

Designing Digital Reading Materials Based on Bantenese Local Wisdom for EFL Undergraduate Students

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Abstract

This research study investigated the local wisdom and culture of Banten implemented in the digital reading materials design. The research objectives are creating the reading materials using Flip PDF Professional software that rely on the local wisdom of Banten. Research design used is research and development (R&D) in this study. The second semester undergraduate students of Faculty of Social and Political Science, Universitas Serang Raya are the subject of this research study. Research data is obtained through validation form, questionnaire, and test. To analyze the research data used the descriptive analysis with SPSS 21. The results of the investigation, the digital reading materials design based on local wisdom using Flip PDF Pro that was developed can positively engage the EFL students in the language learning, and the reading texts effectively give social and cultural values with 83,75% the average of content feasibility and 80% the average of reading materials presentation. Additionally, the value of Sig. (2- tailed) was $0,00 < \alpha$ ($\alpha = 0,05$) as it is proven that the students' reading ability is getting better and the digital reading materials that is designed was feasible and can be utilized by the EFL students and teachers in their English Foreign Language classroom activities.

Keywords

digital reading material; local wisdom; reading competence



I. Introduction

English is the first foreign language in Indonesia that is used in EFL classrooms but not in daily communication. Surely, it requires hardly practice in order to be able to master a foreign language, EFL students need to apply English language in their daily activities and communication through real practice.

Since English is recognized as a foreign language in Indonesia, most of EFL students in all levels of education especially undergraduate students of Faculty of Social and Political Science Universitas Serang Raya have some difficulties on reading English texts. Learning English language as the English Foreign Language (EFL) requires reading skill as one the most important language competences in order to comprehend the information of reading text. Reading is the core of language learning process that help students to gain information which is not presented by the teachers in classroom (Syahputri & Mariyati, 2013). Reading is an activity that highly requires focus, interest, and much efforts in order to improve the EFL students' reading ability (Tanjung, 2018). In the real language learning situation, most undergraduate students especially those are from non-English department cannot read and understand the English text completely even they cannot answer appropriately the questions

about the given reading text. EFL students' needs some helps to master reading skill because it is the crucial part of language competences that must be learned so that the EFL students are able to understand the meaning and interpret the ideas what they read in the reading text. Reading is highly important in language learning process which can enhance knowledge, improve learning motivation, and increase the understanding of English written texts (Sarjoni et al., 2020).

English as a widely spoken foreign language can produce a significant contribution. Everyone uses this language to communicate with the other people from all over the world. English is applied not only in the formal subject, but also in various casual things. In developing countries, English is the only language used for national and personal purposes. English, and no country can exclude English as the international means of communication. In the context of enhancing the English competences of EFL students and teachers, the Indonesian government has been striving to carry out many efforts. The government has already concerned with the English education quality by encouraging the EFL teachers to deserve the higher education degree, English training program incorporated with the Embassy of English-speaking countries in Indonesia, and some other educational programs in order to improve the EFL teaching and learning process. However, the EFL students at higher education feel difficult to learn English as their supplementary subject in the Faculty of Social and Political Science. In that case, EFL teachers are demanded to be more creative to arrange their learning process more effectively and design the language learning materials that must be matched to the EFL students' need.

Banten is the beautiful island where this place offers many tourism destinations including the history of Banten Kingdom as the first Islamic civilization in Banten. As the local inhabitants who lives in Banten, young people are demanded to have an English skill as the communication tool for the local tourism need. Everyone especially undergraduate students must be able to describe the Banten heritage to the foreigners who visit Banten tourism destinations so that they can get the job opportunity in the world of tourism, public services, and government office that are related to the local wisdom. English is highly required for the undergraduate students as the young generation to be able to deliver the information correctly about the local culture of Banten. As cited from Suryani, padmanugraha (2010) argues that local wisdom is the knowledge that is discovered by local people through the accumulation of experiences and integrated with the understanding of surrounding nature and culture (L & et.all, 2019). Moreover, local wisdom is one of the products of culture. As a product of culture, local wisdom exists because of the needs of value, norms and rules as a model for doing something. Local wisdom is also one resource of knowledge (culture) that exists in tradition and history, in formal and non-formal education, art, religion and another creative interpretation (Yasim, 2018). In getting to know a language, culture is one of the substantial factors (Leni Agustina, Alamsyah Harahap, 1967). In line with the role of culture and language, language is an essential tool to take care of the social life and it is believed that there is a strong connection between the spoken language from a social group and a social identity (Rabiah, 2018). Additionally, the use of local culture in the EFL teaching especially in Indonesia may take under consideration since the language and culture related each other. Local culture in English language teaching enables students to learn English skills well because students are asked to discuss or describe something they are familiar (Nurlia & Arini, 2017). Related to the materials design of language learning, integrating local culture into the language learning situations is not complicated, it can be conducted in a simple way. One of the ways to integrated local culture in the learning materials is by integrating the local culture in the EFL textbook which is developed based on students' need and language skills (Nambiar et al., 2020).

