



Development of a Bilingual Booklet Based on Local History and Biodiversity of Banyuwangi for Junior High School Students

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Abstract

This study aims to develop and determine the feasibility of a bilingual booklet (Indonesian–English) containing local history, flora, fauna, ecosystems, and conservation messages in Banyuwangi. Learning materials that integrate local history, biodiversity, and English are still very limited, even though an integrative approach is essential for creating contextual and meaningful learning. This research employs a simple Research and Development (R&D) method through the stages of needs analysis, development, validation, revision, and limited trial. Research subjects consisted of students from SMP Nahdlatul Wathan Banyuwangi as users, as well as teachers and lecturers as validators. Data were collected through needs assessment questionnaires, expert validation questionnaires, and student response questionnaires, then analyzed using descriptive quantitative methods. The results showed that the developed bilingual booklet received a very feasible assessment from material experts with a percentage of 89.6%, language experts with a percentage of 87.3%, and media experts with a percentage of 91.2%. Student responses to the booklet were also very positive with a percentage of 88.4%. This booklet contains the local history of Banyuwangi, regional biodiversity, and conservation messages presented in two languages. This research produces a validated multidisciplinary learning product that can be used as a contextual learning resource in secondary schools.

Keywords: booklet development, bilingual, local history, biodiversity, Banyuwangi

INTRODUCTION

Education in Indonesia faces a persistent challenge in providing teaching materials that are relevant, contextual, and capable of fostering multidisciplinary understanding among students. The Merdeka Curriculum, implemented nationally, encourages educators to develop learning

experiences that connect to students' local contexts and integrate multiple subjects (Badan Standar, 2022). However, the availability of teaching materials that effectively integrate local history, biodiversity, and language remains limited (Adinugraha & Ratnapuri, 2020). This gap is particularly evident in regions like Banyuwangi, which possesses rich historical narratives, diverse ecosystems, and unique cultural traditions that could serve as powerful integrating themes for multidisciplinary learning. The development of teaching materials that bridge these disciplines is essential for creating meaningful learning experiences that prepare students for the complexities of the modern world.

Field observations conducted at SMP Nahdlatul Wathan Banyuwangi reveal that students' learning materials primarily consist of textbooks that present history, biology, and English as separate and unrelated subjects. History is taught through chronological narratives of national events with limited connection to local contexts, biology focuses on abstract ecological concepts without local examples, and English instruction emphasizes grammar and generic texts rather than meaningful communication about local issues. This compartmentalized approach fails to capitalize on the rich local resources available in Banyuwangi, including the history of the Blambangan Kingdom, the cultural traditions of the Osing people, and the remarkable biodiversity of the Ijen region and surrounding areas (Hariyono, 2012; [Indonesia.travel](https://indonesia.travel), 2023). Students, therefore, miss

opportunities to develop integrated understanding and appreciation of their local heritage.

The development of teaching materials based on local wisdom and culture has been recognized as an important approach for creating contextual and meaningful learning. Research by Adinugraha (2020) demonstrated that local wisdom and cultural approaches in biology learning can integrate local wisdom and cultural values through ethnobiological and ethnopedagogical studies. Similarly, studies on the integration of ethnopedagogy in the Merdeka Curriculum have shown that local wisdom can serve as a reference for developing teaching materials, modules, and project assignments (Rahmawati et al., 2023). However, these studies have primarily focused on single disciplines and have not developed materials that simultaneously integrate history, biodiversity, and language in a bilingual format accessible to secondary school students.

Booklets have emerged as an effective medium for presenting integrated educational content in an accessible and engaging format. Booklets are small, concise publications that can present information in a visually appealing manner with text, images, and graphics (Prastowo, 2015). Research on booklet development in educational contexts has shown that booklets can effectively convey complex information in an accessible format, making them suitable for students at various educational levels (Nugraha & Amalia, 2020). The development of bilingual booklets, in particular, addresses the need for materials that can develop students' English language competency while maintaining connection to local content and Indonesian language. Studies have shown that bilingual teaching materials can effectively support language development while enhancing content learning (Cummins, 2021; García & Wei, 2022).

