



## Textbook Based on Local Wisdom for Learning Text Description in Indonesian Language Subjects for Class IV

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### ABSTRAK

Buku ajar yang terdapat di sekolah masih berasal dari buku siswa yang dikembangkan oleh pemerintah, yang masih bersifat umum. Hal ini membuat peserta didik belum mengetahui kearifan lokal yang ada. Penelitian ini bertujuan menciptakan Buku Ajar Berbasis Kearifan Lokal dalam Pembelajaran Teks Deskripsi Mata Pelajaran Bahasa Indonesia Kelas IV. Penelitian pengembangan ini menggunakan model pengembangan Borg dan Gall, namun pelaksanaannya hanya sampai tahap kedelapan. Subjek penelitian yaitu siswa kelas IV SD. Metode pengumpulan data dalam penelitian ini meliputi observasi, wawancara, tes dan dokumentasi. Instrumen pengumpulan data yang digunakan lembar validasi, pedoman observasi, lembar wawancara, lembar angket respon siswa, lembar dokumentasi, dan lembar tes hasil belajar. Metode analisis yang digunakan adalah analisis kuantitatif deskriptif. Teknik analisis data menggunakan, validasi produk, uji coba, keefektifan produk, dan kepraktisan produk. Pengembangan buku ajar berbasis kearifan lokal menghasilkan produk yang valid, efektif, dan praktis. Validitas produk mendapatkan skor 89% (sangat layak). Keefektifan produk ditunjukkan dari hasil tes belajar siswa mendapatkan keefektifan relatif 100% (efektifitas tinggi). Kepraktisan produk mendapatkan skor 95,8% (sangat praktis). Berdasarkan data tersebut, dapat disimpulkan bahwa buku ajar berbasis kearifan lokal bersifat valid, efektif, dan praktis digunakan dalam pelaksanaan pembelajaran. Implikasinya adalah bahwa produk yang dihasilkan dalam penelitian ini berpengaruh positif terhadap hasil belajar peserta didik.

### ABSTRACT

The textbooks in schools still come from student books developed by the government, which are still general in nature. Its means that students do not yet know the local wisdom that exists in Situbondo Regency. This research aims to develop textbooks based on local wisdom. This development research uses the Borg and Gall development model, but its implementation only reaches the eighth stage. The research subjects were fourth grade students at SDN 4 Kendit. Data collection methods in this research include observation, interviews, tests and documentation. The data collection instruments used were observation guidelines, interview sheets, student response questionnaire sheets, documentation sheets, and learning outcomes test sheets. The analytical method used includes descriptive quantitative analysis. Data analysis techniques use, product validation, trials, product effectiveness, and product practicality. The development of textbooks based on local wisdom produces products that are valid, effective and practical. Product validity scores 89% (very decent). The effectiveness of the product is shown by the results of student learning tests which get a relative effectiveness of 100% (high effectiveness). Product practicality received a score of 95.8% (very practical). Based on the data above, it can be concluded that textbooks based on local wisdom are valid, effective and practical to use in implementing learning. The implication is that the products produced in this research have a positive effect on student learning outcomes.

### 1. INTRODUCTION

The challenges of the world of education are now entering the era of the 21st century which is marked by the rapid development of information technology and capabilities in the digital field, including

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in the world of education (Alhayat et al., 2023; Utami & Suniasih, 2023). Education in general aims to memfacilitate the optimal and comprehensive development of children's potential in accordance with the norms and values of life adopted (Oktalia & Drajadi, 2018; LP Sari & Ain, 2023). Teaching and learning activities (KBM) are the process of interaction between students and educators in a learning environment which aims to improve communication skills, thinking, expressing ideas, feelings and opinions. Effective learning must be created by the teacher as a facilitator by creating learning conditions and activities so that students achieve learning goals optimally (Nurdianasari, Rahmawati, et al., 2022; Sobarningsih, 2022). There is no element of coercion in the implementation of educational activities, students are guided and accompanied according to their individual characteristics in development. his life. The goal of national education is to support the direction of good change in Indonesian society by prioritizing independence towards excellence. Teachers are the main force in the implementation of education, required to be creative in order to create a pleasant classroom atmosphere and attract the attention of students. The use of varied textbooks is able to attract students' attention in receiving learning (Agung et al., 2022; FI Sari et al., 2023).

