

DEVELOPMENT OF INDONESIAN LANGUAGE TEXTBOOKS BASED ON ETNOPEDAGOGI AT THE STATE HINDU INSTITUTE OF TAMPUNG PENYANG PALANGKA RAYA

Yuni Permata^{1*}, Ida Bagus Putrayasa², I Wayan Rasna³, I Made Sutama⁴

^{1,2,3,4}Ganesha University of Education, Singaraja Bali, Indonesia

¹yuni.permata@undiksha.ac.id

²ib.putrayasa@undiksha.ac.id

³wayan.rasna@undiksha.ac.id

⁴made.sutama@undiksha.ac.id

*Corresponding author: yuni.permata@undiksha.ac.id

Abstract: This research is in the context of developing Indonesian language textbooks based on Borg and Gall etnopedagogi model. Validity testing involved 2 lecturers and 40 people divided into 2 groups of students at the "State Hindu Institute in Tampung Penyang Palangka Raya Central Kalimantan". Validity analysis techniques used the Lawshe method and product moment analysis. Effect Size (ES) analysis used pretest and posttest data. The results of the study were (1) The development of Indonesian language textbooks based on etnopedagogi can improve learning achievement as evidenced by the pretest results from 65.15 to 93.95 in the posttest, an increase of 28.80% was significant category (2) The development of Indonesian language textbooks based on etnopedagogi meets content validity as shown in the average CVR of 92.73% in the very high category, (3) The development of Indonesian language textbooks based on etnopedagogi is very effective as shown by the T-Test of 8.965 and Effect Size (ES) of 1.417. It can be concluded that the etnopedagogi-based Indonesian language textbook product from the development results is effective for use as lecture material.

Keywords: Indonesian Language Textbook, Etnopedagogi

INTRODUCTION

Indonesian language is very much needed in daily communication between individuals, even as a unifier between regions in Indonesia, using Indonesian means showing a high sense of love for the homeland. To communicate with people from other regions will be easy if you use Indonesian. Communication is an activity with the aim of mastering the meaning of words that are understood by others. Indonesian people should use correct Indonesian as a form of love and unity of the nation [1]. Therefore, everyone needs to understand Indonesian by studying through formal education in order to have the correct language insight. But in fact, only a few students can speak Indonesian correctly.

Indonesian language is determined as a basic course with the aim of strengthening language skills and becoming a means of personality formation. Learning a language is not just memorizing words and adding to the vocabulary that has been remembered, but it contains the intent and purpose that must be achieved, namely the need to communicate with the future that continues to experience information development. The success of a language teacher is determined by competence, the ability to motivate students in speaking correctly, having a positive attitude, fostering an increased interest in reading, and a strong desire to develop increasingly advanced knowledge.

Indonesian language is determined as a basic course with the aim of strengthening language skills and becoming a means of personality formation. Learning a language is not just memorizing words and adding to the vocabulary that has been remembered, but it contains the intent and purpose that must be achieved, namely the need to communicate with the future that continues to experience information development. The success of a language teacher is determined by competence, the ability to motivate students in speaking correctly,

having a positive attitude, fostering an increased interest in reading, and a strong desire to develop increasingly advanced knowledge [2].

The current phenomenon among students clearly shows that students' knowledge of culture is still minimal, especially those related to local wisdom, lecturers need teaching materials containing local wisdom in Indonesian language books that are rarely found, and textbooks used to teach Indonesian containing local wisdom in Central Kalimantan are rarely obtained, so that learning facilities for Indonesian are limited. Likewise, textbooks that are the main reference used as learning resources. Thus, students take sources that are not contextual to the local environment so that their learning outcomes are not optimal. The expected textbooks containing local wisdom to facilitate understanding of the concept of Indonesian language based on ethnopedagogy do not yet exist in their surroundings. Moreover, with the increasingly sophisticated conditions of information development, it is felt that there are very few textbooks based on ethnopedagogy to strengthen cultural values that must be preserved by the next generation.

The problem that arises is that learning materials containing local wisdom have not been implemented optimally. Ridwan (2014) explained that so far learning materials containing local wisdom have not been fully integrated holistically and integrative as a new force in the education system in Indonesia. In agreement with this, Yunus (2014) said that national character education through learning containing local wisdom is very necessary to be realized. The formation of a strong and dignified national character can be realized, among other things, by integrating cultural values that are local wisdom contextually (Prapnuwanti & Danuwanti, 2022).

