

Analysis Of The Need For Digital Textbooks To Write Stories Based on Local Wisdom Baduy

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Abstract. This research aims to determine the need for digital textbooks for writing stories based on local wisdom Baduy. Students story writing skills must be improved considering the low level of writing skills mastered by students in schools, especially elementary school students. A digital textbook for writing stories based on local wisdom Baduy for elementary school students can be an alternative way for students to develop their writing creativity. The method used in this research is qualitative in the form of information such as observation, interview, photography, document analysis, field notes, and on-site research results, which are not presented numerically. The results of this research are increasing students' self-confidence in writing stories, increasing their enthusiasm for writing, easily getting ideas or thoughts in writing stories and getting to know local regional wisdom.

Keywords: Textbooks, writing, Indonesian, local wisdom.

1 Introduction

Narrative writing is a skill that has many benefits in life, especially for students. By writing narratives, students can express all thoughts, thoughts, and feelings, whether sad, happy, critical, input and so on. Students need to master narrative writing skills because by writing students can express everything that is in their hearts and feelings in written language, and by writing students will be more creative in their thinking. Narrative writing skills should be developed formally since children enter elementary school, including writing narratives. Because children must be taught from an early age about narrative writing skills, so that when they grow up or enter a further level of education, children already have good narrative writing skills. Basic education is a basic need of life [6]. Basic education is the basis of the main national structure. In elementary school level education, it has an important role before continuing to a further level. The importance of practicing narrative writing skills from the elementary school level is also to train students to get used to writing using good Indonesian. Instilling an interest in writing narratives in elementary school students is not easy, this can be seen from the low literacy of Indonesian students in the assessment program for international students (Program For

International Student Assessment/PISA). The low literacy scores of students in Indonesia are caused by several factors, such as unequal education management sectors, gaps in educational facilities and infrastructure in urban and rural areas, weak support from the government, the existence of outdated thought patterns in society, and low quality of teaching resources, as well as weak learning evaluation standards [10].

Lack of narrative writing skills was also found in several studies. Such as the low ability to write narratives of class III students at SD Negeri 37 Pa'rasangang, Bantaeng Regency, as evidenced by the overall test results of 35 students, none of whom achieved a score of 85 in writing stories [5]. This was followed by other research which stated that students' narrative writing abilities were very low because the teaching materials used were very minimal and the material to be taught to students was not all covered in the teaching materials [1].

Interest in writing among school-age children in Indonesia currently tends to decline with the rapid development of technology in the form of smartphones. Children prefer playing with gadgets rather than reading textbooks or writing, especially writing folk tales. Apart from that, the folklore text material in schools does not touch the folklore in the learning area, folklore still contains folklore in general which is known to many people [6]. That the folklore material contained in textbooks also does not come from the learner's area, so students are unfamiliar with the stories in their area, this has an impact on students' writing skills in writing folklore [2].

Regarding the same problem, researchers, in this case, have also conducted observations and interviews in the field and found several problems, namely: 1) the number of digital textbooks writing folklore as learning references is still limited, 2) no folklore found in Banten in textbooks used, 3) students' understanding of folklore still needs to be improved, 4) there is a need to develop digital textbooks for writing folklore based on local Baduy wisdom for elementary school students in Lebak Regency so that they can know, recognize and understand developing folklore in his area.

The problem of narrative writing skills is the basis for the process of improving and improving narrative writing skills on folklore material in class. Narrative writing skills need to be trained from an early age because narrative writing skills cannot be acquired suddenly. The standard of ability at school is expected to enable students to write well. Apart from that, students also need guidance from teachers and parents in the process of learning to write narratives. Teachers in schools must be creative when delivering narrative writing material to increase student interest [4].

