



INNOVATION OF ACEHNESE LOCAL WISDOM-BASED INDONESIAN LANGUAGE TEACHING MATERIALS TO ENHANCE STORYTELLING SKILLS AMONG SIXTH-GRADE ELEMENTARY STUDENTS

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ABSTRAK

Inovasi bahan ajar berbasis kearifan lokal merupakan salah satu upaya untuk meningkatkan kualitas pembelajaran Bahasa Indonesia sekaligus menanamkan nilai budaya daerah kepada peserta didik. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan bahan ajar Bahasa Indonesia berbasis kearifan lokal Aceh terhadap kemampuan bercerita peserta didik kelas VI SD. Bahan ajar yang dikembangkan mengangkat cerita rakyat Aceh, yaitu *Loyang Koro* dan *Putri Pukes*, dalam bentuk buku cerita bergambar dengan bahasa sederhana, ilustrasi menarik, dan alur cerita yang sistematis sehingga memudahkan peserta didik memahami isi cerita dan menyampaikannya kembali secara lisan. Penelitian ini menggunakan metode Research and Development (R&D) dengan pendekatan kuantitatif melalui desain eksperimen One Group Pre-test Post-test. Subjek penelitian terdiri atas 17 peserta didik kelas VI. Data dikumpulkan melalui tes kemampuan bercerita sebelum dan sesudah penggunaan bahan ajar. Hasil penelitian menunjukkan bahwa terdapat peningkatan kemampuan bercerita peserta didik setelah penggunaan bahan ajar berbasis kearifan lokal Aceh. Analisis *Paired Sample t-Test* memperoleh nilai t hitung sebesar -10,659 dengan derajat kebebasan 16 dan nilai signifikansi 0,000 ($p < 0,05$), yang menunjukkan adanya perbedaan signifikan antara hasil pre-test dan post-test. Temuan ini membuktikan bahwa inovasi bahan ajar Bahasa Indonesia berbasis kearifan lokal Aceh efektif dalam meningkatkan kemampuan bercerita peserta didik serta memperkuat pemahaman terhadap nilai budaya lokal. Oleh karena itu, guru disarankan memanfaatkan bahan ajar berbasis kearifan lokal dalam proses pembelajaran, sekolah mendukung pengembangan bahan ajar lokal, dan penelitian selanjutnya dapat mengembangkan materi serupa dengan cakupan yang lebih luas.

Kata Kunci: bahan ajar, kearifan lokal Aceh, kemampuan bercerita, pembelajaran Bahasa Indonesia, buku cerita bergambar



ABSTRACT

The innovation of local wisdom-based teaching materials is considered an important effort to improve the quality of Indonesian language learning while simultaneously instilling regional cultural values in students. This study aimed to examine the effect of Acehese local wisdom-based Indonesian language teaching materials on the storytelling skills of sixth-grade students. The developed teaching materials incorporated Acehese folklore, namely Loyang Koro and Putri Pukes, presented in the form of illustrated storybooks featuring simple language, attractive illustrations, and systematic storylines to facilitate students' comprehension and oral retelling of the stories. This research employed a Research and Development (R&D) method with a quantitative approach using a One Group Pre-test Post-test experimental design. The research subjects consisted of 17 sixth-grade students. Data were collected through storytelling skill tests administered before and after the implementation of the local wisdom-based teaching materials. The findings revealed a significant improvement in students' storytelling skills following the use of the developed materials. The Paired Sample t-Test analysis showed a t-value of -10.659 with 16 degrees of freedom and a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the pre-test and post-test results. These findings demonstrate that the innovation of Acehese local wisdom-based Indonesian language teaching materials effectively enhances students' storytelling abilities while strengthening their understanding of local cultural values. Therefore, teachers are encouraged to integrate local wisdom-based teaching materials into classroom instruction, schools should support the development of local teaching resources, and future researchers are expected to expand similar studies with broader materials and diverse forms of local wisdom integration.

Keywords: *teaching materials, Acehese local wisdom, storytelling skills, Indonesian language learning, illustrated storybooks*

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INTRODUCTION

Elementary education serves as a crucial foundation for shaping students' character, basic skills, and learning habits. One of the fundamental aspects of elementary education is literacy ability, particularly reading skills (Sriyati et al., 2020). Reading is considered a gateway to knowledge that broadens students' perspectives and enriches their learning experiences. Strong reading skills are not only essential for Indonesian language learning but also significantly influence students' mastery of other subjects. Therefore, fostering reading interest



from an early age has become one of the primary priorities in elementary school learning processes (Daryati et al., 2024).

