# Development of Indonesian Language Teaching Materials Based on Local Wisdom on Historical Narrative Text Material for Grade V Students at SDN 5 Kebondalem Banyuwangi

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**ABSTRACT:** This study aims to describe the development process, validity, and effectiveness of Indonesian language teaching materials based on local wisdom in historical narrative text material for fifth grade students at SDN 5 Kebondalem Banyuwangi. The type of research used is development research or better known as the Borg and Gall Research and Development (R&D) model. In this study, the steps for developing the Borg and Gall R&D model were only carried out up to the eighth stage, namely product trials. This is because at the eighth stage of development research it can be concluded the feasibility and effectiveness of the product being developed. Data collection techniques were carried out by observation, interviews, validation, questionnaires, and tests. Validity results by the three expert validators of media, language, and materials as well as practitioners show that the Indonesian language teaching materials based on local wisdom that have been developed get a score of 88.1 with very decent criteria. The product validity score of the student response questionnaire is 91% which is classified as very good. The effectiveness of teaching material products that have been developed in terms of the learning outcomes completeness score of 86,36 is classified as very good criteria. The level of product effectiveness when viewed from the student response questionnaire shows a final score 87 so that it belongs to the very effective category. Based on the test results, it shows that the developed Indonesian language teaching materials are very effective in the learning process of historical narrative text material in class V of elementary schools.

**KEYWORDS:** Teaching Materials, Indonesian, Based on Banyuwangi Local Wisdom, Historical Narrative Texts, Elementary Schools

## I. INTRODUCTION

The development of learning strategies is one of the things that is needed, especially to revive student enthusiasm after the implementation of online learning due to the Covid-19 pandemic. One effort that can be done is to provide new innovations through the development of learning tools in the form of teaching materials.

Teaching materials are a set of materials that are arranged systematically so as to create an atmosphere that supports learning activities (Saidah and Darmariswara, 2019)[1]. In line with this, Nasrudin et al (2022: 3) explained that teaching materials are a set of subject matter to achieve predetermined competency standards and basic competencies while still referring to the curriculum used.[2]. Based on the description of some of these meanings, it can be seen that teaching materials are a set of learning materials in the form of text and non-text which are systematically arranged and adapted to the applicable curriculum to achieve learning objectives.

The use of teaching materials is an important component of the continuity of learning activities in elementary schools. The important roles of teaching materials include: (1) being used as a teacher's tool in learning, (2) increasing student interest in participating in learning activities, and (3) as a teacher's reference in improving further learning (Lestariningsih and Suadirman, 2017)[3]. The importance of using teaching materials in elementary schools encourages the government to issue teaching materials while still referring to the applicable curriculum.

The government has issued teaching materials in the form of printed textbooks intended for teachers and students. Both textbooks have their respective functions and objectives. The teacher's book serves as a guide in the use of methods, strategies, techniques, and assessments during the learning process. The student book contains a set of materials equipped with instructions and tasks that need to be completed in order to fulfill the set core competencies and basic competencies (Nurdianasari., et al, 2022)[4]. So far the teaching materials published by the government already contain local wisdom values that exist in Indonesia, but are still comprehensive in nature so that further development is needed.

# Development of Indonesian Language Teaching Materials Based on Local Wisdom on Historical Narrative Text Material for Grade V Students at SDN 5 Kebondalem Banyuwangi

Local wisdom itself is a personality, cultural identity of the community in the form of values, norms, ethics, beliefs, customs and special rules that have tested their abilities so that they can survive continuously (Dora, 2018)[5]. The diversity of local wisdom with characteristics, values, and norms which of course have differences between regions, so that it can be integrated into learning activities in schools with a function as cultural transmission. Integrating local wisdom into learning content can also be used as a means for early introduction and increasing a sense of love for local wisdom in the areas where students live. In addition, as the nation's next generation, it is expected to maintain its existence in the midst of the swift currents of globalization. Based on this, the local wisdom of the area where students live can be used as a reference for the development of teaching materials in elementary schools, especially in the Banyuwangi area.

