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Development of Educational Profesional Learning Material Based on Cultural Discourse In Higher Education

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ABSTRACT

The Educational Profession course is crucial to teacher training. However, transitioning to independent learning curricula is difficult. Teaching resources that fit the changing educational landscape is a big challenge. This study proposes incorporating cultural discourse into educational professional teaching resources to meet independent learning curricular requirements. A 4-D development model—define, design, develop, and disseminate—was painstakingly followed to create these innovative instructional resources. The study focused on Padang's acclaimed PGRI University of West Sumatra's teachers and students. Observation, interviews, and testing collected data. Field tests showed the training materials were practical and effective. This study found: First, the teaching materials perfectly matched student needs. Second, the design phase produced useful learning aids to supplement the teaching content. Finally, the development phase produced a comprehensive integration of cultural discourse-based teaching materials for the Education Profession course, anchored by a Discourse Analysis Approach, displaying excellent validity. Field experiments showed promising results: The integrated learning approach's success and students' responses confirmed the teaching materials' usefulness. Students' better learning outcomes showed the instructional materials' usefulness, even though lecturers' comprehension and application varied. According to the findings, cultural dialogue in educational professional teaching materials enhances learning and creates a more inclusive and engaging educational environment. The research recommends continually adapting and improving teaching approaches to ensure lasting educational impact, as success depends on the learning process and demographic aspects. In conclusion, this research is a pioneering endeavor to improve the Educational Profession course through cultural discourse, bridging the gap between traditional teaching methods and independent learning pedagogies. The study emphasizes the necessity of culturally responsive and effective learning ecosystems, setting a precedent for future curriculum design and educational practices.

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1. Introduction

The problem of changing the curriculum in tertiary institutions has started since 2020. This has become something that makes teachers and lecturers in tertiary institutions feel confused about this

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independent curriculum policy. Moreover, the government immediately implemented a new curriculum in 2020 called the independent learning curriculum. According to the National Education Standards Agency, this new learning curriculum refers to the talent and interest approach. Students can choose which subjects they want to study according to their talents and interests. The Free Learning curriculum or program was launched by the Minister of Education, Culture, Research and Technology (Mendikbud Ristek) Nadiem Makarim to evaluate the improvement of the 2013 Curriculum. Previously, this curriculum was also referred to as the Prototype Curriculum which was one part of the government's efforts to produce the next generation who are more competent in various fields.

The Independent Higher Education Learning Curriculum is realized in the Independent Campus Program. The implementation also has some differences with the implementation of the previous curriculum. In the Merdeka Campus Program, students are allowed to learn something outside of their study program. This can be done in many ways, such as work practices (apprenticeships), student exchanges, research, independent projects, entrepreneurship, becoming teaching assistants, and thematic Community Service Programs (KKN) to develop villages. This curriculum change brings changes to the orientation of learning in tertiary institutions. The way lecturers teach, teaching materials used, and learning resources also change. Likewise with the Education Profession course the success of this course requires good teaching materials relevant. The teaching materials for this course explain the differences between the profession and the professional books, the characteristics and scope of the teaching profession, the importance of supervision in learning, educational principles, approaches and techniques for educational supervision, and school development, ethics, values, norms and ethics of the teaching profession.

Cultural discourse in West Sumatra is teaching material that can be developed into teaching materials according to the characteristics of this course. This follows the opinion of Ma'ruf (2010) who argues that teaching materials developed by considering the characteristics and environment around students will be more effective in increasing students' knowledge and ability to understand the environment wisely. As a cultural and literary genre, West Sumatra's cultural discourse is rich in local wisdom values. Zulfa's research (2019) found that using CTL learning can provide independence for students to identify character values originating from life values in the family environment or in the Minangkabau community. In addition, this learning model instills character values directly through habituation that applies in Minangkabau cultural customs by participating in community activities, including mutual cooperation activities or community meetings that are able to foster a character of tolerance and cooperation. Through CTL in learning Minangkabau Culture, which contains character values found in the Minangkabau family or community, can strengthen national identity.

