



## The Development of An English Textbook Based on Local Wisdom to Improve the Students' Literacy

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**Abstract:** This research aims to develop an English textbook based on local wisdom to improve the students' literacy. This research used a research and development (R&D) method with an ADDIE model, which consists of five stages, namely, analysis, design, development, implementation, and evaluation. The research subjects were the MA Almunawwaroh Merauke students for XI class. The research used tests, interviews, and questionnaires to collect the data. The data analysis technique was descriptive statistical analysis. The results of the research showed that the development of English books was in the good or feasible category. As the result of validation, based on assessment from the English lecturer, the content aspect before revision was 31 while after revision was 47, the presentation aspect before revision was 43, and after revision was 67, based language aspect where the stage before revision was 18 and after revision was 31, on the graphical aspect where the stage before revision was 28 and the stage after revision was 38. Based on the assessment of the English teacher, for the content aspect before revision, the score was 29 while the stage after the revision was 45, the presentation aspect where before the revision is 44, and after the revision was 66, on the language aspect where the stage before the revision was 19 and after the revision was 29, on the graphic aspect where the stage before the revision was 25 and the stage after the revision was 33. Furthermore, in the assessment of the principal based on content before revision the results of score is 28 while the stage after revision was 42, in the aspect of presentation before revision the overall score was 36, and after revision gets a score of 65, in the aspect of language where the stage before revision was 18 and after revision 29, in the aspect of graphics where the stage before revision was worth 23 and the stage after revision was worth 32. Before the book was used by all the students. The researchers did a trial by giving tests to students. Furthermore, the trial was conducted on 20 students. The students were given tests to know the students' literacy after implementing the book. Furthermore, the trial was conducted on 20 students at MA Al-Munawwaroh by giving questions in the book that had been prepared, while the average value of the test results was 76.95.

### Article History

Received: 03-07-2024  
Revised: 10-08-2024  
Accepted: 15-09-2024  
Published: 21-10-2024

### Key Words:

English Textbook; Local  
Wisdom; Literacy;  
Textbook; Learning  
Media.

**How to Cite:** Uspayanti, R., & Marnina, M. (2024). The Development of An English Textbook Based on Local Wisdom to Improve the Students' Literacy. *Jurnal Paedagogy*, 11(4), 684-696.  
doi:<https://doi.org/10.33394/jp.v11i4.12203>



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### Introduction

The availability of relevant and contextual textbooks is one of the factors in supporting success in the learning process. Books are teaching media that contain information that can develop the knowledge and competence of students. Teaching media can help students understand lessons and develop learning concepts (Agustika, 2020). Gagne & Briggs (in Kristanto, 2016), state that learning media includes tools that are physically used to convey the content of learning materials, which consist of books, tape recorders, cassettes,



videos, video recorders, films, slides, photos, pictures, graphics, televisions, and computers. In this case, teaching media is a component of learning resources that can stimulate students to learn which is used in achieving learning objectives. Success in achieving learning objectives can be seen in several components: objectives, strategies, materials, and evaluation (Rusman, 2013).

The success in learning is inseparable from the effectiveness of the media used by the teacher in the learning process. In addition, teachers must find an easy way about something to be taught to make it easier for students to capture information (Uspayanti et al, 2020), and should present interesting learning media that can motivate, increase interest, and make it easier for students in the learning process. Appropriate learning media is essential in supporting student learning by providing concrete experiences and acting as an intermediary between teachers and students (Wulandari et al, 2023). Teachers can develop media with their creativity by looking at phenomena in their environment that can be conveyed through learning media (Yamin, 2022). This statement is also supported by Yulianti (2017), the use of media in learning can be a tool for critical thinking and can be used in inquiry activities. The innovative media used in the learning process is printed media, namely textbooks. Textbooks can be used as an alternative way of supporting English language learning. Textbooks play an important role in student learning success, learning resources, and utilization of textbooks can stimulate students to read which provides various skills (Sugiyanta et al, 2022).

