ISSN : xxx-xxx; DOI: xx.xxxx

Developing An English Module Based On Coastal Local Wisdom For Fourth Grade Students

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Abstract
Pendidikan di Indonesia menekankan pada pembelajaran mendalam (deep learning). Oleh karena itu, materi pembelajaran harus dirancang agar bermakna dan kontekstual, menghubungkan pembelajaran siswa dengan pengalaman kehidupan nyata mereka. Namun, pembelajaran bahasa Inggris di SDN 01 Kepek masih kekurangan materi suplemen kontekstual yang mendukung keterampilan berbicara (speaking) siswa. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan modul pembelajaran bahasa Inggris berbasis kearifan lokal pesisir untuk siswa kelas IV SDN 01 Kepek. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model pengembangan ADDIE yang terdiri dari tahap Analisis (Analysis), Desain (Design), Pengembangan (Development), Implementasi (Implementation), dan Evaluasi (Evaluation). Subjek penelitian ini adalah 28 siswa kelas IV. Data dikumpulkan melalui observasi, wawancara, dan angket. Modul yang dikembangkan mengintegrasikan kearifan lokal pesisir ke dalam kegiatan pembelajaran bahasa Inggris, khususnya kegiatan berbicara. Modul tersebut telah divalidasi oleh para ahli dan dikategorikan sangat valid, yang menunjukkan bahwa isi, bahasa, penyajian, dan desainnya sudah sesuai untuk siswa yang dituju. Selain itu, respon siswa dikategorikan setuju, yang menunjukkan penerimaan positif terhadap modul yang dikembangkan. Dengan demikian, modul yang dikembangkan layak digunakan sebagai sumber belajar bahasa Inggris pelengkap bagi siswa kelas IV dan mampu menghadirkan pembelajaran bahasa Inggris yang kontekstual dengan mengintegrasikan kearifan lokal pesisir ke dalam kegiatan berbicara.

Keywords: *Modul pembelajaran bahasa Inggris, kearifan lokal pesisir, siswa sekolah dasar*

Abstract
Indonesian education emphasizes deep learning therefore the learning materials should be designed to be meaningful and contextual connecting students' learning with their real life experiences. However, English learning at SDN 01 Kepek lacked contextual supplementary materials that supported students' speaking skills. Therefore, this study aimed to develop an English learning module based on coastal local wisdom for fourth-grade students of SDN 01 Kepek. This study employed a Research and Development (R&D) approach using the ADDIE development model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The participants were 28 fourth-grade students. Data were collected through observation, interviews, and questionnaires. The developed module integrated coastal local wisdom into English learning activities, particularly speaking activities. The developed module was validated by experts and was categorized as very valid, indicating that the content, language, presentation, and design were appropriate for the intended learners. In addition, the students' responses were categorized as agree, demonstrating positive acceptance of the developed module. The developed module is appropriate as a supplementary English learning resource for fourth-grade students and provides contextual English learning by integrating coastal local wisdom into speaking activities.

***Keywords**: English learning module, coastal local wisdom, elementary school students*

1. Introduction

The current direction of Indonesian education emphasizes the implementation of deep learning, which encourages students to develop meaningful understanding through active engagement, critical thinking, and the application of knowledge in authentic contexts (Ministry of Primary and Secondary Education, 2025). This direction highlights the importance of learning experiences that are connected to students' daily lives and social environments rather than merely focused on knowledge delivery. Similarly, contextual learning emphasizes the connection between instructional materials, learning activities, and learners' real life experiences, allowing learning to become more meaningful, relevant, and applicable (Mubarok et al., 2021). In English language learning, this approach is particularly important because students need opportunities to use language in meaningful situations rather than only learning language forms through written exercises.

One way to create meaningful and contextual learning is through the integration of local wisdom. Local wisdom encompasses the knowledge, values, traditions, and environmental characteristics of a particular community and can therefore serve as an authentic learning resource (Firmando et al., 2024). Integrating local wisdom into learning enables students to relate academic content to their immediate environment while also strengthening their cultural identity and environmental awareness (Annisha, 2024). In English learning, the use of familiar cultural and environmental contexts can provide students with meaningful situations in which they can practice language related to experiences that they encounter in their everyday lives.

