
DEVELOPING TEACHING MATERIALS OF ISLAMIC EDUCATION AND ETHICS BASED ON THE VALUES OF LOCAL WISDOM

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Abstract:

This study aims to describe the profile of developing Islamic education and character teaching materials based on the local wisdom values, as well as to implement the development of Islamic Education and Character teaching materials based on the local wisdom values that are legitimated, practical, and effective. This study used development research that refers to the theory of Thiagarajan and Semmel's development model. This model is known as the 4-D Model (Define, Design, Develop, and Disseminate). The data were obtained through a paper's validation product, and also an interview with the six PAI's teachers of Elementary schools in Makassar City. This research is considered effective and valid as the reference of teaching materials in Islamic Education and Character has 80.24 of the effectiveness from the teaching materials and 3.68 values of validity.

Abstrak:

Penelitian ini dirancang untuk mendeskripsikan profil pengembangan bahan ajar Pendidikan Agama Islam dan Budi Pekerti berbasis nilai-nilai kearifan lokal, serta melaksanakan pengembangan bahan ajar pendidikan Agama Islam dan budi pekerti berbasis nilai-nilai kearifan lokal yang valid, praktis, dan efektif. Penelitian ini menggunakan penelitian pengembangan yang mengacu pada teori model pengembangan Thiagarajan dan Semmel. Model ini dikenal dengan Model 4-D (*Define, Design, Develop, and Disseminate*). Data diperoleh melalui lembar validasi produk, serta wawancara dengan enam guru SD PAI di Kota Makassar. Penelitian ini dinilai valid dan efektif sebagai referensi bahan ajar Pendidikan Agama Islam dan Budi Pekerti karena memiliki nilai keefektifan bahan ajar sebanyak 80,24 dan tingkat kevalidan sebanyak 3,68.

Keywords:

Teaching Materials, Islamic Education, Ethics

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INTRODUCTION

Islamic Education and Ethics at the educational unit level are considered to be available at this time. However, the local values of Islamic Education and ethics are unrealized yet. This case causes due to the preparation of the teaching materials was compiled nationally by a team that formed by the Ministry of Education and Culture. Hence,

the problem of this arrangement will require an Islamic Education's teacher in each region to develop the teaching materials in order to achieve the culture values, as well as become to empirical behavior of the students. The importance of focusing on learning acquisition from the perspective of Islamic classical legacy is critical in laying the groundwork for pursuing a goal in learning from an Islamic perspective (Huda, Khoirurrijal, Dacholfany, & Susminingsih, 2020).

Local wisdom is a component of the cultural society that was established by specific local groups as a result of their attempts to comprehend the cultural and natural conditions of their surroundings (Padmanugraha, 2011: 12). Therefore, local wisdom is frequently studied independently of its connections to other elements in a local cultural system's network (Pesurnay, 2018). Local wisdom, on the other hand, is frequently passed down from generation to generation and should be taught as a course, which is Islamic Education and Ethics. Islamic Education will make the students more familiar with, understand, appreciate, believe, and also be able to practice their Islam's Confidence based on their Kitab (Al-Qur'an) and Al-Hadits through their experience (Ramayulis, 2014: 21).

According to Habibi (2017), there are eight basic principles of the curriculum reference to be addressed in the multicultural basis for Islamic education, including:

1. The teachings and values are focused on Islam, including the contents, goals, and methods.
2. The curriculum's components contain universal principles.
3. The notion of relative balance between curriculum goals and content
4. The idea of relevance between individual needs and society needs, the appropriateness of education in the context of the environment, relevance to current and future lives, and relevance to work demands.
5. Individual variances among learners, disparities in personalities, and variances in social factors are all taken into consideration when applying the principle of justice.
6. The gift of a kind of movement that provides little freedom in the act, good-oriented flexibility in the selection of educational programs and in the production of instructional programs, and the principle of flexibility in how to adjust themselves to scientific and technological advancement
7. The integration of subjects, experiences, and activities, as well as the integration of curriculum content with the needs of students and the community, is the principle of curricular integration.
8. The notion of making effective and efficient use of supporting resources that can aid in the growth of students.

