

The Development of a Bilingual Children's Storybook Based on the Local Wisdom of *Su'u Sawa'u Sia Sawale* to Enhance Sanggar Language Literacy

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Article Info

Article history:

Received: 3 November 2025

Publish: 1 January 2026

Keywords:

Children's Storybooks;

Bilingualism;

Local Wisdom;

Local Language Literacy;

Sanggar Language.

Abstract

This study aimed to develop a bilingual children's storybook (Sanggar-Indonesian) grounded in the local wisdom of Su'u Sawa'u Sia Sawale to enhance students' basic literacy in the Sanggar language. The objectives were to examine the developmental process of the product using the R&D approach with the ADDIE model and to assess the feasibility and effectiveness of the resulting product in improving Sanggar language literacy among students. The product was trialed to 15 students at SDN 2 Piong, Sanggar District, Bima Regency, West Nusa Tenggara Province. Data collection employed questionnaires and pre-post tests. Validation was conducted by three experts: the material expert awarded a perfect score of 20/20 (100%), the media expert scored 18/20 (90%), and the third validator (a teacher and native speaker of Sanggar) gave 40/40 (100%), producing an average feasibility rate of 97% (Very High). During implementation, students' Sanggar language literacy scores increased significantly from an average pretest score of 16.67 to a posttest average of 76.93, demonstrating that the developed product is both feasible and effective in improving students' basic literacy in Sanggar language.

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1. INTRODUCTION

Indonesia, as a nation endowed with immense linguistic diversity, faces a serious challenge in preserving its linguistic and cultural heritage. Indonesia contributes approximately 10.13% of the 7,102 languages actively spoken worldwide or about 719 local languages [1]. However, UNESCO has reported that 139 of these local languages are endangered, and 24 have already become extinct. This poses a significant threat to the continuity of Indonesia's cultural and linguistic diversity. A study by the Australian National University (ANU) in 2021 predicted that by the end of the 21st century, around 1,500 of the world's languages, including approximately 441 (50%) of Indonesia's local languages, will face extinction (Badan Pengembangan dan Pembinaan Bahasa, 2024).

In Indonesia, local language literacy holds increasing importance because these languages constitute both cultural heritage and markers of national identity. Promoting and preserving regional languages through literacy education represents a strategic effort to sustain Indonesia's linguistic diversity amid the growing threat of language extinction.

Integrating the mother tongue into early classroom instruction is essential for the success of literacy learning [2]. Studies demonstrate that interactive multimedia is effective for local language education among young learners. The mother tongue plays a fundamental role in shaping children's attitudes, cognition, emotions, and character formation. It forms the basis for developing linguistic competence during early childhood.

Cognitive and linguistic development are closely interrelated—language functions as a cognitive tool that facilitates thinking processes and the comprehension of new concepts. Thus, using the mother tongue in early education not only aids in conceptual understanding but also supports children’s optimal cognitive and emotional growth.

The province of West Nusa Tenggara (NTB), with its rich cultural diversity, faces similar challenges. The Sanggar language, spoken by communities in Sanggar District, Bima Regency, has experienced a significant decline in the numbers of fluent speakers. A survey in 2023 revealed that 18 (90%) of 20 respondents of Sanggar descent were no longer proficient in using the language, signaling an alarming threat of extinction. The disappearance of local languages not only erodes a means of communication but also endangers the cultural identity and local wisdom embedded within them. Digitalization and the development of instructional media for local languages have become vital strategies for strengthening regional cultural resilience [3]. The limited transmission of local languages to younger generations, both in formal and non-formal education, remains a principal cause of language endangerment in Indonesia.

One effective approach to strengthening local language literacy is the development of bilingual children’s storybooks grounded in local wisdom [4], [5], [6]. Storybooks that integrate Indonesian and local languages not only introduce children to their ancestral language but also foster understanding and appreciation of local cultural values. Storytelling, as a pedagogical method, provides children with moral guidance through narratives. Parents universally desire that their children develop positive moral behavior; however, moral formation cannot be achieved through reprimand or lecturing alone. Storytelling offers a child-friendly method through which teachers or parents can convey moral and cultural lessons without intimidation. Consequently, storytelling enables parents and educators to impart ancestral wisdom to children from an early age in a natural and engaging way. The stories must, however, be tailored to the cognitive abilities of children, ensuring that both content and linguistic complexity correspond to their developmental stage [7].

