



Implementation of the Local Cultural Wisdom Program through Traditional Foods Market Day Activities

Sintiya Rizki Aisah¹, An-Nisa Apriani^{1*}, Indah Perdana Sari¹, Ruwet Rusiyono¹,
Shintia Dwi Agustina¹, Ervina Wijayanti¹, Muniroh Dzakiyah¹

¹ Universitas Alma Ata, Yogyakarta, Indonesia
annisa.apriani@almaata.ac.id

Abstract. Schools as educational institutions can realize the functions and objectives of national education in transforming local culture. An instance of this transformation within the school is seen in Market Day activities. The market day serves as a means to safeguard and advance local culture, mainly through traditional foods. This study aims to describe the implementation of conventional food market day activities at SD Keputran 1, Yogyakarta. The research approach is qualitative with a descriptive research type. The research subjects consisted of school principals and teachers. The object of research is traditional food market day activities. Data collection techniques comprise observation, interview, and documentation. The collected data were analyzed using techniques for data collection, reduction, presentation, and conclusion drawing. The data's reliability was confirmed through triangulation of data sources. The research findings revealed that: (1) Planning for traditional food market day activities entails program promotion, defining implementation rules, forming groups, and arranging facilities. (2) Activities involve food processing, presentation, transactions, and report creation, seamlessly integrating with mathematics and natural sciences education. (3) Assessment is based on the degree of success achieved as per defined criteria. The findings demonstrate that traditional food market days enhance students' understanding of Indonesian cultural diversity, especially regarding conventional foods, and foster improved numeracy, teamwork, and entrepreneurial skills.

Keywords: local cultural wisdom, market day, traditional foods.

1 Introduction

Indonesia is a country that has many different cultures, such as Javanese culture which is famous for its manners or politeness and Sundanese culture which is famous for its gentleness and many other cultures spread throughout Indonesia. So what is meant by culture? Interpreted in Sanskrit, culture is taken from the word Buddha which means everything that exists related to the human mind and soul. In fact, culture in the true sense is a way of life of a group of people that is passed down from generation to generation.

According to Ki Hajar Dewantara, culture is the result of human struggle against nature and an era where humans experienced prosperity and victory while facing difficulties and obstacles to achieve security, happiness and prosperity in their lives [1]. According to the Big Indonesian Dictionary (KBBI), culture is a habit of the mind or soul. Meanwhile, the grammatical meaning of culture comes from the word culture which tends to refer to a person's way of thinking. According to Geert Hofstede, culture is thinking that originates from a general program to differentiate members of one's group from other people. According to Linton, culture is a set of knowledge, attitudes and patterns of behavior, which become habits that are passed down from generation to generation to members of a particular society. According to Selo Soemardjan, culture is the result of all actions, feelings and creations of society [2]. From several opinions that have been presented, it can be concluded that culture is the thoughts, actions, feelings, knowledge of a society.

Along with the development of the cultural era can also experience a shift due to globalization. Cultural globalization is a series of processes in which the relationship between the mind and the human spirit is relatively separated from the geographical environment [3]. This arises as a result of an integrated situational relationship between reason and the human soul in the hemisphere with other people. Globalization has an impact on changes in society and the environment as well as world developments, however it will occur in the dynamics of society. Changes have occurred in attitudes towards cultural values [4]. So there is a change in the cultural value system that it brings to changes in the interaction of people in society. This change causes local cultural values in a region to fade.

Apart from that, the factor that causes the weakening of local culture is because the preservation of traditional local culture is not accompanied by efforts to develop and utilize existing local potential [17]. For this reason, changes are needed so that there will not be a process of cultural shift that causes the loss of culture in an area.

Local culture is defined as the original culture that grows and develops in certain communities in a region. As expressed by Agust Ufie [6] he notion of local culture is a cultural characteristic of the local community. Local culture is also the cultural values of the local community, which manifest naturally and are acquired through learning from time to time. There are various forms of local culture such as ways of thinking, lifestyles, traditional arts, customs and physical environment that are locally unique. As stated by Koentjaraningrat, culture is defined as elements consisting of religious ceremonies and religious systems, arts, knowledge systems, technology and equipment systems, livelihood systems, languages, and community systems and organizations [7]. In the local culture itself there are also cultural values, local cultural values are socially agreed and deeply rooted values or traditions that must be maintained and preserved in such a way as to be maintained and remembered for future generations.

