Identification of Local Wisdom of Ogan Ilir Regency in South Sumatra as Resource for Learning Physics in High School

Linda Lia*, Sulistiawati & Sugiarti
Physics Education Study Program, Universitas PGRI Palembang, Indonesia
*Corresponding Author: lindalia@univpgri-palembang.ac.id

Received: 27th May 2023; **Accepted**: 12th June 2024; **Published**: 15th June 2024
DOI: https://dx.doi.org/10.29303/jpft.v10i1.5062

Abstract - *This research aims to discover whatever local wisdom in Ogan Ilir Regency, South Sumatra, can be used as a resource for learning physics in high school as well as whatever basic competencies in physics subjects can be integrated with the local wisdom of Ogan Ilir Regency, South Sumatra. This research was qualitative in nature. The data analysis techniques used was the Miles and Huberman model consisting of data collection, data reduction, data display, and conclusion drawing. Based on the findings there are six local wisdoms in Ogan Ilir Regency that can serve as resource for learning Physics in high school, namely: the Knock-Down House from Tanjung Batu, Dodol from Tebing Gerinting, Mapak Raje Dance from Indralaya, Gebeng cloth from Limbang Jaya Tanjung Batu, Mande skill from Tanjung Dayang, and Syarofal 'Anam (Terbangan) from Indralaya. There are six basic competencies in the physics subject in high school that can be integrated with the local wisdom of Ogan Ilir Regency, two (3.1 and 3.7) from class X and four (3.2, 3.3., 3.5, 3.8.) from class XI.*

Keywords*: Local Wisdom; Physics Learning Resource; Ogan Ilir*

INTRODUCTION

It is crucial that Physics be studied because physics serve as the basis for the current technological developments. That is, the technological developments that humans are enjoying are implications of physics that have been studied by previous physicists (Harefa, 2019). With technology, people can carry out their daily activities and finish their work easily. Apart from that, physics also teaches humans to live in harmony based on natural laws and manage natural resources and the environment wisely (Kemdikbudristek, 2022).

One objective of learning physics is to develop students' knowledge, understanding and analytical skills about the environment and surroundings (Azizah et al., 2015). However, based on the results of evaluations carried out by educators, students' physics learning outcomes are relatively low. Such is caused by students' not paying attention when the teacher explains the material, resulting in students' tending to dislike physics lessons (Charli et al., 2019). Furthermore, observations suggest that the physics learning process is also very monotonous; students merely listen to materials given by their teacher in the class (Kallesta & Erfan, 2017). The questionnaire can also illustrate that students find physics lessons difficult because physics has too many formulas (71%) and many concepts (25%) (Azizah et al., 2015).

One thing that can be done to overcome the problems in physics learning is linking the learning of physics with local wisdom. Local wisdom is any idea that continuously arises and develops in a society in the form of customs, values, rules/norms, culture, language, beliefs and daily habits (Pingge, 2017).

A physics learning that is linked to local wisdom has several advantages. Students will become more aware of the science (physics) in their surrounding environment through a learning that is based on local wisdom (Utami et al., 2017).

Students can gain direct learning experiences around where they live (Oktaviana et al., 2017). Through a learning that is based on the local wisdom of the area, Physics learning can become more contextual (Fuad et al., 2018). Apart from that, students can understand physical phenomena in the form of moral, hence the understanding of physical and moral concepts can be better through learning based on local wisdom (Satriawan & Rosmiati, 2016).

By learning physics that is linked to the local wisdom, it is hoped that students will not find studying physics difficult because physics is very closely related to their lives. To build their own knowledge, students can use their own reasoning about what they are learning by understanding meanings, and comparing what they already know and what they need to create new experiences (Lestari, 2012). Therefore, students can learn physics in a fun way, by analyzing physical phenomena in their everyday life.

For this reason, educators need to relate physics learning to the local wisdom of the area. In other words, the local wisdom can be a resource for the students to learn physics, one that is closely related to their lives.

Learning resources can be the environment or anything that can be used for learning activities (Abdullah, 2012). Learning resources can be deliberately planned (learning resources by design), meaning that the learning resources are specifically designed to be used as targeted learning facilities (Sasmita, 2020).