Achieving learning objectives indicates that student learning outcomes are also optimal. Learning is an activity a person carries out in order to change oneself in a positive direction, both in terms of knowledge, skills and attitudes. Learning materials include accuracy of content, language and evaluation (Widiari et al., 2023). Learning is a person's way of paying attention, creating, solving problems, listening, and practicing (Lukman et al., 2019; Meilana & Aslam, 2022). Learning activities for students need support, therefore teachers need to guide and facilitate optimal learning outcomes for students. Learning outcomes are everything obtained in the learning process. Learning Indonesian at school basically includes four types of language skills which include listening, reading, writing and speaking. Listening and reading are receptive, meaning they receive messages/information, while speaking and writing are productive and expressive of the body. Receptive abilities and productive abilities in language are two sides that support each other, complement each other, and complement each other. Someone who wants to develop speaking and writing skills should listen and read a lot. Therefore, by listening and reading information will be obtained to talk and write. Textbooks based on local wisdom provide understanding. Local wisdom is everything that is the potential of an area that contains wisdom and wise values so that it can be passed on from generation to generation and becomes a determining feature that place (Jumriani et al., 2021; Nurdianasari et al., 2023).

Based on the results of observations and interviews conducted at SDN 4 Kendit, Kendit District, Situbondo Regency, several problems were foundnamely, teachers have not used textbooks, especially textbooks based on Situbondo local wisdom. Teachers often experience difficulties at timescreate textbook designs. Students do not yet know some of the local wisdom that exists in Situbondo Regency. The essence of the existing problem is that the textbooks in schools still come from student books developed by the government, which are still general in nature. This means that students do not yet know the local wisdom that exists in Situbondo Regency. Textbooks based on Situbondo local wisdom that have not been implemented in this school in particular have an impact on students' lack of knowledge about various Situbondo local wisdom (Kurniasari et al., 2022). This can certainly affect student learning outcomes. Not only that, teachers also often experience difficulties in designing textbooks. Textbooks that look attractive with content that is packaged attractively can arouse students' desire to learn, so teachers need to have skills in designing the textbooks they use. There are many design applications that are easy to use, for example the Canva application which is currently often the main choice for designing a product to make it more attractive. Furthermore, the problems faced are also related to some students who do not know the local wisdom that exists in Situbondo Regency. Teachers can help students learn about the local wisdom of Situbondo Regency, one of which is by creating or designing textbooks that contain the local wisdom of the surrounding area, especially Situbondo Regency.

The solution to overcome this problem is by using textbooks. Textbooks are one of the learning resources needed in the learning process (Arifa et al., 2023; Meilana & Aslam, 2022). Textbook abcontains the materials or subject matter to be taught and arranged systematically. Textbooks are independent, meaning that students can study them themselves because they are systematic and complete (Devirita et al., 2021). The material presented is in accordance with the curriculum, KD and learning objectives to be achieved (Rukiyah et al., 2022; Sitanggang et al., 2023). QThe purpose of textbooks is to help students find other choices of textbooks and make it easier for teachers to carry out learning. Books are a source of teaching materials that have an important role in learning activities and the development of science (Nurdianasari, Mardiyah, et al., 2022). The function of textbooks for teachers and students. Textbook functionfor teachers, namely saving teacher teaching time, teachers as facilitators, improving the learning process to be more effective and interactive, teacher guidelines direct all activities in the learning process and are the substance of competencies that should be taught to students, as an evaluation of mastery of

learning outcomes. For students, namely students can learn independently, students can learn anytime and anywhere, students can learn according to their abilities, students can study in the order they choose, helping students' potential to become independent, guidelines for students who will direct all activities in the learning process and is the substance of the competencies that should be learned or mastered (Irsan, 2021; Meilana & Aslam, 2022; Wero et al., 2021)

