Developing English Teaching Materials Based on Local Wisdom for the Tenth Grade Students at SMA Negeri 1 Alasa

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ARTICLE INFO	ABSTRACT
	The Merdeka Curriculum assumed the integration of local wisdom into teaching materials because it contained noble values that could develop knowledge to shape students' character and increase their motivation to learn. English teachers at SMA Negeri 1 Alasa still used general teaching materials and had not specifically incorporated the local wisdom of the Nias tribe. One of the Nias local wisdoms that could be integrated into English learning was folktales in the form of legends for Narrative Text material. Thus, this research aimed to produce visual book teaching materials based on local wisdom that were suitable and practical to use. This research used the Research and Development method, employing the 4D development model. The results showed that the visual book teaching materials developed by the researcher were very suitable and practical to use, as evidenced by the results of the validation and practicality questionnaires. Validation results by language experts, with an average score of 4, were in the very feasible category with a percentage of 100%. Validation results by media experts, with an average score of 3.8, were in the very feasible category with a percentage of 95%. Validation results by material experts, with an average score of 3.86, were in the very feasible category with a percentage of 96.66%. The results of the practicality test by teachers and students were in the very practical category, with the highest percentage being 100% and the lowest percentage being 88.66%. Based on these results, it was concluded that the development of English teaching materials based on local wisdom for the tenth-grade students at SMA Negeri 1 Alasa was feasible and practical for use in the learning process. It was recommended that teachers develop teaching materials based on local wisdom in the region for other learning content.

1. Introduction

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 that facilitate students in comprehensively, coherently, and systematically acquiring competencies, ensuring that all fundamental skills are mastered in an integrated manner.

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. The Merdeka Curriculum was a policy introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to enhance the quality of education and provide greater flexibility in the learning process. In accordance with Law Number 20 of 2003 Article 36 concerning the National Education System, the curriculum was developed based on educational units, regional potential, and students. The implementation of the Merdeka Curriculum was based on the principles established in the existing education laws and regulations.

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.

Meanwhile, concerning the initial 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, the initial observation with an English teacher and students at SMA Negeri 1 Alasa revealed that the school's English curriculum still relies on generic teaching materials. It was obtained from the results of interviews and questionnaires as well as initial tests for students that produces below standard scores.

The textbooks that were used remained general in nature and had not yet introduced Nias local wisdom in the material of Chapter 6, 'Fractured Stories,' particularly in the examples studied in narrative text. The examples that were studied in the textbook included Cinderella, Little Red Riding Hood, Peter Pan, and many other modern stories. This indicated that Nias local wisdom, including folktales, had not been integrated into the teaching materials. The material in the textbook used was incomplete as it only contained definitions and examples of narrative text. Even the source of the material's definition was not listed. There was no additional material that should have been included, such as characteristics, objectives, social functions, text types, and narrative text structures. The concept, the guide to using the book, and the teaching modules were also incomplete. The visualization or appearance of the teaching materials was not attractive to students. Pictures and colors that were too monotonous and even colorless made students too rigid in their learning. The pictures that were included should have introduced Nias local wisdom based on the stories presented. The activities and student worksheets in the textbook were quite difficult for students to understand due to their excessive number, while the activities and questions within them were repetitive. There were some assignments that were still not suitable for 10th-grade students, such as publishing writings and others. This was a concern for the researcher. It was hoped that the development of visual book teaching materials aligned with the Merdeka Curriculum by incorporating local wisdom from each region especially Nias, would enable students to participate easily and actively in the learning process and indirectly contribute to the preservation and maintenance of local wisdom in their area. Interesting visual book teaching materials had a significant

impact on students' learning motivation. This was supported by the opinion of John Sweller (2023), who stated that visual book teaching materials could reduce cognitive load and increase students' motivation and learning effectiveness. 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 English subjects.

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. Folktales and legends represent a cultural heritage that has evolved within society itself. Those imbued with local wisdom are particularly beneficial for English learning. 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, there by optimizing student participation and learning experiences.

Based on the explanation above, researcher wanted to develop English teaching materials by testing the feasibility and practicality of 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."

2. Method

The design of this research is Research and Development (R&D). R&D is defined as a research design that involves the classroom problems, studying recent theories of educational product development, developing the educational products, validating the product to experts, and field testing the product. It consists of a number of steps commonly known as the "R&D cycle", which involves studying the research findings related to the product to be developed, developing the product based on the findings, conducting field tests in the environment where it will eventually be used, and making revisions that can be corrected found during the field test phase (Borg and Gall 2003).

