

DEVELOPING ENGLISH TEACHING MATERIALS BASED ON LOCAL WISDOM FOR THE TENTH GRADE STUDENTS AT SMA NEGERI 1 ALASA

By Niguen Faldes Hulu

DEVELOPING ENGLISH TEACHING MATERIALS BASED ON
LOCAL WISDOM FOR THE TENTH GRADE STUDENTS
AT SMA NEGERI 1 ALASA

UNDERGRADUATE THESIS



By
NIGUENTS FALDES HULU
Student ID No. 202108054

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS NIAS
2024

10
DEVELOPING ENGLISH TEACHING MATERIALS BASED ON
LOCAL WISDOM FOR THE TENTH GRADE STUDENTS
AT SMA NEGERI 1 ALASA

17
UNDERGRADUATE THESIS

Presented to
Universitas Nias
Fulfillment of the Requirements for the
Degree of *Sarjana Pendidikan*

By
NIGUENTS FALDES HULU
Student ID No. 202108054

19
DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS NIAS
2024

© Hak Cipta Milik Universitas Nias, Tahun 2023
Hak Cipta Dilindungi Undang-Undang

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan atau menyebutkan sumbernya. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik, atau tinjauan suatu masalah; dan pengutipan tersebut tidak merugikan kepentingan Universitas Nias. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apa pun tanpa izin Universitas Nias

**“IT'S BETTER TO FAIL THAN NOT TRYING
AT ALL”**

“Experience Is the Best Teacher”

43

I dedicate this thesis to my family especially my beloved father and mother. I will forever be indebted to them for the wise counsel and kind words have, as always, served her well, always pray, give advice, support, motivate her, enormous struggle for educating her until be a mature girl and the immortal love during making this undergraduate thesis.

ABSTRACT

Hulu, Niguents Faldes, 2023, Developing English Teaching Materials Based on Local Wisdom for the Eight Grade Students at SMA Negeri 1 Alasa.

Advisor: Elwin Piarawan Zebua, S.Pd., M.Pd

1 Teaching materials play a very important role in achieving learning objectives which are prepared according to the students' characteristics. The Merdeka Curriculum assumes the integration of local wisdom into teaching materials because it contains noble values that can develop knowledge to shape students' character and increase students' motivation in learning. English teachers at SMA Negeri 1 Alasa still used general teaching materials or have not specifically brought out the local wisdom of the Nias tribe. One of Nias local wisdom that can be integrated into English learning is folktales in the form of legends for Narrative Text material. So, this research aims to produce visual book teaching materials based on local wisdom that are suitable and practical to use. This research uses Research and Development method, using the 4D development model. The results show that the visual book teaching materials that have been developed by researchers are very suitable and practical to use, as evidenced by the validation and practicality questionnaire results. Validation results by language experts with an average of 4, included in the very feasible category with a percentage of 100%. Validation results by media experts with an average of 3.8, included in the very feasible category with a percentage of 95%. Validation result by material experts with an average of 3.86, are included in the very feasible category with a percentage of 96.66%. The results of practicality test by teachers and students are included in the very practical category with the largest percentage being 100% and the smallest percentage being 88.66%. From the results of this research, it is concluded that the development of English teaching materials based on local wisdom for the eighth grade students at SMA Negeri 1 Alasa is feasible and practical for use in the learning process. It is recommended that teachers can develop teaching materials based on local wisdom in the region for other learning content.

45
Keywords: Teaching Materials, Local Wisdom, Folktales

ABSTRAK

Hulu, Niguents Faldes, 2023, Pengembangan Bahan Ajar Bahasa Inggris Berbasis Kearifan Lokal Untuk Siswa Kelas Sepuluh di SMA Negeri 1 Alasa.

Pembimbing Skripsi: Elwin Piarawan Zebua, S.Pd., M.Pd

Bahan ajar memegang peranan yang sangat penting dalam mencapai tujuan pembelajaran yang disusun sesuai dengan karakteristik khusus peserta didik. Kurikulum Merdeka mengasumsikan integrasi kearifan lokal atau potensi daerah ke dalam materi bahan ajar karena mengandung nilai-nilai luhur yang dapat mengembangkan pengetahuan untuk membentuk karakter peserta didik serta meningkatkan motivasi dan daya tarik peserta didik dalam belajar. Namun guru bahasa Inggris di SMA Negeri 1 Alasa masih menggunakan bahan ajar umum yang belum mengintegrasikan kearifan lokal Nias di dalamnya. Salah satu kearifan lokal di Nias yang dapat diintegrasikan dalam pembelajaran Bahasa Inggris kelas sepuluh yaitu cerita rakyat dalam bentuk legenda untuk materi Narrative Text. Penelitian ini bertujuan untuk menghasilkan bahan ajar visual book berbasis kearifan lokal yang layak dan praktis digunakan. Jenis penelitian ini adalah penelitian dan pengembangan (*Research and Development*), dengan menggunakan model pengembangan 4D. Hasil penelitian ini menunjukkan bahwa bahan ajar visual book yang telah dikembangkan oleh peneliti sangat layak dan praktis digunakan, dibuktikan dari hasil angket validasi dan hasil angket kepraktisan. Hasil validasi oleh ahli bahasa dengan rata-rata 4, termasuk dalam kategori sangat layak dengan presentase 100%. Hasil validasi oleh ahli media dengan rata-rata 3,8, termasuk dalam kategori sangat layak dengan presentase 95%. Hasil validasi oleh ahli materi dengan rata-rata 3,86, termasuk dalam kategori sangat layak dengan presentase 96,66%. Hasil tes kepraktisan bahan ajar oleh guru dan siswa termasuk dalam kategori sangat praktis dengan presentase yang besar adalah 100% dan presentase terkecil adalah 88,66%. Dari hasil penelitian ini disimpulkan bahwa pengembangan bahan ajar bahasa Inggris berbasis kearifan lokal cerita rakyat Nias di kelas sepuluh SMA Negeri 1 Alasa layak dan praktis untuk digunakan dalam proses pembelajaran. Disarankan agar guru dapat mengembangkan bahan ajar berbasis kearifan lokal yang ada di daerah pada muatan pembelajaran yang lain.

Kata kunci : Bahan Ajar, Kearifan Lokal, Cerita Rakyat

ACKNOWLEDGEMENT

In the name of the Lord, the Most Merciful, the researcher gives the highest respect, praise, and glory to His presence, who has bestowed compassion, love, opportunity, health, and benefits on the researcher in completing this undergraduate thesis entitled “Developing English Teaching Materials Based on Local Wisdom for the Tenth Grade Students at SMA Negeri 1 Alasa”. This undergraduate thesis is presented to fulfill one of the requirements for Scholar Degree at Universitas Nias, Faculty of Teacher Training and Education, Department of English Education.

The fulfillment of this undergraduate thesis could not have been possible without the involvement and cooperation of many persons, the names of whom cannot all be listed. Their efforts are much appreciated and heartily recognized. Nonetheless, the researcher would like to convey her heartfelt gratitude and thankfulness to the following individuals;

1. Mr. Eliyunus Waruwu, S.Pt., M.Si, as the Rector Task Officer of Universitas Nias for his leadership.
2. Mr. Dr. Yaredi Waruwu, S.S., M.S, as the Dean Task Executor of Faculty of Teacher Training and Education of Universitas Nias for his leadership.
3. Mr. Elwin Piarawan Zebua, S.Pd.,M.Pd as her thesis advisor for assistance, unwavering support, advice, assistance, boundless patience, insightful suggestions, knowledge, valuable inspiration, and guidance from the very beginning of this research, as well as for providing her with extraordinary experiences over the past few weeks while finishing this undergraduate thesis at the Universitas Nias.
4. Mr. Afore Tahir Harefa, S.Pd., M.Hum, as the chair of Department English Education Study Program and as her first examiner who always gives advice, knowledge, and correction in finishing this undergraduate thesis.
5. Mr. Riswan Zega, S.Pd., M.Hum, as the secretary of Department English Education Study Program and validator who always support, give advice, and correction in finishing this undergraduate thesis.
6. Mr. Adieli Laoli, M.Pd as the academic supervisor always gives the brilliant ideas, motivation, suggestion, valuable inspiration, give his patience to guide her, and encourage her until finished this undergraduate thesis, and all of the lecturers at Universitas Nias, Faculty of Teacher Training and Education,

especially **Department of English Education** who have taught her well during composing this undergraduate thesis. .

7. She will forever be indebted to her beloved parents; Mr. Tanpa Derita Hulu and Mrs. Lika Murniwati Hulu and her sister and brothers for the wise counsel and kind words have, as always, served her well, always pray, give advice, support, motivate her, enormous struggle for educating her until be a mature girl and the immortal love during making this undergraduate thesis.
8. Mrs. Fajar Linda Warni Hulu, M.Pd (the principle of SMA Negeri 1 Alasa) who has allowed and facilitated her to conduct the research in SMA Negeri 1 Alasa
9. Ms. Next Sist Zalukhu, S.Pd who always support her as the informant and practitioner who always be a motivator in conducting this research.
10. Her best friends who always support the process of her education and research in any situations, even though she is in heaven now. Her friends from the first time study until now in Department of English Education. She is very grateful to have some friends who always support her
11. Last but not least, the author expresses deepest gratitude and pride to herself who has been able to survive in completing this thesis in the midst of many pressures, problems, and tears all the time. She is strong, she is great!

May God Almighty that repays all the goodness from all parties who have support and motivate the researchers in completing this undergraduate thesis. Finally with all humility, the researchers presents this thesis to all educators, hopefully it can contribute to education development. Criticism and suggestions from readers are very expected for improvement for the better.

Gunungsitoli, June 04th 2024
Author

NIGUENTS FALDES HULU

TABLE OF CONTENTS

| | |
|---|------|
| MOTTO AND DEDICATION | i |
| ABSTRACT..... | ii |
| ABSTRAK..... | iii |
| ACKNOWLEDGEMENTS..... | iv |
| 6 TABLE OF CONTENTS..... | v |
| LIST OF TABLES..... | vi |
| LIST OF PICTURES..... | vii |
| LIST OF DIAGRAMS..... | viii |
| LIST OF APPENDICES..... | viii |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Background of the Problem | |
| 1.2 The Formulation of the Problem | |
| 1.3 The objective of the Research | |
| 1.4 Product Specification | |
| 7 1.5 The Significances of the Research | |
| CHAPTER II LITERATURE REVIEW | |
| 2.1 Theoretical Framework | |
| 2.1.1 The Concept of Teaching Materials | |
| 2.1.1.1 Definition of Teaching Materials..... | |
| 2.1.1.2 Types of Teaching Materials..... | |
| 2.1.1.3 Visual Book Teaching Materials..... | |
| 2.1.1.4 Function of Teaching Materials..... | |
| 2.1.1.5 Characteristics of good Teaching Materials..... | |
| 2.1.2 The Concept of Local Wisdom | |
| 2.1.2.1 Understanding Local Wisdom..... | |
| 2.1.2.2 Characteristics of Local Wisdom..... | |
| 2.1.2.3 Function of Local Wisdom..... | |
| 2.1.2.4 Nias Local Wisdom..... | |
| 2.1.3 The Concept of Folktales..... | |
| 2.1.3.1 Definition of Folktales..... | |
| 2.1.3.2 Characteristics of Folktales..... | |

| | | |
|---------|---------------------------|----|
| 2.1.3.3 | Types of Folktales..... | |
| 2.2 | Relevant Research | 22 |
| 2.3 | Conceptual Framework..... | |

CHAPTER III RESEARCH METHOD

| | | |
|-------|---|----|
| 3.1 | Research and development method..... | |
| 3.2 | Procedure of Development..... | |
| 3.2.1 | Define | |
| 3.2.2 | Design | |
| 3.2.3 | Develop | |
| 3.2.4 | Disseminate | |
| 3.3 | Setting and Schedule of the Research..... | |
| 3.4 | Test Subject | 41 |
| 3.5 | Data Types and Data Sources..... | |
| 3.6 | Instrument of the Research..... | |
| 3.7 | Data Collection Techniques..... | |
| 3.8 | Data Analysis Technique..... | |

CHAPTER IV RESULTS AND DISCUSSION.....

| | | |
|-------|--|----|
| 4.1 | Results..... | |
| 4.1.1 | Define Stage Results..... | |
| 4.1.2 | Design Stage Results..... | 51 |
| a. | Media Selection..... | |
| b. | Format Selection..... | |
| c. | Preliminary Design..... | |
| d. | Preparation of Validation Submission Tests..... | |
| 4.1.3 | Develop Stage Results..... | |
| a. | Validation Stage Results..... | |
| b. | Developmental Testing Results..... | |
| 4.1.4 | Disseminate Stage Results..... | |
| 4.2 | Discussion..... | |
| 4.2.1 | The Descriptive Result of Developing English Teaching Materials Based on Local Wisdom..... | 38 |

31
4.2.2 The Research Findings versus to the Latest Related
Research.....

4.2.3 The Research Findings versus Theories.....

4.2.4 The Research Findings Implications.....

4.2.5 The Research Findings Limitations.....

47
CHAPTER V CONCLUSION AND RECOMMENDATION.....

5.1 Conclusion.....

5.2 Recommendation.....

BIBLIOGRAPHY.....

APPENDICES.....

BIOGRAPHY.....

LIST OF TABLE

Table Page

| | |
|---|--|
| Table 3.1 Teachers' Interview Sheet..... | |
| Table 3.2 Material Expert Instrument Grid..... | |
| Table 3.3 Language Expert Instrument Grid..... | |
| Table 3.4 Media Expert Instrument Grid | |
| Table 3.5 Teacher Practicality Instrument Grid | |
| Table 3.6 Students Practicality Instrument Grid | |
| Table 3.7 Quality Criteria for Teaching Materials | |
| Table 3.8 Practicality Criteria for Teaching Materials | |
| Table 4.1 Stages in Designing Images Using Canva Application..... | |
| Table 4.2 Media Validation Results | |
| 6 Table 4.3 Material Validation Results..... | |
| Table 4.4 Language Validation Results | |
| Table 4.5 Obstacles Experienced by Students..... | |
| Table 4.6 Practicality Tests Result in Large Group | |
| Table 4.7 Practicality Result from English Teacher..... | |

LIST OF PICTURES

Pictures Page

| | |
|--|--|
| Picture 2.3 Research Paradigm..... | |
| Picture 3.1 R&D Steps in General..... | |
| Picture 3.2 4D Model Development Steps..... | |
| Picture 3.3 4D Model Conducted by Researchers..... | |
| Picture 3.4 Miles and Huberman's Model (1992)..... | |
| Picture 4.1 Interview Sheet Result from English Teacher..... | |

LIST OF DIAGRAMS

Diagrams Page

| | |
|---|--|
| Diagram 4.1 Percentage Data from Media Expert | |
| Diagram 4.2 Percentage Data from Material Expert..... | |
| Diagram 4.3 Percentage Data from Language Expert..... | |

LIST OF APPENDICES

Appendices Page

| | |
|--|--|
| Appendices 1.1 Interview Result With the English Teacher | |
| Appendices 1.2 Media Validation Indicator and Result | |
| Appendices 1.3 Material Validation Indicator and Result..... | |
| Appendices 1.4 Language Validation Indicator and Result..... | |
| Appendices 1.5 Students Questionnaire Result | |
| Appendices 1.6 Teacher Questionnaire Result | |
| Appendices 1.7 Teaching Module Sheet | |
| Appendices 1.8 Sertificate Completed Research | |
| Appendices 1.9 Turnitin Check Result | |
| Appendices 1.10 Activities Documentation | |

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Educational activities in schools are intrinsically linked to teaching materials, which play a crucial role in aiding teachers during classroom instruction. These materials comprise various educational tools and texts essential for educators to effectively plan and execute their lessons. According to Sugiarni (2022), teaching materials serve as a systematic framework for achieving educational objectives. They facilitate students in comprehensively, coherently, and systematically acquiring competencies, ensuring that all fundamental skills are mastered in an integrated manner.

Contextual teaching, which connects subject matter with local culture, has the potential to enhance student engagement and motivation. According to Richards (2021), learning that is aligned with students' cultural backgrounds renders the educational process more meaningful and effective. Students are generally more motivated when the curriculum relates to their daily lives and cultural experiences. Local wisdom encompasses the knowledge and practices inherited through generations, constituting a vital element of a community's cultural identity. Sudarmoko (2021) highlighted the significant role of education in safeguarding local culture. The integration of local wisdom into teaching materials not only enriches the learning experience but also contributes to the preservation and appreciation of cultural heritage. This approach is particularly pertinent in Indonesia, where cultural diversity is a treasured asset that must be preserved and passed on to future generations.

The Merdeka Curriculum highlighted the significance of character education and cultural comprehension within the educational framework. Creating instructional materials incorporating indigenous knowledge aligned with the curriculum's objective of fostering students' character and cultural awareness. Therefore, the integration of local wisdom

in educational materials not only supported the attainment of national curriculum objectives but also contributed to nurturing a generation that is more cognizant of their cultural heritage.

Talking about local wisdom, Nias is one of the ethnic groups that had oral literature as its ancestral heritage known as folktales, which have been passed down through generations as a crucial aspect of their local wisdom. This tradition has been carefully preserved by the community to prevent its disappearance. According to Nurgiyantoro (2013:10), these folktales are integral to their cultural identity and have been maintained by the Nias people themselves. The documentation of Nias oral traditions began with European interest, particularly by German missionaries who arrived on Nias Island in 1865. Telaumbanua and Humel (2007; 2015) noted that these missionaries studied various aspects of Nias culture, including customs, native religion, language, and literature, partly to support their missionary work and educational endeavors. For instance, Lageman (1906) collected "hoho," a form of Nias poetry that recounts stories such as that of Sirao, regarded as an ancestor of the Nias people. Sunderman, in 1919, and Thomsen, starting from 1935, further documented Nias oral traditions and published them in academic journals, contributing significantly to the preservation and understanding of Nias culture internationally. The character education value embedded in Nias folktales aims to cultivate virtues and uphold moral principles. Wibowo (2013:131) identified four key values within these literary works: aesthetic, humanist, ethical, and religious values. These values not only enrich literary learning but also serve as guiding principles for personal and community development among the Nias people.

