Development of a Digital English Textbook Based on Integrated Local Wisdom. Pancasila Student Profile for Elementary School Students: Study in the Mandalika Creative Economy Area

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ABSTRACT

One of the shortcomings of English textbooks used by teachers is that each material content does not have a proper introduction, focusing mainly on vocabulary without providing context, which results in students memorizing words without understanding their use. Furthermore, this book fails to include examples of the use of words in sentences, which are very important for developing English speaking, reading, and writing skills. This research aims to create a digital English textbook based on Sasak local wisdom integrated with the profile of Pancasila students. This research includes development using the ADDIE model. The data collection technique uses questionnaires and documentation. The research results concluded that: 1) Digital English textbook products based on Sasak local wisdom integrated with Pancasila student profiles have advantages in terms of language and appearance. Advantages in terms of language include: the use of contextual and familiar language that is relevant to students' daily lives, the integration of Pancasila values in the material, such as cooperation and tolerance, which shape students' character, language that is gradual and easy to understand according to students' abilities, as well as simple sentences that help understand the basic structure of the English language. 2) In this research, the product validity level reached 92%, so it is included in the very valid category and the percentage of practicality level for textbook products reached 91%, so it is included in the convenient category.

Keywords: Textbooks, English; Local wisdom, Mandalika, Students

INTRODUCTION

Currently, English is considered as important as other subjects taught in elementary schools. Education and the introduction of English from an early age are very important for children in elementary school so that they are ready to face the future era of globalization (Maili, 2018). Especially in West Nusa Tenggara, especially Lombok Island, since the start of the international racing event *MotoGP* in 2022 in Kuta Mandalika making this area one of Indonesia's Creative Economic Area (CEA) (Krismawati & Panuntun, 2022). Therefore, it is necessary to prepare human resources to support various economic activities and *life skills* for the long term.

The existence of curriculum changes in Indonesia shows that education *digital* is growing rapidly in this country. As a response to the changes in education in the age *type*, the government has introduced the Independent Curriculum. The Merdeka Curriculum is based on low reading (literacy) and numeracy (numeracy) abilities. Student. According to the 2018 International Student Evaluation Program (ISEP) research results, students in Indonesia have below-average performance in terms of literacy and numeracy (Rohimajaya et al., 2022).

Several very important things are prioritized in the Independent Curriculum, especially in the Independent

Elementary School Curriculum. One of the things that is prioritized is that English is an optional subject taught in elementary school education units. English is one of the important subjects for students. By understanding English, students can improve their communication skills and understanding of regional culture conveyed in English (Oktavia et al., 2023). Therefore, this subject plays an important role in student learning at school (Kemendikbudristek, 2022).

One of the emphases of the Independent Curriculum is the Pancasila Student Profile (Kemendikbudristek, 2022). This Pancasila Student Profile aims to shape the character of students who have a Pancasila spirit. As the basis for official government education, the curriculum contains the main elements that serve as a guide in the teaching and learning process in the classroom which aims not only to provide knowledge to students. Student but also shapes his character into a good human being with a noble character. Likewise, with the Independent Curriculum, all subjects are integrated with Pancasila values (Wahyudin et al., 2024). Likewise, English is one of the subjects that needs to include Pancasila values in its learning design (Yonata et al., 2022).

Based on the book review *My Next Words Grade 4 – Student's Book for Elementary School* which is one of the books published by the Ministry of Education and Culture, has several potential weaknesses, namely: the instructions are often unclear or too short, which causes confusion among students and requires clarification from the teacher. Additionally, the book lacks access to conversation, which can significantly improve students' listening skills, especially during self-study sessions at home. In addition, each material content lacks a proper introduction, focusing mainly on vocabulary without providing context, which results in students memorizing words without understanding their use. Furthermore, the book fails to include examples of the use of words in sentences, which are critical to the development of English speaking, reading, and writing skills. Lastly, the book covers a wide range of topics relevant to students' daily lives, but may not fully incorporate the diverse cultural contexts that reflect local environments in different parts of Indonesia. The lack of explanations hinders students' ability to understand reading texts, identify main ideas, and recognize details. Important in the information or story provided (Syahid et al., 2024).

