P-ISSN 2355-2794
E-ISSN 2461-0275

Augmenting the Quality of Acehnese Knowledge-Based EFL Material through a 4D Model

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Abstract

Integrating local knowledge into English learning material is crucial in this globalized era as it has multiple functions, such as building students' identity, motivating them to learn, making them attached to their culture, and preserving their local knowledge. Anchored by the curriculum theory, this study systemically developed an Acehnese Islamic cultural knowledge-based lesson material for learning English by students at senior high school and analyzed its quality based on the curriculum perspective. In doing so, this study involved EFL teachers using Tiagarajan's 4D (Define-Design-Develop-Disseminate) model for developing the English learning material as a supplementary material for senior high schools. Local knowledge, such as Molod Nabi, Meuleumak, and Toroyong, was selected to be its content. Its quality was then assessed based on the quality criteria of a curriculum product, such as validity and practicality. The results revealed that the Acehnese local culture knowledge-based EFL lesson material for senior high schools is valid based on the teachers' perceptions. It contains state-of-the-art knowledge and is practical for teaching English to foster the deradical characters of senior high school students. In conclusion, using the 4D model in collaboratively developing the local knowledge-based EFL English lesson material is beneficial for producing high-quality curriculum products.

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Citation in APA style: Usman, J., & Ibrahim, L. (2023). Augmenting the quality of Acehnese knowledge-based EFL material through a 4D model. *Studies in English Language and Education, 10*(3), 1342-1357.

Received December 23, 2022; Revised March 27, 2023; Accepted August 11, 2023; Published Online September 16, 2023

https://doi.org/10.24815/siele.v10i3.29782

Keywords: Curriculum, deradical character, lesson material, local knowledge, 4D model.

1. INTRODUCTION

This disruption era has witnessed heated debates on radicalism issues at the national and international levels. How to overcome radicalism through various mechanisms has been iteratively and rigorously discussed. Many countries have exercised multiple approaches, such as a challenging approach through military operations and a soft approach through an educational mechanism. From an educational perspective, many scholars (e.g., Dixon & Court, 2015) consider it necessary to deal with radicalization through education. In the same vein, Sjøen and Jore (2019) suggested that it be essential for schools and universities as educational institutions to take the lead in global counterterrorism.

Indonesia has repeatedly reformed its educational curriculum to deal with the radicalism issue. The currently implemented curriculum aims to develop students' good character through their vertical and horizontal relationships (Kaimuddin, 2014). It intends to nurture students with four Core Competencies (CC), such as 'affective' competencies to believe in God (CC1) and build good relationships among human beings (CC2), besides having good 'cognitive' skills (CC3) and 'psychomotor' skills (CC4) (Yaumi, 2017). All these competencies are essential for developing students to be competent and to become good citizens, including learning English. In the Islamic religion, as primarily embraced in Indonesia, people with good character are more emphasized than those with high competencies in their respective disciplines. This is obvious in the mission of the Prophet Muhammad that he was sent to this world to perfect the noble character of human beings (Narrated by Bukhari & Ahmad, as cited in Habrun, 2017).

Unfortunately, using local knowledge in English textbooks is relatively less (Muslim et al., 2009). Many EFL textbooks used at schools in Indonesia adopt the target language cultural (i.e., western culture) knowledge. Adopting the target language culture in learning the language is ideologically, economically, politically, and pedagogically unfavorable. Privileging the target culture in learning may mean marginalizing the local values embedded in our own culture. Moreover, it is through learning that identity is constructed (Wenger, 1998). Hence, learning most Western cultures affects the identity of learners. Many scholars believe learning is gaining knowledge and becoming a particular person in a sociocultural context (Lave & Wenger, 1991). Indonesian generations become more familiar with Western culture than their own and develop into an uprooted generation (Muslim et al., 2009). Hence, imposing Indonesian students to learn Western cultures without learning their local cultures may make them slip from the track or goal of Indonesian education.

