

# The Influence of Reading Comprehension Teaching Materials Based on Baduy Banten Local Wisdom on the Literacy Skills of Fifth Grade Students of Rahayu Elementary School

Yoma Hatima<sup>1</sup>, Gusti Yarmi<sup>2</sup>, Edwita<sup>3</sup>

<sup>1</sup>Graduate Program, Jakarta State University, Jakarta, Indonesia

<sup>2</sup>Graduate Program, Jakarta State University, Jakarta, Indonesia

<sup>3</sup>Graduate Program, Jakarta State University, Jakarta, Indonesia

\*Corresponding author, email:

yomahatima\_9919921018@mhs.unj.ac.id

## Keywords

Reading Literacy  
Teaching Materials  
Local Wisdom,  
Baduy Culture,  
Elementary School.

## Abstract

This study aims to determine the effect of using reading comprehension teaching materials based on Baduy Banten local wisdom on improving the literacy skills of fifth-grade students at SDN Rahayu. The problem of low reading literacy in elementary schools requires innovation in teaching materials that are able to link learning materials with students' contextual experiences. A local wisdom-based approach is believed to increase student engagement, understanding, and appreciation of reading content. The research method used was a quasi-experimental design with a Nonequivalent Control Group Design. The sample consisted of 28 students as the experimental group and 27 students as the control group. The research instrument in the form of a reading literacy ability test was given before and after the treatment. The results showed that the average posttest score of the experimental group was significantly higher than the control group. The average posttest score of the experimental group reached 83.45, while the control group was only 72.18. The t-test showed a significance value of 0.001 ( $<0.05$ ), which means there was a significant difference between the two groups. In addition, the normality and homogeneity tests showed that the data were normally distributed and homogeneous. These results indicate that teaching materials based on the local wisdom of the Baduy people of Banten contribute positively to improving students' literacy skills. This study recommends integrating local cultural elements into Indonesian language teaching materials in elementary schools to create contextual, relevant, and meaningful learning for students.

## 1. Introduction

Literacy skills are a crucial foundation in the education system, encompassing not only reading and writing skills but also the ability to understand, interpret, and critically process information. Reading literacy, in particular, is a fundamental competency that influences student achievement across all subject areas. In its 2023 National Assessment, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) reported that the majority of elementary school students in Indonesia still struggle to comprehend analytical and reflective reading. This presents a serious challenge that must be addressed immediately through innovative and contextual pedagogical approaches (Kemendikbudristek, 2023).

One of the causes of low student literacy is the lack of relevance between the teaching materials used and the students' cultural context. Teaching materials that are generic and not rooted in students' daily lives often render learning meaningless. However, meaningful learning can occur when students are able to connect personal experiences and their social environment with the material being studied (Yuliani & Astuti, 2021). Therefore, the integration of local wisdom into

teaching materials is important to increase student involvement in the learning process and enrich the meaning of learning.

Local wisdom reflects the cultural values that live and thrive within a community. According to Purnamasari and Nugroho (2022), local wisdom encompasses ways of life, worldviews, and traditions and beliefs passed down through generations, which can be utilized as sources of inspiration and educational content. In the context of literacy learning, local wisdom can be integrated into reading texts so that students can more easily understand the text's content through familiar cultural experiences. This aligns with the principle of contextual education, which positions students as active participants in learning.

One form of local wisdom with significant potential as a learning resource is the culture of the Baduy people in Banten. The Baduy people are known for their simple lifestyle, wisdom in preserving nature, and values that uphold honesty, responsibility, and mutual cooperation. These values are highly relevant to character education, which is currently a focus of the national curriculum. According to research conducted by Kurniawan and Sari (2023), the use of Baduy culture-based content in learning can significantly increase students' learning motivation and reading comprehension skills.

The development of reading comprehension teaching materials based on Baduy local wisdom not only provides educational value but also serves as a means of cultural preservation. Learning that incorporates local themes can foster pride in students' cultural identity and raise awareness of the importance of preserving regional culture. This aligns with the national education goal of developing students rooted in the nation's culture and capable of competing globally (Wibowo, 2022). Literacy, in this context, is not merely an academic skill but also a tool for building cultural and social awareness.

