

Development of Papuan Culture-Based Literature Materials for Explanatory Text Learning

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ABSTRACT

Reading and literary literacy in Indonesia's eastern regions, particularly in Southwest Papua Province, remains at a very low level, with the reading literacy activity index recorded at 19.90 for Papua and 28.25 for Southwest Papua, both of which fall into the low to very low categories. This condition contributes to a low Human Development Index and is closely tied to the many 3T (frontier, outermost, disadvantaged) areas found within the province, one of which is SD Inpres 138 Wardik in South Sorong Regency. This study aims to develop a literature literacy teaching material containing Papuan culture, namely BASASTRA, to support the learning of explanatory texts and to examine its validity and practicality. The study used a Research and Development (R&D) approach with the Plomp model, consisting of preliminary investigation, design, realization/construction, test-evaluation-revision, and implementation phases. Data were collected through interviews, questionnaires, observation, and documentation involving a classroom teacher, twelve sixth-grade students, and three validators (language, material, and teaching material experts). The results show that the need for a culturally-based literature teaching material reached an average of 84% (very needed). Expert validation results indicated that the developed material was very valid, with language, material, and teaching material aspects scoring 89%, 96%, and 95% respectively. Trial results also showed that the material was very practical, with student and teacher responses reaching 92% and 87%. These findings confirm that a literature literacy teaching material integrated with local Papuan culture can meet the needs of teachers and students in 3T elementary schools and can be considered a valid and practical learning resource for explanatory text material.

Keywords: Teaching Material; Literature Literacy; Explanatory Text; Papuan Culture; Elementary School

INTRODUCTION

Weak literacy achievement has remained one of the most persistent concerns in Indonesian education over the past decade, and nowhere is this more visible than in the country's eastern frontier. Figures compiled by the Center for Education and Culture Policy Research in 2019 placed Southwest Papua, then still administratively part of West Papua, at the bottom of the national ranking for reading literacy activity. While Papua Province was recorded at 19.90, a figure the classification system treats as "very low" (0-20.00), Southwest Papua followed close behind at 28.25, just inside the "low" band (20.01-40.00). Numbers of this kind rarely stay confined to literacy statistics alone; they tend to ripple outward into broader measures of regional development. Indeed, a province struggling with reading literacy is also likely to struggle on the Human Development Index, and Southwest Papua is no exception: BPS data from 2020 put its HDI at only 65.09. Much of this can be traced to how many of its districts are still classified as 3T areas, frontier, outermost, and disadvantaged regions under Presidential Regulation No. 63 of 2020. South Sorong Regency is among them, and it is here, at SD Inpres 138 Wardik, that the present study is situated.

A preliminary visit to the school, involving conversations with the principal, the classroom teacher, and the students themselves, surfaced a cluster of interlocking problems. Students showed little enthusiasm for literacy lessons, reading materials that were both enjoyable and age-appropriate simply did not exist on the school's shelves, and the surrounding facilities offered little in the way of support. Teaching, meanwhile, tended to follow the same routine week after week, the material rarely matched how children at this age actually think and learn, and a genuine culture of reading and writing had yet to take root among the students. Read together, these observations echo what Miller and McKenna describe as the four forces shaping literacy: proficiency, access, alternatives, and culture, factors that rarely operate in isolation and instead reinforce or undercut one another.

Literature offers a promising way into these problems. Under the Merdeka Curriculum, giving students a genuine footing in literary literacy is not merely an add-on but a means of nurturing them religiously, humanistically, culturally, and linguistically all at once. Its cultural dimension is particularly telling: through literature, children encounter a living record of how their own local traditions have taken shape over time, alongside an honest, unembellished view of everyday life. These observations point toward three questions this study sets out to answer: what kind of literature teaching material does SD Inpres 138 Wardik actually need; what might a prototype of such material, one that weaves in Papuan culture and supports explanatory text instruction, look like; and once built, how valid and practical does it prove to be. Correspondingly, this research seeks to design a literature literacy teaching material rooted in Papuan culture that is valid, practical, and effective for teaching explanatory texts at SD Inpres 138 Wardik, with the broader aim of helping its students grow as both readers and writers.

LITERATURE REVIEW

Previous Related Study

Several previous studies have examined the development of teaching materials for literary literacy learning. Hasjim, Thaba, Devi, Jerniati, Aminah, and Hastianah developed Indonesian language and literature teaching materials based on children's literature and character education for elementary schools; however, the content was not specifically linked to local culture. Marlina, Muktadir, and Parmadi developed a narrative writing teaching material based on local tourism literacy for fourth-grade elementary school students to improve cognitive learning outcomes, but again without a specific focus on 3T regions. Irawan, Apriliya, and Putri analyzed the needs of learning media for explanatory text material in elementary schools and found that the availability of contextual and interactive teaching media remained limited. Compared with these studies, the present research offers a novelty in the form of teaching material content that integrates literary literacy with local Papuan culture, including values of harmony with nature, solidarity, ancestral tradition, and mutual cooperation, and specifically targets a 3T elementary school.

