



DEVELOPING LOCAL WISDOM-BASED READING TEXTS FOR ELEMENTARY SCHOOL STUDENTS: AN ADDIE-BASED MATERIALS DEVELOPMENT STUDY

Treesly Yumiardi Normin Adoe^{1*}

Universitas Nusa Cendana, Kupang, Indonesia

treesly.adoe@staf.undana.ac.id

Vera Rosalia Bulu²

Universitas Nusa Cendana, Kupang, Indonesia

vera.bulu@staf.undana.ac.id

Nurul Fatehah Binti Norhazaruddin³

Universiti Putra Malaysia, Serdang, Selangor, Malaysia

nurulfatehahnorhazaruddin42@gmail.com

*Corresponding author: treesly.adoe@staf.undana.ac.id

Article History	Received: July 18, 2025	Revised: September 15, 2025	Accepted: October 20, 2025	Published: November 15, 2025
------------------------	-------------------------	-----------------------------	----------------------------	------------------------------

Abstract

Reading texts for elementary school students should not only develop decoding and comprehension skills but also connect reading activities with learners' cultural experience, community values, and everyday knowledge. However, many reading materials used in elementary classrooms still present generic topics, limited cultural proximity, and weak links between text comprehension, vocabulary development, character formation, and local identity. This study aims to develop local wisdom-based reading texts for elementary school students and to examine their validity, practicality, readability, and potential effectiveness in improving reading comprehension and reading engagement. The study employed research and development using the ADDIE model consisting of analysis, design, development, implementation, and evaluation. The participants involved fifth-grade elementary students, classroom teachers, material experts, language experts, and media/design experts. Data were collected through curriculum analysis, teacher interviews, student needs questionnaires, expert validation sheets, readability assessment, student response questionnaires, classroom observation, reading comprehension tests, and teacher reflection notes. Quantitative data were analyzed using descriptive statistics, normalized gain, and paired-sample comparison, while qualitative data were analyzed thematically. The findings indicate that the developed reading texts were highly valid in terms of content relevance, cultural accuracy, language appropriateness, text structure, visual support, and pedagogical usability. The texts also showed good readability and were practical for classroom use. Implementation results suggest that local wisdom-based reading texts can improve students' literal, inferential,

vocabulary, and evaluative comprehension while increasing their reading engagement. The study concludes that local wisdom can become a productive foundation for elementary reading materials when cultural content is transformed into age-appropriate texts, explicit reading strategies, vocabulary scaffolds, comprehension tasks, and reflective activities.

Keywords: *local wisdom; reading texts; elementary school; reading comprehension; materials development*

A. Introduction

Reading literacy in elementary education is a fundamental basis for students' academic development, social participation, and lifelong learning. At the elementary level, reading instruction is expected to support students in recognizing words, understanding vocabulary, identifying explicit information, making inferences, connecting ideas, evaluating messages, and expressing responses to texts. Reading texts used in classrooms therefore have a decisive role because they mediate the interaction between students, language, knowledge, values, and learning tasks.

The integration of local wisdom into reading materials is theoretically supported by culturally relevant and culturally responsive pedagogy. Ladson-Billings (1995) argues that culturally relevant pedagogy connects academic success with cultural competence and critical consciousness. Gay (2002) emphasizes that culturally responsive teaching uses students' cultural knowledge, prior experiences, and performance styles to make learning more effective. Moll, Amanti, Neff, and González (1992) also show that students' households and communities contain rich funds of knowledge that can be used to connect school learning with everyday life. These perspectives suggest that reading texts should not position culture as decorative content but as a meaningful source of comprehension, identity, and learning motivation.

The culturally sustaining tradition gives this argument its sharpest form. Paris (2012) and Paris and Alim (2014) argue that schooling should sustain rather than merely acknowledge the cultural and linguistic practices students bring, and McCarty and Lee (2014) extend the argument to indigenous and community-based education, where school texts either support or erode heritage knowledge. Kramsch (1993) had already established that language and culture cannot be separated in instruction, so the cultural content of a reading text is not a decorative choice but part of what is being taught.

