

Analysis of Student Needs for Writing Textbooks Based on Local Wisdom in the Indonesian Literature Study Program, Pamulang University

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Abstract. There have been many evaluation studies of Indonesian language textbooks that examine local wisdom and cultural metaphors, but no one has taught about knowledge values and character values in textbooks, especially in higher education. The research aims to determine students' needs for the importance of Indonesian language textbooks to improve students' abilities in writing narratives, by integrating local wisdom into Indonesian language textbook material at the Indonesian literature study program at Pamulang University. The method used in this research was interview techniques with students in the Indonesian literature study program at Pamulang University. Findings based on the results of interviews in Indonesian literature with students show that university students are considered less successful because students' written work in the form of narrative essays still shows weaknesses. Some of the weaknesses related to this are: Determining vocabulary (diction), themes, spelling, and choosing the right words. The implications of providing Indonesian language textbooks, teaching values, morals, traditions, knowledge, cultural metaphors, local wisdom and being able to produce quality writing.

Keywords: Textbooks, writing, Indonesian, local wisdom.

1 Introduction

Historically, the school curriculum in Indonesia has undergone several transformations. In 2004, the Competency Based Curriculum was implemented nationally; contains competency standards and basic competencies in each subject. Competency standards are defined as the unity of knowledge, skills, attitudes, and level of mastery that are expected to be achieved in studying a subject. Meanwhile, Basic Competency refers to several abilities that must be mastered by students in certain subjects as a reference for compiling competency indicators. In 2006, the curriculum was shifted to the Education Unit Level Curriculum, the abbreviation of which is better known as KTSP among Indonesians. One of the prominent changes in KTSP compared to competency-based curricula is that KTSP is decentralized. This means that all the rules listed in the curriculum are designed and determined in advance by the central government. Several rules in the curriculum are proposed to be developed and decided by the local government in the region or school. Even though there is the freedom to develop at the micro

level, curriculum development must be carried out referring to the National Education Standards which been established by the National Education Standards [1].

Learning Indonesian in tertiary institutions leads to students mastering skills in the fields of language and literature. Students are trained to use more language to communicate so that they are skilled in speaking Indonesian both orally and in writing. Indonesian language skills such as listening, speaking, reading and writing [2].

Writing activities can represent the writer's knowledge, especially their academic capacity [3]. There are various types of writing skills because each type of writing has its characteristics related to language use. Therefore, it is necessary to hold challenging writing activities, such as writing about local wisdom, to improve students' writing skills. This idea is related to PISA 2018 which establishes three basic dimensions as the principles underlying global teaching competence, including classroom structure and management, teacher encouragement, and cognitive challenges.

According to Bassal, 2005 language skills occupy an important position in daily interactions between individuals [4]. One of the writing skills has a very significant meaning because it allows people to express their feelings to other people in a clear method; makes it easier to master what other people want to say, in line with the opinion of Martanti et al., 2019 that writing skills are very important to learn because writing skills are very important in supporting student success [5]. This was stated by Graham et al., 2013 who reported that writing is very important for students to succeed in school and beyond. Writing about material presented in class or enhancing student learning and teaching writing improves students' reading skills [6]. Without writing it would be almost impossible for humans to have achieved the development they see today as a writing tool used by past generations to transfer what they have gained from knowledge and technological growth to future generations. So it can be said that without writing past generations cannot communicate their heritage to new generations as written history, not oral history, is what is used to share experiences with people from different civilizations and generations [7].

Based on the results of interviews at the Indonesian literature study program at Pamulang University with Indonesian language class students and second-semester students, it was discovered that students at the Indonesian literature study program at Pamulang University were considered less successful because the student's written work in the form of narrative essays still showed weaknesses. Some of the weaknesses related to this are: Determining vocabulary (diction), themes, spelling, and choosing the right words. Based on the conditions above, efforts need to be made to overcome the problems that occur so that they do not result in more serious impacts. For this reason, researchers developed a textbook at the Indonesian Literature Study Program, at Pamulang University. For this need, the researcher used a textbook based on local wisdom by connecting it with the environment around the students or the area around the students, which means local wisdom in Banten Province. Arnyana, 2014 states that local wisdom is evidence that has been passed down from generation to generation or remains constant in an area. Local wisdom is a combination of God's pure values and various routine values contained in local wisdom created as a result of local public customs or geographical conditions in a broad sense [8].

