

## An Ethnopedagogical Approach in Developing Inferential Reading Materials in EFL Contexts: Integrating Lampung Local Wisdom

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### ABSTRACT

Ethnopedagogy emphasizes the integration of local wisdom into educational practices and has gained increasing attention in EFL contexts. This study aimed to develop inferential reading materials by integrating Lampung local wisdom through an ethnopedagogical approach. Employing a research and development (R&D) design based on the Thiagarajan and Semmel 4D model, the study involved four stages: define, design, develop, and disseminate. During the define stage, students' needs were examined through questionnaires and interviews. The design stage focused on syllabus development and the selection of reading theories, strategies, text genres, and culturally relevant materials rooted in Lampung local wisdom. In the develop stage, an inferential reading textbook was produced and validated by experts, while the disseminate stage examined students' responses to the materials. The participants consisted of one inferential reading lecturer and 70 undergraduate students from an English Education program at a public higher education institution in Indonesia. The findings reveal a strong need for culturally grounded inferential reading materials, as existing resources insufficiently support students' inferential comprehension skills. Students' responses indicated a highly positive evaluation of the materials in terms of relevance, clarity, and cultural integration, with a mean score of 3.48 on a 4-point scale, categorized as very good. These results suggest that an ethnopedagogical approach is both effective and feasible for developing inferential reading materials in EFL higher education contexts.

**Keywords:** *EFL reading comprehension; ethnopedagogy approach; Lampung culture; local wisdom; Inferential reading.*

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## INTRODUCTION

In today's era of globalization, where people are increasingly drawn to global cultures and tend to overlook their local traditions, the ethnopedagogy approach offers a solution. It provides a learning model that emphasizes the importance of local wisdom in education. This approach not only promotes social and cultural transformation through education but also enriches the learning process by incorporating elements of local culture (Muzakkir, 2021). By integrating local wisdom into teaching, students can have a more meaningful and relevant learning experience, as it connects them to their immediate environment (P. Putra, 2017). This approach not only helps students understand and appreciate their local heritage but also strengthens national identity, which is rooted in the diversity of local cultures (Anwar, Ali; Hendrawan, 2020; Naden et al., 2021). Furthermore, culture-based education plays a crucial role in shaping students' character and values because local wisdom contains moral and ethical principles that are intentionally internalized through educational practices and cultural traditions, guiding learners' attitudes, behaviors, and social responsibility. (Zakaria, 2020).

So far, studies on the ethnopedagogy approach have largely focused on its concept and potential for implementation in Indonesia (Sugara & Sugito, 2022). This model has already been

successfully applied on both students' academic performance and character development. Previous studies have shown that the ethnopedagogical approach has been successfully implemented and has a positive impact on students' learning outcomes as well as social values, such as cooperation and unity among learners (Lestari & Bahri, 2021). Research has also explored the use of a culture-based curriculum through this approach such as a curriculum incorporates character-building activities like learning local languages, wearing traditional clothes, playing traditional games, singing regional songs, exploring local cuisines, participating in cultural visits, and observing customary practices (Lukitasari, 2017). In science education, the ethnopedagogy approach has been found to boost students' critical thinking, curiosity, patriotism, tolerance, and appreciation of local culture, while also fostering a sense of unity, love for peace, and care for the environment (Fahmi, 2016; Hernani et al., 2012; P. Putra, 2017; Rahmawati et al., 2020; Yuniarti & Yulian, 2019).

Based on previous research, the ethnopedagogy approach not only has a positive impact but also enhances students' learning by integrating local cultural values into education process. Lampung's rich cultural heritage, including traditional clothing, food, dances, houses, ceremonies, and local wisdom, offers a unique opportunity. To foster students' awareness, love, and care

for Lampung's culture, one approach is to incorporate its cultural elements into learning. For instance, Darwanto integrated Lampung's cultural values such as Piil Pesenggighi, bejuluk adok, nemui nyimah, nemui nyampukh, and sakai sambayan into set theory lessons (Darwanto et al., 2020). Furthermore, integrating Lampung's local wisdom in social studies can be done by emphasizing its social environment, historical values, and local culture, making learning more meaningful for students (Karsiwan et al., 2023).