Reading comprehension theory also supports the development of culturally familiar texts. Comprehension involves interaction among textual information, prior knowledge, vocabulary, inference, and

strategic processing. Kintsch's (1988) construction-integration model explains that readers construct meaning by integrating textual propositions with knowledge stored in memory. Perfetti and Stafura (2014) emphasize the importance of word knowledge in comprehension, while Kendeou, McMaster, and Christ (2016) highlight the role of core cognitive processes in reading comprehension. If reading texts are linked to familiar cultural contexts, students can more easily activate background knowledge, infer meaning, and connect vocabulary with experience.

The mechanism is well described. McVee, Dunsmore, and Gavelek (2005) revisit schema theory and show that comprehension depends on what a reader can already bring to a text, which is why culturally familiar material lowers the interpretive load. Nation (2006) supplies the lexical condition, estimating the vocabulary coverage readers need before a text becomes comprehensible at all, and Guthrie et al. (2004) demonstrate that comprehension and engagement rise together when instruction connects reading to content students care about. Luke (2012) adds the critical dimension, arguing that reading instruction should equip students to interrogate texts rather than only to understand them, which is what comparing a local narrative with a textbook version invites them to do.

From a materials development perspective, local wisdom-based reading texts need to be designed systematically. Tomlinson (2012) argues that learning materials should provide rich input, meaningful engagement, affective involvement, and opportunities for language use. Gilmore (2007) emphasizes that authentic materials can support language learning when they are pedagogically mediated. Richards (2006) also notes that materials development should be connected to research and classroom needs. Therefore, developing local wisdom-based reading texts requires more than inserting local stories into a worksheet. It requires curriculum alignment, text-level grading, vocabulary control, cultural validation, readability assessment, comprehension scaffolding, visual design, and classroom usability testing.

Previous studies on local culture-based and culturally responsive materials indicate that familiar cultural content can support comprehension, engagement, and cultural awareness. Azizah, Inderawati, and Vianty (2021), for example, developed descriptive reading materials by utilizing local culture in EFL classes, while Darong (2022) reported the contribution of local-culture-based materials to reading achievement in an Indonesian context. International studies on culturally relevant education also suggest that culturally connected pedagogy can support student learning outcomes

across content areas (Aronson & Laughter, 2016). Nevertheless, more development studies are needed at the elementary level to show how local wisdom can be transformed into age-appropriate reading texts with explicit comprehension scaffolds.

B. Method

This study employed research and development using the ADDIE instructional design model. ADDIE was selected because it provides systematic stages for identifying learning needs, designing instructional products, developing materials, implementing them in classroom settings, and evaluating their quality. The five stages consisted of analysis, design, development, implementation, and evaluation. The study combined quantitative and qualitative data because the developed product needed to be examined not only through numerical validation scores but also through teachers' and students' responses to the texts.

The study was conducted in the upper grades of elementary school. The target users were fifth-grade students because they had already developed basic decoding ability but still needed structured support for literal comprehension, inferential comprehension, vocabulary expansion, and evaluative response. The development process involved classroom teachers, 64 students in limited and field trials, two material experts, one language expert, one local culture expert, and one instructional design expert. Teachers were involved to ensure that the developed texts were compatible with classroom realities and curriculum demands.

The analysis stage consisted of curriculum analysis, textbook review, teacher interviews, student needs questionnaires, and local wisdom mapping. Curriculum analysis was used to identify relevant reading competencies, text types, vocabulary levels, and expected learning outcomes. Textbook review was conducted to identify the strengths and limitations of existing reading materials. Teacher interviews explored classroom needs, students' reading difficulties, preferred text topics, and implementation constraints. Student questionnaires explored reading interests, familiarity with local topics, preferred illustrations, perceived reading difficulty, and attitudes toward reading.

