

Papua Culture-Based Teaching Materials for Indonesian Language Learning

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ABSTRACT

This study aims to develop Papua culture-based teaching materials for Indonesian language learning at the junior high school level. The research was motivated by the limited use of local cultural content in Indonesian language teaching materials, which often makes learning less relevant to students' daily lives and cultural backgrounds. Integrating local culture into learning materials is considered important for preserving cultural values while improving students' learning motivation and understanding of the subject matter. The study employed the Research and Development (R&D) method involving several stages, including needs analysis, product design, expert validation, revision, limited trials, and implementation. The participants consisted of Indonesian language teachers and junior high school students in Sorong, Papua Barat. Data collection techniques included observation, interviews, questionnaires, and documentation. The findings revealed that Papua culture-based teaching materials significantly improved students' learning engagement, cultural awareness, and comprehension of Indonesian language materials. Students showed greater enthusiasm during classroom activities because the learning content reflected their social and cultural experiences. Teachers also responded positively to the developed materials because they supported contextual and student-centered learning. The study concludes that Papua culture-based teaching materials are effective and appropriate for Indonesian language learning and contribute to preserving local cultural values in education.

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1. INTRODUCTION

Education plays an important role in preserving cultural identity and developing students' understanding of their social environment. In the context of Indonesian language learning, teaching materials should not only focus on linguistic competence but also integrate cultural values that are relevant to students' daily experiences. Learning materials connected to local culture can create meaningful learning experiences because students are more familiar with the themes, stories, traditions, and social practices presented in the classroom.

Papua is one of the regions in Indonesia with rich cultural diversity, including traditional languages, folklore, arts, customs, and local wisdom. However, many teaching materials used in schools still emphasize national or general cultural content and provide limited representation of Papuan culture. As a result, students may feel less connected to the learning materials, and opportunities to preserve local cultural values through education become limited.

Culture-based teaching materials are considered important because they support contextual learning and help students understand concepts more effectively. According to contextual learning theory, students learn better when learning materials are connected to their real-life experiences and cultural backgrounds. The integration of local culture into Indonesian language learning can improve students' reading, writing, speaking, and comprehension skills while simultaneously strengthening cultural identity.

In addition, the implementation of the Merdeka Curriculum encourages teachers to develop contextual and culturally responsive learning approaches. Teachers are expected to design innovative teaching materials that reflect students' environments and promote active participation in learning activities. Papua culture-based teaching materials can support this educational goal by providing culturally relevant texts, stories, and learning activities.

Previous studies have shown that local culture integration positively influences students' learning motivation, creativity, and participation in classroom activities. Students become more interested in learning when the materials reflect familiar cultural contexts. Furthermore, culture-based education contributes to preserving local traditions and values among younger generations.

Despite these advantages, many teachers still experience difficulties in developing culturally relevant teaching materials due to limited resources and lack of training. Therefore, this study aims to develop Papua culture-based teaching materials for Indonesian language learning and examine their effectiveness in improving students' learning experiences and cultural understanding.

2. METHODS

This study employed the Research and Development (R&D) method to develop Papua culture-based teaching materials for Indonesian language learning. The R&D approach was selected because the study focused on designing, validating, and implementing educational products that could be applied in classroom learning activities.

The research was conducted at a junior high school in Sorong, Papua Barat. The participants included Indonesian language teachers and seventh-grade students. The development process consisted of several stages: needs analysis, product design, expert validation, revision, limited trials, and product implementation.

During the needs analysis stage, the researcher conducted classroom observations and interviews with teachers and students to identify learning challenges and the need for culturally relevant teaching materials. The findings showed that students were more interested in learning materials related to local culture and daily life experiences.

Based on the needs analysis, the researcher designed teaching materials integrating Papuan cultural elements such as folklore, traditional ceremonies, local wisdom, traditional houses, dances, and social values. The materials were adjusted to the Indonesian language curriculum and learning objectives for junior high school students.

The developed teaching materials were validated by experts in Indonesian language education and cultural studies. Expert validation focused on content relevance, language use, cultural appropriateness, and instructional design. Suggestions from validators were used to revise and improve the materials before implementation.

Data collection techniques included observation, interviews, questionnaires, and documentation. Observation was conducted during classroom learning activities to identify students' participation and responses toward the teaching materials. Interviews were conducted with teachers and students to gather qualitative information about learning experiences. Questionnaires were used to measure students' learning motivation and responses toward the developed materials.

The collected data were analyzed using descriptive qualitative and quantitative techniques. Qualitative analysis was used to interpret observations and interview findings, while quantitative analysis was used to calculate students' responses and learning outcomes.

