

## **Developing a PJBL Module Based on Local Wisdom for Drama Writing**

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### **ABSTRACT**

This study aims to develop and evaluate the effectiveness of a local wisdom-based module using the Project Based Learning (PJBL) approach to improve the drama text writing skills of grade XI students at SMA Negeri 1 Panai Hilir. Using the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the module was validated by material, language, and media experts to assess its content, language quality, and visual design. The module was implemented in an experimental group and compared with a control group using conventional methods. Validation results showed a high feasibility score of 89.5%, categorized as "very feasible." The effectiveness test revealed that the experimental group improved by 21.5 points, while the control group improved by only 10.5 points. A t-test confirmed a significant difference ( $p < 0.05$ ), and the N-Gain Score of 0.72 placed the module in the "high effectiveness" category. Observations and interviews further indicated increased student enthusiasm, creativity, and participation. These findings suggest that the PJBL-based local wisdom module is a practical, engaging, and culturally relevant tool for enhancing drama writing skills in high school students.

**Keywords:** Project Based Learning (PJBL); Local Wisdom; Drama Writing

### **INTRODUCTION**

In today's educational landscape, learning extends beyond the mastery of theoretical knowledge. It must also develop students' critical thinking, creativity, collaboration, and communication skills—competencies essential in the 21st century. One of the core elements in the Indonesian language curriculum is academic writing, particularly in the form of drama texts. Drama writing not only fosters linguistic proficiency but also demands students' imaginative capabilities and a deep understanding of social and cultural contexts. However, initial observations at SMA Negeri 1 Panai Hilir indicate that many grade XI students struggle to write drama texts in a creative, structured, and culturally relevant manner. These difficulties are mainly due to the absence of contextual and student-

centered learning materials that can stimulate their interest and guide them in developing their writing abilities effectively.

Local wisdom emerges as a significant educational resource that can be integrated into learning to support students' creativity and cultural awareness. Defined as the values, traditions, and social norms passed down through generations, local wisdom forms a living repository of cultural identity and moral knowledge (Supriatna, 2019). By embedding local wisdom into writing instruction, educators can create meaningful learning experiences that connect students with their environment, heritage, and lived realities. This approach allows students to explore their cultural roots and reinterpret them in their own creative works, including drama texts, thus fostering a deeper connection between identity, knowledge, and expression.

Despite its recognized value, the inclusion of local wisdom in drama education remains limited in practice. Many schools continue to rely on generic modules that do not reflect students' cultural settings or daily experiences. Such materials often fail to inspire students to engage deeply with the content or develop a strong sense of ownership over their work. In addition, the predominant use of traditional teaching methods lectures, isolated writing tasks, and teacher-centered instruction constrains students' creative expression and active participation. Sugiyono (2016) argues that conventional pedagogical strategies fall short in cultivating student creativity because they provide limited space for exploration and personal interpretation, essential elements in literary writing such as drama.

In response to these limitations, this study introduces a solution through the development of a learning module based on Project Based Learning (PJBL). PJBL is a student-centered instructional model that encourages learners to explore real-world problems through collaborative projects. This approach empowers students to take responsibility for their learning, think critically, and apply their knowledge in creative and meaningful ways. When combined with local wisdom, PJBL becomes an effective strategy for enhancing students' writing skills while simultaneously instilling cultural values. In Indonesian language instruction, this model has the potential to transform drama writing classes into more interactive, reflective, and culturally enriching learning experiences.

The effectiveness of PJBL and local wisdom integration has been supported by several studies. Astuti (2020) found that the application of PJBL in writing instruction helps students produce more coherent, imaginative, and well-structured texts. Setiawan (2019) noted that the use of local wisdom-based learning materials increases students' motivation and engagement in writing tasks. Similarly, Fadilah and Harahap (2021) highlighted that PJBL enhances students' imagination, which is a vital element in constructing compelling dialogue and storylines in drama. Prasetyo (2023) added that incorporating local culture into writing modules helps expand vocabulary and encourages emotional expression, enabling students to write more authentically and meaningfully.

