



Developing A Prototype of Module Instruction of Writing Short-Stories Integrated with Samawa Local Wisdom

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Abstract

The teaching modules should be carefully designed to not only cover the academic aspects of literature but also to incorporate elements that foster cultural understanding and appreciation. The goal is to create a comprehensive learning framework that allows students to explore literature in a way that is both intellectually stimulating and culturally enlightening. Therefore, this study aims to develop instructional module reflecting the didactic theories and local wisdom principles to facilitate students to practice writing short stories. These theoretical principles are integrated in the module components, namely in the material, training and evaluation sections, student activities in the Module, glossary, and Module illustrations/graphics. The research method uses the R2D2 (Reflective, Recursive, Design and Development) design. Characteristics of the R2D2 model include being recursive, non-linear, sometimes irregular, reflective, and collaborative. However, this model emphasizes learning in a meaningful context. Formative assessment is considered highly important. This research method emphasizes the subjectivity of the model developer. The research commenced with a reflective activity, which is the needs analysis phase, aimed at elucidating the gaps in short story writing instruction. To obtain accurate information regarding the issues at hand, the researcher engaged in a recursive process encompassing all components related to learning and the design of the short story writing module. The results of the research are a prototype of a short story writing module that can be adapted to other text genres in various literary learning materials.

Keywords: Instructional module; Writing skills; Local wisdom; Short stories

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INTRODUCTION

The short story holds a distinct position within the realm of literary works, frequently finding its place in school curricula (Mc.Dermot, 2015; Anisa et al., 2020). Characterized by its brevity, short stories encapsulate a series of events or a narrative presented in chronological order, typically composed with a word count ranging from 500 to 10,000 words. This concise format allows them to be consumed in a single sitting, making them a convenient and accessible form of literary expression (Banegas & Consoli, 2021). The pedagogical significance of teaching short stories cannot be overstated, as it plays a pivotal role in molding the character and honing the skills of students. The educational impact extends beyond mere literary appreciation, influencing critical thinking, imagination, empathy, and the ability to express oneself through written language. In the instructional process, the role of the teacher emerges as highly consequential. A proficient teacher possesses the ability to guide students through the intricate processes of analyzing,

interpreting, and crafting short stories (Corbisiero-Drakos et al., 2021; Sumiyadi, 2010). This guidance is instrumental in enabling students to derive optimal benefits from the learning experience, fostering a deeper understanding and appreciation for the art of storytelling (Chubko et al., 2020; Flynn, 2021; Lim et al., 2022). Moreover, teachers assume a broader responsibility in character development. Through the provision of examples, guidance, and discussions on values embedded in written texts, educators contribute significantly to the cultivation of good character among their students. Beyond the realm of writing skills, the teaching of short stories in literature encompasses a more comprehensive impact, influencing the holistic development of students' characters (Anisa et al., 2020). In essence, it serves as a multifaceted tool for intellectual, emotional, and ethical growth within the educational landscape.

The art of writing a compelling story is a multifaceted skill that demands proficiency in language, a dash of creativity, and a firm grasp of short story structures (Novita, 2020; Saputro et al., 2021). Beyond being mere vehicles of communication, short stories carry intrinsic aesthetic and ethical value. A well-crafted short story, when skillfully composed, has the ability to harmoniously blend elements of beauty (*dulce*) and utility (*utile*). It transcends the boundaries of mere entertainment and strives to offer readers more than a momentary diversion. Instead, it serves as a conduit for conveying insights, knowledge, and meaningful messages. In essence, a good short story is not only about captivating plots and engaging characters but also about the underlying richness of its content. It should possess the power to motivate readers, inspiring them to strive for excellence. This motivational aspect, when embedded in a narrative, can extend its influence beyond the realm of fiction and into various aspects of readers' lives, including personal development and even financial aspects (Andayani et al., 2017; Andersen et al., 2020; Ayu & Susilawati, 2019). Thus, the impact of a well-crafted short story is profound, reaching beyond the immediate pleasure of reading to contribute positively to the intellectual, emotional, and sometimes practical dimensions of the reader's journey through life.

