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Development of Local Wisdom-Based Fiction Text Teaching Materials to Improve the Reading Comprehension Skills of Students in Cluster III Embun Pagi, Tinggimoncong District, Gowa Regency

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Abstract

This study is to examine the prototype, validity, practicality and effectiveness in the development of E-LKPD based on Google Site in the Indonesian language subject of reading elements for grade IV elementary school. This study was conducted at SDN 35 Tonasa II. The method used in this study is Research and Development (R&D). ADDIE development model. The results show that (1) the prototype for the development of E-LKPD based on Google Site that can be used to facilitate learning of reading elements in the Indonesian language subject of narrative text story material for grade IV elementary school students begins with an analysis of field needs. The next stage includes determining learning objectives and selecting relevant materials for the media. Then, media design is carried out according to these needs. In this study, the presentation of material in the format of relevant animated videos to increase student appeal and understanding. (2) The results of the validation test for the development of E-LKPD based on Google Site in learning reading elements in the Indonesian language subject of narrative text story material are stated to be very valid. This is indicated by the recapitulation value of 94. (3) The development of Google Site-based E-LKPD is practical because it is easy to use by teachers and students in an effort to improve narrative text reading skills. The results of the practicality test showed a value of 100 for the implementation aspect, the results of the teacher response

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questionnaire with a value of 94, the results of the student response questionnaire with a value of 98. This indicates the ease of use and acceptance of Google Site-based E-LKPD by teachers and students. (4) The effectiveness of the development of Google Site-based E-LKPD has been proven to be able to significantly improve students' narrative text reading skills during the learning process. The results of the trial showed an increase in each meeting, where at meeting I the score obtained was 75, there was an increase at meeting II, where at meeting II the score obtained was 84, and increased at meeting III the score obtained was 88. So it can be concluded that the use of Google Site-based E-LKPD in the reading element in the Indonesian language subject for grade IV students of SDN 35 Tonasa II is very effective.

Keywords: E-LKPD, Google Site, Indonesian, Reading Elements

INTRODUCTION

Improving the quality of education in the 1945 Constitution as an effort to educate the nation's life, then the Law and Ministerial Regulations were made related to education. In Law No. 20 of 2003 concerning the National Education System, it states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed for themselves, society, nation and state. An important factor that must be realized in the education process is improving the quality of education. Education is used as a benchmark in efforts to improve the quality of human resources (Rizki, 2023:92). Therefore, teachers need to involve science and technology to effectively and creatively improve the quality of learning and achieve predetermined competencies.Teachers hope that every student can achieve graduate competencies in terms of knowledge (Akhir, 2021:24).

Within the framework of the Independent Curriculum, which encourages students to learn independently and actively, interactive media plays an important role in increasing students' learning motivation (Ratnawati, 2024).The learning outcomes that align with the researcher's focus are included in reading comprehension skills, namely students' ability to explain the issues faced by characters in fictional texts. As one of the learning materials for Indonesian Language and Literature in Elementary Schools, the availability of fictional story teaching materials certainly poses a challenge for teachers. According to Ruswianti (2024), learning literature without literary works is nonsense. Meanwhile, Nur's (2022) research results state that reading fiction can hone complex and critical social skills. Therefore, to appreciate fictional stories, students should read

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them directly. The integration of local wisdom in fictional story teaching materials is important because according to Nur (2022) local wisdom contains local ideas that are wise, full of wisdom, have good values, are peaceful and followed by the community, formed as a product of past culture that should be continuously used as a way of life. Insight into local wisdom in fictional story teaching materials is expected to make it easier for students to understand the content of the story which will influence students' ability to appreciate fictional stories.

