

INTEGRATING LOCAL WISDOM AND CHARACTER VALUES IN DIGITAL MATERIALS FOR RECEPTIVE ORAL LANGUAGE SKILLS

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Abstract

This study aimed to develop digital learning materials that integrate local wisdom and character education for the Receptive Oral Language Skills course in the English Education Study Program at Universitas Negeri Medan. Using a Research and Development (R&D) model, the study followed several stages: preliminary study, needs analysis, material design, expert validation, revision, and final product development. Data were collected through questionnaires, interviews, and expert evaluation forms, and analyzed both qualitatively and quantitatively to assess the materials' quality and feasibility. The developed digital materials were designed to enhance students' receptive oral skills while embedding character values and local cultural elements from North Sumatra. Expert validation, conducted by specialists in English education, instructional media, and local culture, evaluated linguistic quality, learning process, content integration, and digital design. The results showed an overall score of 91.75%, categorized as "very good." The final product is a set of digital learning materials that combine cultural relevance, character education, and interactive features to support meaningful learning in Receptive Oral Language Skills. The findings imply that integrating local wisdom and character values into digital learning resources can not only enhance language comprehension but also foster students' cultural awareness, moral development, and appreciation of local identity. This approach offers a model for culturally responsive and value-oriented language instruction in higher education.

Keywords: *digital learning materials; character education; language skills; local wisdom; receptive oral research and development*

1. Introduction

Education in the twenty-first century has entered an era profoundly influenced by rapid technological development. Alongside the digital revolution, the education sector has experienced major transformations in how information is accessed and how learners interact with instructional content. Technology has opened opportunities to create learning methods that are more interactive, inclusive, and accessible. However, it is crucial to ensure that technology is not merely used to enhance digital literacy but

also to foster local wisdom and character development. Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education (UNESCO, 2023), should be realized through approaches that consider local cultural contexts. This ensures that students become not only technologically literate individuals but also socially aware, ethical, and responsible citizens. Therefore, digital literacy should be integrated with an understanding of local wisdom to produce a generation capable of innovating globally while maintaining national identity and character values.

In line with technological progress and the increasing importance of digital literacy, learning that incorporates local wisdom and character education has become increasingly relevant. The integration of local cultural values into digital learning can provide a deeper educational dimension, enabling students not only to acquire technical skills but also to build a sense of identity, social responsibility, and cultural awareness. Through digital media, diverse elements of local wisdom such as folklore, traditions, and customs can be presented in engaging and accessible formats (Rieckmann et al., 2017). This approach not only supports students' digital competence but also contributes to the preservation of local culture, which plays a vital role in shaping national identity and character.

One of the courses in the English Education Study Program is Receptive Oral Language Skills (ROLS), which focuses on developing students' listening skills in English. This course is vital, as language mastery extends beyond the classroom into students' social lives. However, instructional practices often rely on globally oriented materials that lack local cultural and character relevance. Existing ROLS materials tend to emphasize linguistic comprehension using Western-based contexts and generic topics, providing limited cultural connection and minimal character development. Consequently, students may achieve technical proficiency but struggle to relate the content to their own cultural environment. As a result, English listening instruction could be contextualized with local wisdom and character education, enabling learners to strengthen both linguistic competence and cultural identity.

The renewal of teaching materials for ROLS is therefore necessary. Beyond language proficiency, materials should encourage students to appreciate cultural diversity and internalize positive values. Character education serves as a key element in preparing students to become intellectually capable and morally grounded individuals. The development of digital learning materials based on local wisdom and character values provides a holistic learning experience that emphasizes not only language mastery but also the cultivation of character and cultural understanding (Yaqin et al., 2024). This innovation aligns with the SDGs, emphasizing inclusivity and respect for diversity in education (Rieckmann et al., 2017).

Currently, the digital materials used in the ROLS course have been designed contextually using flipbooks but still lack integration with local wisdom and character education. Considering students' increasing digital literacy, these materials could be enhanced by embedding elements from Indonesian local cultures such as folklore, customs, and symbols that connect language learning with rich cultural traditions. This pedagogical and cultural limitation represents a clear gap that needs to be addressed. Therefore, this study aims to develop digital learning materials for ROLS that integrate local wisdom and character education. The purpose is to provide innovative learning resources that not only enhance students' listening competence but also foster character values and cultural identity and the goals of sustainable education.