Meanwhile, concerning the basic competency expected in English education, particularly regarding the understanding of functional written texts and simple essays such as descriptive, narrative, and reports to engage with the environment, research interviews with an English teacher at SMA Negeri 1 Alasa revealed that the school's English curriculum still relies on generic teaching materials. This indicates that the teaching

materials currently used do not sufficiently incorporate the local wisdom of the Nias tribe. This issue raises concerns, especially for the Nias region itself, as it risks diluting its distinctive identity and cultural heritage embedded in Nias' local wisdom. If not preserved and passed down to future generations, these invaluable aspects of culture could fade into obscurity. Consequently, students may lack motivation to learn and participate actively in preserving their cultural heritage, which plays a crucial role in maintaining local wisdom. Moreover, many teachers face challenges in sourcing contextual teaching materials, which impacts their ability to conduct effective learning activities aligned with curriculum objectives, particularly evident in subjects like English.

Integrating diverse local cultural elements into educational materials can be approached through various methods. Hartini, Isnanda, et al. (2020) suggest that education becomes more engaging when teachers utilize materials rooted in local wisdom. This approach enhances student motivation and enthusiasm as the materials resonate with their daily lives and surroundings. One effective strategy involves exploring and adapting folktales and legends into English teaching resources, leveraging these narratives' role in defining regional identities.

Folktales and legends represent a cultural heritage that has evolved within society itself. Those imbued with local wisdom are particularly beneficial for English learning. According to Nurjanah & Hakim (2018), the values embedded in local folktales can foster students' character development, encouraging them to become better individuals for themselves and their communities. Learning through local content also motivates students to engage in preserving and promoting their cultural heritage, facilitating a deeper connection to the culture surrounding them. In this study, local folktales are presented as a resource to assist teachers in integrating local content into English education. This approach aims to align teaching practices with curriculum objectives, thereby optimizing student participation and learning experiences.

Based on the explanation above, researchers wanted to develop English teaching materials in schools as a solution to the lack of teaching materials based on local wisdom. Therefore, this research was titled "Developing English Teaching Materials Based on Local Wisdom for the Tenth Grade Students at SMA NEGERI 1 ALASA."

1.2 The Formulation of the Problem

Based on the problem, the formulation of problem could be stated as follows:

3.2.1 How did the development of English teaching materials based on local wisdom for the tenth grade students at SMA Negeri 1 Alasa?

3.2.2 How was the feasibility of English teaching materials based on local wisdom for the tenth-grade students at SMA Negeri 1 Alasa?

1.3 The Objective of the Research

Based on problem formulation, the purposes of this research were as follows:

1.3.1 To develop English teaching materials based on local wisdom for the tenth-grade students at SMA Negeri 1 Alasa?

1.3.1 To test the feasibility of English teaching materials based on local wisdom for the tenth-grade students at SMA Negeri 1 Alasa?

1.4 Product Specification

This research focused on developing a product: teaching materials based on local wisdom in the form of visual books. These materials contained related material and animation videos of folktales or legends found in NIAS that were rarely known by people (The Legend of Megoto Lake) for tenth-grade students. The material was selected based on the "Kurikulum Merdeka" used at the school, with the theme Fractured Stories and the topic of Narrative Text in the form of Folktales.

The criteria included in this development aimed to provide

information that could generally have an effect on students' learning progress, motivating them, especially in reading skills, as well as directing them to take part in maintaining and preserving the local wisdom that existed around them. Teachers could be assisted by this teaching material because it could explain material based on local wisdom and was included in the curriculum. Students could also participate in learning optimally.

These teaching materials in the form of visual books were created and edited via the Canva application. They featured an attractive font style adapted to each story, with a font size of fourteen and a paper size of A4. They were edited by adapting to the image elements in Canva with the contents of the story and could be printed in textbook form.

The specifically intended book design was as follows:

1. The book cover was made as attractive as possible with appropriate images and colors, accompanied by the title.
2. It had a foreword along with an explanation of the contents of the storybook.
3. The contents of the book were explained by including a table of contents.
4. The intended folktales and legends were told as interestingly as possible with a language style that was easy to understand and supporting images/colors that matched the title of the story.
5. Teaching materials in book form included a brief explanation of the teaching materials, concept maps, a guide to using teaching materials, competencies contained in the English teaching module, objectives, assessment, glossary, and also the output from using teaching materials.
6. At the end of each story, there were questions in the form of (multiple choices and others) related to the activity in Kurikulum Merdeka which aimed to test how far students understood the story they had read.
7. A bibliography was included as a reference for the formation of the teaching materials product.

8. On the last page, a bibliography of the author was included in the book, so that people could know and believe more about the book to be used as teaching material in schools.

Talked about visual book teaching materials, it was included by materials, stories, tests, and all related activities. It was edited interestingly with clear and captivating pictures, along with appropriate durations, so we didn't feel bored when we read and used the teaching materials.

54

1.5 Significance of the Research

The significance of this Research was:

1.5.1 Theoretically

This research can be useful as reference to develop English language teaching and learning processes.

1.5.2 Practically

1.5.2.1 For the researcher, this research meant gaining direct experience in developing teaching materials based on local wisdom for the learning process.

1.5.2.2 For the students, the products of this research could increase students' motivation and interest in learning because teaching materials were designed to be interesting, making students active and independent to maintain and preserve the local wisdom.

1.5.2.3 For the teachers, this research helped teachers develop teaching materials based on local wisdom, making it easier for them in the learning process and increasing their insight.

1.5.2.4 For the readers, it provided motivation to develop and conduct another research.

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 The Concept of Teaching Materials

2.1.1.1 Definition of Teaching Materials

One way to make learning more fun is to use interesting teaching materials, so that students feel interested and happy to learn the teaching materials. Sugiarni (2022) describes teaching materials as a structured framework essential for achieving educational goals. Building on this, Prastowo (2014) defines teaching materials as comprehensive resources that include information, tools, and texts arranged systematically. These materials are designed to present a complete set of competencies for students to master, facilitating the planning and implementation of effective learning strategies. Additionally, Farda, Binadja, & Purwanti (2016) underscore that teaching materials serve as crucial learning resources. They enable students to acquire diverse information, knowledge, experiences, and skills throughout the teaching and learning process.

Based on this opinion, it can be concluded that teaching materials is a set of learning materials that contain information, tools, and texts are arranged systematically to make it easier for participants students obtain information as a source of knowledge. Teaching material that is prepared can be in the form of written or unwritten material that educators and students use in the process learning. Through teaching materials students can learn a competency systematically and coherently.

2.1.1.2 Type of Teaching Materials

Teaching materials encompass a variety of types, including both printed and non-printed formats. According to Maharani (as cited in Rahmadani, Roza, & Murni, 2018), these types can be categorized as follows:

- a. Printing materials, namely materials prepared in the form of paper used to convey information. For example, books, modules, handouts, student worksheets, brochures, photos or pictures, and so on.
- b. Audio teaching materials, namely teaching materials that use audio as a means of conveying it. For example, radio, tape, compact audio disc, cassette.
- c. Audiovisual teaching materials, namely teaching materials that can be seen picture and hear the sound. For example, films, compact disks videos.
- d. Interactive teaching materials, namely a combination of two or more media (audio, text, graphics, images, animation, and video) then manipulated by the user or given treatment to control a command or natural behavior of a presentation. For example, compact disk interactive, video interactive.

According to Lestari (2013), printed teaching materials commonly include: handouts, books, modules, brochures, and student worksheets. On the other hand, non-printed teaching materials encompass: audio materials for listening, visual materials for viewing, audio-visual materials for listening and viewing, multimedia materials, and web-based teaching materials. These diverse formats cater to different learning styles and enhance educational delivery across various contexts.

Types of teaching materials according to the Ministry of National Education (in Asmawati, 2015) are as follows:

- a. Visual teaching materials consist of printed materials. Such as handouts, books, modules, participant worksheets, among others education,

brochures, leaflets, wall charts, photos/drawings, and non-printing (non-printed), such as models.

- b. Listening (audio) teaching materials such as cassettes, radio, vinyl records, and audio compact disks.
- c. Listening (audio-visual) teaching materials such as videos compact disks, movies.
- d. Interactive multimedia teaching materials (interactive teaching materials) such as CAI (Computer Assisted Instruction), Compact Disk (CD) interactive learning multimedia and teaching materials web-based (web-based learning materials).

Based ²⁷ on the information above, it can be concluded that teaching materials encompass several types, including printed materials like visual aids, audio materials, video materials, and interactive multimedia. Educators can utilize these materials based on the specific requirements and conducive learning conditions during the teaching process. These diverse resources cater to different learning styles and enhance engagement and comprehension among students.

2.1.1.3 Visual Book Teaching Materials

According to Putra and Lakoro (2015:2), visual books are publications that include content supplemented with illustrations such as pictures, photographs, and vibrant colors, aimed at capturing readers' interest and enhancing comprehension. Illustrations are crucial elements that attract readers and facilitate their understanding of the material. They help readers visualize scenarios described in the text, preventing monotony and boredom during reading. Over time, illustrations have evolved beyond mere story support tools to also serve as decorative elements that enhance the visual appeal of book layouts.

2.1.1.4 Function of Teaching Materials

According to Astuti (2016), teaching materials serve several essential functions in education. They provide guidance for educators, directing their activities throughout the learning process. These materials also serve as tools to guide students, aiding them in their learning journey. Additionally, mastering the development and use of teaching materials is considered a fundamental competency that educators should acquire. Thus, teaching materials play a crucial role in shaping effective teaching practices and facilitating meaningful learning experiences for students.

¹⁶In accordance with the perspective of Guntur & Muchyidin (2017), ⁵teaching materials serve the following functions:

1. Guidelines for educators that will direct all their activities in the learning process, as well as being the substance of competencies that should be taught to students
2. Guidelines for students that will direct all their activities in the learning process, as well as the substance of competencies that should be learned or mastered
3. Evaluation tool for achievement or mastery of learning outcomes.

Zuriah, Sunaryo, & Yusuf (2016) highlight that teaching materials serve a crucial role in motivating students during teaching and learning activities conducted by educators. Building upon this, Lestari (2013) further elaborates on the functions of teaching materials, which include:

- a. As a guide for educators to increase learning material, which will later be taught to students.
- b. As a guide for students to understand and master learning material.
- c. As an evaluation tool to achieve good learning outcomes.
- d. As a complement to learning to achieve predetermined learning goals.

⁴Based on the explanation ⁷⁰above, it can be concluded that the function of teaching materials ²is as a guide for educators and students to understand and master the material in the teaching and learning process.

2.1.1.5 Characteristics of Good Teaching Materials

As stated by Dr. Richard E. Mayer in his book "Multimedia Learning" (Third Edition, 2021), the qualities of effective teaching materials include the following:

1. Reducing Unnecessary Cognitive Load (Cognitive Load Theory):

Instructional materials should be designed to minimize irrelevant cognitive load and maximize processing of essential information. Information should be presented in a clear and simple manner, avoiding confusing or unnecessary elements.

2. Multimedia Principles:

Combining text and images is more effective than using text alone. Good teaching materials must integrate various forms of media such as graphics, diagrams and videos to support student understanding.

3. Cohesion Principle:

Avoid including irrelevant or distracting information. Information should be presented directly and related to learning objectives to maintain student focus.

4. Modality Principle:

Using audio narration along with visuals is better than using written text with visuals. This helps reduce the load on visual working memory and utilizes audio capacity.

5. Segmentation Principles:

The material should be divided into small segments that are easy to digest. Presenting information in small chunks helps students process and understand the material gradually.

6. Signaling Principle (Signaling Principle):

Include visual clues or signals that highlight important information. This helps students to focus on the key elements of the material being studied.

7. Active Learning Principles:

Teaching materials should encourage active student involvement through interactions, questions, exercises, and activities that require critical thinking. This helps strengthen understanding and application of knowledge.

Regarding effective teaching materials, Prastowo (2018) delineates the criteria as follows:

1. Teaching materials must be relevant to competency standards and basic competencies.
2. Teaching materials must have knowledge aspects, namely facts, concepts, principles and procedure.
3. Teaching materials have skills material.
4. Teaching materials must have the principle of consistency.
5. Teaching materials must have the principle of sufficiency.
6. Teaching materials must provide motivation for students to learn further.
7. Teaching materials must be related to previous materials.
8. Teaching materials must be arranged systematically from simple to complex.
9. Practical to use.

²⁸ Based on the experts opinion above, it can be concluded that good teaching materials can be concluded as follows:

1. Stimulate interest in reading.
2. Written and designed for students by using image and colour to attract the students' attention and interesting (visual book).
3. Explain the purpose of teaching.
4. Arranged based on a flexible learning model.
5. Structure based on student needs and abilities that will be achieved.
6. Provide opportunities for students to practice.
7. Accommodate student difficulties.
8. Provide a summary.

2.1.2 The Concept of Local Wisdom

According to Prasetyo (2013), local wisdom generally refers to indigenous knowledge characterized by local ideas imbued with wisdom and positive values that are embraced and practiced by community members. Njatrijani (2018) defines local wisdom as the knowledge and life perspectives shaped through communal activities to address various challenges and fulfill local needs.

It is essential for individuals to appreciate and understand the local wisdom of their respective regions, as emphasized by Fajarini (2014). The sustainability of local wisdom hinges on its practical integration into everyday life, enabling it to adapt and respond to evolving societal changes.

Similarly, like many other cultures, the Nias tribe possesses its own local wisdom, notably in the form of folktales and legends that endure to this day. It is imperative to safeguard and pass down this local wisdom across generations to ensure its preservation and continuity.

2.1.2.1 Understanding Local Wisdom

Sibarani (2013) defines local wisdom as the wisdom and original knowledge of a society rooted in noble cultural traditions, guiding community life's organization. Similarly, Shufa (2018) emphasizes that local wisdom encompasses all aspects that reflect the potential of a region, stemming from human thought or labor, embodying wise values passed down through generations and shaping the area's distinctive characteristics.

Rusilowati (2013) elaborates that local wisdom consists of values upheld within a society, considered truths that guide daily behavior and dictate responses to changes in the physical and cultural environment. Wibowo (2015) adds that local wisdom represents the cultural identity and character of a nation, enabling it to assimilate and transform external cultural influences into its own unique traits and capabilities. This identity and personality evolve in harmony with the life perspectives of the surrounding community, preserving core values over time.

Based on the experts' perspectives, it can be concluded that local wisdom comprises knowledge and beliefs passed down across generations, characterized by wisdom and serving as the identity of a region. It arises

from the cultural richness of local communities influenced by geographical conditions in a broad context. Artifacts, artistic expressions, norms, and societal rules embody cultural values from the past that continue to guide life practices. This view aligns with Kristanto's (2020) assertion that local wisdom, as a heritage of tradition encompassing knowledge, perspectives, values, beliefs, and ways of life, must be transmitted from one generation to the next. Despite its local origins, the values embedded within local wisdom are considered universally significant. Consequently, customs and traditions maintained by customary law communities in specific regions endure as enduring legacies that define cultural continuity and identity.

2.1.2.2 Characteristics of Local Wisdom

Recognizing the intimate link between human life and nature underscores the significance of preserving local wisdom, which embodies noble values and evolves over time. Thamrin (2013) emphasizes that local wisdom is dynamic, sustainable, and capable of being embraced by society or other communities. Building on this, Utari & Degeng (2017) outline the characteristics of local wisdom as follows:

- a. Local wisdom as the identity of a community.
- b. Local wisdom as part of the glue of social relations.
- c. Local wisdom as a cultural element that grows and develops in society, not a forced element.
- d. Local wisdom functions to provide color in togetherness.
- e. Local wisdom can be used as a reciprocal relationship between individuals and groups by distancing differences.
- f. Local wisdom can encourage the creation of togetherness, appreciation, and ways to defend ourselves from disturbances and divisions.

As knowledge derived from practical experience, local wisdom offers insights that enable communities to address challenges in both their physical environment (natural and built environment) and their socio-cultural environment. Putra (2004) categorizes the environment broadly into three main types, which are:

- a. The physical environment, in the form of objects around us, living creatures, and all natural elements.
- b. Social environment, including human behavior or various social activities in the form of interactions between individuals, as well as various individual activities; And
- c. The cultural environment includes views, knowledge, norms, and rules that apply in a society.

2.1.2.3 Function of Local Wisdom

According to Wahidin (2020), the functions of local wisdom include:

- a. As a vehicle for preserving and inheriting norms and cultural values.
- b. Media for human resource development in the region.
- c. As advice, trust.
- d. As a form of literature, or recommendations and prohibitions, taboos.
- e. As a tool for developing culture, science, and technology and as a medium for communication and social interaction and political life.

Utari & Degeng (2017) stated that there are several functions of local wisdom, namely:

- a. As a marker of a community's identity.
- b. As an element of social cohesion.
- c. As a cultural element that grows from below, exists and develops in society; is not an element imposed from above.
- d. Providing a color of togetherness for certain communities.
- e. Changing the mindset and interrelationships of individuals and groups by placing them on common ground.
- f. Able to encourage the development of togetherness, appreciation, and joint mechanisms to defend ourselves from possible disturbances or destruction of group solidarity as a complete and integrated community.

2.1.2.4 Nias Local Wisdom

The Nias ethnic group is renowned for its rich oral literature, a heritage passed down through generations as local wisdom to preserve its cultural identity. These folktales, ingrained as tradition, are maintained by the community itself (Nurgiyantoro, 2013:10).

Since the arrival of Europeans, notably the Dutch, on Nias Island, efforts have been made to document these oral traditions. Telaumbanua and Humel (2007; 2015) note that German missionaries who arrived in 1865 conducted studies on Nias culture, including customs, native religion, language, and literature, initially motivated by evangelism and educational objectives. For instance, Lageman (1906) collected "hoho," a poetic form among the Nias people, often depicting Sirao, considered an ancestral figure of the Nias community. In 1919, Sunderman documented Nias oral traditions, which were published in a German journal. Similarly, Thomsen began gathering "Hikaya Duada Hia," a Nias folktale, from 1935 onward, later published in an ethnology journal in 1979.

