English Based Buginess
Local Wisdom

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Penerbit IAIN Parepare Nusantara Press

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Published by

IAIN Parepare Nusantara Press

2023

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Cover Desaigner
Muhammad Idul

ISBN: 879-623-8092-43-7
96 pages 14.8 cm x 21 cm
First Printing, 2023

Published by:
IAIN Parepare Nusantara Press
St. Amal Bakti No. 08, Soreang,
Parepare City, South Sulawesi, 91132.

Acknowledgment

Alhamdulillah Rabbil Alamin, all praise to the presence of Allah SWT for all His gifts, especially the gift of Science to the Authors and their family. Because it is only with His blessing that this book can be completed in the hands of readers. Shalawat and greetings may always be poured out to His Majesty the Prophet Muhammad SAW and his family and friends.

As a result, the author needs to thank all parties who have helped in the process of compiling this book, starting from the process of the research, editing to printing. Finally, we hope this book can be helpful to all of us.

Parepare, January 5, 2023

Authors

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Summary

This book is an output of research. It offers english learning model based on bugis local wisdom and the way to construct learning modules based on High Order Thinking Skill (HOTS). Moreover, this book also produces modules that are expected to be useful for teachers and prospective teachers in developing teaching materials while still paying attention to local wisdom which is actual to the students' real life.

UNIT 1
INTRODUCTION

English proficiency is one of the success factors for a country to compete and compete in the international world. In the era of free market competition and the 4.0 revolution, English proficiency and the ability to use technology are a necessity so that we can compete with other countries.

In the 2018 report, the English Proficiency Index (English Proficiency Index) placed Indonesia at number 51 (Education First, 2018). In fact, this ranking has decreased from the previous ranking of 39 out of 80 countries in 2017. In Asia, Indonesia is ranked 13th below Singapore, the Philippines, Malaysia and Vietnam. The English Proficiency Index or EPI is one of the indicators in examining the English skills of junior high school (SMP) and senior high school (SMA) students, one of the skills measured is reading and listening. The report also states that in general, junior and senior high school students in Indonesia have low reading and listening skills in English.

In the program for student assessment (PISA) to assess reading literacy, mathematical ability and scientific

ability organized by the Organization for Economic Cooperation and Development (OCED), for scientific ability, Indonesia ranks 62 and Mathematics ability ranks 63. Meanwhile, in reading skills ranked 64th out of 70 countries in 2015 (OCED, 2016). Even in Southeast Asia, Indonesia still loses to Singapore, Malaysia and Thailand.

Based on the EPI indicator, it shows that the quality of our students' English is still far from that of other countries. Likewise, in the context of reading literacy as measured by PISA, the reading quality of Indonesian students, especially those who read texts in English, is still low. For some students reading English is just a kind of uninteresting activity so they are not motivated to read English texts.

Therefore, it is necessary to work hard to improve the English skills of Indonesian students. One of the approaches that is popular lately is the emphasis on learning high order thinking. Thinking skills are the most basic skills that can be developed in the classroom and are the key to success in students' learning abilities (Nessel & Graham, 2007). Higher order thinking skills are one part of the components of thinking skills. Higher order thinking

skills (HOTS) are skills possessed by students by using the knowledge, skills and values obtained to solve problems, make decisions and create something original (Brookhart, 2010; Schraw & Robinson, 2011). Based on Bloom's revised taxonomy, the cognitive stage of higher order thinking includes the domains of analysis, evaluation and creation (Anderson & Krathwohl, 2001). High-level thinking skills are very important in the government's efforts to produce creative and innovative students in the face of the 21st century and the 4.0 revolution (Ulger, 2018).

To encourage students to be interested in learning English requires a paradigm shift from the teacher. The learning paradigm needs to be changed from teacher-centered learning to student-centered learning. In addition, learning English needs to be more contextual. Learning English should be more real and not cut off from the local culture. This is then better known as contextual learning. According to Berns & Erickson (2001), contextual learning is a learning model that connects student material with real situations. Contextual teaching and learning is a learning concept that can help teachers relate learning materials to students' real situations and encourage students to connect

their knowledge with student life applications (Muslich, 2007). One of the characteristics of the contextual approach according to Johnson (2012) is critical and creative thinking and achieving high standards. This is in line with learning efforts that are oriented to higher-order thinking skills, one of which is critical and creative thinking which is included in the level of analysis, evaluation and creation in the cognitive domain. Contextual learning can also be related to real life in the context of the culture that exists in the student's environment (Ramdani, 2018).

One approach to contextual learning can be done by introducing students to the culture and local wisdom in the environment where students live (Shufa, 2018) According to Utari et al., (2016), local wisdom is intelligence towards the wealth of an area in the form of knowledge, beliefs, norms, customs, culture, and insights that are inherited and maintained as an identity and guide in teaching us to act appropriately in life. Local wisdom-based learning is very important because it can bring students closer to their immediate environment which is often encountered by students in everyday life (Utari et al., 2016). The values of local wisdom can help students understand a concept or

material in learning. Choudhury (2014), language learning is cultural learning and consequently, language teaching is cultural teaching. However, learning a new culture does not mean that we forget the culture we had before. Culture-based English learning can also increase students' cultural awareness and improve their communication competence (Choudhury, 2014).

In learning English in schools, it is suspected that they have ignored the values of local wisdom as contextual learning (Damayanti & Mundilarto, 2017). Awareness of cultural diversity and local wisdom of students is low, on the other hand primordialism and fundamentalism movements that can threaten the disintegration of the nation are getting stronger.

Local wisdom is the cultural wealth of the community, including Bugis local wisdom. Local wisdom is an unwritten value or rules that becomes a principle from generation to generation and inspires a person. Local wisdom is an accumulation of the results of cultural activities in responding to and treating the environment, describing the way a society behaves and acts to respond to changes that are typical of the physical or cultural

environment. So that local activity can be used as a way to implement the curriculum of 2013, which has specificity in the application of education obtained by students in schools in certain community environments.

The Ministry of Education and Culture calls local wisdom with the term local excellence, besides that learning based on local excellence has several juridical foundations including Government Regulation or *Peraturan Pemerintah* (PP) number 19 of 2005 Chapter II article 14 paragraph 1 states that "for SMA / MA / SMALB or other forms of other equals can include education based on local excellence. Therefore, this becomes the basis that the integration or internalization of local wisdom values in learning including in learning English is highly recommended. Internalization or integration of local wisdom values to be included in high school English learning or the equivalent is an urgent matter to do, because there are some valuable values brought by local wisdom which are actually starting to fade in our lives, especially students who live in the Bugis cultural environment.

Several studies related to the importance of culture, one of which is Liu (2011) states that students'

understanding of cultural reading material is influenced by their cultural background. Understand reading material related to their own culture better than foreign cultures. The study of Sabatini and O'Reilly (2013) shows that there is a statistically significant performance difference in reading comprehension between subjects who have cultural background knowledge and those without knowledge, where the average score of the class of students who have cultural background knowledge is compared to the average score class of students who have no knowledge.

In addition to the importance of the millennial generation not being uprooted from their cultural roots, students also need to be familiar with technological developments. The use of technology in learning is also part of contextual learning. Today's developments, the use of technology cannot be separated from the lives of students and teachers. The world of education in the 21st century is constantly changing. Technology-based inventions and innovations have changed the world view of students and teachers, as a substitute for the teaching and learning process. Currently, the traditional didactic style in the classroom tends to be inefficient, irrelevant and ineffective,

which is related to students' learning and learning styles (Kenna, 2014). Then, came an approach in learning called flipped learning. The flipped learning approach is an activity of loading content in class and consolidating that content in class. Content learning is carried out outside the classroom with the help of technologies such as digital technology and the Internet. The salient feature of the Flipped learning approach is that students are agents of their own learning and are student-centered learning (Hamdan et al, 2013).

Several studies show that the flipped learning approach is more effective than using the traditional approach and gets positive responses from students (Deslauriers, Schelew & Wieman, 2011; Pierce & Fox, 2013; Roehl, Reddy & Shannon, 2013). According to Milman (2012) and Ash (2011), one of the flipped learning approaches is the use of video. Improving higher order thinking skills by connecting learning with real life accompanied by utilizing technology is a 21st century challenge for teachers. Therefore, an alternative way is needed to improve students' English skills, especially in South Sulawesi by using a local wisdom-based learning

module with a flipped learning approach. As an illustration of English proficiency, English junior and senior high school students in South Sulawesi were ranked the lowest of the 11 provinces measured in 2018 with an average score of 43.51 and categorized as low (Education First, 2018)

Based on the explanation above, the researchers endeavored to design an educational product, namely a senior high school (SMA) English learning module or equivalent based on Bugis local cultural wisdom and higher-order thinking skills with the Flipped Learning approach. This module was then named "EMBOS" (English Module Based on Bugis Local Culture).

UNIT 2
LEARNING THEORIES AND LOCAL WISDOM

1. Constructivism Theory

Knowledge is not only a set of facts, concepts, principles, laws or rules that are ready to be remembered, transferred from one person to another, and used, but as a continuous formation by someone who will change from time to time due to new understanding. In acquiring knowledge, humans must construct their own knowledge and give meaning through real experience using tools that can help understand their experience. Thus, a person's knowledge is a construction of himself.

Constructivism is a learning approach that emphasizes that individuals will learn well if they actively construct their knowledge and understanding of objects and events encountered during their lives. The formation of knowledge according to constructivist views the subject to actively construct cognitive structures (knowledge and understanding) in their interaction with the environment. With the help of this cognitive structure, subjects are free to construct their understanding of reality (Santrock, 2008).

This is what underlies the formation of cognitive constructivist learning theory. The essence of constructivist theory is that students must find and transform complex information into other situations and if desired, the information becomes their own. The more interactions students make with objects and their environment, the deeper students' knowledge and understanding of these objects will be. In constructivist learning, students become the center of activity and the teacher as a facilitator whose task is to help students to form their own knowledge and the knowledge construction process to run smoothly.

According to cognitive constructivist learning theory, knowledge is non-objective, temporary, constantly changing, and uncertain. This can happen, because each student is in the process of constructing his knowledge, depending on the intensity of his interaction with objects and their environment. The more intensive the interaction, the knowledge it has will turn out to be more detailed. Learning is seen as the compilation of knowledge from concrete experiences, collaborative activities, and reflection and interpretation. Constructivistic learning focuses on the active activities of students in gaining direct experience

("doing"), rather than passively "receiving" knowledge. Direct experience can be obtained by utilizing the senses, namely sight, hearing, smell, touch, and taste, then interpreted. On this basis, students will have different knowledge and understanding depending on the experience and perspective used in interpreting it.

