

PENGEMBANGAN MODEL *INTEGRATED LEARNING* BERBASIS *FOOD SUSTAINABILITY* DALAM IPS UNTUK MENINGKATKAN KESADARAN KONSUMSI PANGAN LOKAL SISWA SMP DI KOTA SERANG

DISERTASI

Diajukan untuk Memenuhi Sebagian dari Syarat untuk Memperoleh Gelar Doktor
Pendidikan dalam Bidang Pendidikan Ilmu Pengetahuan Sosial



Oleh:
Nashar
NIM. 2106689

**PROGRAM STUDI PENDIDIKAN ILMU PENGETAHUAN SOSIAL
FAKULTAS PENDIDIKAN ILMU PENGETAHUAN SOSIAL
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

PENGEMBANGAN MODEL *INTEGRATED LEARNING* BERBASIS *FOOD SUSTAINABILITY* DALAM IPS UNTUK MENINGKATKAN KESADARAN KONSUMSI PANGAN LOKAL SISWA SMP DI KOTA SERANG

Oleh

Nashar

Dr. Universitas Pendidikan Indonesia, 2025

M.Pd. Universitas Negeri Jakarta, 2013

Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor Pendidikan (Dr) pada Program Studi Pendidikan Ilmu Pengetahuan Sosial (IPS) Fakultas Pendidikan Ilmu Pengetahuan Sosial (FPIPS) Universitas Pendidikan Indonesia

©Nashar 2025

Universitas Pendidikan Indonesia

Agustus 2025

Hak Cipta dilindungi Undang-Undang

Disertasi ini tidak boleh diperbanyak seluruhnya atau sebagian,
Dengan di cetak ulang, difotocopy atau dengan cara lainnya tanpa ijin dari penulis.

HALAMAN PENGESAHAN DISERTASI

Nashar
NIM. 2106689

**PENGEMBANGAN MODEL INTEGRATED LEARNING BERBASIS FOOD
SUSTAINABILITY DALAM IPS UNTUK MENINGKATKAN KESADARAN
KONSUMSI PANGAN LOKAL SISWA SMP DI KOTA SERANG**

Disetujui dan disahkan oleh panitia disertasi

Promotor



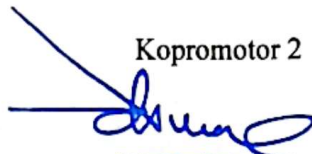
Prof. Dr. Nana Supriatna, M.Ed
NIP. 19611014 198601 1 001

Kopromotor 1



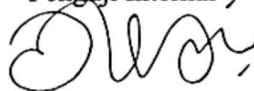
Prof. Dr. Kokom Kpmalasari, M.Pd
NIP. 19721001 200112 2 001

Kopromotor 2



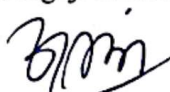
Prof. Dr. Dadang Sundawa, M.Pd
NIP. 19600515 198803 1 002

Penguji Internal



Dr. Dewi Turgarini, MM.Par
NIP. 19700320 200812 2 001

Penguji Eksternal

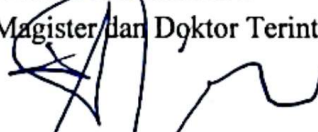


Prof. Dr. Desy Safitri, M.Si
NIP. 19691204 200801 2 016

Mengetahui,

Ketua Prodi Pendidikan IPS

Program Sarjana, Magister dan Doktor Terintegrasi



Prof. Dr. Sapriya, M.Ed
NIP. 19630820 198803 1 001

PERNYATAAN KEASLIAN DISERTASI

Dengan ini saya menyatakan bahwa disertasi dengan judul “Pengembangan Model *Integrated Learning* Berbasis *Food Sustainability* dalam IPS Untuk Meningkatkan Kesadaran Konsumsi Pangan Lokal Siswa SMP di Kota Serang” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, 28 Juli 2025
Pembuat Pernyataan,



Nashar
NIM 2106689

KATA PENGANTAR

Segala puji dan syukur penulis panjatkan ke hadirat Allah SWT atas limpahan rahmat, taufik, serta karunia-Nya, sehingga disertasi dengan judul “*Pengembangan Model Integrated Learning Berbasis Food Sustainability dalam IPS untuk Meningkatkan Kesadaran Konsumsi Pangan Lokal Siswa SMP di Kota Serang*” dapat diselesaikan dengan sebaik-baiknya. Shalawat dan salam semoga senantiasa tercurah kepada Nabi Muhammad SAW, teladan utama umat manusia, beserta keluarga, para sahabat, dan seluruh pengikutnya hingga akhir zaman.

Disertasi ini disusun sebagai salah satu syarat untuk memperoleh gelar Doktor Pendidikan (Dr.) pada Program Studi Pendidikan Ilmu Pengetahuan Sosial, Universitas Pendidikan Indonesia. Struktur disertasi ini terdiri atas enam bab yang tersusun secara sistematis. Bab I menyajikan pendahuluan yang meliputi latar belakang masalah, rumusan masalah, tujuan penelitian, manfaat penelitian, ruang lingkup, dan hipotesis penelitian. Bab II berisi kajian teori yang mencakup konsep-konsep utama dalam penelitian ini, seperti pembelajaran Ilmu Pengetahuan Sosial, model pembelajaran, model *integrated learning*, konsep *food sustainability*, dan kesadaran konsumsi pangan lokal. Bab III menjelaskan metode penelitian yang digunakan, termasuk desain penelitian, prosedur, subjek dan partisipan, definisi konseptual dan operasional, teknik pengumpulan data, serta teknik analisis data. Bab IV menyajikan hasil penelitian secara rinci, yang kemudian dianalisis secara kritis pada Bab V dalam bagian pembahasan. Terakhir, Bab VI memuat simpulan, implikasi, serta rekomendasi yang ditujukan kepada berbagai pihak yang berkepentingan dalam pengembangan pendidikan, khususnya di bidang Ilmu Pengetahuan Sosial.

Penulis menyampaikan penghargaan dan terima kasih yang setulus-tulusnya kepada semua pihak yang telah memberikan dukungan, baik secara langsung maupun tidak langsung, dalam proses penyusunan dan penyelesaian disertasi ini. Penulis juga membuka diri terhadap berbagai kritik, saran konstruktif, dan masukan dari para akademisi serta praktisi guna penyempurnaan lebih lanjut dari karya ilmiah ini.

Bandung, 28 Juli 2025

Penulis,



Nashar

UCAPAN TERIMA KASIH

Puji syukur penulis panjatkan ke hadirat Allah SWT atas limpahan rahmat, taufik, dan hidayah-Nya, sehingga penulis dapat menyelesaikan penulisan disertasi ini. Penulis menyadari sepenuhnya bahwa capaian ini bukan semata hasil jerih payah pribadi, melainkan berkat dukungan, bimbingan, dan doa dari banyak pihak yang tidak ternilai harganya. Oleh karena itu, melalui kesempatan ini, penulis menyampaikan rasa terima kasih dan penghargaan yang setulus-tulusnya kepada:

1. Rektor Universitas Pendidikan Indonesia (UPI), Dekan FPIPS beserta jajarannya dan seluruh Civitas Akademika UPI Bandung yang telah memeberikan kesempatan kepada penulis untuk menyelesaikan studi di Program Doktor (S3) Pendidikan IPS di FPIPS UPI Bandung.
2. Bapak Prof. Dr. Nana Supriatna, M.Ed. Selaku Promotor, atas bimbingan, masukan konstruktif, dan semangat yang diberikan selama proses penelitian dan penulisan karya ilmiah ini.
3. Ibu Prof. Dr. Kokom Komalasari, M.Pd. Selaku Kopromotor 1, atas bimbingan serta arahan yang berharga dalam proses penyusunan disertasi ini.
4. Bapak Prof. Dr. Dadang Sundawa, M.Pd. Selaku Kopromotor 2 dan sekaligus pembimbing akademik, yang senantiasa memberikan motivasi dan dengan sabar membimbing penulis untuk menyelesaikan penelitian ini.
5. Bapak Prof. Dr. Sapriya, M.Ed. Selaku Ketua Program Studi Pendidikan IPS, yang telah mendorong penulis dan juga mahasiswa pada umumnya agar mampu mengembangkan keilmuan khususnya tentang pendidikan IPS.
6. Seluruh dosen di Program Studi Pendidikan IPS, Fakultas Pendidikan Ilmu Pengetahuan Sosial, Universitas Pendidikan Indonesia, yang telah membagikan ilmu dan keterampilannya selama masa perkuliahan.
7. Rektor Universitas Sultan Ageng Tirtayasa, Bapak Prof. Dr. Ir. H. Fatah Sulaiman, ST., MT., yang telah memberikan izin dan rekomendasi kepada penulis untuk melanjutkan studi di Program Pascasarjana UPI.
8. Bapak Dr. H. Fadlullah, S.Ag., M.Si., Ibu Dr. Hj. Enggar Utari, S.Si, M.Si., Bapak Ria Sudiana, S.Si, M.Si., dan Bapak Dr. Abdul Fatah, S.Pd., M.Pd., jajaran dekanat FKIP Universitas Sultan Ageng Tirtayasa Periode 2023-2027, dukungan penuh dalam proses studi penulis.
9. Bapak Dr. Dase Erwin Juansah, M.Pd., Bapak Prof. Dr. Suroso Mukti Leksono, M.Si., Ibu Prof. Dr. Heni Pujiastuti, M.Pd., san Bapak Damanhuri, M.Pd., jajaran

dekanat FKIP Universitas Sultan Ageng Tirtayasa Periode 2019-2023, atas izin dalam proses studi penulis.

10. Teman-teman prodi pendidikan Sejarah FKIP Universitas Sultan Ageng Tirtayasa, Mbak Yuni Maryuni, M.Pd., Ibu Ana Nurhasanah, M.Pd., Mase Rikza Fauzan, M.Pd., Mase Arif Permana Putra, M.Pd., Mbak Eko Ribawati, M.Pd, Pak Tb. Umar Syarief Hadi Wibowo, M.Pd., Pak Dr. Agus Rustamana, M.Pd., Mas Muhammad Anggie Farizqi Prasadana, M.A., Mas Veri Setiawan, M.Pd., Mbak Ratih Lutfita Ningtiyas, S.Pd., M.A., Mbak Hilma Rosdiana, S.Pd., M. Hum., Mbak Nuhayah, M. Pd., Mbak Wulan Nurjanah, M. Pd., dan Mbak Rizky Khairina, S. Hum., M. A., yang tidak lelah menyemangati untuk segera menyelesaikan studi.
11. MGMP IPS SMP Kota Serang terutama Kak Zarqoni, M.Pd dan guru-guru IPS Kota Serang Pak Randi Syah, Ibu Maemunah, Ibu Dewi, Ibu Neng, Pak Jarot dan Pak Chumaini Ali, yang sudah berkenan menjadi rekan dalam melaksanakan penelitian ini.
12. Rekan-rekan Awarde BPI Untirta, Mang Dr. Ikman Nurahman, M.Pd., Mbak Indri Sari Utami, M.Pd., Mbak Prasetyaningsih, M.Pd., Teh Siti Romlah Noer Hodijah, M.Pd., Mbak Indah Langitasari, M.Si., Mbak Deasy Yunika Khairun, M.Pd., dan Pak Ronni Juwandi, M.Pd., Sebagai rekan seperjuangan tempat berdiskusi bagaimana menyelesaikan studi tepat waktu dan yang selalu berbagi info-info penting seputar kampus.
13. Rekan-rekan seperjuangan angkatan 2021, Bang Dr. Suriadi, Kang Rian, Kang Nana, Pak Frans, Teh Triani, Teh Dr. Yuliani, Uni Dr. Fitri, Bu Desy, Kang Deni., penulis ucapkan terima kasih atas kebersamaan dan dukungan yang berarti.
14. Rekan-rekan PB BPI UPI, Mas Budianto, Pak Dr. Juwanto, Pak Dr. Syahril, Pak Marfi, Pak Ratri, Pak Arif, Pak Ismu, Pak Idris, Pak Hamka, Pak Lutfi, Pak Tonni, Pak Alfred, Pak Obi, Pak Daniel, Bu Destiani, Bu Nurafni, Bu Maria, Bu Ledy dan Bu Hermawati.
15. Emak Saripah (Alm) dan Ebak Makrup (Alm), yang telah menjadi sumber cinta, do'a dan pengorbanan yang tak terbalaskan. Semoga Allah SWT membalas segala amal baik mereka dengan surga-Nya. Juga kepada ibu mertua Mardiana dan bapak mertua M. Kadir (Alm) yang selalu memberikan semangat dan doa terbaik, serta seluruh keluarga besar atas dukungan moril dan materil yang tak ternilai.
16. Istri tercinta, Destiana, S.AB., M.AB., atas ketulusan, kesabaran, dan dukungannya yang tak henti dalam mendampingi penulis menjalani proses akademik ini. Anak-anak yang sangat-sangat dicintai—Aliya Pradhita Warda dan Alendra Zefanka Farza—yang dengan penuh pengertian merelakan waktu kebersamaan demi tercapainya impian penulis. Tawa dan senyum mereka menjadi kekuatan luar biasa bagi penulis.