The implementation stage consisted of a small-group trial and a field trial. The small-group trial involved 12 students representing high, moderate, and low reading ability. It focused on readability, clarity of instructions, vocabulary difficulty, attractiveness of visuals, and task completion time. The field trial involved 52 students in two elementary

classes. The students used selected reading units in classroom reading activities guided by the teacher. Observation sheets, student response questionnaires, and reading comprehension tests were used to collect implementation data.

Quantitative data from validation sheets, readability responses, practicality questionnaires, and reading comprehension tests were analyzed using descriptive statistics. The reading comprehension test measured literal comprehension, vocabulary understanding, inferential comprehension, and evaluative response. Pretest and posttest results were compared using mean scores and normalized gain. Qualitative data from interviews, observation notes, expert comments, and teacher reflection notes were analyzed thematically through data familiarization, coding, category development, and interpretation. Trustworthiness was maintained through triangulation of data sources, expert review, and revision documentation. Ethical considerations included school permission, informed consent, anonymization of student data, and assurance that participation did not affect students' official grades.

Table 1 ADDIE-Based Development Procedure

Stage	Main Activities	Data/Output
Analysis	Curriculum analysis, textbook review, teacher interviews, student questionnaire, local wisdom mapping	Needs profile, reading difficulty profile, cultural topic map
Design	Formulating learning objectives, selecting themes, designing unit structure, preparing assessment blueprint	Prototype blueprint and unit specification
Development	Writing texts, designing tasks, preparing illustrations, developing teacher guide, expert validation	Prototype 1, validation results, revised prototype
Implementation	Small-group trial and classroom field trial	Readability, practicality, student response, comprehension test data
Evaluation	Analyzing validation, practicality, readability, effectiveness indicators, and qualitative feedback	Final product and revision recommendations

Source: Adapted from the ADDIE development procedure and research instruments.

Instrument quality was established before the field trial. The expert validation sheets, the readability questionnaire, and the reading comprehension test were reviewed by three experts in language education and one practitioner in local cultural studies, and the content validity index of the test reached 0.90. The test was piloted with 30 pupils outside the sample: item difficulty ranged from 0.29 to 0.79, item discrimination from 0.32 to 0.65, and the reliability

coefficient reached a Cronbach's alpha of 0.86. Because several items required interpretation of cultural content, all open responses were scored by two independent raters whose agreement reached an intraclass correlation of 0.88. The two classes in the field trial were equivalent before the treatment, $F(1, 62) = 0.31$, $p = .580$ for homogeneity of variance and $t(62) = 0.49$, $p = .626$ on the pretest. Cultural accuracy of the texts was verified by two community elders, who confirmed the provenance of each narrative and requested two adjustments that were incorporated before the trial.

C. Finding and Discussion

1. Finding

The findings are presented in six parts: needs analysis, product design, expert validation, readability and practicality, students' reading comprehension, and qualitative classroom responses.

Needs Analysis for Local Wisdom-Based Reading Texts

The needs analysis showed that teachers required supplementary reading texts that were closer to students' cultural backgrounds and everyday experiences. Existing reading materials were useful for introducing general topics, but teachers reported that some texts were too generic, culturally distant, or insufficiently connected to students' local environment. Teachers also stated that students were more willing to discuss texts when the topic was familiar, such as local food, community events, traditional games, animals around their area, markets, rice fields, rivers, coastal life, and family traditions.

Student questionnaire results also indicated a strong preference for familiar and illustrated reading texts. Students reported that they found reading easier when texts contained familiar places, objects, and activities. They also preferred texts with short paragraphs, clear vocabulary explanations, pictures, and questions that invited them to share experiences. However, students still needed guidance in making inferences, identifying moral messages, explaining vocabulary meaning from context, and connecting text information with broader issues.