Responding to the importance of textbooks as carriers of knowledge, as well as moral and cultural values, several empirical researchers have tested the descriptions in textbooks which have been carried out by many researchers, and one of them [9]. This research aims to

develop an Indonesian language textbook with a multicultural perspective and character education, learning to write traditional poetry. Other research was also conducted. This research only focuses on developing a text and character-based Indonesian language textbook model in the city of Surakarta. According to Wangbei, 2022 this research analyzed two sample textbook lessons, two teachers' teaching plans for these subjects, and messages from development meetings related to the curriculum in China [10].

Based on the description above, it can be stated that in this research there are three gaps that the author will fill, namely: (1) setting gap, (2) theoretical gap. First, what the author means by gap setting in this research is the place for developing writing textbooks based on local wisdom, namely in Banten Province. Various development research has been carried out, but such research has never been carried out in universities. Second, the theoretical gap is a grand theory that researchers use as a perspective in this research, namely based on local wisdom. So far, most of the textbooks circulating in the field are oriented toward fulfilling curriculum orders and government orders.

It is important to develop textbooks so that students' writing skills improve. Textbook development must be carried out because not all available textbooks are suitable for use in the classroom. Nowadays, many textbooks are explained by experts. Not all textbooks are useful for application in the classroom. The condition of students and the mastery of lecturers in applying textbooks is one aspect that influences learning. The learning model is expected to be simple for lecturers to apply when guiding in line with students' desires and personalities so that it can help students develop writing skills. Based on the problems above, the author asks the following questions: 1. What are the needs of lecturers and students regarding local wisdom-based writing textbooks used in the South Tangerang Indonesian Literature Study Program? The research objective is to describe the needs of lecturers and students regarding local wisdom-based writing textbooks used in the Indonesian Literature Study Program, at Pamulang University.

Literature Review Textbooks

Textbooks are printed teaching materials in the form of books that contain the substance of material in certain fields of science which are used as learning guides in schools or universities [11; 12]. For example, Indonesian language learning textbooks can contain four language skills, namely, listening, speaking, reading, and writing as well as linguistic elements such as grammar and vocabulary. However, the book can also cover only one skill, for example, reading.

Textbooks are learning materials that present knowledge of certain subjects and values, attitudes, skills, and behaviors. Textbooks are prepared by experts in certain fields [10]. According to a study Widodo 2018 textbooks are books containing learning materials related to certain fields of study or courses. Textbooks are arranged systematically and selected based on objectives, lecture orientation, and student development for assimilation [13].

The results of Tarigan's study 2009, textbooks are standard books in certain fields of study that have been prepared by subject experts for educational purposes and are equipped with teaching resources that are compatible and easy to understand for users in schools and universities so that they can support teaching programs [14]. In line with Widodo's view, (2018)) textbooks, namely learning materials, contain theories that are well-designed and applied carefully. Textbooks are learning materials prepared by experts to help users, in this case students, achieve learning goals. Textbooks are well prepared so they bring benefits to students

and lecturers. Textbooks can provide feedback for students so they know their learning outcomes.

Based on the several quotes above, it can be synthesized that textbooks are learning materials that contain knowledge, skills, values, attitudes, and behavior that focus on certain subjects. Textbooks are prepared by experts using excellent procedures. Textbooks bring benefits to users to achieve the learning goals that have been set. Students as textbook users gain knowledge so that they can further optimize learning goals.

Textbook Characteristics

Textbook characteristics are the characteristics contained in textbooks. In the textbook, there is material presented. This is in line with the opinion Richard, 2001 that the material presented in textbooks can be presented either as main material or supporting material, which means that the material that becomes text can come from videos, photos, or other learning sources while supporting material is material other lessons specifically prepared by the teacher. Readers prefer textbooks in the form of subject matter because they are in harmony with their social and cultural background [15].

