

Lampung Local Wisdom as a Pedagogical Anchor: Developing a Tourism History Textbook for Indonesian History Education

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Abstract

This study addressed the limited availability of university-level Indonesian Tourism History textbooks that systematically integrate Lampung local wisdom, which restricts students' engagement with regional cultural heritage. It aimed to develop and assess the feasibility of a textbook using the ADDIE model. A research and development design was implemented at the History Education Study Program, Universitas Lampung, involving 27 students enrolled in the Indonesian Tourism History course and two expert validators. Data were collected through semi-structured interviews, validator assessment rubrics, and a 13-item student-response questionnaire using a four-point Likert scale. Data were analyzed using feasibility percentages, descriptive statistics, the Intraclass Correlation Coefficient, and one-way ANOVA followed by Tukey HSD post hoc testing. The questionnaire showed acceptable internal consistency (Cronbach's $\alpha = .701$), while agreement between validators was excellent (ICC = .931). The textbook obtained feasibility scores of 86.3% and 83.0% from the two validators, both categorized as very good. Students reported a positive overall response (M = 3.05/4.00; feasibility index = 76.3%). Significant differences were found among student-response indicators, $F(12, 338) = 2.450, p = .005$; local-wisdom information exploration and local-wisdom knowledge received significantly higher ratings than active textbook use. These findings indicate that the ADDIE-developed textbook is a valid and practically feasible resource for integrating Lampung cultural heritage into higher education history learning. However, the findings are limited to one course cohort and perception-based data; future studies should involve larger multisite samples and quasi-experimental pretest-posttest designs to examine learning gains and creativity outcomes.

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Introduction

Heritage tourism education represents a growing field at the intersection of cultural preservation, tourism studies, and pedagogical innovation. Globally, scholars have recognized that integrating local and indigenous knowledge into formal education not only enriches students' academic understanding but also fosters cultural identity, contextual learning, and creative thinking (Druker-Ibáñez, S., & Cáceres-Jensen, 2022) (Fathurrochman, I., Asnawan, Monita, D., & Hasan, 2025). Despite this recognition, the development of systematically designed, locally anchored textbooks for heritage tourism courses at the university level remains limited particularly in regions like

Lampung, Indonesia, where a rich and distinct cultural heritage has not yet been adequately documented in academic learning materials.

States that a textbook is a collection of materials compiled systematically (Prastowo, 2015), bound, and specifically designed to support the learning process. Kurniasih and Sani (Kurniasih, I., & Sani, 2014) clarify that a textbook functions as the primary source of information for students, so its contents must align with national education objectives, user characteristics, the dynamics of scientific and technological development, as well as concepts and theories relevant to the field of study. Furthermore, textbooks must consider the availability of references, user profiles, and the direction of the prevailing curriculum (Nugroho Aji Prasetyo, 2017)

Heritage education has been conceptualized as a process through which learners engage with cultural memory, historical places, and local traditions as objects of critical inquiry. When embedded in formal curricula, heritage tourism content can serve as a bridge between academic knowledge and lived cultural experience, motivating deeper learning (Arjaya et al., 2024). This pedagogical potential is especially significant in Indonesia, where the Merdeka Belajar curriculum reform explicitly encourages higher education institutions to develop locally responsive and creative learning approaches (da Silva, C., Pereira, F., & Amorim, 2024). However, research (Isra et al., 2023) confirms that teaching materials grounded in local wisdom remain scarce, and that this scarcity directly limits students' exposure to and understanding of their own cultural heritage.

Local wisdom plays a strategic role in education (Sartini, 2004) defines local wisdom as a set of community ideas containing virtuous values that have become embedded in daily social practices (Rahmawati, Y., Ridwan, A., 2022) views local wisdom as an expression of worldview and communal knowledge formed through community activities to meet their needs. Meanwhile, (Wibowo, A., 2015) asserts that local wisdom functions as a marker of cultural identity that enables a nation to filter and process external cultural influences into unique strengths and selfhood. Several studies have demonstrated that integrating local wisdom into teaching materials significantly enhances students' understanding and learning motivation (Rifa'i, 2023) showed that textbooks designed based on local wisdom can significantly stimulate student creativity. (Zulkarnaen, 2022) added that character education rooted in local wisdom serves as an important instrument for preserving the nation's cultural identity amid the strong current of globalization. In addition, (Yanti et al., 2022) demonstrated that a learning model developed based on the Piil Pesenggiri Lampung philosophy is effective in improving students (Rosa et al., 2023)' process skills and character value formation.