This research aims to develop potential *life skills in* human resources through educational services. It is hoped that this will be able to improve the standard of living of the surrounding community which is part of the Mandalika SEZ Supporting Area. Furthermore, it can produce strategic designs for developing business opportunities for education practitioners, local communities, and local governments. The Mandalika SEZ Supporting Area is the Mandalika SEZ supporting area which can support social activities which can improve the standard of living of the people around the area, especially the tourism sector (Humas, 2022). Based on interviews with researchers in the Mandalika SEZ supporting area, a concept for introducing a complete and integrated culture regarding local cultural wisdom in West Nusa Tenggara has not yet been found. Apart from that, observations in the field stated that not all people in the Mandalika SEZ Supporting Area understood the local wisdom conveyed in English. Based on this reality, it is necessary to introduce local wisdom which is packaged in electronic form and delivered in English academically in the realm of basic education. Therefore, the focus of this research is the development of a digital English textbook based on integrated local wisdom on Pancasila student profiles for elementary school students in the Mandalika SEZ supporting area.

The solution offered to solve the problem above is the need to develop digital English textbooks based on integrated local wisdom on Pancasila student profiles for elementary school students in the Mandalika SEZ supporting area. The reasons for developing this digital English textbook are: 1) A textbook based on local wisdom allows students to understand subject matter in a context that is close to their lives. In this case, students in the Mandalika area will learn English through examples, stories, and local cultural values, so that the material feels more meaningful and easy to understand. 2) With the integration of the Pancasila Student Profile, this book not only teaches language skills but also character values such as cooperation, independence, and curiosity. These values will help shape students into virtuous, innovative, and responsible individuals. 3) Textbooks that highlight local wisdom also function as a medium for introducing their regional culture, language, and traditions. This is important for building students' cultural identity as well as building a sense of love and pride for their region of origin. 4) English language skills combined with an understanding of local culture provide a competitive advantage for students. They can adapt to the global environment without losing their cultural identity, which is very important in areas that support international tourism such as the Mandalika SEZ. 5) Digital textbooks provide wider access to learning, especially in the current digital era. By using digital media, students can more easily access and repeat learning material, both at school and at home, which in the end can increase motivation and

learning outcomes.

METHOD

This research uses the ADDIE model research and development (R&D) method. Development research is a type of research used to solve problems or improve existing products, services, or processes (Okpatrioka, 2023). The ADDIE research and development model procedure is a systematic approach to developing products or programs, especially in the field of education and training, through five stages: 1) *Analysis* (Analysis). At this stage, needs are identified, as user characteristics, and product goals. 2) *Design* (Design). What is done is designing the content, selecting media, and preparing an evaluation plan. 3) *Development* (Development). The next process is making a prototype, conducting initial trials, and revising the product. 4) *Implementation* (Implementation). At this stage, the product is implemented, trains users (if necessary), and collects evaluation data. 5) *Evaluation* (Evaluation). Lastly, carry out formative evaluation at each stage and summative evaluation after implementation, to ensure the product is effective and meets user needs.

The subjects in the research were fourth-grade students at Sukamulia 1 State Elementary School with the research object being digital English textbooks in the Mandalika SEZ Supporting Area. The place where the research was carried out was Sukamulia 1 State Elementary School with the address JL. Raden Anji Aik Anyar, Gubuk Timuk Hamlet, Sukamulia Village/Subdistrict, Sukamulia District, East Lombok Regency, West Nusa Tenggara Province. The data collection techniques used in the research were questionnaires, observation, and documentation (Suhron 2024). The questionnaire used in this research was used to verify the validity of material experts, the validity of media and language, and the validity of student and teacher responses. The purpose of using this questionnaire is to ensure that the local wisdom-based digital English textbook developed is valid and practical. Meanwhile, observation is used to collect data on learning activities at Sukamulia 1 State Elementary School. Documentation is used to collect data related to information from books, journals, articles, and previous research that is relevant to the topic of research and product development. In addition, it is used to collect observation notes, evaluation results, or documentation from initial product trials, which can be used to revise the product.

