

Development of Indonesian language teaching modules based on local wisdom to support elementary school students' skills in writing moral messages

Lina Anggraini¹, Priyono Tri Febrianto^{*2}

^{1,2}Universitas Trunojoyo Madura, Indonesia

e-mail: priyono.febrianto@trunojoyo.ac.id

^{*}Corresponding Author.

Abstract: *This research aims to develop an Indonesian language instructional module based on the Petik Laut local tradition and to evaluate its feasibility and effectiveness in enhancing the moral message writing skills of elementary school students. This study utilized the Research and Development (R&D) method, adopting the Dick and Carey model integrated with a mixed-methods approach. The research subjects included one teacher and 18 fourth-grade students at SDN Bugih 1 Pamekasan. Data collection was conducted through observation, interviews, expert validation, and writing proficiency tests (pre-test and post-test). Validation results indicated that the module was deemed feasible, with scores of 94% from content experts, 88% from media experts, and 86% from product design experts. However, the instructional design expert score (65%) indicated that revisions were needed in the instructional design aspect. The trial results showed a significant improvement in students' writing performance, with the mean score increasing from 65.5 to 83.1. Furthermore, the Wilcoxon Signed Rank Test yielded a significance value of 0.000 ($p < 0.05$), indicating a significant difference in learning outcomes following the module's implementation. This improvement was reflected not only in quantitative scores but also in students' ability to comprehend narrative content, identify moral values, and produce structured writing. The novelty of this study lies in the integration of Petik Laut local wisdom into a systematic instructional module designed for incremental skill development. In conclusion, the developed module is not only feasible but also effective in enhancing the quality of writing instruction in elementary education.*

Keywords: *Teaching module; Petik Laut tradition; Writing skills; Moral messages*

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Introduction

Indonesian language instruction in elementary school serves not only as a means of communication but also plays a role in shaping students' character through the development of spiritual, emotional, and intellectual intelligence (Al-rasyid & Siagian, 2023). Therefore, Indonesian language instruction is directed toward strengthening writing skills to help students understand and convey the meaning of texts accurately (Suparlan, 2020). The success of Indonesian language learning is determined not only by the content but also by the use of appropriate teaching methods and techniques (Ali, 2020). However, classroom learning conditions still tend to focus on texts, thus failing to fully assist students in understanding and constructing moral messages. This is evident from the pretest results of fourth-grade students at SDN Bugih 1, with an average score of only 65.5, which remains below the Minimum Passing Score (MPS) of 70. This situation indicates that students' ability to compose moral messages is still relatively low.

Writing skills are one of the essential language skills that students should possess (Qadaria et al., 2023). Through writing activities, students learn to convey ideas so that they can be understood by others (Pratiwi et al., 2023). Therefore, this ability needs to be developed starting in elementary school as a

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means for students to express their experiences while broadening their horizons (Prisko Adi Saputra et al., 2024). Writing skills are an important part of Indonesian language learning in elementary school. However, students' ability to write moral messages is significantly influenced by the teaching strategies teachers use to actively engage students in the classroom (Cheung & Jang, 2019). The low proficiency in writing moral messages stems from the fact that the learning process tends to remain text-based and has not yet integrated local cultural contexts. Therefore, the use of local wisdom in learning is important because it can help students understand their own identity and their social environment (Grimshaw & Mates, 2020). In line with this, (D Lyesmaya et al., 2020) states that literacy learning in elementary school can be developed through the integration of local wisdom values. In this study, this integration was implemented through the teaching of moral messages using the traditional Petik Laut folktale.

The use of local wisdom in teaching materials has been extensively studied and has been shown to have the potential to enhance students' understanding and motivation to learn. Research conducted by (Suparlan, 2020) and (Isra et al., 2023) indicates that learning based on local culture can help students understand the material more easily and become more active in the learning process. In line with this, (Mustadi et al., 2021) state that media based on local wisdom can help elementary school students organize their ideas and write in a more focused manner because the material presented is contextual. Furthermore, (Kusmana et al., 2020) emphasizes that folklore based on local wisdom contains moral values that can be developed as teaching materials to support character education. These findings are reinforced by (Januardi et al., 2024), which states that integrating traditional community values into learning not only enriches the learning context but also enhances the meaningfulness of the material and strengthens students' cultural identity. The development of teaching materials based on local traditions at the elementary school level has also been conducted by (Wastuti et al., 2021), which demonstrates that local traditions can be integrated into elementary school learning. However, most of these studies still focus on improving understanding, learning motivation, and strengthening students' character, and have not yet led to the development of structured skills for writing moral messages. Furthermore, the utilization of local wisdom in the form of specific traditional folktales, such as the Petik Laut tradition, is still rarely used as a basis for developing Indonesian language teaching modules in elementary schools. Therefore, the use of the Petik Laut tradition in this module is aimed at linking learning to an environment close to the students' lives. This is supported by (Kokotsaki, 2022) findings, which indicate that students' engagement in writing activities can improve when they are given the opportunity to write with a clear purpose and in a way that relates to their experiences and understanding of their surrounding environment.

