



# Teaching Materials Containing Papuan Cultural Wisdom to Develop Children's Story Writing Skills in Class V Elementary Schools

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## ABSTRAK

Pengembangan bahan ajar bermuatan kearifan budaya Papua merupakan langkah penting dalam meningkatkan keterampilan menulis dan mengatasi tantangan rendahnya tingkat literasi siswa di Papua. Penelitian ini bertujuan untuk mengembangkan bahan ajar bermuatan kearifan budaya Papua untuk meningkatkan keterampilan menulis siswa. Penelitian R&D ini berfokus pada pengembangan bahan ajar dengan menggunakan model 4D, yaitu Define, Design, Development, dan Dissemination. Subjek pada penelitian ini adalah peserta siswa kelas V sekolah dasar dengan sampel sejumlah 70 siswa pada kelas kontrol dan kelas eksperimen. Pengumpulan data dilakukan dengan observasi, wawancara, kuesioner, dan dokumentasi. Analisis data dilakukan dengan teknik analisis interaktif, validasi, dan pengujian produk. Selain itu, data juga dianalisis menggunakan analisis deskriptif kualitatif dan analisis kuantitatif. Hasil penelitian menunjukkan adanya peningkatan nilai rata-rata pada postes di kelas kontrol 67,3, kelas eksperimen mencapai 69,5. Setelah dilakukan perlakuan dan diakhiri dengan postes terjadi peningkatan nilai rata-rata dikelas kontrol menjadi 75,73, kelas eksperimen 90,28. Peningkatan rata-rata nilai postes yang lebih tinggi di kelas eksperimen mengindikasikan adanya potensi peningkatan pemahaman siswa dengan penggunaan bahan ajar kearifan budaya Papua. Inovasi bahan ajar dengan kearifan budaya Papua secara teoritis berimplikasi untuk melengkapi dan memperkokoh teori sebelumnya mengenai bahan ajar dan keterampilan menulis cerita. Secara praktis hasil penelitian ini dapat berkontribusi terhadap kearifan budaya Papua dan efektif meningkatkan keterampilan menulis cerita pendek siswa SD.

## ABSTRACT

Developing teaching materials containing Papuan cultural wisdom is an important step in improving writing skills and overcoming the challenge of low literacy levels of students in Papua. This research aims to develop teaching materials containing Papuan cultural wisdom to improve students' writing skills. This R&D research focuses on developing teaching materials using the 4D model, namely Define, Design, Development and Dissemination. The subjects in this research were fifth grade elementary school students with a sample of 70 students in the control class and experimental class. Data collection was carried out by observation, interviews, questionnaires and documentation. Data analysis was carried out using interactive analysis techniques, validation and product testing. Apart from that, the data was also analyzed using qualitative descriptive analysis and quantitative analysis. The results of the study showed an increase in the average pretest score in the control class to 67.3, while the experimental class reached 69.5. After the treatment was carried out and ended with the post-test, there was an increase in the average score in the control class to 75.73, and the experimental class 90.28. The higher average increase in post-test scores in the experimental class indicates the potential for increasing students' understanding by using Papuan cultural wisdom teaching materials. Innovation in teaching materials with Papuan cultural wisdom theoretically has implications for complementing and strengthening previous theories regarding teaching materials and story writing skills. Practically, the results of this research can contribute to Papuan cultural wisdom and effectively improve elementary school students' short story writing skills.

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## 1. INTRODUCTION

The importance of students having quality human resources to realize 'Golden Indonesia 2045' starts in elementary school. Education is the main key to improving human resources (Noge, 2019; Law, 2018). One of the key aspects of education that must be met is basic literacy, which includes the ability to listen, speak, read, and write (Harahap et al., 2022; Prawiyogi et al., 2021). The 2019 PISA survey by the OECD shows that Indonesia is ranked 62<sup>nd</sup> out of 70 countries with low literacy levels (Nirmala, 2022; Qodriah et al., 2022). To overcome this

problem, comprehensive efforts are needed, including improving the quality of education and developing curricula that strengthen language learning, as well as the active role of parents and the community in encouraging interest in reading and involvement in language activities. One aspect emphasized is the importance of writing skills in literacy development. Even though it is the last language skill to be mastered after listening, speaking, and reading, writing ability has a very important role in education. This concerns the development of creativity, understanding, and self-expression. However, the challenges faced in improving writing skills are the lack of student interest in learning and the influence of their mother tongue or regional language in the learning process (Fang et al., 2021; Deliani, 2017).