In this research, the Four (4)-D model was used. The 4D model has clear advantages in terms of organized structure, in-depth needs analysis, iterative development process, and separate evaluation compared to the Plomp model. Early research shows that this approach simplifies project management and ensures that the resulting teaching materials better meet the needs and context of users. This model also offers flexibility, making it easier to apply in various educational situations. Just by looking at its steps, we can see how simple, effective, and efficient this model. Preliminary research, for example, may be included in the preliminary investigation. This preliminary research can also take the form of preliminary research whose findings serve as the foundation for future development; in this case, the research design is a research and development design (Sari, R.,& Setiawan, H. 2020). This model has four stages, they are (1) define, (2) design, (3) develop, and (4) disseminate. The

4D development model was chosen because its steps are straightforward and do not require a significant amount of time.

This research took place at SMA Negeri 1 Alasa, North Nias Regency. It involved several participants. They are selected based on Purposive sampling in order to conduct data collection Therefore, this research employs multiple data sources by inviting learners and teachers of SMA Negeri 1 Alasa and expert as the validator. To be more detail, the research subjects are elaborated as follows:

a. Students: In a small group (10) students and in a large group (20) students. They became the subject or the people whom this development is addressed to, also as the practitioner.
b. Teacher (practitioner): 1 teacher
c. Experts: 3 Expert as the validator media, material, language, to test the feasibility and make sure the appropriateness of the teaching materials. They are lecturers at Universitas Nias.

The Instrument of this research were as follows:

1. Document Analysis

Throughout the research process, the researcher gathered qualitative documents. Specifically, the literature reviewed in this study focuses on developing English teaching material based on local wsidom for the eight grade students and test the feasibility and practicality of the teaching materials. To develop it, it is crucial to understand the previous material that the teachers use to teach their students in the classroom. A document analysis guide is essential to assist researcher in analyzing the document data.

2. Interview

This research used semi-structured interviews. In the process, the researcher prepared and asked questions based on the research questions. The interview aimed at investigating the students and English teachers in use teaching materials and wether the teaching materials have integrated local wisdom in the learning process. The interview guide is required to help the researcher conduct the interview.

3. Test

The purpose of the initial test is to find out how far the students' knowledge of the material they learn in the books they usually use in class, how far they know about local wisdom especially that exist in their area. While the final test is carried out to find out how practical the teaching materials that have been developed by researcher are.

4. Validation Checklist

Validation checklist was used as a benchmark and given to both of expert in evaluating the product. This validation checklist used to measure the level of validity of each items. Validation sheet indicators are sourced from BSNP 2016.

The data collection 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. The following is the formula used by researcher to add up the scores from validators and practitioners:

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

$$\bar{X} = \frac{\Sigma}{N}$$

Information: $\overline{X}$: Average score of assessments by experts/practitioners

Σ x: Number of scores obtained by experts/practitioners

N : Number of questions

2. Giving validity/practicality value using the following formula:

$$V/P\ Level = \frac{Total\ score\ obtained}{Total\ score}\ x\ 100\%$$

3. Match the average with the material validity/practicality criteria teach.

Table 1. Practicality/Validity Criteria for Teaching Materials

Average Score Interval	Clarification
81% - 100%	Very Worthy/ Very Practical
61% - 80%	Worthy/Practical
41% - 60%	Quite Worthy/ Quite Practical
21% - 40%	Less Worthy / Less Practical
0% - 20%	Not Worthy/Not Practical

Sourcel: Prasetyo, E., & Fitriani, L. (2024).

3. Result and Discussion

This section analyzed documents, interviews, and teacher test items. The documents included the teaching module, curriculum, and text book.

