

Developing a Local Wisdom-Based Mind Mapping Enrichment Book for Poetry Writing in Grade IV Elementary School

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Abstract

Poetry writing skills among elementary school students remain relatively low, with many learners struggling to express ideas and lacking access to innovative, culturally relevant learning resources. Addressing this issue, the present study aims to develop a poetry writing enrichment book based on a Local Wisdom-Based Mind Mapping Model, which was designed by integrating mind mapping techniques with elements of local wisdom and organizing them into a clear instructional syntax consisting of cultural exploration, idea mapping, visualization–organization, and creative elaboration. Through the 4-D development model Define, Design, Develop, and Disseminate this research involved needs analysis, product design, expert validation, and user testing. Data were collected from questionnaires, expert assessments, and user feedback obtained from both teachers and students. The need assessment indicated that both teachers and students required poetry learning materials that are simple, structured, and culturally contextualized. Expert validation shows high feasibility, with scores of 90% from design experts and 98.6% from material experts. Additionally, user responses are highly positive, with 95% approval from teachers and 89.2% from students, indicating that the enrichment book is practical, engaging, and effective in supporting students' creative writing. The study concludes that the Local Wisdom-Based Mind Mapping Model through its structured syntax successfully enhances students' cognitive processing and cultural literacy, making the developed enrichment book pedagogically sound and contextually meaningful for primary education.

Keywords: cultural-literacy; local-wisdom; mind-mapping; poetry-writing; primary-education

Introduction

Writing skills are one of the main components in the development of 21st-century literacy, which requires critical, creative, and communicative thinking skills (Dewi & Saputra, 2025). From primary education onwards, writing plays an important role in shaping systematic thinking and the ability to express ideas in writing (Inayati & Amelia, 2025). In the context of modern learning, writing skills are not merely language skills, but also indicators of students' cognitive and affective maturity (Sukenti et al., 2024).



Among various forms of writing skills, poetry writing occupies a unique position because it combines cognitive and aesthetic elements. This activity requires mastery of language, sensitivity, and the ability to imagine inner experiences into artistic expressions (Tarsa, 2016). However, empirical findings show that primary school students' poetry writing skills are still low. Rahmawati, notes that 68% of students have difficulty finding original ideas and choosing appropriate diction (Rahmawati et al., 2025). Students also tend to imitate the works given by teachers without showing personal creativity.

According to (Siburian et al., 2025), in madrasah ibtidaiyah, especially in Grade IV, poetry writing learning is still hampered by low student engagement and monotonous teaching methods. Teachers tend to act more as examples rather than facilitators of ideas (Jariyah et al., 2024). The lack of creative media means that students do not have the space to explore language. As a result, poetry writing activities become passive and do not challenge students' imagination. This situation indicates the need for a more participatory pedagogical approach that stimulates creativity.

One approach that can address these needs is the mind mapping learning model, which emphasises the visualisation of ideas in the form of concept maps. Mind mapping was first popularised by Tony Buzan as a method of radiant thinking to connect main ideas with sub-ideas hierarchically (Hasan et al., 2024). In the context of writing learning, this model has been proven to improve students' ability to organise ideas and expand word associations (Juanda, 2025).

A number of studies have demonstrated the effectiveness of mind mapping in creative writing. Darnella reported a significant 34% improvement in the structure and content of students' writing after using concept maps (Darnella et al., 2020). Arief and Nurhadi also found that this method increases motivation to write because it allows for non-linear thinking (Nurhadi et al., 2025). In addition to cognitive aspects, mind mapping also develops affective aspects by fostering students' confidence in expressing their ideas imaginatively.

However, creative thinking skills are not only determined by cognitive strategies, but also by the relevance of the material to the students' lives. Therefore, the integration of local wisdom is important in literature learning in primary schools. Local wisdom, which includes cultural values, norms, and practices, serves as a means of contextualising learning (Atmaja & others, 2024). The integration of local cultural values has been shown

to increase the relevance and appeal of learning. Research (Yusuf, 2025) shows that students who learn through a cultural context experience a 27% increase in learning participation compared to conventional methods.

In literary education, the application of local wisdom provides a strong emotional and identity dimension to students' writing. Tyas states that poetry with local cultural content is more authentic and reflective because it reflects the social experiences of the writer (Tyas et al., 2025). Quantitative research by (Zulaeha et al., 2024) even shows an increase in the quality of imagination by up to 35% after applying local cultural themes in poetry writing lessons. Thus, local wisdom not only serves to strengthen character, but also as a source of aesthetic inspiration in children's literary works.

