



Unlocking Creative Potential: The Impact of Sasambo Wisdom on Narrative Writing Skills

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Abstract

The purpose of this study is to determine the effect of using modules containing sasambo local wisdom on the ability to write narrative texts. The research method used is a quasi experiment. The experimental design used is before-after. The subjects of this study were 36 students. The instrument used is a portfolio sheet as an aspect value of students' narrative writing skills. The collected data were analyzed using correlated t-test tests. The result found was that students' ability to write narrative texts increased after using modules containing sasambo local wisdom. For these findings to be more useful for future researchers and teachers, modules containing sasambo local wisdom should be optimized in their use and development.

Keywords: module, local wisdom of sasambo, ability to write narrative texts

INTRODUCTION

The pedagogical practice of imparting narrative writing within educational settings serves as a pivotal instrument for sculpting student character and fostering a suite of vital skills—critical thinking, imaginative prowess, empathy, and articulate self-expression (Fauzi et al., 2021; Halimah et al., 2020; Masud et al., 2023; Rahasya, 2017). This instructional focus transcends the mere mechanics of writing to touch upon the holistic development of learners. The educator's role is paramount in this context; through careful guidance in the analysis, interpretation, and craft of narrative texts, teachers unlock the full potential of this educational endeavor (Amin & Wahyudin, 2022; Ramadhan et al., 2020). Beyond technical instruction, educators are instrumental in embedding moral fiber within students by modeling virtues, fostering reflective discussions, and dissecting the values encapsulated in literary narratives. The essence of teaching narrative writing, therefore, stretches beyond enhancing writing acuity to significantly influencing the comprehensive growth of students' personalities, aligning with broader educational aims of nurturing well-rounded individuals (Corbisiero-Drakos et al., 2021). Through this multifaceted approach, narrative writing

education not only hones a student's linguistic ability but also plays a crucial role in shaping empathetic, thoughtful, and creative individuals poised to contribute meaningfully to society.

Crafting narrative texts demands a mastery of language, the spark of creativity, and a deep comprehension of story architecture. These narratives transcend mere communication, embodying aesthetic and ethical dimensions that enrich their value (Sallabas, 2013). A well-constructed narrative melds artistry with function, captivating its audience while simultaneously offering enlightenment, perspective, and meaningful lessons (Efendi et al., 2022). Beyond entertainment, effective narrative writing has the power to instill a sense of achievement motivation among its readers. This motivational impact is not trivial; it resonates across various facets of life, including economic well-being, by encouraging a proactive and goal-oriented mindset (Andersen et al., 2020). Through narratives, writers can thus weave tales that not only delight but also inspire and transform, highlighting the multifaceted influence of storytelling on individual growth and societal progress.

The acknowledged benefits of narrative writing underscore the significant potential for establishing an optimal learning environment for this discipline within educational settings. Despite this potential, the realization of such ideal conditions on the ground remains elusive. Research indicates that improvements in narrative writing skills often fall short of expectations, with increments less than 20% being commonly reported (Aswita et al., 2018; Rahmadani & Nurhaeni, 2023). This shortfall can be attributed to a constellation of factors, including student motivation, the learning environment, teacher support, and the pedagogical strategies employed.

Echoing these findings, interviews done by the researchers with Indonesian language teachers reveal that students' proficiency in West Nusa Tenggara province in crafting short stories—a key form of narrative text—remains markedly low. This deficiency is linked to the scarce availability of stimulating learning resources that encourage students to engage with narrative writing, particularly in the format of short stories. An illustrative trial conducted among ninth-grade students highlighted this issue: only 8 (21%) students produced texts in a short story style, 1 (3%) wrote general narrative texts, another 1 (3%) produced expository texts, while a significant majority, 28 (73%), defaulted to writing folklore and legends. These outcomes suggest a pronounced gap in students' ability to craft narrative texts, especially those drawing on themes of local wisdom, with contributing factors including a lack of understanding of short story conventions and a general disinterest in the genre.