Using the target culture (Western culture) in learning English in this globalization era has eroded local values (Gunara et al., 2019; Kanoksilapatham & Suranakkharin, 2018). Western culture is often used as the norm through which other societies are interpreted (Nugroho et al., 2018). In English learning, Kristiawan (2012, p. 174) states, "teaching EFL adopting the target culture makes it difficult for students to understand the material as they find unfamiliar lexical as well as cultural items which are alien to them." The students may also not increase their motivation in

learning because they do not have prior knowledge of the target culture; students' motivation will increase, and their attitude will be positive when learning English using local knowledge (Fredricks, 2007; Post & Rathet, 1996). Therefore, developing lesson materials that integrate local cultural knowledge into learning English is essential.

Moreover, culture guides behavior and life patterns; therefore, cultural inheritance must be maintained to make it sustainable (Eptiana & Amir, 2021; Minkov & Hofstede, 2011). Kanoksilapatham and Suranakkharin's (2018) research also revealed that using a local culture of northern Thainess-based English lessons in teaching made learners more knowledgeable of their own regional identity and used their local knowledge to develop their English-speaking skills. In this regard, Verhoeven et al. (2019) posited that the tools, norms, and values explicitly or implicitly communicated through educational activities and learning contents influence students' self-understanding. In Aceh, where several privileges in education, Islamic religion, and customs have been granted, it is essential to develop local-based textbooks for teaching English, through which students learn the local wisdom with various cultural values, such as honesty, politeness, and work ethics.

Existing studies have developed lesson materials using many kinds of systematic models, such as 4D (Define-Design-Develop-Disseminate) model (Jasrial et al., 2022), ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model (Trust & Pektas, 2018), and ADER (Analysis, Design, Evaluation, and Revision) model (Oktarina et al., 2022). Using the 4D model, for instance, increased the validity and practicality of the lesson materials (Jasrial et al., 2022). Similar findings (improved validity and practicality of the product under development) were revealed in the research by Oktarina et al. (2022), who used the ADER (analysis, design, evaluation, and revision) model in developing EFL reading materials for 21st-century learning. However, the study that uses the systemic model, such as the 4D model, in collaboratively developing Acehnese knowledge-based English lesson material is rare. This study intends to integrate Acehnese cultural values in the lesson material development in collaboration with school teachers to deal with radicalism.

Literature indicates that involving teachers in all stages of lesson material development is advantageous. This is so because teacher agency and collaboration strongly influence improved learner outcomes (Datnow & Park, 2018; Hargreaves & Ainscow, 2015; Harris et al., 2017). However, developing a textbook by teachers is not easy because they are busy with their daily obligations (Tomlinson & Masuhara, 2018). Differently, if teachers only serve as the recipients of top-down change, the outcomes are far less promising (Harris & Jones, 2019). This study involved teachers in collaboratively developing EFL lesson materials that integrate Acehnese cultural knowledge. It needs to support the idea of making the English language culturally responsive, relevant, appropriate, and compatible with the culture of the learners by utilizing local knowledge in the teaching and learning process.

This study addresses the following overarching question: How do the teachers perceive the quality of the collaboratively developed EFL lesson materials based on Acehnese local Islamic knowledge? The question is broken down into the following questions:

1. How do the teachers perceive the validity of the lesson material?
2. How do the teachers perceive the practicality of the lesson material?

2. LITERATURE REVIEW

2.1 Defining curriculum and its representations

In this study, we used and reviewed curriculum theories in developing the English learning material because, as Voogt et al. (2011, p. 1236) stated, "Curriculum materials are the products of a curriculum." Traditionally, the curriculum has been defined based on the Latin word *curere*, which means the distance traveled in horse races (Pinar, 2019). However, various definitions of curriculum have been developed until now by those engaged in curriculum development. The simplest one was a learning plan by Goodlad (1979). Despite its simplicity, according to Thijs and van den Akker (2009), "the definition does not easily or unnecessarily narrow the perspective but permits all sorts of elaboration for specific curricular levels, contexts, and representations" (p. 9).

