

DEVELOPING A MEDIA BOOK CREATOR FOR INTENSIVE READING BASED ON LOCAL WISDOM FOR ENGLISH STUDY PROGRAM STUDENTS

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Abstract: Rapid advancements in science and technology over the past decade have greatly influenced the development of teaching materials. This accelerated progress has provided significant support to educators in enhancing the quality of both online and offline learning experiences. This study aims to develop a local wisdom-based book creator media while assessing its validity, effectiveness, and innovativeness. The research employed a research and development (R&D) approach following Borg and Gall's procedure, focusing on 8 out of the 10 stages. The sample included assessments from 2 media experts, 2 material experts, 2 IT experts, and feedback from 5 lecturers and 104 students. A questionnaire was used as the primary data collection method to evaluate the feasibility of the media book creator. The findings indicate high feasibility levels with media experts rating it at 90%, material experts at 93%, IT experts at 95%, and student responses at 85%, suggesting the learning media is "highly feasible" for implementation. This medium enables educators to provide students with a more interactive and culturally relevant learning experience, fostering a deeper connection between academic content and their local contexts.

Keywords: local wisdom; book creator; procedural texts; comprehension; research and development.

INTRODUCTION

The COVID-19 pandemic has finally concluded; However, the utilization of online and offline learning methods continues to shape the implementation of post-pandemic education. The transition from online to offline processes has brought about significant modifications in instructional materials. Throughout the pandemic, approximately 80% of teaching materials were in the form of e-books, except for remote regions lacking internet connectivity, where traditional textbooks remained the primary resource.

Based on the feasibility study conducted on second-semester students of the English Education study program at Universitas Katolik Santo Agustinus Hippo, the importance of utilizing book creators as teaching materials in

comprehending procedure text and narrative text, specifically in explaining the preparation of traditional food and understanding local Kalimantan stories in the Landak district, was examined. Initial observations with 104 students revealed the following: 74% of students were aware of book creators; 98% were highly interested in using book creators as teaching resources; 98% of students were interested in learning about local issues in Kalimantan, while 99% were interested in Kalimantan folklore. There are 94% of students who are interested in the traditional gastronomy of Kalimantan, and 95% of students concur that a procedure manuals use regional foods to illustrate local culture as learning material. Using local knowledge materials to teach reading comprehension has

increased student pride by 94%. 59% of students are interested in adopting narrative texts from other countries to study them, and 96% of students thought that learning from the author of the book would help them comprehend it better.

The result of the initial feasibility study infers that students are interested in instructional materials authored by individuals who promote local wisdom, especially to enhance reading comprehension. This study examines how authors of local wisdom-based books can construct instructional materials, focusing on the development process and leveraging technological advancements in education. Teachers in Indonesia need to use information technology to study and get the necessary materials and information, i.e., to use technology as a learning medium. (Novitandari, 2023). Employing book-creator teaching materials is expected to simplify the knowledge transfer process for educators, enabling them to effectively disseminate information to students.

Despite the challenges presented by the past COVID-19 pandemic, there were benefits for educators, particularly in the use of information, communication, and technology (ICT). However, educational research remains complex and presents its own set of difficulties. Firstly, the research concept itself can be intricate and demanding to comprehend. Secondly, many theories in the field of education sometimes conflict with each other. Thirdly, educational research involves the human factor, which is a very difficult variable to control, unlike in science, where variables are relatively easier to control (Arifin, 2020).

Previous research has been done on creating instructional materials based on local wisdom to conserve cultural values for primary school students (Ayu, 2021). Nowadays, the most talked-about topic in education is local wisdom. It is a phenomenon brought about by Indonesia's loss of national identity. People's mental conditions have altered and been influenced by social, economic, and political changes Irwan (2019).

