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Digital Teaching Materials: Poetry Texts Containing Local Wisdom to Improve Students' Writing Creativity in High School

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Abstract

The integration of digital technology and local wisdom in learning materials is essential to create more contextual and engaging educational resources. This study aims to develop digital teaching materials in the form of poetry texts containing local wisdom and to test their feasibility and effectiveness in improving the writing creativity of high school students. This study applied an R&D method using the ADDIE model, with data collected through validated interviews, questionnaires, documentation, and tests. Data were analyzed using qualitative and quantitative descriptive methods. The results showed that the developed digital teaching materials were deemed highly feasible for use, with an average validation score of 4.4. In addition, the results of the paired sample t-test showed a significant increase in student learning outcomes and writing creativity after using digital teaching materials in the form of poetry texts containing local wisdom, with a significance value of $0.001 < 0.05$. Thus, digital teaching materials in the form of poetry texts containing local wisdom are proven to be feasible, practical, and effective in improving the writing creativity of high school students and can be used as an innovative alternative in Indonesian language learning.

Keywords

Creativity, Digital Teaching Materials, Local Wisdom, Poetry Texts.

1. Introduction

Literature education in high schools, particularly poetry learning, is often conducted through conventional approaches that emphasize the analysis of structure and meaning rather than creative expression and students' cultural experiences. This condition makes poetry less relevant and engaging, causing difficulties for students in developing creative writing skills. Previous studies have highlighted the use of digital media, such as videos, blogs, and learning applications, to support literature learning (Majid et al., 2021; Safitri et al., 2025). Other studies have emphasized the importance of integrating local wisdom into education (Wulandari et al., 2020). However, limited attention has been given to digital poetry materials incorporating specific regional cultures, such as Indramayu.

Poetry is an important component of Indonesian language education because it supports aesthetic appreciation, cultural understanding, critical thinking, and creativity (Riana, 2020; Noorsetya et al., 2024). Nevertheless, poetry learning is still perceived as monotonous and less motivating for students (Kohl et al., 2020). Meanwhile, the preservation of local wisdom has become increasingly important due to the growing influence of foreign cultures among younger generations (Faiz & Soleh, 2021; Izzati & Wilsa, 2025). Therefore, integrating local wisdom into poetry learning materials is necessary to create meaningful learning experiences while strengthening students' creativity and cultural awareness (Putra, 2023).

Digital teaching materials used in schools are often less interactive, causing students to experience difficulties in understanding and appreciating poetry. Furthermore, many digital teaching materials have not adequately integrated local wisdom, which plays an important role in strengthening students' identity and cultural understanding. Local wisdom, reflected through values, traditions, and norms inherited across generations, can provide contextual and meaningful learning experiences by connecting materials with students' social and cultural environments, thereby enhancing cultural literacy, engagement, and comprehension (Musaddat et al., 2021; Ulum et al., 2025). Digital teaching materials also support learning effectiveness by facilitating students' understanding of learning materials, while teachers require teaching resources that align with students' characteristics and curriculum demands (Azizah & Syamsurizal, 2022; Anarizka & Wilsa, 2024). Therefore, the development of creative and contextual digital poetry teaching materials can encourage students' creativity, engagement, and appreciation of poetry learning (Kusmana et al., 2025).

Although previous studies have highlighted the role of digital media in literature learning and the importance of integrating local wisdom, these studies have mostly examined these aspects independently. Research on digital learning media has demonstrated its potential to improve student engagement and learning experiences, while studies on local wisdom have emphasized its contribution to cultural identity and contextual learning (Wulandari et al., 2020; Majid et al., 2021). However, limited studies have explored the development of digital poetry teaching materials that combine regional cultural values with creativity development, particularly in the context of Indramayu local wisdom. This gap indicates the need for learning resources that integrate technological innovation with culturally relevant content. Digital teaching materials incorporating local wisdom are expected to enhance students' creativity by providing interactive learning environments and meaningful cultural stimuli. Therefore, this study offers novelty by developing digital poetry teaching materials based on Indramayu local wisdom and examining their feasibility and effectiveness in improving students' creativity (Gay, 2018; Kusmana, 2020).

