

The Culturally Responsive Teaching Approach in Developing Indonesian Language Teaching Modules Based on Lombok Local Culture

Evi Sulistiana¹

Yeni Artanti²

^{1,2}Magister of Applied Linguistics Program, Yogyakarta State University, Yogyakarta

Corresponding author: sulistianaevi9@gmail.com

Abstract

This study aims to develop, determine the feasibility, practicality, and effectiveness of a Lombok-based Indonesian language teaching module for seventh-grade junior high school/MTs students. This type of research is research and development (R&D) with a 4D model (define, design, develop, disseminate). The validation test was conducted by two experts, namely a subject matter expert and a media expert, while the practicality test involved a limited trial involving 16 students and a field trial involving two classes, each with 29 students in the experimental and control classes. Then, the effectiveness test was conducted using SPSS, such as normality test, homogeneity test, independent sample t-test, and N-Gain. The data were analyzed using quantitative and qualitative approaches. The results showed that the teaching module was developed based on four main stages and covered four learning materials, namely descriptive texts, folk poetry texts, fantasy story texts, and procedural texts. Lombok locality was used as the text in each learning activity. The feasibility assessment by experts obtained an average score of 92.10% with a category of very feasible, while the practicality assessment by teachers and students was 81.88% and 84.14% respectively with a category of very practical. The effectiveness test using the Independent Sample t-Test showed a significance value of 0.000 (< 0.05), which means that there was a significant difference between the experimental and control classes. The N-Gain value of 0.72 (high category) with a 64.95% increase in learning outcomes shows that the teaching module is effective. This module is considered capable of improving learning outcomes, strengthening conceptual understanding, and fostering awareness of local culture in Indonesian language learning. This finding contributes to the innovation of Indonesian language learning that is adaptable to culture, thereby enriching the learning experience and cultural insight of seventh grade junior high school/MTs students.

Keywords: *CRT; teaching module; Lombok local culture*

Introduction

Textbooks play a strategic role in Indonesian language learning because they are the main source for achieving learning objectives and guidelines for teachers in implementing the teaching and learning process. However, the use of national textbooks still shows a centralistic tendency and does not fully reflect the cultural diversity of Indonesia. The representation of local cultures, particularly the culture of the Sasak tribe in Lombok, is still limited and often neglected in nationally used textbooks (Septiana, in Afarina et al. (2025). A study of seventh-grade Indonesian language textbooks shows that local elements only appear around 15–30%, with a dominance of Javanese, Sumatran, and Balinese cultures, while Lombok culture is still underrepresented (Ecca et al., 2025). This condition has an impact on the low relevance of learning materials to the life experiences of students in certain regions.

The limitations of integrating local culture into Indonesian language learning are a significant issue because local culture has great potential to enrich teaching materials, instill cultural values, and increase student engagement and understanding. The national curriculum, from the Competency-Based Curriculum to the Merdeka Curriculum, has provided space for the development of learning based on local wisdom (Susanto, in Tohri et al. (2022). The Merdeka Curriculum even gives teachers the flexibility to develop teaching materials tailored to students' cultural backgrounds through various learning models and media (Zidan et al., 2023). Previous studies have shown that teaching materials based on local wisdom have been proven effective in improving learning outcomes because the material becomes more contextual and meaningful to students (Salmia et al., 2024).

Despite these curricular provisions, the practice of Indonesian language teaching in schools continues to face persistent challenges. Student engagement remains relatively low, with 50% of teachers reporting limited student participation during classroom instruction (Wahyudi et al., 2025). In addition, constraints related to instructional media and the limited alignment of learning materials with students' lived experiences further undermine instructional effectiveness (Hendarti, 2024; Judijanto et al., 2024). These conditions reveal a critical gap between the curriculum's emphasis on contextual and meaningful learning and its actual implementation in classrooms, particularly regarding the availability of teaching materials that are culturally responsive to students' local contexts.