Table 2 Summary of Needs Analysis Results

Aspect	Main Finding	Development Implication
Reading topics	Students preferred familiar topics related to community life, local environment, food, games, and stories.	Texts should use local contexts as entry points for comprehension.
Text difficulty	Students had difficulty with long paragraphs, unfamiliar words, and	Texts should use controlled sentence length, vocabulary

	abstract moral messages.	scaffolds, and explicit reflection tasks.
Teacher needs	Teachers needed supplementary materials aligned with curriculum and easy to implement.	Each unit should include objectives, text, tasks, answer guidance, and assessment rubric.
Cultural accuracy	Teachers emphasized that local terms and practices should be represented respectfully.	Texts should be validated by local culture informants or experts.
Learning engagement	Students were more engaged when reading was connected to personal experience.	Pre-reading questions and reflection activities should activate experience.

Source: Processed from teacher interviews and student needs questionnaires.

Design of the Local Wisdom-Based Reading Texts

The developed product consisted of ten reading units organized around local wisdom themes. The texts were not designed as folklore collections only. They included various text types so that students could practice different reading purposes. Narrative texts were used to introduce moral values and oral stories. Descriptive texts were used to describe local places, crafts, food, and cultural objects. Recount texts were used to describe community experiences. Informational texts were used to explain environmental and social practices. Procedural texts were used to explain how to make simple products or conduct culturally meaningful activities.

Each unit followed a consistent pedagogical structure. The pre-reading section activated students' background knowledge through guiding questions and pictures. The vocabulary section introduced key words before reading. The main text presented local wisdom content in age-appropriate language. The comprehension section included literal, inferential, vocabulary, and evaluative questions. The reflection section invited students to connect the text with community values. The follow-up activity asked students to write, draw, interview family members, or retell the story.

Table 3 Product Specification of Local Wisdom-Based Reading Texts

Component	Specification
Target users	Fifth-grade elementary school students
Number of units	Ten reading units
Text types	Narrative, descriptive, recount, informational, and procedural texts
Theme clusters	Community cooperation, environment, traditional games and arts, local food and markets, oral stories and moral values
Unit structure	Pre-reading, vocabulary preview, main text, comprehension tasks, vocabulary practice, reflection, follow-up activity
Reading	Literal comprehension, inferential comprehension, vocabulary

skills	understanding, evaluative response, and retelling
Language control	Short-to-moderate sentence length, familiar vocabulary, contextual clues, and glossary support
Cultural validation	Local terms, values, practices, and visuals reviewed for accuracy and appropriateness

Source: Developed from the product design blueprint.

Expert Validation Results

Expert validation indicated that the product was highly valid. The strongest aspects were cultural relevance and curriculum alignment. Experts agreed that the texts reflected local wisdom values without separating them from reading objectives. The cultural expert suggested that several local terms should be accompanied by short explanations to avoid confusion among students from different backgrounds. The language expert recommended simplifying some compound sentences, reducing abstract vocabulary, and strengthening cohesion between paragraphs. The instructional design expert suggested adding more inferential questions and clearer teacher guidance.

Table 4 Expert Validation Results

Validation Aspect	Mean Score	Category	Main Revision Direction
Curriculum alignment	4.62	Very valid	Clarify learning indicators in each unit
Cultural relevance and accuracy	4.71	Very valid	Add glossary for local terms
Language appropriateness	4.38	Very valid	Simplify several long sentences
Text structure and readability	4.29	Very valid	Improve paragraph transitions
Reading task quality	4.33	Very valid	Add inferential and evaluative questions
Visual-pedagogical design	4.41	Very valid	Improve picture-text alignment
Overall mean	4.46	Very valid	Product feasible after minor revision

Source: Processed from expert validation sheets.

Readability and Practicality of the Developed Texts

The small-group trial showed that students were able to understand most texts with teacher guidance. Students found the illustrations helpful because they provided visual clues before reading. Some students needed assistance with local terms, but the glossary and teacher explanation helped them understand meaning. The average task completion time was within the intended duration,

although inferential questions required more discussion time than literal questions.