However, in practice, the quality of education in Indonesia continues to face serious challenges, particularly in students' literacy achievement. Based on the results of the Programme for International Student Assessment (PISA) 2022, Indonesian students achieved an average reading score of only 359 points, far below the OECD average of 476 points (Bernardes, 2025). These results placed Indonesia in the 68th position out of 81 participating countries, with approximately 70-79% of students performing below Level 2, indicating difficulties in understanding long and complex texts (OECD & FAO, 2023). Furthermore, UNESCO reported that Indonesia ranks among the lowest countries in global literacy levels, reflecting a very low reading interest among the population (S et al., 2025). UNESCO data also indicate that only around 0.001% of Indonesians possess regular reading habits, meaning that only one out of every 1,000 individuals enjoys reading (Gorur et al., 2025). This condition contributes to students' limited knowledge and comprehension. In contrast, students who are accustomed to reading tend to demonstrate higher self-confidence and better critical thinking abilities.

In Indonesian language learning, illustrated storybooks can be utilized as instructional media to develop reading, writing, and speaking skills while simultaneously introducing cultural values and historical knowledge (Chadijah, 2024). Simple texts combined with attractive illustrations help students comprehend reading materials and understand character values embedded in stories. Therefore, the development of teaching materials in the form of storybooks or comics represents an appropriate strategy to enhance literacy and character education among elementary school students (Ramadhani et al., 2025).

These conditions indicate the importance of strengthening literacy from the elementary school level, particularly in lower grades. Various strategies have been implemented to improve reading skills, such as shared reading and read-aloud methods, which have been proven effective in enhancing students' comprehension abilities (Ampuni et al., 2025).



Based on preliminary observations conducted during Indonesian language learning in sixth-grade elementary classrooms, particularly in children's story materials, most students demonstrated attention and participation during the learning process. Nevertheless, several issues were still identified. Some students appeared passive, lacked self-confidence, and experienced difficulties when asked to tell stories in front of the class. These problems were reflected in low student participation, limited expression and intonation during storytelling activities, and difficulties in organizing coherent story sequences.

In addition, limited vocabulary mastery and language proficiency were identified as factors influencing students' low storytelling abilities (Amalia & Nurlina, 2024). These issues were further exacerbated by the use of monotonous teaching materials that were not fully aligned with students' needs (Islami et al., 2024). Reading materials that lacked relevance to students' daily experiences made learning less engaging, resulting in suboptimal student involvement (Norlianti et al., 2024).

Therefore, more contextual teaching materials are needed to enhance students' learning motivation. One alternative is the use of local wisdom-based teaching materials, such as the Acehese folktales *Loyang Koro* and *Putri Pukes*. These teaching materials are expected to increase students' interest in learning while fostering a stronger connection with regional culture, thereby improving their storytelling abilities.

Based on the explanation above, it is necessary to conduct research on the effect of using local wisdom-based teaching materials (*Loyang Koro* and *Putri Pukes*) in Indonesian language learning on the storytelling abilities of elementary school students. This study aims to provide empirical evidence regarding the effectiveness of such teaching materials and serve as a reference for teachers in selecting instructional strategies that align with students' characteristics. The findings are expected to contribute to improving the quality of Indonesian language learning and students' language skills from an early age.



RESEARCH METHOD

This study employed a Research and Development (R&D) method with a quantitative approach. The research design applied was a One Group Pre-test Post-test experimental design. The study involved only one group, namely the experimental group, without the inclusion of a control group (Sugiyono, 2018).

In this design, measurements were conducted through a pre-test administered before the treatment and a post-test conducted after the treatment was implemented. The treatment consisted of the use of local wisdom-based teaching materials containing the Acehese folktales *Loyang Koro* and *Putri Pukes* to improve the storytelling skills of sixth-grade students at SD .

Prior to the treatment, students were given a pre-test to identify their initial storytelling abilities. Subsequently, the learning process was carried out using the developed teaching materials, in which students read, comprehended, and practiced retelling the stories orally. After the completion of the instructional activities, students were administered a post-test to determine the improvement in their storytelling skills (Kanal Informasi, 2019).

The population of this study consisted of all students of SD , totaling 202 students. The research sample was determined using purposive sampling, which involves selecting participants based on specific considerations aligned with the research objectives. According to Sugiyono (2018), purposive sampling is a sampling technique based on the researcher's judgment and particular criteria.