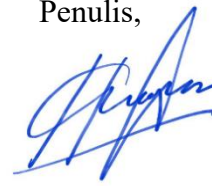
17. Penulis juga menyampaikan terima kasih kepada semua pihak lainnya yang tidak dapat disebutkan satu per satu namun telah berperan penting dalam proses penyelesaian studi ini. Semoga segala kebaikan dan bantuan yang diberikan menjadi amal jariyah dan mendapat balasan berlipat dari Allah SWT.

Sebagai penutup, dengan penuh rasa syukur dan mengharap ridho-Nya, penulis berharap disertasi ini dapat menjadi kontribusi kecil yang bermanfaat bagi pengembangan ilmu pendidikan dan memberikan dampak positif bagi peradaban manusia secara lebih luas.

Aamiin ya Rabbal ‘Alamin.

Bandung, 28 Juli 2025

Penulis,



Nashar

PENGEMBANGAN MODEL *INTEGRATED LEARNING* BERBASIS *FOOD SUSTAINABILITY* DALAM IPS UNTUK MENINGKATKAN KESADARAN KONSUMSI PANGAN LOKAL SISWA SMP DI KOTA SERANG

Nashar, - and Nana Supriatna, - and Kokom Komalasari, - and Dadang Sundawa, - (2025) *PENGEMBANGAN MODEL INTEGRATED LEARNING BERBASIS FOOD SUSTAINABILITY DALAM IPS UNTUK MENINGKATKAN KESADARAN KONSUMSI PANGAN LOKAL SISWA SMP DI KOTA SERANG*. S3 thesis, Universitas Pendidikan Indonesia

Abstrak

Rendahnya pemahaman siswa terkait *food sustainability*, kesadaran konsumsi pangan lokal dan partisipasi siswa dalam pembelajaran menjadi salah satu tantangan dalam pendidikan. Penurunan kualitas pembelajaran terutama disebabkan oleh penerapan model pembelajaran konvensional yang membuat siswa kurang terlibat secara aktif dalam pembelajaran. Kondisi ini menjadi latar belakang pentingnya pengembangan *model integrated learning* berbasis *food sustainability* dalam pembelajaran IPS. Penelitian ini bertujuan untuk mengembangkan *model integrated learning* berbasis *food sustainability* dalam IPS terhadap peningkatan kesadaran konsumsi pangan lokal siswa. Metode yang digunakan dalam penelitian ini adalah *Research and Development* (R&D) yang mengadaptasi model ADDIE. Subjek penelitian adalah siswa kelas VII dari tujuh SMP Negeri di Kota Serang. Pengumpulan data dilakukan dengan menggunakan teknik observasi, wawancara, angket, serta instrumen kesadaran konsumsi pangan lokal. Analisis data dilakukan secara kualitatif dan kuantitatif deskriptif dan uji beda rerata untuk mengukur efektivitas *model integrated learning* berbasis *food sustainability* terhadap peningkatan kesadaran konsumsi pangan lokal. Hasil penelitian menunjukkan bahwa: 1) Rendahnya keterlibatan siswa dalam pembelajaran serta kurangnya kesadaran terhadap konsumsi pangan lokal disebabkan oleh belum terintegrasinya konsep *food sustainability* dalam pembelajaran IPS, sehingga diperlukan pengembangan model *integrated learning*, 2) Pengembangan model *integrated learning* berbasis *food sustainability* dinyatakan valid dan praktis digunakan dalam pembelajaran. Sintaks model yang dihasilkan adalah a) *Pemberian stimulus*, b) *Pengorganisasian kelompok*, c) *Pengumpulan dan pengolahan data*, d) *Perumusan dan pemecahan masalah*, e) *Pengembangan proyek*, f) *Pameran dan bazar*, dan g) *Refleksi*. 3) Model *integrated learning* berbasis *food sustainability* efektif dalam meningkatkan kesadaran konsumsi pangan lokal siswa, yang mencakup pengetahuan terhadap konsumsi pangan lokal, sikap dalam konsumsi pangan lokal dan perilaku dalam konsumsi pangan lokal. Dengan demikian, *model integrated learning* berbasis *food sustainability* merupakan model pembelajaran yang efektif untuk meningkatkan kesadaran konsumsi pangan lokal siswa dalam pembelajaran IPS.

Kata kunci: *Food sustainability*, kesadaran konsumsi pangan lokal, *model integrated learning*.

DEVELOPMENT OF AN INTEGRATED LEARNING MODEL BASED ON FOOD SUSTAINABILITY IN SOCIAL STUDIES TO ENHANCE LOCAL FOOD CONSUMPTION AWARENESS AMONG JUNIOR HIGH SCHOOL STUDENTS IN SERANG CITY

Nashar, - and Nana Supriatna, - and Kokom Komalasari, - and Dadang Sundawa, - (2025). Development of an Integrated Learning Model Based on Food Sustainability in Social Studies to Enhance Local Food Consumption Awareness among Junior High School Students in Serang City. S3 thesis, Universitas Pendidikan Indonesia

Abstract

The low level of students' understanding of food sustainability, awareness of local food consumption, and active participation in learning remains one of the key challenges in education. The decline in learning quality is primarily due to the application of conventional teaching models that fail to engage students actively. This condition highlights the need for developing an integrated learning model based on food sustainability within Social Studies instruction. This study aims to develop an integrated learning model based on food sustainability in Social Studies to improve students' awareness of local food consumption. The research employed a Research and Development (R&D) approach by adapting the ADDIE model. The research subjects consisted of seventh-grade students from seven public junior high schools in Serang City. Data were collected through observation, interviews, questionnaires, and a local food consumption awareness instrument. Data analysis was conducted using descriptive qualitative and quantitative methods, including a mean difference test to assess the effectiveness of the integrated learning model based on food sustainability. The findings reveal that: (1) the lack of student engagement and low awareness of local food consumption are due to the absence of integrated food sustainability concepts in Social Studies instruction, indicating the need for a contextualized integrated learning model; (2) the developed integrated learning model based on food sustainability was found to be valid and practical for use in the classroom. The resulting model syntax includes: (a) providing stimulus, (b) organizing groups, (c) collecting and processing data, (d) formulating and solving problems, (e) developing projects, (f) exhibitions and food bazaars, and (g) reflection; and (3) the model was proven effective in improving students' awareness of local food consumption, including knowledge, attitudes, and behavior. Therefore, the integrated learning model based on food sustainability is considered an effective approach to enhancing students' local food consumption awareness in Social Studies education.

Keywords: Food sustainability, local food consumption awareness, integrated learning model.

DAFTAR ISI

LEMBAR HAK CIPTA.....	i
LEMBAR PENGESAHAN	ii
PERNYATAAN TENTANG KEASLIAN DISERTASI.....	iv
KATA PENGANTAR.....	v
UCAPAN TERIMA KASIH.....	vi
ABSTRAK	ix
DAFTAR ISI.....	xi
DAFTAR GAMBAR.....	xv
DAFTAR TABEL	xvi
DAFTAR LAMPIRAN	xviii
BAB I PENDAHULUAN.....	1
1.1 Latar Belakang	1
1.2 Rumusan Masalah	14
1.3 Tujuan Penelitian	15
1.4 Manfaat Penelitian	15
1.5 Ruang Lingkup Penelitian.....	17
1.6 Hipotesis Penelitian.....	19
BAB II TINJAUAN PUSTAKA.....	21
2.1 Pembelajaran Ilmu Pengetahuan Sosial	21
2.1.1 Pengertian Ilmu Pengetahuan Sosial	21
2.1.2 Tujuan Ilmu Pengetahuan Sosial	24
2.1.3 Karakteristik Ilmu Pengetahuan Sosial	26
2.1.4 Ruang Lingkup Materi Ilmu Pengetahuan Sosial	28
2.2 Model Pembelajaran.....	31
2.2.1 <i>Model Project Based Learning</i>	33
2.2.2 <i>Model Problem Based Learning</i>	43
2.2.3 <i>Model Kooperatif Learning</i>	50
2.2.4 <i>Model Discovery Learning</i>	59
2.3 <i>Model Integrated Learning</i>	63
2.3.1 Landasar Filosofis	66

2.3.2 Landasan Teoritis	70
2.4 <i>Food Sustainability</i> Dalam <i>Sustainable Development Goals</i>	76
2.4.1 <i>Sustainable Development Goals (SDGs)</i>	76
2.4.2 <i>Food Sustainability</i>	79
2.5 Kesadaran Konsumsi Pangan Lokal	81
2.5.1 Pengertian Pangan Lokal	81
2.5.2 Jenis-Jenis Pangan Lokal	82
2.5.3 Pentingnya Konsumsi Pangan Lokal	86
2.5.4 Kebijakan Pengembangan Konsumsi Pangan Lokal	88
2.5.5 Hambatan yang Berkaitan dengan Pengembangan Makanan Lokal	89
2.5.6 Kesadaran Konsumsi Pangan Lokal	90
2.6 Bentang Pangan Lokal (<i>Foodscape</i>)	93
2.7 Penelitian Terdahulu yang Relevan	95
2.8 Kerangka Pikir Penelitian	98
BAB III METODOLOGI PENELITIAN	102
3.1 Desain Penelitian.....	102
3.2 Prosedur Penelitian	103
3.3 Partisipan dan Subjek Penelitian.....	107
3.4 Definisi Konseptual dan Operasional	108
3.5 Teknik Pengumpulan Data dan Instrumen Penelitian.....	112
3.6 Teknik Analisis Data	116
BAB IV HASIL PENELITIAN.....	120
4.1 Kondisi Faktual Pembelajaran IPS SMP di Kota Serang dalam Memahami <i>Food Sustainability</i> dan Kesadaran Konsumsi Pangan Lokal Siswa.....	120
4.1.1 Kondisi Awal Pemahaman <i>Food Sustainability</i> dan Kesadaran Konsumsi Pangan Lokal Siswa.....	120
4.1.2 Analisis Kebutuhan Model Pembelajaran Menurut Persepsi Guru.....	123
4.1.3 Kebutuhan Model Pembelajaran Menurut Persepsi Siswa	124
4.1.4 Kebutuhan Pendidikan <i>Food Sustainability</i> di Sekolah: Analisis Bibliometrik	127
4.1.5 Analisis SWOT Kondisi Faktual Pembelajaran IPS	132

4.2 Pengembangan Model Integrated Learning Berbasis Food Sustainability	
untuk Meningkatkan Kesadaran Konsumsi Pangan Lokal Siswa.....	135
4.2.1 Desain Model	135
4.2.2 Development	142
4.2.3 Implementasi	150
4.2.4 Evaluasi	184
4.3 Efektivitas Model Integrated Learning Berbasis Food Sustainability	
dalam Meningkatkan Kesadaran Konsumsi Pangan Lokal Siswa	196
4.3.1 Uji Prasyarat.....	202
4.3.2 Uji Efektivitas	205
4.3.3 Tingkat Kesadaran Konsumsi Pangan Lokal Siswa.....	209
BAB V PEMBAHASAN PENELITIAN	224
5.1 Kondisi Faktual Pembelajaran IPS SMP di Kota Serang dalam Memahami	
<i>Food Sustainability</i> dan Kesadaran Konsumsi Pangan Lokal Siswa.....	224
5.1.1 Kondisi Awal Pemahaman <i>Food Sustainability</i> dan Kesadaran	
Konsumsi Pangan Lokal Siswa.....	224
5.1.2 Analisis Kebutuhan Model Pembelajaran Menurut Persepsi Guru.....	227
5.1.3 Kebutuhan Model Pembelajaran Menurut Persepsi Siswa	229
5.1.4 Kebutuhan Pendidikan Food Sustainability di sekolah: Analisis	
Bibliometric	232
5.2 Pengembangan Model Integrated Learning Berbasis Food Sustainability	
Untuk Meningkatkan Kesadaran Konsumsi Pangan Lokal Siswa.....	234
5.2.1 Rasionalitas Pengembangan Model Integrated Learning.....	234
5.2.2 Pengembangan Desain Model integrated learning berbasis Food	
Sustainability.....	237
5.3 Efektivitas Model Integrated Learning dalam Meningkatkan Kesadaran	
Konsumsi Pangan Lokal Siswa.....	253
5.4 Kesadaran Konsumsi Pangan Lokal	256
BAB VI SIMPULAN, IMPLIKASI DAN REKOMENDASI.....	263
6.1 Simpulan	263
6.2 Implikasi.....	266
6.3 Rekomendasi	267