This article seeks to address shortcomings in the literature, which has generally framed local culture curriculum and the implementation of local wisdom in teaching and learning, by positioning Lampung local wisdom as teaching materials in the Inferential Reading E-book. Inferential reading refers to the ability to comprehend texts by interpreting implicit meanings, drawing conclusions, and making logical inferences, which is essential for developing critical reading skills among EFL learners. It thus seeks to answer the questions: first, how is the development model of the Inferential Reading E-book using the ethnopedagogy approach that integrates Lampung local wisdom? Second, how is the feasibility and students' responses to the Inferential Reading E-book using the ethnopedagogy approach that integrates with Lampung local wisdom? These two questions are central to this article's discussion, and the

answers to them will be explored in detail in the following sections.

This research aims to build on previous studies (Izhar, 2022) that has examined the incorporation of Lampung cultural values in Indonesian language learning and its implications for students' character development. This study distinguishes itself by situating those cultural values within the context of English language instruction, Particularly in the teaching of inferential reading. The study is founded on three key assumptions. First, Lampung's culture is a valuable ancestral heritage that must be preserved to prevent its disappearance (K. A. Putra, 2018). Second, Inferential Reading is a core course for students in the English Education Study Program. By incorporating local wisdom from Lampung's culture into the learning materials, students can connect with the content more easily, as it reflects their everyday experiences. This approach not only helps students grasp the material better but also deepens their appreciation for their local heritage and strengthens their sense of national pride (Haka et al., 2020). Third, the use of e-book as a learning resource offers significant advantages: it promotes independent learning, is accessible anytime and anywhere, reduces printing costs, and makes learning more engaging through the inclusion of images and interactive features (Jannah et al., 2017). This combination of cultural integration and

modern technology enriches the overall learning experience for students.

## **METHOD**

### **Research Design**

This study employed a research and development (R&D) design aimed at producing and validating inferential reading materials grounded in an ethnopedagogical perspective. Research and development is defined as a systematic and creative research approach that integrates the process of developing educational products with the analysis of their pedagogical effectiveness (Hidayat & Nizar, 2021). In line with this orientation, the present study focused not only on designing instructional materials but also on examining their relevance and feasibility for EFL learning contexts through qualitative analysis.

The development process was guided by Thiagarajan and Semmel's 4-D model (Thiagarajan et al., 1974), which consists of four sequential stages: Define, Design, Develop, and Disseminate. This model was selected due to its structured yet flexible framework, which is particularly suitable for educational material development. During the define stage, learners' needs, learning objectives, and contextual factors related to Lampung local wisdom were identified. The design stage involved planning the structure, content organization, and instructional strategies of the inferential reading materials. In the develop stage, the

materials were produced and refined through expert validation and revision processes. Finally, the disseminate stage focused on introducing the finalized materials for broader instructional use.

### **Respondent**

The respondents of this study were 40 students who had taken the Inferential Reading course and one lecturer of the Inferential Reading course. The researchers also involved three lecturers as experts of this book: an expert in material, an expert in language, and an expert in media.

### **Research procedures**

The steps in developing teaching materials are as follows

1. Define: at this stage, a need analysis was conducted to determine the necessary teaching materials for development. The researcher interviewed the lecturer of Inferential Reading course and distributed questionnaires to 40 English Education department students who have completed the course.
2. Design: at this stage, the researchers also prepared the semester learning Plan (RPS), along with the materials on Reading Comprehension, Reading Strategies, Inferential Reading, Types of Texts and examples of text which integrated with Lampung Local Wisdom. These texts highlight aspects such

as life principles, traditional customs, wedding traditions in the Lampung community.