Bilingual children’s storybooks constitute an innovative learning medium that integrates two languages within a single narrative text, functioning as both linguistic and cultural bridges in early childhood education. The development of such materials has become a central focus of research in Indonesia, particularly in relation to preserving local wisdom and promoting bilingual literacy. Mastiah et al. (2021) developed a folk storybook based on the local wisdom of the Dayak Randuk tribe, which proved effective in maintaining cultural values while simultaneously introducing Indonesian as the instructional language [8]. Similarly, Saputra et al. (2022) created an illustrated storybook incorporating local wisdom from West Nusa Tenggara to instill character values among elementary students, demonstrating that embedding local content in educational media reinforces moral and social understanding in children [9].

The pedagogical foundation for bilingual storybook development is well established, and the literature identifies several key advantages. Syarifuddin and Ahyar (2024) highlight four major benefits of such media [10]:

1. They facilitate a smooth transition from the mother tongue to the national language without eroding competence in the child’s first language;
2. They strengthen cultural identity and awareness of local traditions amid the pressures of globalization;
3. They enhance bilingual ability through simultaneous exposure to two linguistic systems; and
4. They provide familiar and meaningful contexts, thereby improving comprehension and retention of information.

These advantages make bilingual storybooks a powerful alternative instructional medium not only for advancing literacy skills but also for fostering character formation and preserving cultural heritage.

In the context of Indonesia's multilingual education system, developing bilingual children's storybooks based on local wisdom has become increasingly relevant as a means of achieving contextual and meaningful learning. Such media allow children to access knowledge through languages they already understand while progressively building competence in Indonesian. At the same time, they ensure the intergenerational transmission of mother tongues and the cultural values embedded within them.

Instilling local values in children aims to nurture individuals who uphold cultural wisdom shared by their community. Among Bimanese, including the Sanggar region, numerous expressions of local wisdom serve as moral and ethical guides for living. One of these is *Su'u Sawa'u Sia Sawale*, a philosophical principle emphasizing perseverance, determination, and resilience [11]. Integrating such local values into children's storybooks is expected to create more contextual and meaningful learning materials.

Su'u Sawa'u Sia Sawale represents a life philosophy among Bimanese people, including those of the Sanggar region. It encapsulates profound meanings of perseverance, resilience, and unwavering determination. Murtadha and Mutawali (2017) explain that this philosophy is traditionally imparted by parents to children venturing outside their homeland for study or work, serving as both moral and spiritual guidance [11]. Within the framework of *ethnopedagogy* as reflected in the concept of *Maja Labo Dahu* the local wisdom of Bima is recognized to possess significant educational values that can be integrated into modern pedagogy. Incorporating such indigenous values into instructional media makes learning content more contextual and meaningful, thereby strengthening cultural continuity through education.

Based on the above considerations, this research addresses two key questions: (1) How can a bilingual children's storybook based on *Su'u Sawa'u Sia Sawale* be designed and developed to enhance Sanggar language literacy? and (2) To what extent is the developed bilingual storybook effective in improving Sanggar language literacy? The primary objective is to produce a feasible and effective bilingual children's storybook grounded in the local wisdom of *Su'u Sawa'u Sia Sawale* to enhance basic Sanggar language literacy among elementary school students in Sanggar District, Bima Regency, West Nusa Tenggara.

2. RESEARCH METHOD

This study employed a Research and Development (R&D) design using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) originally formulated by Branson (1978), as illustrated in Figure 1.

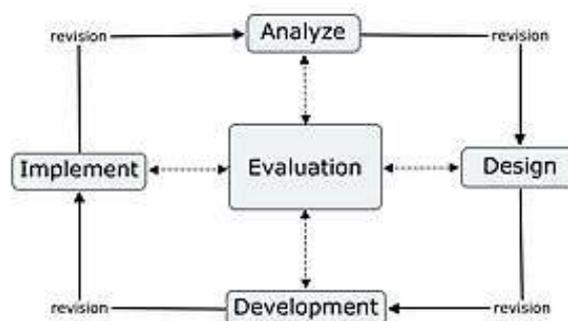


Figure 1. The ADDIE Development Model (Branson, 1978)

The ADDIE model was selected because of its systematic and iterative structure, which is commonly applied in the development of teaching materials, instructional media, and multimedia learning resources. The data collection instruments included observation, interviews, validation questionnaires, and tests. The bilingual children's storybook developed in this research was tested to 15 fifth-grade students at SDN 2 Piong. Data from the feasibility and effectiveness trials were analyzed using a Likert scale ranging from 1 to 4. Overall, the research process was divided into three major phases: the Preparation Phase, the Implementation Phase, and the Final Phase, as elaborated below:

Preparation Phase

In this stage, the researchers conducted a needs analysis focusing on the urgency of preserving local languages, specifically Sanggar language, and on developing a bilingual children's storybook tailored to the linguistic and literacy challenges identified in the field. The needs analysis examined the vitality of Sanggar language and the literacy levels of elementary school students in Sanggar District. Following this assessment, the research team analyzed and codified the values contained in the local wisdom philosophy of *Su'u Sawa'u Sia Sawale*, which would later be embedded in the bilingual children's storybook to be developed.