The data analysis used in this research is qualitative and quantitative. Data analysis is carried out qualitatively to convey the results of expert assessment or validation as well as the results of student and teacher responses during the trial stage. Next, quantitative analysis is used to determine the level of product validation from the accumulated average scores given by expert validators as well as the scores given to student response questionnaires. Validity data analysis is used to evaluate data obtained from other sources to ensure its validity. This data was obtained from a media and material expert questionnaire and then analyzed using a Likert scale from 1 to 5. Furthermore, according to the assessment criteria, the values from the responses can be converted into an average calculation formula. The validation results are calculated using the following formula (Sugiyono, 2024).

$$V = \frac{total\ shoes}{maximum\ score}\ x100\%$$

Validity classification is used to interpret validity values, which will be the basis for determining the achievement of textbook criteria, which can be seen in the following table (Sugiyono, 2024). According to the table above, textbooks that meet the score criteria for all the elements in the validation assessment questionnaire from media experts and material experts are considered valid. The assessment score must meet the requirements and can be considered very valid or valid if it reaches a percentage of 50% to 100%. If it does not meet the criteria, revisions can be made.

RESULTS

In this research, the development process consists of five stages according to the development model used, then followed by two stages of testing, namely validity testing and practicality testing. The stages of the ADDIE research model used are as follows: **First**. Analysis, which consists of needs analysis and curriculum analysis. Needs analysis is the first step of this stage. Needs analysis is a scientific activity that involves various methods of collecting data from various sources to determine differences (*gaps*) between the conditions that should occur (*ideal*) and the actual situation (*reality*). The results of the needs analysis related to English textbooks can be seen in the following explanation:

Explains that the English textbook used at Sukamulia State Elementary School has several shortcomings, namely

as follows: 1) some exercises tend to focus on basic skills such as vocabulary and grammar, but do not provide assignments that develop high-level thinking skills such as analysis and thinking critical. 2) covers a variety of topics relevant to students' daily lives, but does not fully incorporate the diverse cultural contexts that reflect the local environment in various parts of Indonesia. 3) Although repetition is useful for language learning, some activities can become monotonous, which can cause students to lose interest. 4) provides limited instruction for teachers on how to provide more complex or personalized feedback. This can make it difficult for teachers to meet students' learning needs effectively. These points indicate areas for improvement, although the book remains a strong resource for English language learning at the elementary school level. Apart from that, based on the results of interviews it was found that the government books used in learning activities only presented Indonesian culture in general and did not include elements of the surrounding environment. Student, until the learning is done student is less contextual.

The results of the curriculum analysis found that the 4th-grade elementary school English curriculum was designed to build the basics of language mastery through the introduction of vocabulary, simple phrases, and daily communication contexts. The approach used emphasizes contextual and interactive learning, with a focus on developing students' language skills and character through the integration of Pancasila values.

Second, design (design). At this stage, the textbook product design being developed is an English textbook based on local wisdom with a paper size of 1410 pixels x 2250 pixels. The appearance or design of textbook products is adapted to the local wisdom of the Sasak tribe. This textbook is arranged in an order that includes a cover, foreword, table of contents, introduction, instructions for using the textbook, concept map, and learning activities that contain the material topics discussed.

Third, development. At this stage, the process begins with creating a textbook which is then checked by validating the textbook with media, language, and materials experts. After inspection, book The textbooks that have been developed are revised according to suggestions from media, language, and materials experts who act as validators, so that the textbook becomes a draft that is ready to be tested. The first stage of validation was carried out by a media expert validator, namely Mr. Dr. Ilham Handika, M.Pd, who assessed the fulfillment of the criteria in aspects of appearance and use of internal language textbooks. The assessment was carried out using a validation sheet instrument with a rating scale of 1-5 for each indicator. The following are the assessment results from the media validity test for English language textbook products based on local wisdom, Integrated Pancasila Student Profile.

Table 1. Results of Media Expert Validity Test Analysis

No	Aspect	Score	information
1.	Textbook view	24	
2.	Use of Language	22	
	Total score	46	

$$V = \frac{total\ shoes}{maximum\ score} x100\%$$

$$V = \frac{46}{50} x100\%$$

$V = 92\%$

Based on the results of the media validation test, the product validity level reached 92%, so it is included in the very valid category. Validation The second stage is carried out by material experts to assess the suitability of the material content of the textbook being developed. The following are the results of the assessment of the material validity test.