The educational significance of Nias Tribe Folktales lies in their role in shaping character and imparting noble moral values. In the realm of character education, Wibowo (2013:131) proposes four values crucial for literary learning materials: aesthetic, humanist, ethical, and religious values. These values underscore the cultural and moral teachings embedded within Nias folktales, contributing to the broader educational goals of the community.

2.1.3 The Concept of Folktales

2.1.3.1 Definition of Folktales

According to Danandjaja (2014:2), folktales are integral to culture, forming a collective body of knowledge transmitted across generations within various communities. Traditionally, folktales exist in diverse versions, conveyed orally or supplemented with gestures and mnemonic devices. They serve as a cultural expression through spoken language, intimately tied to aspects of society including religion, belief systems, legal practices, economic activities, family dynamics, and the social values that shape community life. Folktales thus play a crucial role in preserving and transmitting cultural heritage, reflecting the identity and values of the societies that uphold them.

Folktales are categorized as oral literary works, specifically falling under prose. According to Sukadaryanto (2013:99), oral literature refers to literary compositions conveyed through spoken language. Machmuda (2013:31) further elaborates that folktales represent a storytelling tradition primarily transmitted orally and perpetuated across generations within traditional communities. This oral tradition underscores the cultural significance and enduring appeal of folktales as they continue to shape and preserve cultural identities through narrative expression.

⁵⁹ Based on various expert opinions, it can be concluded that folktales are oral literary works originating from and evolving within society itself. Folktales represent cultural heritage imbued with noble values that serve as role models in social life. It is crucial to preserve folktales to ensure they do not diminish over time and continue to enrich and reflect the cultural identity of communities.

2.1.3.2 Characteristic of Folktales

Machmuda (2013:32) explains that folktales possess distinctive characteristics: they are traditional, oral in nature, and undergo changes over time. The general characteristics of folklore can be delineated as follows:

1. The creator is unknown or anonymous.
2. Not bound by time and period.
3. Contains symbolic aspects.
4. Don't wait for chronological time.
5. The form is simple, the delivery is honest and open.
6. Contains elements of fantasy.

In addition to the traits outlined by Machmuda, Purwadi (2014: 5) delineated five distinct characteristics of folktales, which are detailed as follows:

1. Folktales are spread orally. Folktales is spread in certain collective communities and is traditional.
2. Distribution is carried out from time to time and rarely changes.
3. Folktales are anonymous, that is, the name of the first author is unknown.
4. Folktales is the common property of a collective society. This is because of the anonymous nature of folktales, so that every community in a particular collective has the right to develop these stories.

Based on the characteristics of folktales as described by experts, it can be concluded that folktales are narratives that evolve within a society. Typically transmitted orally, they are passed down through generations by word of mouth. Folktales are traditional in nature, often presented in a straightforward manner and set in historical contexts. Despite their traditional form, folktales embody noble values that make them valuable for educational purposes, highlighting their enduring relevance in teaching and cultural preservation.

2.1.3.3 Types of Folktales

Folktales are narratives that evolve within society and encompass various types classified under this genre. According to Bascom (in Danandjaja, 2014), folktales can be categorized into three main groups: Myth, Legend, and Fairy Tale. These classifications help to differentiate the different forms and themes found within folktales as they are passed

down through generations.

a. Myths

Myths are a group of folktales with events and occurrences that are considered to have really happened. Events and occurrences in myths are considered holy or sacred. Myth has a story that takes place in another world. Myths generally tell stories about the occurrence of the universe, the world, the first humans, the occurrence of death, typical forms of animals, topography, natural phenomena and so on. Meanwhile in Indonesia, myths tell about the emergence of the universe, the formation of the gods, the world of the gods, the emergence of the first humans, and figures who brought culture.

b. Legends

Legends are a group of folktales that have almost the same characteristics as myths, namely that they are considered to have happened. However, legendary events and occurrences are not considered sacred. The characters in legends are humans. It is not uncommon for these humans to have extraordinary skills and are usually assisted by supernatural beings. Legends are often seen as collective "history" (folk history) even though this "history" is not conveyed in writing and is subject to distortion, so that the story can be different from the original story. Legends are usually migrated, that is, they can move. So that it can be widely known by other regions.

c. Fairy tales

Fairy tales are a type of folktale that is considered not true. Fairy tales are stories that are not bound by time or place. Fairy tales are only used as entertainment, with stories that contain truths containing values (morals) or satire.

5

Based on the description provided, it can be concluded that folktales are oral literary works that originate and evolve within society, serving as cultural heritage imbued with noble values that influence social life. Folktales typically grow and develop within their respective societies, featuring simple narratives set in the past and conveying positive moral lessons.

In the context of developing textbooks, especially visual teaching materials, the focus will be on folktales of the legend type. This decision stems from the prevalence of legendary folktales within Nias culture, such as the tales of Laowomaru and the origins of Megoto lake. These legends are integral to the cultural fabric and serve as exemplary narratives for educational purposes.

The study and inclusion of local content folktales in educational materials align with curriculum objectives that emphasize contextual learning. Such materials not only transmit cultural values but also contribute to character development among students, fostering a deeper connection with their cultural heritage. By engaging with folktales containing local content, students are encouraged to actively participate in the preservation and promotion of their community's cultural identity.

2.2 Relevant Research

- a) Muhammad Taufik Hidayat (2019) in his research entitled: "*Pengembangan bahan ajar cerita rakyat Aceh berbasis kearifan lokal untuk membentuk karakter siswa SMP di kota Langsa*". The research findings indicate that the Aceh-based folklore module incorporating local wisdom received very good ratings for content relevance, presentation appropriateness, and language quality. The study also evaluated student learning outcomes through pretests and posttests before and after utilizing the teaching materials. In the pretest phase, Class VII students at SMPN 1 Langsa achieved an average score of 66.53, totaling 1996 points, whereas in the posttest phase, their average score increased to 79.66, totaling 2390 points. Similarly, students from SMPN 4 Langsa and SMPN 9 Langsa demonstrated improved learning outcomes after using the teaching materials. The study concludes that employing teaching materials based on local wisdom is more effective in enhancing student learning outcomes compared to conventional textbooks, which often result in monotonous learning experiences.
- b) Mastiah (2021) in her research entitled: "*Pengembangan buku cerita rakyat berbasis kearifan lokal suku Dayak Randuk*". Based on the validation results from experts and educators, this book developed on the local wisdom of the Dayak tribe Randuk has received highly commendable ratings. Linguists awarded it a score of 35 out of a maximum 40, equating to a percentage yield of 87.5%. Material experts provided a score of 64 out of 75, achieving a percentage value of 85.3%. Media experts gave it a score of 57 out of 60, resulting in a high percentage score of 95%. Educators rated it 59 out of 65, reaching a percentage value of 90.8%. In small-scale trials involving 6 respondents, the book obtained a total score of 270 out of 330, meeting a percentage of 81.8% and categorized as very good and interesting. Furthermore, in large-group trials involving 16 respondents, it scored a total of 785, achieving a percentage of 89.20% and meeting the criteria for being very attractive. These data indicate that the folklore book based on the local wisdom of the Dayak tribe Randuk is highly suitable as teaching material

in the learning process.

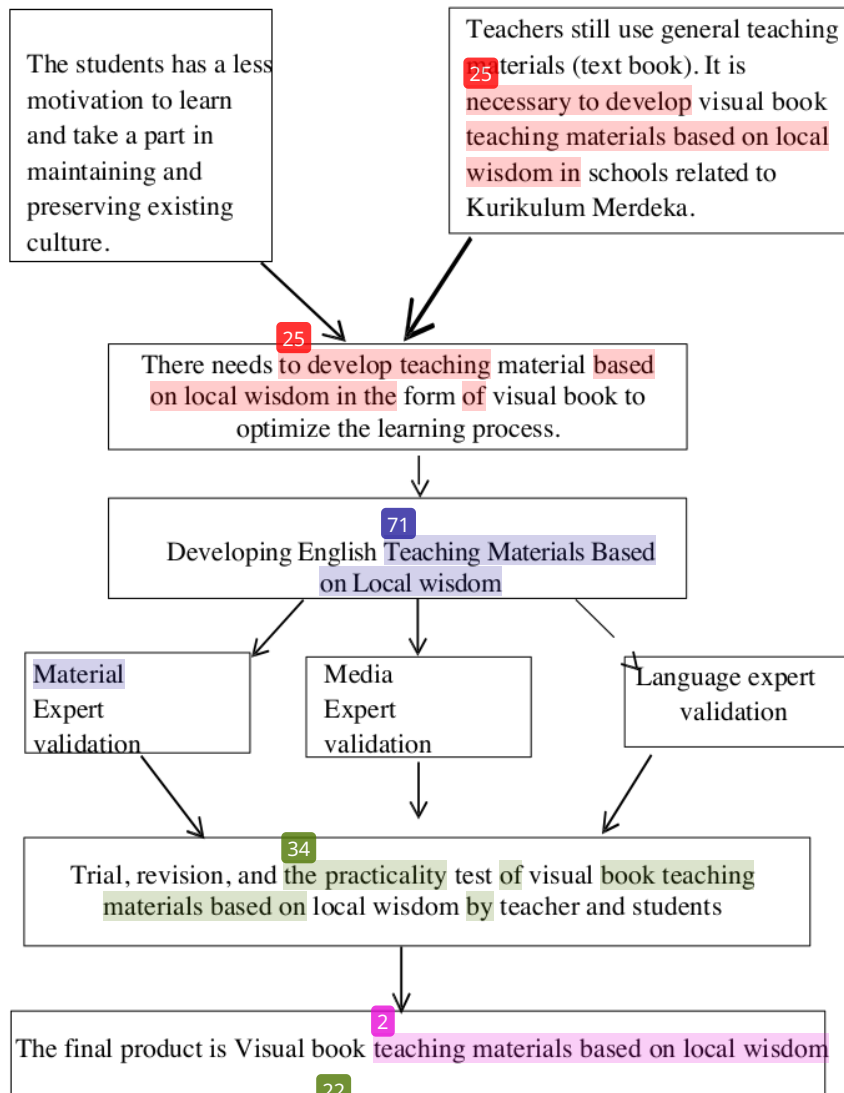
- c) Dewi Lailatul Vaziria (2022) in her research entitled: "*Pengembangan buku cerita rakyat berbasis kearifan lokal Blitar untuk kelas X*". The assessment from validators across various aspects of the developed folklore teaching materials has indicated that they are highly suitable for implementation in teaching folklore texts to class X students at SMKN 1 Kademangan. The validity test conducted by teaching materials experts, covering appearance, presentation, and language aspects, scored 86%, categorizing it as "very feasible" and recommending implementation. The assessment by material experts, focusing on content, language, and presentation aspects, scored 78.5%, deemed "decent" with recommendations for implementation. Practitioners and teachers evaluated the materials across content, presentation, language, cover design, and content design aspects, resulting in a score of 89.5% and a rating of "very feasible" for implementation. Moreover, students' assessment of the materials based on 10 indicators of attractiveness yielded a score of 91%, also categorized as "very feasible" for implementation. Overall, the comprehensive feedback from respondents suggests that the developed product meets the necessary criteria and is ready for implementation. It is important to consider suggestions and comments from each respondent to further enhance the product.

2.3 Conceptual Framework

Related to basic competency which will be a learning achievement in English material especially about text: Understand the meaning of functional written texts and simple short essays in the form of descriptive, narrative and reports to interact with the surrounding environment, based on results of researchers' interviews with english teacher at SMA Negeri 1 Alasa, English language learning at school is still used general teaching materials. This shows that the material on teaching materials have not specifically brought out the local wisdom of the Nias tribe. This is a concern, especially for the Nias region itself, which will slowly eliminate the identity and culture that are characteristic of local wisdom in Nias. Things that should be passed down from generation to generation will eventually become extinct if they are not preserved and instilled in children as a generation who play an important role in maintaining local wisdom.

As a result, the students has a less motivation to learn and take a part in maintaining and preserving existing culture. There are still many teachers who have difficulty finding contextual teaching materials. It makes teachers and students less than optimal in carrying out learning activities in accordance with curriculum objectives. So, that's why the researcher want to develop English teaching materials to solve the problem by considering to the relevant research and theory.

Conceptual Framework



Picture 2.3 Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research and Development Method ³⁰

This research used a type of research and development method (Research and Development). "Research and development methods are research methods used to produce certain products and test the effectiveness of those products" (Sugiyono, 2019: 297). This study aimed to develop English teaching materials in the form of a storybook and test their feasibility in terms of material, media, and the language of the product. Borg and Gall (1983:772) said that:

"Research and development (R&D) are a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives."

From the opinion above, we can conclude that research and development is a research method that aims to produce a certain product. However, in general, the stages of research and development start from product design, development, and evaluation. ³⁹



Picture 3.1 Rnd steps in general

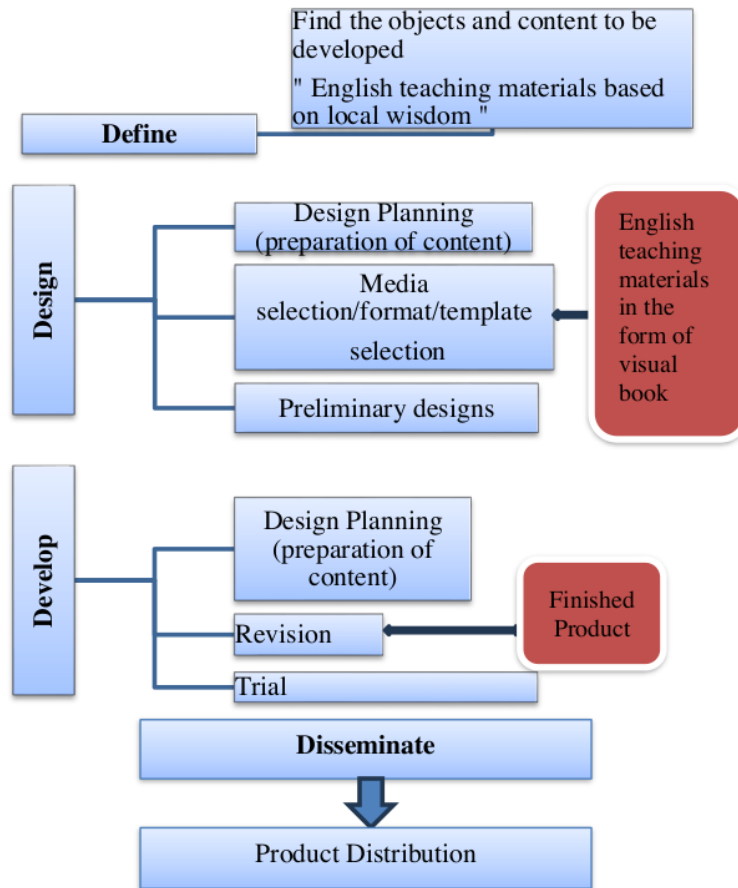
This research employed a 4D (four-D) development model, which comprises four stages: define, design, develop, and disseminate, as proposed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974: 5). The 4D model is advantageous because its steps are straightforward and do not require a significant amount of time. However, a weakness of the 4D model is that it concludes with the dissemination stage without incorporating an evaluation phase.



Picture 3.2 4D Model development steps

3.2 Procedure of Development

Before carrying out research and development, the researcher must determine the procedures (steps) used in the development. The development research model taken by researchers in develop English teaching materials in the form of visual book is a 4D model that has four procedures in its development, including the stages of defining, designing, developing, and disseminating. Here's the shape of the 4D model conducted by researchers:



Picture 3.3 Shape of the 4D model conducted by researchers

Based on the picture above, the steps for developing a 4D model (four-d) by Thiagarajan, can be described as follows:

1. Define

At this stage, problems, weaknesses, challenges, or conditions that become the basis for development product activities are discovered. This activity is carried out by collecting data and reality through observation and interview activities with the English teacher in the school. Researchers are expected to gather comprehensive information regarding students and materials, so it can be used as a reference for basic ideas and a product can be produced.

After conducting initial research, researchers found problems in class X of SMA Negeri 1 Alasa during the learning process. Some materials were difficult for students to understand due to a lack of motivation and interest in studying certain material, as well as a lack of direct connection between the material and examples studied, especially in the environment where students live, particularly in narrative text material. Therefore, it is hoped that there will be teaching materials based on local wisdom that can be a solution to this problem. Teachers and students can also play an indirect role in maintaining and preserving local wisdom, which is slowly becoming extinct.

2. Design

At this stage, the design or planning of the product will be carried out developed. Four steps must be taken at this stage, namely:

- a. Preparation of content material, as a first step in making products.
- b. Media selection that is appropriate to the characteristics of the material and learning objectives. The media used in this study is in the form of visual book that contains folktales or legend in English to increase the motivation, character, and the effectiveness in learning process.
- c. Format selection, namely studying existing teaching material formats and determining the format of teaching materials that will

be developed. The selection of formats in development is intended to design content which includes material design, images, and writing in developing English teaching materials.

- d. Initial design according to the selected format, namely content and media that must be done before the trial is carried out. Thiagarajan (1974:7) defines "initial design" as the method of delivering fundamental instruction using suitable media and in a proper sequence. The following was the initial design of the product:
- 1) Front attachment (outer cover, preface, table of contents).
 - 2) The content of this teaching material consists of (material).
 - 3) End loading section, bibliography, documentation, etc.

