

## STRENGTHENING WRITING LITERACY BASED ON LOCAL CULTURE THROUGH THE “DINOYO CERAMICS AND I” STRATEGY

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Article Info	Abstract
<b>Article History</b> Received: November 2024 Revised: March 2025 Published: April 2025	<i>Integrating writing instruction with local cultural elements is essential for improving literacy outcomes that resonate with students' lived experiences and cultural identities. However, field observations reveal that such integration remains underutilized in many educational contexts, including at SD Negeri Dinoyo 2 Malang, East Java—a school situated in a region known for its ceramic industry. This classroom action research aimed to enhance students' writing skills using the culturally rooted strategy titled "Dinoyo Ceramics and I." Conducted over two cycles with 25 students from Class 5A, the study began by introducing students to Dinoyo ceramic products through physical artifacts and visual media showcasing their historical significance. Students were then encouraged to describe these items in terms of their appeal, function, and value as souvenirs or treasured objects. Based on this exposure, students generated writing ideas under the theme "Dinoyo Ceramics and I," which they first organized into outlines and then developed into full compositions. In the second cycle, imaginative elements were incorporated to enrich the outlines, and students were guided to present each idea in a well-structured paragraph. This approach enabled students to creatively weave personal experiences into compelling narratives that retained Dinoyo ceramics as a central motif. The strategy sparked greater engagement, as students connected deeply with a topic rooted in their cultural environment. The findings highlight the importance of recognizing students' everyday experiences as meaningful content for writing. Thus, educators should consider incorporating local cultural themes into writing instruction to build more relevant, motivating, and expressive learning experiences.</i>
<b>Keywords</b> Literacy; Writing strategies; Writing skills; Learning strategies; Local culture;	
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### INTRODUCTION

Literacy is believed to enhance the community's quality of life. Therefore, initiatives to enhance literacy from a young age, particularly in primary education, are crucial, particularly through the implementation of appropriate learning models. One initiative to enhance literacy is to incorporate local culture as a subject in writing. The integration of literacy and culture yields numerous advantages. Besides enhancing language proficiency, cultural literacy can also foster an appreciation for local culture (Williamson et al., 2024). Cultural literacy refers to the capacity to comprehend and value local culture as an integral component of national identity. Cultural literacy can enhance literacy rates, improve students' learning abilities, and foster dialogue that values and understands diversity (Ochoa & McDonald, 2021). At the Elementary School level, literacy initiatives are crucial for establishing a robust foundation for learning (Kabari et al., 2023), fostering the capacity to engage with cultural diversity (Kayati, 2020),

promoting sensory engagement (Pettersson, 2022), and enhancing children's literacy skills. Literacy encompasses the capacity to read, write, and comprehend texts proficiently, along with the application of knowledge for critical thinking and effective communication (Paluvi et al., 2023).

Culture constitutes a facet of human wealth, encompassing a rich history and values integral to local wisdom (Subhan et al., 2021). In the information technology era, which is characterized by the prevalence of the internet, local cultural literacy serves as a critical foundation for education. However, rapid technical advancements have facilitated immediate access to information, rendering the distinctions between nations and civilizations seemingly nonexistent. Consequently, the identity of every nation may be interwoven with global culture. In fact, the generation raised during the information technology era is less acquainted with the indigenous knowledge surrounding them.

As a school located in the center of the Dinoyo ceramic industry, students of SD Negeri Dinoyo 2 Malang must have knowledge and love for this local craft, in addition to the ability to communicate it in writing. Furthermore, elementary schools are the most effective place to foster literacy. With literacy in elementary schools, students' linguistic knowledge and four aspects of language skills can be improved (Setiawan & Sudigdo, 2019). Additionally, the Dinoyo ceramic area has been designated as a tourist village (Dispenbud Kota Malang, 2018) due to its cultural wealth embodied in the renowned Dinoyo ceramics (Karlina, 2018). The Dinoyo ceramic area also illustrates the existence and dual role of women in the Dinoyo ceramic home industry (Khotimah & Kiranantika, 2019) and showcases cultural acculturation (Arimbawa et al., 2024).