Table 2. Results of stage 1 material expert validation analysis

No	Assessment aspects	score	information
1.	Conformity with Basic Competencies	3	
2.	Suitability to student development	4	
3.	Compatibility with teaching materials	3	
4.	The truth of the substance of the learning material	4	

5.	Benefits of adding insight	3	
6.	The connection of material with students' daily lives	4	
	Amount	21	

Based on Table 2 above, the total scores obtained are 21, The level of appropriateness of textbook products validated by experts' material is as follows:

$$V = \frac{total\ shoes}{maximum\ score} \, x100\%$$

$$V = \frac{21}{24} x100\%$$

$V = 88\%$

Based on the results of the validity test, the level of validity of the material in the textbook product has reached 88%, with some suggestions for repair that have been done. After all stages of improvement have been completed, validation tests are carried out again to assess the effect of these improvements on improvement quality of textbooks. The following are the results of the second stage of material validity testing on textbook products.

Table 3. Results of stage II material expert validation analysis

No	Assessment aspects	score	information
1.	Conformity with Basic Competencies	4	
2.	Suitability to student development	4	
3.	Compatibility with teaching materials	3	
4.	The truth of the substance of the learning material	4	
5.	Benefits of adding insight	3	
6.	The connection of material with students' daily lives	4	
	Amount	22	

Based on Table 3 above, the total scores obtained are 22 levels of appropriateness of textbook products validated by material experts, as follows:

$$V = \frac{total\ shoes}{maximum\ score} \, x100\%$$

$$V = \frac{22}{24} x100\%$$

$V = 92\%$

The results of the second stage of the material validity test showed an increase in the validity of the material content in the textbook, with the percentage level of validity reaching 92%, so this textbook material is classified as very valid.

Fourth, is implementation. At this stage, field trials are carried out to measure its practicality. The practicality test of this textbook was carried out in two stages, namely: small group trial and large group trial. Small group trials were carried out on six grade IV students at SDN Bunsalak. The following are the results of the small-group trial.

Table 4. Results of small group trials

No.	Assessment aspects	score	information
1.	Appearance	157	
2.	Use of Language	113	

3.	Material and effectiveness	215	
Total score		485	

Based on Table 4 above, the total score obtained is 485. The level of feasibility of textbook products is as follows:

$$V = \frac{total\ shoes}{maximum\ score}\ x100\%$$

$$V = \frac{485}{540}\ x100\%$$

$V = 90\%$

Based on the results of the first phase of testing, the percentage of practicality level for textbook products reached 90%, which is included in the very practical category. The second stage of the trial was carried out on twenty-six class IV students at SDN Bunsalak. Large group trials are carried out through a direct learning process guided by the teacher according to the steps listed in the textbook. After learning is complete, students are asked to assess the textbook product through a student response questionnaire. The following are the results of students' assessments of the level of practicality of textbook products.

Table 5. Results of small group trials

Assessment aspects	score	information
Appearance	158	
Use of Language	112	
Material and effectiveness	219	
Total score	489	

Based on Table 5 above, the total score obtained is 489. To determine the percentage of feasibility level for textbook products, calculations are carried out using the following formula:

$$V = \frac{total\ shoes}{maximum\ score}\ x100\%$$

$$V = \frac{489}{540}\ x100\%$$

$V = 91\%$

Based on the results of large group trials on students, the percentage level of practicality of textbook products reached 91%, so it falls into the very practical category.

This evaluation stage is the final stage of implementing the ADDIE method. Evaluations obtained from expert validation questionnaires as well as responses from teachers and students show that this Sasak local wisdom-based English book can be considered very valid and practical.

DISCUSSION

Digital English Textbook Based on Local Wisdom Integrated with Pancasila Student Profile

Digital English Textbook Based on Sasak Local Wisdom that is Integrated with the Pancasila Student Profile is an innovation in the world of education, especially for students in areas that have rich local culture, such as the Sasak community in Lombok. This textbook is designed not only to improve students' English language skills but also to instill local cultural values and build character through the Pancasila Student Profile.

