

INTEGRATING LOCAL WISDOM IN READING LITERACY ASSESSMENT THROUGH TEACHMINT: A BOOK DEVELOPMENT INITIATIVE

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Article Info	Abstract
Article History Received: February 2025 Revised: April 2025 Published: July 2025	<i>This qualitative case study, conducted in West Manggarai, East Nusa Tenggara, employed the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) to address the persistent issue of cultural disconnect in Indonesia's standardized reading literacy assessments. The study aimed to develop and evaluate a reading literacy Minimum Competency Assessment (MCA) book that integrates local wisdom and is supported by the Teachmint app as an interactive learning platform. The intervention contextualized assessment materials by incorporating local folklore, customs, and socio-cultural environments into the design of learning content. Validation by experts rated the book as highly feasible (91.2%), with strong positive responses from both teachers (88.5%) and students (85%). Implementation of Teachmint enhanced accessibility, motivation, and engagement through digital features like quizzes, automatic feedback, and interactive discussions. Quantitative findings revealed significant gains in students' informational text comprehension (30.03%), literary text comprehension (11.92%), and critical analysis skills (35.09%). A comparative study also demonstrated that students assessed through Teachmint outperformed those using conventional platforms like Google Forms. This research highlights the effectiveness of integrating local cultural contexts and educational technology to enhance reading literacy and offers practical insights for developing culturally responsive assessments in Indonesia.</i>
Keywords Local wisdom; Minimum competency assessment; Reading literacy; Teachmint app; Education technology;	
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INTRODUCTION

Education is one of the main pillars in the development of a nation, and reading literacy is a basic competency that must be possessed by every individual. In Indonesia, the Minimum Competency Assessment was introduced to measure students' literacy and numeracy skills at the primary and secondary levels (Sasmoko et al., 2021). However, its implementation poses significant challenges, especially in the context of Indonesia's cultural diversity and local wisdom. The gap in the literature regarding the integration of local wisdom in the MCA suggests the need for further research to develop assessment methods that are more relevant and contextualized for students .

Reading literacy is one of the most important basic competencies in education. The ability to read not only impacts on students' academic performance, but also plays a role in their ability to understand information and interact with the surrounding community. Reading literacy is an important foundation in the learning process and individual development. However, the 2018 *Program for International Student Assessment* (PISA) survey results show that the reading literacy achievements of Indonesian students, are still below the international average (Onukaogu et al., 2023). This figure indicates that there are still efforts that need to be made to improve reading literacy in Indonesia, especially in educationally challenged areas

such as East Nusa Tenggara (NTT). Improving reading literacy can be key in bridging the education gap in various regions, including NTT. Through improved reading skills, students can more easily access information, understand subject matter and develop critical thinking skills. In addition, reading literacy can also help students to more actively participate in community life, both in terms of expressing opinions and in understanding social issues that occur (Roy, 2016). Therefore, cooperation between the government, educational institutions and the community is needed to make reading literacy a priority in an effort to improve the quality of education in Indonesia. Creative and sustainable literacy programs need to be implemented so that reading literacy can become a culture that is instilled early in students' lives. This shows the need for more intensive efforts to improve reading literacy, especially in educationally challenged areas such as NTT.

Local wisdom, which includes cultural values, traditions and knowledge passed down through generations, has great potential to improve the relevance and effectiveness of literacy assessment. According to research conducted by Suarningsih (2019), students who learned with an approach that integrated local wisdom showed increased motivation and better understanding of the material. This shows that local wisdom is not just a complement but can be the core of a more holistic learning process.

Along with the development of technology in today's digital era, the role of technology in education is increasingly important. As a response to this challenge, the development of a Teachmint app-based Minimum Competency Assessment book can be an innovative solution. Teachmint, a digital learning platform, offers various features that support interactive learning and technology-based assessment (Sulastiani et al., 2023). By utilizing this app, Minimum Competency Assessment books can be designed to include locally relevant content, so that students not only learn about literacy in a global context, but also understand and appreciate their own culture (Namaziandost & Rezai, 2024).