For further understanding of curriculum in the current context, Table 1 presents the levels of curriculum representations.

Table 1. Curriculum representations (Thijs & van den Akker, 2009, p. 10).

Levels		**Representations**
Intended	Ideal	Curriculum as intended in the rationale or basic philosophy underlying a curriculum
	Formal/Written	Curriculum written as formal documents and/or materials
Implemented	Perceived	Curriculum as perceived by teachers
	Operational	Curriculum operated in actual teaching and learning
Attained	Experiential	Curriculum as experienced by learners
	Learned	Curriculum as learned by students

Table 1 shows that there are six levels of curriculum representations. The 'ideal curriculum' is the first, which emanates from the vision behind the curriculum developed and implemented (Thijs & van den Akker, 2009). In Indonesia, it intends to develop its citizens into human beings who believe and are cautious in God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (President of Republic of Indonesia, 2003). Those are then incorporated into a curriculum draft by the curriculum developers.

These ideals must be put into a concrete or 'formal curriculum' (Thijs & van den Akker, 2009). However, Marsh and Willis (2007) pointed out that the written curriculum will only be ably judged for its quality once its implementers operate it in teaching real classrooms. Therefore, before its implementation, a curriculum must be well-perceived by its implementers (teachers) (Thijs & van den Akker, 2009). That is why Goodlad (1979) calls the teacher's perception of the written curriculum the level of curriculum representation. The correct perception of teachers determines the quality of the curriculum at another level, the operational level.

Curriculum representation at the 'operational level' is also influenced by the condition of the classroom, the teacher's teaching ability, students, class size, and other instructional facilities. Therefore, the teacher must prepare a conducive classroom for teaching and learning. It is also essential to encourage students to participate actively in the learning process through which they learn many things, ranging from expressing their ideas, working together, using language publicly, and improving their confidence.

The quality of the curriculum at the operational level also affects the curriculum quality at the 'experiential level'. By experiential representation, Goodlad (1979) means the curriculum represented in the students' learning experiences. The extent to which students experience the teaching and learning process influences their attainment during the examination. Van den Akker (2003) calls this level of curriculum representation an 'attained' or learned curriculum.

2.2 Understanding the Quality of Curriculum Product

Various quality criteria have been proposed in evaluating a curriculum product. For instance, Thijs and van den Akker (2009) proposed three quality criteria based on the levels of the curriculum representations, as depicted in Table 2.

Table 2. Quality criteria of a curriculum product.

Levels		Quality Criteria	
INTENDED	Ideal	Validity	Does the curriculum product reflect the rationale or basic philosophy underlying a curriculum?
	Formal/Written		Does the curriculum product written reflect the fulfill the state of the art knowledge? Does it have essential components of a curriculum? Are the components of the curriculum product strongly linked with each other?
IMPLEMENTED	Perceived	Practicality	Is the curriculum product practical as perceived by the teachers?
	Operational		Is the curriculum product practical as used by the teachers in teaching?
ATTAINED	Experiential	Effectiveness	Is the curriculum product effective for using in the classroom learning by learners?
	Learned		Is the curriculum product effective when used for doing tests by students?

Table 2 shows a quality curriculum product based on the three criteria: validity, practicality, and effectiveness. To evaluate the validity of lesson material, for instance, the developer(s) can evaluate whether its contents reflect the rationale or basic philosophy underlying a curriculum, fulfill the state-of-the-art knowledge, and its components are strongly linked. To evaluate its practicality, writers can ask whether it is practical as perceived by the teachers and practical when used in teaching. In addition, to evaluate its effectiveness, the developer(s) can evaluate whether it is effective for use by students in classroom learning and effective for students in learning for sitting the tests.