According to Sembiring (2019) local wisdom is the wisdom or original knowledge of a community that comes from the noble value of cultural traditions to regulate the order of people's lives. Various local wisdoms that have been maintained by ethnic groups in Indonesia are learned from nature, and consider everything that is good and useful, which they also learn from nature (Pandapotan, 2019). Local wisdom is critical for adaptation to the environment; as a result of abstraction in environmental management, the community gains and develops wisdom in the form of information or concepts, customary norms, cultural values, activities, and tools (Yuliana, 2021). Based on the discussion elaborated above, the researchers intend to design the reading materials based on local wisdom as it is line with the reading materials that the need for the development of teaching materials based on local wisdom and pedagogical content knowledge will make a positive contribution to the implementation of language teaching (Anggraeni & Ratnaningsih, 2020). Therefore, EFL students are expected to be able to have English language competences especially reading skill and understand the culture of Banten because the importance of conserving local wisdom and the way of social life in educating English foreign language cannot be ignored. No language learning materials that includes Banten cultural elements become the logical reasons why this research was conducted.

II. Research Methods

In accordance with the problems and research objectives, then this research is designed as the Research and Development. In line with the developmental research, Sugiyono as cited from Jefiza pointed out that the research and development model was defined as the research method used to produce certain product, and evaluated its effectiveness (Jefiza & Linawati, 2018). It is a research with a view to produce the digital reading materials. The ADDIE model is used as the development model is this study. Research procedure was given in the following figure:

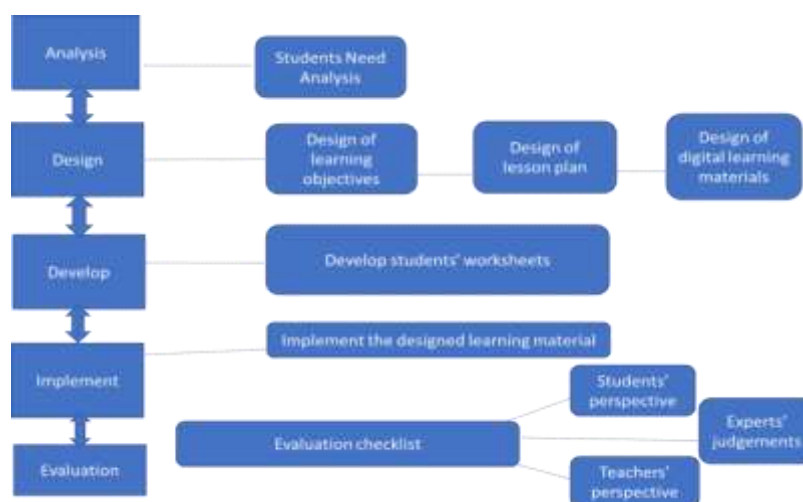


Figure 1. Development Procedure of ADDIE Model

Model of ADDIE involves five main stages namely: 1st step is analysis. It discusses how to clarify the problems, formulate appropriate solutions, and determine students' language competencies. 2nd step is design. This step requires program clarification learning designed so that the program can achieve expected learning objectives. In this step, the researchers determine the language competencies, learning models, and certain learning materials. 3rd step is development. At this stage the activities that what is done is to produce

programs and learning materials for use in reading materials designed. The 4th step is implementation. This stage includes how to increase teaching and learning approaches through the designed reading materials in digital concept based on local culture that might be implemented in the EFL teaching learning context in order to make their reading capability improved and engage them in the active language learning. Finally, the 5th step is evaluation. In this step, the researchers conduct the content evaluation of digital reading materials through questionnaire in the form of evaluation check list and reading test. In this research study, the researchers carried out the research work till the development step due to the limit time and current condition.