Borg and Gall stated in another section that educational research and development is an industry-based development model where the research's findings are used to design products and procedures, which are systematically field-tested, assessed, and improved until they meet particular effectiveness criteria or similar standards. In their suggestion, Borg and Gall contend that research for theses and dissertations should be conducted on a small scale, with the

option to constrict the number of research processes (Emzir, 2011) in (Pertiwi, 2022). Educational products that can be produced in research and development include, for example, specialized curricula to meet particular educational requirements, teaching strategies, learning resources, textbooks, modules, evaluation systems, competency test models, etc. (Sidik, 2019).

At this point, an external obstacle needs to be addressed since technology and information are developing quickly, culture is beginning to evolve, and international education is developing (2019, Khaldun). An effective learning tool produced by previous studies was successful such as the Supplementary Book of Green Consumerism (SBGC) for Android (Ichsan, Sigit, & Miarsyah, 2019b) in (Ichsan, 2020).

As the world moves into the current era of globalization, educational institutions are charged with preparing and producing human resources who are capable of overcoming all the obstacles posed by the rapid changes taking place all around them. Education that can produce a creative, innovative, and competitive generation is required to survive the new information and communication technology (ICT) era. Three types of e-learning exist: synchronous, asynchronous, and hybrid. Synchronous refers to the e-learning platform's requirement that the instructor and every student log on simultaneously to facilitate learning. As opposed to synchronous learning, which requires both teachers and students to be online at the same time for the duration of the teaching process, asynchronous learning allows for the usage of e-learning sites (Satriani, 2023).

Making the best use of technology as a teaching tool, which is anticipated to be able to provide output that can stay up with or adapt to the times, is one way this can be accomplished. (Hasana, 2021)

Today, information technology is used in multimedia applications as a teaching aid. The features of multimedia learning applications are technologically advanced, providing quick and easy access to comprehensive knowledge while also being environmentally friendly, which of course facilitates human work (Dasmo, 2016) in (Hakim, 2021) Information technology-based learning can take the place of traditional teaching techniques. The communicator utilizes media as a tool to communicate with the communicant. The usage of media will ensure that the communicant

receives the message as well as possible and that the response is favorable (Prahesti, 2022).

The Indonesian education system has allowed the government to utilize the internet and technology to support schools, from elementary to higher education, through various websites (Lukman, 2021).

Teaching materials are resources organized systematically and used by teachers and students in the learning process (Prastowo, 2013 in Harjanto, 2021). Certain learning materials are required to facilitate learning and inspire students, enhancing their comprehension of the subject matter (Simanjuntak, 2023).

Learning media is a tool to support teaching and learning activities by clarifying the conveyed message and ensuring that learning goals are achieved more effectively and thoroughly (Pradiani, 2023). Learning media always comprises two essential elements: the hardware, or equipment, and the message, or software, contained within it (Seftiana, 2019). In the implementation of a learning process, it is essential to evaluate the process to understand the program's suitability, advantages, and disadvantages (Pujiastut, 2021).

In an effort to enhance the quality of education in Indonesia, teachers are required to possess several competencies as outlined in the law concerning teachers and lecturers. The Law of the Republic of Indonesia No. 14 of 2005 states that teachers must have pedagogical, social, professional, and personality competencies as educational agents. (Sutarsih & Misbah, 2021) in (Ismiyanti, 2022) Innovative and creative teachers must develop and use learning media in teaching and learning process. Technological advancements have transformed teaching and learning processes, moving away from conventional methods like using textbooks in the classroom (Ramadloni, Pemanfaatan laman BIPA daring sebagai media pembelajaran BIPA berkonteks kearifan lokal di ASEAN, 2022).

One such media is Book Creator, a text program that allows students to create text, photos, drawings, and sounds, enabling them to design layouts and forms for their assignments (Manshadi, 2021). Similar research has been conducted on web application programming capabilities. In the Exe-learning program, educators can create modules that incorporate text, images, and videos (Muzijah, 2020).

Technological developments can be leveraged to create books presented electronically, known as Electronic Books (E-Books). An E-Book is a

digital book containing information in the form of text and images (Karyada, 2022). Using e-books, particularly those authored by local writers, is preferable and can improve students' learning outcomes. Due to their high viability, the adoption of e-books in educational contexts is strongly advised (Rochintaniawati, Agustin, and Rusyati, 2019 in Anjarwati, 2021). Research has demonstrated that books are essential for fostering the students' critical thinking skills (Errington & Bubna-Litic, 2015) in (Ismajli, 2019).