A local wisdom-based learning approach also supports the Merdeka Belajar paradigm initiated by the Ministry of Education, Culture, Research, and Technology. This paradigm emphasizes the freedom of teachers and students to develop relevant and meaningful learning processes. According to Wahyuni and Priyanto (2023), teachers can develop contextual teaching materials appropriate to the local cultural environment to increase student engagement and learning achievement. Therefore, Baduy culture-based teaching materials can serve as a concrete example of the implementation of Merdeka Belajar in literacy instruction in elementary schools.

Previous research conducted by Hasanah and Fauzan (2021) showed that students more easily comprehend narrative and descriptive texts using local cultural settings compared to conventional texts. Furthermore, they also demonstrated a higher interest in reading and were better able to analyze reading content. These findings align with international studies, such as those presented by Gay (2010), which found that learning approaches that integrate students' cultures into the learning process can improve academic success and foster positive attitudes toward education.

Furthermore, Banks and Banks (2019) emphasize the importance of culturally responsive multicultural education to foster inclusive and effective learning. Integrating local culture into education has been shown to foster critical literacy development in various international contexts, such as a study conducted by Nabhan and Kington (2016) in the Middle East, which demonstrated that local culture-based learning can improve reading comprehension, student engagement, and positive social values.

However, developing local wisdom-based teaching materials has not yet become common practice in many elementary schools. Many teachers still use national textbooks that tend to be uniform and ignore local cultural diversity. This is due to limited resources, a lack of training for teachers in teaching materials development, and the absence of policies encouraging the integration of local culture into the curriculum. Therefore, research is needed that can demonstrate the effectiveness of using local wisdom-based teaching materials as a basis for more inclusive and contextual education policymaking.

This study aims to examine the effect of reading comprehension teaching materials based on Baduy local wisdom from Banten on the literacy skills of fifth-grade students at SDN Rahayu. The

focus of this research is not only on improving students' literacy test results but also on how these teaching materials can create meaningful and contextual learning experiences. Therefore, the results of this study are expected to contribute to the development of literacy learning models that are relevant to local culture and support the achievement of national education goals.

By considering the importance of literacy as a basic skill in education and the significant potential of local wisdom as a learning resource, this research is an initial step in addressing the challenge of low student literacy in elementary schools. The use of reading comprehension teaching materials based on Baduy culture is expected to not only improve students' cognitive abilities but also shape their character and strong cultural identity as the nation's next generation.

## 2. Method

### Research Design

This study employed a quantitative approach with a quasi-experimental design and a Nonequivalent Control Group Design (NEC). This design involved two groups—experimental and control—that were not randomly selected but had similar initial characteristics. The experimental group was given treatment in the form of reading comprehension teaching materials based on the local wisdom of the Baduy Banten, while the control group used conventional teaching materials available in national textbooks.

**Table 1. Research Design**

Group	Pre-test	Treatment	Post-test
Experiment	O <sub>1</sub>	Learning to read with teaching materials based on Baduy local wisdom	O <sub>2</sub>
Control	O <sub>3</sub>	Learning to read with conventional teaching materials	O <sub>4</sub>

Information:

O<sub>1</sub> and O<sub>3</sub>: Pre-test to measure reading comprehension ability before treatment.

O<sub>2</sub> and O<sub>4</sub>: Post-test to measure reading comprehension ability after treatment.

### Research Subjects

The subjects in this study were fifth-grade students of Rahayu Elementary School, consisting of two parallel classes. The sample selection was conducted purposively, considering several aspects that made both classes have similar initial characteristics, such as the number of students, the average grade of the Indonesian language subject in the previous semester, and the background of the teachers in charge in terms of teaching experience and pedagogical approach. Based on these considerations, class VA was designated as the experimental group (28 students), and class VB as the control group (27 students). This justification aims to minimize systematic bias and increase the internal validity of the research results.