Based on this technique, the sample consisted of 17 sixth-grade students at SD . The selection of sixth-grade students was based on the relevance to the research focus, research objectives, and the availability of participants who supported the implementation of the study. Therefore, purposive sampling was considered appropriate for this research.

This study involved two variables, namely the independent variable and the dependent variable. The independent variable was the use of local wisdom-based teaching materials in the form of the Acehese folktales *Loyang Koro* and *Putri Pukes* in Indonesian language learning. The dependent variable was the storytelling ability of sixth-grade elementary school students.



Data were collected through learning outcome tests to measure students' storytelling skills before and after the treatment. The tests were used to determine the effectiveness of local wisdom-based teaching materials in the form of illustrated storybooks in Indonesian language learning.

The tests consisted of a pre-test and a post-test. The pre-test was administered before the implementation of the local wisdom-based teaching materials (*Loyang Koro* and *Putri Pukes*) to identify students' initial storytelling abilities. The post-test was administered after the learning process using the teaching materials to measure the improvement in students' storytelling skills.

Students' storytelling abilities were assessed using a scoring rubric consisting of five aspects: speaking fluency, intonation, expression, story structure, and language accuracy. Each aspect was evaluated using a scale ranging from 1 to 4, resulting in a total score range of 5–20. The assessment was conducted by two evaluators to ensure objectivity, and the instrument had been tested for validity and reliability.

Data analysis was conducted quantitatively using SPSS version 25. The stages of data analysis included normality testing, homogeneity testing, and hypothesis testing.

The normality test was conducted to determine whether the data were normally distributed. The Shapiro–Wilk test was used because the sample size was fewer than 50 students. The homogeneity test aimed to determine the equality of variance and was conducted using Levene's Test.

Hypothesis testing was performed using a paired sample t-test to determine the difference between pre-test and post-test scores within the same group. This test was employed to identify the effect of using local wisdom-based teaching materials (*Loyang Koro* and *Putri Pukes*) on students' storytelling skills. The hypothesis testing was conducted at a significance level of 0.05. If the significance value (Sig.) was lower than 0.05, it could be concluded that there was a significant effect of local wisdom-based teaching materials on improving the storytelling abilities of sixth-grade elementary school students.



RESULTS

This research was conducted at SD from December 20 to December 27, 2025. The school is located on Syech Abdurrauf Street, Alue Naga, Syiah Kuala District, Banda Aceh City. SD is situated in a community environment that strongly preserves local cultural values and is supported by adequate educational facilities. The school was selected as the research location because it was considered relevant to the objectives of the study, particularly in the development of local wisdom-based teaching materials aimed at improving students' storytelling skills.

The total population of this study consisted of 202 students from grades I to VI. The research subjects were 17 sixth-grade students selected through purposive sampling based on the research objectives and the suitability of the participants with the focus of the study. The school administration and teachers fully supported the implementation of the research activities.

The teaching materials developed in this study were illustrated storybooks based on Acehnese local wisdom, specifically incorporating the folktales *Loyang Koro* and *Putri Pukes*. These materials were designed according to the characteristics and learning needs of sixth-grade students as well as the Indonesian language curriculum, particularly in storytelling competencies. The storybooks were written using simple, communicative, and student-friendly language. In addition, the storylines were systematically organized, including character introduction, conflict development, and story resolution to facilitate students' understanding and oral retelling of the stories.

The illustrated storybooks were also enriched with attractive and relevant visual illustrations to support students' comprehension and increase their motivation to learn. The integration of Acehnese local wisdom aimed not only to improve storytelling abilities but also to strengthen students' appreciation of regional cultural values. Through these contextual teaching materials, students were expected to develop better speaking fluency, story organization, language accuracy, and self-confidence during storytelling activities.



The findings of the study revealed that students' storytelling abilities improved significantly after the implementation of the local wisdom-based teaching materials. Before the treatment, students' storytelling performance was still varied and generally categorized as moderate. Several students experienced difficulties in speaking fluently, organizing story sequences, using appropriate intonation, and expressing stories confidently in front of the class. Limited vocabulary mastery and low self-confidence also affected students' storytelling performance.

After the implementation of the illustrated storybooks based on *Loyang Koro* and *Putri Pukes*, students demonstrated notable improvements in storytelling skills. Most students showed greater confidence when speaking in front of the class and were able to retell stories more systematically and fluently. Students also demonstrated better expression, clearer intonation, and improved language use during storytelling activities. The culturally relevant content of the teaching materials helped students engage more actively in the learning process because the stories were closely related to their social and cultural environment.

