DEVELOPING CULTURE – BASED ENGLISH LEARNING AT THE NINTH GRADE STUDENTS' IN UPTD SMP NEGERI 2 GUNUNGSITOLI ALO'OA IN 2024/2025

By Deary Alfanny Zendrato

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RESEARCH PROPOSAL

Proposed in
Research Proposal Seminar Forum

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NIAS
ACADEMIC YEAR 2024/2025**

INTRODUCTION

1.1 Background of the Problem

Culture is a very important element in learning process. Learning process as education at school that can be a medium for integrating cultural values in the next generation. The growing era of globalization makes it easier for humans to access various cultures throughout the world. Mastering a foreign language is the entry point for Indonesia especially to become global, therefore students need to be equipped with knowledge and cultural heritage starting from school. Diversity is an inherent fact in Indonesia, the country with various tribes, religions, cultures and customs. Karmadi (2007) states that each region has its own culture which is the result of the creation of the will of the ancestors and becomes the local cultural heritage of that region. It is same in Indonesia, culture became a most unique characteristic and a legacy that has been preserved for generation. In general, it is usually mentioned that Antonius (2014) culture is viewed come from Sanskrit, namely Buddhayah which is interpreted as form plural of the concepts of budhi and dhaya (reason). This concept, later on was shared by the characters Indonesian cultural an educational thinker Ki Hajar Dewantara is used for build the concept of indigenous culture belonging Indonesia. He seems based insight and deep reflection cultural life of indigenous people in Indonesia. Ensures that culture has the same three elements than called creativity, taste and intention. Furthermore, according to Budiyanto (2017), provides definition of culture is a traditions, customs, values, norms, language, beliefs, and thinking patterned in a society and inherited from generation to generation and provide identity in the supporting community or in a simpler formulation is "the way we live is like this."

In practice, integrating cultural values in education cannot necessarily be connected to the learning being taught without teacher. Teacher have an important role as distributors of this knowledge so that students directly or indirectly will be very connect with the surrounding culture ad consciously or not will adjust to daily life with their local culture, including in the process study. In this case,

teachers are expected to using a good and interesting material for students to provide the stimulus during the learning process. It is hoped that material based o culture will increase students interest and motivation to learn more so that they can broaden their horizons. Culture, in this case is the closest basis for learning that can inspire a spirit of love for human life in the world and the universe. The essence of this culture as well as the values, norms and ethics contained in it can be a reference or inspiration and include in learning, thereby giving rise to emotional attachment to students who can feel their identity as a special community. Suprayekti (2007), explains that learning through culture is the best choice because it provides opportunities for students to express themselves freely and instinctive. Students can demonstrate achievement of understanding from different points of view in a scientific discipline. Integration of local culture into the teaching and learning process.

The way of integrating these cultural values is by teaching languages. There is a sentence that says that language is a tool used in thinking. Teaching language automatically teaches culture. The importance of learning this culture for students so that they are not alienated from their local culture. Therefore, in language learning, including foreign languages or English culture based learning can be applied. According to Triyanto, 2019 said that language is a one element of culture which is a reflection of culture. That's why language can said as a cultural products of a nation which reflects the culture of the nation in the form of vocabulary, paragraphs, discourse or rhetoric and so on. In education in Indonesia, language learning has been implemented, based on the established curriculum 2013, the language learning both of Indonesian and English language, it is used as a means of developing students' cognitive, affective, and psychomotor abilities as a reasoning skills. Language develops and is needed in all aspects of life community activities including such as trade, government, health, education, religion and so on. This happen cause of language able to transfer all desires, ideas, wishes and emotions of a person to other people. English learning is one of the mandatory subjects in the national curriculum system, which includes integrated listening, speaking, reading and writing skills. It cause that English is essentially an international language used as a communication language between

all nations and countries throughout the world. Besides that, English can be a unifying tool nation and has an important role in life especially in education in order to be able to compete with the outside world or globally. Therefore, English becomes a communication tool in terms of accessing and storing various information. In this case, learning English functions as the development of communication skills both verbally and in writing (listening, speaking, reading, and writing), increasing awareness about the importance of English as the main tool for learning, and developing understanding in terms of the relationship between language and culture and broadening culture horizons. With this, students are expected to have cross-cultural insight and be able to be involved in cultural diversity nationally and internationally. Karmadi (2007) states that each region has its own culture which is the result of the creation of the will of the ancestors and becomes the local cultural heritage of that region. Furthermore, in Republic Indonesia on National Educational System state the definition of education, …conscious and well planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State. National education means education based on Pancasila and the 1945 Constitution, and is rooted in the religious values, national cultures of Indonesia, and one that is responsive to the needs of the ever-changing era. (Act Of Republic Indonesia on National Educational System (Chapter 1 Article 1 and 2). Therefore, it is a concern for English teachers to integrate cultural values in English language teaching, this aims to provide basic knowledge to students so they can explore the culture of their region. In learning, culture-based English learning can be realized in the delivery of learning material to students (Zukhairatunniswah, 2020, Alaei and Parsazadeh 2020), the realization to students' can be conducted in many ways. For example, English teachers can incorporate local culture in some teaching activities which include selecting topics used in the classroom discussions, selecting or developing English materials, designing tasks or projects, designing media, developing tests, and others. The issue of selecting topics of texts about the local

culture as interesting as possible is imperative. That way, students will more easily understand English learning material that comes from things related to the area, including stories, expressions and so on.

In line with the Indonesian curriculum (K13) encourages English teachers to acquire cultural knowledge and awareness as national characters. It aims to prepare students for becoming citizens who are religious, innovative, productive, and passionate (Kusumaningputri & Widodo, 2018). It is in keeping with Young (2019), who argues that the English teachers should be able to integrate the harmony between local and global cultures in the EFL setting. In the context of middle schools (SMP/MTs), the teaching of English refers to the national curriculum (K13), where they are demanded to employ the local content curriculum in their teaching practice. The local content curriculum is oriented to attain national education qualities to equip students as an individual who has hard and soft skills (English proficiencies and values). In reaching this goal, English teacher in teaching can applied in integrating or inserting local culture in teaching learning process.

Based on researchers observation of SMP Negeri 2 Gunungsitoli Alo'oa the author found that English language learning still focuses on teaching books provided by government, in the general aim of which is for students to master speaking, listening, reading and writing skills in English, while English teaching materials that contain multicultural values are still limited. So, it make students doesn't have knowledge or insight about it. While the ultimate goal of national education is to ensure equitable education. So that teachers not only teach language skills but also teach ethics, politeness and culture in speaking the language. therefore, in the context of learning English, it does not only teach scientifically but also teaches meaningfulness in communication.

In this way, the researcher was develop the culture-based English learning together with the class teacher, guided by the principles of applying culture-based English and handouts that have been prepared which can increase student motivation an teacher creativity in carrying out learning. Based the problem above researcher was conducted the research in developing culture-based English at the SMP Negeri 2 Gunungsitoli Alo'oa.