However, a review of the literature shows that most previous studies have focused on only one dimension, namely the effectiveness of mind mapping or local wisdom separately. (Maelasari, 2020) highlights the role of mind mapping in the structure of written ideas, while (PB, 2017) emphasises cultural literacy without considering visual thinking strategies. International studies such as (Putra, 2025) also confirm the limitations of research that integrates visual and contextual aspects into a single learning media design. This research gap indicates a lack of a holistic approach to teaching poetry writing in primary schools.

The urgent need for an instructional model that not only structures students' thinking through mind mapping but also embeds local wisdom to make learning culturally meaningful, contextually relevant, and more engaging for Grade IV learners. Such an approach is essential because poetry writing requires both cognitive organization and emotional-cultural connection, elements that are often absent in conventional teaching materials. Therefore, developing a Local Wisdom-Based Mind Mapping Model is crucial to enrich students' creativity, strengthen identity formation, and support the creation of a more comprehensive poetry writing enrichment book for elementary students

Based on these gaps, the development of enrichment books on poetry writing based on mind mapping and local wisdom is a strategic step towards providing creative, contextual learning media rooted in the students' culture. Such enrichment books not only help students organise their ideas through concept maps, but also foster awareness of regional cultural values. Utami emphasises that learning media innovations oriented

towards local culture can strengthen students' literacy and character skills within the framework of the Merdeka Curriculum (Utami et al., 2025).

The novelty of this research lies in integrating two dimensions that have previously been treated separately cognitive visualization through mind mapping and contextual learning through local wisdom into a comprehensive instructional model equipped with clear syntax and implemented in a validated enrichment book. This study is therefore expected to contribute theoretically to the development of culturally responsive literacy models and practically to support teachers in delivering more meaningful, engaging, and character-building poetry writing instruction.

Methods

Previous studies have generally focused on either mind mapping as a cognitive strategy or local wisdom as a cultural approach in literacy instruction. However, these studies tend to discuss each element separately and descriptively, without exploring how their integration could jointly enhance creative writing and literacy development. This indicates a methodological and conceptual gap: the potential synergy between cognitive organization and cultural context has not been explicitly analyzed or tested. Therefore, the present study aims to bridge this gap by combining mind mapping and local wisdom in the development of a poetry writing enrichment book, aligning with current educational reforms that emphasize creativity, literacy, and cultural identity in elementary education.

This study utilised a Research and Development (R&D) approach with a 4-D development model (Define, Design, Develop, Disseminate) (Sihombing & others, 2024). This model was chosen because it was suitable for producing an educational product in the form of an innovative poetry writing enrichment book, while also allowing for systematic product feasibility testing. The dissemination stage in this study was limited to a limited trial (limited dissemination), given the time constraints of the research.

The 4-D model (Define, Design, Develop, and Disseminate) developed by Thiagarajan, Semmel, and Semmel (1974) was chosen because it provides a systematic, iterative, and practical framework for developing educational products, especially instructional materials. This model allows researchers to move step by step from identifying learner needs to designing, validating, and testing the feasibility of the developed product. Recent studies in instructional design and educational technology

have shown that the 4-D model remains one of the most widely used R&D models for producing effective and contextually relevant learning materials (Rahmadani et al., 2023; Sutarto & Susilowati, 2022).

In the context of this study, the 4-D model is particularly suitable because it aligns with the goal of developing a poetry writing enrichment book that integrates both cognitive and cultural dimensions mind mapping and local wisdom. The Define stage enables in-depth needs analysis of students and teachers; the Design stage facilitates prototype creation based on pedagogical and cultural principles; the Develop stage involves expert validation and limited user testing to ensure content and design quality; and the Disseminate stage (acknowledged as a limitation in this study) is intended for wider implementation. Thus, the 4-D model provides a structured pathway for producing valid, practical, and effective educational materials aligned with current curriculum reforms emphasizing creativity, literacy, and cultural relevance.

The population of this study comprised all fourth-grade students at MI Kawengen 01 Ungaran Timur, Semarang Regency, during the second semester of the 2024/2025 academic year, totaling 60 students across two classes. From this population, a sample of 30 students was selected using a simple random sampling technique. Each student was assigned a number, and the sample was drawn randomly to ensure that every member of the population had an equal chance of being included. The final sample consisted of 30 students (16 boys and 14 girls). In addition, one fourth-grade teacher was purposively included as the user validator, as they were directly responsible for implementing the enrichment book in the classroom. The use of random sampling was intended to enhance the representativeness of the sample and increase the replicability of the study. The study obtained approval from the school principal. All data collected were treated confidentially and used strictly for research purposes.

The research stages followed the 4-D model: Define, Design, Develop, and Disseminate.



Figure 1. Research Stages of the 4-D Model

Source: Thiagarajan, Semmel, & Semmel (1974); see also Lestari & Rahayu (2024) for recent applications.