Instilling a sense of love for culture and local wisdom through learning is stated in Law No. 20 of 2003 on Education in Article 36 paragraph 3 which states that the learning process must pay attention to the potential of regional culture and the closest surrounding environment. In order to realize this mandate, every learning material must contain local cultural excellence. The ethnopedagogi-based learning model by highlighting local culture is very important to implement because Indonesia is a very diverse nation, has a variety of tribes and cultures as unique riches that must be preserved. In addition, there is a current of globalization due to technological developments that have an impact on the erosion of local culture which is the nation's wealth (Iryanti, 2017). Local wisdom is one of the identities or personalities of the nation, local culture in the region needs to continue to be preserved with full strength and in a wise manner, therefore a high will is needed for each young generation to maintain it and this will cause our nation to be able to maintain local culture from the erosion of the development of modern cultural globalization which leads to negative behavior. The national personality which is manifested in local culture which contains positive values and a strong outlook on life in society must be maintained so that there is no shift in cultural values (Pesurnay, 2018).

Indonesian as one of the compulsory subjects that must be taught at all levels of education including lectures at universities is a strategic policy in addition to improving language skills in communication, also as a medium to instill national personality by integrating local cultural content that develops in each region so that a sense of love for the homeland and nation is created (Akhir, 2017). Gunawan's research (2020) entitled "Development of Indonesian Language Course Textbooks Based on Character Education and Oriented to Local Wisdom. This study has similarities in its discussion, namely regarding local wisdom, however, what is discussed is local wisdom in general, while the research reviewed concerns local wisdom in Central Kalimantan.

Based on the problems and the importance of instilling local wisdom values in learning activities and the very limited availability of Indonesian language textbooks containing local

culture, it is necessary to conduct research to develop textbooks that focus on Indonesian language courses based on Etnopedagogi, local wisdom of the Dayak tribe of Central Kalimantan, and the development of textbooks that include teaching materials, semester learning plans and student worksheets based on etnopedagogi. The purpose of the research is to design Indonesian language textbooks based on Etnopedagogi, test the validity of Indonesian language textbooks based on Etnopedagogi and determine the effectiveness of Indonesian language textbooks based on Etnopedagogi at the " Institute State Hindu in Tampung Penyang Palangka Raya". While the specific product of the research is an Indonesian language textbook based on ethnopedagogy to be used as a means of independent and flexible learning, easy to use and can be carried at any time other than during learning.

LITERATURE REVIEW

Indonesian as a means of communication between people aims to be able to understand each other's conversations and the meaning of information from one person to another smoothly [3]. Therefore, Indonesian language textbooks must be able to realize the function of language, namely being used to communicate well by all Indonesian people. Textbooks are one of the materials that can be used in the learning process which has an important meaning. The development of Indonesian language textbooks based on etnopedagogi aims to maintain local culture that is extinct due to current technology, rapid development in various regions has faded the community's understanding of local wisdom that must continue to be maintained (Sularso, 2016). In addition, the textbooks prepared must be able to implement educational values so that they are useful for building the character of the nation's generation [4] must be able to function for etnopedagogi-based education [1]. In addition, learning materials will be meaningful if they are linked to local content that is contextual to the local environment [5]. Indonesian language textbooks based on etnopedagogi containing local culture contain noble cultural values, including advice on goodness, cooperation, harmony, mutual assistance, concern for the environment, love for the homeland, unity, tolerance and others.

The materials in the Indonesian language textbook based on etnopedagogi are (1) *Karungut*, one type of traditional music of the Dayak tribe and is currently rarely used in traditional events. This unique tradition is in the form of oral literature in the form of pantun which is sung and accompanied by a lute or other musical instruments such as an organ. The values of local wisdom contained in it are values of virtue expressed in poetry, stories of various legends, and the existence of advice pantun to remind someone to live a better life. (2) *Huma Betang*, is a large and long traditional house of the Dayak tribe which can be inhabited by more than a hundred people. This house was built by ancestors through mutual cooperation and together. The values of local wisdom contained include moral values, customary law, togetherness, tolerance, harmonious coexistence and other good habits. (3) *Pahewan*, is a sacred forest for the Dayak people who believe in the forest as a means of fulfilling daily needs, rituals and especially for safety and survival now and in the future. They believe that destroying the forest will result in a disaster for the lives of the community. The occurrence of landslides and floods due to human actions that do not take good care of the forest. The people of Central Kalimantan have customs and cultures that are very large and have extensive values, but along with the progress of the times, various ways to preserve them have faded, this is influenced by the internal and external factors of the indigenous people.