Previous studies have examined the integration of local wisdom in interdisciplinary learning, such as mathematics through Sasak ethnomathematics (Wardani et al., 2023), IPAS through Sasak culture-based scrapbooks (Alwi et al., 2024), and science literacy based on cultural experiences (Minsih et al., 2025). History to understand past events in East Lombok Regency (Rasyad, 2019) (Rasyad, 2019). Biology to learn core biological concepts by utilizing biodiversity, morphology, and classification (Ramdiah et al., 2025). Meanwhile, in the context of Indonesian language, the development of locality-based teaching materials has been carried out through folk tales, comics, animations, and descriptive texts based on Lombok cultural objects (Ananda et al., 2022; Ikhwanul et al., 2022; Mirnayati & Sumadewa, 2020; Putra & Susanti, 2024). The results of these studies show that locality-based learning can improve learning outcomes by 90-98% (Cahisnainy et al., 2025). Furthermore, it can significantly improve students' literacy and critical thinking skills (Asmayawati et al., 2024; Syahfitri et al., 2024). This proves that the integration of local wisdom in learning is positively accepted by students because it suits their learning characteristics and needs.

However, most previous studies have not comprehensively integrated Lombok's local culture into the seventh-grade Indonesian language teaching materials using a learning approach that explicitly responds to culture. A survey of seventh-grade students at SMP Negeri 2 Praya Timur showed that most Lombok folk tales are still unknown to students, indicating that the integration of local culture into learning is not yet optimal. This condition shows an urgent need for teaching materials that not only contain local content but are also developed through pedagogical approaches that are appropriate to the cultural background of the students.

The Culturally Responsive Teaching (CRT) approach is considered relevant to address these needs because it emphasizes the connection between learning content and students' cultural identities (Gay, 2018). This can be evidenced by findings on the effectiveness of applying this approach in learning, such as CRT can strengthen identity and empower students when their cultural backgrounds are positioned as pedagogical

assets, not obstacles (Navarro et al., 2022). Furthermore, the application of CRT has been proven globally to increase student engagement, motivation, and academic achievement through the use of culture as a source of learning (Malik, 2025; Mehta, 2024). However, the application of CRT in Indonesia is still limited, mainly due to the lack of teaching materials that systematically integrate local culture into Indonesian language learning.

Based on these conditions, this study aims to develop Indonesian language teaching materials based on Lombok's locality using a Culturally Responsive Teaching approach for seventh-grade junior high school/MTs students and to test their feasibility, practicality, and effectiveness. This study is directed at answering questions regarding the process of developing teaching materials based on Lombok's locality, the level of feasibility and practicality, and the extent of its effectiveness in improving student learning outcomes. The research hypothesis states that Indonesian language teaching materials based on Lombok's locality using a Culturally Responsive Teaching approach are feasible, practical, and effective in improving learning outcomes and strengthening students' cultural identity.

The research used a research and development (R&D) approach based on the teaching module concept in the Merdeka Curriculum, which emphasizes flexibility, independent learning, and contextual material (Kurdi et al., 2024; Nengsih et al., 2024). The pedagogical basis of the research is reinforced by Vygotsky's social constructivism learning theory, which places learning as a process of social and cultural interaction. Knowledge is constructed through students' experiences in their own cultural context, making learning more meaningful and relevant (Vygotsky, 1978). The concepts of Zone of Proximal Development and scaffolding emphasize the role of teachers in providing gradual support so that students can achieve optimal cognitive development through guidance and social collaboration (Gillen, 2000; Kozulin et al., 2003). The integration of the Culturally Responsive Teaching approach in this teaching module places the local culture of Lombok as the main source of learning that serves to strengthen student engagement, motivation, learning outcomes, and cultural identity (Gay, 2000; Inayah et al., 2023). In this way, this approach can introduce the diversity and values contained in Indonesian culture.

Thus, the development of this teaching module is an effort to provide effective learning strategies and innovations and to fill the gaps in teaching modules that highlight Lombok's local culture in learning. This module is expected to provide a more intimate, enjoyable, and meaningful learning experience for students.

Method

Study Design

This research is a research and development (R&D) project that aims to produce Indonesian language teaching materials with Lombok local content that are valid, practical, and effective. The development model used is the 4D model (Define, Design, Develop, and Disseminate). This model was developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn in 1974 (Thiagarajan, 1976). In the *define stage*, an analysis of needs, student characteristics, and the local context of Lombok was conducted; the *design stage* focused on drafting and designing the teaching materials; the *develop stage* included expert validation, revision, and limited testing; while the *disseminate stage* involved distributing and implementing the product in schools. This model was chosen because it emphasizes in-depth and systematic needs analysis so that the resulting learning products are in line with the characteristics of the students and the learning context in schools.

