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Developing Local Wisdom–Based Interactive History E-Books to Enhance Students’ Cultural Understanding: A 4D Model Approach in Kerinci Regency

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Abstract: Globalization opens wider access to information and knowledge, enabling individuals and communities to learn and develop in new ways. The purpose of this study is to describe, develop, and test the effectiveness of interactive teaching materials based on Kenduri Sko Local Wisdom to improve students' cultural understanding. This research method uses research and development. Research and development (R&D) in the field of education is defined as a development model that adapts industrial product development. Data collection techniques used are observation, questionnaires, and written tests. The results of the study show: 1) Effective and efficient teaching materials were obtained, 2) Teaching materials based on local wisdom are effective in improving students' cultural understanding, and 3) The effectiveness of teaching materials based on local wisdom was tested to improve students' cultural understanding, 4) These results indicate that there are significant differences in students' understanding of local wisdom between using interactive history teaching materials based on local wisdom and using books available at school. The implication of using local wisdom-based history teaching materials is that it provides more meaningful learning opportunities, where they can understand history through traditions that are close to their daily lives, such as Kenduri Sko.

Keywords: Material Teach, Wisdom Local, Learning Management

INTRODUCTION

The impact of globalization has weakened the autonomy of developing countries, thus leading to a shift in regional ethnic identity, a national identity crisis, and culture (Masni et al., 2024). Besides that, the process of globalization has caused identity to blur the limits between local and global, as well as created challenges in preserving local culture (R. Rosmiati & Hutabarat, 2023). This matter causes the emergence of new impacts on the construction of an independent and interdependent self, with an increasing global trend of individualism and declining collectivism. Young Indonesians, as agent change nation, not escape from the vortex of current globalization (Hutabarat et al., 2022). In come back onslaught information And culture global, they are faced with various challenges, including a decline in the younger generation's adherence to national character values, such as Pancasila (Mursyid et al., 2024). This is feared to trigger a socio-cultural crisis in the future. seen from behavior part generation young Which more choose follow modern or foreign culture rather than local culture (Agustina & Hutabarat, 2023). This problem is seen in Kerinci Regency, in where understanding culture student about wisdom local very low. This can be seen from the minimal participation of students in local cultural activities, low interest in local history and culture lessons, and their lack of knowledge about local traditions and customs (Suratno & Hutabarat, 2018).

Lack of understanding of culture. This can impact negative, like loss of identity culture And decline appreciation to inheritance local. The main problem may stem from a lack of exposure and emphasis on local wisdom in the education system, as well as the dominance of global cultural narratives that drown out local narratives (Riady & Hutabarat, 2023). The pressing issue of preserving local culture in the context of globalization has led to the construction of new identities through localization processes as a reaction to the impact of globalization. In this context, cultural localization becomes an important strategy for building a new, robust identity construction (Z. S. H. Rosmiati, 2016). One way to survive amidst the onslaught of modernization and globalization is through the reaffirmation and strengthening of primordial identity. Cultural identity is like a compass, guiding people's lives through ideal norms. Cultural understanding paves the way for the application of these values and norms in behavior (Hutabarat et al., 2024) and (Ulum et al., 2025).

In education, various concepts Which related to culture Study used awareness (sensitivity to the similarities and differences that exist between different cultures and their use of this with the way that effective), Cultural competence (the ability to participate ethically and effectively in personal life). It is important to remember that culture is not a static entity, but rather a living organism that is constantly evolving. The challenge lies in how to direct this change in a positive direction, in line with the noble values and cultural identity of the nation (Suci Rahmadani, 2021).

Local wisdom, which is inherited knowledge and practice rooted in the history and collective experience of a community, it becomes increasingly important to preserve. This approach, which aligns with constructivist theory in education, aims to build students' understanding from the ground up, utilizing technology to make the learning process more engaging and interactive, while also helping students connect their knowledge to their local cultural context. Local wisdom is the norms held in society that are faithfully believed and serve as a reference in everyday life (Dacholfany et al., 2023) and (Syuhada et al., 2023).

Wisdom local is entity Which crucial for human dignity in the world. Emphasizes the importance of integrating local context into history learning. The study shows that this approach not only strengthens students' social identities but also deepens their understanding of social reality. This research suggests the need for student-centered and contextual learning, where local context is a key tool for more effective history learning. The role of local history in education (Pratiwi & Hutabarat, 2024). They emphasize the importance approach history

local For build return and identify local identities, taking into account cultural elements, as a way to mitigate the impact of globalization on identity. Their research findings suggest that local history plays a significant role in heritage learning. And development memory, and contributes to the process of constructing relevant identities (Pratiwi & Hutabarat, 2024). In short, these studies show that a local history-focused approach to history education has significant potential in shaping students' social identities, deepening historical awareness, and responding to the challenges of globalization while maintaining local identities. Studying local history is crucial for enriching students' insights into diversity and social dynamics. culture in Indonesia (Suratno & Hutabarat, 2023). Integrate history local into the The curriculum can strengthen identity, foster pride in cultural heritage, and develop students' critical thinking about their social and cultural environment. Local history not only presents stories of the past but also highlights local wisdom and community values that can serve as a foundation for shaping students' character (Hutabarat, 2021) and (Surono et al., 2024).