Implementation Phase

This phase involved the development of children's story materials incorporating the local wisdom of *Su'u Sawa'u Sia Sawale* to support the improvement of basic Sanggar language literacy among elementary school students in Sanggar district. The development process included designing the story's plot, characters, setting, and dialogues to construct a cohesive narrative suitable for young readers. Once the full story draft was completed, it was converted into a storyboard, which served as the foundation for the visual design. After the storyboard was finalized, the researchers proceeded to design the book's illustrations, ensuring they were engaging, age-appropriate, and contextually relevant. The resulting prototype was then subjected to expert validation involving three validators: a material expert, a media expert, and a teacher (serving as a practitioner and native speaker of the Sanggar language).

Final Phase

In the final phase, the researchers analyzed the validation data from the material expert, media expert, and educational practitioner. The analysis aimed to determine the product's feasibility as a learning medium for improving students' basic Sanggar language literacy. The scoring system employed a percentage-based interpretation following the categories presented in **Table 1** [12].

Table 1. Feasibility Percentage Categories

Interval	Category
81% - 100%	Very High
61% - 80%	High
41% - 60%	Moderate
21% - 40%	Fair
0% - 20%	Low

Table 1 shows validation scores were categorized into five levels: *Very High*, *High*, *Moderate*, *Fair*, and *Low*. Products rated *Very High* or *High* were considered feasible for classroom implementation. Products rated *Moderate* could be used with revisions to improve quality. Products rated *Fair* required significant revision prior to use while the products rated *Low* were deemed unfit for testing or implementation. This analytical framework ensured that the storybook's pedagogical, linguistic, and visual components met established standards of instructional media quality before moving on to the effectiveness trial.

3. RESULTS AND DISCUSSION

The ADDIE model, consisting of five main stages: Analysis, Design, Development, Implementation, and Evaluation which was systematically applied in this research.

1. Analysis Stage

At the *analysis stage*, interviews were conducted with one of the teachers at SDN 2 Piong to gather data regarding students' literacy conditions. The findings revealed that students' basic literacy skills were still very low. Out of 15 fifth-grade students, five students were still unable to read fluently. This condition raised significant concern among both teachers and researchers. Furthermore, it was found that none of the students were able to communicate in the Sanggar language, which is actually their mother tongue. The absence of intergenerational language transmission within families and communities was identified as the primary factor causing this decline. Consequently, students' basic literacy in Sanggar was extremely weak.

Based on these findings, the researchers initiated the development of a bilingual children's storybook intended to introduce and strengthen students' literacy in the Sanggar language. The storybook was designed with colorful and contextually relevant illustrations to attract students' attention and sustain their interest. The visually appealing illustrated stories that employ a variety of colors are more likely to captivate young readers and facilitate comprehension [12].

The process of instilling local values and culture at SDN 2 Piong had previously been conducted through *Imtaq* (faith and piety) activities and moral advice delivered by teachers. Integrating the philosophy of *Su'u Sawa'u Sia Sawale* into a bilingual children's storybook enriched with attractive illustrations thus represents an innovative and positive educational breakthrough. Additionally, the researchers analyzed survey data from adult community members regarding their perceptions of the Sanggar language. The results revealed that while most respondents expressed a desire to preserve the language, the majority lacked proficiency or even the ability to communicate in it. This discrepancy further underscored the urgency of developing instructional media for language revitalization.

2. Design Stage

At the *design stage*, the researchers created an initial concept for the bilingual children's storybook based on students' needs identified during the analysis phase. The design process began by aligning the story's characteristics with established standards for children's bilingual literature that would attract and sustain students' interest.

