

## DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS BASED ON LOCAL WISDOM MATERIALS FOR GRADE SEVEN AT SMP N 3 PADANG PANJANG

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### **Abstract**

*Integrating the local wisdom values in instructional materials is a strategic way to introduce the moral values to the students, through the instruction materials development the students are able to interact with other communities. The purpose of this research is to develop the valid English Instructional Materials Based on Local Wisdom to seven grade students of SMPN 3 Padang Panjang. This type of research is Research and Development (R&D). This research was conducted using the ADDIE model which includes the stages of analysis, design, development, implementation and evaluation, whereas in this case the researchers only focused on three stages, namely: Analysis, Design and Development. The results of research and development of teaching materials known as the results of validation with criteria  $3 \leq V \leq 4.5$  in terms of aspects of delivery of material, aspects of content and material, aspects of grammar and readability and graphic aspects with a final validation score of 4.3 which fulfills valid criteria. It can be concluded that teaching materials based on local wisdom are feasible to be used as teaching materials. Researchers recommend the teachers to use teaching materials integrated into local wisdom in the process of learning English.*

**Keywords:** *Development, Teaching Materials, Local Wisdom*

### **Abstrak**

*Pengintegrasian nilai-nilai kearifan lokal dalam bahan ajar merupakan cara yang strategis untuk memperkenalkan nilai-nilai moral kepada peserta didik, melalui pengembangan bahan ajar peserta didik dapat berinteraksi dengan masyarakat lain. Tujuan dari penelitian ini adalah untuk mengembangkan Bahan Ajar Bahasa Inggris Berbasis Kearifan Lokal yang valid kepada siswa kelas tujuh SMPN 3 Padang Panjang. Jenis penelitian yang digunakan adalah Research and Development (R&D). Penelitian ini dilakukan dengan menggunakan model ADDIE yang meliputi tahapan analisis, desain, pengembangan, implementasi dan evaluasi, sedangkan dalam hal ini peneliti hanya fokus pada tiga tahap yaitu: Analisis, Desain dan Pengembangan. Hasil penelitian dan pengembangan bahan ajar diketahui hasil validasi dengan kriteria  $3 \leq V \leq 4,5$  ditinjau dari aspek penyampaian materi, aspek isi dan materi, aspek tata bahasa dan keterbacaan serta aspek kegrafikan dengan skor validasi akhir. sebesar 4,3 yang memenuhi kriteria valid. Dapat disimpulkan bahwa bahan ajar berbasis kearifan lokal layak digunakan sebagai bahan ajar. Peneliti merekomendasikan para guru untuk menggunakan bahan ajar yang terintegrasi dengan kearifan lokal dalam proses pembelajaran bahasa Inggris.*

**Kata Kunci:** *Pengembangan, Materi Pembelajaran, Kearifan Lokal*

## INTRODUCTION

Instructional material is one of the important components in learning due to giving the closer learning process activities variation as well as a learning component substance which is taught to students, those points as learning outcomes in teaching English, especially regarding the material understanding, where previously students' understanding as a successful standard in instructional process, so constructing the materials development are able to meet the students' need in learning.

The purposes of the instructional material are capable to strengthen the motivation from students. Instructional materials designed and equipped with interesting content and illustrations stimulate students to use teaching materials as learning resources. The instructional materials used must provide the students or make it easier for students to understand the material by giving some relevant examples relating to their lives, such as vocabularies choices, pictures, topics, dialogues and grammar consideration.

In contrast, some schools learning English used books provided by the government, such as when the English ring the bell and, these book consisted of teacher and student's book. Teacher's book as a guide for learning and student's book as activities and exercise for learning, so it may be possibly that students find out difficult to understand the materials own without an initial explanation by the teacher, due to operational book from teachers and even more those books promoted different culture, environmental stories that may be inconvenient from their daily lives and make them misunderstanding of teaching materials.