Creativity is one of the most important aspects in poetry writing because poetry needs to be written as well as possible in accordance with the creativity of students. Creativity in writing poetry will produce very interesting results, such as variations

in word composition and even meaning. The creative process can be obtained from reading and personal experience (Nursekhah et al., 2025). Therefore, the creative process needs to be developed for high school students. Given the above issues, this research is of high urgency. According to the data obtained, the use of digital teaching materials in the form of poetry texts containing local wisdom to enhance creativity is very necessary to provide students with a deeper understanding of the local wisdom around them. Thus, this study aims to develop digital teaching materials for poetry texts containing local wisdom and to assess their feasibility and effectiveness in Indonesian language learning in senior high schools.

2. Literature Review

2.1. Digital Teaching Materials in Poetry Learning

The development of digital teaching materials has become increasingly important in Indonesian language education to bridge the gap between students' digital literacy and conventional poetry instruction. Kusmana et al. (2023) found that both teachers and students need digital poetry teaching materials that emphasize the creative writing process rather than merely presenting theoretical concepts. Existing print-based materials often fail to support essential stages of poetry composition, such as idea generation, imagination, and revision, resulting in learning that focuses more on identifying literary elements than producing original poems. Digital teaching materials offer greater flexibility by integrating multimedia resources, model texts, and scaffolded writing activities that enable students to learn independently and creatively (Praptiwi et al., 2021; Supiah et al., 2024). Therefore, effective digital resources should be designed around students' cognitive and creative processes instead of simply converting printed content into digital formats (Ningsih et al., 2025).

In addition to promoting creativity, digital poetry teaching materials should also support character education and curriculum objectives (Kusmana & Nurzaman, 2021). Lubis et al. (2024) developed digital poetry teaching materials based on the Pancasila Student Profile and demonstrated that systematic expert validation enhanced both their pedagogical quality and classroom usability. Their findings highlight that successful digital teaching materials require not only technological innovation but also alignment with students' learning needs and educational values. Consequently, well-designed digital teaching materials can simultaneously improve literary competence, creativity, and character development, making poetry learning more engaging and meaningful for secondary school students.

2.2. Integration of Local Wisdom into Literature Teaching Materials

The integration of local wisdom into Indonesian language and literature teaching materials has become an important strategy for preserving cultural identity while making learning more meaningful. Fuad et al. (2020) demonstrated that incorporating *pepaccur*, a traditional Lampung oral literary form, into literature teaching materials increased students' appreciation of both literary works and regional cultural heritage. By using literary traditions that are familiar to students' communities, teaching materials become more engaging and relevant, strengthening students' connection with local culture. The study also emphasized that schools can contribute to cultural preservation by transforming local oral traditions into curriculum-aligned learning resources rather than treating local wisdom as supplementary content (Syarifah et al., 2020; Hidayatullah et al., 2022).

Supporting this perspective, Dewi et al. (2025) found that integrating local culture into Indonesian language teaching materials significantly enhances students' contextual understanding, learning motivation, and cultural awareness. Their study revealed that many existing teaching materials remain culturally generic, limiting students' opportunities to relate classroom learning to their own cultural

environment. They argued that local cultural elements should be systematically embedded throughout language instruction, including the themes, vocabulary, and imagery of literary texts. Therefore, incorporating local wisdom into poetry teaching materials, such as poetry reflecting Indramayu culture, can improve students' literary competence while simultaneously strengthening cultural identity and making poetry learning more contextual, engaging, and meaningful.

2.3. Creativity in Students' Poetry Writing

Creativity is a fundamental aspect of poetry writing because it enables students to transform personal experiences, emotions, and imagination into original literary expression. Kusmana (2020) developed poetry teaching materials based on the creative process, organizing learning into stages of sensing, imagining, thinking, and expressing. The study found that this process-oriented approach significantly improved students' ability to produce original and expressive poems compared with conventional instruction that primarily emphasized structural elements such as rhyme, diction, and figurative language. These findings suggest that effective poetry learning should guide students through authentic creative experiences rather than focusing solely on literary analysis, thereby fostering greater confidence, originality, and creative thinking.