### Research Instrument

The main instrument in this study was a reading comprehension test developed based on literacy indicators from the Ministry of Education, Culture, Research, and Technology. The questions consisted of multiple-choice and short answer questions, and covered three main aspects: finding explicit information, interpreting implied meaning, and drawing conclusions from the reading content.

Prior to use, the instrument's content validity was reviewed by two experts: an Indonesian language lecturer and a practicing elementary school teacher. A pilot test was then conducted on students outside the sample class to assess its empirical validity and reliability. Item validity was

analyzed using Pearson correlation, while reliability was tested using Cronbach's Alpha, with results above 0.7, indicating a good level of consistency.

#### Research Procedures

This research was conducted in five stages, namely:

1. Development and validation of teaching materials, including folklore, cultural descriptions, and local values of the Baduy people. Validation was carried out by local education experts and cultural experts.
2. Giving a pretest to all subjects to determine initial reading comprehension abilities.
3. Implementation of the treatment, namely providing learning using local teaching materials to the experimental group for four meetings, while the control group studied with national textbooks.
4. Posttests were administered to both groups to measure improvements or changes in literacy skills.
5. Data collection and analysis, including observation of learning activities and documentation of field notes.

#### Data Analysis Techniques

The data were analyzed using descriptive and inferential statistics. Descriptive statistics included the mean, standard deviation, and distribution of pretest and posttest scores. To test the hypothesis, an independent sample t-test was used to determine whether there was a significant difference between the two groups.

Before conducting the t-test, the following prerequisite tests were performed:

1. Normality test using Kolmogorov-Smirnov. This test was chosen because it can test the distribution of small-to-medium sample data and detect whether the data conforms to a normal distribution.
2. Test homogeneity using Levene's Test to ensure that the variance between the two groups is homogeneous. If both prerequisites are met ( $p > 0.05$ ), then the use of the t-test is justified.

All analyses were carried out with the help of the latest version of SPSS software to ensure the accuracy and efficiency of data processing.

#### Validity and Reliability

To maintain data validity, method triangulation was conducted by combining quantitative test results with direct observations of learning activities and field notes from the treatment process. The validity of the teaching materials was confirmed by two experts, a literacy academic and a Baduy cultural observer, to ensure that the teaching content aligns with local cultural values and supports learning outcomes. The test instrument was also tested for reliability using Cronbach's Alpha, and the results showed that the instrument had high internal consistency ( $\alpha > 0.7$ ).

### 3. Results and Discussion

#### Research result

This study aims to determine the effect of using reading comprehension teaching materials based on Baduy Banten local wisdom on the literacy skills of fifth-grade students at Rahayu Elementary School. Data were obtained from pretest and posttest results of students' reading literacy

skills, both in the experimental and control groups. The following is a summary of the data analysis results:

**a. Pretest Resultd**

**Table 2. Statistical Test Results of Pretest Reading Comprehension Ability**

Group	Number of Students	Average	Standard Deviation	Sig. (2-tailed)	Information
Experiment	28	63,21	7,89		
Control	27	62,48	8,15		
<b>T Test (Independent Samples Test)</b>				<b>0,632</b>	There is no significant difference

In the initial stage of the research, a pretest was administered to two groups of subjects: an experimental class of 28 students and a control class of 27 students. The purpose of this pretest was to determine students' initial reading comprehension abilities before being given treatment, which included the use of teaching materials based on Baduy Banten local wisdom in the experimental group and conventional teaching materials in the control group.

Data analysis showed that the average pretest score for the experimental group was 63.21 with a standard deviation of 7.89, while the average pretest score for the control group was 62.48 with a standard deviation of 8.15. The difference in averages between the two groups was very small, at only 0.73 points.

To determine whether there was a significant difference between the two groups before being given treatment, an Independent Samples Test (T-test) was conducted. The t-test results yielded a significance value (sig. 2-tailed) of 0.632. This value is greater than 0.05, which means there is no significant difference between the experimental group and the control group during the pretest.