A. Document analysis

1) Teaching module

A teaching module is essentially a detailed plan or unit of instruction designed to guide educators through a specific segment of a curriculum. It is structured to ensure that teaching and learning are organized, focused, and effective. The module provides a roadmap for educators by outlining what needs to be taught, how it should be taught, and how student learning will be assessed. The core of a teaching module is its learning objectives, which clearly define what students are expected to learn or achieve by the end of the module. These objectives set the direction for the entire module, ensuring that both the content and the teaching methods align with these goals. The content section of a teaching module includes all the information, concepts, and materials that need to be covered. This may involve textbooks, articles, multimedia resources, or other educational materials that support the learning objectives. To deliver the content effectively, the module outlines various teaching methods. These methods range from lectures and discussions to interactive activities and multimedia presentations. The choice of methods is intended to cater to different learning styles and ensure that the material is engaging and accessible to all students. In addition to content delivery, the module includes learning activities designed to reinforce and apply the knowledge gained. These activities may include individual assignments, group projects, or practical exercises that help students actively engage with the material and develop their skills. Assessment is another critical component of the teaching module. It outlines how students' understanding will be measured through quizzes, tests, assignments, or other evaluation tools. This helps gauge student progress and the effectiveness of the teaching approach. The module also specifies the resources required for teaching, such as books, software, or equipment, ensuring that both the teacher and students have access to the necessary tools to facilitate learning. Additionally, timing and pacing are addressed to help teachers manage the duration of each lesson or activity, ensuring that the entire module is covered adequately within the available time frame.

Finally, the module provided guidance for teachers on how to implement the plan effectively. This included tips for engaging students, handling common challenges, and making adjustments based on the dynamics of the class.

2) Curriculum

The curriculum used in the tenth grade at SMA Negeri 1 Alasa was the Merdeka Curriculum. This curriculum, introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), aimed to enhance the quality of education and provide greater flexibility in the learning process. In accordance with Law Number 20 of 2003, Article 36, concerning the National Education System, the curriculum was developed based on educational units, regional potential, and student needs. The implementation of the Merdeka Curriculum followed the principles established in the existing education laws and regulations.

3) Textbook

The textbooks used at SMA Negeri 1 Alasa were general in nature and did not incorporate Nias local wisdom in Chapter 6, "Fractured Stories," particularly in the examples studied in narrative texts. The textbook examples included stories such as Cinderella, Little Red Riding Hood, and Peter Pan, but did not feature Nias folktales. This indicated that local wisdom had not been integrated into the teaching materials. The textbook content was incomplete, containing only definitions and examples of narrative texts without listing sources for the definitions. It lacked additional necessary material, such as characteristics, objectives, social functions, text types, and narrative text structures. Furthermore, the concept, guide to using the book, and teaching modules were also incomplete. The visual presentation of the teaching materials was not engaging, with monotonous and colorless pictures that made learning less appealing. The illustrations should have featured Nias local wisdom based on the stories presented. Additionally, the activities and student worksheets were difficult for students to understand due to their excessive number and repetitive nature. Some assignments, such as publishing writings, were not suitable for 10th-grade students.

B. Interview analysis

The interview technique was used by selecting representative sources aligned with the research questions. The respondents in this study were English teachers, and the purpose was to understand their comprehension of local wisdom, examples of local wisdom in Nias, and teaching materials based on local wisdom. The results of the interview were as follows: "Local wisdom is a characteristic of an area. "*Local wisdom holds significant value and is worth exploring, developing, and preserving as a counter to socio-cultural changes and modernization*"

Next, the study investigated examples of local wisdom in Nias. The teacher responded: *"Nias is an area rich in local wisdom. This richness includes cultural elements such as traditional dance, stone jumping, and a variety of languages. One of the local wisdoms that is nearly extinct and should be preserved is folktales."*

In response to a further question about whether the commonly used teaching materials have integrated Nias' local wisdom, she stated: *"The teaching material I use in the classroom is a general textbook typically used by high school teachers. There is no specialized teaching material containing local wisdom, especially from Nias, in the learning activities. It is just a general textbook."*

In response to the last question about their hopes for teaching materials, she stated: *"I hope that by using visual teaching materials based on local wisdom in the learning process,*

students will become more motivated and interested. Students will also be able to contribute to preserving and maintaining local wisdom indirectly."

C. Students' Test Items Analysis

The following test was given to students to assess their prior knowledge about the material, which would then be developed by the researcher. The researcher used the cognitive level theory to evaluate the questions, as outlined by Nurlinda and Hidayati (2020).

a. Developing English Teaching Materials Based on Local Wisdom

The 4D development model is used in the construction of the test items. This model consists of four stages: (1) Define, (2) Design, (3) Develop, and (4) Disseminate. This study focuses on developing English teaching materials based on local wisdom for tenth-grade students. The development of these items addresses both validity and practicality requirements.