Banyuwangi Regency has various local wisdoms including regional arts, dances, folk songs, folklore, festivals, historical events, and abundant natural wealth. Some of Banyuwangi's local wisdom can be used as a source of material in the development of Indonesian language teaching materials, especially related to historical narrative texts. This is in accordance with Basic Competency (KD) 3.5 and 4.5 Indonesian language lesson content on Theme 7 in class V. The content of KD 3.5 is to dig up important information from historical narrative texts that are presented orally and in writing using the aspects: what, where, when , who, why, and how. KD 4.5 is in the form of presenting important information from historical narrative texts using the aspects of: what, where, when, who, why, and how as well as standard vocabulary and effective sentences.

Content analysis of the teacher's book and student's book for class V Theme 7 Indonesian language content for historical narrative text material used at SDN 5 Kebondalem, Banyuwangi Regency found several results. The results of the analysis are (1) the teaching materials contain events that occurred before and after independence in Indonesia such as the arrival of westerners to Indonesia, the battle against the colonialists, the proclamation of independence, and so on, (2) the lack of display of supporting images relevant to the material, and (3) it does not yet contain specific historical narrative texts especially from the Banyuwangi area. Based on the results of this analysis it was concluded that the contents of the teacher's book and student book already contain historical narrative text material, but have not fully used the history of events and culture in Banyuwangi.

The results of the analysis of the contents of the teacher's and students books can be used as a reference in developing Indonesian language teaching material products based on Banyuwangi local wisdom in historical narrative text material. The development of teaching materials is focused on historical narrative text material with the beginning of the Puputan Bayu war incident, the history of Banyuwangi Regency, and the history of the birth of several arts that still exist today. The selection of the events of the Puputan Bayu war became a topic in historical narrative text material because it happened in the Banyuwangi area during the colonial era. The Puputan Bayu war also has something to do with the material in the teacher's and student's books that discuss fighting. The occurrence of the Puputan Bayu war event is related to the history of the city of Banyuwangi. The birth of the city of Banyuwangi was also accompanied by the development of regional arts such as Gandrung Dance, Barong Using Banyuwangi, Angklung Caruk and Hadrah Kuntulan. Of course, these arts were not created just like that, but there is a history that became the forerunner to the creation of an art form. This history needs to be taught to students so that these arts remain sustainable.

Based on the results of initial observations and interviews conducted on September 26, 2022, teachers and fifth grade students at SDN 5 Kebondalem, Bangorejo District, Banyuwangi Regency found several problems. These problems are (1) the introduction of local wisdom is only carried out in learning local content such as regional languages, (2) the use of teaching materials is still centered on books from the central and district governments, (3) the introduction of Banyuwangi local wisdom in teacher and student books is still lacking, even for Indonesian content there is no historical narrative text material, (4) students also do not fully know the local wisdom in Banyuwangi, and (5) the lack of reading material for historical narrative texts containing local wisdom in Banyuwangi.

Referring to the existing problems, in order to improve the quality of student learning in historical narrative text material, it is necessary to develop teaching materials in the form of learning modules based on Banyuwangi local wisdom. The learning module is a printed teaching material consisting of certain discussion units which are arranged in a systematic, operational and directed manner (Kosasih, 2021:19)[6]. The preparation of material in the module is focused on one particular subject to make it easier for students to learn it. According to the fifth grade teacher at SDN 5 Kebondalem, teaching materials in the form of historical narrative learning modules need to be developed to make it easier for students to expand and explore the history of several events in Banyuwangi through Indonesian language content.

## II. METOD

The type of research used is development research or better known as Research and Development (R&D). The steps in the Borg and Gall model R&D development research used 8 out of 10 stages, namely (1) preliminary research; (2) product development planning; (3) product design development; (4) product design validation; (5) initial product design revisions; (6) trial use; (7) product design revisions; (8) effectiveness trials. The eighth stage of development research has concluded the feasibility and effectiveness of the product being developed. Based on this, the ninth and tenth stages in R&D research do not have to be carried out by student

researchers but must end with an accountability report. The modification chart of the research stages in developing Indonesian language teaching materials based on local wisdom can be seen in the following figure.
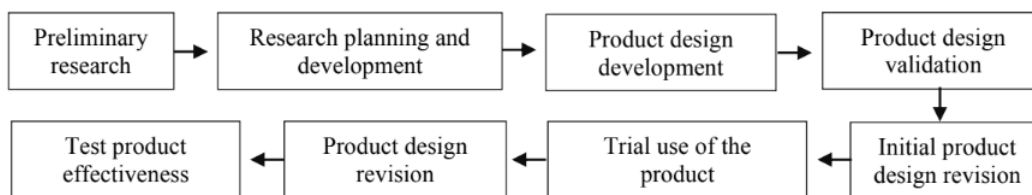