DAFTAR PUSTAKA	270
LAMPIRAN.....	293

DAFTAR GAMBAR

2.1 Ilustrasi Model <i>Integrated Learning</i>	66
2.2 Siklus Belajar <i>Experiential Learning</i>	74
2.3 Kerangka Penelitian	101
3.1 Tahapan Penelitian Desain ADDIE	103
3.2 Kerangka Pengembangan Model Pembelajaran	106
3.3 Peta Lokasi Penelitian	108
4.1 Data Scopus 10 Negara dengan Dokumen terbanyak	128
4.2 Data Scopus 10 Negara dengan Sitasi Terbanyak	128
4.3 Hubungan antara negara dilihat dari jumlah dokumen dan kutipan	129
4.4 <i>Network Visualisasi co-occurrence Author</i>	131
4.5 Sintaks <i>Model Integrated Learning</i>	137
4.6 Dokumentasi Pelaksanaan FGD	148
4.7 Dokumentasi ujicoba pada SMP Negeri 7 Kota Serang	155
4.8 Pembelajaran di SMP Negeri 1 Kota Serang	165
4.9 Pembelajaran di SMP Negeri 19 Kota Serang	167
4.10 Kerangka Akhir <i>Model Integrated Learning</i>	189
4.11 Pembelajaran di SMP Negeri 10 Kota Serang	197
4.12 Dokumentasi Diskusi kelompok	199
4.13 Pameran dan Bazar Hasil Produk Siswa	201
5.1 Sintaks <i>Model Integrated Learning</i> Berbasis <i>Food sustainability</i>	238
5.2 Diagram Kesadaran Konsumsi Pangan Lokal Siswa	259

DAFTAR TABEL

1.1 Perbandingan Impor dan Eksport Pangan Tahun 2023	3
3.1 <i>Desain One-Group Pretest-Posttest Design</i>	105
3.2 Sekolah Subjek Penelitian.....	107
3.3 Instrumen dan teknik pengumpulan data	111
3.4 Kisi-Kisi Instrumen Kesadaran Konsumsi Pangan Lokal.....	113
3.5 Kategori Indeks <i>N-Gain</i>	119
4.1 Rekapitulasi Kuesioner Analisis Kondisi Awal Pemahaman Siswa.....	121
4.2 Rekapitulasi Kuesioner Analisis Kebutuhan Siswa	124
4.3 Analisis SWOT Kondisi Faktual Pembelajaran IPS	132
4.4 Kriteria Penilaian Validasi <i>Model Integrated Learning</i>	143
4.5 Hasil Validasi Ahli Perangkat Pembelajaran	144
4.6 Hasil Validasi Ahli Model Pembelajaran.....	146
4.7 Hasil Validasi Praktisi Pembelajaran	147
4.8 Perbaikan <i>Model Integrated Learning</i>	149
4.9 Uji Normalitas Intrument di SMP Negeri 7 Kota Serang	155
4.10 Uji Homogenitas Intrument di SMP Negeri 7 Kota Serang.....	156
4.11 Hasil Uji T di SMP Negeri 7 Kota Serang	157
4.12 Hasil Uji N-Gain di SMP Negeri 7 Kota Serang	157
4.13 Pengetahuan Siswa SMP Negeri 7 Kota Serang	158
4.14 Sikap Siswa SMP Negeri 7 Kota Serang	160
4.15 Perilaku Siswa SMP Negeri 7 Kota Serang	161
4.16 Perbaikan <i>Model Integrated Learning</i> Setelah Ujicoba Pertama.....	163
4.17 Uji Normalitas Instrument di SMP Negeri 1 Kota Serang.....	169
4.18 Uji Normalitas Instrument di SMP Negeri 19 Kota Serang.....	169
4.19 Uji Homogenitas Instrument di SMP Negeri 1 Kota Serang	170
4.20 Uji Homogenitas Instrument di SMP Negeri 19 Kota Serang	170
4.21 Hasil Uji T di SMP Negeri 1 Kota Serang	171
4.22 Hasil Uji T di SMP Negeri 19 Kota Serang	172
4.23 Hasil Uji N-Gain di SMP Negeri 1 Kota Serang	172
4.24 Hasil Uji N-Gain di SMP Negeri 19 Kota Serang	173

4.25 Pengetahuan Siswa SMP Negeri 1 Kota Serang	174
4.26 Pengetahuan Siswa SMP Negeri 19 Kota Serang	175
4.27 Sikap Siswa SMP Negeri 1 Kota Serang	177
4.28 Sikap Siswa SMP Negeri 19 Kota Serang	178
4.29 Perilaku Siswa SMP Negeri 1 Kota Serang	179
4.30 Perilaku Siswa SMP Negeri 19 Kota Serang	181
4.31 Respon Siswa Setelah Pembelajaran.....	184
4.32 Uji Normalitas Instrument di SMP Negeri 10 Kota Serang.....	202
4.33 Uji Normalitas Instrument di SMP Negeri 13 Kota Serang.....	202
4.34 Uji Normalitas Instrument di SMP Negeri 16 Kota Serang.....	203
4.35 Uji Homogenitas Instrument di SMP Negeri 10 Kota Serang	203
4.36 Uji homogenitas Instrument di SMP Negeri 13 Kota Serang	204
4.37 Uji homogenitas Instrument di SMP Negeri 16 Kota Serang	204
4.38 Hasil Uji T di SMP Negeri 10, 13 dan 16 Kota Serang	205
4.39 Uji N-Gain SMP Negeri 10 Kota Serang	206
4.40 Uji N-Gain SMP Negeri 13 Kota Serang	207
4.41 Uji N-Gain SMP Negeri 16 Kota Serang	208
4.42 Pengetahuan Siswa SMP Negeri 10 Kota Serang	209
4.43 Sikap Siswa SMP Negeri 10 Kota Serang	210
4.44 Perilaku Siswa SMP Negeri 10 Kota Serang	212
4.45 Pengetahuan Siswa SMP Negeri 13 Kota Serang	213
4.46 Sikap Siswa SMP Negeri 13 Kota Serang	215
4.47 Perilaku Siswa SMP Negeri 13 Kota Serang	217
4.48 Pengetahuan Siswa SMP Negeri 16 Kota Serang	218
4.49 Sikap Siswa SMP Negeri 16 Kota Serang	220
4.50 Perilaku Siswa SMP Negeri 16 Kota Serang	222

DAFTAR PUSTAKA

Sumber Buku:

- Ahmadi, A & Widodo, S. (2008). Psikologi Belajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
- Akbar, S. & Sriwiyana, H. (2011). Pengembangan Kurikulum dan Pembelajaran: Ilmu Pengetahuan Sosial. Yogyakarta. Cipta Media
- Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press
- Arend, R.I., Kilcher, A. (2010). Teaching for student learning. Becoming an accomplished teacher. Oxon: Routledg
- Arends, R. (2020). *Learning to Teach* (11th ed.). McGraw-Hill
- Asyafah, A. (2016). Metode Tadabur Qurani dalam Pembelajaran PAI. Bandung: Maulana Media Grafika.
- Badan Standar Nasional Pendidikan (2010). Paradigma Pendidikan Nasional Di Abad-21. Jakarta: BSNP
- Barnadib, I.(1997). Filsafat Pendidikan: Sistem & Metode. Cetakan ke 9. Yogyakarta: Andi Publishing
- Barth, J. L. (1990). Methods of instruction in social studies education. Maryland: University Press of America
- Bevan, N. & Sharon, T., (2009). Field Study Usability in Practice
- Bruner, J. (2020). *The Process of Education*. Harvard University Press
- Cholisin & Hisyam, D. (2006). Reorientasi dan pengembangan ilmu pengetahuan sosial di era Indonesia baru. Yogyakarta. Efisiensi Press
- Clare R. Kilbane., & Natalie B. Milman. (2014). Teaching Models. USA: Perason Education
- Costa, A.L. (1985). Developing Mind. Association for Supervision and Curriculum Development. Virginia. West Street Alexandria
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications
- Dewey, J. (1916). Democracy and Education. An Introduction to the Philosophy of Education. New York: Macmillan Company
- Dick, W., & Carey, L. (2020). *The Systematic Design of Instruction* (8th ed.). Pearson
- Dhuru, S., & Sunny, Y. (2024). *Social Science Education: Developing Social Scientific Perspective*. Routledge India.
- FAO, IFAD, UNICEF, WFP & WHO. (2017). The State of Food Security and Nutrition in the World 2017: Building Resilience for Peace and Food Security (Food and Agriculture Organization)

- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). London: SAGE Publications.
- Freire, P. (2021). *Education for critical consciousness*. Bloomsbury Publishing.
- Gagné, R. M. (1985). *The conditions of learning and theory of instruction* (4th ed.). Holt, Rinehart & Winston.
- Geller, E. S. (2016). *The Psychology of Safety Handbook*. CRC Press.
- Goleman, D. (2007). *Emotional Intelligence* (terjemahan). Jakarta: PT. Gramedia Pustaka Utama.
- Gutek, G.L. (1997). *Philosophical Alternatives in Education*. Loyala University of Chaniago
- Hakam, Kama Abdul and Nurdin, Encep Syarief. (2016). *Metode Internalisasi Nilai-Nilai*. Bandung: Maulana Media Grafika
- Hake, R. R. (1999). *Analyzing Change/Gain Scores*. Unpublished document. Indiana University. Retrieved from <http://www.physics.indiana.edu/~hake>
- Hasan, H. (1996). *Pendidikan Ilmu Sosial*. Bumi Aksara.
- Hasan, H. (2003). *Problematika pendidikan sejarah*. Bandung: FPIPS UPI
- Hill, W. F. (2013). *Teori-teori Pembelajaran: Konsepsi, komparasi, dan signifikasi*. (Terjemahan M. Khozim). New York: Longman. (Buku asli diterbitkan tahun 1990).
- Isjoni. (2010). *Integrated learning, pendekatan pembelajaran IPS di pendidikan dasar*. Pekanbaru: Falah Production.
- Jacobsen, D. A., Eggen, P., & Kauchak, D. (2009). *Metode-metode Pengajaran Meningkatkan Belajar Siswa TK-SMA*. Judul asli *Methods For Teaching Promoting Student Learning in K 12 Classrooms*. Terjemahan Achmad Fawaid & Khairil Anam. Yogyakarta. Pustaka Pelajar.
- Jarolimek, J. (1982). *Social Studies in Elementary Education*. New York: MC Millan.
- Johnson, E. (2002). *Contextual Learning: Making Meaningful Connections for Students*. Corwin Press, Inc: California
- Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Pearson Education, Inc.
- Kemendikbud. (2018). *Model-Model Pembelajaran*. Jakarta: Direktorat Pembinaan SMA Kementerian Pendidikan dan Kebudayaan RI
- Kementerian Kesehatan (Kemenkes) RI dan Studi Status Gizi Indonesia (SSGI). 2021. *Buku Saku: Hasil Studi Status Gizi Indonesia Tingkat Nasional, Provinsi dan Kabupaten/Kota Tahun 2021*. Jakarta: Kementerian Kesehatan RI
- Komalasari, Kokom. (2017). *Pembelajaran Kontekstual Konsep dan Aplikasi*. Refika Aditama. Bandung.
- Komalasari, Kokom & Didin Saripudin. (2022). *Pendidikan Karakter: KONSEP*

