

Development of United Kingdom Teaching Materials Containing Local Wisdom for Islamic University Students

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Abstract

This research aims to develop United Kingdom language teaching materials integrating local wisdom for Islamic higher education students. Local wisdom encompasses cultural values and knowledge internalized by students daily, hoping to increase their relevance and involvement in the learning process. The method used in this study is the Jolly and Bolitho development model, which involves the stages of needs analysis, planning, development, and evaluation of teaching materials. The results of this research are United Kingdom teaching materials specifically designed to meet the needs of students at Islamic universities, focusing on texts and content rooted in local wisdom. The development process faced several obstacles, including difficulties obtaining local knowledge-based texts, adjusting content to suit student needs, designing flexible learning plans, and time constraints. Experts validate and apply the teaching materials developed. The conclusion shows that integrating local wisdom in United Kingdom teaching materials makes learning more relevant and interesting for students and contributes to the preservation of local culture. Using culture-based learning resources allows students to learn language and cultural concepts in an integrated manner, which can ultimately increase their understanding and appreciation of local values in a global context.

Keywords

Local Wisdom; English Teaching Materials; Islamic Higher Education

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1. INTRODUCTION

Language learning is cultural learning because language is part of culture (Thobroni, 2015). Learning foreign languages, especially in the United Kingdom, does not mean that we only teach the culture from which the language originates. Still, learning must also be integrated with the culture where students live so that learning becomes meaningful and contextual. This is why teaching the United Kingdom as a foreign language requires a supportive environment, such as contextual and conceptual teaching materials. Developing EFL materials that are acceptable to EFL students is a big challenge (Agustin & Wirza, 2020; Brandenburg-Minggu & Abalkheel, 2021).

At the educational level of United Kingdom language learning, the exploration of local culture as teaching material is very meaningful in understanding values and moral norms closely related to students' knowledge backgrounds and helping to shape students' character. (Sulistyowati & Surachmi, 2020; Wulandari et al., 2020; Laili, 2017). Researchers agree that character development combines human



life skills with the academic process. Apart from being a means of learning, teaching materials containing local wisdom can pass on the culture to the next generation. Incorporating elements of local wisdom into ELT materials can add a positive classroom environment and provide students with a deeper awareness of local culture. In addition, the use of local wisdom makes it easier for students to understand United Kingdom texts as part of the teaching materials. Sulistyawati and Surachmi (2020), in their research, introduce local wisdom through learning to write with folklore materials of the Kudus region, which are identical to the city of santri. Local wisdom is believed to be able to build character education, however, September (2019) and Laili (2017) Developed teaching materials that contain local wisdom for students at the high school level. To maintain tradition and instill Indonesia's identity, the process of teaching and learning the United Kingdom in schools can introduce students to language learning and character values.

Developing United Kingdom teaching materials should be based on needs. Most United Kingdom teachers at UIN Raden Mas Said Surakarta use United Kingdom textbooks to teach the United Kingdom, which methodically offer resources and techniques for learning the United Kingdom based on linguistic theory and language skills. This textbook presents global multicultural topics to accommodate the diverse learning needs of students. However, this has not met the special needs of students for Islamic university teaching materials. (Budiasih & Dewi, 2023). This resulted in the conclusion that the development of United Kingdom learning materials for UIN Raden Mas Said students who absorb local wisdom in Indonesia is very necessary and essential because students need to be involved in their immediate environment in learning foreign languages.

The development of this United Kingdom material resulted in product specifications in the form of United Kingdom teaching materials that contain local wisdom for language learning in Islamic Universities. The selection of materials is carried out by considering the local culture and wisdom in Indonesia. The character values developed in the teaching materials include respecting differences, tolerance, honesty, cooperation, and democracy. Local culture and wisdom can come from all regions in Indonesia because the scope of the material can be used in all Islamic universities in Indonesia. The selection of local wisdom teaching materials is carried out by considering the number of Islamic universities in the four largest islands in Indonesia, namely Java, Sumatra, Sulawesi, and Kalimantan. Local wisdom appears in various forms, such as clothing, food, artifacts, music, dance, and film (Barfield & Uzarki in Wulandari et al., 2020). Local wisdom is also seen in traditional houses, traditional ceremonies, and local plants. Elements of local wisdom can be found in language through wise words, proverbs, songs, myths, and legends. The narratives used in traditional stories contain philosophy, norms, and behaviors (Sulistiyorini in Wulandari et al., 2020). These sources can bridge the United Kingdom's learning process about how teachers teach the language and how students learn the language and culture of Indonesia, especially its Islamic values. Because students are familiar with the subject matter covered in the teaching materials, including selected local wisdom values will facilitate student involvement.