The product developed is Indonesian language teaching materials for the first semester of seventh grade junior high school/MTs, covering descriptive texts, folk poetry, fantasy stories, and procedural texts. The development of these teaching materials applies the Culturally Responsive Teaching (CRT) approach by utilizing the local culture of Lombok as the learning context, as well as using the Discovery Learning, Problem-Based Learning, and Project-Based Learning models based on Vygotsky's constructivism theory (1978), particularly the concept of the Zone of Proximal Development (ZPD). The effectiveness of the product was tested using a quasi-experimental approach with a pretest and posttest design in the experimental and control classes.

Sample Population

The population in this study was seventh-grade students at SMP Negeri 2 Praya Timur, Central Lombok Regency. The research sample was determined purposively by considering the suitability of the subjects' characteristics with the research objectives. A limited trial involved 16 students as representatives of the population to obtain initial input regarding the practicality and readability of the teaching materials. The field trial involved two classes, namely classes VII.2 and VII.3, each with 29 students. One class served as the experimental class, using Indonesian language teaching materials based on the Lombok locality, while the other class served as the control class, using conventional textbooks. In addition to the students, this study also involved one Indonesian language teacher who served as a learning facilitator, learning process observer, research collaborator, and provider of feedback on the development of teaching materials.

Data Collection Techniques and Instruments

Data collection in this study was conducted to assess the validity, practicality, and effectiveness of the developed teaching materials. Validity data was obtained through a validation process by subject matter experts and media experts using a validation sheet that covered aspects of content, language, presentation, graphics, and integration of local Lombok culture. Data on user needs and responses were collected through semi-structured interviews with teachers and students to obtain an initial overview of learning and experiences in using the teaching materials. Observations were conducted to obtain a realistic description of the learning process, student engagement, the role of teachers, and the suitability of the teaching materials for learning objectives.

In addition, questionnaires were given to students and teachers to measure the practicality, readability, appeal, and usefulness of teaching materials using a four-point Likert scale. Quantitative data related to student learning outcomes were collected through pretest and posttest in the form of multiple-choice and essay questions based on learning objectives. Documentation in the form of photos, videos, and recordings during the research process were used as supporting data to reinforce the research results.

Data Analysis Techniques

The data obtained in this study were analyzed using qualitative and quantitative approaches. Qualitative data from interviews and observations were analyzed descriptively to describe the initial learning needs, the teaching material implementation process, and the responses of teachers and students to the developed product. Quantitative data obtained from expert validation and practicality questionnaires were analyzed by calculating the percentage score based on a four-point Likert scale, then interpreted according to the feasibility and practicality criteria referring to Akbar (2013; Widoyoko (2011)

Table 1.1 Percentage Range of Eligibility Level

Percentage Range	Category
81% - 100%	very practical
61% - 80%	practical
41% - 60%	Quite practical
21% - 40%	Less practical
0% - 20%	Not practical

The effectiveness of the product was analyzed by comparing the pretest and posttest results of students in the experimental class and control class through statistical tests. Before testing the hypothesis, the data was first tested for normality and homogeneity. Furthermore, differences in learning outcomes were analyzed using the Independent Sample t-Test to determine the effect of teaching materials on student learning outcomes. The level of improvement in student learning outcomes was also analyzed using the N-Gain calculation to determine the category of improvement in learning outcomes after the application of Indonesian teaching materials containing Lombok local content.

Results

The Indonesian language teaching module developed for semester 1 consists of 4 discussion materials, namely Descriptive Texts, Folk Poetry Texts, Fantasy Story Texts, and Procedural Texts. The content structure of this module consists of general information, core components, and attachments. The learning process is supplemented with teaching materials, independent and group student worksheets, learning links such as Padlet, YouTube, quiz games, and practice questions that can be accessed through the platform or in print. Learning activities are based on syntax in accordance with constructivist learning theory, including PBL, PjBL, and Discovery Learning. The material in this teaching module adapts to the locality of the Sasak Lombok community in accordance with the principles of Culturally Responsive Teaching, by raising themes that are close to the students' environment.

This research is a research and development project that produces products that meet the criteria of validity, practicality, and effectiveness. The development of teaching modules and other research instruments uses the 4D development model, which has four stages: define, design, develop, and disseminate. The results of product development are as follows.