Based on the explanation above, the researcher has done the research and formulated the title of this research that is **"Developing Culture-Based English Learning at the Ninth Grade Students' of UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025".**

1.2 Formulation of the Problem

Based on the limitation of the problem above, the research formulated the problem such as: "how does the culture-based English learning students developed at the ninth grade students' of SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025?"

1.3 Objective of the Research

The purpose of this research is

1. To develop culture-based English learning at the ninth grade students' of SMP Negeri 2 Gunungsitoli Alo'oa
2. To find out the respond from English teacher and the students implemented culture-based English learning at UPTD SMP Negeri 2 Gunungsitoli Alo'oa

1.4 Product Specification

The product developed by researchers is in the form of a textbook which is used as learning material for students. The textbooks being developed are made in book form on A5 size paper with clear, easy-to-read font format and contain pictures or illustrations that are appropriate to the material. The front cover uses a hard cover and the contents use plain paper. The material contained in the textbook has been adapted to the learning and development level of students. This book contains material about Descriptive Text which contains material and examples of descriptive texts related to the local cultural wisdom of the Nias region. So the author gave the title of the book being developed as "Learning Descriptive Text through Nias Local Culture". The material itself has been adapted to the English language learning syllabus at Junior High School level. The difference lies in the descriptive text material in this teaching material

showing examples of objects related to local Nias culture accompanied by relevant picture illustrations. Therefore, with this textbook, students are expected to be able to understand English learning, especially on the topic of descriptive text, with the integration of cultural values which are also taught directly through the examples provided, so that students are aware of the importance of cultural values for learning as well. can increase. The design of the teaching materials developed by the researcher is attached at the end of the research, specifically in the attachment section.

CHAPTER II
LITERATURE REVIEW

1.1   Theoretical Framework
1.1.1   The Definition of Culture

In general, talking about culture is a close to the all the ways of life or concept that encompasses social behavior from human societies or population that are passed down or inherited from generation to generation, such as knowledge, beliefs, arts, laws, religion, rituals, manners, language, dress, arts, customs or habits of the individuals from these society. According to (Nietto, 2010:136) stated that culture is the ever-changing values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and religion. To be continued, Nieto also makes explanation that everyone has a culture because all people participate in the world through social and political relationships informed by history as well as by race, ethnicity, language, social class, gender, sexual orientation, and other circumstances related to identity and experience. Although, culture is not merely seen as something inherited but also it can be something learned so it is not only pass down around the society but its perhaps serve a knowledge and people can learned from that. And besides that the culture also will not remain the same from time to time, some of those are getting fading away that flows on the several changes in society. William in Storey (2009:1) offers three definitions about the culture too, that is three broad process : intellectual, spiritual and aesthetic development.

Furthermore, based on (Trompenaars, 1998:6) defines culture as 'the way in which a group of people solves problems and reconciles dilemmas'. More comprehensive definition is presented by Jandt (2003: 6) who states that culture refers to the totality of thoughts, experiences, a pattern of behaviors and its concept values, and assumptions about life that

direct behaviors and how those evolve with contact with the other culture. So it maybe conclude that culture can be defined as a process of social transmission of people thoughts and behaviors learned from birth in the family and schools over the course of generations to generations that always imitated and follow around them. In Indonesian itself, it is an embodiment of all national, local, and foreign cultures that existed in Indonesia before Indonesia's independence in 1945. It is describe various of ethnic groups, climate, demography, geographical location, history, natural condition and also art that contained of regional dance, traditional clothes, and traditional House (Nur & Zhang Shi, 2022). Indonesia who include in a one of the biggest countries in the world that have many islands that make it Indonesia is known for it cultural richness, and multi-cultural country. There are so many cultural heritage such as artifact and cultural sites found from Sabang to Merauke.

1.1.2 The Definition of English Language Learning

English language known as an international language as a medium of communication used to interact with other people in this world. In generally, this English language is a Germanic language that was spoken first by the United States, England and almost 60 countries us this English language. Besides that, English language also used on every international standard flight in various countries, that's why learning English is one of the needs that must be learned. According to Ilyosovna, 2020, there are six reasons why English must be learn :

    a. It is an international common tongue
    b. It is a language of academia
    c. It give an access to a wealth of written media, online & printed
    d. It comes in handy when travelling
    e. It essential on working in international business or commerce
    f. It is the language of Hollywood.

That's why this English language important to be mastered and learned. Learning English language can gained knowledge from various branches

of science and connected us to people around the world, who have a different backgrounds such as cultures, languages, lifestyles and so on. Besides that, (Marzulina et al, 2021) state that learning English is a one ability and essential for today's generation to adapt to global communication, literature, media and work in present and future, this purpose to produce a form of learning English that more in touch with the language need of students.

Based on the explanation above, English language learning means a studies that is teaching and learning the English language for the primary purpose of teaching English language to non-native language. this learning can be success by focuses on practice, imitate, encouragement and habit formation from teacher as a role model for their students.

1.1.3 The Importance of English Language Learning

English language in subject in Indonesia has begun since the Dutch colonial era which government has changed the dynamics policies and curriculum to use and master a foreign language that is English language. position of English in the learning especially in curriculum is important to responding the global challenges. In these days of globalization era, studying English become a critical skill that must be learned and mastered. Looking for the situation and fact that practically all scientific publications and information sources on internet are written in English language. according to (Faridah, in UICELL, 2021) process of globalization and tendency of English as the language of world became a tool to interact and connected with each other, exchanges cultures and languages and establish the cooperation as the world seems to have no meaningful boundaries. This impact of English as an international language has affected in the development of English curriculum, communicative learning and method in teaching process (D.A. Gunantar, 2016) that the important goal of this English learning in Indonesia is to communicate with other people around the world.

[79] In the context, English as foreign language in Indonesia become a popular language that make people are interested to learn. Thus, many parents deliver their children to international or bilingual schools or English private learning from an early age, or maybe decided to take English courses that the aim to improve their skill. This was related by the position of English that recognized as an important tool for participating in economic, commercial, technical and cultures exchanges with other around the world. In short words, it means to facilitate modernization process international aspect. That's why learning English become a basic strength to face it in the future.

Basically, [20] the current English existence in Indonesia is not only sort of linguistics imperialism as the language is learned without the aim of eliminating local languages. English mostly known [20] as an instrument of modernization, economic process, social progress, educational and occupational success (Tan and Ruby, 2011) or it can concluded that [20] English as the language for manifestation of Indonesian peoples identity.

