

DEVELOPING INDONESIAN LANGUAGE TEACHING MATERIALS FOR ELEMENTARY SCHOOLS BASED ON BADUY BANTEN LOCAL WISDOM TO ENHANCE STUDENTS' READING COMPREHENSION SKILLS

DESENVOLVIMENTO DE MATERIAIS DIDÁTICOS DE LÍNGUA INDONÉSIA PARA O ENSINO FUNDAMENTAL BASEADOS NA SABEDORIA LOCAL BADUY BANTEN PARA MELHORAR AS HABILIDADES DE COMPREENSÃO DE LEITURA DOS ALUNOS

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Abstract

This study aims to develop reading comprehension teaching materials based on the local wisdom of the Baduy community in Banten and to examine their effectiveness in improving elementary school students' reading comprehension skills. The development process employed a Research and Development (R&D) approach, referring to the ten systematic steps of the Dick and Carey model. The research subjects were 30 fifth-grade elementary school students in Banten Regency, selected through purposive sampling. The research instruments included a reading comprehension test, expert validation questionnaires (content and language experts), and field trials. Data analysis was conducted using normality testing, paired correlation analysis, and paired sample t-tests with the support of statistical software. The results indicate that the developed teaching materials meet the validity criteria in terms of content, language, presentation, and graphics, with the average expert evaluation score categorized as highly feasible. In terms of practicality, the materials were easy to use by both teachers and students and aligned with classroom learning needs.

Resumo

Este estudo tem como objetivo desenvolver materiais didáticos de compreensão leitora baseados na sabedoria local da comunidade Baduy em Banten e analisar sua eficácia na melhoria das habilidades de compreensão de leitura de alunos do ensino fundamental. O processo de desenvolvimento utilizou uma abordagem de Pesquisa e Desenvolvimento (P&D), referindo-se às dez etapas sistemáticas do modelo de Dick e Carey. Os participantes da pesquisa foram 30 estudantes do quinto ano do ensino fundamental da Regência de Banten, selecionados por meio de amostragem intencional. Os instrumentos de dados incluíram um teste de compreensão leitora, questionários de validação de especialistas (especialistas em conteúdo e linguagem) e testes de aplicação em campo. A análise dos dados foi realizada por meio de teste de normalidade, análise de correlação pareada e teste t para amostras pareadas, com o apoio de software estatístico. Os resultados indicaram que os materiais didáticos desenvolvidos atendem aos critérios de validade em termos de conteúdo, linguagem, apresentação e aspectos gráficos, com a média das avaliações dos classificados



Regarding effectiveness, students' reading comprehension scores improved significantly, with an average increase of 21.8 points between pre-test and post-test results. The paired sample t-test yielded a significance value of 0.000 ($p < 0.05$), confirming a significant difference between reading comprehension performance before and after using the materials. Moreover, integrating Baduy local wisdom into Indonesian language learning not only enhanced academic outcomes but also contributed to cultural value transmission, the strengthening of local identity, and the preservation of indigenous traditions. This aligns with the goals of national education, which emphasize not only cognitive development but also character building and respect for local wisdom. The study recommends the broader implementation of local wisdom-based teaching materials in elementary schools as a strategy to strengthen literacy while fostering character in young generations rooted in national culture.

keywords: Teaching Materials. Reading Comprehension. Local Wisdom. Baduy. Elementary School.

como altamente viável. Em termos de praticidade, os materiais mostraram-se fáceis de utilizar tanto por professores quanto por alunos e compatíveis com as necessidades da aprendizagem em sala de aula. No que se refere à eficácia, os escores de compreensão leitora dos alunos apresentaram melhora significativa, com um aumento médio de 21,8 pontos entre os resultados do pré-teste e do pós-teste. O teste t para amostras pareadas apresentou valor de significância de 0,000 ($p < 0,05$), confirmando uma diferença significativa entre o desempenho antes e depois da utilização dos materiais. Além disso, a integração da sabedoria local Baduy no ensino da língua indonésia não apenas melhorou os resultados acadêmicos, mas também contribuiu para a transmissão de valores culturais, o fortalecimento da identidade local e a preservação de tradições indígenas. Isso está alinhado aos objetivos da educação nacional, que enfatizam não apenas o desenvolvimento cognitivo, mas também a formação do caráter e o respeito à sabedoria local. O estudo recomenda a implementação ampliada de materiais didáticos baseados na sabedoria local nas escolas de ensino fundamental como estratégia para fortalecer a alfabetização e, ao mesmo tempo, promover a formação do caráter das novas gerações enraizadas na cultura nacional.