This textbook integrates elements of local Sasak wisdom, such as traditions, folklore, customs, art, and local language in the learning material. Examples of vocabulary, dialogue, and reading texts are taken from situations and contexts of the daily life of the Sasak people. For example, lessons about place descriptions can use tourist attractions such as Kuta Mandalika Beach or Mount Rinjani, while dialogue in English lessons can be adapted

from conversations about local traditions and culture, such as Sasak wedding ceremonies or cultural festivals. In forming students' morals, moral education is needed which is placed as the foundation of the national development vision to create a noble, moral, ethical, cultured, and civilized society by the Pancasila philosophy. In line with that, we need to implement local wisdom that always follows cultural dynamics, because it cannot be separated from human thought patterns. Furthermore, the most important thing is to selectively accept influences from outside so that local knowledge and culture can be maintained by Indonesian educational philosophy (Oediarti, 2016).

This textbook not only teaches English, but also instills the six main values of the Pancasila Student Profile, namely 1) Believing, Fearful of the Almighty God, and Noble. In this book, examples of reading or dialogue can be adapted to the religious and ethical values that apply in Sasak society, for example regarding procedures for respecting elders or speaking politely. 2) Global Marriage. By learning English through the local Sasak cultural context, students are encouraged to understand and appreciate their own culture before broadening their horizons to other cultures. This helps students become global citizens who are proud of their local identity. 3) cooperation. Sasak's local wisdom which emphasizes cooperation in everyday life can be integrated into the material. For example, conversation practice can raise the topic of cooperation in building a traditional house or preparing for a traditional event. 4) Independent. Through project-based learning related to Sasak culture, students are encouraged to study independently and explore material related to daily life in their area. 5) Critical Reasoning. This textbook can also provide space for students to think critically in analyzing folklore or social problems that exist in Sasak society, as well as finding solutions that suit the local context. 6) Creative. Students are given the freedom to be creative in assignments such as creating stories in English based on Sasak legends or designing projects that introduce Sasak culture in English.

This textbook is available in digital format which allows wider and more flexible access. With digital technology, this book can contain multimedia elements such as video, audio, and animation which help students understand the material better. For example, students can watch videos about the daily life of the Sasak people or listen to recordings of Sasak folklore in English, which makes learning more interesting and interactive. Digital English textbooks based on Sasak local wisdom integrated with the Pancasila Student Profile are an innovative solution that combines mastery of a foreign language with the cultivation of local cultural values and character. With this approach, students will not only be proficient in English, but will also grow into individuals with strong character, rooted in local culture, and ready to face global challenges with broad insight. The advantages are as follows: ma'amI teach digital English based on integrated local wisdom, the Pancasila student profile has advantages in terms of language which makes it very effective and attractive for elementary school students, especially in the context of culture-based learning and character strengthening. Here are some of the advantages in terms of language.

First, contextual and familiar language. The language in this book is structured using vocabulary and expressions that are closely related to students' local life and culture so that it is easier to understand and feels relevant in their daily lives. As research results show, students in elementary schools face difficulties in mastering various English vocabulary. Several factors that can cause students not to understand English vocabulary well include students' lack of knowledge, lack of encouragement and interest in students to read, lack of use of learning tools to teach vocabulary, poor quality of assignments, and teachers using approaches or approaches that are not appropriate for students. (Handayani, 2024). There are several ways to improve your mastery of English vocabulary, namely 1) using flashcard media (Kurniawati, 2014); (Warda & Kumalasari, 2023), 2) using the drilling method (Fitria, 2022), using poster media in learning activities (Megawati, 2017), and using textbooks *happy thinking* (Ningtias, 2022). Students at the elementary school level are still in the early stages of language learning, so simple vocabulary helps them understand and remember new words more quickly. Easy vocabulary forms a strong foundation for further language development. By understanding basic words, students can more easily build more complex vocabulary at the next level. With appropriate and easy vocabulary, students can enjoy the learning process and develop basic English skills naturally and effectively. The research results confirm that vocabulary mastery has an influence/correlation on students' speaking skills (Kuncoro, 2017).