Recognizing the considerable advantages associated with writing short stories, there exists a fervent aspiration to establish an optimal environment for teaching the skill within educational institutions. The belief is that schools should provide an ideal setting conducive to the development of short story writing abilities (Pamugari et al., 2020; Putra et al., 2017). However, the reality on the ground reveals a notable disparity between this envisioned ideal condition and the actual implementation in schools. Despite the optimism surrounding the potential benefits of fostering short story writing skills in an educational context, practical observations indicate a lack of realization in current teaching practices (Schwall, 2019; Wilson, 2020). The intended ideal condition for cultivating proficiency in short story writing seems to be elusive in the educational landscape. Moreover, empirical evidence derived from various research studies paints a somewhat discouraging picture. Several research findings suggest that the enhancement of students' ability to write short stories falls short of expectations, with improvements often failing to surpass the 20 percent mark (Soaraya, 2020; Amril & Thahar, 2022). This discrepancy between the envisioned potential and the observed outcomes raises questions about the efficacy of current approaches to teaching short story writing in schools. As educators and policymakers seek to optimize the learning environment for this skill, a critical examination of existing methods and a commitment to evidence-based strategies may be essential to bridge the gap between aspirations and reality.

The effectiveness of writing instruction is subject to various influencing factors. Among these, student motivation, the learning environment, teacher or tutor support, and the teaching methods employed are recognized as pivotal elements (Eddy et al., 2018; Gilbert et al., 2019). To optimize the learning experience, it is imperative that these factors

find representation in the design of the instructional modules. An important consideration is the acknowledgment that not all instructional models and learning media are universally applicable to diverse learning styles and individual students. The suitability of models and media is contingent on the specific requirements of the learners. Failure to align instructional approaches with the unique needs of students may impede their ability to cultivate and refine short story writing skills (Amril & Thahar, 2022; Soraya et al., 2020). In essence, a comprehensive approach to effective writing instruction involves a nuanced understanding of the diverse factors at play. By incorporating considerations of motivation, learning environment, and appropriate support mechanisms, educators can tailor instructional models to better meet the needs of individual students, fostering a more conducive environment for the development of short story writing proficiency.

The preliminary survey was conducted on ninth-grade students of junior high schools (SMP/Mts) regarding their short story writing skills, involving 38 respondents. The research results indicate that 8 (21%) students write short stories, 1 (3%) write texts, 1 (3%) write descriptive texts, and 28 (73%) students write folktales and legends. Based on this data, it can be said that the number of learners of short stories, especially those focusing on local wisdom, is relatively small. The respondents in this study mostly chose the form of folktales or legends when asked to write stories with local wisdom themes. This may indicate that: (a) students have not yet understood the concept of short stories; (b) students do not know how to write short stories; and (c) students are less interested in texts of the short story genre. However, one of the requirements of the Indonesian language curriculum is to write short story texts (*cerpen*) for ninth-grade students. Based on interviews with teachers (at the respondents' schools), it is concluded that students' abilities in writing stories are still considered weak.

One of the obstacles is related to the examples in the Module of the Indonesian language textbooks commonly used by teachers and students when learning to write stories, especially short stories. To satisfy their curiosity, students search for examples on their own using the Google search engine. There is nothing wrong with this student effort, as long as the teacher guides them. The problem is that teachers do not have enough time to provide individual learning that accommodates the diverse choices of students in searching for and finding high-quality short story texts (Jalambo et al., 2023; Lee, 2019; Gray, 2016). As supervisors, teachers also need good examples of short stories as Module sources. Students need selected examples of short stories that capture their interest, as well as practical guidance in the form of questions and directed tasks.

Describing students' abilities in writing stories, especially short stories, is quite challenging and requires thinking and formulations that can address all issues in one place. Therefore, the author provides examples of learning materials for writing short stories that contain local wisdom from SAMAWA. The choice of SAMAWA's local wisdom is considered to strengthen the values of students in the Eastern Indonesia region, especially in West Nusa Tenggara (NTB), and enrich new knowledge for students outside NTB. Knowing each other's (local) culture avoids cultural surprises. When related to the characteristics of the Merdeka Curriculum learning, a learning material model containing local wisdom is one form of implementation of the Pancasila Student Profile Strengthening Project (P5), a flagship program of the Merdeka Curriculum. This curriculum may include holistic, contextual, student-centered, and inquiry-based principles to be applied in schools. In addition to these characteristics, this educational material fulfills the principles of differentiation, making it usable not only as a model for writing novel educational materials but also applicable in other new learning contexts and at elementary and other educational levels. The Samawa curriculum model containing

local wisdom is expected to contribute to the curriculum for learning short story writing in secondary schools.

RESEARCH METHOD

Research Design

The method used in this research is the R2D2 research method (Reflective, Recursive, Design and Development) developed by Willis (1995). The R2D2 model is a combination of constructivist learning design models and learning design methods (Colon et al., 2000; Pritchard and Woollard, 2010). Characteristics of the R2D2 model include being recursive, non-linear, sometimes irregular, reflective, and collaborative. However, this model emphasizes learning in a meaningful context. Formative assessment is considered highly important. Furthermore, this model also emphasizes the subjectivity of the model developer (Rayanto, 2018; Reksiana, 2022).