English is widely studied by students from elementary school to college level. Mastery and understanding of English will develop themselves socially and intellectually. English textbooks are needed to obtain maximum results and as evaluation material to measure the student's ability in learning. A teacher must use media or authentic materials in teaching English. Using media in the teaching and learning process is necessary to attract students' attention and make teaching and learning activities more interesting and effective. Therefore, media plays an important role in helping students learn, one of which is printed media in the form of English textbooks. One of the interesting things to study is local wisdom. A textbook containing local wisdom will attract students' interest in studying the book and also improve the students' literacy (Sujinah et al, 2019).

Local wisdom is part of the society's culture that cannot be separated from the environment and language of a society. Local wisdom is the idea of the local community consisting of wisdom values that are passed down from one generation to the next (Uspayanti et al, 2021). According to Suherman (2016), the concept of local wisdom is the result of culture and its existence emotionally and spiritually that has been embedded in students of a particular region and is a concept that should be used as a reference in the development of the education system. In the learning process, the use of teaching material based on local wisdom is expected to preserve the positive values contained in the nation's culture and produce maximum learning outcomes (Jannah et. all., 2017). This is also supported by Maryono (2014), asserting that the utilization of local potential as a learning resource is a feature expected by the curriculum in creating meaningful and adaptive learning. Local wisdom must be applied in schools and Laili (2017) stated in her research that English teachers are expected to develop English teaching materials integrated with character education and local wisdom.

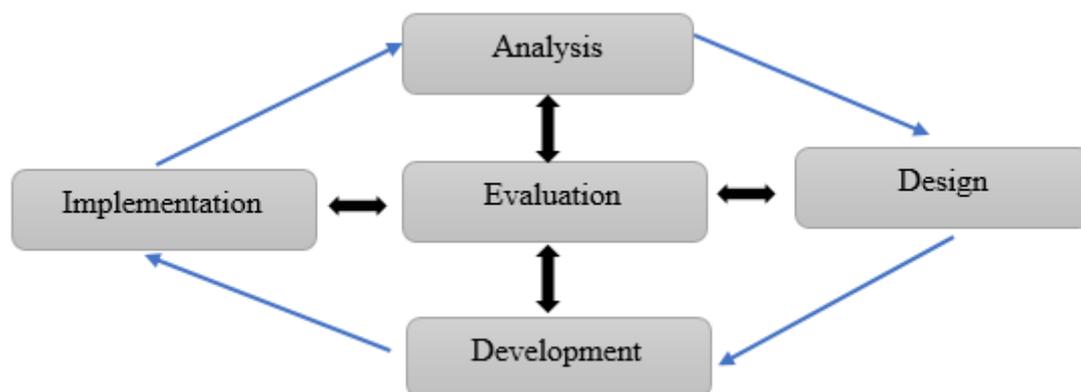
This research was based on the students' lack of learning English, the lack of utilization of teaching media, there were not English textbooks appropriate for students' level, the lack of understanding of existing local wisdom, and the low of students' literacy. Literacy is defined as the ability to read, and write, and proficiency in reading and writing. The

definition of literacy based on the context refers to an integration of writing, reading, and critical thinking skills (Purwati, 2017). Sholeh et al (2021) argue that literacy is the ability to literacy such as writing, reading, speaking, and understanding the meaning and content of reading or words related to a person's cognitive skills.

In recent years, research related to the development of textbooks to improve students' literacy has been carried out by many previous researchers. Book development is one of the alternatives in improving the ability and achievement of learning objectives. The research proposed by the researchers builds on the novelty that has been previously researched. As a continuation stage of the previous research, this research brings an English textbook based on local wisdom. This research is also a follow-up to previous research which based on the results of the study showed a lack of motivation to learn English, and the unavailability of contextualized textbooks based on the level and needs of students. Based on the background of previously described, this study aims to develop English textbooks based on local wisdom and to know the effectiveness of English textbooks in improving students' literacy.