Many regional events reflect Indonesia's rich cultural heritage, but they have not been studied in depth. One example is Kenduri SKO, a local cultural tradition in Kerinci Regency that can be linked to Indonesian national history. Kenduri SKO is a tradition held every five years as a form of gratitude for a bountiful rice harvest (Mayasari et al., 2023). This tradition has been ongoing since century 7th AD and become an important part of the culture of the Kerinci people. The relationship with history national as a form of gratitude on results The rice harvest is a form of respect for nature and ancestors who have provided life for the community (Wewengkang & Ramadhan, 2024). This aligns with the noble values of the Indonesian people, which include respect for nature and reverence for ancestors. The Kenduri SKO (Singaporean Ceremony) plays a vital role in preserving the local wisdom of the Kerinci community. This teaches the public about the importance guard balance between humans and nature, and respect for ancestors and ancestral traditions (Rete et al., 2025). Efforts to preserve local wisdom through Kenduri SKO are in line with Indonesia's commitment to preserving and preserving the nation's culture. This is part of an effort to strengthen national identity and build a sustainable future. These efforts can help us preserve the nation's cultural heritage and foster a sense of patriotism among the younger generation (Dua et al., 2025) and (Diana et al., 2025).

METHOD

This research method utilizes research and development (R&D) in education as a development model adapted from industrial product development. Research findings are used to design new products and procedures, which are then systematically tested, evaluated, and refined until the results meet criteria, such as practicality and effectiveness. Development research in education is a process used to develop and validate products used in education. The development approach used in this research is the 4D approach (Sukardi, 2013). This research procedure is structured based on the Four-D development model, which consists of four main stages: Define, Design, Develop, and Disseminate. In the context of this research, this model is used as a systematic framework for developing interactive, local culture-based teaching materials for high school students in Kerinci Regency (Umar, 2002).

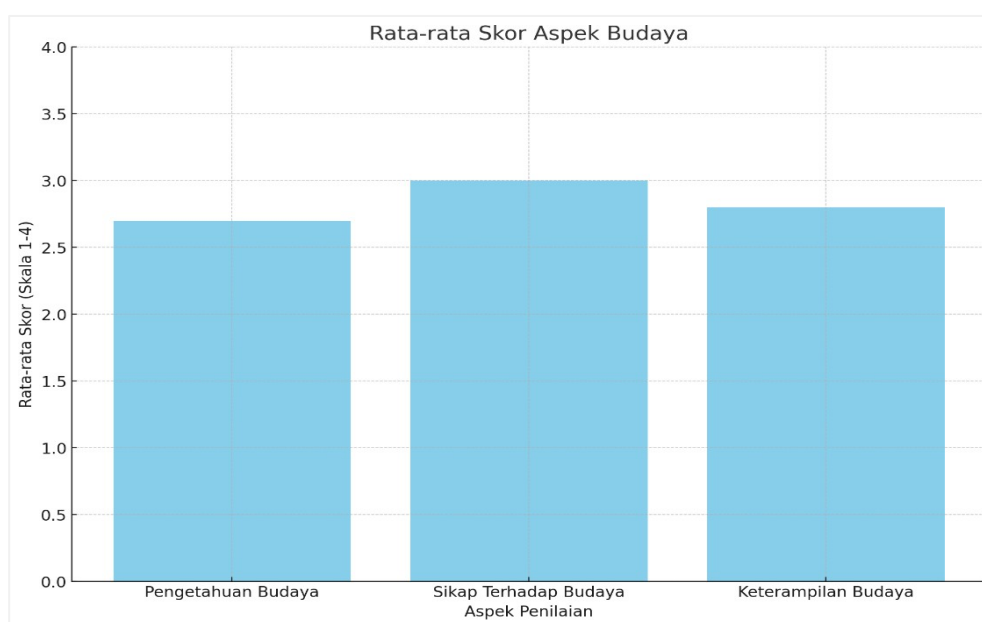
RESULTS AND DISCUSSION

1. Material Teach History Which used in SENIOR HIGH SCHOOL Regency Kerinci

The research results show that the history teaching materials used in senior high schools in Kerinci Regency still rely heavily on standard textbooks provided by the government. These textbooks, although aligned with the national curriculum, have significant limitations in presenting material relevant to students' lives, particularly regarding local history (Maftuh et al., 2025). Over-reliance on textbooks makes it difficult for students to connect national

historical events to their own experiences and socio-cultural contexts, ultimately hindering a more meaningful understanding of history. interview, Pack Ahmad, Teacher history in SENIOR HIGH SCHOOL Country 7 Kerinci, confirms that Although history teaching materials at senior high schools in Kerinci Regency are in line with the national curriculum, there are shortcomings in terms of relevance to the local context. Teachers in Kerinci have a strong desire to develop materials. teach that more appropriate with student needs, However, they face various obstacles, including time constraints, administrative burdens, and a lack of support from schools and the government (Rete et al., 2025). Therefore, it is important for schools and local education offices to be more proactive in support development material teach Which based history local And relevant to students' lives, as well as providing adequate training to improve the quality of history learning in Kerinci.