- dan Aplikasi Living Values Education. Refika Aditama: Bandung
- MacDonald, Ruth, and Cheryll Reitmeier. (2017). *Understanding food systems: agriculture, food science, and nutrition in the United States*. Academic Press
- Majid, A., Chaerul, R. (2014). *Pendekatan ilmiah dalam implementasi kurikulum 2013*. Bandung: PT Remaja Rosdakarya.
- Martorella (1994). *Social Studies For Elementary School Children Developing Young Citizen*. New York: Merrill.
- Molodysky, N. (2019). *Kuliner Khas Tionghoa di Indonesia: Rahasia Resep dan Kisah di Belakangnya*. VisiMedia
- Muhibinsyah. (2012). *Psikologi Belajar*. Bandung. Rajawali Press.
- Mukminan. (2002). *Dasar-dasar IPS*. Yogyakarta. FIS UNY.
- Mulyasana, Dedy. (2015). *Pendidikan Bermutu dan Berdaya Saing*. Bandung: PT Remaja Rosdakarya
- Nursa'ban, M., & Supardi. (2023). *Ilmu pengetahuan sosial untuk SMP/MTs kelas VII* (Edisi revisi). Jakarta: Kemendikbudristek.
- Pribadi, Benny A. (2010). *Model Desain Sistem Pembelajaran*. Jakarta: Dian Rakyat.
- Petrini, C. (2013). *Slow food nation: Why our food should be good, clean, and fair*. Rizzoli Publications
- Rusman. (2018). *Model-Model Pembelajaran*. Jakarta: Rajawali Pers.
- Sachs, Jeffrey D. (2015). *The Age of Sustainable Development*. New York: Columbia University Press
- Sachs, Jeffrey D., Christian Kroll & Guillame. (2022). *Sustainable Development Report 2022*. Cambridge University Press
- Sadulloh, Uyoh. (2018). *Pengantar Filsafat Pendidikan*. Bandung: ALFABETA
- Sani, R.A. (2015). *Pembelajaran saintifik untuk implementasi kurikulum 2013*. Jakarta: Bumi Aksara
- Santrock, John W. (2011). *Perkembangan Anak Edisi 7 Jilid 2*. (Terjemahan: Sarah Genis B) Jakarta: Erlangga.
- Sapriya. (2017). *Pendidikan IPS*. Bandung: Remaja Rosdakarya
- Silberman, M. L. 2013. *Active Learning 101 Cara Belajar Siswa Aktif Edisi Revisi*, Bandung: Nuansa Cendekia.
- Solso, L.R., Maclin, H.O., & Maclin, K.M. (2008). *Psikologi Kognitif*. Erlangga: Jakarta
- Suparno, P. (2010). *Filsafat Konstruktivisme dalam Pendidikan*. Jogjakarta: Kanisi.
- Supriatna, Nana. (2018). *Prosa Dari Praha Narasi Historis Masyarakat Konsumen Era Kapitalisme Global*. Bandung: Remaja RosdaKarya.

- Supriatna, Nana dan Neni Maulidah. (2020). *Pedagogi Kreatif, Menumbuhkan Kreativitas dalam Pembelajaran Sejarah dan IPS* (Adi Asmara (ed.); Cet Pertama). Remaja Rosdakarya.
- Suradisastara, D. (1993). *Pendidikan IPS III*. Jakarta. Direktorat jendral pendidikan tinggi.
- Susanto, A. (2013) *Teori Belajar dan Pembelajaran Di Sekolah Dasar*. Jakarta. Kencana Prenada Media Group.
- Tamam, Badrut. dkk. (2022). *Covid-19 dan Pangan Lokal (Jenis dan Mekanisme Aksi Pencegahannya)*. Malang: Inara Publisher.
- Thompson, Paul B. (2023). *From Silo to Spoon: Local and Global Food Ethics*. Oxford University Press
- Trianto. (2013). *Model Pembelajaran Terpadu: Konsep, Strategi dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Bumi Aksara.
- Trianto, (2007). *Model-model pembelajaran inovatif berorientasi konstruktivistik*. Prestasi Pustaka: Jakarta.
- Van Voorhis, P., & Salisbury, E. J. (2022). Social Learning Interventions. In *Correctional Counseling and Rehabilitation* (pp. 199-219). Routledge.
- Warsono., Hariyanto. (2012). *Pembelajaran aktif*. Bandung: PT. Remaja Rosdakarya.
- Wena, M. (2011). *Strategi pembelajaran inovatif kontemporer: suatu tinjauan konseptual operasional*. Jakarta: PT. Bumi Aksara.
- Yamin, M. (2007). *Kiat Membelajarkan Siswa*. Jakarta. Persada Press.
- Yuliatmoko, W. (2011). *Inovasi Teknologi Produk Pangan Lokal Untuk Percepatan Ketahanan Pangan*. Universitas Terbuka.
- Yusuf, Arief Anshory et al. (2017). *Menyongsong SDGS Kesiapan Daerah-Daerah Di Indonesia*. Bandung: Unpad Press

Sumber Jurnal:

- Abilova, Z., Kaldybayeva, A., & Zhansugurova, K. (2024). Project-based learning as a catalyst for developing reflective thinking in students. *Bulletin of Science and Practice*, 10(6), 657-662.
- Acquah, Maxwell, Justice. (2019). Examining the Significance of Social Studies in the Development of Citizens in a Democracy. *Journal of African Studies and Ethnographic Research*, 1(1). <https://royalliteglobal.com/african-studies/article/view/40/28>
- Adekola, A. P., & Mavhandu-Mudzusi, A. H. (2024). Chapter 9: Focus-group teaching in classrooms. 59–65. <https://doi.org/10.38140/obp1-2024-09>
- Adiwinata, N. N., Sumarwan, U., & Simanjuntak, M. (2021). Faktor-faktor yang memengaruhi perilaku konsumsi kopi di era pandemi Covid19. *Jurnal Ilmu*

- Keluarga dan Konsumen, 14(2), 189–202. <https://doi.org/10.24156/jikk.2021.14.2.189>
- Adrefiza, A., Ridha, A., & Habizar, H. (2024). Evaluating the Implementation of Project-Based Learning (PjBL): A Study at the English Language Education Study Program, Faculty of Education, Jambi University. *Innovare Journal of Education*. <https://doi.org/10.22159/ijoe.2024v12i1.49787>
- Afandi, R. (2011). Integrasi pendidikan karakter dalam pembelajaran IPS di sekolah dasar. *PEDAGOGIA*. Vol.1, No.1
- Afshin, A. et al. (2019). Health effects of dietary risks in 195 countries, 1990–2017: a systematic analysis for the Global Burden of Disease Study 2017. *Lancet* 393, 1958–1972.
- Akbar, Saeful K. (2022). Peningkatan Kemampuan Kolaborasi dan Komunikasi Siswa Kelas VII Melalui Model Pembelajaran Kooperatif Teknik Jigsaw. *Jurnal PAKAR GURU: Pembelajaran dan Karya Guru* <https://ejournal-leader.com/index.php/pakar> ISSN: 2798-9844 Vol. 2. No. 2
- Alaloul, W.S., Liew, M.S., Zawawi, N.A.W.A., & Kennedy, I.B. (2020). Industrial revolution 4.0 in the construction industry: Challenges and opportunities for stakeholders. *Ain Shams Engineering Journal*, 11(1), 225–230. doi.org/10.1016/j.asej.2019.08.010
- Alfaro, Danilo. (2022). *Food sustainability: The Factors, Choices, and Impact*. <https://www.thespruceeats.com/food-sustainability-5217551>
- Al-Hammoud, R., & Ghavam, K. (2018). Engaging Engineering Students in Lectures Using Anecdotes, Activities, and Games. <https://peer.asee.org/engaging-engineering-students-in-lectures-using-anecdotes-activities-and-games>
- Amoako-Sakyi, D., & Hs, A.-K. (2015). Problem-based learning in resource-poor settings: lessons from a medical school in Ghana. *BMC Medical Education*, 15(1), 221. <https://doi.org/10.1186/S12909-015-0501-4>
- Anggraeni, D., Najah, Z., Nurtiana, W., & Putri, N. A. (2021, March). Hazard analysis of sate Bandeng as indigenous food from Banten. In *2nd and 3rd International Conference on Food Security Innovation (ICFSI 2018-2019)* (pp. 191-195). Atlantis Press
- Ansori, Yoyo Zakaria. (2020). Pembinaan Karakter Siswa Melalui Pembelajaran Terpadu di Sekolah Dasar. *Jurnal Educatio FKIP UNMA*. Vol 6, No. 1. 177-186. DOI: <https://doi.org/10.31949/educatio.v6i1.308>
- Anugraheni, H. G., Turgarini, D., & Supriyono. (2023). Potensi wisata gastronomi Rabeg di Rumah Makan H. Naswi Kota Serang Banten. *Jurnal FAME*, 6(2), 54–99. <http://journal.ubm.ac.id/>
- Arcand, et al. (2019). Sodium Levels in Packaged Foods Sold in 14 Latin American and Caribbean Countries: A Food Label Analysis. *Nutrients*, 11, 369; [doi:10.3390/nu11020369](https://doi.org/10.3390/nu11020369)

- Arguello, M. (2018). Student Engagement: What is the Best Way to Motivate Students in the Secondary Classroom? <https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1712&context=honorsprojects>
- Armelia, Y., & Irianto, A. (2021). pengaruh uang saku dan gaya hidup terhadap perilaku konsumtif mahasiswa. *Jurnal Ecogen*, 4(3), 418–426. <http://dx.doi.org/10.24036/jmpe.v4i3.11509>
- Ayelazuno, J.A & Graham, E. (2021). It is Still Extractive Imperialism in Africa: Ghana's Oil Rush, Extractivist Exploitation, and the Unpromising Prospects of Resources-Led Industrialization. *The Palgrave Handbook of Africa and the Changing Global Order* pp 345–366. https://doi.org/10.1007/978-3-030-77481-3_17
- Ayun, Qurotu et al. (2020). Perkembangan Konversi Lahan Pertanian di Bagian Negara Agraris. *VIGOR: Jurnal Ilmu Pertanian Tropika dan Subtropika* 5 (2) : 38 - 44. doi: 10.31002/vigor.v5i2.3040
- Balan, L., Yuen, T., & Mehrtash, M. (2019). Problem-Based Learning Strategy for CAD Software Using FreeChoice and Open-Ended Group Projects. *Procedia Manufacturing*, 32, 339–347. <https://doi.org/10.1016/j.promfg.2019.02.223>.
- Baldy, J., (2019). Framing a sustainable local food system—how smaller cities in southern Germany are facing a new policy issue. *Sustainability* 11, 1–25.
- Barber, P. H., Ablan-Lagman, M. C. A., Ambariyanto, A., Berlinck, R. G. S., Cahyani, D., Crandall, E. D., Ravago-Gotanco, R., Juinio-Meñez, M. A., Mahardika, I. G. N., Shanker, K., Starger, C. J., Toha, A. H. A., Anggoro, A. W., & Willette, D. A. (2014). Advancing biodiversity research in developing countries: The need for changing paradigms. *Bulletin of Marine Science*, 90(1), 187 – 210. <https://doi.org/10.5343/bms.2012.1108>
- Batubara, I. A., Musthafa, B., & Gunawan, W. (2023). Implementation of project-based learning in teaching writing: key concepts and stages. *IJEE*, 10(2), 301–322. <https://doi.org/10.15408/ijee.v10i2.32452>
- Bedir, H. (2019). Pre-service ELT teachers' beliefs and perceptions on 21st century learning and innovation skills (4Cs). *Journal of Language and Linguistic Studies*, 15(1), 231–246. <https://doi.org/10.17263/jlls.547718>.
- Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The clearing house*, 83(2), 39-43
- Bellotti, E., Panzone, L., (2016). Media effects on sustainable food consumption. How newspaper coverage relates to supermarket expenditures. *Int. J. Consumer Stud.* 40, 186–200
- Bern, R.G., & Erickson, P.M. (2001). Contextual teaching and learning: preparing students for the new economy. *Journal of Research* no 5. <https://eric.ed.gov/?id=ed452376>. Diakses pada tanggal 19 Maret 2024.
- Bevan, N. & Sharon, T., (2009). Field Study Usability in Practice.