Previous research findings obtained results of textbook development in thematic learning based on local wisdom. The use of Malang local wisdom textbooks in class IV thematic learning at SDN 1 Sidorahayu Wagir can motivate students to read (Salsabila et al., 2021). The difference between this research and several previous studies that have been successfully summarized is that the textbooks developed contain local content which contains knowledge about the environment where students live. Textbooks based on local wisdom help students be more aware of social diversity and preserve existing culture so that it does not become extinct due to being displaced by the world of digitalization (Agusriani & Ramadan, 2024). Preserving local wisdom must be carried out in schools, especially elementary schools, with the aim of maintaining school and regional identity from an early age (Khasanah et al., 2024; Wigunani & Nurmaidina., 2023). Teachers need to prepare learning implementation plans and learning tools that contain character values, especially discipline, as well as use methods that encourage the formation of student character, carrying out evaluations and follow-up is one of the teacher's strategies in forming students' disciplined character (Amelia & Dafit, 2023). Teachers need efforts to improve their professional skills in terms of relating material to the surrounding environment, assisted by the development of innovative local wisdom-based textbooks to help teachers relate material to real examples of local wisdom around where they live, and so that students can better understand local wisdom in the area. Situbondo Regency. Therefore, the aim of this research was to create Textbook Based on Local Wisdom in Learning Text Description of Class Indonesian Language Subjects IV. The hope is that students will be able to explain the material obtained in learning by linking it to various kinds of local wisdom in their area. In addition, teachers are becoming increasingly skilled at relating learning material to real-life examples such as local local wisdom. The textbooks developed can be used for the Indonesian language learning process in elementary schools.

## 2. METHOD

This research termasuk in this type of development research, by applying the Borg and Gall model consisting of ten research stages, namely preliminary research, planning and development, initial product design development, product design validation, initial product design revision, product use trials, product development revisions, trials effectiveness, final product and mass production, and product dissemination and implementation. This research was carried out only up to stage eight considering time and cost limitations. Apart from that, if the product has been declared feasible, effective, and there is empirical evidence that can be used as scientific accountability. This means that the methodology is considered complete, because it has been able to answer the research problem formulation and the development product has been declared suitable and effective for use. This research was carried out at SDN 4 Kendit in the odd semester of the 2023/2024 academic year with class IV research subjects. The analytical method used is descriptive quantitative analysis. The data collection method and instrument used is observation, which is carried out to observe learning activities directly in the classroom. The interviews in this research were carried out to find initial data regarding learning at SDN 4 Kendit Situbondo. The questionnaire is used to find out opinions regarding the textbooks being developed. The test used in this research is material question that has been taught. The documentation method in this research is used to complete data from interviews and observations. The observation guide sheet in this sheet is to observe the activeness and seriousness of students in participating in the learning process in class IV SDN 4 Kendit. The interview guide sheet used in this research is that the questions that will be asked have been structured to the class IV teacher at SDN 4 Kendit. The questionnaire guide sheet was used to obtain data about students' opinions regarding the local wisdom-based textbooks being developed. Performance test sheets are used to measure students' competency regarding mastery of the content of the textbooks they have been taught. The validation sheet is used for the feasibility and validity of the local wisdom-based textbook being developed. The instrument grid used is an adaptation from Mashhud (2021). The reason for choosing this instrument is because the instrument grid developed is a development of a textbook that will later be developed. The instrument grid includes several components, including the linguist instrument grid to validate content or material in textbooks consisting of 7 indicators. Media expert instrument grid to validate designs in textbooks. The results of content or material validation are listed in Table 1.

**Table 1.** The Validation of content or material

No.	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Teaching Materials Based on Situbondo Local Wisdom with Learning Achievements (CP)				✓	
2.	Suitability of material to learning indicators				✓	
3.	Suitability of material to learning objectives				✓	
4.	Suitability of the title to the material presented				✓	
5.	Clarity of the examples given					✓
6.	Clarity of the content of the lesson material				✓	
7.	The integrity of the material from beginning to end				✓	

Content validity is the basis of research instruments, because content validity states the representation of the aspects that will later be measured in an instrument. Content validity is more focused on the validity of an instrument that is prepared by linking it to the domain you want to measure. The results of validating the content or material in Situbondo local wisdom-based textbooks obtained a score of 4 which can be said to be valid and a score of 5 which is very valid. Next, design validation was carried out by measuring the aspects listed in Table 2.

**Table 2.** The Design validation

No.	Aspect	Score				
		1	2	3	4	5
1.	The design of teaching materials based on local wisdom in Situbondo is presented attractively					✓
2.	Image quality is clear					✓
3.	Clear numbering system				✓	
4.	Appropriate font type and size				✓	
5.	Match between text and illustrations				✓	

Design validation is an activity process to assess whether a rational product design will be more effective than the old one or not. The design validation stage requires several experts to assess the suitability of the resulting product. The results of the design validation carried out on Situbondo local wisdom-based textbooks obtained scores of 4 and 5 which are included in the valid and very valid categories.