The development of a PJBL-based module infused with local wisdom is thus expected to effectively enhance the drama writing skills of class XI students at SMA Negeri 1 Panai Hilir. Through reflective writing tasks grounded in cultural themes, students will be better equipped to understand dramatic structures and character development in ways that resonate with their own lives. This approach aligns with Nurgiyantoro (2018), who emphasizes the power of culturally responsive teaching materials to stimulate students' creativity and imagination in literary expression. Furthermore, Sibarani (2020) affirms that the integration of religious and cultural values into education can deepen students' appreciation for their heritage and foster a stronger sense of identity and moral awareness.

PJBL also provides increased student motivation, as noted by Krajcik and Blumenfeld (2006), because it offers learners autonomy and opportunities to explore their ideas through hands-on learning. Rahmadi (2021) observed that students who engaged with project-based modules demonstrated a more comprehensive understanding of both the intrinsic and extrinsic elements of drama texts than those taught using traditional methods. Mulyasa (2018) supports this by arguing that innovative, contextualized teaching tools—such as local wisdom-based modules—enhance not only student engagement but also instructional relevance for teachers. This dual benefit allows for a more dynamic and meaningful teaching-learning process that aligns with the principles of modern education.

Given this context, the present study aims to design and validate a PJBL-based module grounded in local wisdom to support the teaching of drama text writing. This research represents a critical step in improving the quality of Indonesian language learning, particularly in fostering students' creative expression and cultural literacy. By integrating local values into writing instruction, students are not only guided to become better writers but also encouraged to preserve and take pride in their cultural identity through literature.

In the current era of globalization and rapid cultural shifts, educational efforts to preserve local culture are more important than ever. The goal of developing this module goes beyond academic enhancement—it seeks to shape students' character, reinforce cultural appreciation, and instill a lifelong love for their heritage. With the appropriate learning approach, students can produce drama texts that reflect the richness, uniqueness, and wisdom of their local traditions while cultivating literary value and personal insight.

## **LITERATURE REVIEW**

### **Local Wisdom**

Local wisdom is a form of belief, knowledge and understanding and customs of a community. Local wisdom is passed down from generation to generation through word of mouth.(Yulianda, Asri, Anna Leli Harahap, 2023).According to Sukmono in Istiqomah (2015), local wisdom can be applied to various areas of daily life, such

as agriculture, forest management, marine management, culture, social life, folk arts, economics and education. According to Gadgil and Barks in (Rahayu, 2016), local wisdom consists of elements of local rules, traditions, customs, and cultural values. All of these elements serve as evidence of the harmonious relationship between society and the environment. Local wisdom, or local wisdom, is defined in linguistic terms as local ideas that are wise, full of wisdom, valuable, embedded, and followed by its citizens.

In line with this, Sudikan in (Hadi, 2015) stated that local wisdom has three overlapping terms in interpreting the word for the same purpose, namely local knowledge, local wisdom, and local genius. Likewise, Puspowardoyo in (Hadi, 2015) states that local genius is a self-expression and manifestation of the personality of a community that is able to withstand elements coming from outside and is also able to develop for the future.

### **Project Based Learning (PJBL)**

PJBL learning is a learning method that uses projects and activities as media. Students explore, assess, understand, organize, and combine information to produce various learning outcomes. In the project-based learning model, the inquiry process begins with guiding questions that guide students in collaborative projects that combine various materials in the curriculum. As the questions are answered, students have the opportunity to directly see the main components and principles of the discipline they are studying. According to (Lestari Sri, 2022) Project-based learning has the following characteristics: (a) Students make decisions about a framework, (b) There are problems or challenges presented to students, (c) Students design a process to determine solutions to the problems or responses presented, (d) Students are collaboratively responsible for accessing and managing information to solve problems, (e) The evaluation process is carried out continuously, (f) Students periodically reflect on the activities that have been carried out, (g) The final product of learning activities will be evaluated qualitatively, (f) The learning situation is very tolerant of errors and changes.