First; Define, namely needs analysis through interviews with Year 4 teachers and distribution of questionnaires to 30 students to identify difficulties in writing poetry, curriculum analysis based on the Merdeka Curriculum by reviewing Indonesian language learning outcomes in the aspect of writing, and analysis of student characteristics including literacy levels, cultural backgrounds, and availability of learning resources at school;

Second; Design, which involves compiling a preliminary draft of a mind mapping-based poetry writing enrichment book that contains local wisdom content from Semarang Regency, such as the tradition of sedekah bumi, the art of topeng ireng dance, and local proverbs, with a book structure that includes an introduction, guidelines for using mind mapping to write poetry, exercises based on local wisdom values, and a simple assessment rubric, as well as the preparation of research instruments that include expert validation sheets, teacher and student response questionnaires, and poetry writing skill tests;

Third, Develop, namely the initial product is validated by two Indonesian language education experts and one learning media expert using an assessment sheet that covers aspects of content, language, presentation, and graphics, then the product is improved based on input from the experts, followed by limited testing on fourth grade students to assess the readability and appeal of the book; and

Fourth; Disseminate, namely the final product is disseminated on a limited basis to fourth-grade teachers at MI Kawengen 01 and recommended for use as enrichment material for writing poetry.

The following is a grid of the instruments used in this research.

Table 1. Instruments, Sources, and Processing Indicators

No.	Instrument	Source of Data	Indicators/Aspects Measured	Data Processing Technique
1	Needs Analysis Questionnaire	Fourth-grade teachers and students	- Difficulties in poetry writing- Relevance of local culture in lessons- Preferred learning media	Quantitative (percentage of responses) and qualitative (descriptive analysis)
2	Expert Validation Sheet (Design Expert)	Media design expert (educational technology lecturer)	- Layout and visual appeal- Readability and typography- Media interactivity and usability	Descriptive statistics (mean percentage of validation scores)
3	Expert Validation Sheet	Indonesian language education expert	- Content accuracy and depth- Language appropriateness-	Descriptive statistics (mean percentage and

No.	Instrument	Source of Data	Indicators/Aspects Measured	Data Processing Technique
	(Material Expert)		Integration of local wisdom- Relevance to curriculum and learning objectives	category: valid/very valid)
4	Teacher Response Questionnaire	Fourth-grade classroom teacher (user)	- Ease of use- Practicality in teaching- Clarity of instructions and content- Student engagement	Descriptive statistics and categorization (very practical/practical/less practical)
5	Student Response Questionnaire	Fourth-grade students participating in trial	- Interest and motivation- Clarity of explanations- Cultural relevance- Enjoyment of poetry writing activities	Descriptive statistics (average score percentage)
6	Observation Sheet (Limited Trial)	Researcher during classroom implementation	- Student participation- Teacher facilitation- Implementation flow of the book	Qualitative descriptive analysis
7	Interview Guide (Optional)	Teacher and students after trial	- User perceptions- Suggestions for improvement- Perceived benefits	Thematic analysis (coding and interpretation)

Source: Personal documentation

Research data was collected through observation to determine the process of learning to write poetry before the intervention, questionnaires given to students and teachers to assess the readability, appeal, and ease of use of the book, and expert validation using a Likert scale (1–5) to assess the aspects of content, language, presentation, and graphics. Data analysis was conducted using quantitative and qualitative approaches, namely quantitative data in the form of expert validation scores and questionnaires, while qualitative data in the form of improvement suggestions from experts and student responses were analysed thematically to improve the quality of the enrichment book.

The data obtained through the assessment instruments during the trial was then analysed using quantitative descriptive methods (Likert scale). This analysis was intended to describe the characteristics of the data for each variable. The results of the data analysis were used as a basis for revising the media products developed. The collected data was processed by summing it up, comparing it with the expected amount, and obtaining the percentage, or it can be written using the following formula.

$$\text{Feasibility percentage} = \frac{\text{observed score}}{\text{Expected Score}} \times 100\%$$

The collected data was analysed using quantitative descriptive analysis techniques, which were expressed in score distributions and percentages against predetermined assessment scale categories. The next step was to describe and draw conclusions about each indicator. The suitability of teaching materials and learning media development can be assessed using the following table.

Table 2.

Presentation Scale for Validating the Development of Poetry Writing Enrichment Books Using a Mind Mapping Model Based on Local Wisdom for Grade IV MI/SD Students

Percentage of Achievement	Interpretation
81 – 100 %	Very good
61 – 80 %	Good
41 – 60 %	Quite good
21 – 40 %	Not good
0 – 20 %	Not Good

Source: Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.

