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Development of Local Wisdom-Based Literacy Modules for Reading Comprehension in Elementary School

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ABSTRACT

This research is motivated by 21st-century learning which is centred on patterns of students' reading literacy comprehension, which is linked to the concept of local wisdom as a strategy for implementing local wisdom-based reading literacy in the form of teaching materials or modules as an effort to build insight, knowledge, personality, mentality and morality for students. This study aims to develop local wisdom-based literacy modules that are feasible to use for teaching reading comprehension in elementary schools. This research is a Research and Development (R&D), using the 4-D Model (Define, Design, Develop, and Disseminate). The results of product validation data by media, material and language experts using percentage and category descriptive techniques to show the module's validity, practicality/feasibility. This research was carried out in an elementary school in Pekanbau. The results of the validation by the media expert validator and the material and language expert validator obtained a score of 0.848 in stage II and 0.924 in stage II, so it was categorized as very valid for use. The content and language validation results achieved a score of 0.578 in stage I and 0.800 in stage II, indicating a categorization ranging from valid to highly valid. The local wisdom-based literacy module testing yielded student learning results with an average score of 84.54, indicating excellent performance. The results of the student practicality test obtained an overall average of 90.67% and the teacher's practicality test of 88.33%. From the overall average practicality test, students and teachers are categorized as very practical and feasible to use or disseminate. Based on the data above, this research is expected to have implications academically, especially to elementary school as a reference source in developing literacy modules based on local wisdom in literacy learning.

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1. INTRODUCTION

Reading is an important aspect of life (Rahim, 2007). In class, learning cannot be separated from reading activities (Eryanti et al., 2021). Reading is one of the basic skills that every individual must have

in knowing, understanding and studying information in print media, electronic media and others (Hendrayani, 2018). Reading activities can make it easier for students to understand learning material and can absorb various information obtained from learning sources, including books, the internet and others (Jambi, 2019). In reading, students must first understand the relationship between reading and the content of a reading text (Mustofa et al., 2022). So in learning to read it is required to give students an understanding that when reading it is necessary to obtain an understanding of the contents of a text (Anjani et al., 2019). Therefore, it is necessary to implement reading comprehension learning to make it easier for students to understand the contents of reading texts in print media, electronic media, and others. Reading comprehension is one of the reading activities carried out to determine deep main points so that readers have their own satisfaction after reading a text or information in a medium (Ambarita et al., 2021). The existence of learning to read comprehension is needed by students in training their concentration and understanding of the reading texts they read (Puteri et al., 2022). So that this can have a positive impact on 21st-century learning that focuses on high-level understanding patterns.

21st-century learning is characterized by progress and the demands of the times. In the 21st century, education is becoming increasingly important and demands various skills that must be mastered by students (Pratiwi et al., 2019). Some skills such as critical thinking skills, problem-solving, innovation and creation, communication and collaboration certainly have achievements that are made by updating the quality of learning, especially in literacy skills (Hadiyanto et al., 2021). The Ministry of Education and Culture (2016) explains that in 21st-century learning, students are asked to have the ability to find out from various sources, formulate problems, think analytically and work together in solving a problem so that this will have a positive impact on students' patterns of understanding.

In the 21st century, learning also has four main principles, including (1) student-centred learning, student-oriented learning; (2) collaborative, able to collaborate with other people; (3) should have context, learning that has meaning and can be applied in everyday life; (4) integrated with society, schools as educational institutions must blend in with the community and social life to increase social sensitivity and concern (Samala et al., 2022). The existence of 21st-century learning that focuses on lifestyles that are oriented to the digital era, very broad sources of information, able to interact globally and broaden intellectual horizons is designed for the 21st-century generation to be able to keep up with the latest technological developments (Indarta et al., 2021). 21st-century learning must also have skills such as literacy skills to determine how one can process or select reliable information (Septikasari & Frasandy, 2018). Literacy as the basis for the development of effective and productive learning makes it possible for students to be skilled in finding and processing information that is much needed in a knowledge-based life in the 21st century (Surono & Haryanto, 2011).

