Strategy for Developing Cultural Literacy Based on Local Wisdom in Optimizing Students' Poetry Writing Skills

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Article Info	Abstract
	This research is motivated by the low poetry writing skills of elementary school students, especially in relating local cultural elements in literary works. In the midst of the challenges of globalization that are increasingly eroding regional cultural values, learning based on local wisdom is an important approach to instill cultural values while improving student literacy. This study aims to describe the strategy for developing cultural literacy based on local wisdom implemented at SDN 14 Sadia Bima City and assess its effectiveness in optimizing students' poetry writing skills. This type of research is descriptive qualitative research. The data sources come from classroom teachers, students, and documentation of literacy activities. Data collection techniques are carried out through observation, interviews, and documentation. Meanwhile, the data analysis technique uses the Miles and Huberman interactive model, namely data reduction, data presentation and conclusion drawn. The results of the study show that the strategies implemented by the school include the use of Bima folklore as teaching materials, poetry writing activities based on local culture, writing workshops with local artists, poetry exhibitions in Harvest Works activities, and collaborative community-based learning. These strategies have been proven to improve the quality of students' poetry in terms of structure, imagination, diction and connection with local cultural values This approach also increases students' motivation, confidence and love for their local culture. This shows that cultural literacy strategies based on local wisdom are feasible to be applied as a model of learning poetry in elementary schools.

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1. INTRODUCTION

Education has a strategic role in improving the quality of human resources (Ramadhan et al., 2024). Education at the elementary school level is not just about transferring knowledge to students, but stimulating and forming their interest in learning (Resal et al., 2022). One important aspect of education is the development of cultural literacy, which includes the ability to read, write and understand various types of texts as well as developing awareness and appreciation of local and global culture. The skill of writing poetry is one of the obstacles that often occurs (Agusrita et al., 2020). In the Merdeka Belajar curriculum, it is one of Indonesia's educational innovations to maximize students' learning potential and interest (Cholifah, 2024). Therefore, it is important to explore effective ways of integrating cultural literacy into the elementary school curriculum

(Eko Atmojo & Lukitoaji, 2020). So that students can improve their poetry writing skills with deeper creativity (Gunadi et al., 2023).

Cultural literacy is the ability to understand and behave towards Indonesian literacy and culture (Suryanti, Ramadhan et al., 2025). Thus, cultural literacy is a student's ability to behave towards their social environment (Setianingsih et al., 2023). Apart from the literacy skills process, it has meaning and moral values which require skills to be carried out through a creative process in terms of expressing an idea in the form of written language (Sigit Vebrianto Susilo et al., 2020). In this case, cultural and civic literacy really needs to be studied by students to develop skills, especially so that they can have talents and interests that can make individuals have character (Indrayani et al., 2023).

Cultural literacy is also considered important to be integrated into learning at school (Cholifah, 2024). In developing poetry writing skills, students must have it as an active and productive skill to express ideas, thoughts, ideas, knowledge, science and experience (Saepuloh et al., 2021). Increasing cultural literacy and integrating local wisdom in sustainable resource management (Ulfah Mawaddah et al., 2023). Cultural literacy also involves a deep understanding of cultural aspects such as language, customs, values, norms, food, art, and practices for daily life (Diba Catur Putri & Nurhasanah, 2023). In carrying out literacy activities to motivate, guide and direct students to become interested in activities related to literacy, especially reading and writing (Fahrianur et al., 2023).

The application of cultural literacy in elementary schools is very important to develop students' understanding of cultural diversity (Asfiati, Muslim, Ramadhan, 2025). The teacher's strategy in literacy-based learning is carried out by appointing students to read aloud and forming reading groups (Safira et al., 2022). Another reading activity that can be linked to cultural literacy is reading folklore (Isya et al., 2022). With this activity, students are invited to read and analyze several stories, both novels, short stories and other literary works that contain cultural values (Suryanti, Ramadhan et al., 2025). One effective way to promote cultural literacy is through art studios, local wisdom values, and forming an attitude of tolerance and respect for differences (Muniroh et al., 2020). Cultural literacy is one of the important things to increase a person's understanding, knowledge and insight (Mandasari et al., 2025). Cultural literacy based on local wisdom helps students understand every concept in the material so that the knowledge gained by students does not only reach knowledge, but can also be implemented by students in the form of practice outside of school (Raflesia & Maharani, 2023).