3. Develop: at this stage, the researchers developed the teaching materials based on the established design. After completing the materials, they were validated by experts in content, language and media to ensure the quality and effectiveness.
4. Disseminate: At this stage, the developed materials were evaluated through an expert validation process involving content, language, and media validators. The validation was conducted using a structured Likert-scale questionnaire as the main instrument. Experts also provided qualitative feedback. The materials were revised based on these evaluations before publication and distribution

### **Research Technique**

The data of this study were collected through questionnaires and interviews. Questionnaires were employed to assess the needs for Inferential Reading materials for English Education Department students. This included a validation questionnaire for the teaching materials, which were reviewed by experts in content, language, and media. Additionally, a product trial questionnaire was administered to English Education

Department students participating in the research. Interview was conducted with the head of the program and lecturer of Inferential Reading Course to collect information about the syllabus, teaching materials, course content, and students achievements in the Inferential Reading course at IAIN Metro.

## **RESULTS AND DISCUSSION**

### **The Development Model of the Ethnopedagogically-Based Inferential Reading E-Book Integrating Lampung Local Wisdom**

This section outlines the development process of the Inferential Reading E-Book grounded in an ethnopedagogical approach that integrates Lampung local wisdom. The development model employed in this study follows a structured and iterative framework to ensure both pedagogical effectiveness and cultural relevance. Accordingly, the process is described through three interrelated stages: Define, Design, and Develop, which explain how learners' needs, instructional objectives, and local cultural elements were systematically transformed into a digital reading resource for EFL instruction.

#### **Define**

This research aimed to develop an Inferential Reading E-book using ethnopedagogy approach that integrates with Lampung local wisdom. The first step taken by the researchers was to analyze



the needs of English Education Department students in understanding English texts, specifically in Inferential Reading. This needs analysis was conducted to identify the difficulties students face in learning and to determine which materials they have already covered and what gaps remain. This ensures that the teaching materials developed are both relevant and beneficial for the students.

To assess these challenges and needs, the researchers distributed a Google form questionnaire to 40 students of the English Education Department who had completed the Inferential Reading course.

Needs analysis of students in the English Education program for the Inferential Reading course can be categorized into three aspects. First, necessities, which refer to the need for comprehensive reading skill theories to support the Inferential Reading course. Second, lacks, which involve the difficulties encountered by students in comprehending texts at the inferential level. Third, needs, which relate to the instructional materials required by students to effectively learn and practice inferential reading skills.

The findings indicate that English reading comprehension is a fundamental academic skill for university students; however, achieving proficiency in this area remains a significant challenge. In response to these difficulties, the instructional materials are required to incorporate several key features. First, the

materials should be presented in a digitally accessible and portable format to support flexible and independent learning. Second, they need to provide engaging and meaningful content that facilitates vocabulary development. Third, the topics should be closely connected to students' everyday experiences and the local wisdom of Lampung, thereby enhancing contextual relevance. Fourth, the materials should integrate comprehensive theoretical foundations of reading, including reading strategies, text types, and procedural steps in reading comprehension. Finally, beyond theoretical explanations, the materials should include visual supports and structured inferential reading exercises to promote deeper understanding and active practice.

Besides the questionnaire, the researcher conducted interview with AHM, A lecturer of Inferential Reading course. The interviewed revealed that the current course materials use mostly general texts, with some cultural texts, but none specifically related to Lampung's local culture. AHM also noted that some students struggle with reading skills due to their limited English vocabulary. AHM suggested that teaching materials should include reading strategies, reading steps, sample of texts, and exercises to help students improve their reading skills. The combination of theory and practice would make learning easier, helping students become more independent and active

learners. He also emphasizes that the students need digital materials which are flexible and portable.

After reviewing the results of need analysis, the researchers designed an Inferential Reading e-book using ethnopedagogy approach that integrated with Lampung local wisdom.

### **Design**

At this stage, the researchers collected data from previous studies related to the development of reading materials, ethnopedagogy approach and the integration of Lampung local wisdom in teaching and learning. This data used as reference for developing more effective teaching materials that align with the objectives of this research. Additionally, the researchers prepared a syllabus that served as the foundation for developing these materials.