2.3 Integrating Local Knowledge into English Lesson Material

Integrating local knowledge or culture into English learning is strongly recommended today. Many scholars (e.g., Bao, 2016; Tomlinson, 2012) suggest that it is necessary to incorporate the students' native culture to address their background,

emotions, experiences, and culture in learning materials and activities. This is so because there is a strong link between culture and language (Alakrash et al., 2020; Kim, 2020; Turan & Akcay, 2021). The term 'local knowledge' is often equated with local wisdom, indigenous knowledge, local genius, and original indigenous wisdom (Sinapoy, 2018). Local knowledge means "a cultural rationalization of daily life as foundations for individual or community to live in specific areas" (Gunara et al., 2019, p. 22).

According to Kuo and Lai (2006), incorporating culture into a second language learning and teaching component is beneficial. Students can succeed in their target language learning if cultural issues are part of the language curriculum and instruction. Besides, Hunaepi et al. (2016, 2020) and Simamora et al. (2019) argued that students who learn from the lesson materials that integrate the values of local wisdom or local culture would have a sense of love for their local cultures, build their character, ease them to remember facts and think innovatively based on local culture. Scholars believe that communication in English subject knowledge provides more chances for learners to engage in meaningful and authentic interaction (An & Thomas, 2021).

2.4 Using Research and Development Model in Developing Lesson Material

Previous studies have recurrently revealed that collaborating with potential users and using systematic models in developing lesson materials is paramount. It can increase the quality of the product under development, particularly its validity and practicality, and improve teacher collaborators' knowledge of the process of lesson material development (Usman et al., 2021). By participating in the development process, teachers experience and gain direct knowledge about the process to make it easier to use the product (McKenney et al., 2022; Voogt et al., 2019). Negotiation and collaboration of the people involved, including teachers, in designing and developing a learning book can reach the textbook quality criteria (Widodo, 2015).

Among the models used in developing lesson materials are ADDIE (analysis, design, development, implementation, and evaluation) (Branch, 2009) and 4Ds (define, design, development, and dissemination) models (Thiagarajan, 1974), which are used in this study. Many researchers (e.g., Jasrial et al., 2022; Nurhikmah et al., 2022) found that using systematic and systemic models, like the 4D model, in developing a curriculum product can improve its quality. Jasrial et al. (2022), for instance, used the 4D model to develop teaching materials such as e-books to improve student literacy in the Education Administration Study Program of the Faculty of Education, Universitas Negeri Padang, Indonesia. It revealed that the use of the 4D model increased the validity and practicality of the product, such as the validity of the material aspect was 95%, that the validity of the product media aspect was 85.5%, and that the trial validity of the product language aspect was 96.25%. The results of practicality test analysis from lecturers were 96.66%, and student practicality trial results were 91.7%. It concludes that developing e-book teaching materials helps improve student literacy.

Nurhikmah et al. (2022) also used the 4D model to develop local content reading books for the history of Wajo. It showed that the book had reached good validity and practicality. Similarly, Solikin and Amalia (2019) also used the 4D model to develop mobile web-based digital lesson materials, producing a practical quality product for student learning. According to Stefaniak et al. (2022), systematic models improve

product quality because each phase feeds the subsequent phases of the lesson material development.

Of the reviewed studies, we conclude that teacher is of the utmost importance to research, especially regarding their perceptions of the developed textbook/module/lesson materials. This is like what many scholars, such as Varghese et al. (2005, as cited in Almayez, 2022, p. 2), posit that it is essential to understand teachers to understand language teaching and learning. That is the reason this study intends to understand teachers' perceptions of the quality of the local knowledge-based lesson materials developed by using the 4D model for developing students' deradicalization character. It is expected that using the 4D model for developing a local knowledge-based EFL lesson material not only supports students in learning English but also provides teachers with knowledge of the design and use it in teaching.

3. METHODS

3.1 Research Design

This research used the Research and Development (R&D) method for developing English lesson materials for senior high school students based on Acehnese knowledge, which is Islamic. In developing the local knowledge-based EFL materials, we used a 4-D model encompassing four stages: define, design, develop, and disseminate (Thiagarajan, 1974).