Lampung Province, located at the southern tip of Sumatra, Indonesia, possesses a particularly rich and underrepresented cultural heritage. This includes the philosophy of Piil Pesenggiri as the ethical worldview of the Lampung people, the Sembah and Cangget dances as expressions of ceremonial culture, the Tapis cloth as a form of high-value textile heritage, the nuwo sesat as a symbol of traditional architecture, and Gamolan music as a distinctive performing art. Despite their cultural richness, these elements have not yet been systematically incorporated into university-level textbooks for the Indonesian Tourism History course. This absence was confirmed through pre-development interviews with the course instructor, which revealed that existing learning materials remain general in nature and fail to represent Lampung's local tourism context.

The educational problem addressed in this study is threefold. First, there is a documented gap in locally grounded teaching materials for the Indonesian Tourism History course at

Universitas Lampung. Second, students demonstrate limited knowledge of the types, histories, and cultural significance of tourist destinations in Lampung Province. Third, the absence of contextually relevant materials constrains opportunities for students to develop creative thinking through the exploration and analysis of local heritage. These three conditions collectively create the need for a pedagogically sound, locally anchored textbook that meets both academic quality standards and students' learning needs.

To address this gap, this study employs the ADDIE instructional design model a systematic framework widely used in educational product development that includes Analysis, Design, Development, Implementation, and Evaluation stages (Almelhi, 2021) . ADDIE was selected for its flexibility, systematic structure, and established track record in developing culturally embedded educational materials (Arofah & Cahyadi, 2019) The resulting textbook is intended to contribute to the broader field of heritage tourism education by demonstrating how local wisdom can function as both content and pedagogical anchor in higher education history curricula.

Three research questions guide this study: (1) How is the textbook developed using the ADDIE model to integrate Lampung local wisdom as both content and pedagogical framework (2) How do content validators assess the validity of the developed textbook in terms of material quality, language appropriateness, and content coherence (3) How do students respond to the textbook implementation across dimensions of engagement, comprehension, motivation, and understanding of local wisdom?

Method

Research Design

This study employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) adapted from (Almelhi, 2021) and operationalized following the framework proposed by (Arofah & Cahyadi, 2019) R&D was chosen because the primary aim of this study is to produce a validated educational product a textbook rather than to test hypotheses or explain causal relationships. The ADDIE model was selected specifically for its systematic, iterative structure that supports culturally informed curriculum design (Almelhi, 2021).

Research Setting and Participants

The study was conducted at the History Education Study Program, Faculty of Teacher Training and Education (FKIP), Universitas Lampung, from May to October 2024. Research participants comprised 27 students enrolled in the Indonesian Tourism History course during the data collection period. This constituted the full population of students enrolled in the course at the time, making the selection a total population sampling rather than a probabilistic sample. The study also involved two expert validators: (1) Drs. Maskun, M.H., and Dr. Suparman Arif a specialist in Lampung local history and tourism; and (2) a curriculum specialist in history education, who assessed the textbook's content coherence and pedagogical alignment. Engaging two validators with distinct areas of expertise subject matter and curriculum design is consistent with standard R&D validation procedures and strengthens the credibility of the feasibility assessment (Sugiyono, 2019).

Data Collection Instruments

Three instruments were used to collect data in this study. First, a validator assessment rubric consisting of structured rating items evaluated the textbook across three dimensions: (1) material quality accuracy, depth, and alignment with course competencies; (2) language appropriateness readability, correct use of terminology, and suitability for the student level; and (3) content coherence logical sequencing, systematic presentation, and alignment between stated learning objectives and textbook content. Validators rated each item using a four-point scale (1 = poor, 4 = excellent), and the overall feasibility score was calculated as the mean percentage of total scores across all items. Second, a 13-indicator student response questionnaire using a four-point Likert scale (1 = insufficient, 2 = sufficient, 3 = good, 4 = very good) was administered to all 27 students after they completed learning activities with the textbook. Third, semi-structured interview guidelines were used during the analysis stage to gather qualitative data from the course instructor and students about existing material gaps.