1. Define stage

At this stage, researchers were initially looking for problems related to students' needs. Researchers conducted a needs analysis to gather information on teaching materials based on local wisdom and what students require. The needs analysis was carried out by observing students and interviewing one of the English teachers at SMA Negeri 1 Alasa. From these observations and the interview, it was found that the learning resources used did not connect the material to the local wisdom of the area where the students live. Additionally, there were no other teaching materials used by the teachers apart from general textbooks, which made students feel bored and found it difficult to understand the material, thus not supporting the learning process. The findings can be summarized with the following points:

a. The specific needs and preferences of the students, as well as the cultural context, were addressed by developing English teaching materials based on local wisdom relevant to their environment and aligned with the ongoing curriculum.

b. A comprehensive understanding of students' language proficiency levels was developed from an initial test that assessed how well students understood local wisdom and the examples they encounter around them.

c. Insights into students' interests and local cultural elements were obtained through interviews with both students and teachers at the school. Based on their suggestions, they expect teaching materials that are more engaging in terms of visualization and that are closely related to the local wisdom in their environment.

d. The specific goals and learning objectives revealed that students must be able to identify context, communicate simple ideas and opinions, and write a text according to their material, such as a narrative text.

2. Design stage

At this stage, the researcher begins to design the product through several stages, including selecting media, determining the format, creating an initial design, and preparing a validation test.

a. Media Sellection

Media selection is carried out to optimize the use of teaching materials in the process of developing resources for classroom learning. The media chosen by researchers are teaching materials based on local wisdom, presented in the form of visual books. The developed teaching materials adhere to ISO standards (content size A4/210 x 297 mm), use textbook paper, and consist of 58 pages. The design of the images and the material displayed on the pages is created using the Canva application.

b. Format Sellection

In selecting the format, the researcher collected materials related to the learning content to be included in the teaching materials for Chapter VI on "Fractured Stories," focusing on narrative texts in the form of folktales from Nias that are rarely heard, read, or explored by most people. The researcher also gathered images related to the material from books, the internet, museums, and other sources.

c. Preliminary Design

The initial design of these teaching materials was based on local wisdom and took the form of a visual book. There are three components that make up the teaching materials: the initial component, which includes the cover, foreword, and table of contents; the core component, which includes the study and discussion of the material to be studied; and the final part, which contains student worksheets and evaluation questions. Researchers designed the visual elements of the teaching materials based on local wisdom using the Canva and Word applications.

d. Preparation of validation submission test

After the local wisdom-based teaching material product was designed, the researcher then created a teaching material assessment instrument. The instrument for media experts includes three aspects of assessment: the size of the teaching materials, the cover design of the teaching materials, and the design of the content of the teaching materials, which are translated into 15 indicators. The instrument for material experts consists of six aspects of assessment: suitability of the material with KD (competency standards), accuracy of the material, up-to-date material, presentation techniques, presentation support, and presentation area, which are described by 15 indicators. The linguistic instrument includes five assessment aspects: clarity, communicativeness, dialogue and interactivity, suitability for student development, and conformity with language rules, which are explained through 9 indicators. The assessment form for local wisdom-based teaching materials uses a Likert scale with four criteria: very worthy, worthy, less worthy, and not worthy.

3.Develop stage

a. Validation result

At this stage, development were 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 obtain the final results of the teaching materials after incorporating revisions based on input and suggestions from the validators. If the teaching materials are found to be unsuitable for use, they will be revised.

1. **Media Validation Results**

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

Table 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) $25,00 < \times = 43,75$, Unworthy.
2) $43,75 < \times = 62,50$, Less Worthy.
3) $62,25 < \times = 81,25$, Worthy
4) $81,25 < \times = 100$, Very Worthy.

Based on the validation results from media experts in Table 2 above, a score of 57 was obtained out of a maximum score of 60. This score of 57 translates to an average of 3.8 and an overall percentage of 95% in the very appropriate category, indicating that the local wisdom-based teaching materials in the form of visual books can be used effectively by teachers and students in the learning process. It is noted that among all aspects of assessment, the highest percentage of eligibility is in the aspect of the size of the teaching materials, with a percentage of 100%. The lowest percentage of eligibility is in the aspect of the content of the teaching materials, with a percentage of 92.85%. The validation model results from Mr. Riswan Zega, S.Pd., M.Hum, were 4, and the median (middle value) was also 4.