Second, another advantage of this book in terms of language is the integration of Pancasila character values. Apart from introducing English, this book inserts Pancasila values in every existing material or story. For example, stories or dialogues in books contain values such as cooperation, tolerance, and love of the country, which shape

students' characters simultaneously with language learning. In English learning, character education can be applied in four stages: opening, core activities, follow-up, and closing. To implement this, each school has stages and character values that it wants to apply to students. These stages are adjusted to the vision and mission of each school (Sutrisna, 2021).

In English learning, students can work in groups to complete projects that require collaboration, such as creating posters or videos about social themes. This process trains students to work together, respect opinions, and learn to solve problems together. Character-based English learning aims to create students who are adept at communicating in English orally and in writing, as well as instilling their character by Indonesia's national education goals (Sutrisna, 2021b).

Third, language that is easy to understand and gradual. This book is designed with systematic stages, starting from basic vocabulary to more complex sentences, which are adapted to the abilities of elementary school students. This helps students learn with confidence without feeling overwhelmed. The research results show that self-confidence has a significant influence on students' ability to communicate in English (Kuncoro et al., 2021). Other research confirms that students' self-confidence is very important for mastery of English speaking (Syafitri et al., 2019); (Habibah, 2019). Confident students are more likely to speak English, both inside and outside the classroom. By speaking more often, they can practice communication skills, correct mistakes, and familiarize themselves with vocabulary and sentence structure. In other words, self-confidence allows students to take advantage of all the learning and practice opportunities available in English language learning, thereby accelerating the progress of their language skills.

Fourth, simple use of English. This book uses simple sentences and structures designed to suit children's level of understanding, making it easier for students to understand the material well. Simple sentences introduce students to subjects, predicates, and objects, which are the basic structure of the English language. Understanding this structure is the first step to building more complex sentences in the future. Students who are just learning English often feel overwhelmed by complex grammar rules. Simple sentences help them focus on basic vocabulary and basic grammar, which strengthens their learning foundation before moving on to higher levels. In general, student's ability to understand simple English sentences can be achieved by applying the mastery learning model (Adhi, 2017), using flashcard media (Rohmah & Shodiq, 2018), audiolingual learning methods (Rohmah & Shodiq, 2018), and other media. Interactive PowerPoint (Elsa Rahmawati, 2023).

Apart from its advantages in terms of language, digital English language textbooks based on local wisdom integrated with Pancasila student profiles also have the following advantages or disadvantages: Digital English Language Textbooks Based on Local Wisdom Integrated with Pancasila Student Profiles have advantages in terms of appearance which makes them very effective and interesting for elementary school students, especially in the context of culture-based learning and character strengthening.

Here are some of the advantages: **First,** This book is decorated with pictures and illustrations depicting local cultures, such as traditional clothing, traditional houses, and the environment around students, which helps them understand the material visually while appreciating regional culture. **Second,** As a digital textbook, this book provides interactive elements such as audio, video, and animation that enable students to learn English more actively and interestingly. They can hear the pronunciation of words, watch videos about local culture, or interact with digital quizzes. **Third,** This digital book uses bright colors and icons that attract children's attention, thereby encouraging their motivation to learn. A clean, clear layout helps students understand information without feeling overwhelmed. **Fourth,** Each chapter is designed with interesting visual variations, such as comics, photos, and illustrations of local characters, so that students remain enthusiastic about learning without getting bored. By combining easy-to-understand language and displays rich in local cultural values as well as digital interactive elements, this book not only helps students understand English but also strengthens their love of culture and character development according to the Pancasila Student Profile.

Feasibility of Digital English Textbooks Based on Integrated Local Wisdom, Pancasila Student Profile from Validity and Practical Aspects

The suitability of this textbook was evaluated through a validation test process by experts, trials of its use in the field, as well as input from teachers and students as end users. The aim is to ensure that the textbook can support an effective, practical, and relevant learning process for all parties involved. In this research, the product validity level reached 92%, so it is included in the very valid category. The results of the material validity test show the

validity of the material content in the textbook, with a percentage validity level reaching 92%, so this textbook material is classified as very valid. In terms of practicality, based on the results of the first stage of testing, the percentage of practicality level for textbook products reached 90%, which is included in the very practical category, and from the results of large group trials on students, the percentage of practicality level for textbook products reached 91%, so it is included in the very category. Practical.