This issue is particularly relevant at SDN 01 Kepek, a public elementary school located in Saptosari District, Gunung Kidul Regency, Special Region of Yogyakarta. English is offered as an optional local content subject at the school, in accordance with the applicable national curriculum regulations (Ministry of Education and Culture of the Republic of Indonesia, 2022). However, classroom observations and interviews conducted on 14 February 2026 revealed several challenges in English learning, particularly in developing students' speaking skills. Classroom activities tended to emphasize written exercises, while opportunities for students to practice speaking through meaningful communication remained limited. The school also faced a shortage of English teaching personnel. In the fourth grade, several teacher changes had occurred, and the current classroom teacher responsible for English instruction did not have an academic background in English education. This condition may limit the implementation of interactive and communicative English learning activities.

At the same time, the geographical and cultural environment surrounding SDN 01 Kepek provides considerable potential for contextual English learning. The school is located in a coastal area surrounded by several tourist destinations, including Baron Beach, Mesra Beach, Ngobaran Beach, Ngrenehan Beach, Nguyahan Beach, Krakal Beach, Kukup Beach, and Drini Beach. The presence of coastal tourism also creates interactions between local communities and visitors, including domestic and international tourists. This environment can provide authentic contexts for students to practice simple English expressions related to introducing tourist attractions, describing places, giving directions, and describing the culture and daily lives of coastal communities.

However, this potential has not yet been systematically integrated into the English learning materials used at the school. The existing materials still rely on general English

textbooks that are not closely connected to students' geographical, cultural, and social contexts. Consequently, English learning may be experienced as abstract and less relevant to students' everyday lives, while opportunities for meaningful communication remain limited. Previous research suggests that learning materials become more meaningful when they are closely related to learners' experiences and contexts (Wardani et al., 2020). Learning activities that reflect students' real environments can also encourage active participation and communicative interaction (Dewey, 2007). Therefore, the gap between the contextual potential of the students' environment and the materials currently available indicates the need for learning materials that connect English learning with the local context of coastal communities. Previous studies have demonstrated the potential of local wisdom based English learning materials in different educational contexts. Kartini et al. (2025), for example, developed a fourth grade English learning module integrating Sumbawa's local wisdom through the Research and Development (R&D) approach and the ADDIE model. Similarly, previous studies have demonstrated the potential of local wisdom based English modules in various educational contexts. Handrianita (2024) developed a local wisdom based English module for junior high school students in Konawe, while Marleni et al. (2024) developed a Riau local wisdom based module to support reading comprehension. Tuanany (2022) integrated coastal and ecotourism contexts into an English learning module for a community-based setting, and Sari and Yuliana (2022) developed a local wisdom based English module for university students.

Previous studies have demonstrated the potential of integrating local wisdom into English learning materials, with the developed modules generally reported as valid, meaningful, practical, or contextually relevant for their respective learning settings. However, several limitations remain. Previous studies have predominantly focused on general regional culture, community values, ecotourism, or specific language skills such as reading comprehension, and have involved diverse learners, including junior and senior high school students, university students, and community learners. Thus, limited attention has been given to the development of a speaking-oriented English module for fourth-grade elementary school students that specifically uses coastal local wisdom as the primary learning context. This gap is particularly relevant to SDN 01 Kepek, where students' coastal environment provides authentic cultural, geographical, and social contexts that can be incorporated into English learning, while the existing English materials have not yet systematically utilized these local contexts.

Accordingly, this study aims to develop a speaking-oriented English module based on coastal local wisdom for fourth-grade students of SDN 01 Kepek, Gunungkidul. The resulting module contributes contextual and locally relevant English learning materials by integrating coastal local wisdom into speaking-oriented learning.

2. Method

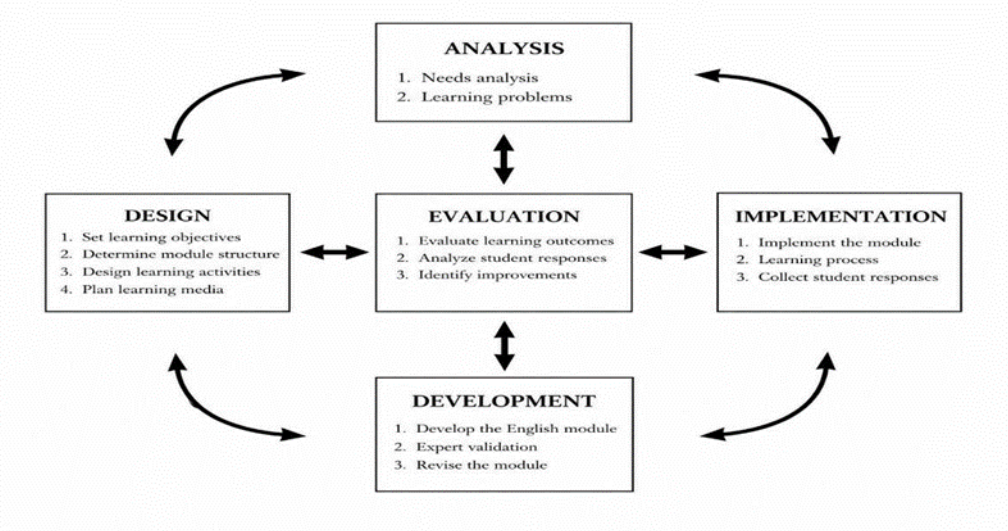
The study was conducted at SDN 01 Kepek, Saptosari, Gunungkidul, Yogyakarta, from April 2026 to August 2026. The participants were 28 fourth grade students, consisting of 14 male and 14 female students aged 9–11 years, an English teacher, and a material expert.