Although there has been extensive research on the use of local wisdom in Indonesian language education, most studies have been limited to the understanding of values, character building, or the general enhancement of learning motivation. The novelty of this study lies in the integration of the values of the Petik Laut tradition into a teaching module specifically designed to help students formulate moral messages in a structured manner. This module not only presents material on local culture but is also equipped with guidelines to help students develop ideas. Through the use of this module, students are expected to find it easier to identify and write moral messages after reading a folktale. Therefore, this study aims to develop an Indonesian language teaching module based on Petik Laut folktales and to test its suitability as teaching material for moral message writing instruction in elementary schools.

Method

The research method used in this study is research and development (*R&D*). Research and development is a research method used to produce specific products and conduct an initial evaluation of the products' use in the context of learning (Sugiyono, 2022). This method was chosen because the study aims to produce a product in the form of Indonesian language teaching modules based on local wisdom, as well as to test the feasibility and assess the potential for using the modules in learning. The

approach used in this study is a *mixed-methods* approach integrated into the R&D stages, which combines qualitative and quantitative approaches within a single research design (Sari et al., 2024). Qualitative data was used in the needs analysis stage and the product revision process based on expert validators' suggestions, while quantitative data was used to test the product's feasibility and measure improvements in students' writing skills after using the developed instructional module.

The instructional design model used in this study is adapted from Walter Dick and Lou Carey and tailored to the needs of the research. Dick and Carey explain that instructional development involves ten stages: identifying learning objectives, analyzing learning and learner characteristics, formulating specific learning objectives, developing assessment instruments, developing instructional strategies and materials, as well as formative evaluation, product revision, and summative evaluation (Dick, n.d.). In this study, these stages were simplified into several main steps, namely needs analysis, formulation of learning objectives, development of assessment instruments and learning strategies, development of instructional modules, expert validation, product revision, and limited pilot testing. The simplification of the stages was carried out by considering the limited research time, the limited number of subjects, and the research focus, which was only on product development and pilot testing, without compromising the principles and systematic flow of the development model used.

This study was conducted at SDN Bugih 1 Pamekasan, Madura, with the research subjects comprising fourth-grade teachers and 18 fourth-grade students. The subjects were selected using a saturation sampling technique, in which the entire population was included as the research sample (Sugiyono, 2022). This technique was chosen due to the limited population size, so that all members of the population were included as subjects in the limited pilot study. The variables in this study consist of independent and dependent variables. The independent variable is the use of teaching modules based on local wisdom historical folktales, while the dependent variable is the writing ability of fourth-grade students, measured through pretest and posttest activities. Based on indicators of the ability to identify moral messages, organize ideas systematically, accuracy in language use, and appropriateness of writing structure (Alfianika & Sitohang, 2022).

The data collection methods used in this study included observation, interviews, tests, and documentation. Observation and interviews were used to gather initial data regarding learning conditions. Tests, consisting of a pretest and a posttest, were used to measure improvements in students' writing skills. Meanwhile, documentation was used as supporting data to supplement the study.

The researchers formulated specific learning objectives and developed assessment instruments, including an expert validation sheet, a writing assessment rubric, and pretest and posttest questions. Next, the researchers developed learning strategies and designed a teaching module containing learning activities, the traditional Petik Laut folktale, activities to identify the story's moral message, writing worksheets, sample solutions, and evaluations. The initial version of the teaching module was validated by subject matter experts, media experts, and instructional design experts to assess the product's suitability based on content, language, media, and instructional design. Feedback from the experts was used as the basis for revisions before a pilot test was conducted. The pilot test involved administering a pretest before instruction and a posttest after instruction using the instructional module. The pilot test was conducted in one class as part of the product development phase in research and development. The final phase of the research included a summative evaluation and the distribution of the product to teachers at SDN Bugih 1 Pamekasan as an alternative teaching material for Indonesian language instruction.

Results and Discussion

Product Development and Feasibility Testing Results

The product developed in this study is an Indonesian language teaching module based on the Petik Laut traditional folktale, designed to improve students' ability to write moral messages. The module not only includes standard learning components but also integrates local cultural contexts relevant to students' lives.