3. Develop

This stage was the product development process. The development process at this stage had several stages, namely: (a) Expert validation followed by revision, (b) Trial development (developmental testing).

a. Expert Validation

Expert validation was a technique for evaluating the feasibility of a product design being developed. Here, the assessment was carried out by experts in the field. Suggestions were given for improving the design and preparation of teaching materials. The expert team involved in the validation process included media experts, material experts, and language experts. The test findings were then applied to modify it so that the module was able to meet user needs.

b. Developmental Testing

Development testing involved testing the product design on the actual target audience. As part of the process of developing teaching materials (books or modules), the development stage was carried out by testing the content and readability of the teaching materials with qualified experts who were involved in the design validation process, and students applied one of the

teaching materials or guidebooks. The test results were used to make changes so that the teaching materials or manuals really suited the user's needs. In order to see how well the teaching materials improved learning outcomes, this could be continued by providing practice questions from the teaching materials created.

a. Small Group Trials

This stage was carried out so that students could see the readability of the product. Visual book teaching materials based on local wisdom were assessed for the quality of the products produced. This test was given to a class of 10 students who were representative of the population. This activity aimed to provide an experience for students.

b. Product Revision

The development tests carried out helped educators and students see that visual book teaching materials based on local wisdom were better and more enjoyable to apply in learning. However, if the product had not been achieved, it needed to be improved and perfected in the process of making visual book teaching materials based on local wisdom so that classroom learning was feasible.

c. Large Group Trials

This step was carried out after product evaluation, namely looking at students' responses to teaching material products based on local wisdom. The test was conducted in a class with 20 students representing the population. Testing in large groups involved asking students to take a test to assess what percentage of the final product was developed.

4. Disseminate

After all the trials are completed and the instruments have been revised, the final stage is the dissemination stage. Visual book teaching

materials based on local wisdom will be printed or copied so that other people can absorb and use them in study classes. In the context of developing educational materials, dissemination is done by socializing educational materials through distribution in limited quantities to teachers and students. The purpose of this dissemination is to receive answers and feedback on the educational material that has been developed. If the target users' feedback on the learning materials is good, then mass printing and marketing will be undertaken to make the learning materials available to a wider audience.

3.3 Setting and Schedule of the Research

The location of the research was SMA Negeri 1 Alasa in accordance with the development of English teaching materials that located at Ombolata Village, Alasa Sub-district, North Nias Regency, North Sumatera, Indonesia. The researcher conducted this research on May 15th – June 15th 2024.

3.4 Test Subject

The subjects of this research were students at SMA Negeri 1 Alasa. This testing was carried out when learning took place in the classroom. The number of students was 20. Additionally, testing was conducted in small groups, with a total of 10 students, and in large groups, with a total of 20 students. The test was conducted directly during class learning. The variable was the students' response.

3.5 Data Types And Data Sources

In research and development, the types of data used are quantitative and qualitative data. Qualitative data were obtained from recommendations and assessments from media experts, language experts, material experts, teachers, and students at SMA Negeri 1 Alasa. Meanwhile, quantitative data were obtained from the process of calculating answered questionnaires. The data sources for this

development research were lecturers as material, media, and language experts, students, and English teachers at SMA Negeri 1 Alasa as the object of practical testing.

3.6 Instrument of the Research

Research instruments are equipment used to measure and gather data during a research activity. In accordance with Muslihin et al., (2022), research instruments are tools utilized to collect data, assess variables subject to description and integration, or test hypotheses. The instruments employed in this study included observations conducted through interviews and questionnaire sheets for validating experts and testing practicality, also with activities documentation.

According to Monday (2019), interview is a method of gathering information from people as well as facts. It means that, interview can be a tool to collect the data or information from interviewee. Furthermore, the interview sheets consist of questions that has arranged by the researcher and interviewed the English teacher in SMA Negeri 1 Alasa. Thus, it help the researcher to collect the data. It can be seen as follows;

Table 3. 1 Teachers' Interview Sheet

| Teachers' Identity | | |
|--------------------|--|------------------------------|
| Name | : | |
| NUPTK | : | |
| Day/date | : | Wednesday, November 01, 2023 |
| Time | : | 09.00 – 10.00 am |
| Location | : | SMA Negeri 1 Alasa |
| No. | Questions | Teachers' Responses |
| 1. | What do you know about local wisdom? | |
| 2. | What local wisdom do you know in Nias? | |

| | | |
|----|--|--|
| | | |
| 3. | Have you ever linked learning with local wisdom? Etc..... | |

According to Arikunto as cited in Muna (2019: 31), a questionnaire is a series of questions about a specific topic given to individuals or groups to gather information. The questionnaires used were primary, media, material, language, and practitioner questionnaires. The visual book teaching materials based on local wisdom questionnaire were adapted from several sources using a Likert scale. Respondents filled out the local wisdom questionnaire by ticking (✓) the answer options provided. Information regarding the four answer choices includes: 1) Unworthy, 2) Less Worthy, 3) Worthy, 4) Very Worthy (for the experts' validation). For the teacher and students' practicality, information regarding the four answer choices includes: 1) Not Agree, 2) Quite Agree, 3) Agree, 4) Very Agree.

1. Material Expert Instrument Grid

Material expert instrument grid were used to determine the relevance of the material contained in local wisdom-based visual book teaching materials. The following is the material expert instrument grid:

Table 3.2 Material Expert Instrument Grid

| Assessment Aspect | Assessment Indicator | No.Item |
|--|--|---------|
| A Compatibility of material with KD | Completeness of material. | 1 |
| | Breadth of Material. | 2 |
| | Depth of Material. | 3 |
| B. Material accuracy | Accuracy of concepts and definitions. | 4 |
| | Accuracy of data and facts. | 5 |
| | Accuracy of images and illustrations.. | 6 |

| | | |
|------------------------------------|---|----|
| C. Up-to-date material | Pictures and illustrations in everyday life. | 7 |
| | Use examples and cases found in everyday life | 8 |
| | Encourage curiosity | 9 |
| | Create the ability to ask questions | 10 |
| D. Presentation technique | Concept accuracy | 11 |
| E. Presentation support | Practice questions at the end of each lesson | 12 |
| | Introduction | 13 |
| | Bibliography | 14 |
| F. Presentation of learning | Students involvement. | 15 |

(Source: 2016 BNSP Adoption)

2. Language Expert Instrument Grid

The language validation instrument was used to determine the suitability and appropriateness of the language applied to visual book teaching materials based on local wisdom. The following is the language expert instrument grid:

Table 3.3 Language Expert Instrument Grid

| Assessment Aspect | Assessment Indicator | No. Item |
|--|---|----------|
| A. Straight forward | Accuracy of sentence structure. | 1 |
| | Effectiveness of sentences. | 2 |
| | Standardity of terms. | 3 |
| B. Communicative | Understanding the message or information. | 4 |
| C. Dialogic and Interactive | Ability to motivate students. | 5 |
| D. Suitability to student development | Suitability to students' intellectual development | 6 |
| | Suitability to students' emotional development | 7 |
| E. Conformity to Language Rules | Grammatical provisions. | 8 |
| | Spelling decisions. | 9 |

(Source: 2016 BNSP Adoption)

3. Media Expert Instrument Grid

The media expert validation instrument aimed to assess the suitability of the media applied to visual book teaching materials based on local wisdom through the appearance of the teaching materials in question. The following is the media expert instrument grid:

Table 3.4 Media Expert Instrument Grid

| Assessment Aspect | Assessment Indicator | No. Item |
|---|---|----------|
| a. Size of Teaching Materials | Conformity of the size of teaching materials to ISO standards | 1 |
| | Suitability of size to teaching materials | 2 |
| b. Teaching Material Cover Design | Design book cover is accordance with the teaching materials | 3 |
| | Color book cover is interesting | 4 |
| | Size letter which used interesting and easy to read | 5 |
| | Size title letter more dominant and proportional compared to material size teach and author book name | 6 |
| | The color of the teaching material title is more visible compared to the cover | 7 |
| | Not use many letter combinations. | 8 |
| c. Sign of Teaching Material Content | Layout consistency | 9 |
| | Placement of consistent layout elements | 10 |
| | The separation between paragraphs is clear | 11 |
| | The spacing between text and illustrations is appropriate | 12 |
| | Neatness of design and suitability of images that support the material | 13 |
| | Not use many types of letters. | 14 |
| | Illustrations and image descriptions are clear | 15 |

(Source: 2016 BNSP Adoption)

4. Teacher Practicality Instrument Grid

The teacher practicality instrument was used to check whether visual book teaching materials based on local wisdom that have been developed are practical or not for use by teacher in the learning process in the classroom. The following was a teacher practicality instrument grid:

Table 3.5 Teacher Practicality Instrument Grid

| Assessment Aspect | Statement | No. Item |
|--|--|----------|
| 1. Size of Teaching Materials | This visual book teaching materials based on local wisdom is suitable to the teaching materials size. | 1 |
| 2. Teaching Material Design | The cover design of visual book teaching materials based on local wisdom has an initial appeal that describes the content or material being conveyed. | 2 |
| | The choice of font type, size and spacing is appropriate, making it easier for students to understand reading visual book teaching materials based on local wisdom. | 3 |
| | The combination of images, videos and writing in visual book teaching materials based on local wisdom attracts attention | 4 |
| 3. Material Completeness | The material and learning indicators in the visual book teaching materials based on local wisdom are accordance with KD and KI. | 5 |
| | The instructions in using visual book teaching materials based on local wisdom are clear, making it easier for students to carry out all the activities. | 6 |
| | The material presented in the visual book teaching materials is based on local wisdom according to the level student abilities. | 7 |
| 4. Sign of Teaching Content | Placement of layout (title, subtitles, text, images, video page numbers) in visual book teaching materials based on local wisdom is consistent according to a certain pattern. | 8 |
| 5. Grammatical accuracy | Visual book teaching materials based on local wisdom use sentences that do not create double meanings. | 9 |
| 6. Accuracy of Sentence Structure | Visual book teaching materials based on local wisdom use sentences that are simple and easy for students to understand. | 10 |
| | Visual book teaching materials based on local wisdom use communicative language. | 11 |

| | | |
|-------------------------------|---|----|
| 7. Update of Material | The pictures and illustrations in the visual book teaching materials are based on local wisdom which are presented based on everyday problems and nuances of wisdom local and effective in increasing interest in learning. | 12 |
| 8. Encourage Curiosity | Visual book teaching materials based on local wisdom facilitate students to build understanding based on previous knowledge. | 13 |
| | Visual book teaching materials based on local wisdom encourage students to discuss or work the same as other people in a group. | 14 |
| | Visual book teaching materials based on local wisdom facilitate students to explore the information needed to solve problems in their own way. | 15 |

(Source: 2016 BNSP Adoption)

5. Students Practicality Instrument Grid

The students' practicality questionnaire was used to check whether visual book teaching materials based on local wisdom that had been developed were practical or not for use by students in the learning process in the classroom. The following was the students' practicality instrument grid:

Table 3.6 Students Practicality Instrument Grid

| Assessment Aspect | Statement | No. Item |
|--------------------------------------|--|----------|
| 1. Size of Teaching Materials | This visual book teaching materials based on local wisdom is suitable to the teaching materials size. | 1 |
| 2. Teaching Material Design | The cover design of visual book teaching materials based on local wisdom has an initial appeal that describes the content or material being conveyed. | 2 |
| | The color combination in visual book teaching materials based on local wisdom is interesting. | 3 |
| | The size and type of the letters in visual book teaching materials based on local wisdom is appropriate. | 4 |
| 3. Sign of Teaching Content | The separation between paragraph is clear, the spacing between text and illustration is appropriate. | 5 |
| 4. Material Completeness | The presentation of the material in this teaching material is very complete according to the topic being taught. | 6 |
| 5. Depth of Material | With this visual book teaching material, I gained more in-depth knowledge about narrative text material. | 7 |
| 6. Breadth of Material | With this visual book teaching material, I gained more in-breadth knowledge about other things that support narrative text material. | 8 |
| 7. Accuracy of Material | This visual book teaching material has an accuracy of concept, definitions, example, images and illustrations. | 9 |
| 8. Update of Material | This visual book teaching material use the examples, pictures, and illustration in everyday life that make students easily to understand the material. | 10 |
| 9. Encourage Curiosity | This visual book teaching materials based on local wisdom increase the students' motivation to learn more about English. | 11 |

| | | |
|---|---|----|
| 10. Accuracy of Sentence Structure | The sentences used in this visual book teaching material are accurate and easy to understand. | 12 |
| | The language used in this visual book teaching material are interactive and communicative. | 13 |
| 11. Student involvement | This teaching material increase the students' responsible to take a part in maintaining and preserving local wisdom indirectly. | 14 |
| 12. Grammatical Accuracy | This visual book teaching materials has a grammatical accuracy. | 15 |

(Source: 2016 BNSP Adoption)

3.7 Data Collection Technique

Data collection techniques were very necessary to obtain data and information. The data collection technique used in this research was interview with the English teacher, validation by a team of media experts, material experts, language experts, and activities documentation. There was also a practicality test questionnaire by practitioners (English teachers and students). According to Arikunto in Muna (2019: 31) a questionnaire is a list of questions on a particular topic for subjects individually or in groups, in order to obtain information. To obtain data in this research, researchers used the following data collection techniques:

1. Interview Activity

Interview activities with English teachers were carried out first to find out the problems experienced by students and teachers regarding the teaching materials used in the learning process. This is the initial research data.

2. Media Validation

Media validation was used to check whether the media in the teaching material based on local wisdom was valid or not, by submitting a media validation sheet to the validator (media expert).

3. Material Validation

Material validation was used to check whether the material in the teaching material based on local wisdom is valid or not, by submitting a material validation sheet to the validator (material expert).

4. Language Validation

Language validation was used to determine whether the language used in the teaching material based on local wisdom is valid or not, by submitting a language validation sheet to the validator (linguist).

Validation was carried out by experts in the field to assess the suitability of teaching materials based on local wisdom in the form of a visual book, chapter VI on Fractured stories about narrative text using folktales found in Nias. Each validator provided an assessment of local wisdom-based teaching materials that had been developed by researchers.

5. Teacher Practicality

The teacher practicality questionnaire was used to check whether visual book teaching materials based on local wisdom that have been developed are practical or not for use by teacher in the learning process in the classroom. This was done by submitting a practicality sheet to the teacher.

6. Students Practicality

The students practicality questionnaire was used to check whether visual book teaching materials based on local wisdom that have been developed are practical or not for use by students in the learning process in the classroom. This was done by submitting a practicality sheet to the students.

3.8 Data Analysis Techniques

According to Muhadjir Rijali (2018), data analysis is crucial for researchers to systematically scrutinize and organize records from observations, interviews, and other sources, enabling them to present findings effectively. The collected data in this study encompassed both qualitative and quantitative types, obtained through the analysis of teaching material products. Qualitative data included suggestions, criticisms, comments, and written responses to expert evaluations, which the researcher described in detail. Quantitative data, on the other hand, underwent processing using various formulas to facilitate clear presentation to others. This analytical approach aligns with the four key steps of data analysis: data collection, data reduction, data display, and drawing conclusions, followed by verification.

a. Data Collection

Data collection occurs in this section. First, information for data collection is gathered from field interview results. Field notes are divided into two categories: descriptive and reflective. Descriptive notes are natural notes about what is witnessed, heard, and seen by the researcher without the researcher's interpretation and opinion of the phenomena that occur. Furthermore, reflective notes are notes that contain the researcher's opinions, comments, and interpretations about what is found. Thus, this note is material for the data collection plan for the next step. The second data collection was obtained from experts validation sheet. The data is obtained by adjusting the aspects of the media, material, and language validation sheet, which then the researcher gave a score based on the results of observation and analysis.

b. Data Reduction

Following data collection, data reduction is used to identify the pertinent data, and then focus the data that leads to problem solving, discovery, meaning or to answer questions. Which leads to problem solving, discovery, meaning or to answer research questions. Additionally, it clarifies, summarizes, and systematically explains the key aspects of the findings and their significance. The data reduction process eliminates data that is unrelated to the research issue. In this manner, the researcher's ability to reach conclusions will be facilitated and focused.

c. Data Display

The presentation of data as writing, images, tables, and graphs is known as data display. Combining data for the purpose of providing an overview of the actual situation is the goal of data presentation.

1. Data Analysis of Teaching Material Validation Results

Anggia, Roza, & Siregar, 2020 stated that validation of teaching materials was assessed based on four aspects, namely content suitability aspects, presentation aspects, linguistic aspects, and graphic aspects. Data analysis techniques used for analyzing validation data were adapted from Akbar (2017) as follows:

17
a. Calculate the average score of each aspect assessed by equality:

$$\bar{X} = \frac{\Sigma}{N} \quad (3.1)$$

Information: \bar{X} : Average score of assessments by experts

Σ : Number of scores obtained by experts

N : Number of questions

b. Validation Questionnaire Data Analysis

The average score obtained was converted into a value with criteria. This was done to determine the suitability of the developed teaching materials, which were initially converted into qualitative data in the form of scores using the following percentage formula:

$$Va = \frac{TSa}{TSh} \times 100\% \quad (3.2)$$

Va = Validation score percentage

TSa= Total score obtained

TSh= Total overall score

So we obtained categories for evaluating teaching materials based on local wisdom as determinants of the level of validity and as revision materials for writers. This is explained in the following table:

Table 3.7 Quality Criteria for Teaching Materials

| No | Value | Criteria | Decision |
|----|---------------------|-------------|--|
| 1 | $81,25 < x = 100$ | Very Worthy | If all the items in the elements assessed are very suitable and there are no shortcomings with the teaching materials, then they can be used as teaching materials for students. |
| 2 | $62,25 < x = 81,25$ | Worthy | If all items are assessed as appropriate, even though there are a few shortcomings and need to be justified with the teaching material product, it can still be used as teaching material for students.. |

| | | | |
|---|---------------------|-------------|---|
| 3 | $43,75 < x = 62,50$ | Less Worthy | If all the items in the elements are considered inappropriate, there are a few or many shortcomings with this product, so justification is needed so that it can be used as teaching material.. |
| 4 | $25,00 < x = 43,75$ | Unworthy | If each item in the element is deemed inappropriate and there are deficiencies with this product, then justification is really needed so that it can be used as teaching material.. |

Source: Akbar, 2017

2. Practicality Questionnaire Data Analysis

Arifin (2016: 264) stated that practicality is a requirement of a standardized test. The practicality of teaching materials using the Problem-Based Learning (PBL) model can be assessed through the results of the questionnaire identification of practicality from students and teachers. The assessments for students and teachers on the practicality sheet are sought in the following way:

- 1) Student and teacher response questionnaires are scored as follows: strongly agree (4), agree (3), disagree (2), strongly disagree (1).
- 2) Calculate the average score of each aspect assessed by equality:

$$\bar{X} = \frac{\Sigma}{N} \quad (3.3)$$

Information: \bar{X} : Average score of assessments by practitioner

Σx : Number of scores obtained by practitioner

N : Number of questions

3) Giving practicality value using the following formula:

$$\text{Practicality Level} = \frac{\text{Total score obtained}}{\text{Total score}} \times 100\% \quad (3.4)$$

Hidayat (2017:56).

