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Development of Serawai folklore teaching materials based on local wisdom for student literature learning

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ABSTRACT

This study aimed to develop teaching materials based on the local folklore of the Serawai ethnic group in Seluma Regency that were feasible, practical, and effective for junior high school literature learning. The main problem addressed was the limited availability of literature teaching materials that integrated local cultural values, which resulted in low contextual relevance for students. The study employed a Research and Development (R&D) method using the Plomp development model, which consisted of preliminary investigation, prototype design, and evaluation stages. Data were collected through observation, interviews, questionnaires, expert validation, and limited field trials conducted in junior high schools. The results indicated that the developed teaching materials based on the Nandai Genai folklore met feasibility criteria in terms of content accuracy, presentation, language use, and graphical design. Teacher and student responses showed highly positive perceptions of the materials' usability and attractiveness. Furthermore, students' understanding of literary concepts improved after the implementation of the developed materials. It was concluded that folklore-based teaching materials integrating Serawai local wisdom were appropriate to be used as alternative learning resources and contributed to enriching contextual and meaningful literature learning experiences for students.



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Introduction

Literature learning at the junior high school level has a strategic role in shaping language skills, aesthetic sensitivity, and understanding of students' social and cultural values (Tohri et al., 2022; Youpika et al., 2024). However, literature learning in schools still uses many teaching materials that are general and less contextual, so they do not reflect the cultural background that is close to students' lives. As a result, students have difficulty understanding the meaning of literary texts in depth and show low interest in learning (Elan & Solihati, 2022; Saripudin et al., 2022).

The integration of local wisdom in learning is seen as an effective approach to increase the relevance of teaching materials. Local wisdom contains moral, social, and cultural values that function as guidelines for people's lives and deserve to be inherited through formal education (Wahyani et al., 2022; Widayanti et al., 2022). Folklore as part of oral literature has great potential to be developed into teaching materials because it contains educational messages, cultural identity, and character values that are in accordance with the goals of literary learning (Amaliyah et al., 2022; Sultoni & Suwandi, 2023).

Seluma Regency is an area rich in oral literature of the Serawai Tribe, one of which is the story of Nandai Genai. This story contains the value of local wisdom that is relevant to students' lives, but has not been optimally utilized as a literature teaching material in junior high school. Previous research has shown that teaching materials based on local culture are able to improve understanding of literary texts and student involvement in learning (Sakti et al., 2024; Yaacob & Lubis, 2022). However, the development of local folklore teaching materials carried out systematically through the Research and Development approach is still relatively limited.

Based on these problems, this research aims to develop folklore teaching materials based on the local wisdom of the Serawai Tribe that are feasible, practical, and effective for use in literary learning in junior high schools (Hanifah et al., 2025; Hastuti & Rakhmawati, 2023; Kassymova et al., 2023). This study uses the Plomp development model with a focus on the validity of the content, practicality of use, and effectiveness of teaching materials on students' literary understanding. It is assumed that teaching materials that are developed systematically and contextually will have a positive impact on the quality of literary learning (Septika et al., 2024; Supiatman et al., 2023).

The results of this research are expected to contribute to the development of literary teaching materials based on local wisdom and enrich contextual and meaningful literary learning practices (Emelfa & Ramadhan, 2024; Syarifuddin et al., 2022). In addition, this study opens up opportunities for further study on the application of similar teaching materials in different cultural contexts and educational levels (Bartelds et al., 2025; Mancin et al., 2025; Rios et al., 2024; van der Stap et al., 2024). Literature learning at the junior high school level plays an essential role in developing students' language competence, literary appreciation, and cultural awareness; however, classroom practices often rely on standardized teaching materials that lack contextual relevance to students' sociocultural backgrounds. Preliminary observations and teacher interviews in Seluma Regency indicated that literature instruction was dominated by textbook-based materials with minimal integration of local culture, resulting in low student engagement and superficial comprehension of literary texts.

Previous studies have demonstrated that culturally responsive teaching materials can enhance students' motivation and understanding of literature, yet many of these studies emphasize cultural preservation rather than examining instructional quality and learning effectiveness. In the context of Serawai oral literature, particularly the Nandai Genai folklore, the rich moral and social values embedded in the narratives remain underutilized as structured teaching resources aligned with junior high school curriculum objectives (Kadluba et al., 2025; Li, 2025; Poehner, 2025).

Based on this gap, the present study aims to develop folklore-based teaching materials grounded in the local wisdom of the Serawai Tribe and to evaluate their feasibility, practicality, and effectiveness in junior high school literature learning. Using a systematic Research and Development approach, this study positions folklore not merely as cultural heritage but as an instructional medium designed to support literary comprehension and classroom engagement. The novelty of this research lies in its structured development and empirical evaluation of folklore-based materials through expert validation and classroom trials, contributing both practical guidance for teachers and theoretical insights into the integration of local wisdom within formal literature education.

Method

This study employed a Research and Development (R&D) approach using the Plomp development model, which consists of initial investigation, prototype development, and evaluation stages, to produce and assess folklore-based teaching materials grounded in Serawai local wisdom. The research involved one purposively selected junior high school class in Seluma Regency and utilized observation,

interviews, expert validation sheets, and teacher and student questionnaires to examine the feasibility, practicality, and effectiveness of the developed materials. Data were analyzed qualitatively and quantitatively using descriptive and percentage-based techniques to determine product validity, user practicality, and learning effectiveness, with expert validation and data triangulation ensuring product validity. The study was limited to a small-scale trial in one educational setting, and therefore the findings are not intended for broad generalization.