The table above was used as a reference for research to determine product validity. The entire research process adhered to educational research ethics by obtaining approval from the school principal and class teachers, involving students with parental consent, and maintaining the confidentiality of student personal data, which was used solely for research purposes.

Result

In the Define stage, a comprehensive needs assessment was conducted at MI Kawengen 01 Ungaran Timur, Semarang Regency, involving teachers and Grade IV students. Data were collected through needs analysis questionnaires and informal interviews to identify specific challenges in poetry writing, such as students' difficulties in generating ideas, selecting appropriate diction, and expressing cultural experiences in written form. Teachers also reported a lack of creative, visually supportive learning media, as existing materials were dominated by text and not contextualized to students' cultural environment. Both teachers and students indicated a strong need for learning resources that are simple, structured, and culturally relevant, particularly materials that integrate visual thinking strategies such as mind mapping. The descriptive analysis of the

needs assessment confirmed that the development of a poetry enrichment book integrating mind mapping and local wisdom is urgently required to address the limitations of current instructional materials and to support more engaging and meaningful poetry writing activities in the school.

In the Design stage, the needs analysis results were translated into a clear blueprint for the enrichment book. The product draft included an introduction to poetry, step-by-step activities based on the Local Wisdom-Based Mind Mapping Model, sample poems using local cultural themes, and practice tasks supported by guided mind maps. Each section was designed with simple visuals and culturally relevant illustrations to increase student engagement. This stage also produced the expert validation sheets, teacher and student response questionnaires, and observation sheets that would be used to assess the book's feasibility, practicality, and implementation.

The Develop stage included expert validation, limited field testing, and analysis of user responses. In addition to providing quantitative validation scores, the experts also offered qualitative suggestions to refine the product. The design expert rated the enrichment book at 90% and emphasized improvements in layout consistency and visual balance. The material expert provided a score of 98.6% and suggested refining instructions to ensure clarity for Grade IV learners. Teacher responses reached 95%, indicating high practicality, while student responses averaged 89.2%, demonstrating that the book was attractive, understandable, and easy to use. These results confirm that the prototype is feasible and meets both pedagogical and cultural needs identified in the earlier stages.

Table 3.
Recapitulation of Design Expert and Material Expert Validation Results for Media Development

Expert	Aspect Evaluated	Suggestion/Input	Follow-up Action
Design Expert	Layout & Visual Design	Improve layout consistency, spacing, and enhance visual hierarchy to make mind maps clearer.	Layout revised, spacing standardized, and color coding improved.

Expert	Aspect Evaluated	Suggestion/Input	Follow-up Action
Material Expert	Content & Instructional Clarity	Simplify instructions for mind mapping steps and add clearer examples for each cultural theme.	Instructions rewritten, additional examples added.
Material Expert	Cultural Integration	Ensure that cultural elements used truly represent local wisdom relevant to MI Kawengen 01.	Cultural references rechecked and aligned with local context.
Design Expert	Illustration Quality	Enhance the sharpness and relevance of illustrations to support student engagement.	Updated illustrations with culturally relevant visuals.

Source: Personal Documents

The collected data were analyzed using descriptive statistics, including mean scores and percentage categories (very valid, valid, practical, very practical), supported by qualitative interpretation of user comments. The following is an explanation of the research results according to the focus of this research.

First, Development of an Enrichment Book on Poetry Writing Using a Mind Mapping Model Based on Local Wisdom for Grade IV MI/SD Students

The aspects and components used in the teacher and student needs analysis questionnaire include material, presentation, language and readability, and graphics. The following are details of the aspects studied in the needs analysis of the Enrichment Book on Writing Poetry Using a Mind Mapping Model Based on Local Wisdom for Grade IV MI/SD Students:

Table 4.
Aspects of the Study Analysis of the Need for Poetry Writing Enrichment Books Using a Mind Mapping Model Based on Local Wisdom for Grade IV MI/SD Students

Aspect	Components
Material/Content	a. The need to write poetry b. Presentation of core material c. Supporting learning material d. Integration of local wisdom values
Presentation	a. Presentation Techniques b. Presentation of Material c. Completeness of Presentation

Aspect	Components
Language and Readability	a. Proper and correct use of language b. Appropriateness of language use according to the developmental level of students c. Relevance between material and illustrations/images
Graphics	a. Book size b. Paper type c. Book title d. Title formatting e. Inclusion of the author's name f. Book cover design g. Book content design

Source: Personal Documents

The results of the teacher needs analysis show that the development of a poetry writing enrichment book using a mind mapping model based on local wisdom is very much needed. Teachers at MI Kawengen 01 emphasise that the material must include types of travel poetry, a brief explanation of poetry, clearly presented elements and structures of poetry accompanied by examples, and simple steps for writing poetry. Teachers also want the inclusion of local cultural values such as obedience, care for the environment, and themes of natural beauty in the poetry examples. In terms of presentation, teachers expect the sequence of material–examples–exercises, gradual presentation from easy to difficult, the inclusion of 4–6 poetry examples, the use of supporting illustrations, and language that is concise, clear, and communicative. In terms of graphics, teachers suggest a standard A5 book size, 80-gram HVS paper, the title ‘Let's Write Poetry’, a simple and practical design, and bright illustration colours.