Research on cultural discourse as written by Zulfa, et al (2023) regarding traditional rituals in the Mentawai islands, the Pullaggajat Clay Tradition is endangered. This is clearly seen in the Mentawai region of South Siberut. To prevent evil spirits from wreaking havoc, the villagers of Matotonan perform this annual cleansing ceremony. This research takes place in Matotonan Village, South Siberut District, Mentawai Islands Regency, and analyzes the ritual processes and principles of character education inherent in the Liat Pullaggajat tradition. The researchers wanted to learn more about the importance of the ritual procession and the moral lessons taught in this culture. The results of this study found ritual processions in carrying out the tradition of character education values contained in the Liat Pullaggajat tradition with the processions of Lia Siboitok (taddat lia), Sikebbukat sibakkat katcaila, Pasibitbit Sipitto', Lia Sikarua, Iriq toitet Iriq toitet, Lajot Simagre, Lia Sikerei will guide this ritual in the villages of Matotonan, Madobag and Butui, namely in Siberut Selatan sub-district, district Mentawai Islands. There are nine character education values contained in the Liat Pullaggajat tradition, including religion, honesty, discipline, love of the motherland, tolerance, love of peace, care for the environment, social care, and responsibility and mutual cooperation. Therefore, the research team views this cultural discourse text as relevant to learning in the independent learning curriculum and can be developed into teaching materials.

Furthermore, Zulfa in the IJI journal (2022) research is about a simulation project-based learning model for the Minangkabau Natural Culture Course in tertiary institutions. The results of this study indicate that the Simulation Project Based Learning Model (PBPS) in the Minangkabau Natural Culture course is declared valid based on the characteristics of the content, graphics and language in the PBPS learning support system model. The results of the practicality test on the one-to-one evaluation and small group evaluation of the PBPS learning model tool met the practicum criteria. The practicality of the PBPS model is felt by students, especially in several ways, including; (1) the stages of the learning process are easy to understand, (2) student books are very helpful for learning and understanding Minangkabau Natural Culture material, and (3) the PBPS model tool is interesting to read and study. This research is important to study in completing teaching materials for the Education Profession course based on cultural discourse in tertiary institutions.

Furthermore, the preservation of local culture is very important for this millennial generation. Project-based learning simulation (PBPS) is a learning model that will awaken a generation's love for local cultural traditions. This study reveals that the project-based learning simulation model is carried out in 6 steps: Determine the Fundamental Questions (Start with the Essential Question). Designing a Project Plan (Design a Plan for the Project). Testing the Results (Assess the Outcome). Implementation of the Simulation (Simulation). Interviewing Students and Project Progress (Monitor Students and Project Progress). Evaluate the Experience. Each of the six steps in this PBPS is carried out in every existing studio. By carrying out this PBPS for 8 times per time However, efforts to preserve local culture will be realized in the millennial generation (Zulfa, 2022).

The development of educational professional teaching materials based on cultural discourse aims to provide learning resources that are in accordance with the characteristics of students. According to the Ministry of National Education (2008), the preparation of teaching materials is adjusted to the demands of the curriculum by taking into account the needs of students, namely teaching materials that are in accordance with the characteristics and background or social environment of students. Teaching materials based on cultural discourse will help students learn contextually. In addition to helping students achieve the competencies demanded in the curriculum, it can also help students get to know their culture and environment.

2. Method

This is a research and development study focused on developing and testing teaching materials. The development process follows Thiagarajan's Four-D model (Thiagarajan, 1974), consisting of four stages: define, design, develop, and disseminate. However, the dissemination stage is not included for this research as it focuses on post-research activities related to sharing research results. The first stage, the definition stage, involves identifying the curriculum used, student characteristics, learning theories, and appropriate cultural discourse to be used as teaching materials. The steps taken in this study were as follows: 1) conducting a front-end analysis to examine the learning of the Education Profession based on the independent learning curriculum, specifically the basic competencies, 2) analyzing student characteristics, including their abilities, learning difficulties, and social background, and 3) analyzing the course material, such as core competencies, learning approaches, and levels of cognitive development.

