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Developing Local Wisdom-Based Teaching Materials on "Family Addressing Terms" for Elementary School Students: Validation Analysis Using the 4D Model

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Abstract

Objectives of the research: The utilization of media in teaching materials serves to impart knowledge of local wisdom by incorporating visuals tailored to students' characteristics. Local wisdom as part of national identity should be recognized by the next generation through learning. Each culture in every region possesses unique characteristics that distinguish it from

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others. Hence, appropriate teaching materials on local wisdom should be developed for elementary school students. This study aims to design teaching materials focusing on addressing terms used in several regions in Riau.

Research methods: Employing a Research and Development (R&D) approach, this study follows the 4D model, which consists of defining, designing, developing, and disseminating phases.

A short description of the context of the issue: This article underscores the importance of developing local wisdom-based teaching materials for elementary school students. It emphasizes the need for elementary school materials aligning with the local wisdom that are relevant to the local community and facilitate students' understanding and appreciation of their culture. In today's digital millennium, many elementary school students lack awareness or appreciation of local wisdom, including familial terms of address.

Research findings: In addition, experts in teaching materials, media, and linguistics analyzed the data using descriptive percentage-based methods to validate the findings. Experts evaluated four key aspects: content, language, presentation, and appropriateness. Results indicated high feasibility, with content scoring 95%, language 96.87%, presentation 97.5%, and graphics 93.75%, culminating in an overall average score of 95.78% in the "very feasible" category. These findings suggest potential for broader application and study.

Conclusions and recommendations: The development and testing of local wisdom teaching materials for elementary school students have demonstrated their suitability for use. Based on the validation results by experts in teaching, media, and language, the materials are highly feasible, so, further exploration and dissemination of these materials on a larger scale are recommended.

***Keywords*:** teaching materials, local wisdom, addressing terms

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Introduction

Local wisdom represents the identity and cultural characteristics of a nation in order to make it understand and cultivate its culture while distinguishing it from the cultures of other nations (Sylviani, 2020). As a defining cultural trait, local wisdom highlights the differences between one and another culture. Local wisdom in every culture should be recognized and cultivated by each nation to underscore these distinctions. Fallahnda (2021), describes local wisdom as the ethical and cultural values of a society, which is passed down through generations.

Despite the rapid development of technology and information, students often overlook the significance of local wisdom (Hidayati, 2020), both within the family and in social contexts (Elbaar, 2020), including the proper use of family addressing terms. Today, the presence of local wisdom is diminishing (Lyesmaya, 2020), largely due to the dominant influence of capitalism (Wijijayanti, 2020). Hutagalung (2020), notes that under capitalism, profit and loss analysis often takes precedence over knowledge within society (Wijijayanti, 2020). Sukadari (2020) adds that capitalism undermines the fulfillment of local needs, as it does not support the sustainability of local communities.

In the third-millennium era, local wisdom faces erosion, marked by changes in social systems, a decline in humanity and moral values, increased dependency, and degradation of natural resources and the environment (Juhadi, 2021). This erosion is further influenced by the behavior of Indonesians, who fail to maintain their culture, morals, and respect for their environment (Greenbaun, 2020). The lack of appreciation for local wisdom, coupled with the effects of globalization reaching even remote areas, exacerbates this issue (Thamrin, 2013).

According to Renjaan (2013), the addressing terms used within families represent a form of wisdom related to the habits and ethics that guide human behavior in ecological community life. Local wisdom encompasses not only knowledge and understanding of human relationships but also the habits and practices that foster connections within and between ecological communities (Sari, 2014). Preserving the local wisdom of family

addressing terms is essential, as it is deeply intertwined with the values of manners and politeness in society.

Learning about local wisdom is minimally applied and taught in schools. Therefore, students have a limited understanding of appropriate addressing terms used with parents to increase their modesty within the family context (Effendi, 2020). According to Wati (2022), media tools can be used in teaching materials to transfer knowledge about local wisdom by providing images suitable for the students' level.

Successful teaching and learning can be achieved when teachers develop and apply various components such as teaching and learning out-comes, materials, strategies, and evaluations. One key aspect is developing teaching and learning materials that encourage students' interest in learn-ing (Hosnan, 2016) along strategies for teaching and learning, and eval-uation. These materials should serve as external factors to reinforce students' internal motivation (Nurafni et al, 2020). Teaching materials based on local wisdom are specifically developed to overcome students' obstacles at school., such as the lack of resources that reflect local envi-ronmental conditions.

The development of these materials should be appropriate for the student's competencies as outlined in the curriculum (Tinja et al, 2017). In elementary schools, students can concretize learning concepts through teaching materials that include engaging picture presentations provided by the teacher (Munjiatun et al., 2022).