Several other researchers have also conducted research related to identifying local wisdom as a learning resource. Local wisdom in South Sumatra, the otok-otok ship and kemplang tunu, which relate to heat can be used as a physics learning resource for students (Sari et al., 2020). Local wisdom in the Musi River, South Sumatra, can be used as a resource for learning science (Anjelia et al., 2018). Basuki et al., (2019) obtained results regarding local wisdom in an energy independent village, Senamat Ulu Village. Then, Jufrida et al., (2018) examined the local wisdom of Tangkul that is related to the principles of simple machineries in Lake Sipin, Jambi City. Fuad et al. (2018) obtained data on various local wisdoms as learning resources for class X Physics.

However, there aren't many references about the local wisdom in Ogan Ilir Regency, South Sumatra, that can serve as a resource for learning physics. This will result in educators' having a difficulty in delivering physics learning that is related to the local wisdom.

The importance of local wisdom, especially in Ogan Ilir Regency, as a resource for students to learn physics requires prior identification of whatever local wisdom in Ogan Ilir Regency can be integrated to high school physics material. This is because not all local wisdom can be integrated to physics material. Furthermore, whatever basic competencies in the Physics subject in high school can be integrated with the local wisdom of Ogan Ilir Regency also need identification

RESEARCH METHODS

This study used qualitative research methods. This type of research was chosen because this research describes whatever variety of local wisdom in Ogan Ilir Regency can be used as a resource for learning physics in high school. Qualitative research is descriptive in nature and is used to interpret a phenomenon that occurs by creating a comprehensive picture that is presented in narrative words, making the

phenomenon easy to understand (Fadli, 2021).

There are many types of local wisdom in Ogan Ilir Regency. Therefore, a data analysis technique is needed that is able to describe the data of the local wisdom in Ogan Ilir Regency that can be used as a physics learning resource. One data analysis technique used in qualitative research is the Miles and Huberman model. The following is a picture of the Miles and Huberman data analysis model (Sugiyono, 2021).

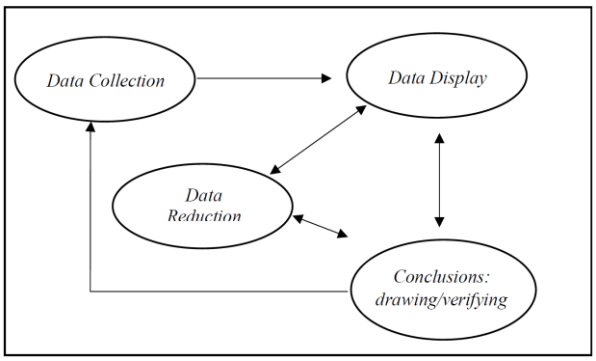

Figure 1. Miles and Huberman data analysis

Based on Figure 1 above, the Miles and Huberman data analysis model encompasses several stages, namely data collection, data reduction, data display, and conclusion drawing (verification). The first stage, data collection, is where the data is obtained from various sources, that is books, journals, field interviews and social media. The second stage is data reduction. There are many sources of data, so they need to be reduced. Data obtained from the field is recorded and detailed to be later summarized, coded, and selected for its main points. When data reduction is conducted, similarity in the data is obtained. Irrelevant data is discarded. The third stage is data presentation. At this stage, the reduced data is presented in the form of narration to then be concluded. The final stage includes making conclusions based on the data that has been obtained.

In qualitative research, trust in the data is built through triangulation with three data sources, namely the community, community leaders, and Ogan Ilir Department of Culture in Indralaya District, North Indralaya District, and South Indralaya District in Ogan Ilir Regency. Furthermore, it is also equipped with triangulation of data collection techniques in the form of interviews and documentary studies on reference book and social media documents. By conducting triangulation, data can complement each other so that more reliable data is obtained.

RESULTS AND DISCUSSION

Results

Data collection to identify local wisdom in Ogan Ilir Regency was carried out by interviewing the community, community leaders and the employees of Ogan Ilir Department of Culture. The number of respondents interviewed in the Indralaya District area was 4. Furthermore, 3 people were interviewed in the South Indralaya District, and 1 in the North Indralaya District. The total number of respondents interviewed was 8.

