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Development of Local Socio-Cultural-Based Teaching Materials for The IPAS (Natural and Social Sciences) Subject, Social Studies Component, Grade V, SDN 012 Indragiri Hilir Regency

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Abstract:
This study aims to develop socio-cultural literacy-based teaching materials that integrate the local wisdom of the Malay community in Indragiri Hilir Regency and to test their validity, practicality, and effectiveness. The study used a mixed-methods Research and Development design with an exploratory sequential approach and the ADDIE model. The product, themed *Daerahku Kebanggaanku* (My Region, My Pride), contains six core lessons, contextual illustrations, four types of learning activities, and QR codes linked to supporting videos. Participants were three peers, nine expert validators (three each for content, language, and graphic design), three teachers, and fifth-grade students: 15 in the experimental class (SDN 012 Belaras) and 15 in the control class (SDN 027 Belaras). Expert validation yielded a very valid category (content 96%, language 91%, graphic design 92%), and practicality testing showed very practical responses from teachers (97%) and students (93%). The Independent Sample t-test showed a significant difference in socio-cultural literacy between the experimental and control classes (t = 8.361, df = 28, Sig. = 0.000), and the N-Gain was 52.75% (moderate) for the experimental class versus 22.63% (low) for the control class. These findings show that the materials are valid, practical, and effective in improving socio-cultural literacy among fifth-grade students in Indragiri Hilir Regency.

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Introduction (مقدمة)

Education is a planned process of enhancing individual potential in terms of knowledge, skills, and attitudes, while also building character so that a person can play an active role in social,

cultural, and economic life (Mukhoyyaroh, 2024). At the elementary school (SD) level, education serves as the foundation for developing character and knowledge from an early age (Berk, 2021).

Effective learning encourages students to think critically and learn independently through interaction among students, teachers, and learning resources (Putri & Hafizah, 2025). Teaching materials based on local socio-culture in the Natural and Social Sciences (IPAS) subject, particularly its Social Studies (IPS) component, have been shown to increase student engagement and foster awareness of cultural heritage (Amalia, 2022). A contextual approach that integrates local cultural values can bridge abstract concepts with the realities of children's lives and increase students' active participation (Kinanthi et al., 2025).

However, teaching Social Studies in elementary schools faces serious challenges: rapid social change, the dominance of digital culture, and reduced direct social interaction cause many students to struggle to connect Social Studies concepts with everyday life (Bahri & Hidayat, 2024). In the context of socio-cultural literacy, this means that students may know national content yet remain unfamiliar with the cultural heritage, social practices, and values of the community in which they live (Khaeruman et al., 2024; Kinanthi et al., 2025). This condition is exacerbated by non-contextual materials and limited development of problem-solving skills (Lestaria et al., 2024).

These problems occur at SDN 012 Belaras, Indragiri Hilir Regency. A test of 15 fifth-grade students showed an average score of only 51, far below the Learning Objective Achievement Criteria (KKTP) of 70. Only 5 students (30%) met the KKTP, while 10 students (70%) remained below the standard.

A joint analysis with the subject teacher concluded that the main root of the problem is the limited availability of relevant teaching materials (Prastowo, 2020). Learning still relies on Curriculum 2013 textbooks that have not been integrated with the Merdeka Curriculum paradigm, so the cultural examples presented are general and non-contextual (Yulia Riska, 2023).

This condition contradicts the direction of the Merdeka Curriculum policy, which emphasizes student-centered, contextual learning that integrates local cultural values (Djafri et al., 2024). Developing teaching materials based on local socio-culture is also in line with the achievement of the Pancasila Student Profile (Kemendikbudristek, 2022a), particularly the dimensions of "global diversity" and "mutual cooperation" (gotong royong). The Learning Outcomes (CP) of the Social Studies component require students to recognize national cultural diversity and the local wisdom of their region (Kemendikbudristek, 2022b, 2024), including geographical location, natural resources, regional heroes, and cultural preservation efforts through the theme Daerahku Kebanggaanku ("My Region, My Pride").