There have been several previous researches regarding the integration of local wisdom into the teaching materials. A research was conducted by Zidniyati (2018) about the integration of local wisdom to build character in Islamic Elementary School in Banyuwangi. Local wisdom is incorporated into the school's character education program, which incorporates values that are taught in Islam, are based on the community moral norms, and are based on the state-set national standards, according to the research. As a

result, according to some accounts, the future character education program at this school will continue to take a comprehensive approach, modifying student traits and embracing local values as local knowledge. Despite the fact that some incidents of deviant behavior continue to emerge, we can see that no matter how perfect and neat we are in our application of character education, there is always the chance of aberrant behavior. Deviant behavior arose as a result of bad exposure from outside the school, as in the cases we are dealing with. The students in elementary school are still ill-equipped to deal with negative exposure. All ten sixth-grade students meet the goal of achieving competence in the values defined for character education in this school and acting on the values consistently. There are two students who continue to struggle with the need of following the rules. Forms of communication, such as communication with students and parents, must be undertaken with vigor.

Another qualitative study in West Kalimantan focused on the creation of teaching materials based on local wisdom societies in order to combat radicalism (Budiyono, 2020). According to the research, there are five processes to develop instructional materials for Madrasah Tsanawiyah based on the local wisdom from the West Kalimantan community: (a) identification of basic skills and core competencies, (b) learning analysis to acquire basic competency, (c) formulation of learning outcomes/objectives, (d) development and implementation of learning techniques, and (e) production of materials. The findings revealed some local wisdom that can be incorporated into the teaching materials, including: (a) the dissemination of Adab materials to parents through the Malay Society's rose water culture and the Lebaran custom, and (b) the investigation of West Kalimantan characters such as KH. Fathul Bari Paniraman, Haji Ismail (Ismail Mundu), Habib Mukhsin Alhinduan, KH. Basyuni Imran, and others for their participation in propagating Islamic religious figures in Indonesia.

Moreover, an R & D research was carried out at IAIN Metro to develop democratic materials based on local wisdom and Islamic values (Kesuma, Sujarwo, Ciciria, & Purwasih, 2020). Richey and Nelson define development research as a systematic study of the design, development and evaluation of programs, processes and learning products that must meet the criteria of validity, practicality and effectiveness (Rafiqah, 2013: 95). The study's findings implied that in Lampung, Piil Pesenggiri's local wisdom and Islamic principles can be used to revitalize democratic material in Islamic religious organizations. Because democracy and local wisdom are combined, IAIN Metro students will learn to think, act, and behave wisely in democracy. On the other hand, integrating Islamic beliefs will increase students' morale and ethics, assuring the country's survival. The results of this study have been published as a Citizenship Education instruction book called "Be Good and Smart Moslems."

Thus, this research is to develop the teaching materials for Islamic Education and ethics based on the local wisdom values which is conducted in an elementary school in Makassar. This study was carried out based on a systematic process, ensuring the validity and dependability of the instructional materials. The development of this teaching

material starts from the design and development process by referring to pre-existing development theories. After that, the researcher continued to test the application of teaching materials to get the attitudes and behavior values of students in the form of characters. The making of teaching materials is a systemic approach in designing, evaluating, and utilizing the connectedness of facts, concepts, principles, or theories contained in subjects that refer to the objectives. Therefore, the product of this research, besides having an impact on the achievement of learning objectives, it is also able to shape the character of students based on the local wisdom values of South Sulawesi, such as “Siri’ Na Pacce (Makassar), Resopa Temmangingngi Nalomoi Pammase Dewata, Mali Siparappe Rebba Sipatokkong, Malilu. Sipainge (Bugis), and so forth”.

RESEARCH METHOD

This study used the development research that refers to the theory of Thiagarajan and Semmel’s development model (Thiagarajan, 1974). This model is known as the 4-D Model (Define, Design, Develop, and Disseminate). In addition, this study refers to the method of how to produce the product, and testing the effectiveness of the product (Sugiyono, 2011: 297). This product means the teaching material which is made in the form of an Islamic Education and ethic’s book based on the local wisdom values that are able to establish the students’ character in Makassar City. The data were obtained through observation, validation, questionnaire, and interview with six elementary school students in Makassar City. The validity and the effectiveness of research’s data analysis used validity model by Hobri (2010). The analysis steps of the validity model are explained as: (a) recapitulating validity of the data’s assessment from the other instrument of teaching materials that includes: Aspects, Indicator, and Values from each validator. (b) Determining Averages of the validation’s value from all validators for each indicator by predetermined formula. (c) Determining the total Average score of the overall scores for all aspects. The implementation of research activities is planned in 2020 for six months with the following activities: (a) Preparing the proposal’s items, (b) defining, (c) designing, (d) developing, (e) disseminating, (f) Processing and reporting the data, (g) Finalizing the proposal’s reports at LP2M.