Materials are a means of implementing the curriculum. Tomlinson (2008, 2012) They explained that teaching materials are everything that teachers use in the learning process. Teaching materials can be in the form of all available materials or materials teachers create. (Andani & Yulian, 2018; Dafit & Mustika, 2021; Owon, 2017; Samiha, 2020). In line with this, Kusuma & Apriyanto (2018) It is stated that teachers use materials to complement learning during the learning process in the classroom or to stimulate students' interest. In this case, teaching materials such as textbooks, exercise books, worksheets, tapes, videos, articles, journals, or other types of teaching materials can be used in language learning.

Tomlinson (2008) They stated that the abundance of United Kingdom language teaching materials, especially global textbooks, currently contributes significantly to the failure of most United Kingdom learners as a second language or foreign language even in acquiring United Kingdom language competence. The failure is in developing the ability to use the United Kingdom language. The language precisely. Lecturers focus more on teaching language aspects than teaching development materials as

needed. This problem may create an environment more conducive to learning in the United Kingdom.

Naturally, the materials used for a language can be used to help the learning of a language that helps the learner practice the language and gives the learner experience in using the language, encourages the learner to use the language, and informs the learner. (Tomlinson, 2012; Oxford 2002). Regarding the function of teaching resources, developing a language education curriculum includes needs analysis, goal setting, syllabus design, methodology, assessment, and evaluation.

It can be concluded that the development of teaching materials is an effort carried out in a structured manner by adjusting the teaching model to the needs of students, which is carried out through several stages to achieve educational goals. Efforts to prepare United Kingdom teaching materials by adjusting teaching materials to the needs of students are called English for Specific Purposes (ESP), which is United Kingdom language learning associated with themes and topics in certain fields of science according to student needs.

Good teaching materials are developed contextually and conceptually. (Dhey et al., 2021; Dhiku et al., 2023; Mugi et al., 2023; Mulyani, 2020; Remba et al., 2021; Wau et al., 2021). In foreign language learning, the United Kingdom is studied in classes where the language environment could be more supportive because the United Kingdom is not used as a colloquial language and is not an official language of the country. Therefore, it is important to contextualize the syllabus of learning a foreign language (United Kingdom). Argued by Kumaravadivelu (2006), Knowing the individual identities of students and teachers is important. The experiences that learning participants will bring into the pedagogical atmosphere are not only shaped by the experiences they gain in the classroom but also by the broader social, economic, and political environment in which they were raised. In other words, context is an important aspect when considering the content of the syllabus, so it is quite convincing that the syllabus will provide benefits for students to learn and improve language mastery to obtain learning results.

In compiling the content of teaching materials, it is necessary to consider their usefulness for students to improve their foreign language skills. Teaching materials are ensured to be in the order of language teaching that considers pedagogical considerations and difficulties, for example, considering the material that students like or are interested in, using available resources, and reusing previous materials. (Bangsa & Macalister, 2010). The content of United Kingdom language learning materials bridges the content of language teaching and students as individuals who subjectively shape themselves. The content of the United Kingdom syllabus as a foreign language teaching material consists of vocabulary, structure (grammar), functions, discourse, ideas, skills, and strategies. The syllabus developer must ensure that important aspects are included and repeated.

Considering that language learning will be meaningful if it is associated with intercultural experiences, Liddicoat et al. (2003) They stated that intercultural language learning involves developing students' understanding of their language and culture about additional languages and cultures. Language, culture, and learning are basically interconnected concepts in intercultural language learning. They argue that the goals of global intercultural language learning include understanding and giving value to all languages and cultures and cultures themselves and giving value to the target languages and cultures. Intercultural language learning means understanding and assessing how to mediate between languages and cultures and developing intercultural sensitivity. It can be concluded that intercultural language learning introduces students to contribute to intercultural interaction. (Liddicoat et al., 2003). This learning introduces intercultural competencies to students.

Intercultural competence allows students to learn the linguistic and cultural aspects of native United Kingdom speakers. Learning in the United Kingdom requires handling the cultural elements represented in the language, which is something non-native United Kingdom teachers are increasingly aware of. (Biebricher et al., 2019). In intercultural language learning, teachers use language resources containing cultural elements, and students learn language and cultural concepts (Haerazi & Irawan,

2020).