For narrative text, examples of material that can be presented by the book creator include: (1) Folk Tales from West Kalimantan: The Origin of the Porcupine River. (2) Most Popular West Kalimantan Folklore: The Story of Single Beji. (3) West Kalimantan Folklore: The Crying Stone (Tuminah, 2021).

One of the best solutions for resolving the issues mentioned above is to use authors of books as learning resources. Modern approaches can be replaced by the use of technology in teaching and learning activities.

On the other hand, Book Creator is a free and straightforward internet-based tool that assists learners in creating captivating digital books. (Santosa, 2021).

Book Creator aids students in producing engaging digital books, enhancing their speaking, writing, listening, and reading skills, making it an ideal program for language learning (Puspitasari, 2020). This digital medium supports the learning process, fostering creative, innovative, and fun writing, improving and exploring the potential of teachers and students (Barella Y, 2020).

Currently, education often overlooks the significance of local wisdom and the effects of globalization, focusing predominantly on technological advancement. The situation has led to uneven understanding among students. Therefore, educational practices should integrate local knowledge into the curriculum, ensuring that learning outcomes are relevant and beneficial to students' social environments (Laila, 2021).

Several methods can be used to introduce cultural and character values to students, one of which is through the academic aspect by incorporating local wisdom values (Murti*, 2020). Education based on local wisdom provides contextual learning in social studies, connecting students more closely with their learning environment (Nisa, 2019). Local knowledge has the potential to enhance and develop thinking skills (habits of mind) through group problem-solving-based learning (Monica, 2021).

The creation of electronic teaching resources that are based on local cultures makes the following assumptions. 1) Creating electronic teaching resources based on local culture can aid in and facilitate students' understanding of content on the subject of constant energy conservation. 2) Students' interest and motivation to participate in learning can be fostered using electronic teaching resources based on local culture. 3) The absence of electronic teaching resources that are integrated with local culture and are based on the local culture. (Wendo, 2022).

Prior research describes a teacher's ability to develop teaching materials that facilitate learning activities focused on critical and creative thinking skills (Noorhapizah, 2020). Mangesa (2020) in (Setyawan, 2022), (Febriansyah, 2021) To inspire children to succeed academically, teachers must be able to establish an enjoyable and meaningful learning environment. Teachers play an essential role to support students' academic endeavors by infusing local knowledge and values where students live. Teachers must be innovative in their approach to teaching. According to Sobarna et al. (2019) in (Simanjuntak, 2023) local wisdom is the knowledge or wisdom of a community that is derived from the noble ideals of its ancestors' cultural traditions to control the order of life in the society based on wisdom and prudence.

Reading is crucial for language learning, providing numerous benefits. A similar thing was expressed by (Mangasi, 2019): Reading is one of the most effective skills for exploring the world objectively, independently, and creatively. However, the younger generation is facing issues such as laziness to read. The presence of an easy-to-use Book Creator will attract millennials to learn and use it. The primary goal of reading is to understand the author's intended meaning. Reading comprehension links ideas in the text with the reader's understanding (Anderson & Pearson, 1984; Dewitz, 2021). Cultural content influences reading comprehension, alongside the reader's cultural schema (Aaron, 2021).

Intensive reading is reading that is done very carefully to fully understand the material. When the student is concentrated on the language rather than the text, intensive reading takes place. Intensive reading involves a careful and detailed study of a short assignment, typically around two to four pages, conducted daily (Brooks, 1964) in (Munika, 2019).

A procedure text is a text that includes the actions that must be followed to

accomplish the intended result, together with an explanation or information. Procedural texts, according to the Ministry of Education and Culture (2016, p. 88), describe the steps that must be taken in order for readers or viewers to exactly and accurately follow a process of creating something, performing a task, or using a technology. Students can recognize procedural texts through learning by analyzing the text's linguistic features and structure. (Hapsari, 2020).