Learning strategies for developing cultural literacy in elementary schools can be carried out through innovative learning for a fun learning process (Kurniawati Mahardika et al., 2023). Project-based learning is an effective method, where students are invited to integrate literacy with real life to develop their literacy talents (Hartono et al., 2022). Apart from that, regular reading and writing activities and the use of technology such as applications, games and websites so that the younger generation prefers their regional culture (Triyono, 2019).

The presentation of the problem as explained by the researcher above is supported by facts in the field showing that in writing learning activities, students still experience many difficulties. So far, students have found it difficult to express their thoughts or ideas in the form of poetry. These ideas are sometimes still not well structured and detailed so that their expression is not good. Another obstacle experienced by students in learning to write poetry is their lack of enthusiasm for writing poetry due to the lack of variety in the learning methods used by teachers and still using conventional methods (Maulidah, 2020). One alternative solution that can be applied in learning to overcome this problem is to use cultural literacy. This is the focus and aim of this research.

2. RESEARCH METHOD

This research uses a descriptive qualitative approach which aims to describe in depth the strategy for developing cultural literacy based on local wisdom in learning to write poetry at SDN 14 Sadia, Bima City (Helaluddin, 2015). This type of research was chosen because it is able to reveal processes, meanings and experiences holistically from the perspective of the research subject. Data sources in this research consist of primary and secondary sources (Sugiono, 2015). Primary sources include classroom teachers, students and cultural figures involved in learning activities. Meanwhile, secondary sources were obtained from documentation of literacy activities, archives of students' poetry works and teacher learning notes. The selection of data sources was carried out purposely, namely based on the criteria of direct involvement with the process of developing cultural literacy in schools. This approach allows researchers to obtain relevant, accurate and contextual data in assessing the effectiveness of strategies implemented by schools (Ramdhan, 2017).

Data collection techniques used in this research include observation, in-depth interviews, and documentation (Sidiq & Choiri, 2018). Observations were carried out in a participatory manner in poetry learning activities and school cultural literacy programs to directly observe the strategy implementation process. Interviews were conducted with teachers, students and local artists to gather information regarding their roles, experiences and perceptions of local wisdom-based literacy activities. Documentation is used to collect written data such as student poetry, photos of activities and teacher notes. The data obtained was analyzed using interactive analysis techniques according to Miles and Huberman which included three main stages, namely data reduction, data presentation and drawing conclusions/verification (Luthfiyah, 2017). This analysis allows researchers to understand the thematic patterns of the various strategies used, and their impact on improving students' overall poetry writing skills (Usman, 2020).

3. RESEARCH RESULTS AND DISCUSSION

Research result

From various information obtained by researchers, there are several strategies that have been implemented by teachers at SDN 14 Sadia Kota Bima in developing cultural literacy based on local wisdom of Bima culture to optimize students' poetry writing skills as in the research results diagram below.

Strategi Pengembangan Literasi Budaya Berbasis Kearifan Lokal di SDN 14 Sadia Kota Bima

Figure 1. Cultural Literacy Development Diagram at SDN 14 Sadia, Bima City

From the diagram of the strategy for developing cultural literacy based on local wisdom implemented at SDN 14 Sadia Kota Bima above, so far it is considered effective in optimizing students' poetry writing skills. To explain more, the researcher can explain it as follows:

1. Bima Folklore as Teaching Material for Learning

The results of the research show that the strategy of using Bima folklore as teaching material has proven to be effective in improving the poetry writing skills of students at SDN 14 Sadia, Bima City. Teachers integrate local cultural elements into literacy activities by presenting folk tales such as *La Hila Dana Keep*, *Dou Mbojo and Uma Lengge*, as well as the legend of the origins of Lake Satonda. These stories not only present moral values, but also describe the richness of language, natural beauty, and the characters of local figures who can inspire students to create poetry. In practice, students are asked to listen to stories read or shown through audio-visual media, then discuss the contents of the stories in groups. After understanding the content of the story and its values, students are directed to express their ideas and emotions into poetry. This strategy makes it easier for students to find themes, diction and imagination because they are connected emotionally and contextually with the content of the story. With this approach, students become more active, enthusiastic and confident in writing poetry because they feel that their work is born from understanding and experiences that are close to their daily lives.

Apart from being a source of inspiration, Bima folklore is also an effective means of introducing the structure and style of poetic language contextually. Teachers utilize elements of local wisdom in stories such as Bima proverbs, traditional expressions, and metaphors that describe nature and the lives of local people as concrete examples in learning. After reading a story about a wise figure from Bima who lives in harmony with nature, students are invited to write poetry on the theme of wisdom and nature, using typical regional diction. The teacher also directs students to use figurative language or a poetic style that resembles the expressions in the story. As a result, students are not only able to write creative poetry, but also begin to show an understanding of literary language style and good poetry structure. In evaluating work, teachers found a significant increase in the use of imagery, rhyme, and meaning in students' poetry. By highlighting local stories as a basis for learning, it becomes more alive and relevant and forms strong cultural ties between students and their local identity. This strategy is also considered successful in building deep cultural literacy awareness from an early age.

2. Bima Culture Based Poetry Writing Activities

The strategy for Bima culture-based poetry writing activities carried out at SDN 14 Sadia, Bima City is carried out through a thematic approach that highlights local elements in the life of the Bima community. Teachers choose themes such as *Uma Lengge* (traditional house), ceremony *Moon of the Week* (customary deliberation), as well as the activities of local fishermen and farmers as material for exploring students' imaginations. Before writing, students are invited to make direct observations or view visual documentation regarding the cultural object. Next, students watch a video about the building process of Uma *Lengge*, then describe its form, function and philosophical values in poetic form. This approach has proven to make it easier for students to compose poetry because they have a real picture and emotional attachment to the object being

discussed. In this way, the writing process is not only a means of language expression, which in turn builds a sense of pride in regional culture.

In learning practices, teachers encourage students to express cultural values through the use of figurative language and local symbols. For example, students write poetry using metaphors such as *Uma Lengge* like a protector of ancestral heritage or the Bima sea, embracing the hopes of fishermen. Through gradual guidance, students are introduced to elements of poetry such as diction, imagery and rhyme which are directly linked to the cultural objects they choose. The teacher also held a reflection session, where students read their poetry in front of the class while explaining the meaning and inspiration behind their work. The results show that this strategy increases students' creativity, self-confidence, and literary sensitivity. Evaluation of poetry portfolios shows an increase in the depth of meaning, structure and richness of the language used by students. By integrating local culture into writing activities, learning becomes more meaningful and contextual for students.

3. Writing Workshop Activities with Local Artists

The poetry writing workshop activity with local artists is one of the innovative strategies implemented by teachers at SDN 14 Sadia, Bima City to develop cultural literacy based on local wisdom. In this activity the teacher collaborates with local Bima poets or cultural figures who have a deep understanding of regional culture and language. Through workshops, students are introduced directly to the creative process of writing poetry, starting from exploring inspiration, choosing diction, to composing poetry verses. In one of the workshop sessions, a local poet invited students to write poetry on Bima's traditional and natural themes. By guiding them to use figures of speech that are often found in regional oral literature. This activity provides a real and interactive learning experience where students not only learn theory, but also get direct feedback from art practitioners. This increases motivation and self-confidence in writing poetry.