Basic literacy, including the ability to listen, speak, read and write, must be the main focus in the education system in Indonesia. Improvement efforts involve improving the quality of education at the basic level, developing curricula that strengthen language learning, the need for involvement of all stakeholders in language activities (Wardani et al., 2020; Prayogi & Widodo, 2017). One of the basic abilities that every individual must have is the ability to write which will be used as the main foundation in completing educational success. Developing writing skills requires practice, patience, and a strong understanding of grammar and vocabulary. This is important in enabling students to communicate effectively, convey information, and express creativity through written language. Writing skills are difficult to master, even by expert language speakers, due to students' lack of interest in practicing writing (Hamelia, 2020; Marinan, 2019).

This is proven by the results of interviews conducted in several schoolsbase in Lanny Jaya Regency, Papua. The results of the interviews showed that students' writing skills were not optimal, especially in writing short stories in Indonesian language lessons. The ability to write stories for children in Papua is hampered by several factors such as a lack of practical teaching from teachers, minimal awareness of students about the importance of writing, and limited relevant reading materials. Apart from that, the mother tongue or regional language has a strong influence in making it difficult for students to understand and express Indonesian correctly. The average difference in expectations in Papua also has an impact on the high dropout rate and low academic achievement of students in Papua. Apart from internal and external factors that cause school dropout rates, they include lack of confidence in learning, family economic conditions, low parental awareness, and access to education (Ahmed et al., 2022; Peterson et al., 2021; Hasanah, 2020; Robertson et al., 2018). The influence of these inhibiting factors will result in low learning outcomes and the quality of education (Widyastuti, 2021; Deliani, 2017). To improve this, collaboration between schools, parents and the community is needed. Learning that is carried out by integrating culture in learning allows students to recognize their cultural identity (Yulisetiani, 2022; Saemee et al., 2021).

One way to improve students' story writing skills is by using teaching materials. Teaching materials based on Papuan culture are very important for student learning, motivation and creativity. Developing teaching materials containing local wisdom encourages cultural sustainability and improves learning outcomes. These materials improve student engagement, language skills, and overall learning experience. This is expected to motivate students, improve language skills, and enrich their learning experience. Developing teaching materials that integrate local wisdom can be a positive step in preserving Papuan culture and improving students' writing skills. In the practice of learning to write, students experience difficulties because mastery of other skills has not been completed because there is a connection between language skills. Apart from that, students are not motivated in learning, support from people around them, and are less creative in developing ideas due to a lack of textbooks, and have not integrated the cultural context and environmental learning resources. Culture as local wisdom needs to be preserved through learning in schools (Riyanti & Novitasari, 2021; Iswatiningsih, 2019). However, in reality, existing textbooks do not yet answer the needs of students in areas that link students' concepts, environment and social culture.

It is important to develop teaching materials containing Papuan cultural wisdom as a positive effort for successful learning by translating content into regional languages. This research aims to develop teaching materials containing Papuan cultural wisdom to improve students' writing skills. It is hoped that the innovation of attractive textbooks, varied pictures, and material about Papuan culture can help students express their ideas based on the experience they have gained so that they can students become more creative in writing. The Papuan cultural local wisdom textbook was developed in printed form in a size that is easy to carry, and students do not need special tools to use it. Through the results of this research, it is hoped that it can increase students' learning motivation in writing stories and facilitate understanding of story writing, as well as an effort to preserve this culture in the next generation.