RESULTS AND DISCUSSION

The Profile of Islamic Education and Character’s Teaching Materials Based on the Local Wisdom Values

Teaching materials for Islamic Education and Character based on the Local Wisdom Values are the teaching materials made by the researchers that based on the 5th-grade student’s book published by the Ministry of Education and Culture of Republic Indonesia in 2017 (Revised Edition). The title of the book is an Islamic Education and Character. Based on the materials of the book, this research focuses on these topics: (a) Let’s Learn Al-Qur’an Surah At-Tin, (b) Know the Name of Allah and His Kitab, (c) My Goals of Becoming a Righteous Child, (d) The Beautiful Month of Ramadan, (e) Five Messengers (Rosul) of Allah are My Idols, (f) Let’s Learn Al-Qur’an Surah Al-Ma’un, (g) Let’s Get to

Know Allah's Messengers, (h) Let's Live Simple and Sincerely, (i) The Magnificence of Tarwih and Reciting Al-Qur 'an, (j) The Story of Lukman.

The Implementation of Developing Authentic, Practical, and Effective Teaching Materials for Islamic Education and Character Based on The Local Wisdom Values

The Development of Teaching Materials for Islamic Education and Character based on the Local Wisdom Values refers to the Theory of Thiagarajan and Semmel's Model. This model known as the 4-D Model (Define, Design, Develop, and Disseminate). This model has four stages of development, those are: (a) Define. Define is the stage of determining and defining the requirements of learning. At this stage, the following steps were taken: First, conducting interviews with PAI's teachers at Elementary Schools in Makassar City, he is Mr. Baso, S.Ag., M.Pd.I. (PAI's Teacher of SDN Bulurokeng Makassar City) and Mrs. Andi Sukmawati, S.Ag., M.Pd.I (PAI's Teacher of SD Inpres Featured BTN PEMDA Makassar). Through this interview, a decision was made that the most ideal object for development was the class V student book. Second, analyzing the textbooks that were used as the learning resources; and the last is reviewing existing textbooks created by the Ministry of Education and Culture, and team as seen in Table 1 below:

Table 1. Learning Materials for Islamic Religious Education and Morals

Material	Section
Let's Learn Al-Qur'an surah At-Tin	Reciting Surah At-Tin Memorizing Surah At-Tin Writing Surah At-Tin Meaning of Surah At-Tin
Know the Name of Allah and His Kitab	Let's Know Who is "Allah" Let's Know Allah's Books Allah's Books Bring a Good Gospel
My Goals to Becoming a Righteous Child	Honest Person Loved by Allah Respect and Obey Your Parents and Your Teachers The Magnificent of Mutual Respect
The Magnificent of Ramadhan	Fasting in Ramadhan Will be Beloved by Allah Increase Our Goodness in Ramadhan The Benefits of Fasting in Ramadhan
Five Messengers (Rosul) of Allah Are My Idols	The Story of Prophet Dawud A.S The Story of Prophet Sulaiman A.S The Story of Prophet Ilyas A.S The Story of Prophet Ibrahim A.S The Story of Prophet Muhammad SAW

Let's Learn Al-Qur'an Surah Al-Ma'un	Let's Reciting Surah Al-Ma'un Let's Memorize Surah Al-Ma'un Let's Write Surah Al-Ma'un The Meaning of Surah Al-Ma'un
Let's Get to Know Allah's Messengers (Rosul)	What is The Meaning of Rosul? The Duties and The Characteristics of Rosul <i>Ulul Azmi's</i> Rosul The Story of Prophet Muhammad as <i>Ulul Azmi</i>
	Praiseworthy Attitudes of Rosul and <i>Ulul Azmi</i>
Let's Live Simplicity and Sincerely	Let's Live Simply Let's be Sincere about Doing Charity
The Magnificence of <i>Tarwih</i> and Reciting Al-Qur'an	Performing <i>Tarwih</i> Prayer Reciting Al-Qur'an
The Story of Lukman	Who is Lukman? Lukman is Very Grateful Lukman's Advice to His Son

The next stage is (b) Design. Design is the stage of carrying out these steps: 1) designing Islamic Education and Characters' teaching materials, and 2) designing the student's handbook of Islamic Education and Character teaching materials. The topics of the materials can be seen in the table 2. below:

Table 2. Learning Materials for Islamic Religious Education and Character based on the Local Wisdom Values

No	Material	Section
1	Let's Learn Al-Qur'an surah At-Tin	Competency's Standards Indicator Learning Objectives
	Materials	Conceptual Framework Memorizing Surah At-Tin Writes Surah At-Tin The Meaning of Surah At-Tin
	Do You Know?	The Local Wisdom Values
	Exercise	Writing Surah At-Tin
	Evaluation	Doing the Exercise (Multiple choice)
2	Know the Name of Allah and His Kitab	Competency's Standards Indicator Learning Objectives