III. Discussion

3.1 Results

Development of reading materials based on local wisdom intended to produce a product in the form of digital reading materials that is used for second semester of EFL students of Faculty of Social and Political Science University of Serang Raya. The designed reading materials is based on the Banten local wisdom that aims at introducing local wisdom to undergraduate students. It is expected to be able to help the undergraduate students to be more familiar with the local wisdom and social values, understand and grow their interest in the local potential, and participate to preserve their local culture. Therefore, the need of reading materials based on local wisdom is highly needed. These are the results of research revealed as following:

The first step that was done by the researchers is analysis. This stage aims at discovering and analyzing the students' needs related to the reading materials design based on Banten local culture. As the first step of research model, it can be highlighted that undergraduate students need more unique reading information that can make them interested in improving their reading ability of English language. Most of the reading materials or English book which are published by the western publishers cannot meet their expectations in which the undergraduate students want to learn the simple and familiar topics of reading materials that must be relevant to their study and basic knowledge. EFL students need to learn from the basic language function such tenses and simple English grammar as it is expected to improve because they feel difficulty on that matter. The undergraduate students of second semester Faculty of Social and Political Science are strongly eager to improve their reading competence through the digital reading materials design based on the local wisdom that is expected to be able to help them to master the English language especially reading ability. Additionally, the digital reading materials design that uses Flip PDF Professional software as learning media is expected to be able to engage the students in the reading activities effectively and efficiently in the language teaching and learning process.

Second step of this research is design. This step the researchers designed the learning objectives, lesson plan, and reading materials. To design the learning objectives, there are some points take into accounts, namely; first the researchers must be able to consider what the students need to learn so that it can meet their expectation and achieve the learning objectives. Second, the researchers engage the undergraduate students in the process of designing learning objectives so that they can be independent learners who are responsible of what they decided and well prepared before implementing the designed reading materials for their language learning resources.

To design the lesson plan, the researchers work together with the English teachers or lecturers at Faculty of Social and Political Science. This step is divided into three phases namely before, during, and after class. In the phase of before class the researchers identify the learning objectives, plan the specific learning activities, assessments, and the sequence of the

lesson, create a realistic timeline, and plan for the lesson closure. In the phase of during the class, the researchers share the lesson plan with the EFL students, help, and keep them more engaged on the learning track. In the phase of after class, the researchers reflect on what worked well and why, and what they could have done differently.

In the reading materials design, the researchers collected the reading texts which are suitable to what students need to learn. It covers theories, examples, and language exercises which are integrated in the digital reading materials using Flip PDF Professional software. Using an interactive model of teaching reading skill is an effort to improve the EFL students' reading ability and their comprehension (Hamra, 2010). The digital reading materials let the EFL students bring their background, experiences, and emotion. EFL students who have are well knowledge of the reading matter will get more from the material than students who are less of knowledge.

The second step of this research study is developing, the present research aimed at designing the reading materials based on local wisdom of Banten for EFL students. Furthermore, the reading materials offered some highlighted points, namely; 1) the course outline as the guidelines of the learning activities of each unit, 2) the learning objectives of each unit, 3) the language competences 4) the reading materials included understanding text organization, inferring, evaluating the information of reading text, predicting, understanding the writer's style, and dealing with similarities and differences words.

The further step of this study is implementation. At this stage, the researchers implemented the designed reading materials for EFL undergraduate students of Faculty of Social and Political Science. There are some information needed to analyze for the further evaluation in this phase, they are; first, the designed reading materials based on local wisdom was used in the EFL classroom, second, to analyze the effectiveness of digital reading materials then the researchers designed the evaluation checklist and questionnaire in order to investigate the students' and teachers' perspective, expert judgment, and students outcome after using the designed reading materials. To see the digital reading materials designed, see the following figures.