In Lembor Selatan, local wisdom such as folklore, oral traditions and other cultural practices can be used as interesting and meaningful learning resources for students. For example, the use of folklore in literacy materials can not only improve reading skills but also introduce students to the values and norms that exist in their society. This study aims to develop a Teachmint app-based Minimum Competency Assessment book that integrates local wisdom in reading literacy assessment, so that students not only learn to meet national standards, but also to understand and appreciate their own culture (Noviana et al., 2023; Sakti et al., 2024).

In this context, the Teachmint app offers an innovative platform to support the learning and assessment process. With features that enable better interaction between teachers and students, as well as wider access to learning materials, this app can be an effective tool in implementing local wisdom integration. This research will explore how this app can be used to develop relevant and contextualized Minimum Competency Assessment books and how this approach can improve student motivation and learning outcomes.

Through this research, it is hoped that it can make a significant contribution to the development of more inclusive and sustainable education in Indonesia, especially in areas rich in local wisdom. By integrating local wisdom in minimum competency assessment, it is expected that students will not only become good readers, but also individuals who understand and appreciate their cultural heritage. This research is important to ensure that education in Indonesia focuses not only on academic achievement, but also on strengthening students' cultural identity and character.

This study introduces a novel approach: integrating local wisdom into a digital literacy assessment book, supported by the Teachmint app. By embedding the cultural narratives of West Manggarai into the content and utilizing Teachmint's interactive features, this research aims to create a culturally responsive and technologically enhanced reading literacy tool. The

innovation lies in bridging the cultural-context gap in assessments while leveraging technology to increase accessibility, engagement, and comprehension.

To guide this research, the following questions are addressed: (1) How is local wisdom integrated into the design of a reading literacy assessment book based on the Minimum Competency Assessment framework? (2) How does the use of the Teachmint app enhance the implementation of this culturally integrated assessment tool? (3) What is the impact of this approach on students' reading literacy comprehension and engagement?

RESEARCH METHOD

This study used a descriptive qualitative approach to explore and understand the integration of local wisdom in the Minimum Competency Assessment (MCA) of reading literacy. This approach was chosen because it allows researchers to explore social phenomena that occur in SMP Negeri 2 Lembor Selatan and SMP Negeri 3 Lembor Selatan, West Manggarai, East Nusa Tenggara. According to Velez et al. (2023), a qualitative approach provides an in-depth understanding of the social and cultural context that influences a phenomenon. Thus, this study aims to explore how local wisdom can be integrated in the development of the Teachmint app-based book development.

Research Design

The research design used is a case study, where the researcher will examine two junior high schools in the area as the unit of analysis. Case studies were chosen because they provide deep insight into the practices that occur in the field (Chirkova et al., 2022). The researcher observes and analyzes the process of developing a Reading Literacy Minimum Competency Assessment book that integrates local wisdom and is assisted by the Teachmint application, as well as its impact on students' reading literacy comprehension and skills. The data collected will include interviews, observations and analysis of relevant documents.

The development process followed the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which provided a structured and iterative framework suitable for educational product development. Each phase of the ADDIE model was systematically implemented: Analysis: Identification of students' literacy needs and cultural context. Design: Construction of culturally relevant literacy content and assessment format. Development: Drafting and validating the literacy book integrated with Teachmint features. Implementation: Field-testing the book and Teachmint app in classroom learning. Evaluation: Measuring effectiveness through expert validation, user feedback, and pre-post literacy comprehension scores.