Today, elementary school students often struggle to recognize ethics and traditions, particularly family addressing terms, which are essential for maintaining courtesy through meaning, understanding, and practice within the family. According to Kurniman et al. (2022), the shift away from local wisdom is due to modernization, leading Gen-Z children to under-estimate its significance. In addition, children tend to follow trending is-sues, which unfortunately causes them to forget the local wisdom of their culture (Kurniaman et al., 2022).

Therefore, designing teaching and reading materials that incorporate local wisdom is essential for teachers and the entire school team to en-hance elementary students' knowledge and understanding. Specifically,

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the teaching material focuses on the family addressing terms used by the Riau people. Clearly, the aim of this research is to assess the validation and feasibility of teaching materials based on local wisdom.

Research method

The research discussed in this article is developmental research (R&D), or process or stages aimed at creating effective products such as learning materials, media, and teaching strategies for schools. This type of research focuses on learning/teaching materials, rather than theoretical review. Specifically, this study develops teaching materials on the family addressing terms used by Malay Riau people, incorporating local wisdom for elementary school students. The research follows the 4-D model outlined by Thiagarajan in Mulyatiningsih (2011), which includes the stages of defining, designing, developing, and disseminating. Here is a breakdown of these stages as applied to the development of teaching materials on family addressing terms used by Malay Riau people for elementary school students:

Defining Stage
The defining stage is designed to identify and define the needs in the teaching and learning process and gather relevant information about the product. This stage includes:

1) Preliminary Analysis
   Preliminary analysis identifies the basic issues in developing elementary-level teaching materials on the local wisdom of family addressing terms used by Malay Riau people. It provides the necessary facts and alternatives to help determine the appropriate steps for developing these materials for elementary school students.

2) Student Analysis
   It is crucial to conduct analysis of students in the preliminary stages. This involves observing students' characteristics in order to determine whether the teaching materials are suitable for them.

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3) Teaching and Learning Material Analysis

This analysis identifies the subject matter for students, selects relevant teaching and learning materials, and organizes them systematically.

4) Concept Analysis

This analysis assesses whether the content of the teaching materials on the local wisdom of family addressing terms in the Tapung district is suitable or whether it or diverges from the developmental goals.

Designing Stage

After the problems in the defining stage are identified, the designing stage focuses on creating the teaching materials to be presented to students.

Development Stage

This stage involves producing and revising teaching materials based on expert recommendations and development testing, which is tested for students. It includes two following stages:

1) Expert Appraisal Expert

Expert appraisal validates the teaching materials before development testing. Experts review the materials to ensure they are suitable, and their feedback is used to revise the initial product. Subsequently, the teaching materials are assessed by both appraisal and media expert lecturer to determine whether their feasibility for use. The validation results are then used to further revise the teaching materials in order to ensure that they are complete.

2) Development Testing

Development testing involves distributing the teaching materials to elementary school students and conducting limited trials with 10 students to gauge their responses to the teaching materials.

Dissemination Stage

After revising the teaching materials, this stage involves disseminating them. In this research, limited dissemination is applied to promote and distribute the final product to elementary school teachers.

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Results and discussion

In this section, we delve into the development of teaching materials based on local wisdom concerning family terms of address used by the Malay Riau people, as outlined in Chapter III. The developmental stages are categorized into defining, designing, developing, and disseminating, as elaborated below:

Defining Stage

The defining stage encompasses two key analyses: need analysis and student characteristic analysis. Need analysis focuses on curriculum, concepts, and roles, while student characteristic analysis aims to align teaching materials with students' developmental levels. The breakdown is as follows:

Need Analysis

A needs analysis is conducted to identify all the essential elements required for developing teaching materials. The analysis includes the following aspects:

a) Curriculum Analysis

   The curriculum analysis is conducted to identify the curriculum, teaching methods, and strategies used in learning. This process aims to achieve learning objectives and support the development of teaching materials. In this research, Curriculum 2013 serves as the reference. The analysis involves determining the learning theme, sub-theme, core competencies, achievement competencies, and learning objectives. The theme is "My Family" with the sub-theme "My Family Members". based on KD 3.10 and KD 4.9 for Indonesian language subjects. Conversely, the sub-theme "My Big Family" is determined by KD 3.1 and KD 4.1 for Civic Education subjects. The analysis of the curriculum covers the following aspects.

b) Core Competency Analysis

   For instance, the theme is "My Family" with the sub-theme "My Family Members" based on KD 3.10 and KD 4.9 for Indonesian language

subjects. Conversely, the sub-theme "My Family," is based on KD 3.1 and KD 4.1 for Civic Education subjects. The curriculum analysis focuses on the following aspects:

The theme analysis focuses on the sub-theme "My Family Members" within the broader theme of "My Family," encompassing both Indonesian and Civic Education subjects. This theme, explored in the research, is developed into teaching materials that incorporate local wisdom.

