

Analysis of Writing Skills Learning Using Riau Cultural Literacy-based Modules in Elementary Schools

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ABSTRACT

This research aims to analyze writing skills learning using Riau culture-based modules in elementary schools. This research approach is descriptive qualitative. Data was obtained through observation, interviews and document analysis. The research results show that there are variations in the implementation of learning modules between schools, with some schools already using modules that integrate digital technology, while other schools still use conventional methods. Integrating local culture in learning to write has a positive impact on students' understanding of the richness of their own culture. However, the fact is that Riau culture has not been utilized optimally as a learning resource. This research suggests developing a more varied Riau Cultural Literacy E-Module so that it can be implemented better.

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INTRODUCTION

Learning writing skills in elementary school has a very crucial role in forming children's basic literacy skills. Writing is a process, namely the process of expressing thoughts or ideas into written language which in practice the writing process is realized in several stages which constitute a more complete system (Nafi'ah, 2018; Rockmann & Vough, 2023). Writing literacy is not only limited to technical writing skills, such as grammar and spelling, but also includes the ability to organize and express ideas clearly and coherently. This provides an important foundation for students' future academic and personal development. However, challenges in teaching writing skills often arise, including a lack of student interest and motivation in learning writing skills.

In Indonesia, which is rich in cultural diversity, there is great potential to utilize local culture in the learning process. Learning is an activity that involves a person in an effort to acquire knowledge, skills and positive values by utilizing various sources for learning. (Rohani, 2019). Especially in areas that are steeped in Riau culture, integrating cultural elements in learning modules can be an effective approach to increasing student engagement and motivation. Riau culture, with its rich traditions, values and literature, provides abundant resources to be used as teaching material for learning to write.

A survey entitled World's Most Literate Nations conducted by Central Connecticut State University in March 2016 showed that Indonesia was ranked at the bottom in literacy activities based on UNESCO data. The survey resulted in Indonesia ranking at number 60 out of 61 countries (Safitri et al., 2021). One of these literacy activities is in the aspect of elementary school students' writing skills. It is important for students to master writing skills. As explained by the Class V teacher at SD Negeri 192 Pekanbaru, by writing, students can increase creativity, courage, encourage students' willingness and ability to collect information in writing. However, it is very unfortunate that currently the level of writing skills of elementary school students is still very low.

These things became the initial basis for researchers to create the Riau Cultural Literacy E-Module to Improve Elementary School Students' Writing Skills. Previously, there had been previous research that created a module based on local Riau wisdom which was used for learning reading comprehension in elementary schools and the module was declared practical and suitable for use (Rasyid et al., 2023). In this way, we want to create a new breakthrough, namely creating electronic modules based on Riau culture that are easy to access and use anywhere for learning writing skills for elementary school students. This Riau culture-based learning module is designed to combine local cultural elements with writing skills material. This module not only functions as a teaching aid, but also as a medium for preserving and introducing Malay culture to the younger generation. Through the use of this module, students are expected to be able to see the connection between learning activities and their daily lives, so that learning becomes more meaningful and contextual (Rao., et al, 2023).

Thus, this research not only contributes to the field of education, but also to efforts to preserve local culture. It is hoped that the results of this research can provide recommendations for developing curriculum and teaching materials that are more responsive to local cultural contexts, as well as encouraging the implementation of innovative and relevant learning practices for students.

THEORETICAL FRAMEWORK

The Importance of Writing Skills According to research by Graham et al. (2012) in the journal "Teaching Elementary School Students to Become Effective Writers", writing skills as a means of communication and self-expression, writing is a fundamental skill that allows individuals to express their ideas, thoughts and feelings effectively. Writing skills are not only important for communication, but also play a role in developing critical thinking and problem solving abilities. In line with this, Boscolo and Hidi (2007) in "The Multiple Meanings of Motivation to Write" emphasize that writing is a powerful cognitive tool for learning in various subjects.

Writing skills have a long-term impact on students' future academic and professional success. Good writing skills are also closely related to digital literacy, where they emphasize the importance of integrating traditional writing skills with digital literature to prepare students for the demands of the 21st century. Additionally, Mo et al. (2014) in "Examining the Link Between Oral Language and Writing in the Context of the Common Core State Standards" suggests that developing writing skills also supports improving students' oral language skills. Considering the importance of these skills, Graham and Harris (2016) in "A Path to Better Writing" emphasize the need for effective and innovative teaching strategies to develop students' writing skills from an early age. Thus, it can be concluded that writing skills play a central role in basic education, not only as a communication tool, but also as a foundation for students' future cognitive, academic and social development.

