

DEVELOPMENT OF LOCAL WISDOM-BASED TEACHING MATERIALS FOR LEARNING TO WRITE FANTASY STORIES TO FOSTER CHARACTER EDUCATION

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Abstract Teaching materials play an essential role in facilitating effective learning and achieving instructional objectives. This study aimed to develop local wisdom-based teaching materials for learning to write fantasy stories and to examine their validity, practicality, and effectiveness in fostering character-oriented literary learning. The study employed a Research and Development (R&D) approach using the ADDIE model, which comprises five stages: analysis, design, development, implementation, and evaluation. The needs analysis and preliminary study were conducted at SMP Muhammadiyah 8 Laren and served as the basis for designing the teaching materials. During the development stage, the product was validated by experts in literary learning and teaching materials development. The validation results yielded scores of 93.6% and 96%, indicating that the teaching materials were highly valid and suitable for classroom implementation. The product was subsequently tested with 18 seventh-grade students. The findings revealed that the average positive responses from teachers and students reached 95% and 97.6%, respectively, demonstrating a high level of practicality. Furthermore, the post-test results showed an improvement in students' learning outcomes, indicating the effectiveness of the developed materials. Overall, the findings suggest that the local wisdom-based teaching materials are valid, practical, and effective for use in learning to write fantasy stories while supporting character education. These materials are recommended for teachers seeking to integrate local wisdom into literary learning, and future studies are encouraged to involve larger samples and employ experimental or classroom action research designs.

Keywords: character education; fantasy story writing; literary learning; local wisdom; teaching materials

INTRODUCTION

Literature learning is expected to cultivate students' character, aligning with the government's emphasis in the Independent Curriculum (KM), which focuses on the Pancasila student profile project in Indonesia. The Pancasila student profile is implemented to improve the quality of Indonesian education regarding character development (Purnawanto, 2022). The Pancasila student profile philosophy, which is one of the characteristics of KM, is actually in line with learning literature with character and local wisdom. Literature learning is considered learning that is the culmination of Indonesian language learning objectives, namely developing language skills, cultural knowledge, creativity and taste, as well as supporting the formation of students' character (Sunaryo, Zuriah, & Kusniarti, 2017). In this way, literature learning can be the basis for achieving Indonesian language learning.

One literature-learning component that can be optimized to achieve this goal is learning to write fantasy stories. This competency is one of the competencies that can train literacy and reasoning skills, especially creative and imaginative reasoning. Learning to write literary works, such as fantasy stories, can increase creativity because it requires a long mental process (Sukmawati, Paidi, & Wahid, 2022). Learning to write fantasy stories also requires strong imagination as a basic foundation (Hairul, 2020). Students must master this to produce quality written work that matches the characteristics of imaginative story texts. The process of learning fantasy story writing skills requires sufficient attention so that students can have meaningful learning experiences. However, in practice, several obstacles were found (Dwipa et al., 2020).

This is in line with the findings of preliminary research conducted by the research team at SMP Muhammadiyah 8 Laren. Some of the obstacles that exist include students reporting that they have difficulty finding ideas, organizing their writing, and not being able to formulate a moral message that will be conveyed through stories. Apart from that, the teacher stated that he had only used privately published Student Worksheets (LKS) without other supporting

teaching materials. Teachers use examples of fantasy story texts taken from worksheets or from the internet. This can illustrate that the fantasy story material used by teachers as learning material is less contextual and less relevant to students' lives. As a result, student learning outcomes are not satisfactory.

Teachers certainly need to prepare learning tools as important learning plans because they contain student activities and activities (Ani, 2016). It contains teaching material ranging from concepts to exercises that students must master in order to improve learning outcomes. Teaching materials that are specifically designed according to the needs and characteristics of students will optimize the learning process (Lestari, Larasati, & Yanti, 2021). Therefore, it is necessary to develop teaching materials that suit the needs of students. Teaching materials designed by considering students' needs and learning characteristics will make it easier for teachers to present learning while also helping students to understand the learning material (Sanjaya, 2011).