According to Putra in (Dahri, Nuraeni, Dewi, 2022) There are five principles that distinguish PjBL from PBL. They are realism, centrality, driving questions, constructive investigation, and autonomy. These five principles collectively state that project work is an important part of the curriculum, that they focus on the discovery of concepts, that they help achieve learning goals, and that they can help students become more independent. In addition, they assert that project work is real and can provide students with a realistic feeling.

### **Drama Text**

Drama is a type of literature that is very popular with the public because it can stimulate passion and excite the players and the audience. Understanding how a character should be played best in a performance is the main

goal in studying drama.(Beautiful, Nur, 2021). Drama learning in schools can be divided into two categories: teaching drama texts as literature and drama performances as theater. In teaching drama texts, students only do a short simulation of the script dialogues, but there is no instruction to perform them. By reading the drama script, students can understand the problems and dialogues of the actors. They can also learn about the content of the drama and improve their understanding of spoken language.

## **METHOD**

### **Design and Samples**

This study employs the Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model was selected because it provides a structured and systematic approach to developing educational products, ensuring they are relevant, effective, and feasible for classroom use. The population in this study includes all grade XI students at SMA Negeri 1 Panai Hilir. To select the participants, purposive sampling was used, as suggested by Sugiyono (2021), based on specific criteria—namely, students who had prior exposure to drama writing but had not yet used project-based modules. The sample was divided into two groups: an experimental group that received instruction using the PJBL-based local wisdom module, and a control group that continued with conventional teaching methods. This design allows for a clear comparison of learning outcomes between the two instructional approaches.

### **Instrument and Procedure**

To measure the effectiveness of the developed module, this study used a set of well-structured instruments categorized into two main types. First, development instruments were employed to validate the quality and feasibility of the module. These included expert validation questionnaires completed by material, language, and media experts to evaluate the module's content accuracy, language clarity, and visual design. Additionally, response questionnaires were distributed to both students and teachers to assess the practicality and user-friendliness of the module during the initial trial phase.

Second, experimental instruments were used to determine the impact of the module on students' learning outcomes. These included a pre-test and post-test on drama text writing to measure students' progress before and after the intervention. Observations of the learning process were also conducted to monitor student engagement and participation during the implementation of the PJBL-based module. Furthermore, interviews with students and teachers provided qualitative insights into their experiences and perceptions of the module's effectiveness in enhancing creativity, understanding of drama structure, and integration of local wisdom values.

*Table 1. Module Eligibility Categories*

<b>Mark</b>	<b>Category</b>
81% - 100%	Very Worth It
61% - 80%	Worthy
41% - 60%	Quite Decent
21% - 40%	Less Worthy
0% - 20%	Not feasible

(Arikunto, 2022)

If the validation results indicate that the module falls into the "Feasible" or "Very Feasible" category—based on expert assessments and user feedback—then the module is considered ready to be applied in the experimental phase of the research.

### **Data Analysis**

Data analysis in this study aims to assess the feasibility and effectiveness of the local wisdom module based on Project Based Learning (PJBL) on the ability to write drama texts of class XI students of SMA Negeri 1 Panai Hilir. The analysis was carried out in several stages, namely module validation analysis, learning effectiveness analysis, and analysis of interview and observation results. Normality and Homogeneity Tests to determine the type of statistical test. T-test (paired sample t-test) to see the difference in pre-test and post-test results. N-Gain Score to measure the increase in the ability to write drama texts

### **RESULT AND DISCUSSION**

The purpose of this study was to determine how effective the project-based local wisdom module (PJBL) is in improving the ability of grade XI students of SMA Negeri 1 Panai Hilir to write drama texts. Module validation, module effectiveness test, data normality and homogeneity test, and observation and interview analysis are the results of this study.