This research commenced with a reflective activity, which is the needs analysis phase, aimed at elucidating the gaps in short story writing instruction. To obtain accurate information regarding the issues at hand, the researcher engaged in a recursive process encompassing all components related to learning and the design of the short story writing module. During this phase, ideas were continually revised throughout the design and development process. Researchers, experts, and users were fully involved in the development of the short story writing module model incorporating Samawa local wisdom. The planning activities involved the following stages: (1) the formulation of a research plan based on preliminary analysis results, (2) the determination of a Conceptual Design (CD) as the basis for study material preparation, (3) the preparation of reference books for learning materials, (4) the preparation of materials, assignments, and assessments included in the learning materials, (5) the formulation of the module, determining its format and arrangement, (6) the planning of the type of educational materials to be developed, specifically didactic modules, (7) the design of the module development model based on didactic situations (action, reaction, validation, and institutionalization), and (8) the design of the names of didactic module activities based on the situational model with three main activities: Guessing and Reading Activities, Discovering, Narrating, Summarizing, and Practicing, and Reflecting Activities (related to assessment as a form of learning).

In the research process, the final and pivotal stage is the development phase, which involves active participation from both experts and users. During this stage, the meticulously crafted module design, aimed at teaching short story writing enriched with Samawa local wisdom, undergoes a comprehensive validation process to ensure its effectiveness and relevance. To achieve this, the module design was subjected to scrutiny and evaluation by a panel of three distinguished experts. These experts possessed specialized knowledge in distinct areas that were crucial to the success of the module. The panel comprised an expert in short story writing, who brought expertise in crafting narratives and literary elements, an expert in educational media, who contributed insights into effective instructional materials and multimedia integration, and finally, an expert in Samawa culture, who provided valuable input regarding the incorporation of local wisdom and cultural relevance.

The validation process encompassed various critical assessment aspects, each essential to the module's overall quality and instructional value. These aspects included evaluating the suitability of the module's content in meeting the specific needs of ninth-grade students. Additionally, the assessment considered the clarity and effectiveness of the module's presentation, ensuring that it was accessible and engaging for the target audience. Language usage was examined to guarantee that it was appropriate for the grade level and

conducive to effective learning. Finally, the utility of the learning materials within the module was scrutinized to determine whether they facilitated meaningful and impactful learning experiences. Based on the outcomes of the validation process and the feedback provided by the expert panel, necessary refinements and improvements were incorporated into the module design. This iterative approach ensures that the instructional module aligns with educational goals, remains culturally relevant, and effectively serves the needs of both teachers and students in the endeavor to enhance short story writing skills while embracing the rich heritage of Samawa culture. The collaborative effort between experts and users in the development and validation stages plays a pivotal role in shaping a robust and impactful instructional resource.

Technique of Data Collection

The research in question is primarily centered around the collection and analysis of qualitative data pertaining to the development of a module for teaching short story writing while incorporating elements of local wisdom. This qualitative data is derived from information provided by research participants who are directly involved in the process of designing this instructional module. The research employed a variety of instruments to gather this qualitative data, including observation sheets, interview guidelines, and focus group discussions. The first instrument used, observation sheets, served the purpose of documenting the behaviors, interactions, and events observed in a natural teaching setting. These observations took place during regular Indonesian Subject classes in schools, capturing the dynamics between both teachers and students during the teaching of short story writing. The goal was to gain a comprehensive understanding of how short story instruction was currently being conducted. To further enhance the validity of the observations, interviews were conducted as a complementary data collection technique. These interviews were unstructured in nature, allowing for in-depth exploration of the intricacies involved in the teaching and learning of short story writing.

By engaging participants in open-ended conversations, valuable insights and perspectives were obtained, shedding light on various aspects of the process. The final technique employed for data collection was the focus group discussion. In this approach, researchers convened small groups of teachers to facilitate discussions about their experiences and perspectives on short story instruction and the integration of local wisdom into their teaching practices. This method encouraged collaborative exploration and provided a platform for teachers to share their insights and thoughts. In conclusion, the research gathered qualitative data from participants involved in the design of a short story writing module enriched with local wisdom. This data was collected through a combination of observation sheets, unstructured interviews, and focus group discussions. The comprehensive approach aimed to uncover a holistic view of the current state of short story instruction and the potential for incorporating local wisdom into the teaching and learning process.