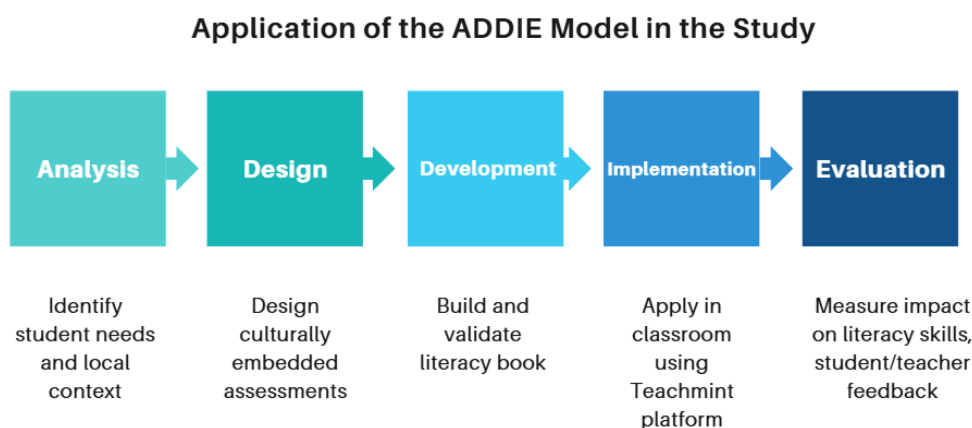


Figure 1. Application of the ADDIE Model in the Study

Population and Sample

The population in this study were all students and teachers at SMP Negeri 2 Lembor Selatan and SMP Negeri 3 Lembor Selatan. With the number of students reaching around 600 people and 30 teachers, researchers took samples purposively, namely by selecting students and teachers who were directly involved in the learning process and the development of local wisdom-based Reading Literacy Minimum Competency Assessment books with the help of the teachmint application. According to Andrade (2021), purposive sampling allows researchers to obtain informants who have experience and knowledge relevant to the research topic.

Instruments

The instruments used in this study included semi-structured interviews, observation sheets and document analysis. Semi-structured interviews were conducted with teachers and students to explore their views on the integration of local wisdom in the local wisdom-based reading literacy Minimum Competency Assessment book with the help of Teachmint application. Observation sheets will be used to record the learning process that takes place in the classroom, while document analysis will cover the Minimum Competency Assessment book that has been developed and the teaching materials used. According to Patton (2014), the use of various instruments allows data triangulation which can increase the validity of the research results.

Instrument development was guided by the research objectives: (1) to explore how local wisdom is embedded in reading literacy materials, (2) to understand the application of Teachmint in learning processes, and (3) to evaluate the impact on student engagement and comprehension. The interview protocols were developed to elicit participants' experiences, perceptions, and challenges related to these goals. Observation rubrics were designed to capture teacher-student interactions, student responses to the materials, and the use of Teachmint features during classroom activities.

Data Analysis

The data obtained will be analyzed using thematic analysis techniques. The first step is transcribing the interviews and organizing the observation data and documents. Next, researchers identified themes that emerged from the data, which were related to the integration of local wisdom in reading literacy. The results of the analysis are presented in the form of descriptive narratives that reflect the context and experiences experienced by students and teachers. According to Braun and Clarke (2006), thematic analysis allows researchers to systematically extract meaning from qualitative data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Development of minimum competency assessment book based on local wisdom with the help of teachmint application

The development of a local wisdom-based Minimum Competency Assessment book is an innovative step to improve students' understanding and involvement in the learning process. In this study, the book was designed using the ADDIE approach (Analysis, Design, Development, Implementation, Evaluation). This approach allows for systematic and structured development, which is essential in creating effective learning materials. In the analysis phase, the needs of the students and the local context were identified, so that the book is not only relevant but also interesting for the students. For example, the text contained in this book is taken from the local wisdom of West Manggarai, including folklore and customs that reflect the socio-cultural life of the local community (Annisha, 2024).

In the design phase, the book was designed with the students' characteristics and local context in mind. The texts used not only serve as teaching materials, but also as a bridge to

introduce students to their own culture. The minimum competency assessment questions are organized based on the HOTS (Higher Order Thinking Skills) level of understanding, which encourages students to think critically and analytically. This is in line with the finding that education that integrates local wisdom can improve student motivation and learning outcomes

The validation and feasibility of the book also became the main focus in this development. The validity test by experts showed very satisfying results with a percentage of 91.2%, which puts this book in the very feasible category. In addition, responses from teachers showed that 88.5% stated that this book made it easier to deliver the material, while 85% of students claimed to be more interested in learning with local culture-based books. These findings suggest that the integration of local wisdom in Minimum Competency Assessment books not only increases the relevance of the material, but also strengthens students' engagement in the learning process (Dewi et al., 2024; Sulastiani et al., 2023).