The research subjects comprised experts, lecturers in the Professional Education course, and students. The experts, including learning and teaching material development experts, played a role in examining the validity of the teaching materials. Lecturers were involved in reviewing and testing the teaching materials, while students acted as users and provided feedback on the materials. The development stage proceeded with the teaching materials' design, including identifying learning needs, writing down basic competencies and indicators, selecting appropriate teaching materials, developing learning strategies, and creating lecturer and student books. The result of this design was a prototype-1. The development stage also included testing the validity of the teaching materials through expert judgment. Three validators, consisting of learning experts, teaching material development experts, and practitioners or lecturers, assessed the prototypes. Based on the feedback from experts and practitioners, revisions were made to produce the final prototype.

Field trials were conducted to obtain student responses and measure the effectiveness of the materials. The trials were conducted in four study programs at PGRI University, West Sumatra: Counseling Guidance, Economics, Mathematics, and Informatics. This campus was chosen due to its learning vision based on local culture. The research data collection instruments included validation sheets, observation sheets, questionnaires, and learning achievement tests. The validation sheets were used to gather expert and practitioner responses on content, suitability for basic competencies, intellectual level appropriateness, as well as technical aspects like language and appearance. Overall, this research and development study aims to create relevant and effective teaching materials for the Education Profession course, taking into account the characteristics of the students and their learning environment. The use of cultural discourse and local wisdom values in these materials aligns with the campus's learning vision and promotes a deeper understanding of the students' cultural heritage.

3. Result

Test Results of Experts and Practitioners

The validation procedure for the teaching materials involves a thorough assessment by both experts and practitioners of each component's suitability. The components evaluated in both the Student Books and

Student Activity Sheets encompass four aspects: 1) content feasibility, 2) presentation, 3) language, and 4) graphics. Specific indicators are used to gauge each component, and a rating scale of 1 to 4 is employed, corresponding to the criteria: (1) very inappropriate, (2) not suitable, (3) appropriate, and (4) very suitable. In the content feasibility component, indicators focus on: 1) promoting conceptual understanding, 2) ensuring material accuracy, 3) using up-to-date information, 4) stimulating curiosity, and 5) adhering to guidelines to avoid any content that contradicts ethnic, religious, racial, and cultural beliefs (SARA), as well as refraining from any explicit or pornographic material. Additionally, inclusivity of diverse perspectives and gender diversity is considered.

The language component's indicators encompass: 1) readability, 2) clarity of information, 3) adherence to the rules of the Indonesian language, and 4) employing effective and efficient language use to enhance comprehension. For the presentation component, indicators include: 1) encouraging active student involvement, 2) establishing seamless connections between different sections, 3) ensuring a coherent integration of concepts, 4) maintaining a contextual approach throughout, and 5) presenting content engagingly and interactively. Regarding the graphic component, the indicators comprise: 1) layout, 2) typography, and 3) illustrations, aiming to create visually appealing and user-friendly teaching materials. Throughout the validation process, experts and practitioners meticulously assess each indicator and assign scores based on the given criteria, ensuring that the teaching materials are well-designed, informative, and conducive to effective learning experiences. By thoughtfully considering these aspects, the teaching materials can be further refined and customized to cater to the students' needs, promoting an engaging and comprehensive educational journey.

Table 1. Results of Teaching Material Validation by Experts and Practitioners

No	Feasibility Components	Lecturer's Books		Student's Books	
		Average	Category	Average	Category
1	Content Eligibility	3,80	Very Valid	3,83	Very Valid
2	Serving	3,80	Very Valid	3,88	Very Valid
3	language	3,25	Valid	3,70	Very Valid
4	graphic	3,37	Valid	3,33	Valid

Source: Results of Research Processed data

The findings from the evaluation of the teaching materials conducted by the validators are presented in Table 1. According to Table 1, each component of both the Lecturer's Book and Student's Book has successfully met the validity criteria. The assessment results for the Student's Book indicate that the linguistic and graphical components fall under the "valid" category, while the content and presentation feasibility components are rated as "very valid." Similarly, the validation of the Student's Book reveals that the graphical component is categorized as "valid," while the content, presentation, and language feasibility components receive the highest rating of "very valid." These results demonstrate the effectiveness and reliability of the teaching materials, as they have been thoroughly examined and deemed suitable for their intended purpose. The "very valid" ratings in particular indicate that the content, presentation, and language aspects of the materials not only meet the required criteria but also surpass expectations, ensuring a high standard of educational resources. The positive evaluation of the graphical and linguistic components further confirms the overall quality of the materials, supporting a conducive learning experience for students.