Based on the researcher's initial observations on January 10, 2025 at Parangbugisi State Elementary School, it was shown that the learning process carried out by teachers was still relatively simple.Simple learning. Simple learning refers to teachers using only textbooks as teaching materials, and conventional learning models are still teacher-centered, resulting in students' lack of active participation. Furthermore, most students appear to lack enthusiasm and motivation to learn. This was evident in the students' engrossed conversation while the teacher was explaining. Furthermore, the teacher instructed students to read the text together to understand the text. However, this activity proved ineffective as some students lost focus due to the reading not being done in a quiet environment. Furthermore, based on the researcher's observations during the observation, the teacher only used physical student and teacher textbooks provided by the government as the only learning resources. Consequently, the learning process tended to be monotonous, leading to student boredom and suboptimal learning outcomes.

Furthermore, based on the researcher's documentation review of reading comprehension, specifically fictional text material, it was found that 46% of the nine students received scores that met the learning objective achievement criteria (KKTP). Therefore, 54% of students received scores that fell below the learning objective achievement criteria (KKTP), which is 70. This occurredThis is because students have not yet fully grasped the content of a reading. Several factors, including teaching materials, contribute to the lack of reading comprehension skills. The teaching materials used often refer to only one source and are not tailored to students' learning interests. Ideally, based on the independent curriculum, students should already possess these reading comprehension skills. Digital teaching materials are books presented in digital form and present several types of media (text, images, audio, animation, and video), while also providing students with the flexibility to interact with the material (Ina, 2020). Previous research by Tuwuh(2022)with research results showing that local wisdom-based fictional text teaching materials are declared valid, practical, and effective in teaching reading literacy to fourth-grade elementary school students. Research bySeptiana (2024) The research results show that the

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development of pop-up book teaching materials on fiction and non-fiction texts to improve the reading skills of fourth-grade students at Tanon Elementary School is stated to be very valid, practical, and effective.

Based on this description, the researcher chose to develop digital teaching materials to help motivate students to learn the material. The developed teaching materials present digital teaching materials packaged in an attractive design, adding illustrations that can help students understand the material, especially in fictional narrative material, adding audio in the form of stories, adding practice questions, and evaluations that are accessible to students. Based on the problem background above, the problem formulation in this research is: (1) How is the prototypeFiction text teaching materials based on local wisdom to improve reading comprehension of students in Cluster III Embun Pagi, Tinggimoncong District, Gowa Regency?. (2) What is the level of validity?Fiction text teaching materials based on local wisdom to improve reading comprehension of students in Cluster III Embun Pagi, Tinggimoncong District, Gowa Regency?. (3) What is the level of practicality?Fiction text teaching materials based on local wisdom to improve reading comprehension of students in Cluster III Embun Pagi, Tinggimoncong District, Gowa Regency?. (4) What is the level of effectiveness?Fiction text teaching materials based on local wisdom to improve reading comprehension of students in Cluster III Embun Pagi, Tinggimoncong District, Gowa Regency?.The purpose of this research (1)To know the prototypeFiction text teaching materials based on local wisdom to improve reading comprehension of students in Cluster III Embun Pagi, Tinggimoncong District, Gowa Regency. (2) To describe the validityFiction text teaching materials based on local wisdom to improve reading comprehension of students in Cluster III Embun Pagi, Tinggimoncong District, Gowa Regency. (3) To describe the practicalityFiction text teaching materials based on local wisdom to improve reading comprehension of students in Cluster III Embun Pagi, Tinggimoncong District, Gowa Regency.(4)To describe the effectivenessFiction text teaching materials based on local wisdom to improve reading comprehension of students in Cluster III Embun Pagi, Tinggimoncong District, Gowa Regency.

METHODE

This type of research is research and development or Research and Development (R&D). The development method used in this research is the ADDIE method. This research will be conducted inSDN 35 Tonasa II. Research time at2024/2025 academic year.The population in this study were all 22 fourth-grade students of SDN 35 Tonasa II. This study used saturated sampling.