Dealing with the idea above, there are numbers of principle of developing instructional materials; 1) *The principle* of relevance, where learning materials should be relevant or have something to do with the basic competencies and desired indicators. 2) Principle of *consistency*, if there are four types of basic competencies and that must be mastered by students, then the teaching materials that must be taught must also include four types. 3) The principle of *adequacy* means that the material taught should be sufficient enough to help students master the basic competencies being taught. Material should not be too little and not too much (Tomlison, 2011).

Based on the description above, it can be concluded that even though the government has made it easier for schools through educational materials issued by the Ministry of Education and Culture, these educational materials require explanation by students. This discrepancy has its own reasons, such as the social environments, different cultures. As explained in the principle of developing teaching materials, where the teaching materials developed must be in accordance with the characteristics of students, and something they do in daily lives or it is closely called as local wisdom. Local wisdom is a universal value of social justice, community welfare and sustainability of community livelihood resources that underlies the pattern of relationships between citizens and with other communities (Nadlir, 2014).

Based on interviews with the teacher and several students of SMPN 3 Padang Panjang class VII, the English teachers did not provide teaching materials with the book *Merdeka* Curriculum that was published by the government. The teacher uses another book and does the quiz and exercise by herself. While, developing an instructional material is one of the teacher's duty that can be used by class VII students of SMPN 3 Padang Panjang as a learning reference, even without guidance and direction from the teacher. This is also in accordance with the goals of the *Merdeka* curriculum, which expects students to be more active and more independent. In this case, the researcher is interested in discussing one of the skills, which is basically a skill that must be studied more deeply by students, especially class VII. But without realizing it, writing skills at this grade level are not too dominant because students are only required to write simple sentences.

According toutama (2016) learning to write is still something that is feared by most students and has not produced the expected results. What is even more concerning is that teachers are reluctant to carry out writing lessons? Learning to write is still an interesting research material. This condition is in line with the fact that learning to write still faces many problems.

One of the obstacles often faced by teachers and students is the low ability of students to write. This is as revealed by Abidin (2012) that there are various studies showing that writing skills from the elementary school level to tertiary institutions are still very concerning. The explanation above shows that learning to write is not only considered as something difficult by students but also considered a heavy burden by some teachers. In fact, if done properly, learning to write can actually be made easy for both parties and provide the expected results.

Considering with that issue, the researchers are interested in conducting the research on "Developing of English Instructional Materials based on Local Wisdom for Grade Seven Students" of SMPN 3 Padang Panjang.

## **METHOD**

The type of this research is development research. "Research and Development" approach. According to Sugiyono (2009), research and development (R&D) is a basic research activity to obtain information on user needs (needs assessment), then continued with development activities to produce products and assess the effectiveness of these products. Development research consists of two words, namely research and development. The first activity is conducting research and literature studies to produce a specific product design, and the second activity is development, namely testing the effectiveness, validation of the design that has been made, so that it becomes a tested product and can be utilized by the wider community.

Puslitjaknov-Balitbang Depdiknas (2008) says that research and development methods contain three main components, namely 1) development model, 2) development procedure, 3) product trial. Anik (2007) says that, research and development is a model used to improve the quality of education and learning that is able to develop various learning products.

The Design of Developing Instructional material based on Local Wisdom as follows:

**Table 1. The Design of Developing Instructional material based on Local Wisdom**

Development Stages	Plan Feature	Local Wisdom Models
Analysis	Syllabus and RPP	Relate to the telling time material and descriptive text
Design	Student's book	Activities according to analysis characteristic
Development	Product validity by expert	Valid instructional material

Source. *Beniario and Noviliza (2022)*

The design model at the analysis stage is to determine the topics to be developed referring to the syllabus and lesson plans used, in this case the researcher chooses telling time and descriptive material. In this process interviews and filling in Google forms will be carried out as part of determining the design model to be developed. At the design stage, it contains student textbooks with local wisdom characteristics according to the culture that students have in everyday life. Meanwhile, at the development stage, conducting an assessment involving experts in this case will be submitted to the English lecturer at the Teaching and Education Faculty of Muhammadiyah University, Sumatra Barat, in order to obtain quality teaching materials and which will be implemented to obtain a validity value.