METHOD

3.1. Research Design

This research is development research to produce new products and test the effectiveness of the product. The research conducted was to develop an Indonesian language textbook based on ethnopedology and then to be applied to lectures. The design of this research uses the Borg and Gall model which consists of ten stages, then simplified into 8 like the research conducted by Susanti (2018); Rahman (2018) and Listiani (2021). The stages are; (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Validity of textbook, (5) Revision of validity results (6) Operational field testing (7) Final product revision, (8) Dissemination and implementation.

3.2. Subjects and Research Samples

The subjects of this study consisted of 2 people, namely 1 expert in teaching material content and 1 language expert. For class A students 20 people and class B 20 people, the total number is 40 third semester students of the Hindu Religious Education Study Program, Dharma Acarya Faculty at the Tampung Penyang State Hindu Institute of Palangka Raya.

3.3. Data Collection Techniques

Data collection in this study was carried out through field observations, interviews, distributing questionnaires and conducting tests. Researchers conducted observations of general conditions actively, in addition to conducting interviews with certain students and providing questionnaires to lecturers and students to obtain the information and data needed. Then conducting a pretest to students with Indonesian language material based on ethnopedagogi packaged with the local culture of the Dayak tribe of Central Kalimantan.

3.4. Data Collection Instruments

A research instrument is a tool for collecting data or a measurement tool to produce objective information and can be given in the form of words or numbers Sugiono (2016). The research instruments are interviews, questionnaires and tests for pretest and posttest

The instruments used in this study were first validated by experts who had been appointed for 3 aspects of the assessment, then the CVR degree was calculated using the Ayre and Scally formula. Based on the results of the CVR calculation, the instrument was declared valid as shown in the table below

Table 1. CVR Results of Research Instruments

No.	Aspect	Validator		Result
		V-1	V-2	
1.	Content/Material	valid	valid	25 items, all valid
2.	Language	valid	valid	20 items, all valid
3.	Graphics	valid	valid	15 items, all valid

3.5. Instrument Item Validity Test

After the instrument is declared valid, it is then tested on other students who are not samples. Data analysis by looking at the coefficient on the product moment correlation from Karl Pearson with SPSS. The correlation coefficient (rxy) is declared valid if the r-count

value is greater than the r-table (Sugiyono, 2014). The results of the instrument item validity test are shown in the table below.

Table 2. Recapitulation of Instrument Item Validity Test Results

No.	Aspect	Number of Items	Pearson Correlations	Sig. < 0,05	Result
1.	Content/Material	25	0,503 – 0,883	0,010 - 0,000	valid
2.	Language	20	0,448 – 0,954	0,013 - 0,000	valid
3.	Graphics	15	0,537 – 0,878	0,018 - 0,000	valid

3.6. Instrument Reliability Test

Reliability is the consistency and reliability of the research instrument as seen from the magnitude of the coefficient on the Cronbach Alpha value from the SPSS application calculation. The instrument reliability standard follows Kerlinger's theory (1998), namely the reliability or consistency of Cronbach Alpha is greater than 0.70. The results of the instrument reliability test are greater than 0.70 in the high category as shown in table; 3 below.

Table 3. Summary of Instrument Reliability Test Results

No.	Aspect	Cronbach's Alpha	Result
1	Content/Material	0.835	high
2	Language	0,873	high
3	Graphics	0,827	high

Based on the results of the validity test of the instrument items and the reliability of the instrument that has been carried out, it is stated that the research instrument for Indonesian language textbooks based on etnopedagogi is valid and reliable.

3.7. Data Analysis Method

Data analysis techniques based on research objectives, research design and types of data and research procedures to produce new products of Indonesian language textbooks that are suitable for etnopedagogi-based learning use the following research methods.

3.8. Textbook Design

The design is implemented according to the correct procedure in the development of Indonesian language textbooks based on etnopedagogi consisting of 3 stages; (1) First Stage, conducting an analysis of the curriculum, syllabus, Semester Learning Plan and teaching materials against the Competency Standards and Basic Competencies and their indicators (2) Second Stage, identifying teaching materials based on etnopedagogi by integrating the local culture of the Dayak tribe of Central Kalimantan according to the measurable Basic Competencies (3) Third Stage, Creating a prototype for the development of Indonesian language textbooks based on the local wisdom of the Dayak tribe of Central Kalimantan based on the results of the analysis.