In this book's creator's teaching material, material related to procedural text will be discussed by raising local wisdom on the steps of making traditional food. Traditional food in West Kalimantan, for example, Lemang, Tempoyak, and Padas Porridge. Local wisdom-based learning can encourage students to explore their knowledge, critically analyze problems, and become effective problem-solvers (Aryani & Wahyuni, 2020 in (Ali, 2023).

Despite advancements in educational technology, there is a lack of integration of local wisdom into digital teaching resources. This study addresses this gap by developing and validating a Book Creator based on local wisdom, specifically designed to enhance reading comprehension and cultural understanding in the educational context.

METHOD

This research falls under the category of research and development (R&D). The model that will be created uses Borg and Gall's Research and Development (R & D) model. The objective of the development plan using the R&D design from Borg and Gall is to create and validate the product. There are ten steps in model development and research (R&D), including (1) information gathering and research; (2) planning; (3) creation of the product's preliminary form; (4) preliminary field testing; (5) main product revision; (6) main field testing; (7) operational product revision; (8) operational field testing; (9) final product revision; and (10) dissemination and implementation (Sidik. M., 2021).

Operationally, the steps were adapted as follows for research on creating instructional materials based on local wisdom in tertiary institutions: (1) Information Gathering and Research: Instruments for initial observations related to the use of book creators among students were prepared. (2) Planning: Teaching materials were planned with the specific objective of creating book-creator learning media based on local wisdom for procedure text material. The topic was how to make traditional food from West

Kalimantan. (3) Creation of Preliminary Form: Examination of student needs and specific learning goals to highlight the initial product creation process. (4) Preliminary Field Testing: Conducting small-group field tests on the initial products created. (5) Main Product Revision: Revising the initial product based on feedback to improve it to meet existing standards and needs. (6) Main Field Testing: Conducting main trials to determine if the designed book creator's teaching material met the stated objectives. (7) Operational Product Revision: Revising the product again if previous steps did not meet standards or achieve objectives.

Due to a lack of time, resources, and money, steps 7 and 8 were omitted. The steps were modified to meet the researchers' demands and the specific research context.

According to Borg & Gall (Pertiwi, 2020), there are 10 stages in R & D research, namely:

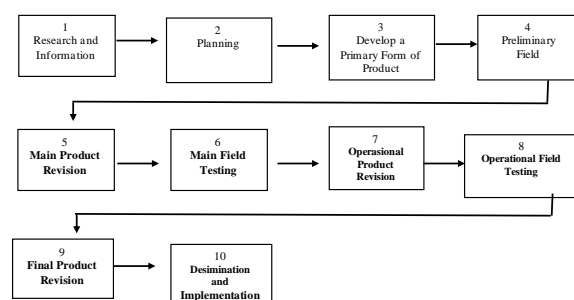


Figure 1. *Procedure R & D Borg & Gall*
Information:

1. Research and information collecting
2. Planning
3. Develop a preliminary form of the product
4. Preliminary field testing
5. Main product revision
6. Main field testing
7. Operational product revision
8. Operational field testing
9. Final product revision
10. Dissemination and implementation.

The following is a representation of modified research and development that will be put to use:

The research and development design from Borg and Gall served as the foundation for this study.

The study involved a total of 104 second-semester students from the English Education study program at St. Augustinus Hippo Catholic University. The selection criteria included: (1) students who had prior awareness of book, creator tools. (2) students interested in using book creators as teaching resources. (3) students interested in learning about local issues and

folklore in Kalimantan.

The data were collected using the following methods: (1) Observation: Initial observations of students' familiarity and interest in book creators. (2) Interviews: Interviews with students and lecturers to gather detailed insights. (3) Questionnaires: Administered to students, media experts, material experts, and IT experts to evaluate the feasibility of the book creator media.