Picture1. Chart of Research Procedures (Masyhud, 2021:247)[7]

Research on the development of Indonesian language teaching materials based on local wisdom in historical narrative text material was carried out at SDN 5 Kebondalem for large-scale trials, and SDN 2 Sukorejo, Banyuwangi Regency as a smallscale trial site. The time for conducting the research is in the even semester of the 2022/2023 school year.

Subjects in the research on the development of Indonesian language teaching materials based on Banyuwangi local wisdom were fifth grade students at SDN 5 Kebondalem and SDN 2 Sukorejo. Class V students at SDN 5 Kebondalem with a total of 22 children will receive learning using teaching material products that have been developed for large-scale trials. A total of 14 students at grade V at SDN 2 Sukorejo were randomly selected to conduct a product validation trial by filling out a student response questionnaire (small scale).

Data collection methods in this study used observation, interviews, questionnaires, and tests. The data collection instruments used included observation guidelines, interview guidelines, validation sheets, learning achievement test sheets, and student response questionnaire sheets.

The data analysis technique used is descriptive analysis. The goal is to describe research data that has been processed in such a way as to produce a final value in the form of an average and a percentage. Based on this, product validation data analysis results can be calculated using the following product validation formula.

$$Valpro = \frac{srt}{smt} \times 100$$

Information:

*Valpro* = Product validity

*Srt* = The real score is reached

*Smt* = Maximum score that can be achieved

(Masyhud, 2021:260) [7]

The final product validity score obtained from the above formula, then consulted with the product design validation criteria table. The criteria for product validity test results by the validator can be seen in the following table.

**Table 1. Criteria for Product Design Validation Results by Validators**

| Score Criteria | Product Eligibility Category |
|---|---|
| 81.00 -100 | Very Worth it |
| 61.00 -80.99 | Worthy |
| 41.00 -60.99 | Decent Enough |
| 21.00 - 40.99 | Less Eligible |
| 0.00- 0.99 | Very Inadequate |

**Source:** Mayhud (2021:261)[7]

Data from initial product design trials obtained from small-scale trial activities can be analyzed using formulas.The process of analyzing data from product design trial results can be calculated using the following formula.

$$\gamma = \frac{A}{B} \times 100\%$$

Information:

$\gamma$ = Percentage score

A = Number of students who answered "yes" to all options

B= Total number of students

(Millah, et al., 2012)[8]

**Development of Indonesian Language Teaching Materials Based on Local Wisdom on Historical Narrative Text Material for Grade V Students at SDN 5 Kebondalem Banyuwangi**

Based on the results of the trial score percentages can be accumulated to get student response categories. In the table below are the categories response students as a whole from the points contained in the check list sheet.

**Table 2. Student Response Criteria**

| Score Criteria | Student Response Categories |
|---|---|
| 81.00 -100 | Very good |
| 61.00 -80.99 | Good |
| 41.00 -60.99 | Pretty good |
| 21.00 - 40.99 | Not good |
| 0.00 -20.99 | Very not good |

**Source:** Khabib (2016)[9]

Analysis of the results of learning completeness data obtained from the posttest activities can be analyzed using the student learning completeness formula. Data analysis on the percentage of learning mastery test results can be calculated through the following formula.

$$E = \frac{n}{N} \times 100\%$$

Information:

E = percentage of classical learning completeness

E = percentage of classical learning completeness n = the number of students who complete the study

N = total number of students

Hobri (2010:167)[10]

Results counting student learning completeness consulted with a table of criteria for the effectiveness of learning outcomes. In the table below is the criteria for student learning outcomes.