To develop teaching materials that can be used as learning resources for students, teachers need to consider the characteristics of learning so that the materials contained in them can be relevant to students' lives. As a literary genre, fantasy story texts are taught to provide intellectual, moral, and social messages in developing students' characters. The development of students' character is in line with literary learning, which emphasizes the actualization of local wisdom values (Sunaryo, Zuriah, & Kusniarti, 2017).

The basic thing that was identified as a problem in this research was the unavailability of teaching materials that were contextual and relevant to the students of SMP Muhammadiyah 8 Laren's lives. To be able to develop contextual teaching materials in learning to write fantasy stories, researchers used a local wisdom approach in the form of Javanese proverbs which have moral messages and are relevant to the students' backgrounds. This was motivated by the fact that students admitted that they did not fully understand the messages in Javanese proverbs even though they often heard them. This condition is concerning, so local wisdom needs to be integrated into learning as an effort to preserve cultural values (Sandoval-Rivera, 2020). Therefore, researchers will utilize Javanese proverbs as local wisdom to develop teaching materials for writing fantasy stories.

Local wisdom can include views of life and moral messages in society. Learning Indonesian is considered to be an intermediary in the process of reintroducing and maintaining local wisdom values (Misriani et al., 2023) which play a role in shaping character education (Hariadi, 2018). Utilizing local wisdom values as a learning resource will influence the results and character values of students (Joyo, 2018). Thus, the development of teaching materials for writing fantasy stories with local wisdom was carried out as an effort to improve the quality of literary learning with character and in line with the Pancasila student profile in the implementation of the independent curriculum.

Research on learning to write fantasy stories was also conducted by Narsa (2021) through classroom action research using a problem-based learning model. The research results show that student learning outcomes increase through the implementation of two cycles. The next study was conducted by Margaretha (2019), who developed teaching materials for writing fantasy stories that incorporate life values. This research produced teaching materials that are suitable for implementation. Furthermore, research related to the development of teaching materials containing local wisdom was also carried out by Kusmana et al. (2021) in learning to write fable texts. While previous studies have investigated fantasy-story writing and local wisdom independently, few have explored their integration within a unified pedagogical framework. Accordingly, the novelty of this study lies in integrating Javanese proverbs as manifestations of local wisdom into fantasy-story writing materials and linking them with the Pancasila Student Profile, providing a culturally grounded approach to fostering both creative writing skills and character education.

LITERATURE REVIEW

Writing Instruction as a Creative Process

Writing is widely recognized as a complex cognitive activity that involves generating ideas, organizing information, translating thoughts into language, and revising texts to achieve communicative purposes. Contemporary research on writing development emphasizes that writing development emerges through iterative interactions among linguistic knowledge, reading experiences, and higher-order thinking processes (Kim & Graham, 2022). Consequently, writing instruction should move beyond product-oriented approaches and provide opportunities for learners to engage in exploration, reflection, and meaning-making throughout the composing process. Such an orientation aligns with learner-centered pedagogy, which positions students as active constructors of knowledge rather than passive recipients of information (Sanjaya, 2011).

Within literary education, fantasy writing represents a particularly productive medium for fostering creativity because it encourages learners to combine imagination with narrative structure. Studies have shown that composing fantasy narratives enhances students' ability to develop plots, construct characters, and transform ideas into coherent stories (Dwipa et al., 2020; Hairul, 2020). Furthermore, creative instructional approaches have been found to strengthen students' divergent thinking and narrative competence in fantasy writing contexts (Sukmawati et al., 2022). Narrative instruction, therefore, not only supports language development but also cultivates creative expression and literary imagination (Hall et al., 2021).

Local Wisdom as a Learning Resource

Local wisdom encompasses the values, knowledge systems, cultural practices, and social norms that have evolved within communities across generations. As a culturally grounded form of knowledge, local wisdom provides meaningful contexts through which learners can connect academic content with their lived experiences. Sandoval-Rivera (2020) argues that indigenous and local knowledge contribute to sustainable educational practices by linking learning with community realities. In language education, incorporating local wisdom strengthens contextual relevance and enables students to engage more deeply with learning materials (Hariadi, 2018).