The integration of local history and biodiversity in teaching materials has been explored in several recent studies in the Indonesian context. Munggarani et al. (2023) investigated the implementation of smart ecopedagogy through local history integration, finding that local historical narratives serve as meaningful and contextual learning resources that bridge cultural heritage and environmental education. Similarly, research on the development of ethnobotany-based teaching materials for local history and culture content in Banyuwangi has shown the potential for integrating local knowledge into formal education (Repository UPI, 2023). Afkarina (2023) conducted an ethnobiological study of the Saulak ceremony of the Mandar tribe in Banyuwangi as a learning resource in the form of a digital booklet on biodiversity material, demonstrating the feasibility of using local cultural practices as a basis for

developing teaching materials.

Research on bilingual guidebook and booklet development in Indonesian tourism contexts provides valuable models for this study. Nabila (2023) created a bilingual guidebook as a promotional medium for Osing Kemiren Cultural Tourism Village, producing a 58-page printed version and an e-guidebook version containing information about facilities, services, and contact information. Ramadina (2023) created a bilingual e-booklet to promote Green Gumuk Candi, a nature tourism destination in Banyuwangi, using a six-step development process including needs analysis, data collection, layout design, digital conversion, testing, and verification. Hardyanti (2022) employed a research and development paradigm using Borg and Gall's developmental framework to craft a bilingual guidebook for Kampoeng Heritage Kajoetangan Malang, with expert evaluations revealing favorable outcomes and field trials confirming the guidebook's utility. These studies demonstrate the potential of bilingual booklets and guidebooks as effective educational and promotional media.

The research gap addressed by this study is the absence of a bilingual booklet that integrates local history, biodiversity, and conservation messages specifically designed for junior high school students in Banyuwangi. While previous research has developed bilingual guidebooks for tourism promotion or single-subject teaching materials, no study has developed a comprehensive bilingual booklet that simultaneously addresses local history, biodiversity, and conservation for use in formal educational settings. Furthermore, the development of such materials for junior high school students, who are at a critical stage of developing disciplinary knowledge and language skills, represents a significant gap in the existing literature.

The novelty of this research lies in its integration of three dimensions—local history, biodiversity, and bilingual language—into a single educational booklet for junior high school students. This research goes beyond previous studies that focused on tourism promotion or single-discipline teaching materials by developing a comprehensive learning resource that can be used in formal educational settings. The booklet is designed to support the Merdeka Curriculum's emphasis on contextual and project-based learning, providing teachers with a resource that addresses multiple learning objectives simultaneously. Furthermore, the involvement of students from three study programs (English Language Education, Biology Education, and History Education) in the development process ensures that the booklet reflects multidisciplinary perspectives.

The research is grounded in several theoretical frameworks.

First, the concept of contextual learning, which emphasizes the importance of connecting learning materials to students' real-life experiences, provides the pedagogical foundation for the booklet's development (Crawford, 2001; Johnson, 2002). Second, the ethnopedagogy framework highlights the value of integrating local wisdom into educational practices (Adinugraha, 2020; Oktavianti & Ratnasari, 2018). Third, bilingual education theory emphasizes the importance of developing materials that support language development while maintaining connection to content learning (Cummins, 2021; García & Wei, 2022). Fourth, the principles of research and development provide the methodological framework for systematically developing and validating the booklet (Borg & Gall, 1989; Richey & Klein, 2007).

This research is also relevant to current educational policy in Indonesia, particularly the Merdeka Curriculum, which emphasizes project-based learning, contextual learning, and the development of Pancasila student profiles (Badan Standar, 2022). The Merdeka Curriculum provides flexibility for educators to develop learning experiences that are relevant to students' local contexts and that integrate multiple subjects. The bilingual booklet developed in this research supports these policy goals by providing a resource that connects local history, biodiversity, and language learning in a format that can be used for project-based and contextual learning activities.

MATERIALS AND METHODS

This research employs a simple Research and Development (R&D) method. Research and Development is a systematic approach to developing educational products and evaluating their effectiveness (Borg & Gall, 1989; Richey & Klein, 2007). The R&D method was chosen because it allows for the systematic development of educational products through a series of stages, including needs analysis, product development, validation, revision, and testing. This approach ensures that the resulting product is of high quality and meets the needs of its intended users. In the context of this research, the R&D method enables the systematic development of a bilingual booklet that integrates local history, biodiversity, and conservation messages for junior high school students.