	Materials	Conceptual Framework Let's Know, Who is "Allah" Let's know Allah's Books Allah's Books bring a Good Gospel
	Do You Know?	The Local Wisdom Values
	Evaluation	Doing the Exercise (Multiple Choices)
3	My Goals to Becoming a Righteous Child	Competency's Standards Indicator Learning Objectives
	Materials	Conceptual Framework Honest Person Loved by Allah Respect and Obey your Parents and Your Teachers The Magnificent of Mutual Respect
	Do You Know	The Local Wisdom Values
	Evaluation	Doing the Exercise
4	The Magnificent of Ramadhan	Competency's Standards Indicator Learning Objectives
	Materials	Conceptual Framework Fasting in Ramadhan Will be Beloved by Allah Increase our Goodness in Ramadhan The Benefits of Fasting in Ramadhan
	Do You Know	The Local Wisdom Values
	Evaluation	Doing the Exercise
5	Five Messengers (Rosul) of Allah Are my Idols	Competency's Standards Indicator Learning Objectives
	Materials	Conceptual Framework The Story of Prophet Muhammad SAW The Story of Prophet Dawud A.S The Story of Prophet Sulaiman A.S The Story of Prophet Ilyas A.S The Story of Prophet Ibrahim A.S The Story of Prophet Muhammad SAW
	Do You Know?	The Local Wisdom Values
	Evaluation	Doing the Exercise

6	Let's Learn Al-Qur'an Surah Al-Ma'un	Competency's Standards
		Indicator
		Learning Objectives
	Materials	Conceptual Framework Let's Reciting Surah Al-Ma'un Let's Memorize Surah Al-Ma'un Let's Write Surah Al-Ma'un The Meaning of Surah Al-Ma'un
	Do You Know?	The Local Wisdom Values
	Evaluation	Doing the Exercise
7	Let's Get to Know Allah's Messengers (Rosul)	Competency's Standards
		Indicator
		Learning Objectives
	Materials	Conceptual Framework What is The Meaning of Rosul? The Duties and The Characteristics of Rosul Ulul Azmi's Rosul The Story of Prophet Muhammad as Ulul Azmi Praiseworthy Attitudes of Rosul and Ulul Azmi
	Do You Know?	The Local Wisdom Values
	Evaluation	Doing the Exercise
8	Let's Live Simplicity and Sincerely	Competency's Standards
		Indicator
		Learning Objectives
	Materials	Conceptual Framework Let's Live Simply Let's be Sincere about Doing Charity
	Do You Know	The Local Wisdom Values
9	The Magnificences of Tarwih and Reciting Al-Qur'an	Competency's Standards
		Indicator
		Learning Objectives
	Materials	Conceptual Framework Shalat Tarwih Reciting Al-Qur'an
	Do You Know?	The Local Wisdom Values
	Evaluation	Doing the Exercise
	The Story of Lukman	Competency's Standards

	Indicator
	Learning Objectives
Materials	Conceptual Framework Who is Lukman? Lukman is Very grateful
Do You Know?	The Local Wisdom Values
Evaluation	Doing the Exercise

The chapters of the book contain “Themes, Indicators, Objectives, The Instruction to Use, materials, do you know (The Local Wisdom Values), Keywords, I don’t Understand, Summary, and Evaluation”. Through the column of “Do You Know”, the local wisdom values are described by using the terms of Languages, and also the meaning of the local wisdom values are described by using “Bugis, Makassar, as well as other tribes on Sulawesi’s values”. On the other hand, (c) Develop. Develop is the stage carrying out these activities: First, Validating the Islamic Education and Ethic’s book which is based on the value of 32 Local Wisdoms through the experts and practitioners, Revising the Islamic Education and Ethic’s book according to their suggestions until the criteria are valid. After that, Making a test after being declared valid by the experts to test the effectiveness of the book is carried out. Then, the dissemination stage is carried out to six teachers of primary schools in Makassar.

Validity

The validity value of Islamic Education Teaching Materials and Character based on the local wisdom values through the experts and practitioners can be seen through 6 assessment criteria, those are: (a) aspect of guidance; (b) content eligibility; (c) presentation feasibility; (d) design feasibility; (e) language eligibility; and (f) the general assessment from the validator.