It was carried out in Aceh, involving the school teachers of two schools under the control of the Ministry of Religious Affairs (MORA) and the Ministry of Education and Culture (MOEC). In developing the lesson material, the participants were approached through meeting with the school principals after having research ethics from the Research Center of Islamic Higher Education in Aceh. The participants were informed about the need to develop Acehnese knowledge lesson materials for the English subject to support the government program in dealing with radicalism in Aceh, Indonesia. Using the lesson material, students will learn Acehnese local cultural knowledge that contains peace values, working together voluntarily, working as part of remembering Allah, working together without classes, etc. To support the students to have Islamic, local knowledge, it is necessary to support their teachers to have good perceptions of the intervention before they operate it in the classroom process (Thijs & van den Akker, 2009).

3.2 Procedure of the Lesson Material Development

The simplified process of the lesson material development can be understood from a series of activities in several stages, as depicted in Figure 1. At the Define stage, we analyzed the learning requirements, such as students' needs, concept analysis, task analysis, and specification of learning objectives. One of the analysis results is that the existing textbook needs to be supplemented with lesson material that integrates Islamic and local cultural knowledge.

At the Design stage, we used the ideas from the define stage to develop its table of contents. In this stage, we designed several chapters. Using some local knowledge for English lesson materials is necessary for Acehnese people because it enables them

to cultivate local cultural values in the students' minds and preserve local cultures (Eptiana & Amir, 2021; Minkov & Hofstede, 2011; Muslim et al., 2009). This study used three kinds of local knowledge, including *Molod Nabi, Meuleumak,* and *Toroyong.* These topics were selected because they can empower local wisdom to the fore, such as the important values for young generations in Aceh, such as working together, work ethics, sincerity, working to please Allah, etc.

At the Development stage, we developed the table of contents into several chapters. Each comprises four main parts of curriculum products: goals, contents, methods of delivery, and evaluation. We developed an entire chapter. Then, we formatively evaluated each chapter involving experts and potential users (curriculum experts, instructional design experts, and teachers). A revised module draft was produced based on their inputs.

In the Dissemination stage, we disseminated the designed lesson materials to the school teachers to evaluate the product's quality. During the Dissemination stage, teachers evaluate using it before using it in their classrooms.

Figure 1. The process of the lesson material development.

3.3 Data Collection

Data for this research were collected using several instruments, such as self-evaluation, expert appraisal, one-on-one evaluation, and questionnaire. However, in the article, we only report data through questionnaires collected when the learning material had been in the semi-final version. Meanwhile, the data collected through self-evaluation, expert appraisal, and one-on-one evaluation were used in the design and development stages.

This study collected data through questionnaires distributed to the potential users (English language teachers). The teachers' perceptions of the lesson materials under development are crucial because the teachers are the implementers. Therefore, the questionnaires developed based on five Likert Scales (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree) were administered to collect data on the teachers' perceptions of the validity and practicality of the lesson materials for teaching English. Sixteen questionnaire items were created based on the curriculum theories regarding the validity and practicality of the curriculum product quality criteria developed by Thijs and van den Akker (2009). Eight items were developed to evaluate the validity and eight to practicality.

3.4 Data Analysis

The data from the questionnaires regarding the teachers' perceptions of the quality of the lesson materials under development was analyzed descriptively. This analysis was because this study intends to evaluate the quality of the module for English teaching. The percentage of their responses was calculated to determine the

tendency of the research participant's responses to the module quality (its validity and practicality).

4. RESULTS

4.1 Validity

We assessed the module's validity based on two main criteria: content validity and construct validity (Thijs & van den Akker, 2009). We also assessed the content validity to understand whether the module developed sufficiently has the four main components of a curriculum product, including the goals of using the module, the contents, and the evaluation. Meanwhile, the construct validity was assessed to determine whether there was a strong link between the components of the module developed. Table 3 shows the perceived quality of the module.