Validation results from the media expert for each aspect can be seen in the following diagram:
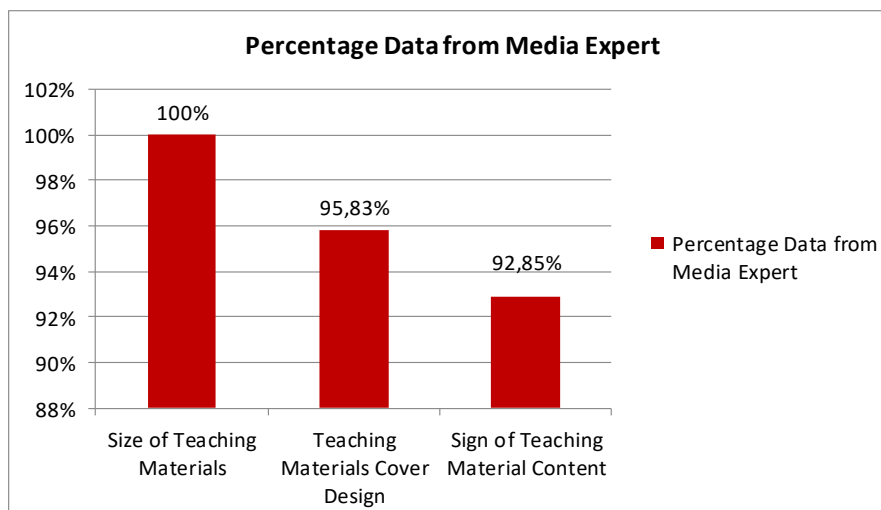
Diagram 1. Percentage data from Media Expert

2. Material Validation Results

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

Table 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	Very Worthy

Information:

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

Based on the validation results from material experts in Table 3 above, a score of 58 was obtained out of a maximum score of 60. This score of 58 corresponds to an average of 3.86 and an overall percentage of 96.66%, falling into the very appropriate category, indicating that the local wisdom-based teaching materials in the form of visual books can be effectively used by teachers and students in the learning process. It is noted that among all aspects of assessment, the highest percentage of eligibility is in the aspects of compatibility of the material with KD, presentation techniques, presentation support, and presentation of learning. The validation results from Mr. Trisman Harefa, S.S., M.Pd., were rated as 4, and the median (middle value) was also 4.

Validation results from the material expert for each aspect can be seen in the following diagram:
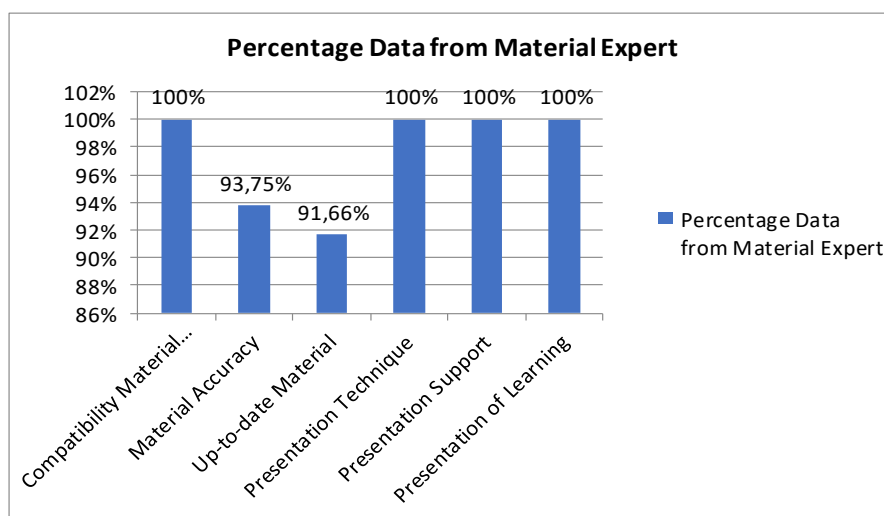

Percentage Data from Material Expert

Diagram 2. Percentage Data from Material Expert

3. Language Validation Result

Language validation was carried out by the validator, Mr. Kristof M. E. Tel, S.S., M.Pd. The validation took place on May 16, 2024. The validator assessed the effectiveness of the use of grammar in the local wisdom study material within the teaching materials in the form of visual books. The language validation assessment were as follows:

Table 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 < × = 43,75, Unworthy.
2) 43,75 < × = 62,50, Less Worthy.
3) 62,25 < × = 81,25, Worthy.
4) 81,25 < × = 100, Very Worthy.