Palavras-chave: Materiais Didáticos. Compreensão de Leitura. Sabedoria Local. Baduy. Ensino Fundamental.

1 INTRODUCTION

The rapid development of information and communication technology in the digital era has transformed the way people interact, learn, and access knowledge. The emergence of artificial intelligence, big data, and online learning applications has accelerated the distribution of information but simultaneously poses significant challenges to education. One of the most crucial challenges is the potential erosion of local cultural values due to the powerful currents of globalization, which tend to promote global popular culture rather than local identities. Young generations who are highly familiar with digital technology often know more about foreign cultures than their own cultural heritage, making it necessary for education to function as both a filter and a reinforcement of national identity (Herliyaniwati, Kusdiana, & Ganda, 2020).

The Baduy people in Banten are one of the indigenous communities that consistently preserve ancestral traditions amidst the pressures of modernization. By rejecting modern technology and embracing a simple lifestyle in harmony with nature, the Baduy community offers life practices imbued with noble values such as simplicity, harmony, and honesty. These values are highly relevant to be instilled in younger generations, particularly in the context of elementary education. Unfortunately, the integration of Baduy local wisdom into formal education, especially in Indonesian language learning, remains very limited. In fact, culturally-based education can serve as an effective strategy to foster both literacy development and character building among students (Khairunisah, 2020).

The Indonesian language plays a central role in developing literacy skills while reinforcing national identity. At the elementary school level, Indonesian language instruction not only teaches reading and writing skills but also fosters students' appreciation of national culture through the texts they study. However, in practice, the reality in the field, it is evident that most teaching materials are still oriented toward generic texts that are less relevant to students' life contexts. This situation negatively affects students' motivation and engagement in learning, causing Indonesian language instruction to often lose its contextual meaning (Prapnuwanti, Susanti, Darma, Sastrawan, & Tristananda, 2024).

The problem of low reading interest and reading comprehension skills among Indonesian students is increasingly evident from international surveys. The 2018 PISA report shows that Indonesian students' reading literacy remains below the OECD average, with a score of only 371 points. This condition reflects fundamental issues in the reading instruction process. One of the causes is the limited availability of reading materials that are relevant, engaging, and contextualized for students' lives. Therefore, there is a need for innovative teaching materials that not only align with curriculum objectives but also connect learning texts to students' real-life experiences and local culture (Rafflesia & Maharani, 2023).

Various studies have emphasized that the integration of local wisdom into learning can enhance students' interest and academic outcomes. For example, Mastiah and Khoiri (2023) demonstrated that introducing local folklore through literacy activities can foster students' appreciation of culture. Similarly, Astuti and Purnomo (2023) found that reading and writing literacy culture in elementary schools can be strengthened through a contextual

approach that leverages local cultural potential. However, most of these studies still focus on the general implementation of culture-based learning rather than the development of structured teaching materials based on specific local wisdom, such as that of the Baduy community.

The urgency of this study is reinforced by empirical conditions in elementary schools, where teachers still tend to use publisher-provided textbooks without adaptation to students' cultural environment. Consequently, the potential to utilize local wisdom as a learning resource remains underexploited. In fact, culturally-based education can serve as an effective medium to build national identity while improving literacy skills. In this regard, developing teaching materials integrated with local culture becomes an urgent need to ensure that learning is not disconnected from the cultural roots of society (Adong, Lawe, & Laksana, 2022).

This study aims to produce Indonesian language teaching materials based on Baduy local wisdom that are valid, practical, and effective for reading comprehension instruction in elementary schools. Therefore, this research focuses not only on content development but also on product quality testing through systematic research and development procedures. The expected outcome is a teaching material alternative that is relevant while enriching culture-based learning models in elementary schools (Khoirurrohman & Anjany, 2021).