3.9. Textbook Validation Analysis

The method used to obtain good quality textbooks is to validate them by experts on content or material validation, language and graphics which aims to minimize errors in the developed textbooks before they are used in the learning process. The analysis technique used to validate and assess this textbook is to distribute validation questionnaires to material experts, language experts and graphics experts.

3.10. Analysis of Textbook Effectiveness

The method used to measure the effectiveness of textbooks is by conducting a test conducted before the treatment (pretest) which is compared with the test results after being given the treatment (posttest) namely using a development product book. To test the effectiveness of Indonesian language textbooks based on etnopedagogi, manual calculations are used, namely the N-Gain effectiveness formula. The effectiveness test uses the N-Gain Score test by calculating the difference between the pretest and posttest values. The N-Gain score formula is as follows.

$$N\text{-Gain} = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Ideal score} - \text{retes score}}$$

Next, to determine the effective score classification, the criteria that have been set are used to interpret the obtained value. (Hardiyantari, 2017). The criteria for the effectiveness classification standard are as in table 4 below.

Table 4. N-Gain Value Classification

Value	Category
$(N\text{-Gain}) \geq 0,7$	high
$0,7 < (N\text{-Gain}) \leq 0,3$	medium
$(N\text{-Gain}) < 0,3$	low

RESULT

4.1. Products of Indonesian Language Textbooks Based on Etnopedagogi

At this stage, development was carried out on the prototype as a design and framework for the textbook that had been prepared. The parts of the textbook began with mapping the Standard Competencies and Basic Competencies with Central Kalimantan Local content. Then, making product specifications for developing Indonesian language textbooks based on etnopedagogi regarding the content, language used, appearance and illustrations, as in the table below.

Table 5. Development of Indonesian Language Textbooks Based on Etnopedagogi

No.	Element	Description
1.	Content characteristics	The specific product of the research is a book as an Indonesian language teaching material based on etnopedagogi for independent and flexible learning, easy and can be carried anytime other than during learning. This book contains an introduction, material content, simulations, interesting exercises or quizzes. The Indonesian language teaching book based on etnopedagogi with a background in the local wisdom of the Dayak tribe of Central Kalimantan includes; (1) Karungut, one type of traditional music of the Dayak tribe and is currently rarely used in traditional events.

No.	Element	Description
		This unique tradition is in the form of oral literature in the form of pantun which is sung and accompanied by a lute or other musical instruments such as an organ. The values of local wisdom contained in it are the values of virtue expressed in poetry, stories of various legends, the existence of advice pantun to remind someone to live a better life. (2) Huma Betang, is a large and long traditional house of the Dayak tribe which can be inhabited by more than a hundred people. This house was built by ancestors through mutual cooperation and together. The local wisdom values contained include moral values, customary law, togetherness, tolerance, harmony in living side by side and other good habits. (3) Pahewan, is a sacred forest for the Dayak people who believe in forests as a means of fulfilling daily needs, rituals and especially for safety and survival now and in the future. They believe that destroying forests will result in disasters for people's lives. Landslides and floods occur due to human actions that do not take good care of the forest.
2.	Language	Using standard Indonesian, using correct spelling and punctuation, straightforward language, for foreign terms or terms from regional languages explained through a glossary.
3.	Book appearance	The book cover is made to describe the contents of the textbook, given a picture that shows the typical culture of Central Kalimantan, namely 3 types of local wisdom that will need to be preserved. The background of the beautiful Central Kalimantan region. The choice of colors is adjusted to attract students and however the colors chosen are soft colors so that they are beautiful to look at. The front cover contains the title, author and publisher while the back contains the author's biography and the publisher's identity.
4.	Illustration	Illustrations are made based on the contents of the book developed by the author, according to the characteristics of students including the use of fonts and font sizes that make it easy for anyone to see and read them. A5 paper size or general book size with good paper quality so that it is not easily torn. In this developed book, it is also necessary to include images related to the types of local wisdom that are used as local content so that readers are interested and can easily understand.

4.2. Results on Content Validity

The developed book product has been validated by experts, namely those related to material or content, language experts and graphic experts, the results are as in table 6 below.

Table 6. Results on Content Validity

No.	Aspect	CVR (%)	Category
1.	Content/Material	96,3	Very high
2.	Language	95,4	Very high

3.	Graphics	86,5	High
Average		92,73	Very high

Based on Table 6 above, it is stated that the Indonesian language textbook based on etnopedagogi developed is declared valid by all validators. The validation results of the material expert obtained a CVR of 96.3% (very high), the language expert obtained a CVR of 95.4% (very high) and the graphic expert obtained a CVR of 86.5% (high). It can be concluded that the Indonesian Language textbook Based on Etnopedagogi is shown in the average content validity of 92.73% in the category is very high.