## 2. METHOD

This research is a type of R&D research that focuses on developing a 4D process-based learning model to highlight the use of teaching materials. The design stage includes adapting teaching materials to important competencies and learning objectives, including materials and images of Papuan culture. Furthermore, these

teaching materials are developed and validated by experts in their fields, including language experts, teaching materials experts, and material experts. After developing teaching materials containing Papuan cultural wisdom, the next step is testing the developed teaching materials to make the final product. Next, the stage of product trials on teaching materials for teachers and students is carried out, consisting of small and large class tests and teaching. The final stage is the evaluation stage, to see the responses of students and teachers as well as whether the teaching materials containing Papuan cultural wisdom are suitable for use as a wider reference. Then validation was carried out again by media experts, and a pretest and posttest were carried out with the Indonesian Minimum Completeness Criteria (KKM), namely 69. The research was conducted in Papua with a sample of 40 class V students at SD Inpres Tiom (an experimental class) and 30 class V students at SD Negeri Konikme (a control class). The population and samples were taken randomly because they were considered homogeneous. Data was collected through observation, interviews, questionnaires, and documentation. Interviews and questionnaires are aimed at teachers and students, while questionnaire sheets are also given to experts to assess the suitability of teaching materials. Observations are used to monitor improvement in story writing ability and are assessed using a Likert scale. The grid of this research instrument can be presented in [Tables 1](#) and [Table 2](#).

**Table1. The Pre-Test and Post-Test Grid of Short Story Writing Skills**

Component	Indicator	Indicator Description
Story Structure	1. Theme	1. The theme chosen in children's stories is a fun theme.
	2. Idea	2. Ideas usually arise from an experience, be it interesting, sad, good, bad and so on.
	3. Figure	3. Characters in children's stories present stories or events presented by characters who are interesting to the child's world and become friends or temporary companions for the reader.
	4. Background	
	5. Language style	4. Setting is the place and time when an event occurs in the story.
	6. Channel	5. Language style is the author's perspective in conveying stories through writing.
	7. Mandate	6. Plot is defined as the course of a story.
Grammar	1. Letter writing	1. When writing a story, pay attention to the use of capital letters and the neatness of the letters.
	2. Use of punctuation	2. The use of punctuation marks in writing stories dots (.), commas (,) exclamations (!) and questions (?) quotation marks (" ").
	3. Word choice	3. The choice of words in writing a story is in accordance with the correct Indonesian spelling.
	4. Sentence writing	4. Sentence structures that are appropriate to the level of language mastery (SPOK) and the level of development of students.
	5. Paragraph writing	5. Paragraph writing in writing a good paragraph story should meet the requirements of unity, coherence, completeness and sequence.
Neatness of Writing	1. Neatness of handwriting	1. Neatness of the writing in writing the story as a whole, for example cleanliness of the writing, neatness, upright continuity, no scribbles, and not going outside the lines of the book.
	2. Neatness of computer writing	2. Neatness of writing using a computer, for example the use of capital letters, punctuation, left and right margins, tabs, paragraph spacing, typefaces, fonts, bullets and numbering

Source : [Maulina et al., \(2021\)](#) with modifications

**Table 2. The Grid of Expert Assessment Instruments for Story Writing Teaching Materials**

Component	Indicator	Indicator Description
Components of Teaching Materials	1. Book size	1. Module sizes comply with ISO standards
	2. Cover design	2. Suitability of margins and paper on the module
		3. The module skin illustration depicts the content/teaching material and reveals the character of the object.
	3. Book content design	4. Don't use too many font combinations.
		5. The module title color contrasts with the background color.

Component	Indicator	Indicator Description
4.	Material Components	6. The proportion of the font size for the title, subtitle and supporting text of the module is more dominant and professional than the size of the module and the author's name 7. Suitability of module material with learning objectives. 8. The use of letter variations is not excessive. 9. Conformity of illustrations and images with text messages (material). 10. Suitability of module content with material. 11. The space between lines in normal text. 12. Normal spacing between letters. 13. The attractive appearance of teaching materials with a Papuan cultural perspective with story writing material 14. Learner-centered 15. The material must place students as subjects in learning. 16. The presentation of material in learning is participatory. 17. Ability to stimulate students' depth of thinking, including pictures, illustrations and examples. 18. Communication is established between students and teaching materials. 19. Matching the characteristics of the material to write the story.

Source : [Hidayat & Yakob \(2019\)](#) with modifications

After the data has been successfully collected, data analysis is then carried out using interactive analysis techniques. The interactive technique begins with data collection, which is then continued with data reduction, data presentation, and providing conclusions. Apart from that, data analysis was also carried out using qualitative descriptive analysis techniques and quantitative analysis with validity calculations using Aiken. Nonparametric statistical test The N-Gain test is also used to test the effectiveness of research data.