Figure 1. Cover of Digital Reading Materials



Figure 2. Unit 1 of Digital Reading Materials

Finally, the last step of this research is evaluation. Based on the results of evaluation check list of students' perspective distributed to undergraduate students, the findings have revealed that most of EFL students are interested in the reading materials that discusses about the local wisdom and social value of Banten through the English reading text, it can be seen there were about 86,7% of EFL students are getting interested in reading text. The designed reading text was able to engage the undergraduate students to read comprehensively the reading text about the local culture, it shown 93,3% of students agreed. There were 83% undergraduate students said that the reading text based on local wisdom can help them to understand the social values and culture. About 86% of 30 EFL students agreed that the digital reading materials allow them to improve their reading skill as it is supported that the significance of local wisdom in our daily life, and the aspects of local wisdom need to be integrated in English teaching materials with the following reasons: (1) the students will be more familiar with their own cultures than foreign cultures, (2) local wisdom will strengthen the students' character as a basic modal to master English, and (3) local wisdom will broaden the students' insights about Indonesian cultures (Wulandari et al., 2020). Then, 80% of students said that the course outline that was designed fitted to the students' need in the English learning especially reading practices. In line with the designed English learning materials, EFL teachers are demanded to be able to create their own language learning materials in order to meet the students' needs in terms of their language learning interest and needs (Hikmawati & Handayani, 2021). There were 89% of 30 EFL students expressed that the learning objectives are clear, appropriate and measurable. The contents of reading materials based on local wisdom were organized systematically, as 90% of EFL students claimed. As students expected that they were eager to learn the English language competences, the designed reading materials included language functions such as grammar and vocabularies, as it is proven that almost 90% of EFL students agreed. 85% of EFL students agreed that this reading materials teach them how to respect the social culture and values. Finally, 82% of undergraduate students are motivated to improve not only their reading skill but also oral speaking. See the table 1.

Table 1. Students' Perspective on the Designed Reading Materials

No	Evaluation Criteria	Rating aspects			
		Strongly agree	Agree	Disagree	Strongly disagree
1	The designed reading materials that is based on local wisdom made you interested in reading activities	86,7%	13,3%		
2	The designed reading texts enables you to engage in the language learning effectively and cognitively	70%	23,3%	6,7%	
3	Through the reading texts designed, you can understand the local culture and social values	83%	6%	10%	
4	The reading materials that was designed in the form of multimedia allow you to improve your reading ability	60%	26%	10%	3%

5	The courseoutline that is designed in digital reading materials is understandable and easy for you to learn the reading texts in each unit	80%	13%	6%	
6	The learning objectives are clear, precise, and measurable for you to achieve	76,7%	13,3%	10%	
7	The contents of reading materials design are well organized	90%	10%		
8	The materials design includes reading comprehension, language function, and exercises	87%	6,7%	6,3%	
9	The designed reading materials provide social and cultural contexts that are comprehensible for you	85%	15%		
10	There are suficient materials for you to spoken English practices (e.g. dialogues, roleplay, etc.)	82%	12%	6%	

In the following step, the researchers attempted to do in-depth analysis on the designed reading materials based on local wisdom. The researchers used the textbook evaluation form for the expert judgments and EFL teachers to validate the designed reading materials in order to find out the effectiveness of the designed reading materials in the EFL teaching and learning context. This following result of expert judgment and EFL teachers on the reading materials.