a. Research Design and Development Model

This study employed a Research and Development (R&D) design to develop an English learning module based on coastal local wisdom for fourth-grade students. The development process adopted the ADDIE instructional design model proposed by Branch

(2009), which consists of five interconnected stages: Analysis, Design, Development, Implementation, and Evaluation. The model was selected because it provides a systematic framework for developing instructional materials while allowing revision based on findings obtained throughout the development process. The ADDIE development cycle used in this study is presented bellow:

Figure 1. ADDIE Development Cycle



llustration of ADDIE development cycle applied in this study, showing the systematic and iterative process used to develop and refine the English learning module.

1) Analysis

   The Analysis stage involved identifying students' learning needs, existing learning problems, and relevant coastal local wisdom through classroom observation and teacher interviews.

2) Design

   The Design stage involved determining the learning objectives, selecting the English content, designing the module structure and speaking activities, and planning the integration of coastal local wisdom.

3) Development

   The Development stage involved producing the English learning module based on the design and submitting it to a material expert for validation of its content, language, presentation, and instructional aspects.

4) Implementation

   The Implementation stage involved applying the developed module in the fourth-grade classroom and collecting students' responses during the learning process.

5) Evaluation

   The Evaluation stage involved reviewing the expert validation and students' responses to identify aspects requiring improvement and to refine the developed module.

   The Data in this study were collected through observation, interviews, and questionnaires. Observation was conducted during the analysis stage to identify the

existing English learning conditions, students' characteristics, classroom environment, and potential coastal local wisdom that could be incorporated into the module. An interview with the fourth grade English teacher was conducted to obtain information about students' learning needs, existing teaching practices, learning materials, and the potential integration of coastal local wisdom. Questionnaires were administered during the development and implementation stages. The material expert questionnaire was used to assess the module's content, language, presentation, and instructional aspects, while the student questionnaire was used to obtain responses concerning the module's clarity, attractiveness, usability, and learning experience. The observation sheet, interview guide, and questionnaires were reviewed through expert judgment to ensure their content relevance and clarity before data collection.

3. Results and Discussion

The results of this research present the development of an English module based on coastal local wisdom for fourth-grade students of SDN 01 Kepek Gunung Kidul. The findings are presented according to the stages of the ADDIE model, covering needs analysis, design, development, implementation, and evaluation. The discussion highlights the learning needs identified in the field, the development process of the module, and the results of expert validation and student responses.

a. Needs analysis

The needs analysis showed that fourth-grade students were interested and enthusiastic about learning English, but their participation in speaking activities was still limited. Students experienced difficulties in pronunciation, vocabulary use, and constructing simple sentences, while opportunities for speaking practice were limited. The existing English textbook mainly presented general topics and had not been sufficiently adapted to students' characteristics and coastal environment. The teacher supported the integration of coastal local wisdom, such as fishermen, beaches, coastal activities, transportation, and daily life, into English learning. Therefore, the findings indicated the need for simple, structured, and contextualized materials to support students' speaking practice through familiar coastal contexts.

b. Design

Based on the needs analysis, the module was designed by adapting the syllabus from the fourth-grade English teacher's handbook and integrating coastal local wisdom into the learning objectives, content, and speaking activities. The module was specifically designed to develop students' speaking skills through vocabulary, model dialogues, and structured speaking tasks presented in familiar and meaningful contexts.

The coastal local wisdom was systematically matched with the language focus of each chapter. The five chapters incorporated fishermen's daily activities, the traditional processing of gaplek and tiwul, Labuhan Laut/Sedekah Laut, rain fed rice farming (sawah tadah hujan), and Rasulan. These contexts were connected to relevant language topics, such as telling time, daily activities, adverbs of frequency, kinds of vehicles, and transportation, so that local wisdom functioned as an integral part of the language-learning activities rather than merely as additional cultural information.