2. Understanding Culture Student SENIOR HIGH SCHOOL throughout the Regency Kerinci



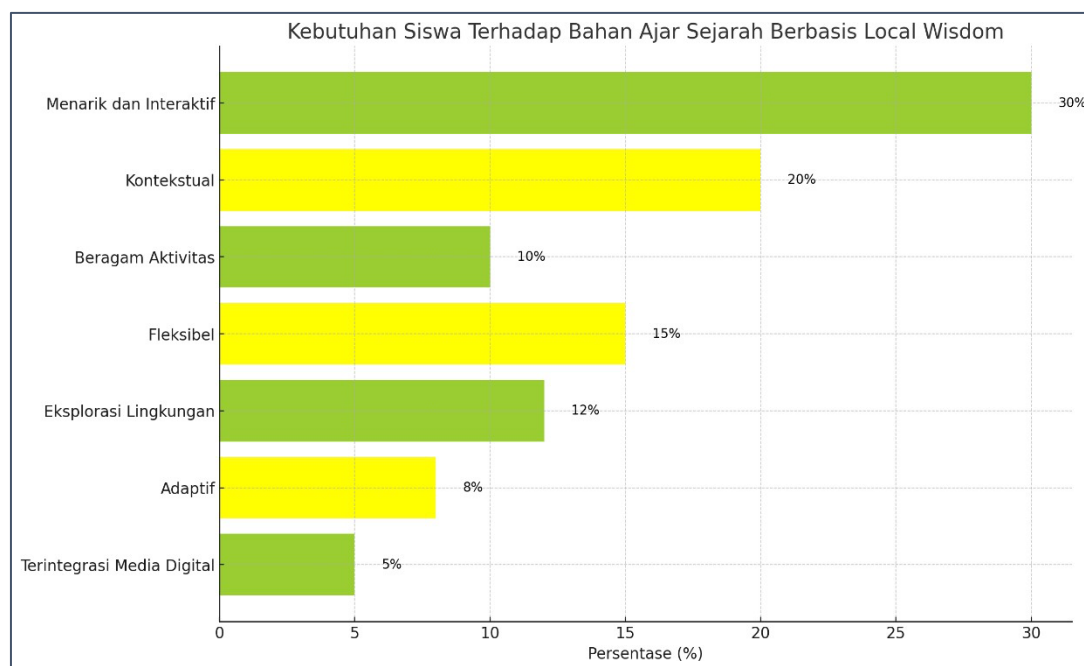
Picture 1: Understanding Student Culture

Research on students' cultural understanding at high schools in Kerinci Regency revealed that their level of understanding of local culture, including the Kenduri Sko tradition, is still low to moderate. The graph depicting the average scores for cultural aspects indicates that cultural knowledge is student only reach score 2.7 from scale 1 until 4. Score This reflects a shallow understanding of the values, meanings, and symbolism contained in local traditions. The lack of understanding This can associated with material teach Which used in schools, which still focus on national historical narratives, while local cultural aspects are only peripheral information conveyed briefly. In an interview with one of History teachers, that students' low cultural understanding is not only caused by the lack of material on local culture in teaching materials, but also the lack of contextual approaches, direct experience, and the use of language that is appropriate to students' understanding. Without systematic integration of local culture in learning, students will continue to experience cultural alienation, which in turn Finally can threaten preservation of local traditions among the younger generation (Almaududi et al., 2024).

3. Need Teacher And Student To Development Material Teach History

The analysis of student needs for the development of local wisdom-based history teaching materials revealed that students require learning materials that are more contextual, interactive, and relevant to their daily cultural lives. To date, history instruction in schools has focused on national narratives conveyed through conventional textbooks, resulting in student often difficulty understand relatedness between material history with their local culture, such as the Kenduri Sko tradition in Kerinci Regency. To address these challenges, developing teaching materials that integrate local wisdom is an urgent need. Teaching materials designed with a cultural approach interactive, contextual, And flexible can increase motivation student learning, while strengthening their understanding of local cultural values passed down through generations (Mayasari et al., 2023) and (Ulum et al., 2025).

Based on the results of the needs survey, several aspects are prioritized. Teacher And student in development material teach, in among them interactivity, relevance to local cultural context, flexibility of access, and a variety of learning activities that support environmental exploration. These findings indicate that student need approach learning Which more dynamic, Which not only focused on knowledge transfer, but on meaningful and culturally based learning experiences. The results of the analysis of teacher and student needs regarding development material teach history based wisdom local, Which can be a reference in designing learning materials that suit students' expectations and needs (Saputra Hutabarat, 2017).



Picture 2. Results analysis student needs

Figure 2: Results of Student Needs Analysis for Teaching Material Development

The figure above shows the results of an analysis of student needs regarding the development of history teaching materials. The survey results revealed that students have diverse needs in terms of material presentation, learning format, and context culture Which used in process Study. Aspect Which most The dominant preference is for engaging and interactive teaching materials, with a percentage of 30%. This indicates that students want learning media that is not just text, but is also equipped with visual elements, videos, infographics, and interactive activities. so that process Study become more pleasant And motivating. Students felt that a more dynamic approach could help them understand historical concepts more effectively (Sembiring et al., 2024).

The contextuality of teaching materials was a key concern, with 20% of students seeking materials that were close to their lives, especially those that depicted historical events. tradition local like Feast Sko. With approach This, student can connect history learning with the culture they are familiar with, resulting in understanding they to material become more meaningful And relevant. Material flexibility teach become need significant, with percentage 15%. Student They want learning materials that can be accessed anytime and anywhere, allowing them to learn independently according to their own time and learning pace. Flexibility This includes ease of understanding the material, both during classroom learning and when studying independently at home. In addition, students require environmental exploration as part of the learning process, with a percentage of 12%. They expect teaching materials that encourage observation, discussion, and reflection related to the local culture around them, so that the material learned can be applied in real life (Cahyaningsih et al., 2025).