According to Damayanti (2013), local wisdom is a good cultural value in a community. This means that every society has noble values taught from generation to generation. Setiyadi (2013) writes that local wisdom first introduced by Quaritch Wales (1948-1949) is the ability of a certain culture to survive against foreign cultures when there is contact with foreigners. Local wisdom is a human effort to use his thoughts to act, which results in an assessment of something, an object, or an event. Local wisdom is a custom or tradition carried out by a group of people who inhabit a certain area. In this case, tradition can be used as law in a certain society. Local wisdom is often a foundation for a group of people to have a normative pattern to regulate their sociocultural system (Nuraeni & Alfian, 2012).

Local wisdom appears in various forms, such as clothing, food, artifacts, music, dance, and film (Barfield & Uzarki, 2009:3). Local wisdom is also seen in traditional houses, traditional ceremonies, and local plants. Elements of local wisdom can be found in language in the form of wise words, proverbs, songs, myths, and legends. The narratives used in traditional stories contain philosophy, norms, and behaviors (Sulistiyorini, 2011).

Local wisdom connects culture with the meanings contained in the text. Local wisdom is a source of value that is agreed to grow naturally from the social and natural environment. (Endayani, 2023; Muhammad & Josephine, 2021; Prastika et al., 2024; Rahmi et al., 2023). In learning in the United Kingdom, local wisdom is included in teaching materials containing socio-cultural values and norms. This teaching material is based on character teaching, where students can reflect on their identity as Indonesian citizens. Proficiency in the United Kingdom as a foreign language requires a strong understanding of linguistic nuances and the capacity to analyze and understand issues related to the United Kingdom-speaking community. Because the culture of the community determines how the language is expressed to others, non-native United Kingdom teachers realize how important it is to address the cultural aspects of the language reflected in spoken United Kingdom. (Biebricher et al., 2019). Local wisdom is the cultural values owned by the community. (Andyastuti et al., 2023; Solina et al., 2023; Wau et al., 2021). This can bridge how non-native United Kingdom teachers teach the language so that students can communicate their own culture.

This research emphasizes the integration of local wisdom in United Kingdom teaching materials in Islamic universities, which are adapted from the noble cultural values of Indonesian people from various regions amid the onslaught of global information. This research focuses on developing a model of United Kingdom teaching materials that integrate local wisdom for students in Islamic universities. The purpose of this research is to develop teaching materials in the United Kingdom that integrate local wisdom for Islamic higher education students.

2. METHODS

The research and development of this teaching material is adapted from the model of Jolly and Bolitho (1998) in its systematic preparation. Research and Development (R&D) is the development of a model that is a methodical investigation of design, development, and evaluation procedures to provide an empirical basis for the production of tools and products, both instructional and non-instructional, as well as for the development of new or improved models that direct development. (Klein, 2007). In this research and development context, the focus is to incorporate local wisdom into United Kingdom teaching materials, especially for Islamic University students. Lecturer of United Kingdom Language Education UIN Raden Mas Said Surakarta became the subject of research, especially at the needs analysis stage. Peer review and expert judgment are needed to validate the product of the development of United Kingdom learning materials. The newly developed teaching materials were implemented for students of the Faculty of Languages and Cultures UIN Raden Mas Said Surakarta to determine the

product's influence. This is not only to find out the improvement of students' learning in the United Kingdom but also to find out the establishment of R&D products.

3. FINDINGS AND DISCUSSIONS

Result

The development of United Kingdom teaching materials by integrating local wisdom for Islamic University students applies the stages of Concept, Identification, Exploration, Realization, and Production (Bolly and Jolitho models). The procedure for developing United Kingdom teaching materials by integrating local wisdom is carried out in several stages.