Local cultural values need to be learned in the community as well as in schools. Local cultural values will help students at school understand the concept of the material being studied so that they not only understand knowledge but can also implement it in the form of practice outside of school. According to [8] culture-based learning delivers local culture which does not always have a place in the school curriculum, so that culture-based learning is not involved in various subject learning processes at school. In

the learning process the learning environment changes based on culture so as to create a comfortable environment for teachers and students, thus allowing teachers and students to play an active role in participating in culture. The implementation of culture-based learning is expected to achieve optimal learning outcomes. Students feel happy and recognized for their existence and differences because of the extraordinary cultural knowledge and experience they have to be recognized in learning.

One of the local cultures that is very close to the community including students in it is traditional food. Traditional food is a cultural food in Indonesian society, which is passed down from generation to generation, depending on people's tastes, does not conflict with the religious beliefs of the local community, traditional food is made from locally available spices [9]. Traditional food can be introduced to students at school through various media or activities.

Traditional food market day is one of the efforts to preserve and introduce local cultural wealth through regional culinary specialties [18]. In this event, various traditional foods such as klepon, getuk, serabi, and pecel are exhibited and sold in an atmosphere full of cultural values. According to [19], market day is closely related to local culture because it is an event to maintain, introduce, and celebrate traditional heritage through regional food specialties. Every traditional food presented at market day is not only a culinary offering, but also carries historical value, philosophy, and the story behind its creation. This event is often decorated with cultural elements such as traditional music, traditional clothing, and distinctive decorations that reflect local identity. By holding a market day, the community not only strengthens their love for their own culture, but also provides an opportunity for the younger generation to learn and be actively involved in preserving traditions.

The results of Badawi's [12] research show that market day activities help shape students' entrepreneurial character, such as creativity, innovation, discipline and responsibility. Character values such as religious, nationalist, independent, mutual cooperation, and integrity are integrated with local cultural values [20]. Apart from that, this activity also involves the students' parents and teaches values such as honesty, discipline and cooperation. Thus, this market day activity not only preserves local culture including traditional food, but also helps in developing students' entrepreneurial skills, communication skills and self-confidence.

Pratitis [14] research shows the same results that with the market day program, students' entrepreneurial character improves overall. In line with research conducted by Tista and Anik [15] his market day can improve entrepreneurship education and also preserve local culture in the form of traditional food.

School as an educational institution capable of realizing the functions and objectives of national education plays a role in transforming the culture of society. One form of community cultural transformation in schools is market day activities. Market day as a form of effort to preserve and develop local culture in the form of traditional food. One of the schools that introduces and helps preserve traditional food culture is SD Keputran 1 Yogyakarta in traditional food market day activities, not only as a form of preserving cultural values but this activity can also be integrated into classroom learning.

Character education needs to be instilled and developed in students from an early age so that the millennial generation gets used to good behavior without abandoning

noble values [16]. Character education is fundamental in the lives of the Indonesian generation. Character education includes investment in civilization to form an intelligent and moral generation [17]. Character education is related to the development of students' moral values. Character education takes place continuously for an unlimited period of time in order to realize the national education goals of 2045 [18]. Character education must be carried out continuously, both in the environment. Character education is fundamental in the lives of the nation's generations.

Market day held at Taman Tirta School also showed positive results. This activity is not only a school event, but also an effective way to maintain the sustainability and relevance of local wisdom in the context of business and entrepreneurship [22]. Schools as educational institutions that are able to realize the functions and goals of national education play a role in transforming community culture. One form of community cultural transformation in schools is traditional market activities [23]. Traditional markets as one form of effort to preserve and develop local culture in the form of traditional food. One of the schools that introduces and participates in preserving traditional food culture is SD Keputran 1 Yogyakarta in traditional market activities, not only as a form of preserving cultural values but this activity can also be integrated into classroom learning.

Character education needs to be instilled and developed in students from an early age so that the millennial generation is accustomed to behaving well without abandoning noble values [16]. Character education is fundamental in the lives of the Indonesian generation. Character education includes civilization investment to form an intelligent and moral generation [17]. Character education is related to the development of students' moral values. Character education takes place continuously over an unlimited period of time in order to realize the national education goals of 2045 [18]. Character education must be implemented continuously, both in the surrounding environment. Character education is fundamental in the lives of the nation's generations.