The results of the development of local wisdom-based book development with the help of the Teachmint application in the form of physical and digital books that have been published by Deepublish with ISBN number 978-623-02-7695-8, as shown in Figure 1. This book not only includes reading literacy material, but also presents questions rooted in local wisdom, so that it can increase student learning motivation.

One of the concrete results of this research is the Minimum Competency Assessment book which contains reading literacy questions that are unique and relevant to the cultural context of West Manggarai. The questions are organized based on local wisdom such as folklore, customs, and the surrounding natural environment. Thus, students can more easily understand and answer the questions, while increasing their appreciation of their own culture. In addition, integration with the Teachmint application allows students to interact with the questions more dynamically, such as through video, audio, or simulation

Implementation of Teachmint App in Minimum Competency Assessment Reading Literacy

Teachmint app has been implemented as a tool in the assessment of minimum competency in reading literacy. The features utilized in this application greatly support a more interactive and engaging learning process. One of the main features is the digital submission of questions with automatic feedback. This allows students to know the results of their answers immediately, so that they can learn from mistakes directly. In addition, the use of interactive videos and gamification-based quizzes has also proven effective in increasing student engagement, as this approach makes learning more fun and less monotonous (Suparmini et al., 2024).

Another advantage of Teachmint is the analytical reports of student learning outcomes that are available in real-time. Teachers can easily track students' learning progress and identify areas that need improvement. With this data, teachers can provide appropriate interventions and support students in achieving the expected competencies. In today's digital era, easy access to learning materials is very important. Teachmint allows students to access minimum competency assessment questions and materials anytime and anywhere, so they can learn with greater flexibility (Ervianti et al., 2023; Magnago & Nunes, 2024).

Interaction between students and teachers is also improved thanks to the digital discussion feature in Teachmint. This feature allows students to ask questions and discuss directly with the teacher, which in turn can strengthen students' understanding of the material being taught. By reducing reliance on printed books, the app gives students wider access to digital materials relevant to their local context (Annisha, 2024). In the implementation of this research, a tutorial on the use of the Teachmint application in working on minimum competency assessment questions is also taught, as shown in Figure 3, to facilitate students in working from registering an account to working on questions.

Improving Students' Reading Literacy Skills

The results showed that the use of local wisdom-based Minimum Competency Assessment books and Teachmint application significantly contributed to the improvement of students' reading literacy skills. The pre-test and post-test results showed a significant improvement in students' comprehension. Comprehension of informational text increased by 30.03%, while comprehension of literary text increased by 11.92%. In addition, students' critical analysis skills also increased significantly by 35.09%. This data shows that the integration of local wisdom in learning materials not only improves students' understanding of the text, but also their ability to critically analyze information (Arjaya et al., 2024).

A comparison of the assessment results of students using Google Form and Teachmint shows that students using Teachmint have a higher average score. This can be explained by the ease of navigation and interactive display offered by Teachmint, which makes students more motivated to learn. In addition, the gamification feature in the application also plays a role in increasing students' motivation to actively participate in the learning process (Duisenova, 2024).

This research supports the argument that technology integration in education, especially in the context of reading literacy, can have a positive impact on student learning outcomes. By utilizing apps like Teachmint, teachers can create a more dynamic learning environment that is responsive to students' needs. This is in line with findings showing that the use of technology in education can increase student engagement and motivation (Arvind, 2024; Bayu Kusumo et al., 2024).