The analysis of student needs also supports these results. A total of 81.5% of students chose the type of poetry that describes a journey to a place, 85% wanted a brief definition of poetry, 89% wanted the structure of poetry to be explained clearly with examples, and 70% chose to have the steps of writing poetry simply listed. Most students also preferred the themes of natural beauty (74%) and environmental awareness (85%) as character traits in poetry. In terms of presentation, 85% of students found it easier to understand the sequence of material–examples–exercises, 74% liked 4–6 examples of poetry, 70% thought that illustrations supported understanding, and 85% liked material that was explained briefly and clearly. In terms of language, 70% chose the use of

appropriate words, 81.5% liked short and clear sentences, and 78% wanted illustrations of social activities. Meanwhile, in terms of graphics, 74% of students preferred an A5 book size, 89% agreed with the title 'Let's Write Poetry', 67% preferred a cover with matching colours, 78% chose illustrations of books and pencils on the cover, and 85% wanted fewer than 50 pages.

The results of the study show that both teachers and students agree that the poetry writing enrichment book that is developed must be simple, communicative, based on local wisdom, have a structured presentation flow, and be supported by attractive yet practical graphics. This data provides a strong basis for the development of a poetry writing enrichment book using a mind mapping model based on local wisdom for fourth-grade students at MI Kawengen 01.

Based on the results of the analysis of the needs of teachers and students regarding the development of enrichment books on poetry writing using a mind mapping model based on local wisdom, there are several principles that must be considered in designing the product. Teachers and students emphasise that the poetry material developed must be simple, clear, and easy to understand. The elements and structure of poetry should be explained briefly and supported by concrete examples so that students can practise directly. Themes need to be chosen based on children's real-life experiences such as travel, natural beauty, or daily activities to make it easier for them to express their ideas in poetic form. In addition, both teachers and students expect the book to incorporate local cultural values. Values such as obedience, environmental awareness, mutual cooperation, and the natural beauty of Semarang can serve as meaningful sources of inspiration for writing poetry. In this way, the book not only enhances language skills but also strengthens students' cultural literacy.

Teachers and students also agree that the material should be organised in a logical and systematic sequence, beginning with an introduction, followed by examples of poetry, and concluding with writing exercises. Presenting the material gradually from simple to more complex helps facilitate students' progressive skill development. The language used in the book must follow EYD conventions while remaining communicative, concise, direct, and easy to understand. Simple sentences are preferred for ensuring clarity, and illustrations play an important role in supporting readability by providing relevant visual representations of the content.

From the graphic design perspective, teachers and students highlight the need for a visual appearance that is both simple and appealing. The book should use a standard A5 size with no more than 50 pages to ensure practicality. Its cover must feature harmonious colour combinations along with familiar illustrations for children, such as books, pencils, or writing activities. Typography should be straight, clear, and consistent, supported by bright illustration colours that attract students' interest in reading. Furthermore, the enrichment book must be practical and accessible for both students and teachers. Its structure consisting of a foreword, user instructions, material explanations, poetry examples, and exercises makes it easy for teachers to guide the learning process while also enabling students to study independently.

Second, Validation of the Feasibility of Poetry Writing Enrichment Books Using a Mind Mapping Model Based on Local Wisdom for Grade IV MI/SD Students

The poetry writing enrichment book product developed was validated by two experts, namely a design expert and a material expert. Validation was carried out using an assessment questionnaire instrument that covered various aspects such as content suitability, presentation, language, graphics, and relevance to the needs of students and local cultural values.

Design Expert Validation

Design expert validation was carried out by Mrs Ummu Jauharin Farda, M.Pd., a lecturer who is competent in the field of innovative learning media design for primary education. The assessment results covered 28 indicators. Some of the indicators that received high scores (100%) included: the suitability of the material to the development of the students, the relevance of the material to the students' lives, the inclusion of local cultural values, the benefits in terms of expanding the students' knowledge, the practical and easy-to-apply presentation, the attractiveness of the material, the encouragement of student activity, the use of good and correct language, effective paragraph development, cover layout, appropriate use of fonts, and colour composition of the book's content. Indicators that received a score of 80% included the suitability of the content to the curriculum, the relevance of the material to educational objectives, the accuracy of the material in terms of language, understanding based on complexity gradation, and the relevance of the material to the illustrations. From all indicators, the score obtained was 126 out of 140 with an average of 4.5 and a percentage of 90%. Based on Arikunto's

assessment category, this result falls into the ‘Very Good’ category. Thus, in terms of design, the enrichment book is declared suitable for use, although there are still notes to improve the suitability of the content with the curriculum and to clarify the gradation of the difficulty level of the material.