Based on all explanation above, the importance of English learning for students is :

g. Language : in evolving global landscape, the role of English as a bridge for individual who speak different language.

h. [44] Improved communication : learning English allows individuals to communicate with a wider range of people from different countries and culture.

i. Information : English is the language of science, technology and research that serves much of the world's knowledge for students.

j. Culture : learning English opens the door to a world of cultural exchange and collaboration.

k. Cognitive Function : improved cognitive development in problem-solving abilities by learning second or foreign language. Enhanced career opportunities

1.1.4 The Relationship Between Culture and English Language Learning

English language learning actually is a some of subject that interest, especially in increasingly globalized world that make communication is effective, as the status of English language that is most widely spoken language worldwide and its role international communication and interaction. English language learning that has become a global phenomenon that emerged as the lingua franca communication, education, business, and other social interactions. Meanwhile culture plays a vital role in language learning, it is deeply intertwined with the cultural context, in witch is used. This is making that the relation between culture and English language learning is increasing motivation, communication skills and language proficiency, especially considering with the diversity cultural backgrounds and the complex of dynamic language acquisition. In developing linguistic competence is must suitable with acquiring cultural competence which is encompasses understanding the social norms, values, beliefs, and customs of the target language community.

According to Byram et al, in Kazi, 2023, state that language learning outcomes extend beyond linguistic proficiency to intercultural competence that is training to equip educators with skills to navigate diverse cultural dynamic in the classroom. So it just not about teaching language only but preparing student to navigate the complexity of a globalized world by fostering and understanding of diverse cultural perspective. Furthermore, Byram argued that integrating cultural aspects into language learning educator created invaluable opportunities for learners to develop intercultural competence that fostering open-mindedness and empathy. It is make a like journey of cultural exploration, providing learners to understand communicatively in diverse setting.

With cultural diversity especially in Indonesia, the influence of Globalization and its development allows changes to easily enter and leave the culture. The younger generations or it is students are required to always increase their sense of loving homeland and sense to preserve its culture, which this culture is :

- Priceless ancestral heritage
- National Identity
- A form of appreciation and respect for ancestors
- A unique culture and rich in tradition
- Cultural tourism for foreign and domestic tourists

Therefore, there is need for preservation, so the student and teacher take part in getting to know and study and also teach local culture, including introducing it to other people. Then, in learning English, it is hoped that teachers can integrate learning with typical cultural values area so that student can express it.

In doing so there are several ways that can be done. According to (Fairus, 2021), the implementation of culture-based education in English learning, it consist of 3 level that is, first level : lesson Planning, second level : the implementation of culture-based education in English language learning and third level : the assessment. Here he is explained that in lesson planning it is the steps of determine what will be done, that is learning planning is designed by the syllabus and elaborate it into the lesson plan using culture-based education. In the second, it is the steps when the teacher apply cultural element in English, its carried out through introducing the customs, culture and arts found in the area by the texts or videos that student can comprehend it. The last is about teacher asses the student both of academic and the extent of student in understanding culture and apply it in their behavior. For the next, (M.L Syaffii, 2022) proposed the factors in implementing culture-based English learning there is six conceptual model: 1) competency standards for English language learning, 2) core competencies, 3) English learning themes, 4) approach, 5) English learning methods/technique and 6) assessment. Furthermore, (Ying Gu, 2020), determine 4 ways of integrating culture in English learning that is first, culture input should be included as a necessary part of teacher, second, adopted task-based approach to help students gain more culture input, third, introducing exotic culture through English movie, and the last, intercultural competitions and English culture festivals in English class.
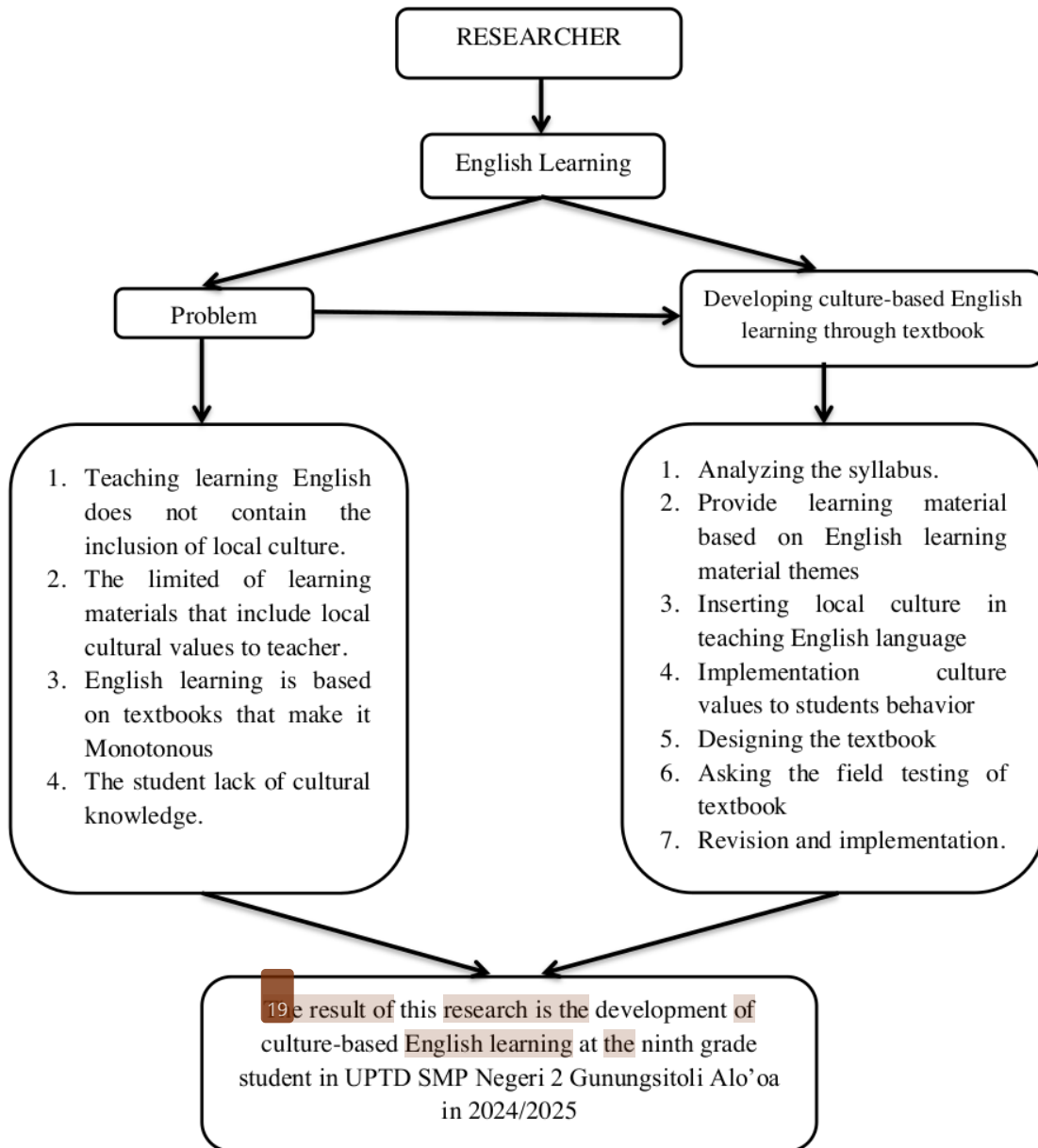
1.2   Relevant Research