**Table 3. Criteria for Student Learning Outcomes**

| Score Criteria | Learning Outcomes Category |
|---|---|
| 81.00 -100 | Very effective |
| 61.00 -80.99 | Effective |
| 41.00 -60.99 | Effective enough |
| 21.00 - 40.99 | Less effective |
| 0.00 - 20.99 | Very Less Effective |

**Source:** Masyhud (2021:269)[7]

Data analysis of the results of student responses through questionnaires. The contents of the student response questionnaire are related to ease of understanding, the language used, illustrations, and other things. According to Masyhud (2021: 278), data analysis on the results of student responses to development products can be calculated using the following formula[7].

$$Sas = \left( \frac{st}{smt} \times 100 \right)$$

Information:

*Sas=* student questionnaire scores

*St* = score reached

*Smt* = maximum score reached

Based on the results of the analysis using the formula, it is then confirmed by the effectiveness of the student questionnaire to determine the effectiveness category. In the table below is the product effectiveness criteria

**Table 4. Product Effectiveness Criteria Based on Student Questionnaire Results**

| Score Range | Effectiveness Category |
|---|---|
| 81.00- 100 | Very effective |
| 61.00- 80.99 | Effective |
| 41.00 -60.99 | Effective enough |
| 21.00 - 40.99 | Less effective |
| 0.00 - 20.99 | Very Less Effective |

**Source:** Masyhud (2021:280)[7]

**Development of Indonesian Language Teaching Materials Based on Local Wisdom on Historical Narrative Text Material for Grade V Students at SDN 5 Kebondalem Banyuwangi**

## III. RESULTS AND DISCUSSION

The development of Indonesian language teaching materials based on Banyuwangi local wisdom in historical narrative text material was carried out through eight out of ten stages of the Borg and Gall model of R&D research. These stages include (1) preliminary research; (2) product development planning; (3) product design development; (4) product design validation; (5) initial product design revisions; (6) trial use; (7) product design revisions; (8) effectiveness trials. The eight stages are described in detail as follows.

### A. Preliminary research

Preliminary research is carried out through Paper, Place, and Person (3P) activities. Based on the 3P, several problems were found in the process of learning Indonesian in class V including (1) the use of teaching materials was still centered on books from the central and district governments, resulting in a lack of variety in student learning resources; (2) the low level of students' understanding in studying materials based on Banyuwangi local wisdom using Using Language, so that the need for updating teaching materials in Indonesian; and (3) students do not fully know the history of some local wisdom from Banyuwangi Regency. The existence of this problem shows that the need for teaching materials based on Banyuwangi local wisdom, especially in historical narrative text material. This was done to increase students' knowledge of the history of some of Banyuwangi's local wisdom in the form of the Puputan Bayu war, the history of Banyuwangi Regency, the history of Gandrung art, Angklung Caruk, Barong Using, and Hadrah Kuntulan. This government textbook companion teaching material was developed in the form of a module to make it easier for students to learn it.

### B. Product development planning

The planning and development stage is carried out by carefully preparing related development research proposals including determining the title, problem formulation, problems, research objectives and benefits, literature review, research methods and procedures. This is done to facilitate in carrying out research. Product planning and development by establishing KD, indicators, and student goals that are appropriate to the research topic. Based on this, the KD used is KD 3.5 and 4.5, class V Indonesian language content. The next activity is to determine the material that is appropriate to the KD, namely about historical narrative texts in the form of the Puputan Bayu war, history of Banyuwangi Regency, art history of Gandrung, Angklung Caruk, Barong Using, and Hadrah Kuntulan.

### C. Product design development

At this stage, the product development process is carried out, namely teaching materials in the form of Indonesian language learning modules. The stages of developing Indonesian language learning modules based on Banyuwangi local wisdom in historical narrative text material begin with determining the format of the teaching materials being developed. The teaching materials are in the form of Indonesian language learning modules based on Banyuwangi local wisdom on historical narrative text material in printed form with a size of 21 cm x 14.8 cm or A5. The teaching material product developed is entitled "Indonesian Language Module Based on Banyuwangi Local Wisdom". The selection of titles is adjusted to the contents of the teaching material products developed. The process continues at the stage of making the main page cover using the Canva application. The manufacturing process is carried out by combining all supporting elements such as local wisdom images and other supporting information. The next step is to design a teaching material template using the Canva application by combining several appropriate elements. This is done in order to produce products that have high appeal to study them.