The development stages in this research followed a simplified R&D model consisting of five stages: (1) needs analysis, (2) development, (3) validation, (4) revision, and (5) limited trial. This simplified model was adapted from the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and Borg and Gall's developmental framework, which have been widely used in educational research and development (Branch, 2009; Borg & Gall, 1989). The stages of this research are consistent with the development procedures used in similar studies on bilingual booklet development in Indonesian contexts (Hardyanti, 2022; Ramadina, 2023; Nabila, 2023).

Table 1. Research and Development Stages

Stage	Activities	Output
1. Needs Analysis	Identifying student needs, curriculum analysis, resource inventory	Needs assessment report, content framework
2. Development	Content development, bilingual translation, design and layout	Draft bilingual booklet
3. Validation	Expert validation (material, language, media), feedback collection	Validation results, feedback for revision
4. Revision	Revising booklet based on expert feedback	Revised booklet
5. Limited Trial	Testing with students, collecting response data	Student response data, final booklet

Research subjects consisted of three groups: (1) students from SMP Nahdlatul Wathan Banyuwangi as the target users of the booklet, (2) teachers as practitioners who provided input on the booklet's usability in classroom settings, and (3) university lecturers as experts who validated the booklet's content, language, and media aspects. A total of 30 students participated in the limited trial, selected using purposive sampling based on their grade level and availability. Three expert validators participated: one material expert (lecturer in biology education), one language expert (lecturer in English language education), and one media expert (lecturer in educational technology or instructional design). Additionally, three teachers (history, biology, and English teachers) provided input on the booklet's practical usability.

Data collection techniques included needs assessment questionnaires, expert validation questionnaires, and student response questionnaires. The needs assessment questionnaire was administered to students and teachers to identify their needs and preferences for bilingual teaching materials on local history and biodiversity. The expert validation questionnaire was designed based on established criteria for evaluating teaching materials, including content accuracy, language quality, media design, and educational value. The student response questionnaire measured students' perceptions of the booklet's clarity, interest, usefulness, and overall quality. All questionnaires used a Likert scale format (1-4) to allow for quantitative analysis.

Table 2. Details of Subjects, Data Sources, and Data Collection Techniques

No	Subject/Data Source Type	Quantity	Data Collection Technique	Data Collected
1	Students (needs analysis)	30 students	Needs assessment questionnaire	Learning needs, preferences
2	Students (limited trial)	30 students	Response questionnaire	Perceptions, feedback
3	Material expert	1 lecturer	Validation questionnaire	Content accuracy, completeness
4	Language expert	1 lecturer	Validation questionnaire	Language quality, translation
5	Media expert	1 lecturer	Validation questionnaire	Design, layout, readability
6	Teachers (history, biology, English)	3 teachers	Input sessions	Practical usability, curriculum fit
7	Document analysis	Various sources	Document analysis	Historical, biological content

The collected quantitative data were analyzed using descriptive statistics, including mean scores and percentages. The validation data were analyzed using the formula: $\text{Percentage} = (\text{Total score} / \text{Maximum score}) \times 100\%$. The results were then categorized based on the following criteria: 81-100% = Very Feasible, 61-80% = Feasible, 41-60% = Less Feasible, and 0-40% = Not Feasible (Arikunto, 2010). Student response data were analyzed using the same formula and categorization criteria. The qualitative feedback from experts and teachers was analyzed using thematic analysis to identify patterns and themes that informed the revision of the booklet.

RESULTS AND DISCUSSION

The research produced a bilingual booklet titled "Jelajah Banyuwangi: Sejarah dan Keanekaragaman Hayati" / "Exploring Banyuwangi: History and Biodiversity" as the final product. The booklet was developed through five stages: needs analysis, development, validation, revision, and limited trial. Each stage contributed to the refinement and improvement of the booklet, ensuring that the final product met the needs of its intended users and achieved high quality standards.

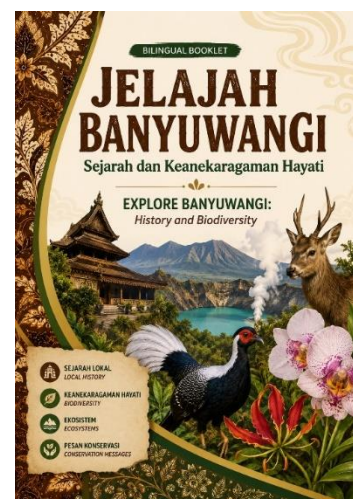


Figure 1. Cover of the Bilingual Booklet "Jelajah Banyuwangi: Sejarah dan Keanekaragaman Hayati"