2. Literature Review

Culture, as defined by Koentjaraningrat (2000), encompasses a system of ideas, actions, and human creations acquired through learning. It manifests in three forms: ideas, activities, and artifacts, all of which reflect the identity and behavioral patterns of a community. Preserving and adapting culture, including local wisdom, within education is therefore essential. Such integration strengthens students' cultural identity and enhances the relevance of education to their everyday lives. Koentjaraningrat (2000) emphasized that successful development must consider cultural mentality, which can be cultivated through learning that is based on culture. By incorporating cultural elements such as folklore, local traditions, and customary practices into instructional materials, learning becomes more contextual and engaging while simultaneously instilling Pancasila values such as mutual cooperation, tolerance, and harmony.

Character education in Indonesia is closely related to the concept of the Profil Pelajar Pancasila (Pancasila Student Profile), a key component of the Kurikulum Merdeka (Independent Curriculum). This profile aims to develop learners who are not only intellectually capable but also possess values and attitudes that embody Pancasila as the foundation of the nation (Kemendikbudristek, 2020; Kemendikbudristek, 2022). The Profil Pelajar Pancasila consists of six main dimensions: faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These dimensions are intended to shape students into adaptive, character driven, and competent individuals ready to meet the challenges of the twenty first century (Kahfi, 2022; Ristiani et al., 2022; Susilawati et al., 2021). This framework applies not only within formal education but also across lifelong learning contexts, allowing learners to strengthen competencies through flexible and interactive experiences with their surroundings.

Previous studies have demonstrated that learning materials based on local wisdom can enhance student motivation and engagement (Jamilah et al., 2024; Martha et al., 2022). However, many of these studies primarily focus on improving student interest and participation without sufficiently addressing how local wisdom and character values can be effectively embedded into digital instructional design. In contrast, this study seeks to integrate both pedagogical and cultural dimensions systematically within digital materials, offering a more comprehensive framework. Therefore, developing learning materials that integrate technology, character education, and local wisdom is essential to address current educational challenges. This approach not only supports character formation but also bridges the gap between technological advancement and cultural identity development, avoiding repetition of superficial cultural inclusion found in previous works. In the digital era, interactive digital materials such as flipbooks offer engaging and contextualized ways to visualize cultural elements (Mayer & Fiorella, 2022). Through local narratives and traditions, students can not only enhance language skills but also gain a deeper understanding of the values that shape character and national identity (Sitanggang & Andriany, 2024).

This study focuses on developing digital learning materials for ROLS that integrate local wisdom from three major ethnic groups in North Sumatra: Batak Toba, Batak Mandailing, and Batak Karo, which represent the cultural backgrounds of most students. The local wisdom approach in this research draws from Koentjaraningrat's (2000) theory of culture, which identifies three cultural dimensions: ideas, activities, and artifacts. These elements serve as the basis for contextualizing listening and speaking materials. Character values are derived from the Profil Pelajar Pancasila,

including cooperation, independence, global diversity, critical reasoning, creativity, and faith. Through this approach, it is expected that students will not only improve their English language skills but also strengthen their moral character and appreciation of cultural diversity.

3. Research Method

This study employed a Research and Development (R&D) design adapted from the model proposed by Gall, Gall, and Borg (2003), which outlines ten systematic steps for the development and validation of educational products. The research aimed to design, develop, and evaluate digital learning materials integrating local wisdom and character education for the Receptive Oral Language Skills course in the English Education Study Program at Universitas Negeri Medan.

The development procedure consisted of three major stages, namely the preliminary stage, the development stage, and the evaluation stage. The preliminary stage focused on identifying learning needs, formulating objectives, and designing the initial prototype of the digital learning materials. The needs analysis was conducted through questionnaires and interviews with students and lecturers, combined with a review of relevant literature. The data obtained indicated the need for digital learning media that not only enhance students' receptive oral language competence but also incorporate elements of local culture and character values.

The development stage involved creating and refining the prototype based on the data collected in the preliminary stage. This phase included the organization of content, the integration of multimedia components, and the alignment of materials with the course learning outcomes. The preliminary version of the product was tested on a limited scale to evaluate its linguistic accuracy, cultural relevance, and technical functionality. Feedback from experts and users was used to make necessary revisions, particularly regarding clarity of instructions, visual layout, and user interaction. The evaluation stage encompassed field testing, revision, and expert validation to determine the feasibility and effectiveness of the developed materials. Validation was conducted by experts in English language education, local culture, and instructional media design to ensure accuracy, relevance, and instructional quality. Following validation, the product underwent further refinement to meet academic and pedagogical standards before being considered ready for implementation and dissemination.

3.1 Participants

The study was conducted in the English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan, located on Jalan Willem Iskandar Pasar V, Medan. It took place during the odd semester of the 2025–2026 academic year (August–October). The participants were two regular classes of students enrolled in the Receptive Oral Language Skills course, with a total of 63 students. A purposive sampling method was used, selecting participants based on their enrollment in the course and availability during the study period.