Along with the interview, a reference book was also found (Berlian, 2003) which can be used to discover the local wisdom of Ogan Ilir Regency. Apart from that, data on local wisdom was also obtained from Hilwa Edot's YouTube.

The aspects of local wisdom that are looked at to create interview grids according to (Mulyono, 2016) are tangible and intangible local wisdom. Tangible local wisdom consists of textual, architectural/ building forms, cultural heritage objects, textiles and traditional works of art, local skills and local resources. Intangible local wisdom consists of advice, songs, rhymes, stories and local knowledge.

Based on the forms of local wisdom above, there are 8 indicators for exploring the local wisdom in Ogan Ilir Regency, namely: (1) Textual form: procedures, rules, value systems, local values, local decision-making mechanisms; (2) architecture/ building; (3) cultural heritage objects: objects, buildings, structures, sites and areas; (4) textiles and traditional works of art; (5) local skills: hunting, gathering, farming, skills in home industry; (6) local resources: local resources of forests, gardens, water sources, agricultural land and settlements; (7) advice, songs, rhymes, stories; (8) Local knowledge: climate changes and cycles, types of fauna and flora, geographic conditions, demography, and others.

Data obtained from the three sources, namely interviews, reference books, and Hilwa Edot's YouTube, were then selected again based on the basic competencies and materials in 2013 Curriculum's High School Physics lesson for class X, XI, and XII. The following are the data obtained from data reduction process on the basic competencies in the subject of physics that are integrated with local wisdom of Ogan Ilir Regency.

Table 1. Ogan Ilir Local Wisdom-Integrated High School Physics Basic Competency Map

Class	Basic Competencies (Knowledge)	Material	Local Wisdom
X	. Applying the principles of physical quantity measurement, accuracy, precision and significant figures, as well as scientific notation	Physical Quantities & Measurements	Knock-Down House from Tanjung Batu
	Analyzing the concept of energy, work, the relationship between work and energy changes, the law of conservation of energy, and its application in everyday events	Work & Energy	Dodol from Tebing Gerinting
XI	Applying center of gravity and equilibrium of a rigid body in everyday life	Equilibrium of a Rigid Body	Mapak Raje dance from Indralaya
	Analyzing the elasticity properties of materials in daily life.	Material elasticity	Gebeng cloth from Limbang Jaya Tanjung Batu
	Analyzing the influence of heat and heat transfer which includes the thermal characteristics of a material, heat capacity and heat conductivity in everyday life	Temperature & heat	Mande Skill from Tanjung Dayang
	Applying the concepts and principles of sound waves in technology	Sound wave	Syarofal 'Anam (Terbangan) from Indralaya

Based on Table 1 of the High School Physics' Basic Competency Map above, there are 2 basic competencies in class X and 4 in class XI which are related to the local wisdom in Ogan Ilir Regency. However, there is no basic competencies in class XII that is related to the local wisdom of Ogan Ilir Regency.

The local wisdom in Ogan Ilir Regency that can be used as a resource for learning physics in high school are:

1. Knock-Down House from Tanjung Batu.
2. Dodol from Tebing Gerinting
3. Mapak Raje Dance from Indralaya
4. Gebeng cloth from Limbang Jaya Tanjung Batu
5. Mande skill from Tanjung Dayang
6. Syarofal 'Anam (terbangan) from Indralaya

Discussion

The findings of the study suggest that there six local wisdoms in Ogan Ilir Regency that can be a resource for learning Physics in high school. The local wisdoms are the

Knock-Down House from Tanjung Batu, Dodol from Tebing Gerinting, Mapak Raje Dance from Indralaya, Gebeng cloth from Limbang Jaya Tanjung Batu, Mande skill from Tanjung Dayang, Syarofal 'Anam (terbangan) from Indralaya.

The explanation regarding the relation between the local wisdom and the physics material in high school is as follows.

1. *Knock-Down* house from Tanjung Batu

One handicraft that has been passed down from generation to generation in the Tanjung Batu area, Ogan Ilir Regency, is the Knock-Down or disassembled house. Knock-Down houses are houses that can easily be moved from one place to another.

