

Systematic Literature Review on Local Wisdom Indonesian Language Teaching Materials: Research Trends, Methods, Elements, Levels, Topics

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Abstract. Local wisdom and teaching materials are interesting themes for researchers. The number of studies increases every year. This study aims to identify research trends in Indonesian language teaching materials with local wisdom, research methods, elements, education levels, and topics discussed in 2020-2024. This research uses a systemic literature review (SLR) approach. The stages of this research are data collection, analysis, and conclusion. There are 41 journal articles sourced from Google Scholar. The results showed that Indonesian language teaching materials with local wisdom are the most dominant method of developing writing skills. The junior high school education level is also the most dominant. The topics used are regions, songs, magazines, pottery, dance, fairy tales, folklore, and posters.

Keywords: Teaching material, local wisdom

1 Introduction

Local wisdom is a theme that is still relevant to the times. Local wisdom is a manifestation of synergy between humans and the surrounding environment. Some local wisdom in Indonesia includes religious harmony, respect for ancestors, human safety, and cooperation as social capital. Religious harmony can be obtained with nyadran activities, respect for ancestors by organizing shadow puppets and layup, human safety can be realized with tingkeban and mini-events, and belief in Dewi Sri, Sri Kuncung, and Sri Manis. [1]. These activities produce noble values that can be used for human survival. Religion, tolerance, mutual cooperation, peace-loving, and environmental care values are among them. [2]. These local wisdom values can be used as teaching materials in schools. One of the subjects that utilize local wisdom is the Indonesian language.

Teaching materials are one of the important components of the learning process. Teaching materials are usually contained in textbooks, which have complex functions. Teaching materials must provide knowledge and information systematically and programmatically for students, while for teachers, teaching materials can assist in delivering material that suits student needs. [3]. Teaching materials can also increase the attractiveness of learning independently or collaboratively, enrich information, and make it easier for educators and students to improve their competence. Teaching materials also have the principles of

meaningfulness, authenticity, integration, functionality, communication, context, and assessment.[4].

One of the teaching materials that attracts and improves student learning outcomes is Indonesian language teaching materials with local wisdom. It is stated that Damopoli's problem-based student book containing Papuan local wisdom has successfully met the validity criteria based on expert assessment. Positive responses from teachers and students indicate the practicality and usefulness of this book. In addition, the apparent difference in students' conservation attitudes before and after using this book shows that integrating problem-based learning with local wisdom effectively empowers students' conservation attitudes. Science teachers can utilize problem-based student books that integrate local wisdom as a powerful tool to improve students' conservation attitudes. By incorporating local wisdom, these books can effectively increase students' knowledge of endangered species and foster positive conservation attitudes. A problem-based learning approach equips students with the skills to analyze and solve real-world problems. [5]. Similar research also shows that students are very interested in literature-learning textbooks that contain local wisdom of the Buru region and the surrounding environment. Initially, teachers only used makeshift literature learning teaching materials [6]. The results of research by Fata et al. found that teaching materials in Indonesia have shown representation of all types of cultural elements, and the dominant culture is Javanese and Balinese culture [7]. The two regions have extraordinary cultural wealth, representing Indonesia's existence.

The development of teaching materials with local wisdom is exciting research. This study will analyze research on this topic and describe research trends on the development of Indonesian teaching materials with local wisdom based on methods, elements, education levels, and topics.

2 Research Method

This research uses a systemic literature review (SLR) approach [8]. The stages of this research are data collection, analysis, and conclusions. The data were obtained from the results of searching for articles in Google Scholar on the theme of developing Indonesian language teaching materials with local wisdom in 2020-2024, using the keywords of the two words. After that, the data obtained was analyzed according to the topic and concluded.

3 Result And Discussion

Based on the research results, 41 articles were found. Furthermore, the articles will be analyzed based on the trends of research methods used, language skill elements, education levels, and topics used. The following is the analysis.

3.1 Research Method

Table 1. Research Methods Used in Indonesian Language Teaching Materials with Local Wisdom Content

No.	Methods	Total
1.	Qualitative	11
2.	Quantitative	4
3.	Classroom Action Research	2

4.	Developer	24
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Based on Table 1, it can be found that there are 11 studies with qualitative methods on Indonesian language teaching materials containing local wisdom. The qualitative approaches used include descriptive and ethnographic. 4 studies use qualitative methods with descriptive approaches, experiments, expo de facto, and quasi-experiments. 2 studies use class action research methods. Twenty-four studies use the development method.

The development method is the most dominant method used in Indonesian teaching modules. According to Borg and Gall (1998), development research is validating and developing products. Products can be textbooks, models, programs, and methods. Validating by testing existing products while developing products by updating existing products or creating products that do not yet exist. [9].

3.2 Skill Elements

Table 2. Skill Elements in Indonesian Language Teaching Materials with Local Wisdom Content

No.	Elements	Total
1.	Writing	37
2.	Reading	2
3.	Speaking	1
4.	Listen to	1

Based on Table 2, all language elements have been developed: writing skills (37 studies), reading (2 studies), speaking (1 study), and listening (1 study). Developing Indonesian teaching materials from writing skills is the most dominant among other language skills.

3.3 Education Level

Table 3. Indonesian Language Teaching Materials with Local Wisdom by Level of Education

No.	Education Level	Total
1.	SD (elementary school)	11
2.	SMP (junior high school)	16
3.	SMA (senior high school)	3
4.	SMK (vocational high school)	6
5.	BIPA	5

Based on Table 3, Indonesian language teaching materials development exists at every level of education. There are 11 studies at the elementary school level, 16 at the junior high school level, three at the high school level, six at the vocational school level, and five at the BIPA level. The most developed Indonesian teaching materials are at the junior high school level.

3.4 Topic

Table 4 Research Topics Used in Indonesian Teaching Materials with Local Wisdom

No.	Topic	Total
1.	Region	30
2.	Song	1
3.	Magazine	1
4.	Pottery	1
5.	Dance	2
6.	Fairy tales	1
7.	Folklore	4
8.	Poster	1

Based on the table above, the research topics used in Indonesian teaching materials with local wisdom are local wisdom (1) Bondowoso region, Jakarta, Melayu Deli, Pematang, Bengkulu, Kediri, West Aceh, Blitar, Singkawang, Timor, Maluku, Banyumas, Purworejo, Purwokerto, Lahat, Kuningan, Jambi, Riau, Nusantara, Tulungagung, Samarinda, NTB, Jepara, Makassar, Bengkulu (2) Banjar songs (3) magazines (4) Padenawu pottery (5) Tulungagung Reog Kendang Dance and Lenggang Cisadane Dance (6) fairy tales (7) folklore of Joko Poleng, Bandung Regency, Islamic, Bojonegoro, (8) digital poster of ethnobotany in the form of offerings.

4 Conclusion

Based on the discussion's results, it can be concluded that Indonesian language teaching materials containing local wisdom research methods are the most dominant method of developing writing skills elements. The junior high school education level is also the most dominant. The topics used are regions, songs, magazines, pottery, dance, fairy tales, folklore, and posters.

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