

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

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Article Info	Abstract
Article History Received: November 2024 Revised: March 2025 Published: April 2025	<i>The integration of writing pedagogy with local culture elements is important for promoting literate outcomes to which students can personally relate and that are relevant to their cultures. However, naturalistic observation indicates that the integration seems less employed in a number of educations, even in SD Negeri Dinoyo 2 Malang, East Java, a school that is located in the area where ceramic industry grows. This classroom action research was designed to improve student writing skills in a cultural -based writing strategy of “Dinoyo Ceramics and I.” The action research were developed in two cycles involving 25 of Class 5A students that began with getting students to know and see Dinoyo ceramic products from physical forms and in visual’s displayed media explained through the background history of their historical values. Students were subsequently prompted to use the words on the chart to talk about the things in terms of how they looked, what they were for, and what they were worth in terms of souvenirs or special things. On the basis of this exposure, the students developed writing ideas around the topic “Dinoyo Ceramics and Me,” which were first organized in the form of outlines and then elaborated into full compositions. Creative aspects were built into outlines in the second cycle, and students were led to expand each idea into a paragraph. This method allowed students to produce narratives filled with personal experiences creatively interwoven using Dinoyo ceramics as a central element of the narrative. The approach led to increased involve-ment, as students had an intimate connection to a topic grounded in their own cultural environment. The results underscore the need to acknowledge students' everyday experiences as valuable text for writing. Therefore teachers may want to include local cultural topics to teach their writing and provide more authentic, stimulating and creative opportunities.</i>
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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.

No.	Title	Summary
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.
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.

From Table 1, it shows that the early goal of local wisdom literacy program has been achieved. The participants in this study obviously valued the indigenous knowledge developed by the local community. They also demonstrated an intimate knowledge of the local materials used in the production of these ceramics. This could be seen from the stories written by the students which well reflected their knowledge and understanding of Dinoyo ceramics. These students did not view Dinoyo ceramics as conventional objects; instead, they emphasize the centrality of this craft in their stories. The multiple stories conveyed by the students showed the diversity of KWKD; from the glasses, plates, vases they saw not as products but as symbols of local culture and history.

Through incorporating local wisdom elements into their text, students develop their literacy skills as well as consolidate their cultural identity. The program shows that a locally-rooted literacy program can improve writing and at the same time help to recover and maintain the culture. This kind of hybrid of ('injected') academicizing and local valued approaches can perhaps function as a model for future educational endeavors. Thus success is more than academic: it is the ability to be sensitive to and appreciate the variety of local cultural traditions.

History My Family's Favorite Cup," taught back in the 4th by that KWKD cups come in the traditional cup designs and with the ability to customize cups with photos. The photos give the cups personality, as well as emotional import. In the stories "A Mysterious Blue Ceramic" and "I Want It," students were very creative while suggesting how one can, with bright colors, make ceramic arts more appealing to the eyes.

How crafts are created and shaped from clay can also be learned from the story Ceramic Crocodiles. The ceramics process begins by a choice of the best kind of clay as a raw material. The clay is then dampened so that it can be shaped in a variety of products such as flower pots, vases/glasses, and plates. After modeling the sculpted clay, it needs to be baked in the sun, which makes it stiff and strong. After the initial drying phase, the differently formed ceramics are coloured in the desired fashion and another drying process confirms that the adhesion of the colours is optimal. In this tale, the pupil didn't just tell a fascinating pottery story; he also revealed some insights about the tools and mechanics of pottery. The stories served as a way to teach the students about not only enhancing their stories, but to useful for learning values associated with the making of the art form, ceramics. Students have become "changemakers" building awareness of the cultural heritage that surrounds them.

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.

Through the writing models "Dinoyo Ceramics and I", students were able to develop their writing competence in English and at the same time acted as cultural ambassadors that can be relied upon to motivate others to appreciate and preserve cultural heritage. The programme has made a significant contribution to creating harbour citizens and a sense of community caring concerning the sustainability of ceramic crafts, and also had a profoundly positive influence on the forming of local social and economic life. Style-based selection This is an important mechanism as Zahro' et al. (2022) pointed out that many young people today have a deliberately chosen alternative profession in contrast to the continuation of their parents' profession.

When the students' work is further scrutinized however, it becomes evident that the majority of the projects have ceramics as gifts to loved ones, in both title and narrative. This shows that, to the students, ceramics were not just objects but emblems of love and regard. By choosing ceramics as gifts, the students conveyed deep emotional meanings to their gifts, each piece of ceramic represented a special bond of relationship and sincere memories between the giver and the receiver.

The imagery of gifts of ceramics in these stories also demonstrate student understanding of some of the social and cultural dimensions often embedded in artworks. In *The Legendary Plate* and *My Distant Cousin* from Papua, for example, students demonstrated that ceramics can be a channel for commemorating familial connections, friendships and getting together on special occasions. These narratives add value to ceramics as a good and cement social links in the village.

Furthermore, students also choose to bring ceramics as gifts, which is the demonstration of their resonance with local crafts of beauty and unique character. Students view ceramics as not just functional objects, but as aesthetic objects which add to the enjoyment of daily life. By tackling this theme, students also help to distribute the aesthetic and cultural attributes of Dinoyo ceramics to the general public. This literacy program, which is flavoured with local wisdom, has produced a young generation that is not only able to read and write, but they also respect their own local culture. the role of ceramics is not less important towards the tradition and sharing the interpersonal relationship and the expanding of the community identity.

In the first stage students were exposed on reading sample of Dinoyo ceramics and its historical messages. This strategy is reported effective and leads to further improvement in students' narrative writing skill (Syailendra et al., 2024). The pictorial version of Dinoyo ceramics also contributed in strengthening the notion of the logic progression in a story (Keene, 1990) which can serve as both inspiration and motivation for students (Juskiene & Merfeldaite, 2021; Udo, 2021). After understanding the background and seeing the cultural object directly, students were guided to express about the ceramic crafts in narrative to tell experience. The

approach allowed students to engage directly with cultural specimens which unmediated could be felt, seen and described more forcefully.

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" brings up the topic of light-hearted adventure and the mysterious past. The story details the finding of unusually valuable objects, like a blue ceramic piece printed with the words "Happy Wedding" on it. At the same time, there is a sense of nostalgia that comes from the protagonist's recollection of a ceramic factory near the house which is closed now.

It's a straight-forward, easy-flowing story, similar to what can be found in the average children's book. It opens with the dead end of a pottery business, then takes up the central tension, prompted when the hero—the story is his biography—walks onto land no one else could see for blue buried beneath its surface. The sight of the ceramic brings joy and encourages further discovery. The character decides to continue to look for similar items at the abandoned factory. This story has no major conflict or dramatic resolution, but it has curiosity and modest revelation.

The protagonist is a boy who is curious about antiquity. Its decision to return the pieces to the source, to clean them and display them in a cabinet, illustrates the character's appreciation of the beauty of the banal. The protagonist is curious and dreams of many adventures, he sees the former workshop as a place full of mysteries and secrets that could bring him great wealth.

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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