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Saturated sampling means that all members of the population are used as samples in this study. The samples taken were all 22 fourth-grade students of SDN 35 Tonasa II. The techniques used to collect data in the development of E-LKPD were observation and documentation. In the data analysis technique, the resulting data were qualitative and quantitative. Qualitative data came from suggestions, responses, and input from validation sheets from media experts, material experts, teachers, and students. While quantitative data came from quantitative data analysis carried out by calculating the average score for each validation aspect and then categorizing the results from media experts and material experts.

RESULTS AND DISCUSSION

RESULTS

Analysis Stage

Needs analysis is determining the teaching materials needed by students to improve reading comprehension.Fourth-grade elementary school students. Therefore, the researcher developed local wisdom-based fictional text teaching materials that are believed to be able to eliminate student boredom when studying Indonesian language subjects with fictional text story material. Local wisdom-based fictional text teaching materials are media that will provide variety in the learning process that involves students. Local wisdom-based fictional text teaching materials are able to integrate text, images, and evaluations so that the information conveyed is richer compared to classical teaching materials.

Design Stage

Development designLocal wisdom-based fictional text teaching materials begin with designing the cover and designing an attractive text and image format to complement the cover. The design process is carried out using the Canva application, which can be installed or used directly in a browser/website. In the design process, what needs to be considered is the use of color, image combination, and text. In the development of local wisdom-based fictional text teaching materials at the design stage, the developer uses bright colored backgrounds as the base color. This local wisdom-based fictional text teaching material is made in the form of a link. In its delivery, the local wisdom-based fictional text teaching material conveys the content clearly consisting of "learning achievements", "learning objectives I, II, and III", "teaching materials I, II, and III", "Evaluation I, II, and III" which are delivered more clearly, accurately, and in detail. Then in terms of language design, this local wisdom-based fictional text teaching material uses simple

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language that is clear and easy to understand.

Development Stage

The development stage is the manufacturing processFiction text teaching materials based on local wisdom that are in accordance with the learning objectives formulated in the design stage. After the creation of the Fiction text teaching materials based on local wisdom, validation was carried out by a team of experts including material, media, and language experts to measure the validity of the product that had been developed and continued with revisions if there were suggestions for improvement.

The production stage of teaching materials for fictional texts based on local wisdom, the process of developing or making teaching materials for fictional texts based on local wisdom for the Indonesian language subject, fictional text story material for class IV is carried out.Cluster III Morning Dew, Tinggimoncong District, Gowa Regency. The stages of developing or creating teaching materials for fictional texts based on local wisdom are as follows:

Table 1 Stages of Making Fiction Text Teaching Materials

No	How to Produce Fiction Text Teaching Materials
1	The developer determines tthe theme and type of fictional story to be created.
2	Developers explore Canva for Education to design title pages, content, and other pages in fictional text teaching materials.
3	Developers compile learning outcomes, learning objectives, materials, and evaluations.
4	Next, the teaching materials that have been compiled are then printed.
5	Fiction text teaching materials ready to use

Implementation Stage

In this implementation stage, the developed product, namely fictional text teaching materials, has gone through validation stages for the teaching module, teaching materials, and content. Furthermore, researchers conducted a trial of the developed product. The trial was conducted on grade IV students..

Evaluation Stage

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Based on the results of the trials that have been conducted, the trials show that the results of the trials obtained results stating that students are very interested in teaching materials based on local wisdom fiction texts. The comments given to the teaching materials based on local wisdom fiction texts were also very good, in general the results of teacher comments also gave a positive impression of teaching materials based on local wisdom fiction texts. This teaching material based on local wisdom fiction texts also appears to be able to increase student interest, especially in the ability to read comprehension of the Indonesian language subject for grade IV.