Supporting this perspective, Efiana and Andayani (2026) developed local wisdom-based poetry writing materials for junior high school students in Blitar. They found that culturally relevant learning resources enhanced both students' creativity and their sense of cultural identity. Students produced more diverse and meaningful poems when writing activities were connected to familiar local traditions, landscapes, and community values than when using generic themes. The study indicates that creativity is influenced not only by students' individual abilities but also by the contextual relevance of learning materials. Therefore, integrating local wisdom into poetry teaching materials provides meaningful stimuli that simultaneously strengthen creative writing skills, cultural awareness, and students' engagement in literature learning (Haslinda, 2024).

3. Methods

This study uses Research and Development (R&D) research. In R&D research, several models can be used as guidelines in developing a product, with ten research and development steps, namely potential and problems, data collection, product design, design validation, initial testing, product revision, usage testing, product revision, and product results (Sugiyono, 2010). In this study, the design development used is the Analysis-Design-Development-Implementation-Evaluation (ADDIE) learning design model, which is a generic learning design model. The ADDIE model emerged in the 1990s and was developed by Reiser and Mollenda. One of the functions of ADDIE is to serve as a guideline in building effective, dynamic, and quality learning process-supporting training and learning development program tools and infrastructure (Supardi, 2020).

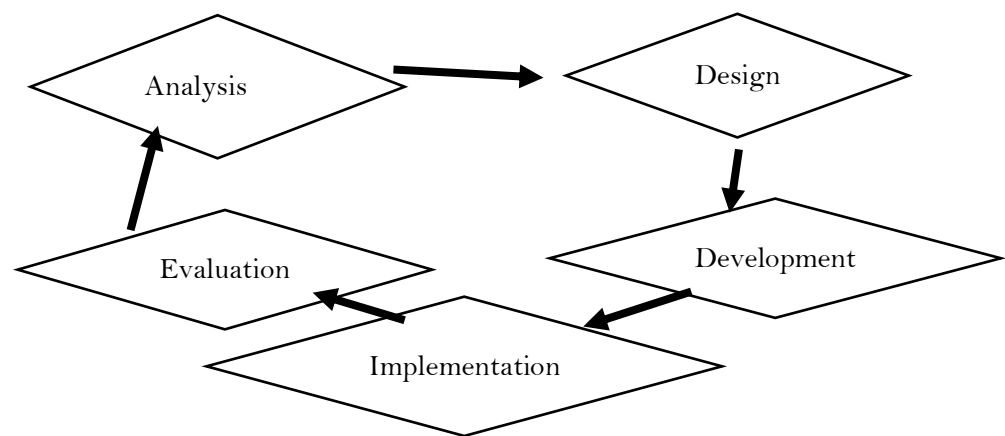


Figure 1. Research Flow

Figure 1 illustrates the ADDIE development model, consisting of five systematic stages: Analyze, Design, Develop, Implement, and Evaluate. The model begins with analyzing learners' needs and learning problems, followed by designing and developing appropriate instructional materials. The developed materials are then implemented in the learning process and evaluated to determine their feasibility and effectiveness. This cyclical framework ensures that digital poetry teaching materials are developed systematically and continuously improved based on evaluation results.

This development research uses several instruments that focus on assessing the developed product. The instruments used to collect data include interviews, documentation, questionnaires, and tests. These instruments are designed to facilitate the data collection process. In addition, the instruments also include validation activities by subject matter experts, media experts, learning technology practitioners, and product trials with students. Data analysis in this study was conducted after all data had been collected. In research and development, the data analysis process can vary depending on the level of research. In this study, the data analysis technique used was qualitative descriptive analysis. This analysis aimed to systematically describe the results of product development in the form of digital teaching materials for poetry that contained local wisdom values.

Qualitative data in this research and development study were used to describe students' responses and feedback regarding the developed digital teaching materials in the form of poetry texts containing local wisdom values. Data collection was conducted through questionnaires using a Likert scale to measure students' perceptions and the feasibility of the developed materials. The validation questionnaire was also prepared based on Likert scale criteria to assess the quality of the digital teaching materials. The data obtained from these instruments were analyzed using descriptive statistical methods, combining qualitative and quantitative approaches. This analysis aimed to provide a comprehensive description of the characteristics of the data and evaluate the feasibility, effectiveness, and students' responses toward the developed digital teaching materials.

4. Results

This study aims to develop digital teaching materials for poetry texts containing local wisdom and to assess their feasibility and effectiveness in Indonesian language learning in senior high schools. The results show that the teaching materials developed using the ADDIE model are considered feasible for use and have a positive impact on the learning process, particularly in enhancing student creativity.