The novelty of this study lies in the integration of Baduy cultural values into Indonesian language teaching materials using a systematic research and development approach. Unlike previous studies that emphasize the use of folklore or traditional texts, this study produces a learning module specifically designed to teach reading comprehension skills while instilling local cultural values. Thus, the study contributes to two aspects simultaneously: literacy improvement and cultural preservation (Herliyaniwati, Kusdiana, & Ganda, 2020).

Beyond theoretical contributions, this study also has practical significance. Theoretically, it strengthens the discourse on the importance of culture-based literacy in elementary education. Practically, it provides ready-to-use teaching materials for teachers, thereby helping to improve the quality of Indonesian language instruction. Furthermore, it supports efforts to preserve Baduy local wisdom by incorporating its values into formal education. In this way, schools serve not only as spaces for knowledge transfer but also as strategic arenas for maintaining national cultural identity (Astuti & Purnomo, 2023).

Consequently, this study is expected to address the dual challenges faced by Indonesian education: students' low reading literacy and the marginalization of local wisdom amid globalization. Through the development of Indonesian language teaching materials based on Baduy local wisdom, this study offers a tangible contribution to improving educational quality while strengthening local cultural preservation. Moreover, it has broader implications for how education can serve as a strategic platform to build a literate generation rooted in national cultural identity amid global dynamics (Rafflesia & Maharani, 2023).

2 METHOD

This study employed a Research and Development (R&D) design, adapting the Dick and Carey model, which consists of ten sequential stages: identification of learning objectives, instructional analysis, analysis of student characteristics and context, formulation of performance objectives, development of assessment instruments, design of instructional strategies, development and selection of teaching materials, formative evaluation, instructional revision, and summative evaluation. This model was chosen because it provides a systematic framework for designing, developing, and evaluating teaching materials, ensuring that the resulting products are valid, practical, and effective.

The research was conducted at SD Negeri 2 Bojongmenteng, Lebak Regency, Banten Province, involving 30 fifth-grade students as research subjects, selected purposively based on their suitability as target users of the teaching materials. In addition, the Indonesian language teacher and three validators (content expert, media expert, and language expert) participated in the validation process to ensure the product's quality from pedagogical, content, and linguistic perspectives. The involvement of multiple stakeholders aimed to ensure that the developed materials were not only academically relevant but also applicable in classroom settings.

The research instruments included reading comprehension tests, questionnaires, and expert validation sheets. The test comprised 10 multiple-choice questions and 5 essay questions administered before and after the use of the teaching materials to measure students' reading comprehension improvement. Questionnaires were used to collect data regarding the practicality, readability, and attractiveness of the product from the perspectives of both teachers and students. Meanwhile, the expert validation sheets

focused on evaluating content, language, and instructional design aspects. This combination of instruments provided comprehensive data covering the validity, practicality, and effectiveness of the product.

Data were analyzed using both quantitative and qualitative approaches. Quantitative data from the tests were analyzed using paired sample t-tests to determine the significance of improvements in students' learning outcomes after using the teaching materials. Questionnaire data were analyzed descriptively to assess the level of practicality and appeal of the product. Qualitative data obtained from expert comments and suggestions were analyzed thematically to provide directions for revision. Methodological triangulation was employed to strengthen the research findings and enhance credibility.

To ensure the accuracy of the instruments, validity and reliability tests were conducted. Content validity was determined through expert judgment, while reliability was assessed using Cronbach's Alpha coefficient, with a threshold of $\alpha \geq 0.70$ for acceptable internal consistency. The results indicated that the research instruments were suitable for measuring the intended constructs. By employing this approach, the application of the Dick and Carey model ensured that the developed teaching materials were systematic, empirically tested, and relevant for improving elementary students' reading comprehension skills.

3 RESULTS

3.1 Model development process

The development process of the Indonesian language teaching materials based on Baduy Banten local wisdom began with a needs analysis. This stage was conducted to map the initial conditions of students and teachers regarding reading comprehension instruction. The results indicated that the teaching materials currently in use were still general and did not incorporate local cultural aspects relevant to students' daily lives. Based on these conditions, learning objectives were established, focusing on improving reading comprehension through the integration of Baduy cultural values into reading texts.