Our interviews with teachers overseeing the Curriculum at SD Negeri Dinoyo 2 Malang revealed that the institution had developed multiple initiatives to cultivate students' appreciation for local culture, particularly Dinoyo ceramics. The school has designated "Dinoyo ceramics" as the central theme of the "Pancasila Student Profile Strengthening Project" (P5) activities. P5 is an interdisciplinary program designed to enhance student competencies in alignment with the Pancasila Student Profile.

The interviewed instructors also disclosed that students at the school were additionally obliged to read non-textbooks for 15 minutes, following which they were required to recount the information. SDN Dinoyo 2 Malang has also appointed a Literacy Ambassador to encourage other students to enjoy reading the books that have been placed in various areas of the school. The school further acknowledged that their students required improvement in their writing abilities, as they were not yet adept at articulating their ideas in a manner that is both structured and engaging.

The P5 activities at SDN Dinoyo 2 Malang have encouraged students to gain a deeper understanding of Dinoyo ceramics by exploring the history of Dinoyo ceramics, the various Dinoyo ceramic products, and the process of creating the ceramics. It is anticipated that the implementation of P5 will enhance students' awareness of the issues in the school environment or the needs of the community. In other words, students are encouraged to acquire knowledge from their immediate surroundings, as outlined in the Guidelines for Implementing the *Merdeka* Curriculum within the Learning Recovery Framework (*Merdeka* Curriculum) (Kemendikbudristek, 2022).

The execution of the "Dinoyo Ceramics and I" writing strategy aimed to enhance students' writing abilities while fostering an appreciation for local culture. In general, this strategy enables students to comprehend, value, and cherish local wisdom as a vital aspect of their national identity. The P5 activities at SDN Dinoyo 2 Malang were insufficient to enhance students' knowledge about the cultural, historical, and economic aspects of Dinoyo ceramics. Thus, students require more rigorous exercises to enhance this experience. The practice of meticulously capturing experiences in writing has not been much pursued by the students in the

school. Writing is a crucial component of education required at all levels (Nazari & Talaei, 2023) and serves as a significant measure of student achievement as well as an indicator of school effectiveness (Westkott & Johnson, 2004). The institution believed it currently lacked professionals capable of guiding their students in articulating their experiences engagingly. As a result, the implementation of P5 activities necessitates proficient educators to ensure the project and program objectives are achieved effectively and efficiently (Santoso et al., 2023).

The current study was structured as classroom action research. The study was undertaken to address issues concerning students' limited appreciation of local values and poor writing skills. Promoting literacy through local culture can increase students' attention, pride, and appreciation for their cultural values (Puspitasari & Resmalasari, 2023). Incorporating culture into education can enhance students' self-confidence (Weidong Li & Villanueva, 2023). Strengthening students' writing literacy enables them to articulate their creative thoughts freely, which ultimately enhances their reading skills. At present, there is a lack of research on implementing local knowledge from Dinoyo ceramics in enhancing writing literacy. As a part of the Dinoyo Ceramic Tourism Village (hereinafter referred to KWKD), students of SD Negeri Dinoyo 2 should possess an understanding of the sociocultural and economic values of the distinctive community. The majority of locals near SD Negeri Dinoyo 2 Malang have been engaged in ceramic production and commerce for centuries (Zahro' et al., 2022).

As the successors of KWKD, it is essential for students of SD Negeri Dinoyo 2 Malang to engage in the incorporation of local culture within their writing curriculum. Thus, the indigenous knowledge of Dinoyo ceramics can persist and stay sustainable in the future. Given the pressing need and significant research gap, this classroom action research is essential and valuable for enhancing the students' writing abilities and understanding of local cultural literacy. The cultivation of love for local culture must be accompanied by writing activities to ensure better internalization and allow students' work to be read by others. Therefore, this study aims to enhance the process and outcomes of writing instruction infused with local culture through the "Dinoyo Ceramics and I" strategy.

## **RESEARCH METHOD**

### **Research Design**

Research on strengthening writing literacy using the "Dinoyo Ceramics and I" strategy was designed as a qualitative study employing the classroom action methodology. Actions were executed according to a learning design established on writing principles that encompass pre-writing, writing, and post-writing (Tompkins, 2012). These writing activities were tailored and enhanced through diverse engaging tasks associated with the local wisdom of Dinoyo ceramics. Classroom action research was chosen as way to improve students' writing skills by integrating local cultural reinforcement. The "Dinoyo Ceramics and I" formula is expected to serve as an alternative solution to writing instruction challenges while fostering students' awareness and appreciation of local culture.