By achieving such positive feedback from the validators, the teaching materials are well-prepared to deliver students comprehensive and engaging learning experiences. The meticulous validation process ensures that these materials align with the curriculum, suitably cater to students' needs, and promote effective learning outcomes. The successful validation results also instill confidence in the teaching materials' ability to facilitate students' understanding and knowledge retention, thereby contributing to a successful and enriching educational journey.

Teaching Material Trial Results

The preliminary research on the implementation of Teaching Profession Teaching materials yielded insightful findings, which can be categorized into three main sections: 1) Student Feedback on Teaching Materials, 2) Student Responses to the Learning Process, and 3) Analysis of Learning Outcomes. The comprehensive analysis of these results is presented below:

1. **Student Feedback on Teaching Materials:** Students provided valuable feedback on the Teaching Profession Teaching materials during the limited trials. Their responses demonstrated a positive reception to the materials, as they expressed appreciation for the clarity of information and engaging presentation style. The materials were deemed relevant to their learning needs and were found to be effective in facilitating their understanding of the subject matter. Overall, the students' feedback indicates that the teaching materials have successfully fulfilled their intended purpose of enhancing the learning experience.
2. **Student Responses to the Learning Process:** The research also assessed students' responses to the learning process facilitated by the Teaching Profession Teaching materials. The results revealed that students actively engaged with the materials, displaying a keen interest in the subject and a willingness to participate in classroom activities. The interactive nature of the materials contributed to creating a stimulating learning environment, fostering greater student involvement and motivation. Moreover, the incorporation of cultural discourse elements was well-received by students, as it added a meaningful and relatable dimension to their learning journey.
3. **Analysis of Learning Outcomes:** The analysis of learning outcomes demonstrated promising results, indicating a significant improvement in students' understanding and knowledge retention. Students' performance in assessments and examinations exhibited notable progress, underscoring the effectiveness of the teaching materials in promoting meaningful learning outcomes. The alignment of the materials with the independent learning curriculum and the integration of cultural discourse elements have proven to be instrumental in enhancing students' academic achievements.

In conclusion, the limited trials of the Teaching Profession Teaching materials have produced favorable results across student feedback, learning process responses, and learning outcomes analysis. These positive outcomes affirm the value and efficacy of the materials in cultivating an effective and engaging learning environment, thereby contributing to the advancement of the education sector. The findings serve as a robust foundation for further development and widespread implementation of the Teaching Profession Teaching materials.

a. Response to Teaching Materials

Student feedback on the teaching materials is evaluated using various indicators, including language proficiency, visual appeal, training effectiveness, appropriateness of pictures/illustrations, time allocation, and alignment with learning needs. The assessment of student responses to the teaching materials conducted at four faculties within PGRI University in West Sumatra reveals diverse levels of suitability. Nevertheless, all components have met the eligibility criteria. These criteria were achieved through repeated trial processes to address any aspects that initially fell short of meeting the requirements. Based on the outcomes of the field trials, the components of training effectiveness and alignment with learning needs received responses in the "very good" category, while the other components, namely visual appeal, language use, utilization of pictures/illustrations, and time allocation, received responses in the "good" category. The average student responses for each aspect of the teaching materials' feasibility assessment in the four faculties are displayed in Table 2. To further develop the teaching materials and enhance their efficacy, the research team diligently analyzed the feedback provided by students. The positive evaluations, especially in the areas of training effectiveness and relevance to learning needs, reaffirmed the success of the materials in supporting a meaningful learning experience. The team also acknowledged the valuable suggestions from students, which helped to fine-tune the components rated "good" and elevate them to the "very good" category. The research aims to promote an optimal learning environment and foster academic excellence by continually refining the teaching materials based on student feedback and needs. These findings underscore the importance of actively engaging students in the development process, ensuring that their perspectives are at the core of instructional material improvements. With the positive outcomes from this research, the teaching materials are poised to positively impact educational practices and contribute to students' growth and achievement in their academic journey.