The theoretical justification for this integration rests on sociocultural and contextual learning perspectives. From a sociocultural perspective, children's cognitive development is shaped by social interaction and by the cultural tools, language, and practices of their community (Berk, 2021). Teaching materials that draw on familiar local practices therefore allow students to build new Social Studies concepts on experiences they already possess, rather than on examples that are distant from their daily lives (Prastowo, 2020; Kosasih, 2021). In Indragiri Hilir, such practices include the *pacu sampan leper* boat race (Ramadhan et al., 2025), the *Bakaroh* tradition (Aulia et al., 2023), and coastal livelihoods such as cockle gathering and the use of coconut resources. These practices provide concrete, locally meaningful contexts for learning about geographical location, natural resources, regional heroes, and cultural preservation, which are the core topics of the IPAS Social Studies component in grade V.

Previous studies on local wisdom in education have addressed different foci and settings. Ero et al. (2024) developed teaching materials based on Toraja local wisdom to strengthen cultural

and civic literacy, and Mursalim et al. (2023) examined a local wisdom-based learning model to promote cultural literacy in elementary schools. Kinanthi et al. (2025) examined students' perceptions of local values in the Kampung Dolanan context, Lestaria et al. (2024) analyzed character values in a Javanese tradition for Social Studies learning, and studies in Indragiri Hilir have so far described local traditions as ethnoscience learning sources or as carriers of local wisdom values (Aulia et al., 2023; Ramadhan et al., 2025). These studies differ from the present one in region, cultural content, product type, or research focus. None of them has developed and tested printed teaching materials that are specifically designed for the IPAS subject, Social Studies component, grade V, and that are based on the local wisdom of the Indragiri Hilir Malay community. The novelty of this study therefore lies in (1) the integration of Indragiri Hilir Malay local wisdom into the grade V IPAS Social Studies learning outcomes through a structured set of learning activities and QR-code-supported media, and (2) a complete ADDIE-based evaluation of the product that covers validity, practicality, and effectiveness, the last tested against a control class using a socio-cultural literacy test and a social attitude questionnaire.

Based on this background, this study aims to: (1) analyze the conditions and needs for IPAS (Social Studies component) teaching materials for grade V at SDN 012 Belaras; (2) design and develop teaching materials based on the local socio-culture of Indragiri Hilir Regency with the theme Daerahku Kebanggaanku; (3) test the feasibility of the teaching materials in terms of validity and practicality; and (4) test the effectiveness of the teaching materials in improving students' socio-cultural literacy and social attitudes compared with conventional teaching materials.

Method (منهج)

This study used a mixed methods approach with an exploratory sequential design (Sugiyono, 2022) combined with the ADDIE development model (Wulandari & Sari, 2023) to produce printed teaching materials based on local cultural literacy for the IPAS subject (Social Studies component), grade V, SDN 012 Belaras, Indragiri Hilir Regency, from January to March 2026. The qualitative phase (needs analysis through interviews and observations) informed the design of the product, and the quantitative phase (validation, practicality, and effectiveness tests) examined its quality. The effectiveness test used a pretest-posttest design with an experimental class and a control class.

The research subjects were selected at two levels. In the development phase, the subjects were the grade V teachers and the principal who were interviewed during the needs analysis, three peers, and nine expert validators (three content experts, three language experts, and three graphic design experts). Practicality was tested with three teachers and a small group of grade V students. In the effectiveness test, the population was the grade V students of SDN 012 Belaras and SDN 027 Belaras. The experimental class consisted of all 15 grade V students of SDN 012 Belaras (intact class, total sampling), who learned with the developed teaching materials. The control class consisted of 15 grade V students of SDN 027 Belaras, who learned with the government-provided textbooks that are conventionally used in the school. Both classes studied the IPAS Social Studies component under the Merdeka Curriculum learning outcomes, and the experimental class was taught by the subject teacher with the researcher as facilitator over six meetings (12 lesson hours).

The ADDIE stages were carried out as follows. In the Analysis stage, field studies (interviews and observations of teachers and students) and a literature review were conducted to identify needs and the potential of local culture (Malay traditions, coastal wisdom, and the economic activities of the Belaras community). In the Design stage, the learning objectives, the material structure, and the contextual learning activities were formulated. In the Development

stage, the teaching materials were drafted and then validated sequentially by three peers, three content experts, three language experts, and three design experts, with revisions after each stage (Plomp et al., 2013). Trials were conducted in stages: one-to-one (3–6 students), small group (10–15 students), and a field trial with a two-class design (experimental and control) (Borg & Gall, 1983). The Implementation stage lasted six meetings, with the teacher as instructor and the researcher as facilitator. In the Evaluation stage, formative evaluation was carried out throughout the earlier stages through peer review, expert validation, and the practicality tests, while the effectiveness of the final product was evaluated through the pretest-posttest comparison between the experimental and control classes.