Literacy is an ability related to reading, thinking and writing activities that aim to improve the ability to understand information critically, creatively and reflectively (Rusniasa et al., 2021). Literacy cannot be separated from the world of education (Kurniaman & Noviana, 2016). Literacy is a means for students to know, understand, and be able to apply the knowledge they get at school (Kurniaman et al., 2022). Literacy is not just a reading activity, but also the ability to obtain information from what has been read and summarize it (Kurniaman & Noviana, 2018).

Reading literacy in Indonesia is still relatively low. Based on data obtained from the Central Statistics Agency, the literacy rate for residents aged 15-24 in 2019 was 99.76%, and in 2020 it is 99.78% (Wibayanti et al., 2020). The data above shows that Indonesia has a very high literacy rate. However, when viewed from PISA survey data or the Program for International Student Assessment, for reading literacy in 2018, Indonesia scored 371 points. This means there is a decline in reading literacy in Indonesia compared to the previous year, namely in 2015 with a score of 397 points (PISA, 2019). by achieving a reading literacy score of 397 (PISA, 2019). Based on these two data, it can be used as a reference that the reading ability of Indonesians is relatively low and there is a need for improvement in the field of education, especially in the teaching and learning process applied by teachers (Kurniaman et al., 2022). Other countries have begun to emphasize research on reading literacy as an

implementation of the context of reading in social interaction (Reed et al., 2020). An increase in reading will be seen in the way the teacher provides direction in the form of motivation, samples and interesting learning studies for students (Meiklejohn et al., 2021). So the cultivation of reading literacy carried out by teachers to students can be combined with the concept of local wisdom which can contain interesting reading sources and be linked to conditions, customs, and the area where they live.

Local wisdom is the values that live in society, are believed to be true and become a reference in the daily behavior of local people (Nurafni et al., 2020). Local wisdom and education are complementary and mutually supportive. Education contains elements of local wisdom that can be implemented in developing reading and writing skills for the younger generation (Bakhtiar, 2016). The role of local wisdom in education can critically change and shape the mindset of the younger generation from an early age so that they will be able to respond to the phenomena they will face, and be able to determine what needs to be taken and what needs to be left behind for the progress of the nation (Marhayani, 2016) . The existence of local wisdom in an area such as values, norms, culture and customs can be created into readings that attract students' attention (Komariah & Kanzunuddin, 2022). Local wisdom will be a means of education for students who may no longer recognize the diversity of their regional cultures (Mujiwati et al., 2022). This can be a strategy in implementing local wisdom-based reading literacy in the form of teaching materials or modules as an effort to build insight, knowledge, personality, mentality and morality for students according to the character of 21st century learning.

This research is backed by multiple prior studies that are pertinent to the research variable. For instance, Anwar, Riminiati, and Suharjo (2017) conducted research demonstrating that the integration of learning modules with the concept of local wisdom in Sumenep Regency has the ability to captivate students' attention and facilitate their independent comprehension of reading material. (2) A study conducted by Zuliana (2010) demonstrated that utilising instructional resources for teaching children's stories rooted in West Kalimantan folklore aligns with students' requirements. This includes the suitability of the material's content and its presentation, resulting in an enjoyable Indonesian learning experience. (3) A study conducted by Yuniarti, Karma, and Istiningsih (2021) demonstrated that including learning modules based on local wisdom can effectively introduce cultural features and practises to students in the school environment. This approach enhances students' motivation to engage in reading and fosters their understanding of the culture-specific to their region. The research undertaken by Ernadi, Rusmawan, and Purnomo (2022) suggests that the utilisation of thematic learning modules rooted in indigenous knowledge aims to enable educators to deliver content on the distinctiveness of the local region, hence expanding students' understanding. (5) A study conducted by Julia, Nellitawati, Dahliana, Azima, and Yumna (2022) demonstrated that employing integrated theme learning modules can effectively enhance students' reading comprehension by fostering their critical thinking abilities.