The next activity is the preparation of the components of teaching materials including front page covers, preface, table of contents, background, brief descriptions, core components, concept maps, benefits, learning objectives, learning activities 1, learning activities 2, learning evaluation, follow-up , expectations, glossary, bibliography, answer key, and author biography. The activity of compiling the components of teaching materials is carried out using Microsoft Word using a design template that has been downloaded from the Canva application. Based on this, the template that has been downloaded from the Canva application is copied into Microsoft Word, then followed by the stage of typing the components and adding animations and supporting images of the product development of these teaching materials. The preparation of each component of teaching materials must also pay attention to the suitability between the size of the letters, images, and the material taken. This is done in order to facilitate student learning activities by using teaching material products. After all the components of the teaching material have been combined, then proceed with making the back cover of the teaching material. Teaching material products that have been prepared are then printed according to a predetermined format. The final product of teaching materials that have been developed as a whole consists of 70 pages.

### D. Product design validation

Product design validation activities were carried out to three expert validators namely media, language, and material experts as well as practitioners. The media expert validator is Mr. Arik Aguk Wardoyo, S.Pd., M.PFis, while the linguist is Mrs. Chandra Ayu Proborini, S.Pd., M.Pd who are both lecturers in the Teaching and Education Faculty at the University of Jember. The material validator as well as a practitioner is Mrs. Maya Kartika Sari S.Pd as a class V teacher at SDN 5 Kebondalem.

**Development of Indonesian Language Teaching Materials Based on Local Wisdom on Historical Narrative Text Material for Grade V Students at SDN 5 Kebondalem Banyuwangi**

The results of validation activities by expert validators are in the form of suggestions and comments for improvements to the product being developed. Each validator, of course, has different suggestions and comments for improvement in order to obtain a feasible product. Therefore the results of this validation activity are used as a reference during the product design revision stage. ActivityProduct design validation is carried out several times for each validator until the product developed is said to be feasible to try out. The final result of the validation activity shows the feasibility level of the teaching material product in the form of an Indonesian language module that has been developed. The validation activities carried out by expert validators on the teaching material products developed consist of four main aspects including 27 assessment aspects which can be seen in appendix E. Based on this, each aspect obtains different assessments from the validators, therefore need to be analyzed in order to know the final score. The final score obtained from the data analysis activity is then calculated using the following formula to determine the level of validity of the teaching material products that have been developed.

$$Valpro = \frac{srt}{smt} \times 100$$
$$= \frac{119}{135} \times 100$$
$$= 88,1$$

The results of the calculation using the Valpro formula above are then confirmed in table 1. Based on table 1 it is known that the results of product validation of Indonesian language teaching materials based on Banyuwangi local wisdom on historical narrative text material for fifth grade elementary school students that have been developed belong to the very feasible category with the final score was 88.1 which was in the range of 81.00 – 100.

**E. Initial product design revision**
Product design revisions were made to improve the teaching material products developed by referring to suggestions and comments for improvement from expert validators. The following is table 5 which contains suggestions and comments for improvement from the three expert validators.

**Table 5. Suggestions and validator comments**

| No | Validator Name | Suggestions and Comments |
|----|----------------|--------------------------|
| 1. | Arik Aguk Wardoyo, S.Pd., M.Pfis | Sets the brightness level of the background color of the reading text contained in the product teaching materials pages 4 to 7. |
| 2. | Chandra Ayu Proborini, S.Pd., M.Pd | Added semester related information on the cover page. Pay attention to writing about foreign languages. Pay attention to writing a bibliography. Include historical text sources. Key answers to multiple choice questions should be described along with the correct answer. |
| 3. | Maya Kartika Sari S.Pd | The size of the text should be enlarged. Teaching material products are printed in a larger size. |

**F. Trial use**
The product of teaching material development is in the form of an Indonesian language learning module after being revised and deemed valid or feasible, then it is continued with the usage trial phase. The use trial was carried out on January 21 2023 at SD Negeri 2 Sekorejo Banyuwangi with 14 grade V students. The use trial was carried out by testing product development by utilizing 1 learning activity from beginning to end. The use trial activity ended with filling out a student response questionnaire which aims to determine the level of product validity. The results of filling out the student response questionnaire are then analyzed in order to find out in detail the overall score of the student responses.

$$r = \frac{A}{B} \times 100\%$$
$$= \frac{128}{140} \times 100\%$$
$$= 91\%$$

The results of the calculation using the formula for the percentage of student response scores obtained a value of 91% which is classified as very good according to table 2. Based on the final score of the student response test on a small scale it can be concluded that the teaching material product developed received a very good response with a score of 91%. .