The research results show that the involvement of local artists in learning is able to create a more inspiring and in-depth learning atmosphere. In practice, students are not only invited to write, but also listen to poetry readings in the Bima language which are then translated and analyzed together. This activity opens students' insight into the beauty of regional languages and the cultural values contained in them. One example of success is when students succeeded in writing poetry on the theme of love for their homeland in a more poetic and meaningful language style after being directly guided by a local poet. Teachers noted a significant improvement in aspects of mastery of poetry structure, choice of diction, and depth of meaning. This workshop also strengthens relations between schools and cultural communities and makes the learning process more contextual and relevant to students' socio-cultural environment. Thus, this strategy is considered very effective in fostering students' love of writing poetry and regional culture.

4. Poetry Exhibition in Harvest Work Activities

The poetry exhibition in the Panen Karya activity is a strategy designed to provide space for appreciation of students' work while strengthening cultural literacy based on local wisdom. At SDN 14 Sadia Kota Bima, teachers regularly hold Panen Karya at the end of the semester where one of the main parts of this activity is an exhibition of poetry written by students during the learning process. The poems are pasted on exhibition boards or displayed in the form of artistic decorations equipped with illustrations of Bima culture such as *rimpu*, *um lengge*, or local natural landscapes. For example, a student wrote a poem entitled *My sea, my breath* which depicts the life of Bima fishermen and is displayed side by side with photos of traditional harbors. This exhibition gives students

a sense of pride in their work and creates a real experience that their writing has value and can be appreciated by the public, including parents and the surrounding community.

Research notes that the poetry exhibition strategy in Panen Karya has a positive impact on the motivation and quality of students' writing. This activity encourages students to be more serious and creative in writing because they know their poetry will be exhibited and read by other people. Teachers also involve students in arranging their work, selecting the best poetry, and explaining the meaning of their work during visiting sessions. On several occasions students also read their poetry on the small stage prepared, creating moments of appreciation and strengthening their self-confidence. This exhibition not only shows concrete learning outcomes, but also raises students' awareness of the importance of maintaining and expressing regional culture through writing. Panen Karya activities with poetry exhibitions have proven to be an effective medium in bringing together education, culture and community participation as well as being a means of reflection and celebration of the learning process that has been undertaken.

5. Collaborative Community Learning

The collaborative community learning strategy at SDN 14 Sadia Kota Bima is carried out by involving various parties such as teachers, students, parents, cultural figures and the local literary community in the process of learning to write poetry. This collaboration creates a learning ecosystem that supports and strengthens the development of cultural literacy. In practice, students are divided into small groups and work together to write poetry on Bima cultural themes with guidance from teachers and community resource persons. In one of the activities, students together with parents and traditional leaders discussed Pussy *Let Us Go* (family deliberation), then put it into poetry that reflects the value of togetherness. This collaboration helps students gain a direct perspective of the culture they write about so that the resulting poetry is more meaningful and authentic. The teacher acts as a facilitator while the community contributes in the form of stories, local idioms and cultural inspiration.

Research shows that this strategy has a significant impact on improving writing skills and strengthening students' sense of cultural identity. Students not only learn to write technically, but also understand the meaning and social context of the poetry they write. One example of his success can be seen in the collaborative poem entitled *We are the children of Uma Lengge*, written by a group of fifth grade students after discussions with a local humanist and parents. The poem contains traditional expressions and noble values of the Bima people. Apart from improving the quality of poetry, community learning also builds emotional connections between students and their socio-cultural environment. Teacher evaluations show improvements in aspects of vocabulary, poetry structure, and students' ability to express ideas and feelings more deeply. This strategy emphasizes that community involvement in the learning process not only enriches students' learning experiences, but is also an effective means of preserving local culture through literary works.

