

ANALYZING THE LOCAL CONTENT ON READING BOOK USED IN FIFTH GRADER OF SD NEGERI 2 MENGULAK

ABSTRACT

This research aims to analyze the representation and influence of local content in reading books used by fifth-grade students at SD Negeri 2 Mengulak. Using a qualitative descriptive method with a phenomenological approach, the study investigates how local cultural elements embedded in educational texts affect students' reading comprehension, motivation, and cultural awareness. Data were gathered through classroom observations, interviews, and document analysis involving 10 fifth-grade students and their teacher. The findings indicate that local content significantly enhances students' engagement, improves their comprehension through culturally relevant contexts, and fosters pride in their cultural heritage. However, the study also highlights challenges such as the limited variety of local traditions represented and the occasional difficulty students face in understanding unfamiliar cultural references. Overall, both students and teachers responded positively to the integration of local content, underlining its value in promoting contextualized and meaningful literacy experiences. The study recommends the expansion of local content in reading materials to strengthen both literacy development and cultural identity formation.

Keywords: Local Content, Reading Book, Elementary Students, Cultural Literacy, Contextual Learning

Reference: 64 (2015–2025)