- Bjørkkjær, T., Palojoki, P., & Beinert, C. (2023). Harnessing the untapped potential of food education in schools: Nurturing the school subject Food and Health. *Maternal and Child Nutrition*, 20. <https://doi.org/10.1111/mcn.13521>
- Boiko, I. V. (2015). Motivation and stimulation of effective teaching and learning process. *Advanced Education*, 3, 20–25. <https://doi.org/10.20535/2410-8286.43881>
- Brad, M. M & Yamaguchi, M. (2013). The use of social networks in the social studies for global citizenship education : reflecting in the march 11 2011 disaster in japan. *The Georgia Social Studies Journal*. 3, (2), 80-93.
- Canto, C. A. R. D. L., Silveira, M. S., Piana, V. J., & Endres, C. M. (2023). *Project-based learning: A scope review to support the teaching process in higher education*. Seven Editora. <https://doi.org/10.56238/ptoketheeducati-040>
- Carvalho, G. P., Costa-Camilo, E., & Duarte, I. (2024). Advancing Health and Sustainability: A Holistic Approach to Food Production and Dietary Habits. *Foods*, 13(23), 3829. <https://doi.org/10.3390/foods13233829>
- Chao, Sophie. (2022). Gastrocolonialism: the intersections of race, food, and development in West Papua. *The International Journal of Human Rights*. Volume 26, Issue 5: 811 – 832. doi:10.1080/13642987.2021.1968378
- Chauhan, Y., Negi, I., & Singh, M. (2025). Cultural identity and Globalization in Culinary Practices: Exploring the Evolution, Diversity and Socioeconomic Impact of Food and Cuisine Across Cultures. *International Journal for Multidimensional Research Perspective (IJMRP)*, 3(1), 08–22. <https://doi.org/10.61877/ijmrp.v3i1.225>
- Chawla, Shreya et al. (2020). The Effect of Low-Fat and Low-Carbohydrate Diets on Weight Loss and Lipid Levels: A Systematic Review and Meta-Analysis. *Nutrients*, 12, 3774; doi:10.3390/nu12123774
- Chen, T., Zhao, Y., Huang, F.-Q., Liu, Q., Li, Y., Alolga, R. N., Zhang, L., & Ma, G. (2024). The effect of problem-based learning on improving problem-solving, self-directed learning, and critical thinking ability for the pharmacy students: A randomized controlled trial and meta-analysis. *PLOS ONE*, 19(12), e0314017. <https://doi.org/10.1371/journal.pone.0314017>
- Chernushenko, E. A., Saevich, O., & Ostrovska, H. E. (2022). Ways of enriching students' food diets with biogenic elements. *Vestnik Nacional'nogo Tehničeskogo Universiteta "HPI,"* 1, 54–60. <https://doi.org/10.20998/2220-4784.2022.01.09>
- Chirkina, E. A., Fefilov, A. V., & Lukina, S. (2024). Group Work as a Means of Forming Students' Subjective Position in Higher Education. *Obščestvo: Sociologîa, Psihologîa, Pedagogika*, 5. <https://doi.org/10.24158/spp.2024.5.6>

- Choi, J.-I., & Yang, S. (2024). Effectiveness and Design of PBL-Based Project Approach for Non-Major University Computing Courses. *Applied Sciences*, 15(1), 50. <https://doi.org/10.3390/app15010050>
- Coelho, C. (2014). *Facilitating facilitators to facilitate, in problem or enquiry based learning sessions*. 2(1), 4–10. <https://doi.org/10.5278/OJS.JPBLHE.V2I1.1004>
- Collingbourne, L., & Seah, W. K. G. (2015). Teaching project management using a real-world group project. *Frontiers in Education Conference*, 1–8. <https://doi.org/10.1109/FIE.2015.7344301>
- Conrad, Z., Blackstone, N.T., (2021). Identifying the links between consumer food waste, nutrition, and environmental sustainability: a narrative review. *Emerg. Sci.* 79 (3), 301–314.
- Cornelissen, Lars. (2023). Neoliberal imperialism. <https://doi.org/10.1177/02633957231164035>
- Crocco, Margaret S. (2013). “Sustainability and Social Studies: Perfect Together.” Guest Lecture for the University of Georgia College of Education, The COE Lecture Series: The Sixth Annual Mary Hep-burn Lectureship in Social Studies Education, Athens, GA, October 30.
- Dela Cruz, R., Wolfe, E., Yonemori, K. M., Fialkowski, M. K., Wilkens, L. R., Coleman, P., Lameko-Mua, S., Johnson, E., Gilmatam, D., Sigrah, C., Shomour, M., Remengesau, S., Alfred, J., Acosta, M., Ettienne, R., Deenik, J., Tanisha, A., Salazar, K. A., Novotny, R., & Boushey, C. J. (2022). Exploring Foods of the Pacific: Cultural Food Identity in the US Affiliated Pacific Region. *Hawai'i journal of health & social welfare*, 81(9), 247–252
- Desbiolles, Freya Higgins. (2022). The ongoingness of imperialism: The problem of tourism dependency and the promise of radical equality Author links open overlay panel. *Annals of Tourism Research*. Vol 94. <https://doi.org/10.1016/j.annals.2022.103382>
- Desiderio, E;García-Herrero, L;Hall, D; Segrè, A; Vittuari, M. (2022). Social sustainability tools and indicators for the food supply chain: A systematic literature review. *Sustainable Production and Consumption*. Vol 30, Pages 527-540. <https://doi.org/10.1016/j.spc.2021.12.015>
- Durazzo, A. (2019). The close linkage between nutrition and environment through biodiversity and sustainability: Local foods, traditional recipes, and sustainable diets. *Sustainability*, 11(10), 2876.
- Douglas, T. (2018). Passive to Active Learning: Engaging Students with a Technology-Based Learning System in Physiology. 3(2), 74–78. <https://journals.uc.edu/index.php/jrpct/article/download/890/799>
- Duiseyeva, L. A., & Bazhenova, S. M. (2024). Project work as an essential problem-solving skill. *Vestnik Torajgyrov Universiteta*, 3.2024, 31–40. <https://doi.org/10.48081/ock.5784>

- Dumbuya, E. (2025). Integrating Problem-Based Learning (PBL) in Curriculum Development to Enhance Critical Thinking and Problem-Solving Skills in Secondary. <https://doi.org/10.2139/ssrn.5019753>
- Egharevba, Jhon., & Iyamu, E. O. S. (2020). Promoting the effective teaching and learning of social studies through the use of mastery learning strategies in the 21st century. *KIU Journal of Social Sciences*, 6(2), 321-326.
- Elizar, E. (2019). Pembelajaran Terpadu dan Urgensinya dalam Pengembangan Karakter Anak Sekolah Dasar. *Edukasi Lingua Sastra*, 17(2), 1-12
- Eswaran, U. (2024). *Project-Based Learning* (pp. 23–43). IGI Global. <https://doi.org/10.4018/979-8-3693-2169-0.ch002>
- Fadlillah, M. (2018). Aliran progresivisme dalam pendidikan di Indonesia. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 5(1), 17-24.
- Fanzo, J., de Steenhuijsen Piter, B., Soto-Caro, A., Saint Ville, A., Mainuddin, M., & Battersby, J. (2024). Global and local perspectives on food security and food systems. *Communications Earth and Environment*, 5(1), 1–4. <https://doi.org/10.1038/s43247-024-01398-4>
- Febriani, et.al. (2019). Consumption of Fat, Protein, and Carbohydrate Among Adolescent with Overweight/Obesity. *Journal of Maternal and Child Health*, 4(2): 70-76. <https://doi.org/10.26911/thejmch.2019.04.02.02>
- Ferescky, A., & Safitri, D. (2024). Analisis tradisi Seren Taun sebagai sarana pelestarian kebudayaan Sunda di era globalisasi. *Jurnal Intelek Dan Cendekiawan Nusantara*, 1(2), 2995-3006
- Garnett, T., (2013). Food sustainability: problems, perspectives and solutions. *Proc. Nutr. Soc.* 72, 29–39
- Galleno, Lucia & Marcela Liscano. (2013). “Revitalizing the Self: Assessing the Relationship between Self-Awareness and Orientation to Change”. *International Journal of Humanities and Social Science*. Vol. 3 No. 16
- Giapponi, C. C., & Ritter, B. A. (2015). Leaps in Learning: Reflective Questioning and the Mastery of Threshold Concepts. *Organization Management Journal*, 12(2), 75. <https://doi.org/10.1080/15416518.2015.1049097>
- Giles, David Boarder & Victoria Stead. (2021). Big Data won't feed the world: global agribusiness, digital imperialism, and the contested promises of a new Green Revolution. *Dialectical Anthropology*. <https://doi.org/10.1007/s10624-021-09631-8>
- Gomar, R., & Chan, A. D. C. (2024). Equitable Engagement Methodologies in Engineering Education: Innovative Teaching Strategies and Their Impact. <https://doi.org/10.24908/pceea.2024.18626>
- Gorton, M., Tocco, B., Csillag, P., Filipović, J., & White, J. (2023). Trends in consumer preference for locally sourced food products (pp. 193–206). Burleigh Dodds Science Publishing Limited. <https://doi.org/10.19103/as.2023.0129.10>

- Goulão, M. de F., & Cerezo Menéndez, R. (2015). *The role of self-monitoring in adult learning in online context*. 18–25. <https://doi.org/10.4995/HEAD15.2015.416>
- Guliyev, E., Atashov, B., & Guliyeva, A. (2024). Governmental approaches to food security management: A bibliometric analysis. *Environmental Economics*, 15(2), 22–41. [https://doi.org/10.21511/ee.15\(2\).2024.03](https://doi.org/10.21511/ee.15(2).2024.03)
- Günzel, H., & Brehm, L. (2024). *A Roadbook for the Professionalization of Project-based Learning Courses*. <https://doi.org/10.4995/head24.2024.17194>
- Haase, Stefanie. et.al. (2019). Sodium chloride triggering Th17 autoimmunity. *Journal of Neuroimmunology*. Volume 329, 9-13. <https://doi.org/10.1016/j.jneuroim.2018.06.016>
- Handayani, M. N., Kamis, A., Ali, M., Wahyudin, D., & Mukhidin, M. (2021). Development of green skills module for meat processing technology study. *Journal of Food Science Education*, 20(4), 189 – 196. <https://doi.org/10.1111/1541-4329.12231>
- Handayani, R. D., & Triyanto. (2022). Seventh-grade students' conceptions of climate change, global warming, and the greenhouse effect. *Journal of Geoscience Education*, 70(4), 490 – 500. <https://doi.org/10.1080/10899995.2021.1989941>
- Harianto et al. (2020). Pengembangan Produk Mi Instan Jagung Madura dan Singkong Sebagai Substitusi Tepung Terigu. *Wijayakusuma National Conference (WiNCo)*. 18-23
- Harina H. Ohee & Musfira. (2019). Studi Alih Fungsi Lahan Hutan Sagu Sebagai Perumahan Residence Di Kabupaten Jayapura. *Jurnal Planoeearth*. Vol. 4 No. 2. <https://doi.org/10.31764/jpe.v4i2.692>
- Harper, B., Squires, D. & McDougall, A 2000. Constructivist simulations: A new design paradigm. *Journal of educational multimedia and hypermedia*, 9(2), 115–130
- He, Juan; Chen, Yapin Chen dan Tang, Xiaoqin. (2024). Study on Local Food System: A Case Study of a Traditional Farmer's Market. *Academic Journal of Management and Social Sciences*. Vol. 6, No. 2. doi: 10.54097/4y7mdd89
- Henderson, K. J., Coppens, E. R., & Burns, S. (2021). Addressing Barriers to Implementing Problem-Based Learning. *AANA Journal*, 89(2), 117–124. <https://pubmed.ncbi.nlm.nih.gov/33832571/>
- Hew, K. F., Cheung, W. S., Hew, K. F., & Cheung, W. S. (2014). Improving social studies students' critical thinking. *Using Blended Learning: Evidence-Based Practices*, 59-78.
- Ibragimova, F., Yakhshieva, M., Kuttibekova, G., Kushakova, G., Kabulova, Z., Tangirkulova, K., Kochkinov, K., & Kurbanova, D. (2024). Education in food processing for enhanced consumer awareness and sustainable practices. *Natural and Engineering Sciences*, 9(3), 12-23.