Then, by integrating Malay culture-based learning concepts as an approach, it can increase the relevance and contextuality of learning for students, a strategy that combines the richness of local culture with the formal education process (Kurniawan & Miftah, 2021; Maroino et al, 2018). This approach aims to create a more meaningful and relevant learning experience for students, especially those from Malay cultural backgrounds. This approach has several important aspects, namely contextualization of learning material, which in this case includes writing skills, linked to elements of Malay culture such as folklore, proverbs or local history. Helping students connect new knowledge with daily life experiences, then using local language and terms, integrating Malay language and terms in learning can help students more easily understand new concepts and increase their sense of ownership of the material being studied, the use of traditional arts and crafts, Malay arts and crafts can be used as an interesting learning medium, for example using batik motifs or carvings as inspiration in creative writing activities and also the application of cultural values, integrity values in Malay culture such as mutual cooperation, politeness, and respect for parents can be integrated into the learning process, helping to shape students' character (Mulyani., et al, 2023). By implementing a Malay culture-based approach, learning becomes more relevant because the material studied has a direct connection to students' lives and experiences. This can increase motivation to learn, as students see the practical utility of what they are learning in their own cultural context which can be integrated in learning one of which is using teaching modules

Modules as learning media A module is a unified teaching program that is arranged in a certain form for learning purposes (Rahmatsyah & Dwiningsih, 2021). According to Daryanto (2013), a module can be interpreted as a program package that is arranged in the form of certain units and is designed for student learning purposes. Modules have several characteristics that differentiate them from other learning media (Mulyani., et al, 2022). First, the module is self-instructional, meaning that it can be studied independently by students without relying entirely on the presence of the teacher. Second, it contains learning material packaged in small and specific units, thus enabling students to study one competency in its entirety before moving on to the next competency. Third, it is independent, that is, all learning material from one competency or sub-competency unit studied is presented in one complete module. Fourth, the module has an adaptive system, can adapt to developments in science and technology and is flexible in its use. Fifth, the module is user friendly, the language is simple, easy to understand, and uses commonly used terms. The use of modules in the teaching and learning process brings various significant benefits. This means that the module increases students' learning independence, allowing them to learn at their own pace and abilities. And also the module provides that feedback.

METHOD

The descriptive qualitative research method is a research method used to describe and analyze a phenomenon in depth and detail (Rusandi and Rusli 2021). This method focuses on collecting qualitative data, such as observations of students' writing skills in Class V, interviews with teachers at SD Negeri 192 Pekanbaru and SD Negeri 04 Bungaraya related to students' writing skills and the use of modules at school, and document data, to understand the meaning and experiences experienced by the research subjects. Researchers conducted observations with 5 students and a teacher interview at SD Negeri 192 Pekanbaru on May 20, 2024 and SD Negeri 04 Bungaraya, Siak on May 23, 2024.

RESULTS

The current condition of elementary school students has very minimal literacy and knowledge about culture. Based on observations made with students at SD Negeri 192 Pekanbaru, these students understand foreign culture and things that are trending on the internet better than their own regional culture. This is in line with research by Rafidah et al. (2021) which says that the rapid pace of electronic media that is easily accessible provides opportunities for western culture to easily enter Indonesia, so that it begins to change the behavior of students in Indonesia.

Currently, learning modules have begun to be used in elementary schools, but their use is not yet optimal. This learning module is used with the aim of improving or maximizing the teaching and learning process. At SDN 192 Pekanbaru learning modules have been used, these modules are made according to or in line with the textbooks used so that they are felt to be optimal enough to support the learning process. However, it is stated that the learning modules that have been created have not been able to improve the writing skills of elementary school students. Meanwhile, from the results of interviews with teachers at SDN 04 Bungaraya, Siak Regency, it was stated that the school had never used learning modules.

Learning modules have begun to be implemented in elementary schools as an effort to increase the effectiveness of the teaching and learning process. However, although there have been efforts to utilize this module, its use is still not optimal in many schools. Learning modules are designed with the aim of maximizing interaction between teachers and students and providing more structured and in-depth teaching materials. For example, at SDN 192 Pekanbaru, the teaching module used contains a learning flow that is tailored to the learning topics in teaching and learning activities. This module is organized in such a way that it is in line with existing textbooks, so that it is expected to support the learning process better. With this module, students are expected to better understand the material being taught because the module contains additional explanations, practice questions, and a more detailed study guide.

However, even though the learning modules are available and used, the expected results have not been fully achieved. One indicator is students' writing skills which have not yet shown significant improvement. This can be caused by several factors, such as a lack of time allocated for writing practice, inappropriate teaching methods, or even a mismatch of module material with student needs. In contrast, at SDN 04 Bungaraya, Siak Regency, learning modules have never been used at all. From the results of interviews with teachers at the school, it was revealed that they had not utilized learning modules in the teaching and learning process. This can be caused by various reasons, such as lack of socialization about the importance of learning modules, limited resources, or lack of training for teachers to use these modules effectively.