### **Research Participants**

The study was performed on fifth-grade students at SDN Dinoyo 2 Malang. SDN Dinoyo 2 Malang was selected as the research site due to its central location within the Dinoyo ceramic sector, based on the presumption that students at this institution possessed considerable information regarding Dinoyo ceramics. The study was performed on fifth-grade pupils because of their sufficient reading and writing abilities and enhanced creativity relative to students in lower grades. However, as the preliminary observation and interviews suggested, they remained limited in selecting engaging writing themes and articulating thoughts systematically.

### **Instruments**

This classroom action research (CAR) carried out across two learning cycles. The initial cycle involved the execution of the collaboratively developed learning design between the

researcher and the homeroom teacher. The second cycle was performed as an enhancement of the initial learning cycle. The primary instrument of this research was the lesson plans for writing exercises utilizing the “Dinoyo Ceramics and I” strategy. The primary stages of learning included (1) engaging participants in games involving products and images to present the history of Dinoyo ceramics; (2) guiding participants to document their compelling experiences related to “Dinoyo Ceramics and I”; (3) asking participants to write the experiences; and (4) editing the work titled “Dinoyo Ceramics and I”. We also employed observation and assessment sheets as supporting instruments to evaluate the efficacy of the learning process and outcomes.

The selection of this design is based on the consideration that understanding a topic is essential as a foundation for writing. Additionally, local wisdom is currently a growing trend in schools as the central theme of the Pancasila Student Profile Strengthening Project (P5) within the *Merdeka* Curriculum. This cross-disciplinary program aims to strengthen various competencies outlined in the Pancasila Student Profile.

### **Data Analysis**

Data analysis was conducted on both observational data from the learning process and students' written works. The analysis of observational data focused on students' engagement and enjoyment during the learning process. Meanwhile, the analysis of learning outcomes was carried out using the Miles & Huberman model (2009). Miles & Huberman (2009) encompassing *data reduction* through the examination of participants' work and categorization according to thematic elements of the writing. Subsequently, *data display* was conducted through the analysis and description of the reduced data in accordance with the study problem formulation. The student' narratives were subjected to qualitative analysis focusing on themes, language use, and narrative progression. Ultimately, *conclusion drawing* was done by synthesizing all the evaluated data. The “Dinoyo Ceramics and I” writing strategy was deemed successful when participants were able to compose organized texts on engaging subjects. The students' affection and students' engagement participation for Dinoyo ceramics was evident in the narrative's progression.

## **FINDINGS AND DISCUSSION**

### **Research Findings**

Action research was done to address students' issues in writing at SDN Dinoyo 2 Malang and also the failure to incorporate Dinoyo ceramics as a thematic focus in writing instruction. The “Dinoyo Ceramics and I” strategy was implemented to enable the elementary school students to effectively articulate their thoughts in writing about Dinoyo ceramics. This classroom action research has revealed that (1) local culture can serve as a theme for writing instruction for elementary school students; (2) the “Dinoyo Ceramics and I” strategy can foster an enjoyable and engaging learning environment for the students; and (3) the “Dinoyo Ceramics and I s” strategy can enhance student' writing skills.

In the first cycle, students are invited to explore events related to Dinoyo ceramics. A variety of Dinoyo ceramic products and posters highlighting Dinoyo ceramics as objects of both artistic and economic value are presented to the students. The students are encouraged to engage in a question-and-answer session regarding their favorite ceramics, the individuals they would like to give ceramics as gifts, and how to increase the recognition of Dinoyo ceramics.

After the students determine the topic, they are asked to write the results of their exploration in the form of a story. The students are free to express their ideas without limitations on the number of words, paragraphs, or pages. The emphasis is placed on the appeal of the story. To help students understand what makes a story appealing, they are guided by the statement, “The story should be enjoyable, funny, and/or touching”.