### Research Method

This research is development research. The product to be developed was an English textbook based on local wisdom. This research used Research and development (R&D) model (R&D). The development model used the ADDIE model (Analysis, Design, Develop, Implement, and Evaluate). There are 5 stages of the ADDIE model (Aldoobie, 2019). The ADDIE development research steps are presented in the form of a chart in the figure as follows:

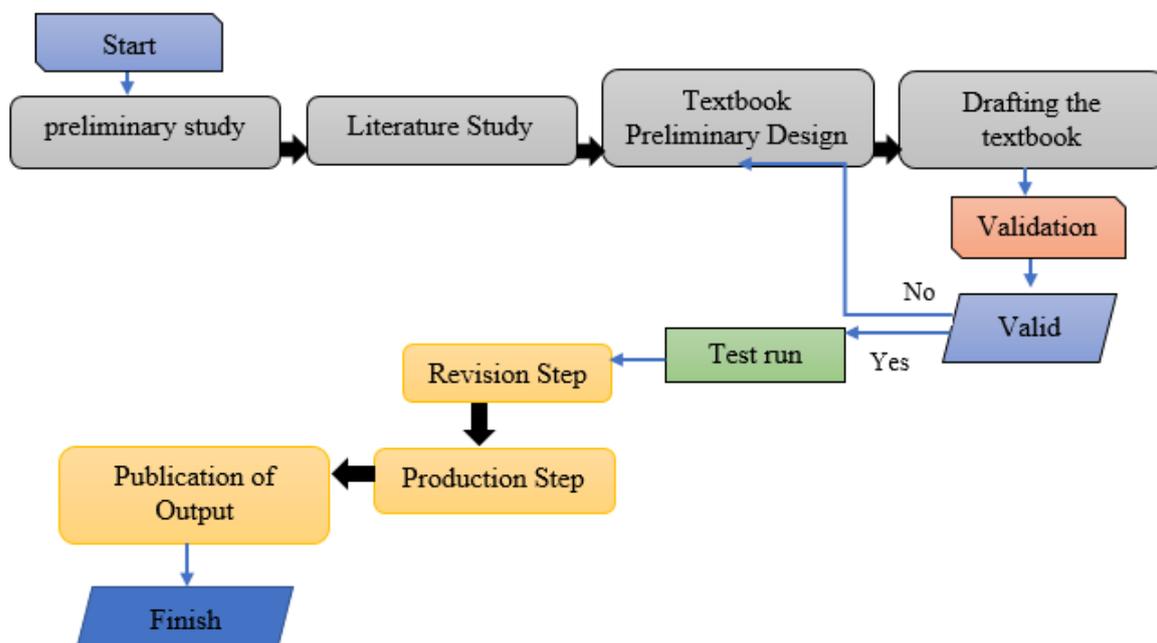


**Figure 1. ADDIE Model**

The instruments used in collecting data were questionnaires, interviews, and tests. Where the questionnaire given consists of several items that contain things about the textbook that have been developed. The test given for the coursebook trial consists of several questions to see the effectiveness of an English textbook based on local wisdom that has been developed. This research was conducted from July to December 2023. The subject of this research was the students of MA Al Munawwaroh grade XI students. This study aims to develop coursebooks for students as learning leads.

In collecting data, researchers use several stages, the first step is analysis. Researchers analyzed the needs of students at MA Al Munawwaroh. Second, researchers prepared concepts and materials in the development of textbooks. Third, researchers developed draft books, and the draft books were validated by experts. The next step is the implementation

step, in this section researchers provided this textbook to students as a tool in the learning process. Finally, an evaluation was conducted to measure the success of using an English textbook based on local wisdom in improving students' literacy. As stated above, this research is development research conducted to produce teaching material based on local wisdom that is suitable for MA-AI Munawwaroh students in improving students' literacy. The flow chart of this research can be seen in the following figure:



**Figure 2. Research Flow Chart**

In this study, the analysis technique used was a descriptive statistical analysis by describing the data that had been collected as it is without intending to make conclusions that apply to the public (Sugiyono, 2010). The data obtained through the questionnaire was then analyzed by calculating the percentage of results. In addition, the analysis of the test results after the application of the developed textbook. In this data collection, there were two focuses, namely quantitative data and qualitative data.

