

Prototype Teaching Material Local Wisdom Based Procedural Text on Rembang's Culinary Specialties for Junior High School Students

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ABSTRACT: This study aims to develop contextual, interesting, and relevant teaching materials on culinary procedures that incorporate local wisdom from Rembang Regency for junior high school students. The background of this study stems from the need for Indonesian language learning that not only focuses on linguistic aspects but also instills regional cultural values as a form of preserving local wisdom. The method used is research and development (R&D) by adapting the Borg and Gall model, which includes eight stages, namely: (1) needs analysis, (2) design and preparation of initial prototypes, (3) validation by experts, (4) prototype revision, (5) limited trials, (6) implementation of FGD (Focus Group Discussion), (7) revision of trial results, and (8) preparation of the final teaching material prototype. The research subjects involved seventh-grade students from one of the junior high schools in Rembang Regency at SMP N 1 Kragan and SMP N 1 Sluke. Data was collected through interviews and questionnaires completed by students, then analyzed using descriptive qualitative methods. Data collection techniques included interviews and questionnaires. The results of the study showed that the teaching materials developed met the criteria of being highly suitable based on the validation results from three aspects, namely: content experts (89%), language experts (91%), and media experts (87%). Limited trials showed that the teaching materials were able to increase student motivation, strengthen their understanding of the structure and rules of procedural texts, and foster a sense of pride in the local culture in the form of Rembang's culinary specialties, such as Lontong Tuyuhan, Dumbeg, Sayur Mrico, Urap Lato, Sate Srepeh, and Sirup Kawis. These findings indicate that the integration of local wisdom into Indonesian language teaching materials has the potential to increase the relevance of learning and strengthen the cultural character of students. The implications of this study emphasize the importance of developing context-based teaching materials as a strategy for creating meaningful and character-building learning experiences.

KEYWORDS: teaching materials, procedural texts, local wisdom, Rembang culinary specialties

INTRODUCTION

Indonesian language as a subject at the junior high school level plays a strategic role in shaping students' logical, critical, and creative thinking skills. One of the competencies emphasized in the Merdeka Curriculum is the ability to write procedural texts. According to Kosasih (2019), procedural texts are a type of text that serves to provide instructions or steps for carrying out an activity in a systematic and logical manner. Through learning to write procedural texts, students are expected to be able to compile instructions in a coherent manner, use effective sentences, and understand the appropriate linguistic rules. However, preliminary observations conducted in several junior high schools in Rembang Regency show that teaching procedural writing still faces a number of obstacles. Many students have difficulty understanding the structure of the text, are unable to write steps in a logical order, and feel bored because the material presented is abstract and lacks context. The teaching materials used by teachers are generally still general in nature and do not feature local cultural elements that are familiar to students. Limitations in contextual teaching materials were also found in previous studies, where teachers tended to use textbooks and workbooks from publishers or the government that were not suitable for the students' environment. In fact, procedural texts play an important role in training students' systematic and communicative thinking skills. In addition, today's students are more familiar with foreign cuisines than their traditional regional foods, making the introduction of regional cuisines important in contextual learning. Therefore, the prototype teaching materials for procedural texts need to consider the local context to be more meaningful and interesting. This condition has an impact on low learning motivation and suboptimal learning outcomes in writing procedural texts.

According to Prastowo (2016), teaching materials should be designed based on the needs and characteristics of students so that learning becomes meaningful. In the context of language learning, the development of contextual and locally-based

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teaching materials is an effective strategy to increase relevance and student engagement. This is in line with Agung (2015) and Pingge (2017), who emphasize that local wisdom has great potential to be integrated into education as a means of character building and strengthening national cultural identity. Rembang Regency has a rich and diverse culture, one of which is its unique cuisine, such as sate srepeh, lontong tuyuhan, dumbeg, urap latoh, sayur mrico, kaoya dudul, and sirup kawis. These culinary delights not only have economic value, but also represent the history, social values, and traditions of the Rembang community. Therefore, the use of local cuisine as a learning resource in writing procedural texts is relevant and contextual. Through writing regional culinary-based procedural texts, students not only learn how to compile the steps for making traditional dishes, but also internalize cultural values and foster a sense of pride in their local identity.