Data analysis involved systematically searching for and compiling data from interviews, field notes, and other materials to make it easily understandable. The analysis aimed to describe all opinions, suggestions, and responses to determine the feasibility of the learning media, specifically the book creator. The descriptive analysis results were used to gauge the product development viability.

The questionnaire was validated by: English Validator (IT Expert), Material Validator (Material Expert), Media Expert

The questionnaire was examined and presented after it had been validated by the English validator (an IT expert), the material validator (a material expert), and the media expert.

Use the following calculating procedure to calculate the outcomes of the assessment's percentage score:

$$Ps = \frac{S}{N} \times 100\%$$

Information:

P: Proportion

S: How many respondents responded to a single item?

N: The item's number of ideal values. (Astika, 2019)

Table 1. *Percentage analysis eligibility criteria for expert validation, response of it experts and students*

Average Score (%)	Category
0 - 49,99	Very unfavorable/ Invalid/ or uninteresting
50 - 59,99	Not good, / Less valid, / Less interesting
60,00 - 79,99	Good/Quite valid/Interesting
80,00 - 100	Very good/ Valid/ and very interesting

Modifications were made to the original R&D model to fit the research context. Specifically, the research processes were reduced to eight stages, as suggested by Sugiyono (2019), which include: (1) Potential and Problems Identification. (2) Data

Collection. (3) Product Planning. (4) Product Testing. (5) Product Validation. (6) Product Revision. (7) Product Testing. (8) Final Product Revision.

These modifications were justified by constraints in time, resources, and funding, allowing the research to be more focused and feasible within the given limitations.

RESULTS AND DISCUSSION

This research and development produced learning media in the form of a book creator. The results obtained using the Borg and Gall method are summarized below:

Results of potential and problem analysis

The author found that there was no effective learning media in the Intensive Reading courses at Universitas Katolik Santo Agustinus Hippo. The primary learning media used were textbooks and PowerPoint presentations, which were insufficient in helping students understand procedural texts. Interviews with lecturers and students confirmed the need for more effective learning media, leading to the selection of book creators as a suitable solution.

Data collection

Once the problem and potential have been described accurately and clearly, it is necessary to investigate the information to be used in planning the specific product that is expected to address the problem. According to media writers, book

creators are considered effective. By distributing questionnaires, the writer started by telling students about book creators.

To produce this book creator learning media product, the required data is processed from journals, previous studies, and expert comments. After collecting data, the data guided the design and development of the book creator learning media.

Product design

The book creator was designed using the Book Creator app, following these steps: (1) Opening the app and selecting "New Book Creator". (2) Designing the electronic book according to the identified needs. (3) Creating chapters, such as the first chapter on how to make Lemang. (4) Validating the book with experts for feedback and suggestions.

Stage 1 product validation results

Initial validation involved two IT experts, two media experts, and two material experts. The results were:

- Material: 78.00%
- Learning: 86.67%
- Practicality: 77.50%
- Appearance: 75.00%
- Average: 79.29%

The results of the first stage of media expert validation by 2 IT experts obtained the following data:

Table 2. Results of stage 1 IT expert validation

No	Criteria	Aspect	IT expert 1	IT expert 2	Σ each aspect	PSA
1	Material	1	3	4	39	78.00%
		2	4	4		
		3	4	4		
		4	4	4		
		5	4	4		
2	Learning	1	5	5	52	86.67%
		2	4	5		
		3	5	5		
		4	4	5		
		5	4	5		
		6	3	2		
3	Practicality	1	3	4	31	77.50%
		2	4	4		
		3	4	5		
		4	3	4		
4	Appearance	1	3	4		
		2	4	4		
		3	3	5		

4	4	4	45	75.00%
5	3	4		
6	3	4		

The results of the first stage of learning media validation, shown in the table above, show that this book creator received an assessment by the validated book creator.

Suggestions and revisions

Expert feedback included suggestions to improve image, sound, and video quality; add interactive quizzes; and correct inconsistencies. These revisions were implemented in the next version.