Figure 2. *Knock-Down house* (Disbudparsumsel, 2024a)

Knock-Down houses are a source of income for the people of Tanjung Batu because the majority of people there make Knock-Down houses and sell them. According to local stories, the skill to make Knock-Down Houses was a legacy from their previous predecessor, namely Usang Sungging, who was very skilled at processing wood without causing damage (Meitasari & Wiyono, 2024).

One physics material studied in high school's class X is Physical Quantities and Measurements. Making a Knock-Down House requires accurate measurements so that the house can be dismantled and assembled easily.

Measurement is the action of observing and determining quantities with measuring instruments. The measuring tool used to measure each piece of wood in a Knock-Down House is a length measuring tool. The length measuring tool is a rolling meter. Knock-Down House Builders must have the ability to use a rolling meter and also read measurement results correctly.

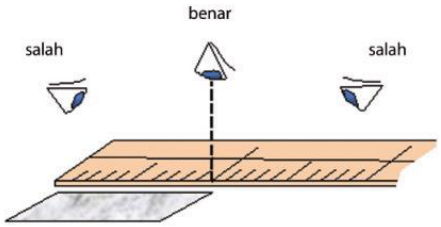

Figure 3. Reading the Measurement Result Scale (Widodo et al., 2017)

The image above shows how to read measurement results to avoid errors. First, one end of the object is placed on the zero position. Second, the measurement results at the other end of the object are observed using one's eyes perpendicular to the indicated scale.

The study on the physics concepts that exist in the local wisdom of the Tanjung Batu's Knock-Down house has been identified by Meitasari & Wiyono (2024). According to the results of such research, there are other physics concepts surrounding the Tanjung Batu's Knock-Down house, namely the concept of moment of force (torque) on the windows, the concept of balance on the stairs, the concept of the center of gravity on the roof, the concept of electricity in the installation of lights, the concept of temperature and heat in the structure of the house, and the concept of measurements in the construction of the house.

The results of such research can strengthen the findings in this research, that is, the Tanjung Batu's Knock-Down house can be a resource for high school students to learn physics.

2. Dodol from Tebing Gerinting

One of the local foods of Tebing Gerinting is dodol. Tebing Gerinting's original dodol is a food made from sticky rice flour, coconut, and brown sugar. Apart from that, the dodol is also sometimes mixed with durian. Dodol is usually made when there is an order, for example at weddings, holidays and other big days. Making dodol takes quite a long time and is usually done together. Therefore, in making dodol, there is a spirit of mutual cooperation in society.

Figure 4. The Process of Making Dodol at Tebing Gerinting (Edot, 2022)

The long process of making dodol is related to Class X's Work and Energy material. The dodol maker must stir the dodol mixture frequently so that it doesn't burn quickly. Apart from that, when cooked, the dodol mixture has a thick and heavy texture, requiring more work to stir.

In physics, work is the amount of energy or force exerted to move an object. The following is the equation for work.

$$W = F \cdot s \quad \ldots\ldots\ldots(1)$$

W is work in Joule units. F is force in Newton units. S is the displacement in meter units.

Previous research that explored physics concepts in the process of making Dodol Tebing Gerinting have not been found. Other research only reviews the packaging branding for Dodol Tebing Gerinting business actors (Suhendra et al., 2023). Therefore, further research is needed to find out what physical concepts are involved in the process of making Dodol Tebing Gerinting. However, the local wisdom of Dodol Tebing Gerinting can be a resource to learn physics for high school students.

3. *Mapak Raje* dance from Indralaya

Mapak Raje Dance originates from Indralaya, Ogan Ilir Regency. Normally, this dance is performed at important events such as district anniversaries and guests welcoming using trays and brass (Al Fatihah et al., 2024).

Figure 5. *Mapak Raje dance* (Disporpaoganilir, 2021)

The movements in this dance can be analyzed as regards physics. One of the movements in this dance is the tiptoeing movement which can be linked to the class XI's physics material: Balance of a Rigid Body. The tiptoeing movement encompasses one's standing on one's tiptoes, raising a tray and slowly lowering the tiptoes to lower the tray. To perform this movement the dancer must be balanced. The following is the equation for achieving object balance

$$\sum F_x = 0 \quad \ldots\ldots\ldots(2)$$

$$\sum F_y = 0 \quad \text{……..(3)}$$

$$\sum \tau = 0 \quad \text{……..(4)}$$

Based on the equation above, in physics, in order for an object to obtain balance is that all forces acting on the object must produce a value of zero and the total moment of force must also be zero. If the dancer is not balanced when doing the tiptoeing movement, it is possible that the tray held will fall.