4.3. Results on Effectiveness Test

Based on statistical data, the average pretest value is 65.15 while the posttest value is 93.95. It is known that $\sum X = 3312$ and $\sum X^2$ is 284314.37 While M is 82.79 with μ 60. To calculate the effectiveness, the t-Test formula is used as follows.

$$t = \frac{82,79 - 60}{\sqrt{\frac{284314,37 - \frac{(3312)^2}{40}}{40 \times 39}}}$$

$$t = \frac{22,79}{\sqrt{\frac{10080,77}{1560}}}$$

$$t = \frac{22,79}{2,542}$$

$$t = 8,965$$

Then test to determine ES with the formula

$$ES = 8,965 \sqrt{\frac{1}{40}}$$

$$ES = 1,417$$

Based on the standard categorization of effectiveness, it is explained that if $ES > 0.8$ then the effectiveness category is high. In this study, the ES value of 1.417 was obtained, which is classified as high effectiveness. Thus, it is stated that the Indonesian Language textbook Based on etnopedagogi has a high effectiveness category.

DISCUSSION

In this section, it is discussed in detail based on information and research data from observation results, interview results, data collection results from questionnaires, and the results of the initial test (pre-test) and the results of the final test (Post-test) which were analyzed as well as references that support the research are explained as follows.

5.1. Product of the Development of Indonesian Language Textbooks Based on Etnopedagogi

The prototype of the textbook developed in this study is the Indonesian Language textbook Based on etnopedagogi packaged with an attractive appearance for students, accompanied by exercises and quizzes, and contextual based on local cultural values that

contain educational elements. The textbook resulting from the development of this study is in accordance with the characteristics and provisions of national books. A quality book must have good content, language, presentation and graphic suitability [6]

The feasibility aspect of the content of the Indonesian language textbook based on etnopedagogi is good and very feasible. This textbook is in accordance with the Core competencies and Basic competencies associated with local wisdom which contains an explanation of the local culture of the Dayak tribe of Central Kalimantan, explains the educational values contained therein and how to implement them and is equipped with exercises and quizzes that attract reading interest. The local cultural content of the Dayak tribe is inserted in the form of images or materials that are contextual and close to the local environment and in accordance with the characteristics of students [7]. The learning of Indonesian language in this textbook is; using standard Indonesian language, spelling and punctuation carefully, clear language and adapted to language material for higher education [8]. This is in accordance with the provisions of language eligibility for books set by the government, namely books that use sentences according to standard Indonesian language rules, use correct and clear terms according to the level of education, are communicative, and coherent (BNSP, 2016). The appearance of the book cover is made to describe the contents of the textbook, given images that show the typical culture of Central Kalimantan, namely 3 types of local wisdom that will need to be preserved [1]. The background of the Central Kalimantan region is beautiful. The choice of colors is adjusted to attract students and however the colors chosen are soft colors so that they are beautiful to look at. The front cover contains the title, author and publisher while the back contains the author's biography and the publisher's identity and illustrations are made based on the contents of the book developed by the author, according to the characteristics of students including the use of fonts and font sizes that make it easy for anyone to see and read them. A5 paper size or book size in general with good paper quality so that it is not easily torn. In this developed book, it is also necessary to include images related to the type of local wisdom that is used as local content so that readers are interested and easy to understand.

The etnopedagogi-Based Indonesian Language textbook product received very good assessment results and responses from 3 experts who had assessed the content, language and graphics stating that this book is worthy of being reviewed in terms of content, language and appearance or graphics. This is evidenced by the CVR value or the degree of agreement of the experts for all aspects of the assessment being in the valid category. Likewise, the response of users, namely lecturers and students, stated that the resulting textbook was easy to use and supported the achievement of Indonesian Language learning competencies.

Indonesian is a compulsory subject to learn from elementary school to higher education, because mastering correct Indonesian is an important part of communicating officially and in social interactions between residents in all regions in order to strengthen and not abandon the function of regional languages which are the nation's wealth [3]. Until now, the use of Indonesian has been hampered by the existence of slang that is often used by many people. Many students and college students have not mastered the use of good and correct Indonesian according to the rules. Indonesian at first glance seems easy, in fact, the use of correct Indonesian is often found to have errors in spelling, writing methods and does not follow the correct rules [9].