The teaching module is systematically structured with key components including learning outcomes, learning objectives, a sequence of learning objectives, learning activities, and an assessment rubric. Each component is sequentially designed to guide students through stages of thinking, starting from understanding the story's content, identifying moral values, organizing ideas, to being able to independently write moral messages.

Additionally, the module is equipped with Student Worksheets (LKPD) that serve as both a practice tool and a thinking aid for developing ideas step by step. The LKPD is designed to guide students in systematically formulating moral messages through structured activities aligned with the learning objectives. From a design perspective, the use of a structured layout and relevant illustrations also supports students' understanding of the story's context. The main components of the teaching module include (1) the module cover, (2) learning outcomes, (3) learning objectives, (4) the sequence of learning objectives, (5) learning activities, and (6) an assessment rubric.

The strength of this module lies in the integration of local wisdom with writing instruction conducted in a step-by-step manner. Students not only read the folktale but are also guided through clear steps in understanding, processing, and writing down the moral message. Thus, this module serves not only as instructional material but also helps students improve their thinking and writing skills in a more focused manner.



Figure 1. Cover of the Teaching Module



Figure 2. Learning Objectives

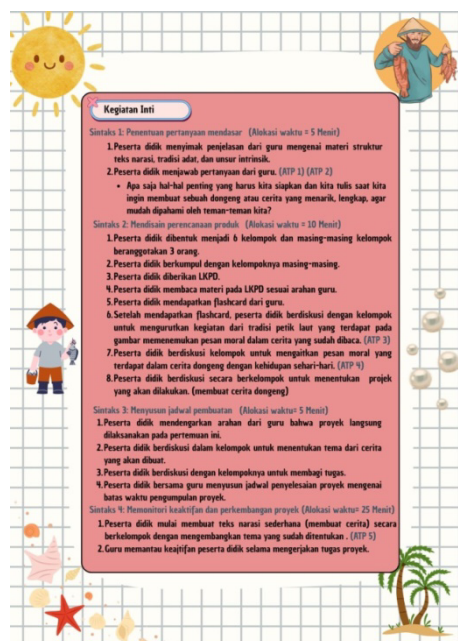


Figure 3. Learning Activities



Figure 4. Materials in the Worksheet

Overall, the developed teaching module and worksheets have been tailored to the learning needs of fourth-grade students at SDN Bugih 1 and are ready to undergo expert validation before being used in a limited pilot test. This product is designed to facilitate students in writing down the moral messages of stories through reading experiences closely tied to the local cultural context.

The developed instructional module was subsequently validated by four validators a content expert, a media expert, an instructional design expert, and a product design expert to assess the module's suitability for use in instruction. The validation results showed that the content expert's evaluation scored 94%, the media expert's 88%, and the product design expert's 86%, all falling within the "highly valid" category. This indicates that in terms of content, presentation, and delivery, the instructional module aligns with learning needs and effectively supports student understanding. However, the assessment by the instructional design expert yielded a score of 65%, categorized as "valid." This score is lower than those for other aspects, suggesting that certain elements of the learning activities require improvement, particularly regarding the alignment between learning steps and the intended learning objectives.

Based on these results, the instructional module was deemed suitable for use with revisions in accordance with the validators' recommendations. The improvements were primarily focused on instructional design aspects, particularly the alignment between the instructional model, activity steps, and learning objectives. Additionally, revisions were made to the module's visual presentation and usability, such as adjusting image sizes, ensuring color consistency, and clarifying instructions to make them easier for students to understand. All of these recommendations have been implemented to improve the module's quality before it is used in the pilot phase.

This teaching module integrates the Maduran Petik Laut tradition, which embodies moral and cultural values, into Indonesian language instruction. The incorporation of local wisdom into instructional materials aligns with the findings of the (Ramadani, 2025), which state that locally-based instructional materials have the potential to enhance the relevance of learning, strengthen character, and aid student comprehension because their context is closely tied to daily life. However, that study focused more on improving students' understanding and strengthening their character. Meanwhile, in this study, local wisdom is not only used to aid understanding but is also utilized to train students' skills in writing moral messages through structured learning stages. Thus, the use of local wisdom in this module is not

merely contextual but also contributes to developing students' writing skills in a more systematic manner.

Product Pilot Test Results

The product trial was conducted as a follow-up step after the teaching modules and worksheets were deemed suitable by the validators. This limited trial was conducted with fourth-grade students at SDN Bugih 1 to assess the implementation of the teaching modules in the classroom learning process and to observe changes in the students' ability to write moral messages from stories following the use of the teaching modules.