Therefore, there is a pressing need for tailored learning resources that can not only elevate students' narrative writing skills but also kindle an interest in storytelling, particularly that which leverages local wisdom. The development of such resources should aim at addressing the identified gaps in knowledge and motivation, ensuring that narrative writing is both accessible and appealing to students. This approach promises not only to enhance students' narrative writing competencies but also to foster a deeper appreciation for the rich tapestry of local cultures and traditions through the medium of storytelling.

One of the learning resources that can be used to build students' narrative text-writing skills is the module. Modules can teach students independently (Talan & Widayati,

2023; Rusmansyah et al., 2023). With the module, student activities will be more focused. However, a good module to improve students' narrative text-writing skills is a module that contains local wisdom such as Sasambo which abbreviation from three tribes in West Nusa Tenggara; Sasak, Samawa, Mbojo (Mustadi et al., 2021). The infusion of cultural elements and the search for noble values that need to be instilled in this modern age (Puspasari & Attas, 2019; Sutikno, 2020). Several studies conducted in Lombok and Sumbawa show that the implementation of local wisdom-based learning is still low (Katili et al., 2020; Nuriadi, 2022). Learning based on local wisdom can strengthen life values for students in eastern Indonesia, particularly West Nusa Tenggara in NTB, and enrich new knowledge for all students spread across Indonesia. In addition, the integration of local wisdom in learning is expected to meet students' needs for narrative text learning materials. The values embodied in local wisdom should be a means for students to learn about science and ethics. The role of local wisdom as a means of student learning is (a) fostering curiosity, (b) solving problems through critical thinking, and (c) fostering a love for local culture (Papilaya & Tuapattinaya, 2022; Yuliarti et al., 2023). Previous research has explored the incorporation of modules containing local wisdom into educational resources (Asrial et al., 2022; Haerullah et al., 2023; Pöhler & Prediger, 2015; Widayanti et al., 2022). However, these studies have yet to establish a definitive link between integrating local wisdom, such as Sasambo, into learning resources and an improvement in students' writing skills. Notably, the selection of specific local wisdom traditions like Sasambo for educational purposes remains underexplored, marking a significant gap in the literature. This research aims to address this gap by investigating the effectiveness of a learning module that integrates Sasambo local wisdom in enhancing students' abilities to write narrative texts. Guided by two research questions, this study seeks to determine: 1) whether a learning module containing Sasambo local wisdom is effective in teaching students to write narrative texts, and 2) the extent of the learning module's effectiveness on students' narrative writing skills

METHOD

This pseudo-experimental study employed a one-group pretest-posttest design to assess the efficacy of a Sasambo local wisdom-infused module in enhancing narrative text writing skills among junior high school students. The population targeted by this research comprised class IX students, with a sample of 36 students selected through cluster random sampling technique as outlined by Sugiyono (2012) and Wilson (2016) for educational interventions. Instrumentation for data collection involved a narrative writing skill analysis assessment, which was developed in line with the criteria proposed by Brown and Lee (2015) for evaluating aspects of narrative writing such as creativity, coherence, and grammatical accuracy.

The methodology unfolded across five stages over four weeks, initiating with the preparation of the Sasambo local wisdom module, followed by a pretest to establish baseline writing skills. Subsequently, the implementation of the module was conducted, culminating in a posttest to assess skill enhancement and concluding with data analysis and reporting. This procedural framework is supported by the work of Torgerson and Torgerson (2013), who emphasize the importance of clear, sequential steps in educational research to ensure methodological rigor.

To ensure the validity and reliability of the research tools, the module underwent expert revision, aligning with recommendations by [Ary et al. \(2018\)](#) on the significance of content validity in educational research. A correlated t-test was applied to compare pre-and post-intervention scores, preceded by normality and homogeneity tests to validate the use of parametric statistics, a methodological choice underscored by [Ary et al. \(2018\)](#) for its appropriateness in educational settings.

The study operates under the assumption that the intervention, Sasambo local wisdom module, is the primary variable influencing any observed improvements in narrative writing skills, a perspective that is supported by educational research methodologies ([Creswell & Clark, 2017](#)).