Validation results from the language expert for each aspect can be seen in the following diagram:
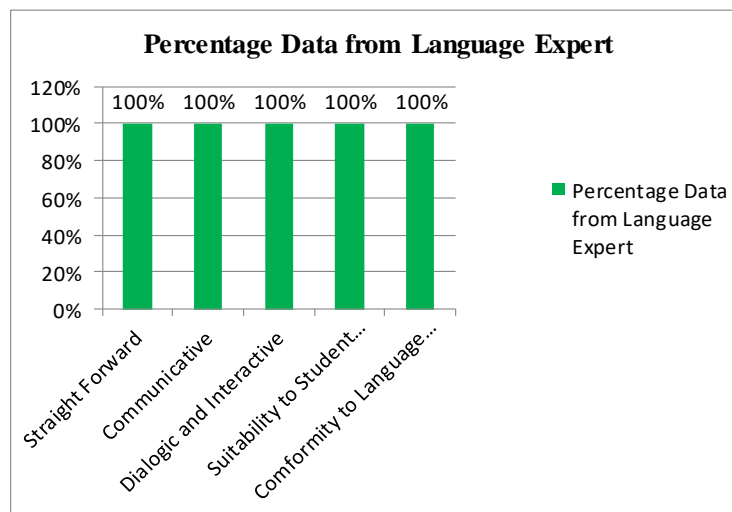

Diagram 3. Percentage Data from Material Expert

Based on the validation results from language experts in Table 4 above, a score of 36 out of a maximum score of 36 was obtained. This score of 36 corresponds to an average of 4 and an overall percentage of 100%, indicating a very appropriate category. This means that the local wisdom-based teaching materials in the form of visual books can be effectively used by teachers and students in the learning process. It can be seen that all aspects of the assessment have a high percentage of 100%. The validation results by Mr. Kristof M. El Tell, S.S., M.Pd., rated the materials as 4, and the median (middle value) was also 4.

b. Product Revision

Based on the validation results from media experts, material experts, and language experts, several revisions and improvements were needed for the teaching materials that had been developed according to the validators' input and suggestions. The following are the revisions and suggestions from each validator:

1) Revision from Media Expert

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

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 Elxpert

Baseld Based on the assessment results obtained from material experts, there are several inputs and suggestions regarding the developed teaching materials. Specifically, the

teaching materials should be made in a larger size so that the writing is more clearly visible to students and the bibliography should be improved in terms of writing class terms.

a) Find more images related to the teaching materials.

b) The use of colors is too tacky and needs to be improved.

c) Revise and add the material to make it more complete.

3) Revision from a Language Expert

Input and suggestions from language expert validators regarding teaching materials based on local wisdom in the form of a visual book include using a font size of 12 in the text, adding images according to the content, and correcting typing errors 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 the teaching materials was conducted in class X-9 on June 5, 2024. A small group test was carried out with 10 students to investigate the usability of the teaching materials based on local wisdom developed by researchers. Based on the testing, students experienced several problems while using the product. Researchers identified these obstacles based on students' comments and complaints. The identified obstacles are outlined in the table below:

Table 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 conducted in class X-9 with 10 students, three obstacles were encountered. After identifying the shortcomings from this trial, improvements were needed before conducting the trial with larger groups.2. Large Group Trials (Students Practicality)

A large group test was held in class X-8 at SMA Negeri 1 Alasa on June 8, 2024. This test involved 20 students who used the developed teaching materials to evaluate their practicality concerning the visual book teaching materials based on local wisdom from Nias. The large group test was conducted after finalizing the product based on the validator's instructions and following the small group tests. The visual book teaching materials based on Nias' local wisdom were used during the large group test. This activity was conducted by the teacher using the materials developed by the researchers. After the learning experiment in the class, the researchers distributed assessment questionnaires to determine if the teaching materials were practical and useful for learning from the students' perspectives. The questionnaire included 12 aspects that students needed to respond to, including: Size of Teaching Materials, Teaching Materials Design, Content of Teaching Materials, Material Completeness, Depth of Material, Breadth of Material, Accuracy of Material, Currency of Material, Encouragement of 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 from Nias. Responses were measured using a questionnaire provided by the researchers. The general results for the related questionnaires are as follows:

Table 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	*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 shown in Table 6 above, and examining student responses from the large group test, it is evident that the visual book teaching materials based on local wisdom are categorized as very practical, with a score of 93.99%. A total score of 1,128 was achieved out of a maximum score of 1,200 by 20 students. This score translates to an average of 3.76 and an overall percentage of 93.99%, indicating that the teaching materials based on local wisdom in the form of visual books are highly practical for use and learning by students. It can be concluded that the application of these visual book teaching materials based on local wisdom found in Nias in class X-8 of SMA Negeri 1 Alasa falls into the very good category. This conclusion is supported by the data collected from students who filled out a questionnaire containing several questions, which the researchers processed to produce this data.