Previous research related to the Mapak Raje Dance from Indralaya was analyzed by Al Fatihah et al. (2024). The results of such research provide information regarding various types of movements in the Mapak Raje Dance, that is, prostrating, tiptoeing, sitting down (slowly), saluting while sitting, rotating, OI (Ogan Ilir), lilting rejecting misfortune, songket weaving, *mendayu tanggai*, swinging hands, rotating hands, *mendhak*, grabbing property, flower-scattering, and stabbing. However, there has been no research exploring the physical concepts in the Mapak Raje Dance in detail.

Further research to explore any physical concepts in the Mapak Raje Dance needs to be carried out because this dance has a variety of movements. Such research will be as with research conducted by Wulansari & Admoko (2021) which discussed in details, the physics concepts in the Dhadak Merak Reog Ponorogo Dance. Even though no one has discussed in detail the physics concepts in the Mapak Raje Dance, this dance can be a resource to learn physics for high school students.

4. Gebeng Cloth from Limbang Jaya Tanjung Batu

Gebeng cloth is a woven cloth originating from Limbang Jaya Village, Tanjung Batu District, one which becomes a handicraft that was passed down from generation to generation and a characteristic of Ogan Ilir. This fabric has artistic taste and high value cultural nobility from human precision and creativity (DJKI, 2023). This cloth can be made using a loom called Gedokan and also a manually-operated loom.

Figure 6. Gebeng Cloth (Diskominfooi, 2022)

The materials used to make Gebeng Cloth can be analyzed as regards physics concept, namely class XI's learning material of Elasticity of Materials. Elasticity in physics is an object or material's ability to return to its original shape after the object undergoes a change in shape.

Gebeng cloth uses silk and nylon threads. Nylon thread is a thread that is quite strong and elastic. The modulus of elasticity value for Nylon is 0.4 x 106 psi or 2.7 GPa.

Related research on Gebeng Cloth from Limbang Jaya Village, Tanjung Batu District, only reviews the profile of the craftsmen who weave the Gebeng Cloth (Irmeilyana et al., 2017). However, no one has discussed in detail what physical concepts are applied in the Gebeng cloth weaving craft. However, Gebeng cloth crafts from Limbang Jaya Village, Tanjung Batu District, as one of the local wisdoms of Ogan Ilir Regency, can be a resource for high school students to learn physics.

5. Mande skill from Tanjung Dayang

Mande or blacksmith skills in Tanjung Dayang have been passed down from generation to generation. The results of this craft are handicrafts in the form of Mandau (a kind of machete), hoes, machetes, etc.

Figure 7. Mande Skill from Tanjung Dayang

Mande skill in Tanjung Dayang can be analyzed in regards to physics, namely using class XI's Temperature and Heat material. One of the techniques in mande skill is quenching, which is heating an iron to approximately several degrees above the critical temperature and then dipping the iron in a cooling medium to increase its hardness and wear resistance (Ahmadin, 2015).

The process of heating an iron requires a certain amount of heat. In physics, heat is defined as the process of transferring heat energy that flows from objects with a higher temperature to objects with a lower temperature. The heat transfer formula is:

$$Q = m \cdot c \cdot \Delta T \qquad \text{.....(5)}$$

Q is the amount of heat in Joule units, m is the mass of the object in kg units, c is the specific heat capacity in J/kg^{o}C units, and ΔT is the changes in temperature in ^{o}C unit.

Research related to Tanjung Dayang's blacksmith skill was conducted by Ahmadin (2015), who discussed the analysis on the influence of the cooling media of blacksmiths from Tanjung Dayang. However, research that discusses in detail the physics concepts behind Tanjung Dayang's Mande skill has not been found. Even though no one has discussed the physics concept in detail, Mande skill from Tanjung Dayang can be a physics learning resource for high school students.