According to Wulandari (2022), the integration of local wisdom into Indonesian language teaching materials has been shown to increase learning motivation and strengthen students' character. Similar research is also supported by Mulyasa (2023), who states that local wisdom-based learning supports the implementation of the Pancasila Student Profile, especially in the aspects of mutual cooperation, creativity, and pride in national culture. Globally, the trend of developing local wisdom-based language learning has also become a focus in language education studies. Research by Naryatmojo (2019) shows that the internalization of local wisdom values in language learning can increase cultural awareness and appreciation of the social context of students. In addition, research by Ratri, Widiati, and Astutik (2024) reveals that the integration of local culture in language learning in Southeast Asia contributes significantly to improving students' positive attitudes, participation, and motivation to learn. However, most of these international studies still focus on strengthening cultural identity in foreign language learning, while research on the integration of local wisdom values in teaching Indonesian as the national language is still relatively limited, especially in the context of developing procedural text teaching materials (Ecca, 2025; Alaudin, 2024).

Based on the above description, there is a research gap in the development of procedural text teaching materials that explicitly integrate local culinary wisdom values as a source of learning. Therefore, this study aims to develop a prototype of procedural text teaching materials containing local culinary wisdom specific to Rembang for junior high school students. This research is expected to produce teaching materials that are relevant, interesting, and oriented towards local cultural values, and to strengthen the character and cultural identity of students in Indonesian language learning.

METHOD

This study uses the research and development (R&D) method with reference to the Borg and Gall model (in Marasabessy, A., Harjito, & Suwandi., 2024:17). The product developed was teaching materials in the form of procedural texts containing local culinary wisdom typical of Rembang, such as sate srepeh, sayur mrico lontong tuyuhan, sirup kawis, and dumbeg. The development of these teaching materials was based on the needs of students in understanding procedural texts that are close to their daily lives and introducing local culinary wisdom as a form of regional cultural preservation. The research activities were conducted at SMP Negeri 1 Sluke and SMP Negeri 1 Kragan, Rembang Regency, in the odd semester of the 2024/2025 academic year. The types of data collected consist of qualitative data. Qualitative data was obtained through interviews, observations, and questionnaires administered to students regarding teaching materials. Data collection techniques included in-depth interviews, expert validation questionnaires, observation of learning activities, and documentation in the form of photographs and field notes. The research was conducted over four months, from July to May 2025, covering needs analysis, design and development of the initial prototype, expert validation, prototype revision, limited trials, focus group discussions (FGD), trial result revision, and development of the final teaching material prototype.

RESULTS

1. Needs Analysis

The first stage of this research was a needs analysis, which was conducted through interviews and questionnaires with teachers and junior high school students in Rembang Regency. The aim was to identify the actual conditions of procedural text learning and the need for relevant teaching materials. The results of the analysis showed that procedural text writing learning was still theoretical and not contextual. Students find it difficult to understand the structure of the text and the steps of writing because the teaching materials are not related to everyday life. Teachers also stated that the teaching materials used did not feature local cultural elements, making learning monotonous and meaningless for students. This is in line with Prastowo's (2016) opinion, which emphasizes that ideal teaching materials must be compiled based on the needs and characteristics of students so that the learning process becomes more meaningful. In this context, students need teaching materials that are relevant to their cultural environment, such as Rembang's culinary specialties. The results of the needs analysis form an important basis for designing teaching materials that not only improve students' ability to write procedural texts, but also foster an appreciation of local culture.

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2. Prototype Design and Drafting

Based on the results of the needs analysis, an initial prototype of teaching materials for teachers and students was designed for procedural texts containing local culinary wisdom specific to Rembang. This process included determining the format, presentation of material, selection of supporting media, and aesthetic elements so that the teaching materials would attract the attention of students and support active involvement in learning. This stage involved the preparation of content structure, visual design, and learning activities. The results of this study were teaching materials in the form of procedural texts containing local culinary wisdom typical of Rembang, which were developed using the Borg and Gall R&D model. The development process resulted in teaching materials consisting of several main parts, namely:

a. Material Planning

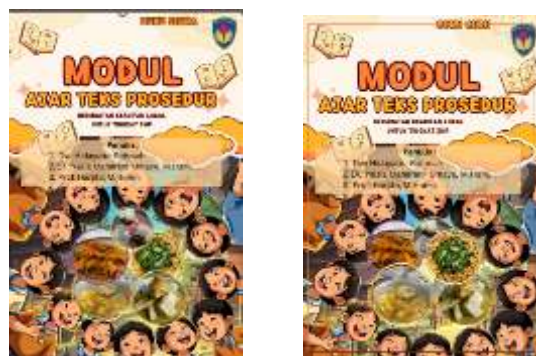
The material planning carried out was to compile material in accordance with the learning outcomes of the Grade VII procedural text material. The material contained in the teaching materials is 1) the definition of procedural texts, 2) the characteristics of procedural texts, 3) the purpose of procedural texts, 4) the structure of procedural texts, 5) the linguistic rules of procedural texts, 6) examples of procedural texts, 7) local culinary wisdom, and 8) practice questions.