The next stage involved designing and drafting the initial version of the teaching materials, tailored to the curriculum and the characteristics of elementary school students. The draft included reading texts sourced from folklore, traditions, and customs of the

Baduy community, complemented by exercises and reflective activities. The design referred to the instructional design components of the Dick and Carey model, particularly in terms of formulating specific learning objectives, instructional strategies, and selecting evaluation formats relevant to reading comprehension skills.

After completing the initial draft, validation was conducted by experts in language, content, and graphics. This validation aimed to ensure clarity of language, content accuracy, and readability of the material design. The assessment results indicated that the teaching materials were generally suitable for use, with some notes for improvement regarding sentence structure and visual layout. Feedback from validators served as the basis for revising the product, making it more aligned with students' needs and academic standards.

The subsequent stage was a limited trial involving a number of elementary school students. Implementation was carried out through reading comprehension instruction using the revised teaching materials. The trial results demonstrated an improvement in students' comprehension scores from pre-test to post-test, with all participants showing consistent progress. This confirmed that integrating Baduy local wisdom into the teaching materials could enhance student engagement while strengthening reading comprehension.

Overall, the development results demonstrate that the Baduy Banten local wisdom-based teaching materials model can be effectively implemented in Indonesian language learning at the elementary level. In addition to improving reading comprehension skills, these materials also contribute significantly to preserving local culture and shaping students' character through embedded cultural values. Thus, the developed product is not only pedagogically relevant but also strategically supports multicultural education in Indonesia.

3.2 Research results

3.2.1 Presentation of the final product

The final product of this study is Indonesian language teaching materials for fifth-grade elementary students, developed based on Baduy Banten local wisdom. The teaching materials take the form of a learning module, equipped with reading texts, exercises, illustrations, and a simple glossary. The module aims to enhance students' reading

comprehension through contextual, communicative learning that is appropriate for the cognitive development stage of elementary students. By incorporating Baduy local content, the module also instills character values, introduces local culture, and fosters respect for diversity.

Structurally, the module consists of several complementary components. First, reading texts that include Baduy local wisdom in the form of folklore, environmental descriptions, traditions, and social-cultural values. Second, varied reading comprehension exercises, including multiple-choice questions, short-answer questions, and open-ended questions designed to stimulate group discussions. Third, a simple glossary in each chapter explaining potentially unfamiliar Baduy cultural terms. Fourth, contextual illustrations and images to clarify reading content and attract students' attention. This arrangement not only develops cognitive skills but also addresses students' affective and psychomotor aspects.

Regarding instructional components, the module aligns with the learning outcomes of the Kurikulum Merdeka. Learning objectives are clearly stated so that both teachers and students understand the direction of learning activities. The provided activities are interactive, such as read-aloud sessions, group discussions, summarizing exercises, and illustration drawing based on the texts. Assessments include cognitive aspects (reading comprehension skills), affective aspects (attitude toward local culture), and psychomotor aspects (writing, drawing, or retelling activities). This approach aims to simultaneously develop reading literacy and strengthen students' character.

The final product underwent validation by three types of experts: module experts, content experts, and language experts. Validation results indicated that the teaching materials were suitable for use, with several suggestions for improvement. Recommendations included simplifying sentences to match students' comprehension levels, adding more engaging illustrations, and varying exercises to cover different difficulty levels. Subsequently, the teaching materials were trialed with 30 fifth-grade students. The trial results showed positive responses from both students and teachers. Students were more enthusiastic in reading because the texts reflected their daily life, while teachers evaluated that the texts and exercises were more communicative and easier for students to understand.

Based on these results, the final product of Indonesian language teaching materials based on Baduy Banten local wisdom can be considered valid, practical, and effective. These materials can serve as an alternative learning resource in elementary schools while

providing an innovative approach that develops language skills and fosters appreciation for local culture.

3.2.2 Discussion of the final product based on theoretical foundations

The final product is discussed based on theoretical foundations from several learning and literacy approaches. First, reading comprehension theory. Grabe and Stoller (2019) explain that reading comprehension is an interactive process requiring skills to understand, interpret, and evaluate texts. The module adheres to this principle by providing texts close to students' experiences and varied exercises. Questions are arranged according to Bloom's taxonomy, ranging from remembering, understanding, analyzing, to evaluating. Consequently, the teaching materials gradually and comprehensively develop reading comprehension literacy.