3. FINDINGS AND DISCUSSION

The findings of this study indicate that Papua culture-based teaching materials positively influenced students' learning engagement, cultural awareness, and comprehension of Indonesian language materials. Students demonstrated greater enthusiasm during classroom learning activities because the materials reflected familiar cultural experiences and local traditions.

Before the implementation of the developed materials, many students showed limited participation during Indonesian language learning activities. Students often considered reading and writing activities less interesting because the materials were not closely related to their social and cultural environments. However, after the implementation of Papua culture-based teaching materials, students became more active in discussions, reading activities, and writing assignments.

3.1 Students' Learning Engagement

One of the major findings of this study was the improvement of students' learning engagement. Students showed strong interest in reading texts related to Papuan folklore, traditional ceremonies, and local wisdom. Learning activities became more interactive because students were familiar with the cultural themes presented in the materials.

Students actively participated in classroom discussions and shared personal experiences related to the cultural topics discussed during lessons. The integration of local cultural contexts helped students understand Indonesian language materials more easily because the learning content was connected to their daily lives.

The use of culture-based texts also improved students' reading comprehension and writing abilities. Students became more motivated to write descriptive and narrative texts because they could express ideas related to familiar cultural experiences.

3.2 Improvement of Cultural Awareness

The findings also revealed that Papua culture-based teaching materials strengthened students' cultural awareness and appreciation of local traditions. Students demonstrated better understanding of Papuan cultural values, including mutual cooperation, respect for elders, environmental awareness, and social solidarity.

Students expressed pride in learning materials that represented their cultural identity. The classroom environment became more inclusive because students had opportunities to discuss and preserve local cultural knowledge through educational activities.

Teachers stated that culture-based learning helped students recognize the importance of preserving local traditions in modern society. This finding supports the idea that education can play an important role in cultural preservation.

3.3 Teachers' Responses toward the Teaching Materials

Teachers responded positively to the developed teaching materials. According to teachers, the materials were relevant, interesting, and suitable for Indonesian language learning objectives. Teachers also stated that the materials supported contextual and student-centered learning approaches.

The teaching materials helped teachers create more interactive classroom activities because students were actively involved in discussions and collaborative learning tasks. In addition, teachers found that students were more motivated to complete reading and writing assignments when the topics reflected local cultural experiences.

However, teachers also identified several challenges in implementing culture-based teaching materials. One challenge involved limited access to written cultural references and learning resources related to Papuan traditions. Teachers needed additional support and training to develop culturally responsive instructional materials independently

3.4 Discussion

The findings of this study are consistent with previous studies indicating that culturally relevant teaching materials improve students' learning motivation and academic participation. Culture-based learning creates meaningful educational experiences because students can connect learning materials with their own social and cultural realities.

The improvement of students' engagement and comprehension demonstrates that contextual learning supports effective language instruction. When students encounter familiar cultural themes, they become more interested and confident in participating in classroom activities.

The study also highlights the importance of integrating local culture into educational practices as a strategy for preserving cultural identity among younger generations. Papua culture-based teaching materials not only improve academic learning but also contribute to strengthening students' appreciation of local wisdom and traditions.

Despite the positive findings, successful implementation of culture-based learning requires support from schools, teachers, and educational institutions. Teachers need training and access to cultural resources to develop innovative and culturally responsive teaching materials.

Overall, the findings demonstrate that Papua culture-based teaching materials are effective in improving Indonesian language learning experiences while promoting cultural preservation and student engagement.

4. CONCLUSION

This study concludes that Papua culture-based teaching materials are effective in improving Indonesian language learning at the junior high school level. The integration of Papuan cultural values, traditions, folklore, and local wisdom into teaching materials significantly increased students' learning engagement, reading comprehension, writing skills, and cultural awareness.

The findings revealed that students became more active, motivated, and confident during classroom learning activities because the materials reflected their social and cultural experiences. Culture-based learning also strengthened students' appreciation of local identity and contributed to preserving Papuan cultural heritage through educational practices.

Teachers responded positively to the developed materials because they supported contextual, interactive, and student-centered learning approaches. However, the implementation of culture-based teaching materials still requires institutional support, adequate learning resources, and teacher training to ensure sustainability and effectiveness.

Therefore, schools and educators are encouraged to integrate local cultural content into learning materials to create meaningful and culturally responsive education. Future studies are recommended to explore the long-term impact of culture-based learning on students' academic achievement, creativity, and character development in different educational contexts.

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