A variety of learning activities is a student need, with a percentage of 10%. Students want to be involved in a variety of tasks, such as group discussions, creative projects, and reflective assignments, which not only measure cognitive understanding but also encourage the development of critical thinking, collaboration, and problem-solving skills. problem. Other needs that expressed is adaptability material teaching, with a percentage of 8%, where students want materials that can be tailored to their individual learning abilities. Teaching materials that are not too difficult but still challenging will help students stay motivated, without feeling overwhelmed by overly complex material. Finally, although with a lower percentage, digital media integration is a concern for students, at 5%. Although not a top priority, students still want technology-connected teaching materials, such as learning videos, interactive links, or digital platforms, that can help them expand their understanding through additional learning resources (Cahyaningsih et al., 2025). Overall, the findings indicate that students need material to teach history Which not only informative but also engaging, relevant, and encourages active engagement. Integration of local wisdom, like Feast Sko, is expected to make learning is more meaningful by connecting cultural values to the historical material taught in class.

Results analysis need Teacher to material teach history wisdom-based Local wisdom suggests that teachers need learning media that are effective, easy to use, and relevant to students' local cultural contexts. To date, history instruction in high schools in Kerinci Regency has relied on conventional textbooks and simple presentations, which lack meaningful learning experiences for students. Available teaching materials generally do not integrate local cultural values, such as the Kenduri Sko tradition, which should serve as a bridge to understanding history. between material learning And context life student. Teacher realizing that a contextual learning approach can help students understand history more realistically, by connecting the material taught with the culture they know.

The image above shows the results of the analysis of teacher needs for the development of local wisdom-based history teaching materials, especially those that integrate tradition Feast Sko as part from material learning history.

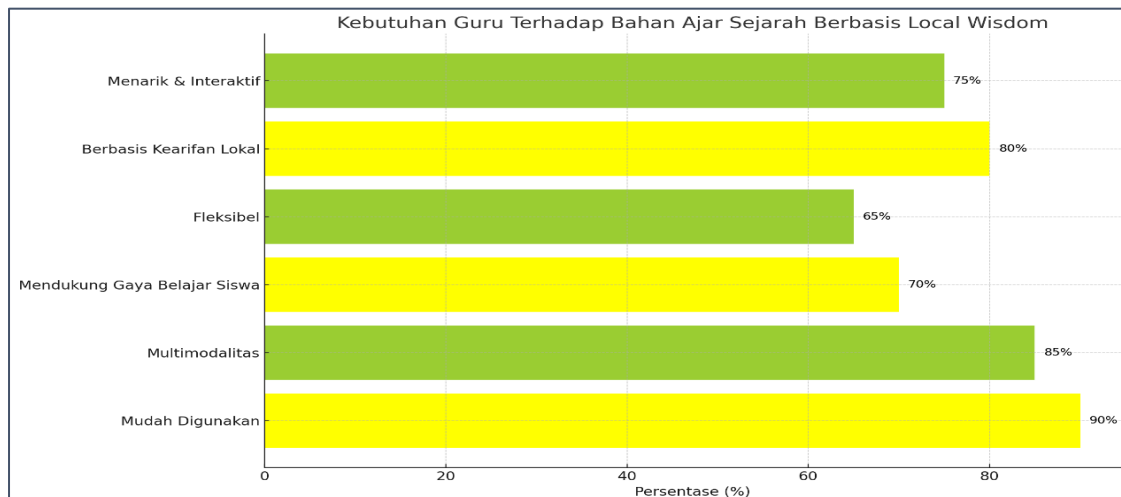


Figure 3: Teachers' Needs for Local Wisdom-Based History Teaching Materials

These findings reveal that teachers need contextual teaching materials that not only support the teaching process but also connect national history material with students' local cultures. One of the primary needs is ease of use of teaching materials, with a percentage of 90%. Teachers want teaching materials that are practical, easy to understand, and ready to use in the classroom, without requiring complicated technical procedures. This indicates that teachers need teaching materials that are immediately applicable, so they can optimize learning time more effectively. Multimodality is a crucial need, with a percentage of 85%. Teachers hope that local wisdom-based history teaching materials can present varied content. like text narrative, picture illustrative, video documentary tradition Feast Sko, as well as reflective activities, which allow students to understand the material from various perspectives. Integration of local wisdom is a concern for teachers, with 80% of teachers wanting teaching materials that highlight local traditions, so that student can understand history from perspective culture they Alone. In terms of This, development material teach Which lift values Feast Sko It is hoped that it can be a relevant and meaningful learning tool for students (Hutabarat et al., 2022).

The need for flexibility in teaching materials was prominent, with 65% of teachers wanting teaching materials that could be adapted to the learning situation, whether face-to-face, online, or differentiated. This flexibility allows teachers to adapt their teaching approach to students' abilities and needs. Furthermore, support for learning styles is essential. Study student become need important, with percentage 70%. Teacher We hope that the developed teaching materials can accommodate various student learning styles, including visual, auditory, and kinesthetic, so that learning can be more inclusive and effective. The interactivity of the teaching materials, with a percentage of 75%, reflects the teacher's desire to present a dynamic learning process, where students not only receive information in a way passive, but participate active in discussion, case studies , and collaborative projects related to local culture. Overall, these findings confirm that Teacher need material teach Which interactive, contextual, and multimodal, which not only enrich the learning process, but help students understand history through values culture local Which near with their lives. The integration of Kenduri Sko into teaching materials is expected to serve as a learning bridge connecting historical material with students' cultural realities, while fostering an appreciation for regional cultural heritage (Rahim et al., 2023).