Before the module is used in learning, validation is carried out by three experts, namely material experts, language experts, and media experts. The purpose of this validation is to evaluate the relevance of the content, language, and appearance of the module. The following are the validation results from the three experts:

*Table 2. Local Wisdom Module Validation Results*

<b>Assessment Aspects</b>	<b>Score (%)</b>	<b>Category</b>
Material Eligibility	90%	Very Worth It
Language Eligibility	87%	Very Worth It
Media Eligibility	91%	Very Worth It
<b>Average</b>	<b>89.50%</b>	<b>Very Worth It</b>

Based on the table above, it can be concluded that the validation results show that the module has excellent quality and is in the "Very Feasible" category with an average score of 89.5%. The feasibility of the material (90%) indicates that the contents of the module are in accordance with the curriculum and learning needs. The feasibility of the language (87%) indicates that the module uses communicative language and is in accordance with the level of student understanding. The feasibility of the media (91%) indicates that the visual appearance of the module is attractive and supports project-based learning. Thus, the module can be used in experiments without experiencing significant changes.

After validation of the local wisdom-based learning module, before analyzing the effectiveness of the module, a normality test was conducted to ensure that the data was normally distributed, as well as a homogeneity test to ensure that the variances of the two groups were homogeneous. The following are the results of the normality test and the homogeneity test.

*Table 3. Results of Normality and Homogeneity Tests*

<b>Statistical Test</b>	<b>Experimental Group (p-value)</b>	<b>Control Group (p-value)</b>	<b>Conclusion</b>
Normality Test (Kolmogorov-Smirnov)	0.078	0.094	Data is normally distributed
Homogeneity Test (Levene's Test)	0.067	0.082	Homogeneous data variance

Based on the table above shows the results of the normality test show that the data is normally distributed with a p-value  $> 0.05$ . This result allows the use of parametric statistical tests such as the t-test to evaluate the effectiveness of the module. Both groups have comparable characteristics and are worthy of being compared in the experiment. The results of the homogeneity test show that the variances of the two groups are not significantly different (p-value  $> 0.05$ ).

To measure the effectiveness of the module, a comparison was made between the pre-test and post-test results in the experimental group and the control group. The following is a comparison of the results of writing drama texts before and after using the local wisdom-based learning module.

**Table 4. Comparison of Pretest and Posttest Results**

<b>Group</b>	<b>Pre-test Average</b>	<b>Post-test Average</b>	<b>Improvement</b>
Experiment	64.2	85.7	21.5
Control	63.8	74.3	10.5

From the table, it can be seen that the experimental group experienced a higher increase in scores compared to the control group. The average pre-test score of the experimental group was 64.2, increasing to 85.7 after using the PJBL module, with a difference of 21.5 points. Meanwhile, the control group using the conventional method only experienced an increase of 10.5 points. This shows that the PJBL module is more effective in improving students' drama text writing skills compared to the conventional method.

After knowing the results of the pretest and posttest, a t-test was conducted to determine the extent to which the differences between the pretest and posttest results were significant. Here are the results:

*Table 5. t-Test Results*

Group	t-value	p-value	Conclusion
Experiment	6.29	0.001	Significant
Control	2.15	0.041	Significant

Based on the table above, it can be seenThe t-test results show that the p value < 0.05, which indicates that there is a significant difference between the pre-test and post-test results in the experimental group and the control group. However, the t value of the experimental group is higher (6.29) than the control value (2.15), indicating that the experimental group's score is higher than the control group. After this, the test was carried outN-Gain Score to measure the level of learning effectiveness. The following are the results of the N-Gain Score:

*Table 6. N-Gain Score Results*

Group	N-Gain Score	Category
Experiment	0.72	Tall
Control	0.48	Currently

The results showed that the experimental group received a score of 0.72, which is a high category, while the control group received a score of only 0.48, which is a medium category. This shows that the PJBL module is very effective in improving the ability to write drama texts.