Based on the statement above, the researcher can conclude that there is a need to develop a teaching material as well as a reading material in the form of a special module for reading literacy learning combined with readings that originate from local wisdom in the form of Riau provincial culture such as traditional games. So this research is entitled "Development of Local Wisdom-Based Literacy Modules for Learning Reading Comprehension in Elementary Schools". The formulation of the problem in this study is how to develop literacy modules based on local wisdom for teaching reading comprehension in appropriate elementary schools. The aim of this research is to develop literacy modules based on local wisdom for teaching reading comprehension in appropriate elementary schools.

2. METHODS

This research is Research and Development (R&D). According to Sugiyono (2015), the research and development method is a research method used to produce certain products and test the effectiveness of these products. The development model in this study uses the 4-D model type developed by S. Thiagarajan, Dorothy S. Semmel and Melvyn I. Semmel in 1974. This research model consists of four

development stage models, including (1) definition (defined); (2) planning (design); (3) development (develop); (4) dissemination (Sugiyono, 2015). The following is an explanation description of the research stages of the development of local wisdom-based literacy modules for teaching reading comprehension in elementary schools.

The first stage is the definition stage (define). At the definition stage, it is used in order to be able to determine and define needs in which it presents information related to the product that has been developed. In the definition stage, there are three steps, including (1) needs analysis; (2) curriculum analysis; (3) student analysis. The second stage is the design stage (design). The data collection technique used was an interview technique and the sources were the homeroom teacher of class V for needs and curriculum analysis, and three students for needs analysis of students.

The second stage is the design stage (design). At the design stage, the aim is to produce a design which will later be called the initial draft. The design stage aims to design or design literacy module designs based on local wisdom, make reading materials sourced from the local wisdom of Dumai City, namely the traditional games of tops, kites and *congklak*, and make activity tests and formative tests adapted to the subject matter of the Indonesian in class V.

The third stage is the development stage. At the development stage, it produce a product, namely a literacy module based on local wisdom for teaching reading comprehension in elementary schools. After the module has been developed, it will proceed to the validation test stage which will be tested on media expert validators, material, and language experts. The purpose of this product validation test is to obtain the result that local wisdom-based literacy modules for teaching reading comprehension in elementary schools are feasible to be tested or not. The instrument used for validating this product is a questionnaire that contains indicators adapted to the product. From the results of the validation later it will be used as material for improvement to get improvements to the modules that are currently in the development stage. After being tested for validation and revised according to criticism and suggestions for improvement by the validator, then proceed with limited field trials. The existence of a limited field trial will find out the practical results of using local wisdom-based reading literacy modules in elementary schools by giving practicality questionnaires to teachers and students.

The fourth stage is the stage of product dissemination (disseminate). At the product dissemination stage, the aim is to disseminate local wisdom-based literacy modules for learning reading comprehension in elementary schools. The distribution of products that are ready to be revised and tested will be disseminated to schools, namely the principal and three grade V teachers at SD Negeri 138 Pekanbaru.

3. FINDINGS

3.1. Defining Stage

3.1.1. Results of Needs Analysis

Based on the needs analysis that the researchers carried out through interviews with three homeroom teachers of class V, it was found that in the learning carried out by the teacher, the literacy program had been implemented. The implementation of the literacy program is very diverse, such as a reading corner in every corner of the class, literacy activities on Wednesdays carried out by the school principal and teachers in turn, and there is also a library and literacy mushroom tree as a form of support for the literacy program. In literacy learning itself, teachers have used modules sourced from government modules or from the internet. Reading materials that facilitate literacy learning have been implemented and facilitated by the school in the library. However, the module used was not specially created by the teacher in teaching reading literacy. This is evidence that there is a lack of attention and innovation by the teacher towards modifying the use of the modules being carried out. This statement is supported by Muzdalifah & Subrata (2022) that in learning, teachers need to develop media that can motivate students to read. Then Abidin (2021) explains that teaching materials such as modules

provided by the government must be more creative and developed so that the teacher's habit of presenting material from one source can be avoided.