Data Analysis Technique

The primary focus of this study revolves around the development of a comprehensive instructional module for teaching short stories to ninth-grade students in middle schools. This module is distinctive in that it seamlessly integrates elements of local wisdom, aiming to provide a holistic and culturally relevant learning experience for students at this educational level. The intention behind this approach is to enhance the students' understanding of short stories by infusing them with the rich cultural heritage and wisdom of their local context. To ensure the effectiveness and relevance of the instructional module, researchers have employed a qualitative research methodology. This method

allows the study to delve deeply into the qualitative aspects of the learning process and the impact of local wisdom integration. Specifically, the data collection methods encompassed observations, interviews, and focus group discussions. These approaches were chosen to gather diverse perspectives and insights from various stakeholders involved in the teaching and learning of short stories.

Subsequently, the qualitative data obtained from these sources underwent a rigorous analysis process. Researchers followed established qualitative research techniques, including data condensation, display, verification, and drawing conclusions. Through data condensation, researchers summarized and organized the collected information to make it more manageable for analysis. Displaying the data involved creating visual representations or categorizing it for a clearer understanding. Verification procedures were employed to ensure the accuracy and credibility of the findings. Finally, researchers drew conclusions based on the synthesized data to extract meaningful insights that will inform the development and implementation of the integrated instructional module. In summary, this study is dedicated to the creation of an instructional module for teaching short stories to ninth-grade middle school students, enriched with local wisdom elements. By utilizing qualitative research methods and meticulously analyzing data through condensation, display, verification, and conclusion drawing, reserachers aim to contribute to the enhancement of literature instruction, promoting cultural relevance and a deeper understanding of the subject matter among students.

RESULTS AND DISCUSSION

Research Results

Familiarizing oneself with the instructional module for Short Story Writing is a crucial step in the learning process. The primary objective is to deliver high-quality and effective education that aligns with the desired learning outcomes and educational goals. The design of this novel writing module places emphasis on integrating theoretical principles into the components of the material to create an effective learning resource. It is expected that this instructional material will optimize the learning process and ignite students' interest and understanding in writing short stories. Sustained efforts to develop innovative learning materials that cater to educational needs are essential for enhancing the quality of education. As a practical measure, the researcher has designed a prototype instructional material model in the form of a module for teaching short story writing, enriched with Samawa local wisdom. This module represents a significant step towards achieving the overarching goals of effective and culturally relevant education.

Table 1. Aspects Developed in the Short Story Instructional Module

Aspects of the Module	Description of the aspects
Didactic aspects	Action, formulation, validation, and institutional
Local wisdom	Investigating short stories from Sumbawa folklores; Building Samawa local wisdom setting; Integrating Samawa cultural values
	Title: The module title is designed using acronyms with the aim of being easy to remember and attracting the user's attention. The title used in this module model for writing narrative texts containing local wisdom is the Samawa story writing module.
	Guide for Module Users: The instructions for using the module contain information about: 1. Steps to use the module 2. Motivational words for learning and love of culture 3.

Aspects of the Module	Description of the aspects
Module Components	<p>The number of meetings is 5 times with 90 minutes each meeting 4. Student activities are divided into 3 mandatory activities at each meeting, namely:</p> <p>a. Activity 1 (30 minutes): let's guess (prerequisite material) and let's read (motivation) b. Activity 2 (30 minutes): let's search (action), let's tell a story (formulation), let's conclude (validation). c. Activity 3 (30 minutes): let's practice (institutionalization) and my reflection (related to assessment as learning).</p> <p>Teaching Materials:</p> <p>The material in the module is arranged based on patterns of didactic activities (action, formulation, validation, institutionalization, and reflection) with a composition of material about: 1. Narrative text concept: short stories, folk tales, legends containing Samawa local wisdom presented in the module. 2. Completeness of formal aspects (title, author's name, dialogue, narration) of narrative text containing the local wisdom of the Samawa tribe through a story entitled Riwa, Little Jockey from Sumbawa 3. Completeness of intrinsic elements (story facts, story tools, themes) of narrative text containing the local wisdom of the Samawa tribe through a story entitled Luba Magic for Uba 4. Integration of intrinsic elements (character presentation rules, setting and plot) of narrative texts containing local tribal wisdom through stories entitled Denta and Beker Subuh 5. Appropriate use of language (EYD, consistency and variety of language) in narrative texts containing local Samawa wisdom.</p> <p>Exercises and Evaluation:</p> <p>The exercises and evaluation in the module is structured based on didactic activity patterns (action, formulation, validation, institutionalization, and reflection) and is presented at each meeting, with a composition of 5 short questions, 5 multiple choice questions and 5 description questions at each meeting. The questions were developed from the following material: 1. The concept of narrative text: short stories, folk tales, legends containing local SAMAWA wisdom) which are presented in the module. 2. Completeness of formal aspects (title, author's name, dialogue, narration) of narrative text containing local wisdom of the Samawa tribe through a story entitled Riwa, Little Jockey from Sumbawa 3. Completeness of intrinsic elements (story facts, story tools, themes) of narrative text containing the local wisdom of the Samawa tribe through a story entitled Magical Luba for Uba 4. Integration of intrinsic elements (character presentation rules, setting and plot) of narrative texts containing local tribal wisdom through stories entitled Denta and Beker Subuh 5. Appropriate use of language (EYD, consistency and variety of language) in narrative texts containing local Samawa wisdom.</p> <p>Glossory of Terms:</p> <p>The glossary of terms contains images and descriptions of a list of foreign terms that require explanation to understand the meaning of SAMAWA local wisdom terms</p>