4. Development material teach history based local wisdom

The development of local wisdom-based history teaching materials aims to bridge the

gap between learning materials that have so far focused on national historical narratives and students' need to understand local cultures that are more relevant to their lives. One of the cultures highlighted in this development is the Kenduri Sko tradition, a traditional ritual with deep philosophical value for the Kerinci people. The development process for these teaching materials refers to a 4-D model, which involves several stages, including teaching material design, prototyping, expert validation, and field trials. Each stage is carried out systematically. For ensure that material teach Which developed No not only relevant in content, but effective in increasing students' understanding of local culture (Zahar et al., 2024).

a. Design material teach History based local wisdom

The design of local wisdom-based history teaching materials aims to integrate values culture local to in learning history, so that students can understand the cultural heritage in their environment while developing attitude appreciative to tradition Which Still sustainable. In In the context of this research, the Kenduri Sko tradition in Kerinci is the primary focus of teaching materials development. The design of these teaching materials is structured by considering pedagogical aspects, cultural content, and contextual learning methods, so that students not only understand history cognitively but also internalize cultural values. Which inherited by generation previously. Design Which effective must reflect need Teacher And student, at a time facilitate active, interactive and reflective learning.

Table 1: Design Structure Material Teach History Based Wisdom local

No	Main Components	Sub-Components	Description
1	Introduction	Objective Learning, Concept Map, Pre-Test	An introductory section explaining the importance of local culture in learning history.
2	Material	History and origins of kenduri sko, process implementation, symbolic meaning , cultural values	The main material about Kenduri Sko, covers historical, social, and philosophical aspects.
3	Learning Activities	Class discussions, case studies, creative projects, field observations	Interactive activities to encourage students to learn actively.
4	Evaluation	Pre-test & post-test, reflective assignments, project assessment	Evaluate student understanding through tests, assignments reflective, and creative projects.
5	Design Characteristics	Local culture based, visual & interactive, critical thinking, collaboration, performance evaluation	Characteristics of teaching materials that prioritize context local culture and student skills development.
6	Challenge	Limited references, learning time , teacher readiness, technological facilities	Obstacle Which faced in the development and implementation of local wisdom-based teaching materials .
7	Implications	Understanding culture, interest in learning, local identity, character value integration	Impact positive from learning that integrates local cultural values .

The design of teaching materials based on local wisdom, in this case the Kenduri Sko tradition, is an innovative approach to history learning that aims to connect... material lesson with reality social And culture Which close to students' lives. The introduction is designed to provide a strong introduction to the importance of learning about local culture. There are learning objectives Which clear, map draft Which systematic, And pre-test For Measuring students' initial understanding is a good approach to preparing students before delving into the material. Core material includes history, implementation processes, symbolic meanings, and values. culture Feast Sko Already designed with approach multidimensional. This allows students to view this tradition from various historical, social, philosophical, and even economic perspectives. The core material, covering the history, implementation process, symbolic meaning, and cultural values of Kenduri Sko, has been designed with a multidimensional approach. This allows students to view this tradition from various historical, social, philosophical, and even economic perspectives (Rahim & Hutabarat, 2024).

Designing learning activities that involve class discussions, case studies, creative projects, and field observations is a strategic step to avoid passive learning. Through this approach, students are encouraged to For No only understand tradition in a way theoretical, but linking it to modern life. Learning evaluations, including pre-tests, post-tests, reflective assignments, and project assessments, have been designed to comprehensively measure student understanding. However, the main challenge in local wisdom-based evaluation is how to objectively assess attitudes and the internalization of cultural values. The characteristics of teaching materials that are based on local cultural context, visual and interactive, and encourage critical thinking and collaboration skills reflect a 21st-century learning approach. This design not only teaches student about tradition, but develop competence Which relevant to future needs.

b. Prototype material teach history interactive based wisdom local feast SKO

History education does not only aim to introduce current events Then, but For implant understanding deep about Cultural values inherited from ancestors. One approach that can connect students with their cultural roots is through the development of teaching materials that integrate local wisdom. In the context of the Kenduri Sko tradition, a traditional ritual of the Kerinci people , the main focus in the development of a prototype of interactive history teaching materials. These teaching materials are designed to provide a more contextual and meaningful learning experience by connecting historical material with traditions that are still alive in the region. in the midst of society. Through an interactive approach, students not only gain a theoretical understanding of Kenduri Sko , but invited to analyze the symbolic meaning, social values, and relevance of these traditions in life modern. Prototype material teach This prioritize learning Which active and participatory in where student involved in discussion, studies case, project creative, and field observations (Rustantono et al., 2024).

The material presented is equipped with visual elements, infographics, and videos that strengthen students' understanding visually and contextually. In addition, evaluation learning No only measure ability cognitive, but attitude and students' skills in understanding and internalizing local cultural values. Through the development of these teaching materials, it is hoped that students will understand that history is not just a series of events, but a reflection of the values that shape identity they as part from community Which rich will In this way, students can develop a sense of pride in their local cultural heritage and become agents of tradition preservation in their community.