According to [21] the purpose of character education is to help students think logically and find solutions to the various problems they face. In addition, learning also plays a role in building individual personalities to be in accordance with norms, religion, and Pancasila values. To achieve these goals, teachers play an important role as facilitators and guides in the learning process. Innovative learning methods, such as group discussions, case studies, and project-based learning, can be used to train students' critical and logical thinking skills.

Market day is an activity where students sell their wares which are then offered to other students, teachers and employees. The traditional food market day program held at SD Keputran 1 Yogyakarta is usually held on school anniversaries or certain activities such as cultural exhibitions. This program does not apply to all students in the school but is carried out by high-grade students, while for low-grade students and the school's *civitas academica* acts as the consumer.

Based on this description, the researcher is interested in studying and researching further regarding (1) planning the traditional food market day program at SD Keputran 1 Yogyakarta, (2) implementing the traditional food market day program at SD Keputran 1 Yogyakarta, and (3) evaluating the market day program traditional food at SD Keputran 1 Yogyakarta.

2 Methods

The research method used is a qualitative approach with a type of field research. The research subjects consisted of school principals and teachers. The object of the research is traditional food market day activities. The data sources used in this research are primary data sources and secondary data sources. Primary data sources were obtained from observations and interviews. Meanwhile, secondary data sources come from relevant documentation and research. Researchers conducted in-depth interviews with informants to obtain data regarding the implementation of local culture through traditional food market days. Likewise with observation and documentation activities carried out by collecting data from informants. The observation and interview indicators for this research are: Programs/activities based on local culture in elementary schools, descriptions of the implementation of market day activities in elementary schools, obstacles faced during market day activities, school expectations for subsequent activities.

The location of the research was at SD Keputran 1 Yogyakarta which is located at Panembahan, Kraton District, Yogyakarta City, Yogyakarta Special Region. This research was carried out in the even semester of the 2022/2023 academic year on Wednesday 17 May 2023. Market Day activities were implemented in three stages, namely: (1) planning (2) implementation, and (3) evaluation.

Data analysis techniques in qualitative research are carried out before entering the field, while in the field, and when finished in the field. The data validity checking technique uses the triangulation method as a validity technique. Triangulation [22] is a data collection technique that combines various existing data and sources. This research uses a triangulation method of data sources. The data analysis steps used by researchers are data acquisition or collection, data reduction, data presentation and inference or drawing conclusions.

3 Result and Discussion

3.1 Result

The results of interviews with fourth grade teachers at SD Keputran 1 Yogyakarta stated that the implementation of local wisdom programs through traditional food market activities is one part of the self-reliance curriculum. The teacher said that the Pancasila Student Profile (P5) requires learning based on local wisdom, for this reason schools need to start learning based on local wisdom as a form of implementing an independent curriculum. Local wisdom programs refer to efforts to preserve, promote and develop knowledge, values, traditions and practices that already exist in the culture and society of a particular area. The local wisdom program aims to maintain the knowledge and traditions that already exist in a community so that they do not become extinct or forgotten. Local wisdom consists of language, arts, crafts, music, dance, traditional food and ritual practices which are an integral part of cultural identity.

There are several types of local wisdom programs that have been implemented at SD Keputran 1 Yogyakarta such as dance, batik, ketoprak art, and traditional food processing which are manifested in traditional food market days. From the data from interviews with traditional food market day activities at SD Keputran 1 Yogyakarta, it was found that this activity was carried out through several stages.

The main obstacle faced in the implementation of the market day program is that the time specified does not match the time of implementation, for example students are given cooking time of around 7-10 minutes per group but some finish in 6-8 minutes because the food dough has been prepared from home first by students so that in this case it could be said that cheating occurred. Or some even cook for more than 7-10 minutes due to lack of division of group tasks and lack of cohesiveness between members. Apart from time constraints, students forget to bring equipment or food ingredients to school. Teachers also assess that the obstacles to this market day program are students' lack of confidence in offering their products.

Apart from that, the role of parents in market day activities is an obstacle, because there are several parents who are involved in the process of making food products to be sold. Meanwhile, parents here only act as supporters of students, such as helping materially, providing facilities in the form of cooking utensils to students so that this program can be carried out well.