Data were collected through observation, semi-structured interviews, Guttman-scale questionnaires (Riduwan, 2021), a socio-cultural literacy test (pretest-posttest), and a social attitude questionnaire. The validation and practicality questionnaires were scored on a Guttman scale (appropriate/inappropriate), and the percentage scores were categorized into very valid or very practical (85–100%) and valid or practical (70–84%). Instrument validity was established by expert judgment using Lawshe's CVR/CVI (an item or instrument was considered valid if CVI ≥ 0.60), and by item-total correlations using the point biserial correlation for the literacy test and the Product Moment correlation for the questionnaire. Reliability was assessed using KR-20 and KR-21 (Riduwan, 2021).

Data analysis proceeded in several stages. First, the qualitative data from interviews and observations were analyzed through data reduction, data display, and conclusion drawing (Sugiyono, 2022) to identify needs and to complement the quantitative findings. Second, the validation and practicality scores were converted into percentages and categorized. Third, the pretest and posttest data were tested for the prerequisites of normality (Shapiro-Wilk) and homogeneity (Levene's Test), followed by the Independent Sample t-test using SPSS 26 at a significance level of 0.05. Finally, the improvement in socio-cultural literacy was calculated using the N-Gain score and interpreted as high (> 70%), moderate (30–70%), or low (< 30%).

Result (نتائج)

The results of the preliminary study at SDN 012 Belaras and SDN 027 Belaras, Indragiri Hilir Regency, showed that students' local socio-cultural abilities were still low, while the teaching materials used by teachers were limited to government-provided textbooks and were not yet contextual to the local wisdom of Indragiri Hilir. Interviews with the principal and the grade V teachers (Table 1) reinforced the finding that contextual teaching materials based on local culture had never been developed or implemented in either school.

Table 1. Summary of Interview Findings from the Needs Analysis

No	Aspects Explored	Main Findings
1	Availability of contextual teaching materials	Teaching materials based on local socio-culture are not yet available
2	Teachers' ability to develop teaching materials	Teachers' competence in developing contextual teaching materials is still limited
3	Students' local socio-cultural abilities	Students are not yet familiar with the cultural heritage of their region

The curriculum analysis showed that the school is in a transition phase of implementing the Merdeka Curriculum, but the development of Learning Objective Flows (ATP) that integrate local culture is not yet optimal (Kemendikbud, 2021). This finding became the basis for developing printed teaching materials themed “Daerahku Kebanggaanku” (“My Region, My

Pride") that combine the IPAS (Social Studies component) learning outcomes with the local wisdom of Indragiri Hilir Regency.

The design stage produced a teaching material framework (Daryanto, 2021) consisting of an introductory section (cover, welcome message, preface, table of contents, usage instructions, learning outcomes and objectives), a core section containing six main lessons, and a closing section (summary, formative evaluation, glossary, bibliography, and author profile). The six core lessons developed are presented in Table 2.

Table 2. Core Content Structure of the "Daerahku Kebanggaanku" Teaching Materials

No	Lesson	Character Strengthening Focus
1	Geographical Location of Indragiri Hilir	Caring
2	Diversity of Local Cultural Heritage	Caring
3	Natural Resources and Local Wisdom	Responsibility
4	Regional Heroes	Responsibility
5	Regional Flagship Products and Tourist Destinations	Discipline
6	Uniqueness of Local Culture	Discipline

Each learning unit is equipped with four types of learning activities (Syamsurijal, 2022), namely Ayo Berpikir (Let's Think), Ayo Membaca (Let's Read), Ayo Mencari Tahu (Let's Find Out), and Ayo Mengamati (Let's Observe), and is integrated with QR codes that link students to supporting learning videos (Bahri & Hidayat, 2024).

Before being validated by experts, the initial product was reviewed by peers. The peer review results indicated the need for improvement in four aspects: simplifying the language to suit students' developmental level, choosing more familiar diction, presenting the material more dialogically, and adding a greater proportion of higher-order thinking skills (HOTS) questions and adjusting the illustrations to students' local cultural context.

Validation was carried out by three validators for each aspect, namely content, language, and graphic design, using a Guttman-scale questionnaire (appropriate/inappropriate). The summary of the validation results for the three aspects is presented in Table 3, while a comparison of the achievements by component is presented in Figures 1–3.