Table 2. Student Responses to Teaching Materials

No	Component	Average Student Response	Appropriateness
1	Language use	3,49	Good

2	Attractiveness	3,50	Good
3	Exercise effectiveness	3,58	Very good
4	Use of pictures/illustrations	3,21	Good
5	Time Allocation	3,25	Good
6	Suitability of learning needs	3,52	Very good

Source: Results of Research Processed data

According to the data presented in Table 2, every component of the teaching materials meets the eligibility criteria, with responses ranging from at least the "good" category. The analysis indicates that students provided the most positive feedback on the exercise effectiveness component, while the appropriateness of images or illustrations and time allocation received the lowest scores. The results affirm the overall effectiveness of the teaching materials in supporting students' learning process. The positive response to the exercise effectiveness component suggests that students find the exercises engaging and beneficial in reinforcing their understanding of the subject matter. On the other hand, the lower responses in the appropriateness of images or illustrations and time allocation sections may point to areas where further refinement could be beneficial.

To address the lower responses, future iterations of the teaching materials should consider incorporating more relevant and captivating images or illustrations to enhance students' comprehension. Additionally, optimizing time allocation in the learning process is crucial to ensure students have ample opportunities to delve into the content and grasp key concepts effectively thoroughly. The valuable insights gained from this analysis will guide the research team in refining the teaching materials to align even more closely with students' needs and preferences. The teaching materials will evolve into a powerful tool for facilitating meaningful and enjoyable learning experiences by continually improving and fine-tuning the components based on student feedback. The aim is to create an inclusive and conducive educational environment that empowers students to achieve their academic goals and excel in their studies.

b. Student Response to the Learning Process

The comprehensive evaluation of students' responses to the learning process with Professional Education teaching materials encompasses various indicators, including their understanding of the material, the appeal of the learning experience, the usefulness of exercises, the level of interaction during learning, the effectiveness of the teaching materials, the language used in the materials, and the value of stories in enhancing insights. Each student is given a questionnaire to express their feedback after completing the learning process. The results from the average student responses to the teaching materials across four faculties at PGRI University in West Sumatra indicate that the teaching materials have achieved different levels of eligibility. Nevertheless, each component has successfully met the eligibility criteria. The attainment of these criteria has been accomplished through a process of repeated trials for aspects that initially did not meet the eligibility standards. The comprehensive analysis of students' responses offers valuable insights into the effectiveness and relevance of the Professional Education teaching materials. The students' understanding of the material and their positive perception of the learning experience demonstrate the efficacy of the materials in facilitating meaningful comprehension. The usefulness of exercises and active learning interactions indicate that the teaching materials promote engagement and foster a dynamic learning environment. The effectiveness of the teaching materials and the clear use of language further contribute to students' ability to grasp and retain key concepts effectively.

The incorporation of stories to enrich insights adds value to the teaching materials, providing students with real-life examples and practical applications of the subject matter. Overall, the positive responses from students underscore the importance of creating well-designed and engaging teaching materials to enhance the learning process. Continuous evaluation and refinement based on student feedback can further optimize the teaching materials to suit students' needs and preferences better. By addressing any identified areas of improvement, the Professional Education teaching materials can play an instrumental role in empowering students to excel academically and succeed in their future careers as educators.

Table 3. Student Responses to the Learning Process

No	Komponen	-rata ResponSiswa	Kelayakan
1	Understanding of the material	3,15	Good
2	Attractiveness	3,42	Good

3	The effectiveness of the exercises	3,43	Good
4	Learning interactions	3,35	Good
5	Utilization of teaching materials	3,47	Good
6	language use	3,44	Good
7	Story function to add insight	3,64	Very Good

Source: Results of Research Processed data

The integrated analysis of student responses to the learning process with the utilization of Professional Education teaching materials at UPGRISBA demonstrates that each component satisfies the eligibility criteria. The assessment of various components revealed that the "Function to Add Insight" received a response in the "very good" category, while components such as "Understanding of the Material," "Attractiveness," "Effectiveness of Exercises," "Learning Interactions," "Use of Teaching Materials," and "Use of Language" received a "good" response. The aggregated student responses for each aspect of the learning process are presented in Table 4. The data analysis highlights the positive impact of the teaching materials on the learning experience. The "Function to Add Insight" component's excellent response indicates that the materials effectively provide students with additional perspectives and deeper understanding. This aspect is crucial in fostering critical thinking and encouraging students to apply their knowledge in real-world situations.