### 3. RESULTS AND DISCUSSION

#### Results

This research produces an interesting prototype product as an effort to improve story writing skills in elementary school students. The results of this research were obtained from the 4D stages, namely analysis, design, product development, implementation and product evaluation. The analysis stage was carried out through observations and interviews with teachers from both schools. The results showed that the limited reading material that is relevant for both students and teachers to read and practice is one of the reasons for students' low writing abilities. Therefore, to support further learning, it is necessary to develop teaching materials that are integrated through material containing Papuan cultural wisdom which includes (among others; stone burning culture, noken culture, culture regarding traditional traditional clothing, honai.) based on interesting content. In this way, it is hoped that students' interest in reading will increase and can trigger students to practice writing stories.

Determining teaching materials begins with a plan for preparing a prototype consisting of a book cover, book shape, book content design with details: unit I contains getting acquainted with story writing material, unit II contains steps for writing children's stories, and unit III contains learning to write stories children with knowledge of Papuan culture. Apart from these three units, the book will be equipped with exercises, material summaries, reflections and evaluations. Then validation is carried out by material, language and teaching material experts. Teaching materials were tested to determine the validity of the research. The validation results obtained reached 97% and 90.60% respectively. Meanwhile, the level of practicality for students and teachers is 92.5% and 90% in the comfortable category. The teaching materials created can be presented on [Figure 1](#).



Figure 1. The Papuan Culture Teaching Materials

The teaching materials containing Papuan cultural wisdom that were developed were teaching materials for writing children's stories which were designed in the form of textbooks. This children's story writing resource uses a Papuan cultural approach with story material that is directly related to the students' socio-cultural environment. The material is presented in such a way that it makes it easier to explore the material by students finding their own topics, looking for information through discussion activities, and asking each other questions. Students can directly observe and interview sources of information from culture through traditional figures or local culture. Apart from that, the teaching materials developed use words that are easy for students to understand. The aim is to increase students' interest in learning by creating teaching materials for writing stories containing Papuan cultural wisdom.

Teaching materials containing Papuan cultural wisdom link the material to everyday life so that students find it easier and more motivated in the learning process to write stories. Apart from that, teaching materials can also help students to master and improve their creativity and help teachers expand their knowledge of children's story writing skills. Teaching materials about writing children's stories containing Papuan cultural wisdom help teachers to link the material they teach with real world situations and encourage students to make connections between the knowledge they have and its application in their lives. Students can raise problems that exist in everyday life and write them in the form of stories.

The advantage of the textbook containing local Papuan cultural wisdom that was developed is that the material for writing stories containing Papuan culture is designed according to the context of Papuan local wisdom. The source of the images displayed in this textbook is taken based on local Papuan cultural wisdom. This is intended so that students can better understand the instructions for use and work instructions. The terms in this teaching material are translated into the Papuan regional language with the consideration that the students' literacy level is still low, so they are assisted by using the Papuan regional language (mother tongue). Using this textbook does not require special tools to use it, so teachers and students are helped by this teaching material. In this textbook, students can transform their observations and culture into written form. Students can learn about culture, with culture, and through culture in order to develop positive traits of mutual respect for other cultures. This textbook was developed practically so that it is easy to carry anywhere, so it is easy to study anytime and anywhere. This practicality is one of the characteristics of correct material development.

Research into the development of this teaching material has gone through a validation process by media experts which includes parts of the content such as appearance, design, form of image illustrations, and uses that are adapted to the age of the students. Apart from that, validation is also carried out by material experts which includes material suitability, language suitability, student curiosity, communication skills and material accuracy. After the media is tested, an evaluation process is carried out to test the media. Evaluation is carried out by language experts by adjusting vocabulary that is appropriate to use, proofreading errors in sentence usage, and so on. The results of validation of teaching materials by experts can be presented in [Table 3](#).

**Table 3. Results of Validation of Teaching Materials with a Papuan Cultural Insight**

Expert judge	Average score (%)	Criteria
Material and teaching materials	97	Very worthy
Expert	90	Very worthy
Linguist Practitioner	91	Very worthy

Based on this table, the results of validation by experts and practitioners (teachers) show that teaching materials are in the very suitable category for use. After testing the teaching materials, an evaluation process is carried out to test the teaching materials. Then a statistical test is carried out with a gain test to determine whether the development of the materials Papuan culture-oriented teaching is effectively used as accompanying teaching material for Indonesian in learning. The results of the N-Gain test can be presented in [Table 4](#).