Table 3. The validity of the module.

No.	Criteria		Responses					N
			1	2	3	4	5	
	Validity:							
1.	The content of the module to foster characters of deradicalism is very representative.	F	0	1	3	15	6	25
		%	0	4.0	12.0	60.0	24.0	Mean= 4.04 SD=0.72
2.	The module developed is based on the Basic Competencies of the 2013 Curriculum.	F	0	0	2	11	12	25
		%	0	0	8.0	44.0	48	Mean=4.40 SD=0.63
3.	Its learning objectives are in accordance with the 2013 Curriculum.	F	0	0	1	13	11	25
		%	0	0	4.0	52.0	44.0	Mean= 4.40 SD=0.57
4.	Information on the learning module provides new knowledge.	F	0	0	0	12	13	25
		%	0	0	0	48.0	52.0	Mean= 4.52 SD=0.5
5.	All the components of the module are strongly linked.	F	0	0	2	13	10	25
		%	0	0	8.0	52.0	40.0	Mean= 4.32 SD=0.61
6.	The presentation of the material in the module is appealing.	F	0	1	2	10	9	22
		%	0	4.5	9.1	45.5	40.9	Mean= 4.23 SD = 0.79
7.	The examples provided are in accordance with the material and increase students' curiosity and understanding.	F	0	0	1	13	11	25
		%	0	0	4.0	52.0	44.0	Mean= 4.40 SD=0.57
8.	The deradicalism character assessment instrument presented is appropriate.	F	0	0	1	14	10	25
		%	0	0	4.0	56.0	40.0	Mean= 4.36 SD=0.56
	Cumulative		0	2	12	101	82	Mean= 4.34 SD=0.64

Table 3 shows that the school teachers' perceptions of the English lesson material have fulfilled the validity criteria. The module developed for English learning of Senior High School/Madrasah Aliyah students was perceived to have all the main components of a curriculum product and integrate local contents, as most of their

perceptions fall into agree (4) and strongly agree (5) levels. They also perceived that the components of the module have a strong link with one another. For instance, the goals of the English curriculum currently implemented at schools/madrasahs link with the curriculum contents, methods of delivery, and evaluation.

The mean on all items with a value that almost reaches the maximum number shows that the data is concentrated in the expected category, namely 4 < mean < 5. Its standard deviation on every item with a minimal value, < 1, shows that the sample data distribution is very close to a significant mean. This means that most participants provide choices in narrow intervals around the center of data distribution. Both show that respondents stated that the module developed was valid. In other words, the module provides content that contributes to developing an attitude of deradicalism according to the demands of the applicable curriculum.

4.2 Practicality

Regarding the practicality of the module, the teachers perceived it as usable in teaching English to students at senior high schools/Madrasah Aliyah. Table 4 highlights the findings on the perceived quality of the module in terms of its practicality.

Table 4. The practicality of the module.

No.	Criteria **Practicality:**		Responses					N
			1	**2**	**3**	**4**	**5**	
1.	The learning module is easy to use in the learning process.	F	0	0	1	11	13	25
		%	0	0	4.0	44.0	52.0	Mean= 4.48 SD=0.57
2.	The goals in the module are easy to understand.	F	0	0	1	11	13	25
		%	0	0	4.0	44.0	52.0	Mean= 4.48 SD=0.57
3.	The content of the module is aligned with students' level of maturity.	F	0	0	1	11	13	25
		%	0	0	4.0	44.0	52.0	Mean= 4.48 SD=0.57
4.	The module is usable to attract students' attention on learning.	F	0	1	2	15	7	25
		%	0	4.0	8.0	60.0	28.0	Mean= 4.12 SD=0.71
5.	The module is easy to use in teaching students the 21st century skills.	F	0	0	0	15	10	25
		%	0	0	0	60.0	40.0	Mean= 4.40 SD=0.49
6.	The module is practical to use in supporting students to be not radical.	F	0	0	0	15	10	25
		%	0	0	0	60.0	40.0	Mean= 4.40 SD=0.49
7.	The evaluation in the module is usable to understand students' knowledge on the 21 century skills.	F	0	0	1	16	8	25
		%	0	0	12.5	64.0	32.0	Mean= 4.28 SD=0.53
8.	The module is usable for teaching English language functions.	F	0	0	1	9	15	25
		%	0	0	6.7	36.0	60.0	Mean= 4.56 SD=0.57
	Cumulative	%	0	1	7	103	89	Mean= 4.40 SD=0.58