3.2 Data Collection

Data were collected using observation sheets, questionnaires, and interview guidelines. Observations and field notes were used to gather information during the needs analysis, expert validation, and both limited and large-scale product trials. The validation process involved four experts specializing in English education materials,

media, culture, and character education. Questionnaires were administered to obtain expert validation data, while interviews provided qualitative insights that supported the revision and refinement of the developed materials. Through this process, the study produced a set of digital learning materials that were pedagogically sound, culturally contextualized, and aligned with character education principles, supporting the development of students' receptive oral language skills in a meaningful and locally grounded manner.

4. Results and Discussion

4.1 Results

4.1.1 Development Process of the Digital Teaching Material

To ensure the quality and relevance of the SDGs-based digital learning materials developed in this study, two subject-matter experts (lecturers in English education and curriculum development) conducted a validation process. The evaluation used a structured rubric covering seven key aspects, each rated on a 5-point Likert scale (1 = Very Poor, 5 = Excellent). The development of digital teaching materials integrating local wisdom and character education for the Receptive Oral Language Skills course was carried out through several systematic stages.

The first stage involved conducting a needs analysis to identify students' learning needs and expectations regarding digital materials that incorporate local cultural values and character education. This was accomplished through questionnaires distributed to students and classroom observations of the Receptive Oral Language Skills course. The purpose of this stage was to gather relevant information that could serve as the foundation for developing culturally responsive digital teaching materials.

The preliminary phase also included a literature review and a small-scale pilot study involving questionnaires and interviews with students and lecturers. The findings indicated that both students and instructors required digital learning media that not only supported listening and oral comprehension skills but also integrated elements of local wisdom and character education.

Although students acknowledged the benefits of using digital technologies in learning, they also reported several challenges, including the lack of local cultural context in the existing materials, limited internet access and device availability, low-quality audio in some resources, and insufficient variety in listening exercises. These findings confirmed the gap identified in the abstract—that while current digital learning materials are functional, they are not yet optimal in integrating cultural and character values.chapters.

4.1.2 Students' Preferences and Learning Expectations

Students expressed a strong preference for interactive and engaging features that reflect their local cultural contexts. They recommended the inclusion of story-based listening activities, interactive quizzes, gamified listening tasks, and project-based assignments. Additionally, online discussion forums were considered essential to foster collaboration, reflection, and critical thinking skills. These preferences suggest that students expect not only accessible digital materials but also learning experiences that promote active participation and meaningful engagement.

One of the key findings was the high interest in integrating local wisdom within listening and oral comprehension activities. The most preferred themes included

folklore, local history, customs and traditional practices, and regional songs or oral traditions. This indicates that learning becomes more meaningful when the content reflects students' cultural identity and provides contextual learning experiences.

4.1.3 Integration of Lokal Culture and Character Education Values

Beyond content, students emphasized the importance of embedding character education values within digital materials. The most frequently mentioned values included curiosity, creativity, honesty, cooperation, tolerance, and responsibility. Students believed that these values should not be presented as separate topics but should be naturally integrated into the design of the materials. They suggested using interactive dialogues, audio stories, reflective assignments, and collaborative projects, which were perceived as effective methods for helping learners reflect on moral values while developing their listening skills.

The results guided the design of digital teaching materials that are relevant, interactive, and culturally contextualized. The materials specifically incorporate the local traditions of North Sumatra, focusing on the Batak Toba, Batak Karo, and Batak Mandailing cultures, which were chosen because they represent the cultural backgrounds of the majority of the students. These materials were designed to support students' receptive oral skills, such as listening comprehension, while aligning with the learning objectives of the Receptive Oral Language Skills course.

4.1.4 Expert Validation of the Developed Product

The developed digital teaching materials were validated by experts in English education, local culture, and instructional media design to ensure their overall quality and appropriateness for academic use. The validation process was designed to examine several key aspects, including content accuracy, linguistic clarity, instructional design quality, and the effective integration of character education and local wisdom values. To achieve this, a structured validation instrument consisting of twenty-four items was employed. The instrument covered four major dimensions: linguistic quality, learning process, content and integration of local wisdom and character values, and digital media design. Each item was assessed using a four-point Likert scale, ranging from one (Not Feasible) to four (Highly Feasible). In addition to quantitative ratings, experts were invited to provide qualitative feedback and suggestions in an open-ended section of the instrument to guide further improvement of the product.