6. Syarofal 'Anam (Terbangan) from Indralaya

Syarofal 'Anam (Terbangan) which originates from Indralaya is usually performed during the event of parading a Bride and a Groom. Terbangan is the art of beating drums. It consists of a total of 30 players that are divided into a team of drum and gong players, a team of dancers who recite Salawat, and a team that acts as a horse for entertainments and opening paths (Khasanah, 2018).

Figure 8. Syarofal 'Anam Indralaya (Disbudparsumsel, 2024b)

The action of hitting the drum done by the performer of Syarofal 'Anam can be linked to a physics material, namely sound wave material in class XI. The sound produced by the drum vibrating as a result of being hit by the Syarofal 'Anam performer can be heard by listeners because of the propagation medium, namely air.

In general, sound waves can be interpreted as waves that propagate through a medium. Sound waves are included as mechanical waves. Mechanical waves are waves that require a medium to propagate.

The phase speed/speed of sound can be calculated using the following equation.

$$v = \lambda \cdot f \qquad \ldots\ldots\ldots(6)$$

Where v is the phase speed/speed of sound in m/s units, λ is the sound wavelength in m units, and f is the frequency in Hz units.

Research conducted by Khasanah (2018) only explains that Syarofal 'Anam art is a local wisdom originating from Indralaya. Research that examines the physics concepts behind Syarofal 'Anam has not been found. However, from the results of this research it can be said that Syarofal 'Anam art as a local wisdom can be used as a resource for learning physics in high school.

Based on the explanation above, Knock-Down House from Tanjung Batu, Dodol from Tebing Gerinting, Mapak Raje Dance from Indralaya, Gebeng cloth from Limbang Jaya Tanjung Batu, Mande skill from Tanjung Dayang, and Syarofal 'Anam (Terbangan) from Indralaya in Ogan Ilir Regency can be a resource for learning Physics in high school. The discovery of these six local wisdoms can serve as a research advantage.

This research provides information for the readers in carrying out further research. Therefore, a deeper study of what physical concepts exist in each local wisdom requires further exploration to be more detailed. Moreover, it needs to be discussed in further research because each local wisdom can encompass various physical concepts.

CONCLUSION

Based on the results of the research conducted, several conclusions can be drawn, namely: (a) there are six local wisdom in Ogan Ilir Regency that can serve as a resource for learning Physics in high school, that is, the Knock-Down House from Tanjung Batu, Dodol from Tebing Gerinting, Mapak Raje Dance from Indralaya, Gebeng Cloth from Limbang Jaya Tanjung Batu, Mande skill from Tanjung Dayang, and Syarofal 'Anam (Terbangan) from Indralaya; and (b) There are six basic competencies in high school's physics subject that can be integrated with local wisdom of Ogan Ilir Regency, namely two (3.1 and 3.7) in class X and four (3.2, 3.3., 3.5, 3.8.) in class XI .

As for suggestion, this research suggests that the relation between local wisdom and physics concepts needs to be studied further in separate research. This research can be extended by discussing what physics concepts exist in local wisdom because each local wisdom can consist of various different physics concepts.

ACKNOWLEDGMENT

The researchers would like to express gratitude to Universitas PGRI Palembang for funding this research in accordance with research contract No. 367.46/E.36/LPPKM/UNIV.PGRI/2022, fiscal year 2022.

REFERENCES

Abdullah, R. (2012). Pembelajaran Berbasis Pemanfaatan Sumber Belajar. *Jurnal Ilmiah Didaktika*, *12*(2), 216–231. https://doi.org/10.22373/jid.v12i2.449

Ahmadin. (2015). Analisa Pengaruh Media Pendingin Air Garam terhadap Kekerasan Hasil Kerajinan Pandai Besi. *Majalah Teknis Simes*, *9*(2), 6–9.

Anjelia, B., Yolida, B., & Marpaung, R. R. T. (2018). Identifikasi Kearifan Lokal di Sungai Musi Provinsi Sungai Musi Sumatera Selatan sebagai Sumber Belajar IPA SMP/MTs. *Jurnal Bioterdidik: Wahana …*, *6*(4).