Story scripts were developed in accordance with the Centre for Books of Ministry of Education, Culture, Research, and Technology (Pusat Perbukuan Kemdikbudristek) criteria for children's reading level classification. Given that some fifth-grade students were still developing reading fluency, the story was written at the Early Reader (B3) level. The development of this bilingual storybook followed the

principles proposed by Halim and Munthe (2019), who identify four defining characteristics of children's illustrated storybooks [13]:

1. Content relevant to children's daily lives and local cultural values;
2. Language that is simple and comprehensible for young readers;
3. Illustrations that are attractive, colorful, and clarify textual meaning; and
4. Layout and formatting consistent with national book standards, including size, cover design, typography, and pagination.

3. Development Stage

During the *development stage*, refinement was carried out on the illustrations, layout, and cover design. The researchers utilized Artificial Intelligence (AI) features to assist in **generating** visual illustrations, optimizing both aesthetic appeal and contextual alignment. Figure 2 below presents the cover of the bilingual children's storybook produced in this research.



Figure 2. Cover of the Bilingual Children's Storybook

The story's central character is Nia, a fourth-grade girl who serves as the focal point of the narrative. Supporting characters include Ina (Mother) and Teacher Santi, as well as additional figures such as the School Principal and several students. All characters were designed in alignment with the local context of Sanggar, allowing readers to easily relate to the story. Nia is depicted as a diligent and determined child who continues to attend school despite rainy weather and inadequate facilities. Her character embodies the philosophy of *Su'u Sawa'u Sia Sawale*, the spirit of perseverance and resilience of Bimanese people, including those of Sanggar in West Nusa Tenggara Province of Indonesia.

Designing characters that are familiar to local elementary students facilitates reader-text bonding, enabling young readers to emotionally connect with the story. The daily habits of Nia mirror those of typical Sanggar children, fostering a sense of local identity and contextual belonging. The setting, featuring Mount Tambora and traditional wooden stilt houses, further reinforces the narrative's cultural authenticity. Figure 3 illustrates the character designs featured in the bilingual storybook.

2	Linguistic Elements of the Bilingual Storybook	2	8	100%	Very High
Total			18	90%	Very High

The media expert awarded a 90% rating (Very High), confirming the storybook's strong feasibility for classroom use. The assessment included both structural presentation and linguistic accuracy. The story follows a linear narrative structure with engaging, age-appropriate illustrations that effectively sustain reader interest.

Linguistically, the book adheres to the Enhanced Indonesian Spelling System (PUEBI) and employs accurate Sanggar language orthography. Elements such as punctuation, direct and indirect speech, and sentence types were implemented correctly, enhancing overall readability and educational value as shown in Table 4.

Table 4. Results of Practitioner Validation

No	Aspect	Items	Total Score	Percentage	Category
1	Relevance of Local Wisdom Content	3	12	100%	Very High
2	Accuracy of Basic Sanggar Language Literacy Content	2	8	100%	Very High
3	Systematics and Presentation of the Bilingual Storybook	3	12	100%	Very High
4	Linguistic Elements of the Bilingual Storybook	2	8	100%	Very High
Total			40	100%	Very High

The practitioner (teacher) awarded a 100% total score, classifying the storybook as “**Very Highly Feasible**.” The practitioner's validation was comprehensive, covering all aspects in the Likert-scale instrument. As both an educator and native speaker, the practitioner confirmed that the storybook content was pedagogically sound and culturally accurate for classroom use. Taken together, the three validators (material, media, and practitioner) provided an **average feasibility score of 97%**, indicating that the bilingual children's storybook is **highly appropriate** as a teaching medium to improve Sanggar language literacy among elementary students in Bima Regency, West Nusa Tenggara Province, Indonesia.

5. Implementation Stage

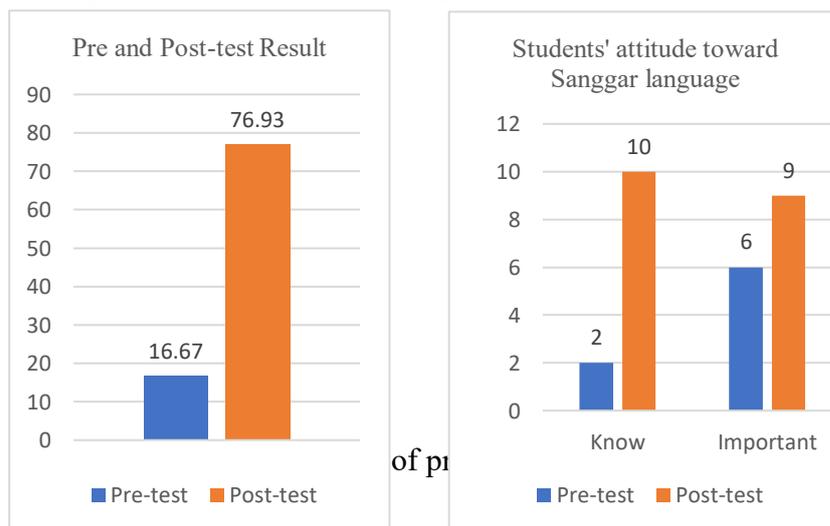
At this stage, a limited classroom implementation was conducted with 15 fifth-grade students at SDN 2 Piong. The objective was to test the effectiveness of the bilingual storybook in improving Sanggar language literacy. The researcher collaborated with the classroom teacher in administering a pretest, two intervention sessions, and a post-test, followed by teacher-led reflection and reinforcement on the importance of learning one's mother tongue.