Quoting from the National Book Center (now the Ministry of Education), Sumartono (2010) stated 6 requirements for the complete elements of a textbook, namely: (1) foreword, (2) table of contents, (3) body divided into chapters or sections along with instructional objectives, (4) Bibliography, (5) glossary, (6) preferably an index. Quality textbooks must meet the required characteristics. This is to Suryaman's, 2012 statement that textbooks must meet the following criteria: (1) have a clear, current, and relevant point of view; (2) contain adequate substance, such as a wealth of expertise, is varied, easy to read, and can stimulate and increase students' attention; (3) have a methodical and progressive preparation technique that pays attention to clarity; (4) have the ability to present it in a way that encourages students to study the textbook; (5) provide information that is in-depth enough to help students solve difficulties in that area effectively; (6) have an evaluation method that measures student competency in that discipline; and (7) have the ability to capture the interest of students who are interested in this field [16].

In a study Richards, 2000, benchmarks for the quality of good textbooks show that textbooks can support or hinder the learning process [17]. Learning failure can be associated with textbooks whose contents do not meet the requirements of the learning process, as shown [11]. A good textbook can be identified from several characteristics it has [18]. In this way, readers of textbooks that are structured based on several historical turning points will have a comprehensive understanding of the character and substance of the science or subjects discussed.

In the curriculum system, the position of teaching materials is below and is an elaboration of the syllabus [17]. This means that teaching materials are developed based on an agreed syllabus. The syllabus is designed based on learning objectives, both general and specific objectives. The learning objectives are determined based on the results of the needs analysis. In this way, there is coherence between the results of the needs analysis, learning objectives, syllabus, and teaching materials. After the teaching materials are developed, a method is determined to transform the teaching materials for students. In other words, teaching materials are the substance of the material being taught and methods are the way to teach it (how to teach) [17].

In the context of learning Indonesian at school, textbooks are an important component and have many benefits. Some of them are that textbooks function as (1) a syllabus and learning framework for teachers and students; (2) means for standardizing learning; (3) effective and efficient learning resources; (4) effective language input and language models; (5) teacher training media (teachers' trainer); (6) media to maintain the quality of learning; (7) learning resources that are varied and attract student interest; and (8) sources of motivation to learn [12; 15; 18]. From the opinions above, it can be synthesized that the position of textbooks in teaching is that they have a role in presenting learning, both verbally and in writing, as a good language practice for students, as well as providing enthusiasm for teachers and students to discuss learning in the classroom.

Writing

Writing is one of the most important skills second language students need to develop, and the ability to teach writing is the central expertise of trained language teachers. Therefore, writing assignments should not only emphasize formal accuracy and discrete aspects of language, but be situated in a meaningful context with authentic goals. According to Raimes, 1991 it is wrong to see each theory as growing and replacing the last [19].

In the view of Syamsudin, 2011 states that writing is explaining by assembling, designing by making writing a form that is related to the problem of writing or storytelling activities. Writing is one of the speaking capacities that is held and used by the audience as an indirect means of communication [20]. This situation occurs because, in the reality of social life, communication contact cannot always be achieved face to face. In other words, writing is a conversation skill that is not simple. Everyone has ideas, meaning everyone can write about their ideas about something. One of the writing skills that a person holds can be observed whether the sentences used are communicative or not [21]. Meanwhile, Winarni, 2009 believes that whether a conversation is communicative or not is determined by traditional methods and habits of using the language [9]. In line with the view Kellogg, 2008 that writing is a basic language skill and the most difficult to master as students find it difficult to learn writing skills. For native speakers of different languages, writing sub-skills need to be considered by lecturers who recognize the difficulties faced by students when trying to master writing as a process [22].