The role of parents is very important in supporting the implementation of market day at school, both as moral and logistical support. Parents can help their children by providing traditional food ingredients to be sold, guiding the making process, and providing insight into the cultural values contained in each dish [24]. In addition, parental support can also be in the form of active participation in activities, such as helping to decorate stands, encouraging children, or even being the first buyers to create a festive atmosphere. With parental involvement, market day is not only a school event, but also a place for collaboration between students, teachers, and families in preserving local culture while teaching the values of entrepreneurship and cooperation.

The future hope of the food market day program at SD Keputran 1 Yogyakarta is that it can minimize obstacles, especially in forming students' attitudes of honesty and self-confidence. Apart from that, it is hoped that this program can become part of the curriculum so that it can be integrated as a whole. Based on students' active role in preparing, processing food, selling food, and consuming traditional food, the traditional food market day program can be a program that provides students with direct experience in appreciating culture and increasing awareness and pride in cultural heritage in Indonesia

Traditional Food Market Day Activity Planning

Traditional food market day activities begin with activity planning. Planning activities carried out are:

a. **Program Outreach**

Schools have an obligation to provide socialization of market day activities, the socialization is carried out by the principal to the teacher as homeroom teacher to later be conveyed to students who will take part in market day activities at school. Socialization is also carried out to instill an entrepreneurial spirit from an early age.

Discussions in the form of questions and answers are used to measure students' understanding of the socialization material presented [25]). The socialization was held to provide an overview of market day activities. In school socialization, the date, time, and location of market day activities are determined. Market day activities involve teachers, students, and student guardians in planning for maximum preparation. Market day activities at SD Keputran 1 Yogyakarta are not attended by all classes simultaneously but are carried out in turns depending on the event to be held which is attended by high grade students. In this socialization a team of implementing activities was also formed which is illustrated below

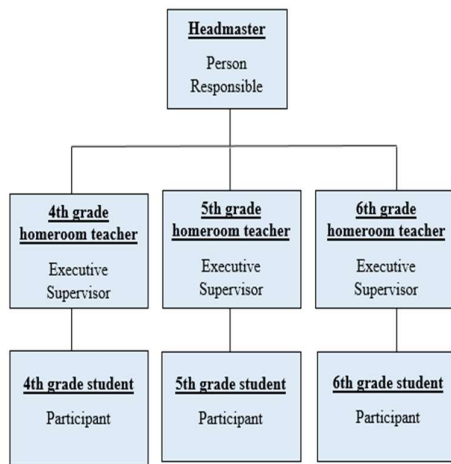


Fig 1. Implementation Team

Participants who take part in traditional food market day activities are made in groups divided by class. One group consists of 5-6 students who are selected randomly or by voting in each class guided by the homeroom teacher.

b. Program Outreach

Some of the regulations applied in carrying out market day are:

1. Students in groups determine the food that will be processed in the recipe and then write down the recipe
2. Students are given time to cook 7-10 minutes in groups
3. Students cook independently without the help of homeroom teachers and student guardians
4. Food sold in the form of traditional food can be made from cassava, sweet potatoes, or flour. Traditional foods are sold such as cassava chips, onde-onde, lapis ketan, ongol-ongol, gethuk, apem, omelet rolls, etc.

c. Group Formation

In this traditional food market day activity, students are formed into several groups. Each group formed consists of 5-6 students.

d. Preparation of Facilities and Infrastructure

The next step is to make preparations for the facilities and infrastructure that will be used in carrying out market day activities, where each group that has been formed prepares stalls to sell by arranging places and tables in an orderly manner, preparing name tags and food price tags for merchandise to be sold. as well as preparing the equipment used for cooking in the market day activity

Implementation of Traditional Food Market Day Activities

The implementation of activities is carried out in the form of markets or bazaars which are held at certain activities such as cultural exhibitions, school anniversaries, year-end activities, and class meetings after students carry out end-of-semester assessments. Market day activities were opened directly by the school principal. The sellers in this market day activity are grade 4 to grade 6 students who are scheduled to take turns. Students who are assigned as salespeople arrive early to school to prepare everything needed such as equipment, materials, and table setting for selling. The teacher as homeroom teacher and students who will be selling prepare areas that can be used for selling. Each food item must be labeled with its name, origin and price.

Table 2. Table Sales Report.