The results of pre and post-test can be seen in Table 5.

Table 5. Pretest and Posttest Results

No	Student	Pretest	Posttest
1	AD	0	67
2	AH	0	40
3	ADK	0	33
4	ADY	40	100
5	EH	40	100
6	FAG	40	100
7	IF	40	20
8	INA	40	67
9	MAFI	13	67
10	MF	0	100
11	NA	40	100
12	NSR	47	100
13	RD	0	93
14	SR	7	67
15	ZIM	13	100
Average		16.67	76.93

The data in Table 5 show a significant improvement in literacy scores from a pretest average of **16.67** to a post-test average of **76.93**, reflecting an increase of **60.26 points**. This result demonstrates that the bilingual children’s storybook was **effective** in enhancing students’ basic Sanggar language literacy. Moreover, students’ attitudes toward the Sanggar language showed positive change. Initially, only 2 out of 15 students (13%) were familiar with the language, and 6 students (40%) believed learning Sanggar was important. After the intervention, 10 students (67%) recognized the language and 9 students (60%) expressed awareness of its importance.



6. Evaluatin Stage

In the final *evaluation phase*, both the product and its classroom implementation were assessed. At the product level, revisions were made to the layout and color contrast in several sections where text visibility was reduced due to similar background hues. At the implementation level, three students who were absent during the pretest

were excluded from data analysis to maintain validity and reduce bias. Finally, the researcher emphasized the importance of collaboration among stakeholders, including local government, schools, and community members, in sustaining the Sanggar language as both a mother tongue and an identity marker for the people of Sanggar District, which is now in critical need of documentation and revitalization.

4. CONCLUSION

This study successfully developed a bilingual children's storybook based on the local wisdom philosophy *Su'u Sawa'u Sia Sawale*, which was found to be both feasible and effective for improving Sanggar regional language literacy. Expert validation results indicated high product feasibility, with an average score of 100 for the media aspect, 90 for the material aspect, and 100 for overall aspects by practitioner which in the *very feasible* category. The effectiveness trial demonstrated a significant improvement in Sanggar language literacy, with students' average scores rising from **16.67 (pretest)** to **76.93 (posttest)**, reflecting an increase of **60.26 points**. These findings confirm that the developed product effectively enhanced students' basic literacy skills in the Sanggar language. The integration of the *Su'u Sawa'u Sia Sawale* values within the bilingual storybook provided a meaningful contextual learning framework, promoting not only linguistic competence but also moral and cultural awareness. This product thus represents an innovative model for language revitalization and cultural preservation through early education.

Furthermore, the study underscores that incorporating local wisdom into bilingual educational materials can serve as a model for developing similar learning media for other endangered regional languages across Indonesia. Future research is recommended to:

1. Expand the testing scope to include multiple schools and diverse student populations;
2. Develop a series of bilingual storybooks with varied local wisdom themes;
3. Investigate the long-term effectiveness of such media in sustaining regional language vitality; and
4. Develop digital platforms to broaden accessibility and distribution of the materials.

Through these follow-up initiatives, this research is expected to contribute significantly to the revitalization of Indonesia's linguistic diversity and the strengthening of local cultural identities among young learners.

5. GRATITUDE

The authors extend their sincere gratitude to the Ministry of Higher Education, Science, and Technology (Kemdiktisaintek), Head of STKIP Taman Siswa Bima, Head of LPPM STKIP Taman Siswa Bima, and the teachers of SDN 2 Piong and SDN Sie for their valuable assistance and collaboration. Special thanks are also due to the authors' families and fellow academics at STKIP Taman Siswa Bima, whose support and encouragement greatly contributed to the successful completion of this research.

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