By using the Research and Development (R&D) method, it is expected to be able to design the new product that are useful for researcher, students and teachers. This research uses procedural. The product will be developing English instructional materials based on local wisdom for grade seven at SMPN 3 Padang Panjang.

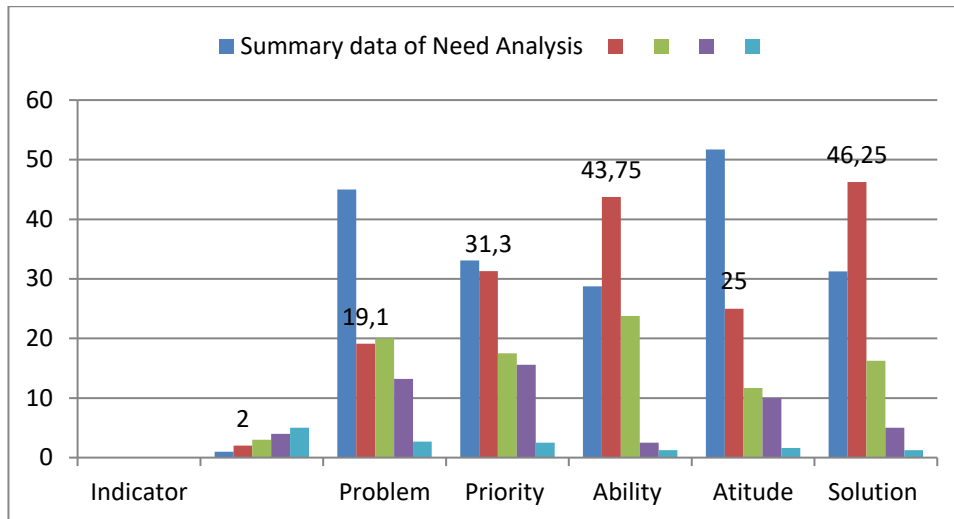
## RESULT AND DISCUSSION

### Findings

Analysis is the process of analyzing development needs. In this process the researcher conducted an analysis of the needs that exist in learning English in grade VII students of SMP N 3 Padang Panjang. To obtain this data, a questionnaire was distributed using a Google form and interviews with an English teacher and a documentation study was carried out on teaching materials, teaching modules, and the implementation of teaching materials made by an English teacher.

#### 1. Need Analysis

In gathering the data for designing a textbook the researcher gave the questionnaire to the students of Junior high school in Padang panjang by using *google form*. The criteria assessment namely problem, priority, ability, attitude and solution, in the detail information it can be seen from the diagram above, as follows:



The students' need analysis during the teaching and learning process is the inappropriate teaching device, it can be seen from diagram above, a teaching program, has various and different problem about learning atmosphere, the highest level of the student's problem was 45%, the second level was 19.1% and the lowest problem was 3%, it related with task, time allotment, source, materials presentation, instructional device, method, and assessment. The data indicated that almost the student has a problem on the instructional process, so it needs a new design to develop the textbook based on the student's need.

Second problem was priority, the priority was the expectations of the students during and the end of learning process, the data showed that student priority of learning has a fluctuation score, the highest score of the student' respond on learning was 31.3%, the second highest score was 18%, and the lowest score was 5% related to the design of teaching materials, the character and the form of presentation of the assignment. This indicated that learning priority on English instruction was different from the student' hope onto the instructional process, it can be said that instructional material should be engaged them to their need in learning and teaching, this data as a source of information in developing textbook based on the local wisdom.

The third problem was ability, the ability is the understanding of students during the learning process related to the material presented. The highest student response score to learning comprehension was 43.75%, the second highest score was 28.75%, and the lowest score was 2.5% related to understanding of teaching material. This denotes that the ability of students in English does not as expected. This is caused the low basic ability of students in English. According to the results of interviews with English teachers at SMP N 3 Padangpanjang, students' initial ability to understand English vocabulary and material can be said to be 0 (null).