b. Analysis Of Teaching Materials

The analysis of teaching materials found data on teaching materials used previously by two schools, namely SMP N 1 Sluke and SMP N 1 Kragan, which used the same teaching materials, namely the official textbook published by the Ministry of Education and Culture of the Republic of Indonesia in 2022 entitled Bahasa Indonesia untuk SMP Kelas VII (Indonesian Language for Junior High School Grade VII). This book was compiled by the Center for Curriculum and Textbooks, Research and Development Agency, which was specifically designed to meet the needs of Indonesian language learning in accordance with the applicable curriculum.

Content analysis was conducted to develop prototypes, and teaching materials in the form of procedural texts containing local culinary wisdom from Rembang were designed by integrating regional culinary themes such as Sate Srepeh, Lontong Tuyuhan, Urap Lato, and Sayur Mrico. Each chapter contains learning objectives, main material, exercises, and reflective activities arranged based on the Learning Outcomes (CP) and Learning Objectives (TP) of the Merdeka Curriculum. The teaching materials are also equipped with images, infographics, video tutorials, and interactive games based on QR codes so that students can learn in a contextual and interesting way. Thus, the draft prototype teaching materials developed not only enrich students' understanding of procedural texts but also instill local cultural values and a spirit of preserving regional wisdom.

c. Cover featuring culinary specialties of Rembang (e.g., Sate Srepeh, Lontong Tuyuhan);



Picture 1. Front Cover



Picture 2. Back Cover

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The cover of the teaching materials is designed with an attractive appearance that represents the local identity of Rembang Regency. The front cover displays the title “Procedural Texts Containing Local Culinary Wisdom of Rembang Regency” in simple, easy-to-read font, accompanied by illustrations of typical local culinary delicacies such as Lontong Tuyuhan, Sate Srepeh, Dumbeg, Sayur Mrico, Urap Latoh, and Sirup Kawis as symbols of local wisdom that are highlighted in the learning process. Bright and warm colors were chosen to give a dynamic impression and inspire enthusiasm for learning, while the layout of elements such as the title, institutional logo, and author's name were arranged proportionally. On the back cover, there is a brief description of the teaching material's objectives, which focus on strengthening the understanding of procedural texts while preserving local culture, complemented by Rembang's distinctive ornaments that create a harmonious, educational, and aesthetic impression.

d. Foreword and instructions for use;



Picture 3. Foreword to Teaching Materials Procedural Texts for Students and Teachers

The introduction and instructions for use provide an overview of the purpose of the teaching materials and guidelines for users on how to make the most of them. The introduction contains words of gratitude, a brief background on the development of the teaching materials, and the hope that these materials will help teachers and students understand the procedural texts containing the local culinary wisdom of Rembang Regency in a contextual and interesting way. Meanwhile, the instructions for use explain how to use the teaching materials effectively, including the learning sequence from reading the learning objectives, understanding the material, doing exercises, to reflecting through project activities or direct practice of writing procedural texts based on local culinary specialties. Thus, this section serves as an important guide so that the teaching materials can be used in accordance with the expected learning flow in the Merdeka Curriculum.

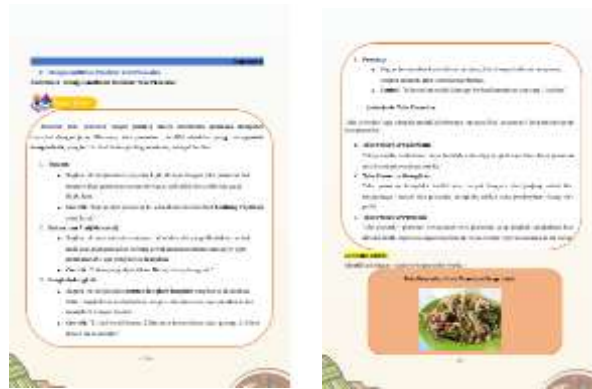


Picture 4. Instructions for Students and Teachers

e. Theoretical description of procedural texts (definition, structure, linguistic rules);