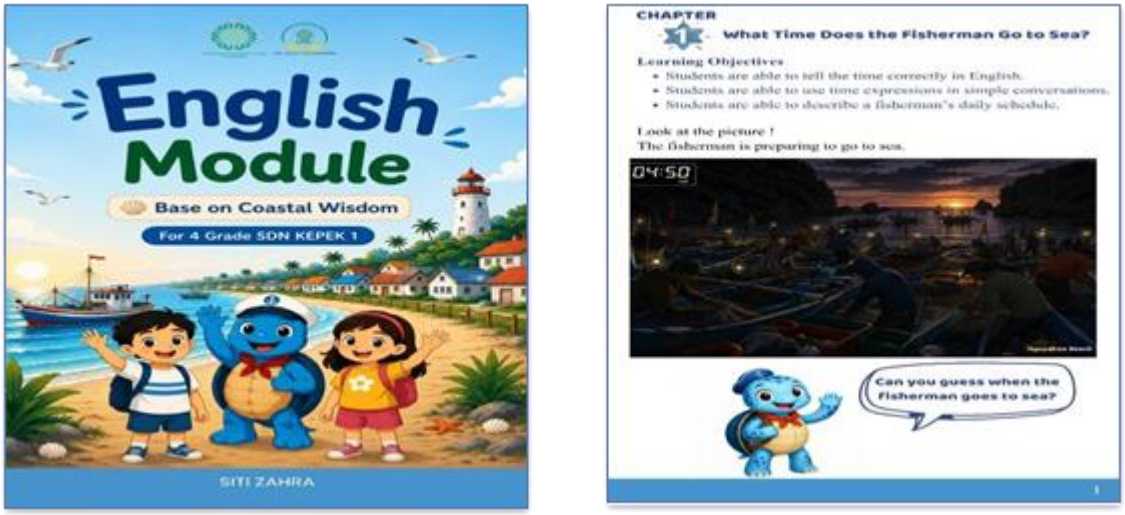
For the visual design, Canva was used to develop the module layout, incorporating illustrations, icons, page layouts, and colorful visual elements appropriate for fourth-

grade students. The design emphasized a simple and engaging appearance while maintaining consistency with the coastal theme and supporting the presentation of speaking activities.

c. Development

The Development stage resulted in an English learning module based on coastal local wisdom for fourth-grade students of SDN 01 Kepek, Gunungkidul. The module was developed based on the identified learning needs and design specifications to support speaking-oriented English learning through contextual and locally relevant materials. It consists of five chapters covering coastal community life, with each chapter incorporating vocabulary, useful expressions, model dialogues, pronunciation practice, and speaking activities. The learning contexts integrate local elements, including fishing activities, daily life in coastal villages, beach-related habits, transportation, and coastal attractions. Examples of the module cover and Chapter 1 are presented below:

Figure 2. The Developed English Learning Module



The development stage involved producing the English module based on the design prepared in the previous stage. The resulting product, entitled English Module Based on Coastal Local Wisdom for Fourth Grade Students of SDN 01 Kepek, was developed by adapting the teacher's handbook and integrating coastal local wisdom into five chapters: Telling the Time, Daily Activities, Good Habits at the Beach, Vehicles Around the Beach, and Getting Around a Coastal Village. Each chapter includes vocabulary, learning materials, model dialogues, speaking activities, exercises, and evaluation tasks designed to provide structured opportunities for students to practice speaking in meaningful local contexts.

The completed module was then evaluated through expert validation. The validation was conducted by Khusnul Harsul Lisan, S.Pd., M.Pd., a lecturer in the English Education Study Program at Nahdlatul Ulama University Yogyakarta, as an English material expert and focused on the appropriateness of the learning objectives, content, language, presentation, integration of coastal local wisdom, and speaking activities for fourth grade students. The validation results were used to determine the feasibility of the

module and to identify aspects requiring revision before its implementation. The results of the expert validation are presented in the following table:

Table 1. Overall Validation

Aspect	Score	Max. Score	Mean Score Range	Category
Content	68	76	3,58	Strongly Agree
Language	20	24	3,33	Strongly Agree
Coastal Local Wisdom Integration	45	48	3,75	Strongly Agree
Design	17	20	3,40	Strongly Agree
Overall	150	168	3, 57	Strongly Agree

The result of accumulating was 1 for "Less Valid", 16 for "Valid" and 25 for "Very Valid".

$$\bar{x} = \frac{\Sigma f x}{\Sigma f}$$

$$\bar{x} = \frac{2 \times 1 + 3 \times 16 + 4 \times 25}{42}$$

$$\bar{x} = \frac{150}{42} = 3, 57$$

Explanation:
$\bar{x}$: Mean Score
$\Sigma f x$: Number of Responden
Σf : Frequency