During the analysis stage, observations and interviews were conducted at the NU Kaplongan Vocational School and NU Kaplongan High School in grade X. It was found that poetry text learning still tends to be conventional and does not fully utilize digital media and the potential of local wisdom in the students' environment. This condition results in low student engagement and limited space for students to express their creativity. These findings are in line with the current need to integrate technology and local cultural contexts to make learning more meaningful.

The design and development stage produced digital teaching materials that combined poetry texts, local wisdom values, and audio and video media accessed through flipbooks. The integration of flipbooks provided easy access to additional learning resources and created a more interactive learning experience. This strengthened students' understanding of the meaning of poetry while encouraging appreciation of the local cultural values raised in the poetry texts.

In the implementation stage, the application of digital teaching materials in learning showed positive responses from students. Students appeared more enthusiastic in participating in learning, active in discussions, and more creative in writing poetry containing local wisdom. This positive response was reinforced by the results of student tests, which showed an increase in learning outcomes after being analyzed using descriptive statistics, indicating that digital teaching materials are easy to use, interesting, and help students understand and create poetry.

The evaluation stage shows that the use of digital teaching materials for poetry texts containing local wisdom not only improves students' understanding of the material but also contributes to increasing student creativity. This creativity is evident in the students' ability to develop ideas, choose diction, and express local values in the form of poetry. Thus, the digital teaching materials developed can be an innovative alternative in teaching poetry texts in high school.

The results of the implementation of digital teaching materials in the form of poetry texts containing local wisdom to increase students' writing creativity in high school are overall suitable for use as teaching materials. This suitability is proven by the results of evaluations by subject matter experts, media experts, technology experts, practitioners, and field trials 1 and 2. Based on the analysis of the research data, the assessment results obtained can be explained in the discussion as follows.

The assessment of digital teaching materials containing local wisdom was carried out by five experts in their respective fields, namely subject matter experts, media experts, technology experts, practitioner 1, and practitioner 2. The results of the assessment by each expert received different average scores. The content expert gave an average score of 4.2, which means it falls into the "Very Suitable" category. The media expert gave an average score of 4.3, which means it falls into the "Very Suitable" category. The technology expert gave an average score of 4.6, which means it falls into the "Highly Suitable" category. Practitioner 1 gave an average score of 4.5, which means it falls into the "Highly Suitable" category. and Practitioner Expert 2 gave an average score of 4.6, which means it falls into the "Very Appropriate" category.

Based on the results of the assessment of all experts, the average total score was 4.4 out of a maximum score of 5. Based on the table of categories for the suitability of digital teaching materials containing local wisdom in the table of data from the material experts' assessment results, the digital teaching materials containing local wisdom are classified as "Highly Suitable". The data from the assessment by the material experts is shown in the following Table 1.

Table 1. Expert Validation Results

No.	Field	Validator	Average Assessment Result	Description
1	Subject Matter Expert	Dr. AMS, M.Pd.	4.2	Highly Desirable
2	Media Expert	Dr. PA, M.Pd.	4.3	
3	Technology Expert	Dr. JW, M.Pd.	4.6	
4	Practitioner Expert 1	FK, M.Pd.	4.5	
5	Practitioner Expert 2	RW, S.Pd.	4.6	
Overall			4.4	

The results of the student competency test at Kaplongan NU High School were analyzed using a paired sample t-test to compare students' abilities before and after the implementation of digital teaching materials containing creativity-based poetry content. The analysis results demonstrate the effectiveness of the developed teaching materials in improving student competency. The results of the paired sample t-test are presented in Table 2.

Table 2. Paired Sample T-test

Test Component	Result
Comparison	Before using teaching materials – After using teaching materials
Mean Difference	-20.06667
Std. Deviation	11.08066
Std. Error Mean	2.86101
95% Confidence Interval (Lower)	-26.20293
95% Confidence Interval (Upper)	-13.93040
t-statistics	-7.014
Degrees of Freedom (df)	14
One-Sided p-value	< 0.001
Two-Sided p-value	< 0.001

Based on Table 2, the paired t-test in the field test above shows a difference in the mean values of learning outcomes between the experimental and control groups using digital teaching materials in the form of poetry texts containing local wisdom of -20.06667; we can see that the t-statistic is -7.014. The sig. value (2-tailed) is 0.001 < 0.05. Based on these values, it can be concluded that there is a difference in learning outcomes between the experimental and control groups using digital teaching materials in the form of poetry texts. This difference experienced a significant increase. This can be seen from the increase in the average overall results of those who used the product and those who did not use the product.