## Results and Discussion

The result of this research produced an English textbook that included language skills namely reading, speaking, listening, and writing skills. It also included language areas namely grammar and vocabulary. The content is also connected to local wisdom, especially in South Papua. Local wisdom in Indonesia is a combination of values, norms and customs agreed upon by the local community, forming a unique cultural heritage (Fatawati, 2021). Every chapter of this book is completed with questions to make it easier for grade XI students to understand the content of the reading and help train students' mindset in solving critical, logical, fast, and precise problems. Integrating local wisdom in language teaching can help English language teaching while preserving local values and boosting learners' confidence (Rifa'I, 2019). This applied research was conducted at MA-AI Munawwaroh Merauke in class XI. This activity was carried out in several stages starting from analyzing partner needs, developing textbooks, and implementing textbooks.



## **Observation and Need Analysis**

The first stage is observation and analysis of students' needs. At this stage, the researchers did the observations followed by analyzing the needs of students at MA Al-Munawwaroh related to textbooks to be developed starting from the content of the material to the evaluation. The needs analysis data was obtained by conducting interviews with English teachers, students, and principals at MA Al-Munawwaroh starting from the material studied in class XI, evaluation materials, and books used in the learning process. Based on the results of interviews namely: (1) English books used in MA Al Munawwaroh grade XI are still less effective and are not equipped with a lot of material from various skills such as grammar, vocabulary, reading text, writing text, and speaking (2) teachers rarely teach about reading because many students still lack vocabulary and find it difficult to open a dictionary if they find difficult vocabulary; (3) The content of the English book used by the teacher is still felt to be irrelevant to the needs of students so that the teacher tries to relate the material to everyday life. (4) The material presentation in the books has not been linked to local wisdom. For this reason, based on initial coordination with the principal and English teacher, the researcher found several inputs and suggestions obtained, namely: (1) suggested that making an English textbook based on local wisdom can provide material that students in class XI easily understand by adding vocabulary to each reading; (2) Papuan local wisdom is also added to the textbook, so the students know more about local wisdom in Papua; (3) Adding varied question. It also supported, based on Pamenang (2021), that learning based on local wisdom enhances cultural knowledge and provides opportunities for students to better understand and adore their local culture. Therefore, a good book as a learning facility should be supported with clear language and much information. A good textbook should provide adequate coverage of essential concepts, be organized in a systematically progressive manner, and have clear language and sufficient information (Agrawal et al, 2012).

After conducting observations and finding the needs, the researchers conducted socialization related to the textbooks to be developed and conducted interviews with students in class XI related to constraints and needs in English learning as an additional picture and material in the preparation of an English-textbook based on local wisdom. Furthermore, at this stage, the researchers also asked several questions related to English material to determine the initial ability of students before introducing an English textbook based on local wisdom.

## **Development of the Product**

Developing an English textbook based on local wisdom as the way to improve literacy of students, consisted of some steps namely:

### **1) Preliminary Study and Literature Study**

After doing the needs analysis, the researchers developed the product that started preliminary study and literature study. For this step, the researchers prepared the concept and material for developing the book. The book consisted of some chapters. Furthermore, the literature study is a series of library data collection activities, reading, and taking notes related to research materials. The book developed is an English textbook based on local wisdom intended for MA Al Munawwaroh students in class XI equipped with practice questions to measure students' abilities after learning the material.

### **2) Initial design of textbook**

The next stage was the initial design of the English textbook draft based on local wisdom that the researchers wrote the draft table of contents that would be presented in the English textbook.



### 3) Preparation of Textbook Draft

The next stage was the preparation of an English textbook draft based on local wisdom ranging from the material of each chapter to evaluation questions in each chapter. The textbook was suited to the level and needs of students and RPP. The material was presented in several chapters, and each chapter is equipped with explanations, summary examples, and evaluation questions. The material presented was associated with existing local wisdom, especially local wisdom in South Papua. The development of local wisdom-based English textbooks contains several aspects with the material presented consisting of English vocabulary, grammar usage, and 4 language skills based on local wisdom.