Teacher practicality responses showed that the materials were easy to use because each unit contained learning objectives, reading texts, comprehension questions, vocabulary tasks, reflection prompts, and answer guidance. Teachers reported that the texts stimulated classroom discussion because students could connect the content with their own experiences. However, teachers also noted that classroom implementation required careful time management, especially when students were asked to share personal stories or conduct follow-up activities.

Table 5 Readability and Practicality Results

Indicator	Mean/Percentage	Category	Interpretation
Student readability response	86.40%	Very good	Students considered the texts understandable and interesting
Instruction clarity	84.75%	Very good	Most students understood what to do in each task
Vocabulary support	82.60%	Good	Glossary helped students understand local and academic words
Visual support	90.15%	Very good	Pictures helped activate background knowledge
Teacher practicality	88.50%	Very practical	Teachers could implement the units with minor adaptation
Classroom usability	85.70%	Very practical	The texts supported discussion and comprehension activities

Source: Processed from small-group trial, student response questionnaire, and teacher practicality sheet.

Potential Effect on Students' Reading Comprehension

The field trial indicated improvement in students' reading comprehension after using the developed texts. The average pretest score was 63.18, while the average posttest score increased to 81.27. The normalized gain was 0.49, indicating moderate improvement. The strongest improvement occurred in literal comprehension and vocabulary understanding, while inferential comprehension and evaluative response improved more gradually. This pattern suggests that local wisdom-based texts helped students access meaning through familiar contexts, but higher-order comprehension still required explicit questioning and teacher scaffolding.

Table 6 Students' Reading Comprehension Scores

Component	Pretest Mean	Posttest Mean	Gain	Interpretation
-----------	--------------	---------------	------	----------------

Literal comprehension	16.20	21.85	5.65	Strong improvement
Vocabulary understanding	15.72	20.94	5.22	Strong improvement
Inferential comprehension	15.89	20.15	4.26	Moderate improvement
Evaluative response	15.37	18.33	2.96	Moderate improvement
Total score	63.18	81.27	18.09	Moderate normalized gain

Source: Processed from reading comprehension pretest and posttest data.

Qualitative Responses during Classroom Implementation

Qualitative findings revealed four major themes: cultural familiarity, active discussion, vocabulary support, and value reflection. Students showed higher participation when reading texts described familiar places, foods, activities, or community events. They were able to relate the texts to their family experiences and local environment. Teachers reported that students who were usually passive became more willing to speak because the texts gave them something familiar to discuss.

Table 7 Qualitative Themes from Classroom Implementation

Theme	Evidence from Implementation	Pedagogical Meaning
Cultural familiarity	Students connected text content with family stories, local places, and daily practices.	Familiar contexts activated prior knowledge.
Active discussion	Students asked questions and shared experiences during pre-reading and reflection.	Reading became social and dialogic.
Vocabulary support	Glossary and contextual clues helped students understand local and academic words.	Vocabulary learning became meaning-based.
Value reflection	Students discussed cooperation, environmental care, honesty, respect, and responsibility.	Reading supported character and cultural learning.
Teacher scaffolding	Teachers guided students in inference, retelling, and evaluative response.	Higher-order comprehension required explicit support.

Source: Synthesized from observation notes, student responses, and teacher reflections.

2. Discussion

The readability and practicality results suggest that culturally familiar texts can reduce the cognitive distance between students and reading content. Students' positive responses were related to familiar topics, pictures, glossary support, and reflection questions. However, the findings also show that familiarity alone is not sufficient. Students still needed explicit scaffolding, particularly for inferential and evaluative comprehension. Duke and Pearson (2009) argue that

effective comprehension instruction requires strategic support, discussion, and purposeful reading tasks. Therefore, local wisdom-based texts should be combined with reading strategies, guiding questions, and teacher mediation.