Subject Matter Expert Validation

Subject matter expert validation was conducted by Mr Sulis Adyana, M.Pd., a lecturer competent in the field of Indonesian language education. The validation covered 28 assessment indicators. Almost all indicators received a maximum score (100%), including content suitability with the curriculum, relevance to educational objectives, suitability of core material to student development, material coverage, relevance to student life, suitability to local cultural values, accuracy of language and literature material, benefits to student insight, practical presentation, material appeal, ease of understanding, and visual aspects (cover, illustrations, colours, design, and print quality). Only two indicators received a score of 80%, namely the presentation of the book is easy to understand and the suitability of sentence structure to student development, with a minor note from the validator that there were still some inaccuracies in the spelling. Overall, the score obtained was 138 out of 140 with an average of 4.93 and a percentage of 98.6%, which also falls into the ‘Very Good’ category. This shows that in terms of material, the enrichment book is very appropriate, comprehensive, and suitable for use as a medium for learning to write poetry in Grade IV MI/SD.

More specifically, the following data shows the results of the Feasibility Validation of the Poetry Writing Enrichment Book Using a Mind Mapping Model Based on Local Wisdom for Grade IV MI/SD Students.

Table 5.
Validation Results of the Feasibility of Poetry Writing Enrichment Books Using a Local Wisdom-Based Mind Mapping Model for Grade IV MI/SD Students.

Validator	Maximum Score	Score Obtained	Percentage	Categories	Key Notes
Design Expert	140	126	90%	Very good	Minor improvements are needed in the difficulty level and suitability of the material to the curriculum.
Subject Matter Expert	140	138	98,6%	Very good	Minor corrections are needed in the spelling and sentence structure.

Source: Personal Documents

Based on the results of validation by design and material experts, it can be concluded that the poetry writing enrichment book 'Ayo Menulis Puisi' is suitable for use without major revisions. Both experts gave it a very high rating, with a score of 90% for design and 98.6% for material. This indicates that the book not only has an attractive visual appearance and is in line with learning principles, but also contains appropriate, relevant content that is in line with the curriculum and instils local wisdom values.

The response from teachers and students to the poetry writing enrichment book using a local wisdom-based mind mapping model was very positive. The questionnaire was distributed on 18 April 2024 at MI Kawengen 01 Ungaran Timur, involving fourth-grade teachers and 27 students as direct users.

From the teachers' perspective, the survey results show that 95% of the statements were answered 'Yes', while only 5% were answered 'No'. Teachers considered this book to be interesting, practical to use, appropriate for the developmental stage of the students, and helpful in achieving learning objectives. The aspects that were appreciated included the suitability of the material, the clarity of the language, the completeness of the presentation, and the appeal of the illustrations and visual design. Thus, teachers stated that this book was suitable as a medium to support poetry writing learning.

Meanwhile, from the students' perspective, an average of 89.2% of respondents answered 'Yes' and 10.8% answered 'No'. Most students were pleased with this book, considering it easy to understand, knowledge-enhancing, and facilitating the process of writing poetry. They also rated the font size as easy to read (100%), the material as impressive (88.9%), and the language used as relatively simple (85%). However, there was a note that the illustrations and colours of the book still needed improvement, as 25.9% of students felt that the illustrations were not very appealing.

Overall, these responses reinforce the findings from the expert validation stage, namely that the mind mapping and local wisdom-based poetry writing enrichment book is not only academically sound, but also well received by teachers and students. This data shows that the developed product is relevant, usable, and has great potential for use as a creative writing learning medium in primary schools.

The dissemination stage of the 4-D model was not carried out in this study due to time constraints and the limited scope of the research. As a result, the development process was completed only up to the Develop stage, which included expert validation

and limited user testing. This limitation is acknowledged, and it is recommended that future research conduct broader dissemination involving multiple schools and teacher groups to evaluate the scalability, practicality, and wider applicability of the developed enrichment book.

Discussion

The results of this study show that the needs of teachers and students for poetry writing teaching materials are clear and aligned with previous findings. Students require materials that are simple, structured, and supported by concrete examples, which is consistent with Vygotsky's scaffolding concept stating that clear step-by-step guidance helps learners move from basic to more complex tasks. Teachers also highlight the importance of sequential and communicative explanations, supported by earlier research showing that systematic instruction improves students' ability to construct creative texts. In addition, the expectation to integrate local wisdom such as themes of nature, environmental care, and cooperation reinforces previous studies that emphasise the role of culturally relevant content in increasing student engagement and contextual understanding. Overall, the needs analysis confirms that poetry materials combining clarity, structure, and local cultural values are essential to support meaningful and relevant learning.

