PPSDP International Journal of Education
Volume 4 (2) (Special Issue) 5-7 November 2025, 1608-1618
3rd PPSDP International Conference on Educational Sciences (IConEds 2025)
E-ISSN 2829-5196, P-ISSN 2830-3229

Design of a Digital Teaching Material for Writing Fantasy Stories Based on Ethnopedagogy

Sri Murti[1], Yundi Fitrah[1], Ade Kusmana[1]
[1]Universitas Jambi, Jambi, Indonesia

Corresponding author e-mail: srimurti05@gmail.com

Article History: Received on 8 September 2025, Revised on 6 October 2025, Published on 27 December 2025

Abstract: This study aims to design and develop ethnopedagogy-based digital teaching materials for teaching fantasy story writing in senior high school, with the objective of improving students' creative writing skills while strengthening their appreciation of local culture. The research employed a Research and Development (R&D) approach adapted from the ADDIE model, encompassing needs analysis, design, development, implementation, and evaluation stages. The participants consisted of Grade X high school students and Indonesian language teachers. Data were collected through expert validation sheets, questionnaires, observation, writing tests, and interviews. The findings indicate that the developed digital teaching materials are highly valid in terms of content, language, and media design, practical for classroom implementation, and effective in enhancing students' ability to write imaginative fantasy stories embedded with ethnopedagogical values. Students demonstrated significant improvement in narrative structure, creativity, and the integration of local wisdom elements into their writing. This study implies that ethnopedagogy-based digital teaching materials can serve as an effective instructional innovation to support culturally responsive literacy learning in secondary education. For research, the study contributes a practical R&D model for integrating local cultural values into digital literacy instruction. The novelty of this research lies in the integration of ethnopedagogical principles into digital fantasy story writing materials, offering a meaningful contribution to creative writing pedagogy and culturally grounded digital learning in the contemporary educational context.

Keywords: Digital Teaching Materials, Ethnopedagogical Approach, Fantasy Story Writing, High School Creative Writing

A. Introduction

Education in Indonesia is implemented in a planned and systematic manner to achieve the goals of national education and to develop Indonesian citizens as holistic human beings. What is Known, national education functions not only as a medium for knowledge transmission but also as an institution for socialization and cultural

inheritance, encompassing local, national, and global values shaped by science, technology, and global competition. However, these functions have not yet been fully realized, as educational practices often remain disconnected from students' real-life contexts and local cultural environments. Consequently, relevance-based educational policies are required to ensure alignment between school learning content and societal needs.

In response to these challenges, the Indonesian government introduced the Independent Curriculum (*Kurikulum Merdeka*) as a refinement of the 2013 Curriculum. The curriculum emphasizes flexibility, character development, competence, and creativity, and aims to provide meaningful learning experiences for students (Mulyasa, 2023). What is Known is that the Independent Curriculum encourages contextual learning that connects academic content with students' lived experiences, enabling learners to become active, independent, and culturally grounded individuals. This orientation creates opportunities to integrate local wisdom into classroom learning as a foundation for character and competence development.

Despite these policy directions, what is unknown remains how learning resources, particularly teaching materials, can be systematically designed to integrate local cultural values while simultaneously supporting students' literacy and creative skills in the digital era. Many existing teaching materials are still generic, textbook-centered, and culturally neutral, resulting in learning experiences that are less meaningful and less responsive to students' sociocultural backgrounds. This gap is especially evident in Indonesian language learning, including writing fantasy stories, where students often struggle to develop ideas, imagination, and narrative coherence. From the perspective of the State of the Art, previous studies have explored ethnopedagogy as a learning approach that positions local wisdom as a source of innovation, values, and skills within education (Hafid, 2015; Alwasilah et al., 2020). Other studies have focused on the development of digital teaching materials to enhance student engagement and learning flexibility in response to the characteristics of Generation Z learners. However, most of these studies address ethnopedagogy and digital teaching materials separately. Research that integrates ethnopedagogical values into digital teaching materials for creative writing particularly fantasy story writing at the senior high school level remains limited.

Lubuklinggau, a region rich in cultural heritage, provides strong potential for the integration of local wisdom into learning materials. Local cultural elements such as folklore, legends, customs, and traditional narratives reflect the community's worldview and serve as effective cultural texts for literacy learning. Novelty in this study lies in the development of ethnopedagogy-based digital teaching materials for fantasy story writing that explicitly incorporate Lubuklinggau's local wisdom. By embedding folklore and cultural narratives into digital learning resources, this study

offers an innovative approach that connects imaginative writing with students' cultural identities.