According to constructivist understanding, students do not come to the classroom with an empty mind about natural phenomena but come with the knowledge they have brought according to their background. It is also stated by Ausubel that the most important factor influencing learning is the prior knowledge of the students. This implies that the cultural background brought by students cannot be ignored in learning and should be part of the discourse of learning English.

Some education researchers based on local cultural wisdom argue that learning will be more attractive to students when it is seen as relevant to their knowledge or experience with their cultural background (Aikenhead, 1996; Ogunniyi, 1988; Ogunniyi, 2004).

The principle of contextualization is an important characteristic in the English learning model mandated by

the 2013 Curriculum, derived from the basic idea of constructivist learning theory. The core assumption of the constructivist perspective here is that learning is highly dependent and influenced by social and cultural contexts (Taber, 2009; Tiberghien, 2008; Vygotsky, 1978).

2. Contextual learning

The Contextual Teaching and Learning (CTL) approach is a new and modern teaching method to address the needs in today's education. According to Johnson (2012), Contextual Teaching and Learning Approach (CTL) is an approach that helps students understand what they are learning by connecting their subject with the context of their life. The CTL approach emphasizes students' interests and experiences, so that students are easy to understand the material. In addition, Sears (2002) also defines that the Contextual Teaching and Learning (CTL) approach encourages students to take part in their learning and provides a concrete framework for combining pattern theory and practice. Sears also emphasized that the CTL approach is a learning process that has the aim of supporting students to understand the educational material

they are studying by connecting academic subjects with their life situations such as their personal, social and cultural situations. In addition, Nurhadi, Yasin, & Senduk, (2004) concluded in their study that the Contextual Teaching and Learning (CTL) approach helps students relate topics to real situations and encourages them to make connections between the material and its application to their lives.

Furthermore, Bern and Erickson (2001) describe teaching techniques related to CTL as follows: cooperative learning, problem-based learning, work-based learning, project-based learning, and service learning and reaction strategies. This approach helps teachers relate material content to real situations, and motivates students to relate knowledge and applications in their lives. The CTL strategy is also very basic in emphasizing critical thinking, recognizing teaching and learning needs in different contexts, motivating students to learn from each other and using Blanchard's authentic evaluation. In addition, some scholars have found that the Contextual Teaching and Learning (CTL) approach helps students improve their performance in school, as well as promoting critical and

higher order thinking.

According to Komalasari (2010), the contextual learning approach is a learning approach that links the material studied with the real life of everyday students, both in the family, school, community and citizen environment, with the aim of finding the meaning of the material for their lives. Suprijono (2009), the contextual learning approach is a concept that helps teachers relate the material they teach to real-world situations, and encourages students to make connections between their knowledge and its application in their lives as family and community members. Contextual learning has several distinctive characteristics, which distinguish it from other learning approaches. The characteristics of the contextual approach according to the Ministry of National Education (2011) are cooperation, mutual support, fun, not boring, learning with passion, integrated learning, active students, sharing with friends, using various sources, critical students and creative teachers, classroom walls and hallways. The hallway is full of student work, and reports to parents are not report cards, but student work. Meanwhile, Johnson (2012) identified eight characteristics of a contextual approach, namely:

making meaningful relationships, doing significant work, learning to self-regulate, collaboration, critical and creative thinking, personal nurturing, achieving high standards, and using authentic assessment.

3. Local Wisdom Learning

3.1. The Meaning of Local Wisdom

Local wisdom is an accumulation of the results of cultural activities in responding to and treating the environment that describes the way a society behaves and acts to respond to changes that are typical of the physical or cultural environment. Meanwhile, the Ministry of Education and Culture mentions the term local wisdom with local excellence, this is based on the term local wisdom which consists of two words, namely wisdom (wisdom) and local (local) so that local wisdom can also be called local wisdom. In the discipline of anthropology, local wisdom is also called local genius, anthropology is a science that studies humans in society, ethnicity, behavior, culture and civilization (Saebani, 2012). Haryati Soebadio, an anthropologist, said that "local genius is also a cultural identity, the identity of the nation's cultural personality

which causes the nation to be able to absorb and cultivate foreign cultures according to their own character and abilities"(Soebadio, Bahtiar, Harsya, 1985) . Likewise, Ayatrohaedi stated that "the element of regional culture has the potential to be a local genius because it has proven its ability to survive until now". Based on the two definitions above, the government states that local wisdom is the same as local excellence.

Local excellence is an effort to promote and realize the regional potential owned by a particular region in order to increase the value of products, services or other works owned by the region to be able to increase the income of each region without exception which is unique and has a comparative advantage (Ahmadi, 2012). Local excellence advantages according to Asmani (2012) are things that characterize an area which includes aspects of economy, technology, culture, information, communication, ecology and so on.

In general, the definition of local wisdom is a condition or unique potential possessed by a certain area including economy, technology, culture, information, communication, ecology and the way people behave and act

in the area, where this situation should be maintained and even developed to increase an area's income.

Local wisdom found in our society can be found in songs, proverbs, sasantis, advice, slogans and ancient books that are inherent in daily behavior (Nuraeni & Muhammad Alfan, 2013). Basically, local wisdom is a habit that occurs continuously over a long period of time. Based on the explanation above, it can be interpreted that local wisdom has a relationship with culture, as stated by Taylor in Nasir (2013) that culture is the whole which includes knowledge, belief, art, morals, law, customs and other abilities and habits. Habits acquired by humans as members of society. Culture arises from the existence of social interactions that occur continuously in processes that occur over a long period of time, and are used as a complex collective knowledge system so that they are able to shape the character of Indonesian people in living and interacting with their environment (Nasir, 2013).

3.2. Local Wisdom Function

There are several functions of local wisdom when viewed from several aspects, below will explain the function of local wisdom in social life, and science.

a. The function of local wisdom in social life

Local wisdom can be understood as a human effort carried out by using his mind to act and behave towards something, object, or event that occurs in a certain space. The specific space referred to here is the space for interactions that occur between humans and between humans and their physical environment, where this interaction has been arranged in such a way. The pattern of interaction that occurs is called setting, where the notion of setting itself is a place that humans use to interact and develop relationships in their environment. A setting that has been formed will directly produce values that become the basis or reference for human behavior (Nuraeni & Alfan, 2013).

In addition, when viewed from culture which is one source of local wisdom, local wisdom can build collective knowledge that is used as a reference for acting and behaving in response to their living environment and also as a direction in determining their actions (Nasir, 2013).

b. Functions of Local Wisdom in science

Another function of local wisdom is that local wisdom has a fairly large role in the field of science. In general, there are seven main elements of culture that exist in a society regardless of place and region. According to Kluchkon as quoted in Herimanto and Winamo (2011) states that "the seven main elements of culture include living equipment (technology), livelihood systems (economy), social systems (social organizations), language systems, arts, systems knowledge (science), and belief systems (religion)."

Based on the seven main elements of culture that have been described above, it is known that scientific knowledge is one of the main elements of culture, and this shows that science can be found anywhere and at any time, starting from prehistoric times, history and until now. One example that science has existed since time immemorial is the existence of a star system that people use to sail, even though scientific knowledge is still in a simple form.

c. Local Wisdom-Based Learning

One approach to contextual learning can be done by introducing students to the culture and local

wisdom in the environment where students live (Shufa, 2018). According to Utari, et al., (2016), local wisdom is the intelligence of the wealth of an area in the form of knowledge, beliefs, norms, customs, culture, and insights which are inherited and maintained as an identity and guide in teaching us to act appropriately in life. Local wisdom-based learning is very important because it can bring students closer to their immediate environment which is often encountered by students in everyday life (Utari, et al., 2016). The values of local wisdom can help students understand a concept or material in learning. Choudhury (2014), language learning is cultural learning and consequently, language teaching is cultural teaching.

However, learning a new culture does not mean that we forget the culture we had before.

Ningrum, Nandi and Sungkawa (2017), describe the design of a local wisdom-based learning model. As illustrated in Figure 2.1.

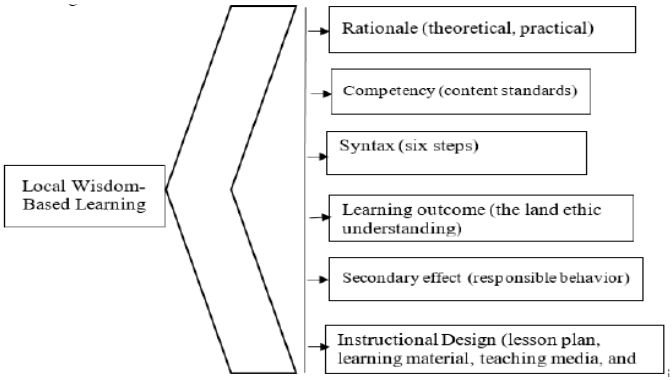


Figure 2.1 Learning Model Based on Local Wisdom

According to Ningrum, Nandi and Sungkawa (2017), the local wisdom-based learning model contains a syntax consisting of six steps of learning activities, namely: (1) orientation; (2) material application; (3) identification of core concepts; (4) understanding between concepts; (5) concept implementation; and (6) reflection. During the application, the six steps are adjusted to the stages of learning activities, namely opening, main activity, and closing. Learning activities are carried out in groups and utilize the school environment as a learning tool for students. The school environment

plays a role in environmental education and influences in shaping environmentally responsible behavior.

UNIT 3
LEARNING MODULE AND MODELS OF LEARNING

1. Modul Concept and Definition

Winkel (2004) describes the module as the smallest unit of a learning program, which is taught by students individually or taught by students to themselves (self-instructional). After students complete one unit, they move forward and study the next unit. Noah and Jamaludin (2005) stated that the module is one of the teaching and learning activities that discuss a certain theme systematically and sequentially which aims to make it easier for students to learn independently and be able to master a learning unit easily and precisely. Mehrabian and Russell (1974) defines a module as a teaching package related to one unit of individual subject concepts so that students can master one unit of subject matter before moving on to the next unit. Modules can also be defined as a process of learning activities that stimulate motivation, improve students' understanding and achievement towards a particular learning goal. In relation to learning English in schools, the module can be interpreted as a material, tool,

and resource that include various English learning activities that have been systematically designed to make it easier for students to achieve and master the goals of English education that have been set. The use of modules in the teaching and learning process can attract students' interest, and train students to be confident, creative, skillful, cooperative and also able to improve students' academic achievement (Sidek & Jamaludin, 2005). This is because in the module there are various activities that can stimulate teachers or students to further increase interest and motivation in the teaching and learning process in the classroom.