During the first cycle, students created writing pieces around authentic themes either from their personal experiences or their Dinoyo ceramic collection. These themes encompassed, for

instance, my vase, my glass, my mother's flower pot, and my preferred milk cup. The characters shown in the narrative were representations of individuals encountered in their surroundings. The majority of the narratives employed a first-person perspective. The students' writing compositions lacked proper organization, where all ideas were consolidated into a single paragraph. In conclusion, students' learning outcomes remained subpar, since only five individuals could generate a narrative characterized by significant conflict and an organized structure.

In the second cycle, the instructional design was enhanced based on the findings from the learning reflection and assessment of student performance in cycle 1. Enhancements were by assisting students in refining their essay structure and instructing them to infuse creativity into their work. Furthermore, students were instructed to adhere to the essay framework guidelines by articulating each idea within a single paragraph. Utilizing the "Dinoyo Ceramics and I" strategy, students effectively applied the principles of articulate concept presentation, establishing Dinoyo ceramics as the focal focus of their narrative. The outcomes of the students' efforts are encapsulated in Table 1.

Table 1  
Title and Summary of Students' Story about Dinoyo Ceramics

No.	Title	Summary
1.	My Family's Favorite Cup	A child made a cup by adding a family photo and a flower pot for Mother's Day and got a cup as a birthday present from his father.
2.	Ceramic Gifts for Friends	A child missed his best friend. He really wanted to take him to the Dinoyo ceramic village and gave him a ceramic cup as a gift.
3.	A Mysterious Blue Ceramic	A child visited a former ceramic factory. There he found a treasure trove of beautiful ceramics, then took them home.
4.	A Ceramic Craft for Mom	A child made ceramics for his beloved mother.
5.	I Want It	A child wanted to be able to make ceramic crafts to give to his mother and family.
6.	A Milk Glass Made by Uncle	A child loved to drink milk using a glass given to him by his uncle. But one day the glass broke and the child no longer likes to drink milk.
7.	Ceramic Crocodiles	A child learned how to create ceramic ornaments at school.
8.	For My Relatives from Sumatra	A child made ceramics as a present for his loved ones from Sumatra island.
9.	A Gift for My Cousin	When a child learned that his Kalimantan relatives would be visiting, she was overjoyed. She put money aside to purchase porcelain mugs for their gift.
10.	The Turtle Ceramics	A child discovered the art of ceramics.
11.	A Gift for Father	A child wanted to give an ashtray to his father, but it was very expensive. Finally, the child decided to learn to make it with the help of his friend.
12.	The Ceramic Village	A child took great pride in his village known for its ceramic production. The village has attracted several tourists. The child was eager to acquire skills in ceramics production.

No.	Title	Summary
13.	The Old Factory's Mystery	A group of children explored an antiquated factory. They discovered numerous peculiarities and frightening objects.
14.	The Hopety Wus Glass	A child was determined to save money to purchase a ceramic glass. However, the glass was seized by his older sibling. That made him sad. The older sibling bought an identical glass and presented it to the younger sibling.
15.	My Favorite Ceramic Glass	A child got a ceramic glass from his mother as a present. However, the glass shattered by accident. The shattered glass was put back together by his dad.
16.	A Gift for My Family	A child who wanted to teach himself ceramics so he might surprise his mom and elder sister with handmade presents on their birthdays.
17.	The Ceramic Fish	A child who learned to make ceramic crafts. When he finally could do it, the ceramic broke.
18.	Mom's Ceramic Plate	A child who just found out that his favorite ceramic plate was a gift from his mother's best friend.
19.	I Tried	A child who did not have money to buy the ceramic plate he wanted. Then, he decided to make it himself.
20.	Mom's Glass	A child who accidentally broke his mother's ceramics. He then saved up to buy a new one. The rest of his savings were used to buy another glass for his father's birthday present.
21.	The Legendary Plate	A child who gave one of his legendary plates to his brother from Blitar.
22.	My Distant Cousin from Papua	A child who really wanted to give a ceramic gift to his cousin from Papua.
23.	My Favorite Ceramic Plate	A child who accidentally broke his favorite plate. He was sad, but his mother finally bought a new ceramic plate.
24.	The Orange Flower Vase	A child who made a ceramic flower vase as a gift for his mother, but the small flower vase was knocked and broke.
25.	My Favorite Cute Glass	A child who wanted to be able to make a ceramic glass himself.