The contribution of the study is both theoretical and practical. Theoretically, this research enriches the discourse on culturally responsive pedagogy, digital literacy, and creative writing instruction within the context of Indonesian education. Practically, it provides teachers with alternative digital teaching materials that are contextually relevant, culturally grounded, and aligned with the Independent Curriculum. Furthermore, the study supports efforts to preserve local cultural heritage by introducing it meaningfully to students as the nation's future generation.

B. Methods

The method used in this research design is the development method, which is employed to produce educational products that can be implemented in the learning process. The respondents in this study were junior high school students in the city of Lubuklinggau. The instruments used in this research included observation sheets and interviews with resource persons. Meanwhile, the data analysis technique applied was qualitative descriptive analysis, which aims to describe and interpret the phenomena that occurred during the research process.

C. Results and Discussion

Nature of Development

Development, in essence, is an educational effort both formal and non- formal carried out consciously, systematically, purposefully, and responsibly to introduce, foster, guide, and cultivate a balanced, holistic, and harmonious personality foundation, as well as knowledge and skills embodied in a product. According to the Law of the Republic of Indonesia Number 18 of 2002, development is defined as a scientific and technological activity aimed at utilizing proven scientific principles and theories to improve the function, benefits, and applications of existing science and technology, or to produce new technologies. In general, development refers to a pattern of growth, gradual change (evolution), and progressive transformation. Sukmadinata (2020) defines development as a process or series of steps undertaken to create a new product or improve an existing one in a responsible manner. Furthermore, research and development (R&D) is a systematic study that involves designing a product, developing or producing the design, and evaluating the performance of the product to obtain empirical data. This data can then serve as the foundation for creating products, tools, or models that can be used both within and outside the learning process.

Development in the context of education is a systematic learning process aimed at

facilitating students' learning experiences. It involves a series of deliberately designed events that influence and support the internal learning process, or any intentional effort to create conditions that enable the achievement of learning objectives. Research and development in education is a scientific process that identifies learning needs, develops products, and validates them to produce innovative solutions that meet those needs (Purba, 2023). Based on the aforementioned views, it can be concluded that development is a process of creating new products designed to meet educational needs. The purpose of research and development is not only to design a product but also to generate new knowledge (through basic research) or to address specific practical problems (through applied research). Existing products often fail to meet current realities, which becomes the basis for conducting developmental research. Therefore, continuous development and refinement of products are necessary to align with the demands of the times. Products that have been perfected must be tested for their effectiveness to determine their feasibility. Once proven effective, these products can be widely implemented for public use.

Developmental research is a type of research aimed at producing a product. It involves a systematic series of steps in the design, development, and evaluation of programs, processes, and products that must meet the criteria of validity, practicality, and effectiveness. According to Fransisca and Putri (2019), developmental research also known as Research and Development (R&D) is a method applied to produce a specific product and to test its effectiveness. In line with these perspectives, Borg and Gall (as cited in Ainin, 2013) define developmental research as the equivalent of the term research and development, which refers to a research design intended to both develop and validate products that can be applied in educational settings. The use of such products in learning does not only focus on the development of instructional materials such as textbooks or educational films that correspond to the subject matter but also includes the development of procedures and learning processes, such as teaching methods applied during instruction. Based on the various definitions above, it can be concluded that the purpose of developmental research is a conscious effort to design and create a product that can be used both within and beyond the context of learning.

Teaching Material

According to Wijayanti, Zulaeha, & Rustono, (2015), teaching materials are a set of systematically organized content or substance that represents the complete form of learning outcomes to be mastered by students in the learning process. The rapid development of information and communication technology in recent years has greatly assisted educators in preparing various supporting components for the learning process, one of which is teaching materials. In general, teaching materials are one of the most essential components in the learning process, as they serve as a

primary source of knowledge and information. Teaching materials are sets of instructional content designed to facilitate teachers and students in the teaching and learning process (Akhyaruddin & Yusra, 2024). Similarly, Pribadi (2021) explains that teaching materials generally contain information and knowledge that can be studied by learners, and their use in learning activities can increase students' interest and motivation to learn.

Essentially, teaching materials should be systematically arranged and written in language that is easy for students to understand, according to their level of knowledge and age, allowing them to learn independently with minimal guidance from the teacher (Lazuardi, Hamzah, & Agung, 2022). Teaching materials are an indispensable part of the learning process because they are components that must be examined, studied, and used as the core content to be mastered by students, while also providing a guide for their learning process (Hernawan, 2012). Through well- prepared teaching materials, students are able to learn and master various competencies in an integrated and comprehensive manner. Therefore, it is crucial for educators to possess the competence to develop effective teaching materials that meet required standards and learning needs. The use of well-developed teaching materials ensures that learning content is effectively delivered, supports active student engagement, and enhances learning outcomes. Moreover, teaching materials resulting from a development process are generally more beneficial for students because the content is designed according to their interests and learning needs (Satinem, Juwati, & Noermanzah, 2020).