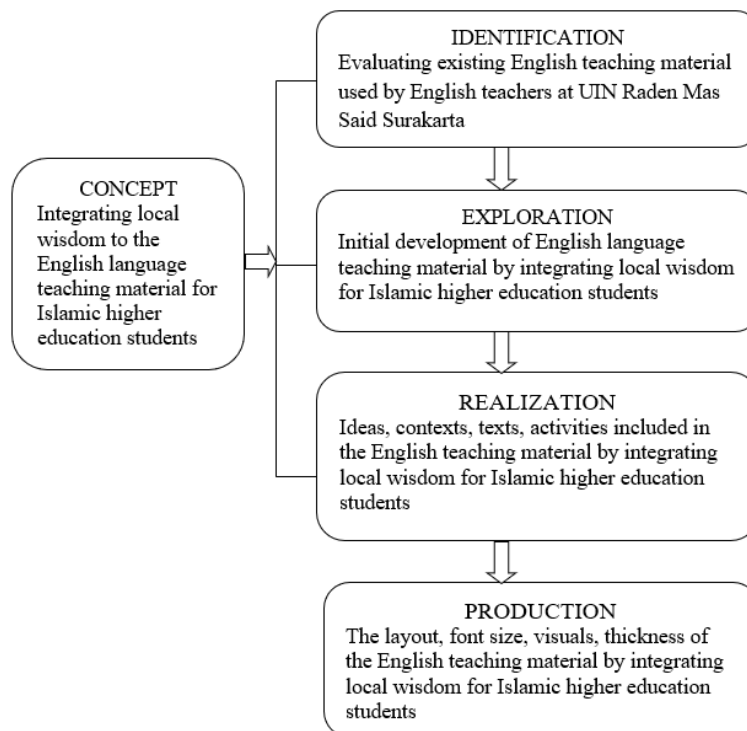


Figure 1. Development of Learning Materials

Concept

The idea behind developing teaching materials is to integrate local wisdom into teaching materials in Islamic universities in the United Kingdom. These educational resources are aimed primarily at university-level teaching, with a focus on resources related to local wisdom for students from diverse or multicultural backgrounds. Because students come from different places, content, including local cultural wisdom, has an important meaning for students' daily lives, so that learning becomes more relevant. Because the teaching materials developed are intended for students in Islamic universities, the selection of topics is mostly related to Islamic values.

Identification

The identification process includes an assessment of the teaching materials used by UIN Raden Mas Said Surakarta lecturers today. Document analysis and interviews with lecturers of United Kingdom Language Teaching UIN Raden Mas Said Surakarta were first carried out to find out the need to develop United Kingdom language teaching materials by integrating local wisdom. This is a requirement for a needs analysis.

The analysis material in the form of books used by United Kingdom language teachers as subjects outside the United Kingdom Language and Literature Education study program United Kingdom UIN Raden Mas Said Surakarta allows the completion of needs analysis. A number of teachers used two books: American Headway and New Interchange. The general United Kingdom lessons in both books cover four language skills, namely speaking, listening, reading, and writing. This includes teaching vocabulary, grammar, and pronunciation for the United Kingdom component. The New Interchange and American Headway books are United Kingdom teaching materials that use a communicative approach and develop students' communication skills. The material chosen is based on the multicultural nature of United Kingdom language learning because the choice of texts and exercises emphasizes the cultural differences of people in the real world. These two textbooks are used because of their contextual content.

Based on interviews, the United Kingdom teachers agreed that the two books are good sources for teaching in the United Kingdom, but they are still too general and have not answered the special needs of Muslim students of UIN Raden Mas Said Surakarta. Because the two teaching materials methodically offer United Kingdom language learning resources and techniques based on linguistic theory and language skills, it is claimed that they are still general. Both books choose global multicultural topics to accommodate the diverse learning needs of students. This leads to the conclusion that the development of United Kingdom learning materials for UIN Raden Mas Said students that integrate local wisdom in Indonesia is very necessary and essential.

This newly developed United Kingdom language teaching material that integrates local wisdom has three advantages: first, learning the United Kingdom as a foreign language; Second, passing on noble cultural values to the nation's generation. Both of these things can be done simultaneously in the learning process. The third is an opportunity for the people of Indonesia to internationalize their culture in a very rich cultural treasure because United Kingdom teaching materials can be accessed more globally.

Exploration

The initial design was carried out by studying theories about teaching materials for higher education students and the text's theme. The themes of teaching materials are collected by considering the popularity of the theme, its origins, and the consideration of the theme's acceptance in the students' eyes. The theme chosen consists of the acculturation of culture, architecture, culinary, legend stories, and traditional ceremonies or customs of a region in Kalimantan, Java, Sumatra, and Sulawesi.