The following diagram shows the difference in students' AKM results with the comparison of Google Form media with the Teachmint application

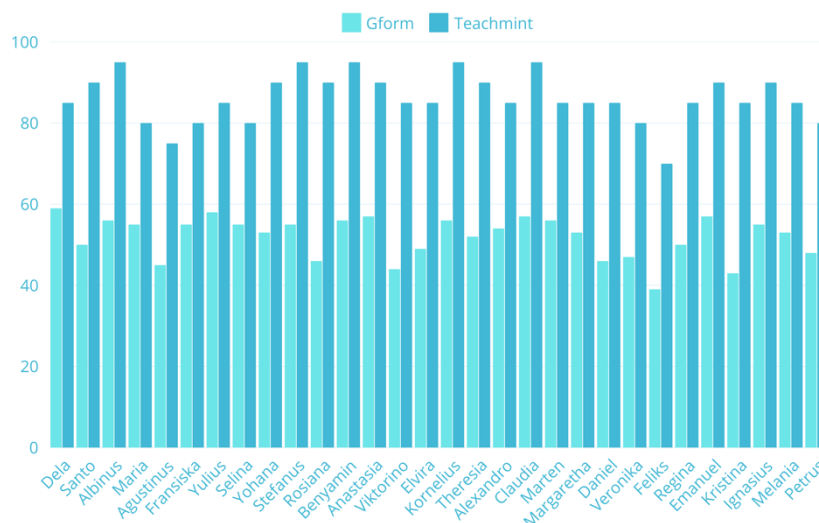


Diagram 1. Comparison of students' Minimum Competency Assessment results with Google Form media and Teachmint application

The diagram illustrates the comparison of students' Minimum Competency Assessment results obtained through two technology-based learning media, namely Google Form and Teachmint application. The data shows that the majority of students achieved higher scores when using Teachmint compared to Google Form. This indicates that Teachmint has an advantage in supporting students' learning and assessment process. Some students experienced a significant increase in scores when using Teachmint, which is likely due to the interactive features and more intuitive navigation of the app. In contrast, results with Google

Form tended to be more variable, with some students scoring significantly lower than with Teachmint.

The higher consistency of scores on Teachmint suggests that it is able to create a more supportive assessment environment, perhaps through easier-to-understand question presentation or easy access to student support features. On the other hand, the results on Google Form suggest that it has certain weaknesses in facilitating students' needs, both in terms of interface, accessibility, and user experience.

Based on these findings, it can be concluded that Teachmint app is more effective in supporting students to achieve optimal learning outcomes than Google Form. Therefore, it is recommended to utilize Teachmint more widely in learning and assessment. In addition, additional training for teachers and students is needed to optimize the use of this app. Further analysis is also needed to identify specific features that contribute to Teachmint's effectiveness, so that its implementation can further improve student learning outcomes.

Discussion

Effectiveness of Local Wisdom Integration in Minimum Competency Assessment Reading Literacy

The integration of local wisdom in the Minimum Competency Assessment of reading literacy has a significant effect on student comprehension. Research shows that content relevant to students' daily lives can improve their comprehension of the text read. According to research conducted by Annisha (2024), students exposed to materials containing local cultural elements showed a 30% improvement in reading comprehension compared to students using national standard materials. This shows that the suitability of local content to students' understanding is very important in the learning process.

Students tend to understand texts that relate to their daily experiences more easily. For example, when students from coastal areas are given a text about the lives of fishermen, they can easily relate their real experiences to the material being taught. This not only makes learning more relevant but also encourages students to be more active in the learning process. When students feel that the material they are learning is related to their lives, they will be more motivated to learn and participate in class discussions (Uyun et al., 2022).

The integration of local wisdom also helps students to relate real-life experiences with Minimum Competency Assessment problems. By using examples from local culture and traditions, students can more easily understand the context of the questions given. For example, in questions with the theme of local traditions, students can use their knowledge to answer the questions more precisely. This has the potential to reduce the gap in understanding between students who come from different cultural backgrounds (Andi et al., 2023; Sutherland et al., 2014).

In addition, local culture-based materials can increase students' engagement in learning. When students feel connected to the material being taught, they tend to more actively participate in discussions and other learning activities. Research by Ayu et al. (2024) shows that students who learn by using local culture-based materials show an increase in class engagement of up to 40%. This shows that the integration of local wisdom is not only beneficial for academic understanding but also for the development of students' social skills.