Product Feasibility Criteria

Product feasibility was determined based on the mean percentage of scores from validators and students, using the following assessment categories: very good (> 80%), good (61–80%), fair (41–60%), poor (21–40%), and very poor (< 20%). A product was deemed feasible for use if the validator assessment score reached a minimum of 80% (very good category), consistent with R&D feasibility standards applied in prior textbook development studies (Isra et al., 2023)

Data Analysis

Table 1. ADDIE model development stages

Stage	Name	Activity Description
I	Analysis	Analyzing textbook needs through interviews with lecturers and students, literature reviews, and analyses of the current curriculum.
	Design	The framework, layout, Lampung local wisdom-based materials, activity sheets, and practice question items were designed.
	Development	The textbook prototype was produced, comprising written manuscript, supporting illustrations, activity sheets, and final page layout. Expert validation by two validators was conducted and revision recommendations were incorporated.
	Implementation	The product was tested on small and large groups consisting of 27 History Education students.
	Evaluation	Conduct formative evaluation at each stage, as well as summative evaluation at the end of the process, to assess the overall feasibility and effectiveness of the product.

Quantitative data were analyzed using SPSS. Student response data were first converted into numerical scores based on the four-point Likert scale, where 1 = insufficient, 2 = sufficient, 3 = good, and 4 = very good. Prior to main analysis, the 13-indicator questionnaire was subjected to item validity testing and reliability testing to confirm its psychometric soundness. Item validity was assessed using corrected item-total correlation (r) with a minimum threshold of $r > 0.30$, while instrument reliability was assessed using Cronbach's Alpha, with a minimum threshold of $\alpha \geq 0.70$. Descriptive statistics were calculated to obtain frequency, percentage, mean, standard deviation, and feasibility index for each of the 13 indicators. The feasibility index was calculated by dividing the mean score by the maximum score and multiplying it by 100. A supplementary one-way ANOVA was conducted to examine whether mean student response scores differed across the 13

questionnaire indicators. Prior to ANOVA, the homogeneity of variance assumption was tested using Levene’s test. When the ANOVA result was significant, Tukey HSD post hoc testing was used to identify which indicators differed significantly. This ANOVA was used to compare response indicators, not to test causal learning effectiveness because the study did not employ a pre-test, post-test, or control-group design. Inter-rater reliability between the two expert validators was assessed using the Intraclass Correlation Coefficient (ICC) based on a two-way mixed-effects model, average measures, with absolute agreement.

Table 2. Item Validity Test Results (Corrected Item-Total Correlation)

Indicator	R Corrected	r Tabel (n=27)	Status
Implementation of learning	0.412	0.381	Valid
Lecturer utilization intensity	0.457	0.381	Valid
Suitability of textbook material	0.503	0.381	Valid
Ease of understanding the material	0.488	0.381	Valid
Extraction of local wisdom information	0.531	0.381	Valid
Local wisdom knowledge	0.517	0.381	Valid
Learning time efficiency	0.396	0.381	Valid
Active use of textbook	0.421	0.381	Valid
Quality of learning	0.479	0.381	Valid
Understanding of historical material	0.443	0.381	Valid
Classroom learning engagement	0.384	0.381	Valid
Learning motivation	0.465	0.381	Valid
Understanding of local wisdom	0.408	0.381	Valid

All 13 questionnaire items met the validity threshold (r corrected > 0.381), confirming that each indicator measured a distinct and meaningful aspect of student response to the textbook. The corrected item-total correlations ranged from 0.384 (Classroom learning engagement) to 0.531 (Extraction of local wisdom information), indicating adequate to moderate inter-item consistency across the instrument.

Table 3. Reliability Statistics (Cronbach’s Alpha)

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items	N of Items
0.701	0.712	13

The Cronbach’s Alpha coefficient of 0.701 (≥ 0.70) confirms that the 13-indicator questionnaire demonstrated acceptable internal consistency reliability, indicating that the items consistently measured the same underlying construct of student response to the textbook. This result supports the trustworthiness of the descriptive and inferential analyses conducted in subsequent sections.

Table 4. Intraclass Correlation Coefficient (ICC) for Expert Validator Inter-Rater Reliability

Model	ICC	95% CI Lower	95% CI Upper	F Value	Sig.	Interpretation
Two-Way Mixed, Average Measures, Absolute Agreement	0.931	0.748	0.988	19.011	0.001	Excellent

The ICC result of 0.931 (95% CI: 0.748–0.962) falls within the good to excellent range (ICC > 0.75), confirming that the two expert validators demonstrated a high degree of agreement in their assessments of the textbook’s material quality, language appropriateness, and content coherence. This level of inter-rater reliability strengthens the credibility of the validation findings reported in Table 6.