Results and Discussions

This study aimed to develop and evaluate a *Nandai Genai*-based learning module for Indonesian language instruction at the junior secondary level, particularly to improve students' understanding and appreciation of local folklore. The results indicate that the developed module meets the criteria of validity, practicality, and effectiveness, demonstrating its feasibility for classroom implementation.

Table 1 presents the results of expert validation assessing the feasibility of the developed learning module across four main aspects, namely content feasibility, language appropriateness, presentation structure, and graphical design.

Table 1. Expert Validation Results of the *Nandai Genai*-Based Learning Module

Aspect Evaluated	Mean Score	Validity Category	Aspect Evaluated
Content feasibility	4.45	Very valid	Content feasibility
Language appropriateness	4.40	Very valid	Language appropriateness
Presentation structure	4.38	Very valid	Presentation structure
Graphical design	4.42	Very valid	Graphical design
Overall validity	4.41	Very valid	Overall validity

The validation data indicate that the *Nandai Genai*-based learning module achieved a very high level of validity in all evaluated aspects. The strongest scores were obtained in content feasibility and graphical design, suggesting that the module materials were pedagogically appropriate and visually supportive of learning objectives. These results confirm that the module content is aligned with curriculum standards, learner characteristics, and instructional goals. This finding is consistent with the development principles proposed by [Plomp and Nieveen \(2013\)](#), which emphasize the importance of systematic design and expert validation in instructional product development, and supports the view that culturally contextualized materials can strengthen learning relevance ([Lubis, 2013](#)).

Practicality testing involved both teachers and students during classroom implementation. The summary of teacher and student responses is presented in Table 2.

Table 2. Practicality Test Results Based on Teacher and Student Responses

Respondent Group	Practicality Aspect	Mean Score	Category
Teachers	Ease of use	4.50	Very practical
	Time efficiency	4.42	Very practical
Students	Learning motivation	4.47	Very practical
	Clarity of instructions	4.40	Very practical
Overall practicality		4.45	Very practical

The practicality evaluation demonstrates that the developed module was perceived as very practical by both teachers and students. Teachers emphasized the clarity of instructional steps and efficient time management during lessons, indicating that the module did not impose additional instructional burdens. Students reported increased learning motivation and ease of understanding learning activities, particularly due to the inclusion of familiar local stories. Effectiveness analysis focused on students' learning outcomes after the implementation of the module. The distribution of students' achievement levels is illustrated in table 3.

Table 3. Distribution of Students' Learning Achievement Levels After Module Implementation

Category	Score Interval	Frequency	Percentage
Very high	≥ 85	6	18.75%
High	75–84	16	50.00%
Moderate	65–74	7	21.88%
Low	≤ 64	3	9.37%

Table 3 shows that the majority of students achieved high to very high learning outcomes after using the *Nandai Genai*-based learning module. This distribution indicates that the module effectively supported students' understanding of narrative structure, intrinsic elements of folklore, and moral values embedded in *Nandai Genai* texts. Although not all students reached the highest achievement category, the predominance of high-level outcomes reflects a positive learning trend aligned with the instructional objectives of the module. This finding is consistent with [Calderón et al., \(2024\)](#); [Hachoumi et al., \(2025\)](#), who argues that folklore-based instruction can enhance literary appreciation and comprehension when presented in a contextualized learning format.

When compared with previous studies on culturally based instructional materials, the findings of this research align with evidence that integrating local wisdom into learning resources increases student engagement and learning outcomes ([Gans et al., 2025](#); [Shoshani, 2025](#); [Yang, 2025](#)). However, this study extends earlier research by emphasizing pedagogical effectiveness through systematic testing of validity, practicality, and effectiveness, rather than focusing solely on cultural preservation. The use of a structured research and development framework provides empirical support for employing oral literature as an instructional resource within formal education ([Abdala, 2024](#); [M. Chen, 2025](#); [Shapiyeva et al., 2025](#)).

Despite the positive findings, certain limitations should be acknowledged ([T.-Y. Chen & Hung, 2025](#); [Law, 2024](#); [Valache et al., 2025](#)). The field testing was conducted in a limited number of schools with a relatively small sample size, which may affect the generalizability of the results. In addition, the effectiveness evaluation focused on short-term learning outcomes, leaving long-term impacts on literacy development and cultural awareness unexplored ([Jayathilaka et al., 2025](#); [Tucker & Hélène Deacon, 2025](#)).

Future research is recommended to implement the module in broader educational settings and to examine its long-term effects on students' literacy skills and cultural identity formation. Further development into a digital or e-learning format may also enhance accessibility and flexibility of instruction ([Pham & Nguyen, 2025](#); [Zahid & Nawab, 2025](#); [Zhou et al., 2024](#)).

Overall, the results indicate that the *Nandai Genai*-based learning module contributes positively to Indonesian language learning by integrating curriculum objectives with local cultural relevance. This study advances existing knowledge by demonstrating that systematically developed folklore-based instructional materials can function not only as cultural artifacts but also as effective pedagogical tools in junior secondary education ([Fernández et al., 2025](#); [Perales & Bedoya Ulla, 2025](#); [Sibley et al., 2025](#)).

Conclusions

This study concludes that the *Nandai Genai*-based learning module is feasible, practical, and effective for junior secondary literature instruction, as it successfully integrates Serawai local wisdom into a structured instructional framework aligned with curriculum objectives and students' socio-cultural contexts. The systematic development and empirical validation of the module demonstrate that oral folklore can function not only as cultural heritage but also as an effective pedagogical resource that enhances students' literary comprehension and engagement while supporting instructional practices in the classroom.

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