1.1. Modul types

Noah and Ahmad (2005) divide the modules into four types, namely teaching modules, motivation modules, training modules and academic modules. This division is based on the purpose or development of a module. The following is a description of the four types of modules that are always encountered in the field of education.

a. Teaching Module

Teaching modules usually focus on teaching

and learning in elementary, middle and high school. This module is to help or facilitate students in achieving better achievements in the academic field. This module focuses more on individual teaching, meaning that students can carry out this module individually and the teacher does not need to be with students all the time until students complete the activities in the module.

b. Motivation Module

This module is intended for teachers, facilitators or moderators only. The teacher, facilitator or moderator is given the responsibility to control the various activities contained in the module. All directions, explanations, and implementation of activities in the module are delivered by teachers, facilitators or moderators only. Students only follow and carry out the directions and explanations given.

c. Exercise Module

This module is usually given in the form of short-term or long-term courses and course

participants also follow all the directions given.

d. Academic Module

The academic module is a module that was developed with the concept of providing convenience, especially to students who attend educational institutions.

Based on the description above, the module developed in this study is the "EMBOS" module which is a teaching module. That is, the module focuses on teaching and learning in high school. Modules are built systematically and sequentially which aims to make it easier for students to learn. Students involve themselves in various activities contained in the module. The "EMBOS" module was developed based on individual student learning. Each student gets one module each.

1.2. Modul structure

To facilitate understanding of the module structure, an example of a module structure is as suggested by Henson in Figure 2.2.

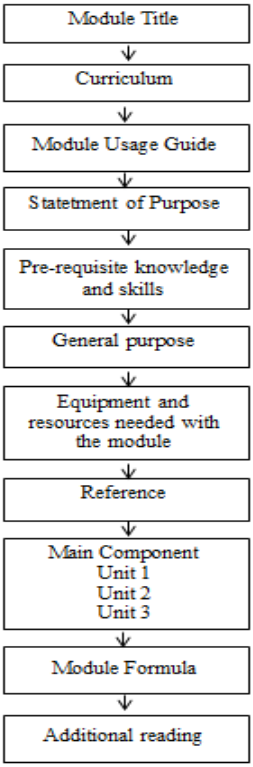


Figure 2.2 Example of Module Structure

(Source: Henson in Vembriarto, 1985)

In addition, Efendi Zakaria and Abd Razak Habib (2006) in their research suggest that the learning module format itself is the main part of the module consisting of (i) introduction, (ii) content and (iii) assessment.

2. Modules of Module Development

The following describes the design models of the module models.

2.1. ADDIE Models

According to Molenda (2003) and Morrison et al. (2011), ADDIE is an acronym for Analysis, Design, Development, Implementation and Evaluation. The ADDIE model was developed by Dick and Carry (2001) to design a learning system. This model can be used for various forms of products such as models, learning strategies, learning methods, media and teaching materials. The systematic procedure of the ADDIE model is described as follows:

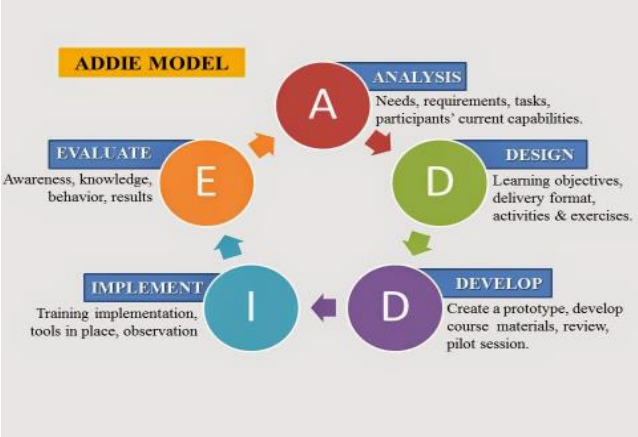


Figure 2.3 ADDIE Model Systematics

(Sources: Molenda, 2003 and Morrison et al., 2011)

The following describes in detail the design ratings of the ADDIE model, namely:

a. Analysis

The analysis process is carried out by answering several questions including: (1) whether the new module is able to overcome the teaching and learning problems encountered, (2) whether the new module has the support of facilities to be implemented; (3) whether the teacher is able to apply the new module.

b. Design

In designing learning and teaching modules, the design rating has similarities with designing teaching and learning activities. This activity is a systematic process that starts from setting learning objectives, designing a scenario of teaching and learning activities, designing learning procedures, designing learning materials and learning

achievement assessment tools. The design of this module is still conceptual and underlies the next process.

c. Development

Development in the ADDIE model is in the form of product design realization activities. In the design stage, a conceptual framework for the application of the new learning module is developed. In the Development stage, the conceptual framework is realized into a product that is ready to be implemented. For example, if at the design level the use of a new conceptual model/method is designed, then at the Development level learning tools are made with the new model/method such as lesson plans, media and student materials.

d. Implementation

In this procedure, the designs and methods that have been developed are implemented in real situations in the classroom. During implementation, the design of the model/module that has been

developed is applied to the actual conditions. The material is delivered according to the new model/module that was built. After the application of the method, an initial assessment is carried out to provide feedback to the application of the next model/module.

e. Evaluation

Assessment (evaluation) is carried out in two forms, namely formative and summative assessments. The formative assessment is carried out at the end of the learning meeting (weekly) while the summative assessment is carried out after the activity ends as a whole (semester). Summative assessment measures the final competence of the learning objectives to be achieved. The results of the assessment are used to provide feedback to the users of the model/module. Revisions are made according to the results of the assessment or needs that have not been met by the new model/module.

According to the reviewer, the steps in this model are very simple and systematic, they should not be ordered randomly. The five ratings in this

model are very simple when compared to other design models. Because of its simple and systematic structure, the ADDIE design model is easy for designers to learn. The weakness of the ADDIE model is that the analysis procedure takes a long time. Because at this level, designers are expected to be able to analyze two components rather than students first by dividing the analysis into two, namely performance analysis and needs analysis. The two components of this analysis will affect the length of the process of analyzing students before the learning stage is carried out.

2.2. ASSURE Models

The ASSURE model stems from the assumption of Gagne (1985) that the teaching-learning process goes through several stages called events of instruction. Therefore, learning that has been designed well at the beginning by generating student interest, which is then followed up by presenting new material, involving student feedback, measuring their understanding (assessing) and passing on to the next activity.

The ASSURE model was developed by Robert

Henich et al. (2005) in the book "Instructional Technology and Media for Learning." This learning design model is an abbreviation of the components or important steps contained in it, namely: 1) analyzing the characteristics of students; (2) setting learning objectives (state performance objectives); (3) selecting methods, media and learning materials (select methods, media and materials); (4) utilize teaching materials (utilize media and materials); (5) activate student involvement (requires learner participation); and (6) evaluation and revision.

The ASSURE model is more oriented to the use of media and technology in the desired learning process and activity (Sharon Smaldino et al. 2005). The ASSURE model has a more positive impact when applied on a "micro" scale, such as classroom learning and training programs. The ASSURE model is described as follows:

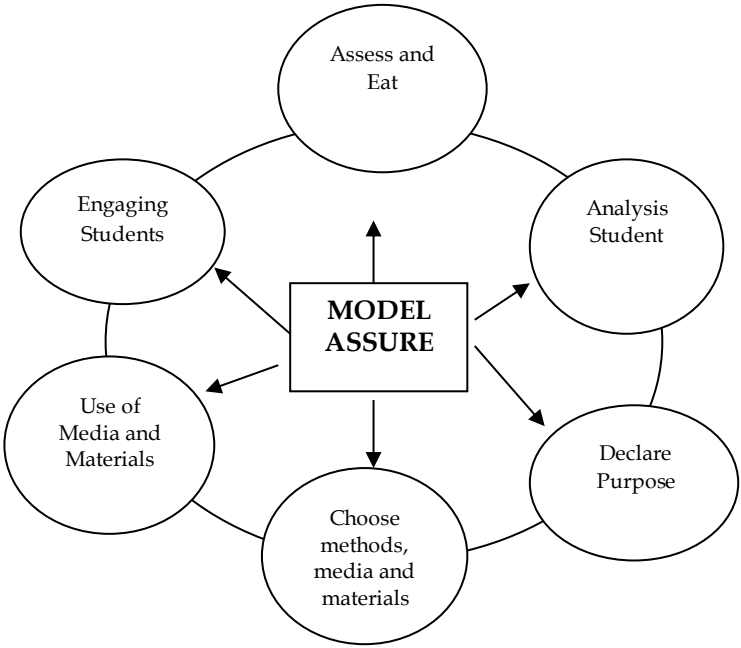


Figure 2.4 ASSURE Model Systematics

(Source: Molenda, Heinich, Russell & Smaldino, 2002)

The following describes the design stages of the ASSURE model in detail, namely:

a. Analyzing Student Characteristics (Analyze Learners)

The first step in applying this model is to identify the characteristics of students who carry out

learning activities. Who are the students who carry out the learning process? According to Heinich, Molenda, and Russell (1991) a good understanding of the characteristics of students is very helpful for teachers in an effort to help students to achieve learning objectives. Analysis of student characteristics includes several important aspects, namely: (1) general characteristics; (2) special competencies that have been previously owned by students; (3) student learning styles; (4) motivation.

b. Setting learning objectives (State objectives)

The second step in the ASSURE learning design model or design is to set specific learning objectives. Learning objectives can be obtained from the syllabus or curriculum, information recorded in textbooks, or formulated by the designer himself after going through the learning needs assessment process. Learning objectives are formulations or statements that describe the competence of knowledge, skills, and attitudes that will be possessed by students after taking the learning process.

c. Selecting methods, media, and teaching materials (select methods, media and materials)

The third step in the design/design of the ASSURE model is choosing the methods, media, and teaching materials to be implemented. These three components function very important to be used in assisting students in achieving the competencies or learning objectives that have been designed. The selection of appropriate methods, media, and teaching materials can assist teachers in optimizing student achievement. In choosing the methods, media, and teaching materials used, there are several alternative choices that can be made, namely: (1) buying existing learning media; (2) modifying the available learning media; (3) producing new learning media.

d. Utilize teaching materials (utilize media and materials)

The next step is to use methods, media, and teaching materials in learning activities. Before using methods, media, and teaching materials,

instructors or designers first need to conduct experiments to ensure that these three components can function effectively and efficiently for use in actual situations. In addition, it is necessary to prepare classes and supporting facilities needed to be able to use the selected methods, media, and teaching materials. After everything is ready then the three components can be used

e. Enabling student engagement (requires learner participation)

In order for the learning process to take place effectively and efficiently with this model, it is also necessary to have active mental involvement of students with the material being studied. Giving exercises is an example of how to involve students' mental activities with the material being studied. Students who are actively involved in learning activities in general easily learn learning materials.

f. Conducting an evaluation and revision

After designing learning activities, the next step that needs to be done is to conduct an

assessment and revision. The stages of assessment and revision in the ASSURE learning design model are carried out to assess the effectiveness and efficiency of the learning program and also assess student achievement. In order to obtain a complete picture of the quality of a learning program, it is necessary to carry out an assessment process of all learning components.