Table 5. SPSS Frequency Statistics for Student Response Questionnaire (N = 27)

Indicator	N Valid	Missing	Mean	Median	Mode	Std. Dev.
Implementation of learning	27	0	3.07	3.00	3	0.62
Lecturer utilization intensity	27	0	3.19	3.00	3	0.62
Suitability of textbook material	27	0	3.04	3.00	3	0.65
Ease of understanding the material	27	0	3.04	3.00	3	0.65
Extraction of local wisdom information	27	0	3.41	4.00	4	0.69
Local wisdom knowledge	27	0	3.33	3.00	4	0.73
Learning time efficiency	27	0	3.00	3.00	3	0.62
Active use of textbook	27	0	2.63	3.00	3	0.63
Quality of learning	27	0	3.15	3.00	3	0.60
Understanding of historical material	27	0	3.00	3.00	3	0.62
Classroom learning engagement	27	0	2.89	3.00	3	0.70
Learning motivation	27	0	2.96	3.00	3	0.71
Understanding of local wisdom	27	0	2.96	3.00	3	0.59

The frequency statistics confirm complete data collection with no missing values across all 13 indicators (N valid = 27, Missing = 0). Median scores for most indicators were 3.00, consistent with the good category on the four-point Likert scale. The highest mode scores of 4 were observed in indicators 5 (Extraction of local wisdom information) and 6 (Local wisdom knowledge), further corroborating the prominence of local wisdom engagement in student responses.

Result and Discussion

Analysis stage

The analysis stage established the need-basis for textbook development through two complementary approaches: field studies and literature review. Field interviews with the course instructor revealed that no textbook systematically presenting Lampung's local tourism history is currently available, and that existing materials are general and national in scope, failing to represent the local cultural context. Student interviews confirmed limited knowledge of the types, history, and cultural significance of tourist destinations in Lampung Province. Students articulated a need for resources that contextualize tourism within local wisdom materials that connect academic content to their own cultural experiences, consistent with the principle of contextual learning (Basri, 2018). A parallel literature review corroborated these findings, showing that local wisdom-based teaching materials remain scarce in higher education history courses, creating a significant barrier to integrating regional cultural values into formal curricula (Elmubarok et al., 2019)

However, interviews with students confirmed that they had limited knowledge of the types, history, and cultural value of tourist destinations in Lampung Province. The students expressed an urgent need for learning resources that not only contain factual information about tourism but also present it in the context of local wisdom familiar to their daily lives. This condition affects students' creativity and depth of understanding of the course materials (Basri, 2018) emphasize that quality history learning requires contextual media rooted in local sources so that students can connect academic material with real-life experiences in their surroundings.

A parallel literature review reinforces these findings. An examination of various references indicates that teaching materials based on local wisdom are still very limited in availability, particularly those that highlight local tourism as the main content of the material (Isra et al., 2023) state that the lack of teaching materials grounded in local wisdom is a major obstacle in integrating regional cultural values into the teaching and learning process in educational institutions. This analysis also provides a strong academic justification for the urgent development of a Lampung local wisdom-based textbook, History of Indonesian Tourism.

Design stage

Based on the analysis findings, the research team designed a two-part textbook framework. The first section provides an introduction to the general local history of Lampung Province as a tourism destination. The second section offers a detailed examination of Lampung's historical tourism types by category and their distribution across the province's regencies and cities. Local wisdom elements were selected based on their representativeness and relevance to tourism history, including: the Piil Pesenggiri philosophy as the ethical worldview of the Lampung people; Sembah and Cangget dances as ceremonial cultural expressions; Tapis cloth as textile heritage; nuwo sesat traditional house as architectural identity; Gamolan music as performing arts identity; and key historical tourism sites across Lampung. Each section includes material summaries and evaluation questions structured according to Bloom's revised taxonomy, targeting knowledge, analysis, evaluation, and creation the higher-order levels most relevant to creativity (Bulkani, B., 2022) development (Anderson, L. W., & Krathwohl, 2001) This design aligns with criteria for quality textbooks: a complete preliminary section, a core section integrating material and activity sheets, and a closing section with glossary and bibliography.