This fact indicates that students will find it easier to understand and express their ideas in the form of poetry when the material is related to their familiar experiences and culture. This finding is in line with the view of Sitalhis & Novaria, that learning is always sociocultural in nature, where language and culture are important mediums in constructing meaning (Sitalhis & Novaria, 2023). The tendency of students to choose examples, pictures, and brightly coloured illustrations also indicates an affective and aesthetic need in the process of learning to write poetry.

This can be interpreted to mean that primary school-aged students do not only learn through text, but also require visual support to stimulate their imagination. Multimodal learning theory states that the use of visual media can increase students' interest, motivation, and understanding (Amanda, 2024). Therefore, the design of enrichment books enriched with simple and attractive illustrations has proven to be relevant to children's developmental characteristics.

From a methodological perspective, the preference for using mind mapping as a writing strategy shows that students need tools that can simplify their thinking process. Mind mapping provides a clear structure for exploring ideas, connecting words, and developing images, thereby reducing the cognitive load of writing. Dewi's research shows that mind mapping can improve students' writing skills by providing a visual framework that facilitates connections between ideas (Dewi, 2025a). Thus, the integration of mind mapping in this enrichment book confirms the theory that visual-based pre-writing strategies can improve the quality of writing, especially at the basic level.

Meanwhile, product validation by design and material experts reinforced the findings of the needs analysis. The design expert validation showed a feasibility level of 90%, with minor notes regarding the gradation of material difficulty. The material expert validation was even higher, at 98.6%, indicating that the material content was in line with the curriculum, relevant to student development, and scientifically correct. These findings confirm that the developed product not only meets user expectations but also meets academic standards. This is in line with the principles of the 4-D development model (Nuraini et al., 2025), which emphasises the importance of product validity testing to ensure suitability for use before distribution. Thus, the alignment between user needs and expert validation results proves that the development process has been carried out consistently with research and development (R&D) principles.

When compared to previous studies, these results are in line with a study by Azmin & others, which states that teaching materials based on local wisdom can increase student engagement and understanding because they provide contextual learning experiences (Azmin & others, 2024). Furthermore, research by Andilasari & Wiranti also confirms that mind mapping is effective in improving the creative writing skills of primary school students (Andilasari & Wiranti, 2025). In other words, the findings of this study confirm existing theories and empirical evidence, but at the same time offer a new modification, namely the combination of mind mapping with local wisdom as the basis for developing a poetry writing enrichment book.

An important contribution of this study is the emergence of a new instructional design principle that can be referred to as the MM-LW (Mind Mapping–Local Wisdom) model. This model stems from students' cognitive needs to organise ideas visually, as well as their affective-sociocultural needs to write based on their cultural experiences.

The combination of these two needs allows poetry writing to be taught in a more structured and meaningful way. With expert validation, this model can be considered an innovation that enriches the repertoire of strategies for developing Indonesian language teaching materials in primary schools.

The results of user response tests, both teachers and students, show that the poetry writing enrichment book using the local wisdom-based mind mapping model was very well received. Teachers' responses showed an approval rate of up to 95%, while students' responses reached 89.2%. These high percentages indicate that the developed book not only meets cognitive needs but also aligns with users' affective and aesthetic preferences. Teachers assessed the book as being in line with the curriculum, interesting, practical, and easy to use, while students felt that the book helped them understand the material and facilitated the process of writing poetry.

These findings are in line with user-centred design theory, which emphasises the importance of accommodating user needs in the development of learning media (Santoso et al., 2021). By involving teachers and students as subjects of evaluation, the results of this study show that product usability can be achieved when the design takes into account the actual learning experience in the classroom. The high positive response from teachers is also in line with research by Nahdi, who found that mind mapping-based teaching materials are easier for teachers to use because they provide clear step-by-step guidance in the writing process (Nahdi et al., 2022).

From the students' perspective, the positive responses show that mind mapping can act as cognitive scaffolding in helping them organise their ideas for poetry. This is in line with research (Furqon, 2022) which shows that the use of mind mapping significantly improves the coherence and originality of students' writing. In addition, the integration of local wisdom in the poetry theme proved to provide emotional closeness and contextual relevance, thereby motivating students to become more involved in writing activities (Hatima et al., 2025). Thus, the high student response can be understood as a result of the combination of cognitive (mind mapping) and affective-sociocultural (local wisdom) strategies in the design of this enrichment book.