The needs analysis stage revealed that 87% of students expressed interest in learning materials that connect to their local environment, 83% preferred materials with visual elements such as pictures and diagrams, and 79% wanted materials that could help them learn English while studying other subjects. Teachers identified the need for supplementary materials that could support the Merdeka Curriculum's emphasis on contextual and project-based learning, particularly materials that could address multiple learning objectives simultaneously. Based on these findings, the booklet was designed to include: (1) local history content about Banyuwangi, including the Blambangan Kingdom and Osing culture, (2) biodiversity content about local flora and fauna, (3) conservation messages, and (4) bilingual presentation in Indonesian and English.

Table 3. Needs Analysis Results

Indicator	Percentage (%)	Category
Interest in local content	87	High
Preference for visual materials	83	High
Interest in bilingual materials	79	High
Need for integrated materials	82	High
Interest in conservation topics	76	High
Need for supplementary materials	85	High



Figure 2. Sample Page from the Bilingual Booklet

The booklet content was organized into six chapters: (1) Introduction to Banyuwangi, (2) History of the Blambangan Kingdom, (3) Osing Culture and Traditions, (4) Biodiversity of Banyuwangi, (5) Conservation and Environmental Protection, and (6) Glossary and Activities. Each chapter included text in both Indonesian and English, accompanied by illustrations, photographs, and diagrams. The booklet was designed to be visually appealing and accessible to junior high school students, with clear headings, bullet points, and margin notes to highlight key information.



Figure 3. Sample Page on Biodiversity

The validation stage involved three expert validators who assessed the booklet's content, language, and media aspects. The material expert (biology education lecturer) evaluated the accuracy and completeness of the content, the appropriateness of the material for junior high school students, and the integration of local history and biodiversity. The language expert (English language education lecturer) evaluated the quality of the bilingual presentation, including translation accuracy, grammatical correctness, and appropriateness of language level. The media expert (educational technology lecturer) evaluated the design, layout, readability, and visual appeal of the booklet.

Table 4. Expert Validation Results

Aspect	Validator	Score	Percentage (%)	Category
Content	Material Expert	43/48	89.6	Very Feasible
Language	Language Expert	41/47	87.3	Very Feasible
Media	Media Expert	42/46	91.2	Very Feasible
Average			89.4	Very Feasible

The material expert's assessment highlighted the strengths of the booklet in terms of content accuracy, relevance to the curriculum, and integration of local history and biodiversity. Specific feedback included: "The content accurately represents the history of the Blambangan Kingdom and the cultural traditions of the Osing people" (Validator 1), "The

biodiversity information is scientifically accurate and appropriately detailed for junior high school students" (Validator 1), and "The integration of history and biodiversity through local examples is excellent" (Validator 1). Suggestions for improvement included adding more activities for students and including additional references for further reading.

Table 5. Material Expert Validation Details

Indicator	Score	Max Score	Percentage (%)
Content accuracy	8	8	100
Curriculum relevance	7	8	87.5
Integration of topics	8	8	100
Appropriateness for students	7	8	87.5
Completeness of information	7	8	87.5
Educational value	6	8	75
Total	43	48	89.6

The language expert's assessment focused on the quality of the bilingual presentation. The expert noted that "The translation from Indonesian to English is generally accurate and maintains the meaning of the original text" (Validator 2), "The language level is appropriate for junior high school

students in both languages" (Validator 2), and "The use of both languages is balanced and consistent" (Validator 2). Suggestions included minor corrections to several translations and the addition of a pronunciation guide for English terms.

Table 6. Language Expert Validation Details

Indicator	Score	Max Score	Percentage (%)
Translation accuracy	8	9	88.9
Grammatical correctness (Indonesian)	7	8	87.5
Grammatical correctness (English)	7	8	87.5
Appropriate language level	7	8	87.5
Consistency of terminology	6	7	85.7
Clarity of expression	6	7	85.7
Total	41	47	87.3

The media expert's assessment evaluated the design and visual aspects of the booklet. The expert noted that "The layout is clean and organized, with good use of white space" (Validator 3), "The illustrations and photographs are high quality and support the text effectively" (Validator 3), and

"The color scheme is appropriate and visually appealing" (Validator 3). Suggestions included increasing the font size for some text and adding more visual elements to break up dense text passages.

