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## THE VALIDITY OF COMPANYING TEXTBOOK BASED ON BANGKALAN LOCAL WISDOM THE BEAUTY OF DIVERSITY IN MY COUNTRY

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### Abstract

of the criteria for educational products to be said to be feasible and can be used in the classroom is validity. This trial was conducted to measure the suitability of the product with the theory. The purpose of this study was to determine the level of validity of companion textbook products based on Bangkalan local wisdom, the theme of the beauty of diversity in my country. In this study, validity trials were carried out by experts and users with the aspects measured including material, language, textbook design, and culture. From the validity test on these aspects, the expert validity score was 87% and the user validity score was 94%. At the end of the validation stage, an average validity of 90% was obtained, indicating that the companion textbook product was very valid and suitable for use in the classroom.

**Keywords** – Validity, Material, Language, Textbook Design, Culture.

## **1. Introduction**

In the learning process, including thematic learning, it cannot be separated from the use of teaching materials. One form of teaching materials is textbooks. The textbooks themselves are divided into two types, namely main textbooks and companion textbooks. The main textbook is a book that contains the main material and is used by teachers and students as the main reference in the learning process (Kurniasari, Rusilowati, & Subekti, 2014), while the companion textbook is a book that contains information on certain subjects in the written curriculum. in a more complete, broad and in-depth way to complement the information contained in the main textbook (Sitepu, 2015). In this case, the role of the companion textbook is as a complement to the main textbook. The existence of accompanying textbooks also greatly impacts the achievement of learning objectives. This is in accordance with the theory that the more textbooks used, the easier it will be for students to understand a concept so that learning objectives will be achieved (Chusna, Ekowati, & Kuncahyono, 2019).

Because of the importance of the role of companion textbooks in supporting the achievement of learning objectives, teachers are required to have the ability to compose good, creative, and relevant companion textbooks to conditions and needs. (Faisal, Hotimah, Nurhaedah, AP, & Khaerunnisa, 2020). This is also because the textbooks made by the Ministry of Education and Culture which have been used as the main textbooks and sometimes even become the only textbooks used in learning in schools are not always in accordance with the situation, conditions and needs of students in various regions in Indonesia. (Arum & Wahyudi, 2016). For example, in terms of local wisdom content, the Ministry of Education and Culture textbooks contain local wisdom content that is still national in nature, causing students to have difficulty understanding thematic material because the learning is not contextual according to the environment around students (Siswanto & Ninawati, 2021). In fact, by including the content of local wisdom in each region,

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it can make learning more meaningful because it is closely related to the students' daily environment. This of course will help achieve the learning objectives (Setiawan, Innatesari, Sabtiawan, & Sudarmin, 2017). this is in line with Circular of the Ministry of Education and Culture which wants K13 learning to be adapted to the background, normality, values and environment around students. For this reason, other textbooks are needed that can make learning more in line with the environment around students (Nilasari, 2016). namely companion textbooks based on local wisdom. In addition, textbooks based on regional local wisdom can also be a source of learning that can enrich students' insight into their own local wisdom (Rozhana & Anwar, 2019). Learning using textbooks based on local wisdom is also said to support the realization of human resource output that is relevant to the conditions and needs of the region (Hidayat, 2013). Therefore, the main textbook from the Ministry of Education and Culture must be supported by other companion textbooks, for example those based on local wisdom.

One of the requirements for companion textbook products to be used in learning is to meet the criteria for validity based on expert and user trials. Measuring the level of validity is an important stage in the development of educational products including companion textbooks because this level of validity indicates the level of conformity of the product developed with the theoretical basis it should be (Akbar, 2017). In addition, the level of validity also shows whether the resulting product is suitable for use in learning and whether its existence has a better impact than before using it (Sugiyono, 2019).

## **2. Method**

This study uses a procedural model with development research methods. The stages of the research used a 10-step design from Borg and Gall. To test the validity of the companion textbook product based on Bangkalan local wisdom, it uses qualitative data collection and analysis techniques from suggestions or input from experts and practitioners, as well as quantitative data from expert

and practitioner validity scores. Validity data was collected based on the assessment of experts and practitioners in terms of material, language, textbook design, and culture.

### **3. Result and Discussion**

#### **Calculation Method and Validity Analysis**

To measure the validity of the companion textbook product based on Bangkalan local wisdom, a trial was conducted by experts and users (practitioners). Experts are determined based on several considerations. The experts who will assess the validity of the product are experts in the fields of material, language, textbook design, and culture. While the practitioners referred to here are classroom teachers. If an assessment by an expert is carried out to see the suitability of the textbook with the theoretical basis of textbook development, then for practitioners, this validity assessment is used to see the suitability of the product with student-centered learning (Akbar, 2017).