Define

At this stage, preliminary analysis shows that Indonesian language learning at SMP Negeri 2 Praya Timur is still dominated by the use of workbooks and lesson plans based on the 2013 Curriculum, with lectures and individual activities. Learning tends to be conceptual and lacks context in relation to students' daily experiences, resulting in low student activity, engagement, and understanding. The learning process tends to be one-way and does not sufficiently support the strengthening of the Pancasila Student Profile, particularly in the aspects of mutual cooperation, critical thinking, and creativity. These conditions are the main reasons for the need to develop teaching modules that are more contextual and based on the local culture of Lombok to fill the gaps in teaching materials for teachers and students.

Furthermore, based on an analysis of student characteristics, it was found that seventh-grade students still require intensive guidance in understanding texts and

remain passive in the learning process. At this age, students need concrete examples, direct experiences, and social interaction to build meaningful understanding. Therefore, this teaching module is designed with more collaborative learning, group discussions, and scaffolding from teachers and peers. Limitations in the use of technology in the classroom were also taken into consideration in the development of this teaching module so that it remains flexible, easily accessible, and supports independent learning both at school and elsewhere. Furthermore, based on an analysis of student characteristics, it was found that seventh-grade students still need intensive guidance in understanding texts and are still passive in the learning process. At this age, students need concrete examples, direct experiences, and social interaction to build meaningful understanding. Therefore, this teaching module is designed with more collaborative learning, group discussions, and scaffolding from teachers and peers. Limitations in the use of technology in the classroom were also taken into consideration in the development of this teaching module so that it remains flexible, easily accessible, and supports independent learning both at school and anywhere else.

Ultimately, the task and concept analysis stage revealed that the Grade VII Indonesian Language material in phase D covers listening, reading, writing, and speaking skills. However, this module will only focus on two skills, namely reading and writing. Furthermore, the material in each teaching material is integrated with the local cultural context of Lombok. In addition, the formulation of learning objectives is directed at strengthening conceptual understanding, analytical skills, and the ability to produce texts logically and creatively, while fostering an appreciative attitude towards local cultural values.

Design

The product developed in this study is a Lombok-based Indonesian language teaching module available in two formats, namely printed and digital modules. The implementation of this teaching module during the research used a printed teaching module and was supported by devices to access several digital platforms during the learning process, while the digital version was presented in the form of a Flipbook that could be accessed online through Heyzine Flipbook, allowing for more flexible use both in class and for independent study by students. The initial draft of this teaching module was compiled using Microsoft Word, and the main design was created using Canva. It was then published in digital format through Heyzine Flipbook as a medium for distribution and implementation of the product.

The results of this development were first validated by experts, namely subject matter and media experts. This was done to assess whether the teaching modules that had been developed were valid and suitable for use by seventh grade junior high school/MTs students.



Figure 1 Example of a Lombok-based Indonesian Language Teaching Module developed. This Indonesian language teaching module can be accessed online via the following link: <https://heyzine.com/flip-book/1f3dd5ca4f.html>.

Develop

During the development stage, the teaching modules that had been designed were validated by subject matter and media experts to assess the suitability of the content, language, presentation, and graphics of the teaching modules. After that, revisions were made. It is then tested on a limited basis, revised, and then tested in full classes, namely classes VII.2 (control class) and VII.3 (experimental class) to see the practicality of the module. After that, data processing is carried out with statistical tests in the form of normality tests, homogeneity tests, independent sample t-tests, and N-Gain to see the effectiveness of this teaching module.

Expert Validation Results

Expert validation for this Lombok-based Indonesian language teaching module was conducted through a validation questionnaire by each expert, both in terms of material and media. This teaching module was validated by lecturers from Yogyakarta State University. The instrument for assessing the material aspect consists of 4 aspects with a total of 19 questions, while the media validation consists of 5 aspects with a total of 18 questions. The results of the material validator's assessment can be seen in the following table.

Table 1.2 Instrument Validation

Aspect	Maximum Score	Assessment Score
Material	20	18
Language	16	16
Presentation	24	21
<i>Culturally Responsive</i>	16	15
<i>Teaching Number</i>	76	70
<i>Percentage</i>	92.10%	

Expert validation results show that this teaching module is in the highly feasible category, with a feasibility percentage of 92.10%. The most prominent aspect of this module is that the linguistic aspect received the maximum score, indicating that the language used is communicative, clear, and appropriate for the characteristics of the students. The second aspect is Culturally Responsive Teaching, which indicates that the

integration of Lombok's local culture in the material and text examples in this teaching module is considered relevant and supports contextual learning.