There are three previous research and studies that are relevant to the topic of the thesis proposal submitted by the current researcher. The first is come from W. Afifah (2018) "Developing culture-based English instructional materials for grade VII of junior high school students." The aim of this study is to develop is to create the effectiveness product result. The research method used is a R&D that consist conducting need analysis, designing course grids, developing draft, implementing, and the last evaluating the final product. The data was collected through evaluation sheets, an English test, questionnaire for students and questionnaire for teacher response. It is also similarities in the term of creating a product as result of the research and the difference is the subject of the research. The second relevant research is researched by Z. Prayati (2020) "Developing Culture-based English Instructional Materials to Improve Students' Thinking, ELT Achievement and Classroom Interaction." The aim of this research is to provide students need and target of learning in incorporating culture-based English instructional materials and enhancing the critical thinking skills, learning achievement and students classroom interaction. This research was conducted in Central Lombok Middle School. The data was collected by questionnaire to found the students and the teacher needs. There are is 350 students and 10 English teacher that involved in the research, the students ages average ranged from 12-13 years old and the English teacher were certified English teacher at the school. The technique of collecting data in the researched was analyzed by using computation, display, drawing conclusion, and verification processes. The result of this research is the researcher get information that the target needs of students in English proficiencies by providing the various cultural materials such as local arts, traditional games, technologies, and traditional pieces of literature. It can bring a critical think to improve the English learning teaching achievement and build classroom interaction. The similarities between this research and the thesis proposal submitted are both raise cultural themes that are integrated into English learning. While the

difference is the previous studies have a specific title that is focuson improving Students' Thinking, ELT Achievement and Classroom Interaction. The last research from Y. Oktarina (2022) with the title Developing Local Culture-Based EFL Reading Materials for the 21st Century Learning. The purpose of this study is to develop instructional reading materials for Palembang tourism destination. The participant of this study is a students in a Travel Agent Study Program at one vocational school in Palembang. Developmental study is research method that used with the questionnaires, interview and reading comprehension tests were used to collect the data. This research also conducted the products that is instructional material. The result of this research is the impact of the product can be used in the classroom, it is known by the result of field test showed that the established text give a high potential around 79,16% to students required to passing grade. The similarities of this previous study is to produce a research product meanwhile the difference is a research subject.

Thus, the three previous studies that relevant to the research proposed at this time, the first research is quite relevant and then followed by the next studies.

1.3 Conceptual Framework

This research was conducted at UPTD SMP Negeri 2 Gunungsitoli Alo'oa. Based on the purposes that researcher has been decided, this research has done by using research and develop method. With the process of developing the textbooks as follow:

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                    ┌─────────────────┐
                    │   RESEARCHER    │
                    └────────┬────────┘
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                    ┌─────────────────┐
                    │ English Learning│
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                   ┌─────────┴─────────┐
                   ↓                   ↓
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Problem → **Developing culture-based English learning through textbook**

Problem	Developing culture-based English learning through textbook
1. Teaching learning English does not contain the inclusion of local culture. 2. The limited of learning materials that include local cultural values to teacher. 3. English learning is based on textbooks that make it Monotonous 4. The student lack of cultural knowledge.	1. Analyzing the syllabus. 2. Provide learning material based on English learning material themes 3. Inserting local culture in teaching English language 4. Implementation culture values to students behavior 5. Designing the textbook 6. Asking the field testing of textbook 7. Revision and implementation.

The result of this research is the development of culture-based English learning at the ninth grade student in UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025

Picture 1. Conceptual framework

1.4   Hypothesis

The researcher formulates the hypotheses in this research as follows:

Ha :   There is significant in developing culture-based English learning at the Ninth Students' in UPTD SMP Negeri 2 Gunungsitoli Alo'oa

Ho :   There is not significant in developing culture-based English learning at the Ninth Students' in UPTD SMP Negeri 2 Gunungsitoli Alo'oa

CHAPTER III
RESEARCH METHODS

3.1 Type of the Research

The design that used in this research is Research and Development design. The study's primary goal is to support future researcher in their investigation and to develop the culture-based English learning material for IX Grade Junior High School. In accordance with the definition of Research and Development design according to Borg and Gall (2007: 589) state that "*educational Research and Development (R&D) is a process used to develop and validate educational products*" this means that research and development is a process of creating educational products that have undergone passed field testing and revisions before being declared valid and appropriate for use or implemented. The term of educational products here means that any kinds of material resources such as book, software, videos or audios, learning media, supplementary materials and so on. But the educational product that the researcher take it is a textbook material especially with the material topic is a Descriptive Text for the ninth grade UPTD SMP Negeri 2 Gunungsitoli Alo'oa.

Based on Borg and Gall (1979: 626), there are tenth steps of research and development (R&D) in developing a product, as shown in the Picture 2, below:
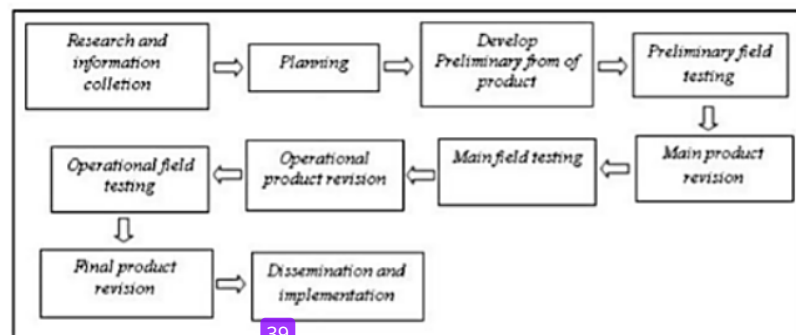
Picture 2. Stages of Development of the Borg and Gall Model

Borg and Gall's (1979: 626) development method which consists of 10 development steps can be explained as follows:

1. Research and information collecting, is a preliminary process of collecting initial data, needs analysis, literature review, identifying problems to find solutions and propose development.

2. Planning, at this stage the process of determining a product design that is developed to solve problems found through surveys or problem identification carried out previously.

3. Develop Preliminary Form of Product; this stage is the process of developing the type or form of the initial product which consists of: preparing materials, compiling an instruction manual and validating the product design by experts who are experts in their field.

4. Preliminary field testing, in this step a limited product test is carried out. The data obtained is then analyzed and evaluated to improve the product being developed and then applied at the next stage.

5. Main Product Revision, in this process improvements to the model or design are made based on the previous stage. Deficiencies that are discovered and revised according to teacher and validator input can become improvements to the product being developed.

6. Main Field Testing, this stage is a broad trial or in other words the testing is carried out on a large scale and uses more samples than before.

7. Operational Product Revision, in the process a second improvement is carried out after extensive testing carried out previously. The results of these improvements will further perfect the product being developed.