Table 1 serves as a visual representation that highlights the fundamental principles of didactic theories and their integration with Samawa local wisdom within the developed instructional module. This integration is pivotal in shaping a comprehensive educational resource that has dual purposes. Firstly, it serves as a valuable tool to facilitate the learning process of writing short stories, providing students with a structured and effective means

of acquiring this skill. Furthermore, beyond its instructional utility, this module plays a significant role in the preservation and promotion of Samawa local wisdom, especially among the younger generation. By incorporating elements of local wisdom into the learning materials, it not only imparts essential knowledge but also fosters a sense of cultural identity and heritage among students. This multifaceted approach is designed to bridge the gap between traditional wisdom and contemporary education, ensuring that cultural values and traditions are not lost but are instead celebrated and passed down to future generations. One noteworthy aspect of this module is its innovative approach and visually engaging content. These features are intended to captivate students' interest and creativity, making the learning experience not only educational but also enjoyable. By inspiring students to explore their cultural heritage through creative writing, the module strives to instill a sense of pride and appreciation for their cultural roots, ultimately contributing to the preservation and continuity of Samawa local wisdom. In essence, this instructional module serves as a bridge between the past and the future, uniting education and cultural heritage in a harmonious and impactful manner. Besides, the module is equipped with aspects of graphic, language, and module description. It can be seen in Table 2.

Table 2. Aspects of Graphic, Language, and Module Description

Aspects of the Module	Description of the Module
Graphic	Title: The title is written in Andika type capital letters measuring 24'. Specifically marking aspects of local wisdom, the word Samawa is italicized and given a different color. Cover illustration composition: Picture of three students learning with discussion and writing activities b. Images of characters wearing traditional Samawa tribal clothing, equipped with traditional houses and traditional musical instruments. The layout of images and titles are presented proportionally. The margin size is adjusted to the size of the B5 module. Composition of white, red and yellow accompanied by gold woven ethnic ornaments. The names of the author and editor are printed in Andika letters measuring 20'.
	Guide for Users Chapter titles are written in Andika type capital letters measuring 22' and the contents measuring 20'. Specifically marking aspects of local wisdom, the word Samawa is italicized. Composition of illustrations and icons: The table is presented with an alarm clock icon to mark the time for each activity. The layout of images and titles are presented proportionally. Margin size is adjusted to the size of the b5 module. The color composition in the learning activity table is differentiated based on the type of activity, namely red, orange and yellow. The contents page is accompanied by gold-colored Sasak woven ethnic ornaments.
	Teaching Materials: Chapter titles use Andika type capital letters measuring 22' and the contents measuring 20'. Specifically for marking aspects of local wisdom, all words are in italics. Composition of illustrations and icons: a. An alarm clock icon is presented for each activity to mark the time. b. Picture illustrations are presented in each story with the following description: 1) Picture of a mother and teenage girl making traditional food, namely Plecing 2) Image of two teenage girls playing traditional Baluba games in a field with a Samawa tribe house on stilts. 3) Image of a grandmother sitting near a loom giving traditional tribal woven cloth to a teenage boy 4) Picture of three teenagers