Recent studies have highlighted the educational value of integrating local wisdom into language and literacy instruction. Such integration not only enhances students' engagement but also promotes cultural awareness and identity formation (Misriani et al., 2023). Research on locally grounded teaching materials demonstrates their positive contribution to reading and writing development while simultaneously preserving cultural heritage (Laila et al., 2021; Kusmana et al., 2021). Likewise, Ani et al. (2024) emphasize that local-wisdom-based instructional materials create learning experiences that are both meaningful and culturally responsive. Consequently, local wisdom offers a rich source of themes, values, and narratives that can be transformed into creative literary learning resources.

Character Education in Literary Learning

Character education has become a central objective of contemporary schooling, reflecting the growing recognition that educational success extends beyond academic achievement. Effective character education seeks to cultivate ethical awareness, social responsibility, and positive dispositions through meaningful learning experiences. According to Hermino and Arifin (2020), character formation is most effective when moral values are embedded within authentic social and cultural contexts. This perspective is consistent with the vision of the Pancasila Student Profile, which positions character development as a fundamental dimension of educational practice (Purnawanto, 2022).

Literature provides a particularly powerful medium for character education because literary texts invite learners to encounter diverse human experiences, moral dilemmas, and value systems. Through reading and creating literary works, students are encouraged to reflect upon issues of responsibility, empathy, honesty, and social interaction. Cahyani (2023) argues that language and literature learning contributes substantially to the development of Pancasila-

oriented character values. Moreover, the integration of local cultural values into literary instruction reinforces character formation by situating moral learning within familiar sociocultural frameworks (Sunaryo et al., 2017; Joyo, 2018).

RESEARCH METHOD

Research Design

This study employed a Research and Development (R&D) approach with the aim of producing local wisdom-based teaching materials for learning to write fantasy stories integrated with the Pancasila Student Profile. The study adopted the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. The ADDIE model was selected because it provides a systematic and iterative framework for developing instructional products that meet learners' needs and educational objectives.

Research Setting and Participants

The study was conducted at SMP Muhammadiyah 8 Laren. The participants involved in the implementation stage consisted of 18 seventh-grade students and two Indonesian language teachers. The students participated in the trial of the developed teaching materials, while the teachers provided feedback regarding the practicality and appropriateness of the product for classroom use. In addition, expert validators specializing in teaching materials and literary learning were involved to evaluate the validity of the developed product.

Data Collection Techniques

Data were collected using several techniques to obtain comprehensive information throughout the development process. Questionnaires and interviews were employed to identify students' needs and characteristics and to gather responses regarding the developed teaching materials. Documentation was used to obtain supporting information related to the learning context, whereas pre-tests were administered to determine students' initial abilities in writing fantasy stories. Furthermore, expert validation sheets were utilized to collect data concerning the validity of the teaching materials, and feedback from teachers and students was obtained during the implementation stage.

Research Instruments

The instruments used in this study included questionnaires, interview guides, documentation sheets, pre-test instruments, and expert validation sheets. The validation instruments were designed to assess the content, language, presentation, and graphical aspects of the teaching materials. In addition, response questionnaires for teachers and students were employed to evaluate the practicality and usability of the developed product.

Research and Development Procedures

Analysis Stage

The analysis stage served as a preliminary study aimed at identifying learning needs, students' characteristics, and existing problems in learning to write fantasy stories. Problems, challenges, and opportunities for improvement were identified through questionnaires, interviews, documentation, and pre-tests. The findings obtained at this stage provided the basis for developing appropriate teaching materials.

Design Stage

At the design stage, the framework and structure of the teaching materials were planned in accordance with students' characteristics and learning requirements. Learning achievement indicators and instructional objectives were identified to ensure that the materials corresponded to the expected competencies. This stage also involved designing learning activities and integrating local wisdom values and the dimensions of the Pancasila Student Profile into the materials.

Development Stage

During the development stage, the teaching materials were produced and organized based on the predetermined learning methods. Exercises and activities incorporating local

wisdom were developed to support students' fantasy story writing skills. Validation instruments were also prepared, and the draft product was subsequently evaluated by experts in teaching materials and literary learning to ensure its validity and suitability.

Implementation Stage

The implementation stage involved testing the developed teaching materials in Class VII of SMP Muhammadiyah 8 Laren. The trial was conducted with 18 students and two Indonesian language teachers to examine the practicality and effectiveness of the product in actual classroom settings. Feedback obtained from the participants was used to identify aspects requiring improvement.