The section describing the theory of procedural texts contains a basic explanation of the concept of procedural texts that are the focus of learning. The structure of procedural texts consists of three main parts, namely the objective, tools and materials, and steps. The linguistic rules used in procedural texts include the use of imperative sentences (commands), temporal conjunctions (time connectors), active verbs, ordinal numbers, and adverbs of manner and time to indicate the accuracy of the sequence and clarity of the actions. This theoretical description serves as the basis for students to understand, analyze, and write procedural texts correctly in accordance with the learning context.

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Picture 5. Text Material Procedure

f. Example of a procedure text based on local cuisine;



Picture 6. Example of Procedural Text

The section describing examples of local culinary-based procedural texts explains the direct application of procedural text theory through real examples taken from the rich culinary heritage of Rembang Regency. One example used is a text entitled “How to Make Rembang's Signature Lontong Tuyo.”

g. Learning activities in the form of writing exercises based on students' local experiences.



Picture 7. Assignment

The learning activities section is designed to train students to write procedural texts based on their local experiences. At this stage, students are asked to observe, design, and write down the steps for making foods or drinks that are typical of their region, such as Dumbeg, Sayur Mrico, Urap Lato, or Sirup Kawis.

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h. Reflection and evaluation, to measure students' understanding of the material.



Picture 8. Evaluation

The teaching materials were designed using a contextual teaching and learning (CTL) approach so that students could understand the material through real-life experiences. The design also took into account the principles of readability, attractive illustrations, and a variety of examples that were easy for junior high school students to understand. This step was in line with the Borg & Gall (1983) model, which emphasizes the importance of draft prototype design before conducting validation tests and revisions.

3. Validation By Experts

The next stage is prototype validation by three experts: content experts, language experts, and media experts. Validation is carried out to assess the suitability of the content, language, and appearance of the teaching materials. The language expert validation is carried out by Hasan, M.Pd as the principal of SMP N 1 Rembang and lecturer at YPPI Rembang, while the content expert validation is carried out by Jumanto, M.Pd as the supervisor of SMP Dinas Pendidikan Rembang (Dindikpora) and the media expert validation is carried out by Dimas Dwi Saputra, S.Pd., M. Sn. as a graphic designer.

Table 1. Expert Validation Results for Teaching Materials

No	Aspects Assessed	Validator	Average Score (%)	Category
1	Content/Material Suitability	Content Expert	98%	Very worthy
2	Language Suitability	Linguist	98%	Very worthy
3	Media Suitability and Design	Media Expert	90%	Very worthy
	Overall Average	-	95%	Very worthy

The validation results show that the teaching materials obtained an average score of 95%, which is classified as very good. Based on these results, the teaching materials are declared valid in terms of content, language, and media, and can be used in a limited trial phase. The validators provided several suggestions, including that the material be presented in a sequential manner, clear activity instructions, practice questions, the use of correct spelling, and the use of a better design without the use of.

4. Revised Draft Prototype

Revision of Draft Results in the revision of the teaching material prototype showed improvements in three main aspects, namely the suitability of the material/content, the suitability of the language and readability, and the suitability of the graphics. In terms of material/content suitability, improvements were made by providing explicit examples of procedural texts so that students could gain a more concrete and practical understanding, with an emphasis on the inclusion of Student Worksheets (LKPD). In terms of language and readability, improvements focused on editing spelling, punctuation, and sentence structure in accordance with Indonesian language rules, composing concise and clear sentences to avoid ambiguity, and selecting vocabulary that is in line with the cognitive development level of seventh-grade junior high school students. Meanwhile, in terms of graphic design, development is directed at integrating information technology such as videos or digital media to enhance visual appeal and interactivity, uploading teacher and student books to the school website to support online or independent learning, and adding dynamic visual elements such as relevant animations. This revision aims to improve the readability and effectiveness of teaching materials. According to Prastowo (2016), revision is an integral part of the development cycle so that teaching materials are more adaptive to the needs of students.