3.1.2. Results of Curriculum Analysis

Based on the results of the interviews that the researchers obtained regarding the use of the curriculum, SD Negeri 138 Pekanbaru uses two learning curricula, namely the 2013 Curriculum for grades II, III, V and VI, and the Independent Learning Curriculum for grades I and IV. This is in accordance with the subject of the research trial where literacy module products based on local wisdom were tested on nine students in grade V who were still using the 2013 Curriculum. Then to determine basic competencies with indicators in literacy learning, where the teacher linked basic competencies to literacy learning are in thematic books with literacy concepts run by the school and will be integrated into the form of lesson plans. The selection of basic competencies is also adjusted to the literacy that will be used, such as material about reading descriptive texts connected to the concept of reading literacy so that it contains indicators that will be used and poured into the lesson plan. So based on the data above, the basic competencies and achievement indicators contained in the local wisdom-based literacy module are in table 1 below:

Table 1. Basic Competencies and Achievement Indicators in The Literacy Module

Basic competencies		Achievement Indicators	
3.1	Determine the main ideas in spoken and written texts.	3.1.1	Predicting the contents of local wisdom narrative texts based on titles and pictures.
		3.1.2	Reading local wisdom narrative texts.
		3.1.3	Proving the results of predictions from local wisdom narrative texts that are read..
		3.1.4	Write down the main ideas obtained based on the local wisdom narrative text that is read.
		3.1.5	Make a summary of the local wisdom narrative text read.
		3.1.6	Summarize the contents of local wisdom narrative texts that are read..
4.1	Presenting the results of identification of main ideas into written and spoken text orally, in writing, and visually.	4.1.1	Develop the main idea into a paragraph.
		4.1.2	Presenting the results of developing the main ideas in the form of paragraphs in front of the class.

3.1.3. Results of Student Analysis

Based on the results of interviews that the researchers conducted with three grade V students at SD Negeri 138 Pekanbaru about reading, the three students liked to read books, both story books and learning books. The library as a place of knowledge that is rich with a variety of books in fact does not attract students' attention, because the books presented are relatively minimal with story books, both folklore in an area and books that present it so that students feel not interested in reading in the library. Local wisdom as an educational tool should be able to be used by schools to become interesting reading material for students. The local wisdom-based literacy module is designed for the needs of students regarding teaching materials that lack reading material about local wisdom in Riau Province, especially in the City of Dumai. So that the existence of a local wisdom-based literacy module can be an effort to grow students' knowledge of local wisdom and be able to encourage teachers to be able to modify the learning modules provided by the government according to their respective creativity.

3.2. Design Stage

3.2.1. Results of Local Wisdom-Based Literacy Module Design

The design of developing local wisdom-based literacy modules is an effort to plan a module using the DRTA (Directed Reading Thinking Activity) strategy and linking it to learning Indonesian on the subject matter and connecting it with local wisdom reading texts of traditional games in Dumai City according to everyday life so that easily understood by fifth-grade elementary school students. This local wisdom-based literacy module is designed in the form of a printed module, equipped with a student identity sheet, instructions for using the module for students, a concept map containing KD and learning objectives linked to the DRTA strategy, content, activities learning, student worksheets, formative tests, bibliography and image sources. The contents of the material are combined with the subject matter which contains several learning activities with reading texts about the traditional games of tops, kites and *congklak* in Dumai City. Design and design literacy modules based on local wisdom using the Canva application. Following are some of the design results of the local wisdom-based literacy module, namely:

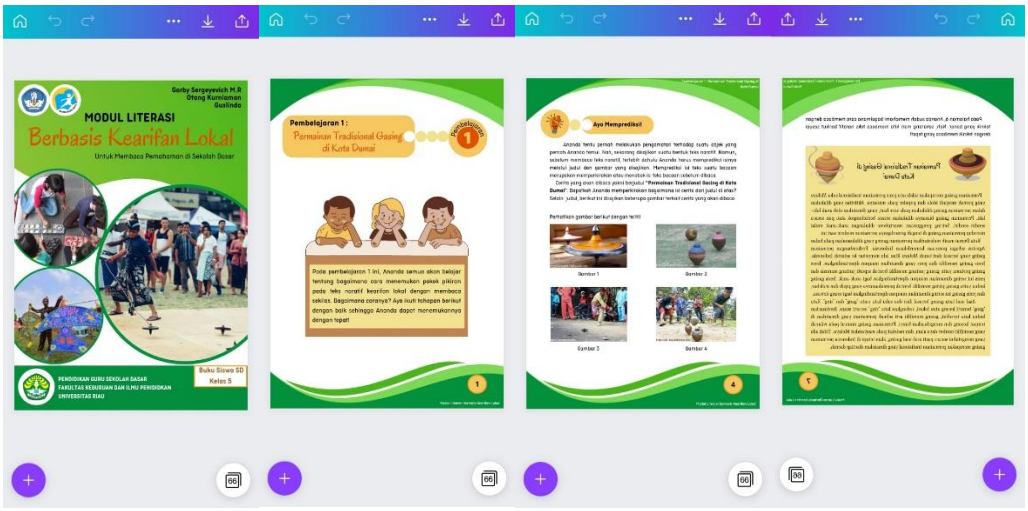

Figure 1. Results of Cover Design, Learning Page 1, Material Content and Local Wisdom Reading Texts

The cover design contains the author's name, several logos namely the Tut Wuri Handayani logo, the 2013 Curriculum, and the Riau University logo as well as contains three images, namely the image of a top, kite and *congklak* game as the identity of the local wisdom of the people of Dumai City. Learning sheet 1 contains several learning activities such as let's predict and load the reading text of the traditional top game in Dumai City. The literacy module itself consists of three lessons that contain the main ideas and are linked to the traditional game reading texts.

3.3. Development Stage

3.3.1. Product Validation Results of Local Wisdom-Based Literacy Module

The validation of media, material and language experts was carried out by four lecturers, two of whom were media expert validators and two of them were material and language expert validators. The four lecturers are lecturers from Elementary School Teacher Education, Faculty of Teacher Training and Education, University of Riau. The purpose of validating media, material, and language experts is to assess the suitability of the media, material, and language presented through several indicators, which will be assessed in the form of a validation questionnaire. The indicators used as a validator assessment guide can be seen in table 2 and 3 below:

Table 2. Media Validation Indicator

Media validation indicator	Total Sub Indicators (Statements)
Module Size	2
Module Cover Design	4
Module Content Design	6
Total	**11**

Table 3. Material and Language Validation Indicators

Material and language validation indicators	Total Sub Indicators (Statements)
Content Eligibility	5
Language Eligibility	5
Presentation	3
Learn to be independent	2
Total	**15**

Based on the indicators in table 2 and 3, there are validation results from media experts, and material and language experts through two process validation stages. The following are the results of the validation of stage I and II media experts, which can be seen in tables 4 and 5 below:

Table 4. Media Expert Validation Results in Stage I

Statement	Validators		S1	S2	∑S	n(c-1)	V	Category
	I	II						
P1	4	3	3	2	5	6	0,833	Very Valid
P2	4	3	3	2	5	6	0,833	Very Valid
P3	3	4	2	3	5	6	0,833	Very Valid
P4	4	4	3	3	6	6	1,000	Very Valid
P5	3	3	2	2	4	6	0,667	Valid
P6	4	3	3	2	5	6	0,833	Very Valid
P7	4	3	3	2	5	6	0,833	Very Valid
P8	4	3	3	2	5	6	0,833	Very Valid
P9	3	4	2	3	5	6	0,833	Very Valid
P10	4	3	3	2	5	6	0,833	Very Valid
P11	4	4	3	3	6	6	1,000	Very Valid
Statement 1-11	**41**	**37**	**30**	**26**	**56**	**6**	**0,848**	**Very Valid**