8. Operational Field Testing, has the same stages as testing which is carried out twice, revisions are also carried out twice. After the first revision, the second revision was carried out in a wider scope and implemented the products developed in the learning process.

9. Final Product Revision, at this stage is the final process of perfecting the product being developed. It is hoped that the final revision will be
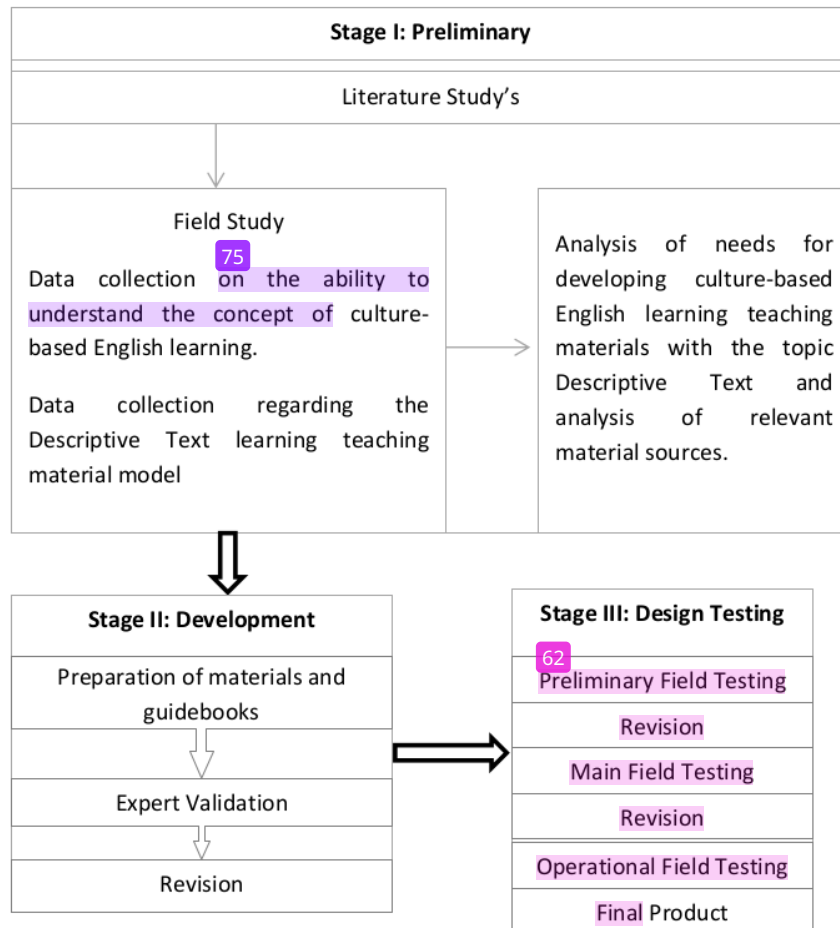
more detailed so that the product developed can be more accurate before it is published.

10. Dissemination and Implementation, the final stage in the form of a results report published through scientific forums and mass media.

3.2 Procedure of Development

The Borg and Gall Development Research Model is the procedure used in this research. The product developed is in the form of culture-based English learning teaching materials with a material focus, namely Descriptive Text, for class IX junior high school students. The procedure for developing culture-based English teaching materials is based on the Borg and Gall development research model which has been simplified into three stages, namely: a) Preliminary Study, b) Product Development and c) Finalization and product testing. The chart below is an illustration of the stages of the development procedure:

Picture 3. Procedure of Development

Stage I: Preliminary
Literature Study's

| Field Study

Data collection on the ability to understand the concept of culture-based English learning.

Data collection regarding the Descriptive Text learning teaching material model	Analysis of needs for developing culture-based English learning teaching materials with the topic Descriptive Text and analysis of relevant material sources.

Stage II: Development
Preparation of materials and guidebooks
Expert Validation
Revision

Stage III: Design Testing
Preliminary Field Testing
Revision
Main Field Testing
Revision
Operational Field Testing
Final Product

a. **Preliminary Study**

The first stage in development research is none other than conducting preliminary studies in preparation for future product development. This stage consists of collecting information regarding the English language learning process in grade IX Junior High Schools. Data collection was carried out by field observation where the researcher came directly to the school where the research subjects were at UPTD SMP Negeri 2 Gunungsitoli Alo'oa in class IX. This observation was carried out to determine English teaching and learning activities in the class. Short interviews were also conducted by researchers to collect initial information about research subjects in general terms only. The results of this preliminary study contain problems or deficiencies found in the process of teaching and learning activities and are then analyzed and solutions are sought based on previous research studies and supplemented with supporting theories. The initial data obtained became the initial basis for developing the learning teaching materials being developed.

b. **Product Development**

In the product development section, researchers determine the structure of developing teaching materials, based on the results of preliminary studies conducted previously. The stages carried out in this section start from: adjusting the concept, the structure of the English language learning teaching materials, and carrying out product feasibility validation tests with experts. The explanation is as below:

- Preparation and design of culture-based English learning teaching materials with the topic of Descriptive Text material. then after it was designed the researcher consulted with the supervisor first before validation was carried out.
- - The development of teaching materials that have been created are then validated by experienced experts in the section where what is needed is validation from material experts and validation from media experts. This product validation is carried out using expert judgment

techniques. Material experts and media experts will provide suggestions in the form of views on the feasibility of products that have been developed through the instruments that will be distributed. Input from these experts will be analyzed to determine the advantages and disadvantages of the product and then improvements will be made to perfect the product in question.

c. Finalization and Product Testing

After the product development and validation process, the next stage is implementation in the field. The implementation is divided into two, namely limited trials (samples 1-5) and field trials (large scale, samples 10-15). This is carried out to determine the level of feasibility of the product that has been developed and teacher guidelines regarding the learning process and helping students to achieve learning goals. . After passing two stages of testing, an operational test was carried out to determine the effectiveness of using the product being developed. The results of this operational test become the final stage of product revision and produce a final product that can be published and used.

3.3   Setting and Schedule of the Research

The researcher has conducted the research in UPTD SMP Negeri 2 Gunungsitoli Alo'oa in accordance with the development of culture-based English learning, located at Lololawa Village, Gunungsitoli Alo'oa sub-district, Gunungsitoli City, North Sumatra, Indonesia. The researcher conducted this research from August 8th – September 8th, 2024.

3.4   Subject of the Research

Subject of this research are the students at UPTD SMP Negeri 2 Gunungsitoli Alo'oa. The field testing is carried out when learning took place in the classroom. The number of students was 20. Additionally, the field testing are conducted in small groups, with a total of 5 students, and in large groups, with a total of 15 students.