The existence of learning modules actually has great potential to help improve the quality of education. However, to achieve optimal results, further efforts are needed in terms of preparing material that truly suits students' needs, training for teachers to use the module effectively, as well as ongoing evaluation to see to what extent the module has succeeded in improving students' skills, especially in terms of writing. In addition, collaboration between schools, government and other related parties is very important to ensure that learning modules can be implemented evenly and effectively in all elementary schools.

It is important to carry out further research to identify the obstacles faced in using learning modules, as well as finding appropriate solutions to overcome these obstacles. In this way, learning modules are not just tools on paper, but actually become effective instruments in improving the quality of education in elementary schools.

Riau culture can be an interesting learning resource for students, especially in elementary schools. This is because Riau culture can reflect the history, traditional values and natural riches of the area. However, there are differences that can be seen in the results of the analysis of Riau Malay culture as a learning resource at SD Negeri 192 Pekanbaru and SD Negeri 04 Bungaraya, Siak in table 1 below.

Table 1. Results of Analysis of Riau Culture as a Learning Source in Elementary Schools

SD Negeri 192 Pekanbaru	SD Negeri 04 Bungaraya
Has integrated Riau Culture in learning materials	Continue to integrate Riau culture in learning materials
Utilizing digital technology to deliver local cultural content by linking to Riau Malay culture in learning by displaying traditional games, typical food, and others.	Using conventional methods to convey local cultural content

Implications:

- The use of E-modules can increase the accessibility and interactivity of Riau cultural materials ranging from traditional games, traditional dances, folklore, and others.
- The integration of local culture in learning contributes to the preservation and understanding of cultural heritage.
- There is potential to share best practice between the two schools in terms of technology integration and local cultural content.

DISCUSSION

The importance of writing skills cannot be underestimated. As stated by Nurhaeni (2019), writing can develop various aspects of students' intelligence, including initiative, creativity, courage, and the ability to collect and process information. One form of writing taught in elementary school is narrative, which helps students develop the ability to tell experiences or events chronologically.

In an effort to improve writing skills, several elementary schools have started using learning modules. However, its implementation is still not optimal and evenly distributed. For example, at SDN 192 Pekanbaru, learning modules have been used and aligned with existing textbooks. However, this module has not been able to improve students' writing skills significantly. On the other hand, SDN 04 Bungaraya Siak Regency has never used learning modules at all.

This difference shows that there is a gap in the use of learning modules between schools. Based on the author's observations, several factors that might cause this include:

1. Lack of socialization about the importance of learning modules
2. Limited resources
3. Lack of training for teachers to use the modules effectively
4. Incompatibility of module material with students' specific needs
5. Insufficient time allocation for writing practice

To optimize the use of learning modules and improve students' writing skills, several steps can be taken:

1. Conduct a thorough evaluation of existing modules to ensure their suitability to student needs and the curriculum.

2. Provide intensive training to teachers on how to use learning modules effectively.
3. Allocate sufficient time for writing practice in the curriculum.
4. Conduct further research to identify obstacles in using the module and find solutions.
5. Increase collaboration between schools, government and other related parties to ensure equitable and effective implementation of learning modules.
6. Create an electronic module based on Riau cultural literacy to improve elementary school students' writing skills.

Although learning modules have great potential to improve elementary school students' writing skills, their implementation still needs to be optimized. A more comprehensive and coordinated approach is needed to ensure that learning modules are not only available, but also used effectively to improve the quality of education in primary schools, especially in the aspect of writing skills (Mustadi., et al, 2019; Gharehblagh & Nasri, 2020, Aryaningsih, et al, 2022).

CONCLUSION

Based on the analysis that has been carried out, it can be concluded that the use of Riau culture-based modules in teaching writing skills in elementary schools shows positive potential, although their implementation is still not optimal. This research reveals that the integration of Riau cultural elements into learning modules can increase students' interest and motivation in writing, as well as having a positive impact on their understanding of the richness of the culture itself. However, there are visible variations in the implementation of learning modules between schools, with some schools already using E-Modules which integrate digital technology, while other schools still use conventional methods. However, the second approach still shows commitment to integrating Riau culture into learning.

This research also identified several challenges, including the lack of maximum utilization of Riau culture as a learning resource and the need for further support to optimize the implementation of culture-based learning. To overcome this, it is recommended to develop more varied modules and more intensive training for teachers. Overall, learning writing skills with Riau culture-based modules has proven effective in improving students' writing skills and cultural awareness, but still requires further refinement and support to achieve optimal results.

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