Based on the data in table 4 above, an overall average value is obtained using the Aiken' V formula of 0.848 with a very valid category. Then the overall average score given by the two expert validators is stated to be very valid. However, because there were several revisions and suggestions for improvement provided by the two expert validators, the researchers revised the local wisdom-based literacy module for learning reading comprehension in elementary school which was developed according to the validator's suggestions. The validation results that have been assessed by the two media expert validators can be seen in table 5 below:

Tables 5. Media Expert Validation Results in Stage II

Statement	Validators		S1	S2	∑S	n(c-1)	V	Category
	I	II						
P1	4	4	3	3	6	6	1,000	Very Valid
P2	4	4	3	3	6	6	1,000	Very Valid
P3	4	4	3	3	6	6	1,000	Very Valid
P4	4	4	3	3	6	6	1,000	Very Valid
P5	4	3	3	2	5	6	0,833	Very Valid
P6	4	3	3	2	5	6	0,833	Very Valid
P7	4	3	3	2	5	6	0,833	Very Valid
P8	4	3	3	2	5	6	0,833	Very Valid
P9	4	4	3	3	6	6	1,000	Very Valid
P10	4	3	3	2	5	6	0,833	Very Valid
P11	4	4	3	3	6	6	1,000	Very Valid
Statement 1-11	**44**	**39**	**33**	**28**	**61**		**0,924**	**Very Valid**

Based on the data in table 5 above, an overall average value is obtained using the Aiken' V formula of 0.924 with a very valid category. The table above also shows an increase in the score assessed by the validator in several statements. So it can be stated that the local wisdom-based literacy module product is already in the very valid category and is feasible for testing. Furthermore, the results of material and language expert validation that have been assessed by expert validators can be seen in table 6 and 7 below:

Table 6. The Results of The Material and Language Expert Validation Stage I

Statement	Validators		S1	S2	∑S	n(c-1)	V	Category
	I	II						
P1	4	3	3	2	5	6	0,833	Very Valid
P2	4	2	3	1	4	6	0,667	Valid
P3	4	2	3	1	4	6	0,667	Valid
P4	4	3	3	2	5	6	0,833	Very Valid
P5	4	3	3	2	5	6	0,833	Very Valid
P6	3	2	2	1	3	6	0,500	Valid
P7	3	1	2	0	2	6	0,333	Invalid
P8	3	1	2	0	2	6	0,333	Invalid
P9	2	2	1	1	2	6	0,333	Invalid
P10	3	2	2	1	3	6	0,500	Valid
P11	3	2	2	1	3	6	0,500	Valid
P12	3	3	2	2	4	6	0,667	Valid
P13	4	3	3	2	5	6	0,833	Very Valid
P14	3	1	2	0	2	6	0,333	Invalid
P15	3	2	2	1	3	6	0,500	Valid
Statement 1-15	**50**	**32**	**35**	**17**	**52**		**0,578**	**Valid**

Based on the data in table 6 above, an overall average value is obtained using the Aiken' V formula of 0.578 with a valid category. Then the overall average score given by the two expert validators is declared valid. However, because there were several revisions and suggestions for improvement provided by the two expert validators, the researchers revised the local wisdom-based literacy module for learning reading comprehension in elementary school, which was developed according to the validators' suggestions. The validation results that have been assessed by the two media expert validators can be seen in table 7 below:

Table 7. The Results of The Material and Language Expert Validation Stage II

Statement	Validators		S1	S2	∑S	n(c-1)	V	Category
	I	II						
P1	4	4	3	3	6	6	1,000	Very Valid
P2	4	3	3	2	5	6	0,833	Very Valid
P3	4	3	3	2	5	6	0,833	Very Valid
P4	4	3	3	2	5	6	0,833	Very Valid
P5	4	3	3	2	5	6	0,833	Very Valid
P6	4	3	3	2	5	6	0,833	Very Valid
P7	3	3	2	2	4	6	0,667	Valid
P8	4	3	3	2	5	6	0,833	Very Valid
P9	3	3	2	2	4	6	0,667	Valid
P10	3	3	2	2	4	6	0,667	Valid
P11	3	3	2	2	4	6	0,667	Valid
P12	3	4	2	3	5	6	0,833	Very Valid
P13	4	4	3	3	6	6	1,000	Very Valid
P14	3	3	2	2	4	6	0,667	Valid
P15	4	3	3	2	5	6	0,833	Very Valid
Statement 1-15	**54**	**48**	**39**	**33**	**72**		**0,800**	**Very Valid**

Based on the data in table 7 above, an overall average value is obtained using the Aiken' V formula of 0.800 with a very valid category. The table above also shows an increase in the score assessed by the validator in several statements. So it can be stated that the developed local wisdom-based literacy module product for learning reading comprehension in elementary school is already in the very valid category and deserves to be tested.

3.3.2. Results of Practicality of Local Wisdom-Based Literacy Module Products

After carrying out the product validation test, the researcher conducted a limited trial or called a small group trial. This small group trial was carried out with nine students from class V C who were randomly selected as research subjects. The implementation of this small group trial aims to find out the results regarding the practicality level of the module by filling out a practicality questionnaire. In carrying out this group trial, researchers tested local wisdom-based literacy modules by distributing all modules according to the number of research subjects. Students are directed to take part in learning activities and fill out the formative tests that have been provided. The student learning outcomes on the formative tests that have been carried out in the local wisdom-based literacy module can be seen in table 8 below:

Table 8. Student Learning Outcomes Class V C SD Negeri 138 Pekanbaru

No	Student's name	Learning outcomes			Total value	Average	Category
		PB 1	PB 2	PB 3			
1	KA	75	85	85	245	81,7	Very good
2	FR	87,5	90	90	267,5	89,17	Very good
3	EA	80	85	92,5	257	85,83	Very good
4	AS	75	70	87,5	232,5	77,5	Good
5	AM	80	85	92,5	257	85,83	Very good
6	ARN	77,5	85	90	252	84,17	Very good
7	ADP	92,5	92,5	90	275	91,7	Very good
8	NA	80	85	87,5	252,5	84,17	Very good
9	FZ	75	80	87,5	242,5	80,83	Very good
Overall Average Total						**84,54**	**Very good**

Based on the data in table 8 above, it shows that eight students in class 5 C obtained grades in the very good category and one student scored in the good category. So it can be stated that the total average of the overall student learning outcomes from learning 1 - 3 is 84.54 in the very good category. After conducting small group trials, the researchers distributed practical questionnaires to students to find out the assessment of local wisdom-based literacy modules. The results of the student practicality questionnaire can be seen in table 9 below:

Table 9. Student Practicality Questionnaire Results

No	The indicators assessed	Score percentage	Category
1	Ease of Use	92%	Very Practical
2	The attractiveness of the dish	92%	Very Practical
3	Benefit	88%	Very Practical
	Average	**90,67%**	**Very Practical**

Based on table 9 above, local wisdom-based literacy module products have a score percentage with an overall average of 90.67% and are categorized as very practical. Thus, the local wisdom-based literacy module for teaching reading comprehension in elementary schools is ready to be deployed at the deployment stage.

After carrying out practicality tests on students, the researchers conducted practicality trials on three teachers of class V SD Negeri 138 Pekanbaru. In the questionnaire, there are three indicators used, namely ease of use, the attractiveness of the presentation, and benefits. The ease of use indicator consists of five sub-indicators, the attractiveness of the presentation consists of four sub-indicators, and the benefits consist of four sub-indicators. The results of the teacher practicality questionnaire can be seen in table 10 below:

Table 10. Teacher Practicality Questionnaire Results

No	The indicators assessed	Score Percentage	Category
1	Ease of Use	92%	Very Practical
2	The attractiveness of the dish	77%	Practical
3	Benefit	96%	Very Practical
	Overall Average	**88,33%**	Very Practical

Based on table 10 above, local wisdom-based literacy module products have a score percentage with an overall average of 88.33% and are categorized as very practical. Thus, the local wisdom-based literacy module for teaching reading comprehension in elementary schools is ready to be deployed at the deployment stage. However, currently, the researchers have not distributed the product to SD Negeri 138 Pekanbaru because the literacy module based on local wisdom is still in the printing stage.