Discussion

1. History Teaching Materials Currently Used by Teachers in Senior High Schools in Kerinci Regency

Teaching materials play a crucial role in the learning process, not only as a medium for delivering material, but also as a means to develop students' critical and reflective understanding. In the context of history learning, teaching materials should not only focus on mastering historical facts, but also link past events to relevant social life, culture, and values. with life student moment This (Basari et al., 2025). However, fact in Fieldwork shows that the teaching materials used in schools, including in senior high schools in Kerinci Regency, are still dominated by conventional textbooks that do not accommodate local wisdom, such as the Kenduri Sko tradition, which is a cultural heritage of the Kerinci Regency community.

Based on the results of observations and interviews on September 11, 2024 with history teachers at Krinci Regency High Schools, it was found that most teachers rely on book text print as material teach main. Books This Still refers to the 2013 curriculum. Although in general the textbook has been compiled in accordance with competence base (KD) And indicator learning, material Which served more focused on narrative history national And global, temporary history local only become complementary, and are often even neglected. Who stated that teaching materials that focus too much on national narratives often neglect local cultural diversity, making it difficult for students to connect history learning to the social realities of their environment.

Implementation Teacher use media presentation like PowerPoint (PPT) to simplify the material from textbooks. However, this approach is still conventional and teacher-centered , where the teacher is the main source of information, while students only receive knowledge passively. In his critical education approach criticized this method as a " banking concept of education ," where students are treated as empty vessels filled with information without the opportunity to think critically or connect the material to real life (Basari et al., 2025).

Which emphasizes that meaningful learning occurs when students can connect new knowledge to their own cultural experiences through meaningful social interactions. When the history teaching materials used do not reflect local wisdom, such as Kenduri Sko, students lose the opportunity to learn. For understand How cultural traditions They contribute to the social identity and history of their communities. Emphasized that the process of internalizing knowledge occurs effectively when students can relate learning materials to the culture and social context in which they live (R. Rosmiati & Hutabarat, 2023).

These limitations result in students' low appreciation of local culture. When students are not introduced to their region's history, they tend to view history learning as abstract and distant from real life. That effective historical understanding requires contextualization, where students can see the relevance of the past to their current situation. social And culture they moment This. By Because That, absence wisdom local in material teach make student lost connection emotional And intellectual with the material studied (Saputra et al., 2025).

Lack of training in developing local wisdom-based teaching materials is a problem. Wrong One constraint main. Theory Pedagogical Content Knowledge (PCK) emphasizes that teachers' competence in managing teaching materials in accordance with the need students depend on on understanding in-depth understanding of the material and teaching strategies. However, the majority of teachers admitted that they had not received adequate training in integrating history. local into the learning process. As a result, teachers tend to using materials teaching that is already available, even though it is less relevant to the students' cultural context (Di & Sepucuk, 2024).

Which emphasizes that a culturally based educational approach can improve student motivation, engagement in learning, and conceptual understanding. Emphasizes the importance of connecting learning to students' social and cultural environments, so that

students not only learn about past events but also understand their meaning and relevance in everyday life. As a result of this gap, students' understanding of local history and cultural values is limited, and they miss out on opportunities to develop a strong cultural identity. Learning history Which meaning should involve critical reflection about how past events forming social identity in the present day. Without the integration of local wisdom, students will continue to learn in isolated space, in where is national history and global focus mainstream, while local culture is marginalized (Rahim & Hutabarat, 2024).

Development of interactive teaching materials based on local wisdom , such as the Kenduri tradition Sko, become solution strategic For overcome gap in history learning. Teaching materials that integrate local context not only enrich understanding student, but increase flavor own to inheritance culture area. Emphasize that a contextual approach to learning can help students internalize cultural values, which ultimately support formation character Which in harmony with identity local them. In addition, the use of interactive digital teaching materials can be an innovative approach that supports learning century 21st, where students can learn through engaging media, such as videos, infographics, and interactive simulations. Emphasized through the TPACK Model that integrating technology into teaching materials not only improves cognitive understanding but also engages students emotionally, thus increasing their motivation to learn (Literacy, 2021).

The history teaching materials currently used in high schools in Kerinci Regency are still less than optimal in supporting students' understanding of local culture, particularly the Kenduri Sko tradition. This limitation is caused by the dominance of conventional teaching materials, a lack of technology integration, and minimal teacher training in developing contextual teaching materials. Therefore, the development of interactive teaching materials based on local wisdom is an urgency that cannot be ignored, in order to create more relevant, meaningful, and contextual learning, in accordance with the principles of Vygotsky's Sociocultural Theory.

2. Development Material Teach History Based Wisdom local For Improving Cultural Understanding of High School Students in Kerinci Regency

Development material teach history interactive based wisdom local This based on need will approach learning Which more contextual, Which No just put forward mastery material academic but linking learning with the social and cultural lives of students. In the context of history education, an approach centered on national textbooks often neglects local cultural values. Which should become part integral from process Study. Matter This in line with Banks' (2023) view that teaching materials that integrate local wisdom can improve students' understanding of history while strengthening their cultural identity.

Presence material teach interactive This in line with study previously which emphasizes the importance of local wisdom-based education in improving students' understanding of the history and culture of their environment. Found that teaching materials that integrate local wisdom can improve understanding student to draft history in a way more deep because of students can connect material Which studied with experience culture As emphasized, local culture-based learning not only enriches students' knowledge but also builds respect for the traditions inherited from their ancestors (D. et al., 2009).