The essence of the independent curriculum which provides the freedom to develop learning contextually by linking it to local wisdom so that learning becomes meaningful. [10]. In this book, the learning material is linked to the local culture of the Dayak tribe, so that it becomes interesting and easy to develop Indonesian language learning. In addition, the function of language is also as one of the unifying media for the nation which is full of the

values of mutual cooperation, unity, harmony, togetherness and tolerance. Thus, this book is also very useful for those who read it [11]. This is in line with research on the development of books based on local wisdom which contain values that provide education to the nation's generation [12]; [13]

5.2. Validity of Indonesian Language Textbook Content Based on Ethnopedagogy

The Indonesian language textbook based on Ethnopedagogy that was developed has been tested for validity through an expert test procedure on the content/material aspects. Language and graphics. This test involved 3 experts with indicators adjusted to the assessment instrument. Determination of validity results using the Lawshe method. The results of the validity test on the textbook as a whole were declared valid by all experts as evidenced by the results of the material expert test of 96.3% in the very high category, the results of the language expert test of 95.4% in the very high category and the Graphics expert test of 86.5% in the high category. Overall, the results of the validity test of the contents of the textbook are valid as indicated by the average CVR from the material, language and graphics/media aspects of 92.73% in the very high category. The conclusion of the product Development of Indonesian language textbooks based on Ethnopedagogy reviewed from the aspects of material/content, language, and graphics based on the test results was declared feasible by all experts.

The validity test of the textbook carried out by experts showed the following things. (1) The material/content aspect illustrates that: the developed textbook has appropriate content because it is in accordance with the Competency Standards and Basic Competencies, is accurate and up to date, and supports learning; the textbook has appropriate presentation because of the presentation techniques, presentation support, and completeness of the presentation and has shown characteristics, as a textbook containing local culture and social character according to Central Kalimantan society [14]. (2) The language aspect shows a straightforward sentence structure, appropriateness to higher education level. The use of spelling and punctuation is in accordance with standard Indonesian spelling guidelines [15]. (3) The graphic aspect shows that; the book cover depicts the contents, images showing the Dayak culture typical of Central Kalimantan towards 3 types of local wisdom that need to be preserved, the background of the Central Kalimantan region, the color selection is adjusted to age to attract students. The front cover contains the title, author and publisher while the back contains the author's biography as well as the publisher's identity and the paper size are like the size of a book in general with good paper quality so that it is not easily torn. In this developed book, it is also necessary to include images related to the types of local wisdom that are used as local content so that readers are interested and easy to understand. Thus, overall, the product of the development of Indonesian language textbooks based on etnopedagogi is valid and suitable for use as a textbook.

5.3. Effectiveness of Implementing Indonesian Language Textbooks Based on Etnopedagogi

The product of developing Indonesian language textbooks based on etnopedagogi is effective for use in the learning process to improve mastery of Indonesian language, in addition to instilling a sense of love for the homeland in maintaining unity by implementing local wisdom contextually. This is evidenced by the results of the pretest test of 65.15 while the posttest value was 93.95, an increase of 28.80% was said to have increased significantly. Then, the N-Gain score of 82.79 was seen in the effective category. In addition, seeing the results of the t-test = 8.965 in the high effective category and the ES value of 1.417 which stated high effectiveness. The findings of this study indicate that the developed textbook is

very effective and worthy of use as a textbook. The results of the development of this textbook are in line with the findings of previous studies related to the effectiveness of learning modules in improving learning outcomes carried out [10]; [16].

In principle, learning Indonesian is to create language mastery that functions to communicate, in addition, in writing it must follow good and correct Indonesian language rules so as not to cause misunderstandings and writing errors. Not only that, in writing students must pay attention to correct language rules, not following others who are not necessarily correct according to Indonesian language rules [17]. Meanwhile, technological and computing advances have developed widely, making it easier for anyone to access information to innovate, while still adhering to the correct and proper procedures for writing Indonesian [6]

The competency of textbooks from research development also involves life skills in the 4.0 era developed by integrating education with the values of local wisdom of Central Kalimantan such as the values of advice, mutual cooperation, togetherness, caring for the environment, tolerance and belief in the blessings of the surrounding nature that should not be damaged [18]; [11]. The purpose of this study is to produce a product of developing an Indonesian Language Teaching Book Based on Ethnopedagogy that integrates the local culture of the Central Kalimantan Dayah tribe which is very interesting and easy to understand and requires contextual learning methods and materials according to the conditions and what is known in the surrounding area, this is in line with the research of M. Akhir (2017) who researched and reviewed Indonesian Language teaching materials based on character, has similarities with the development of teaching materials for Indonesian Language courses in universities, the difference lies in the research and development of study materials/teaching materials for Indonesian Language courses based on Etnopedagogi with local content from other regions, but the goal is to produce a profile of college graduates who have competencies in attitudes, knowledge, skills, general, and special skills, language skills such as listening, speaking, reading, and writing, the content of the study materials/teaching materials revolves around oral and written texts, and focuses on the social function of the text, text structure, and linguistic elements [8].