Characteristics of Teaching Materials

According to Putra, (2019), the characteristics of teaching materials include: a). Self-Instructional, learners are able to teach themselves because the teaching materials contain clear objectives, enabling students to measure their own learning achievements; b) Self-Contained, the teaching materials should present a complete and coherent set of learning content; c) Stand-Alone, the developed teaching materials can be used independently without requiring other supplementary materials; d). Adaptive, the teaching materials should be compatible with technological developments as well as align with the current curriculum; and e) User-Friendly, the teaching materials should suit the learners' level of development, allowing them to easily understand the content provided.

Pasaribu & Saparini, (2017) also emphasizes that before developing teaching materials, their characteristics must be carefully considered. Good teaching materials should include learning instructions (for both teachers and students), the intended learning outcomes, supporting information, practice exercises, work guidelines, and evaluation components. Based on various expert opinions, it can be concluded that teaching materials encompass all resources used to facilitate the

learning process whether in the form of content, learning sources, or instructional aids that support teaching and learning activities. These materials may take the form of written texts, images, videos, audio recordings, or digital content designed to deliver information or knowledge to learners.

The Function of Teaching Materials

Here is the English translation of your text written in formal academic style. In the field of education, the development of teaching materials must be integrated into the learning process, as teaching materials are designed and utilized to support the implementation of learning activities. Therefore, when a teacher develops teaching materials regardless of their type, they must align with the curriculum objectives that students are expected to master. As classroom teachers or subject teachers, they must clearly understand which teaching materials are needed and should be developed to ensure the smooth progress of the learning process. Moreover, the selected materials should be developed according to the characteristics of the learners and the nature of the subject matter.

Teaching materials serve to facilitate learning and provide essential information or instructional content that guides students throughout the learning process. In terms of preparation, teaching materials are developed based on relevant literature related to the subjects being taught or the basic competencies and core content that students need to master (Prastowo, 2021). The purpose of compiling teaching materials is to provide resources that meet curriculum requirements while also considering learners' needs specifically, materials that match their characteristics and social environment. According to Suryaman (as cited in Mustadi et al., 2022), providing contextual teaching materials can help students better understand the content they are studying. For instance, when teaching about folklore, educators should select stories originating from the students' own environment. Teaching materials that do not correspond to students' developmental stages or social contexts often negatively impact the achievement of learning objectives.

Teaching materials have numerous benefits within educational, training, and presentation contexts. The primary function of teaching materials is to help students comprehend the subject matter being delivered. This is partly because such materials can enhance visual learning. By incorporating images, graphs, and diagrams, teaching materials can help visualize complex concepts, making the content easier to understand. Teaching materials also serve as guides for learners, allowing them to focus on key explanations and main ideas without having to record every word spoken. Therefore, it is essential to design teaching materials carefully using clear language, organizing information logically, and including supportive visual elements. In this way, the benefits of using teaching

materials can be maximized.

Types of Teaching Materials

Teaching materials, or learning materials, generally consist of knowledge, skills, and attitudes that students must learn in order to achieve the predetermined learning outcomes. More specifically, the types of learning materials include knowledge (facts, concepts, principles, and procedures), skills, and attitudes or values. Teaching materials typically contain printed or non-printed content that must be studied by students to achieve learning objectives. Teaching materials can also be considered part of learning resources, which refer to any form of material used to assist teachers in conducting teaching and learning activities. These materials may take the form of textbooks, modules, handouts, student worksheets (LKS), models or mock-ups, audio-based teaching materials, and interactive learning media (Wijayanti et al., 2015). According to Prastowo (2021), the process of developing teaching materials involves several stages a) Conducting a curriculum analysis; b) Determining the title of the teaching material and aligning it with the basic competencies and core content to be achieved; c) Collecting references for content development, using up-to-date and relevant sources; d) Using simple and clear language to facilitate understanding; e) Evaluating the written material by re- reading and reviewing it; f) Revising the material based on any identified weaknesses or gaps; and g) Utilizing various learning resources to enrich the content, such as books, online materials, and other media. Based on the above, it can be concluded that the development of teaching materials requires a series of systematic steps to ensure that the resulting materials are engaging, relevant, and aligned with students' learning needs. Well-designed teaching materials not only enhance the learning experience but also help students achieve learning goals more effectively.