### 4) Validation Stage

Before finalizing the book, it was validated by experts. Validation was carried out by experts which aims to obtain suggestions related to the content. The validation was carried out based on suggestions, and input from material expert lecturers and English teachers related to the development of this textbook as the improvement of book quality. The validation results from experts showed that the book draft had to be improved. The improvements were by adding material about linguistic elements in each chapter, reducing and improving the material in Chapter 3, and improving and editing questions (comprehension tests) that were not yet appropriate. The next step was the researchers continued to carry out further validation to improve English textbook based on local wisdom.

### 5) Socialization Stage

After conducting the validation stage, the researchers socialized with teachers and students regarding the results of the English textbook draft to improve this book. Based on the results of socialization and discussion, researchers found several inputs and suggestions obtained, namely: (1) The participants suggest providing material that is easily understood by students, especially reading texts that match the level of students (2) Adding more material related to local wisdom (3) Adding videos or applications in the form of e-books to help the students study at home. (4) Adding varied questions.

## Validation Data

### Validation Data by English Lecturer

Validation data by experts includes content, presentation, language, and graphics. In the validation process was carried out 2 times with the maximum score for 3 aspects were "5".

**Table 1. Validity Result based on Content**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Suitability of material with main competencies and basic competencies	3	4
2	Accuracy and correctness of the material with the concept	3	4
3	Integration of material	3	4
4	Accuracy of material with facts	2	3
5	Accuracy of illustrations and examples	2	5
6	The material presented has a coherent and intact train of thought	3	5
7	The material is presented contextually	3	4
8	Material presented is easy to understand	3	5



9	Relevance of the material to the characteristics of active thinking	3	5
10	Relevance of the material to the characteristics of creative thinking	3	4
11	Relevance of the material to the characteristics of innovative thinking	3	4
<b>Score</b>		<b>31</b>	<b>47</b>

**Table 2. Validity Results based on Presentation**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Logical and systematic presentation of material	2	4
2	The order of presentation of material based on TPS	3	4
3	Suitability of material presentation with learning objectives	2	5
4	Balance of presentation between chapters	2	4
5	Presentation encourages learners to work creatively	3	4
6	The material encourages learners to think actively	2	4
7	Materials encourage learners to think creatively and innovatively	3	4
8	Presentation leads learners to explore information	4	5
9	Penyajian contoh memperjelas pemahaman peserta didik	3	4
10	Preface	3	5
11	Table of content	3	5
12	Comprehension Test	4	5
13	Glossary	2	4
14	References	3	5
15	Accuracy of images and text	4	5
<b>Score</b>		<b>43</b>	<b>67</b>

**Table 3. Validity Aspect by Language aspect**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Suitability of material with linguistic rules	2	5
2	Standardization of terms	3	5
3	Sentence effectiveness	3	5
4	Communicative	3	4
5	Dialogical and Interactive	2	3
6	Appropriateness of discourse to the learning context	3	4
7	Appropriateness of language structure	2	5
<b>Score</b>		<b>18</b>	<b>31</b>

**Table 4. Validity Result by Graphic Aspect**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Book format size	4	5
2	Type, font size, spacing, and number of lines	3	5
3	Cover design	3	4



3	Cover design in each chapter title	3	5
4	Content Design	4	5
5	The consistenst of Chapter title	4	5
6	Picture Color	3	4
7	Paper Quality	4	5
<b>Score</b>		<b>28</b>	<b>38</b>

Table 1-4 shows a significant improvement between Step 1 and step 2 based on some aspects such as content, presentation, language, and graphic aspects.

**Validation Data by English Teacher**

After the book was validated by the English lecturer, it was carried out by the English teacher. The validation of the development of English books for teachers is the same as the assessment by material experts which includes aspects of content, language aspects and graphical aspects.