In this research, the basic competencies developed are KD 3.10 and KD 4.9 for Indonesian subjects, and KD 3.1 and KD 4.1 for Civic Education subjects. The content covers family terms such as father, mother, brother, sister, and younger siblings. Specifically, the addressing terms used by the people of Kampar, Kuantan Singingi, and Bengkalis are examined. Each sub-district, representing remote areas within these districts, is reviewed. The sub-districts are Kuok in Kampar, Banjar Island in Kuantan Singingi, and Pematang Duku in Bengkalis. The study identifies the addressing terms used in both extended and nuclear families in each sub-district.

The teaching materials are developed based on the analysis of core competencies. These materials are divided into two sub-sections: addressing terms in the extended family and addressing terms in the nuclear family, based on the father's and mother's sides. These sub-teaching materials are detailed with specific indicators and learning objectives. The core competencies (KD) for the sub-theme of nuclear family members can be described as the ability to:

3.10   Specify vocabulary and terms related to family members and residents, both orally and in writing, with the assistance of local language vocabularies.

4.9   Use appropriate vocabulary and terms for self-introduction, as well as introducing family members and residents, both orally and in writing.

3.1   Introduce the values represented by the Pancasila symbols and the national emblem, "Garuda Pancasila."

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4.1   Describe the Pancasila symbols featured on the national emblem, "Garuda Pancasila."

The sub-theme for core family members that consists of the indicators from Indonesian and Civic Education subjects can be broken down as follows:

3.10.1 Identify family addressing terms for core family members used by the Kampar, Kuantan Singingi, and Bengkalis people
1.9.1.1 Apply the local languages to introduce core family members from Kampar, Kuantan Singingi, and Bengkalis.
3.1.1   Recite the first principle of Pancasila.
4.1.1   Describe the symbol of Pancasila as depicted in the state emblem, "Garuda Pancasila."

For the sub-theme of my extended family, the core competencies for Indonesian and Civic Education learning subjects include the ability to:

3.9   Specify vocabulary and terms for introducing yourself, your family, and people who live in the community, both orally and in writing, assisted by local languages
4.9   Use appropriate vocabulary and terms for introducing yourself, your family, and community members, both orally and in writing
3.3   Identify the diversity.
4.3   Share your experiences in family life.

For Civic Education learning subjects, the core competencies include the ability to:

3.9.1   Indicate vocabulary and terms for introducing extended family members, both orally and in writing.
4.9.1   Apply the methods for introducing extended family members based on pictures or figures described by the students.

3.3.1   Write data regarding the roles of family members.

4.3.1   Share experiences from visiting relatives.

Based on the analysis of core competencies, indicators of competency achievement (IPK), and learning outcomes, the researcher developed teaching materials on the local wisdom of addressing terms used by the Malay Riau people. These materials include a lesson plan and specific teaching content. For the lesson plan, a discovery learning approach was utilized. Additionally, social science teaching materials on the local wisdom of family addressing terms used by the Malay Riau people can be structured into stages of reading, writing, retelling, and practicing. These stages are essential for ensuring that students understand the content of the teaching and learning materials.

Analysis of a Concept

The concept within this research pertains to the stages incorporated in teaching materials for students. These concepts can be described as follows:

Reading

Reading involves techniques for comprehending and extracting messages conveyed by the author. Within this research, reading concepts encompass reading aloud, understanding content, and comprehending learning materials. This activity is conducted in pairs, allowing students to exchange knowledge and interpretations of the learning material.

Writing

This concept encourages students to reinforce their understanding by writing vocabulary related to the reading text. Additionally, writing helps students remember what they read better. The writing activity involves rewriting the names of family members based on the core and extended family structures used by the Malay Riau people.

Retelling

Retelling involves students sharing their experiences within the core or extended family. This storytelling process involves dividing students

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into groups to share their experiences with their classmates, facilitating discussions on family addressing terms across different cultures. Practicing

The final stage, practicing, entails students engaging in activities such as matching words with pictures, rewriting words, and asking and answering short questions.

Analysis of Students' Characteristics

An analysis of students' characteristics is crucial for developing teaching materials and learning activities, especially when it comes to first-grade elementary school students' academic skills. To develop appropriate teaching materials, it is essential to examine these students' academic skills to align the content with their cognitive levels. Additionally, analyzing students' language development is necessary to structure the language used in teaching materials appropriately. On the other hand, understanding students' motivation is important for presenting material in a way that encourages engagement and enthusiasm for learning.