Aspects of the Module	Description of the Module
	<p>(two girls and 1 boy) with prize trophies and medals in their hands. Lay out the picture in the middle of the story which is presented as an example of the story. The margin size is adjusted to the size of the B5 module. The basic color of the page is white accompanied by gold woven ethnic ornaments.</p> <p>Exercises and Evaluation</p> <p>Chapter titles use Andika type capital letters measuring 22' and the contents measuring 20'. Specifically for marking aspects of local wisdom, all words are in italics. 2. An alarm clock icon is presented for each activity as a time marker. Layout: a. five short fill-in-the-blank questions in the activity section Let's Guess! b. five multiple choice questions after presentation of the material c. five description/practice questions at the end of each meeting. The margin size is adjusted to the size of the B5 module. The basic color of the page is white accompanied by gold-colored Sasak woven ethnic ornaments.</p> <p>Glossary of Terms</p> <p>Chapter titles use Andika type capital letters measuring 22' and the contents measuring 20'. Specifically for marking aspects of local wisdom, all words are in italics. The layout of images and titles is presented proportionally. Margins are adjusted to the size of the B5 module. The basic color of the page is white accompanied by gold-colored Sasak woven ethnic ornaments.</p>
Language	<p>Title, Guide for Users, Teaching Materials, Exercises and Evaluation, & Glossary of Terms:</p> <ul style="list-style-type: none"> ○ Chapter titles are written in Indonesian and pay attention to the effectiveness of sentences for users. ○ Terms related to SAMAWA local wisdom are in italics.
Module Description	<p>Title:</p> <p>The title of the module must match the module indicators for writing narrative texts containing local wisdom. The size and type of letters on the cover page must be very legible. The illustration on the cover must match the indicators for the module for writing narrative texts containing local wisdom. The layout of images and writing must be proportional. Margins must be proportional. The color composition of images and text must be proportional. The names of the author and editor must be stated very clearly.</p> <p>Guide for Users:</p> <p>Instructions for using the module must be written in clear font and size. The steps for using the module must be systematic. The number of meetings listed in the module must be clear. The activities listed in the module must be clear. The sentences used must be effective.</p> <p>Teaching Materials:</p> <p>The title and content of the material must be written in letters and font sizes that are clearly legible. Illustrations and icons in the material must match the indicators for writing narrative texts containing local wisdom. The layout must be proportional. Margins must be proportional. The color composition must be proportional. The title and content of the material must match the indicators for learning to write narrative texts containing local wisdom, namely being able to identify and practice: a. The concept of narrative text and local wisdom b. write narrative text titles containing local wisdom c. write narrative texts containing local wisdom d. write narrative text dialogue containing local wisdom e. write story facts containing local wisdom f. writing stories containing local wisdom g. write narrative texts according to local wisdom themes h. write the characters of narrative texts containing local wisdom i. write background narrative texts containing local wisdom j. write</p>

Aspects of the Module	Description of the Module
	<p>a narrative text flow containing local wisdom k. EYD when writing narrative texts containing local wisdom l. steady language in writing narrative texts containing local wisdom m. apply a variety of languages when writing narrative texts containing local wisdom. The sentences used in presenting the material must be effective. The use of foreign terms must be accompanied by a glossary.</p> <p>Exercises and Evaluation:</p> <p>Exercises and evaluations must be written in very clear fonts and font sizes. Illustrations and icons in the questions must be clear and appropriate to the material for writing descriptive texts containing local wisdom. The layout of the questions is adjusted to the function of the questions in the activities per meeting. Margins must be proportional. The color composition must be proportional. Command sentences in training and evaluation must be effective. The use of foreign terms in questions must be accompanied by a glossary.</p> <p>Glossary of Terms:</p> <p>The glossary of terms must be written in very clear font and size. Illustrations and icons must be in accordance with local wisdom content. Image layout and image descriptions must be proportional. Margins must be proportional. The color composition must be proportional.</p>

Discussion

The primary objective of this study is to create a prototype for teaching short story writing, uniquely integrated with Samawa local wisdom, specifically tailored for ninth-grade students in middle schools. This innovative educational product comprises several critical components: a title that encapsulates the essence of the module, a user guide to facilitate both teachers and students in navigating the instructional material, comprehensive teaching materials that form the core of the learning experience, a variety of tasks to reinforce learning, an assessment framework to evaluate progress, and a glossary of terms to aid understanding of key concepts. Each of these components plays a pivotal role in shaping the instructional model, endowing it with distinctive characteristics that are essential for guiding learners in the art of writing through short stories. The model's structure is designed not only to enhance students' writing skills but also to deepen their understanding of the generic structures of texts (Oskoz & Elola, 2016; Anisa et al., 2020). This is achieved by providing a systematic approach to writing, encompassing everything from the conceptualization of ideas to the crafting of narratives.

Furthermore, the integration of Samawa local wisdom into the curriculum is a defining feature of this prototype. This element infuses the educational material with a unique cultural perspective, offering students and teachers insight into the rich tapestry of local traditions and beliefs. It enriches the learning experience by providing a wealth of content ideas for writing, thus allowing students to explore and incorporate local cultural elements into their stories. This not only enhances the relevance of the learning material but also promotes cultural awareness and appreciation among the students. It is in line with Mizani and Marwan (2023) who informed that the module needs to be developed to revolutionize the approach to teaching short story writing. By combining effective instructional components with the richness of local wisdom, it seeks to provide a comprehensive, culturally enriched educational experience that enhances students' writing skills and broadens their cultural horizons.