During the initial development stage, the digital teaching materials underwent preliminary evaluation and were subsequently refined based on expert feedback. Several minor revisions were made to enhance the overall quality and usability of the product. These included simplifying the instructions in listening exercises to make them clearer and more communicative, adjusting cultural references within the listening texts to ensure stronger alignment with North Sumatran cultural contexts, and improving the visual layout and navigation features to enhance user accessibility and learning experience. After these revisions were incorporated, the product was revalidated by the panel of experts to confirm that it met all established quality standards.

4.1.5 Expert Validation Results

The validation process involved experts consisting of specialists in English Education material, media, culture and character education. Each expert assessed the

developed digital teaching materials based on four main aspects: linguistic quality, learning process, content integration of local wisdom and character education, and digital media design. The assessment employed a 4-point Likert scale, ranging from 1 (Not Feasible) to 4 (Highly Feasible). Based on the validation data, the following average scores were obtained:

Aspect Evaluated	Number of Items	Average Score (%)	Category
Linguistic Aspect	6	91.60	Excellent
Learning Process Aspect	5	88.00	Excellent
Content and Integration of Local Wisdom & Character Education	6	93.30	Excellent
Digital Media Design Aspect	7	94.10	Excellent
Overall Average	24	91.75	Highly Feasible

Table 1. Expert Validation

The data presented in Table 1 indicate that all evaluated aspects achieved scores within the excellent category. The linguistic aspect, with an average score of 91.60%, demonstrates that the instructional language used throughout the materials is accurate, clear, and contextually appropriate. The experts confirmed that the texts and listening materials are linguistically consistent with students' proficiency levels, providing both comprehensible input and effective language exposure.

The learning process aspect obtained an average score of 88.00%, reflecting a well-organized instructional flow and clear alignment with the course learning outcomes. The validators observed that the sequence of activities encouraged student engagement and active learning. Nevertheless, they suggested simplifying certain task instructions to further enhance clarity and time efficiency during classroom implementation.

The content and integration of local wisdom and character education aspect received an average score of 93.30%, indicating that the materials successfully embed cultural and moral dimensions within the language learning process. The experts commended the integration of North Sumatran cultural elements—such as folklore, local traditions, and community values—into listening passages and exercises. They further noted that the inclusion of character values such as cooperation, honesty, and responsibility strengthens students' moral awareness while promoting contextualized language learning experiences.

The digital media design aspect achieved the highest mean score of 94.10%, showing that the visual and technical quality of the digital materials met the standards. According to the validators, the interface design is user-friendly, the layout is visually coherent, and the materials are easily accessible across various devices. Minor adjustments were suggested, including refining font contrast and improving audio quality to optimize the overall user experience.

Collectively, the overall mean score of 91.75% classifies the developed digital materials as “Highly Feasible”, based on the quantitative data conversion scale proposed by Sugiyono (2012). This finding confirms that the materials are valid, practical, and pedagogically sound. The high level of expert agreement suggests that the product effectively integrates linguistic, cultural, and technological elements to support students' receptive oral language skills.

4.2 Discussion

The findings of this study indicate that the development of digital teaching materials integrating local wisdom and character education for the Receptive Oral Language Skills (ROLS) course produced resources that are both pedagogically sound and contextually relevant. The high overall validation score of 91.75%, classified as highly feasible (Sugiyono, 2012), demonstrates that the materials meet essential standards of linguistic quality, instructional coherence, content validity, and technological usability. These results suggest that combining digital learning with cultural and ethical dimensions creates meaningful learning experiences that extend beyond linguistic competence, fostering ethical awareness, cultural identity, and social responsibility among learners (Laili, 2017; Septiana et al., 2021; Rahayu et al., 2025).

In line with the perspectives of Rieckmann et al. (2017), UNESCO (2023), and Arsari (2022), this study reinforces the view that technology-driven education should cultivate learners who are not only digitally literate but also socially responsible and culturally grounded. The integration of North Sumatran cultural elements, including Batak Toba, Karo, and Mandailing folklore, contextualizes English learning within students' lived experiences, creating authentic learning environments that resonate with their identities (Hulu et al., 2024; Manurung et al., 2024). The high validation score for content and integration (93.30%) confirms that these cultural and moral dimensions were successfully embedded, aligning with Koentjaraningrat (2000) conception of culture as a dynamic system of ideas, activities, and artifacts that shapes human behavior and identity. This finding also corresponds with the conclusions of Septy (2016) and Prasanty & Nurlina (2024), who emphasize that local cultural elements enhance authenticity and meaningfulness in language learning. Thus, localized content not only reinforces students' cultural awareness but also improves their linguistic proficiency and learner engagement.