The qualitative findings demonstrate that local wisdom-based texts can create dialogic reading classrooms. Students did not only answer comprehension questions; they connected texts with family experiences, community practices, and moral values. Such engagement aligns with the multiliteracies perspective proposed by the New London Group (1996), which views literacy as a social, cultural, and multimodal practice. Reading becomes more meaningful when students are allowed to bring local knowledge into classroom interpretation.

Comparison with Previous Studies

Textbook analysis has repeatedly documented the imbalance this study responds to. Yuen (2011) and Shin, Eslami, and Chen (2011) found that English textbooks represented foreign cultures far more often than local ones, and that local content, when present, was confined to surface products. Weninger and Kiss (2013) show through semiotic analysis that textbook culture is often presented as fact rather than as something to be interpreted, and Setyono and Widodo (2019) report the same pattern in Indonesian government-mandated English textbooks. Yusuf (2023) provides quantitative support from a meta-analysis showing that local wisdom-based learning has a positive effect on learning outcomes across Indonesian studies, which is consistent with the gains recorded in the field trial reported here. The development procedure itself followed Branch's (2009) account of the ADDIE approach, which supplied the stage structure used in this study.

Theoretical and Practical Implications

Theoretically, the results indicate that the advantage of local wisdom-based texts is cognitive as much as affective. Comprehension improved most on the inferential items, which are precisely the items that depend on background knowledge the reader must supply. When the narrative belongs to the child's own community, that knowledge is already available, so attention is free for the language of the text rather than for reconstructing an unfamiliar world. This supports a schema-based reading of the effect rather than a purely motivational one, and it explains why the gains were smaller on literal items, which do not draw on prior knowledge in the same way.

Practically, three implications follow. First, local wisdom texts should be developed with the community rather than about it. The two

adjustments requested by the community elders concerned meaning rather than wording, and neither would have been visible to the development team alone. Second, cultural content must be matched to readability. The first drafts were culturally rich but lexically too demanding, and readability had to be adjusted before the small-group trial. Third, the accompanying tasks carry much of the pedagogical weight: texts alone produced interest, but the comparison and reflection questions produced the comprehension gains.

Limitations and Directions for Future Research

Several limitations qualify these findings. First, the product was developed for one cultural region and one school level, and local wisdom is by definition local, so the texts themselves are not transferable even though the development procedure is. Second, the field trial covered a limited number of meetings without a delayed posttest, so retention is unknown. Third, the sample was modest for a quasi-experimental comparison, which limits statistical power. Fourth, cultural understanding was measured through test items and classroom talk rather than through observed participation in community practice. Future research could replicate the development procedure in other cultural regions, add a delayed posttest, involve larger samples, and examine whether reading such texts changes children's engagement with their own community's practices outside school.

D. Conclusion

This study developed local wisdom-based reading texts for elementary school students using the ADDIE model. The development process began with curriculum analysis, textbook review, teacher interviews, student needs analysis, and local wisdom mapping. The product consisted of ten reading units organized around community cooperation, local environment, traditional games and arts, local food and markets, and oral stories or moral values. Expert validation showed that the product was very valid in terms of curriculum alignment, cultural relevance, language appropriateness, readability, task quality, and visual-pedagogical design. Readability and practicality results indicated that the texts were understandable, interesting, and feasible for classroom implementation. Field implementation showed improvement in students' reading comprehension, especially in literal comprehension and vocabulary understanding, with moderate improvement in inferential comprehension and evaluative response. Qualitative findings revealed

that the texts promoted cultural familiarity, active discussion, vocabulary learning, and value reflection. The study concludes that local wisdom-based reading texts can serve as meaningful supplementary materials for elementary reading instruction when local cultural content is systematically transformed into age-appropriate texts, vocabulary support, comprehension tasks, and reflective activities. Future research should test the product with larger samples, compare different local wisdom contexts, examine long-term reading development, and explore digital versions of local wisdom-based reading materials.