Teaching literature at the middle school level presents a unique set of challenges for language educators. One of the primary difficulties lies in the necessity for teachers to have access to effective and comprehensive guidelines that can be applied within their classroom settings (Parks, 2020; Oskoz & Elola, 2016). These guidelines are crucial for structuring lessons in a way that is both engaging and educational for students in this age group. Literature, with its complex themes and varied narrative structures, requires a thoughtful approach to ensure that it is accessible and relatable to young learners. Moreover, the role of the teacher extends beyond mere instruction in literature. There is a significant need for educators to actively supervise and guide students during learning activities, particularly when it comes to understanding and elaborating on the cultural values embedded within the literature (Pizzolato, 2006; Rika et al., 2024). This aspect is especially pertinent when dealing with folklores and local short stories, which are rich in cultural heritage and perspectives. These genres of literature offer a valuable opportunity for students to explore and appreciate diverse cultural narratives and traditions. Teachers must therefore be equipped not only with the knowledge of the literary content but also with the skills to facilitate discussions and activities that help students decipher and appreciate the cultural significance of these stories.

The provision of a diverse range of literary content, particularly those that encompass cultural topics, plays a crucial role in enhancing the educational experience of students in middle school literature classes (Parks, 2020; Schwall, 2019). By engaging with literature that delves into various cultural contexts, students are not only exposed to different narratives and storytelling styles but are also encouraged to deepen their understanding of the cultural, moral, and ethical dimensions embedded within these texts. This approach facilitates a more immersive and reflective learning experience, as students are prompted to connect the themes and lessons from the literature to their own lives and personal experiences. In light of this, it is imperative for teachers to be equipped with the appropriate teaching modules and resources to effectively deliver literature lessons in middle schools.

The teaching modules should be carefully designed to not only cover the academic aspects of literature but also to incorporate elements that foster cultural understanding and appreciation (Rika et al., 2024; Banegas & Consoli, 2021; Saputro et al., 2021). The goal is to create a comprehensive learning framework that allows students to explore literature in a way that is both intellectually stimulating and culturally enlightening. Echoing the sentiments of Saputro et al. (2021), the teaching of literature in middle schools is fundamentally about finding the right balance between imparting literary knowledge and fostering cultural understanding. This dual focus requires teachers to be adept in both the academic and cultural facets of literature. It is essential for educators to have a strong grasp of literary concepts and techniques, as well as a sensitivity to the cultural nuances present in various literary works (Rokhayati & Alvionita, 2022; Naddumba & Athiemoolam, 2022). Moreover, teachers need to be capable of crafting a learning environment that is not only informative but also enriching, one that inspires students to engage with literature in a way that is meaningful and resonant with their own cultural backgrounds and experiences. This balanced approach is key to ensuring that literature education in middle schools is both effective and impactful, fostering a deeper appreciation for the art of storytelling and the rich tapestry of cultures it represents.

The module that has been developed for descriptive text writing is meticulously designed to include comprehensive instructions for its use, ensuring that educators and students can navigate it with ease and effectiveness. This crucial section of the module provides clear and detailed information on several key aspects necessary for its successful implementation. Firstly, the instructions outline the number of meetings or sessions

required to cover the entirety of the module. This helps in planning the curriculum and scheduling classes effectively, ensuring that each segment of the module receives adequate time for thorough exploration and understanding (Rika et al., 2024). By specifying the number of meetings, educators can pace their teaching appropriately, aligning it with the learning objectives and the overall academic calendar. Secondly, the module details the various activities that are to be undertaken in each session (Rika et al., 2024; Saputro et al., 2021). These activities are designed to engage students actively and to facilitate the learning process of descriptive text writing. By providing a structured breakdown of activities, the module allows teachers to prepare and conduct each class with a clear roadmap, ensuring that all essential components of descriptive text writing are comprehensively covered.