<https://doi.org/10.28978/nesciences.1581493>

- Iskandarov, B. Q. (2024). Using digital technologies in shaping students' information literacy. *Current Research Journal of Pedagogics*, 5(12), 29–32. <https://doi.org/10.37547/pedagogics-crjp-05-12-06>
- Iskandar, I., & Rahmayanti, R. (2018). Pengaruh gaya hidup, kelompok teman sebaya, dan literasi ekonomi terhadap perilaku konsumsi. *Jurnal Ilmu Manajemen dan Bisnis*, 9(2), 93–104. <https://doi.org/10.17509/jimb.v9i2.19749>
- Jackson, L., Keane, T., & Garvis, S. (2023). Analysis of Entrepreneurial Education in Secondary Schools: Teaching the Next Generation of Innovators. In *Technological Innovations in Education: Applications in Education and Teaching* (pp. 103-116). Singapore: Springer Nature Singapore
- Jannah, Althariqul., Susanti, E., Astuti, A. W., Sapitri, D. N., Angginae, M. R., Harahap, R. I., dan Dahyoko, W. (2024). Penerapan pendekatan student centered learning berbasis diskusi pada pembelajaran IPS. *Al-Ihda': Jurnal Pendidikan dan Pemikiran* 19.1: 1328-1334. doi: 10.55558/alihda.v19i1.124
- Jiang, Y., Huang, Y., & Qiao, L. (2024). Data-Driven Instructional Decision-Making: Framework, Instrument, and Process. *World Journal of Educational Research*, 11(3), p72. <https://doi.org/10.22158/wjer.v11n3p72>
- Jensen, A. A., & Lund, B. (2016). Dealing with Insecurity in Problem Oriented Learning Approaches: The Importance of Problem Formulation. 4(1), 53–70. <https://doi.org/10.5278/OJS.JPBLHE.V4I1.1554>
- Kabilan, S. J. (2024). A Problem-Based Learning (PBL) Approach in Effective Implementation of Innovation and Entrepreneurship Education for Engineering Undergraduates. *Journal of Engineering Education Transformations*, 38(is1), 120–126. <https://doi.org/10.16920/jeet/2024/v38is1/24220>
- Kara, İlyas, Özkan Ginesar, and Ahmet Tokmak. (2023). A study of the german social studies curriculum: the case of baden-württemberg. *Journal of Advanced Education Studies*, 5: 146-177. doi: 10.48166/ejaes.1354340
- Kholifah, E. R., & Sofwan, M. (2024). Comparison of Data Collection Methods: Advantages and Disadvantages. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 9(4), 519–525. <https://doi.org/10.34125/jkps.v9i4.628>
- Khorwal, G., Meshram, R., Vaibhav, V., Sharma, R., Singh, B., Chandran, S., & Sharma, K. (2024). Peer Assessment of Student Presentations: Key Takeaways and Lessons Learned. *Cureus*. <https://doi.org/10.7759/cureus.59809>
- Kompas, T., Che, T. N., & Grafton, R. Q. (2024). Global impacts of heat and water stress on food production and severe food insecurity. *Scientific Reports*, 14(1), 1–9. <https://doi.org/10.1038/s41598-024-65274-z>

- Kosanović, M., & Trivunović, B. (2022). Uticaj problemski zasnovanog učenja na podsticanje kritičkog mišljenja studenata u visokom obrazovanju. *Inovacije u Nastavi*, 35(4), 47–58. <https://doi.org/10.5937/inovacije2204047k>
- Laksmiwati, H., Rusijono, R., Mariono, A., & Arianto, F. (2022). The Influence of Collaborative Learning on Social Skills in Higher Education. *International Journal of Multidisciplinary Research and Analysis*, 05(11), 2997–3000. <https://doi.org/10.47191/ijmra/v5-i11-05>
- Langellotto, G. A., & Gupta, A. (2012). Gardening Increases Vegetable Consumption in School-aged Children: A Meta-analytical Synthesis. *HortTechnology*, 22(4), 430–445
- Larmer, J., & Mergendoller, J. R. (2010). Seven essentials for project-based learning. *Educational leadership*, 68(1), 34–37
- Leadbeatter, Delyse. (2021). What is integration of learning. *Teaching in Higher Education*, 26(1), 1–19. doi: 10.1080/13562517.2019.1632824
- Le Blanc D. (2015). Towards integration at last? The sustainable development goals as a network of targets: the sustainable development goals as a network of targets. *Sustain Dev* 23:176–187. <https://doi.org/10.1002/sd.1582>
- Lapitan, L. D., Tiangco, C. E., Sumalinog, D. A. G., Sabarillo, N. S., & Diaz, J. M. (2021). An effective blended online teaching and learning strategy during the COVID-19 pandemic. *Education for Chemical Engineers*, 35(May 2020), 116–131. <https://doi.org/10.1016/j.ece.2021.01.012>
- Lewis, Colin M. (2022). Capitalism, Imperialism and the Emergence of an Industrialized Global Economy. *Evolutions of Capitalism Historical Perspectives*:127–155. <https://doi.org/10.51952/9781529214826.ch006>
- Li, B., Ding, B., & Eilks, I. (2024). A Case on a Lesson Plan about Take-out Plastics Use Addressing Confucianism for Sustainability-Oriented Secondary Chemistry Education in Mainland China. *Journal of Chemical Education*, 101(1), 58 – 68. <https://doi.org/10.1021/acs.jchemed.3c00643>
- Li, J., & Song, W. (2022). Food Security Review Based on Bibliometrics from 1991 to 2021. *Foods*, 11(23), 1–15. <https://doi.org/10.3390/foods11233915>
- Likert RA. (1932). Technique for the measurement of attitudes. *Archives of Psychology*, 140 pp: 1–55
- Loeffler, M., & Van der Kamp, M. (2022). Experience-based learning: Food solution projects. In *Food Engineering Innovations Across the Food Supply Chain* (pp. 421–430). Academic Press. <https://doi.org/10.1016/b978-0-12-821292-9.00025-x>
- Løkke, S., Nielsen, H. N., & Holgaard, J. E. (2023). Problem-Based Learning Approach Facilitating Sustainable Waste Management. *Journal of Problem Based Learning in Higher Education*. <https://doi.org/10.54337/ojs.jpblhe.v11i3.7828>
- Loughran, J., Berry, A., & Mulhall, P. (2012). Understanding and Developing

- ScienceTeachers' Pedagogical Content Knowledge. Springer Science & Business Media.
- MacDonald, Ruth, and Cheryll Reitmeier. (2017). Understanding food systems: agriculture, food science, and nutrition in the United States. Academic Press
- Maharani, Laila dan Meri Mustika. (2016). "Hubungan Self Awareness Dengan Kedisiplinan Siswa Kelas VIII DI SMP Wiyatama Bandar Lampung" *Jurnal Bimbingan dan Konseling*
- Malik, R. S. (2018). Educational Challenges in 21st Century and Sustainable Development. *Journal of Sustainable Development Education and Research*, 2(1), 9–20. <https://doi.org/10.17509/jsder.v2i1.12266>
- Malik, D., Juneja, N. S., & Babu, B. V. (2023). Hábitos alimentarios entre niñas adolescentes: un estudio cualitativo en comunidades urbanas y periurbanas, Delhi, India. *Agroalimentaria*, 28(55), 39–52. <https://doi.org/10.53766/agroalim/2023.28.55.03>
- Mangram, J. A., Haddix, M., Ochanji, M. K., & Masingila, J. O. (2015). Active Learning Strategies for Complementing the Lecture Teaching Methods in Large Classes in Higher Education. 4(2015), 57–68. <https://doi.org/10.9743/JIR.2015.8>
- Mathew, E. (2024). Globalization and local flavours: the impact of modern food production on traditional cuisine and culinary heritage preservation. *Int. J. Multidimens. Res. Perspect*, 2, 61-78
- Martínez-Gutiérrez, R., Bravo, G., Bernardino, A., & de la Rosa, J. M. (2024). Perspective Chapter: SDG 4, Educational Strategy and Awareness for Social Innovation in Sustainable Development. <https://doi.org/10.5772/intechopen.1005252>
- McCabe, M. (2016). The Student Art Exhibit: A Collaborative Journey. 7(1). <https://journals.flvc.org/jafl/article/download/84751/84586>
- McCutchen, S. P. (1963). "A Discipline for the Social Studies." *Social Education* 27: 191–94.
- McFarland, M. A. (1989). "The Social Studies: Gateway to Citizen Voice, Vision, and Vitality." *Social Education* 54: 100–04.
- McGuire, Margit E. (1992). "Whose Voices Will Be Heard? Creating a Vision for the Future." *Social Education* 56, no. 2: 129–32.
- McIntosh, J. S. (2023). Applications of advanced curriculum: Using problem-based and project-based learning. In *Content-Based Curriculum for Advanced Learners* (pp. 197-214). Routledge
- Meda, L., & Talvio, M. (2024). Evaluating Qualitative Inquiry of Students' Reflections And Experiences in an Educational Research Course. 29–39. <https://doi.org/10.70020/eesh.2024.12.3>
- Meldina, Tika et al. (2020). Integrasi Pembelajaran IPS pada Kurikulum 2013 di Sekolah Dasar. *Jurnal Pendidikan Dasar: Ar Riayah*. Vol 4. No.1. DOI:

<http://dx.doi.org/10.29240/jpd.v4i1.1572>

- Mergendoller, J. R., Thomas, J. W. (2006). Managing project based learning. Principles from the field. The buck institute for education.
- Mikkelsen, B. E. (2011). Images of Foodscapes: Introduction to Foodscape Studies and Their Application in the Study of Healthy Eating Out-of-home Environments. *Perspectives in Public Health*, 131(5), 209–216. <https://doi.org/10.1177/1757913911415150>
- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22(1), 67–72. https://doi.org/10.4103/aca.ACA_157_18
- Mokolensang, O. G., Manampiring, A. E., & F. (2016). Hubungan Pola Makan Dan Obesitas Pada Remaja di Kota Bitung. *Jurnal E-Biomedik*, Vol 4. No 1. <https://doi.org/10.35790/ebm.4.1.2016.10848>
- Molenda, M. (2003). In search of the elusive ADDIE model. *Performance improvement*, 42(5), 34-37.
- Monteiro, C. A., Cannon, G., Moubarac, J. C., Levy, R. B., Louzada, M. L. C., & Jaime, P. C. (2018). The UN Decade of Nutrition, the NOVA food classification and the trouble with ultra-processing. *Public health nutrition*, 21(1), 5-17
- Morawicki, Ruben O., and González, Delmy J. Díaz. (2018). "Focus: Nutrition and food science: Food sustainability in the context of human behavior." *The Yale journal of biology and medicine* 91(2).912. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6020726/>
- Murillo, A. L., Safan, M., Castillo-Chávez, C., Capaldi-Phillips, E. D., & Wadhera, D. (2016). Modeling Eating Behaviors: the Role of Environment and Positive Food Association Learning via a Ratatouille Effect. *arXiv* (Cornell University). <https://doi.org/10.48550/arxiv.1601.03419>
- Murphy, M., Coffey, A., Pallan, M., & Oyeboode, O. (2024). Changing the food environment in secondary school canteens to promote healthy dietary choices: a qualitative study with school caterers. *BMC Public Health*, 24(1). <https://doi.org/10.1186/s12889-024-19513-7>
- Mustafa, P.S. & Roesdiyanto, R. 2021. Penerapan Teori Belajar Konstruktivisme melalui Model PAKEM dalam Permainan Bolavoli pada Sekolah Menengah Pertama. *Jendela Olahraga*, 6(1), 50–65
- Mutanga, M. B. (2024). Students' Perspectives and Experiences in Project-Based Learning: A Qualitative Study. *Trends in Higher Education*, 3(4), 903–911. <https://doi.org/10.3390/higheredu3040052>
- Mutiara, E., Suyanto, S., Luthfiyah B, N. K., Laksita, G. D., & Zamzami, Z. (2024). Improving Critical Thinking Skills using Problem Based Learning: Systematic Literature Review. *Jurnal Penelitian Pendidikan IPA* (JPPIPA), 10(12), 988–995.