The syllabus developed for the Inferential Reading materials integrating Lampung local wisdom was structured into twelve chapters. Four chapters were dedicated to establishing students' foundational knowledge of reading comprehension, while the remaining eight chapters focused on Lampung's cultural heritage as contextual content for reading instruction. The theoretical chapters addressed key topics such as Understanding Reading Comprehension, Reading Strategies, Inferential Reading, and Genres in Reading Comprehension. The culturally oriented chapters

incorporated various aspects of Lampung local wisdom, including *Sakura Tradition*, *Piil Pesenggighi*, *Nyubuk Majeu*, *Sebambangan*, *Buharak*, *Nyambai*, *Nemui Nyimah*, and *Selimpok Bungking*. This structure was designed to balance theoretical understanding and cultural contextualization, thereby supporting the development of students' inferential reading skills.

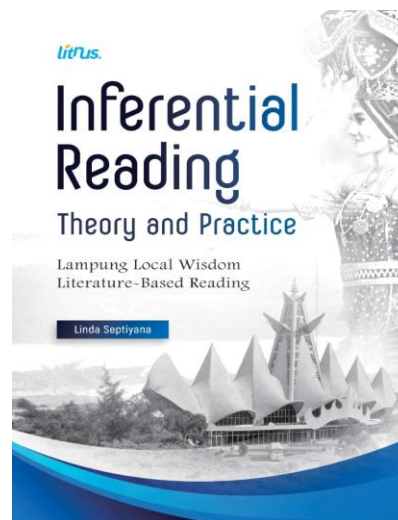
### **Develop**

At this stage, the researchers systematically delineated the core conceptual framework underpinning the instructional materials, encompassing key constructs such as reading comprehension, reading strategies, inferential reading, and text genres in reading comprehension. These concepts were operationalized through the selection and development of reading texts that authentically represent Lampung local wisdom, ensuring cultural relevance and contextual coherence. In parallel, a set of instructional exercises was carefully designed to align with established indicators of inferential reading, including the ability to interpret implicit meanings, draw logical conclusions, and integrate textual information with prior knowledge. Based on this conceptual and pedagogical framework, the overall product design of the Inferential Reading E-Book was formulated to support systematic skill development and effective learning engagement.

### Cover

This section describes the design features of the front and back covers of the Inferential Reading book developed in this study. The front cover presents the title Inferential Reading: Theory and Practice, which reflects the dual focus of the material on theoretical foundations of reading comprehension and practical exercises targeting inferential reading skills. The subtitle Lampung Local Wisdom Literature-Based Reading signifies that the reading texts are culturally grounded, incorporating literary and contextual elements derived from Lampung local wisdom.

Visually, the front cover incorporates an illustration of the Siger Tower, a cultural symbol of Lampung, depicted through nine golden-yellow cone-shaped forms arranged linearly. This design is inspired by the traditional Siger crown worn by Lampung brides, which symbolizes dignity, prosperity, and noble character. The inclusion of this cultural icon was intended to represent the richness of Lampung's cultural heritage and to reinforce the ethnopedagogical orientation of the instructional materials. By integrating culturally meaningful symbols into the cover design, the book aims to establish a strong cultural identity while enhancing students' engagement with the reading materials.