Table 3. Paired Sample T-test

Paired Samples Test	Value
Pair	After using teaching materials – Before using teaching materials
Mean Difference	-25.26667
Std. Deviation	13.39758
Std. Error Mean	3.45924
95% Confidence Interval of the Difference (Lower)	-32.68600
95% Confidence Interval of the Difference (Upper)	-17.84733
t-statistics	-7.304
Degrees of Freedom (df)	14
One-Sided p-value	< 0.001
Two-Sided p-value	< 0.001

Based on Table 3, the paired t-test in the field test above shows a difference in the average learning outcomes between the experimental group and the control group that used digital teaching materials in the form of poetry texts containing local wisdom of -25.26. From the t-statistic of -7.304, it can be seen that the t-value is outside the 95% confidence interval (2-tailed). The sig. value (two-tailed) is $0.001 < 0.05$. Based on these values, it can be concluded that there is a difference in learning outcomes between the experimental group and the control group that used digital teaching materials in the form of poetry texts. This difference has increased significantly. This can be seen from the increase in the overall average results between those who used the product and those who did not.

Table 4. Model Summary (Before Implementation)

Model Summary	Value
Model	1
R	0.071
R Square	0.080
Adjusted R-Square	-0.072
Std. Error of the Estimate	4.286

Table 4 presents the model summary, showing an R value of 0.071, indicating a very weak relationship between the pre- and post-implementation values. The R-Square value of 0.080 indicates that the pre-implementation variable explains 8.0% of the variation in post-implementation values, while other factors outside the model explain the remaining 92.0%. The adjusted R-Square of -0.072 further indicates that the model has limited explanatory power.

Table 5. ANOVA Test (Before Implementation)

Model	Sum of Squares	df	Mean Square	F-Statistics	Sig.
Regression	1.197	1	1.197	0.020	0.03
Residual	238.803	13	18.369		
Total	240.000	14			

Table 5 shows that the F-statistic of 0.020 with a significance level of 0.03. This significance value is less than 0.05 (Sig. > 0.05), so it can be concluded that the regression model is significant. This means that the variables before implementation simultaneously have a significant effect on the value after implementation.

Table 6. Model Summary (After Implementation)

Model Summary	Value
Model	1
R	0.130
R Square	0.075
Adjusted R Square	-0.061
Std. Error of the Estimate	4.113

Based on the model summary in Table 6, an R value of 0.130 was obtained, indicating a very weak relationship between the Before Implementation and After Implementation values. The R Square value of 0.075 indicates that the Before Implementation variable explains only 7.5% of the variation in After Implementation values, while other factors outside the research model explain the remaining 92.5%. The adjusted R Square of -0.061 further indicates that the model has limited explanatory power.

Table 7. ANOVA Test (After Implementation)

Model	Sum of Squares	df	Mean Square	F-Statistics	Sig.
Regression	3.400	1	3.400	0.04	0.0322
Residual	219.933	13	16.918		
Total	223.333	14			

The ANOVA results in Table 7 show an F-statistic of 0.040 with a significance value of 0.322. Since the significance value is greater than 0.05 ($0.322 > 0.05$), the regression model is not statistically significant. This indicates that the Before Use variable does not significantly explain the variation in after-use values in the regression model.

5. Discussion

The findings of this study indicate that the development of digital teaching materials containing local wisdom for poetry texts is feasible, practical, and effective for Indonesian language learning in senior high schools. The validation results from subject matter experts, media experts, technology experts, and practitioners showed a high level of feasibility, with an overall average score of 4.4 out of 5. These findings confirm that the developed teaching materials have fulfilled the requirements of quality learning resources in terms of content accuracy, presentation, technological aspects, and practical application. This result is consistent with Supardi (2020), who emphasized that effective teaching materials should be systematically developed based on students' needs, curriculum relevance, and learning objectives. Furthermore, the findings support Kusmana et al. (2023), who stated that digital poetry teaching materials should not only present theoretical concepts but also facilitate students' creative processes in writing poetry.