However, the material validators noted that the scope of material in this teaching module is relatively dense, requiring more careful management of learning time. This finding indicates that the completeness of the material needs to be balanced with appropriate implementation strategies so as not to burden students. Meanwhile, the results of media expert validation show that there are several things that need to be improved, particularly in terms of visuals, namely color selection and layout. The visualization of the module plays an important role in improving students' reading comfort and learning focus, so it needs to be revised by improving the consistency of the design and visual proportionality. Thus, this teaching module is not only valid in terms of content, but also more optimal in terms of learning media.

Practical Results

This practicality assessment was taken from a questionnaire responded to by teachers and seventh-grade students at SMP Negeri 2 Praya Timur. The aim was to understand how students accepted a learning process that was different from before, accompanied by group activities, with a quiz game and end-of-lesson reflection provided at each meeting. The results of the implementation of this teaching module are as follows.

Table 1.3 Practicality Results

Aspects	Average aspects	Percentage
Material aspects	3.375	84.38%
Practice aspects	3.00	75%
Language aspects	3.67	91.67%
Visual display aspects	3.33	83.33%
Usability aspects	3.00	75%
Total	16,375	81,88%

Based on the table above, it can be concluded that the Indonesian language teaching module based on Lombok locality that was developed is considered "Very Practical" for use in learning. Referring to the range of feasibility percentages by Akbar, 2013 and Widoyoko, 2011, with a total percentage of 81.88%, it falls into the category of very feasible or practical. These results are reinforced by interviews with teachers who stated that the material, assessments, and activity flow in the teaching module were in line with the objectives and learning outcomes of Indonesian Language in the Merdeka Curriculum. Teachers assessed that the text examples and activities taken from the local context of Lombok made it easier for students to understand the material because it was related to their daily experiences. Other supporting evidence from observation data on the implementation of the module shows student engagement in learning. Students appear to be more active in discussions, asking questions, and collaborating in group activities, especially in games, gallery walks, and quizzes. The application of scaffolding in the student worksheets and gradual guidance from teachers help students understand the tasks better. However, some teachers noted the need to adjust the number of tasks and time management. Overall, this teaching module is considered practical, flexible, and supportive of contextual, active, and meaningful learning.

Table 1.4 Student Practicality Results

Explanation	Score
Number of students	29
Maximum score students	40
Total maximum score	1.16
Total score achieved	979
Percentage	84,14%

Based on the practicality questionnaire given to 29 students, a total score of 976 out of a maximum score of 1,160 was obtained, with a percentage of 84.14%. According to the criteria of Akbar (2013) and Widoyoko (2011), this result falls within the range of 81–100%, which is classified as Very Good. Thus, the module is considered very practical for use in learning activities. These findings are reinforced by student interviews, which show that this teaching module is considered interesting, not boring, and more enjoyable than using workbooks, especially because of the variety of activities such as digital quizzes, group work, gallery walks, and locality-based projects. Students also stated that the Lombok cultural content featured in this module made learning more relevant to their lives, thereby increasing their activity during the learning process. However, some students felt that there were too many assignments. Nevertheless, in general, this module is considered easy to apply, helpful in understanding basic concepts, and encourages more active and meaningful learning engagement.

Effectiveness Results

The effectiveness of the Lombok-based Indonesian language teaching module was tested through field experiments in two classes, namely class VII3 (experimental) which used the teaching module and class VII2 (control) which did not use the module. The effectiveness of learning was analyzed based on the results of pre-tests and post-tests on four materials (descriptive texts, folk poetry texts, fantasy texts, and procedural texts), as well as observations of learning activities in the classroom. Before testing, the data was tested for normality and homogeneity, then an Independent Sample t-Test was conducted to see the difference in learning outcomes between groups, as well as an N-Gain calculation to measure the improvement in the experimental class. All analyses were performed using SPSS version 26, and the results showed a significant level of teaching module effectiveness.