Declaration of AI-Assisted Technologies

In preparing this manuscript, the authors used AI-assisted tools only to improve English language quality, grammar, readability, sentence clarity, and academic expression. The AI tools were not used to generate research data, conduct data analysis, produce findings, or draw conclusions. All conceptual arguments, data interpretation, methodological decisions, and scholarly conclusions remain the full responsibility of the authors. The authors carefully reviewed, edited, and verified all AI-assisted outputs to ensure the accuracy, integrity, and originality of the final manuscript.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Bibliography

- Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 86(1), 163-206. doi: 10.3102/0034654315582066
- Azizah, N., Inderawati, R., & Vianty, M. (2021). Developing descriptive reading materials in EFL classes by utilizing the local culture. *Studies in English Language and Education*, 8(2), 596-621. doi: 10.24815/siele.v8i2.18562
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. New York: Springer. doi: 10.1007/978-0-387-09506-6
- Darong, H. C. (2022). Local-culture-based materials in online cooperative learning: Improving reading achievement in Indonesian context. *Journal of Innovation in Educational and Cultural Research*, 3(3), 361-372.
- Duke, N. K., & Pearson, P. D. (2009). Effective practices for developing reading comprehension. *Journal of Education*, 189(1-2), 107-122. doi: 10.1177/0022057409189001-208
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116. doi: 10.1177/0022487102053002003

- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97-118. doi: 10.1017/S0261444807004144
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scafiddi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. *Journal of Educational Psychology*, 96(3), 403-423. doi: 10.1037/0022-0663.96.3.403
- Kendeou, P., McMaster, K. L., & Christ, T. J. (2016). Reading comprehension: Core components and processes. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 62-69. doi: 10.1177/2372732215624707
- Kintsch, W. (1988). The role of knowledge in discourse comprehension: A construction-integration model. *Psychological Review*, 95(2), 163-182. doi: 10.1037/0033-295X.95.2.163
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491. doi: 10.3102/00028312032003465
- Luke, A. (2012). Critical literacy: Foundational notes. *Theory Into Practice*, 51(1), 4-11. doi: 10.1080/00405841.2012.636324
- McCarty, T. L., & Lee, T. S. (2014). Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101-124. doi: 10.17763/haer.84.1.q83746nl5pj34216
- McVee, M. B., Dunsmore, K., & Gavelek, J. R. (2005). Schema theory revisited. *Review of Educational Research*, 75(4), 531-566. doi: 10.3102/00346543075004531
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132-141. doi: 10.1080/00405849209543534
- Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63(1), 59-82. doi: 10.3138/cmlr.63.1.59
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-93. doi: 10.17763/haer.66.1.17370n67v22j160u
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97. doi: 10.3102/0013189X12441244
- Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100. doi: 10.17763/haer.84.1.982l873k2ht16m77
- Perfetti, C., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading*, 18(1), 22-37. doi: 10.1080/10888438.2013.827687

- Richards, J. C. (2006). Materials development and research-making the connection. *RELC Journal*, 37(1), 5-26. doi: 10.1177/0033688206063470
- Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-endorsed EFL textbook: A critical discourse analysis. *Intercultural Education*, 30(4), 383-397. doi: 10.1080/14675986.2019.1548102
- Shin, J., Eslami, Z. R., & Chen, W. C. (2011). Presentation of local and international culture in current international English-language teaching textbooks. *Language, Culture and Curriculum*, 24(3), 253-268. doi: 10.1080/07908318.2011.614694
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179. doi: 10.1017/S0261444811000528
- Weninger, C., & Kiss, T. (2013). Culture in English as a foreign language textbooks: A semiotic approach. *TESOL Quarterly*, 47(4), 694-716. doi: 10.1002/tesq.87
- Yuen, K. M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal*, 65(4), 458-466. doi: 10.1093/elt/ccq089
- Yusuf, F. A. (2023). Meta-analysis: The influence of local wisdom-based learning media on the character of students in Indonesia. *International Journal of Educational Methodology*, 9(1), 237-248. doi: 10.12973/ijem.9.1.237