Evaluation Stage

The evaluation stage aimed to assess each phase of the development process and to determine the quality of the final product. Revisions and refinements were made based on expert validation results, trial outcomes, students' test scores, and suggestions provided by teachers and students. Through this process, the final version of the local wisdom-based teaching materials for writing fantasy stories integrated with the Pancasila Student Profile was produced.

Data Analysis Techniques

The collected data were analyzed using both qualitative and quantitative approaches. Qualitative data obtained from interviews, open-ended responses, and suggestions from validators and participants were analyzed descriptively to identify areas requiring revision and improvement. Quantitative data derived from questionnaires, validation sheets, and students' test scores were analyzed using descriptive statistics in the form of percentages and mean scores to determine the validity, practicality, and effectiveness of the developed teaching materials.

FINDINGS AND DISCUSSION

Findings

Analysis Stage: Needs Analysis and Preliminary Study

The first stage is needs analysis and preliminary study to collect data related to the needs and characteristics of learning in schools. Activities are carried out through field studies and a literature study phase. At the field study phase, an analysis was carried out regarding students' difficulties in learning to write fantasy stories, the learning tools available, and the teaching materials needed. Data collection was carried out through interviews, discussion forums, questionnaires, and documentation with teachers and students at Muhammadiyah 8 Laren Middle School. There were 2 educators and 35 students from two classes involved in this analysis process. Based on the results of this data analysis, the data are presented in Table 1.

Design Stage: Framework and Structure of the Teaching Materials

The design of teaching materials is carried out in accordance with the characteristics of learning by identifying indicators of learning outcomes so that learning can be planned well according to the expected learning objectives. The design activities carried out are designing learning plans, teaching material frameworks, and teaching material suitability instruments. Figure 1 is a design of the content of the teaching materials being developed.

Development Stage: Product Development and Expert Validation

Description of the Developed Teaching Materials

At this stage, the framework of teaching materials and validation instruments that have been created previously are developed to complete and organize learning materials according to predetermined learning steps. At this stage, exercises are also developed according to students' needs to make it easier to understand and actualize the local wisdom values found in Javanese proverbs as inspiration for fantasy story ideas. This is necessary to be able to train students to develop their imagination abilities as basic capital in writing fantasy stories. At this

stage, teaching materials are produced that are ready to be validated along with validation instruments. Figure 2 is a preview of the teaching materials that have been developed

Table 1: Results of Needs Analysis

Components	Analysis Results
Students' Difficulty	- Determining the story idea - Organizing the story flow - Bringing out the fantasy element - Developing the morals of the story
Available Learning Media	- Worksheet - Coursebook
The Required Materials	- Special teaching material with the topic of writing a fantasy story - Ease the students to write the story idea - Capable of developing creativity - Containing local wisdom or local culture which correlates to daily life
The Students' Understanding About Local Wisdom	Some students have found out, but they do not understand the intention or message of Javanese proverbs when connected to the students' daily life