The expert validation result was 3.57, which was categorized as "Very Valid," indicating that the module was suitable for use in learning. Based on the expert's recommendations, revisions were made to improve the clarity, consistency, and accessibility of the module, particularly in supporting students' speaking practice. After incorporating all recommendations, the revised module was prepared as the final product for the implementation stage.

d. Implementation

The developed module was implemented with 28 fourth grade students of SDN 01 Kepek in three classroom meetings. The first meeting introduced the module and vocabulary related to Telling the Time, the second focused on reading and expressing time in English, and the third provided opportunities for students to complete exercises and speaking activities. During the implementation, students showed interest in the module, although some still required guidance in pronunciation, understanding time expressions, and participating independently in speaking activities.

The collected data were analyzed using descriptive quantitative analysis. Quantitative data were obtained from the expert validation and student response questionnaires and were analyzed by calculating the total score, mean score, and percentage for each assessment aspect. A four point Likert scale was used for expert

validation, while a five point Likert scale was used for the student response questionnaire. The expert validation results were interpreted using categories of very valid, valid, less valid, and invalid, whereas student responses were categorized as strongly agree, agree, neutral, disagree, and strongly disagree. The results of the analysis were used to determine the validity, practicality, and overall quality of the developed English module and to guide revisions during the development process. The results are presented in Table below:

Table 2. Students' Information

No	Statement	1	2	3	4	5	Average	Result
1.	I like learning English at school	-	-	11	14	3	3,71	Strongly Agree
2.	English lessons in class are enjoyable.	-	-	9	10	9	4	Agree
3.	I often use a textbook when learning English.	-	-	5	13	10	4,17	Agree
4.	The English textbook used in class is easy to understand.	-	1	11	7	9	3,81	Agree
5.	I want to learn using a more interesting textbook.	-	-	3	11	12	4,03	Agree

Table 3. Learning Preferences

No	Question	1	2	3	4	5	Average	Result
1	I like books that have attractive colors and illustrations.	-	-	2	6	20	4,64	Strongly Agree
2	I enjoy learning new English vocabulary.	-	-	9	12	7	3,5	Agree
3	I like reading short stories in English	1	-	11	9	7	3,75	Agree
4	I like books that contain simple conversations about daily life.	1	-	7	9	11	4,03	Agree
5	Beach and ocean themes make learning English more enjoyable.	-	-	12	10	6	3,78	Agree

Table 5. Coastal Local Wisdom

No	Question	1	2	3	4	5	Average	Result
1	I am interested in learning using	-	1	12	9	6	3,71	Agree

	a special English module							
2	I like English modules with a beach tourism theme.	-	1	6	16	5	3,64	Agree
3	I would like a module that discusses the activities of fishermen and coastal communities	-	-	13	8	7	3,78	Agree
4	I would like a module that helps me communicate with tourists about local coastal culture	-	-	11	8	9	3,92	Agree
5	I think a coastal themed module can help me learn English more easily.	-	-	13	8	7	3,78	Agree

The questionnaire results indicated positive responses toward the developed module. Of the 15 statements, 13 were categorized as "Agree" and two as "Strongly Agree." indicating that visual presentation was particularly appreciated by the students. The responses also showed that students were interested in learning English through simple daily-life conversations and coastal contexts. These findings suggest that the integration of coastal local wisdom and visually engaging materials was aligned with students' learning preferences and provided a more contextual learning experience.

e. Evaluation

The evaluation stage focused on reviewing the quality and suitability of the developed module based on expert validation and initial implementation. However, the limited implementation period was insufficient to measure its long-term effectiveness in improving students' English speaking skills. Therefore, the evaluation primarily addressed the feasibility and appropriateness of the product, while further research is needed to examine its effectiveness through longer implementation and comprehensive assessment of students' speaking development.

4. Conclusion

This study successfully developed an English module based on coastal local wisdom for fourth grade students of SDN 01 Kepek using the ADDIE model. The module integrates local wisdom of Saptosari, including rain fed farming, gaplek and tiwul, Rasulan, and Labuhan Laut, into speaking-oriented learning activities based on students' needs and characteristics. Expert validation resulted in a mean score of 3.57, categorized as Very Valid, indicating that the module was feasible as supplementary English learning material. However, the limited implementation period prevented comprehensive evaluation of its effectiveness in improving students' speaking skills. Therefore, further research is needed to conduct longer implementation and effectiveness testing of the developed module.

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