Prototype of Fiction Text Teaching Materials Based on Local Wisdom

This local wisdom-based fictional text teaching material was developed using Research and Development (R&D) with the ADDIE model which has 5 parts of the research process, including analysis, design, development, implementation, and evaluation. The needs analysis stage where the learning process carried out by the teacher is still relatively simple. Simple learning means that teachers only use textbooks as their teaching materials and the conventional model, namely learning is still centered on the teacher so that students do not participate actively in learning. Not only that, most students apparently lack enthusiasm and motivation to learn. The design planning stage, at this stage the researcher makes a design according to the material that has been modified by the researcher. Continued at the development stage, where after the fictional text teaching material is designed, it is continued with the validation test of the material, media, and modules. If the presentation obtains results of 81-100% the criteria obtained are very valid. Based on the presentation, it was found that the local wisdom-based fictional text teaching material developed obtained very valid results.

The implementation stage of the fiction text teaching materials that have been developed and tested for validity is then tested to determine the validity value of the fiction text teaching materials and student responses to the fiction text teaching materials. The trial was carried out in class IV. The student responses obtained showed student interest in the fiction text teaching materials based on local wisdom and also showed student enthusiasm when using the fiction text teaching materials. Filling out the student response questionnaire sheet there are 12 statements about the fiction text teaching materials based on local wisdom, where in the trial obtained a percentage of 88%. If the percentage obtained 81-100% then the criteria obtained are very interesting. And it can be seen that the fiction text teaching materials based on local wisdom that were developed are interesting media and are worth using.The evaluation stage of the explanation above is where the trial and validity test get a very valid, appropriate and interesting

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value for students so thatThe local wisdom-based fictional text teaching materials that have been developed are able to increase students' interest in reading comprehension in grade IV.As for the benefits of usingFiction text teaching materials based on local wisdom that have been developed based on student responses include, students can be more active in learning, as evidenced by the positive feedback that occurs during the learning process.

Validity of Fiction Text Teaching Materials Based on Local Wisdom
Teaching Module Validation Results

Table 2 Results of Teaching Module Validation

No	Validator 1	Indicator Number	Total Score	Validator 2	Indicator Number	Total Score
1	Very good	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1m, 1n, 1o, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3c, 3d, 5b	88	Very good	1a, 1b, 1d, 1e, 1f, 1h, 1i, 1k, 1m, 1n, 1o, 2b, 2c, 2d, 2f, 3a, 3b, 3d, 4a, 5b	80
2	Good	1h, 1k, 1l, 2a, 2b, 4a, 4b, 5a	24	Good	1c, 1g, 1j, 1l, 2a, 2e, 2g, 3c, 4b, 5a	30
3	Enough	-	-	Enough	-	-
4	Not good	-	-	Not good	-	-
Total			112			110
Percentage			93%			92%

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Assessment criteria	Very Worthy	Very Worthy

Source: 2025 Module Validation Results

Based on the table above, it shows that 30 items of assessment aspects with the highest score of 4, then the total maximum score is 30 multiplied by 4, the result is 120. In validator 1, there are 22 items of assessment aspects with a score of 4, then multiplied by 4, the result is 88. 8 items get a score of 3, then the result is 8 multiplied by 3, the result is 24, the total score of validator 1 is 112. The percentage gain is the total score of 112 multiplied by 100 divided by the total maximum score of 120, the result is 93%. In validator 2, there are 20 items of assessment aspects with a score of 4, then the score gain is 20 multiplied by 4, the result is 80. 10 items get a score of 3, then the result is 4 multiplied by 3, the result is 30, the total score of validator 2 is 110. The percentage gain is the total score gain of 110 multiplied by 100 divided by the total maximum score of 120, the result is 92%. The results of the validation of the teaching module obtained a percentage of 93% from expert validator 1 with a very feasible category, and 92% from expert validator 2 with a very feasible category. It is known fromFiction text teaching materials based on local wisdom to attract students' attention so that they can improve their reading comprehension skills in Indonesian language subjects.