4) Match the practicality average with the material practicality criteria teach.

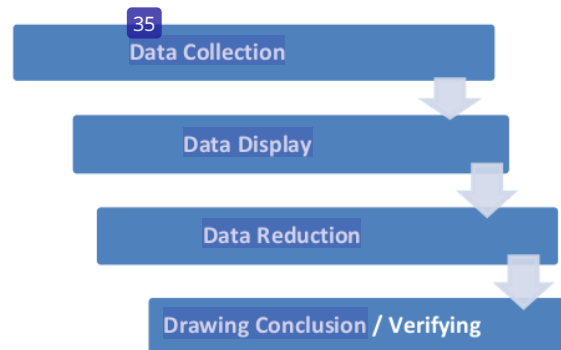
Table 3.8 Practicality Criteria for Teaching Materials

| Average Score | Clarification |
|---------------|-----------------|
| 81% - 100% | Very Practical |
| 61% - 80% | Practical |
| 41% - 60% | Quite Practical |
| 21% - 40% | less practical |
| 0% - 20% | Not Practical |

Source: Riduan in Hidayat (2017:56)

d. Conclusion Drawing/Verifying

Drawing conclusions after the data reduction process is the final step. Interim conclusions can then be drawn after sufficient data have been gathered, and final conclusions can be drawn once all the data have been gathered. In conclusion, the process of data analysis was condensed into the figure below:



Picture 3.4 Miles and Huberman's Model (1992)

In order to understand the process of data analysis techniques above, the researcher made a structured procedure briefly, as follows:

- 1). Implementing the instruments of the research.
- 2). Design the English teaching materials based on local wisdom.
- 3). Interpreting the data gained from validation process by the experts.
- 4). Summing up the feasibility of the teaching materials by using formula to help presenting the data in forms of numbers that proposed by Akbar et al, 2017.
- 5). Using scoring formula based on criterion referred evaluation from Akbar 2017
- 6). Presenting the data which is interpreted descriptively.

RESULT AND DISCUSSIONS**4.1 Description of research results**

This research aims to produce a product namely teaching materials based on local wisdom found in Nias in the form of visual book. The teaching materials developed in this research were declared suitable for use based on validation tests result by media experts, material experts and language experts. The design stages of teaching materials based on local wisdom in the form of visual book can be described as follows:

4.1.1 Define Stage Results

At this stage, researcher were originally looking for problems related to students' needs. Researchers conducted a needs analysis to obtain information related to teaching materials based on local wisdom with what students need. The needs analysis was carried out by observing students and interviewing one of the English teachers at SMA Negeri 1 Alasa. From these observation and interview, information was obtained that the learning resources used did not link the material to the local wisdom in the area where the students lived. Apart from that, there were no other teaching materials used by the teachers apart from general textbooks which make students feel bored and difficult to understand the material, so it can't support the learning process. The interview result can be seen as follows:

Teachers' Interview Sheet

This interview was conducted with the tenth grade English teachers to obtain preliminary data.

| Teachers' Identity | |
|--------------------|--------------------------------|
| Name | : HEAT SIS 'BALURRU |
| NUP/TK | : 1458774675130023 |
| Day/date | : Wednesday, November 01, 2023 |
| Time | : 09.00 – 10.00 am |
| Location | : SMA Negeri 1 Alasa |

| No | Questions | Teachers' Responses |
|----|--|--|
| 1. | What do you know about local wisdom? | Local wisdom is the characteristic in an area local wisdom has a high value of use and it worth continuing to be spread, developed, and preserved as a heritage of rich cultural diversity and modernization. |
| 2. | What local wisdom do you know in Nias? | Local wisdom in Nias is local wisdom. The richness of the culture like traditional dance, some songs variety of language are the examples of the local wisdom in Nias. One of the local wisdom which is almost extinct and should be preserved is folktale. |
| 3. | Have you ever linked learning with local wisdom? | Yes, I ever linked learning with local wisdom. For example, when I explain about narrative text material, I give the story example that come from Nias, namely "Stone Jump". By using the example, the student can easy to understand the material because related to the surrounding environment. |
| 4. | What teaching materials do you use when teach the students in classroom? | The teaching material I use when teach the material in classroom is general but local wisdom used by the teacher in high school. |
| 5. | Are there special teaching materials that contain local wisdom in the learning activities? | There is no special teaching materials that contain local wisdom, especially found in those in the learning activities, it just general text book. |
| 6. | How do you relate the local wisdom with learning activities? | I try to use the story example about local wisdom found in those which teach the students in the classroom. For example, Stone Jump can be an example of narrative text material. |
| 7. | Are there any obstacles when convey material related to local wisdom? | There is no obstacles when I convey material related to local wisdom. Even by using material, the student become more motivated and understand the material. |

Picture 4.1 Interview Sheet Result from English Teacher

Because of the problem, the researcher developed teaching materials, namely English teaching materials based on local wisdom in the form of a visual book. This teaching materials made based on one of the tenth grade material about fractured stories with the topic narrative text, so it is able to attract students' interest because there are many pictures, stories, and activities that students like in it. The teaching materials also displays close examples of local wisdom, namely folktales found in Nias that make them take part in maintaining and preserving local wisdom which is almost extinct indirectly.

4.1.2 Design Stage Results

The design stage is a continuation of the define stage. At this stage the researcher begins to design the product through several stages starting from selecting media, format, initial design and preparing a validation test.

a. Media Selection

Media selection is carried out to optimize the use of teaching materials in the process of developing for classroom learning. The media chosen by researchers is teaching materials based on local wisdom in the form of visual books. The teaching materials developed adapted to ISO standards (contents sizes A4/210 x 297 mm), text book paper, the number of pages in the teaching materials is 58 pages, designing the images and material displayed on the paper uses the Canva application.

b. Format Selection


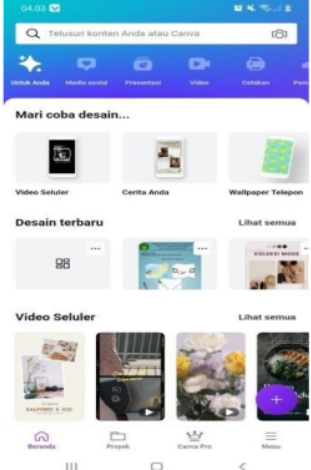
In selecting the format, the researcher collected materials related to the learning which will be included in the teaching materials regarding chapter VI about Fractured Stories with the topic of narrative texts in the form of folktales found in Nias which are rarely heard, read or explored by most people. Researchers also collected images related to the material from books, the internet and various other sources.

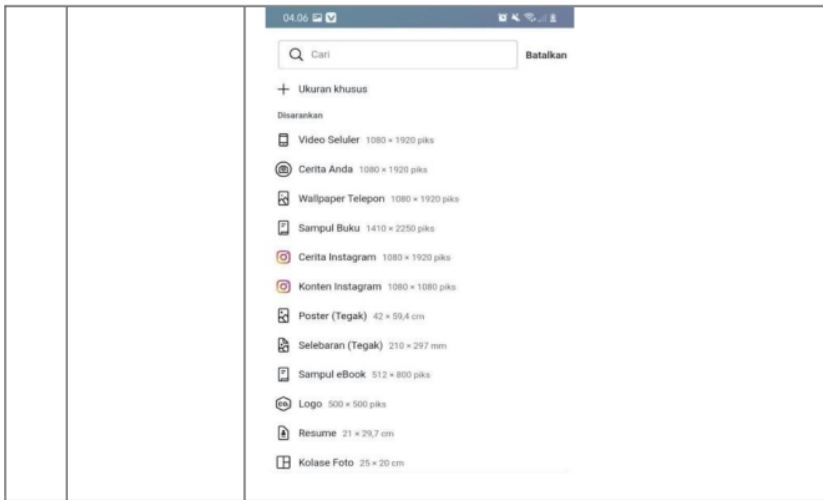
c. Preliminary Design

The initial design of this teaching materials was based on local wisdom in the form of a visual book. There are three components that make up teaching materials, namely, the initial component which includes the cover, foreword, table of contents, the core component which includes a study and discussion of the material to be studied, and the final part contains Student Worksheets and



evaluation questions. Researchers designed image designs in teaching materials based on local wisdom using the Canva and Word applications. The use of the Canva application in designing images for teaching materials in the form of visual book based on local wisdom is as follows:

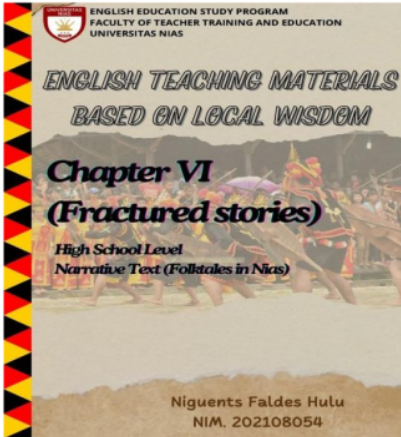
Table 4.1 Stages in Designing Images Using Canva Application

| No | Information | Picture |
|----|--|--|
| 1 | Open the Canva application on your smartphone/laptop |  |
| 2 | Click the (+) sign and select the book cover |  |



3 Click the (+) sign and choose a background color

| | | |
|---|--|---|
| 4 | Create a background color |  |
| 5 | Then insert the image on the page, by clicking the (+) sign, select gallery and select the image |  |

| | | |
|---|---|--|
| 6 | After that, the shape of the image displayed can be seen in the following image |  |
|---|---|--|

d. Preparation of Validation Submission Tests

After the local wisdom-based teaching material product was designed, the researcher then created a teaching material assessment instrument. In the instrument for media experts which consists of 3 aspects of assessment, namely the size of teaching materials, cover design of teaching materials, and design of the content of teaching materials which are translated into 15 indicators, the instrument for material experts consists of 6 aspects of assessment, namely suitability of material with KD, accuracy of material, up-to-date material, presentation techniques, presentation support, presentation are described into 15 indicators, and the linguist instrument consists of 5 assessment aspects, namely straightforward, communicative, dialogue and interactive, suitability for student development, and conformity with language rules, these aspects are explained into 9 indicators. The form of assessment score for local wisdom-based teaching materials uses a Likert scale with 4 criteria, namely very worthy, worthy, less worthy and not worthy.

4.1.3 Develop Stage Results

a. Validation Stage Results

At this stage, development is carried out with a feasibility test on local wisdom-based teaching materials that have been designed and validated by media experts, material experts and language experts using validation assessment instruments. The aim of this stage is to get the final results of the teaching materials after going through revisions obtained from the validators according to input and suggestions. If the teaching materials are not suitable for use, then the teaching materials will be revised.

1. Media Validation Results

Media validation by Mr. Riswan Zega, S.Pd., M.Hum as validator in Stage 1. Validation was carried out on May 16 2024, the validator evaluated as the display of teaching materials. The media validator assessment is as follows:

Table 4.2 Media Validation Results

| Assessment Aspect | Assessment Indicator | Validation Result |
|--|---|-------------------|
| a. Size of Teaching Materials | Conformity of the size of teaching materials to ISO standards | 4 |
| | Suitability of size to teaching materials | 4 |
| b. Teaching Material Cover Design | Design book cover is accordance with the teaching materials | 4 |
| | Color book cover is interesting | 4 |
| | Size letter which used interesting and easy to read | 4 |
| | Size title letter more dominant and proportional compared to material size teach and author book name | 4 |
| | The color of the teaching material title is more visible compared to the cover | 4 |

| | | |
|---|--|-------------|
| | Not use many letter combinations. | 3 |
| c. Sign of Teaching Material Content | Layout consistency | 3 |
| | Placement of consistent layout elements | 3 |
| | The separation between paragraphs is clear | 4 |
| | The spacing between text and illustrations is appropriate | 4 |
| | Neatness of design and suitability of images that support the material | 4 |
| | Not use many types of letters. | 4 |
| | Illustrations and image descriptions are clear | 4 |
| Total Number | | 57 |
| Average | | 3,8 |
| Percentage | | 95% |
| Category | | Very Worthy |

Information : 1) $25,00 < x = 43,75$, Unworthy. 2) $43,75 < x = 62,50$, Less Worthy. 3) $62,25 < x = 81,25$, Worthy. 4) $81,25 < x = 100$, Very Worthy.

Based on the validation results from media experts in table 4.2 above, a score of 57 was obtained from a maximum score of 60. A score of 57 has an average of 3,8 and the overall percentage of media is 95% with a very appropriate category so that teaching materials based on local wisdom in the form of visual books can be used by teacher and students in the learning process. It is known that from all aspects of assessment, the highest percentage of eligibility is in the aspect of size of teaching materials with a percentage of 100%. The lowest percentage of eligibility is in the Sign of Teaching Material Content aspect with a percentage of 92,85%. The mode of validation results by Mr. Riswan Zega, S.Pd., M. Hum is 4 and the median (middle value) is 4.

Validation results from Media Expert on each aspect can be seen in the following diagram picture:

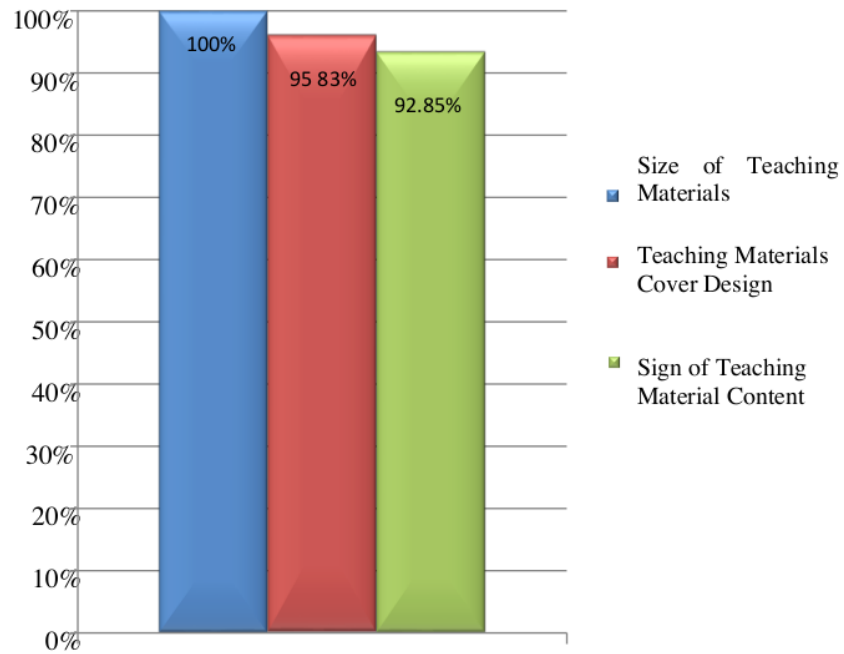


Diagram 4.1 Percentage data from Media Expert

2. Material Validation Results

Material validation takes place in one stage, where the validator is Mr. Trisman Harefa, S.S., M.Pd. Validation was carried out on May 16 2024, the validator evaluated local wisdom material printed on teaching materials in the form of visual books. The material validator assessment is as follows:

Table 4.3 Material Validation Results

| Assessment Aspect | Assessment Indicator | Validation Result |
|--|---|-------------------|
| A Compatibility of material with KD | Completeness of material. | 4 |
| | Breadth of Material. | 4 |
| | Depth of Material. | 4 |
| B. Material accuracy | Accuracy of concepts and definitions. | 4 |
| | Accuracy of data and facts. | 4 |
| | Accuracy of images and illustrations. | 3 |
| C. Up-to-date material | Pictures and illustrations in everyday life. | 3 |
| | Use examples and cases found in everyday life | 4 |
| | Encourage curiosity | 4 |
| | Create the ability to ask questions | 4 |
| D. Presentation technique | Concept accuracy | 4 |
| E. Presentation support | Practice questions at the end of each lesson | 4 |
| | Introduction | 4 |
| | Bibliography | 4 |
| F. Presentation of learning | Students involvement. | 4 |
| Total Number | | 58 |
| Average | | 3,86 |
| Percentage | | 96,66% |

| Category |
|----------|
|----------|

Information : 1) $25,00 < x = 43,75$, Unworthy. 2) $43,75 < x = 62,50$, Less Worthy. 3) $62,25 < x = 81,25$, Worthy. 4) $81,25 < x = 100$, Very Worthy.

Based on the validation results from material experts in table 4.3 above, a score of 58 was obtained from a maximum score of 60. A score of 58 has an average of 3,86 and the overall percentage of media is 96,66% with a very appropriate category so that teaching materials based on local wisdom in the form of visual books can be used by teacher and students in the learning process. It is known that from all aspects of assessment, the highest percentage of eligibility is in the aspect Compatibility of material with KD, Presentation technique, Presentation support, and Presentation of learning. The mode of validation results by Mr. Trisman Harefa, S.S., M.Pd is 4 and the median (middle value) is 4.