Table 1 presents the titles and summaries of students' written works at the end of the research cycle. The results show that all students wrote on the topic of Dinoyo ceramics. Every student adhered to paragraph structure guidelines, using the writing outline as the foundation for development. The majority of students incorporated imaginative elements into their work, with the following classification: 18 works were highly engaging, 4 works were engaging, and 3 works were moderately engaging.

## Discussion

Incorporating local culture into writing education is essential, as schools serve as environments for teaching writing skills and fostering cultural literacy (Gómez, 2023). The study's results showed that directed writing activities helped students articulate their thoughts while exploring the cultural values inherent in Dinoyo ceramics. The utilization of cultural heritage resources, namely Dinoyo ceramics, also enhanced students' learning experience, promote classroom engagement, and enrich their comprehension of the cultural heritage (Pettersson, 2022).

The incorporation of Dinoyo ceramics cultural elements into writing instruction was also effective in shaping students' identity as members of the younger generation who admire and respect cultural heritage. The "Dinoyo Ceramics and I" strategy initially aimed to cultivate

students' writing skills and cultural awareness, thereby fostering their active participation in cultural preservation for the future. Cultural literacy is essential for the preservation of culture in the global era and for the preparation of the younger generation to confront global challenges (Adijaya, 2023).

The implementation of the “Dinoyo Ceramics and I” strategy in the classroom enhanced students' writing abilities through engaging subjects rooted in their knowledge and experiences with Dinoyo ceramics. Acquiring writing skills encompasses not only the mastery of the language (in this case Indonesian), but also the enhancement of pupils' awareness of local culture. Dinoyo ceramics represent cultural, historical, and economic treasures of the community. Culture-based literacy teaching aligns with the objectives of local wisdom education (Samsudin, 2023). The study's results indicated an enhancement in student literacy, particularly assessed by the engagement of the narrative topic and the coherence of the writing. Experiences articulated in an engaging manner serve not just to document events but also to captivate readers and reinforce the Dinoyo ceramic industry's presence among the broader community.

Table 1 indicates that the initial objective of the local wisdom-based literacy program has been successfully accomplished. Participants in this study demonstrated a profound appreciation for the indigenous knowledge generated by the local community. They also showed a strong comprehension of the local materials utilized in the fabrication of these ceramics. This was evident in the narratives created by the students that accurately represented their knowledge and comprehension of Dinoyo ceramics. These students perceived Dinoyo ceramics not merely as commonplace items, but rather elevate this craft to the focal point of their narratives. The diverse narratives created by the students illustrated the range of products from *KWKD*, including glasses, plates, and vases, which were perceived not merely as tangible items, but also as emblems of local culture and history.

By integrating local wisdom elements into their writing, students enhance their literacy abilities and reinforce their cultural identity. This initiative demonstrates that a literacy curriculum grounded in local wisdom enhances writing proficiency while simultaneously fostering the preservation and appreciation of cultural heritage. This approach, which amalgamates academic elements with local values, may serve as an effective paradigm for forthcoming educational initiatives. Consequently, success extends beyond academic accomplishment; it is the capacity to be attuned to and value the diversity of local culture.

The narrative “My Family's Favorite Cup,” illustrates that the cups manufactured by *KWKD* are available in both standard designs and customized options, including the inclusion of photographs. The photographs impart emotional significance and distinctiveness to each cup. In narratives “A Mysterious Blue Ceramic” and “I Want It,” students showed their ingenuity by explaining how ceramic crafts can be enhanced with vibrant colors to achieve increased visual allure.

A detailed explanation of the process for creating ceramic arts and crafts is also provided in the story “Ceramic Crocodiles.” The process of ceramics commences with the selection of high-quality clay as the fundamental material. Subsequently, the clay is moistened to facilitate its molding into several forms, including flower pots, vases, glasses, and plates. Once molded, the sculpted clay must be sun-dried to attain strength and stability. Subsequent to the preliminary drying phase, the ceramics, shaped diversely, are colored in accordance with the intended design and subjected to a further drying procedure to guarantee optimal color adhesion. Through this story, the student not only narrated a compelling story about ceramics but also offered profound insights into the processes and techniques involved in ceramic production. Through the narratives, students not only refined their writing skills but also explored the cultural values inherent in ceramic craftsmanship. Students have transformed into catalysts for change, fostering an appreciation for the cultural legacy in their vicinity.