Teaching Material Validation Results

Table 3 Results of Teaching Material Validation

No	Validator 1	Indicator Number	Total Score	Validator 2	Indicator Number	Total Score
1	Very good	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a, 2b, 2c, 2e, 3a, 3b, 3d, 4a, 4b, 4c	72	Very good	1a, 1d, 1e, 1f, 1h, 2a, 2b, 2c, 2e, 3a, 3d, 4a, 4c	52
2	Good	2d, 3c	6	Good	1b, 1c,	21

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					1g, 2d, 3b, 3c, 4b	
3	Enough	-	-	Enough	-	-
4	Not good	-	-	Not good	-	-
Total			78			73
Percentage			98%			91%
Assessment criteria			Very Worthy		Very Worthy	

Source: 2025 Media Validation Results

Based on the table above, it shows that 20 items of assessment aspects with the highest score of 4, then the total maximum score is 20 multiplied by 4, the result is 80. In validator 1, there are 18 items of assessment aspects with a score of 4, then the score is 18 multiplied by 4, the result is 72. 2 items get a score of 3, then the result is 2 multiplied by 3, the result is 6, the total score of validator 1 is 78. The percentage gain is the total score of 78 multiplied by 100 divided by the total maximum score of 80, the result is 98%. In validator 2, there are 13 items of assessment aspects with a score of 4, then the score is 13 multiplied by 4, the result is 52. 7 items get a score of 3, then the result is 7 multiplied by 3, the result is 21, the total score of validator 2 is 73. The percentage gain is the total score of 73 multiplied by 100 divided by the total maximum score of 80, the result is 91%. The validation results of the teaching materials obtained a percentage of 98% from expert validator 1 with a very suitable category, and 91% from expert validator 2 with a very suitable category. It is known that the teaching materials of fictional texts based on local wisdom can attract students' attention so that they can increase students' interest in reading comprehension skills in Indonesian language subjects.

Material Validation Results

Table 4 Material Validation Results

No	Validator 1	Indicator Number	Total Score	Validator 2	Indicator Number	Total Score
1	Very good	1a, 1b, 1c, 1d, 1e, 2c,	40	Very good	1a, 1d, 1e, 2b, 2d, 2e,	28

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		2e, 2f, 3a, 3b			3b	
2	Good	2a, 2b, 2d	9	Good	1b, 1c, 2a, 2c, 2f, 3a	18
3	Enough	-	-	Enough	-	-
4	Not good	-	-	Not good	-	-
Total			49			46
Percentage			94%			88%
Assessment criteria			Very Worthy		Worthy	

Source: 2025 Material Validation Results

Based on the table above, it shows that 13 items of assessment aspects with the highest score of 4, the total maximum score is 13 multiplied by 4, the result is 52. In validator 1, there are 10 items of assessment aspects with a score of 4, the score is 10 multiplied by 4, the result is 40. 3 items get a score of 3, the result is 3 multiplied by 3, the result is 9, the total score of validator 1 is 49. The percentage gain is the total score of 49 multiplied by 100 divided by the total maximum score of 52, the result is 94%. In validator 2, there are 7 items of assessment aspects with a score of 4, the result is 7 multiplied by 4, the result is 28. 6 items get a score of 3, the result is 6 multiplied by 3, the result is 18, the total score of validator 1 is 46. The percentage gain is the total score of 46 multiplied by 100 divided by the total maximum score of 52, the result is 88%. The validation results obtained a percentage of 94% from expert validator 1 with a very appropriate category, and 88% from expert validator 2 with a very appropriate and appropriate category. It is known from the examples of explanations in the teaching materials of fictional texts based on local wisdom that are relevant to the competencies that must be mastered by students in accordance with the curriculum.