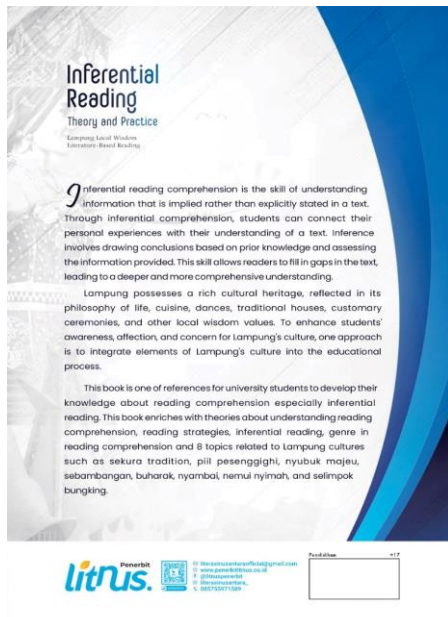
**Figure 2**  
**Front Cover**

In addition to the front cover, the back cover was designed to reinforce the instructional and cultural orientation of the book. It includes the book title and a concise synopsis that provides readers with an overview of the scope and focus of the content. The synopsis serves to communicate the pedagogical objectives of the book and to inform potential users about its emphasis on inferential reading theory and practice within an ethnopedagogical framework.

The back cover also features an illustration of a young Lampung woman carrying a pahar. In the Saibatin tradition of Lampung culture, the pahar is traditionally carried on the head and contains provisions for the bride during the ceremonial procession known as lampit pesirihan. The inclusion of this imagery was intended to symbolize cultural continuity and preparedness, thereby strengthening the connection



between the instructional materials and Lampung's rich cultural heritage. Together, the visual and textual elements of the back cover complement the front cover design, creating a coherent representation of the book's ethnopedagogical foundation.



**Figure 2**  
**Back Cover**

### **Table of Contents**

The table of contents presents a structured list of chapter titles and subheadings accompanied by their corresponding page numbers. This organizational layout was intentionally designed to facilitate efficient navigation and enable readers to quickly locate specific sections of the book. By providing a clear overview of the content structure, the table of contents supports ease of use and enhances readers' orientation within the instructional material, thereby

promoting more effective and autonomous engagement with the Inferential Reading book.

Table of Content	
Preface	iii
<b>Chapter 1</b>	
<b>Understanding Reading Comprehension</b>	<b>1</b>
A. Definition of Reading Comprehension	2
B. Factors in Comprehending Text	3
C. Stages in Reading	5
<b>Chapter 2</b>	
<b>Reading Strategies</b>	<b>7</b>
A. Scanning	8
B. Skimming	8
C. Previewing	9
D. Predicting	10
<b>Chapter 3</b>	
<b>Inferential Reading</b>	<b>13</b>
A. Levels of Reading Comprehension	14
B. Inferential Reading	15

**Figure 3**  
**List Table of content**

### **Materials**

The teaching materials were organized into twelve chapters, comprising four chapters devoted to reading theory and eight chapters centered on Lampung local wisdom. This structure was deliberately designed to balance theoretical foundations with culturally contextualized content in order to support the development of students' inferential reading skills. The theoretical chapters provide essential concepts related to reading comprehension, reading strategies, inferential processing, and text genres, which serve as a cognitive framework for understanding how meaning is constructed beyond the literal level. In contrast, the chapters integrating Lampung local wisdom function as

contextualized reading resources that activate learners' background knowledge and facilitate deeper engagement with the texts. By embedding local cultural content within reading instruction, the materials aim to enhance relevance, motivation, and comprehension, while simultaneously promoting cultural awareness. This combination of theory-driven instruction and culturally grounded texts reflects the ethnopedagogical orientation of the materials and supports a more meaningful and effective learning experience in EFL contexts.



Figure 4  
The examples of book contents



### Validation Results

After the Inferential Reading textbook, integrated with Lampung local wisdom, was developed, the next step was to have it validated by experts to ensure its quality and suitability. These experts provided feedback and evaluations using assessment forms designed by the researcher. Three specialists were involved in the validation process: a content expert, a language expert, and a media expert.

### Content Validation

The evaluation from the content experts served as a crucial reference to assess the quality of teaching materials, particularly in terms of content related to Inferential Reading with a focus on Lampung local wisdom. This validation was conducted before the product was tested on respondents to minimize potential errors during the learning process.

The content validators were CA from UIN Raden Intan Lampung.