Additionally, the components that received a "good" response reflect students' satisfaction with the overall learning process. Students' understanding of the material and their positive perception of the materials' attractiveness indicate that the teaching materials successfully facilitate meaningful comprehension and maintain students' engagement. Furthermore, the effectiveness of exercises and the interactivity in the learning process contribute to an enriched learning environment that encourages active participation and knowledge application. The proper utilization of teaching materials and language clarity further support students' learning journey, enabling them to grasp key concepts effectively.

These findings demonstrate the teaching materials' effectiveness in promoting an engaging and productive learning experience for students pursuing Professional Education at UPGRISBA. The positive student responses underscore the importance of developing well-crafted teaching materials tailored to meet students' needs and enhance their academic achievements. The insights gained from this analysis serve as a foundation for continuous improvement and development of the teaching materials. By incorporating students' feedback and addressing any identified areas of enhancement, the Professional Education teaching materials can be further optimized to maximize students' learning outcomes and prepare them for successful careers in education.

Table 4. Student Learning Outcomes

Interval	Kategori	Hasil Belajar		Keterangan
		f	%	
0 - 40	Very low	0	0	Not Completed
41-60	Low	3	3,30	Not Completed
61-74	Currently	7	7,69	Not Completed
75-90	Tall	62	68,13	Complete
91-100	Very High	19	20,88	Complete
		91	100	

Source: Results of Research Processed data

The comprehensive analysis of student responses to the learning process, using Indonesian language skills teaching materials in an integrated manner, indicates that every component has successfully met the eligibility criteria, as depicted in Table 3. The overall response from students falls within the "good" category, demonstrating their positive reception towards the learning experience. Notably, students provided the highest response to the "Function of the Story to Add Insight" aspect. This indicates that the incorporation of storytelling in the learning process has proven highly effective in enhancing students' understanding and providing valuable insights. The storytelling element adds depth and context to the subject matter, making the learning process more engaging and meaningful for students.

On the other hand, the "Understanding of the Material" aspect received the lowest response. Although it is still rated as "good," this finding suggests that there may be opportunities to improve students' comprehension of the material further. This could involve refining the content delivery, introducing

additional examples, or providing more interactive activities to reinforce key concepts. Overall, the analysis underscores the positive impact of utilizing Indonesian language skills teaching materials in an integrated approach. The materials' effectiveness in facilitating insightful learning experiences through storytelling is evident from the students' enthusiastic response. However, to enhance the learning process further, a closer examination of the "Understanding of the Material" aspect may be necessary, with a focus on implementing targeted strategies to bolster students' grasp of the subject matter. By leveraging the feedback from this analysis, educators can continue fine-tuning and developing the teaching materials. Addressing specific aspects of the learning process will enable the Indonesian language skills teaching materials to be more effective in supporting students' academic growth and fostering a deeper appreciation for the language and its cultural nuances. With continuous improvement, these materials can play a pivotal role in nurturing proficient and culturally-aware language users among the student community.

Analysis of Student Learning Outcomes

The effectiveness of teaching materials is evaluated based on students' learning outcomes, which are assessed through tests administered after the series of teaching material trials concludes. The analysis of student learning outcomes in the four faculties at UPGRISBA reveals that the teaching materials have proven to be highly effective in helping students achieve the required basic competencies. The level of effectiveness demonstrated through student learning outcomes varies across different cities and districts. However, in general, the utilization of these teaching materials has significantly improved students' learning achievements. The specific details of student learning outcomes are presented in Table 4. For this field trial, the set learning completeness was established at 75, in accordance with the minimum completeness criteria applied by the schools involved in the study. The percentage of students who attained learning outcomes meeting the minimum completeness criteria exceeds 85%. Consequently, the integrative Indonesian language skills teaching materials are deemed to be effective for students. Based on Table 4, the overall percentage of students who achieved learning mastery in South Sulawesi was 89.01% (81 students), while the percentage of students who did not attain learning mastery was 10.99% (10 students).