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Recapitulation of Percentage Scores of the Eligibility of Local Wisdom-Based Fiction Text Teaching Materials

Table 5 Recapitulation of Percentage Scores for Feasibility Aspects

No	Aspect	Validator 1		Validator 2	
		Percentage Score	Information	Percentage Score	Information
1	Teaching Module	93%	Very Worthy	92%	Very Worthy
2	Teaching materials	98%	Very Worthy	91%	Very Worthy
3	Material	94%	Very Worthy	88%	Worthy
Average		95%	Very Worthy	90%	Very Worthy

Source: Recapitulation Results of 2025 Feasibility Score Percentage

Based on the recapitulation results, it shows that the average percentage of the feasibility aspect score obtained a percentage of 95% from expert validator 1 with a very feasible category, and 90% from expert validator 2 with a very feasible category.

Practicality of Fiction Text Teaching Materials Based on Local Wisdom

Observation of the Implementation of Using Fiction Text Teaching Materials Based on Local Wisdom

Table 6 Results of Observations on Learning Implementation

Observer	Score	Criteria
Fourth Grade Teacher	**16/16 x 100 = 100**	Very Valid

Based on the observer's observations in the table above, where there are 16 observation aspects, all of which are checked and implemented, the overall implementation of the learning is declared very appropriate/very good. The results from the observer, who is a fourth-grade teacher, stated that the implementation of the learning obtained a score of 100. Therefore, based on the assessment scale table for the qualification of the implementation of the learning is declared very practical.

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Teacher Response

Table 7 Results of the Teacher Response Practicality Questionnaire

Respondents	Score	Criteria
Fourth Grade Teacher	34/36 x 100 = 94	Very Practical

Based on the results of teacher responses to the practicality of local wisdom-based fiction text teaching materials in the table above, it can be seen that the number of teacher response questionnaire statements is 9 items with the highest score of 4, so the maximum score is 36. The teacher response questionnaire score is 34, where there are 7 statement items with a score of 4, so the score is 28, and 2 statement items with a score of 3, so the score is 6, which is added to the score of 28, the result is 34. Then the score of 34 is divided by the maximum score of 36 multiplied by 100 to get a score of 94. Overall, the teacher's response to practicality is stated to be very practical. The results obtained from grade IV teachers state that local wisdom-based fiction text teaching materials are very practical with a score of 94.

Student Response

Table 8 Results of Student Response Questionnaire

Respondents	Score	Criteria
Fourth Grade Students	1750/1776 x 100 = 98	Very Effective

Based on the results of student responses to the effectiveness of using local wisdom-based fictional text teaching materials on reading comprehension skills in the Indonesian language subject for grade IV in the table above, it can be seen that the number of student response questionnaire statements is 12 items with the highest score of 4, so the maximum score of the questionnaire is 48. The total score obtained is 1750. The total maximum score of 1776 is obtained from the maximum score of the questionnaire 48 multiplied by the number of students 40, the result is 1750. The score obtained is 1891 multiplied by 100 divided by the total maximum score of 1750, the result is a score of 98. Overall, student responses to practicality are stated to be very practical. The results of the fourth grade student responses state that local wisdom-based fictional text teaching materials are very practical in learning with a score of 98.

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EffectivenessFiction Text Teaching Materials Based on Local Wisdom

Table 9 Results of Small Group Trials

Serial No.	Small Group		
	Meeting I	Meeting II	Meeting III
1	80	90	90
2	80	80	90
3	80	90	90
4	80	80	80
5	70	70	80
6	80	80	90
7	80	80	90
8	70	80	80
9	80	90	90
Amount	708	740	780
Average	78	82	87

Source: 2025 Trial Results

Table 10 Large Group Trial Results

Serial No.	Large Group		
	Meeting I	Meeting II	Meeting III
1	60	70	70
2	70	80	80
3	70	80	80
4	60	70	80
5	60	70	80
6	60	70	90
7	70	80	100
8	70	80	90
9	60	70	70
10	80	90	90

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11	80	90	90
12	60	90	100
13	70	80	90
14	60	70	80
15	70	80	90
16	70	80	90
17	60	70	90
18	70	80	90
19	70	70	90
20	60	70	90
21	70	80	90
22	60	70	90
23	80	90	90
24	80	80	90
25	80	90	100
26	80	90	90
27	80	90	90
28	80	90	90
Amount	1860	2220	2460
Average	66	79	88