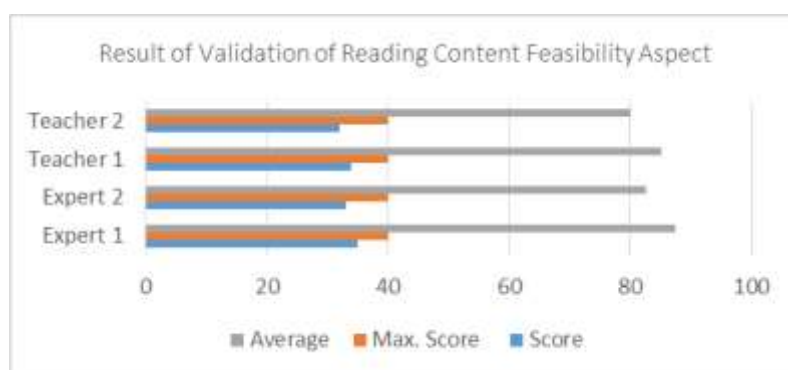


Figure 3. Result of Validation Test of Reading Content Feasibility Aspect

After the researchers conducted the validation on the designed reading materials, it is obviously revealed that the reading content feasibility that was designed using Flip PDF Professional was in very good rated or valid with total average 83,75%.

Furthermore, the designed reading materials based on local wisdom must be fitted to the students need in the language learning as it was discussed previously in the result of students' perspective that EFL undergraduate students are interested in learning English reading texts that can make them easily understand the essential information of reading texts. Considering the students' needs is the logical reason to conduct the validation test of presentation aspect. This following the result of validation test of presentation aspect.

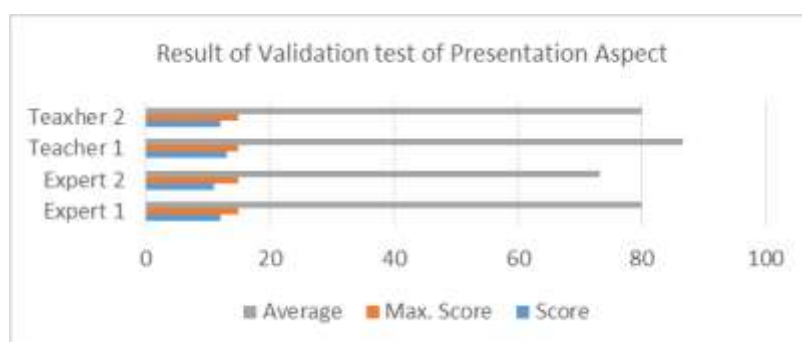


Figure 4. Result of Validation Test on Presentation Aspect

After observing the result of validation test on presentation aspect, it is proven that the digital reading materials using Flip PDF Professional that was designed was very good rated or valid with its total average 80%. However, there are some suggestions arisen after the researchers conducted the validation test of designed reading materials namely: First, the reading materials based on local wisdom positively provide the social and cultural values whereas the reading texts in the learning materials design should be able to present some advices about Bantenese heritages. Second, the reading materials that was designed using Flip PDF Professional as the learning media has significantly engage the EFL students in the language learning but the audio-visual sources that were presented in the digital learning design must be included the certain references or sources. Third, the designed reading materials can effectively educate the undergraduate students how to respect and preserve the local wisdom of Banten. Additionally, the reading texts interestingly introduce the EFL students or readers to the local tourism and destination with the written English language.

In the evaluation process, the researchers evaluate the students' outcomes of their reading ability after they were engaged through the digital reading materials design for further language assessment. The language assessment in this research study was focused on the reading skill of 35 EFL students. Before testing the students' outcome, normality test was done by using Lilliefors statistic on learning outcomes data that focused on reading skill through pre-test and post-test with SPSS 21 software and revealed the results as follow:

Table 3. Test of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pre Test	.085	35	.200*
Post test	.100	35	.200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The result of normality test has clearly proven that Sig value of pre-test and post-test higher than 0.05 that means the students' learning outcomes data normally distributed.

Furthermore, the hypothesis test was used paired sample t test could be conducted because the data has met prerequisite test for normality. Hypothesis test criteria carried out at a significance level of 0.05 with SPSS 21 program. The following is the results of one sample t-test:

Table 4. Hypothesis Test
Paired Sample Test

		t	df	Sig. (2-tailed)
Pair 1	Pre Test - Post test	-15.014	34	.000

It can be observed that the results of paired sample t test obviously revealed that the value of Sig. (2- tailed) was $0,00 < \alpha$ ($\alpha = 0,05$). It clearly shows that H_a accepted, meaning that the average of Post-test result is significantly much better than Pre-test. Thus, it can be concluded that the digital reading materials designed can significantly make the students' language competence especially reading ability was improved.