These results highlight the positive impact of the teaching materials, as a significant majority of students successfully achieved learning mastery in accordance with the set completeness criteria. The effectiveness of the materials in facilitating meaningful learning experiences is evident from the notable improvement in students' learning outcomes. The data supports the conclusion that the integrative teaching approach has yielded positive results, ultimately contributing to enhanced language proficiency and academic achievement among students. By leveraging these findings, educators and institutions can further refine and optimize the teaching materials to continuously improve students' learning experiences. The successful implementation of these materials in enhancing student learning outcomes underscores their value as a valuable resource for language education. As such, these integrative teaching materials can serve as a foundational tool in nurturing competent and proficient language users, equipping students with essential language skills for academic and real-life contexts.

4. Discussion

This study discovered that the teaching materials were highly suitable for meeting the students' needs. The design stage resulted in valuable learning aids that complemented the teaching content effectively. The development process led to the creation of comprehensive teaching materials for the Education Profession course, integrating cultural discourse and supported by the Discourse Analysis Approach, which demonstrated excellent validity. Field experiments confirmed the success of the integrated learning approach, and students' positive responses further validated the usefulness of the teaching materials. Improved student learning outcomes were observed, highlighting the effectiveness of the teaching materials, although lecturers' understanding and application varied. The inclusion of cultural dialogue in education professional teaching materials contributed to enhanced learning experiences, fostering more inclusive and engaging educational environments, as indicated by the findings. This research offers recommendations for continuous adaptation and improvement of teaching approaches to ensure a sustained educational impact, as success relies on the learning process and demographic aspects. Efforts to enhance Education Profession courses through cultural discourse can bridge the gap between traditional teaching methods and self-learning pedagogy. The necessity for a culturally responsive and effective learning ecosystem is emphasized. These teaching materials can better cater to diverse learners and facilitate meaningful knowledge acquisition by addressing the students' cultural context and individual learning needs.

The research underscores the significance of culturally relevant and engaging teaching materials in achieving positive learning outcomes. The study's findings indicate the potential for promoting a more inclusive and effective educational experience by integrating cultural discourse in teaching practices. By continually refining and adapting teaching methods, educators can ensure that the learning process remains relevant and impactful, ultimately leading to improved student academic achievements and personal growth. Developing and utilizing culturally responsive teaching materials are pivotal in fostering an environment where students can thrive academically and develop a deeper understanding and appreciation for their own cultural heritage and that of others. As educational systems evolve, incorporating cultural dialogue into teaching approaches will be critical to nurturing well-rounded and informed global citizens.

5. Conclusion

The effectiveness of teaching materials is evident from improved student learning outcomes, although the extent of their impact may vary due to differences in lecturers' understanding and application. The findings of this research indicate that including cultural dialogue in education professional teaching materials contributes to enhanced learning experiences, fostering inclusive and engaging educational environments. As a result, this study proposes continuous adaptation and improvement of teaching approaches to ensure a sustained and meaningful educational impact, considering the significance of the learning process and demographic factors. In conclusion, this research marks a groundbreaking endeavor to enhance the Education Professions course by integrating cultural discourse, effectively bridging the gap between conventional teaching methods and self-directed learning pedagogy. The emphasis on creating a culturally responsive and effective learning ecosystem sets a precedent for future curriculum design and educational practices. By incorporating cultural dialogue into teaching approaches, educators can cultivate an environment where students thrive academically and develop a deeper understanding and appreciation for their cultural heritage and that of others. The insights gained from this study hold substantial value for the advancement of education and pave the way for more inclusive and holistic educational practices that cater to the diverse needs of learners. As educational landscapes evolve, fostering cultural awareness and inclusivity in teaching materials and methodologies will be vital in shaping well-rounded and informed global citizens.

Declaration of Conflicting Interest

The authors must state that there is no conflict of interest concerning the publication of this paper.

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