Finally, the integration of local wisdom in minimum competency assessment for reading literacy has the potential to reduce the gap in understanding of national-based minimum competency assessment questions. By taking into account students' cultural and social contexts, assessments can be designed to be more inclusive and representative. This is important to ensure that all students, regardless of their cultural background, have equal opportunities to succeed in the minimum competency assessment (Powell, 2016).

The Role of Teachmint Technology in Improving Reading Literacy

Teachmint app has emerged as an effective tool in improving reading literacy among students. Compared to conventional learning media, Teachmint offers a more dynamic and interactive learning experience. With features such as learning videos, interactive quizzes and discussion forums, students can engage more actively in the learning process. According to a report from (Subroto et al., 2023), the use of digital learning applications such as Teachmint can increase material retention by up to 25% compared to traditional learning methods.

One of Teachmint's advantages is its ability to improve retention of material through interaction-based learning. Instead of passively receiving information, students are invited to participate in activities that encourage critical thinking and analysis. For example, the quiz feature within Teachmint allows students to test their understanding directly after learning the material. This not only helps students to remember information better, but also provides quick feedback for teachers to evaluate students' understanding (Shaik et al., 2023).

Teachmint also facilitates independent learning and differentiation of learning. By providing access to a variety of learning materials, students can learn at their own pace and learning style. The app allows teachers to provide materials tailored to students' individual needs, so that each student can learn in the way that is most effective for them. Research shows that learning differentiation can significantly improve student motivation and learning outcomes (Sulistyaningsih, 2024).

Furthermore, the use of technology like Teachmint in reading literacy learning also provides opportunities for students to collaborate with their peers. The discussion and collaboration features in the app allow students to discuss the text they are reading, share their views and help each other understand the material. This creates a more cooperative and supportive learning atmosphere, which is crucial in the development of literacy skills (Rasmuin, 2023). Thus, the role of Teachmint technology in improving reading literacy is significant. It not only provides an effective tool for learning, but also creates a more inclusive and interactive learning environment. By utilizing this technology, it is hoped to create a generation of students who are more literate and ready to face the challenges of the future.

Research Implications for Curriculum Development and Educational Policy

Technology integration in national assessments needs to be strengthened to improve learning effectiveness. Research shows that the use of technology in education can accelerate the learning process and improve student learning outcomes. Therefore, it is important for curriculum developers and policy makers to consider the integration of technology in the design of the new curriculum. This includes the use of apps such as Teachmint that can assist students in understanding the material better.

Digital learning can also be an alternative for schools that have limited access to printed teaching materials. In the Indonesian context, where not all regions have equal access to educational resources, the use of digital applications can bridge the gap. According to data from the Ministry of Education and Culture on 2022, around 30% of schools in remote areas experience difficulties in obtaining quality teaching materials. By utilizing technology, these schools can access relevant and high-quality learning materials (Safiq Maulido et al., 2023).

The importance of local wisdom in reading literacy cannot be ignored. A curriculum that integrates local wisdom can help students to better understand and appreciate their own culture. This is important in shaping students' identity and sense of belonging to the local culture. According to research by Zahrika and Andaryani (2023), students who learn by using materials that contain elements of local culture show increased self-confidence and pride in their identity.

MCAs should also consider students' cultural factors and social context. In designing MCA questions, it is important to consider the cultural background of the students so that the questions can be well understood. This will help in improving the validity and reliability of the assessment. Research shows that questions that are relevant to students' cultural context can increase students' motivation and participation in the exam.

Recommendations for teachers and curriculum developers are to encourage the use of local culture-based teaching materials in literacy learning. In addition, utilizing digital applications such as Teachmint in student assessment and evaluation can provide significant benefits. Thus, it is hoped that a more inclusive education system that is relevant to the needs of students in Indonesia can be created.

CONCLUSION

The integration of local wisdom in Minimum Competency Assessment reading literacy and the utilization of technology such as Teachmint are strategic steps to improve the quality of education in Indonesia. By taking into account the cultural context of students, the learning process can become more relevant and interesting. In addition, technology provides opportunities to create interactive and supportive learning experiences. Therefore, it is important for curriculum developers and educators to continue to innovate and adapt learning methods that suit the needs of students in this digital era.

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