The selection of materials also pays attention to the Islamic content in the theme of local wisdom. This is important because this United Kingdom teaching material product will be used as teaching material for students at Islamic Universities, so Islamic content becomes essential teaching material. In addition to the Islamic content on the theme of cultural acculturation, architecture, culinary, legend stories, and traditional ceremonies or customs of a region in Kalimantan, Java, Sumatra, and Sulawesi, the noble values contained in local wisdom are also the subject of study. I am learning to be integrated into the developed teaching materials.

Table 1. Material Theme

Theme	Nilai dan Konten Islami
Acculturation	<p>a. <i>The Hidayatullah Mosque</i> has a unique architecture and contains the culture of Indigenous Indonesia, which is an acculturation of 4 different cultures: Chinese, Hindu, Buddhist, Betawi, and Colonial. This teaches us how Muslims must live in harmony with the surrounding environment.</p> <p>b. <i>Sangga Buwana</i> is a traditional food that is acculturated by Javanese</p>

Theme	Nilai dan Konten Islami
	and European cultures. The history of Sangga Buwana began during the reign of Hamengkubuwono VII (1877-1921), the seventh sultan of Yogyakarta. Hamengkubuwono VII prefers healthier traditional foods. Islam teaches Muslims to eat good food for a healthy life.
	c. <i>Savory martabak is an acculturation of cultural food from India. It teaches them to respect the preferences of others in their respective communities.</i>
Architecture	a. <i>The Menara Kudus Mosque has a tower located southeast of the mosque building, bringing together Islamic and Hindu cultures. It reflects an attitude of tolerance that has existed since ancient times.</i> b. <i>The Lautze 2 Mosque has Chinese architectural features, but other cultural elements exist, such as Indian and Arabic. It teaches tolerance between humans</i>
Makanan	a. <i>Ketupat, the ketupat tradition can make us admit our mistakes so that we can apologize to each other. The shape of the ketupat is rhombic. In Javanese culture, it means four human passions: anger (anger), aluamah (hunger), rupiah (desire to have something good), and putaminal (desire to impose oneself).</i> b. <i>Rendang, derived from Minang, means 'slowly,' a word that best describes its methodical and laborious cooking process. Because these are Islamic values, Rendang teaches about patience, wisdom, and perseverance.</i>
Legend	a. <i>Malin Kundang is a folktale of an ungrateful child from West Sumatra. Islam teaches Muslims to respect their mothers because heaven is under their feet.</i> b. <i>Batu Cryis is a legend from Kalimantan that teaches us that we must respect our mothers.</i>
Tradition	a. <i>Tabotdi Bengkulu (1-10 Muharram Hijri: Ceremony to commemorate the death of Hasan and Husein in the field of Karbala)</i> b. <i>Sekatendi Surakarta, Central Java (5-12 Rabiul Awal Hijri: Ceremony to commemorate the Birthday of the Prophet Muhammad SAW)</i> c. <i>Yaa Qowiyyudi Klaten, Central Java (15 Safar Hijri: Apem distribution ceremony taught by Ki Ageng Gribig)</i>

The initial design was consulted with experts in linguistics and language teaching to ensure the practicality and suitability of the teaching materials for Islamic university students to learn in the United Kingdom. Expert comments are used to revise the developed teaching materials in the United Kingdom.

Realization

Realization is the ideas, context, text, and activities contained in United Kingdom teaching resources that equip students with local wisdom. Ideas are the subject matter covered in the teaching materials. Context refers to the use of local wisdom or culture as a teaching material while still considering students' prior knowledge of the chosen subject. The text used in the teaching material takes into account the word count and the difficulty level of the vocabulary. The four language skills, namely speaking, listening, reading, and writing, are learning activities that are included in educational

materials. The three main linguistic components contained in teaching materials are vocabulary, pronunciation, and language structure (grammar). Learning activities are in the form of conversations in small groups, pair work, and solitary work.

Table 2. Realization of Teaching Materials

Theme	Indicator
Language skills	Four language skills: listening, speaking, reading, writing
Focus grammar	Served in every unit
Conversation	Served in every unit
Kosakata	Served in every unit
Work activities	Individual work, pair work, group work

Production

The creation of United Kingdom teaching materials with local wisdom for Islamic students includes layout, font size, visuals, and thickness. Pictures related to the theme in the text are included in the teaching materials. Bright colors are chosen to improve students' focus and attention. In designing teaching materials, local Indonesian wisdom is included in the process of selecting how systematic the teaching materials are. It includes three parts: (1) sequence, (2) presentations, and (3) layout.

a. Order

The development of teaching materials includes United Kingdom language skills in the form of reading, listening, speaking, and writing. Linguistic elements include pronunciation, conversation, grammar, and vocabulary. In detail, the systematics of the preparation of teaching materials in this research and development are as follows:

- 1) Main Topic: The theme is developed in each chapter. In this teaching material, the main topics include beliefs (ceremonies), acculturation (food, architecture), food in Indonesia, traditional culture (dance), and literature (legends, traditional architecture).
- 2) Snapshot: a short piece of information or description that provides insight into a specific situation. In the trailer, a picture and a brief description are displayed.