Table 3. Summary of Expert Validation Results

Aspect	Validator 1 (%)	Validator 2 (%)	Validator 3 (%)	Average (%)	Category
Content	100	92	100	96	Very Valid
Language	83	100	92	91	Very Valid
Graphic Design	100	93	83	92	Very Valid

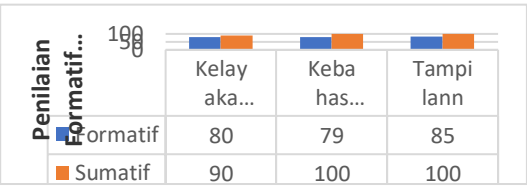

Figure 1. Bar Chart of Content Aspect Validation Results by Assessment Component

The chart in Figure 1 shows that the content feasibility and language aspects of the material each reached 100%, while the presentation display aspect reached 92%, so that all material components fall into the very valid category.

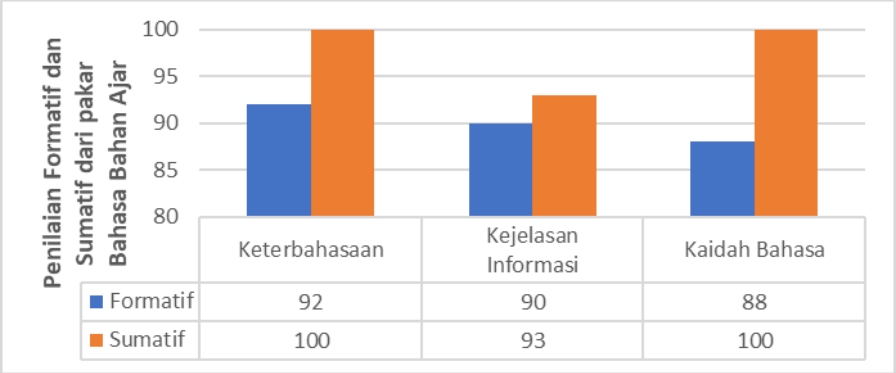

Figure 2. Bar Chart of Language Aspect Validation Results by Assessment Component

Figure 2 shows that the information clarity component obtained the highest achievement (close to 100%), followed by the Indonesian language conventions component (92%), and the readability component (83%) as the lowest, so that the language aspect generally remains in the very valid category with an average of 91%.

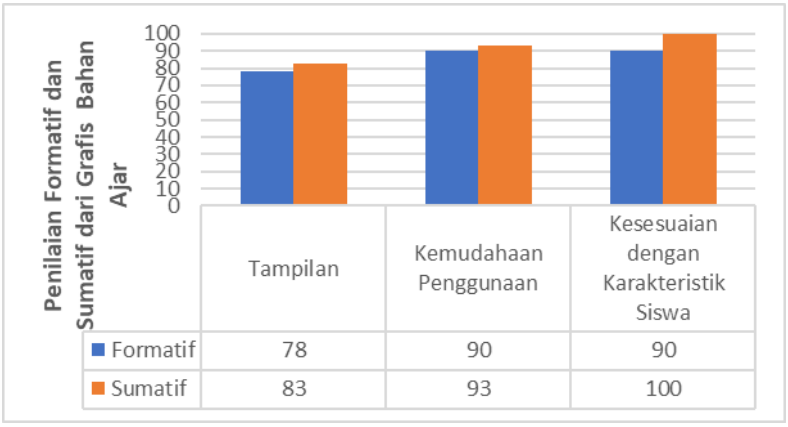

Figure 3. Bar Chart of Graphic Design Aspect Validation Results by Assessment Component

Figure 3 shows a visual appearance component achievement of 100%, a user-friendliness component of 93%, and a suitability-to-student-characteristics component of 83%, with an overall graphic design aspect average of 92% in the very valid category.

In addition to validating the teaching material product, the research instruments were also validated, namely the socio-cultural literacy ability test and the students' social attitude questionnaire. The validation of the literacy ability instrument obtained 100% (very valid), while the social attitude instrument obtained an average of 92% (very valid), so both instruments were declared feasible for use as measuring tools in the implementation stage (Yusup, 2018).

The practicality test was conducted with teachers and grade V students of SDN 012 Belaras, Indragiri Hilir Regency. The practicality test results are presented in Table 4.