3. Teacher Practicality

The practicality test of the teaching materials by teachers was conducted on June 8, 2024. A teacher practicality questionnaire was used to assess whether the visual book teaching materials based on local wisdom, which had been developed, are practical for use by teachers in the classroom learning process. This was done by distributing a practicality questionnaire to the English teacher who had used the teaching materials in both small and large group experiments. The questionnaire contained eight aspects that teachers needed to respond to, including: Size of Teaching Materials, Teaching Materials Design, Significance of Teaching Content, Material Completeness, Update of Material, Encouragement of Curiosity, Accuracy of Sentence Structure, and Grammatical Accuracy.

When testing the teaching materials based on local wisdom in the form of visual books, teachers did not encounter any problems during both small and large group tests. On the contrary, they were highly motivated to teach and very interested in the visual book teaching materials due to the use of examples, colors, and images that are engaging and directly related to daily life, particularly the local wisdom of the Nias region. This aligns with one of the characteristics of the current curriculum model being implemented at SMA Negeri 1 Alasa. The results of the teacher practicality assessment are as follows:

Table 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 and KI.	4
	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	

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 7 above, and considering the teachers' responses to the questionnaire, it is evident that the 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 possible score of 60, resulting in an average score of 4. The overall percentage for practicality is 100%, indicating that the teaching materials based on local wisdom in the form of visual books are highly practical for use by teachers in the learning process. All aspects of the assessment received a high percentage of 100%. The model of teacher practicality results showed a score of 4, with the median (middle value) also being 4.

4. Disseminate Stage

At this stage, the researcher has submitted the visual book teaching material products, which have been printed in textbook form and encoded with a barcode, to the flash drive of the English teacher at SMA N. 1 Alasa. These materials are intended to be used as suitable and practical learning resources for the classroom.

This research has successfully developed a product: teaching materials based on local wisdom from Nias in the form of a visual book for tenth-grade students at SMA Ngelri 1 Alasa. The development of these visual book teaching materials follows a 4D development model consisting of define, design, develop, and disseminate stages. The 4D model steps are easy to understand, set up, and develop. Several experts tested the functionality of the visual book teaching materials based on Nias local wisdom, including the suitability of the material and its presentation, the practicality of the language components, the practicality of the media, and the overall practicality of the teaching materials.

Regarding recent research, there are three studies with similar scope and results concerning the development of teaching materials based on local wisdom. The first related study by Mastiah (2021) is titled: "Pengembangan bahan ajar buku cerita rakyat berbasis kearifan lokal suku Dayak Randuk." Based on validation results from experts and educators, this book 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%, which is 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 Randuk tribe is highly suitable as teaching material in the learning process.

The last related research by Muhammad Taufik Hidayat (2019), titled "Pengembangan bahan ajar cerita rakyat Aceh berbasis kearifan lokal untuk membentuk karakter siswa SMP di kota Langsa," resulted in a very good average score for the content eligibility of the Aceh-based folktale writing module based on local wisdom. 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 pre-tests and post-tests conducted before and after using the teaching materials. For Class VII students at SMPN 1 Langsa, the pre-test yielded a total score of 1996 with an average of 66.53, and the post-test resulted in a total score of 2390 with an average of 79.66. At SMPN 4 Langsa, students' pre-

test total was 1890 with an average of 63.00, and the post-test total was 2320 with an average of 77.33. At Langsa 9 Public Middle School, the pre-test total was 1866 with an average of 62.26, and the post-test 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 the higher scores achieved with the developed teaching materials.

The last related research by Delwi Lailatul Vaziria (2022), titled "Pengembangan buku cerita rakyat berbasis kearifan lokal Blitar untuk kelas X," evaluated the content, language, and presentation aspects, yielding a score of 78.5% with a "decent" rating, and suggested implementation. Practitioners evaluated various aspects of the folktale teaching materials, concluding that they are suitable for implementation in teaching folktale texts for Class X students at SMKN 1 Kademangan. The validation process involved experts, practitioners, and students, assessing different criteria. Teaching materials experts evaluated the appearance, presentation, and language aspects, giving a score of 86% with a "very feasible" rating, recommending follow-up implementation. Material experts evaluated the content, presentation, linguistic aspects, cover design, and content design aspects, scoring 89.5% with a "very feasible" rating, and recommended 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 mentioned above, this research also shows similarities in developing materials based on local wisdom. Although the subject, year, location, validators, informants, and instruments used are different, the results indicate that teaching materials based on local wisdom are very suitable for use as learning resources in schools and are highly practical for both students and teachers. This is evidenced by the validation results of the teaching materials in each of the studies mentioned above. The results also demonstrate that teaching materials based on local wisdom are highly influential in increasing students' motivation, character, and interest in learning. This research is titled: "Developing English Teaching Materials Based on Local Wisdom for Eighth Grade Students at SMA Negeri 1 Alasa."