LET'S CELEBRATE

1. SNAPSHOT

FESTIVAL AND BELIEF



Tabot in Bengkulu



Sekaten in Surakarta



Yaa Qowiyyu in Klaten

1-10 Muharram of Hijri.	5-12 Robiul Awal of Hijri.	15 Safar of Hijri
A ceremony to commemorate the suicide of Hasan and Hussein in the field of Karbala.	A ceremony to commemorate the birthday of the prophet Muhammad SAW.	A ceremony of distribution of apem taught by Ki Ageng Gribig.

ACCULTURATION

1. SNAPSHOT

Acculturation is the process of cultural change and adaptation that occurs when groups come into contact with one another. There are many different ways to measure acculturation, but it generally includes changes in language, dress, food, and other aspects of culture.

Figure 1. Cuplikan

- 3) Conversations: a chapter section that presents examples of conversations related to the theme being developed. This conversation is complemented by pictures related to the topic of the conversation.
- 4) Grammar Focus: A discussion of the structure of the United Kingdom language is discussed in this

theme. Language structure exercises are provided in this section.

- 5) Word power: a section of the chapter that focuses on the choice of words related to the theme being developed. The power of words is presented in the form of writing accompanied by pictures.
- 6) Pronunciation: a section of the chapter that presents how a word is pronounced or puts pressure and intonation on a word or sentence.
- 7) Reading: a chapter section that presents texts to check students' comprehension and improve higher-order thinking skills.
- 8) Writing: practicing students' language skills in writing by using the language structure they have learned based on the theme developed in the chapter.
- 9) Listening and Speaking: presented in a single subheading as these two language skills can be done simultaneously.

The learning activities in this teaching material are carried out using the principles of communicative language teaching, namely learning in pairs, groups, or small groups. Gap information is presented in exercises so that students can find solutions independently during the learning process.

b. Presentation

The display of teaching materials is made using color images that represent themes with fonts that are more attractive to students. Sources are written when images are taken from a specific source. The font chosen is a type of font that is not too formal but also not too casual. All sources are written in adapted texts.

THE PURITY OF HEART

1. SNAPSHOT

FAVOURITE DISHES FOR EID AL FITR

SANGGA BUWANA



Sangga buwana is the traditional food resulted from the acculturation of Javanese and European culture. It is the choux pastry-based snack, filled with ragout (stewed minced meat), vegetables, and other components. The menu or the dish served in the palace was also influenced more by western or Dutch culture, including the creation of sangga buwana. The history of sangga buwana was initiated during the reign of

Source: <https://lookpad.com/td/sangga-buwana>



KETUPAT



RENDANG



OPOR



VEGETABLE LONTONG

A. Talk about these questions.

1. Which ones is your favourite dishes for Eid al Fitr?
2. What other kind of dishes are for Eid Al Fitr in your region?

Figure 2. Contoh Tampilan

c. Issue

In presenting texts, exercises, and images, these elements are placed in a balanced composition and closely related to the theme. For example, the topic of acculturation presents text about food created due to cultural acculturation, images are placed to illustrate the text, and images are placed at the beginning or middle of the text.

3. GRAMMAR FOCUS

PAST TENSE

Where did you do your Eid prayer?	I did that at the Great Mosque
How come we didn't meet there?	Because there were many people there.
When did you move to Surakarta?	I moved to Surakarta five years ago.
Where were you born?	I was born in Yogyakarta.

A. Choose the right word to fill the blank.

1. Andy (went/ goes) to Jakarta yesterday.
2. Lusi (buys/ bought) gulai last night.
3. I (were/ was) in Surabaya last week.



