



# Making Pocket Books Based on Local Wisdom to Increase Students' Interest in Learning

Gina Zahra<sup>1</sup>(✉), Handoko<sup>1</sup>, Dwi Yulianti<sup>2</sup>, and Ryzal Perdana<sup>2</sup>

<sup>1</sup> Student Faculty and Education, Lampung University, Bandar Lampung, Lampung, Indonesia  
Ginazahra21@students.unila.ac.id, Handoko@fkip.unila.ac.id

<sup>2</sup> Teacher Faculty and Education, Lampung University, Bandar Lampung, Lampung, Indonesia  
{Dwiylianti,Ryzalperdana}@fkip.unila.ac.id

**Abstract.** Teaching materials are one of the supporting factors for achieving learning objectives. This is related to the use of appropriate and varied teaching materials in the learning process which has the potential to reduce student passivity in class. The purpose of this article is to compile teaching materials based on local wisdom to increase students' interest in learning. This local wisdom-based textbook preparation method was developed using the ADDIE model. The findings obtained in this study are the structure of locally based teaching materials using the ADDIE development method. Based on the results that have been prepared teaching materials based on local wisdom can potentially increase student interest in learning.

**Keywords:** Pocket Book Making · Local Wisdom · Interest in Learning

## 1 Introduction

Education is one of the most important elements in human life which is a process of developing one's personality for life (lifelong education) to receive influence and develop oneself so that it cannot be avoided by humans because education guides humans to achieve a better generation [1]. According to law number 20 of 2003 on the national education system's chapter I, article 1, the problem with education is that it is a deliberate and planned effort to create a learning environment and learning process for students to actively develop their potential to have the intelligence, personality, noble character, and ability needed in the life of society, nation, and state.. One of the tangible outcomes of doing anything is implementing instruction in line with the 2013 curriculum.

According to Permendikbud No. 70 of 2013 from the Ministry of Education and Culture, The 2013 curriculum has to be flexible enough to accommodate changes in science, technology, culture, and the arts that could pique students' interests and enhance their ability to apply them successfully. Students must also be required to apply what they learn in class to the community. According to the previous curriculum's objectives, promoting cultural education and local excellence allows educational units to create competences that are in line with student characteristics, enabling instructors to be able to facilitate learning by using local knowledge as a learning resource [2].

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Additionally, in order for students to uncover the finest ideas, theme learning approaches necessitate student participation, therefore teachers must be able to provide an engaging learning environment [3]. It can be concluded that the curriculum acts as a medium to develop regional culture. It may thus be claimed that the curriculum gives students the chance to interact with and turn local cultural values into cultural values that are employed in everyday life, as well as to learn from the local culture a range of important ideas [4].

Given how quickly science and technology are evolving right now, digital pocket books are the ideal invention for ensuring that kids have the necessary hard and soft skills to create a generation of excellent workers [5]. According to [6], A pocket book is a little book that is simple to carry around and put in a pocket. From the definitions given above, it can be inferred that a pocket book is a compact book that has words and images in the form of directions or instructions about science that is portable and convenient to take around. Pocket books can be used as a learning resource to make it easier for students to learn the subject matter. Meanwhile, according to [7] pocket books can grow the potential of independent learning participants because pocket books are used as an intermediary for delivering subject matter information in one direction. By presenting concise and clear material and adding questions that can train students' knowledge. This is influenced by the content of the learning media used by teachers and students previously that are not sufficiently related to the circumstances around students such as culture and local wisdom.

The pocket book based on local wisdom in this study is intended to increase students' interest in learning so that learning becomes more active, and this pocket book can make students interested in the learning process in class. Local cultural wisdom According to [8] said that wisdom (local genius) as a whole includes, maybe even can be considered the same as cultural identity which can be interpreted as the cultural identity or personality of a nation. [9] he argues that the three key qualities of local knowledge are: 1) the ability to live in alien cultures; 2) the capacity to accept components of foreign cultures; and 3) the capacity to incorporate elements of foreign cultures into the native culture. 4) Capable of overseeing and giving guidance to cultural development. This is the same as understanding interest in learning as an impulse in a person, which causes the choice of an object that is profitable, pleasant, and will bring satisfaction to him. The use of pocket media in this study is anticipated to boost students' motivation or interest in studying; yet, even without the usage of these media, students may still be affected psychologically. As a result, it is anticipated that pupils' enthusiasm in studying would grow.

## 2 Research Methods

The Research and Development development technique will be used for the research. R&D refers to a procedure or series of actions used to create or enhance a product. The ADDIE Model will be used in studies on the creation of instructional materials based on local wisdom. This strategy was chosen based on the researcher's thoughts for putting together instructional materials that have the ability to boost students' interest in learning with regional themes through straightforward phases in the form of analysis, design, development, implementation, and evaluation. The advantage of this model is

seen from the systematic work procedures, every step that will be taken always refers to the previous steps that have been corrected so that it is hoped that an effective product can be obtained [10].