Table 1. Effectiveness of Literacy Development Based on Local Wisdom

Development Strategy	Activity Description	Achievement Indicators	Impact on Writing Poetry
Bima Folklore as Teaching Material for Learning	The teacher uses Bima folklore as reading material	Students are able to understand and identify cultural values in stories	Improve the ability to process cultural themes and messages into poetry

	and inspiration for writing poetry		
Bima Culture Based Poetry Writing Activities	Students write poetry with themes typical of Bima culture such as rimpu, mbojo, or traditional ceremonies	Many poems reflect local culture and use diction typical of Bima culture	Increase cultural sensitivity and creativity in writing
Writing Workshop Activities with Local Artists	The school invites local poets to guide students in writing poetry	Enthusiasm and active participation of students in workshop sessions	Providing inspiration and techniques directly from practitioners, enriching the quality of poetry
Poetry Exhibition in Harvest Work Activities	Displaying students' poetry works in exhibitions open to school members and the community	Number of works on display and student involvement and response from visitors	Increase students' motivation and self-confidence in working
Collaborative Community Learning	Involving teachers, students, parents, and cultural communities in the learning process	Establishing cooperation between parties and increasing appreciation for Bima culture	Foster a sense of belonging and deepen cultural understanding in poetry writing

The table above shows that the development of cultural literacy based on local wisdom at SDN 14 Sadia, Bima City has shown significant effectiveness in improving students' poetry writing skills. Through the various strategies that have been implemented, students are not only taught writing techniques, but are also invited to understand and appreciate their local culture. This approach not only enriches students' writing skills, but also instills a sense of pride in their cultural identity. One of the main strategies implemented is the use of Bima folklore as teaching material in learning to write poetry. Stories like *Kasipahu teak* And *Lopi Money* contain rich moral and cultural values and can be used as inspiration for writing poetry. By understanding this folklore, students can explore relevant local themes and integrate them into their poetry. This not only increases students' creativity, and deepens their understanding of Bima culture.

Bima culture-based poetry writing activities are also the main focus in developing cultural literacy at this school. Students are invited to write poetry on themes related to Bima life and traditions such as traditional ceremonies, nature and the daily life of the Bima people. Through this activity students not only learn to write, but also learn to observe and appreciate the environment around them. Students' involvement in writing poetry with local themes also increases their love for their own culture and strengthens their cultural identity

Writing workshops with local artists are also an integral part of the cultural literacy development strategy at SDN 14 Sadia. Through this workshop, students get the opportunity to learn directly from experienced art practitioners. Local artists guide students in the creative process of writing poetry, providing effective writing techniques and inspiring students to express themselves through words. The involvement of local

artists not only improves students' writing skills, but also strengthens connections between the younger generation and local artistic traditions. The poetry exhibition in Panen Karya activities also becomes an important platform for students to display their work. Through this exhibition students can share their poetry works with friends, teachers and the community. This activity not only increases students' self-confidence, but also provides appreciation for their work.

Collaborative community learning is an effective strategy in developing cultural literacy at SDN 14 Sadia. Through this approach, students are invited to work together in groups, share ideas and create work together. This collaboration not only improves students' writing skills, but also teaches the values of cooperation, mutual respect and responsibility. This collaborative community learning also strengthens the sense of togetherness and solidarity among students, as well as deepening their understanding of Bima culture. The strategies implemented at SDN 14 Sadia, Bima City have succeeded in developing cultural literacy based on local wisdom. Through a holistic and integrated approach students not only improve their poetry writing skills and deepen their understanding and appreciation of local culture.

Discussion

Based on the results of research conducted at SDN 14 Sadia Kota Bima, the strategy for developing cultural literacy based on local wisdom has proven to be effective in improving students' poetry writing skills. Strategies such as using Bima folklore as teaching material, poetry writing activities based on Bima culture, writing workshops with local artists, poetry exhibitions in Panen Karya activities, and collaborative community learning have had a positive impact on students' poetry writing abilities. This approach not only improves technical writing skills, but also strengthens students' sense of cultural identity, and increases their motivation and creativity in creating work.