Validation results from Material Expert on each aspect can be seen in the following diagram picture:

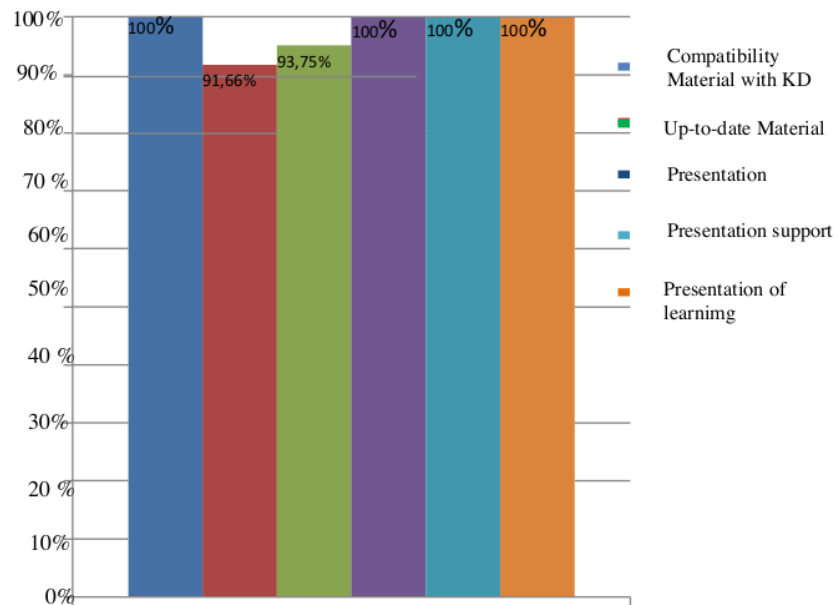


Diagram 4.2 Percentage Data from Material Expert

3. Language Validation

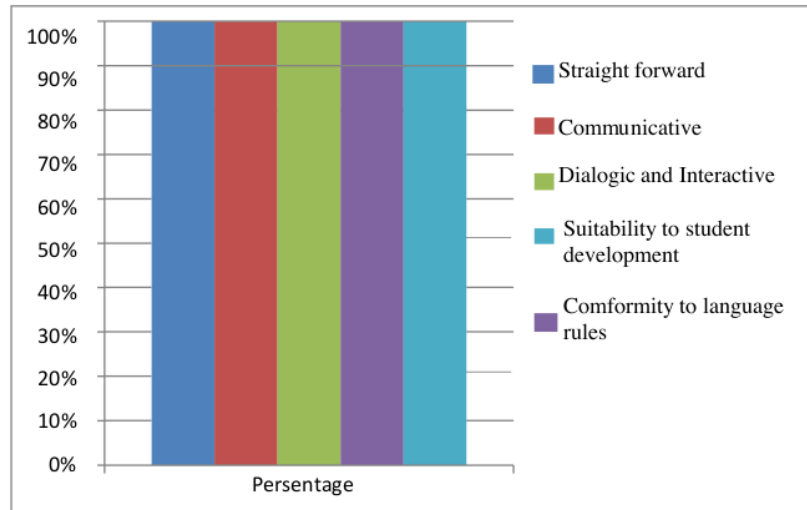
Language validation is carried out in 1 stage by a validator, namely Mr. Kristof M.E Tel, S.S., M.Pd. Validation was carried out on May 16 2024, the validator assessed the effectiveness of the use of grammar used in the Wisdom study material in teaching materials in the form of visual books. The language validator assessment is as follows:

Table 4.4 Language Validation Results

| Assessment Aspect | Assessment Indicator | Validation Result |
|--|---|-------------------|
| A. Straight forward | Accuracy of sentence structure. | 4 |
| | Effectiveness of sentences. | 4 |
| | Standardity of terms. | 4 |
| B. Communicative | Understanding the message or information. | 4 |
| C. Dialogic and Interactive | Ability to motivate students. | 4 |
| D. Suitability to student development | Suitability to students' intellectual development | 4 |
| | Suitability to students' emotional development | 4 |
| E. Conformity to Language Rules | Grammatical provisions. | 4 |
| | Spelling decisions. | 4 |
| Total Number | | 36 |
| Average | | 4 |
| Percentage | | 100% |
| Category | | Very Worthy |

Information : 1) $25,00 < x = 43,75$, Unworthy. 2) $43,75 < x = 62,50$, Less Worthy. 3) $62,25 < x = 81,25$, Worthy. 4) $81,25 < x = 100$, Very Worthy.

Validation results from language Expert on each aspect can be seen in the following diagram picture:



Based on the validation results from language experts in table 4.4 above, a score of 36 was obtained from a maximum score of 36. A score of 36 has an average of 4 and the overall percentage of language is 100% with a very appropriate category so that teaching materials based on local wisdom in the form of visual books can be used by teacher and students in the learning process. It can be seen that all aspects of the assessment have a high percentage that is 100% percentage. The mode of validation results by Mr. Kristof M.E Tel, S.S., M.Pd. is 4 and the median (middle value) is 4.

b. Product Revision

Based on the validation results from media experts, material experts and language experts, it is known that there are several revisions and improvements that need to be made to the teaching materials based on the local wisdom in the form of visual book which have been developed according to the validator's input and suggestions.

1) Revision from Media Experts

After assessing the teaching materials based on the local wisdom in the form of visual book, the validator provided suggestions and input, namely that the writing and images on the cover were made clearer with more consistent colors, and adjusted to ISO.

- a) The writing on the cover is not attractive
- b) The image, writing style, and colors had to be changed because it interfered the writing. Made more interesting
- c) Pay attention to ISO requirements
- d) Revise and add the material, revise the incorrect grammar and pay more attention to the accuracy of writing structure

2) Revision from Material Experts

Based on the assessment results obtained from material experts, there are several inputs and suggestions regarding the teaching materials that have been developed, namely that the teaching materials must be made in a larger size so that the writing is more clearly seen by students and improve the bibliography in writing class words.

- a) Find more related image to the teaching materials
- b) The use of colors is too tacky and needs to be improved
- c) Revise and add the material more complete

3) Revision from a Linguist

Input and suggestions from language expert validators regarding teaching materials based on local wisdom in the form of visual book, namely using font size in the text, namely front size 12, adding images according to the content, and typing words and spelling.

- a) Add images according to the content
- b) Improvements to word typing and spelling

c. Developmental Testing

1). Small Group Trials

The first trial of teaching materials was carried out in class X-9 on June 5, 2024. A small group test was carried out on 10 students where the readability of teaching materials based on local wisdom developed by researchers was investigated. Based on teaching materials testing, students experienced several problems when using the product. Researchers found these obstacles based on students' comments and complaints when using the teaching materials. Researchers define these obstacles in the table below:

Table 4.5 Obstacles experienced by students

| | |
|----|---|
| 1. | There were several mistyped words so that students not understand the meaning of the words. |
| 2. | There were less clear writings. |
| 3. | There were unclear and unrelated pictures. It would be better if it was replaced with a suitable one. |

In the small group trial in class X-9, totaling 10 students, there were 3 obstacles felt by the students. After knowing the shortcomings of the small group trial, improvements were needed to carry out the trial in large groups.

2. Large Group Trials (Students Practicality)

A large group test was held in class X-8 of SMA Negeri 1 Alasa on June 8 2024. A large group experiment involving 20 students used these teaching materials to test students' practicality towards visual book teaching materials based on local wisdom in Nias that had been developed. Large group tests are carried out after finalizing the product according to the validator's instructions and after small group tests. Visual book teaching materials based on local wisdom found in Nias were used for large group testing. This activity is carried out by the teacher teaching in the class using

teaching materials that have been developed by researchers. After carrying out the learning experiment in the class, the researchers distributed assessment questionnaires about the teaching materials they had used and studied, whether the teaching materials were practical to use and learn or not according to the students concerned. The questionnaire contains 12 aspects that students must respond to, including Size of Teaching Materials, Teaching Materials Design, Sign of Teaching Content, Material Completeness, Depth of Material, Breadth of Material, Accuracy of Material, Update of Material, Encourage Curiosity, Accuracy of Sentence Structure, Student Involvement, and Grammatical Accuracy.

After implementation, researchers assessed how students responded to the development of visual book teaching materials based on local wisdom found in Nias. Responses were measured using a questionnaire provided by the researcher. General results for related questionnaires are as follows:

Table 4.6 Practicality Tests Result in Large Group

| Students | Score | Percentage |
|-----------------|--------------|-------------------|
| 1 | 53 | 88,33% |
| 2 | 53 | 88,33% |
| 3 | 52 | 86,66% |
| 4 | 53 | 88,33% |
| 5 | 53 | 88,33% |
| 6 | 53 | 88,33% |
| 7 | 54 | 90,00% |
| 8 | 56 | 93,33% |
| 9 | 53 | 88,33% |
| 10 | 57 | 95,00% |
| 11 | 60 | 100,00% |
| 12 | 60 | 100,00% |
| 13 | 60 | 100,00% |
| 14 | 59 | 98,33% |
| 15 | 60 | 100,00% |
| 16 | 60 | 100,00% |
| 17 | 60 | 100,00% |
| 18 | 59 | 98,33% |
| 19 | 54 | 90,00% |

| | | |
|----|----|--------|
| 20 | 59 | 98,33% |
|----|----|--------|

| | | |
|--------------------|--------------|-----------------|
| Total Score | 1.128 | 1.879,96 |
| Average | 3,76 | 93,99 |
| Category | 13 | Very Practical |

Information : 1) 1-20%, Not Practical. 2) 21-40%, less practical. 3) 41-60%, Quite Practical. 4) 61-80%, Practical. 5) 81-100%, Very Practical.

Based on the results of the practicality test in table 4.6 above, by looking at student responses in the large group test, it is known that visual book teaching materials based on local wisdom are categorized as very practical with a score of 93.99%. A score of 1.128 by 20 students was obtained from a maximum score of 1.200. A score of 1.128 has an average of 3.76 and the overall percentage is 93.99% with a very appropriate category so that teaching materials based on local wisdom in the form of visual books were practical to be used and learned by the students in the learning process. It can be seen that the application of visual book teaching materials based on local wisdom found in Nias in class X-8 of SMA Negeri 1 Alasa is included in the very good category. It can be seen from the data on the number of students who have filled out a questionnaire containing several questions which the researcher has processed and produced this data.

3. Teacher Practicality

The practicality test of teaching materials by teachers was carried out on June 8 2024. Teacher practicality questionnaire used to check whether visual book teaching materials based on local wisdom that have been developed are practical or not for use by teachers in the learning process in the classroom. This is done by submitting a practicality sheet to the English teacher who has taught in small and large group experiments using teaching materials that have been developed by researchers. The questionnaire contains 8 aspects that teachers must respond to, including Size of Teaching Materials, Teaching Materials Design, Sign of Teaching Content, Material Completeness, Update of Material, Encourage Curiosity, Accuracy of Sentence Structure, and Grammatical Accuracy.

All of these components are in accordance with the aim of the practicality test, namely to determine the user's ease in using visual book teaching materials based on local wisdom in chapter VI about Fractured stories, with the topic of narrative text. This is in line with the research method that some of the points in the student response questionnaire are taken from aspects of the requirements for good teaching materials, so that at this stage the goal of the practicality test can be achieved and measured (Lestari, Mochamad, & Dharmono, 2016).

On testing teaching materials based on local wisdom in the form of visual books, teachers did not experience problems when testing it in small group and large group. On the contrary, she is even motivated to teach and very interested in the teaching materials in the form of visual books because the use of examples, colors and images which are very interesting and directly related to daily life, especially the local wisdom of the Nias region itself, and this is one of the characteristics of Kurikulum Merdeka which is currently underway at SMA Negeri 1 Alasa. The teacher practicality results are as follows:

Table 4.7 Practicality Results from English Teacher

| Assessment Aspect | Statement | Validation Result |
|--------------------------------------|---|-------------------|
| 1. Size of Teaching Materials | This visual book teaching materials based on local wisdom is suitable to the teaching materials size. | 4 |
| 2. Teaching Material Design | The cover design of visual book teaching materials based on local wisdom has an initial appeal that describes the content or material being conveyed. | 4 |
| | The choice of font type, size and spacing is appropriate, making it easier for students to understand reading visual book teaching materials based on local wisdom. | 4 |
| | The combination of images, videos and writing in visual book teaching materials based on local wisdom attracts attention | 4 |
| 3. Material Completeness | The material and learning indicators in the visual book teaching materials based on local wisdom are accordance with KD | 4 |

| | | |
|--|---|------|
| | and KI. | |
| | The instructions in using visual book teaching materials based on local wisdom are clear, making it easier for students to carry out all the activities. | 4 |
| | The material presented in the visual book teaching materials is based on local wisdom according to the level student abilities. | 4 |
| 4. Sign of Teaching Content | Placement of layout (title, subtitles, text, images, video page numbers) in visual book teaching materials based on local wisdom is consistent according to a certain pattern. | 4 |
| 5. Grammatical accuracy | Visual book teaching materials based on local wisdom use sentences that do not create double meanings. | 4 |
| 6. Accuracy of Sentence Structure | Visual book teaching materials based on local wisdom use sentences that are simple and easy for students to understand. | 4 |
| | Visual book teaching materials based on local wisdom use communicative language. | 4 |
| 7. Update of Material | The pictures and illustrations in the visual book teaching materials are based on local wisdom which are presented based on everyday problems and nuances of wisdom local and effective in increasing interest in learning. | 4 |
| 8. Encourage Curiosity | Visual book teaching materials based on local wisdom facilitate students to build understanding based on previous knowledge. | 4 |
| | Visual book teaching materials based on local wisdom encourage students to discuss or work the same as other people in a group. | 4 |
| | Visual book teaching materials based on local wisdom facilitate students to explore the information needed to solve problems in their own way. | 4 |
| Total Number | | 60 |
| Average | | 4 |
| Percentage | | 100% |
| Category | | |

13

Information : 1) 1-20%, Not Practical. 2) 21-40%, less practical. 3) 41-60%, Quite Practical. 4) 61-80%, Practical. 5) 81-100%, Very Practical.

Based on the results of the practicality test in table 4.7 above, by looking at the teacher's responses to the questionnaire, it is known that local wisdom-based visual book teaching materials are categorized as very practical to use with a score percentage of 100%. A score of 60 was obtained from a maximum score of 60. A score of 60 has an average of 4 and the overall percentage of language is 100% with a very appropriate category so that teaching materials are based on local wisdom in the form of visual books were practical to be used by the teacher in the learning process. It can be seen that all aspects of the assessment have a high percentage that is 100% percentage. The mode of teacher practicality result is 4 and the median (middle value) is 4.

4. Disseminate

At this stage the researcher has submitted visual book teaching material products which have been printed in textbook form and inserted into the flash disk of the English teacher at SMA N. 1 Alasa to be used as a suitable and practical learning resource for the learning process in the classroom.

4.2 Discussions

This section presents a discussion based on the research findings. The descriptive result of this content relate to answer the focus problem of the research that aim to develop and test the feasibility of the product namely English teaching materials based on local wisdom whether the teaching materials worthy or not worthy to be used in learning process. The data were collected by using validation sheet and practicality questionnaire.

4.2.1 The Descriptive Results of Developing and Feasibility Test of Teacing Materials Based on Local Wisdom

a. Developing Results

This research has succeeded in developing a product, namely teaching materials based on local wisdom in Nias in the form of a visual book for grade ten at SMA Negeri 1 Alasa. The development of visual book teaching materials based on local Nias wisdom uses a 4D development model consisting of define, design, develop and disseminate stages. The 4D model steps are very easy to understand, easy to set up and easy to develop. The teaching materials or learning tools developed encourage students to carry out learning that is conducive, effective and efficient (Kurniawan and Dewi, 2017:216). Several experts tested the functionality of visual book teaching materials based on Nias local wisdom, the suitability of the material and its presentation, the practicality of the language components, the practicality of the media and the practicality of the teaching materials.

- a) *Define*, This stage analyzes problems related to student needs. Researchers have carried out a needs analysis to obtain information related to the teaching materials that students need, namely English visual book teaching materials based on local wisdom in Nias.
- b) *Design*, This stage is the second stage and is a continuation of the define stage. At this stage, the initial product design process has been carried out, starting from selecting media, format, initial design and preparation of proposed validation tests.
- (c) *Develop*, At this stage, a feasibility test has been carried out on the product that has been designed and validated by media experts, material experts and language experts and revisions have also been made to the product based on input and suggestions from validators to improve the product. The results of the validation of teaching materials by experts are very suitable for use by teachers and students in the classroom learning process. Testing the practicality of teaching materials has also been carried out by distributing questionnaires to one of the English teachers at SMA Negeri 1 Alasa who teaches in grade ten. The practicality test of

teaching materials by students was carried out in two groups, a small group consisting of 10 people and a large group consisting of 20 people. The results of the practicality test of teaching materials by teachers and students were stated to be very practical to use.

- (d) *Disseminate*, This is the final stage of this development research. Products that have been developed and have passed validation and practicality tests have been given to the schools concerned as a form of distribution of teaching material products for them to use in the classroom learning process.

b. Feasibility Test Results

The development of visual book teaching materials based on local Nias wisdom was collected from quantitative and qualitative data. Qualitative data was obtained from interview responses with information including teachers, students, as well as evaluation results and validator recommendations. Quantitative data was obtained from validation studies and teacher and student response surveys. This visual book teaching material has many advantages when used in learning, starting from being easy to carry and use both offline and online (Puspitasari, 2019:18). Students as recipients of information responded to the teacher's delivery of information, especially when trying visual book teaching materials based on local Nias wisdom that were appropriate to the students' environment. The teaching materials developed by researchers have been validated by language, material and media validators.

1. Media Validation Results

Media expert validation was carried out by Mr. Riswan Zega, S.Pd., M.Hum. He said that visual book teaching materials must use an attractive design, use animated images to make them look attractive and the letters used must be large so they can be seen more clearly. Learning media has a function in learning to increase student stimulation in the teaching and learning process (Nurrita, 2018:172). According to Ekayani (2017:3) learning media can cause stimulation, meaning that learning media has advantages over other media. The learning process in class feels easy when using learning media. Furthermore, the visual book teaching materials based on local wisdom in Nias that are developed must be tested for their practicality. Based on the percentage results obtained from media expert validators regarding visual book teaching materials based on local wisdom in Nias which can be used for the learning process, the percentage obtained is 100% in the aspect of size of teaching materials, 95.83% in the aspect

of teaching material cover design, 92 .85 in the sign of teaching material content aspect, so that overall the average percentage obtained is 95% with a very feasible category.