This is in line with the findings of previous research related to the effectiveness of Indonesian language textbooks based on etnopedagogi that integrate local wisdom conducted by Faskalia Senniatty Sarira et al., (2024) entitled "The Effect of Applying an Etnopedagogi Approach in Learning Indonesian Language at SMP Negeri 4 Sesean Satap". The results of this study indicate that the application of an etnopedagogi approach in learning Indonesian has a significant positive effect on improving learning outcomes as evidenced by the (t-test) t-count value of $6.713 > t\text{-table } 1.693$ and its significance is $0.000 < 0.05$. These results are in accordance with the answers of respondents who chose the answers agree and strongly agree. The conclusion of the study is that learning with an etnopedagogi approach has an effect or is very effective.

Another study by Amsaliagusnawati et al., (2024) entitled "Students' Ability to Understand Folk Poetry Through an Etnopedagogi Approach in VII SMP Negeri 1 Mamasa". The results show that the ability to understand folk poetry using an etnopedagogi approach in Indonesian language subjects is categorized as high. (2) Teachers' perceptions of the application of etnopedagogi in teaching folk poetry in Indonesian language subjects are as an approach that is suitable and in accordance with the characteristics of the environment of students who have a local cultural background and in accordance with the development of the times, this is also in line with research [19]; [20]. Based on the research results which are also supported by previous research, etnopedagogi-based textbooks are very effective.

CONCLUSION

The conclusion based on the results of the research and discussion is; (1) the product of developing Indonesian language textbooks based on etnopedagogi is very suitable to be applied because it is very contextual with local conditions that integrate local wisdom. (2) The development of textbooks has fulfilled the aspects of content and material related to local wisdom, linguistic and graphic aspects that are stated as valid. (3) The effectiveness of the textbook development book is in the high category, so it is very appropriate to the needs of lecturers and students in learning Indonesian. Simultaneously, it indicates that Indonesian language textbooks based on etnopedagogi are effective so that they can be used as Indonesian language lecture materials.

REFERENCES

- [1] F. S. Sarira, A. Baan, and D. Gasong, "Pengaruh Penerapan Pendekatan Etnopedagogi Dalam Pembelajaran Bahasa Indonesia," *J. Pendidikan, Sains Dan Teknol.*, vol. 3, no. 1, pp. 152–159, 2024, doi: 10.47233/jpst.v3i1.1550.
- [2] Undang-Undang Nomor 20, *Undang-undang Reuplik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003rd ed., vol. 1, no. 2. Jakarta, 2003.
- [3] A. Purnamasari and W. J. Hartono, "Pentingnya Penggunaan Bahasa Indonesia Di Perguruan Tinggi," *Jotika J. Educ.*, vol. 2, no. 2, pp. 57–64, 2023, doi: 10.56445/jje.v2i2.84.
- [4] D. S. Rahmawati, Ahmad Farohi, and Justika Ainun Mufti, "The Relevance of Papajar Local Wisdom with the Al-Qur'an in the Frame of Social Education as Ethnopedagogi in Cianjur Regency Society," *UInScof*, vol. 1, no. 2, pp. 1229–1243, 2023, [Online]. Available: <https://proceedings.radenfatah.ac.id/index.php/UInScof2022/article/view/1135>.
- [5] P. A. Susanti and S. Samad, "Ethnopedagogi In The Bakayab Hai Tradition," *J. Educ. Res.*, vol. 2, no. 1, pp. 41–47, 2024, [Online]. Available: <https://www.jer.or.id/index.php/jer/article/view/619%0Ahttps://www.jer.or.id/index.php/jer/article/download/619/423>.
- [6] S. Sumaryanti, "Inovasi Pembelajaran Bahasa Indonesia Dalam Kurikulum Merdeka Belajar Untuk Mewujudkan Profil Pelajar Pancasila," *J. Indones. Sos. Teknol.*, vol. 4, no. 1, pp. 47–55, 2023, doi: 10.36418/jist.v4i1.564.
- [7] M. Muzakkir, "Pendekatan Etnopedagogi Sebagai Media Pelestarian Kearifan Lokal," *J. HURRIAH J. Eval. Pendidik. dan Penelit.*, vol. 2, no. 2, pp. 28–39, 2021, doi: 10.56806/jh.v2i2.16.
- [8] S. Marselina, "Analisis Kesalahan Ejaan Bahasa Indonesia pada Artikel Ilmiah Mahasiswa STIE Alam Kerinci," *Sintaks J. Bhs. Sastra Indones.*, vol. 2, no. 1, pp. 101–106, 2022, doi: 10.57251/sin.v2i1.272.
- [9] D. Viora, E. Wahyuningsi, Y. Fitra Surya, and R. Marta, "Penerapan Pendekatan Whole Language dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar," *J. Pendidik. Tambusai*, vol. 5, no. 3, pp. 9379–9386, 2021.
- [10] N. D. Cahyawati, I. Sukmawati, and S. Prajoko, "Development of Ethnopedagogy-Based Reference Books on Mendut Temple Reliefs Vertebrate Sub-Materials," *Indones. J. Biol. Educ.*, vol. 6, no. 2, pp. 95–100, 2023, doi: 10.31002/ijobe.v6i2.849.
- [11] O. M. Abdullah, P. Bundu, and A. Saman, "The Fagogoru Ethnopedagogi Textbook Development: A Local Learning Resource for Elementary Schools in Central Halmahera," *Int. J. Integr. Sci.*, vol. 3, no. 7, pp. 709–722, 2024, doi: 10.55927/ijis.v3i7.10585.
- [12] U. Sugara and Sugito, "Etnopedagogi: Gagasan dan Peluang Penerapannya di