Folklore

Unconsciously, literature is a part of language that is deeply intertwined with everyday life. Since childhood, we have been familiar with stories such as fables, fairy tales, and folktales told by our parents. These stories carry moral messages that teach valuable life lessons about how to build relationships with the environment and family. The word *literature* originates from the Sanskrit term *śastra*, derived from the root word *śas-* meaning to instruct, to teach, or to guide, while the suffix *-tra* indicates a tool or an instrument. Thus, etymologically, literature can be interpreted as a tool for teaching or giving guidance. According to Endraswara (2018), oral literature is a form of literary work conveyed verbally, passed down from generation to generation, and containing cultural, historical, and aesthetic values specific to a community. In literary studies, there are two main forms of literature: oral and written. Oral literature is transmitted

directly from one generation to the next, while written literature is recorded and documented in textual form. However, in the modern era, literature is more often associated with written forms, as oral traditions are increasingly being abandoned and replaced by technology-based entertainment.

Endraswara (2018:3) further explains that oral literature embodies noble values that reflect the culture of a community. Societies that still preserve oral traditions also tend to uphold their cultural values. For example, the tale of *Raden Somo Adipuro* teaches about agriculture an occupation still practiced by local communities today. Hutomo (1991) identifies several characteristics of oral literature: it is transmitted verbally, originates from traditional societies or those unfamiliar with writing, reflects community culture, has poetic qualities, exists in multiple versions, prioritizes imagination over factual accuracy, and uses everyday language. Sutopo and Mustofa (2015) argue that oral literature, which is now on the verge of extinction, must be preserved. This preservation is a shared responsibility involving scholars, policymakers, cultural practitioners, artists, educational institutions, and society at large. Endraswara (2018) also emphasizes that although the creators of oral literature are often unknown (anonymous), these works still possess high aesthetic value sometimes even surpassing that of written literature. Therefore, oral literature deserves to be safeguarded as part of the nation's invaluable cultural heritage.

Ethnopedagogy

The term *ethnopedagogy* originates from two words in ancient Greek: *ethos*, meaning custom or culture, and *paidagogeo*, which literally means to guide a child. The term *pedagogy* itself is closely related to education and is now widely used to describe the entire process of teaching and learning, including all activities and practices associated with it. Therefore, *ethnopedagogy* can be understood as a science or approach to education that is rooted in the life and culture of a community. It is an educational approach based on local wisdom and derived from the cultural values of an ethnic group that serve as moral and behavioral guidelines.

In recent years, local wisdom has gained increasing attention due to its vital role in supporting national development and progress. Numerous studies have shown that local wisdom contributes significantly to a nation's advancement. Djailani Haluty argues that exploring and utilizing local wisdom is a strategic step in shaping national character amid the currents of globalization. According to Sari and Gunansyah (2018), ethnopedagogy is the study of a region's culture, in which its cultural values and contents are used as learning resources in the educational process. Similarly, Ramadan (2019) defines ethnopedagogy as a learning process that is based on or focused on cultural foundations.

From these expert perspectives, it can be concluded that ethnopedagogy is a learning approach that uses cultural elements of a community as a source of knowledge for students. Integrating local culture into school learning offers numerous benefits, one of which is providing deeper meaning to both the learning process and its outcomes. Students can engage in learning experiences that are relevant to their own life contexts, allowing them to understand academic concepts through the lens of their cultural backgrounds while simultaneously strengthening national identity (Dikti in Putra, 2017). Furthermore, Sutarno (in Putra, 2017) emphasizes that culture-based learning helps enhance students' motivation, fosters collaboration, and assists them in understanding the interconnections among different subjects.

D. Conclusions

Thus, it can be concluded that the design of digital teaching materials for writing fantasy stories based on ethnopedagogy provides a learning experience that is relevant to students' lives, enhances their learning motivation, and serves as a bridge for understanding knowledge through cultural contexts familiar to them. Through the use of technology, classroom learning becomes more interactive and enjoyable, enabling learning objectives to be achieved more effectively.

E. Acknowledgement

Acknowledgments are extended to all parties who have supported the author in the completion of this article, enabling it to be successfully finalized.

References

Ainin, M. (2013). *Research and development in Arabic language learning*. Okara, 2, 95–110.