Table 3. *Suggestions and revisions*

Suggestions	Revisions
1. Image, sound, and video quality could be further improved.	1. Image, sound, and video quality have been improved.
2. Online interactive quizzes to foster student learning motivation.	2. Online interactive quizzes have been added
3. Greeting words can be more varied if you always use hello to everyone in the text	3. Greetings have been varied
4. It can be developed with a column for voice chat in book creator	4. The voice chat column has been added
5. On the cover of the book it is written that there are 3 authors, but why only 1 author whose biography is visible?	5. The author is equipped with 3 authors.
6. The content of the author's biography is longer than the material, there should be more material.	6. Biography has been adjusted, and the material has been adjusted.
7. Sources including images must include the source (be careful with copyright infringement).	7. The sources in the book creator are taken from the book creator which are provided to complement the pictures in the book creator, so there is no need to include them.
8. In the reading, there are the words "Lemang" and "Lamang", if both have the same meaning, maybe you can choose just one, or it can be explained that in some areas "Lemang" is usually called "lamang"	8. The term Lamang has been corrected to become Lemang.

Example: Changes to the appearance of the book creator which have been updated according to the

validator's suggestions

Table 6. *Comparison*

No	Before	After
1.	On the cover of the book it is written that there are 3 authors, but why only 1 author whose biography is visible? 	The author is equipped with 3 authors. 
2.	Online interactive quizzes to foster student learning motivation.	Online interactive quizzes have been added



The second stage of validation is carried out after the product is updated according to expert advice. After it has been repaired, the media is then assessed again by the validator. The results of the validation show that the learning media for bookmakers has improved and that the tool is feasible to use. The data for the second stage of validation is shown below.

Stage 2. Product validation results

After revisions, the second stage of validation showed improved scores: IT Experts: 95.00%, Media Experts: 90.00%, Material Experts: 93.00%, Average: 92.67%.

According to the findings of earlier studies, the creation of MI/SD Social Sciences Education textbooks was rated as very feasible by material experts (81%), feasible by language experts (80%), and very feasible by design experts (87%). (Islamy, 2019).

The second stage of validation is carried out after the product is changed according to expert advice. The validation's findings demonstrate that the learning resources for book creators have improved and that the tool is usable. The data for the second stage of validation is shown below.

According to the stage 2 IT specialists validation results, the material component received a score of 95,00%, the practical component received a score of 95,50%, the learning component received a score of 95.00%, and the display component received a score of 95,00%. The typical IT grade is 95.000%. Based on these averages, the media is in the "very good" category and the product is ready for use.

According to the results of the stage 2 media expert validation, the material element received a score of 92,00%, followed by scores of 88,00% for the practical component, 90.00% for learning, and 90,00% for the display component. The typical media score is 90%. The average score for media is 90,00%. Based on these averages, the media is in the "very good" category and the product is ready for use.

According to the findings of the second round of validation conducted by two professors who are subject matter experts, the learning aspect in terms of student learning motivation received a score of 93.20 percent, while the learning aspect in terms of the appropriateness of the material with the learning media received a score of 92.80%. The combined average score is 93.00%.

Based on the aforementioned description, the findings of the second stage of the material expert validation revealed an average score of 93%, indicating that a validity level of 93% is in the "very good" category and that the content may be supplied by the media offered by the Book Creator.

Table 7. *Percentage of the result of each criteria from expert validation, response of IT experts, media experts, material experts and students responses*

No	Category	Average Score
1.	Information Technology	95%
2.	Media	90%
3.	Material	93%
4.	Students Responses	85%