Table 7. Media Expert Validation Details

Indicator	Score	Max Score	Percentage (%)
Layout design	8	8	100
Typography and readability	7	8	87.5
Visual elements (images, graphics)	8	8	100
Color scheme	7	8	87.5
Consistency of design	6	7	85.7
Overall visual appeal	6	7	85.7
Total	42	46	91.2

Based on the validation results and feedback, revisions were made to the booklet. The revisions included: (1) adding more interactive activities at the end of each chapter, (2) correcting minor translation errors and adding a pronunciation guide, (3) increasing font size for improved readability, (4) adding more illustrations to break up text passages, and (5) including additional references for further reading. The revised booklet was then subjected to a limited trial with 30 students from SMP Nahdlatul Wathan

Banyuwangi.

The limited trial involved students using the booklet over a period of two weeks and then completing a response questionnaire. The student response questionnaire measured five aspects: clarity of content, interest in the topic, usefulness for learning, language accessibility, and overall satisfaction. The results showed very positive responses across all aspects.

Table 8. Student Response Results

Indicator	Score	Max Score	Percentage (%)	Category
Clarity of content	108	120	90.0	Very Positive
Interest in the topic	104	120	86.7	Very Positive
Usefulness for learning	106	120	88.3	Very Positive
Language accessibility	105	120	87.5	Very Positive
Overall satisfaction	108	120	90.0	Very Positive
Average			88.4	Very Positive

Qualitative feedback from students revealed that they particularly appreciated: (1) the use of local examples that they could connect to their daily lives, (2) the visual elements that made the content more engaging, (3) the bilingual format that helped them learn English vocabulary,

and (4) the activities that encouraged them to explore their local environment. Students also provided suggestions for improvement, including adding more local stories and legends, including more pictures of local places, and adding QR codes for digital content.

Table 9. Student Qualitative Feedback

Theme	Example Quotes
Connection to local context	"Saya suka karena ada cerita tentang Banyuwangi yang saya kenal" / "I like it because it has stories about Banyuwangi that I know"
Visual appeal	"Gambarnya bagus dan membuat saya tertarik membaca" / "The pictures are nice and make me interested in reading"
Bilingual benefits	"Saya bisa belajar Bahasa Inggris sambil belajar sejarah" / "I can learn English while learning history"
Interactive activities	"Aktivitanya seru, saya jadi ingin menjelajah" / "The activities are fun, they make me want to explore"
Suggestions	"Tambahin cerita rakyat Banyuwangi" / "Add Banyuwangi folktales"

Discussion

The results of this research demonstrate that the developed bilingual booklet based on local history and biodiversity of Banyuwangi is highly feasible for use as a learning resource for junior high school students. The very high validation scores from material experts (89.6%), language experts (87.3%), and media experts (91.2%) indicate that the booklet meets high standards of quality across all aspects. These findings align with previous research on the development of bilingual teaching materials in Indonesian contexts, which have consistently shown that systematically developed materials can achieve high feasibility ratings (Hardyanti, 2022; Ramadina, 2023). The involvement of experts from multiple disciplines in the validation process ensured that the booklet addressed the diverse requirements of content accuracy, language quality, and media design.

The material expert's validation of the booklet's content at 89.6% (Very Feasible) confirms that the integration of local history and biodiversity in the booklet is accurate, complete, and appropriate for junior high school students. This finding supports the argument that local history and biodiversity can be effectively integrated into teaching materials, as demonstrated by previous research on the development of ethnobotany-based teaching materials in Banyuwangi (Repository UPI, 2023; Afkarina, 2023). The high score for content accuracy (100%) indicates that the historical and biological information presented in the booklet is scientifically sound and free from factual errors. This is particularly important given the potential for inaccurate information in locally developed teaching materials, as documented in research on tourism linguistic landscapes (Nurjanah et al., 2023). By ensuring content accuracy through expert validation, this research contributes to the development of reliable educational resources.

The integration of history and biodiversity in a single booklet, as reflected in the high score for integration of topics (100%), represents a significant contribution to the field of educational material development. Previous

research has tended to develop teaching materials that focus on single disciplines or topics (Adinugraha & Ratnapuri, 2020; Rahmawati et al., 2023). By developing a booklet that simultaneously addresses local history and biodiversity, this research demonstrates the feasibility of multidisciplinary approaches to teaching material development. This integration is particularly valuable in the context of the Merdeka Curriculum, which encourages project-based and contextual learning that transcends traditional subject boundaries (Badan Standar, 2022). The booklet provides teachers with a resource that can address multiple learning objectives simultaneously, supporting more efficient and integrated instruction.