Material teach based wisdom local proven capable increase students' understanding, because local wisdom reflects the realities of everyday life that are more relevant to students' experiences. Rahmawati et al. (2022) stated that integration values culture local in learning can strengthen connection students with the material being studied, so that learning becomes more meaningful. In addition, That material teach Which emphasizing local traditions allows students to develop a deeper understanding of history. contextual, compared to with approach conventional Which only focused on national narratives (Sahida & Huriati, 2024).

The Kenduri Sko tradition is a form of local wisdom rich in meaning and cultural value. Emphasized that Kenduri Sko is not merely a traditional ritual but reflects social, spiritual, and philosophical values passed down from generation to generation. Therefore, Integrating this tradition into history teaching materials can provide a richer learning experience for students, while strengthening their understanding of the role of culture in shaping community identity. Furthermore, through Sociocultural Theory asserts that effective learning occurs when students can connect new knowledge to their social and cultural context. In this case, teaching materials that integrate the Kenduri Sko tradition allow students to learn in their "zone of proximal development," where understanding is constructed through interaction with the culture they are familiar with. States that students' cultural understanding can be enhanced if the learning materials are rooted in their social experiences, so that students can see the relevance of the material to real life. Reveals that history learning connected to local wisdom can strengthen students' understanding of meaning in come back incident history, Because student can understand that History is not just about the distant past, but about how those values are passed down and practiced in everyday life. Therefore, the development of teaching materials that highlight the Kenduri Sko tradition is expected to fill the gap in history teaching, which has so far focused more on national and global narratives (Saphira, 2022).

In addition to enhancing cognitive understanding, integrating local wisdom into teaching materials plays a role in strengthening students' character. Suggests that education that prioritizes local cultural values can foster respect, tolerance, and a spirit of mutual cooperation among students. The Kenduri Tradition Sko, for example, teach mark togetherness, flavor I'm grateful, And Respect for ancestors is a highly relevant value in building the character of a cultured younger generation. The advantage of local wisdom-based teaching materials lies in their interactive and participatory approach. Emphasize that learning that involves local culture can increase student engagement. Because they feel more near with material Which studied. In matter In this, the integration of videos, images, and reflective activities depicting the Kenduri Sko procession allows students to experience learning more directly and in-depth (Diana et al., 2025).

Support for the development of local culture-based teaching materials comes from the OECD (2021), which states that education that adopts a local cultural approach can increase learning motivation, strengthen conceptual understanding, And push student For become agent preservation culture in their community. Therefore, the development of history teaching materials that integrate traditions Feast Sko No only give understanding history Which more Good, but strengthens students' sense of pride in their regional cultural heritage. In the context of classroom implementation, the use of these teaching materials is supported by a contextual approach. Teaching and Learning (CTL) Which allows student connecting learning materials with real experiences. Explains that learning contextual help student build meaning from experience their learning by linking new knowledge to familiar social and cultural situations. Therefore, integrating Kenduri Sko into history teaching materials not only strengthens students' conceptual understanding but also builds their awareness of the importance of preserving traditions as part of their social identity (Maftuh et al., 2025).

The development of local wisdom-based teaching materials faces challenges, particularly related to limited resources and teachers' abilities in integrating values culture to in learning. Model TPACK confirm that success implementation material teach Digital education relies heavily on teacher competence in synergistically integrating technology, pedagogy, and content. Therefore, teacher training is a strategic step for ensure that material teach Which developed can used in a way effective in learning (Wewengkang & Ramadhan, 2024).

Development of interactive history teaching materials based on local wisdom such as traditions Feast Sko in Regency High School Kerinci is expected can become solution to

increase understanding student about culture local, strengthen character, and build critical awareness about the importance of preserving cultural heritage. In line with UNESCO's (2023) view, education that integrates local cultural values not only supports the achievement of academic competencies, but also shapes student Which cultured, tolerant, And contribute in community them. By Because That, development material teach This No just effort For It's not just about enriching learning materials, but rather a strategic step to strengthen character education, cultural identity, and students' pride in their regional heritage. The Kenduri Sko tradition, a treasure trove of Kerinci Regency, is expected to become an integral part of more contextual, relevant, and meaningful history learning in the future (Martawijaya et al., 2025).

3. Test Effectiveness Material Teach History Based Wisdom local For Improving Cultural Understanding of High School Students in Kerinci Regency

Interactive history teaching materials based on local wisdom, specifically the Kenduri Sko tradition, have been developed to enrich history learning, making it more contextual and meaningful for students. The effectiveness test of these teaching materials aims to measure the extent to which their use can improve students' cultural understanding at senior high schools in Kerinci Regency. The results indicate that these teaching materials are effective in improving students' cultural understanding, as evidenced by the improved posttest results compared to the pretest. This revealed that integration wisdom local in material teach can increase students' understanding significantly because the material presented is more relevant to their social and cultural lives (Astuti & Anandita, 2025).

The effectiveness of this teaching material is supported by the results of the t-test, which showed a significant difference between the pretest and posttest scores in the experimental group. That a learning approach that utilizes the local cultural context can significantly improve student understanding compared to conventional methods that are generalist and less relevant to students' realities. In this study, students who used interactive teaching materials based on Kenduri Sko showed a better understanding of the meaning, procession, and values contained in the tradition compared to students who used conventional teaching materials (Safitri et al., 2024).