2. Material Validation Results

Material expert validation was carried out by Mr. Trisman Harefa, S.S., M.Pd. According to him, the teaching materials developed are suitable for use or ready to be used by teachers and students. The learning material checked by the validator is the suitability of the content of the teaching material to the learning objectives. The content of the teaching material includes learning activities, material descriptions, question formats, assignments, exercises and quizzes related to visual book teaching materials that are effectively used as learning outcomes. This is in accordance with Rahdiyanta (2016: 9) that a teaching material is considered valid if the content of the teaching material is appropriate, namely suitable for studying the competencies that are the learning objectives. Based on the percentage results obtained from material expert validators regarding local wisdom-based visual book teaching materials that can be used for the learning process. As in the aspect of compatibility of material with KD, the percentage obtained is 100%, in the aspect of accuracy of material the percentage obtained is 91.66%, in the aspect of material up-to-dateness the percentage obtained is 93.75%, in the aspect of presentation technique the percentage obtained is 100%, in the aspect for presentation support, the percentage obtained was 100% and for the learning presentation aspect, the percentage obtained was 100%. So overall the average percentage obtained is 96.66% with the very feasible category.

3. Language Validation Results

Language validation carried out by Mr. Kristof M. E Tel, S.S., M.Pd. He said that the language in teaching materials are developed must be understandable by students, in other words, it must be clear. This is in line with what Wahyuni, Hufri & Amir, (2018:143) said that in preparing teaching materials we must pay attention to several components, one of which is the suitability component of the language used which must be clearly in accordance with good and correct English. This is done to prevent students from making mistakes in learning. Based on the percentage results obtained from language

expert validators for wisdom-based visual book teaching materials in Nias which can be used for the learning process, the percentage obtained is 100% for the straightforward aspect, for the communicative aspect the percentage obtained is 100%, for the dialogue and interactive aspects the percentage obtained is the percentage is 100%, in the aspect of conformity to student development the percentage is 100%, and in the aspect of conformity to language rules the percentage is 100%. So that overall the average percentage obtained is 100% with a very feasible category.

Based on the validation results from the three experts above, it can be concluded that the teaching materials in the form of visual books lined with Nias local wisdom that have been developed by researchers are very worthy to be used in the learning process in schools.

c. Practicality Test Results

A small group test was carried out on 10 students where the readability of teaching materials based on local wisdom developed by researchers was investigated. Based on teaching materials testing, students experienced several problems when using the product. Researchers found these obstacles based on students' comments and complaints when using the teaching materials, such as there were several mistyped words so that students not understand the meaning of the words, there were less clear writings, and there were unclear and unrelated pictures. It would be better if it was replaced with a suitable one.

The researcher carried out a large group test on 20 students. The trial was carried out to measure students' responses to visual book teaching materials based on Nias local wisdom. The response given by students to the implementation of the visual book teaching materials was categorized as very practical with a score of 1,128, an average of 3.74 and a percentage value of 93.99%. This means that visual book teaching materials based on local wisdom in Nias are considered very interesting so that students are enthusiastic about learning in class. In accordance with Trinova's (2012:210) opinion, fun learning comes from learning that is not boring and is appropriate to their living environment. Implementing visual book teaching materials based on local wisdom in Nias can raise students' enthusiasm for learning.

Teacher practicality questionnaire used to check whether visual book teaching materials based on local wisdom that have been developed are practical or not for use by teacher in the learning process in the classroom. This is done by submitting a practicality sheet to the English teacher who has taught in small and large group experiments using teaching materials that have been developed by researchers. Based on the results practicality by looking at the teacher's responses to the questionnaire, it is known that visual book teaching materials based on local wisdom are categorized as very practical with a score of 100%. A score of 60 was obtained from a maximum score of 60. A score of 60 has an average of 4 and the overall percentage of language is 100% with a very appropriate category so that teaching materials are based on local wisdom in the form of visual books were practical to be used by the teacher in the learning process. It can be seen that all aspects of the assessment have a high percentage that is 100% percentage. When testing the teaching materials based on local wisdom in the form of visual book, teacher did not experience problems when testing it. On the contrary, she even motivated to teach and are very interested with the teaching materials in the form of visual books because the use of examples, colors and images are very interesting and directly related to daily life, especially the local wisdom of the Nias region itself, and this is one of the characteristics

of Kurikulum Merdeka which is currently underway at SMA Negeri 1 Alasa.

31 4.2.2 The Research Findings versus to the Latest Related Research

Regarding to the latest research, there are three researches that have the same scope and results about developing teaching materials based on local wisdom. The first related research by Mastiah (2021) in her research entitled: "*Pengembangan bahan ajar buku cerita rakyat berbasis kearifan lokal suku Dayak Randuk*". Based on the validation results from experts and educators, this book developed achieved highly favorable criteria. Linguists awarded it a score of 35 out of a maximum 40, resulting in a percentage of 87.5%. Material experts gave it 64 out of 75, scoring 85.3%. Media experts rated it 57 out of 60, achieving 95%. Educators provided a score of 59 out of 65, resulting in 90.8%. In small-scale trials, it scored 270 out of 330, achieving 81.8%, considered very good. In large-group trials with 16 respondents, it scored 785, resulting in 89.20%, meeting the criteria for being very attractive. These results indicate that the folktales book based on the local wisdom of the Dayak tribe Randuk is highly suitable as teaching material in the learning process.

The last related research by Muhammad Taufik Hidayat (2019) in his research entitled: "*Pengembangan bahan ajar cerita rakyat Aceh berbasis kearifan lokal untuk membentuk karakter siswa SMP di kota Langsa*". The study resulted in the Aceh-based folklore writing module's content eligibility based on local wisdom, with a very good average score. The appropriateness of its presentation received a very good average score, while the language aspects were rated as very good. Additionally, student learning outcomes were assessed through pretest and posttest evaluations before and after using the teaching materials. For Class VII students at SMPN 1 Langsa, the pretest yielded a total score of 1996 with an average of 66.53, and the posttest resulted in a total score of 2390 with an average of 79.66. At SMPN 4 Langsa, students' pretest total was 1890 with an average of 63.00, and the posttest total was 2320 with an average of 77.33. At Langsa 9 Public Middle School, the pretest total was 1866 with an average of 62.26, and the posttest total was 2190 with an average of 73.00 among 30 students in each case. The use of teaching materials based on local wisdom was more effective in improving student learning outcomes compared to using textbooks and conventional learning methods, as evidenced by higher scores achieved with the developed teaching materials.

The last related research by Dewi Lailatul Vaziria (2022) in her research entitled: "*Pengembangan buku cerita rakyat berbasis kearifan lokal Blitar untuk kelas X*". The

evaluation conducted by validators on various aspects of the folklore teaching materials concluded that they are suitable for implementation in the learning of folklore texts for class X students at SMKN 1 Kademangan. The validation process involved experts and practitioners, as well as students, assessing different criteria. Teaching materials experts evaluated the appearance, presentation, and language aspects, giving a score of 86% with a "very feasible" rating, suggesting follow-up implementation. Material experts assessed content, language, and presentation aspects, yielding a score of 78.5% with a "decent" rating, also suggesting implementation. Practitioners evaluated content, presentation, linguistic, cover design, and content design aspects, with a score of 89.5% and a "very feasible" rating, recommending follow-up implementation. Students, evaluating attractiveness through 10 indicators, gave a score of 91% with a "very feasible" rating, suggesting further implementation. Overall, the feedback indicates that the developed product meets the necessary criteria and is suitable for implementation, with attention to incorporating suggestions and feedback for further improvement.

In line with the previous research above, this research results also has similarities about the developing materials based on local wisdom. Even though the subject, year, location, validators, informants and instruments used are different, the results of the developing teaching materials based on local wisdom have something in common, that was very suitable for use as learning resources for the learning process in schools and of course very practical to be used by students and teachers. Proven by the validation results of the developing teaching materials in each of the studies above. The same results also show that teaching materials based on local wisdom are very influential in increasing students' motivation, character and interest in learning. This research entitled: "*Pengembangan bahan ajar bahasa inggris berbasis kearifan local untuk kelas sepuluh di SMA Negeri 1 Alasa*". Based on the validation results of experts and educators, this book was developed get very worthy criteria. Linguists give a score of 36 with a score maximum 36, and percentage yield of 100%. The material expert gave a score of 58 with a maximum score of 60, and the percentage value is 96,66%. Media experts provide a score of 57 with a maximum score of 60, and a percentage score of 95%. Educator gives a score of 59 with a maximum score of 65, and a percentage value of 90.8%. Based on small-scale trials, a total score was obtained from 6 respondents amounting to 270 with a maximum score of 330 and a percentage of 81.8%, with very good criteria interesting. Furthermore, the results of large group trials obtained a total score of 16 respondents were 785 with a percentage of 89.20% and entered the very attractive criteria. These data show English teaching material based on the local wisdom in Nias in the form of visual book is

very suitable/ worthy to be used as teaching material in learning process.

4.2.3 The Research Findings versus Theories

Based on the research findings, it can be concluded that the English teaching material developed based on local wisdom in the form of a visual book successfully meets the criteria of effective teaching materials as defined by Putra and Lakoro (2015:2). These materials enhance students' understanding because they are contextual and relevant to their daily experiences, aligning with Constructivism and Cognitive theories. Constructivism emphasizes learning through building on prior knowledge and experiences, which is facilitated by linking teaching materials to students' environment and culture. Similarly, Cognitive theory supports that learning is more effective when new information is meaningful and relevant, attributes found in local wisdom-based materials.

To effectively integrate local wisdom into classrooms, teachers need training tailored to adult learning principles outlined in andragogy theory. This theory underscores that adults, including teachers, learn best when lessons are directly applicable to their work context. Hence, providing relevant training will enable teachers to effectively adopt and implement teaching materials grounded in local wisdom. Challenges such as identifying and collecting valid local wisdom resources and overcoming traditional teaching methods may arise, highlighting the need for educational reforms sensitive to social and cultural dynamics. Successful integration of local wisdom should consider the school's social and cultural context, as well as align with the curriculum in place.

This research shows that the development of teaching materials based on local wisdom has many benefits that are in line with modern educational theory. Implementation of this teaching material can improve students' understanding, critical thinking skills, motivation and involvement. However, to achieve optimal results, there needs to be adequate adaptation and training for teachers, as well as support in overcoming the challenges of gathering resources and resistance to change.

4.2.4 The Research Findings Implications

The research findings implications of the developing English teaching materials based on local wisdom using 4D development model can be seen from various aspects, including their impact on the learning process, student engagement, teacher professional development, and education policy. Here are some important things:

1. Implications for the English Learning Process

a. Increased Relevance and Learning Context

- Contextualization of Material: Integrating local wisdom in English teaching materials makes the material more relevant and interesting for students. This helps students relate language learning to their real life.
- Meaningful Learning: Students understand and remember English vocabulary and structures more easily when the material is taught in a context they are familiar with.

b. Innovative Teaching Methods

- Communicative Approach: Using teaching materials based on local wisdom encourages the use of a communicative approach, where students practice English through situations and stories that are relevant to their culture.
- Locally Based Projects: Teachers can design learning projects that involve research and presentations on aspects of local wisdom in English, which develop language skills and cultural understanding.

2. Implications for Student Engagement

a. Increase Motivation and Interest in Learning

- Intrinsic Motivation: Students are more motivated to learn English because the material taught is directly related to their culture and experiences.
- Active Involvement: The use of teaching materials based on local wisdom increases student participation in class activities because they feel more connected to the material being taught.

b. Social and Cultural Skills Development

- Multicultural Awareness: Teaching English through local knowledge helps students develop awareness and appreciation of their own culture as well as other cultures, strengthening their cultural identity.
- Critical Thinking Skills: Students are invited to think critically about how their culture can be conveyed in English, enhancing analytical and reflective skills.

3. Implications for Teacher Professional Development

a. Teacher Competency Training and Development

- **Special Training:** Training programs are needed for English teachers to effectively integrate local wisdom in language learning.
- **Intercultural Competency Development:** Teachers get the opportunity to develop intercultural competence and innovative teaching methodologies.

b. Collaboration Improvements

- **Collaboration with Communities:** Teachers are encouraged to collaborate with local communities and local wisdom experts to collect relevant materials.
- **Continuous Learning:** This process encourages teachers to continuously learn and innovate in their approach to teaching English.

4. Implications for Education Policy

a. English Curriculum Development

- **Integration of Local Wisdom:** Policymakers can consider integrating local wisdom in the English curriculum, making learning more contextual and relevant.
- **Curriculum Flexibility:** Provides room for schools to adapt the English curriculum to the local context and specific needs of students.

b. Resource Allocation

- **Investment in Local Resources:** Governments and educational institutions can allocate resources to develop and disseminate English language teaching materials based on local wisdom.
- **Support for Teacher Training:** Provide financial support and ongoing training programs for teachers to adopt and implement local wisdom-based teaching materials.

5. Implications for Further Research

a. Increasing Research Based on Local Context

- **Case Studies and Evaluation:** The need for further research to evaluate the effectiveness of local wisdom-based English language teaching materials in various contexts and levels of education.
- **Teaching Model Development:** Developing new teaching models that integrate local wisdom more effectively based on research findings.

b. Innovation in Teaching Material Development

- Use of Technology: Further research can explore how technology can be used to develop and disseminate local wisdom-based English language teaching materials.
- Alternative Teaching Methods: Identify and develop alternative teaching methods that utilize local wisdom to improve the quality of English language learning.

Overall, the findings of this research indicate that the development of English language teaching materials based on local wisdom has great potential to improve the quality of English language learning. Effective implementation requires adequate support in terms of teacher training, resources, and enabling policies. With this approach, students can learn English in a way that is more meaningful, relevant, and connected to their own culture.

4.2.5 The Research Findings Limitations

In conducting and getting the data in the research, there was some limitation of the research findings. The research findings limitation namely:

- a. In conducting the research, the subject used by researchers were tenth grade students at SMA Negeri 1 Alasa. The different result may be found if the researcher used different subject in the different grade.
- b. The English teaching materials developed in this research focus on local wisdom in Nias, namely folktales in the form of visual book. The different result may be found if the researcher used different local wisdom that exists in their own place.
- c. The development model used by researchers in this research is the 4D development model which only consists of 4 stages, namely define, design, develop, and disseminate. The differences results may be found when researchers use different development models due to differences in stages, time management, finances, and others.
- d. This research focuses on developing English teaching material which is one of the subjects at school. It is hoped that other researchers can develop teaching materials for other subject in the future.

BAB V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the results of the development of visual book teaching materials based on local wisdom in Nias on Fractured Story themes and narrative text topics, it can be concluded that:

1. The development of teaching material products is carried out using a 4D model which consists of the define, design, develop and disseminate stages. The stages in this research have reached the product distribution stage.
2. The validity level of visual book teaching materials based on local wisdom in Nias in class 10 with the Fractured Story theme and narrative text topic was declared very feasible based on the results of material validation, media validation and language validation. The results of the material expert validation obtained results in the very appropriate category with an average of 96.66%. The results from media expert validators were obtained in the very feasible category with an average of 95%. Then the validation results from the language validator were obtained in the very feasible category with an average of 100%.
3. Product trials were carried out in small groups and large groups in class X of SMA Negeri 1 Alasa, North Nias Regency. After carrying out small group trials, continue with large group trials to see the students' responses. The results show a very good category. These product trials are known as practicality tests. The practicality test by teachers and students was declared very practical for use in classroom learning.

5.2 Recommendation

Based on the research results and conclusions, researchers provide several recommendations, namely as follows:

1. For educators, it is hoped that visual book teaching materials based on local wisdom in Nias can be used as one of the teaching materials that can improve the learning process in the classroom.
2. For students, it is hoped that this teaching material will help students find out about the diversity of local wisdom in the area where they live, especially in the Nias area. It can be a teaching material that suits students' needs and can be used as a source of independent learning. It can be a teaching material that can increase interest and student motivation in learning also increases responsibility in maintaining and maintaining local wisdom in their area.
3. For readers, this thesis will hopefully increase knowledge and learning related to the development of visual book teaching materials based on local wisdom in Nias.
4. For future researchers, they can develop teaching materials based on local wisdom with other objects that are more perfect and as interesting as possible so that it can be implemented in learning.