There are two kinds of data that will be generated from the validity test, namely qualitative and quantitative data. Qualitative data is data suggestions and input from experts and practitioners. These suggestions and inputs are collected and analyzed as a guide for researchers to make revisions so that the product becomes better (Akbar, 2017)

Quantitative data is the data of expert and practitioner validation questionnaire scores. The data is then calculated to obtain a product validity score. The calculation of the validation score is as follows:

$$Vah = Tse/Tsh \times 100\%$$

Description :

Vah = Expert validation score

Tse = Total score achieved

Tsh = Maximum total score

Then the scores of the experts are averaged using the formula:

$$XVah = (Vah1+Vah2+Vah3+Vah4)/4$$

Description

XVah = Expert validation average

Vah1 = Material expert validation

Vah2 = Linguist validation

Vah3 = Material design expert validation

Vah4 = Cultural expert validation

As for users, the following validation score calculation formula applies:

$$Vpg = Tse/Tsh \times 100\%$$

Description :

Vpg = Practitioner validation score

Then, just like expert validation, user validation scores from the four aspects are averaged, with the following formula:

$$XVpg = (Vpg1+Vpg2+Vpg3+Vpg4)/4$$

Description :

XVah = Average user validation

Vah1 = Material validation by user

Vah2 = Language validation by user

Vah3 = Practitioner design validation of teaching materials

Vah4 = Cultural validation by user

From the results of the validation of experts and practitioners, they are then averaged again to get a product validation score, with the following formula:

$$XV = (XVah+XVpg)/2$$

(Akbar, 2017)

The score obtained from the calculation above is then interpreted in the validity table, which is as follows:

**Table 1:** Criteria for Validity of Companion Textbook Products

Number	Score	Validity Criteria	Description
1	85,01% 100,00%	- very good validity	Can be used without revisio
2	70,01% - 85,00%	enough validity	Usable but needs minor revision
3	50,01% - 70,00%	less validity	It is recommended not to use because it needs a major revision
4	25,00 % - 50,00%	Invalid	can't be used

(Akbar, 2017)

## **Results and Validity Analysis**

### **Validity Results in terms of Material**

One aspect of the validity being tested from the companion textbook product based on Bangkalan local wisdom is in terms of material. It is important to assess the validity of the material in terms of the suitability of the material in the textbook with the core competencies and basic competencies contained in the syllabus and according to the characteristics of students and curriculum (Tinja, Towaf, & Hariyono, 2017). Material validation was carried out using a questionnaire instrument validation by material experts and users. The questionnaire sheet contains 11 questions that assess the suitability of the material with learning objectives, student characteristics and evaluation and completeness of the material based on KI and KD. The results obtained from the questionnaire will be analyzed qualitatively and quantitatively.

Qualitative analysis was obtained based on suggestions and input in terms of the accompanying textbook material, namely from material experts related to writing, the use of punctuation and capitalization. For quantitative analysis, the scores obtained are as follows:

$$Vah = Tse/Tsh \times 100\%$$

$$= 38/44 \times 100\%$$

$$= 86\%$$

$$Vpg = Tse/Tsh \times 100\%$$

$$= 42/44 \times 100\%$$

$$= 95\%$$

### **Results of Validity in terms of Language**

The aspect of validity that is also carried out is in terms of language. This language validity assessment is important to do to assess the suitability of the use of language in accompanying textbooks with the theory of the language characteristics of ideal textbooks which include the use of language rules in accordance with PUEBI, communicative, simple, straightforward and in accordance with the level of development and ability of students (Anwar,

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Ruminiati , & Suharjo, 2017). Language validation was carried out using a linguist and user validation questionnaire sheet containing 7 assessment items.

Qualitative analysis was obtained based on suggestions and input from the side of the accompanying textbook material, namely from linguists it was suggested to pay more attention to spelling, especially punctuation marks and to adjust the use of language according to the PUEBI method. From users, the product is also given input, namely it is recommended to correct the use of regional languages so that it is written more consistently. For quantitative analysis, the scores obtained are as follows:

$$Vah = Tse/Tsh \times 100\%$$

$$= 21/28 \times 100\%$$

$$= 75\%$$

$$Vpg = Tse/Tsh \times 100\%$$

$$= 42/44 \times 100\%$$

$$= 95\%$$

### **Textbook Design Validity Results**

Validation by design experts was carried out to assess whether the design of the companion textbooks developed had met the characteristics of textbooks in general based on relevant theories. Several theories related to the design of textbooks that are used as guidelines include having an attractive appearance, layout, and consistency in the arrangement of writing and images from page to page (Anggraeni, 2017). There are also other characteristics, namely related to the layout of the material, writing and images, attractiveness of illustrations and having high readability which can be seen from the size of the letters, typefaces and spacing (Mansur, 2021). There are also characteristics of a good textbook design from other theories, namely having parts that are completely and systematically arranged according to the parts of textbooks in general, namely mentioning the competencies that must be mastered by the reader, composed of simple to complex lines of thinking, displaying a table of contents, bibliography, and evaluation (Akbar, 2017).

The validation of textbook design experts was carried out using a questionnaire design expert and user validation questionnaire which contained 9 assessment items.

Qualitative analysis was obtained based on suggestions and input in terms of the design of the companion textbook. However, in this study, neither the experts nor the users provided input and suggestions regarding the products developed. For quantitative analysis, the scores obtained are as follows:

$$\begin{aligned}Vah &= Tse/Tsh \times 100\% \\ &= 35/36 \times 100\% \\ &= 97\%\end{aligned}$$

$$\begin{aligned}Vpg &= Tse/Tsh \times 100\% \\ &= 33/36 \times 100\% \\ &= 92\%\end{aligned}$$

### **Results of Cultural Validity**

Another aspect of the companion textbook product that was tested for validity was culture. This cultural validity test is important because the contents of the accompanying textbook contain Bangkalan cultural content which is part of Bangkalan local wisdom. As in theory, the content of the accompanying textbook must be based on the reality in the field and can be accounted for (Suherli, 2008). Therefore, in the research on the development of companion textbooks based on Bangkalan local wisdom, the previous author asked Bangkalan native cultural experts to become cultural experts. This is done so that the cultural content in the companion textbooks that are developed is truly in accordance with the actual situation.

Qualitative analysis was obtained based on suggestions and input from a cultural perspective. From cultural experts, they received input to further enrich references, especially on material that discusses the cultures in Bangkalan and were given input regarding the arrangement of images and texts so that the presence of images can clarify information in textbooks. For quantitative analysis, the scores obtained are as follows:



$$Vah = Tse/Tsh \times 100\%$$

$$= 25/28 \times 100\%$$

$$= 89\%$$

$$Vpg = Tse/Tsh \times 100\%$$

$$= 25/28 \times 100\%$$

$$= 93\%$$

### Advanced Analysis and Data Interpretation

Based on the data generated, qualitative data in the form of suggestions and inputs given by experts and users are used as guidelines for making revisions so that the resulting textbook products become better. As for experts and users who do not provide suggestions and input, it is not a problem as long as the validity score given reaches the very valid criteria and can be used without revision. For quantitative data from experts and users, the average score will be calculated, so that later on getting an average validity score in general based on the assessments of experts and users. The following is the calculation of the average validity score from the experts:

$$XVah = (Vah1+Vah2+Vah3+Vah4)/4$$

$$= (86+75+97+89)/4$$

$$= 87\%$$

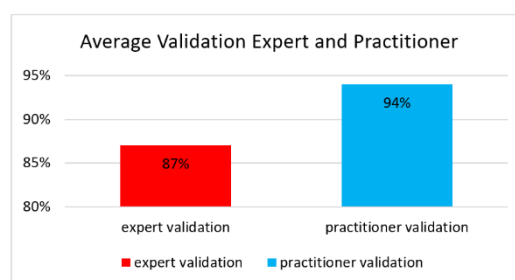
Then the average validity score of the users is also calculated as follows:

$$XVpg = (Vpg1+Vpg2+Vpg3+Vpg4)/4$$

$$= (96+93+92+93)/4$$

$$= 94\%$$

To provide a clear and accurate picture of the validity scores of experts and users, a diagram is presented as follows:



**Figure 1.** Diagram of the Average Validation of Experts and Practitioners

To find out the validity score of the companion textbooks based on Bangkalan local wisdom in general, it is necessary to find the average validity score of the experts and users using the following formula:

$$\begin{aligned}XV &= (XVah+XVpg)/2 \\ &= (87+94)/2 \\ &= 90\%\end{aligned}$$

#### **4. Conclusion**

Based on the results of the validity test of the companion textbook product based on Bangkalan local wisdom, the theme "beautiful diversity in my country" shows the final average score of expert and practitioner validation of 90% with very valid criteria and suitable for use in class, so that it can be a reference for other parties to develop products. on another subject.

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