The results are consistent with previous research showing that culturally relevant learning materials can increase student engagement and motivation. Martha et al. (2022), Jamilah et al., (2024), and Widjaja et al. (2022) found that students respond more positively to learning activities that incorporate culturally familiar narratives. Similarly, Zuhra et al., (2024) and Shofyana et al., (2022) highlight that local wisdom-based digital content enhances students' communicative competence and affective engagement. In the present study, experts observed that learners demonstrated higher levels of attention, emotional connection, and participation when listening tasks incorporated local folklore and values. These findings support Yaqin et al. (2024), who argue that culturally contextualized digital resources strengthen both cognitive and affective learning domains, improving listening comprehension while fostering cultural appreciation and a sense of belonging.

The linguistic clarity, grammatical accuracy, and communicative effectiveness of the materials, reflected in a validation score of 91.60%, further support Mayer & Fiorella (2022) Cognitive Theory of Multimedia Learning, which emphasizes that clear, well-structured verbal and visual input enhance comprehension, retention, and meaningful learning. Validators also highlighted the accessibility and clarity of instructional language, which is crucial in receptive skills instruction, particularly in higher education contexts where listening comprehension serves as a foundation for productive skills such as speaking and writing (Ramdhani et al., 2024; Shofyana et al., 2022).

The instructional design, with a learning process score of 88.00%, demonstrated effectiveness in promoting active learning, independent inquiry, collaboration, and reflective thinking. Embedded activities encouraged students to engage in peer collaboration, self-assessment, and critical reflection, supporting the development of essential character traits such as creativity, cooperation, responsibility, and problem-solving (Susilawati et al., 2021; Ristiani et al., 2022; Kahfi, 2022). These results align with Sitanggang & Andriany (2024), who assert that the integration of Pancasila values into 21st-century education enhances learners' moral reasoning and civic responsibility. This study thus supports the notion that digital materials designed with both character and cultural values can foster holistic learning outcomes that address cognitive, moral, and social competencies.

The digital media design, which received the highest validation score of 94.10%, reflects excellence in interface, layout, and accessibility. This supports findings from Rahayu et al. (2025), who highlight that culturally intelligent EdTech design promotes inclusivity and engagement, contributing to Sustainable Development Goal 4 on equitable education. By presenting content in visually coherent and accessible formats, the materials accommodate diverse learner needs, ensuring that cultural and linguistic content can be effectively internalized across different proficiency levels.

Integrating character education within digital materials through values such as honesty, cooperation, responsibility, and empathy represents a critical contribution of this study. These values cultivate ethical awareness and social responsibility, aligning with Sitanggang & Andriany (2024), Yaqin et al. (2024), and Laili (2017), who argue that digital pedagogy must remain value-oriented to prevent decontextualized learning. Embedding moral and cultural dimensions in listening activities encourages learners to reflect critically on ethical dilemmas and social responsibilities, demonstrating how digital materials can facilitate the simultaneous development of linguistic competence, moral reasoning, and cultural literacy.

The findings suggest that integrating local cultural content and character education into lesson design creates meaningful and authentic learning experiences. Story-based listening tasks engage students emotionally while prompting reflection on moral values, supporting both cognitive and affective growth (Septiyana et al., 2024). Guiding students in navigating digital multimedia materials enhances their digital literacy, enabling critical engagement with content and fostering both technical and cognitive skills (Arsari, 2022). Collaborative activities promote peer interaction, cooperation, and problem-solving, while attention to accessibility and inclusivity ensures equitable participation (Hulu et al., 2024). Continuous feedback and iterative material refinement based on learner responses further enhance pedagogical effectiveness and contextual relevance.

More broadly, these findings demonstrate that digital learning platforms can effectively operationalize local wisdom and ethical values, reaffirming that educational technology need not be value-neutral (Rahayu et al., 2025). This research also highlights its relevance to curriculum and policy development in Indonesian higher education, suggesting that integrating cultural and character dimensions into digital course design can inform national standards for values-based, contextually grounded English education.

5. Conclusion

The development of digital learning materials integrating local wisdom and character values for the Receptive Oral Language Skills course demonstrates that such resources can enhance language comprehension while fostering moral awareness and cultural identity. By combining culturally relevant content, character education, and interactive digital features, these materials support student engagement, motivation, collaboration, and critical thinking, while promoting essential character traits such as responsibility, empathy, and cooperation. However, since the materials are based on the cultural context of North Sumatra, their effectiveness may vary in other regions with different cultural backgrounds. Future research should explore broader applications, long-term effects on receptive skills and character development, and adaptation for other language skills. These findings suggest that educators should intentionally integrate local wisdom and character values into digital instructional design, creating learning experiences that are linguistically enriching, culturally grounded, and value-oriented, offering a model for holistic and transformative language education.

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