Development Stage and Validation

The development stage produced a complete textbook prototype encompassing the written manuscript, supporting illustrations, activity sheets, and final page layout. Following prototype completion, content validation was conducted by two expert validators. The material quality validator (Drs. Maskun, M.H.) and (Dr. Suparman Arif. M.Pd) assessed the textbook's accuracy, depth, and cultural representativeness of Lampung tourism history content. The curriculum specialist assessed the textbook's pedagogical coherence, including alignment between learning objectives, content, and evaluation activities. All revision recommendations from both validators were documented and systematically incorporated prior to implementation, as summarised in Table 7 below.

Table 6. Summary of Validator Revision Recommendations and Actions Taken

No	Aspect	Validator Recommendation	Action Taken
1	Historical terminology precision	Several historical terms in chapters 2 and 4 used imprecise or	All flagged terms were revised in accordance with validator's

		colloquial phrasing; validator recommended alignment with standard historiographical terminology.	written annotation prior to field trial implementation.
2	Visual documentation of tourism sites	Recommended inclusion of additional photographs of local Lampung heritage and tourism sites to strengthen visual evidence and contextual illustration.	Ten additional photographs of Lampung heritage sites (Tapis weaving, nuwo sesat, Cangget ceremony) were incorporated into relevant chapters with appropriate captions.
3	Activity sheet instruction clarity	Activity sheet task instructions contained ambiguous directive language that could lead to inconsistent student responses; clearer operational verbs were recommended.	All activity sheet instructions were rewritten using explicit Bloom's taxonomy action verbs (e.g., "Analyse," "Evaluate," "Create") and reviewed by the curriculum specialist before finalisation.

Table 7. Summary of Expert Validator Assessments

Aspect Assessed	Validator 1 Score (%)	Validator 2 Score (%)	Category
Material quality	88%	84%	Very Good
Language appropriateness	85%	82%	Very Good
Content coherence	86%	83%	Very Good
Overall average	86.3%	83.0%	Very Good

Both validators affirmed the textbook's feasibility for implementation, with overall scores of 86.3% and 83.0% respectively, both falling in the very good category (> 80%). Validators provided several revision notes, primarily regarding: the need for more precise use of historical terminology in certain chapters, the inclusion of additional photographs of local tourism sites to strengthen visual evidence, and minor adjustments to activity sheet instructions for clarity. All revision recommendations were incorporated before the implementation stage. These findings are consistent with Isra et al. (2023), who reported expert validator scores of 96% and 80% for subject matter and media experts respectively in a comparable local wisdom-based teaching material development study, affirming that locally anchored educational products can achieve high validity ratings when developed through systematic R&D procedures.

Implementation

Implementation testing proceeded in two stages: a small group trial involving nine students selected to represent varying academic performance levels, and a full-class field trial involving all 27 enrolled students. During implementation, the lecturer used the textbook as the primary learning resource across all class sessions. Students engaged with the textbook through reading activities, completing activity sheets, and conducting observation assignments at selected local Lampung tourism sites. Student responses were measured using the 13-indicator questionnaire after the completion of all learning activities. Results are presented in Table 9 and summarized by indicator group below.

Table 8. Results of the questionnaire on the implementation of the textbook (n=27 students)

Indicators	Insufficient (%)	Sufficient (%)	Good (%)	Very Good (%)
Implementation of learning	0,0	14,8	63,0	22,2
Lecturer utilization intensity	0,0	11,1	59,3	29,6
Suitability of textbook material	0,0	18,5	59,3	22,2

Ease of understanding the material	0,0	18,5	59,3	22,2
Extraction of local wisdom information	0,0	11,1	37,0	51,9
Local wisdom knowledge	0,0	14,8	37,0	48,0
Learning time efficiency	0,0	18,5	63,0	18,5
Active use of textbook	7,4	22,2	70,4	0,0
Quality of learning	0,0	11,1	63,0	25,9
Understanding of historical material	0,0	18,5	63,0	18,5
Classroom learning engagement	0,0	29,6	51,9	18,5
Learning motivation	0,0	25,9	51,9	22,2
Understanding of local wisdom	3,7	7,4	77,8	11,1