No	Date	Number of Products Sold	Unit Price	Admission Fee	Total
1			IDR	IDR	IDR
2			IDR	IDR	IDR
.			IDR	IDR	IDR
.					
...			IDR	IDR	IDR
...			IDR	IDR	IDR

Students are then given time based on provisions to process food that will be sold with their respective groups. Students who do not serve as sellers or other classes are directed to become buyers. The number of students in one group consists of 5-6 students. Group members are responsible for selling food in the group. Students are given the opportunity to present their processed food to classmates, teachers and other visitors. The role of the teacher is needed to encourage students to share knowledge about the traditional processed foods.

The food sold on market day is healthy food and classified as traditional food because it is adapted to the theme carried out at SD Keputran 1 Yogyakarta, namely local wisdom. Parties involved in traditional food market day activities are all school members including students, teachers and school staff. In production activities students can make as many as 20-30 pieces of food that will be sold. The selling price of food ranges from IDR 1,000.00 to IDR 2,000.00.

After the food that the students sell is sold out or the market day ends. Students are required to write a sales report as a financial summary of the market day implementation process with the following report format:

Class :

Group :

There is no assessment of the traditional food market day activity at SD Keputran 1 Yogyakarta, which is included in the student learning outcomes report, but this program is more used as a vehicle for inculcating character, especially in loving culture and media in implementing it into learning. Students do not know if during this market day there is no special assessment, because if students know students will behave in an orderly manner. The assessment is not based on whether the product being sold is selling well or not so that the assessment cannot be carried out objectively by the teacher. The benefits obtained also do not become a benchmark for assessment so that students whose food is less desirable do not feel discouraged if they get poor grades. So that only suggestions are given from teachers to students for the next market day activities. Traditional food market day activities can be implemented in learning mathematics. Integration of entrepreneurial values in market day in mathematics, namely the accuracy of calculations. The instillation of entrepreneurial values is carried out by adjusting the foundation of entrepreneurial knowledge designed based on the level of experience, understanding, and needs of students for the future. This approach aims to prepare students to become individuals who have a soul and attitude in accordance with entrepreneurial principles, so that they are able to contribute actively in society [26]. Through activities indirectly students are trained in calculating quickly and precisely. Students who can calculate correctly will avoid losses when selling.

Another implementation is in the Science subject in the independent curriculum where traditional food market day activities allow students to learn about traditional food which is included in cultural heritage. This helps students understand and appreciate their local culture thereby increasing their sense of pride in the nation's cultural identity. Not only that, through market day students can learn about traditional food including the ingredients used in its manufacture and increase their understanding of the natural resources around them which are important in their use. Apart from that, it is related to the learning of science in the material on economic activities which emphasizes production, distribution and consumption activities [27].

Traditional food market day activities in science learning help individual social development by teaching students to learn to work together, respect differences of opinion, and appreciate the contribution of friends in achieving goals that will be achieved together. It also encourages students to be able to communicate, be responsible, and negotiate.

Market day activities provide opportunities for students to learn about traditional foods from various regions in Indonesia. So that it can open students' mindsets about cultural diversity in Indonesia such as different customs, traditions, and eating habits. Students can also observe, try, and practice making simple foods and understand hygiene and nutrition in food.

Implementation of Traditional Food Market Day Activities

The evaluation was carried out by reflecting on the main objective of this market day program, namely to introduce traditional food as a form of cultural preservation. Evaluation is also carried out to analyze the level of student participation and the entire academic community. The evaluation was carried out directly by the principal of SD Keputran 1 Yogyakarta by collecting responses and feedback from students and teachers to obtain information about the things they liked and did not like about the implementation of this program so that they would be used as an evaluation in the next activity.

The traditional food market day program which was held at SD Keputran 1 Yogyakarta was said to be successful. The success of the program can be seen from the implementation of the market day according to the implementation plan. Constraints in the implementation of activities are not an obstacle to the sustainability of the program. This traditional food market day program will be a flagship program if there are activities in the future, especially in cultural preservation.

The active role of students in implementing the market day program is also an indicator of program success. Success is also seen from students who are able to read opportunities to produce products and sell them. This program is always a program that students look forward to, especially at the year-end event. In addition, the school also believes that the traditional food market day program is able to foster student character in developing local culture and shape student character in entrepreneurship. It is not surprising that SD Keputran 1 Yogyakarta is one of the schools used as a place for comparative studies with other agencies from outside the Yogyakarta region.