Discussion

The results of this study were obtained from product validity tests and practicality tests. The product validity test in this study was tested on media expert validators, material and language experts through two stages of testing. The assessment results obtained from the validity test of media experts, material and language have increased. In the first stage, the media expert validity test obtained a score of 0.848 in the very valid category, the material and language expert validity test obtained a score of 0.578 in the valid category. In the second stage, the media expert validity test obtained a score of 0.924 in the very valid category, the material and language expert validity test obtained a score of 0.800 in the very valid category. So that literacy module products based on local wisdom for teaching reading comprehension are ready to be tested on teachers and students in elementary schools.

After testing the product validity, the researcher conducted a limited trial, called a small group trial. This small group trial was conducted on nine students of class 5 C who were randomly selected as research subjects. The implementation of this small group trial aims to find out the results regarding the practicality level of the module by filling out the practicality questionnaire. In carrying out this

group trial, researchers tested literacy modules based on local wisdom by distributing all modules according to the number of research subjects. Students are directed to take part in learning activities and complete the formative tests that have been provided. Student learning outcomes on the formative tests that have been carried out in the local wisdom-based literacy module obtained a total average of 84.54 in the very good category.

After conducting small group trials, the researchers distributed practical questionnaires to students to find out the assessment of literacy modules based on local wisdom. Based on the results of obtaining a questionnaire for students, literacy module products based on local wisdom have a score percentage with an overall average of 90.67% and are categorized as very practical. While the results of obtaining a questionnaire for teachers have a score percentage with an average of 88.33% and are categorized as very practical.

This is similar to the research of Safithri and Erviana (2019) that the reading literacy-based learning module obtained a score on the validity test of material experts totaling 86.4 in the very good category, learning experts scored 68 in the good category, and media experts had a score of 82.1 with very good category and ready to be tested on teachers and students. Learning module products that have been validated are then tested through small and large group tests. The results of the small group trial of the teacher's assessment obtained a score of 85.6, and the student's assessment obtained a score of 91.67. In the large group, the teacher's rating was 90.4, and the student's rating was 95.21.

So, local wisdom-based literacy module products for teaching reading comprehension in elementary schools are appropriate and practical for use by teachers as supporting learning resources in literacy learning at SD Negeri 138 Pekanbaru.

4. CONCLUSION

Based on the results of the research and development carried out, it can be concluded that the local wisdom-based literacy module for learning reading comprehension in elementary schools is very feasible and valid to use. This is evidenced by the results of the validity test by the media expert validator and the material and language expert validator that the media validity results obtained a score of 0.848 in stage I, 0.924 in stage II and are categorized as very valid for use. Then the results of material and language validation obtained a score of 0.578 in stage I, and a score of 0.800 in stage II and were categorized from valid to very valid. Furthermore, the product trial phase carried out on students obtained learning outcomes with an average score of 84.54 in the very good category. In the practicality test, the literacy module based on local wisdom for learning reading comprehension in elementary schools obtained the results of the student practicality test obtained an overall average of 90.67% and the teacher's practicality test of 88.33%. From the overall practicality test average students and teachers are categorized as very practical and appropriate for use or dissemination. The limitations of this study are limited trials so it is hoped that future studies will be able to conduct large-scale trials. Suggestions from researchers are that teachers are expected to be able to use this literacy module in literacy learning, so that students get used to reading books. This literacy module is also equipped with reading texts, interesting pictures, learning activities that can foster students' understanding of reading. Hopefully this module can also be a reference for further research.

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