2.3. Dick and Carey Model

Dick and Carey (2001) view instructional design as a system and regard learning as a systematic process. This systematic way of working is expressed as a systems approach model. Furthermore, Dick and Carey (2001) emphasize that the systems approach always refers to the general steps of developing a learning system (Instructional System Development).

In the Dick and Carey model there are ten stages of development as follows:

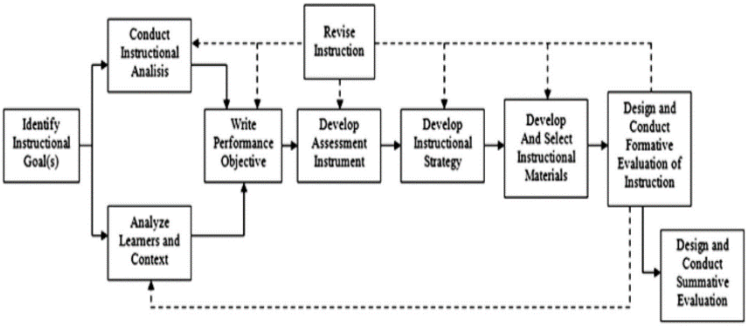


Figure 2.5 Models Dick and Carey

Source: Dick and Carey (2001)

The following describes in detail the stages of the Dick and Carey model, namely:

a. Identifying Learning Goals (Identify Instructional Goals)

In the initial procedure to determine learning objectives and ideally obtained from a needs analysis that really indicates a problem that requires solving by providing learning (Dick & Carey, 2001).

Learning objectives can refer to the curriculum, the results of practical experiences about student difficulties and from analyzes carried out by people who work in their fields. The ultimate

goal of learning is the achievement of general learning objectives. Therefore, the learning plan must pay attention to the formulation of the general learning objectives specified.

b. Conducting Learning Analysis (Conduct Instructional Analysis)

The purpose of learning analysis is to identify the competencies or skills that students must learn. This analysis produces a diagram of the competency/concept that shows the relationship between the competency concepts. The analysis was carried out by: (1) classifying the formulation of learning objectives according to the type of learning domain. (2) Identify appropriate learning analysis techniques to examine exactly what learning making should be done.

c. Identifying Student Characteristics (Identify Entry Behaviors)

Steps to identify student characteristics can be done simultaneously. Context analysis includes certain conditions with the skills learned by students

and situations related to the tasks faced by students to implement the knowledge and skills learned. Analysis of student characteristics includes students' initial abilities, learning styles, and attitudes towards learning activities. Proper identification of the characteristics of students who are learning can help in selecting and determining the learning strategies to be used.

d. Formulating Specific Goals (Write Performance Objectives)

This analysis aims to identify the skills learned, the conditions for achieving the behavior, and the criteria for achieving the behavior. The formulation of specific learning objectives/indicators of competency achievement is a formulation of students' abilities or behavior after following a particular learning program. These abilities and behaviors are formulated specifically and can be operationalized so that their achievement can be observed and measured using tests or other measuring tools. The formulation of competency achievement indicators is used as a basis for

building sub-indicators in the learning test.

e. Develop test items (Develop criterian Reference Tests)

Based on the indicators of competency achievement that have been formulated, the next step is to build an assessment instrument to measure student achievement. Assessment is built to measure students' ability to achieve learning objectives. Emphasis on behavioral relationships that appear in learning objectives. The thing that needs to be considered in determining the assessment instrument is that the instrument must be able to measure student performance in achieving the previously designed learning objectives.

f. Developing a Learning Strategy (Develop Instructional Strategy)

After getting the information, then based on this information the designer of the learning program can determine the strategies used in learning. The strategy used is called a learning strategy or instructional strategy. According to Dick

and Carey, learning strategies are grouped into five activity components, namely (1) pre-learning activities, (2) presentation of material or content, (3) student participation, (4) assessment, and (5) follow-up activities (Dick & Carey 2001).

g. Developing and Selecting Instructional Materials (Develop And Select Instructional Materials)

Learning materials include: tutorials for tutors, modules for students, OHP transparencies, videotapes, multimedia formats, and the web for distance learning. Learning materials depend on the type of learning, relevant materials, and learning resources around the designer.

h. Designing and Implementing a Formative Assessment (Develop and Conduct Formative Evaluation)

The purpose of the formative assessment is to collect data regarding the strengths and weaknesses of the draft module. The results of the formative assessment process can be used as input

for improving the draft module. Although the main goal is to get data from students, it is important to review from other people who are also experts (Dick & Carey 2001).

i. Learning Enhancement (Revise instructional)

Data obtained from formative assessments are collected and interpreted to solve the difficulties faced by students in achieving goals. Formative assessment is not only carried out on the draft learning program, but also on aspects of the design of the learning system used in the program, such as instructional analysis, entry behavior and student characteristics.

j. Develop summative assessment (Develop and Conduct Sumative Evaluation)

Summative assessment is a different type of assessment from formative assessment. This type of assessment is considered the pinnacle of activity in the instructional design model proposed by Dick and Carey. Summative assessment is carried out after the program is completed. Summative

assessment does not involve the program designer but involves an independent assessor. This is one reason to state that summative assessment is not included in the learning system design process.

The Dick and Carey model has the following characteristics: (1) in the application of this model, each component is important and nothing should be skipped; (2) the use of this model may hinder the creativity of professional instructional designers; (3) this model provides a systematic approach to curriculum and program design; (4) suitable to be applied to small-scale e-learning, for example in the form of units, modules, or lessons.

According to the reviewer, the advantages of the Dick and Carey model are (1) regular, effective and efficient in implementation; (2) is a model or detailed lesson plan, so it is easy to follow; (3) each step is clear, so it can be followed; (4) there is an improvement in the instructional analysis, this is a very good thing, because if an error occurs, changes can be made to the instructional analysis immediately, before the error in it affects the error in

the component after it; and (5) This model is very complete in its components, almost covering everything needed in a lesson plan.

The drawbacks are: (1) rigid, because each step has been determined; (2) not all procedures for implementing teaching and learning activities can be developed in accordance with these steps; (3) trials that are not clearly described must be carried out and new improvement activities are carried out after formative examinations are held; and (4) on the development of learning outcomes tests, learning strategies and on the assessment of learning materials it is not clear whether or not there is an expert assessment (validation).

2.4. KEMP Models

Kemp et al. (1994), in the book Designing Effective Instruction has combined the important elements in the teaching design process into a comprehensive learning design model. According to Kemp (1994) that a complete teaching planning design includes 9 elements as shown in the following figure:

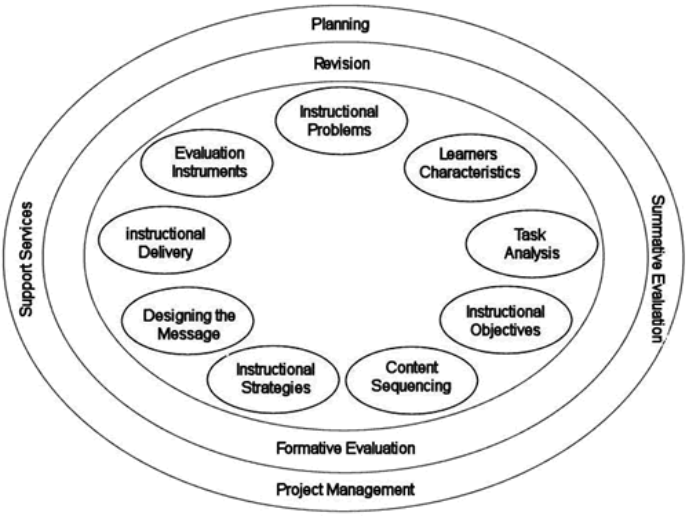


Figure 2.6 Kemp's model of teaching planning design elements.

(Source: Design Effective Instruction by Kemp et al. 1994)

Based on the picture above, the KEMP model is made by following an elliptical pattern that is not connected by lines or arrows so that each designer can carry out the teaching design process in his own way, starting with any one element, and can follow any sequence. only appropriate for the program to be implemented by the teacher or designer. The use of an oval shape in this model is intended to show that in each element there is interdependence between the nine elements. This form allows and allows for

additions and changes to the teaching design plan during the process. The reason for not using lines or arrows on one element and another,

Kemp et al. (1994) describes the roles and responsibilities of 4 (four) parties who should be involved in the design, development, implementation, and assessment of teaching. The four parties are: (1) teaching designer (instructional designer), (2) instructor (instructor), (3) subject matter expert (subject-matter expert), and (4) evaluator.

There are important factors that underlie the use of the Kemp model including: (1) the readiness of students to achieve competencies and learning objectives; (2) learning strategies and student characteristics; (3) appropriate media and learning resources; (4) support for student learning success; (5) determine the success of students in achieving learning objectives, and (6) improvement to create an effective and efficient learning program.