The multiliteracy theory proposed by Vieira & Tenreiro-Vieira (2020) is relevant to explain the effectiveness of these strategies. According to this theory, multiliteracy includes the ability to understand and produce meaning through multiple forms and channels of communication, including written, spoken, visual, and digital texts. In the context of learning to write poetry based on local wisdom, students not only learn to write poetry texts, but are also invited to understand and appreciate local cultural values through various media and social interactions. In writing workshops with local artists, students interact directly with art practitioners, listen to poetry readings, and discuss the cultural meaning contained in the work. This enriches students' learning experience and strengthens their understanding of the material taught.

Rahayu's (2024) research shows that a multiliteracy learning model based on local wisdom can improve students' ability to write poetry. Other research by Primasari & Haryadi (2020) also found that the learning model *Think Talk Write* based on local wisdom has a significant influence on students' poetry writing skills. Research by Sari (2022) shows that learning poetry musicals with local wisdom themes can improve elementary school students' poetry writing and reading skills. These findings show the consistency of research results that support the effectiveness of cultural literacy development strategies based on local wisdom in improving students' poetry writing skills.

The local wisdom-based learning approach is also in line with Vygotsky's constructivism theory which emphasizes the importance of social and cultural context in children's cognitive development. Vygotsky argued that the learning process occurs optimally through social interaction with a relevant cultural environment (Ririn et al.,

2023). In the learning context at SDN 14 Sadia Kota Bima, students' direct involvement with local culture through activities such as workshops with artists, community collaboration, and exploration of folklore is a real form of this constructivist process. Children learn not only from teachers, but also from their social and cultural environment. Through interaction with cultural sources, parents and students' peers experience meaningful learning that is not passive. This strengthens research findings that students' poetry writing skills improve not only because writing techniques are taught, but because they experience a creative process that is rooted in the cultural reality they know and live directly.

Teaching and Learning/CTL) which emphasizes that learning will be more effective if it is linked to students' real experiences. Through strategies such as Panen Karya and poetry exhibitions, students are given space to express their work in authentic situations that increase intrinsic motivation and a sense of ownership of the learning process. This strategy proves that when students understand that their work will be appreciated publicly and become part of school cultural activities they show greater effort in writing quality poetry. This is in line with the results of research by Sumarni & Kadarwati (2020) which states that learning based on local culture can create a learning atmosphere that is meaningful, contextual, and able to develop students' critical thinking skills and creative expression. The strategies implemented at SDN 14 Sadia Kota Bima can be said to be effective not only in the aspect of technical literacy, but also in building students' character and cultural awareness from an early age.

4. CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the strategy for developing cultural literacy based on local wisdom implemented at SDN 14 Sadia, Bima City has proven to be effective in optimizing students' poetry writing skills. These strategies include (1) using Bima folklore as teaching material, (2) poetry writing activities based on local culture, (3) writing workshops with local artists, (4) poetry exhibitions in Panen Karya activities, and (5) collaborative community learning. Each strategy is designed not only to improve technical writing skills, but also to foster appreciation for local culture and form students' emotional attachment to the local wisdom values of the Bima people. This strategy brings poetry learning into a more contextual, creative and meaningful space, making culture a lively source of inspiration and close to students' daily lives. This not only makes the writing process more interesting, but also shapes students' cultural identity through the literary works they produce.

The success of these strategies is also strengthened by relevant educational theories such as Vygotsky's constructivism theory, multiliteracy theory and the contextual learning approach (CTL). Through activities based on social collaboration, real experience and local cultural approaches, students are able to develop writing skills more comprehensively, both in terms of content, structure, diction and language style. In addition, the involvement of the community, cultural figures and parents has a significant influence in forming a learning ecosystem that supports students' literacy development. This research is also in line with previous findings which show that learning based on local wisdom is able to improve the quality of students' written work and build awareness of the cultural values that exist in their environment. Therefore, a similar approach can be recommended as an alternative learning model that is not only effective in the academic aspect, but is also relevant in shaping the character and cultural identity of students in the era of globalization.

5. ACKNOWLEDGEMENT

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