Success material teach This in increase understanding culture student can be explained through Theory Sociocultural Vygotsky, Which emphasize importance Social and cultural contexts in the learning process. When students learn in a familiar cultural context, they more easily construct new understandings through connections with existing experiences. In matter This, learning about Feast Sko allows student to connect the cultural values learned with their daily lives in the Kerinci Regency community (Arief & ., 2015).

Contextual learning that links historical material with local traditions can motivate students to learn more actively and critically. In this study, students who were involved in the learning process use material teach interactive show level participation which are more tall, Good in discussion group, task project, and reflection individual. This reflects that local wisdom-based teaching materials not only improve cognitive understanding, but encourage students to develop an appreciative attitude towards their regional culture (Hutabarat, 2022).

Teaching materials that are relevant in terms of culture can increase understanding student through process Study Which More personal and meaningful. Students who study history in the context of local culture will understand the material more easily than those who study it through an abstract approach. And Far from experience real they. In matter This, integration tradition Sko Feast to in material teach history allows student For see How This tradition reflects the values of life of the people of Kerinci Regency, such as mutual cooperation, respect for ancestors, and community togetherness (Phongsavath et al., 2022).

The effectiveness of this teaching material is supported by positive student response, where most of them student state that learning history become more interesting And relevant

to their lives. Learning motivation increased when they studied using teaching materials containing local wisdom, because they felt more connected to the material being studied. In this study, students not only understood history as a collection of past facts, but also as a part of the cultural identity that still lives in their environment (Ulum et al., 2025).

Besides increase understanding cognitive, material teach Which The development of interactive learning materials can facilitate the strengthening of students' appreciation for regional cultural heritage. Learning based on local traditions, such as Kenduri Sko, can improve students' critical thinking skills because they are encouraged to analyze, interpret, and reflect on the meaning behind the tradition. This aligns with the findings of this study, where students engaged in learning using interactive teaching materials demonstrated better analytical skills in connecting cultural values to everyday life (Ulum et al., 2025).

Teaching materials that integrate wisdom local capable push student For see culture local as part of an identity that must be preserved and passed on. In this study, students who studied Kenduri Sko not only understood the ritual procession, but also the social values contained within it, such as solidarity, togetherness, and gratitude. These results reinforce the finding that local culture-based learning does not only enrich understanding intellectual, but form attitude positive students towards their regional traditions.

Effectiveness material teach This has proven in a way empirical, However there is some challenges Which need noticed like availability infrastructure technology in Schools and teachers' readiness to manage digital learning. The successful implementation of digital teaching materials based on local wisdom is highly dependent on teachers' competence in integrating technology. to in process learning. By Because That, required training and mentoring for teachers to ensure that these teaching materials can be used optimally in various learning contexts (Zuhri Saputra Hutabarat, 2019).

The success of this teaching material aligns with UNESCO's findings (2023), which state that local culture-based education can strengthen students' understanding of their cultural identity while improving academic competence. Through this approach, students not only learn about history but also internalize cultural values relevant to their lives in the local community. Overall, the results of the effectiveness test indicate that the interactive history teaching material based on the local wisdom of Kenduri Sko is able to improve students' understanding. culture student in a way significant. Success This No only reflected from improving posttest results, but from increasing student participation, learning motivation, and appreciative attitudes towards regional cultural heritage. Therefore, the integration of teaching materials based wisdom local in learning history can become approach which is effective in supporting more inclusive, contextual, and meaningful education for students in Kerinci Regency and other areas (B et al., n.d.) and (Ulum et al., 2025).

CONCLUSION

Conclusions from the results of this study: 1) Use material teach history in SENIOR HIGH SCHOOL Regency Still dominated by book Conventional texts focus on national historical narratives, with minimal integration of local cultural values. Teachers tend to rely on printed textbooks available in schools as the primary learning resource, without any enrichment material that connects the two. history national with context culture local. Limitations This makes it difficult for students to understand the relevance of historical material to their daily lives, including the Kenduri Sko tradition, which is part of the cultural heritage of the Kerinci Regency community. As a result, history learning in schools does not fully reflect local wisdom that can strengthen students' cultural understanding contextually. 2) The developed teaching materials integrate interactive materials, in the form of narrative text, video documentation of the Kenduri Sko procession, infographics, illustrative images, and reflective learning activities that encourage students to understand the philosophical meaning

behind the tradition. These teaching materials are designed to support cognitive understanding, motivate student participation, and link learning materials to students' cultural experiences in their environment. The results of the feasibility test by material experts, media experts, and practicing teachers stated that the developed teaching materials are included in the very suitable category for use in history learning in schools. Through this approach, history learning does not only focus on the transfer of knowledge, but in developing a deeper understanding of culture that is relevant to the context of students' lives. 3) Interactive history teaching materials based on the local wisdom of Kenduri Sko have proven effective in improving students' cultural understanding. This effectiveness is evident in the increase results posttest student after use material teach developed, compared to students who learned using conventional teaching materials. Learning that integrates local cultural values makes it easier for students to understand the meaning of the Kenduri Sko tradition, both from a historical, philosophical, and socio-cultural perspective. In addition to increased cognitive understanding, students demonstrated higher learning motivation, active participation, and an appreciative attitude. to inheritance regional culture they. Through learning This, students do not just studying about history as a fact of the past, but understand cultural values that are still relevant in everyday life. Thus, materials teach based wisdom this local capable connect knowledge history with the cultural realities of students, while simultaneously fostering awareness and pride in local traditions that are part of their identity.

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