The advantage of the KEMP model is that in every step or procedure there is an improvement before moving on to the next level. The goal is that if there are deficiencies or errors in the ranking, improvements can be made first

before moving on to the next rank (Rusman, 2012). While the drawback is that this model tends to conventional learning. Conventional learning tends to be rote learning that allows convergent responses, and emphasizes conceptual information, practice questions in tests.

3. Modul As Suplement

In the Indonesian dictionary, supplement has the meaning of additional or complementary attachment. If it is related to the types of books that have been discussed previously, then a supplementary book has the same meaning as a complementary book or an enrichment book. The module as an enrichment is needed to support the learning process and the goals of national education, because it is able to increase the knowledge possessed by students, this is in accordance with Permendiknas Number 11/2005 Article 2 which states that in achieving the goals of national education, in addition to using textbooks as a mandatory reference In addition, teachers can also use enrichment books in the learning process and encourage students to read them to increase knowledge and insight.

Regarding the use and procurement of enrichment

books, it is highly recommended, this is in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia no. 2 of 2008 article 6 paragraphs 2 and 3 which states "in addition to textbooks, educators can use educator guide books, enrichment books, and reference books in the learning process. learning. To increase students' knowledge and insight, educators can encourage students to read enrichment books and reference books.

Based on several understandings of enrichment that have been explained above, it can be concluded that the enrichment module is a module that is able to support the main books, which contains information that reviews more deeply about certain sciences, the preparation of enrichment books also does not race as a whole to The curriculum and its use in the world of education are not mandatory but are important to support education in schools.

The enrichment module is included in non-text books, this is related to Government Regulation Number 32 of 2013 concerning National Education Standards and the duties of the Curriculum and Books Center of the Ministry of Education and Culture in controlling the quality of books

regarding various books according to their authority. Based on the authority of the body that carries out standardization, there are two kinds of books, namely textbooks and non-text books. The National Education Standardization Agency (BSNP) has the authority to standardize textbooks. While enrichment books, references, and educator guides are included in non-text books, BSNP does not have the authority to standardize this module.

4. HOTS (High-level Order Thingking Ability)

4.1. Definition of HOTS

Higher Order Thinking Skills (HOTS) is a level of thinking where the process is more than just repeating information or facts. Thomas & Thorne (2009) say that HOTS requires to do something about these facts. Furthermore, King, Goodson, & Rohani (2011) explain that HOTS involves various applications of thinking processes in complex situations and consists of many variables, including critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals experience unfamiliar problems, uncertainties, questions or dilemmas. In line with this, Ormrod (2003) said that

metacognition, problem solving, and critical thinking are part of HOTS.

4.2. Goals of HOTS

Brookhart (2010) explains that the type of KBTT or HOTS is based on the learning objectives in the classroom, which consists of three categories: HOTS as transfer, HOTS as critical thinking, and HOTS as problem solving. KBTT as transfer is defined as skills to apply knowledge and skills that have been developed in learning in new contexts. New here is defined as something that has not been taught before. HOTS as a transfer includes analyzing, evaluating, creating, creative thinking, logical thinking which is summarized into analyzing, evaluating and creating, while the other two skills are included in it (Brookhart, 2010).

HOTS as critical thinking is defined as the skill to make judgments using logical and scientific reasons. This includes critical and metacognitive thinking. HOTS as problem solving is defined as the skills to identify problems and solve problems (Brookhart, 2010).

So, the HOTS referred to here includes the skills of analyzing (analyzing), evaluating (evaluating), creating (creating), critical thinking (critical thinking) and problem

solving (problem solving). The indicators of analyzing, evaluating and creating skills are based on the theory presented by Anderson & Krathwohl (2001), while critical thinking and problem solving skills are based on the theory described by Brookhart (2010).

4.3. HOTS in english learning

HOTS as described by Thomas & Thorne (2009) are a thinking skill that is more than just memorizing facts or concepts. HOTS require students to do something about these facts. Students must understand them, analyze each other, categorize, manipulate, create new ways creatively and apply them in finding solutions to new problems.

HOTS are divided into four groups, namely problem solving, decision making, critical thinking and creative thinking. To carry out the assessment, teachers need an assessment instrument in the form of questions, both to test aspects of knowledge, attitudes, and skills. The assessment instrument used by the teacher to test student learning outcomes in the knowledge aspect is usually taken from various books or a collection of exam questions. Questions can be in the form of descriptions or multiple choice.

The background of the promotion of the development of HOTS items is the low English proficiency of Indonesian students in surveys conducted by international benchmarking such as PISA (2015) and EPI (2018). Learning to think critically is not directly like learning about material, but learning how to think critically in its use to solve problems is related to one another. Thinking skills of students can be trained through activities where students are given a problem, in this case a problem in the form of a variety of questions.

From this data, it is necessary to find a solution to the problem, namely how to create language learningEnglish is active, creative, effective and fun. This is done so that students can develop the ideas that they have learned so that they can train them to think at a higher level.

The reality on the ground, English questions tend to test more aspects of memory. Many books that present material by inviting students to learn actively, presenting concepts are very systematic, but often end with evaluation questions that do not train students' higher-order thinking skills. To test students' thinking skills, questions to assess learning outcomes are designed in such a way that students

answer questions through a thinking process that is in accordance with operational verbs in Bloom's taxonomy, both in terms of knowledge, attitudes and skills. In learning, especially in English, it is stated that the ability of students is not only to master a set of knowledge in the form of facts, concepts, or principles but is also a process of discovery, meaning that students must always be invited to learn with use the thought process to discover these concepts.

UNIT 4
THE DISCOURSES OF LOCAL WISDOM IN ENGLISH LEARNING

1. Topic of Discourse Text Form Outside South Sulawesi/Bugis

English textbooks for high school level, both printed and electronic books, are from publishers of the Ministry of Education and Culture and other publishers from outside South Sulawesi, especially from publishers in Java.

> *"kalau dari budaya lokal bugis barangkali tidak ada, karena buku-buki yang kita pake dari jawa makanya isinya itu rata rata dari sana"* (T1)

Many discourses on reading texts in high school English subjects come from Java, such as the "Gunung Bromo" discourse, even though there are also many discourses or stories from Bugis.

> *…"selama saya menjadi guru bahasa Inggris SMA, topik-topik dalam wacana atau teks bacaan di buku bahasa Inggris lebih banyak dari wacana-wacana di Jawa seperti budaya Jawa, atau tempat-tempat wisata yang ada di Pulau Jawa"(*T3).

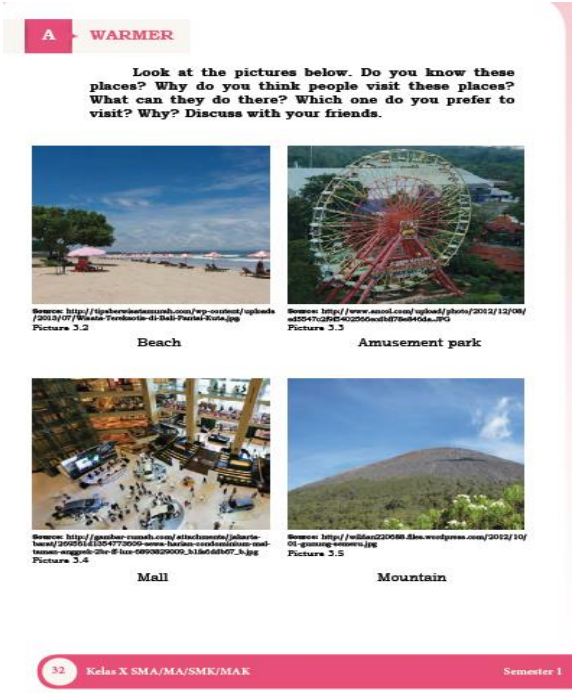


Figure 4.1 Examples of Expressing Intentions

(Source: Utami Widiati, Zuliati Rohmah, and Furaidah, 2017)

The picture above is one of the "Expressing Intention" materials that displays themes outside the Bugis environment, such as Mountain (Semeru, East Java), Beach (Kuta Bali) which are found in English books for class X SMA. In some discourse topics in English, especially in

Reading Activity, there are still many topics outside the Bugis environment. As the example in Figure 4.2.

Figure 4.2. Examples of Discourse Topics Outside the Bugis Cultural Environment in the Reading Activity of Class XI High School English Books

English teachers find it very difficult to find English books that present topics of Bugis local wisdom in discourse texts. Materials such as recount text/biography, narrative procedure text and descriptive mostly present topics from outside South Sulawesi.

2. The Need of Buginess Culture Exploration in Learning

The sense of pride and interest in learning Bugis culture among the younger generation is still lacking. Even though they were born and raised in the Bugis cultural environment.

> *…Anak-anak sekarang kurang mengenal budaya nenek moyangnya, padahal mereka lahir dan besar di lingkungan budaya Bugis"* (T5).

Therefore, students need to be closer to their culture. One of them is by providing information to students about Bugis local wisdom. Teachers need to explore Bugis local wisdom through the Bugis learning process, especially in high school English materials that are mostly related to discourse texts.

> *Kadang-kadang siswa itu malas sekali belajar dengan sengaja pengetahuan budaya Bugis kalau bukan secara langsung diberitahu atau diajarkan…"*(T5).

3. Internalization of Buginess Culture in Learning

The topics in English books are still rare that really reveal the cultural reality around students, namely Bugis

culture. Even the material content that is taught has not been much integrated with the local Bugis culture.

> *"…Saya sebagai guru bahasa Inggris yang sudah mengajar hamper 10 tahunan lebih memang belum pernah mencoba untuk mengintegrasikan konten materi lokal Bugis dengan bahasa Inggris* (T4).

Whereas in accordance with the Regulation of the Minister of Education and Culture (Permendikbud RI Number 69 of 2013), that one of the objectives of the implementation of the 2013 curriculum is to produce quality Indonesian people with education rooted in diverse national cultures to build the life of today's nation and become the basis for future life of the nation. Implementation of the 2013 curriculum requires English teachers to develop students' learning experiences to master the required competencies, and at the same time students can develop abilities as cultural heirs.

Therefore, the 2013 curriculum provides flexibility for teachers to add, integrate and internalize subject matter with contextual materials for the environment around students, including materials or topics of local wisdom.

"Tidak ada larangan, maksudnya dari, dinas pendidikan,

sekolah, kalau kita mau bisa menyisipkan atau menambah materi Bugis dalam pembelajaran bahasa Inggris…"(T6).