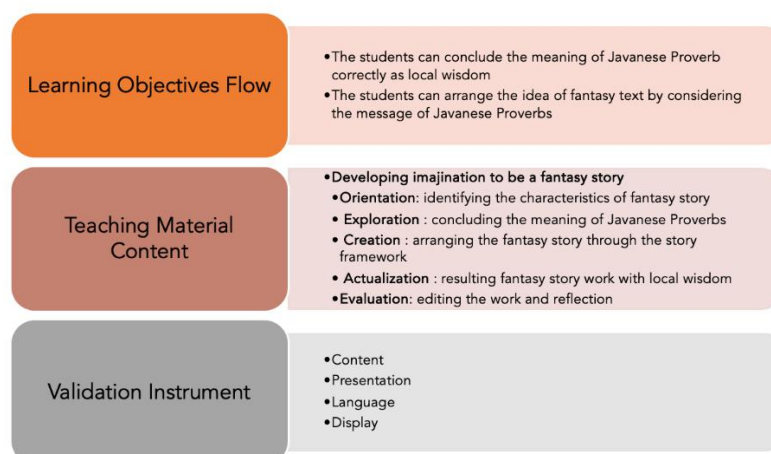


Figure 1: Content Design for Local Wisdom-Based Teaching Materials

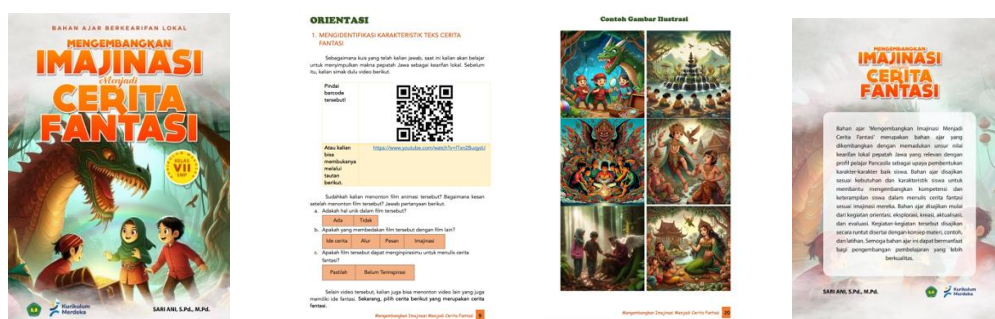


Figure 2: Preview of Teaching Material Contents

Results of Teaching Material Expert Validation

The teaching materials were validated by two experts to determine the validity of the teaching materials that had been developed. The validation results obtained are presented in Table 2 below.

Table 2: Expert Validation Results

No	Validator	Aspects				Total Score	Final Score	Criteria
		Content	Presentation	Language	Graphics			
1	Literature Learning Expert	38	37	19	23	117	93.6	Valid
2	Teaching Material Expert	37	38	20	25	120	96	Valid

In accordance with Table 2, the validation results can be concluded that the teaching materials developed by utilizing Javanese proverbs as learning materials for character literature, especially in learning to write fantasy story texts, are declared valid and can be implemented in classroom learning. Validators gave a positive assessment of the teaching materials developed and agreed that the use of local wisdom values must be integrated into the learning process.

Implementation Stage: Product Trial

At this stage, teaching materials are implemented for use by teachers and students in the learning process in class VII Muhammadiyah 8 Laren Middle School. There are two groups in this class, with 17 and 18 students, respectively, and two teachers. However, the teaching materials were only implemented in class VII-B, totaling 18 students, to determine their practicality and effectiveness in the learning process.

Practicality of the Developed Teaching Materials

Teachers' responses to the developed teaching materials

To determine the practicality of the teaching materials, Table 3 below shows the teachers' responses regarding the practicality of the teaching materials developed.

Table 3. Teachers' questionnaire results on the practicality of the developed teaching materials

No	Practitioner	Total Score	Final Score	Criteria
1	Teacher 1	10	100	Practical
2	Teacher 2	9	90	Practical

Table 3 shows that teachers using the developed teaching materials give positive responses regarding the teaching materials developed. The average of the values given is 95%.

Students' responses to the developed teaching materials

The responses given by teachers are in line with the responses shown by students, which are presented in Table 4 below.

Table 4. Questionnaire Results for Students as Users of Teaching Materials

No	Score	Number of Students	Total Score	Final Score	Criteria
1	10	15	140	97.6	Practical
2	9	2	18		
3	8	1	8		

Based on the student responses shown in Table 3, it can be concluded that the teaching materials used in the learning process are considered practical, as they make it easier for students to write fantasy stories.

Effectiveness of the Developed Teaching Materials

The effectiveness of the teaching materials can be seen in the results of students' writing tests, presented in Table 5 below.

