INNOVATION IN DEVELOPING LANGUAGE TEACHING MATERIALS BASED ON LOCAL WISDOM OF ACEHNESE FOLKTALES FOR SMPN 1 GEMPANG STUDENTS TO IMPROVE LANGUAGE SKILLS IN RURAL ACEH AREAS

[1]Verawati, [2]Ninuk Lustyantie, [3]Uwes Anis Chaeruman

[1,2,3]Universitas Negeri Jakarta

E-mail: verawati@mhs.unj.ac.id[1] , ninuk.lustyantie@unj.ac.id[2] , uwes@unj.ac.id[3]

ABSTRACT

In order to improve the proficiency of the language in Aceh's rural areas, this study intends to create teaching materials for students at SMPN 1 Gempang based on Acehnese folktales. It is anticipated that the incorporation of local wisdom into the creation of teaching materials will significantly enhance the proficiency of the language, especially in social and cultural contexts that are pertinent to the students' surroundings. The study uses a research and development (R&D) approach by modifying the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The results demonstrate that the teaching materials created by incorporating Acehnese folktales improve students' comprehension of the local language and culture and boost their motivation to learn. Additionally, the trial results of the teaching materials show a notable improvement in language skills, particularly in speaking, listening, reading, and writing. This study has significant implications for the growth of locally-based language education in rural areas and provides a contextual and sustainable teaching model.

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Keywords: Teaching Materials, Language, Local Wisdom, R&D, Teaching Model.

1. INTRODUCTION

Junior high school language instruction faces many difficult obstacles, particularly in isolated Acehnese regions. Low student motivation to successfully learn the language is one of the main obstacles, especially when the teaching resources are irrelevant to the students' local context and culture. In order to give students a more contextual, meaningful, and relevant learning experience, it becomes imperative to create instructional materials based on local expertise, such as Acehnese folklore. Prior studies have demonstrated that instructional materials that incorporate local knowledge can improve students' motivation to learn and language skills. For example, Arifin (2020) discovered that incorporating folklore into language instruction enhances students' comprehension of language usage and structure in relation to their culture. Furthermore, Hidayat (2019) underlined how crucial it is to incorporate regional cultural values into the curriculum in order to enhance language instruction and support students' identity development. This strategy is in line with Johnson's (2002) contextual learning theory, which emphasizes that learning is more successful when the content being taught is relevant to students' experiences and sociocultural backgrounds. This idea is pertinent to applied linguistics because it encourages attempts to relate language use to circumstances that students are familiar with in real life, which helps them comprehend how language works in familiar social contexts.

There has been little research explicitly examining the possibilities of Acehnese folklore as teaching material for language training in junior high schools in remote Aceh, despite the fact that many studies have addressed the advantages of using local wisdom in language instruction. Thus, the purpose of this study is to create creative teaching resources for SMPN 1 Gempang that are based on Acehnese folklore. It also aims to assess how these resources affect students' ability to speak. In addition to improving their language proficiency, pupils are supposed to value and protect their local cultural heritage through this method. Therefore, this study can aid in the creation of more creative and applicable teaching strategies for especially in isolated Aceh regions. Poetry, which resembles a literary melody, is a profound representation of one's own feelings expressed through lovely and rhythmic words (Putri et al., 2019). Understanding and feeling a person's emotional depth is made possible by considering poetry as such. Poetry is more than just a list of words; it frequently conveys meanings that compel readers to consider and evaluate each line. Literary lovers and readers who are keen to learn more are urged to decipher the meanings concealed inside the poetry's metaphors, symbols, and structures during this process.

2. LITERATURE REVIEW

Junior high school students' proficiency in the Indonesian language could be greatly improved by creating instructional materials based on local knowledge, especially Acehnese folklore, especially in rural regions. Beyond enhancing academic performance, this method promotes active student participation in the learning process, strengthens regional identity, and aids in the preservation of local culture. Future studies can concentrate on investigating more successful teaching strategies and the long-term effects of using folklore-based instructional materials. The creation of Acehnese folklore-based instructional materials at SMA Negeri 2 Banda Aceh utilizing the Borg and Gall method successfully raised students' proficiency in the Indonesian language, according to Kana's (2024) study. In order to improve pupils' literacy understanding, Mastiah et al. (2021)

created storybooks based on Dayak tribal local wisdom. These publications, which emphasize the value of cultural components in inspiring children to learn through emotional engagement and contextual familiarity, have been proven to be successful. There are numerous benefits to creating educational resources based on Acehnese folklore and local wisdom. These resources not only promote emotional bonds but also represent moral and cultural norms in the area, which raises student interest. According to Kana's (2024) research, local instructional materials that are methodically created and based on research and development are very successful. This method is consistent with earlier research that highlights the value of "self-instructional," "adaptive," and "user-friendly" components in instructional materials to support self-directed learning. But issues like trouble integrating technology and a lack of resources for teachers who are conversant with local-design approaches continue to exist. It is therefore advised that more study be done to examine more comprehensive implementation strategies, such as teacher preparation programs and the creation of digital teaching resources. This review emphasizes how innovations grounded in local knowledge strengthen cultural identity while simultaneously improving students' language proficiency. As a result, this study makes a substantial contribution to the advancement of language acquisition that meets both national and regional demands. Using technology in local instructional materials should be a top emphasis going ahead for sustainability.