Second, constructivist theory. Piaget posited that children build knowledge through direct experiences. Baduy local wisdom-based teaching materials allow students to read and relate the text content to real-life experiences. For example, reading about gotong royong (mutual cooperation) in Baduy culture can be connected to collaborative activities at home or school. Thus, students do not merely understand the text literally but also interpret it in context, promoting meaningful learning.

Third, contextual teaching and learning (CTL) theory. Johnson (2017) emphasizes that contextual learning enables students to relate material to real life. Integrating Baduy local wisdom in the teaching materials makes Indonesian language learning more relevant and engaging. Besides enhancing reading skills, students also acquire social values such as simplicity, environmental care, and adherence to customary rules. With a CTL approach, students gain not only linguistic knowledge but also moral and social values applicable in daily life.

Fourth, local wisdom-based education. Tilaar (2020) asserts that local wisdom should serve as a foundation for education to shape a young generation rooted in national culture. The final teaching materials align with this theory, as they not only improve reading comprehension skills but also cultivate respect for local culture. Through reading Baduy cultural texts, students learn the importance of preserving traditions, protecting the environment, and developing pride in regional cultural identity. This is highly relevant in

elementary education, which emphasizes not only academic competence but also character formation.

3.3 Feasibility of Indonesian language learning materials based on baduy banten local wisdom

The feasibility assessment of the Indonesian language learning materials was conducted through theoretical and empirical validation. Theoretical validation involved module, content, and language experts, while empirical validation involved teachers and students as direct users.

3.3.1 Theoretical validation

3.3.1.1 Module experts

Table 1

Module Experts' Validation Results

No	Expert	Total Score	Average	Category
1	Validator 1	29	2.42	Moderately Feasible
2	Validator 2	60	5.00	Highly Feasible
3	Validator 3	56	4.67	Highly Feasible

Overall, the module experts' assessment indicated that the material is feasible to highly feasible. Some recommendations were provided regarding layout, physical size, and design structure to make the module more optimal and engaging for students.

3.3.1.2 Content experts

Table 2

Content Experts' Validation Results

No	Expert	Total Score	Average	Category
1	Validator 1	79	4.39	Highly Feasible
2	Validator 2	80	4.44	Highly Feasible
3	Validator 3	77	4.28	Highly Feasible

Content validation confirmed that the module content aligns with basic competencies, is systematic, factual, and relevant to elementary students' needs. Minor suggestions were given to improve content completeness and provide more contextual examples.

3.3.1.3 Language experts

Table 3

Language Experts' Validation Results

No	Expert	Total Score	Average	Category
1	Validator 1	87	4.58	Highly Feasible
2	Validator 2	88	4.63	Highly Feasible
3	Validator 3	87	4.58	Highly Feasible

The language used in the module was deemed accurate, easy to understand, consistent, and appropriate for students' reading level. Overall, theoretical validation concluded that the learning material is highly feasible with minor revisions.

3.3.2 Empirical validation

3.3.2.1 Students' response

Table 4

Students' Response Results

Indicator	Average Score	Category
Readability & Comprehension	4.60 – 4.67	Very Good
Engagement & Motivation	4.60 – 4.63	Very Good
Relevance & Educational Value	4.60 – 4.63	Very Good

Students reported that the module is easy to understand, engaging, and motivates them to read. Illustrations were considered helpful in understanding the text, and the cultural values were seen as relevant to everyday life.

3.3.2.2 Teachers' response

Table 5

Teachers' Response Results

Indicator	Average Score	Category
Alignment with Curriculum	4.33	Highly Feasible
Effectiveness of Learning Material	4.33 – 5.00	Highly Feasible
Impact on Students	4.33 – 5.00	Highly Feasible

Teachers assessed that the module aligns with basic competencies, supports reading skills, and is relevant for culture-based learning. The module was also considered practical, systematic, and effective in enhancing student motivation and comprehension.

Based on the results of theoretical and empirical validation, the Indonesian language learning module based on Baduy Banten local wisdom is highly feasible, practical, and effective for use in reading comprehension instruction in elementary schools.