3.5   Data Collection Technique and Instrument of the Research

1. Data Collection Technique

Data collection techniques in this research in this case consist of a) interviews, b) observations, and c) questionnaires. The three will be explained as follows:

a. Interview

Interviews were used by researchers to collect initial information regarding the implementation of English language learning in class IX UPTD of SMP Negeri 2 Gunungsitoli Alo'oa. The topic raised by the researcher during this interview was none other than the English language learning process and the application of local cultural values to learning. The interview model used was an unstructured interview and was conducted orally partly to find out the general outline of the implementation of the English language learning process in the classroom. The data obtained helps researchers to find parts that must be solved and included in this development research.

b. Observation

At the observation stage, data is obtained from the results of observations of ongoing activities. This research uses non-participant observation. Non-participant observation means that the researcher is not involved or does not participate, the researcher here is only an independent observer.

c. Questionnaire

A questionnaire is a data collection tool in the form of a number of written questions that must be answered by respondents. The type of questionnaire used in this development research is a closed questionnaire where respondents answer questions according to the answers provided so that respondents only have to choose, while in an open questionnaire respondents answer questions according to their own answers. The results of the

questionnaire aim to help research determine the feasibility of the product being developed and to make improvements in material aspects. The questionnaires and questionnaires in this research are intended for material experts, media and teachers to see the feasibility of the teaching materials being developed.

2. Instrument of the Research

The type of data used is quantitative descriptive. Data was obtained from the instruments used by researchers, including interviews with teachers, questionnaires for material experts and media experts as well as observations of class IX UPTD students at SMP Negeri 2 Gunungsitoli Alo'oa. The instrument is described as follows:

a. Interview Guidelines

This interview activity was carried out as material to analyze needs from the information obtained regarding questions regarding the achievement of English learning, the availability of teaching materials other than learning package books from the government, the implementation of the 2013 Curriculum in schools, and opinions and experiences regarding previous culture-based learning. The interviews used in this development research were unstructured interviews and were aimed at teachers.

b. Questionnaire Sheet

The questionnaire instrument in this development research is aimed at media experts, material experts and also teachers. The scale that will be used in the questionnaire sheet in this study uses a Likert scale, the range that will be used starts from 1 to 4 with the ranges Very Good (SB), Good (B), Poor (K) and Very Poor (SK). The questionnaire statement grid for media experts, material experts and teachers is as follows:

1) Questionnaire for Material Experts

Table 1. Material expert questionnaire grid

Criteria		Indicator	Question Number
I.	Aspects of content suitability	A. Suitability of KD with KI B. Material Accuracy C. Latest Material D. Encourage Curiosity	1,2,3 4,5,6,7,8 9,10 11,12
II.	Feasibility Aspect	A. Presentation Technique B. Presentation Support C. Presentation of Learning D. Coherence and Sequence of Thought Flow	1 2,3,4,5,6 6 7,8
III.	Contextual Assessment Aspects	A. Contextual Nature B. Contextual Component	1,2, 3,4,5,6,8,9
Criteria		Indicator	Question Number
IV.	Content Feasibility Aspect	A. Conformity with KD and KI B. Accuracy of Material C. Latest Material D. Encourage Curiosity	1,2,3 4,5,6,7,8 9,10 11,12
V.	Feasibility Aspect	A. Presentation Technique B. Presentation Support C. Presentation of Learning D. Coherence and Sequence of Thought Flow	1 2,3,4,5,6 6 7,8
VI.	Contextual Assessment Aspects	A. Contextual Nature B. Contextual Component	1,2, 3,4,5,6,8,9

2) Questionnaire for Media Experts

Table 2. Media Expert Grid

I.	I. Graphic Feasibility Aspects	A. Content Size	1,2
		B. Content Cover Design	3,4,5,6,7
		C. Content Design	8,9,10,11,12,13,14

3) Teacher Response Questionnaire

Table 3. Teacher Response Questionnaire Grid

I.	Interest	1,2,3,4,5,6
II.	Material	7,8,9,10,11,12
III.	Language	13,14,15,16

4) Student Response Questionnaire

Table 3. Student Response Questionnaire Grid

I.	Interest	1,2,3,4,5,6
II.	Material	7,8,9,10,11,12
III.	Language	13,14,5

3.6 Data Analysis Technique

After the test results are obtained, the next stage is the data processing process. At the data processing stage, the results of previous trials will be analyzed using a percentage formula, where the subject consists of one material expert validator, one media (design) expert validator, one teacher and small group trials and large group trials, namely class students. IX whose results are in the form of quantitative and qualitative data. The quantitative data is in the form of results obtained from the developed product assessment questionnaire which is expressed in the form of a Likert scale and the qualitative data is expressed in the form of suggestions and opinions carried out in interviews with both teachers and students. The final results of this data will determine the feasibility and suitability of the product being developed, which is processed and made in the form of a descriptive percentage analysis by

changing quantitative data into a percentage form which is interpreted in the form of qualitative sentences. The formula used for questionnaire data per item is as follows:

$$P = \frac{x}{x1} \times 100\ \%$$

Note:

P : Percentage needed

x : Score of the Respondent's Answer in One Item

x1 : Maximum Answer Score in One Question Item

100% : Constant

Based on the percentage score value, conclusions about the acceptability of the medium or product being developed will be determined. The degree to which the product under development is deemed suitable increases with the percentage score obtained from the data analysis. The criteria for the test participants' and validators' evaluation findings are listed below tabulated for ease of viewing:

Percentage	Criteria
81,25% - 100%	Very Worthy
62,25% - 81,25 %	Worthy
43,75% - 62,25%	Less Worthy
43,75% $\leq$	Unworthy

CHAPTER IV

RESULT AND DISCUSSION

4.1 Description of Result

1. The Result of the Stage Preliminary

The development of culture-based English learning initially started from the preliminary stage where the process consisted of collecting information regarding problems that arise when learning English in class, especially in the implementation of English language learning whether it is integrated with culture or not. The initial data from this preliminary stage becomes the basis for the researcher to develop a design concept for teaching materials for English language learning which will then be developed by the researcher. English language learning generally does not contain the integration of cultural values in terms of materials, examples or methods of delivery to students, because the benchmark for learning is based on printed books issued by the government to be used evenly throughout schools. Therefore, the researcher used this as a guideline for compiling manual teaching materials that integrate local cultural values in the material. The results of the preliminary stage were in the form of teacher and student responses regarding culture-based English learning which was carried out through interviews and the results of researcher observations in the form of questionnaires which were shown to them. Complete results are shown in the table below:

Table 4.1. Teacher Perception in Culture-based English Learning

Question	Response
What do you think about culture-based English learning?	Culture-based English learning has not yet been implemented in teaching learning activities. However if this learning model can be implemented in teaching and learning activities to increase students interest in English then it can be applied.
Do you combine aspects of local culture and target culture in selecting	Aspects of local culture that can be used or combine are using the Nias regional

learning materials?	language so that students can easily understand
What does the cultural aspects can be used as English language learning materials for students at the Junior High School?	- Language - Life Style
What does the difficulties are faced in culture-based English Learning?	The culture-based English language learning model Have not implemented so this I cannot discovered the difficulties/advantages of this learning model.
In culture-based English learning in Junior High Schools which culture needs to be emphasized?	All cultural aspects can be optimized if possible for English language learning.