The Ministry of Education and Culture has never prohibited and even recommended teachers to improvise as long as it does not go out of the curriculum theme, at least it can be a learning supplement.

"…untuk memudahkan, kami sebagai guru bahasa Inggris, kami memerlukan panduan seperti buku, modul pembelajaran bahasa Inggris berbasis kearifan lokal bugis sehingga kami tidak tersesat (T1).

UNIT 5
DEVELOPING ENGLISH LEARNING MODULE BASED ON BUGINESS LOCAL WISDOM

1. Addie Model-Used

This stage aims to produce an English supplement module based on Bugis local wisdom which has been revised with suggestions and input from experts. This stage consists of module development and validation of supplementary modules from experts.

In the module development process, we referred to the ADDIE model (Gagne et al. 2005). This model was chosen because this model provides flexible and structured guidance and is suitable for teaching and learning situations in the classroom. The advantages of this model are in its systematic structure, so it does not make it difficult for designers to design learning systems. Also at the core of the steps that can be easily understood by the designer of learning to apply the steps of this ADDIE learning design model (Gusmayani, 2012).

The structure of the supplement module is generally divided into several parts, namely the beginning, the

content and the end. At the beginning consists of an introduction and a table of contents. The Sample Module consists of the author, Module Title. As shown in Figure 4.1 below.

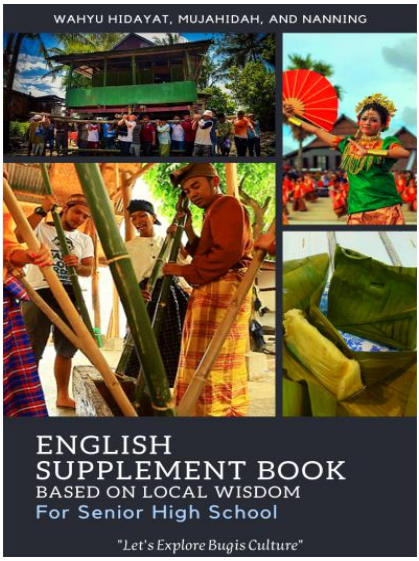
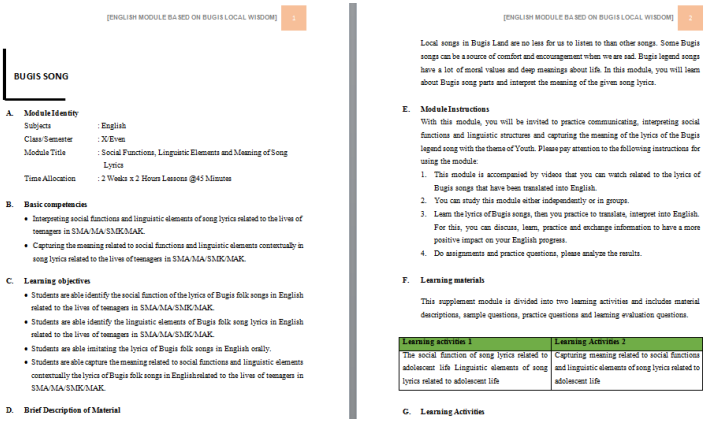


Figure 4.3 Cover of Bugis Local Wisdom-Based English Supplement Module

This section presents the module identity, Basic Competencies, Learning Objectives and Material Description, as shown in Figure 4.4.



[ENGLISH MODULE BASED ON BUGIS LOCAL WISDOM] 1

BUGIS SONG

A. Module Identity

Subjects : English
Class/Semester : X/Even
Module Title : Social Functions, Linguistic Elements and Meaning of Song Lyrics
Time Allocation : 2 Weeks x 2 Hours Lessons @45 Minutes

B. Basic competencies

- Interpreting social functions and linguistic elements of song lyrics related to the lives of teenagers in SMA/MA/SMK/MAK.
- Capturing the meaning related to social functions and linguistic elements contextually in song lyrics related to the lives of teenagers in SMA/MA/SMK/MAK.

C. Learning objectives

- Students are able identify the social function of the lyrics of Bugis folk songs in English related to the lives of teenagers in SMA/MA/SMK/MAK.
- Students are able identify the linguistic elements of Bugis folk song lyrics in English related to the lives of teenagers in SMA/MA/SMK/MAK.
- Students are able imitating the lyrics of Bugis folk songs in English orally.
- Students are able capture the meaning related to social functions and linguistic elements contextually the lyrics of Bugis folk songs in Englishrelated to the lives of teenagers in SMA/MA/SMK/MAK.

D. Brief Description of Material

[ENGLISH MODULE BASED ON BUGIS LOCAL WISDOM] 2

Local songs in Bugis Land are no less for us to listen to than other songs. Some Bugis songs can be a source of comfort and encouragement when we are sad. Bugis legend songs have a lot of moral values and deep meanings about life. In this module, you will learn about Bugis song parts and interpret the meaning of the given song lyrics.

E. Module Instructions

With this module, you will be invited to practice communicating, interpreting social functions and linguistic structures and capturing the meaning of the lyrics of the Bugis legend song with the theme of Youth. Please pay attention to the following instructions for using the module:

1. This module is accompanied by videos that you can watch related to the lyrics of Bugis songs that have been translated into English.
2. You can study this module either independently or in groups.
3. Learn the lyrics of Bugis songs, then you practice to translate, interpret into English. For this, you can discuss, learn, practice and exchange information to have a more positive impact on your English progress.
4. Do assignments and practice questions, please analyze the results.

F. Learning materials

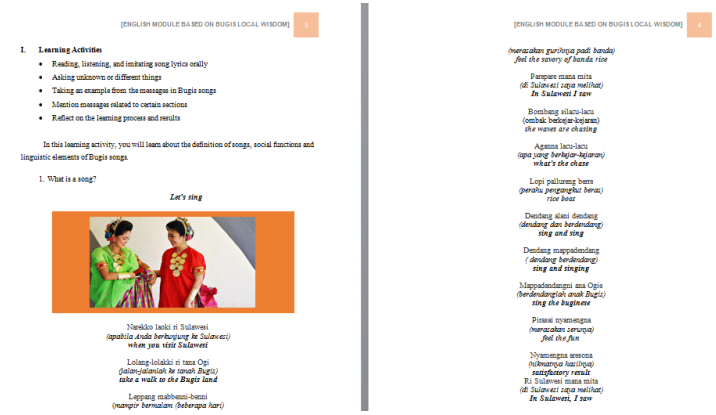
This supplement module is divided into two learning activities and includes material descriptions, sample questions, practice questions and learning evaluation questions.

Learning activities 1	Learning Activities 2
The social function of song lyrics related to adolescent life Linguistic elements of song lyrics related to adolescent life	Capturing meaning related to social functions and linguistic elements of song lyrics related to adolescent life

G. Learning Activities

Figure 4.4 Sample Snippets of the Contents of the Supplementary Module

In this content section there are also learning activities related to Bugis local wisdom, in the example of Figure 4.5 this is a Bugis folk song.



[ENGLISH MODULE BASED ON BUGIS LOCAL WISDOM] 3

I. Learning Activities

- Reading, listening, and imitating song lyrics orally
- Asking unknown or different things
- Taking an example from the messages in Bugis songs
- Mention messages related to certain sections
- Reflect on the learning process and results

In this learning activity, you will learn about the definition of songs, social functions and linguistic elements of Bugis songs.

1. What is a song?

Let's sing

Narekko laoki ri Sulawesi
(apabila Anda berkunjung ke Sulawesi)
when you visit Sulawesi

Lolang-lolakki ri tana Ogi
(jalan-jalanlah ke tanah Bugis)
take a walk to the Bugis land

Lappang mabbanni-banni
(mampir bermalam (beberapa hari)

[ENGLISH MODULE BASED ON BUGIS LOCAL WISDOM] 4

(nareccakan gurilonga padi banda)
feel the savory of banda rice

Parepare mana mita
(di Sulawesi saya melihat)
In Sulawesi I saw

Bombang silacu-lacu
(ombak berkejar-kejaran)
the waves are chasing

Agianna lacu-lacu
(apa yang berkejar-kejaran)
what's the chase

Lopi pallurung berre
(perahu penganghut berat)
rice boat

Dendang alani dendang
(dendang dan berdendang)
sing and sing

Dendang mappadendang
(dendang berdendang)
sing and singing

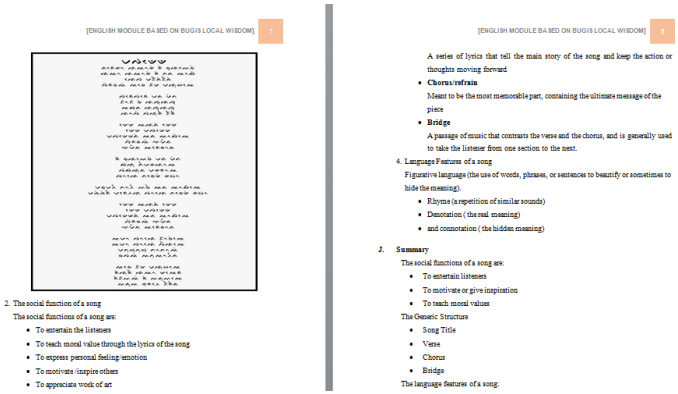
Mappadendangini ana Ogie
(berdendanglah anak Bugis)
sing the buginese

Pinasi nyamengna
(narecakan senangnya)
feel the fun

Nyamengna aresona
(nikmatnya hasilnya)
satisfactory result
Ri Sulawesi mana mita
(di Sulawesi saya melihat)
In Sulawesi, I saw

Figure 4.5 Sample Snippets of Module Content (Learning Activities)

To bring students closer to Bugis local wisdom, the writer also presents lyrics or texts in Bugis language. As presented in Figure 4.6.



[ENGLISH MODULE BASED ON BUGIS LOCAL WISDOM] 7

2. The social function of a song

The social functions of a song are:

- To entertain the listeners
- To teach moral value through the lyrics of the song
- To express personal feeling/emotion
- To motivate /inspire others
- To appreciate work of art

[ENGLISH MODULE BASED ON BUGIS LOCAL WISDOM] 8

A series of lyrics that tell the main story of the song and keep the action or thoughts moving forward

- **Chorus/refrain**

  Meant to be the most memorable part, containing the ultimate message of the piece
- **Bridge**

  A passage of music that contrasts the verse and the chorus, and is generally used to take the listener from one section to the next.