<https://doi.org/10.29303/jppipa.v10i12.7872>

- Napso, M. D. (2023). Advantages and disadvantages of online learning. *Vestnik Altajskogo Gosudarstvennogo Pedagogičeskogo Universiteta*. <https://doi.org/10.37386/2413-4481-2023-3-27-30>
- Neeser, Marie, Ramboli Natura, Shivani Jain, Jim Taylor, and Frand Lenglet. (2010). "Sweden's Pioneering Role in Education for Sustainable Development." In *Tomorrow Today*, edited by Karen McCandless, and Rebecca Lambert, 89–90. New York: Tudor Rose.
- Nondzor, E., & Tawiah, S. (2015). Consumer Perception and Preference of Fast Food: A Study of Tertiary Students in Ghana. *Science Journal of Business Management*, 3(1), 43. <https://doi.org/10.11648/J.SJBM.20150301.16>
- Nuuyoma, Vistolina., Mbambo, Kretha., and Kambeyo, Linus. (2024). Work-Integrated Learning as a Model to Strengthen Industry-Academia Collaboration. In *Advancing Student Employability Through Higher Education* (pp. 93-108). IGI Global. doi: 10.4018/979-8-3693-0517-1.ch006
- Ohly, H., Gentry, S., Wigglesworth, R., Bethel, A., Lovell, R., & Garside, R. (2016). A Systematic Review of the Health and Well-being Impacts of School Gardening: Synthesis of Quantitative and Qualitative Evidence. *BMC Public Health*, 16, 286. <https://doi.org/10.1186/s12889-016-2941-0>.
- Okpara, Atuma & Agwu M. Edwin. (2015). "Self Awareness and Organizational Performance in the Nigerian Banking Sector". *European Journal of Research and Reflection in Management Sciences*. Vol. 3 No. 1
- Ossowska, L., Janiszewska, D., Kwiatkowski, G., & Oklevik, O. (2024). Local Food Production Based on Culinary Heritage—A Way to Local Sustainability. *Sustainability* (2071-1050), 16(24)
- O'Donnell, et al. (2020). Salt and cardiovascular disease: insufficient evidence to recommend low sodium intake. *European Heart Journal* 41, 3363–3373. doi:10.1093/eurheartj/ehaa586
- Panjaitan, et al. (2020). Analisis Dampak Export Restriction Komoditi Pertanian Terhadap Indonesia. *Jurnal Agribisnis Indonesia* (Journal of Indonesian Agribusiness) Vol 8 No 1; 1-16 <https://doi.org/10.29244/jai.2020.8.1>.
- Partini dan Intan S. (2022). Kebijakan Pengembangan Ketahanan Pangan Lokal. *Jurnal Agribisnis Unisi*, 11 (1).
- Peile, Ed. (2006). Integrated learning. *BMJ*, 332(7536), 278. doi: 10.1136/BMJ.332.7536.278
- Piburn, Michael D. (1977). "Teaching about Science and Society: Moral Judgment and the Prisoner's Dilemma." *Theory and Research in Social Education* 5, no. 2: 20–30.
- Pinto, R. S., dos Santos Pinto, R. M., Silva, F. F., Campos, S. S., & Cordovil, C. M. (2018). A simple awareness campaign to promote food waste reduction

- in a University canteen. *Waste Management*, 76, 38–38. <https://doi.org/10.1016/j.wasman.2018.02.044>
- Poore, J. & Nemecek, T. (2018). Reducing food's environmental impacts through producers and consumers. *Science* 360, 987–992
- Porkodi, S., Saranya, R., Sultana, A., & Mittal, P. (2023). Assessing the Impact of Collaborative Learning Practices on Competency Development in Entrepreneurship Program: A Study of Higher Education Students in Delhi NCR Region of India. *Journal of Information & Knowledge Management*, 22(05). <https://doi.org/10.1142/s0219649223500211>
- Prakong, S. (2024). *The Role of Critical Thinking in Enhancing Students' Problem-Solving Abilities in Higher Education*. 1(1), 10–16. <https://doi.org/10.70088/scx8x622>
- Pratiwi, N., Restuati, M. (2014). Perbedaan Hasil Belajar Siswa Berdasarkan Jenis Kelamin Yang Diajar Menggunakan Multimedia Berbasis Computer Pada Materi Sistem Reproduksi Manusia. *Jurnal Penelitian Bidang Pendidikan*. Volume 20:1. ISSN 0852-0151
- Prestikadini, R. S., & Dewi, E. R. (2023). Influence of Lecture and Question and Answer Methods Assisted by Video Learning Media on Primary School Students' Science Critical Thinking Abilities. *Jenius*. <https://doi.org/10.22515/jenius.v4i2.7772>
- Puspitasari, E. (2014) Inovasi pembelajaran ilmu pengetahuan sosial. *jurnal edueksos*. Vol. III. No. 1.
- Puspitasari & Murda. (2018). Pengaruh Model Pembelajaran IOC Berbantuan Media Audio Visual terhadap Hasil Belajar IPS. *Mimbar PGSD Undiksha*, 6(2). <https://doi.org/http://dx.doi.org/10.23887/jjpgsd.v6i2.19470>
- Putri, S., Siregar, P. D., Andini, A., Novia, N. Y., Hasibuan, S. M., & Yusnaldi, E. (2024). Membangun kesadaran sosial melalui pembelajaran IPS yang interaktif. *Education Achievement: Journal of Science and Research*, 5(3), 1325–1334. <https://doi.org/10.51178/jsr.v5i3.2220>
- Rauf, A.W dan Martina S.L. (2009). Pemanfaatan Komoditas Pangan Lokal Sebagai Sumber Pangan Alternatif di Papua. *Jurnal Litbang Pertanian*, 28 (2).
- Rehman, A., Batool, Z., Ma, H., Alvarado, R., & Oláh, J. (2024). Climate change and food security in South Asia: the importance of renewable energy and agricultural credit. *Humanities and Social Sciences Communications*, 11(1), 1–11. <https://doi.org/10.1057/s41599-024-02847-3>
- Riggle, Richard. (1989). "Human Ecology: A Suprastructure for Global Education." *Theory and Research in Social Education* 17, no. 4: 295–303.
- Roe, D., Binns, H., & Oliver, G. (2016). Foodscapes of Children and Young People: Food Access, Food Choice, and the Role of Place. In P. Jackson & M. P. Lewis (Eds.), *Reframing Convenience Food: Environmental and Social Impacts of Convenience Food* (pp. 123-139). Routledge

- Roesardhyati, R. and Kurniawan, D., 2021. Identifikasi Faktor Yang Mempengaruhi Pertumbuhan Balita Pendek (Stunting). *Jurnal Kesehatan Mesencephalon*, Vol 6 No.2
- Romiszowski, A.J. (1981). *Designing Instructional Systems: Decision Making in Course Planning and Curriculum Design* (1st ed.). Routledge. <https://doi.org/10.4324/9780203063446>
- Rubab, Um E., Parveen, Nazia., Jafari, Saiyida, Masooma., and Yousuf, M, Imran. (2024). Social and Emotional Self-Awareness Skills among Students: A Case Study. *Qlantic Journal of Social Sciences and Humanities*, doi: 10.55737/qjssh.649789352
- Rusdin, N. M. (2018). Teachers' Readiness in Implementing 21st Century Learning. *International Journal of Academic Research in Business and Social Sciences*, 8(4), 1271–1284. <https://doi.org/10.6007/IJARBSS/v8-i4/4270>
- Rymarczyk, J. (2020). Technologies, opportunities and challenges of the industrial revolution 4.0: Theoretical considerations. *Entrepreneurial Business and Economics Review*, 8(1), 185–198. doi.org/10.15678/EBER.2020.080110
- Sabet, F., & Böhm, S. (2024). Towards sustainable school food: An experiential planetary health framework integrating meals and food education. *British Educational Research Journal*, 00, 1–22. <https://doi.org/10.1002/berj.4100>
- Safitri, D. (2024). Peran Metode Outdoor Study Dalam Meningkatkan Motivasi Belajar Peserta Didik Pada Mata Pelajaran IPS di SMP. *Jurnal Intelek Dan Cendekiawan Nusantara*, 1(3), 3345-3354.
- Sajiman, Nurhamidi, and Mahpolah. (2015). “Kajian Bahan Berbahaya Formalin, Boraks, Rhodamin B Dan Methalyn Yellow Pada Pangan Jajanan Anak Sekolah Di Banjarbaru.” *Jurnal Skala Kesehatan* 6(1)
- Sang, E., & Kim, J.-W. (2024). Development of Sustainable Food Education Program for Neulbom School focused on Lower Grade Elementary Students. *The Korean Association of Practical Arts Education*, 37(4), 1–20. <https://doi.org/10.24062/kpae.2024.37.4.1>
- Schedin, Staffan and Hassan, Osama A.B. (2014). *An Integrated Learning Model In Collaboration With Industrial Partners*
- Seaman, J. Beightol, P. Shirilla, and B. Crawford. 2010. "Contact Theory as A Framework for Experiential Activities as Diversity Education: An Exploratory Study." *Journal of Experiential Education*. Vol. 32, no. 3, pp. 207–225
- Sewagegn, A. A., & Diale, B. M. (2019). Empowering Learners Using Active Learning in Higher Education Institutions. *IntechOpen*. <https://doi.org/10.5772/INTECHOPEN.80838>
- Shahroom, A.A., & Hussin, N. (2018). Industrial Revolution 4.0 and education. *International Journal of Academic Research in Business and Social Sciences*, 8(9), 314–319. doi.org/10.6007/ijarbss/v8-i9/4593

- Shapiro, S. S., & Wilk, M. B. (1965). "An Analysis of Variance Test for Normality (Complete Samples)." *Biometrika*.
- Sharova, T., Kolomoiets, H., & Malechko, T. (2024). The Use of Interactive Teaching Methods in Educational Institutions. *Problems of Education*, (2 (101)), 221-243
- Shuttleworth. (2015). Teaching the Social Issues of a Sustainable Food Supply. *The Social Studies*. DOI: 10.1080/00377996.2015.1043602
- Şimşek, E. K., Kara, M., Kalıpçı, M. B., & Eren, R. (2024). Sustainability and the Food Industry: A Bibliometric Analysis. *Sustainability*, 16, 3070. <https://doi.org/10.3390/su16073070>
- Singh, Ram. (2024). "Sustainability and environmental issues in food processing." *Nanobiotechnology for Food Processing and Packaging*. Academic Press. 209-222
- Smith, R. O. (1970). "Though Time Be Fleet." *Social Education* 34: 191–94.
- Solso, L.R., Maclin, H.O., & Maclin, K.M. (2008). *Psikologi Kognitif*. Erlangga: Jakarta
- Sousa, R. R. A. de. (2024). Pedagogy and Andragogy: project-based education to promote active and meaningful learning. *Revista Interseção*, 6(1), 231–250. <https://doi.org/10.48178/intersecao.v6i1.485>
- Špehte, E. (2024). Reflection – a Learning Strategy to Improve a Student's Performance After Providing Feedback. <https://doi.org/10.7250/9789934371288>
- Stewart, Glen., and Reinders, Hayo. (2023). Metacognition and self-awareness: The impact of one language teacher's reflection about his instructional delivery and personality. *Second Language Teacher Education*, 2(1), 67-93. <https://doi.org/10.1558/slte.23709>
- Stoica, A.-M. (2024). Project-Based Learning - a Tool to Increase Students' Intrinsic Motivation. *Educația* 21, 29, 55–63. <https://doi.org/10.24193/ed21.2024.29.07>
- Suparno, P. (2010). *Filsafat Konstruktivisme dalam Pendidikan*. Jogjakarta: Kanisi.
- Supriatna, N., Romadona, N. F., Saputri, A. E., & Darmayanti, M. (2018). Implementasi Education for Sustainable Development (ESD) Melalui Ecopedagogy dalam Pembelajaran Tematik Terpadu di Sekolah Dasar. *Primaria Educationem Journal*, 1(2), 80-86.
- Suraya, Rani dkk. (2018). The Effect Snack Food Consumption, Physical Activity, Screen Time, and Sleep Duration to Obesity at Teenagers. *Jurnal Dunia Gizi*, Vol. 3, No. 2.
- Surya, A.P., Relmasira, S.C., Hardini, A. T. (2018). Penerapan model pembelajaran project based learning (PJBL) untuk meningkatkan hasil belajar dan kreatifitas siswa kelas III SD negeri sidorejo lor 01 salatiga. *Jurnal Pesona Dasar*. Vo. 6 No.1. ISSN: 2337-9227