Table 3. The validity of Islamic Religious Education Teaching Materials based on the Local Wisdom Values

Rated Aspects	Rating Results	Average
The aspect of Indicator:		3.88
The Instructions for the Validator’s Assessment sheet are clearly stated	3.75	
The assessment criteria are clearly stated	4.00	
Contents Eligibility:		3.65
The suitability of the material with KD and indicators is clearly stated	3.75	
The suitability of indicators with learning objectives is clearly stated	3.75	
The accuracy of facts, concepts and illustrations is clearly stated	3.5	
The suitability of the material with the described	4	

local wisdom values is clearly stated		
Learning support material is clearly stated	3.25	
Serving Feasibility:		3.63
The presentation of learning material is clearly stated	3.75	
The completeness of the presentation is clearly stated	3.50	
Design Feasibility:		3.5
The suitability of textbook's coloring	3.75	
The suitability of Textbook cover design	3.25	
The suitability of textbook image design	3.5	
Language Eligibility		3.75
The Conformity with the correctness of Indonesian's language rules	4.00	
Easy to Understand	3.50	
Do not use Ambiguous Language	3.75	
Total		18.40
Total's Mean		3.68
General Assessment:		
Ready to Use without Revision		
Ready to Use with a little bit revision	√	
Ready to Use with a more revision		
Cannot be used yet		

Based on the table above, the authenticity of this teaching materials is valid, because the average value is 3.68. Therefore, the teaching materials are available for the next steps, namely testing and dissemination.

Practicality

The practicality of developing teaching materials for Islamic Education and Character based on the Local Wisdom Values can be seen through the results of closed interviews between the researchers and the Islamic Education's teachers in Makassar City, as the users of these teaching materials. Indicators of questions as the response includes: (a) teaching materials; (b) knowledge's construction and local wisdom values; and (c) language. The results of the teachers' responses can be seen in table 4:

Table 4. Teachers' Response to Islamic Religious Education Teaching Materials and Character based on the Local Wisdom Values

Aspects Response	Rating Results	Average
Teaching Materials:		3.77
The materials in the book are in accordance with the existing syllabus	24	4.0
The materials in the book are in accordance with	23	3.8

basic competencies and indicators		
The materials in the book are developed following the development of the knowledge and the local wisdom	23	3.8
The materials are completed	21	3.5
The materials in the book are written simply	24	4.0
The materials are Easy to Understand	22	3.7
The illustrations in the book are presented clearly and support the description of the materials	23	3.8
The lecturer's book materials are developed coherently	22	3.7
The difficulty level is in accordance with the material demands	22	3.7
The materials correspond to the present stage of our develops	22	3.7
The Knowledge's Construction and the Local Wisdom Values:		3.73
The teaching materials are able to construct students' knowledge	22	3.7
The teaching materials are able to construct the students' to the value of local wisdom	23	3.8
The teaching materials make the teachers easy to teach	22	3.7
The teaching materials Provide strengthening of learning materials	23	3.8
The teaching materials help the teachers in learning process	22	3.7
The teaching materials help the students to be active in the learning process	22	3.7
The teaching materials direct the students to regulate their study's times	22	3.7
The teaching materials help the teachers to make the students more independent	23	3.8
Language		3.78
Use a language that is in accordance with the provisions of the Indonesian's language	23	3.8
The formulation of a communicative statement	22	3.7
Using a language that easy to understand	23	3.8
Total	473	78.8
Sum Up		3.75

Based on the values above, this research is practical to be used because it has the average value of 3.75.

Effectiveness

The effectiveness of using Islamic Education teaching materials based on the Local Wisdom Values can be seen through the learning outcomes of students that pass through of four dissemination times in six elementary schools in Makassar City. Paying attention to the learning outcomes of students through the tables above, it can be described that the mean value of the students' learning outcomes through four meetings is 80.24. based on the data presented above, this value is included in the effective category with a classical completeness value of 100%. Therefore, the teaching materials for the Islamic Education and Character based on the Local Wisdom are considered effective, although there is still one level above it in very effective category.

CONCLUSION

The teaching materials of Islamic Education and Ethics based on the Values of Local Wisdom focused on 5th -grade of elementary school's students' materials, those are: (a) Let's Learn Al-Qur'an Surah At-Tin, (b) Know the Name of Allah and His Books, (c) My Goals of Becoming a Righteous Child, (d) The Beautiful Month of Ramadan, (e) Five Messengers (Rosul) of Allah are My Idols, (f) Let's Learn Al-Qur'an Surah Al-Ma'un, (g) Let's Get to Know Allah's Messengers, (h) Let's Live Simple and Sincerely, (i) The Magnificence of Tarwih and Reciting Al-Qur 'an, and (j) The Story of Lukman. This research has the implications on three things, those are: having a degree of validity, practicality, and effectiveness. Therefore, the teaching materials can be used as the learning reference for the Islamic Education and Character for the 5th Grade of Elementary School Students.

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