From the data above, it can be concluded according to the teacher's response that culture-based English learning is not carried out in the learning process, one of the reasons is because it has not been applied to English language learning. However, on the other hand, awareness of the importance of integrating cultural values is deemed necessary to increase students' awareness of ancestral heritage which must be preserved and maintained as an identity that differentiates us from other regions..

The results of observations of students can be seen from the table below, which is presented in a table. There were 15 questions given to 15 students as the initial basis for data collection.

Table 4.2. Student Perception in Culture-based English Learning

1. I have understood culture-based English learning before
2. During this time I have received and learned about culture-based English learning
3. My English teacher has included local culture as English learning material
4. My English teacher has includes the speaker's culture (foreign culture) as English learning material
5. My English teacher has includes an elements of foreign/target culture and local culture when I learn English
6. In my opinion, the elements of local culture and foreign culture doesn't need

to be included in English language learning.

7. My English teacher has not implemented culture-based English learning
8. Before this I didn't know anything about culture-based English learning
9. During this time, I have not realized the importance of culture-based English learning
10. I have difficulty in following culture-based English learning
11. I have difficult to find spoken or written texts related to local culture
12. I didn't know the aspects of local culture and target culture that need to be included in English learning
13. In the teaching learning English, my English teacher asked to find texts related to local culture
14. In the teaching learning English the teacher asked me to describe tourist attractions in English
15. I have seen books that contain a local and foreign culture

Based on the questions above, the researcher observed students' answers regarding learning English, on average they admitted that they had difficulty following the English learning process, the main reason being that English was difficult to understand. Furthermore, in the context of culture-based English learning, students are foreign and do not understand, but in practice, English teachers sometimes tell them to look for information related to culture on certain topics that contain local cultural elements in the material..

For initial information at this preliminary stage, researchers based their responses on developing English language materials that include cultural values in their learning practices.

2. The Result of Stage Development

The result of this stage comes from the results of the preliminary stage, then at this stage the researcher prepares a grid for developing teaching materials. The development grid is based on the Standard of Competence and Basic Competence of English Learning for Junior High School in the 2013 curriculum. For this reason, the researcher chose one topic in the syllabus with Descriptive Text

material. The Competency Standard is to understand and apply factual, conceptual, procedural and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art and culture with humanitarian, national and state insights regarding visible phenomena and events. Meanwhile, basic competency consists of responding to the meaning contained in a simple short monologue accurately, fluently and acceptably to interact with the surrounding environment in the form of descriptive text. Thus, the development of this teaching material starts from the cover design, book title, foreword, learning objectives, guide to using the book and explanation of the descriptive text material and finally the practice questions. In this teaching material, the researcher adopted the title of his book, "Learning Descriptive Text Through Nias Local Culture," because the English language material is culture-based, the researcher developed this descriptive text material, especially in the example text section using examples related to the Nias region and local culture. In each example presented there are questions for practicing thinking and answering questions which are of course related to the structure of the descriptive text itself. The product that was finally developed by this researcher went through an evaluation stage where the validity of this product or teaching material was tested for its validity in terms of material and media so that it could then be used. The validation results from the two validators will be explained below:

a. The material expert judgment

Teaching materials that have been designed enter the material validity testing stage. English lecturers are material experts who will assess how valid the teaching material product is in accordance with the statements that the researcher has previously prepared. And the results of the material expert validation are as follows:

Table 4.3. Hasil Validasi Ahli Materi

Assessment Indicators	Assessment Items	Score
A. Conformity of material with KD	1. Material Completeness	4
	2. Material Freedom	4
	Depth of Material	4
B. Accuracy of Materil	1. Accuracy of Concepts and	4

	Definitions	
	2. Accuracy of data and fact	4
	3. Accuracy of Example	4
	4. Accuracy of images and ilustrations	4
	5. Accuracy of Terms	3
C. Material Upate	1. Picture and Illustrations in everyday life	4
	2. Using example that found in everyday life	4
D. Encourage the curiosity	1. Encourage curiosity	3
	2. Create the ability to ask question	3
Qualification Aspect of Content		
A. Presentation technique	1. Conceptual collapse	4
B. Presentation support	1. Example of images and in each learning activity	4
	2. Image and illustrations or each indicator	4
	3. Introduction	3
	4. Bibliography	3
C. Learning presentation	1. Student involvement in learning	4
D. Coherent of thought and flow chain	1. Regularity between learning activities/sub learning activities in paragraph	3
	2. The integrity of meaning in learning	4
Qualification Aspect of Language		
A. Straightforward	1. Consistency of sentence structure	4
	2. Sentence effectiveness	4
	3. Standardization terms	4
B. Communicative	1. Understanding the message and information	4
C. Dialogist and interactive	1. Ability to motivate students	3
D. Suitability of students' development	1. Suitability of students' intellectual development	4
	2. Suitability to the level of emotional development of students'	4
E. Conformity of language rules	1. Grammatical accuracy	3
	2. Spelling accuracy	4
Qualification Aspect of Contextual Assesment		
A. Contextual facts	1. The relevance of all the material taught to the real world situations for	4

	students'	
	2. The ability to encourage students' to make their connection between the knowledge possess and it applications in everyday life.	4
B. Contextual component	1. Contruktivism	4
	2. Inquiry	3
	3. Questioning	3
	4. Learning community	4
	5. Modeling	4
	6. Reflection	4
	7. Authentic Assessment	4
Total Score		**142**
Percentage (%)		**93,42%**
Criteria		**Very Worthy**

b. The Media Expert Judgment

Furthermore, the validation results from media experts, especially on the design of the teaching materials developed, are as follows:

Table 4.4. Media Expert Validation Result

Evaluation Indicator	Assessment Items	Score
A. Module Size	1. Content size conformity of ISO standards	3
	2. Suitability of size content material	4
B. Content Cover Design	1. The appearance of the layout elements on the front cover, back and spine harmoniously has rhythm and unity and is consistent	4
	2. The colors of the layout elements are harmoniously and clarify the function.	4
	a. The font sizes of the content title is more dominant and proportional compared to the size of the content author name.	3
	b. The color of the content title contrasts with the background color	3
	3. Do not use too much letter combination.	4
	a. Describe the content/teaching material, reveal the character of the object.	4

	b.	The shape, color, size, and proportion of object are in accordance with reality	4
C. Content Design	a.	Placement of layout elements is consistent based on the pattern	4
	b.	The separation between paragraph clear	3
	c.	Proportional margin and print are	4
	d.	The spacing between text and illustrations is appropriate	4
	e.	Learning activity title, activity subtitle study, and page number	4
	f.	Illustration and image captions	4
	g.	Placement of illustrative decoration as a background that doesn't interfere with the title, text and page numbers.	3
	h.	Placement of title, subtitles, illustrations and image captions doesn't interfere with understanding.	4
	i.	Does not use too many fonts	3
	j.	The uses of variation (bold, italic, all capital, small capital) is not excessive	4
	k.	Normal text layout width	3
	l.	Spacing between lines of normal text arrangement	4
	m.	Normal spacing between letters	4
	n.	The level of title is clear, consistent and proportional	3
	o.	Accurate and proportional form according to reality	4
	p.	Able to express the meaning/significance objects	4
	q.	Accurate and proportional shape according to reality	4
	r.	Creative and dynamic	3
		Total Score	**99**
		Percentage (%)	**91,66%**
Criteria			**Very Worthy**