Tabel 1.5 Kalmogorov-Sminrov Normality Test Result

Data	N	D	Sig. (p-value)
<i>Pretest control</i>	29	0.148	0.106
<i>Posttest control</i>		0.134	0.193
<i>Pretest experimental</i>		0.146	0.115
<i>Posttest experimental</i>		0.148	0.107

Description:

N = number of students

D = Kalmogorov-Sminrov

Based on the data above, the Kolmogorov-Smirnov normality test results for the control class and experimental class for the pretest values obtained p-values of 0.106 and 0.115, and the posttest values for the control and experimental classes were p-values of 0.193 and 0.107, respectively. These data indicate that this teaching module has a normal distribution in its population. This is based on a significance value > 0.05 , meaning that

the data is normally distributed and can therefore be further analyzed using parametric tests.

Tabel 1.6 Levene's Test for Variance Homogeneity

Data	N	F	Sig. (p-value)
Pretest control	29	2.268	0.138
Posttest control		1.648	0.205
Pretest experimental		1.648	0.206
Posttest experimental		2.312	0.134

Description:

F = Varians Levene's Test

Based on the results of the homogeneity test using Levene's Test, it can be seen that all significance values (Sig.) >0.05 . These results indicate that the learning outcome data in the control class and the experimental class have homogeneous variance. This shows that the initial conditions of the two groups were equivalent, so that the subsequent differences in learning outcomes can be attributed to the use of the Lombok locality-based teaching module, rather than differences in variance between classes.

After the two sets of pretest and posttest data from the control and experimental classes were declared normal and homogeneous, the t-test could be continued using the independent sample t-test because the data were normally distributed and homogeneous.

Table 1.7 Independent Sample t-Test Results

V	Class	t	Sig. (2-tailed)
Learning outcomes	P2 Control dan P2 experimental	-5,788	0,000

Description:

V = Variabel

Based on the results of the Independent Sample t-Test, there is a significant difference between the learning outcomes of the control class and the experimental class. The mean difference value of approximately -12.379 shows that the average post-test score of the experimental class is 12.379 higher than that of the control class. With a significance level of $p = 0.000 (<0.05)$, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, so it can be concluded that the use of Lombok locality-based teaching modules has a significant effect on improving student learning outcomes. This finding is in line with social constructivism learning theory, which emphasizes that knowledge is constructed through social interaction and real-life contexts (Gillen, 2000; Langford, 2005), as well as scaffolding support that improves students' ability to understand concepts. In addition, these results also prove that learning that integrates local culture can increase student engagement, motivation, and understanding because the material becomes more relevant to their lives (Gay, 2000). Thus, the effectiveness of this teaching module is not only proven statistically but also as a theoretical basis that supports contextual and cultural learning.

Below is also an increase in student learning scores in the experimental class (VII.3) as measured by N-Gain, as follows.

Tabel 1.8 Results of N-Gain Test in Experimental Class

Statistics	Minimum	Maximum	Mean
N-Gain Score	0,56	1,00	0,7217
N-Gain (%)	50,00	90,00	64,95

Based on the results of the N-Gain calculation for the experimental class, an average score of 0.72 was obtained according to the category (Hake, 1999), indicating a significant improvement in learning outcomes through the use of Indonesian language teaching modules based on Lombok locality. The range of student scores was evenly distributed, with no students experiencing low improvement. Overall, this teaching module is quite effective in providing contextual and meaningful learning experiences for seventh-grade junior high school/MTs students, especially at SMP Negeri 2 Praya Timur. Thus, the application of the Culturally Responsive Teaching (CRT) approach and constructivist theory (ZPD and scaffolding), as well as the integration of the Project-Based Learning (PjBL), Problem-Based Learning (PBL), and Discovery Learning models, successfully created an active, interactive, and relevant learning environment in line with the students' life contexts.

Discussion

The Lombok-based Indonesian language teaching module is designed for grade VII junior high school/MTs in phase D, with a focus on reading and writing skills in accordance with the principles of the Merdeka Curriculum, which emphasizes the relevance of material to the context and characteristics of students. Theoretically, this teaching module is based on Vygotsky's constructivism, which asserts that knowledge is built through social interaction and gradual support (scaffolding) so that students can reach their Zone of Proximal Development (ZPD). The implementation of constructivism is reflected in collaborative, reflective, and learning model activities (PBL, PjBL, and Discovery Learning). These three models encourage students to actively explore concepts and produce contextual real products, such as Sasak mini pantun books, gallery walks, and infographics on Sasak cuisine and culture. This enhances students' critical thinking and creativity skills.