The teaching materials developed by the researcher were deemed highly appropriate based on the validation results and practicality tests, and were considered superior to the previous book. This improvement was due to the fact that the previous book had not integrated the local wisdom and culture of Nias, which should align with the current "Merdeka Curriculum." The old textbook's content was very incomplete, consisting only of definitions and modern examples of narrative texts. Its presentation and visualization, including images and colors, were less appealing, leading to monotony, rigidity, and a lack of motivation among students. Additionally, the textbook did not include concepts, usage guidelines, or teaching modules. It contained too many activities and tasks that were not suitable for 10th-grade high school students, with questions that were essentially the same, differing only in their phrasing. This contributed further to students' confusion and boredom in learning. In contrast, the teaching materials developed by the researcher addressed all the weaknesses of the old textbook, improving, completing, and developing them into a more advanced visual book.

Based on the validation results from experts and educators, this book was developed with very favorable criteria. Linguists awarded a score of 36 out of a maximum of 36, resulting in a percentage of 100%. Material experts gave a score of 58 out of 60, which corresponds to a percentage of 96.66%. Media experts provided a score of 57 out of 60,

equating to a percentage of 95%. Educators assigned a score of 59 out of 65, resulting in a percentage of 90.8%. Based on small-scale trials, a total score of 270 out of 330 was achieved by 6 respondents, with a percentage of 81.8%, meeting very good criteria. Furthermore, the results of large-group trials, involving 16 respondents, yielded a total score of 785 with a percentage of 89.20%, indicating very attractive criteria. These data show that the English teaching materials based on local wisdom in Nias, in the form of a visual book, are very suitable and worthy of use as teaching materials in the learning process.

In conducting the research and obtaining the data, there were some limitations to the research findings. The limitations of the research findings are as follows:

a. The subject used by researchers was tenth-grade students at SMA Ngelri 1 Alasa. Different results might be observed if the researchers used different subjects in various grades.

b. The English teaching materials developed in this research focus on local wisdom in Nias, specifically folktales presented in the form of a visual book. Different results might be observed if the researchers used different forms of local wisdom from their own regions.

c. The development model used by researchers in this study is the 4D development model, which consists of four stages: define, design, develop, and disseminate. Different results might be found if researchers use different development models due to variations in stages, time management, finances, and other factors.

d. This research focuses on developing English teaching materials, which is one of the subjects at school. It is hoped that other researchers will develop teaching materials for different subjects in the future.

Ovelrall, 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. Conclusion

Based on the results of developing visual book teaching materials based on local wisdom in Nias, focusing 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 the visual book teaching materials based on local wisdom in Nias for class 10, with themes of fractured stories and narrative text, was declared very feasible based on the results of material validation, media validation, and language validation. The results of the material expert validation were categorized as very appropriate, with an average score of 96.66%. Media expert validation results were categorized as very feasible, with an average score of 95%. The language validator results were also categorized as very feasible, with an average score of 100%.

3. Product trials were conducted in both small and large groups in class X at SMA Negeri 1 Alasa, North Nias Regency. After completing the small group trials, large group trials were carried out to gather students' responses. The results indicate a very good category. These product trials are known as practicality tests. The practicality tests conducted by teachers and students declared the materials very practical for use in classroom learning.

4. The teaching materials developed by the researcher were deemed highly appropriate based on the results of validation and practicality tests, and they were considered superior to the previous book. This improvement is attributed to the fact that the previous book did not

integrate the local wisdom and culture of Nias, which aligns with the current "Merdeka Curriculum." The content of the old textbook was incomplete, containing only definitions and modern examples of narrative texts. Its presentation and visualization, including images and colors, were less appealing, leading to monotony, rigidity, and a lack of motivation among students. Concepts, usage guidelines, and teaching modules were also absent. Additionally, the old textbook included too many activities and tasks unsuitable for 10th-grade students, with questions that were essentially the same but varied only in their wording. This further contributed to students' confusion and boredom. In contrast, the teaching materials developed by the researcher addressed all the weaknesses of the old textbook by improving, completing, and evolving them into a more advanced visual book.

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