3.4 Effectiveness of learning materials in improving reading comprehension skills

The effectiveness of the Indonesian language learning module based on the Baduy Banten local wisdom in improving reading comprehension was conducted with 30 fifth-grade elementary students. The evaluation focused on three main aspects: reading comprehension, reading skills, and reading disposition.

To assess reading comprehension, the researcher administered a 15-item multiple-choice test related to the content, text structure, vocabulary, and illustrations in the module. The results indicated that the module improved students' understanding of reading concepts based on Baduy local wisdom. The module not only provided theoretical information but also helped students relate the content to everyday life and local cultural contexts.

During implementation, the module integrated interactive text-based learning and creative reading activities, allowing students to develop critical thinking, text analysis, and problem-solving skills related to the reading context. The instruction spanned eight meetings, with each session following the steps designed in the module, including read-aloud activities, discussions, and text-based reflection exercises.

After the learning process, a post-test using the same multiple-choice questions as the pre-test was administered to measure improvement in reading comprehension. The N-gain normalized formula was used to analyze score improvement from pre-test to post-test, preceded by a normality test to ensure statistical analysis assumptions were met.

The results showed that the module effectively improved reading comprehension, reading skills, and reading disposition among fifth-grade students. It also successfully instilled local cultural values from the Baduy community, making learning more contextual, engaging, and beneficial for cognitive and affective development.

Table 6

Pre-Test and Post-Test Scores

No	Pre-Test	Post-Test
1	60	80
2	55	78
3	62	82
4	58	79
5	65	85
6	57	80
7	63	83
8	59	81
9	61	84
10	56	79
11	60	82
12	58	81
13	64	85
14	57	80
15	62	83
16	61	82
17	59	81
18	63	84
19	60	82
20	58	80
21	61	83
22	62	84
23	57	79
24	60	82
25	59	81
26	63	85
27	61	83
28	60	82
29	58	80
30	62	84

Table 7*Descriptive Statistics for Pre-Test and Post-Test*

Statistic	Pre-Test	Post-Test
N	30	30
Minimum	55	78
Maximum	65	85
Mean	60.2	82.0
Median	60	82
Std. Dev	2.95	2.15

The descriptive statistics show that the pre-test average was 60.2, indicating moderate reading comprehension skills before the learning intervention. Post-test results showed an average of 82.0, with a smaller standard deviation (2.15), indicating more consistent achievement among students.

Table 8*Normality Test (Shapiro-Wilk)*

Data	Statistic	df	Sig.
Pre-Test	0.967	30	0.256
Post-Test	0.974	30	0.342

The Shapiro-Wilk test indicates that both pre-test and post-test data were normally distributed ($p > 0.05$), allowing further statistical analysis using parametric tests.

Table 9*Paired Sample Correlation*

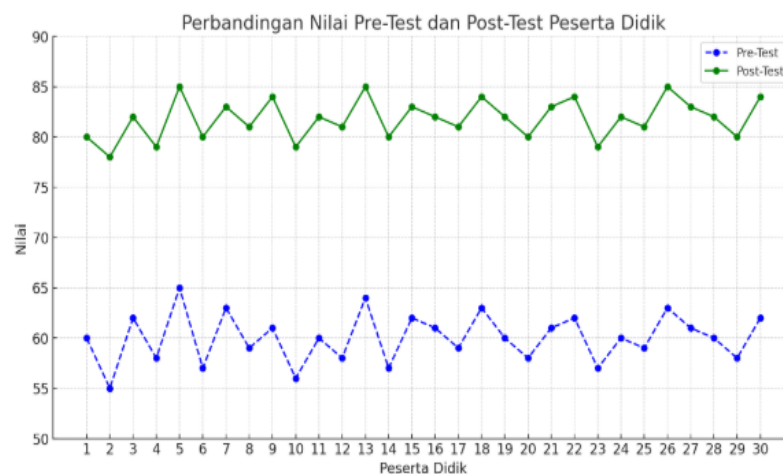
Pair	N	Correlation	Sig.
Pre-Test & Post-Test	30	0.85	0.000

A strong positive correlation ($r = 0.85$, $p < 0.01$) was observed between pre-test and post-test scores, indicating that students with higher initial scores tended to maintain better performance after the intervention.