**Development of Indonesian Language Teaching Materials Based on Local Wisdom on Historical Narrative Text Material for Grade V Students at SDN 5 Kebondalem Banyuwangi**

## G. Product design revision

In the revision stage of the product design after testing the use of this overall is good, but in some grammar it needs to be improved, especially in the use of conjunctions. This is done in order to make it easier for students to understand the entire content contained in the teaching material product in the form of an Indonesian language learning module that has been developed.

## H. Effectiveness trials

The effectiveness test was carried out by carrying out learning Indonesian historical narrative text material at the fifth grade level at SDN 5 Kebondalem Banyuwangi during two meetings, namely on 4 and 6 March 2023. The implementation of learning activities refers to the lesson plans that have been prepared. This is done to facilitate the course of the learning process. The first meeting focused on learning activities 1, while the second meeting focused on learning activities 2 and the implementation of learning outcomes tests and filling out student response questionnaires. Based on this, the level of effectiveness of the product being developed can be seen from the final score of the learning achievement test and the student response questionnaire.

The effectiveness of teaching material products through learning outcomes tests is carried out by means of a posttest which is carried out at the end of the learning activity. Data on the learning outcomes of class V students at SDN 5 Kebondalem Banyuwangi can be seen in Appendix V. Table 6 below presents the completeness data of student learning outcomes based on the learning completeness criteria with KKM (Minimum Completeness Criteria) 75.

**Table 6. Completeness data of student learning outcomes**

| Learning Outcomes Category | The number of students |
|---|---|
| Complete | 19 |
| Not Completed | 3 |
| Amount | 22 |

Based on these data, it is then analyzed using the following classical student completeness percentage formula. This is done to determine the percentage of student completeness in learning using teaching material products that have been developed.

$$E = \frac{n}{N} \times 100\%$$
$$= \frac{19}{22} \times 100\%$$
$$= 86{,}36\%$$

The results of the calculation using the percentage formula for student learning completeness obtained a final score of 86.36% which is in the range of scores of 81.00-100 so that it belongs to the very effective category. Based on this, it can be seen that the teaching material products developed are very effective in learning historical narrative texts.

The effectiveness of teaching material products through response questionnaires filled in by students after participating in learning activities can indicate the feasibility score of product development. In table 7 below is the data on the results of student responses to the developed teaching material products.

**Table 7. Data on the results of student responses**

| No | Statement | Questionnaire Score |
|---|---|---|
| 1. | I like learning Indonesian, especially in historical narrative text material using this teaching material. | 96 |
| 2. | Learning Indonesian in historical narrative text material using teaching materials based on local wisdom like this makes it easier for me to understand the material. | 90 |
| 3. | I can gain new knowledge about historical narrative texts found in my neighborhood by following a series of activities in this teaching material. | 99 |
| 4. | Learning Indonesian historical narrative text material is useful in everyday life | 91 |
| 5. | Exercises or assignments contained in teaching materials can provide motivation to learn historical narrative texts | 100 |
| 6. | The contents of these teaching materials are suitable for the world of children | 93 |
| 7. | The language used is easy to understand well | 100 |
| 8. | Instructions for using teaching materials are clear and easy to understand | 96 |

| 9. | The illustrations or pictures contained in the teaching materials are in accordance with the material and interesting | 98 |
| 10. | The overall description of the material in the teaching materials is easy to understand | 96 |
| Amount | | 959 |

Based on these data, it was then analyzed using the following student questionnaire score formula. This is done to determine the level of effectiveness of learning using teaching material products that have been developed based on student response questionnaires.

$$Sas = \left(\frac{st}{smt} \times 100\right)$$
$$= \left(\frac{959}{1100} \times 100\right)$$
$$= 87$$

The results of the calculation using a student questionnaire score obtained a final score of 87 which is in the 81.00 score range¯100 in table 4 so that it belongs to the very effective category. Based on the student response questionnaire, it is known that the developed Indonesian language teaching materials are very effective in the learning process of historical narrative text material. The results of the study tests and student response questionnaires revealed that the developed Indonesian language teaching materials were very effective in the learning process of historical narrative text material.