Textbooks that are suitable for use can effectively help improve student competence in the realm of knowledge and character (Amini, 2020). Textbooks play an important role in the teaching and learning process and are seen as a means of conveying and strengthening character education. Textbooks present the values of character education through organized materials that can be used as a source of learning experiences. In addition, textbooks provide useful options in the teaching and learning process that allow students to understand the formation of character education as they engage during the school years. Based on the results of the analysis in the English textbook, all dimensions of the Pancasila Student Character are implemented so that the English textbook is suitable as teaching material that develops the Pancasila Student Character values (Hadna Suryantari, 2022).

Digital English Textbook Based on Local Wisdom that is integrated with the Pancasila Student Profile must be worthy for several important reasons, including 1) Relevance to Local Context. Decent textbooks based on local wisdom help students understand learning material in a context that is close to their daily lives. This makes it easier for students to relate English learning to the surrounding culture and environment so that it is more meaningful and easy to understand. 2) Strengthening Character According to the Pancasila Student Profile. Integration with the Pancasila Student Profile allows textbooks to not only teach language skills but also shape student character. Values such as cooperation, independence, critical thinking, creativity, and global diversity can be instilled through relevant and contextual material. Decent books ensure that students are not only academically intelligent but also have character according to Pancasila values. 3) Supports Holistic and Adaptive Learning. Decent textbooks must support holistic learning, where students not only master English, but are also able to think critically, collaborate, and adapt to various situations. The use of digital textbooks that are integrated with local life facilitates more flexible and dynamic learning, both face-to-face and online. 4) Effectiveness in the Learning Process. The appropriateness of a textbook ensures that the material, methods, and presentation of the book are effective in helping students achieve learning goals. Well-designed textbooks will make it easier for teachers to teach and students to learn, in an interactive, interesting, and relevant way. This also maximizes the use of digital technology in learning. 5) Accessibility and Ease of Use. A decent digital textbook ensures that students and teachers can easily access and use the material. Inappropriate books may have content that is difficult to understand or may not support interactive learning. Feasibility ensures the material is easy to use, with a user-friendly interface and features that optimally support the learning process. Overall, the feasibility of a Digital English Textbook Based on Local Wisdom that is integrated with the Pancasila Student Profile is very important to ensure that the learning that occurs is effective, and relevant, and supports the development of student character and competence in local and global contexts.

CONCLUSION

Based on the research results and discussion, the conclusions in this research are: 1) Digital English textbook products based on Sasak local wisdom integrated with Pancasila student profiles have advantages in terms of language and appearance. Advantages in terms of language include: the use of contextual and familiar language that is relevant to students' daily lives, the integration of Pancasila values in the material, such as cooperation and tolerance, which shape students' character, language that is gradual and easy to understand according to students' abilities, as well as simple sentences that help understand the basic structure of the English language. The advantages in terms of appearance consist of: local cultural illustrations that help visual understanding and appreciation of regional culture; interactive elements such as audio, video, and animation that make learning more active; bright colors and icons and a clean layout that is attractive and easy to understand; as well as visual variations such as comics and local illustrations that maintain student enthusiasm. This book supports understanding of English while strengthening love for culture and character development according to the Pancasila Student Profile. 2) In this research, the product validity level reached 92%, so it is included in the very valid category and the percentage of practicality level for textbook products reached 91%, so it is included in the very practical category.

Digital English Textbook Based on Local Wisdom that is integrated with the Pancasila Student Profile has implications in learning, including increasing the relevance of material, character building, developing 21st-century skills, and increasing interaction between teachers and students. This book also provides flexibility in learning, supports the application of project-based and multidisciplinary learning, and encourages parental and community involvement. In addition, this book encourages the use of authentic assessment and adaptation of educational technology to support a more efficient and effective learning process.

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