Teaching Material

Wulandari, Kusmiarti, and Asmara explain that teaching material refers to all types of materials used by teachers to carry out classroom learning activities; without adequate teaching materials, the learning process tends to be hindered. In the context of literature learning, teaching material serves not only as a source of information but also as a medium to introduce students to cultural and character values embedded in literary works. Literacy itself, as described in relevant policy documents, is the ability to understand, interpret, create, communicate, and utilize written, visual, auditory, and digital materials across various disciplines. Explanatory text, as one of the text types taught in the elementary curriculum, is a text that explains the process of how or why a natural or social phenomenon occurs, and is structured in a cause-and-effect relationship in which one event triggers the next. Teaching material that connects literary content, such as folklore, with an explanatory text framework is expected to help students better relate scientific processes to familiar cultural contexts.

METHOD

Design and Samples

This study used a Research and Development (R&D) approach with the Plomp model, which consists of five stages: preliminary investigation, design, realization/construction, test-evaluation-revision, and implementation. The subjects of this study were a sixth-grade classroom teacher and twelve sixth-grade students

of SD Inpres 138 Wardik, South Sorong Regency, together with three validators consisting of a language expert, a material expert, and a teaching material expert.

Instrument and Procedure

Data were collected using an interview guide for the teacher to obtain information about the availability and problems related to existing teaching materials, a needs-analysis questionnaire consisting of five indicators to measure students' needs for a literature-based teaching material, an observation sheet used to record classroom conditions and the teaching material actually used during learning, and a documentation sheet used to capture the physical condition of the classroom and available learning facilities. After the prototype of the BASASTRA teaching material was developed, a validation questionnaire was distributed to three validators covering the aspects of language, material content, and teaching material feasibility. Furthermore, a response questionnaire using a four-point Likert scale (1 = very invalid to 4 = very valid) consisting of nine items covering appearance and benefit aspects was distributed to the students and the teacher to measure the practicality of the teaching material.

Data Analysis

Data from the needs analysis, expert validation, and user response questionnaires were analyzed descriptively using percentage analysis. The average percentage score obtained was then interpreted using a validity and practicality category as presented in Table 1.

Table 1. Data From the Needs Analysis, Expert Validation, and User Response Questionnaires

No	Indicator	Mean Score	Category
1	Teaching material equipped with educative pictures relevant to the material	84%	Very Needed
2	Teaching material containing creative character values	77%	Very Needed
3	Teaching material equipped with attractive picture animation	87%	Very Needed
4	Teaching material equipped with learning media	77%	Very Needed
5	Teaching material using Papuan culture	92%	Very Needed
	Average Percentage	84%	Very Needed

RESULT AND DISCUSSION

Profile of Teaching Material Needs

The results of the interview with the sixth-grade teacher showed that the teaching materials available at SD Inpres 138 Wardik were very limited, consisting mainly of the teacher's textbook, literacy posters, and the whiteboard. The teacher stated that the absence of adequate supporting teaching materials often made students feel bored during lessons and expressed the hope for a complete teaching material containing basic competencies, culturally relevant content, lesson plans, educative pictures, and student worksheets so that students could learn more independently. The results of the needs questionnaire distributed to students, presented in Table 1, showed an average percentage of 84%, which falls into the very needed category, with the highest need identified for teaching material that incorporates Papuan culture (92%). Students' comments and suggestions further reinforced this need, requesting that the teaching material include pictures of Papuan nature and culture, easy-to-understand language, activity instructions, attractive illustrations, and simple evaluation questions. Classroom observation showed that learning activities were dominated by conventional methods, relying mainly on the teacher's textbook without variation in learning media, which made students appear less comfortable during the lesson. These findings confirm that teaching material development in this 3T school needs to address both the limited availability of resources and the lack of contextual, culturally relevant content.

Prototype Design of the BASASTRA Teaching Material

The developed teaching material, titled BASASTRA (Bahan Ajar Literasi Sastra Bermuatan Budaya Papua), was designed using Canva, Adobe Illustrator, and Microsoft Word. The design consisted of five main components. The first component included the cover, teaching material identity, foreword, preface, table of contents, and list of figures, designed with primary colors that are easily recognizable by children and illustrations reflecting Papuan cultural elements such as traditional clothing, traditional houses, and endemic flora and fauna. The second component was the Lesson Plan (RPP), developed based on the Merdeka Curriculum framework and referring to the government's official teacher guidebooks, containing the initial competencies, Pancasila Student Profile dimensions, learning objectives, learning activities structured with a Project-Based Learning (Pjbl) model, and reflection sheets for both students and teacher. The third component was the learning material itself, consisting of three main topics: literary literacy, explanatory text, and language and literary conventions in explanatory text, enriched with a folklore from the Southwest Papua region to strengthen the cultural content. The fourth component was the student worksheet (LKPD), which included tasks illustrated with Papuan cultural pictures and a folklore-based reading passage, together with a quiz and a response sheet for students to express their opinions about the material. The fifth component consisted

of the evaluation tools designed to measure students' understanding of the material presented.