**Table 5. Validity Result based on Content**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Suitability of material with main competencies and basic competencies	2	4
2	Accuracy and correctness of the material with the concept	2	4
3	Integration of material	3	3
4	Accuracy of material with facts	2	4
5	Accuracy of illustrations and examples	3	5
6	The material presented has a coherent and intact train of thought	4	5
7	The material is presented contextually	3	4
8	Material presented is easy to understand	3	4
9	Relevance of the material to the characteristics of active thinking	3	4
10	Relevance of the material to the characteristics of creative thinking	2	4
11	Relevance of the material to the characteristics of innovative thinking	2	4
<b>Score</b>		<b>29</b>	<b>45</b>

**Table 3. Validity Results based on Presentation**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Logical and systematic presentation of material	3	5
2	The order of presentation of material based on TPS	2	4
3	Suitability of material presentation with learning objectives	3	5
4	Balance of presentation between chapters	3	4
5	The presentation encourages learners to work creatively	3	4
6	The material encourages learners to think actively	3	4
7	Materials encourage learners to think creatively and innovatively	3	4



8	Presentation leads learners to explore information	4	5
9	Penyajian contoh memperjelas pemahaman peserta didik	3	5
10	Preface	3	4
11	Table of content	3	5
12	Comprehension Test	3	4
13	Glossary	2	4
14	References	3	5
15	Accuracy of images and text	3	4
<b>Score</b>		<b>44</b>	<b>66</b>

**Table 7. Validity Aspect by Language aspect**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Suitability of material with linguistic rules	3	5
2	Standardization of terms	3	4
3	Sentence effectiveness	2	5
4	Communicative	3	4
5	Dialogical and Interactive	2	3
6	Appropriateness of discourse to the learning context	3	4
7	Appropriateness of language structure	3	4
<b>Score</b>		<b>19</b>	<b>29</b>

**Table 8. Validity Result by Graphic Aspect**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Book format size	3	4
2	Type, font size, spacing and number of lines	3	4
3	Cover design	3	4
3	Cover design in each chapter title	3	4
4	Content Design	3	4
5	The consistent of Chapter title	3	4
6	Picture Color	4	4
7	Paper Quality	3	5
<b>Score</b>		<b>25</b>	<b>33</b>

Table 5-8 shows a significant improvement between Step 1 and step 2 based on some aspects such as content, presentation, language, and graphic aspects.

**Validation Data by Principal**

The next validation was carried out by the principal of MA Al- Munawwaroh. The validation is the same as the assessment by material experts (English teacher and lecturer).

**Table 9. Validity Result based on Content**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Suitability of material with main competencies and basic competencies	3	4
2	Accuracy and correctness of the material with the concept	3	3
3	Integration of material	2	4



4	Accuracy of material with facts	2	4
5	Accuracy of illustrations and examples	3	4
6	The material presented has a coherent and intact train of thought	3	5
7	The material is presented contextually	2	4
8	Material presented is easy to understand	3	4
9	Relevance of the material to the characteristics of active thinking	2	3
10	Relevance of the material to the characteristics of creative thinking	2	4
11	Relevance of the material to the characteristics of innovative thinking	3	3
<b>Score</b>		<b>28</b>	<b>42</b>

**Table 10. Validity Results based on Presentation**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Logical and systematic presentation of material	2	4
2	The order of presentation of material based on TPS	3	4
3	Suitability of material presentation with learning objectives	2	5
4	Balance of presentation between chapters	3	4
5	The presentation encourages learners to work creatively	2	4
6	The material encourages learners to think actively	3	4
7	Materials encourage learners to think creatively and innovatively	2	4
8	Presentation leads learners to explore information	4	5
9	Penyajian contoh memperjelas pemahaman peserta didik	3	4
10	Preface	2	5
11	Table of content	2	4
12	Comprehension Test	2	4
13	Glossary	2	4
14	References	2	5
15	Accuracy of images and text	2	5
<b>Score</b>		<b>36</b>	<b>65</b>