Table 4. Practicality Test Results from Teachers and Students

Respondents	Average (%)	Category
Teachers (3 persons)	97	Very Practical
Students (small group)	93	Very Practical

The practicality test results from teachers showed an average of 97% in the very practical category, with one improvement note regarding language accuracy and spelling. The practicality test results from students showed that 14 of the 15 assessment indicators were in the very practical category (85–100%) and one indicator was in the practical category (70–84%), with no indicators in the fairly practical or less practical categories. These findings indicate that the teaching materials based on local socio-culture are easy for both teachers and students to understand and use in the learning process.

Product revisions were made based on input from the content, language, and graphic design expert validators, as well as the results of the teacher and student practicality tests. In the content aspect, improvements focused on strengthening contextual narratives, adding story-based questions, integrating QR codes into exercises, and completing the glossary. In the language aspect, improvements were made to the consistency of the term "IPAS Social Studies component," removal of regional-language elements from the main text, enlarging the font size, and correcting typographical errors (typos). In the graphic aspect, improvements included adjusting color contrast, using Islamic-themed icons that conform to the norms of the local Malay culture, and varying the background color composition. Revisions based on the practicality tests included correcting the answer options in the questions, replacing images to be more contextual, and adding photos of student activities.

The effectiveness test was conducted on an experimental class (SDN 012 Belaras, n=15) and a control class (SDN 027 Belaras, n=15) over six meetings (12 lesson hours, JP). Before hypothesis testing, the data were tested for the prerequisites of normality (Shapiro-Wilk) and homogeneity (Levene). All data, both socio-cultural literacy ability and students' social attitudes, were found to be normally distributed (Sig. > 0.05) and homogeneous (Sig. > 0.05), so hypothesis testing proceeded using the Independent Sample t-test. With 15 students in each class, the degrees of freedom were 15 + 15 − 2 = 28, as shown in Table 5.

Table 5. Independent Sample t-test Results for Socio-Cultural Literacy Ability

T	df	Sig. (2-tailed)	Mean Difference	Conclusion
8.361	28	0.000	10.800	Significantly different

A significance value of 0.000 (< 0.05) indicates a significant difference in socio-cultural literacy ability between the experimental and control classes, with the experimental class averaging 10.80 points higher than the control class (t = 8.361, df = 28). The same test on the social attitude questionnaire also showed a significant difference between the two classes (Sig. = 0.048 < 0.05), although this value is close to the significance threshold and should be interpreted more cautiously than the result for socio-cultural literacy.

Table 6. N-Gain Test Results for Students' Social Literacy Ability

Class	Average N-Gain (%)	Category
Experimental	52.75	Moderate
Control	22.63	Low

The improvement in socio-cultural literacy ability in the experimental class (52.75%) was in the moderate category, higher than that of the control class (22.63%), which was in the low category. In other words, students in the experimental class achieved about half of the maximum improvement that was possible, while students in the control class achieved about one fifth of it, a difference of roughly 30 percentage points. This indicates that teaching materials based on local socio-culture provide a better improvement in understanding than conventional teaching materials, although the improvement has not reached the high category. Possible reasons for this are discussed in the Discussion section.

Discussion (مناقشة)

The results show that the teaching materials based on local socio-culture for the IPAS subject, Social Studies component, grade V elementary school, meet the criteria of being valid based on assessments by content, language, and graphic design experts; practical based on assessments by teachers and students; and effective in improving students' local socio-cultural abilities and social attitudes compared with the use of conventional teaching materials. The integration of local wisdom values of Indragiri Hilir Regency (Aulia et al., 2023), such as the pacu sampan leper (sampan leper boat race) tradition (Ramadhan et al., 2025), manongkah kerang (cockle gathering), and the use of coconut resources, into contextual learning materials has proven capable of bringing lesson content closer to students' real everyday experiences (Khaeruman et al., 2024), so that learning becomes more meaningful as demanded by the principles of the Merdeka Curriculum (Fadilah & Rahmawati, 2023).

The validity findings for the content aspect are in line with the principles of developing contextual teaching materials (Hayati et al., 2021), namely that materials must start from the learning outcomes while still being enriched with the context of students' environment (Ananda & Fadhli, 2023). The high scores on the content feasibility and language aspects confirm that the content on geographical location, diversity of cultural heritage, natural resources, regional heroes, flagship products, and the uniqueness of the local culture of Indragiri Hilir is relevant to the learning outcomes and objectives of IPAS, Social Studies component, grade V elementary school. Improvement notes on the material display aspect, particularly the sequencing of the presentation, were followed up by rearranging the order of the sub-materials so that the flow between lessons became more systematic.