Based on the explanation above, it can be synthesized that writing is indirect communication in the form of transferring thoughts or feelings using a writing system in the form of language, as well as vocabulary using symbols so that it can be read as what the symbols represent. Unifying and analyzing each linguistic view in an essay is a must for writers. The insights held by the author can be seen in the essays written.

Local wisdom

Based Ratna, 2011 said that local wisdom is the maturity of the local community which can be seen in the attitudes, behavior, and methods of viewing the community which support the development of local abilities and resources (material or non-material) which can be used as a force in creating change. in a better or positive direction [23]. In line with the opinion Robert, 2021 that local wisdom can be used to organize the rules of community life wisely or wisely. Local wisdom is the pure wisdom and knowledge of the community from the noble values of cultural customs whose aim is to manage the rules of life in society. Local wisdom is meant not only in terms of cultural values but also in the use of existing cultural values in regulating people's lives to increase prosperity and create peace.

Local wisdom is the fruit of thought that is related to life. This mindset is based on clear reasoning, and good character, and contains positive aspects. Local wisdom as stated by Ratna, 2011 is the cement that binds existing cultural forms so that it is based on existence [23]. Local wisdom can be interpreted as a culture created by local actors in stages that are carried out continuously, with internalization and interpretations taken from religion and culture which are promoted in the form of rules and guidelines used in people's lives every day. In foreign languages, local or local wisdom is "local knowledge" or can also be interpreted as local intelligence "local genius" [24].

Local wisdom is an identification of the organization or cultural identity of a nation which will result in the nation being able to absorb, even filter, and manage foreign cultures or other nations into its character and abilities [25]. In line with the opinion Istiawati, 2016 also states that local wisdom is a technique used by someone to behave and do something in response to changes in the physical and cultural environment. An idea that has been conceptualized in society, emerges and develops sustainably accompanied by public awareness from those related to life that is sacred to profane (the daily life of society that is simple [26]. Based on the opinions of the experts above, it can be synthesized that wisdom Local are ideas that emerge and develop continuously in a society in the form of customs, rules in society or norms, culture, language, beliefs, and daily habits.

2 Research Method

This research uses a research and development research design abbreviated as R & D. This research design was carried out to get a more detailed picture of the textbooks used, the features used, and the feasibility and effectiveness of their use in elementary schools. Research and development research is development research [27]. The development research design is always closely related to the product produced [27]. The products created in this research are (1) a writing textbook based on local wisdom for lecturers to use. (2) writing textbooks based on local wisdom for students to use. The results of the research in the form of teaching writing local wisdom were used for the Indonesian Literature Study Program at Pamulang University. The exploration stage was carried out at different Indonesian Literature Pamulang University, South Tangerang in sequence. Indonesian literature was selected based on several factors including academic conditions, administration, lecturer willingness, and permission from the Indonesian Literature Study Program, at Pamulang University. The implementation time for the exploration stage of local wisdom-based textbooks is in the odd semester of the 2023/2024 academic year, namely September 2023 to December 2023.

The main research data at the actual problem analysis stage is information about the existence and quality of the learning model used at Indonesian Literature at Pamulang University, the advantages and disadvantages of the textbook, and the needs of lecturers majoring in Indonesian literature and students of the Indonesian Literature Study Program at Pamulang University for Indonesian language textbooks. Using textbooks can help students understand lessons easily. Data was collected from three data sources, namely (1) informants (Indonesian Literature lecturers as main collaborators, students, supervisors, coordinators) of MGMP; (2) events (Indonesian language learning in class) and (3) documents, syllabus, Indonesian language learning model, learning implementation plan (RPP).

This research was conducted at the Indonesian Literature Study Program, Pamulang University, odd academic year 2023/2024. There were 5 literature lecturers and 90 students in the second semester who received Indonesian language courses using a purposive sampling

technique, namely sampling criteria, and intensity so that the selection of participants was carried out randomly to maximize information. As a result of Patton's (2002) study, criteria sampling involved cases that met several important criteria that had been determined previously.