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5. Limited Testing

A limited trial was conducted at a public junior high school in Rembang Regency. The aim was to determine the practicality and appeal of the teaching materials in the learning process. The results of observations and interviews showed that students responded positively and enthusiastically to the teaching materials. Students said that learning had become more interesting, easier to understand, and relevant to their lives. Most students admitted that it was easier to understand the structure of procedural texts because the examples were taken from local cuisine that they were familiar with. These results show that teaching materials based on local wisdom are able to create contextual learning that motivates students, in accordance with Bandura's theory (1986) that learning experiences based on social observation can reinforce positive behavior and interest in learning.

A limited trial was conducted at SMP Negeri 1 Kragan and SMP N 1 Sluke in Rembang Regency, involving seventh grade students. This limited trial also served as a means to identify user responses to the clarity of the material, ease of use, attractiveness, and effectiveness of the teaching materials in improving procedural text material containing local culinary wisdom from Rembang Regency before it was implemented widely. The results of the trial on students showed that all aspects assessed were in the "very feasible" category, with a high percentage of feasibility: design presentation 97.5%, material 95.8%, language and readability 95.8%, and graphics 95%. This study shows that the teaching materials are easy to understand, interesting, and effective for use in the learning process. Meanwhile, the results of the usability test by teachers and principals also show a very good level of suitability in all aspects of the assessment. The assessment by the principals resulted in an average suitability of 90% for design presentation, 85% for material, 95% for language and readability, and 82.5% for graphics. The test results from Indonesian language teachers showed a feasibility percentage of 95% for design, 93% for material, 90% for language and readability, and 82.5% for graphics. Overall, the test results show that the developed teaching material prototype has met very high feasibility criteria and is ready for use in junior high school learning.

Based on questionnaire data and interviews with 66 students from two schools, namely SMP N 1 Kragan and SMP N 1 Sluke, and two teachers from each school, the results show that learning is carried out in accordance with the steps outlined in the teaching materials. Students show active involvement in learning activities, and the teaching materials used are able to attract students' attention and interest, thereby overcoming problems with procedural text material.

6. Implementation Of Focus Group Discussion (FGD)

After limited trials, focus group discussions (FGDs) were held involving Indonesian language teachers, validators, and student representatives to discuss the results of the teaching materials' implementation. The learning activities were conducted by SMP N 1 Kragan and SMP N 1 Sluke in Rembang Regency from May 17 to May 22 at SMP N 1 Kragan and SMP N 1 Sluke. The FGD involved one Indonesian language teacher, six students, and a researcher as moderator at each school. The discussion lasted for two hours in a relaxed but focused atmosphere so that participants could freely express their views. The FGD results showed positive responses from teachers and students to the teaching materials developed. Teachers considered the teaching materials relevant to the learning context because they contained procedural texts that were close to the students' daily lives, with the application of local culinary themes such as urap latoh, lontong tuyuhan, dumbeg, sayur mrico, sirup kawis, and sate srepeh to increase interest in learning. Students also expressed their pride in being able to learn Indonesian while getting to know their own regional culture. Research by Wulandari (2022) and Mulyasa (2023) shows that teaching materials based on local wisdom can foster pride in national culture.

Interviews with the principal, teachers, and students showed very positive responses to the teaching materials on procedural texts containing local culinary wisdom from Rembang Regency. The principal assessed that the teaching materials were in line with the Merdeka Curriculum and supported character building through the application of local cultural values. Teachers stated that the teaching materials were innovative, contextual, and made it easier for students to understand the structure and rules of procedural texts. Meanwhile, students found the lessons more interesting because the material was related to local culinary specialties such as Lontong Tuyuhan, Sate Srepeh, and Sirup Kawis. Students also admitted to being more motivated, proud of their local culture, and interested in trying to write based on their personal experiences. Overall, the interviews showed that these teaching materials are effective, relevant, and suitable for use in Indonesian language learning at the junior high school level.

The results of the FGD revealed several important findings: Teachers considered the teaching materials to be very helpful because the examples and activities were contextual to the students' lives. Students felt that learning was more enjoyable and were proud to learn about their own regional culinary culture. They suggested that the teaching materials be developed into digital form to make them more interactive.

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7. Test Revision

Based on the results of the FGD and input from teachers and students, further revisions were made to the teaching materials. The results of interviews and Focus Group Discussions (FGD) at two schools showed that the teaching materials containing local culinary wisdom from Rembang Regency received positive responses from school principals, teachers, and students. In general, the teaching materials were considered capable of improving literacy, fostering a love of culture, and encouraging critical and creative thinking skills in students.