FINDING AND DISCUSSION

Effect Module Loaded With Local Wisdom Sasambo on Knowledge

The investigation into the efficacy of modules containing Sasambo local wisdom on enhancing students' narrative text-writing skills yielded significant findings. These modules, augmented with additional software and digital storytelling elements, not only made learning more engaging but also facilitated a deeper understanding of narrative components through interactive content. The introduction of images and digital stories, themed around the rich cultural heritage of the Sasambo (Sasak, Samawa, Mbojo) communities, played a crucial role in enhancing students' comprehension and creative expression in narrative writing.

The findings of this study shed light on the effectiveness of utilizing modules imbued with Sasambo local wisdom in enhancing students' narrative writing abilities. These results were derived from the analysis of pretest and posttest scores, which were administered to the students before and after the intervention with the Sasambo-based modules. A detailed examination of the changes in narrative writing skills, as reflected by these scores, is presented in Table 1. This comparison offers a quantifiable measure of the module's impact on students' ability to craft narrative texts, providing insight into the educational value of integrating local cultural wisdom into teaching practices.

Table 1. Value Analysis of Students' Narrative Text Writing Ability

No	Statistical components	Statistics	
		Pretest	Posttest
1	Average	66.33	86.11
2	Calculated normality test	0.118	0.129
3	Tabel normality test	0.148	0.148
4	Calculated homogeneity test		1.104
5	Tabel homogeneity test		1.765
6	t-test		-5.750
7	t-table		-1.689

Table 1 delineates the outcomes from utilizing modules enriched with Sasambo local wisdom in the context of narrative text writing, specifically focusing on short stories. The comparative analysis of pretest and posttest scores reveals a notable enhancement in students' narrative writing capabilities following the intervention with the Sasambo

wisdom-infused modules. This improvement is quantitatively evidenced by the increase in the average posttest score to 86.11 from a pretest score of 66.33. Despite this observable progress, the discrepancy between the pretest and posttest scores alone does not definitively establish a direct correlation between the employment of Sasambo local wisdom modules and the advancement in students' narrative writing skills. Consequently, a more in-depth analysis is warranted to ascertain the statistical significance and educational implications of these findings.

The subsequent phase of data analysis focused on evaluating the normality of the distribution. The results from the normality test confirmed that the data were normally distributed, as indicated by the test statistic (L_o) being smaller than the critical value (L_t). Following this, an analysis of homogeneity was conducted to assess the variance among the students' pretest and posttest scores. The outcomes of this homogeneity test revealed that the variances were homogeneous, evidenced by the calculated F statistic (F_h) being lower than the critical F value (F_t). Given that the data were both normally distributed and exhibited homogeneity of variance, a correlated t-test was employed for further analysis.

The findings from the correlated t-test analysis indicated a significant statistical difference, with the t test statistic (t_h) being -5.750, which is less than the critical t table value (t_t) of -1.689. The negative sign associated with the t-test statistic signifies that a one-tailed test was applied in this analysis. This statistical outcome reveals a significant enhancement in the students' ability to write narrative texts after engaging with the Sasambo local wisdom-infused modules. Therefore, it can be concluded that the module incorporating local wisdom significantly contributes to improving students' narrative writing skills, underscoring the educational value of integrating culturally rich materials into the curriculum.

These findings align with prior studies, which demonstrate that educational frameworks incorporating elements of local wisdom significantly bolster students' writing abilities (Hajrah et al., 2019; Setiawan et al., 2017; Sujinah et al., 2019; Yuliarti et al., 2023). The advantageous use of multimedia tools, including specialized software and engaging digital narratives, is supported by recent research (Ali & Zaini, 2023; Sary et al., 2023). This body of work highlights the educational merits of creating a learning environment that is not only more pleasurable but also highly interactive. The strategic deployment of visual aids and digital storytelling techniques does more than facilitate understanding of narrative structures (Asrial et al., 2020; Rahayu & Sukardi, 2021); it actively encourages learners to delve into and dissect various story components. This interactive approach promotes a richer, more immersive engagement with the learning material, enabling students to forge a deeper connection with the narratives they study. By integrating these dynamic resources, educators can transform traditional learning landscapes into vibrant, interactive forums where students are not just passive recipients of knowledge but active participants in their educational journey. This shift not only enhances the learning experience but also equips students with critical thinking and analytical skills, empowering them to navigate and interpret complex narrative elements with greater proficiency and enthusiasm.