Table 5. Student Pretest and Posttest Results

No	Pretest (X1)	Posttest (X2)	(X2-X1)	D	(X2-X1)-D	[(X2-X1)-D]^2
1	30	70	40	36,11	3,89	15,1321
2	50	80	30	36,11	-6,11	37,3321
3	20	50	30	36,11	-6,11	37,3321

No	Pretest (X1)	Posttest (X2)	(X2-X1)	D	(X2-X1)-D	[(X2-X1)-D]^2
4	20	60	40	36,11	3,89	15,1321
5	60	90	30	36,11	-6,11	37,3321
6	50	80	30	36,11	-6,11	37,3321
7	60	90	30	36,11	-6,11	37,3321
8	20	60	40	36,11	3,89	15,1321
9	30	70	40	36,11	3,89	15,1321
10	30	70	40	36,11	3,89	15,1321
11	30	80	50	36,11	13,89	192,9321
12	50	80	30	36,11	-6,11	37,3321
13	30	70	40	36,11	3,89	15,1321
14	10	50	40	36,11	3,89	15,1321
15	30	50	20	36,11	-16,11	259,5321
16	20	70	50	36,11	13,89	192,9321
17	30	70	40	36,11	3,89	15,1321
18	20	50	30	36,11	-6,11	37,3321
Total	590	1240	650			1027,7778
Average	32,77777778	68,88888889	36,11111111			

With an error rate of $\alpha = 0.05$ and $n = 18$, we get $t\text{-table} = 2.101$. Because $t\text{-value} (19.70) > t\text{-table} (2.101)$ it can be said that there is an influence (effectiveness) in the use of teaching materials developed to optimize students' fantasy story writing skills.

Evaluation Stage

At this stage, an evaluation is carried out to consider suggestions, input, and constructive criticism that have been provided by validators, practitioners, and students as material for improving teaching materials. These suggestions and input were collected based on the results of discussions and interviews to determine user responses in addition to filling out the questionnaire. This needs to be done to perfect the teaching materials, even though, in quantitative calculations, the teaching materials have met the criteria. Based on the results of this evaluation, not many improvements were made. Some improvements, such as the pictures in the teaching materials, need to be added to make them more attractive to students. In other words, students' needs and desires have not been fulfilled in the teaching materials.

Discussion

Development of Local Wisdom-Based Teaching Materials for Fantasy Story Writing

The development of local wisdom-based teaching materials for learning to write fantasy stories was carried out to provide contextual learning experiences and support character-oriented literature learning (Ani et al., 2024). The positive results obtained from the validation and implementation stages indicate that the developed teaching materials are feasible for classroom use. These results were achieved because the development process was preceded by a needs analysis and preliminary study. Conducting a needs analysis is essential to ensure that the developed materials correspond to students' competencies and learning needs (Masrura et al., 2023).

The findings of the needs analysis revealed that students still experienced difficulties in developing fantasy story writing skills. In addition, teachers had limited teaching materials to support learning activities. Such findings demonstrate the importance of needs analysis in assisting researchers to develop appropriate and practical teaching materials capable of improving students' writing abilities (Nisa et al., 2023). Therefore, the developed materials were designed to address these learning needs and challenges.

The teaching materials were organized according to the characteristics of genre pedagogy-based learning adapted from the character literature learning model proposed by Sunaryo (2017). The learning process consists of orientation, exploration, creation and actualization, presentation, and evaluation stages. These stages were considered appropriate for literary learning because they provide students with opportunities to develop their writing skills systematically.

At the **orientation** stage, students were introduced to the characteristics of fantasy story texts through explanations and practice exercises. Such activities enable students to understand learning objectives and develop the knowledge required to improve their writing skills (Kim, & Graham, 2022). During the **exploration** stage, students learned the meanings of Javanese proverbs as forms of local wisdom and analyzed examples of fantasy stories containing moral messages. The teaching materials also provided explanations regarding story structure and values related to the Pancasila Student Profile. Attractive and learner-centered materials are important to facilitate effective learning (Harahap & Yahfizham, 2024). Furthermore, writing fantasy stories requires adequate knowledge, experience, and understanding to produce meaningful narratives and engage readers (Wong & Lim, 2014).

At the **creation** stage, students collaboratively developed story outlines based on the procedures provided in the teaching materials. Illustration images and story frameworks were included to help students generate ideas and organize their stories. The use of writing frameworks has been shown to improve the quality of students' written products (Zipprich, 1995). Subsequently, the **actualization** stage provided opportunities for students to compose fantasy stories independently using the previously developed outlines. Clear instructions are essential in writing instruction to ensure that students understand the tasks effectively (Hall, et.al, 2021). Finally, the **evaluation** stage allowed students to revise and edit their work. Assessment rubrics were provided to ensure transparency and help students understand the criteria used to evaluate their writing. Since writing competence is best measured through written products rather than objective questions, the post-test in this study employed writing tasks to assess students' performance (Nurgiantoro, 2016).