4. Language Features of a song

Figurative language (the use of words, phrases, or sentences to beautify or sometimes to hide the meaning).

- Rhyme (a repetition of similar sounds)
- Denotation (the real meaning)
- and connotation (the hidden meaning)

J. **Summary**

The social functions of a song are:

- To entertain listeners
- To motivate or give inspiration
- To teach moral values

The Generic Structure

- Song Title
- Verse
- Chorus
- Bridge

The language features of a song:

Figure 4.6 Examples of Lyrics in Bugis Text

In the module, there are also practice questions and evaluations related to Bugis local wisdom. As shown in Figure 4.7.

K. Exercises

Sing the song in the example above (Deerah Bugis Song) then answer the following questions

1. Read the lyrics of the song carefully. Identify the parts of the song! **[Level 3 - Analyzing (C4)]**.
2. Identification of generic structure song, namely title verse chorus, and bridge for Mappadendang song! **[Level 3 - Analyzing (C4)]**
3. Pirasai nyamengna (Feel the fun), what does the sentence mean and the conclusion of the song? **[Level 3 – Evaluating (C5)]**
4. Analyze the meaning of the song, is it denotation or connotation? **[Level 2- Applicating (C3)**
5. What message can you get from the song? **[Level 3 - Evaluating (C5)]**

J. Self Assignment

Now, please find a Bugis song that you like, sing it out loud. Then you translate the lyrics of the Bugis song into English. Re-sing the Bugis song that you chose in English, but remember not to lose the meaning of the lyrics, intonation or tone of the song. After you feel sure Please video the song, can be alone or in groups.

Figure 4.7 Sample Snippets of the Exercise Section and Independent Tasks

2. Module Validation

2.1. Expert Validation

In this section, it is explained to determine the feasibility of a senior high school English supplement module based on Bugis local wisdom as an additional module or book/companion/supplement for teachers in providing wider insight to readers, especially students. The

assessment of this module is divided into two parts, namely expert assessments in the field of English education after reading the module. The expert assessment of this module involved 10 teachers and 3 experts in the field of English education. Validation or assessment analysis related to module aspects using Aiken's formula.

a. Material Aspect

Table 4.3 presents the material aspects of the module assessed by experts. One of the assessments related to the material aspect, namely the achievement of educational goals, does not cause SARA problems and the suitability of science.

Table 4.3 Module Material Aspects

Material	V Aiken's Test	Decision
The material supports the achievement of national education goals.	0.96	Accepted
The material does not conflict with the applicable laws and regulations in Indonesia.	0.79	Accepted
The material is an original work (not the result of plagiarism), does not cause SARA problems and does not discriminate against gender.	0.96	Accepted
The material has scientific truth, in accordance with the latest scientific developments, is valid, and accurate.	0.75	Accepted
The material maximizes the use of sources that are in accordance with Indonesian conditions and are closely related to the Indonesian context.	0.86	Accepted

The aspects that are assessed in the material aspect are 1) the material supports the achievement of national education goals, 2) the material does not conflict with the applicable laws and regulations in Indonesia, 3) the material is an original work (not the result of plagiarism), does not cause problems SARA and not gender discrimination, 4) the material has scientific truth, in accordance with the latest scientific developments, valid, and accurate and 5) the material maximizes the use of sources that are in accordance with Indonesian conditions and closely related to the Indonesian context.

Based on the opinion of Aiken and Marnat (2008), that aspect validity can be accepted if the index value v 0.75. Based on Table 4.3, it shows that all aspects of the material in this module have been approved by experts.

b. Presentation Aspect

Table 4.4 presents the material aspects of the module assessed by experts. This aspect relates to 1) the presentation of material is coherent, systematic, straightforward, and easy to understand.

Presentation of material develops spiritual and social attitudes, 2) Presentation of material develops skills, and motivates to create and innovate. 3) Presentation of materials develops skills, and motivates to be creative and innovate.

Table 4.4 Aspects of Module Presentation

Presentation	V Aiken's Test	Decision
The presentation of the material is coherent, systematic, straightforward, easy to understand.	0.82	Accepted
Presentation of material develops spiritual and social attitudes.	0.86	Accepted
Presentation of materials develops skills, and motivates to be creative and innovate.	0.82	Accepted

Based on table 4.4 related to the module presentation aspect, it shows that the validity of the language aspect can be accepted if the index value v 0.75 (.Aiken and Marnat, 2008; Hidayat, Lawahi, Mujahidah, 2020).

c. Language Aspect

The language aspect assessment consists of 1) the language used ethically, aesthetically, communicatively and functionally, according to the target audience, 2) the language (spelling,

punctuation, vocabulary, sentences, and paragraphs) in accordance with the standard rules and terms used. As presented in Table 4.5.

Table 4.5 Language Aspects of the Module

Language	V Aiken's Test	Decision
The language used is ethical, aesthetic, communicative and functional, according to the target audience.	0.68	Accepted
The language (spelling, punctuation, vocabulary, sentences, and paragraphs) is in accordance with the standard rules and terms used.	0.86	Accepted

Table 4.5 shows that the experts agree or state that this aspect of the language has validity. This is shown from all aspects of the language assessment. The module has an index value of v 0.75 (Aiken and Marnat, 2008; Hidayat, Lawahi, Mujahidah, 2020).

d. Graphic Aspect

The assessment of the graphic aspect in this module is related to 1) Book cover: illustrations represent the content, typefaces have high legibility, menank; balanced and harmonious composition between the front, back and back skins, 2) The type,

font size, and numbering throughout the book are consistent, 3) The layout is consistent and appropriate between the cover and the content of the module, 4) Illustrations are appropriate for the reader goals and clarify content. As presented in Table 4.6.

Table 4.6 Graphical Aspects of the Module

Graphics	V Aiken's Test	Decision
Book cover: illustrations represent content, typefaces have high legibility, menank; a balanced and harmonious composition between the skin of the front, back and back	0.75	Accepted
The type, font size, and numbering throughout the book are consistent	0.86	Accepted
The layout is consistent and appropriate between the cover and the content of the module.	0.75	Accepted
Illustrations are appropriate for the target audience and clarify the content	0.75	Accepted

Table 4.6 shows that the experts agree or state that this aspect has validity. This is shown from all aspects of the graphical assessment. The module has an index value of v 0.75 (Aiken and Marnat, 2008; Hidayat, Lawahi, Mujahidah, 2020).

2.2. Teacher's Response

After conducting expert validation, the next step is to distribute this module to several 8th Semester English

Study Program students who have carried out 30 PPL to be read, and then asked for their responses or responses to this module. Collecting data for this stage using a questionnaire.

a. Material Aspect Response

The material aspect responses are shown in Figure 4.8 which is the output of the Rasch Model analysis using Winstep.

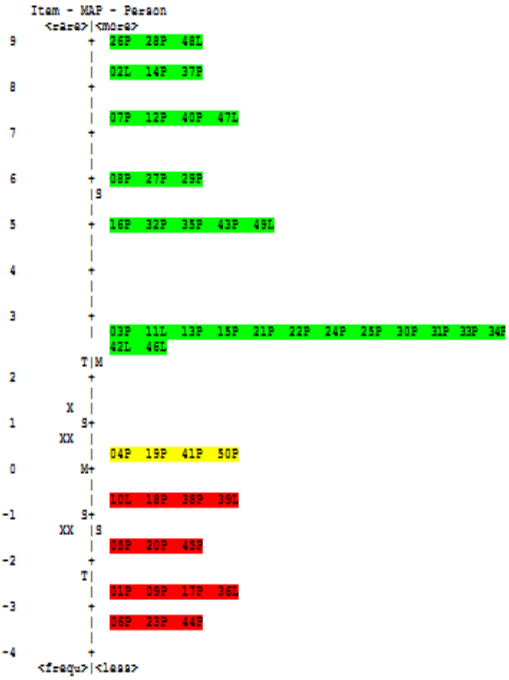


Figure 4.8 Responses to Material Aspects

Based on Figure 4.8, it shows that as many as 32 (64%) people have a tendency to agree or respond positively to the language aspect of this EMBOS module, while about 14 (28%) people tends to respond negatively. While Figure 4.9 shows the results of measurements of person or respondents in general.

SUMMARY OF 50 MEASURED (EXTREME AND NON-EXTREME) Person

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD
MEAN	20.0	5.0	2.73	1.34				
S.D.	2.7	.0	3.87	.42				
MAX.	25.0	5.0	9.93	1.92				
MIN.	15.0	5.0	-3.35	.88	.04	-1.6	.04	-1.6

REAL RMSE	1.61	TRUE SD	3.52	SEPARATION 2.19	Person RELIABILITY	.83
MODEL RMSE	1.41	TRUE SD	3.61	SEPARATION 2.56	Person RELIABILITY	.87
S.E. OF Person MEAN = .55						

Person RAW SCORE-TO-MEASURE CORRELATION = .99
CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .87

Figure 4.9 Measurement of Person's Response Material Aspect

Figure 4.9 shows that the mean person on the response or perception of material aspects in the EMBOS module is 3.52 logit with a Cronbach Alpha (KR-20) value of 0.87. This shows that the response of the person or respondent to the language aspect of the module is categorized as good (Azrilah Abdul Aziz, Mohd Saifuddin Masodi & Azami Zaharim 2013;

Boone, Staver & Yale, 2014; Hidayat, Mulianah, Mujahidah, 2019; Sumintono and Widhiarso, 2014)

b. Persentation Aspect Response

The response aspect of the presentation is shown in Figure 4.10 which is the output of the Rasch Model analysis using Winstep.