Additionally, the module includes a systematic guide on the steps to use it effectively. This guide serves as a step-by-step manual, leading both teachers and students through the process of learning how to write descriptive texts. It ensures that the module's content is delivered in a logical and coherent manner, aiding in the seamless transition from one concept to another and reinforcing the learning process (Haerazi & Irawan, 2019; Haerazi et al., 2018). Furthermore, an innovative aspect of this module is the inclusion of motivational elements, such as greetings and words of encouragement, at the beginning of each session. This approach is intended to create a positive and inspiring learning environment right from the start. The use of encouraging language aims to boost students' morale and readiness to engage with the module's content. Such motivational touches are instrumental in fostering a conducive and enthusiastic atmosphere for learning, which can significantly enhance the effectiveness of the instructional process (Ningsih & Yuliyanti, 2023). The module for descriptive text writing is thoughtfully equipped with comprehensive instructions and motivational elements to facilitate both teaching and learning. By providing clear guidelines on the number of meetings, detailed activity breakdowns, systematic steps for usage, and motivational encouragements, the module stands as a well-structured and user-friendly tool for educators and students alike in the realm of descriptive text writing.

In the current study, the module is designed with distinct functions and a structured approach to facilitate student learning. This module is meticulously organized into a series of tasks and activities, each serving a specific pedagogical purpose and collectively aiming to create an optimal learning environment for students (Dheressa et al., 2023). The module begins with Task 1, which is divided into two sub-tasks: 'Guessing' and 'Reading'. In 'Guessing', students are encouraged to make predictions about the content or theme of the text, stimulating their curiosity and engagement. The 'Reading' task then follows, where students engage with the text, allowing them to confirm or reassess their initial guesses. This approach not only enhances comprehension but also encourages active participation in the learning process (Naqsyabandiyah & Dehghanitafti, 2023). Moving to Activity 2, it comprises three distinct activities: 'Find', 'Tell', and 'Finish'. 'Find' involves locating specific information or elements within the text, fostering students' detail-oriented reading skills. 'Tell' requires students to articulate their understanding or interpretation of the text, enhancing their communication and analytical skills. Finally, 'Finish' involves completing or extending ideas from the text, encouraging creativity and deeper engagement with the material.

Activity 3 is focused on practical and reflective activities, aiming to consolidate the learning experience. These activities are designed to allow students to apply what they have learned in practical contexts and to reflect on their understanding and the learning process itself. The module incorporates the Loemme program to boost student motivation for learning. This program is known for its effectiveness in engaging students and

enhancing their interest in the subject matter. Furthermore, the module intricately links the tasks 'Find', 'Tell', Inference, and 'Practice' with previously described didactic situations, such as action situations, formulation, validation, and institutionalization. This linkage ensures a cohesive and comprehensive learning experience, where each task builds upon the others and relates back to key educational concepts. Additionally, the module includes 'My Reflection' activities that are closely tied to the concept of assessment as learning. These activities encourage students to introspect and evaluate their own learning progress, fostering a deeper understanding of the material and their own learning processes. The accompanying image serves as a valuable resource, providing a comprehensive overview of the material content and terms included in the SAMAWA storytelling module, which is enriched with local wisdom. This visual representation aids in illustrating the module's structure and content, offering a clear and concise guide for both educators and students in navigating through the module.

CONCLUSION

The current study is to create a prototype for teaching short story writing, uniquely integrated with Samawa local wisdom, specifically tailored for ninth-grade students in middle schools. This innovative educational product comprises several critical components: a title that encapsulates the essence of the module, a user guide to facilitate both teachers and students in navigating the instructional material, comprehensive teaching materials that form the core of the learning experience, a variety of tasks to reinforce learning, an assessment framework to evaluate progress, and a glossary of terms to aid understanding of key concepts. Each of these components plays a pivotal role in shaping the instructional model, endowing it with distinctive characteristics that are essential for guiding learners in the art of writing through short stories. There is a significant need for educators to actively supervise and guide students during learning activities, particularly when it comes to understanding and elaborating on the cultural values embedded within the literature. This aspect is especially pertinent when dealing with folklores and local short stories, which are rich in cultural heritage and perspectives. These genres of literature offer a valuable opportunity for students to explore and appreciate diverse cultural narratives and traditions. Teachers must therefore be equipped not only with the knowledge of the literary content but also with the skills to facilitate discussions and activities that help students decipher and appreciate the cultural significance of these stories.

This crucial section of the module provides clear and detailed information on several key aspects necessary for its successful implementation. Firstly, the instructions outline the number of meetings or sessions required to cover the entirety of the module. This helps in planning the curriculum and scheduling classes effectively, ensuring that each segment of the module receives adequate time for thorough exploration and understanding. By specifying the number of meetings, educators can pace their teaching appropriately, aligning it with the learning objectives and the overall academic calendar. Secondly, the module details the various activities that are to be undertaken in each session. These activities are designed to engage students actively and to facilitate the learning process of descriptive text writing. By providing a structured breakdown of activities, the module allows teachers to prepare and conduct each class with a clear roadmap, ensuring that all essential components of descriptive text writing are comprehensively covered.

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