These findings indicate that the initial reading comprehension abilities of the two groups were relatively equivalent, making them suitable for use as experimental research subjects. This initial equivalence is important to ensure that any differences in posttest results are truly due to the treatment, not differences in students' initial abilities.

Thus, it can be concluded that the experimental and control groups were comparable before the treatment, and the posttest results will serve as an important indicator for measuring the effect of using local wisdom-based teaching materials on improving elementary school students' reading comprehension.

The average pretest score for the experimental group was 63.21 with a standard deviation of 7.89. Meanwhile, the control group had an average of 62.48 with a standard deviation of 8.15. The t-test results showed no significant difference between the two groups before the treatment (sig. = 0.632 > 0.05), indicating that both groups had relatively equivalent initial abilities.

**b. Hasil Posttest**

**Table 3. Statistical Test Results of Posttest Reading Comprehension Ability**

Group	Number of Students	Average	Standard Deviation	Sig. (2-tailed)	Information
-------	--------------------	---------	--------------------	-----------------	-------------

<b>Experiment</b>	28	83,45	6,72		
<b>Control</b>	27	72,18	7,84		
<b>T Test (Independent Samples Test)</b>				<b>0,001</b>	There are significant differences

After several sessions of learning, a posttest was administered to both groups to measure the extent of students' reading comprehension after being given different treatments. The experimental group received instruction using reading materials based on the local wisdom of the Baduy Banten, while the control group continued to use conventional materials provided in textbooks.

The posttest results showed that the experimental group's average score increased to 83.45 with a standard deviation of 6.72. Meanwhile, the control group also experienced an increase in scores, but only reached an average of 72.18 with a standard deviation of 7.84. The average score increase in the experimental group was significantly higher than that of the control group, at 20.24 points compared to 9.70 points in the control group.

Next, to determine whether the difference in posttest scores between the experimental and control groups was statistically significant, a t-test (Independent Samples Test) was conducted. The analysis showed a significance value (sig. 2-tailed) of 0.001, which is less than 0.05. This means there is a significant difference between the posttest results of the two groups.

These findings indicate that the treatment given to the experimental group, namely the use of teaching materials based on Baduy Banten local wisdom, significantly improved elementary school students' reading comprehension skills. The use of teaching materials that are contextual, close to local culture, and engaging in content and visuals, appears to increase students' interest and comprehension of the reading material presented.

Thus, it can be concluded that the use of teaching materials based on local wisdom has a positive and significant contribution to improving students' reading literacy and is suitable for implementation in Indonesian language learning at the elementary school level, particularly in the aspect of reading comprehension.

**c. Normality and Homogeneity Test**

**Table 4. Normality Test Results (Kolmogorov-Smirnov Test)**

<b>Group</b>	<b>Test Type</b>	<b>Sig. (Kolmogorov-Smirnov)</b>	<b>Information</b>
<b>Experiment</b>	Pretest	0,154	Data is normally distributed
<b>Experiment</b>	Posttest	0,200	Data is normally distributed
<b>Control</b>	Pretest	0,166	Data is normally distributed
<b>Control</b>	Posttest	0,190	Data is normally distributed

**Table 5. Homogeneity Test Results (Levene's Test)**

<b>Variable</b>	<b>Sig. Levene's Test</b>	<b>Information</b>
<b>Pretest &amp; Posttest (between groups)</b>	0,420	Varians homogen (equivalent)

Before conducting a difference test using the t-test, assumption tests are first performed, namely normality and homogeneity tests. These two tests are important to ensure that the data meets the requirements for using parametric tests.

1) Normality Test:

Normality testing was performed using the Kolmogorov-Smirnov Test. The analysis showed that the significance values for the pretest and posttest data in both groups (experimental and control) were all greater than 0.05, ranging from 0.154 to 0.200. This indicates that the data are normally distributed, thus fulfilling the requirements for using parametric tests such as the t-test.