Data collection techniques used in this research: (a) questionnaire, (b) in-depth interviews, and (c) document analysis. The questionnaire used in this research was entitled "Analysis of needs for textbooks". In-depth interviews were carried out in the form of FGD with 5 Indonesian Literature lecturers at the Indonesian Literature Study Program, at Pamulang University. Document analysis was carried out on textbooks in the field that had been used for teaching.

3 Result and Analysis

3.1 Analysis of the Need for Writing Textbooks Based on Local Wisdom for Indonesian Language Subjects

Needs analysis in this research is all forms of activities carried out by researchers to identify and collect data about various problems related to textbooks and is expected to be able to provide solutions to these problems. This needs analysis was carried out to find out what type of textbooks are needed by Indonesian lecturers and students at Pamulang University to learn to write Indonesian. The technique that researchers use in this needs analysis is guided written reflection (field observations, document analysis, and interviews using a list of guiding questions).

3.1.1 Lecturer Needs Analysis

Study of lecturers' problems and needs for Indonesian language textbooks, based on the results of textbook document analysis and interviews. Field notes resulting from document analysis and field notes resulting from interviews found problems faced by lecturers in developing textbooks in the teaching and learning process in class. Based on identifying needs with informants (AR, DS, and SM), information was collected about the textbooks that lecturers wanted.

Based on interviews in the field, the use of Indonesian language textbooks that have been used by the Indonesian Literature Study Program at Pamulang University is considered to be good, but the book needs to be updated. Therefore, the textbooks used in the Indonesian Literature Study Program are equipped with components that are by the Semester Learning Plan (RPS) subject descriptions, materials and evaluation, assessment criteria, and reflections on students. The existence of writing skills textbooks based on local wisdom does not yet exist. Everyone still uses textbooks in general, so students have difficulty expressing ideas, especially when writing narratives.

One of the methods used by Indonesian language course lecturers in the Indonesian Literature Study Program is to integrate teaching by giving practice assignments to students to write narrative essays and collect them every week to be read to the class in turns. Thus, AR lecturers hope that there will be Indonesian language textbooks that include themes related to the surrounding environment or local wisdom. By including these themes students can be creative and literate. Apart from that, the book also integrates subject outcomes and uses popular language so it is easy to understand.

Field notes from interviews on the use of Indonesian language textbooks that have been used by DS lecturers as Indonesian language course lecturers are always looking for books that can be adapted to the RPP. However, so far there are no Indonesian language textbooks that are

complete and by the lesson plans used, so DS lecturers use several additional books to adapt the lesson plans to the material in the textbooks. Most of the textbooks used do not contain a component in the textbook so they require an external manual.

The DS lecturer revealed that the Indonesian language books currently used in junior high schools are still too general for there to be no specific themes for writing. So refreshment is needed in the Indonesian language learning process by incorporating natural materials or local wisdom. DS lecturers hope for the existence of this textbook because they believe that Indonesian language textbooks based on local wisdom can improve narrative writing skills in studying Indonesian language subjects.

Field notes from interviews on the use of textbooks that have been used by DS lecturers using textbooks by Misbah et al. The material is already good but for the demands of chapter 21, the textbook needs updating so DS lecturers need additional books from outside. Integration of writing skills, namely giving assignments to students to write narrative essays or write paragraphs in assignment books to be collected and read in turn in front of the class. So that students get used to writing and discover a lot of new vocabulary and ideas. Thus, it is hoped that Indonesian language courses can develop students' skills in narrative writing by including themes of the surrounding environment (local wisdom) and can foster a sense of love for Indonesian language courses.

Field notes from interviews on the use of textbooks that have been used by SM lecturers using textbooks written by Misbah, these textbooks are still general in terms of the table of contents of the textbook. We have not yet found writing skills textbooks so that learning in the classroom is refreshed. The lecturer gives assignments every week to read articles and journals, then write down the advantages and disadvantages of the journal from their respective points of view, then read it in front of the class. SM hopes that there will be textbooks that focus on the surrounding environment or local wisdom which can increase students' interest in learning, especially in writing skills, so that students are enthusiastic and love Indonesian language courses.