The fourth problem is attitude; attitude is a description how well they like to learn. Data shows the highest student attitude in learning is 51.7% the second

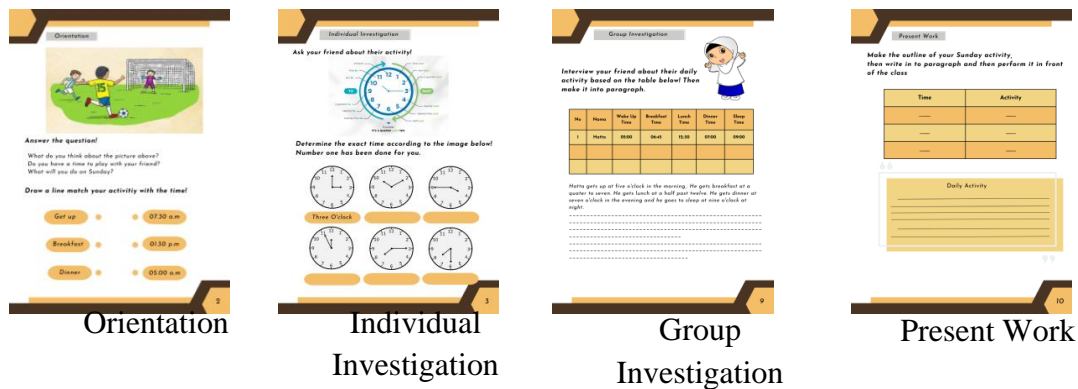
highest score is 25%, and the lowest score is 10% related to how happy they are in learning. This shows that the students' liking in the learning process is quite good. It can be said that they enjoy learning English. However, based on the results of interviews, the teacher said that students were less interested because of students' lack of understanding of the material.

Last problem is the solution, the solution is a problems solving occurred in learning process, the highest student response score to the teaching material development design plan was 46.25%, the second highest score was 31.25%, and the lowest score was 5%. This shows that some students agree with the plan for the development of teaching materials based on local wisdom. It can be said that the student really needs teaching materials in learning and teaching to encounter the issues. This data is a source of information in developing textbooks based on local wisdom.

**2. Design**

In this development design section, the researcher compiled a teaching material development design based on data originating from the results of need analysis and interviews. This student book uses a Problem Based Learning (PBL) approach based on the independent curriculum. This book is a development of teaching materials for writing English based on local wisdom for grade seven at SMP N 3 Padang Panjang.

This book has several stages of learning according to the learning method used.



This teaching material was developed and designed with 2 chapters: chapter 1 telling time and chapter 2 descriptive text based on local wisdom. The value of local wisdom in telling time material can be seen from the characters or pictures presented, including the name of the food, in conversations and incorporating activities that are characteristic of local wisdom in our culture, such as activities to help parents cook and clean the house.

While the value of local wisdom in descriptive text material is found in the images and text presented that describe the surrounding area, as well as in the activities and tests presented to students asking students to describe tourist locations or attractions in their respective areas.

This book was designed using the Canva application, Josefins Sans writing, and several images adapted to the material discussed so that the book looks more attractive.

**3. Development**

After all English learning products are designed and followed by product development which consists of two chapters containing reading texts and equipped with exercises and stages of instilling local wisdom values. Then test the validity of the product being developed valid or not so that it becomes a suitable benchmark for proper use.

The product validity test was carried out by three experts, namely: 1) Beniario M.Pd 2) Rini Hendrita, M.Pd and 3). Erlinda Syam, Ph.D, they are lecturers in the English Study Program at the Teaching and Education Faculty, Muhammadiyah University, Sumatera Barat. Product validity testing by experts is carried out through a questionnaire instrument in the form of a validated sheet. The validation sheet has been validated by the three validators mentioned above. The validity test is carried out so that the instruments used to assess product validity are truly valid so that they can measure what should be followed.

Aspects or indicators of the developed textbooks consist of; (1) aspects of delivery of material, (2) aspects of content and material, (3) aspects of language and readability and (4) aspects of graphics. Validation data on teaching materials by three validators can be seen in the appendix and the following summary table 2.