Table 10*Paired Sample T-Test*

Pair	Mean Difference	Std. Dev	Std. Error Mean	t	df	Sig. (2-tailed)
Post-Test – Pre-Test	21.8	2.80	0.51	42.75	29	0.000

The paired sample t-test results show a mean difference of 21.8, $t(29) = 42.75$, $p < 0.01$, indicating a statistically significant improvement in reading comprehension after using the module. This confirms the effectiveness of the Baduy local wisdom-based module in enhancing students' reading comprehension skills.

Figure 1*Comparison of Pre-Test and Post-Test Scores*

This chart presents a comparison of Pre-Test and Post-Test scores from 30 students. The blue line represents the students' initial scores before using the module, while the green line depicts the scores after participating in learning based on the Baduy local wisdom module. The chart shows that all students experienced a consistent increase in scores, indicating that the module was effective in improving reading comprehension skills. This uniform improvement further supports the results of the Paired Sample T-Test, which demonstrated a significant difference between the Pre-Test and Post-Test scores.

4 DISCUSSION

4.1 Development of Indonesian language learning materials based on Baduy Banten local wisdom to improve students' reading comprehension skills

The development of Indonesian language learning materials based on Baduy Banten local wisdom was conducted by referring to the systematic 10-step Dick and Carey model. This approach ensures that each stage is integrated to produce instructional materials that are effective in improving elementary school students' reading comprehension skills.

The first stage is data collection and identification of general objectives. At this stage, the researchers conducted a literature review on reading comprehension theories, the development of locally-based instructional materials, and an understanding of Baduy Banten local wisdom. A needs analysis was then conducted through observation, interviews, and surveys with teachers and students to determine the development requirements of instructional materials relevant to the local context. Based on the data, the researchers formulated the general objective: to develop instructional materials capable of enhancing students' reading comprehension through the integration of Baduy Banten local wisdom.

The second to fourth stages include identifying learning objectives, conducting a learning analysis, and analyzing the student context. Researchers determined the skills and competencies students should achieve after using the materials, analyzed the skills required, and identified student characteristics as digital natives accustomed to technology while also considering relevant local experiences for understanding Baduy local wisdom.

The fifth to eighth stages involve formulating specific performance objectives, developing assessment instruments, designing learning strategies, and creating instructional content. Assessment instruments include multiple-choice tests, practical worksheets, and rubrics for reading comprehension. Learning strategies involve read-aloud sessions, text discussions, and summary writing. Instructional materials were designed in the form of picture storybooks, reading practicum modules, and digital learning materials integrating Baduy Banten local wisdom.

The ninth stage is summative evaluation and revision through individual, small group, and large group trials to improve the content, language, and assessment instruments.

The tenth stage is the large-scale effectiveness test to determine the impact of the Baduy Banten local wisdom-based materials on students' reading comprehension. This systematic process aligns with Gustafson and Branch (2022), who stated that the Dick and Carey model facilitates structured instructional development and enhances student engagement in learning (Bello & Aliyu, 2012; Sa'adu Matazu, 2023).

4.2 Feasibility of Indonesian language learning materials based on Baduy Banten local wisdom for improving students' reading comprehension skills from theoretical and empirical validation

The feasibility of Indonesian language learning materials based on Baduy Banten local wisdom was tested through theoretical and empirical validation to ensure the module can be effectively used in elementary school reading comprehension instruction. Theoretical validation involved three experts: a module expert, a content expert, and a language expert, who evaluated the module's quality regarding content relevance, presentation structure, language, and illustrations. The results indicated that the module expert scores ranged from 29–60 with an average of 2.42–5.00 (moderately to very feasible), the content expert scored 77–80 with an average of 4.28–4.44 (very feasible), and the language expert scored 87–88 with an average of 4.58–4.63 (very feasible). These results show that the module meets academic and pedagogical standards, although improvements in layout, physical format, content depth, and language consistency are recommended. This finding aligns with Rahmayulis (2002), who stated that locally-based instructional materials should consider students' characteristics and cultural context to achieve effective learning, and Fajri (2021), who emphasized the importance of alignment with basic competencies to enhance students' literacy skills.