### 3 Results and Discussion

This research activity uses the ADDIE manufacturing research method developed by Dick and Carry. The type of ADDIE creation is used because it is the recommended model for making learning tools. This model was chosen because it is simple to grasp, and it has been programmatically designed with systematic actions to address learning issues connected to instructional materials that are appropriate for children's needs and traits. Teaching resources are one of the things that ADDIE focuses on creating for educational reasons. Analysis, Design, Development, Implementation, and Evaluation are the five processes that make up this methodology [11] (Table 1).

#### *A. Analysis At this Stage*

The researchers first conducted preliminary research in several schools that were used as research samples to collect as much data as possible regarding the problems faced by teachers in the learning process in the classroom. Data about the problem include observations and interviews. After the problem is obtained, the next step is to analyze (analyze) to describe the causes of the problem, including the following: a) material analysis, b) job analysis, c) needs analysis, and d) student characteristics analysis.

#### *B. Design At this Stage*

The researcher continued after conducting the analysis and then proceeded to the second stage, namely the design stage. The design stage consists of four main steps, namely: a) Determining Core Competencies (KI), Basic Competencies (KD), and Indicators, b) making flowcharts, c) collecting materials and drawings, d) selecting testing strategies and compiling tests. This stage aims to design a pocket book based on local wisdom.

*C. Development The procedures carried out at the stage of making teaching materials in this study are as follows:*

##### *a) Building Content.*

The subject matter being discussed here is crucial in capturing students' attention while they are building their knowledge since it is realistic and includes video content, resources, story questions, and other things to meet learning goals.

##### *b) Selecting or Developing Supporting Teaching Materials.*

Teaching materials that are selected or developed to help students include visuals and materials.

##### *c) Developing a Guide for Learners.*

The guide for students consists of a title, a creation profile, an introduction, a table of contents, a core guide in the form of basic questions related to each sub-material, a list of references, and so on.

**Table 1.** General Procedure of Teaching Material Design with ADDIE

ADDIE Model Stages	General Procedure of Teaching Material Design with ADDIE		
	Draft	Procedure	Stage Results
Analysis	Identify causes of gaps/problems	<ol style="list-style-type: none"> <li>1. Check for existing gaps/problems.</li> <li>2. Determine learning objectives.</li> <li>3. Informing prospective users of teaching materials.</li> <li>4. Identify available resources.</li> <li>5. Determine potential delivery systems.</li> <li>6. Develop a manufacturing project plan.</li> </ol>	Analysis conclusion
Design	Verify the material that users want to master through appropriate media and testing methods.	<ol style="list-style-type: none"> <li>1. Create a flowchart</li> <li>2. Develop the initial product.</li> <li>3. Determine the final format of the product</li> <li>4. Create a testing strategy.</li> </ol>	Initial Product
Develop	Create and validate teaching materials or learning resources.	<ol style="list-style-type: none"> <li>1. Build content.</li> <li>2. Select/develop supporting teaching materials.</li> <li>3. Develop a guide for teachers.</li> <li>4. Perform formative revision.</li> </ol>	Media or learning resources.
Implementation	Prepare a learning environment and student involvement.	<ol style="list-style-type: none"> <li>1. Preparing teachers.</li> <li>2. Prepare students</li> </ol>	Implementation strategy.
Evaluation	Assess the quality of learning processes and products, before and after implementation.	<ol style="list-style-type: none"> <li>1. Determine the evaluation criteria.</li> <li>2. Choose an evaluation tool.</li> <li>3. Conduct an evaluation.</li> </ol>	Evaluation plan.

#### *d) Perform Validation.*

Expert validation is the stage where the researcher asks for expert help to assess the initial product based on predetermined criteria. Expert validation of a teaching material can involve content, linguistic and graphic feasibility experts.

#### *e) Doing Formative Revision.*

Procedures aim to revise instructional products and processes that have been implemented prior to implementation. There are three stages in formative evaluation, namely one-on-one trials, small group tests, and field tests.

*D. Implementation. There are two general procedures in the implementation phase, which are as follows:*

#### *a) Preparing Teacher.*

Determining the teacher to be a partner in the implementation of teaching materials in the classroom, previously the teacher has been given directions regarding the implementation of the product that has been developed.

#### *b) Preparing Students.*

Preparing students, namely providing direction to students before carrying out the implementation.

#### *C. Evaluation*

Evaluation is assessing the quality of the developed media related to the learning process and results, both before and after the implementation of this evaluation stage, an evaluation plan is produced. The evaluation stage in the ADDIE model generally consists of three procedures, notably formulating assessment standards, choosing evaluation instruments, and doing evaluations.

Before being given treatment and student achievement scores on writing competence after being given treatment. Differences in learning achievement scores are commonly referred to as differences in pretest and posttest scores.

## **4 Conclusion**

Based on the outcomes of creating instructional materials based on local knowledge using the ADDIE development model, has been successful in creating the right syntax for creating instructional materials by adhering to a number of feasibility principles for content, presentation, design, development, and evaluation. It is intended that by using instructional materials based on local knowledge, students would be more interested in learning.

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