- Indonesia,” *J. Pendidik. dan Kebud.*, vol. 7, no. 2, pp. 93–104, 2022, doi: 10.24832/jpnk.v7i2.2888.
- [13] I. Nursima, Y. C. Lah, and N. A. T. Duong, “Ethnopedagogy in Primary Schools: Ethnographic Study in Thematic Learning at Ma’arif Setono Jenangan Ponorogo,” *J. Basic Educ. Res.*, vol. 3, no. 3, pp. 106–116, 2022, doi: 10.37251/jber.v3i3.896.
- [14] Ilfiandra and M. Saripudin, “Ethnopedagogy: Exploring Peaceful Traditions of Indonesia’s Sundanese Indigenous Communities,” *Educ. Peace through Countering Violence Strateg. Curric. Instr.*, pp. 114–134, 2023, doi: 10.4324/9781003383468-9.
- [15] A. Rachman, M. A. Setiawan, and H. Y. S. Putro, “The Implementation of Independent Learning-Independent Campus in the Guidance and Counseling Study Program,” *Bisma J. Couns.*, vol. 6, no. 1, pp. 56–65, 2022, doi: 10.23887/bisma.v6i1.42384.
- [16] N. Made and Y. Suranti, “The Trend Ethnopedagogy Research as Contribution in Elementary Science Learning in The Era of Industrial Revolution 4.0,” *J. Ilm. Profesi Pendidik.*, vol. 9, no. 1, pp. 642–652, 2024.
- [17] A. Melani and E. Gani, “Penerapan Implementasi Kurikulum Merdeka dalam Pembelajaran Bahasa Indonesia di SMP Negeri 16 Padang,” *Educ. J. Educ. Humanit.*, vol. 1, no. 2, pp. 23–32, 2023, doi: 10.59687/educaniora.v1i2.28.
- [18] N. Dirgantari and I. Cahyani, “Etnopadegogi: Pembelajaran Bahasa Dan Sastra Indonesia Di Kalangan Siswa Sekolah Dasar,” *Kibas Cenderawasih*, vol. 21, no. 1, pp. 15–20, 2024, doi: 10.26499/kc.v21i1.413.
- [19] A. Gunardi, A. Muhyidin, S. M. Leksono, and U. Jamaludin, “Ethnopedagogy as an approach to primary education,” *Cendikia Media J. Ilm. Pendidik.*, vol. 14, no. 6, pp. 654–661, 2024.
- [20] S. P. Bubun, R. Tanduk, and I. Fitriani, “Pendekatan Etnopedagogi dalam Sastra Lisan Toraja Ma’katia sebagai Media Pelestarian Budaya di Kecamatan Buntao,” *Indones. Res. J. Educ. Web*, vol. 4, pp. 550–558, 2024.