Table 4 shows that the practicality of the module receives a high percentage. The goals, contents, methods, and evaluation are clearly stated and easily understood. The mean on all items with a value almost reaching the maximum number shows that the data is concentrated in the expected category, 4 < mean < 5. The standard deviation on every item has a small value, < 1, indicating that the sample data distribution is very close to a significant mean that most respondents provide choices in narrow intervals around the center of data distribution. The two things above show that participants generally stated that the developed module was very practical.

5. DISCUSSION

This R&D study has collaboratively developed Acehnese, an Islamic cultural knowledge-based lesson material for English teaching and learning of senior high school students to foster students' de-radical characters. The findings showed that the developed EFL lesson materials designed, developed, and evaluated had been perceived to have high quality based on two out of the three criteria of a curriculum product: validity and practicality (Thijs & van den Akker, 2009). The developed lesson material is perceived by its potential users to have reached the validity quality because it supports the goals of fostering students' deradicalization character. Besides, its content aligns with the methods of delivery and evaluation. Its components have a strong link with each other, which is crucial in a curriculum product (Thijs & van den Akker, 2009). More importantly, the lesson material is considered usable in the classroom by its potential users, the teachers. All components of the lesson material were readily used in teaching. According to curriculum scholars such as Thijs and van den Akker (2009) and McKenney and Reeves (2018), a curriculum product can be assessed its quality through the perception of its users.

The findings corroborated previous research findings by Usman et al. (2021), Hilmiati and Listiawati (2022), Jasrial et al. (2022), Nurhikmah et al. (2022), and Oktarina et al. (2022), who found that using systematic design in developing lesson materials produced high-quality curriculum products. This is so because its potential users were involved in all stages of the lesson materials development. During the process, they can interact and understand the contents and systematic process that starts with needs analysis, design, development, implementation, and evaluation.

Hence, developing lesson materials for school subjects that integrate local knowledge is worthwhile in educating students with their local knowledge values. As suggested in previous studies, using local knowledge for learning English can motivate students to learn because they have a gap between learning material and students' background or prior knowledge (Fredricks, 2007; Graves et al., 2004; Post & Rathet, 1996) and prevent the erosion of local values (Gunara et al., 2019). Moreover, the school teams will also know that local values are valuable resources for teaching and learning. Moreover, by engaging in lesson material development, they will know how to do so for other subjects they teach.

6. CONCLUSION

Based on the findings, this research concludes that the teachers perceived that the module developed had reached the intended quality of a curriculum product to a certain extent, such as its validity and practicality. These quality criteria of the book, as perceived by the teachers, are critical because it is teachers who will use it to support the development of deradicalization of students. Hence, the involvement of many stakeholders in developing the module is beneficial both for the quality of the product and for the process, as experienced by the teachers. However, the use of the module in teaching strongly depends on the skills of the teachers.

Nevertheless, this study was limited to the lesson material developed for the EFL subject for grade XII of the senior high school students. Its evaluation was only based on two curriculum product criteria, validity and practicality. Further research is worthwhile for developing lesson materials that integrate local knowledge for students learning English at all grades so that they would understand more local values in developing students' deradical characters and assess all criteria of a curriculum product, validity, practicality, and effectiveness. In this way, the effect of using the intervention on students will be understood.

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