In this case, the need for digital textbooks to write stories based on local Baduy wisdom can be used as an alternative solution that can be used to overcome the problems stated above. Local wisdom is interesting to study because each region or region is also different, because of different customs and cultures, including the Baduy tribe. The Baduy tribe is a tribe in Kanekes, Lebak Regency, Banten Province. Banten province is located on the island of Java. Banten Province was previously part of West Java Province before being separated and becoming an independent province in 2000 based on Law Number 23 of 2000. Since its inception, Banten has continued to experience very rapid development. However, the development of Banten Province has not been accompanied by an attitude of respect and efforts to preserve culture which is a valuable asset for Banten Province.

The Baduy tribe, as a traditional society, has always been a special attraction for outsiders and has become a lot of discussion material for customary law experts, historians, humanists, archaeologists, university students, and tourists, both local and foreign. This is

because the Baduy tribe still maintains local wisdom, traditions, customs, religion, and beliefs which they uphold in their daily lives. Baduy is one of the regions in Indonesia that still maintains the cultural values of its ancestors that it believes in, amidst the civilization of the surrounding community [9].

Related to this, the Indonesian government itself has made many policies, including in the field of education, this has been done for the sake of the progress of the Indonesian nation through the younger generation as the nation's next generation. One of the government's policies is regarding the use of digital textbooks in schools, from elementary school to high school level, by the applicable curriculum and by the increasingly rapid development of technology today, which has had extraordinary effects on life. Currently, the government has almost universally used the Merdeka curriculum in all schools in Indonesia. The government made changes to the curriculum itself to improve the quality of education from before. In implementing the independent curriculum, teachers have the freedom to determine teaching tools for students in class. This freedom can have a positive or negative impact depending on how the teacher applies the learning tools. One of the teaching tools used by teachers is a textbook as a companion book for learning [7]. So the need for digital textbooks is currently very necessary because they are relevant to the current curriculum and to answer future challenges in overcoming student problems at school, especially in writing skills.

2 Research Method

The research method used in this research is qualitative in the form of information such as the results of observations, interviews, photography, document analysis, and field notes. The data collection technique is in the form of written reflections given by teachers and students in elementary schools in Lebak Banten Regency, and passive observation observing teachers providing story writing material in Indonesian language learning. The data analysis technique in this research uses data analysis techniques, which are carried out in four steps, namely: 1) data collection, 2) data condensation, 3) data presentation, and 4) conclusion [20].

3 Result and Analysis

3.1 Need for digital textbooks for writing stories based on local Baduy wisdom for elementary school students in Lebak Regency, Banten

First, students have problems writing stories which are still very complex in learning Indonesian language subjects. These problems include students' lack of motivation in determining ideas for a story, lack of understanding in developing story discourse, and inappropriate use of punctuation marks in writing stories. So this is not by what the teacher hopes to achieve the learning objectives.

Second, in writing skills related to origin story material or stories related to Baduy local wisdom, students still do not know much about the origin story, students tend to be less motivated to know stories that develop in the environment, so their understanding of writing stories is related to Baduy local wisdom as a local area that must be improved. This is part of love for the existing culture.

Third, students need digital textbooks based on local Baduy wisdom to improve their writing skills. Students can use this digital textbook to develop their ideas in writing a story. This

digital textbook can not only be used by students but also by teachers as part of an additional learning tool component in delivering story writing material.

Fourth, students want learning that is fun and fosters new ideas in writing. So far, students have been presented with material in textbooks that only contain ordinary material without any display as part of a digital book. Using digital textbooks can certainly make students feel happy and comfortable when studying. Students can see new displays that were not found in previous textbooks.

Fifth, teachers and students need textbooks that are in line with current developments, and capable of responding to today's challenges. By the current independent learning curriculum, teachers and students are required to be creative and innovative, especially in the teaching and learning process. So the use of digital textbooks is very necessary for teachers and students in the learning process to improve students' writing skills.

4. Conclusion

The need for story writing textbooks based on local Baduy wisdom for elementary school students in Lebak Banten Regency is very necessary to improve students' writing skills. As found, there are many problems faced by teachers and students, especially regarding the use of textbooks. The results of this research show that digital textbooks can overcome the problem of writing stories and foster students' interest in learning, especially in developing ideas and thoughts in writing story discourse.

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