Expert Validation of the Teaching Material

Validation of the BASASTRA teaching material was carried out by two lecturers from Universitas Pendidikan Muhammadiyah Sorong and one school principal, covering the aspects of language, material content, and teaching material feasibility. The results of the language validation are presented in Table 2.

Table 2. Expert Validation of the Teaching Material

No	Aspect	Mean Score	Category
1	Concise (Lugas)	83%	Valid
2	Communicative	87%	Very Valid
3	Dialogical and Interactive	75%	Valid
4	Suitability with Student Development	100%	Very Valid
5	Language Suitability	100%	Very Valid
	Average Percentage	89%	Very Valid

Table 2 shows that the language aspect of the teaching material obtained an average percentage of 89%, which is categorized as very valid, with the highest scores found in the suitability with student development and language suitability aspects (100%). The results of the material expert validation are presented in Table 3.

Table 3. Validation Are Presented

No	Aspect	Mean Score	Category
1	Learning Format	94%	Very Valid
2	Content of Material	100%	Very Valid
3	Content Feasibility	95%	Very Valid
	Average Percentage	96%	Very Valid

Table 3 shows that the material aspect obtained an average percentage of 96%, categorized as very valid, indicating that the learning format, content accuracy, and content feasibility of the teaching material were highly appropriate for use. The results of the teaching material expert validation are presented in Table 4.

Table 4. Teaching Material Expert Validation

No	Aspect	Mean Score	Category
1	General Aspect	91%	Very Valid
2	Content Feasibility Aspect	94%	Very Valid
3	Supporting Aspect	100%	Very Valid
	Average Percentage	95%	Very Valid

Table 4 shows that the teaching material aspect obtained an average percentage of 95%, categorized as very valid, confirming that the general aspect, content feasibility, and supporting aspect of the developed teaching material met the required standard.

Student and Teacher Response to the Teaching Material

The practicality of the BASASTRA teaching material was measured through a response questionnaire distributed to twelve sixth-grade students and the classroom teacher. The results of the student response are presented in Table 5.

Table 5. Student Response

No	Aspect	Mean Score	Category
1	Appearance	90%	Very Practical
2	Benefit of Teaching Material	93%	Very Practical
	Average Percentage	92%	Very Practical

Table 5 shows that students' response to the teaching material reached an average of 92%, categorized as very practical, with the benefit aspect obtaining the highest percentage (93%). The results of the teacher's response are presented in Table 6.

Table 6. Teacher's Response

No	Aspect	Mean Score	Category
1	Appearance	83%	Very Practical
2	Benefit of Teaching Material	90%	Very Practical
	Average Percentage	87%	Very Practical

Table 6 shows that the teacher's response also reached a very practical category, with an average percentage of 87%. The benefit aspect again obtained the highest

score (90%), indicating that the teacher perceived the teaching material as useful in supporting the learning of explanatory texts. The findings of this study confirm that integrating literary literacy content with local Papuan culture can effectively meet the teaching material needs identified at SD Inpres 138 Wardik, a school located in a 3T area of South Sorong Regency. This finding is in line with previous studies by Hasjim et al. and Marlina et al., which showed that character- and literature-based teaching materials can improve students' engagement and cognitive learning outcomes, although the present study adds a distinct contribution by embedding local cultural elements such as Papuan folklore, traditional houses, and endemic flora and fauna into the content, which was not addressed in the earlier studies.

The very high validity scores across the language, material, and teaching material aspects suggest that the teaching material's structure, content accuracy, and cultural relevance were well received by the expert validators. Meanwhile, the very practical response from students and the teacher indicates that the material's appearance and benefits were considered helpful in supporting classroom learning, which corresponds with Irawan et al.'s findings on the need for more contextual and interactive learning media for explanatory text material. The integration of cultural content also appears to support students' motivation and comfort in learning, addressing the discomfort with conventional teaching methods observed during the preliminary classroom observation.

Several challenges were encountered during the research process, including difficulty obtaining research permission due to the school principal's frequent absence for administrative duties; the considerable distance to the research site which limited the frequency of data collection; and security considerations since the school is located in a 3T area within a security watch zone. These challenges highlight the practical constraints of conducting research and development activities in frontier and remote regions and should be taken into account in the planning of future studies in similar contexts.

CONCLUSION

This study developed BASASTRA, a literature literacy teaching material containing Papuan culture for learning explanatory texts at SD Inpres 138 Wardik, a 3T elementary school in South Sorong Regency, using the Plomp R&D model. The needs analysis showed that students and teachers required a culturally relevant teaching material, with an average need percentage of 84%. Expert validation confirmed that the developed teaching material was very valid in terms of language (89%), material content (96%), and teaching material feasibility (95%). Trial results further showed that the teaching material was very practical, as indicated by student responses (92%) and teacher responses (87%). These findings suggest that a literature literacy teaching material integrated with local Papuan culture is both valid and practical for supporting explanatory text learning in 3T elementary schools. Future research is recommended to develop the teaching material into a

digital format and to examine its effectiveness on students' learning outcomes and motivation through a wider implementation.

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