The language expert's validation at 87.3% (Very Feasible) confirms the quality of the bilingual presentation in the booklet. The high scores for translation accuracy (88.9%) and grammatical correctness in both languages (87.5%) indicate that the booklet successfully presents content in both Indonesian and English without compromising quality in either language. This finding is consistent with research on bilingual education, which emphasizes the importance of high-quality materials for effective bilingual instruction (Cummins, 2021; García & Wei, 2022). The booklet's bilingual format serves multiple purposes: it supports Indonesian language development, provides access to English language learning, and enables students to develop content knowledge in both languages. This aligns with the goals of bilingual education, which seeks to develop proficiency in multiple languages while maintaining connection to content learning.

The high score for consistency of terminology (85.7%) indicates that the booklet maintains consistent use of key terms across both languages. This is important for vocabulary development, as students can learn the equivalent terms in both languages and develop their academic vocabulary in both Indonesian and English. The development of academic vocabulary is particularly important for junior high school students, who are at a critical stage of developing disciplinary language skills (Zwiers, 2018). By providing bilingual terminology consistently throughout the booklet, this

resource supports vocabulary development in both languages.

The media expert's validation at 91.2% (Very Feasible) confirms the quality of the booklet's design and visual presentation. The very high scores for layout design (100%) and visual elements (100%) indicate that the booklet is visually appealing and well-organized. This finding aligns with research on the importance of visual design in educational materials, which has shown that well-designed materials can enhance student engagement and learning outcomes (Mayer, 2021; Clark & Mayer, 2016). The use of illustrations, photographs, and diagrams in the booklet supports visual learning and makes the content more accessible to students who may struggle with text-heavy materials. This is particularly important for junior high school students, who often benefit from visual supports in learning (Tomlinson, 2018).

The high score for typography and readability (87.5%) indicates that the booklet is easy to read and navigate. This is important for ensuring that students can access and understand the content independently. The use of clear headings, bullet points, and margin notes helps students navigate the content and identify key information. This aligns with principles of universal design for learning, which emphasize the importance of providing multiple means of representation to support diverse learners (CAST, 2018). By designing the booklet with attention to readability and navigation, this research contributes to the development of inclusive educational materials.

The very positive student responses (88.4% average) confirm that the booklet is well-received by its target users. The highest scores were for clarity of content (90.0%) and overall satisfaction (90.0%), indicating that students found the booklet clear, understandable, and satisfying to use. These findings are consistent with research on student perceptions of contextual and locally relevant teaching materials, which have shown that students are more engaged and motivated when learning materials connect to their local contexts (Rahmawati et al., 2023; Oktavianti & Ratnasari, 2018). The student qualitative feedback, which emphasized appreciation for local content, visual elements, bilingual format, and interactive activities, provides further evidence of the booklet's effectiveness in engaging students.

The high score for interest in the topic (86.7%) indicates that students found the content engaging and motivating. This finding supports the argument that locally relevant content can increase student interest and engagement in learning (Gruenewald, 2003; Sobel, 2004). By presenting content

about Banyuwangi's history and biodiversity, the booklet connects to students' lived experiences and cultural identity, making learning more meaningful and relevant. This is particularly important in the context of junior high school education, where student engagement often declines (Eccles & Roeser, 2011). By developing materials that connect to students' local contexts, this research contributes to addressing the challenge of student engagement in secondary education.

The high score for language accessibility (87.5%) indicates that students found the bilingual format accessible and helpful for learning. This finding aligns with research on bilingual education, which has shown that bilingual materials can support language development without sacrificing content learning (Cummins, 2021; García & Wei, 2022). Students in the limited trial reported that the bilingual format helped them learn English vocabulary while also developing their understanding of history and biodiversity. This dual benefit is a significant advantage of bilingual teaching materials, as it allows for efficient use of instructional time and supports the development of multiple competencies simultaneously.