- Syaharuddin, S., Rahman, A. M., & Fitriyani, R. (2020). Utilization Of Social Community as Learning Resources On Social Studies. *The Kalimantan Social Studies Journal*, 1 (1), 18–24. <https://doi.org/10.20527/kss.v1i1.1253>
- Syahdia, R. R., Nuryani, H., Nuryanti, M. Arch. Ir. W., & Sukmayani, N. S. (2024). Challenges of Implementing Project-Based Learning Models in Secondary Schools in Various Countries. 6(1), 281–294. <https://doi.org/10.62885/edusci.v6i1.340>
- Thattantavide, A., & Kumar, A. (2024). Local food systems as a resilient strategy to ensure sustainable food security in crisis: Lessons from COVID-19 pandemic and perspectives for the post-pandemic world. *CABI Reviews*, (2024). <https://doi.org/10.1079/cabireviews.2024.0020>
- The Economist Impact dan Fondazione Barilla. (2023). *Food Sustainability Index: Interactive World Map*. <https://impact.economist.com/projects/foodsustainability/interactive-world-map>. Diakses Tangga 21 Januari 2023
- Thornton, Stephen J. (2022). "Social Studies Curriculum." Routledge. doi: 10.4324/9781138609877-ree92-1
- Tresnasih, R. I., Lasmiyati, L., Rostiyati, A., & Merlina, N. (2023). Leuit Sebagai Simbol Kearifan Lokal. *Paradigma: Jurnal Kajian Budaya*, 13, 159-76
- Utami, C., Nirawati, R. (2018). Pengembangan kemampuan literasi matematis melalui model PJBL dengan pendekatan realistic saintific dan pengukuran berbasis pisa. AKSIOMA. *Jurnal Pendidikan Matematika FKIP Univ.Muhammadiyah Metro*. ISSN 2089-8703. Vol.7. No.3.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press
- Wahyudi, I., Nuryartono, N., & Rifin, A. (2016). Cluster of Indonesia Kabupaten-Kota Potential in Developing Food Crop and Horticulture Commodities. *Indonesian Journal of Business and Entrepreneurship (IJBE)*, 2(3), 151-151.
- Wang, Liang et al. (2020). Elevated Fat Intake Increases Body Weight and the Risk of Overweight and Obesity among Chinese Adults: 1991–2015 Trends. *Nutrients* 2020, 12, 3272; doi:10.3390/nu12113272
- Wani, M. D., Dada, Z. A., & Shah, S. A. (2023). Can consumption of local food contribute to sustainable tourism? Evidence from the perception of domestic tourists. *International Journal of Sustainable Development & World Ecology*. <https://doi.org/10.1080/13504509.2023.2262950>
- Waris, A dan Kumar, S. A. (2022). Local Food Systems and Farmers' Markets-an Exploratory Study. *Asian Journal of Agricultural Extension, Economics & Sociology*, 40(12), 60-67
- Warsame, A. A., Abdukadir Sheik-Ali, I., Hassan, A. A., & Sarkodie, S. A. (2024). The nexus between climate change, conflicts and food security in Somalia: empirical evidence from time-varying Granger causality. *Cogent*

- Food and Agriculture, 10(1).
<https://doi.org/10.1080/23311932.2024.2347713>
- Wawak, S. (2024). Enhancing project quality through effective team management. *International Journal of Information Systems and Project Management*. <https://doi.org/10.12821/ijispm120203>
- Willett, W. et al. (2019). Food in the Anthropocene: the EAT–Lancet Commission on healthy diets from sustainable food systems. *Lancet* 393, 447–492.
- Wibowo, D. R. (2020). Problematika Guru SD Dalam Pembelajaran IPS Jarak Jauh di Masa Pandemi Covid-19. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 7(2), 183–192
- Williams, Karen Marie Bradburn. (1985). “Self-awareness theory and decision theory: a theoretical and empirical integration”. *Retrospective Theses and Dissertations IOWA State University*. 1985, hlm. 15-16
- Wittman, H. (2011). Food sovereignty: a new rights framework for food and nature?. *Environment and Society*, 2(1), 87-105
- Witzling L. & Shaw B.R. (2019). Lifestyle Segmentation and Political Ideology: Toward Understanding Beliefs and Behavior About Local Food. *Appetite*. Vol 132. 106-113 doi: <https://doi.org/10.1016/j.appet.2018.10.003>.
- Wulan, Febriana Restuning. (2021). Kesadaran Mahasiswa Iain Kudus Terhadap Dampak MieInstan Serta Alternatif Mie Sehat Alami. *Pontianak Nutrition Journal*. Vol 4 No. 2.
- Young, M. R. (2018). Reflection Fosters Deep Learning: The “Reflection Page & Relevant to You” Intervention. *Journal of Instructional Pedagogies*, 20. <https://files.eric.ed.gov/fulltext/EJ1178730.pdf>
- Zaenatun, dkk (2021). Pengaruh Pembelajaran Terpadu Terhadap Hasil Belajar Siswa di Sekolah Dasar. *Jurnal Inovasi Pendidikan dan Pembelajaran Sekolah Dasar*. Vol 5, No 2.
- Zafra, Eric. (2024). Focus-group teaching in classrooms. *Educational Innovations Journal*. 59-65
- Zhou, C., & Krogh, L. (2024). The impact of food systems on food security and sustainability. *Journal of Sustainable Food Systems*, 16(2), 34–49. <https://doi.org/10.1079/sfs.2024.0123>
- Zhou, C., & Krogh, L. (2019). *Developing Successful Group Processes in Interdisciplinary Projects* (pp. 103–116). Springer. https://doi.org/10.1007/978-3-030-18842-9_9
- Zhu, D. (2023). Sustainable Food Production Systems and Their Effects on Global Health. *International Journal of Sustainable Agriculture*, 11(2), 122-130. <https://doi.org/10.1080/15612523.2023.1892937>

Sumbr Disertasi/Tesis:

- Andini, B. D. (2017). Pemetaan Ketahanan Pangan Wilayah Berdasarkan aspek Akses Pangan di Kabupaten Bantul. Skripsi, (Prodi Agribisnis, FP.UMY)
- Daliana, Salis. (2016). "Deskripsi Self Awareness dan Kemampuan Penalaran Matematis Siswa Kelas VII SMP Muhammadiyah Sokaraja". *Thesis Universitas Muhammadiyah Purwokerto*.
- Emawati, N. (2016). Kemiskinan di desa Pesisir Penghasil Tanaman Pangan di Kabupaten Bantul. Thesis., (Universitas Gadjah Mada)
- Farida, Leli. (2018). *Analisis Strategi Pengembangan Produk Pangan Lokal Dalam Meningkatkan Industri Kreatif Perspektif Ekonomi Islam*. (Program Studi Ekonomi Syariah, Universitas Islam Negeri Raden Intan Lampung).
- Fikriyani, Anisa. (2022). *Pemanfaatan Pangan Lokal Sebagai Sumber Pemenuhan Gizi Anak Usia Dini Di Dusun Ndewel Kecamatan Mbeliling Kabupaten Manggarai Barat*. (Program Studi Pendidikan Islam Usia Dini, Universitas Islam Negeri Mataram).
- Giorda, E. (2017). *Local Food in Perspective: Place, Time, Authenticity, and the Relocalization of the Food System* (Doctoral dissertation, Michigan State University). Michigan State University.
- Grasty, K. (2023). Edible Learning: School Food Service Programming and Experiential Education that Promote Sustainable Agriculture and Better Nutritional Health (Doctoral dissertation, San Jose State University). <https://doi.org/10.31979/etd.9gnc-sz46>
- Turgarini, D. (2018). *Gastronomi Sunda sebagai Daya Tarik Wisata Kota Bandung*. Yogyakarta: Universitas Gadjah Mada.

Artikel:

- Muhammad, R. M., Nik Omar, N. R., Mohamed Nor, N. A. A., Nik Mohamed Masdek, N. R., Ponari, S. Z., Haimid, M. T., Ahmad, B., & Harun, M. H. (n.d.). Kajian penilaian kelestarian impak dan implikasi ekonomi pertanian Bandar.
- Peck, Devlin. (2024). The Full History of Instructional Design. Devlin Peck. Diakses dari <https://www.devlinpeck.com/content/history-of-instructional-design>
- Santos Perez, Craig. (2013). "Facing Hawai'i's Future: Book Review." <https://kenyonreview.org/2013/07/facing-hawai%CA%BBi%CA%BBs-future-book-review/>. Diakses 26 Mei 2023
- Wati, Helnida. (2020). Pemberdayaan Bahan Pangan Lokal. *Sintari: Kelas Ibu*

Sumber Prosiding:

- Horbatiuk, Oksana., Polishchuk, Svitlana., Kuchynska, Iryna., and Blashkova, Olena. (2023). Integrated learning in a modern school in the context of distance education. Sabiedrība, integrācija, izglītība. Proceedings of the

International Scientific Conference (Vol. 1, pp. 601-612). doi: 10.17770/sie2023vol1.7095

- Maryani, Enok. (2020). Food security for drought disaster adaptation in Cireundeu Traditional Village. IOP Conference Series: Earth and Environmental Science. Food security for drought disaster adaptation in Cireundeu Traditional Village - IOPscience
- Sreedharan, S., Babu, V. S., Saritha, G. N. G., Sherly, S. V., & Kumar, A. (2023). A Cross-continental Survey of Traditional Food Systems That Are Based on Wild Food Plants. In *Wild Food Plants for Zero Hunger and Resilient Agriculture* (pp. 93-124). Singapore: Springer Nature Singapore
- Sundawa, D., Fitriyari, S., & Iswandi, D. (2018, April). Sustainable Development Principles in the Green Constitution. In *IOP Conference Series: Earth and Environmental Science* (Vol. 145, No. 1, p. 012122). IOP Publishing. <https://doi.org/10.1088/1755-1315/145/1/012122>
- Turgarini, D., Ningsih, C., Annabella, A., & Arrohmah, D. T. (2023, December). Tour Packages of Local Food Gastronomy in Pasir Ipis Village, Lembang, West Bandung Regency. In *4th International Conference on Tourism, Gastronomy, and Tourist Destination (TGDIC 2023)* (Vol. 266, p. 386). Springer Nature.

Laporan Penelitian:

- Badan Penelitian dan Pengembangan Kesehatan. 2018. Laporan Nasional Riskesdas 2018. Kementerian Kesehatan Republik Indonesia.
- Kencana, Difha. (2019). Pengaruh Mie Instan Bagi Kesehatan Anak Kos Di Jalan Garuda Induk, Kec. Padang Utara, Kota Padang.
- World Health Organization, United Nations Children's Fund (UNICEF) & World Bank. (2021). Levels and Trends in Child Malnutrition: UNICEF / WHO / The World Bank Group Joint Child Malnutrition Estimates: Key Findings of The 2021 Edition. World Health Organization. <https://www.who.int/publications/i/item/9789240025257>

Sumber Website:

- Bapennas. (2023). Empat Pilar SDGs. <https://sdgs.bappenas.go.id>
- FAO. (2018). Sustainable Food Systems, Concept and Framework. <http://www.fao.org/3/ca2079en/CA2079EN.pdf>.
- FAO and UNICEF. (2021). Asia and the Pacific – Regional Overview of Food Security and Nutrition 2021: Statistics and trends. Bangkok, FAO. <https://openknowledge.fao.org/items/b79e6936-426d-47e3-b38a-9554a7949d24>
- Kemdikbud, Guru Dikdas. (2020). Mengenal Model Pembelajaran Discovery Learning. <https://gurudikdas.kemdikbud.go.id/news/Mengenal-Model-Pembelajaran-Discovery-Learning>

- NCSS Position Statement. (2016). A Position Statement of National Council for the Social Studies. 80,(3), 183-185. <https://www.socialstudies.org/position-statements>
- NCSS. (2016). A Vision of Powerfull Teaching and Learning in Social Studies. Social Education 80(3), 180-182. <https://www.socialstudies.org/social-education/80/03/vision-powerful-teaching-and-learning-social-studies>
- Nugraheni, Mutiara. (2017). Peningkatan Citra Pangan Lokal. *Sosialisasi Penganekaragaman Pangan yang diselenggarakan oleh Badan Ketahanan Pangan dan Penyuluhan Daerah Istimewa Yogyakarta*. <https://mujamujukel.jogjakota.go.id/detail/index/33192>
- TasteAtlas. (n.d.). *Semur daging*. <https://www.tasteatlas.com/semur-daging>
- UN. (2019). World Population Prospects 2019. <https://www.un.org/sustainabledevelopment/blog/2019/06/growing-at-a-slower-pace-world-population-is-expected-to-reach-9-7-billion-in-2050-and-could-peak-at-nearly-11-billion-around-2100-un-report/>
- UNESCO. (2005). Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability. Paris: UNESCO, 2005. United Nations Statistics Division. Living Beyond Our Means: Natural Assets and Human Well-Being: Millennium Ecosystems Assessment. New York: United Nations. <https://unesdoc.unesco.org/ark:/48223/pf0000143370>
- UNESCO. (2025). The right to education. UNESCO. <https://www.unesco.org/en/right-education?>

Peraturan Pemerintah:

- Bapennas. (2021). Rencana Aksi Nasional: Tujuan Pembangunan Berkelanjutan (TPB)/ Sustainable Development Goals (SDGs) 2021-2024.
- Peraturan Pemerintah Nomor 17 Tahun 2015. Tentang Ketahanan Pangan dan Gizi

Media Massa:

- Puspaningtyas, Lida. (2022). Forum Ketahanan Pangan Global digelar di KTT G20 Bali. <https://www.republika.co.id/berita/rkzrmn349/forum-ketahanan-pangan-global-digelar-di-ktt-g20-bali>
- Putri, Rizki. (2023). Capai 177 Kasus, Kecamatan Curug Tertinggi Gizi Buruk se-Kota Serang. <https://kabarbanten.pikiran-rakyat.com/seputar-banten/pr-596184509/capai-177-kasus-kecamatan-curug-tertinggi-gizi-buruk-se-kota-serang>