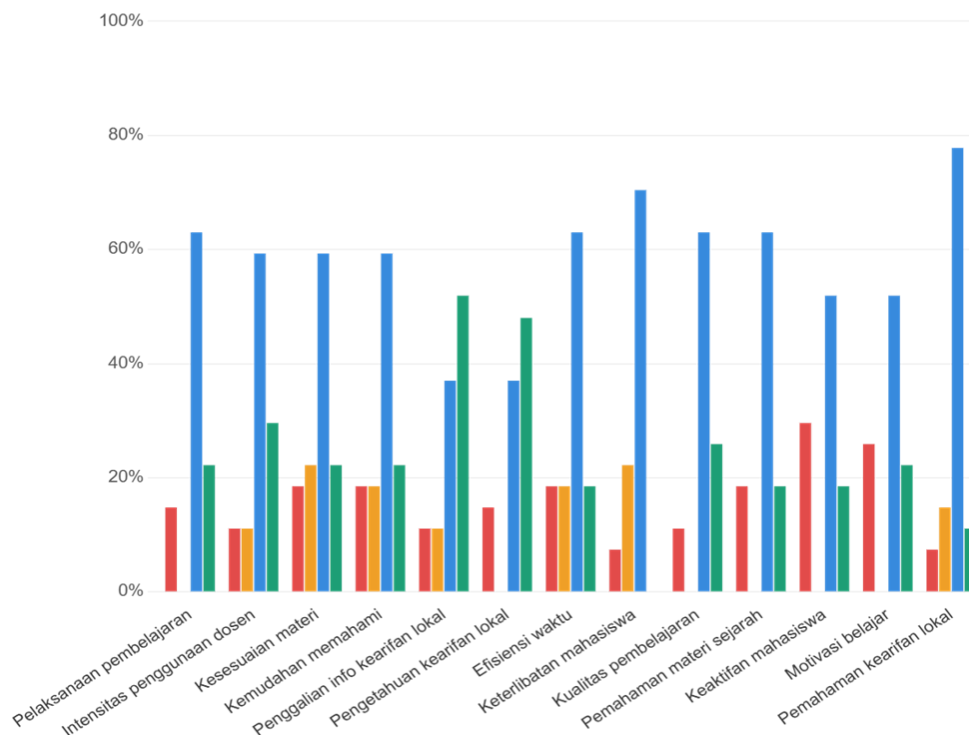


Figure 1. Diagram of the questionnaire results on the implementation of the Lampung local wisdom-based History of Tourism textbook

Based on Table 8 and Figure 1, the questionnaire results show that most indicators fall within the good to very good category. To provide stronger quantitative evidence, the percentage distribution was converted into weighted mean scores and standard deviations, as shown in Table 10. This additional analysis follows the common SPSS descriptive statistics format and helps clarify the relative strength of each response indicator.

Table 9. Descriptive statistics of student responses based on four-point Likert scoring

Indicator	Mean	SD	Index (%)	Category
Implementation of learning	3.07	0.62	76.9	Good
Lecturer utilization intensity	3.19	0.62	79.6	Good
Suitability of textbook material	3.04	0.65	75.9	Good
Ease of understanding the material	3.04	0.65	75.9	Good

Extraction of local wisdom information	3.41	0.69	85.2	Very Good
Local wisdom knowledge	3.33	0.73	83.3	Very Good
Learning time efficiency	3.00	0.62	75.0	Good
Active use of textbook	2.63	0.63	65.7	Good
Quality of learning	3.15	0.60	78.7	Good
Understanding of historical material	3.00	0.62	75.0	Good
Classroom learning engagement	2.89	0.70	72.2	Good
Learning motivation	2.96	0.71	74.1	Good
Understanding of local wisdom	2.96	0.59	74.1	Good
All indicators	3.05	-	76.3	Good

The additional descriptive analysis shows that the overall student response mean was 3.05 out of 4.00, with a feasibility index of 76.3%, placing the textbook in the good category. The highest mean score appeared in local wisdom information exploration ($M = 3.41$), followed by local wisdom knowledge ($M = 3.33$) and lecturer utilization intensity ($M = 3.19$). The lowest mean score appeared in active textbook use ($M = 2.63$). Therefore, a supplementary one-way ANOVA was added to examine whether the mean differences across indicators were statistically significant.

Table 10. Test of Homogeneity of Variances for student response indicators

Levene Statistic	df1	df2	Sig.
1.394	12	338	0.167

The Levene test result showed a significance value of 0.167, which was greater than 0.05. This result indicates that the variance across student response indicators was homogeneous, so the one-way ANOVA assumption was met.

Table 11. One-way ANOVA results for differences among student response indicators

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.410	12	1.034	2.450	0.005
Within Groups	142.667	338	0.422		
Total	155.077	350			

The ANOVA result showed a statistically significant difference among the 13 questionnaire indicators, $F(12, 338) = 2.450$, $p = 0.005$. This finding indicates that students did not rate all indicators at the same level. The strongest indicators were related to local wisdom information exploration and local wisdom knowledge, while the lowest mean score appeared in active textbook use.