**Table 11. Validity Aspect by Language aspect**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Suitability of material with linguistic rules	3	4
2	Standardization of terms	2	5
3	Sentence effectiveness	3	4
4	Communicative	2	5
5	Dialogical and Interactive	3	3
6	Appropriateness of discourse to the learning context	2	4
7	Appropriateness of language structure	3	4
<b>Score</b>		<b>18</b>	<b>29</b>



**Table 12. Validity Result by Graphic Aspect**

Num.	Indicator	Step 1 (Before Revised)	Step 2 (After Revised)
1	Book format size	3	4
2	Type, font size, spacing and number of lines	2	4
3	Cover design	3	4
3	Cover design in each chapter title	3	4
4	Content Design	3	4
5	The consistent of Chapter title	3	4
6	Picture Color	3	4
7	Paper Quality	3	4
<b>Score</b>		<b>23</b>	<b>32</b>

The table above shows a significant improvement between stage 1 and stage 2. The results of the validation of material expert lecturers, English teachers, and school principals show that the development of English books is in the good or feasible category as can be seen from the results for every table. It can be seen before and after revision from content, presentation aspect, language aspect, and graphical aspects. In general, coursebooks must consist of 3 parts which include the initial part, the content part, and the final part. The initial part of the book contains an introduction like teaching materials in general, namely the page, cover, title page, introduction, introduction, and table of contents.

After doing the validation, the assessment was carried out to find out the students' literacy by giving the test to students. There were 20 students as the sample of this research. The students were given some questions based on the presented book and the average score of the test results literacy was 76.95. A textbook based on local wisdom can improve students' learning results and attract students to learning (Seftiani, et. al, 2019). EFL textbooks based on local wisdom successfully develop students' English language skills while exploring local culture and practices (Darmayenti, et. al, 2021).

In theory, this research can be used as a learning reference. The results of the research will be used as a reference in creating interesting and fun learning and can summarize critical thinking skills in problem-solving. The result of this research can be used as a learning supporting facility for teachers and students to improve the student's ability in English. Thus, it is also supported by Warsame (2023), Textbooks provide significant support for teachers to deliver the curriculum efficiently and increase students' motivation and confidence in their ability to perform well academically.

### **Conclusion**

After conducting research and development of this English textbook, conclusions were obtained in the form of an initial description of the use of English textbooks, how to develop English textbooks, and the level of product feasibility. The results of the validation of material expert lecturers, English teachers, and school principals show that the development of English books is in the good or feasible category. Based on the assessment from the English lecturer, namely on the content aspect before revision was 31 while after revision was 47, the presentation aspect before revision was 43, and after revision was 67, based on the language aspect where the stage before revision is 18 and after revision was 31, on the graphical aspect where the stage before revision was 28 and the stage after revision is 38. Based on the assessment of the English teacher, namely on the content aspect where the



stage before the revision with the score was 29 while the stage after the revision was 45, the presentation aspect where before the revision is 44 and after the revision is 66, on the language aspect where the stage before the revision is 19 and after the revision is 29, on the graphic aspect where the stage before the revision is 25 and the stage after the revision is 33. Furthermore, in the assessment of the principal based on content before revision the results score was 28 while the stage after revision was 42, in the aspect of presentation before revision the overall score was 36, and after revision gets a score of 65, in the aspect of language where the stage before revision was 18 and after revision 29, in the aspect of graphics where the stage before revision was worth 23 and the stage after revision was worth 32. Furthermore, the trial was conducted on 20 students at MA Al-Munawwaroh by giving questions in the book that had been prepared, while the average value of the test results was 76.95.

### Recommendation

The English learning book based on local wisdom for grade XI MA Al-Munawwaroh students that has been developed in this study can be used as additional teaching materials. This research can be used as a reference for creating interesting and fun learning. Teachers can implement the developed product as a learning tool to improve students' English language skills. Moreover, this research can help learners in an interesting and fun learning process so that it can improve learners' English language skills.

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