**Table 2. The Data Validity Indicators of English Instructional Material**

No	Validation Criteria	Experts			Percentage	Category
		A	B	C		
1	Aspect of Materials Presentation	3,5	4,5	5	4,3	Valid
2	Aspect of Material and Content	3,4	4,2	5	4,2	Valid
3	Aspect of Readability and Language	3	4,67	5	4,2	Valid
4	Aspect of graphic	3,5	4,5	5	4,3	Valid
	Average	3,4	4,5	5	4,3	

Based on the validation of indicators of English Instructional materials based on local wisdom that had been carried out previously determined for valid criteria was  $3 \leq V \leq 4,5$  with an average validation score of 4,3 so that English Instructional materials were appropriate to use.

**Discussion**

The development of English Instructional materials based on local wisdom uses the ADDIE model which only focuses on Analysis, Design and Development. In the analysis carried out using a questionnaire via Google form and interviews with English teachers, it was found that the results of the analysis of the student's needs data indicated that the students agreed and needed the development of teaching materials based on local wisdom in an interesting book form so that students were interested in learning English.

After finding the results of the analysis, the researcher designed the teaching materials according to the needs of the students and the results of interviews with the English teacher. After the design of teaching materials is completed, an assessment is carried out to see the validity of English teaching materials based on local wisdom. Assessment of teaching materials in terms of aspects of delivery of material, aspects of content and material, aspects of grammar and readability and graphic aspects.

Assessment of the first aspect, the aspect of material delivery is seen starting from the preface which contains an explanation of the teaching materials that have been developed where the teaching materials are developed using a Problem Based Learning (PBL) approach which refers to an independent curriculum. Then assessed from the clarity of the learning stages starting from orientation, individual investigation, group investigation and the appearance of work results. This aspect is also assessed from the variety of material exposure and the systematic delivery of material.

In the second aspect, the content and material aspects are seen from the suitability of the material with learning outcomes, communicative design, clarity of local wisdom values contained in teaching materials, The value of local wisdom in telling time material can be seen from the characters or pictures presented, including the name of the food, in conversations and incorporating activities that are characteristic of local wisdom in our culture, such as activities to help parents cook and clean the house. While the value of local wisdom in descriptive text material is found in the images and text presented that describe the surrounding area, as well as in the activities and tests presented to students asking students to describe tourist locations or attractions in their respective areas. Then this aspect is also assessed from the clarity of the answer key and how much the topic is designed to attract students' curiosity.

The third aspect, grammar and readability, is seen from how easy the grammar and vocabulary are used in the teaching materials. This is assessed from the arrangement of sentences and vocabulary used in teaching materials that are in accordance with students' abilities to understand English. So that students are facilitated in the learning process.

And the last aspect is the graphic aspect, which is assessed from this aspect is the general design, starting from the colors used, the choice of images, the font size used and the layout of each component of the book which must be located where it should be and according to needs.

From the validation results of local wisdom-based English teaching materials, it can be seen that the development of these teaching materials is in accordance with the local wisdom base using ADDIE Models. So this local wisdom-based English teaching material is appropriate for use in the learning process as teaching material.

## **CONCLUSION**

Based on the research results from the development of teaching materials that are already based on local wisdom values for learning English at SMP N 3



Padang Panjang, it can be concluded as follows:

Development of Instructional materials based on local wisdom in English subjects was developed using the ADDIE models which consists of: 1) analyzing students' needs for instructional materials based on local wisdom in learning English, 2) designing instructional materials based on local wisdom in learning English, 3) developing instructional materials based on local wisdom in learning English, 4) the validity of instructional materials based on local wisdom in learning English.

The results of an assessment of the validity of English instructional materials based on local wisdom for seventh grade students at SMP N 3 Padang Panjang by the validators with indicators of delivery of material, content and material, grammar and readability as well as graphics with a score of 4.3 fulfilling clear criteria  $3 \leq 4.3 \leq 4.5$ . So that English instructional materials based on local wisdom are declared valid and feasible to use with a little revision.

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