Akhyaruddin, A., & Yusra, H. (2024). Development of scientific-based Indonesian syntax teaching materials. *Disastra: Journal of Indonesian Language and Literature Education, 3*(2), 116. https://doi.org/10.29300/disastra.v3i2.3150

Alwasilah, A. C., Suryadi, K., & Karyono, T. (2020). *Ethnopedagogy as the foundation of educational practice and teacher education*. Bandung: Kiblat Buku Utama.

Anisah, G. (2021). Conceptual framework of assessment of learning, assessment for learning, and assessment as learning and its implementation. *Al-Aufa: Journal of Education and Islamic Studies, 3*(2), 65–76. https://doi.org/10.32665/alaufa.v3i2.1201

Aquami, A., Zainuri, A., & Saepulloh. (2021). *Instructional planning*. East Java: Karya Media.

Endraswara, S. (2018). *Anthropology of oral literature: Perspectives, theories, and practices*. Jakarta: Obor Foundation.

Ernawati, I., & Setiawaty, D. (2021). Effectiveness of group counseling using

psychodrama techniques to increase learning motivation. *G-Couns: Journal of Guidance and Counseling, 5*(2), 220–225. https://doi.org/10.31316/g.couns.v5i2.1567

Fahrurrozi, & Mohzana. (2020). *Development of learning tools: Theoretical and practical perspectives*. Lombok: Hamzanwadi University Press.

Firmansyah, H., et al. (2021). *Ethnopedagogy-based learning*. Klaten: Lakeisha.

Fransisca, S., & Putri, R. N. (2019). Utilization of RFID technology for school inventory management using R&D method. *Journal of Computer and Information Technology Applications, 1*(1), 72–75.

Hafid, A. (2015). An analysis of Kalosora function as ethnopedagogical media in nation character building in Southeast Sulawesi. *International Research Journal of Emerging Trends in Multidisciplinary Studies, 1*.

Hernawan, A. H. (2012). *Teaching material development*. Bandung: Indonesia University of Education.

Hutomo, S. S. (1991). *Forgotten pearls: An introduction to oral literature studies*. Surabaya: HISKI East Java.

Lazuardi, D. R., Hamzah, S., & Nugroho, A. (2022). Development of early reading teaching materials for early childhood education. *Jurnal Ilmiah Potensia, 7*(1), 35–45. https://doi.org/10.33369/jip.7.1.35-45

Maknun, L., Zamzani, Z., & Jamilah, J. (2024). Indonesian EFL teachers' perceptions and challenges of technology-based assessment. *International Journal of Language Testing, 14*(1), 82–98. https://doi.org/10.22034/IJLT.2023.400628.1260

Mulyasa. (2023). *Implementation of the Independent Curriculum*. Jakarta: Bumi Aksara.

Mustadi, A., et al. (2022). *Indonesian language and literature for elementary schools oriented to the Independent Curriculum*. Yogyakarta: UNY Press.

Pasaribu, A., & Saparini. (2017). Development of contextual-based teaching materials to remediate misconceptions. *Journal of Innovation and Physics Learning, 4*(1), 36–47.

Prastowo, A. (2021). *Creative guide to developing innovative teaching materials*. Yogyakarta: Diva Press.

Putra, S. (2019). Development of character-based data presentation teaching materials. *Basicedu Journal, 3*(2), 264–270.

Ramadan, Z. H. (2019). Ethnopedagogy in elementary schools. *Elementary School Journal, 9*(3), 190–200.

Sari, R. N., & Gunansyah, G. (2018). Gedhog Batik as an ethnopedagogical learning resource. *Journal of Elementary School Teacher Education, 6*(10), 1769–1780.

Satinem, S., Juwati, J., & Noermanzah, N. (2020). Developing poetry appreciation teaching materials based on competency analysis. *English Review: Journal of English Education, 8*(2), 73–82. https://doi.org/10.25134/erjee.v8i2.2707

Sugiyono. (2019). *Quantitative, qualitative, and R&D research methods*. Bandung: Alfabeta.

Sukmadinata, N. S. (2020). *Educational Research Methods*. Bandung: Remaja Rosdakarya.

Sukarismanti. (2022). Cafi Sari ritual tradition of the Mbojo tribe: A folklore study. *Koloni: Multidisciplinary Journal, 1*(2).

Widiyani, A., & Pramudiani, P. (2021). Development of digital worksheets using Liveworksheet software. *Dwija Cendekia: Journal of Pedagogical Research, 5*(1), 132. https://doi.org/10.20961/jdc.v5i1.53176

Wijayanti, W., Zulaeha, I., & Rustono. (2015). Development of interactive teaching materials for complex procedural texts. *Seloka: Journal of Indonesian Language and Literature Education, 4*(2), 94–101.