BIBLIOGRAPHY

- Asmawati. (2016). *Kearifan lokal dalam Perspektif Budaya*. Jakarta Raja Gravindo.
- Astuti, Widodo, (2016). *Pengembangan Bahan Ajar*, Yogyakarta: Lestari
- Aufa, Ziyad. 2023. *Pengembangan Bahan Ajar Berbasis Kearifan Lokal Bantai Adat Di SDN 203/VI Rantau Panjang XII*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Jurusan Pendidikan Anak Usia Dini dan Dasar, Fakultas Keguruan dan Ilmu Pendidikan Universitas Jambi.
- Badan Standar pendidikan , 2016. *Instrumen Buku Penelitiin Buku Teks Pelajaran Sekolah Menengah atas (SMA)*. Komponen kegrafikan. Jakarta. Depdiknas
- Budiyono, Saputro. (2017). *Manajemen Penelitian Pengembangan (Research & Development) bagi Penyusun Tesis dan Disertasi*. Yogyakarta: Aswaja Pressindo.
- Chomsi, Widodo dan Jasmadi. 2013. *Panduan Menyusun Bahan Ajar Berbasis Kompetensi*. Jakarta: PT Elex Media Komputindo.
- Danandjaja, Rahyono, (2009). *FX, Kearifan Budaya dalam Kata*, Jakarta: Wedatama Widyastra.
- Darmayanti, 2022. *Pengembangan Bahan Ajar Berbasis Kearifan Lokal Bumi Teuku Umar di SD Negeri Gunong Tarok Aceh Barat*. Aceh. UIN-Ar Raniry Respository.
- Farda, Binadja, Purwanti, Nyai Cintang. (2008). Pengembangan Bahan Ajar Tematik untuk Siswa Kelas IV SD Tema Tempat Tinggalku Sub Tema Keunikan Daerah Tempat Tinggalku. *Jurnal Dinamika Pendidikan Dasar*. 10(1).
- Febriandi, R. (2019). *Validitas Lembar Kerja Siswa Matematika Dengan Pendekatan Sainifik Berbasis Outdoor Untuk Siswa Kelas IV SD Pada Materi Bangun Datar*. *Jurnal Pembelajaran dan Pengajaran Pendidikan Dasar*. 2 (2) 148-158.
- Fuada, S. (2015). Pengujian Validitas Alat Peraga Pembangkit Sinyal (Oscillator) untuk Pembelajaran Workshop Instrumentasi Industri. Seminar Nasional Pendidikan 2015, 854– 861. Ponorogo: FKIP Universitas Muhammadiyah Ponorogo.
- Hartini, Isnanda, Anggraini, Yasinta. (2020) *Developing English Textbook Based on Local Culture for First Grade of Elementary School in Batu*. Brawijaya University. .
- Hidayat, A dan Irawan, I. (2017). Pengembangan LKS Berbasis RME dengan Pendekatan Problem Solving untuk Memfasilitasi Kemampuan Pemecahan Masalah Matematis SMA. Universitas Pahlawan Tuanku Tambusai. *Jurnal Pendidikan Matematika*. Vol.1, No.2, pp, 51-63.

- Istiawati. 2016. *Kearifan lokal dalam Perspektif Budaya*. Jakarta Raja Grafindo.
- Khaeroni, 2001. *Metodelogi Penelitian & Pengembangan (Pendekatan Praktis disertai Contoh Pengembangan Model 4D dalam Bidang Pendidikan)*, Serang: Media Madani.
- Kosasih E. 2020. *Pengembangan Bahan Ajar*. Jakarta: Bumi Aksara.
- Lestari, Aji, Yohanes Nurcahyo., Heri Suwignyo., and Maryaeni. (2017). Development Teaching Materials for Acting out Legend-Based Dramas for Class VII Middle School in Java region. *UM Journal*. 2(9), 1168-1174.
- Lestari, E., Mochamad, A. S., & Dharmono. (2016). *Kepraktisan Bahan Ajar Reptilia di Kawasan Wisata Air Terjun Bajuin sebagai Media Pembelajaran Biologi*. Prosiding Seminar Nasional Lahan Basah Tahun Jilid 2, 710-712
- Machmuda, Ulun Inggar Nugraheni. (2013). Pengembangan Bahan Ajar Sejarah Berbasis Kearifan Lokal Masyarakat Samin di SMP Negeri 1 Ngawen Blora. *Jurnal Paramita*. 21(1).
- Maharani, H. R. (2014). Nilai-Nilai Karakter dalam Pembelajaran Project Based learning Materi Statistika SMP. *Jurnal pendidikan FKIP Uissula*, (2), 199-2017.
- Maharani, H. R. (2014). *Nilai-Nilai Karakter dalam Pembelajaran Project Based Learning Materi Statiska SMP*. *Jurnal Pendidikan Matematika*.
- Nugraheni, Ulun Inggar. 2013. *Pengembangan Bahan Ajar Sejarah Berbasis Kearifan Lokal Masyarakat Samin di SMP Negeri 1 Ngawen Blora*. Vol 2. hal .1 Prastowo, Andi. 2011. *Panduan Kreatif membuat Bahan Ajar Inovatif*. Yogyakarta: Divz Press.
- Nurjanah, Hakim, Ermadwicitawati, N.M., I N. Sudiana., and I M. Utama. (2013). Development of Children's Story Teaching Materials Containing Character Education in Learning to Read Stories for Class VII Middle School Children in Singaraja. *Postgraduate Program eJournal*. Vol.2. Pp 1-11. Bali: Ganesha University of Education.
- Prastowo, Hidayat, Rizka Septin. (2021). *Development of English Textbooks Based on Local Wisdom and the 2013 Curriculum for Third Grade Elementary School Students*. Brawijaya University.
- Prastowo, Andi. 2012. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Jogjakarta: Diva Press.
- Prastowo. (2020). *Bahan Ajar Pendidikan*, Jakarta: FKIP UNIVERSITAS JAMBI.
- Rahmadani, Roza, Murni, Pannen. (2001). *Penulisan Bahan Ajar*. Jakarta: Pusat antar Universitas
- Ratna. (2011). *Kearifan lokal dalam Prspektif Budaya*. Jakarta: Raja Gravindo.
- Saputro, Budiyo. 2017. *Manajemen Penelitian Pengembangan (Research & Development)*

bagi Penyusun Tesis dan Disertasi. Yogyakarta: Aswaja Pressindo.

- Shufa, Naela Khususna Faela. Februari 2018, *Pembelajaran Berbasis Kearifan Lokal Di Sekolah Dasar: Sebuah Kerangka Konseptua, Jurnal Ilmiah Kependidikan* Vol 1 No.1. hal.50.
- Sibarani, Robert. 2012. *Kearifan Lokal, Hakikat, Peran, dan Metode Tradisi, Lisan, Jakarta asosiasi Tradisi Lisan.* Jakarta: Asosiasi Tradisi Lisan.
- Siregar, Esra Parida, 2020. *Nilai pendidikan karakter Dalam Cerita rakyat Nias dan Potensinya Sebagai Materi Pembelajaran Sastra di SMA.* Medan: Jurnal Unimed.
- Sugiyono. (2009). *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* Bandung:Alfabeta.
- Sugiyono. 2017. *Metode Penelitian Pendidik: Pendekatan Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta.
- Sutarti, Tatik dan Edi Irawan. 2017. *Kiat Sukses Meraih Hibah Penelitian Pengembangan,* Yogyakarta: Deepublish.
- Wibowo, A. 2015. *Character Education Based on Local Wisdom in Schools.* Yogyakarta: Student Library.
- Widodo. Zuriyah, Sunaryo, Yusuf (2016). *Panduan Menyusun Bahan Ajar Berbasis Kompetensi,* Jakarta: PT Elex Media Komputindo.

APPENDIX

DEVELOPING ENGLISH TEACHING MATERIALS BASED ON LOCAL WISDOM FOR THE TENTH GRADE STUDENTS AT SMA NEGERI 1 ALASA

ORIGINALITY REPORT

9%

SIMILARITY INDEX

PRIMARY SOURCES

| | | |
|---|---|-----------------|
| 1 | repository.unja.ac.id Internet | 210 words — 1% |
| 2 | repository.upi.edu Internet | 145 words — 1% |
| 3 | media.neliti.com Internet | 81 words — < 1% |
| 4 | repository.iainpalopo.ac.id Internet | 81 words — < 1% |
| 5 | pasca.unila.ac.id Internet | 79 words — < 1% |
| 6 | digilib.unimed.ac.id Internet | 76 words — < 1% |
| 7 | repository.uinsu.ac.id Internet | 73 words — < 1% |
| 8 | biarjournal.com Internet | 65 words — < 1% |
| 9 | repository.unmuhpnk.ac.id Internet | 64 words — < 1% |

| | | |
|----|--|-----------------|
| 10 | www.academypublication.com Internet | 60 words — < 1% |
| 11 | Guslinda Guslinda, Otang Kurniaman, Liong Nyuk Firdaus, Hadriana Hadriana. "Developing Local Wisdom-Based Teaching Materials on "Family Addressing Terms" for Elementary School Students: Validation Analysis Using the 4D Model", Multidisciplinary Journal of School Education, 2024 Crossref | 45 words — < 1% |
| 12 | ijmmu.com Internet | 40 words — < 1% |
| 13 | ejournal.radenintan.ac.id Internet | 38 words — < 1% |
| 14 | jurnal.fkip.unila.ac.id Internet | 38 words — < 1% |
| 15 | journal.unpak.ac.id Internet | 37 words — < 1% |
| 16 | journal.unj.ac.id Internet | 36 words — < 1% |
| 17 | digilib.iain-palangkaraya.ac.id Internet | 33 words — < 1% |
| 18 | Oktariyana Oktariyana, Oktariyani Oktariyani. "Application of Electronic Module Teaching Materials to Improve Student Learning Outcomes in Rhythmic Gymnastics Subject", Kinestetik : Jurnal Ilmiah Pendidikan Jasmani, 2020 Crossref | 32 words — < 1% |

| | | |
|----|---|-----------------|
| 19 | doaj.org Internet | 32 words — < 1% |
| 20 | stmpallet.com Internet | 27 words — < 1% |
| 21 | jer.or.id Internet | 26 words — < 1% |
| 22 | pbi.mercubuana-yogya.ac.id Internet | 25 words — < 1% |
| 23 | Dewi Sri Tompo, Sahraini Sahraini, Magfirah Thayyib. "Enhancing Junior High School Literacy: Incorporating Luwu Cultural Heritage into Reading Materials", VELES (Voices of English Language Education Society), 2023 Crossref | 21 words — < 1% |
| 24 | www.atlantis-press.com Internet | 21 words — < 1% |
| 25 | N B Haka, B S Anggoro, A Hamid, A Novitasari, A Handoko, L Puspita. "The Development of Biology Module Based on Local Wisdom of West Lampung: Study of Ecosystem Material", Journal of Physics: Conference Series, 2020 Crossref | 20 words — < 1% |
| 26 | core.ac.uk Internet | 20 words — < 1% |
| 27 | jppipa.unram.ac.id Internet | 19 words — < 1% |
| 28 | repository.ummetro.ac.id Internet | 19 words — < 1% |

29 Devi Afriyuni Yonanda, Yuyun Dwi Haryanti, Yeni Dwi Kurino, Ani Rosidah, Irma Sofiasyari. "Local Wisdom-Based Pictorial Teaching Materials: A Strategy for Boosting Ecoliteracy in Elementary School Students", *Profesi Pendidikan Dasar*, 2023

18 words — < 1%

[Crossref](#)

30 D Rahadian, S H Bariyah, I Nasrullah, Y Purwanti, K Imania. "Development of online learning design", *Journal of Physics: Conference Series*, 2019

17 words — < 1%

[Crossref](#)

31 Inka Nofameltriani Harefa, Hidayati Daeli, Nursayani Maru'ao, Elwin Piarawan Zebua. "Improving Students' Writing Skill By Using Mind Mapping Technique At The Tenth Grade Of SMK Swasta Kristen BNKP Luzamanu In 2022/2023", *Journal on Education*, 2023

17 words — < 1%

[Crossref](#)

32 S Sofiyan, R Amalia, A B Suwardi. "Development of mathematical teaching materials based on project-based learning to improve students' HOTS and character", *Journal of Physics: Conference Series*, 2020

17 words — < 1%

[Crossref](#)

33 journal.uinsgd.ac.id

[Internet](#)

17 words — < 1%

34 Prima Aswirna, A Ritonga. "THE DEVELOPMENT OF DISCOVERY LEARNING - BASED E-BOOK TEACHING E-BOOK BASED ON KVISOFT FLIPBOOK MAKER ON SCIENCE LITERATION", *HUNAFA: Jurnal Studia Islamika*, 2020

16 words — < 1%

[Crossref](#)

35 eprints.iain-surakarta.ac.id

[Internet](#)

16 words — < 1%

| | | |
|----|---|-----------------|
| 36 | epiiecons.usim.edu.my Internet | 15 words — < 1% |
| 37 | fbsb.uny.ac.id Internet | 15 words — < 1% |
| 38 | Larlen ., Agus Salim, Liza Septa Wilyanti. "Pengembangan Bahan Ajar Video Berbasis Kearifan Lokal Pada Mata Kuliah Drama Di FKIP Universitas Jambi", Pena : Jurnal Pendidikan Bahasa dan Sastra, 2018 Crossref | 14 words — < 1% |
| 39 | M Anaperta, H Helendra, R Zulva. "Validity of High School Physic Module With Character Values Using Process Skill Approach In STKIP PGRI West Sumatera", IOP Conference Series: Materials Science and Engineering, 2018 Crossref | 14 words — < 1% |
| 40 | online-journals.org Internet | 14 words — < 1% |
| 41 | repository.unj.ac.id Internet | 13 words — < 1% |
| 42 | repository.upstegal.ac.id Internet | 13 words — < 1% |
| 43 | sciencedocbox.com Internet | 13 words — < 1% |
| 44 | sutir.sut.ac.th:8080 Internet | 13 words — < 1% |
| 45 | Tesa Hartianti, Siti Halidjah, Asmayani Salimi, Hery Kresnadi, Rio Pranata. "Pengembangan Bahan Ajar Cerita Rakyat Berbasis Kearifan Lokal Kaliamntan | 12 words — < 1% |

Barat Dalam Pembelajaran Tematik Siswa Kelas IV MIN 3
Pontianak Tenggara", Journal on Education, 2023

Crossref

| | | |
|----|---|-----------------|
| 46 | digilib.uinsby.ac.id Internet | 12 words — < 1% |
| 47 | www.termpaperwarehouse.com Internet | 12 words — < 1% |
| 48 | eprints.walisongo.ac.id Internet | 11 words — < 1% |
| 49 | etd.uum.edu.my Internet | 11 words — < 1% |
| 50 | repository.iainpurwokerto.ac.id Internet | 11 words — < 1% |
| 51 | www.researchgate.net Internet | 11 words — < 1% |
| 52 | Rukayah Rukayah, Achmad Tolla, Ramly Ramly. "The Development of Writing Poetry Teaching Materials Based on Audiovisual Media of Fifth Grade Elementary School in Bone Regency", Journal of Language Teaching and Research, 2018 Crossref | 10 words — < 1% |
| 53 | online-journal.unja.ac.id Internet | 10 words — < 1% |
| 54 | repository.syekhnurjati.ac.id Internet | 10 words — < 1% |
| 55 | repository.upbatam.ac.id Internet | 10 words — < 1% |

56 Saptiana Sulastrri. "ANALISIS KEBUTUHAN BAHAN AJAR BERBASIS KEARIFAN LOKAL SEBAGAI PENUNJANG MATA KULIAH KAJIAN FIKSI", VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan, 2019

Crossref

9 words — < 1%

57 estd.perpus.untad.ac.id

Internet

9 words — < 1%

58 journal.staihubbulwathan.id

Internet

9 words — < 1%

59 radjapublika.com

Internet

9 words — < 1%

60 repository.radenintan.ac.id

Internet

9 words — < 1%

61 A M Sari, I Wilujeng, A Satriana. "The development of optical devices learning book integrated with Pancasila practice values", Journal of Physics: Conference Series, 2020

Crossref

8 words — < 1%

62 Hajrah Hajrah, Rapi Tang, Suradi Tahmir, Kembog Daeng. "Reconceptualization of Local Wisdom through Kelong Makassar: A Semiotic Review of Michael Riffaterre", Journal of Language Teaching and Research, 2019

Crossref

8 words — < 1%

63 Irenius Selsus Rengat, Paskalis Ronaldo, Sirilus Anantha Deva Hexano. "Upacara Adat Gawai Suku Dayak Kalbar sebagai Kearifan Lokal dan Pembentuk Nilai Solidaritas", Titian: Jurnal Ilmu Humaniora, 2022

Crossref

8 words — < 1%

64 Novialita Angga Wiratama. "Development of thematic e-modules oriented on the ability to write descriptions of students in class V of SDN Boto, Tuban district", *JURNAL PENDIDIKAN DASAR NUSANTARA*, 2023

8 words — < 1%

Crossref

65 Yuyun Safitri, Sarwiji Suwandi, Herman J Waluyo, Muhammad Rohmadi. "FORMULATION AND EVALUATION OF CREATIVE-WRITING TEXTBOOKS FOR EDUCATION STUDIES", *Humanities & Social Sciences Reviews*, 2020

8 words — < 1%

Crossref

66 e-journals.unmul.ac.id

Internet

8 words — < 1%

67 journal.uib.ac.id

Internet

8 words — < 1%

68 portal.kopertis3.or.id

Internet

8 words — < 1%

69 repository.unej.ac.id

Internet

8 words — < 1%

70 Agus Abhi Purwoko, Agil Al Idrus, Ahmad Harjono, Hamidi, Joni Rokhmat, AA. Sukarso. "Teachers' Perceptions Regarding the Development of Ecotourism-based Science Teaching Materials", *KnE Social Sciences*, 2024

7 words — < 1%

Crossref

71 Ahmad Shofa, Su'ad, Murtono. "Development of Learning Media Technology Based on Natural Science Local Wisdom Materials", *Journal of Physics: Conference Series*, 2021

7 words — < 1%

Crossref

72 Sehe Sehe, Achmad Tolla, Kamaruddin
Kamaruddin, Akmal Hamsa. "The Development of
Indonesian Language Learning Materials Based on Local
Wisdom of the First Grade Students in Sma Negeri 3 Palopo",
Journal of Language Teaching and Research, 2016
Crossref 7 words — < 1%

73 eprints.uny.ac.id
Internet 7 words — < 1%

74 A.A. Ketut Budiastira, Ichwan Ichwan, Kadarisman
Kadarisman, Memet Casmat, Nia Erlina. "The
Potential of Interactive Teaching Materials of Natural Science
Practicum Courses in Elementary School by Distance Learning",
Jurnal Basicedu, 2022
Crossref 6 words — < 1%

75 Delfakhria Delfakhria, Solfema Solfema.
"Development of Integrated Thematic Teaching
Materials with Mind Mapping Model in Class III of Elementary
School", AL-ISHLAH: Jurnal Pendidikan, 2022
Crossref 6 words — < 1%

76 TOC TOC. "Table of Content", JP2D (Jurnal
Penelitian Pendidikan Dasar) UNTAN, 2020
Crossref 6 words — < 1%

EXCLUDE QUOTES ON

EXCLUDE SOURCES OFF

EXCLUDE BIBLIOGRAPHY ON

EXCLUDE MATCHES OFF