**Table 4. N-Gain Test Results**

Class	Valid		Cases			
			Mean Experiment	Mean Control	Total	
	N	Percent			N	Percent
N Gain Percent Experiment	40	100.0%	90.28	75.73	40	100.0%
N Gain Percent Control	30	100.0%			30	100.0%

Before learning begins, an initial evaluation is carried out using a pretest to measure students' understanding before they receive teaching materials on Papuan cultural wisdom. The average pretest score in the control class was 67.03, while in the experimental class it reached 69.05. After the learning process using these



teaching materials, a final evaluation was carried out using a post test which showed an increase in the average post test score in the control class to 75.73 and in the experimental class it reached 90.28. The higher average increase in post-test scores in the experimental class indicates the potential for increasing students' understanding by using teaching materials containing Papuan cultural wisdom. Apart from that, there was a decrease in the number of students who failed the control class after learning. Thus, the results of this research indicate that the use of these teaching materials has the potential to increase students' understanding in writing children's stories.

## Discussion

The teaching materials in this research develop content that contains cultural wisdom and is more focused on students' writing skills. Even though this teaching material implicitly involves other language skills, this teaching material emphasizes the process of writing the story itself. Schools in Papua need teaching material products that are clearly interesting and aim to improve students' story writing abilities (Kasse et al., 2024; Laila et al., 2021; Sakkir et al., 2021). One of the things that underlies the obstacles to the learning process in Papua is traditional education which is still often popularized there because of the belief in previous experience. Similar things also often happen in several developing countries (Moufahim & Lim, 2015; Ren, 2019; Yu, 2021). It is important for all stakeholders to assume responsibility for knowledge-based contributions, promoting and enhancing shared understanding. This research aims to help students improve their short story writing skills according to the age of elementary school students who need an interest in visuals. Previous studies show that the use of interesting kinesthetic media is very important in developing teaching materials (Fatmawati et al., 2022; Sinta et al., 2021; Fatmawati et al., 2020; Darnawati et al., 2019). Apart from that, interactive and attractive media images are also a main factor in developing this teaching material (Ayyildiz & Yilmaz, 2021; Ahlquist, 2019). This research compiles teaching materials containing local Papuan cultural wisdom to achieve the expected cognitive, affective and psychomotor competencies. The development of this teaching material has been adapted to student characteristics. This research is in line with previous research which states that, in developing teaching materials, it must be adjusted to the characteristics of teaching material development (Magdalena et al., 2020; Situmorang, 2018).

In developing teaching materials, relevant examples related to students' environmental experiences are included. These examples are carefully selected to suit students' daily lives and surroundings, thereby making the learning process more interesting and enjoyable. By incorporating real life examples into teaching materials, educators can improve students' understanding of the subject matter. In addition, educators can also encourage students to apply their knowledge in practical situations. Teaching materials in Indonesian are formulated to encourage effective communication and facilitate understanding, while ensuring that they are free from all forms of discrimination or violence. Additionally, it has been carefully adapted to align with the cultural nuances and specificities of Papua. To assess the achievement of expected competencies, practice questions, feedback and assessment tools are available. This resource functions as an evaluation instrument to measure the level of competency achieved. The elements contained in this textbook are:; Firstly, there are study instructions that will make it easier for students to understand the lesson. Second, the competencies that will be achieved as well as the basic competencies and indicators for achieving learning outcomes that students must achieve so that students in following the teaching and learning process have clear goals. Third, the supporting information found in the Papuan local wisdom-based teaching materials are regional terms that use regional languages with the aim of making students understand the material better. Fourth, there are very clear worksheet instructions that are arranged systematically containing work procedures, observation sheets, observation results related to short story writing practicum. Fifth, there are evaluations and assignments to measure student learning outcomes. The teaching materials developed not only contain these five elements but also pay attention to certain elements such as an attractive cover design, foreword, table of contents, instructions for use, basic competencies, and indicators as references in achieving learning outcomes. The content of this teaching material was developed based on local Papuan cultural wisdom, thereby motivating students to write stories. This teaching material aims to improve students' writing skills by including elements that involve and inspire students. By integrating local cultural wisdom from Papua, the teaching materials provide a unique and culturally relevant storytelling approach, fostering a deeper connection between students and the subject matter (Fiharsono et al., 2024; Kasse et al., 2024; Magdalena & Sundari, 2020).