Integration of Local Wisdom and Pancasila Student Profile Values in Character-Oriented Literature Learning

The developed teaching materials were designed according to the principles of teaching material development and incorporated local wisdom values to support character education. Local wisdom serves as an important learning resource that can contribute to the formation of students' character and virtues in accordance with the philosophy underlying the Pancasila Student Profile (Ani & Huda, 2022; Cahyani, 2023). One of the innovations introduced in this study is the integration of Javanese proverbs, which are not widely understood by students despite containing valuable moral teachings relevant to everyday life.

The incorporation of local wisdom into teaching materials enables students to relate learning content to authentic contexts and promotes character formation (Laila et al., 2021). In this study, Javanese proverbs were integrated into fantasy story writing activities through the localization of fantasy elements and the moral messages conveyed in students' stories. Such integration not only enriches students' creativity but also strengthens their understanding of cultural values.

Indonesian language and literature learning play an important role in preserving local wisdom and transmitting cultural values to younger generations (Misriani et al., 2023). These values contribute significantly to character education (Hariadi, 2018), which aims to foster students' moral development, personality, and behavior (Hermino & Arifin, 2020). Therefore, character-oriented literature learning deserves greater attention because it can serve as an effective medium for cultivating noble character while preserving local culture.

Validity, Practicality, and Effectiveness of the Developed Teaching Materials

The results of expert validation, teacher responses, and student responses indicate that the developed teaching materials meet the criteria of validity and practicality. The high validation scores obtained from experts suggest that the materials are appropriate in terms of content, presentation, language, and graphical aspects. Likewise, the positive responses from teachers and students demonstrate that the materials are easy to use and support learning activities effectively.

In terms of effectiveness, the use of local wisdom-based teaching materials contributed to improvements in students' learning outcomes. The average post-test score of Class VII-B students was higher than the pre-test score, indicating that the materials effectively enhanced students' fantasy story writing skills. These findings are consistent with those reported by Kapitan (2018) and Margaretha (2019) who found that character-based teaching materials for fantasy story writing were suitable and effective for implementation. Teaching materials play an important role in supporting students' competencies and skills when they are developed in accordance with learners' needs (Ulfah, 2018). Therefore, it is necessary to design special teaching materials in order to optimize the learning process.

Overall, the findings demonstrate that the developed teaching materials satisfy the criteria of validity, practicality, and effectiveness. Consequently, they are considered feasible for use in Indonesian language and literature learning and can serve as an alternative medium for integrating local wisdom and character education into fantasy story writing instruction.

CONCLUSION

This study developed local wisdom-based teaching materials for learning to write fantasy stories through the ADDIE model based on the results of a needs analysis and preliminary study conducted at SMP Muhammadiyah 8 Laren. The novelty of this study lies in the integration of Javanese proverbs as representations of local wisdom into fantasy story writing instruction and their alignment with the values embodied in the Pancasila Student Profile. By contextualizing cultural values within literary learning, the developed teaching materials support both students' writing competence and character development.

The findings demonstrate that the developed teaching materials satisfy the criteria of validity, practicality, and effectiveness. Expert validation results indicate that the materials are appropriate in terms of content, language, presentation, and graphical aspects. Positive responses from teachers and students further suggest that the materials are practical and can facilitate the learning process effectively. In addition, the improvement in students' post-test scores indicates that the teaching materials contribute to the enhancement of students' fantasy story writing skills. The integration of local wisdom and character-oriented learning principles also supports the implementation of the Independent Curriculum, particularly the strengthening of the Pancasila Student Profile.

Despite these promising findings, the study was conducted on a limited scale involving a relatively small number of participants and focused only on a specific learning topic. Therefore, further studies involving larger samples and broader materials are needed to strengthen the generalizability of the findings. Future research may also employ experimental or classroom action research designs and develop complementary learning resources, such as instructional media and digital learning tools. Overall, the results of this study provide practical implications for Indonesian language and literature educators and contribute to the development of more contextual, creative, and culturally responsive learning through the utilization of local wisdom.

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