Further analysis of the needs for teaching materials is also essential. This can be achieved by directly interviewing students about the learning materials they use. These interviews should be unstructured, allowing the interviewer to expand on questions based on students' responses to gain deeper insights.

Based on the issues described above, teaching materials should be developed to minimize these problems by comprehensively considering students' developmental skill levels. Therefore, teaching materials should be easy to understand and include pictures related to the learning content, specifically tailored to the Malay Riau culture. The family addressing terms used by Malay Riau people should be arranged systematically and color-coded, with figures or pictures to reinforce understanding. This approach makes the content more engaging for students.

As regards the problems described, the researcher aims to develop teaching materials that incorporate local wisdom, and address terms used by Malay Riau people. This instructional resource aims to make students aware of the diverse addressing terms within both nuclear and extended

families, which are at risk of becoming extinct. The teaching material introduces characters from different locations: Ijah from Kampar, Raziq from Kuantan Singingi, and Tami from Bengkalis. The implementation of learning activities is divided into four stages: reading, writing, and practice. This comprehensive approach ensures effective learning outcomes.

Designing Stage

Teaching and learning materials are developed based on students' characteristics, considering the analysis of standard competencies (SK), core competencies (KD), and specific indicators. The materials are designed with a yellow and green background featuring family and house pictures, with full-color headers and footers. They are created using Canva and use the Tahoma font in size 14 to ensure the text is large and clear for easy reading. Additionally, the materials include exercises. It can be illustrated as follows:

Figure 1. Teaching and Learning Materials – Conveying Local Wisdom

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Development Stage

The development stage concerns validating the teaching and learning materials and lesson plans through product testing to assess their practicality and effectiveness. Carried out by experts and practitioners, this validation ensures that the materials are appropriate. Based on the suggestions and recommendations from these validators, the materials are revised to ensure that they are feasible, effective, and appropriate. The validation involves experts and practitioners from diverse backgrounds. Practitioners are selected based on their teaching experience and academic skills. Their assessments provide recommendations for revising lesson plans to meet technical requirements. The overall validation results are summarized as follows:

Table 1. Validation of Lesson Plans by Practitioner

No	Aspects	Assessment Score from Validator					Total	Average
		V1	V2	V3	V4	V5		
1	Identity	8	8	8	8	8	40	100
2	Indicator	13	16	16	13	16	74	92.5
3	Learning Objectives	10	11	11	12	12	56	93.33
4	Teaching and Learning Materials	10	12	12	11	12	57	95
5	Method	8	8	8	8	7	39	97.5
6	Media	9	11	12	12	12	56	93.33
7	Learning Activity	16	16	16	15	15	78	97.5
8	Assessment	11	11	12	11	12	57	95
Total								764.16
Average								95.52

Validation of the teaching material is achieved by paying close attention to several key aspects: content feasibility, language, presentation, and visual aspects. Both experts and practitioners validate the teaching materials and lesson plans. Generally, the content feasibility validation conducted by experts can be described as follows:

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Table 2. Validation of Teaching Materials based on Content Feasibility

No.	Aspects	Average %	Category
1	Indicator-based Core Competency	100	Frequently Valid
2	Student Development-based Teaching Materials	91.66	Frequently Valid
3	Needs for Teaching Materials	91.66	Frequently Valid
4	Appropriateness of Substantial Learning Materials	100	Frequently Valid
5	Teaching Materials for Student Knowledge	100	Frequently Valid
Average Score		96.66	Frequently Valid

Based on the table above, the average score for all components ranges from 91.66 to 100, placing them in the "frequently valid" category. The overall average score for content feasibility is 96.66, categorized as "valid." This indicates that the teaching material content is appropriate for the core competency and indicator, aligns with students' development, meets the needs for teaching material, is substantial, and effectively enhances students' knowledge. Next, the teaching material assessment is examined based on linguistic aspects. The validation of language aspects can be illustrated as follows:

Table 3. Validation of Teaching Materials Based on Language Feasibility

No.	Aspects	Average %	Category
1	Legibility	100	Frequently Valid
2	Clear Information	83.33	Frequently Valid
3	Appropriateness of Indonesian Language Rules	91.66	Frequently Valid
4	Effective and Clear Language Use	100	Frequently Valid
Average Score		93.75	Frequently Valid

Based on Table 3 above, the average score ranges from 83.33 to 100, placing it in the "frequently valid" category. The average validity score for language feasibility is 93.75, categorized as "highly valid." This means that