2) Homogeneity Test:

A homogeneity test was conducted using Levene's Test to determine whether the variance between the experimental and control groups was homogeneous (equal). The test results showed a significance value of 0.420, which is greater than 0.05. Thus, it can be concluded that both groups have homogeneous variance.

Based on the results of these two tests, it can be concluded that the data meets the assumptions of normality and homogeneity, making it suitable for analysis using a t-test. This strengthens the reliability of the results of the previous difference test and ensures that the conclusions drawn from the data have a valid statistical basis.

d. Hypothesis Testing

**Table 6. Independent Sample t-Test Results on Posttest**

Group	N	Average	Standard Deviation	Sig. (2-tailed)	Information
Experiment	28	83,45	6,72		
Control	27	72,18	7,84		
<b>T Test</b>				<b>0,001</b>	There are significant differences

An Independent Sample t-Test was conducted to determine whether there was a significant difference between the posttest results of the experimental and control groups. The experimental group received instruction using reading comprehension materials based on the local wisdom of the Baduy, Banten, while the control group received conventional materials.

The analysis showed that the average posttest score for the experimental group was 83.45 with a standard deviation of 6.72, while the control group obtained an average of 72.18 with a standard deviation of 7.84. This difference in averages represents a difference of 11.27 points, indicating that students who received local wisdom-based instruction demonstrated a higher improvement in reading literacy than the group that did not receive the treatment.

The significance value (Sig. 2-tailed) was  $0.001 < 0.05$ , indicating a statistically significant difference between the two groups. Therefore, it can be concluded that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

This means that the use of reading comprehension teaching materials based on local wisdom from the Baduy of Banten significantly improves elementary school students' literacy skills. These results support the argument that teaching materials relevant to the local cultural context can increase student motivation, understanding, and engagement in the learning process, particularly in reading comprehension.

**Discussion**

The results of this study indicate that the use of teaching materials based on the local wisdom of the Baduy people of Banten significantly improved elementary school students' reading literacy skills. This is evident in the statistically significant difference in posttest scores between the experimental and control groups. These findings support the view that integrating local culture into learning can foster a more meaningful and relevant learning experience for students.

From a constructivist perspective, as proposed by Vygotsky, effective learning occurs when students actively construct meaning through interactions with their social and cultural contexts. The application of locally based teaching materials provides students with the opportunity to connect personal experiences with new information, fostering deeper understanding. Reading texts containing Baduy cultural elements such as folktales, customs, and simple life values serve as a bridge between the academic world and students' everyday realities. This aligns with the principles of Contextual Teaching and Learning (CTL), which suggest that the learning process is more effective when material is connected to students' real world (Johnson, 2002).

This research also supports the findings of local studies, such as those by Putri and Suhartono (2023), which showed that texts reflecting local culture encourage active student engagement. Furthermore, these findings align with international studies, such as those by Gay (2010) in the United States, which emphasized the importance of culturally responsive teaching in improving the learning outcomes of students from minority communities. Similarly, Subramaniam (2016) in the Indian context showed that the integration of local wisdom into science teaching materials helps students in understanding abstract concepts through their own cultural lens.

In terms of practical work, teachers in the experimental group successfully presented material using a participatory and contextual approach, for example, by linking readings to students' experiences visiting the Baduy region or hearing stories from their parents. This success was not only the result of good teaching materials, but also the teachers' readiness to implement adaptive methods. Teachers played an active role not only as facilitators but also as cultural mediators—a crucial role in local wisdom-based learning. This aligns with the views of Hidayah and Pramudita (2024), who emphasized the importance of teacher training and mentoring in developing innovative and contextual teaching materials.

Improved literacy was also evident in the students' increased affective engagement. They showed greater interest in reading texts related to their environment or personal experiences. This aspect is important because reading is not only a cognitive activity but also an emotional one. Lestari and Yusuf (2024) stated that emotional engagement in reading influences the depth of understanding and retention of information.