Azizah, R., Yuliati, L., & Latifah, E. (2015). Kesulitan Pemecahan Masalah Fisika pada Siswa SMA. *Jurnal Penelitian Fisika Dan Aplikasinya (JPFA)*, *5*(2),

44–50. https://doi.org/10.26740/jpfa.v5n2.p44-50

Basuki, F. R., Jufrida, & Suryanti, K. (2019). Identification of potential local wisdom of senamat ulu village (electrical independent village) as a source of science learning. *Journal of Physics: Conference Series*, *1185*(1). https://doi.org/10.1088/1742-6596/1185/1/012102

Berlian, S. (2003). *Mengenal Seni Budaya Ogan Komering Ilir*. Pemerintah Kabupaten OKI.

Charli, L., Ariani, T., & Asmara, L. (2019). Hubungan Minat Belajar terhadap Prestasi Belajar Fisika. *Science and Physics Education Journal (SPEJ)*, *2*(2), 52–60. https://doi.org/10.31539/spej.v2i2.727

Disbudparsumsel. (2024a). *Rumah Knock Down Tanjung Batu*. Dinas Kebudayaan Dan Pariwisata Provinsi Sumatera Selatan. https://giwang.sumselprov.go.id/souvernir/detail/52

Disbudparsumsel. (2024b). *Syarofal 'Anam atau Terbangan*. Dinas Kebudayaan Dan Pariwisata Provinsi Sumatera Selatan. https://giwang.sumselprov.go.id/budaya/detail/25

Diskominfooi. (2022). *Kerajinan Kain Gebeng Kabupaten Ogan Ilir*. Diskominfo OI. https://www.youtube.com/watch?v=PMy2PFH1xp4

Disporpaoganilir. (2021). *Tarian Mapak Raje Kabupaten Ogan Ilir*. Disporpa Kab. Ogan Ilir. https://www.youtube.com/watch?v=cRzWT0lktLQ

DJKI. (2023). *Gebeng Khas Ogan Ilir*. DJKI Kikomunal. http://kikomunal-beta.dgip.go.id/home/explore/traditional/30375

Edot, H. (2022). *OI#41 Inilah Dodol Kualitas Terbaik Yang Diproduksi Sampai BERTON-TON !!!* Hilwa Edot.

Fadli, M. R. (2021). Memahami Desain Metode Penelitian Kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, *21*(1), 33–54. https://doi.org/http://dx.doi.org/10.21831/hum.v21i1.38075

Fuad, Z., Misbah, Hartini, S., & Zainuddin. (2018). Identifikasi Kearifan Lokal Kalimantan Selatan sebagai Sumber Belajar Fisika Kelas X. *Seminar Nasional Pendidikan Banjarmasin*, 158–169.

Harefa, A. R. (2019). Peran Ilmu Fisika dalam Kehidupan Sehari-Hari. *Majalah Ilmiah Warta Dharmawangsa*, *13*(2), 1–10. https://doi.org/https://doi.org/10.46576/wdw.v0i60.411

Irmeilyana, Ngudiantoro, & Desiani, A. (2017). Suatu Analisis Profil Pengrajin Songket di Desa Limbang Jaya I Kecamatan Tanjung Batu Kabupaten Ogan Ilir. *Seminar Nasional Kependudukan & Kebijakan Publik*, 52–56. https://conference.unsri.ac.id/index.php/semankkap/article/view/476

Jufrida, J., Basuki, F. R., & Pratiwi, D. R. (2018). The Potential of Local Wisdom on Traditional Fishing (Tangkul) Gear in Lake Sipin Jambi City as a Science Learning Source. *Scientiae Educatia*, *7*(2), 146–158. https://doi.org/10.24235/sc.educatia.v7i2.2858

Kallesta, K. S., & Erfan, M. (2017). Analisis Faktor Penyebab Kesulitan Belajar IPA Fisika pada Materi Bunyi. *Junal Pendidikan Fisika*, *1*(1), 1–13. https://doi.org/https://doi.org/10.31227/osf.io/dwh5e

Kemdikbudristek. (2022). *Capaian Pembelajaran Mata Pelajaran Fisika Fase E-Fase F Untuk SMA/MA/Program Paket C*. Badan Standar Kurikulum dan Asesmen Pendidikan Kemdikbudristek.