The study employed a *One-Group Pretest–Posttest Design* with 18 fourth-grade students as participants. This design was used to examine changes in students' abilities before and after the intervention (Sugiyono, 2022). The instrument used was a test of the ability to write moral messages from stories, administered before the intervention (*pretest*) and after the intervention (*posttest*). The *pretest* was conducted to measure the students' initial abilities, followed by learning activities using a teaching module based on the traditional Petik Laut folktale over several sessions. After all learning activities were completed, the *posttest* was administered to determine changes in the students' abilities following the use of the developed teaching module.

Pretest and Posttest Results

Table 1. Pretest and Posttest Results

Notes	<i>Pretest</i>	<i>Posttest</i>
Highest score	86	93
Lowest score	46	73
Average	65.5	83.1
Average Difference		+17.6

Based on Table 4.4, it can be seen that the students' pretest average score of 65.5 increased to 83.1 on the posttest. This increase indicates that after using the teaching module based on the Petik Laut traditional folktale, the students' writing skills showed significant improvement.

This is evident not only from the rise in the average score but also from the increase in the lowest score from 46 to 73, indicating that students with lower moral message writing skills also showed improvement. Additionally, the increase in the highest score from 86 to 93 indicates that students with the ability to write moral messages experienced more optimal skill development. Thus, the 17.6-point increase not only indicates a rise in scores but also demonstrates that students became more capable of understanding the story's content, identifying the moral message, and writing it in a more structured manner after using the teaching module.

Data Analysis Results

The researcher conducted expert validation to assess the suitability of the teaching module before its use in instruction. The validation process involved four validators: a subject matter expert, a media expert, a product design expert, and a product design expert. The results indicated that the developed teaching module was deemed suitable for use with revisions based on the validators' recommendations. Following the validation phase, a pilot study was conducted, consisting of administering a pretest, implementing instruction using the teaching module, and administering a posttest. The pretest results showed an average score of 65.5, while the posttest average score increased to 83.1. This difference

indicates an improvement in students' writing skills following the use of the module. To determine whether this change was statistically significant, data analysis was performed using SPSS software. The initial stage of the analysis was a normality test using the Shapiro-Wilk test. The results of the normality test showed that the significance values of the pretest and posttest data were below 0.05, indicating that the data were not normally distributed. Therefore, the Wilcoxon Signed Rank Test was used as a nonparametric test to determine the difference in students' writing skills before and after the intervention.

Table 2. Test Statistics

Test Statistics^a	
	posttest – pretest
Z	-3.496 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed-Rank Test

b. Based on negative ranks.

The results of the Wilcoxon test show an Asymp. Sig. (2-tailed) value of 0.000. This value is below the significance level of 0.05. This indicates that there is a significant difference between students' ability to write moral messages before and after using the teaching module. This improvement not only reflects a statistical change but also has a tangible impact on the learning process. Students became better able to understand the story's content, identify the moral message, and organize and write it down in a more focused manner. Additionally, the use of the instructional module helps students follow the learning steps systematically, so they no longer face difficulties in starting and developing their writing. Thus, the developed instructional module is not only statistically effective but also provides practical benefits in improving the quality of writing instruction, particularly in helping students develop the ability to write moral messages in a more structured manner.

Conclusion

Based on the research results, it can be concluded that the Indonesian language teaching module based on the Petik Laut traditional folktale, as developed, is deemed suitable for use as instructional material following validation by experts. The validation results indicate that the module meets the feasibility criteria in terms of content, presentation, and delivery, although improvements are still needed in the instructional design aspect to better align with the learning objectives. Additionally, the use of the instructional module has proven effective in enhancing students' ability to write moral messages. This is evidenced by an increase in the average score from 65.5 on the pretest to 83.1 on the posttest, further supported by the results of the Wilcoxon test, which indicated a significant difference. This improvement is not only evident in test scores but also in students' ability to understand the story's content, identify moral messages, and articulate them in a more structured manner.

The novelty of this study lies in the integration of the local wisdom of the Petik Laut tradition into the teaching module, which not only serves as a contextual learning medium but is also designed to systematically train students' skills in writing moral messages through structured learning stages. Practically, this study contributes to teachers by providing an alternative teaching material that can be used to improve students' writing skills through a contextual and targeted approach. Theoretically, this study adds to the body of research on the utilization of local wisdom in Indonesian language learning, particularly in the development of writing skills that focus not only on comprehension but also on the systematic production of written work.

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