The results of this investigation resonate with existing research that underlines the crucial role of local wisdom within educational paradigms. These studies collectively advocate for the integration of indigenous knowledge systems into teaching methodologies,

revealing how such inclusion can profoundly influence students' character formation and their appreciation for cultural heritage (Umam & Wahyudiati, 2023; Wahyudiati & Qurniati, 2023). Specifically, the focus on Sasambo local wisdom within the educational modules examined not only aims to enhance students' capabilities in narrative writing but also endeavors to foster a deep-rooted sense of cultural identity and pride. This approach underscores the therapeutic relevance of weaving local cultural narratives into the educational fabric, thereby enriching the learning experience.

The strategic embedding of Sasambo's cultural tenets within the curriculum does more than just teach writing; it serves as a bridge connecting students to their heritage, encouraging a profound engagement with their cultural roots. This educational strategy amplifies the value of local wisdom as a tool for holistic development, promoting not only academic skills but also personal growth and societal cohesion. By cultivating a strong cultural identity and pride among students, these modules contribute significantly to the broader goal of preserving and valorizing local traditions and wisdom. Such educational practices underscore the importance of cultural inclusivity and diversity in shaping well-rounded, culturally aware individuals, thereby highlighting the indispensable role of local wisdom in fostering a richer, more inclusive educational landscape.

The observed enhancements in narrative writing skills attributable to the introduction of digital tools and culturally resonant content hint at the potential novelty effect and motivational uplift such elements provide. This observation underscores the necessity for further investigation to delineate the specific factors driving these educational outcomes. The study's scope, concentrated on a singular cultural context without the contrast of a control group, introduces limitations concerning the universality of the findings. To surmount these constraints, forthcoming research endeavors should aim to examine the efficacy of local wisdom-integrated modules within varied cultural landscapes, employing randomized control trials to substantiate the findings and ensure their broader applicability.

The preliminary insights garnered from this research illuminate the promising avenue of embedding Sasambo local wisdom into educational frameworks as a means to bolster narrative writing competencies. These findings hint at the expansive potential of infusing teaching methodologies with local cultural elements to enrich the educational experience. The call for additional research is clear, pressing for a deeper exploration into the impact of such pedagogical strategies across different settings. By broadening the scope of investigation, future studies can provide a more comprehensive understanding of how local wisdom can be leveraged not only to improve specific academic skills but also to cultivate a more globally responsive and culturally aware educational paradigm.

CONCLUSION

Based on the research conducted, a conclusion has been reached that modules containing Sasambo local wisdom significantly enhance students' ability to write narrative texts. This improvement is attributed to the modules' use of digital stories centered around Sasambo local wisdom, which not only aids in teaching narrative composition but also fosters a deeper appreciation for local culture. These modules offer multiple benefits, including nurturing students' critical thinking, character development, and love for local wisdom. Nevertheless, the study acknowledges its limitations, such as the focus solely on

narrative text writing and the exclusive use of Sasambo local wisdom. Future research is encouraged to expand on this foundation by exploring modules that encompass a wider range of local wisdoms and aim to develop a broader spectrum of competencies, particularly those that enhance students' knowledge and appreciation of their local cultures, thereby enriching educational outcomes and contributing to the holistic development of students.

However, it acknowledges limitations such as the small sample size and absence of a control group, which may impact the generalizability of findings. Future research is recommended to expand on these preliminary results, employing a larger, randomized sample to enhance the robustness of the conclusions drawn. This approach aims to contribute to the broader discourse on the integration of cultural elements into educational resources, as advocated by scholars like Gay (2018), who highlight the pedagogical value of culturally responsive teaching materials.

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