The statistical analysis further confirmed the effectiveness of the developed teaching materials. The average post-test scores were significantly higher than the pre-test scores, indicating substantial improvement in students' storytelling abilities after the treatment. The paired sample t-test analysis showed a significance value lower than 0.05, demonstrating a statistically significant difference between students' performance before and after the implementation of the local wisdom-based teaching materials.

These findings indicate that Acehnese local wisdom-based illustrated storybooks, particularly *Loyang Koro* and *Putri Pukes*, are effective teaching materials for improving storytelling skills among sixth-grade elementary school students. The integration of local culture into Indonesian language learning not only enhances students' language skills but also strengthens their understanding and appreciation of regional cultural heritage.

DISCUSSION

Students' Initial Storytelling Ability Before the Treatment



The pre-test results indicated that the storytelling abilities of sixth-grade students at SD before the implementation of local wisdom-based teaching materials were categorized as moderate and varied among students. The pre-test scores ranged from 9 to 18, with an average score of 13.24. These findings suggest that most students had not yet achieved optimal storytelling abilities.

The students' low initial storytelling performance was reflected in several aspects, including mastery of story structure, speaking fluency, vocabulary selection, and expression during storytelling activities. These conditions indicate that students were not yet able to deliver stories coherently and communicatively. This situation was likely influenced by students' limited storytelling experiences and the use of teaching materials that were less contextual and not closely related to students' cultural backgrounds and daily experiences.

Students' Storytelling Ability After the Treatment

After the implementation of the local wisdom-based teaching materials featuring *Loyang Koro* and *Putri Pukes*, the post-test results demonstrated a significant improvement in students' storytelling abilities. The post-test scores ranged from 16 to 20, with an average score of 18.65. Most students achieved high scores, and several students reached the maximum score.

This improvement indicates that students experienced progress in understanding story content, speaking fluency, language use, and self-confidence during storytelling activities. The use of folktales closely related to students' cultural and social environments facilitated their understanding of storylines and encouraged them to participate more actively in storytelling practices.

Differences Between Pre-test and Post-test Results

The paired sample t-test results revealed a significant difference between pre-test and post-test scores. The mean difference of -5.412 indicates an improvement in students' storytelling abilities after the treatment. The calculated t-value of -10.659 with a significance value of 0.000 ($p < 0.05$) confirms that the improvement was statistically significant. Furthermore, the 95% confidence interval, which consisted entirely of negative values, indicates that the post-test scores were consistently higher than the pre-test scores. Therefore,



the alternative hypothesis was accepted, meaning that the use of local wisdom-based teaching materials had a significant effect on students' storytelling abilities.

Effectiveness of Local Wisdom-Based Teaching Materials

The effectiveness of local wisdom-based teaching materials can be observed through their ability to provide contextual and meaningful learning experiences. The folktales used in the teaching materials contained cultural values and engaging storylines that helped students understand and orally retell the stories more effectively.

In addition to improving storytelling skills, these teaching materials also had positive impacts on students' motivation, self-confidence, and learning interest. The integration of local cultural elements created a more engaging learning atmosphere and encouraged students to become more active participants in classroom activities. Therefore, local wisdom-based teaching materials are not only effective in enhancing students' storytelling skills but also contribute to strengthening students' understanding and appreciation of local cultural values.

CONCLUSION

Based on the findings and discussion regarding the use of local wisdom-based teaching materials featuring *Loyang Koro* and *Putri Pukes* to improve the storytelling abilities of sixth-grade students at SD , it can be concluded that the students' initial storytelling abilities before the treatment were categorized as moderate and varied among individuals. The pre-test results showed an average score of 13.24, with scores ranging from 9 to 18, indicating that the students' storytelling skills had not yet reached an optimal level.

After the implementation of the local wisdom-based teaching materials, students' storytelling abilities improved significantly. The post-test results showed an average score of 18.65, with scores ranging from 16 to 20. This improvement demonstrates students' progress in delivering story content, organizing story sequences coherently, and improving speaking fluency and self-confidence during storytelling activities.

The paired sample t-test analysis revealed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the pre-test and post-test results. Therefore, the alternative hypothesis was accepted, confirming that the use of local wisdom-



based teaching materials featuring *Loyang Koro* and *Putri Pukes* had a significant effect on improving students' storytelling abilities.

Overall, local wisdom-based teaching materials proved to be effective in enhancing students' storytelling skills while simultaneously instilling regional cultural values. The use of contextual folktales was able to increase students' learning motivation, interest, and self-confidence in Indonesian language learning.

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