Source: 2025 Trial Results

Based on the table above, it can be seen that there was an increase in each meeting, both the results of the small group trial and the large group trial, where in the small group trial meeting I the score obtained was 72 obtained from the result of dividing the total score obtained in meeting I, namely 708 divided by the number of students, namely 9, thus obtaining a score of 72. There was an increase in meeting II, where the score obtained in meeting II was 82 obtained from the result of dividing the total score obtained in meeting II, namely 740 divided by the number of students, namely 9, thus obtaining a score of 82, and increased in meeting III the score obtained was 87 obtained from the result of dividing the total score obtained in meeting III, namely 780 divided by the number of students, namely 9, thus obtaining a score of 87.

In the large group trial of meeting I, the score obtained was 66 obtained from the result of dividing the total score obtained in meeting I, namely 1860 divided by the number of students,

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namely 28, thus obtaining a score of 66. There was an increase in meeting II, where meeting II the score obtained was 79 obtained from the result of dividing the total score obtained in meeting II, namely 2220 divided by the number of students, namely 28, thus obtaining a score of 79, and increased in meeting III, the score obtained was 88 obtained from the result of dividing the total score obtained in meeting III, namely 2460 divided by the number of students, namely 28, thus obtaining a score of 88. So it can be concluded that the use of local wisdom-based fictional text teaching materialsin reading comprehension in grade IV students of SDN 35 Tonasa IIvery effective.

DISCUSSION

Based on the formulation of the problem, namely the prototype description of local wisdom-based fictional text teaching materials developed in the Indonesian language subject for reading comprehension in grade IV of Elementary School. The product of the local wisdom-based fictional text teaching material produced is a printed teaching material that can be used by students to study independently or in classroom learning activities. This local wisdom-based fictional text teaching material contains a main page that displays learning outcomes, learning objectives, materials, fictional story reading texts, and evaluations. Then the fictional text material feature displays texts that are in accordance with the Indonesian language curriculum for grade IV, equipped with attractive images to improve student understanding. The practice question feature provides types of questions that can help students improve their reading skills. The evaluation feature allows teachers to monitor student progress and provide feedback.

This research produced locally-based fictional text teaching materials that are well-packaged and in printed form, so students can learn anywhere and anytime. The resulting fictional text teaching materials can facilitate teachers in monitoring student progress and providing feedback. They are equipped with reading materials from Gowa Regency's regional fictional texts, which can increase student engagement in the learning process and encourage students to think creatively and innovatively.

The results of this study are supported by relevant research conducted byTuwuh(2022)shows that local wisdom-based fictional text teaching materials are declared valid, practical, and effective in teaching reading literacy to fourth grade elementary school students.

The level of validity of local wisdom-based fictional text teaching materials developed in the Indonesian language subject for reading comprehension skills in grade IV of Elementary School. The results of the validation of the teaching module with 5 indicators consisting of the

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format of the teaching module, the content of the teaching module, the language used, the time used, the presentation method used with 30 assessment aspects by the validator in the first validation with a total score of 112 percentage 93%, in the second validation with a total score of 110 percentage 92%. The results of the validation of the teaching material with 4 indicators consisting of the appearance of the teaching material, content, benefits, the language used with 20 assessment aspects by the validator in the first validation with a total score of 78 percentage 98%, in the second validation with a total score of 73 percentage 91%. The results of the validation of the material with 3 indicators consisting of content, language, writing, appearance, benefits with 13 assessment aspects by the validator in the first validation with a total score of 49 percentage 94%, in the second validation with a total score of 46 percentage 88%. Based on the level of validity of the teaching materials, fictional texts based on local wisdom are declared very valid and very appropriate.