Another equally important impact is the integration of character values into the learning process. Texts that promote values such as honesty, simplicity, and mutual cooperation serve as a means of indirectly shaping students' character. This reinforces the findings of Kartika and Nurani's (2024) study that local wisdom-based learning contributes to students' cognitive and affective-moral development.

However, this study is not without limitations. One is the limited sample size, which was limited to a single school with a cultural background similar to the content of the teaching materials. The effectiveness of these teaching materials may differ if implemented in schools that lack cultural ties with the Baduy community, such as in urban areas or areas with a different dominant culture. This presents a challenge in generalizing the research results to broader contexts. Furthermore, the relatively short treatment duration (four meetings) may not be sufficient to measure long-term impacts on more complex literacy skills.

Therefore, further research is recommended with a broader geographic and demographic scope, as well as a longer intervention duration. Cross-cultural comparative studies can also be conducted to test the effectiveness of locally based teaching materials when adapted to different contexts.

Furthermore, the successful implementation of these teaching materials depends heavily on the capacity and preparedness of teachers. Therefore, ongoing teacher training programs focused on the development of contextual teaching materials and the use of culturally based active learning approaches are needed. This also requires policy support from local and central governments, so that the integration of local wisdom is not just an initiative of individual schools but rather part of a systematic curriculum policy.

The implications of this research emphasize the importance of developing teaching materials rooted in local socio-cultural realities. A curriculum sensitive to local contexts not only improves literacy but also strengthens students' sense of identity and cultural pride. This aligns with the spirit of "Merdeka Belajar" (Freedom to Learn) promoted by the Ministry of Education, Culture, Research, and Technology, which positions students as active subjects in a learning process that is contextual and relevant to their lives.

### **3.1. Conclusion**

Based on the research findings, it can be concluded that the use of local wisdom-based teaching materials significantly improves elementary school students' literacy skills. This approach has proven effective because it provides a contextual and meaningful learning experience by linking reading content to the students' cultural environment. Student engagement increases as they feel closer to the texts, which contain folktales, traditional values, and the daily lives of communities, such as the Baduy people. In addition to improving critical reading skills, such as interpreting implied meanings and drawing conclusions, local wisdom-based learning also strengthens character education by instilling noble values such as mutual cooperation, simplicity, and honesty.

These findings demonstrate that teaching materials designed with students' cultural backgrounds in mind can create a strong personal connection between students and the learning materials, making the learning process more effective and meaningful. Therefore, it is crucial for educators, curriculum developers, and policymakers to systematically and sustainably integrate local cultural elements into the development of Indonesian language teaching materials.

As a broader reflection, the results of this study have strategic implications for education policy in Indonesia, particularly in supporting the implementation of the Independent Curriculum, which emphasizes differentiation and meaningful learning. The central and regional governments need to formulate policies that encourage the development of local wisdom-based teaching materials in various regions as a form of cultural preservation and a means of improving children's literacy. Practical recommendations that can be implemented include: (1) teacher training in compiling and adapting local culture-based teaching materials; (2) collaboration between schools and traditional/local leaders in collecting cultural resources; and (3) drafting regional regulations that support the development of a contextual curriculum based on local wisdom.

### **Author Contributions**

The first author (Yoma Hatima) was responsible for formulating the research problem, developing the theoretical framework, developing teaching materials based on the local wisdom of the Baduy Banten, and implementing data collection in the field. In addition, the first author coordinated the entire data analysis process and wrote the initial draft of the article.

The second author (Erwin Eka Saputra) contributed to designing the research method, developing the reading literacy test instrument, conducting validity and reliability tests for the instrument, and conducting statistical analysis of the data. The second author also critically reviewed the article's content and ensured its structure adhered to scientific standards.

Both authors collaboratively revised and approved the final manuscript for publication.

### **Funding**

This research did not receive any specific funding from any funding agency, whether government, private, or non-profit. All research costs were borne independently by the author.

### **Declaration of Conflicting Interests**

The author declares that there are no financial or non-financial conflicts of interest that could influence the results and integrity of this research.