In the language aspect, the lowest achievement was in the readability component, particularly concerning the standardization of terms and sentence clarity. This finding is consistent with the peer review feedback at the early stage, which highlighted the use of long sentences and scientific terms that are unfamiliar to grade V students (Berk, 2021). After revision, simplified sentences and consistent use of the term "IPAS Social Studies component" contributed to improving the overall readability of the teaching materials (Kosasih, 2021).

In the graphic design aspect, the lowest achievement was in the suitability-to-student-characteristics component, while the visual appearance component obtained the highest achievement. This shows that although the layout, colors, and typography of the teaching materials were visually appealing, adjusting the images and illustrations to students' everyday experiences in the coastal and peat-swamp environment of Indragiri Hilir still requires special attention (Kinanthi et al., 2025), as was followed up by replacing a number of illustrations with more contextual images of socio-cultural activities.

The practicality test results reinforce the expert validation findings, in that both teachers and students rated the teaching materials as easy to use in the learning process (Primayana, 2022). This ease is supported by the systematic structure of the teaching materials, from the trigger activity (Ayo Berpikir), the literacy activity (Ayo Membaca), contextual exploration (Ayo Mencari Tahu), to the observation activity (Ayo Mengamati), which gives students room to engage actively in learning rather than merely being passive recipients of information (Aswita et al., 2022).

The effectiveness test results show that the application of teaching materials based on local socio-culture has a significant effect on students' socio-cultural literacy ability compared with learning that uses conventional teaching materials. This finding is consistent with Mursalim et al.

(2023), who reported that a local wisdom-based learning model promoted cultural literacy in elementary schools, and with Ero et al. (2024), who showed that teaching materials built on local wisdom strengthened students' cultural and civic literacy. The present study extends these studies in two ways: it shows the same tendency in a different cultural setting (the coastal Malay community of Indragiri Hilir) and it does so for a Social Studies component of IPAS under the Merdeka Curriculum, using both a literacy test and a social attitude questionnaire.

Several features of the product may explain how local cultural elements contributed to students' socio-cultural literacy and social attitudes. First, the lessons used practices that students already encounter, such as the *pacu sampan leper* boat race, cockle gathering, and coconut resources, so that abstract Social Studies concepts could be linked to existing experience, as sociocultural theory suggests (Berk, 2021; Kinanthi et al., 2025). Second, the four learning activities (Ayo Berpikir, Ayo Membaca, Ayo Mencari Tahu, and Ayo Mengamati) required students to question, read, investigate, and observe their own surroundings, which moves them from receiving information to constructing understanding (Aswita et al., 2022). Third, each lesson was paired with a character-strengthening focus (caring, responsibility, and discipline; Table 2), which may have contributed to the difference in social attitudes, although the smaller significance for this variable (Sig. = 0.048) indicates that the effect on attitudes was weaker than the effect on literacy.

The N-Gain result in the moderate category (52.75%) has several implications. It shows that the materials produced a meaningful but not yet optimal improvement, so they are suitable as a supplementary or alternative resource, but further refinement is needed before they can be considered a complete solution. Several factors may have influenced the size of the improvement. The implementation lasted only six meetings, which is a short period for developing literacy and attitudes (Dewanti et al., 2024). The readability component of the language aspect and the suitability-to-student-characteristics component of the graphic aspect received the lowest validation scores, so some students may still have found parts of the material difficult. In addition, the two classes came from different schools with a small number of students (n = 15 each) and were not randomly assigned, so differences in teacher style, school environment, and prior knowledge may have contributed to the results, and the presence of the researcher as facilitator and the novelty of the materials may have increased students' engagement. These limitations mean that the findings should not be generalized beyond similar schools, and future research should use larger samples, longer implementation periods, and a stronger control of school-related differences.

Conclusion (خاتمة)

The teaching materials based on local socio-culture for the IPAS subject, Social Studies component, grade V elementary school, developed through the ADDIE model, were declared valid based on assessments by content (96%), language (91%), and graphic design (92%) experts; practical based on assessments by teachers (97%) and students (93%); and effective in improving students' local socio-cultural abilities (Sig. = 0.000) and social attitudes (Sig. = 0.048) compared with conventional teaching materials. Thus, these teaching materials are suitable for use as an alternative contextual learning resource in elementary schools, particularly in regions with socio-cultural characteristics similar to those of Indragiri Hilir Regency.

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