The main obstacle faced from the implementation of the market day program was that the specified time did not match the time of implementation, for example students were given about 7-10 minutes to cook per group but some finished 6-8 minutes because the food dough had been prepared from home beforehand by students so that in this case it can be said that there is cheating. Or some even cook more than 7-10 minutes because of the lack of division of group tasks and lack of cohesiveness among members. In addition to time constraints, equipment or food ingredients that students will process are forgotten to be brought to school. The teacher also assesses the constraints of this market day program due to students' lack of confidence in offering their products.

The future hope of the food market day program at SD Keputran 1 Yogyakarta is that it can minimize obstacles, especially in forming students' attitudes of honesty and self-confidence. In addition, it is hoped that in the future the program will become part of the curriculum so that it can be integrated as a whole. Based on the active role of students in preparing, processing food, selling food, and consuming traditional food, the traditional food market day program can be a program that provides direct experience to students in appreciating culture and increasing awareness and pride in Indonesia's cultural heritage.

The results showed that through traditional food market day activities, students gained a better understanding of traditional food, local ingredients, and related cultural values. Students become more aware of the richness of their local culture and the importance of maintaining it. This activity encourages students' active participation in the preparation, serving, and sale of traditional food. This kind of collaborative activity can

help develop social skills, teamwork, and student responsibility. Market day activities not only introduce students to aspects of local culture, but also involve them in practical learning. Students learn about mathematics (calculation of prices and returns), languages (communicating with buyers), and entrepreneurial skills. This activity can also open the door of communication between the school and the surrounding community. Parents of students certainly support and are involved in this activity, so that it can strengthen the bond between the school and parents and the surrounding environment.

3.2 Discussion

The traditional food market day activity is one of the programs in the independent curriculum, namely P5 or the Project to Strengthen Pancasila Student Profiles carried out by SD Keputran 1 Yogyakarta as a driving school that takes the theme of local wisdom. This is in line with the opinion [27] that there are several themes in P5, one of which is local wisdom. Then the implementation of market day activities is carried out by making the concept of selling traditional food activities. Market day activities start from planning, implementing, and evaluating activities [27]. Basically, the steps for implementing market day learning for school students consist of six main steps, namely: (1) Project Preparation, (2) Project Planning, (3) Arranging Implementation Time, (4) Project Monitoring, (5)) Process and Results Testing, and (6) Experience Evaluation [29]. Market day activities at SD Keputran 1 Yogyakarta which carry the theme of local wisdom are usually held during school anniversary events, cultural exhibitions, year-end activities, and class meetings after students carry out end-of-semester assessments. Traditional food market day activities are carried out as a form of preserving Indonesian culture through traditional food, and can shape students' personalities to be honest, cooperative, mutual cooperation, diligent, tenacious, patient, friendly, optimistic, serving, and not wasting opportunities or opportunities. This is because instilling positive character in the home environment has a crucial role in supporting the formation of a superior personality [30]. In addition, market day activities can be implemented into learning in other subjects.

This kind of activity proves the importance of local cultural education in the curriculum. This helps students understand their cultural roots, respect diversity, and promote the sustainability of cultural heritage. Practical activities such as market day can increase the effectiveness of learning. Students learn in a more active and interesting way, which can deepen their understanding. The positive impact of this activity on the school's relationship with other parties shows the importance of the active involvement of other parties such as teachers, parents, cultural organizations, etc. who are involved in education. This kind of collaboration can enrich the learning experience of students

4 Conclusion

The implementation of the local wisdom program through traditional food market day activities at SD Keputran 1 Yogyakarta has had a positive impact, for example, in terms of cultural understanding, student participation, and educational values. Such activities can support holistic education, teach students about cultural diversity, and build closer

ties between schools and communities. The insight that students get from market day activities is obtained because students are required to calculate the price of goods sold, calculate the amount of change, calculate the goods sold, and calculate the profit earned after the sale. Then, with this activity it can improve the attitude of mutual cooperation in students because they can work together to solve existing problems, communicate with each other and provide assistance to fellow friends. Furthermore, through this market day activity, entrepreneurship skills can be increased, because each student can develop their creative potential to create traditional food products in their respective regions. So it can be concluded that the implementation of the local wisdom program through traditional food market day activities at SD Keputran 1 Yogyakarta can broaden students' insight into the diversity of Indonesian culture, especially the diversity of traditional foods and can improve their numeracy skills, work together, and entrepreneurship.

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