**Table 1**  
**Results of Content Validation**

No	Assessment Indicator	Rating				
		1	2	3	4	5
1.	Relevance of the title to the topics covered in the teaching materials					√
2.	Completeness/ Breadth of the materials				√	
3.	Depth of the materials				√	
4.	Currency/ Relevance of the materials			√		
5.	Materials presented aligns with learning objectives					√
6.	Effectiveness of the examples presented in the teaching materials				√	
7.	Relevance of questions/ competency tests to the material presented					√
8.	Coherence of materials presentation			√		
Total Score				2	3	3
Total Score x Rating Scale				6	12	15
Grand Total		33				
Score Percentage		82.5%				
Remarks		Good				

The validation results for this teaching material yielded a grand total score of 33, corresponding to an 82.5 % rating. When assessed on a 5- point scale, it indicated that the E-book for Inferential Reading, employing an ethnopedagogy approach integrated with Lampung local wisdom, is well-suited for use in the learning process.

#### *Language Validation*

The language evaluation aimed to assess the effectiveness, accuracy, and clarity of the language used in the teaching materials. The expert contributing to the development of this material was PM, an English lecturer from STAI Sufyan Tsauri Majenang.

**Table 2**  
**Results of Language Validation**

No	Assessment Indicator	Rating				
		1	2	3	4	5
1.	Using proper and correct English language rules					√
2.	Using terms that align with the concept in each topic				√	
3.	Sentences convey the intended message and information				√	
4.	Language used is clear and easily understood by the students					√
5.	Sentences are simple and effective				√	
6.	Accuracy in language choice when explaining the material				√	
7.	Terms used are consistent				√	
Total Score					5	2
Total x Rating Scale					20	10
Grand Total		30				
Score Percentage		86%				
Remarks		Good				

Based on the calculations, the feasibility score for language validation was 30, which corresponded to a percentage of 80%. When compared to the achievement level table based on

percentages, this score was rated as good or acceptable.

#### *Media Validation*

Media validation addressed the visual design, layout, typography, and overall usability of the e-book as a digital learning resource. The media expert evaluated the effectiveness of visual elements, navigation structure, and integration of images in supporting learning objectives. The results of this validation indicated that the e-book design was visually appealing, well-organized, and functionally supportive of digital learning. The media components were found to enhance learners' engagement and facilitate ease of use, contributing positively to the instructional quality of the materials. In this development process, the media expert was DM, a lecturer at the University of Lampung who teaches the media learning course.

	title				
5.	The color scheme used is harmonious	√			
6.	The font size presented is proportional	√			
7.	The font type used is clear		√		
8.	The size ratio of layout elements is proportional	√			
ASPECT OF LEARNING					
9.	The images and illustrations used are engaging and relevant to the materials	√			
10.	The placement of images corresponds with the presented material	√			
11.	The combination of text and background is appropriate		√		
12.	The overall layout is appealing and proportional		√		
Total		2	6	4	
Total x Rating Scale		6	24	20	
Grand Total		50			
Score Percentage		83%			
Remarks		Good			

**Table 3**  
**Results of Media Validation**

No	Assessment Indicator	Penilaian				
		1	2	3	4	5
ASPECT OF PHYSICAL APPEAL						
1.	The physical appearance of the teaching material is appealing					√
ASPECT OF DESIGN						
2.	The paper size used meets the standard for teaching materials					√
3.	The cover design is attractive and proportional				√	
4.	The cover design aligns with the				√	

Based on the calculations, the material's feasibility score reached 50, translating to 83% when expressed as a percentage. According to the achievement level table, this score falls into the good or acceptable category. However, some aspects still need revision to enhance the final quality of the developed product.