### 3. RESULT AND DISCUSSION

#### Result

Results obtained from the research process carried out. First, preliminary research was carried out by collecting data and information regarding problems encountered in class IV of SDN 4 Kendit. The information obtained is based on the results of observations carried out in class IV when learning was taking place, showing that the teacher had carried out the learning well. Some students do not yet know the local wisdom that exists in Situbondo Regency. The teacher only explains local wisdom in general so that students have difficulty mentioning several examples of local wisdom in Situbondo Regency. Based on the results of interviews conducted with class IV teachers, it shows that those used in learning are books from the government and they have not used textbooks based on Situbondo local wisdom. The teacher once explained local wisdom in general and the local wisdom of Situbondo Regency only explained white sand tourism. Students' understanding of Situbondo local wisdom is very minimal. Therefore, students are less interested because the learning media used is monotonous. The second stage is initial product planning and development carried out by looking at the results of preliminary research. The solution that

can be given to solve this problem is by developing a product in the form of learning media (textbooks based on Situbondo local wisdom). These problems and solutions are then outlined in the form of a development research proposal to explain the flow of activities to be carried out. This product planning and development determines learning outcomes and learning objectives. The next step is to determine material that is appropriate to learning outcomes. This material is the descriptive text in Chapter 3 regarding interpreting new vocabulary regarding Situbondo local wisdom. The third stage of initial product design development. The stage of the product development process that was developed was a textbook based on local wisdom in descriptive text. The process of creating a textbook based on Situbondo local wisdom uses the Canva application, which determines the format. The textbook based on Situbondo's local wisdom is printed in A5 size (21 cm x 14.8 cm).

The product developed is entitled "Teachbook Based on Local Wisdom of Situbondo Regency. Create a main page cover or cover. Creating page cover designs using the Canva application. The process of creating a page cover consists of the institutional logo, title, animation, chapter material, author's name, supervisor's name, class and semester. Compile all components of a textbook based on Situbondo local wisdom. The composition of the textbook components consists of page cover, foreword, table of contents, instructions for using the textbook, learning outcomes, learning objectives, material regarding descriptive text, material regarding local wisdom of Situbondo, questions (word search games, word matching, crossword puzzles), and the author's biodata. Create a biography of the textbook compiler. Printing textbooks based on Situbondo local wisdom. The textbook that has been designed is then printed using the format which has been specified. The fourth stage of product design validation is carried out on three validators. The design expert validator is Mr. Kendid Mahmudi, S.Pd., M.Pfis. as a lecturer in the Jember University elementary school teacher education study program. The language expert validator is Mrs. Chandra Ayu Proborini, S.Pd., M.Pd., who is a lecturer at FKIP Jember University. The material expert validator is Mrs. Lilik Rosida, S.Pd., SD as a class IV teacher at SDN 4 Kendit. Product validity is carried out by three validators, namely design, language and material experts. Valid resultsity presented in [Table 3](#).

**Table 3. The Product Validity Test Results**

Question No	Validator Score			Total Score	Value Scale 1-100
	1	2	3		
1.	4	5	5	14	93
2.	4	5	5	14	93
3.	4	4	5	13	87
4.	4	4	5	13	87
5.	4	4	4	12	80
6.	4	4	5	13	87
7.	4	4	5	13	87
8.	4	4	5	13	87
9.	4	4	5	13	87
10.	4	5	5	14	93
11.	4	4	5	13	87
12.	4	4	5	13	87
13.	4	4	5	13	87
14.	4	5	5	14	93
15.	4	4	5	13	87
16.	4	4	5	13	87
17.	4	4	5	13	87
<b>Total</b>				<b>228</b>	<b>1496</b>

Based on data analysis from the validation results that have been carried out, the textbook is based on local wisdom Situbondo in class IV elementary school students received a score of 89%. The validity value shows that the criteria are very feasible. Therefore, the Situbondo local wisdom-based textbook that has been developed can be used. Validator criticism and suggestions are presented in [Table 4](#).

**Table 4. The Validator Criticism and Suggestions**

No	Validator Name	Suggestions and Comments
1.	Kendid Mahmudi, S.Pd., M.Pfis.	Use animation on textbook covers, and don't use too many pictures in animations in textbooks.