3. The Result of Stage Design Testing

In the final stage before using and disseminating the teaching material products developed by the researcher, the researcher conducted a field trial in which the subjects were teachers and students of class IX UPTD SMP Negeri 2 Gunungsitoli Alo'oa. This field trial was presented in the form of questions outlined in a questionnaire. The student trials were carried out 2 times. Small-

scale trials were carried out first for 5 students and large group trials were carried out for 10 other students. A description of the results is explained in the table below.

Table 4.5. Teacher Response Results

Indicator Evaluation	Statement	Score
A. Interest	1. The appearance of this teaching material is attractive	4
	2. This teaching material makes students more enthusiastic in learning English	4
	3. Using this teaching material can make learning English less boring	4
	4. This teaching material supports students to master English lessons, especially Descriptive Text material.	4
	5. The connection between the material and the surrounding environment makes this book easy to understand	4
	6. Illustrations can provide motivation to study the material.	4
B. Material	1. The presentation of material in this teaching material is related to culture and everyday life	4
	2. The material presented in this teaching material is easy to understand	4
	3. Includes material in the 2013 curriculum that meets the author's limitations	4
	4. The material presented in this teaching material is equipped with English language material with descriptive text topics	4
	5. This descriptive text teaching material encourages students to pay more attention to the surrounding environment	4
	6. Elaboration of material in learning content to achieve Basic Competencies (KD)	4
C. Language	1. The sentences and paragraphs used in this teaching material are clear and easy to understand	4
	2. The language and grammar used in this teaching material are simple and easy to understand	3
	3. The letters used are simple and easy to read	4
	4. The choice of words and use of sentences is appropriate to the English language skills of junior high school students	4

	Total Score	**63**
	Percentage (%)	**98,43%**
Criteria		Very Worthy

Table 4.5. Readability Test Results for Students

Indicator evaluation	Statement	Score
A. Interest	1. The appearance of this teaching material is attractive	4
	2. This teaching material makes me more enthusiastic about learning English	4
	3. Using this content can make learning English less boring	4
	4. This teaching material supports me to master English lessons, especially Descriptive Text material.	4
	5. The presence of motivational words in this teaching material influences my attitude and learning	4
	6. Illustrations can provide motivation to study the material.	4
B. Material	1. The presentation of material in this teaching material is related to culture and everyday life	4
	2. The material presented in this teaching material is easy to understand	4
	3. In this teaching material there are several parts for me to discover my self-concept	4
	4. The presentation of the material in this teaching material encourages me to discuss it with other friends.	4
	5. This descriptive text teaching material encourages me to pay more attention to the condition of my surrounding environment	4
	6. This teaching material contains ecosystem material that exists in the environment that I know	4
C. Language	1. The sentences and paragraphs used in this teaching material are clear and easy to understand	3
	2. The language and grammar used in this teaching material are simple and easy to understand	3

	3. The letters used are simple and easy to read	4
	Total Score	**58**
	Percentage (%)	**96,66%**
Criteria	**Very Worthy**	

Based on the results of the responses of teachers and students after viewing and analyzing the teaching materials developed, it can be concluded that the teaching materials developed by researchers are very practical to use and implement in the teaching and learning process.

4.2 Discussion

The goal of this study was to develop the culture-based English learning at the ninth grade UPTD SMP Negeri 2 Gunungsitoli Alo'oa. The final product that researcher doing is to make a textbook that support the aim of this researcher in developing culture-based English learning. Based on Gustiani, 2019, p. 16 mentioned that the model design for educational research, research and development is a best method to provide the choices for model design for educational products. For that, in creating and in developing the these textbook researcher followed the Borg and Gall model in as guide for producing a successful design of these educational product.

The first step in doing this researcher was begin the preliminary study by collecting data and analyzing concept of the culture-based English learning and then asking teacher and the students' background knowledge and experience about that. The researcher found the data doing an interviews and observation to them. Based on the answer researcher continue to design the educational product to follow up the culture-based English learning to be practical implemented in teaching learning process, remembered to the urgency of the culture values to make student aware of it. After the first stage of preliminary, researcher design and develop the materials related to the syllabus and curriculum with the basic and standard competence that use at the school. Then, the draft of educational product or textbook that the researcher has been design was conducted to evaluate by the material expert and media design expert to make sure the product. The result of this judgment was become a revision to make the product better. The result that

found indicate that the textbook very worthy to implemented and disseminate. It is appropriate to be implemented in the English Teaching and learning process for grade IX student's at UPTD SMP Negeri 2 Gunungsitoli Alo'oa by the categorize of the textbook is "very worthy".

CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1   Conclusion

Based on the results and discussion in Chapter IV, the following conclusions can be drawn: The development of culture-based English learning at UPD SMP Negeri 2 Gunungsitoli in the 2024/2025 academic year for Grade IX students has been initiated. The development of culture-based English learning can be developed one way by creating and developing teaching materials that are integrated with local cultural values in them. Thus, the development of culture-based English learning that has been carried out can provide insight into the culture and civilization, it is also help students' understand more and better of their own culture. Therefore, in accordance with the initial aim of this research, it can provide results in the form of the feasibility and practicality of culture-based English learning to increase students' awareness and knowledge about cultural values.

5.2   Recommendation

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

1. For Educator

   The English teacher should encourage the student to engage in learning English based-culture. The educational product that is textbook can be used as one of the learning media that can improve the learning process in the classroom by provide and creating a positive learning environment. It is hoped that this educational product will help students' to comprehend the culture better and teacher should emphasize the intercultural principles in the material.

2. For the students

   Students' could be use this book "*Learning Desciptive Text through Nias Local Culture*" to enrich the insight and knowledge also interest and motivation to preserve and applying the culture values in daily live.

They are expected to explore more about English language and culture in other resources such as internet to help them find the information.

3. For other content developer and reader

In order to incorporate international values into English language product, as this study is intended to provide another material related with culture, the future researchers expected to be more completed to cover the English learning based on culture maybe across the region or country so that student get much insight and culture understanding.

DEVELOPING CULTURE – BASED ENGLISH LEARNING AT THE NINTH GRADE STUDENTS' IN UPTD SMP NEGERI 2 GUNUNGSITOLI ALO'OA IN 2024/2025

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