The effectiveness results demonstrated that the implementation of digital teaching materials significantly improved students' poetry learning outcomes and creativity. The paired sample t-test results showed a significant difference between students' abilities before and after using the developed materials, with significance values below 0.05. This finding indicates that digital teaching materials provide meaningful support for improving students' competence in understanding and producing poetry. This result strengthens the findings of Kusmana (2020), who developed poetry teaching materials based on creative processes consisting of sensing, imagining, thinking, and expressing stages. The study found that process-oriented learning was more effective in developing students' poetry writing skills

compared with conventional learning approaches that focused mainly on literary structures.

The improvement in students' creativity can also be explained by the integration of local wisdom elements into the teaching materials. By incorporating local cultural values, traditions, and experiences, students are encouraged to express ideas that are closer to their daily lives. This finding is in line with Fuad et al. (2020), who found that the integration of *pepaccur*, a traditional Lampung oral literary form, into Indonesian literature teaching materials increased students' appreciation of literary works and cultural heritage. Similarly, Efiana and Andayani (2026) reported that local wisdom-based poetry writing materials enhanced students' creativity and cultural identity because students were able to develop poems based on familiar cultural contexts. Therefore, the present study confirms that local wisdom does not merely function as additional content but also serves as a meaningful stimulus for creative expression.

Students' positive responses during implementation also demonstrate that digital learning environments can increase engagement and facilitate independent learning. The use of flipbook-based materials equipped with audio and video components provided students with more interactive learning experiences compared with conventional printed materials. These findings are supported by Lubis et al. (2024), who developed digital poetry teaching materials oriented toward the Pancasila Student Profile and highlighted that digital resources can improve students' involvement in poetry learning. In addition, Musaddat et al. (2021) found that digital teaching materials based on local wisdom were effective in supporting language literacy and strengthening students' social character.

The regression analysis further supports the contribution of digital teaching materials in explaining changes in student learning outcomes, although the strength of the relationship was relatively limited. This suggests that learning outcomes are not determined solely by teaching materials but are also influenced by other factors, such as student motivation, learning environment, and teacher facilitation. Nevertheless, the developed materials provide an innovative learning alternative that combines technological advancement, cultural relevance, and creative learning approaches. This study contributes to the development of Indonesian language education by demonstrating that digital teaching materials containing local wisdom can bridge technology-based learning with cultural preservation. Unlike conventional teaching materials that often emphasize literary analysis, this approach provides students with opportunities to experience poetry as a creative and contextual activity. Therefore, integrating digital media and local wisdom should be considered an important strategy for improving the quality of poetry learning in secondary education.

6. Conclusion

Based on the research findings and discussion presented in the previous chapter, it can be concluded that the poetry teaching materials containing local wisdom developed for Indonesian language learning in high schools are feasible, practical, and effective. The feasibility aspect is supported by expert validation results, which indicate that the teaching materials meet the standards in terms of content quality, language accuracy, and presentation structure. These results demonstrate that the developed materials are relevant to students' needs, aligned with curriculum requirements, and capable of supporting meaningful poetry learning experiences.

In terms of practicality, the teaching materials received positive responses from both teachers and students. The digital format provides convenient access in learning resources, presents materials attractively, and encourages more interactive learning activities. The integration of technology also contributes to increasing students' motivation, participation, and engagement in understanding and creating

poetry. Furthermore, the effectiveness analysis shows that the use of local wisdom-based poetry teaching materials significantly improves students' creativity, as reflected in the improvement of learning outcomes after implementation compared to conventional teaching materials.

The implications of this study highlight that incorporating local cultural values into digital teaching materials can serve as an innovative approach to improving literature education while strengthening students' appreciation of local identity. Nevertheless, this study has several limitations, including the limited research scope, participant coverage, and implementation context, which may restrict the broader generalization of the findings. Future research is encouraged to expand the sample size, involve various educational contexts, and explore the application of local wisdom-based digital materials in other literary competencies or learning environments. Further studies may also investigate the long-term effects of these materials on students' creativity, cultural awareness, and overall learning achievement.

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Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.



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