The writing strategy employed in this study not only enhanced participants' knowledge but also elevated their awareness of Dinoyo ceramics as a cultural, historical, and economic value for the community. This aligns with the objectives of local wisdom education, which seeks to cultivate a sense of affection and appreciation for local tradition (Samsudin, 2023). This finding is supported by the narrative "For My Relatives from Sumatra", when the protagonist exhibited great enthusiasm for acquainting his relatives with the distinctiveness and allure of ceramics crafted by *KWKD*. This elation and pride embody the essence of disseminating information and culture to others.

Another story, "The Ceramic Village," portrays the protagonist's affection for his village upon discovering its remarkable potential as a hub for ceramic craftsmanship, attracting numerous tourists. The relationship between individuals and communities fosters a need to maintain and cultivate local traditions. Ultimately, the character is resolute in producing additional ceramics and exhibiting them to a broader audience. This clearly indicates a desire to promote crafts while engaging the community in the process.

By employing the writing strategy "Dinoyo Ceramics and I", students could strengthen their writing skills while simultaneously becoming cultural ambassadors capable of inspiring others to value and conserve cultural heritage. This program substantially enhanced students' local identity and fostered community engagement in the preservation of ceramic crafts, so positively influencing the social and economic fabric of the region. This approach is crucial as Zahro' et al. (2022) noted that many younger individuals are opting for alternative occupations rather than perpetuating their parents' business.

Upon further examination of the students' work, it is evident that nearly all projects, both in title and narrative content, include ceramics as gifts for loved ones. This phenomena demonstrates that the students perceived ceramics not merely as tangible items, but also as emblems of affection and esteem. By selecting ceramics as gifts, students conveyed profound emotional significance, with each ceramic item symbolizing a cherished relationship and fond memories shared between the giver and the recipient.

The portrayal of ceramics as presents in these narratives also illustrates students' comprehension of the social and cultural aspects intrinsic to the art. For instance, in "The Legendary Plate" and "My Distant Cousin from Papua", students showed how ceramics can serve as a medium for commemorating familial bonds, friendships, or significant occasions. These story enhance the allure of ceramics as a commodity and fortify social connections within the community.

Moreover, the decision to give ceramics as gifts is indicative of the students' recognition of the beauty and distinctiveness of local crafts. Ceramics are perceived by students as not only utilitarian items, but also as works of art that can enhance the quality of daily life. Students contribute to the dissemination of the aesthetic and cultural values of Dinoyo ceramics to the broader community by addressing this theme. This literacy program, which is rooted in local wisdom, has succeeded in cultivating a young generation that is not only proficient in writing but also cognizant of the cultural values that surround them. Ceramics are not only an integral component of tradition, but they also play a significant role in the development of interpersonal relationships and the reinforcement of community identity.

During the initial cycle, students received stimuli through samples of Dinoyo ceramics, along with a historical exposition of the ceramics. This approach has proven effective and significantly enhances students' narrative writing skills (Syailendra et al., 2024). The visual representation of Dinoyo ceramics also aids in reinforcing the concept of logical progression within a narrative (Keene, 1990), serving as both an inspiration and a source of motivation for students (Juskiene & Merfeldaite, 2021; Udo, 2021). Upon comprehending the context and observing the cultural artifact firsthand, students were instructed to articulate their experiences regarding the ceramic crafts in narrative form. This method engaged students directly with

cultural artifacts, enabling them to perceive, observe, and articulate their experiences more vividly.

During the second cycle, students were encouraged to reiterate the writing exercise by developing a more structured story outline, delineating the plot and fictional components such as characters, conflicts, and resolutions. A story framework is highly beneficial in addressing students' difficulties in sequencing events (Keene, 1990). Students were encouraged to envision diverse narrative possibilities, encompassing both factual accounts and fictional components. It is essential to provide students with opportunities to freely select and create texts (Taylor & Clarke, 2021). Upon the compilation of the framework, students composed or constructed the framework. Cycle two is the stage at which students' creative processes were evaluated, enabling them to synthesize ideas into increasingly intricate and extended compositions.