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the teaching material meets language feasibility standards, ensuring readability, clarity of information, appropriate use of Indonesian language, and effective, clear communication. The next aspect is the presentation, which can be presented as follows:

Table 4. Validation of Teaching Materials Based on Presentation

No.	Aspects	Average %	Category
1	Indicator	100	Frequently Valid
2	Systematic Presentation List	100	Frequently Valid
3	Students' Motivation and Interest	91.66	Frequently Valid
4	Students' Stimulus and Response	83.33	Frequently Valid
5	Detailed Information	91.66	Frequently Valid
	Average Score	93.33	Frequently Valid

Based on Table 4, the range of scores for presentation is 83.33 to 100, falling within the highly valid category. The overall average score for presentation is 93.33, also in the highly valid category. This indicates that the teaching material has been based on indicators, systematically promoting motivation, interaction, and providing detailed information for students.

Table 5. Validation Based on Graphical Aspects

No.	Aspects	Average %	Category
1	The Use of Font and Size	91.66	Frequently Valid
2	Layout	100	Frequently Valid
3	Image Illustration and Sources	83.33	Frequently Valid
4	Interesting and Varied Design	100	Frequently Valid
	Average Score	93.75	Frequently Valid

The next aspect is the visual element, which is detailed in Table 5. The average scores for each aspect range from 83.33 to 100, again in the

highly valid category. The overall average score for the graphical aspect is 93.75 with the highly valid category. This indicates that the teaching material has an interesting and varied design.

Assessment of the designed teaching material includes validation from both experts and practitioners. According to educational practitioners, who are typically teachers, validation covers content, language, presentation, and graphical aspects. This can be illustrated as follows:

Table 6. Validation of Teaching Material by Practitioner

No.	Aspects	Average %	Category
1	Content	95	Frequently Valid
2	Language	96.87	Frequently Valid
3	Presentation	97.5	Frequently Valid
4	Graphics	93.75	Frequently Valid
	Average	95.78	Frequently Valid

As regards the teaching materials validated by the practitioner, the average score achieved is 95.78, placing it in the highly valid category. Breaking it down by aspect, the content scored an average of 95, the language aspect scored 96.87, the presentation scored 97.5, and the graphical aspect scored 93.75, all within the highly valid category. This indicates that, according to the educational practitioner, the overall teaching materials on the local wisdom of family addressing terms used by Malay Riau people are valid.

Discussion

The development of teaching materials on addressing terms used by the Malay Riau people as local wisdom, based on stages and technical development, aligns well with the 4D model. According to Septyanti et al. (2020), media tools in teaching materials are developed by teachers to

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facilitate knowledge. As stated by Kurniaman et al. (2020), the development of teaching materials involves considerations of content, presentation, language, and legibility. The development of teaching materials incorporating local wisdom has shown to be "highly valid" in terms of content feasibility, presentation, language, and graphics, making them suitable for further testing.

Practitioners' assessments, based on the characteristics of elementary school students, emphasize the importance of using pictures and stories (Lestari & SB. Nugraheti, 2022). Indriani (2022) asserts that achieving the eligibility of teaching materials on local wisdom regarding terms of address can help teachers to teach local wisdom to students. Hidayah et al. (2019) further suggest that teaching materials on addressing terms should be integrated into students' daily lives to help them recognize and understand the addressing terms used by the Malay Riau people, thus fostering cultural values and local identity.

According to Jumriani et al. (2021), local wisdom encompasses a broad and comprehensive phenomenon. As a result, it is extensive and diverse, with no limitations (Safitri et al., 2018). Local wisdom comprises all aspects of social life, whether inherited or newly developed (Toharudin et al., 2021). It includes valuable local ideas, beliefs, and perspectives that are ingrained and followed by community members (Relin et al., 2018). Therefore, local wisdom should be an intrinsic element of the educational curriculum at every level and in every context. Above all, it should be passed down and recognized by students to ensure they understand it comprehensively.

Conclusion

The development of teaching material on family addressing terms as local wisdom for students has been validated as effective by both experts and practitioners. This validation ensures that teachers can easily introduce and teach local wisdom to students, specifically recognizing the addressing terms used by the Malay Riau people, especially in Kampar,

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Kuantan Singingi, and Bengkalis. Family addressing terms are categorized into two groups: those used for the core family and those used for the extended family, which includes both the father's and mother's families. With validated learning materials on local wisdom, elementary school teachers can effectively teach about family addressing terms, especially in Grade 1 under the theme of "My Family."

Conflicts of Interest: The authors declare no conflict of interest.

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