This research involves students in attentive listening activities to analyze factual information and procedures by identifying characteristics, objects and series of events in the values of various types of informative and fictional texts. The focus on developing writing skills through analysis of informative texts in Indonesian language teaching materials reflects a pedagogical approach that respects local cultural wisdom. By incorporating elements of Papuan cultural heritage into teaching materials, students are encouraged to explore and appreciate the richness of their own culture while simultaneously honing their writing skills. This not only improves students' language skills, but also fosters a sense of pride and connectedness to their cultural identity (Çetin et al., 2021; Ögülmüs, 2021).

This teaching material can direct students to be able to speak and present the results of listening. Speaking skills are trained with several activities, namely conversation, aesthetic speaking, speaking to convey information, and dramatic activities. By using conversation techniques, students are not directed to memorize texts but are guided and directed to understand the framework of instructions in language patterns. Through this teaching material, students are also able to read or analyze through activities to identify the main ideas of descriptive texts, short stories, narratives, arguments and expositions as well as the values contained in literary works. Apart from that, this teaching material can certainly support writing skills student. Writing skills are trained through composing activities. Composing can be considered as an activity of proficiency with written language. Therefore, students are asked to tell their experiences about what they heard, saw, felt and imagined using written language. Teaching materials containing Papuan cultural wisdom that have been developed by researchers in the context of developing students' writing skills have been assessed by the expert in his field. The assessment results show that the development of teaching materials has high validity and is ready to be used. The validity of this research has been assessed by material experts and education experts with the validity percentage reaching a satisfactory level. Apart from that, this teaching material is also considered practical by teachers and students with a good level of practicality. These teaching materials with a Papuan perspective are designed by paying attention to aspects of the content, structure and clarity of the material presented. The use of this teaching material has been tested and proven that it can improve students' writing skills effectively. Students feel helped by this teaching material and are able to produce better writing. Teachers also feel the benefits in providing a positive response to the use of Papuan-oriented teaching materials for students. Thus, teaching materials with a Papuan perspective can be an effective solution in improving students' writing skills.

Positive responses and student assessments show that the teaching materials containing Papuan culture which were developed to improve students' writing skills are very practical, useful and easy to use. It is proven that this teaching material is effective in improving students' understanding of writing, as seen from the results of the pre-test and post-test evaluation. Validity, practicality and effectiveness of this teaching material can support students to be brave and skillful in the future. The advantage of this teaching material is that it is flexible and easy to use, so it can be used in various situations and at different times to achieve maximum learning results. In its application, it is important for teachers and related parties to identify student weaknesses in each subject and collaborate in developing effective strategies to help overcome student weaknesses together (Nesri & Kristanto, 2020; Nugraha & Rahman, 2017).

This research has implications for strengthening the theory of teaching materials related to story writing skills. Innovation in teaching materials containing Papuan culture contributes to complementing the shortage of teaching materials in Papua, so that students are not left behind in learning. Students can utilize their social and cultural environment as the greatest resource for acquiring knowledge. This is in accordance with the demands and expectations of the current curriculum to integrate whatever is available in the region as a learning resource. However, this research is only limited to developing one language skill, namely story writing skills. Further research can develop other language skills and in different forms.

#### 4. CONCLUSION

Increase in grade point average the post test in the experimental class indicated an increase in students' understanding by using teaching materials containing Papuan cultural wisdom. The results of this research can support the preservation of Papuan cultural wisdom and effectively improve short story writing skills in elementary school students. This research has implications for all stakeholders to realize the importance of instilling and introducing culture to the next generation through learning in elementary schools. Theoretically, innovative teaching materials that integrate Papuan cultural wisdom have implications for complementing and strengthening existing theories regarding teaching materials and story writing skills. Practically, the results of this research can support the preservation of Papuan culture and effectively improve short story writing skills in elementary school students.

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