Table 12. Tukey HSD post hoc summary of significant indicator differences

Indicator Pair	Mean Difference	Sig.	95% CI Lower	95% CI Upper
Local wisdom information exploration - active textbook use	0.778	0.001	0.188	1.368
Local wisdom knowledge - active textbook use	0.704	0.006	0.114	1.294

The Tukey HSD post hoc test showed two significant differences. Local wisdom information exploration was rated significantly higher than active textbook use. Local wisdom knowledge was also rated significantly higher than active textbook use. These results strengthen the interpretation

that the textbook was most effective in supporting students' recognition and understanding of Lampung local wisdom, while active textbook use still needs stronger learning support in future implementation.

Discussion

The dual-validator assessment yielded overall feasibility scores of 86.3% and 83.0%, both placing the textbook in the very good category. This level of validity is consistent with standards for R&D-based educational product development, in which a minimum threshold of 80% is widely applied as the criterion for declaring a product ready for implementation (Sugiyono., 2019). The convergence of two independent validators – one assessing content accuracy and cultural representativeness, the other assessing pedagogical coherence – strengthens the credibility of these validity findings. Prior local wisdom-based textbook development studies have reported comparable or higher validator scores (Elmubarok et al., 2019) affirming that systematic development processes grounded in contextual needs analysis tend to yield valid educational products.

The revision process following initial validation is itself a meaningful methodological contribution. Validators' notes identified specific areas for improvement – terminology precision, visual documentation, and activity sheet clarity – and all recommendations were systematically incorporated before implementation. This iterative refinement is characteristic of the ADDIE model's formative evaluation principle, which holds that quality improvement is embedded within the development process rather than appended to its end (Molenda, 2003), (Almelhi, 2021) similarly found that ADDIE-based instructional design, when implemented with consistent formative feedback loops, yields materials with significantly higher learning outcomes than non-systematic approaches.

The most prominent finding from the student questionnaire was the exceptionally high rating for local wisdom indicators. Indicator 5 (exploration of local wisdom information) achieved the highest very good percentage across all indicators (51.9%), while Indicator 6 (local wisdom knowledge) reached 48.0% very good with a combined good–very good total of 85.0%. Indicator 13 (overall understanding of Lampung local wisdom) recorded the highest good percentage across all indicators (77.8%). Together, these three indicators confirm that the local wisdom content integrated into the textbook generated substantial student engagement and comprehension (Fajarini, 2014) argues that local wisdom in education fosters character and deepens students' sense of cultural belonging, and the data in this study provide empirical support for that claim in the context of higher education heritage tourism courses.

These findings align with the broader literature on indigenous and local knowledge integration in education (Druker-Ibáñez, S., & Cáceres-Jensen, 2022) through a systematic review of 77 studies, found that embedding local knowledge into formal education consistently enhances students' (Arjaya et al., 2024) cultural awareness, critical engagement, and intrinsic motivation to learn similarly identified, through a bibliometric analysis of 391 Scopus-indexed documents, that the most commonly reported outcomes of local wisdom integration in education include improved cultural identity, strengthened learning engagement, and increased student creativity – outcomes that mirror the patterns observed in this study's questionnaire data. The contextual relevance of Piil Pesenggiri, Tapis cloth, Gamolan music, and the nuwo sesat to students' daily lives likely amplified the perceived value of the textbook content, consistent with the principle that culturally

familiar contexts reduce cognitive distance and enhance meaning-making in learning (Fathurrochman, I., Asnawan, Monita, D., & Hasan, 2025)

Indicator 9 (quality of learning) produced the highest total positive rating at 88.9% (good and very good combined). Indicators related to motivation (Indicator 12: 74.1% good–very good) and student activeness (Indicator 11: 70.4% good–very good) also showed substantially positive patterns. These findings suggest that the textbook successfully created an active and motivating learning environment, not merely delivered static information. (Elmubarok et al., 2019) argued that local wisdom-based textbooks enhance student creativity precisely because the material feels relevant and connected to students' lived realities, making learning more personally meaningful. This principle is reinforced by (Rosa et al., 2023) who demonstrated that the Piil Pesenggiri philosophy a central element of this textbook is effective in fostering collaborative problem-solving and active engagement among Lampung students.