<https://bit.ly/3E7I2>
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14. READING

Learning Patience from Rendang

Rendang is so popular. It even has a traditional ceremony for it named *marandang* (making rendang). The tradition gathers the women of the household (Minangkabau is a matrilineal society) to go through a set of customs in order to prepare a proper rendang: from buying ingredients to waiting for the slow cooking process that can last more than eight hours. After this, parents pack and send rendang to their children and relatives who happen to be *merantau* somewhere else.



In local Minang dialect, *rendang* or *randang* means 'slowly', a word that best describes its painstakingly methodical cooking process. From picking the most ideal meat possible, gathering all sixteen spices, preparing of ingredients, followed with hours and hours of cooking in low heat until the coconut milk dried. Sometimes during *marandang* parents use this opportunity to teach their daughters about patience, wisdom and persistence: three important things needed to achieve the desired rendang.

When it first stewed into existence, rendang was not considered an everyday dish. It was only reserved for the

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Figure 3. Example of Layout

The teaching materials developed are discussed with an expert, a United Kingdom lecturer with expertise in language and linguistics. Several revisions have been made to improve teaching materials that incorporate local Indonesian wisdom into the material. The revision was carried out after discussion. Expert commentary and notes cover several aspects, such as clarity, suitability, and practicality.

Table 3. Expert Validation

Aspects	Note
Clarity of teaching materials	This is in accordance with the learning objectives.
Suitability of learning activities with learning objectives	Teaching materials should encourage students' critical thinking.
Practicality of teaching materials	Teaching materials can be applied, but it is important to consider the text's difficulty level.

Discussion

Good language learning is learning that provides learning materials that motivate and engage students because teaching materials are one of the learning components that contribute to the success of foreign language learning. (Assapari et al., 2019; Nur et al., 2022). The newly developed United Kingdom teaching materials and integration of local wisdom for Islamic University students consider several aspects of content that bridge the language teaching content and students as individuals who subjectively shape themselves. This is reflected in the content of the syllabus of teaching materials for the United Kingdom as a foreign language, which includes grammar, functions, discourse, ideas, skills, and strategies.

In compiling the content of teaching materials, it is necessary to consider its usefulness for students to improve their foreign language skills. The order of teaching materials is an important part of developing new United Kingdom teaching materials because the cognitive process in language acquisition must be a part of consideration. For example, the developer of this teaching material vocabulary considers what vocabulary indications will be beneficial to students. The number of words students learn ranges from simple to complex, but they are used frequently. The order of vocabulary should provide opportunities for students to adapt to the context, especially those around them. This includes increased vocabulary growth rates, expanded vocabulary comprehension, and increased fluency (Brandenburg-Sunday & Abalkheel, 2021). The grammar learned in the material covers important aspects that often occur in the use of normal language to make it easier for students to express their ideas. Teaching materials are ensured to be in accordance with the order in language teaching that takes into account pedagogical aspects and difficulties, for example, considering the material that

students are interested in, using available resources, and reusing previous materials (Bangsa & Macalister, 2010).

Developing United Kingdom teaching materials that incorporate local wisdom for Islamic students is a way for United Kingdom teachers to bridge the acquisition of linguistic knowledge with language skills through community culture, such as the topic of customs, food, cultural acculturation, architectural arts, and ceremonies. Which is closely related to Islamic content (Juwita, 2020; Martina et al., 2021; Nurhuda & Andrea, 2020; Purba, 2023; Sitoresmi, 2024). Since student diversity is necessary to foster multicultural learning, the purpose of developing this material is to provide United Kingdom teaching materials that serve to improve students' self-esteem as human beings. It equips students with the knowledge and ability to modify the way they use the United Kingdom language to learn, recognize, and appreciate the unique qualities of different cultures as well as the benefits of other people's methods of doing things. Students become more active in demonstrating their language skills because they are actually engaged with the topic of the material. This is the cultural capacity to know how language can be used to appreciate different types of behavior, be flexible, and identify differences. (Novita et al., 2024). The materials were developed to function as a language learning resource that can bridge the relationship between students' cultural utilization and United Kingdom language learning.

4. CONCLUSION

The development process faced several obstacles, including difficulties in obtaining local knowledge-based texts, adjusting content to suit student needs, designing flexible learning plans, and time constraints. Experts validate and apply the teaching materials developed. The conclusion shows that the integration of local wisdom in United Kingdom teaching materials not only makes learning more relevant and interesting for students but also contributes to the preservation of local culture. The use of culture-based learning resources allows students to learn language and cultural concepts in an integrated manner, which can ultimately increase their understanding and appreciation of local values in a global context.

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