2.	Chandra Ayu Proborini, S.Pd., M.Pd.	Add game questions such as crossword puzzles and others, correct writing errors, improve design.
3.	Lilik Rosida, S.Pd., SD.	Design instructions for using textbooks local wisdom of Situbondo added numbering.

Based on suggestions and comments from the three expert validators, it can be used as a reference for improving product development. These improvements must be in accordance with the suggestions and comments of validators and served in [Figure 1](#).



**Figure 1.** The Improvements to Validator Criticism and Suggestions

The sixth stage is trial use. The product for using textbooks based on local wisdom in Situbondo, after being revised and said to be valid or feasible, then moves to the trial use stage. The use trial was carried out in class IV at SDN 1 Bugeman with 20 students. The trial was carried out with one learning activity, namely from 07.00 WIB to 09.30 WIB to test the product that had been developed. The next activity is for students to fill out an assessment of student responses with the aim of final assessment of responses to determine the level of validity of the product which is presented in [Table 5](#).

**Table 5.** The Results of Trial Use

No	Aspects Tested	Answer Yes		Answer No		Information
		F	%	F	%	
1	A textbook based on Situbondo's Local Wisdom interesting	20	100%	0	0%	Very good
2	I feel happy learning using a textbook based on Situbondo Local Wisdom	17	85%	3	15%	Very good
3	The Situbondo Local Wisdom Based textbook is easy to use	16	80%	4	20%	Good
4	Situbondo Local Wisdom-Based textbooks make learning descriptive text material not boring	17	85%	3	15%	Very good
5	The material in the textbook contains local wisdom from Situbondo	16	80%	4	20%	Good
6	Material in Textbook Based Situbondo Local Wisdom is easy to understand	16	80%	4	20%	Good
7	Images used makes it easier for me to understand the material.	16	80%	5	20%	Good
8	I feel that the textbook based on Situbondo's local wisdom is very useful	17	85%	4	15%	Very good
9	The instructions for working on the questions are clear and easy to understand	19	95%	1	5%	Very good
10	The language used is easy to understand	17	85%	3	15%	Very good

Based on [Table 5](#), students are given a questionnaire, each indicator item is said to be good and does not need to be revised if the results have reached 80% with very good criteria, so that this product can be ready for effectiveness trials. The seventh stage is product use revision. The product design revision stage after testing is overall included in the good category, but there are several writing errors

that need to be corrected. This aims to make it easier for students to fully understand the material in the Situbondo local wisdom-based textbook that has been developed. The eighth stage is an effectiveness test. In the final stage, a product is developed which is declared suitable for use by several validators. This effectiveness trial was carried out on 20 class IV students at SDN 4 Kendit Situbondo. The learning is carried out during two activity meetings during the learning referring to the teaching module to facilitate the learning process. The first meeting focused on material learning activities regarding descriptive texts, while the second meeting focused on filling in students' responses. Based on this, the level of effectiveness of the product that has been developed can be determined from the final score of the student results test or post-test and the student response questionnaire. Based on the results of data analysis showing the results of the assessment of these two scores, during the Pre-Test there were 7 students who completed it and 13 students who did not complete it. The Pre-Test score obtained was 35%. Post-Test results showed that 20 students completed it. The Post-Test result value obtained was 100%. Based on these results, before using textbooks based on Situbondo local wisdom, the number of students who did not complete was greater. Based on calculations, the student response questionnaire results were 95.8%. These results were consulted on the practicality of the product based on student responses. The score percentage of 95.8% is in the score range of 81.00-100, so it is included in the very practical category. These results can be concluded that the Situbondo local wisdom-based textbook that was developed is very practical for improving the basic literacy of class IV students at SDN 4 Kendit Situbondo. The results of all validity obtained are briefly presented in Table 6.