Input from the principal emphasized the importance of strengthening local cultural values through character- and literacy-oriented learning. Indonesian language teachers suggested that teaching materials be supplemented with student worksheets for each chapter, supporting media such as photos or video tutorials, and hands-on activities, such as cooking in class or visits to local food producers. Additional suggestions include adding examples of other typical culinary procedures, integrating interactive quizzes, and making teaching materials available in online formats for easy access. From the students' perspective, the teaching materials are considered interesting, comprehensive, and easy to understand. They feel that the visual illustrations and video tutorials help them understand the steps of the procedures. Students also suggested joint cooking activities at school to make learning more enjoyable, interactive, and meaningful. Overall, the results of the FGD revision show that the development of teaching materials needs to focus on improving interactivity, contextuality, and direct learning experiences to be more effective in fostering literacy and appreciation of local culture. This revision resulted in a final product in the form of teaching materials containing local culinary wisdom from Rembang, which were deemed suitable, practical, and effective for use in learning.

8. Prototyping Teaching Materials

The prototype development stage is the core of the Borg and Gall model research and development (R&D) process, in which the conceptual design of teaching materials is realized into concrete products. Based on the results of the needs analysis, two types of teaching material prototypes were developed, namely student books and teacher books, both of which are oriented towards contextual procedural text learning and based on the local culinary wisdom of Rembang, such as Sate Srepeh, Lontong Tuyuhan, Dumbeg, Urap Latoh, and Sayur Mrico.

The teaching materials for students consist of three main parts: (1) an introduction containing the background, objectives, and synopsis of the book; (2) the main section containing four learning chapters covering an introduction to procedural texts, analysis of structure and language, writing and speaking skills, and the application of local cultural values; and (3) the final section containing a glossary, bibliography, and reflective exercises. Meanwhile, the teacher's book is designed as a guide for implementing learning using the Teams Games Tournament (TGT), Problem-Based Learning (PBL), and Project-Based Learning (PjBL) models. This book emphasizes a mindful, meaningful, and joyful deep learning approach. Its main components include an introduction, instructions for use, learning outcome mapping, and formative and summative assessment rubrics.

The development of this prototype is based on the principles of instructional material development according to Prastowo (2016), which emphasizes systematicity, meaningfulness, and contextuality. The integration of local wisdom into the content of teaching materials is in accordance with Wulandari (2022) and Agung (2015), who state that regional cultural values are effective in fostering character and motivation to learn. The final results show that the developed teaching material prototype is in accordance with a communicative material structure, attractive visuals, and strong cultural relevance. This product has the potential to become a model for the development of Indonesian language teaching materials based on local wisdom that not only improves competence in writing procedural texts but also fosters pride in regional cultural identity.

CONCLUSION

This study produced a prototype of procedural teaching materials containing local culinary wisdom specific to Rembang Regency that is suitable, practical, and effective for use in Indonesian language learning at the junior high school level. The development process was carried out using the Borg and Gall research and development (R&D) model, which included the stages of needs analysis, prototype design, expert validation, limited testing, Focus Group Discussion (FGD), revision of FGD results, and prototype compilation. The results of expert validation showed a very high level of feasibility with an average percentage of 95% in terms of content, language, and media. This proves that the teaching materials developed have met the criteria of material suitability, linguistic accuracy, and presentation appeal.

The results of trials and focus group discussions showed that the teaching materials were able to increase student motivation, strengthen their understanding of the structure and linguistic rules of procedural texts, and foster a sense of pride in local culture. Teachers and principals responded positively to the suitability and usefulness of the teaching materials, as they were considered contextual, interesting, and relevant to students' lives. The integration of local culinary wisdom elements such as

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Lontong Tuyuhan, Dumbeg, Sate Srepeh, Sayur Mrico, and Sirup Kawis not only enriches the learning content but also strengthens the character values and cultural identity of students through learning based on direct experience.

Overall, this study confirms that the development of teaching materials based on local wisdom is an effective strategy in realizing meaningful, contextual, and character-oriented Indonesian language learning. The implications of this study show the importance of innovative teaching materials that integrate regional cultural contexts to support the implementation of the Merdeka Curriculum and the Pancasila Student Profile. Therefore, the teaching materials produced can be used as a model for further development by teachers and researchers in enriching local wisdom-based learning practices in various educational units.

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