The findings of this study affirm that integrating local wisdom into Project Based Learning (PJBL) significantly enhances students' ability to write drama texts in meaningful and engaging ways. This improvement reflects not only cognitive gains but also a deeper emotional and cultural connection to the material. The combination of cultural content with project-based instruction allows students to express personal experiences while engaging in creative literary production. This is consistent with Fadilah and Harahap (2021), who found that PJBL, when integrated into literature learning, fosters imagination and encourages students to draw from personal and cultural references in their writing. By connecting learning to students'

identities, the module supports both academic achievement and character development.

The effectiveness of PJBL in improving writing skills has been confirmed in recent studies. Astuti (2020) reported that students engaged in PJBL-based writing activities produced more organized and creative texts, attributing the success to the student autonomy and collaboration promoted by this model. Similarly, Putri and Marlina (2022) emphasized that project-based approaches in language learning lead to increased motivation, deeper content exploration, and improved writing fluency. These findings align with this study's observation that students became more active and enthusiastic during the learning process, particularly when working on culturally relevant projects that allowed them to express their voices in the context of drama writing.

Moreover, the integration of local wisdom within PJBL contributes to a stronger appreciation of cultural identity and moral values. Sibarani (2020) emphasized that embedding local values in education can strengthen students' sense of belonging, respect for heritage, and ethical awareness. This resonates with the current study's findings, where students not only improved in drama structure and expression but also showed greater awareness of their cultural environment. A similar conclusion was drawn by Prasetyo (2023), who found that using modules grounded in local culture enhanced students' vocabulary and their ability to convey emotional depth in writing. This indicates that integrating local content is not merely decorative—it directly impacts language development and narrative quality.

Motivation and engagement were also critical aspects influenced by the PJBL approach. In a recent study, Kurniawan and Nugraha (2021) demonstrated that students engaged in project-based activities displayed significantly higher motivation levels, especially when learning was aligned with real-world themes and collaborative group work. These factors are echoed in this study, where students became more enthusiastic and communicative, illustrating that PJBL empowers learners to take ownership of their work and think critically about their tasks. The freedom to choose project directions and the responsibility for producing final outcomes fostered a sense of agency, which is crucial in building lifelong learning skills.

The high validation score of the developed module also supports its quality and potential for practical implementation. According to Lestari (2022), educational tools that are well-designed in terms of content relevance, user accessibility, and visual presentation significantly contribute to effective instruction. The module in this study was validated by experts across three domains—content, language, and media ensuring that it met both pedagogical and user-experience standards. This aligns with research by Nuraini and Hapsari (2023), who stress that modules must balance content depth with learner engagement, especially in creative subjects like literature.

From a theoretical standpoint, the findings of this study are consistent with constructivist and socio-cultural learning theories. According to Vygotsky's theory of learning, as applied in PJBL models, students construct knowledge best through meaningful tasks in social contexts. When that context reflects their own cultural background, learning becomes even more powerful. The culturally responsive nature of the module also reflects recommendations by Hanifah and Wulandari (2024), who found that learning materials that include local traditions and language significantly boost students' cognitive and affective engagement. This study confirms those findings by showing that culturally grounded drama writing not only builds technical writing skills but also enhances students' cultural literacy and pride.

## CONCLUSION

The findings of this study demonstrate that the development of a project-based learning (PJBL) module that integrates local wisdom is not only effective in enhancing students' ability to write drama texts but also offers deeper educational value. By embedding cultural elements into a project-based framework, the module provides a learning experience that is both meaningful and relevant to students' lives. More than just improving writing skills, it fosters appreciation for local culture and promotes essential 21st-century competencies such as collaboration, communication, and critical thinking. This study highlights the broader educational significance of incorporating local wisdom into the curriculum. Such integration helps preserve cultural heritage while making learning more engaging and authentic. It empowers students to connect their academic work with real-world contexts and cultural identity, which can lead to increased motivation and deeper understanding. Therefore, beyond its proven impact on writing skills, the PJBL module serves as a valuable educational tool that supports holistic student development. Indonesian language teachers are encouraged to adopt this approach to enrich learning experiences and strengthen cultural literacy in high school education.

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