### Feasibility Evaluation and Students' Responses toward the Ethnopedagogical Inferential Reading E-Book

The inferential reading teaching material, designed with an ethnopedagogy approach that integrates local wisdom from Lampung culture, had been revised based on experts feedback. Following these improvements, the textbook was printed and tested to gather students' responses. The trial involved 30 students from English education department who had taken the Inferential Reading course, representing a range of academic abilities low, medium, and high. The students' evaluations of the e-book were as follows:

**Table 4**  
**The Students' Responses toward Inferential Reading Materials**

	Statements	SA	A	LA	D
Material					
1	The content in the teaching materials is quite broad and profound	13	15	2	0
2	The exercises in the teaching materials based on Lampung local wisdom text	22	8	0	0
3	The teaching materials can help the students in practicing reading comprehension skill especially in Inferential reading	15	12	3	0
4	The teaching materials align with the learning objectives	20	8	2	0
Language					
5	I easily understand the language used in the teaching materials	18	5	7	0
6	The use of language is effective and efficient	14	10	6	0
7	The use of English structure is good and right	18	7	5	0
Presentation					

8	The font face used is easy to read	17	13	0	0
9	The writing layout is consistent, neat, and interesting	14	13	3	0
10	The paper size used is suitable with standard textbook	19	11	2	0
11	The overall layout is attractive and proportionate	20	8	2	0
Sum		190	110	30	0
Sum x research scale		760	330	60	0
Total		1150			
Percentage		87.12%			
Average		3.48			
Description		Very Good			

Based on the results of the large- scale trial, it can be concluded that the Inferential Reading E--book using ethnopedagogy approach that integrates with Lampung local wisdom, was rated very positively by English education department students. This was reflected in the average score, which after being converted into qualitative data, reached 3.48.

After the trial with fifth-semester English education department students, the book was revised based on the feedback provided, make it more suitable and practical for teaching Inferential Reading. The final step of the research was distribution, where the textbook was printed and shared with students for use in their learning process.

Some feedback from students regarding the Inferential Reading e-book integrated with Lampung local wisdom content highlighted that the developed materials helped them better understand



English texts because the content was relatable to their daily lives and enriched their knowledge of Lampung local wisdom. Several students also mentioned that the E-book of Inferential Reading with Lampung local cultural content helped the students in improving their English vocabulary, especially in the sub-chapter “It’s Boogle Time”, which focused on cultural terms. They found that the lesson to be well-organized and engaging, with theories presented clearly and aligned with learning objectives. Additionally, the students were more motivated to continue learning, as the e-book was accessible anytime and anywhere.

In conclusion, according to the survey results and feedback from the students, it can be concluded that the development of Inferential Reading e-book which integrated with Lampung Local Wisdom, is highly effective and suitable for use by English education department students.

## CONCLUSION

This study concludes that the development of inferential reading materials using an ethnopedagogical approach integrated with Lampung local wisdom is necessary for students in the English Education Department. The findings indicate that university students consider English reading comprehension an essential skill, yet they experience difficulties in mastering inferential reading. Therefore, learning materials

need to be designed in a digital and accessible format, enriched with engaging content, contextual topics related to daily life and Lampung local wisdom, clear explanations of reading theories and strategies, and supported by visual elements and practice exercises to enhance students’ comprehension skills.

The development process followed the four stages of the 4D model—define, design, develop, and disseminate—resulting in an inferential reading e-book that received positive responses from students. Overall, students perceived the materials as relevant, useful, and appropriate for supporting their inferential reading development, indicating that the ethnopedagogical approach is feasible for application in EFL reading instruction.

Despite these positive outcomes, this study has several limitations. The research involved a limited number of participants from a single institution and focused primarily on students’ perceptions rather than measuring learning outcomes through experimental testing. Further research is recommended to examine the developed materials in a broader context, involve larger and more diverse samples, and examine their effectiveness through quasi-experimental or experimental designs. Additionally, further studies may explore the integration of local wisdom into reading materials using different pedagogical approaches or digital platforms to enrich students’ learning experiences and cultural awareness.

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## AUTHOR CONTRIBUTION STATEMENT

All authors contributed to the preparation of this manuscript. During the writing process, LS, YS, and WN were responsible for managing data collection and performing a complete analysis along with its interpretation. In addition LS conducted interviews with the respondents to obtain additional insights.

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