspect cognitive participant educate. Tired cognitive is characters who can see from the acquisition process knowledge or experience Study. Cognitive is mental activity Anderson & Krathwohl (Hellin Putri et al, 2022) elaborate, that there is six category principal or aspect cognitive, that is knowledge, *understanding*, application and analysis, synthesis, and evaluation. More detailed again, educator can measure learning process achievements through dimensions cognitive as following C1 (remembering the content process material moderation religious based wisdom local), C2 (comprehension moderation religion), C3 (application moderation religion in the environment school and society), C4 (analysis values moderation religious in context culture or wisdom local), C5 (evaluate), and C6 (create or find understanding in

accordance method look participant educate in interpret wisdom local worth moderation religious). So, the assessment process in form exams, tests and tests practice for measure achievements learning strengthening moderation religious based wisdom local, preferably relevant with six realm aspect cognitive the.

Example question; 1) Work hard work, commitment, and ownership objective clear like alertness the reog kendang dance team is mirror? (answer, attitude moderation). 2) Human born in circumstances different (different religions, types gender, and ethnicity). Difference the No reason For No rebuked greeting, hostile, and mutual insult. However, there are differences is A harmony for life each other harmony, peace and mutuality give. At the gambyong dance performance there is element, flexible, cool, and agile. As humans living in society multicultural, then need characteristic? (answer, flexible). Of course, Still Lots various creativity educator in serve question cognitive ability measure achievements learning moderation religious based wisdom local.

Third, assignment individual or task group. Assignment is giving task to participant educate for measure progress Study participant educate. Characteristics of assessment models assignment, ie can carried out at school /madrasah and at home. Therefore that educator need pay attention factor dimensions the assessment, namely planning task, implementation, reference quality tasks, instruments, and results his assessment.

Instruments assignments to the material Islamic religious education-based wisdom local in strengthen understand moderation religious. Core competencies, participants educate understand and practice behavior commitment nationality, respect culture local, tolerant, flexible towards differences, love peaceful, santun, and proactive in guard wisdom local that becomes character Indonesian nation, culture local believed contain meaning educational to be bridge unity and oneness nation in frame communication between culture aka differences.

Example of an assignment instrument wisdom local and moderation

No	Subjects	Indicator achievements competence	Assessment techniques	Instrument Design	Form instrument
1	Islamic education	Know Legendary stories in the archipelago	Assignment	Work House	Task: write it down story regions, legends, and epics that you know. Source reference from books, articles, and parent interviews or figure public.

Key:
Participants
educate must
do observation
literature and
communication
with parents.

CONCLUSION

Development curriculum-based wisdom local in increase understand moderation religious is step creative educator or teacher. Educator should Keep going do innovation to design learning with utilise environment around. Wisdom local reog kendang dance, gambyong dance, and *habituation* religious as development capital design integrated learning with draft management strategic. Analysis management strategic for produce composition design learning-based wisdom local can presents a learning model *contextual teaching and learning*.

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