However, the fact that around 25.9% of students considered the illustrations to be uninteresting provides food for thought, suggesting that more attention needs to be paid to the graphic design. This is in line with (Dewi, 2025b) view on multimodality, whereby

the success of learning media depends not only on the text but also on the quality of the visuals, which should stimulate the imagination and support students' understanding. Therefore, it is important to revise the visual aspects in the future so that the book's appeal can be optimised.

Overall, the results of this user response test reinforce the results of the previous expert validation. If expert validation confirms the suitability of the book in terms of substance and design, then the responses of teachers and students confirm the usability of the book in the field. This supports the conclusion that the mind mapping and local wisdom-based poetry writing enrichment book is not only theoretically feasible, but also practical and relevant for use in primary schools. Thus, this study contributes to strengthening the literature on the importance of developing teaching materials that integrate cognitive strategies and cultural context as a basis for improving students' literacy skills.

Explicitly, it can be concluded that the results of this study not only answer the research questions but also reinforce existing theories and offer new syntheses. First, the needs analysis shows that students and teachers prefer teaching materials that are simple, contextual, and rich in illustrations. Second, the expert validation results confirm that the product meets the standards for design and content. Third, the integration of mind mapping and local wisdom contributes to the practice of teaching poetry writing by creating a medium that serves as both cognitive and sociocultural scaffolding. These results confirm that the enrichment book developed is suitable for use and has the potential to improve poetry writing skills while strengthening students' cultural literacy.

The present findings corroborate theoretical claims that visual-based cognitive scaffolding (mind mapping) can improve idea generation and organization in student writing while culturally grounded materials increase relevance and motivation. Empirical studies have recently documented positive effects of mind-mapping approaches on primary students' learning outcomes and higher-order thinking (Guo et al., 2024; Zhao et al., 2022a), and systematic reviews confirm the general effectiveness of mind maps as learning tools across contexts. At the same time, a growing body of literature highlights the pedagogical value of integrating local wisdom and culturally responsive approaches into curriculum and instructional design to foster identity, engagement, and contextualized literacy (Asmayawati et al., 2024; Sakti et al., 2024). Bibliometric and

systematic reviews also show a marked increase in research on local wisdom and culture-based learning in Scopus-indexed publications over the last five years, reinforcing the timeliness of combining cognitive and cultural strategies in basic education (Zhao et al., 2022b).

Despite these converging lines of evidence for each component individually, relatively few empirical studies have tested both mind mapping and local-wisdom integration together as a single instructional intervention in primary-level poetry or creative writing. Recent literature reviews and bibliometric mappings identify this as an open area for empirical work and call for intervention studies that examine combined cognitive-sociocultural designs and their scalability (Gao et al., 2022; Kefalis et al., 2025; Lestari et al., 2024). In line with those recommendations, our study contributes by developing and validating a contextually anchored enrichment book; however, we acknowledge an important limitation the Disseminate stage of the 4-D cycle was not implemented in this project. Future research should therefore prioritize broader dissemination (e.g., multi-school trials, teacher professional development, and longitudinal follow-up) to evaluate scalability, sustainability, and long-term effects under curriculum reforms that emphasize literacy and cultural identity (Kefalis et al., 2025).

In line with these recommendations, the present study contributes by developing and validating a contextually grounded enrichment book that has been proven *suitable for classroom use*, as reflected in the high expert validation scores and positive teacher and student responses. Nevertheless, an important limitation remains: the Disseminate stage of the 4-D cycle was not implemented in this project. Therefore, future research should prioritize broader dissemination such as multi-school trials, teacher professional development, and longitudinal follow-up to evaluate scalability, sustainability, and long-term effects within curriculum reforms that emphasize literacy and cultural identity.

Conclusion

This study successfully developed a poetry writing enrichment book based on mind mapping and local wisdom using the 4-D development model. Validation by design and material experts (90% and 98.6%, respectively) and positive responses from teachers (95%) and students (89.2%) indicate that the book is highly valid, practical, and engaging for classroom use. The findings show that teachers and students prefer teaching materials

that are simple, systematic, communicative, and culturally contextual, and that the MM-LW (Mind Mapping–Local Wisdom) model effectively enhances students’ poetry writing skills while strengthening cultural literacy.

Based on these results, it is recommended that the book be implemented in multiple schools to assess its scalability and adaptability, and that future studies examine its long-term effects on students’ creative writing, cultural literacy, and character development. Overall, this study demonstrates that integrating cognitive strategies with local cultural values can effectively support literacy development and student engagement in primary education, providing a practical reference for teachers, curriculum developers, and policymakers.

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Declaration of Conflicting Interests

All authors declare that there are no conflicts of interest in this research.

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