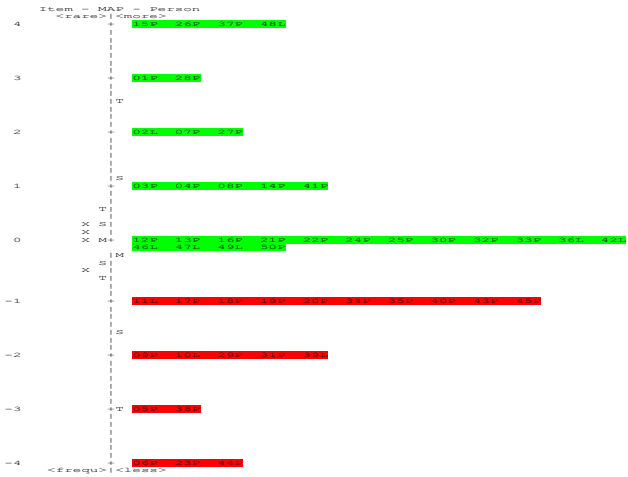


Figure 4.10 Responses to Presentation Aspects

Based on Figure 4.10, it shows that as many as 30 (60%) people have a tendency to agree or respond positively to the presentation aspect of this EMBOS module, while about 20 (40%) people tends to respond negatively. While Figure 4.11 shows the

results of measuring the person or respondent in general from the presentation aspect.

SUMMARY OF 50 MEASURED (EXTREME AND NON-EXTREME) Person

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD
MEAN	14.8	4.0	.54	1.16				
S.D.	2.5	.0	2.78	.32				
MAX.	20.0	4.0	7.10	1.90				
MIN.	8.0	4.0	-6.04	.81	.03	-2.3	.03	-2.3
REAL RMSE	1.38	TRUE SD	2.42	SEPARATION	1.75	Person RELIABILITY	.75	
MODEL RMSE	1.20	TRUE SD	2.51	SEPARATION	2.08	Person RELIABILITY	.81	
S.E. OF Person MEAN = .40								

Person RAW SCORE-TO-MEASURE CORRELATION = .98
CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .82

Figure 4.11 Measurement of Person's Response Aspect of Presentation

Figure 4.11 shows that the mean person on the response or perception of material aspects in the EMBOS module is 0.54 logit with a Cronbach Alpha (KR-20) value of 0.82. This shows that the response of the person or respondent to the language aspect of the module is categorized as good (Azrilah Abdul Aziz, Mohd Saifuddin Masodi & Azami Zaharim 2013; Boone, Staver & Yale, 2014; Hidayat, Mulianah, Mujahidah, 2019; Sumintono and Widhiarso, 2014).

c. Language Aspect Response

The response of the language aspect to the EMBOS module is shown in Figure 4.12 which is the output of the Rasch Model analysis using Winstep.

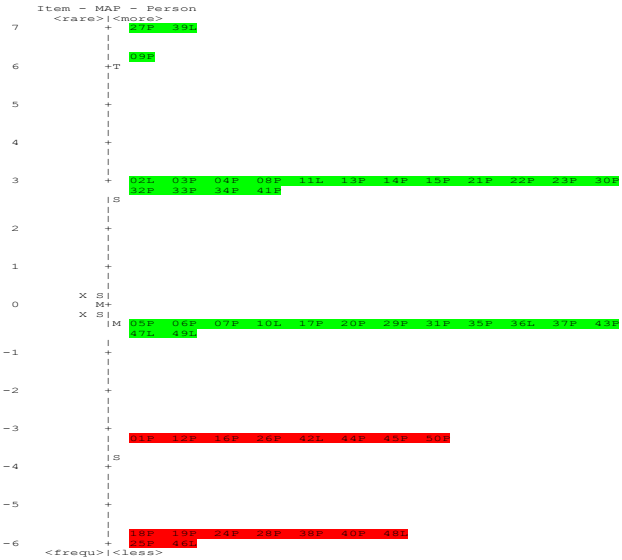


Figure 4.12 Responses to Language Aspects

Based on Figure 4.12, it shows that 33 (66%) people have a tendency to agree or respond positively to the language aspect of this EMBOS module, while around 17 (34%) people tend to respond negatively. While Figure 4.13 shows the results of measuring people or respondents in

general from the language aspect

SUMMARY OF 50 MEASURED (EXTREME AND NON-EXTREME) Person

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD
MEAN	6.9	2.0	-.38	2.00				
S.D.	1.4	.0	3.82	.61				
MAX.	10.0	2.0	8.04	2.82				
MIN.	4.0	2.0	-7.54	1.40	.00	-1.4	.00	-1.4
REAL RMSE	2.53	TRUE SD	2.86	SEPARATION	1.13	Person RELIABILITY		.56
MODEL RMSE	2.09	TRUE SD	3.19	SEPARATION	1.53	Person RELIABILITY		.70
S.E. OF Person MEAN = .55								

Person RAW SCORE-TO-MEASURE CORRELATION = 1.00
CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .67

Figure 4.13 Measurement of Person's Response Language Aspect

Figure 4.13 shows that the mean person on the response or perception of material aspects in the EMBOS module is -0.38 logit with the Cronbach Alpha (KR-20) value of 0.67. This shows that the response of the person or respondent to the language aspect of the module is categorized as sufficient (Azrilah Abdul Aziz, Mohd Saifuddin Masodi & Azami Zaharim 2013; Boone, Staver & Yale, 2014; Hidayat, Mulianah, Mujahidah, 2019; Sumintono and Widhiarso, 2014).

d. Graphic Response

The graphical aspect of the response to the EMBOS module is shown in Figure 4.14, which is the

output of the Rasch Model analysis using Winstep.

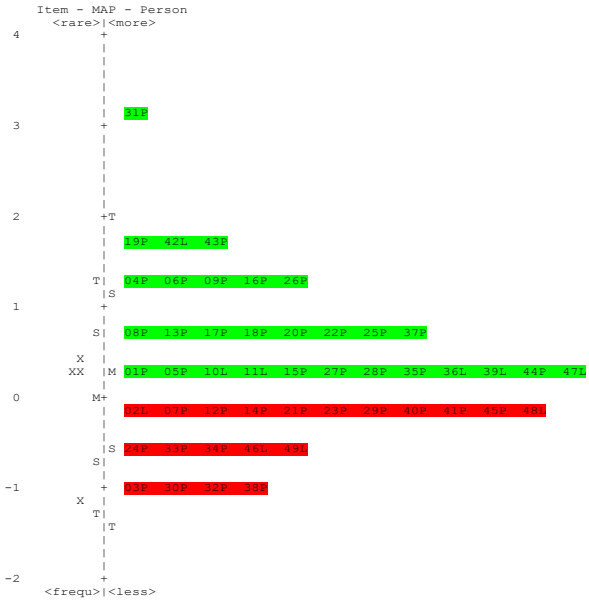


Figure 4.14 Responses to Graphic Aspect

Based on Figure 4.14, it shows that as many as 30 (60%) people have a tendency to agree or respond positively to the graphic aspects of this EMBOS module, while about 20 (40%) people tend to respond negatively. While Figure 4.15 shows the results of measuring the person or respondent in general from the graphic aspect.

SUMMARY OF 49 MEASURED Person

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD
MEAN	13.0	4.0	.28	.68	.97	-.2	.98	-.2
S.D.	1.7	.0	.83	.05	.99	1.2	1.03	1.2
MAX.	18.0	4.0	3.10	.89	5.76	3.6	6.19	3.8
MIN.	10.0	4.0	-1.01	.62	.02	-2.6	.02	-2.6

REAL RMSE	.78	TRUE SD	.29	SEPARATION	.76	Person RELIABILITY .82
MODEL RMSE	.69	TRUE SD	.48	SEPARATION	.70	Person RELIABILITY .83
S.E. OF Person MEAN = .12						

Person RAW SCORE-TO-MEASURE CORRELATION = 1.00
CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .84

Figure 4.15 Measurements of Person's Response Aspects of Language

Figure 4.15 shows that the mean person on the response or perception of the graphic aspect of the EMBOS module is 0.28 logit with a Cronbach Alpha (KR-20) value of 0.84. This shows that the response of the person or respondent to the language aspect of the module is categorized as good enough (Azrilah Abdul Aziz, Mohd Saifuddin Masodi & Azami Zaharim 2013; Boone, Staver & Yale, 2014; Hidayat, Mulianah, Mujahidah, 2019; Sumintono and Widhiarso, 2014).

UNIT 6
CONCLUSION

The module for developing English learning supplements based on local wisdom includes several topics or themes: 1) Petta Lasinrang figures, Arung palakka, Abdul Rahman Ambo Dalle for Recount text or Biography material, 2) Bugis songs Ade' Pangampe, Bombang-bombang, Alama Seasea, Wanua pinrang, Salo saddang, Mappadendang for narrative text material, 3) Bugis Barongko, Palekko, and Katirsala food for procedure text material, 4) Bugis traditional games Mappawall, Ma'lebba, Ma'bom, Ma'cangke and Mangenja for Description Text or Explanation Text, 5) The traditional story of Nene malomo, Bujung lapakkita, Nene Pakande, Bujungkita for Narrative Text or Reading Comprehension material.

The expert approval using the Fuzzy Delphi method found that the Mappadendang topic received approval in the song/narrative material with a Threshold value of 0.038, and an Average of Fuzzy Number 0.787. The topic of Mappadinding received approval on the Explanation Text/ Description Text material with a Threshold value of 0.038, and an Average of Fuzzy Number 0.787. Nene malomo's

topic on Traditional Story/Narrative Text/Reading Comprehension material with a Threshold value of 0.038, and an Average of Fuzzy Number 0.787.

Development of an English learning module based on Bugis Local Wisdom consisting of the beginning, content and the end. The EMBOS module has been validated by experts. The results of expert validation indicate that this module is generally suitable for use in learning English at the senior high school.

For high school education institutions or the equivalent, especially English teachers. By referring to expert assessments related to module validation, the Bugis local wisdom-based English learning module can be implemented as an alternative to bring students closer to their environment or contextual learning.

For English teachers, who want to adopt and adapt English learning modules based on Bugis local wisdom, they must have genuine knowledge of the Bugis community around students.

The research that we have carried out has found several limitations, among others. This EMBOS module has not been tested in a practical way, only limited to the

assessment of experts and prospective teachers. The short time constraint in this study was approximately 7 months, so we did not test the effectiveness of using the EMBOS module, however, this research process will continue even though it is not funded by the Ministry of Religion's DIPA. Aspects in terms of language, graphics and presentation will continue to be improved.

Based on the discussion that has been stated previously, there are several suggestions for improving this research, namely:

It is necessary to identify and deepen related to the context or topics of Bugis local wisdom that are relevant to English learning materials by involving more related parties.

For teachers who will adapt and adopt this module, it is necessary to prepare especially knowledge and understanding of the topics of Bugis local wisdom so that students are able to capture the message of the values of Bugis local wisdom while at the same time increasing their English competence.

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