The outcomes of these two cycles demonstrated a substantial enhancement in students' writing abilities. During the initial cycle, the narratives generated were predominantly presented in a single, dense paragraph. Subsequently, once students received instruction on the narrative framework and the chance to enhance their writing, the outcomes were significantly more organized and comprehensive.

Students in this study have demonstrated the ability to compose narratives featuring a more coherent storyline, more dynamic characters, and more intricate conflicts. The assessment of students' writing skills should be determined by the appropriateness of subject, language, and composition (Maulina et al., 2021). However, in this study, the focus was switched to enhancing participant literacy, assessed through students' capacity to articulate their experiences with Dinoyo ceramics.

Students from SD Negeri Dinoyo 2 Malang have composed narratives based on the assigned theme, "Dinoyo Ceramics." The majority of students positioned Dinoyo ceramics as the central theme or, at the very least, a significant element of the narrative. Regarding the plot, nearly all students employed a coherent and age-appropriate narrative progression. The characters were often portrayed realistic and uncomplicated. Several pupils successfully demonstrated intriguing emotional depth in their characters. The implemented writing strategy has effectively integrated local knowledge with creativity, enabling students to not only get insights into local culture but also articulate their experiences through engaging writing. In the narrative "A Mysterious Blue Ceramic," ceramics are perceived not merely as lifeless items but as the focal point of conflict that catalyzes the protagonist's adventure.

The story "A Blue Mysterious Ceramic" raises the theme of simple adventure and rediscovery of the past. The story narrates the discovery of an object that has historical and aesthetic value, such as a blue ceramic with the words "Happy Wedding" on it. In addition, there is an element of nostalgia that arises from the main character's memories of a ceramic factory near the house that is no longer operating.

The narrative is linear and uncomplicated, like to typical children's literature. The narrative commences with an exposition of a defunct ceramic business, subsequently progressing to the primary conflict characterized by the protagonist's intrigue upon discovering a blue object entombed in the earth. The discovery of the ceramic evokes elation and prompts more exploration. The character resolves to persist in searching for analogous artifacts on the site of the defunct factory. This plot, while lacking significant conflict or dramatic climax, embodies inquiry and satisfaction in minor discoveries.

The main character is portrayed as a curious child captivated by antiquities. The choice to retrieve the ceramics, cleanse them, and exhibit them in a cupboard demonstrates the character's admiration for the elegance of ordinary items. The character possesses an inquisitive and imaginative disposition, perceiving the former manufacturing site as a realm replete with enigmas that may conceal intriguing treasures.

## CONCLUSION

This study delineates the phases of a writing strategy that can enhance students' culture-based literacy based on Dinoyo ceramics. The study's results showed that elementary school students were able to articulate their profound affection for the local wisdom generated by their community. Besides, these students also possessed a comprehensive awareness of local materials utilized in ceramic production. They could use Dinoyo ceramics as their narrative's focal point and thus served as cultural ambassadors who could inspire others to love local culture.

Regarding the plot, nearly all students employed a coherent and age-appropriate narrative progression. The portrayed characters were often realistic and straightforward, with some students successfully demonstrating intriguing emotional depth. Nearly all creations, regarding both title and substance, utilized ceramics as presents for cherished individuals. This phenomena indicated that the students perceived ceramics not merely as physical entities, but also as emblems of affection and esteem. In other words, they communicated deep emotional values by making ceramics a representation of close relationships and beautiful memories between givers and recipients.

This study also revealed that students' writing skills improved significantly. Their writing became more organized when provided with story framework assistance and the chance to envision their writing. Students could compose narratives featuring more coherent story lines, more vibrant characters, and more intricate conflicts. This study affirms that incorporating local culture into writing instruction is an innovative approach to enhancing students' writing skills and appreciation of their cultural surroundings. Therefore, writing teachers must recognize that students' everyday knowledge and experiences on a given topic are essential foundations for writing. Local cultural themes are among the topics that teachers can choose to enhance students' engagement and writing skills.

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