The results of this study are supported by relevant research conducted byNoerhalizha Galih Tantya (2025)show thatThe teaching materials developed using the ADDIE model can be said to be suitable for use in Indonesian language learning.Albert (2023)show thatThe development of teaching materials for writing narrative texts based on local wisdom for secondary school students can be used in learning to write narrative texts with very valid criteria.

The practicality level of local wisdom-based fictional text teaching materials developed in the Indonesian language subject for reading comprehension in grade IV of Elementary School. The results of the practicality test on the implementation test in three learning activities, namely preliminary activities, core activities, and closing activities with 16 observation aspects obtained a score of 16 with a percentage of 100%. The results of the teacher's response practicality questionnaire with 4 indicators consisting of attractiveness, ease of use, functionality and use, reliability and economy with 9 statements obtained a score of 34 with a percentage of 94%. The results of the student response questionnaire with 5 indicators consisting of attractiveness, interest/motivation, ease of use, functionality and use, reliability and economy with 12 statements obtained a score of 1750 with a percentage of 98%. Based on the level of practicality, the local wisdom-based fictional text teaching materials are declared very practical.

The results of this study are supported by relevant research conducted byTesa Hartianti (2021)show thatThe development of folklore teaching materials based on local wisdom of West Kalimantan in thematic learning for fourth grade students of MIN 3 Southeast Pontianak is very valid and very practical.

The level of effectiveness of local wisdom-based fictional text teaching materials

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developed in the Indonesian language subject for reading comprehension skills in grade IV of elementary school. The trial results showed an increase in each meeting, both the results of small group trials and large group trials, where in the small group trial meeting I the score obtained was 72. There was an increase in meeting II, where meeting II the score obtained was 82, and increased in meeting III the score obtained was 87. In the large group trial meeting I the score obtained was 66. There was an increase in meeting II, where meeting II the score obtained was 79, and increased in meeting III the score obtained was 88. So it can be concluded that the use of local wisdom-based fictional text teaching materialsin reading comprehension in fourth grade studentsvery effective. The results of this study are supported by relevant research conducted bySeptiana (2024)shows that the development of pop-up book teaching materials on fiction and non-fiction texts to improve the reading skills of fourth-grade students at Tanon Elementary School is stated to be very valid, practical, and effective..

CONCLUSION

It can be concluded that (1)The prototype of local wisdom-based fictional text teaching materials that can be used to facilitate learning to read and understand fictional text story material for fourth-grade elementary school students begins with an analysis of field needs. The next stage includes determining learning objectives and selecting relevant materials. Then, teaching materials are designed according to these needs. In this study, the presentation of materials in a relevant printed book format is to increase student interest and understanding. (2) The results of the validation test for the development of local wisdom-based fictional text teaching materials in learning to read and understand fictional text story material are stated to be very valid. This is indicated by a recapitulation value of 95. (3) The development of local wisdom-based fictional text teaching materials is practical because it is easy to use by teachers and students in an effort to improve fictional text reading skills. The results of the practicality test show a value of 100 for the implementation aspect, the results of the teacher response questionnaire with a value of 94, the results of the student response questionnaire with a value of 98. This indicates the ease of use and acceptance of local wisdom-based fictional text teaching materials by teachers and students. (4) The effectiveness of developing teaching materials for fictional texts based on local wisdom has been proven to be able to significantly improve students' reading skills in fictional texts during the learning process. The trial results showed an increase in each meeting, both in the results of small group trials and large group trials, where in the small group trial meeting I the score obtained was 72. There was an increase in meeting II, where in meeting II the score obtained was 82, and

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increased in meeting III the score obtained was 87. In the large group trial meeting I the score obtained was 66. There was an increase in meeting II, where in meeting II the score obtained was 79, and increased in meeting III the score obtained was 88. So it can be concluded that the use of teaching materials for fictional texts based on local wisdomin reading comprehension in fourth grade studentsCluster III Morning Dew, Tinggimoncong District, Gowa Regencyvery effective.

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