Based on product trial activities both on a small and large basis that have been carried out, teaching materials in the form of Indonesian language learning modules based on Banyuwangi local wisdom have advantages and disadvantages in their use. The advantages of using teaching materials in the form of learning modules include (1) teaching materials are easy to carry anywhere because of their practical size; (2) increasing students' interest in learning, especially in historical narrative text material; (3) broaden students' insight into the history of local wisdom found in Banyuwangi; and (4) optimizing student learning outcomes through the practice questions presented.

Disadvantages of using teaching materials in the form of Indonesian language learning modules based on Banyuwangi local wisdom include (1) teaching materials developed in printed form so that they are more easily damaged if not stored and used properly; (2) requires additional costs to print these teaching material products themselves; and (3) the teaching materials developed cannot be used in thematic learning, because they are still focused on learning Indonesian material in historical narrative texts.

**CONCLUSION**

The development of teaching materials in the form of Indonesian language learning modules was carried out through 8 stages of the Borg and Gall model research. These stages include (1) preliminary research; (2) product development planning; (3) product design development; (4) product design validation; (5) initial product design revisions; (6) trial use; (7) product design revisions; (8) effectiveness trials. The eight stages of development research are carried out in a coherent and thorough manner in order to produce teaching material products that have good quality. Based on the stages that have been carried out, it is known that the teaching material product in the form of a developed learning module obtains a validity score from the expert validator of 88.1 with a very feasible category. The results of product validity when viewed from the student response questionnaire during the small-scale trial use showed a final score of 91% which was classified as very good criteria. Judging from the results of the two validity scores, it shows that the teaching materials developed are said to be valid and suitable for use in the learning process. The effectiveness of using teaching material products in the form of learning modules in learning activities of historical narrative text material can be seen from the learning outcomes tests and student response questionnaires. The results of the fifth grade student learning tests at SDN 5 Kebondalem found that 19 out of 22 students completed learning using teaching material products. The final score of student learning completeness is 86.36%. Judging from the results of the two validity scores, it shows that the teaching materials developed are said to be valid and suitable for use in the learning process. The effectiveness of using teaching material products in the form of learning modules in learning activities of historical narrative text material can be seen from the learning outcomes tests and student response questionnaires. The results of the fifth grade student learning tests at SDN 5.

Kebondalem found that 19 out of 22 students completed learning using teaching material products. The final score of student learning completeness is 86.36%. Judging from the results of the two validity scores, it shows that the teaching materials developed are said to be valid and suitable for use in the learning process. The effectiveness of using teaching material products in the form of learning modules in learning activities of historical narrative text material can be seen from the learning outcomes tests and student response questionnaires. The results of the fifth grade student learning tests at SDN 5 Kebondalem found that 19 out of 22 students completed learning using teaching material products. The final score of student learning completeness is 86.36%. The results of the fifth grade

**Development of Indonesian Language Teaching Materials Based on Local Wisdom on Historical Narrative Text Material for Grade V Students at SDN 5 Kebondalem Banyuwangi**

student learning tests at SDN 5 Kebondalem found that 19 out of 22 students completed learning using teaching material products. The final score of student learning completeness is 86.36%. The results of the fifth grade student learning tests at SDN 5 Kebondalem found that 19 out of 22 students completed learning using teaching material products. The final score of student learning completeness is 86.36% into the very effective category. The level of product effectiveness when viewed from the student response questionnaire shows a final score of 87 so that it belongs to the very effective category. Based on the learning outcomes tests and student response questionnaires, it is known that the Indonesian language teaching material products developed are very effective in being used in the learning process of historical narrative text material.

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