Empirical validation involved student perception tests and teacher responses to assess engagement, motivation, and ease of understanding. Students' perception scores ranged from 4.53–4.67 on a 5-point scale (very good), indicating the module could increase reading interest, comprehension, and appreciation of Baduy culture. Teacher responses showed an average score of 4.40 (very feasible), confirming that the module aligns with the curriculum, is easy to use, and supports students' literacy achievement. These results are supported by Trisiana and Utami (2022), who found that locally-contextualized materials improve motivation and reading comprehension because they

present academic content while reinforcing students' cultural identity and everyday experiences. Additionally, Fajri (2021) emphasized that interactive, locally-based instructional materials can enhance critical thinking skills and active participation in learning.

Based on theoretical and empirical validation, it can be concluded that Indonesian language learning materials based on Baduy Banten local wisdom are feasible for improving elementary students' reading comprehension skills. The module not only meets academic standards but also provides a contextual, relevant, and engaging learning experience, motivating students to actively participate and increasing their appreciation of local culture. This aligns with previous studies indicating that locally-based instructional materials effectively improve reading literacy, learning motivation, and character development (Rahmayulis, 2002; Fajri, 2021; Trisiana & Utami, 2022). Therefore, this module can be considered an effective and contextual alternative for teaching Indonesian in elementary schools.

4.3 Effectiveness of Indonesian language learning materials based on Baduy Banten local wisdom for improving students' reading comprehension skills

The effectiveness of Indonesian language learning materials based on Baduy Banten local wisdom was tested through the implementation of the module among 30 fifth-grade elementary school students. The results showed a significant increase in students' reading comprehension after using the module, with the average score rising from 60.2 before the intervention to 82.0 afterward. This improvement demonstrates that the module positively impacts text comprehension, critical reading skills, and students' appreciation of Baduy local culture. These findings are consistent with Rahmayulis (2002), who stated that culturally-based instructional materials can enhance literacy and critical thinking skills, as the materials are more contextual and relevant to students' daily experiences. Similarly, Fajri (2021) emphasized that integrating local wisdom into Indonesian language learning increases reading interest, learning motivation, and active engagement in understanding texts, making learning more meaningful and effective.

The implementation also revealed that students were actively engaged in reading, analyzing, and connecting text content to their own experiences. This supports Trisiana and Utami (2022), who found that contextual and interactive materials can improve

reading literacy, critical thinking, and creativity in interpreting information. Observations and student perception tests indicated that the module stimulated learning interest due to its attractive presentation, appropriate illustrations, and integration of Baduy cultural values, encouraging students to read, understand, and relate the text to everyday life. Teacher responses showed an average score of 4.40 on a 5-point scale (very feasible), confirming that the module is easy to implement, curriculum-aligned, and effective in improving students' reading skills.

In conclusion, Indonesian language learning materials based on Baduy Banten local wisdom are effective in enhancing elementary students' reading comprehension. The module enriches literacy experiences and instills cultural appreciation, making learning more contextual, engaging, and meaningful. These results align with previous studies showing that integrating local wisdom in learning materials enhances reading literacy, motivation, and critical thinking skills (Rahmayulis, 2002; Fajri, 2021; Trisiana & Utami, 2022). However, limitations such as students' readiness for new material, available time to explore the module, and teacher preparedness to facilitate local wisdom-based learning should be addressed. Future research is recommended to expand the student sample, optimize teacher training, and adjust materials to better match students' abilities, maximizing the effectiveness of instructional materials for wider application in elementary Indonesian language learning.

5 CONCLUSION

Based on the research results and data analysis, it can be concluded that the development of reading comprehension teaching materials based on Baduy Banten local wisdom has proven effective in improving the reading comprehension skills of fifth-grade elementary school students. This is evidenced by the significant difference between the pre-test and post-test scores, with an average increase of 21.8 points. The paired sample t-test also showed significant results at the 0.05 level, indicating that this module is suitable as a contextual, meaningful, and student-centered alternative teaching material.

Furthermore, the incorporation of Baduy local wisdom into the teaching materials not only enhances students' academic skills but also instills cultural values, identity, and local wisdom, enriching the learning experience. Thus, local wisdom-based teaching materials serve a dual function: as a means to strengthen literacy and as a medium for

cultural preservation. This study recommends that teachers and curriculum developers increasingly utilize local wisdom in Indonesian language learning to make lessons more contextual, interactive, and meaningful.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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