In addition, this teaching module uses the CRT principle, which emphasizes the importance of linking learning to the cultural background of students. The integration of local Lombok values such as traditional food, traditional clothing, pantun (traditional poetry), and folklore into the teaching material not only strengthens conceptual understanding but also fosters cultural awareness and identity among students. The validation test results show that this module is "highly valid" and "highly practical," and statistical tests show a significant increase in student learning outcomes ($p < 0.05$). This reinforces that the Lombok-based teaching module is effective in creating active, interactive Indonesian language learning that is rooted in local culture.

These findings are also consistent with previous relevant studies. For example, Afrizal et al. (2024) found that teaching materials based on local wisdom were effective in improving learning outcomes in descriptive writing, while Syafruddin et al. (2025) showed that integrating local cultural elements into descriptive writing lessons increased students' interest in and sense of belonging to their local culture. The similarity of these research results shows that learning that highlights the local cultural context can increase student motivation and understanding because the material is closer to their life experiences.

From a theoretical perspective, ZPD and scaffolding have been proven to support the effectiveness of modules because students receive assistance appropriate to their ability level, enabling them to understand concepts more deeply. This is in line with the findings of Borchers et al. (2025), who states that providing appropriate scaffolding increases students' opportunities to receive feedback and improve their contextual

understanding. The use of quiz games as a form of scaffolding is also supported by Kacmaz et al., (2025), who shows that game-based learning effectively improves students' cognitive, emotional, and responsibility skills. Therefore, the combination of scaffolding and game-based learning in this module strengthens the learning process, making it more enjoyable.

The effectiveness of utilizing the CRT approach in learning is supported by previous research. Lavigne et al. (2022) found that CRT can strengthen social and emotional relationships between teachers and students in the classroom due to improvements in teaching quality. Similarly, Bostwick et al. (2025) found that culturally responsive teaching builds positive relationships, increases motivation, and promotes cultural values in teaching practices. This is also in line with Redmond et al. (2025) research, which explains that CRT can increase students' sense of belonging, inclusiveness, and empathy. In addition, CRT can also increase students' cultural appreciation (Fitriani et al., 2024; Pratiwi et al., 2024). Thus, this Lombok-based teaching module is not only effective in improving learning outcomes but also strengthens students' cultural identity, inclusiveness, and emotional involvement in the learning process.

Conclusion

Based on the results of research and development as well as discussions, it was found that this teaching module shows that incorporating Lombok's locality into learning is not only feasible, practical, and effective, but also has significant pedagogical and cultural impacts. Lombok's locality strengthens students' connection with their socio-cultural context, increases their motivation to learn, and improves their learning outcomes. This teaching module product serves as an innovative model for more contextual learning in various regions of Indonesia. Schools outside the Lombok region can also implement the texts contained in this teaching module example to learn about the cultural diversity that exists in Indonesia. The collaboration between the CRT approach and constructivist theory (ZPD and scaffolding) has proven to be effective in building active, meaningful learning rooted in local wisdom.

This Lombok-based Indonesian language teaching module can be practically used by teachers to integrate regional cultural values into the national curriculum, as well as a guide in designing project-based activities that foster student creativity and independence. In addition, this teaching module also encourages teachers to develop more contextual modules or teaching materials in each region to preserve and strengthen students' cultural identity. This supports the implementation of promoting local wisdom in learning.

Suggestions

Future research could expand this study by involving junior high schools and a wider range of grade levels to provide a broader perspective on the use of local wisdom in learning using the CRT approach in different cultural contexts. This study is recommended for further use to observe the development of cultural adaptation in more contextual learning. For practitioners, it is hoped that they can continue to develop their abilities to integrate more meaningful and enjoyable learning that is appropriate to the characteristics of students in schools. Then, they can manage classroom feedback and encourage student independence in using feedback effectively.

Acknowledgment

The researchers would like to express their sincere gratitude to the Indonesian language teachers and students who participated in this study for their time and valuable contributions. Special thanks are extended to the supervisors and lecturers of the Master of Applied Linguistics Program, Faculty of Language, Arts, and Culture, Yogyakarta State University, for their continuous guidance and constructive feedback throughout the research process. Appreciation is also given to the Excellence Scholarship by the Education Financing Service Center (Puslapdik), Ministry of Primary and Secondary Education, which has provided support and educational funding throughout the course of study until this final research.

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