Indicator 8 (student engagement in active textbook use) recorded 70.4% good but 0.0% very good, which warrants interpretation. Rather than indicating a limitation of the textbook, this pattern likely reflects students' conservative use of the very good category for active behavioral indicators compared to cognitive or affective ones (Hakim, 2020) note that student self-ratings of behavioral engagement tend to be more modest than ratings of knowledge comprehension, a pattern consistent with this finding. The absence of any insufficient responses on all but one indicator further supports the overall positive profile of the textbook's implementation.

The application of the ADDIE model in this study demonstrated its suitability for culturally embedded textbook development in higher education history contexts. Each stage served a distinct and complementary function: the analysis stage identified the authentic local gap; the design stage translated gap findings into a structured and culturally anchored framework; the development stage produced and validated the product; the implementation stage tested it in authentic classroom conditions; and the evaluation stage conducted formatively across all stages enabled continuous refinement (Arofah & Cahyadi, 2019) and (Molenda, 2003) both affirm that ADDIE's greatest strength lies in its systematic logic, which prevents common pitfalls in educational material development such as content misalignment and inadequate testing adds an important caution relevant to this study: the development of culture-based tourism education materials must prioritize the preservation of local wisdom values to prevent the commercialization or trivialization of cultural heritage (Wirawan, 2025) . This principle guided the selection and framing of Lampung cultural elements throughout the textbook.

Summative evaluation was conducted at the conclusion of the full implementation cycle, integrating evidence from all preceding stages to assess the overall feasibility and effectiveness of the developed textbook. The convergence of expert validator scores (86.3% and 83.0%, both in the very good category), descriptive SPSS results (overall $M = 3.05$; feasibility index = 76.3%), and one-way ANOVA results, $F(12, 338) = 2.450$, $p = 0.005$, collectively confirms that the textbook meets the feasibility threshold established for R&D-based educational product development. Across the five ADDIE stages, formative evaluation data were used iteratively to refine the product at each transition point. The summative finding is that the textbook, as a complete and validated product, is feasible for broader implementation in Indonesian Tourism History courses at the higher education level, with the caveat that future iterations should incorporate the improvements identified in the Limitations section below.

This study has several limitations that should be acknowledged. First, the sample of 27 students, while constituting the full population of the course, is limited in size and drawn from a single institution, which constrains the generalizability of findings to other History Education programs in Indonesia or elsewhere. Second, only one subject matter expert was involved in validation of content, although this revised version strengthened validation by adding a curriculum specialist as a second validator. Third, the study does not include a pre-test and post-test design or a comparison group, which means that no causal claim can be made about the textbook's effect on student creativity or learning outcomes. The questionnaire data reflect student perceptions and responses, not measured learning gains. Fourth, the ANOVA was used only to compare differences among questionnaire indicators. It should not be interpreted as evidence of treatment effectiveness. Future research should employ a quasi-experimental design with pre-test and post-test measures of creativity using Torrance Tests of Creative Thinking or content knowledge assessment. Future studies should also preserve individual SPSS data files to enable stronger reliability testing, item validity testing, and psychometric reporting. Additionally, the textbook's content coverage should be expanded to include local tourism destinations not yet documented, and a digital version of the textbook should be developed to broaden student access and support blended learning environments.

Conclusion

This study developed an Indonesian Tourism History textbook grounded in Lampung's local wisdom through a systematic ADDIE-based R&D process. Three research questions were answered. First, the ADDIE model provided a structured and iterative development framework that enabled the integration of Lampung's local wisdom including Piil Pesenggiri, Tapis cloth, Gamolan music, nuwo sesat, and ceremonial dances as both content and pedagogical anchor throughout the textbook. Second, dual expert validation yielded overall feasibility scores of 86.3% and 83.0%, both in the very good category, confirming the textbook's validity as a higher education learning resource. Third, student responses across 13 questionnaire indicators were positive, with an overall mean score of 3.05 and a feasibility index of 76.3%. The supplementary one-way ANOVA showed significant differences among response indicators, $F(12, 338) = 2.450$, $p = 0.005$, with local wisdom-related indicators receiving higher ratings than active textbook use. These findings collectively indicate that the developed textbook is a valid and practically feasible learning resource for higher education history education. Future research should employ a quasi-experimental design with pre-test and post-test creativity measures, expand content coverage, and explore digital adaptation of the textbook to support wider access and blended learning.

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