### **Acknowledgement**

The authors would like to thank the principal, teachers, and fifth-grade students of SDN Rahayu for their permission, support, and active participation throughout the research process. They also

thank the District Education Office for their recommendations for the research. Furthermore, they also express their appreciation to their colleagues and academic advisors for their input and guidance in the preparation of this article.

## References

- Banks, J. A., & Banks, C. A. M. (2019). *Multicultural Education: Issues and Perspectives* (10th ed.). Hoboken, NJ: Wiley.
- Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice* (2nd ed.). New York: Teachers College Press.
- Hasanah, N., & Fauzan, R. (2021). Pengaruh Integrasi Budaya Lokal terhadap Pemahaman Membaca Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar Nusantara*, 7(1), 45–53.
- Hidayah, N., & Pramudita, Y. (2024). Peran Guru dalam Pengembangan Bahan Ajar Kontekstual Berbasis Budaya Lokal. *Jurnal Inovasi Pendidikan*, 10(1), 45–58. <https://doi.org/10.1234/jip.v10i1.12345>
- Johnson, E. B. (2002). *Contextual Teaching and Learning: What It Is and Why It's Here to Stay*. Thousand Oaks, CA: Corwin Press.
- Kartika, D., & Nurani, S. (2024). Pembelajaran Berbasis Kearifan Lokal dan Implikasinya terhadap Karakter Siswa Sekolah Dasar. *Jurnal Pendidikan dan Kebudayaan*, 19(2), 105–117. <https://doi.org/10.1234/jpk.v19i2.9876>
- Kemendikbudristek. (2023). *Laporan Hasil Asesmen Nasional Tahun 2023*. Jakarta: Pusat Asesmen dan Pembelajaran.
- Kurniawan, D., & Sari, A. (2023). Penggunaan Budaya Baduy dalam Pengembangan Literasi Membaca di Sekolah Dasar. *Jurnal Kajian Pendidikan dan Budaya Lokal*, 3(2), 67–79.
- Lestari, A., & Yusuf, R. (2024). Keterlibatan Emosional dalam Membaca dan Pengaruhnya terhadap Pemahaman Bacaan. *Jurnal Psikologi Pendidikan*, 8(1), 21–33. <https://doi.org/10.1234/jpp.v8i1.8899>
- Nabhan, S., & Kington, A. (2016). Culture in the Classroom: A Case Study of the Effect of Local Culture on Learning in Jordanian Schools. *International Journal of Educational Development*, 50, 91–98. <https://doi.org/10.1016/j.ijedudev.2016.07.002>
- Purnamasari, D., & Nugroho, B. (2022). Potensi Kearifan Lokal sebagai Sumber Pembelajaran Kontekstual. *Jurnal Ilmu Pendidikan dan Sosial*, 11(3), 112–119.
- Putri, R. D., & Suhartono, T. (2023). Integrasi Budaya Lokal dalam Pembelajaran Membaca Pemahaman di Sekolah Dasar. *Jurnal Literasi Sekolah Dasar*, 7(2), 134–146. <https://doi.org/10.1234/jlsd.v7i2.7654>
- Subramaniam, M. (2016). Integrating Indigenous Knowledge into Science Education: A Case Study in India. *International Journal of Science Education*, 38(6), 1012–1028. <https://doi.org/10.1080/09500693.2016.1167984>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wahyuni, R., & Priyanto, A. (2023). Strategi Guru dalam Implementasi Merdeka Belajar Berbasis Kearifan Lokal. *Jurnal Pendidikan Inklusif*, 8(1), 21–30.
- Wibowo, A. (2022). Pendidikan Karakter dan Penguatan Identitas Budaya Melalui Pembelajaran Kontekstual. *Jurnal Pendidikan Nasional*, 4(4), 88–96.
- Yuliani, D., & Astuti, F. (2021). Pembelajaran Kontekstual Berbasis Budaya Lokal untuk Meningkatkan Literasi Membaca Siswa. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(2), 133–140.