Khasanah, U. (2018). Implementasi Nilai Kearifan Lokal dalam Pembelajaran di SDS 15 Indralaya sebagai Upaya Penanaman Pendidikan Karakter di Tengah Arus Globalisasi. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*, 546–553. https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/1874

Lestari, N. N. S. (2012). Pengaruh Model Pembelajaran Berbasis Masalah (Problem- Based Learning) dan Motivasi Belajar terhadap Prestasi Belajar Fisika bagi Siswa Kelas VII SMP. *Jurnal Teknologi Pembelajaran Indonesia*, *1*(2), 1–21. https://doi.org/10.23887/jtpi.v1i2.297

Meitasari, D., & Wiyono, K. (2024). Identification of Physics Concepts in Tanjung Batu Knock Down House. *Kasuari: Physics Education Journal*, *7*(1), 44–54. https://doi.org/https://doi.org/10.37891/kpej.v7i1.507

Mulyono, D. (2016). *Sosiologi 3: Untuk kelas XII SMA dan MA Kelompok Peminatan Ilmu-ilmu Sosial*. PT. Tiga Serangkai Pustaka Mandiri.

Oktaviana, D., Hartini, S., & Misbah, M. (2017). Pengembangan Modul Fisika Berintegrasi Kearifan Lokal Membuat Minyak Lala Untuk Melatih Karakter Sanggam. *Berkala Ilmiah Pendidikan Fisika*, *5*(3), 272–285. https://doi.org/10.20527/bipf.v5i3.3894

Pingge, H. D. (2017). Kearifan Lokal dan Penerapannya di Sekolah. *Jurnal Edukasi Sumba*, *01*(02), 128–135.

Sari, W., Wiyono, K., Setyawan, D., Asiandu, A. P., Sa'diyah, K., Vianita, E., Septialti, D., & Sutinah, S. (2020). Identification of South Sumatra Province's Local Wisdom as Science Literacy Objects. *Jurnal Pendidikan Fisika Dan Keilmuan (JPFK)*, *6*(2), 93–106. https://doi.org/10.25273/jpfk.v6i2.8600

Sasmita, R. S. (2020). Pemanfaatan Internet sebagai Sumber Belajar. *Jurnal Pendidikan Dan Konseling*, *2*(1), 1–5.

Satriawan, M., & Rosmiati, R. (2016). Pengembangan Bahan Ajar Fisika Berbasis Kontekstual dengan Mengintegrasikan Kearifan Lokal untuk Meningkatkan Pemahaman Konsep Fisika pada Mahasiswa. *JPPS (Jurnal Penelitian Pendidikan Sains)*, *6*(1), 1212–1217. https://doi.org/10.26740/jpps.v6n1.p1212-1217

Sugiyono. (2021). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Suhendra, Ardiansyah, & Austin, T. (2023). Penyuluhan Branding Kemasan Kemplang dan Dodol Produk UMKM Desa Tebing Gerinting Indralaya Selatan. *Jurnal Masyarakat Madani Indonesia*, *2*(1), 46–56. https://doi.org/https://doi.org/10.59025/js.v2i1.67

Utami, I. S., Septiyanto, R. F., Wibowo, F. C., & Suryana, A. (2017). Pengembangan STEM-A (Science, Technology, Engineering, Mathematic and Animation) Berbasis Kearifan Lokal dalam Pembelajaran Fisika. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, *6*(1), 67–73. https://doi.org/10.24042/jpifalbiruni.v6i1.1581

Widodo, W., Rachmadiarti, F., & Hidayati, S. N. (2017). *Ilmu Pengetahuan Alam/ Kementerian Pendidikan dan Kebudayaan untuk SMP/MTs Kelas VII*. Kementerian Pendidikan dan Kebudayaan.

Wulansari, N. I., & Admoko, S. (2021). Eksplorasi Konsep Fisika pada Tari Dhadak Merak Reog Ponorogo. *PENDIPA Journal of Science Education*, *5*(2), 163–172. https://doi.org/https://doi.org/10.33369/pendipa.5.2.163-172