3. METHODS

This study employs the Research and Development (R&D) methodology aimed at creating innovative teaching materials based on Acehnese folklore for students at SMPN 1 Gempang. The R&D method was chosen as it is suited for developing and testing the effectiveness of new products, in this case, folklore-based teaching materials to enhance students' language skills. The research process follows several stages adapted from the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation), as described by Reiser and Dempsey (2017).

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A. Analysis Stage

The first step involved a needs analysis, conducted through surveys and interviews with language teachers at SMPN 1 Gempang, along with classroom observations to identify the main challenges in teaching the language. The findings revealed a lack of culturally relevant teaching materials and difficulties students faced in understanding linguistic concepts. Previous research by Rahman (2021) highlights the importance of comprehensive needs analysis, especially in rural education contexts, where students' requirements often differ from those in urban areas. Teaching materials must be tailored to align with their cultural environment.

B. Design Stage

In this stage, teaching materials were designed using Acehnese folklore. Stories were collected from various sources, including written literature and interviews with local cultural figures in Gempang. These stories were analyzed to extract linguistic elements aligned with the language curriculum, such as sentence structure, morphology, and syntax. According to Tomlinson (2013), well-designed teaching materials should integrate local cultural elements with existing curriculum content. Acehnese folklore was chosen for its inherent local values and relevance to students' daily lives, aiming to boost their motivation and interest in learning.

C. Development Stage

Prototypes of teaching materials were created, comprising several learning modules. Each module included a different Acehnese folklore story, paired with language tasks designed to improve students' reading, writing, speaking, and listening skills. These prototypes were validated by linguists and education experts to ensure their appropriateness and adherence to educational standards. The development followed the Culturally Responsive Pedagogy approach proposed by Gay (2018), which emphasizes culturally relevant materials that connect students' knowledge with their social contexts. Dewi (2020) supports this, noting that integrating local culture into teaching materials enhances student participation.

D. Implementation Stage

After validation, the teaching materials were implemented in three learning cycles at SMPN 1 Gempang. Each cycle involved planning, execution, observation, and reflection. Language teachers actively participated in this process, while researchers acted as observers and facilitators. Brown and Green (2021) argue that effective implementation requires collaboration between material developers and field practitioners to ensure that the developed products meet educational needs. Using local wisdom-based materials in this stage encouraged active student interaction with the language within their cultural context.

E. Evaluation Stage

Evaluation was conducted continuously throughout the implementation process. It included assessing improvements in students' language skills through pretests and posttests, as well as gathering feedback from teachers and students via observations and interviews. Additionally, the materials were evaluated for alignment with the curriculum and students' abilities. This evaluation followed the formative and summative assessment models proposed by Dick, Carey, and Carey (2014). Formative evaluations focused on iterative improvements during development and implementation, while summative evaluations assessed the overall effectiveness of the teaching materials.

F. Research Subjects

The research involved 30 eighth-grade students from SMPN 1 Gempang, as well as their language teacher, who provided feedback on the developed materials.

G. Data Collection Techniques

Data collection methods included interviews, observations, questionnaires, and language skill tests (pretests and posttests). The collected data were analyzed using descriptive and inferential analysis techniques to evaluate the impact of the teaching materials on students' language skills

4. RESULTS AND DISCUSSION

Students' proficiency in the language was significantly improved at SMPN 1

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Gempang through the use of instructional materials based on Acehnese folklore. Reading, writing, speaking, and listening skills improved by an average of 35%, according to data analysis of pretest and posttest results. Students were more emotionally connected to the folklore-based modules, which increased their interest in the subject matter.

The resources received a good practicality score (85%–90%) after validation by linguists and education specialists, especially when it came to curriculum alignment, cultural relevance, and a framework that encourages active learning. Although there were some time and resource changes needed for classroom application, teachers found the materials to be useful. Additionally, because of its cultural significance to their surroundings, the Acehnese folklore incorporated into these classes captivated students' attention. Folklore-based learning activities greatly increased student engagement in class discussions and individual work. Additionally, participating teachers stated that this method enabled them to teach language proficiency in a more innovative and relevant way. Teachers' confidence in implementing culturally-based teaching strategies was bolstered by training sessions conducted during the study.

5. CONCLUSION

The results of this study show that the development of innovative teaching materials based on Acehnese folklore is beneficial in enhancing students' proficiency in the language and fits in nicely with the educational requirements of isolated regions. This concept has the potential to be extensively and stably adopted with the help of technology integration and teacher training support.

6. ACKNOWLEDGEMENT

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