Based on the result of validation test of content and presentation aspects that was assessed by two expert judgments and two EFL teachers descriptively drawn that the digital reading materials design based on local wisdom using Flip PDF Pro that was developed can positively engage the EFL students in the language learning, and the reading texts effectively give social and cultural values with 83,75% the average of content feasibility and 80% the average of reading materials presentation.

After conducting the validation, the researchers applied the evaluation of students' language competence that focused on reading ability. The learning outcomes that evaluated the students' reading skill used paired sample test from 35 EFL students of Faculty of Social and Political Science. The result of students' learning outcomes with paired sample test has shown that Sig (2 tailed) was lower than 0,05. Therefore, it can be concluded that the digital reading materials design can improve the students' reading ability using Flip PDF Professional as the multimedia-based learning media.

3.2 Discussion

Referred to the findings of the research study, and after conducting the research model the three potential findings were formulated namely; designing, developing, and evaluating the reading materials design based on local wisdom. In designing process, the researchers considered the learning topics that must be developed in the reading texts are supposed to be related to Bantenese local culture and matched with the EFL students' language competences. The result of needs analysis, the learning topics that were designed are; a) the sultanate of Banten Kingdom, b) the Baduy tribe, c) Bantenese Traditions, d) Bantenese Tourism, and e) the Sultan Maulana Hasanuddin Banten. As it is previously found that many students of EFL are interested in the reading materials based on the local wisdom and social values of Banten, it was proven there were about 86,7% of EFL students are getting interested in reading text. 93,3% of undergraduate students agreed that the designed reading text can engage them to read the reading text based on the local culture. There were 83% undergraduate students expressed that the reading text based on local wisdom can help them to understand the social values and culture. About 86% of 30 EFL students agreed that the digital reading materials assisted them to improve their reading skill.

As it is discussed previously that the product design made in the research development is digital reading materials. This reading materials can be used as the learning resource and a tool for learning to help the EFL teachers to deliver the learning materials and help the students to understand the reading materials easily. The digital reading materials uses the Flip

PDF Professional application that can help the teaching and learning activities effectively and improve the students' reading competence. The process of developing the English local wisdom-based reading materials, and the quality of the designed reading materials in the form of digital media using Flip PDF Pro software examined by the language expert judges and EFL teachers. In this phase there were two aspects concerned namely; first, the reading contents provided in the designed reading materials and second, presentation aspect. The analysis conducted deeply in order to evaluate the designed reading materials through evaluation checklist and prove the effectiveness of the designed reading materials using Flip PDF Pro application. After conducting the validation, it is revealed that the reading content that was designed using Flip PDF pro application was feasible for the EFL undergraduate students of Faculty of Social and Political Science because first, the reading materials based on local wisdom can make them engaged in the language learning and interested in learning the reading materials that enlightened the Bantenese local wisdom. Second, students feel curious to read the Bantenese history in the form of reading passages that can educate students how to preserve the local wisdom.

To find out how effective the reading materials based on local wisdom in the EFL teaching and learning process, the researchers conducted the evaluation. Students' reading skill were evaluated with paired sample test. The result of students' learning outcome has already proven Sig (2 tailed) was lower than 0,05 that the digital reading materials design can effectively improve their reading skills. This is obviously revealed that H_a was accepted, the average of post-test evaluation was significantly better than pre-test. Therefore, it can be concluded that the reading materials design in digital form using Flip PDF Professional application can effectively engage the students in the reading activities and improve their reading ability.

IV. Conclusion

Based on the developmental research that has been carried out and the discussion which has been explained previously, it can be sum up that the results of the validation by expert judgment and EFL teachers on the reading materials based on local wisdom included in very good and feasible to use in the EFL language classroom especially for reading activities. From the results of evaluation above can be suggested for further research as following: 1) the digital reading materials designed effectively can be directly used through a smartphone without having to be connected to the internet, 2) it can be continued with the development research that might be related to other teaching materials such as HOTS-based learning approach, and 3) doing research and development using Flip PDF Professional as the applicable software for the EFL teaching and learning activities can used to apply for other language competences and learning materials.

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