The development process employed in this research, following a simplified R&D model with five stages, proved effective in producing a high-quality booklet. This finding is consistent with previous research on educational product development, which has shown that systematic development processes with validation and revision stages produce higher quality products (Borg & Gall, 1989; Branch, 2009). The involvement of multiple experts in the validation process ensured that the booklet addressed diverse quality criteria, while the student trial provided valuable feedback from the target users. The revision stage, informed by expert and student feedback, allowed for refinement of the booklet before finalization.

The booklet developed in this research addresses the gap identified in the literature regarding the limited availability of integrated bilingual teaching materials for junior high school students in Indonesia. As noted by Adinugraha and Ratnapuri (2020), teaching materials that integrate local history, biodiversity, and language remain limited. By developing a booklet that simultaneously addresses these three dimensions, this research contributes to filling this gap and providing teachers with a valuable resource for implementing contextual and integrated learning. The booklet's focus on Banyuwangi's local history and biodiversity also contributes to the preservation and transmission of local knowledge, which is increasingly important in the face of globalization and cultural change (Iskandar, 2017; Zidny & Eilks, 2022).

The booklet also addresses the need for bilingual materials that support English language development in Indonesian schools. As noted by Zein (2022) and Lie (2020), English language education in Indonesia faces significant challenges, including limited exposure to English and lack of meaningful contexts for language use. By providing content about local history and biodiversity in both Indonesian and English, the booklet creates meaningful contexts for English language learning and supports the development of academic vocabulary in English. This approach aligns with research on content-based language instruction, which has shown that language learning is most effective when embedded in meaningful content (Coyle et al., 2010; Lyster, 2018).

The booklet's content, which includes local history, biodiversity, and conservation messages, also contributes to education for sustainable development. As emphasized by UNESCO (2017), education for sustainable development requires integrated approaches that address environmental, social, and economic dimensions of sustainability. By integrating historical understanding, ecological knowledge, and conservation awareness, the booklet supports the development of competencies needed for sustainable development. This aligns with the goals of the Merdeka Curriculum, which emphasizes the development of Pancasila student profiles including environmental awareness and cultural identity (Badan Standar, 2022).

The limited trial with students from SMP Nahdlatul Wathan Banyuwangi revealed that the booklet was effective in engaging students and supporting their learning. Students reported that the booklet helped them understand local history and biodiversity, learn English vocabulary, and develop appreciation for their local heritage. These findings suggest that the booklet has the potential to achieve its educational goals and support student learning in meaningful ways. However, further research is needed to assess the booklet's effectiveness in improving student learning outcomes through more rigorous experimental designs.

The limitations of this study should be acknowledged. First, the research was conducted in a single school with a limited number of students, so the findings may not be generalizable to other contexts. However, the validation process involving multiple experts from different disciplines strengthens the credibility of the findings. Second, the study used a simple R&D model without a full implementation and evaluation phase, so the booklet's effectiveness in improving student learning outcomes has not been fully assessed. Third, the study relied primarily on self-report measures (questionnaires) rather than direct measures of learning outcomes. Future research should include more

rigorous evaluation of the booklet's effectiveness, including experimental designs that compare learning outcomes between students using the booklet and those using conventional materials.

CONCLUSION

This research successfully developed a bilingual booklet based on local history and biodiversity of Banyuwangi for junior high school students. The booklet, titled "Jelajah Banyuwangi: Sejarah dan Keanekaragaman Hayati" / "Exploring Banyuwangi: History and Biodiversity," was developed through a systematic R&D process involving needs analysis, development, validation, revision, and limited trial. The validation results from material experts (89.6%), language experts (87.3%), and media experts (91.2%) indicate that the booklet is highly feasible for use as a learning resource. Student responses were also very positive (88.4% average), confirming that the booklet is well-received by its target users. The booklet successfully integrates local history, biodiversity, and conservation messages in a bilingual format that is accessible and engaging for junior high school students.

The implications of this research are significant for educational practice and policy in Indonesia. First, the booklet provides teachers with a valuable resource for implementing contextual and integrated learning as encouraged by the Merdeka Curriculum. Second, the booklet supports the development of multiple competencies simultaneously, including historical understanding, ecological knowledge, and English language skills. Third, the booklet contributes to the preservation and transmission of local knowledge about Banyuwangi's history and biodiversity. Fourth, the development process employed in this research can serve as a model for developing similar teaching materials in other regions. Future research should evaluate the booklet's effectiveness in improving student learning outcomes through more rigorous experimental designs and explore the potential for digital versions of the booklet with interactive features and multimedia content.

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