**Table 6. The Product Validity Test Results**

No	Test Subjects	Validity Results (%)	Criteria
1	Test product validity	89	Very worthy
2	Test product effectiveness	100	Relatively high effectiveness
3	Test product practicality	95.8	practical

**Discussion**

This research develops a product in the form of learning media, namely textbooks based on the local wisdom of Situbondo. The product development process uses the borg and gall development model which consists of 10 stages, however in the implementation of this research it only reached stage 8. Research can be carried out up to stage 8 because it has been able to achieve the objectives to be achieved, namely the product is said to be effective, valid and practical. This research uses learning media in the form of developed teaching materials. This textbook based on Situbondo local wisdom was created as a tool to convey learning material. A textbook is a unified learning unit that contains information, discussion and evaluation and is arranged systematically (Asrizal, 2017). The material presented is in accordance with the curriculum, KD and learning objectives to be achieved (Dewi & Suniasih, 2023; Silalahi, 2020). This research develops a textbook based on Situbondo local wisdom which aims to enable students to know and understand that there are several local wisdoms in Situbondo, in the form of tourist attractions, typical Situbondo Regency food, typical Situbondo Regency dances and others. Local wisdom is the original knowledge and wisdom of local people which originates from ancestral traditions to control the order of life (Dewi & Suniasih, 2023; Nabila et al., 2021). This research focuses on learning outcomes in the cognitive domain. This development textbook has been published through several validation and testing processes. Based on the opinions and results obtained, the Situbondo local wisdom-based textbook was declared suitable or valid for use in the learning process and ready to be tested on students.

Textbooks based on Situbondo local wisdom were declared suitable or valid for use in the learning process. Learning materials include accuracy of content, language and evaluation. The process of preparing textbook designs based on local wisdom in Situbondo uses the Canva application so that the animations used are more varied and interesting. The design of textbooks based on Situbondo's local wisdom was developed to be as attractive as possible by paying attention to learning objectives, learning outcomes, and the material presented. This textbook has the advantage and novelty of containing local wisdom material specifically for students in the local area, namely Situbondo Regency. Based on several studies that have been carried out previously, it can be shown that the development of textbooks is suitable for use in the learning process. The differences in research using the development of local wisdom-based textbooks carried out by previous research not only lie in different materials and curricula, but there are also differences in the research steps. The strength of the textbook that has been developed lies in the material that covers the local wisdom of Situbondo Regency, namely the Ojhung Tradition, the 1,000 KM Anyer-Panarukan Monument, KK 26 Karang Kenek Hamlet, Tajin Palappa, Landhung Dance, the

Batu Dakon Site and finally the Batu Tangga Site. With this textbook, students can easily and quickly learn about local wisdom in their own area. Apart from that, the textbooks used are very effective because the textbooks contain realistic or real pictures so that students can imagine and adjust the thinking patterns of students with different levels of understanding. Not only material and pictures are presented, but there are assignments that serve to remember the material that has been studied. The weakness of this local wisdom textbook lies in the references and materials used. There are not only 7 local wisdoms in Situbondo Regency, but there are several other local wisdoms that have not been mentioned or explained, such as Blekok Village, Kerapu Village, Portuguese Monument and others. The way to minimize deficiencies when the textbook is used later is to add references or look for material about local wisdom of Situbondo Regency that is not mentioned in the textbook before learning begins. This finding is reinforced by previous findings stating that textbooks based on Situbondo local wisdom are very practical because they are in the 81.00-100 range. Teaching materials based on local wisdom function to develop character in schools (Fauza et al., 2023; Songke et al., 2022). Preserving local wisdom values which are starting to fade (Hartiwisidi et al., 2022; Nabila et al., 2021). Learning in class with teaching materials based on local wisdom will be a connection in students' understanding of how to act and preserve the culture around where the students live (Hasanah & Nurmaidina., 2023). In line with research conducted by (Ramadani et al., 2022) The result of this research is that the development of textbooks in thematic learning based on local wisdom is declared to be good (Agusriani & Ramadan, 2024; Meilana & Aslam, 2022). The implications of the research have an impact on students being more interested in and understanding textbooks based on local wisdom, this is because the books developed adapt local culture, especially Pontianak City, West Kalimantan.

#### 4. CONCLUSION

The Situbondo local wisdom-based textbook that has been developed is said to be valid, effective and practical to use during teaching and learning activities (KBM). Possible advice given in this research for students, using textbooks based on Situbondo local wisdom can increase insight and knowledge regarding local wisdom in Situbondo Regency. For class IV teachers, teachers should be able to create varied textbooks according to learning objectives, so that they can attract the attention and interest of students so that they can optimize the achievement of learning objectives. For other researchers, this research should be used as a reference in preparing development research, so that other researchers can develop other more innovative products.

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