The textbooks that have been used so far are still not perfect, so they require renewal, especially regarding the material for writing local wisdom. The existence of this local wisdom writing skills textbook can help in developing students to be active and creative in writing. The following are the reasons researchers are interested in researching writing skills based on local wisdom. Researchers hope that this can help increase student interest in Indonesian language subjects. This is very important to develop the needs assessment achievements which will later become real experiences for other students, to fulfill students' writing skills regarding local wisdom.

3.1.2 Student Needs Analysis

3.1.2.1 Interview Results with Indonesian Literature Students at Pamulang University

The techniques used in this case are observation techniques, questionnaires, interviews, and document analysis. Some data was presented analyzing students' needs for textbooks based on local wisdom. This activity was carried out in the initial stage (exploration) by interviewing students who taught in the second-semester Indonesian Literature class at Pamulang University. The informant represents the class he visited. Informants are determined based on where they study. Apart from that, the determination of informants is also based on the location of the

university and the quality related to the suitability of the Indonesian language textbooks used so far. Informants will inform them of the need for Indonesian language textbooks that they expect.

Based on the results of interviews with Indonesian literature students at Pamulang University regarding perceptions of textbooks taught in the classroom. The students' reasons are that local wisdom-based textbooks need to be studied in higher education, especially in Indonesian literature, students are expected to be able to actively participate in discussions, present and respond to the non-fiction and fiction information presented; students write various texts to convey their observations and experiences in a more structured manner, and write their responses to presentations and readings using experience and knowledge of cultural values, characters, and cultural metaphors by studying local wisdom. Second-semester students conveyed this in their interviews. regarding students' views on textbooks based on local Indonesian language wisdom, namely that the existence of Indonesian language subjects and textbooks based on local wisdom is needed.

Based on the results of interviews with second-semester students regarding student perceptions of the development of textbooks taught at the Indonesian literature study program at Pamulang University. Regarding the question of students' perceptions regarding learning in the second semester using local wisdom-based textbooks, 25 students stated that it was necessary. The student's reason is that the teaching textbook is based on local wisdom so that students can understand the problems they face thoroughly. Apart from that, it can also solve problems related to moral values and cultural values as well as the environment around students in their surroundings, thereby being able to express ideas and create ideas through student writing in expressing ideas in a story structure through experience. Another reason is that by teaching students using local wisdom-based textbooks how to learn to write more effectively, students can practice asking questions and responding to what, who, when, where, why, and how through writing maps and can carry out activities of summarizing, listening and reading, writing narrative.

Another student reason is that textbooks based on local wisdom make it easier for students to understand learning according to learning material that is close to the students' environment with a culture that is socialized in the form of norms, and character values and used as a guide in everyday life for students. can be studied by yourself. Regarding students' perceptions regarding the need for textbooks based on local wisdom, all students consider it very necessary to have textbooks based on local wisdom. The students' reasons, for making learning easier, especially understanding writing skills, can be understood and understood by students themselves and can easily follow up on the material provided. In this way, the problems experienced by students such as difficulty in developing discourse in a story, detecting ideas in storytelling, and the lack of skills regarding writing rules become fun and not too difficult.

4. Conclusion

Based on an analysis of the needs of students and lecturers regarding the development of Indonesian language textbooks based on local wisdom, the following information can be concluded. First, Indonesian language textbooks are very important to be taught at the Indonesian Literature Study Program at Pamulang University. Second, Indonesian language textbooks are based on local wisdom, their existence is needed as a solution to life problems in the educational environment. Third, the material in Indonesian language textbooks based on local wisdom can broaden students' insight into problems related to writing needs, especially in the educational environment. Fourth, the material in Indonesian language textbooks is based on

local wisdom, which supports the creation of effective learning activities and the development of material in Indonesian language textbooks based on local wisdom, it is hoped that students will be able to adapt to the surrounding environment. Armed with the material developed in the textbook, it is hoped that students will also be able to develop their abilities to become skilled at writing with the competencies they have mastered, especially applying local wisdom values.

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