These results are described in detail in the following graph

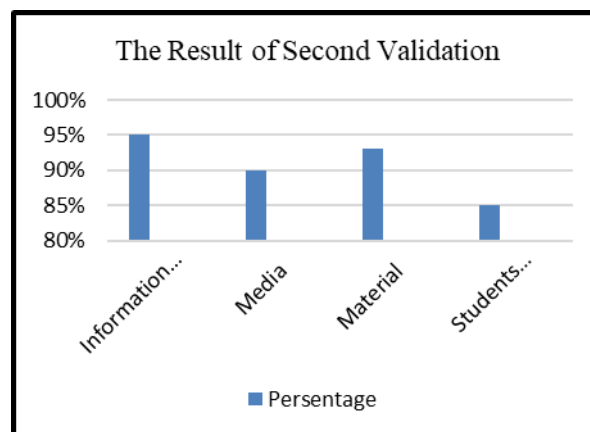


Figure 2. *The result of the second validation*

The book creator is assessed in two intensive reading classes taught by Mrs. YS and Mrs. ES, lecturers of English at the Universitas Katolik Santo Agustinus Hippo. Before the trial, the researchers also conducted field trials and small group trials. Researchers decided to involve lecturers in product assessment because teachers are potential users and implementers of learning.

Based on the table above, an assessment conducted by two lecturers at Universitas Katolik Santo Agustinus Hippo in Landak Regency, West Kalimantan, shows that the practical aspect has a feasibility percentage of 98%, the display aspect has a feasibility percentage of 96%, the material aspect has a feasibility percentage of 94%, and the learning aspect has a feasibility percentage of 98%. the total score of the data analysis of the results of the assessment is 96.5%.

Product trials

Small and large-scale trials were conducted with students, yielding high feasibility scores: Practicality: 98%. Display: 96%, Material: 94%, Learning: 98%, Total Average: 96.5%

After testing small and large groups to find out the feasibility of this Media Book Creator, it was said that the product was very feasible so no re-trials or revisions were carried out at Universitas Katolik Santo Agustinus Hippo. Therefore, this media can be used as a learning tool for Intensive Reading.

The implications

Effectiveness of book creators

The results indicate that book creators are an effective tool for enhancing students' understanding of procedural texts. The high validation scores from IT experts, media experts, and material experts confirm the feasibility and effectiveness of this media.

Student engagement

The book creator significantly increased student engagement and motivation. The high practicality and display scores suggest that students found the media easy to use and visually appealing, enhancing their learning experience.

Implications for teaching

The introduction of book creators in Intensive Reading courses can bridge the gap left by traditional learning media. The interactive and culturally relevant content provided by the book creator fosters a deeper connection between students and the material.

Relation to existing literature

The findings support existing literature on the benefits of multimedia learning tools in education. The integration of local wisdom and interactive elements aligns with previous studies highlighting the importance of culturally relevant content in enhancing student learning outcomes.

Limitations and biases

The study faced limitations in terms of time, resources, and the scope of validation stages. The exclusion of some steps in the R&D model may have affected the comprehensiveness of the validation process. Future research should include a more extensive validation process and a larger sample size to generalize the findings further.

Future research

Future studies could explore the long-term impact of using book creators on student learning outcomes across different subjects. Additionally, research could investigate the integration of more interactive elements and multimedia content to further enhance student engagement and learning.

CONCLUSION

Based on the development process and results, this study produced a media book creator as an Intensive Reading learning medium for understanding local wisdom-based procedural texts, specifically discussing how to make traditional food from Kalimantan. The Media Book Creator proved to be highly beneficial for teachers/lecturers in conveying learning material and helping students understand procedural texts effectively.

The validation tests conducted by media experts, Information Technology (IT) experts, and material experts revealed high feasibility scores in all evaluated aspects, including practicality, display, learning, and material quality.

Student responses indicated a high level of acceptance and engagement, demonstrating that the book creator effectively addresses difficulties in understanding procedural texts.

The book creator's interactive and culturally relevant content significantly improved students' comprehension and motivation, fostering a deeper connection between academic material and local cultural contexts.

This study contributes to the field by developing an innovative learning media based on local wisdom, enhancing student engagement and understanding in Intensive Reading courses.

It demonstrates the successful integration of

technology-based learning tools to improve educational outcomes, providing a practical example for future educational research and development projects.

Future research could explore the long-term impact of using book creators on student learning outcomes across different subjects and educational levels.

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Tuminah, Kunto Nurcahyoko, & Wanda Giovani

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