

THE EFFECTIVENESS OF LOCAL WISDOM-ORIENTED TEACHING MATERIALS TO IMPROVE THE CREATIVE THINKING ABILITY OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to analyze the effectiveness of local wisdom-oriented teaching materials in improving the creative thinking skills of elementary school students. The research employed a quantitative approach with a one-group pretest-posttest design. The population consisted of 150 students at SDN 2 Karangan, Trenggalek Regency, from which 47 fifth-grade students were selected through purposive sampling. The main data were obtained from students' responses to a creative thinking skills questionnaire consisting of 22 items, while supplementary data were taken from preliminary assessments and school documentation related to attendance and participation. Data were analyzed using a paired sample t-test with the assistance of SPSS. The results showed a significant improvement in students' creative thinking skills after the use of teaching materials based on local wisdom. At the pretest stage, 32% of students were in the high category, 68% in the medium category, and 0% in the low category. After treatment, the posttest results showed that 76% of students were in the high category, 24% in the medium category, and 0% in the low category. The paired sample t-test produced a significance value of $0.000 < 0.05$, indicating a significant difference between pretest and posttest results. Therefore, it can be concluded that teaching materials oriented to local wisdom are effective in enhancing the creative thinking skills of elementary school students.

Keywords

Teaching Materials, Local Wisdom, Creative Thinking, Elementary School.



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INTRODUCTION

One of the essential skills of the 21st century is the ability to think creatively, which students need to solve new problems, generate innovative ideas, and adapt to change. According to the structure of the Torrance Tests of Creative Thinking (TTCT), the commonly used elements in the literature that evaluate creativity are fluency, flexibility, originality, and elaboration (Cramond et al., 2005). In modern education research in Indonesia, these indicators are widely used to assess creative learning outcomes in elementary schools (Maryati & Nurkayati, 2021). Education plays an important role in transforming lives.

The best way to improve the quality of human life is education. Good education will increase knowledge and knowledge and improve the quality of human resources. According to the explanation of Permendikbud No. 28 of 2016 concerning the quality assurance system for primary and secondary education, the education process must meet the quality standards that have been set. Quality learning activities are also needed to improve the quality of education. The quality of learning activities must also include important elements such as students, teachers, teaching materials, facilities, and infrastructure, and others that influence and support each other to achieve these goals. Teaching materials are important components that can be modified. It may be a good idea to develop a wide range of teaching materials to improve learning activities as the world of education changes.

As part of the transformation of the curriculum to an Independent Curriculum, Indonesia's Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) stipulates that the Pancasila Student Profile Strengthening Project (P5), whose focus is on local wisdom, is a co-curricular activity that allows learning to be adjusted to the local culture and the needs of the education unit (Badan Standar Kurikulum, 2024) (Kepmendikbudristek, 2022). Therefore, local wisdom is considered a pedagogical tool that encourages creativity, cooperation, and nationality of students.

Based on preliminary observations at SDN 2 Karangan, Trenggalek, it was found that the learning process is still dominated by the use of textbooks and monotonous worksheets. Teachers reported that most students show low enthusiasm for classroom activities because the materials feel rigid and disconnected from their daily lives. This condition has an impact on students' limited participation in discussions and their reluctance to express new ideas. Interviews with the fifth-grade teacher also revealed that around 60% of students tend to rely on rote memorization rather

than developing creative thinking when solving open-ended problems. This indicates an urgent need to introduce more contextual and innovative teaching materials.

The low level of creative thinking ability was also reflected in the results of the preliminary assessment. From a total of 47 fifth-grade students, only 32% were categorized as high, while 68% were still in the medium category, and none were in the low category. These findings demonstrate that most students have not yet reached an optimal level of creative thinking. If this condition persists, students will struggle to develop higher-order thinking skills that are essential in the 21st century. Therefore, this study focuses on developing local wisdom-oriented teaching materials rooted in the Trenggalek cultural context to address the academic concerns observed at SDN 2 Karanganyar, while at the same time filling a research gap that has rarely explored the role of local wisdom in enhancing students' creative thinking skills.

Recent research shows that, in line with the direction of these policies, teaching materials tailored to local wisdom can improve various learning outcomes, including the disposition and creative abilities of elementary school students (Maktum et al., 2025). Studies have shown that modules, e-modules, and Learner Worksheets (LKPDs) that integrate the local cultural context are very practical and valid for experts and users alike. They also show that they improve students' creative attitudes and learning outcomes. For example, the Sasak Tribe's local wisdom-based module for class IV science materials received a very high score for validity and practicality. These results show that the modules are ready for use in contextual learning in primary schools.

In addition, the results of the study show that the dimensions of creativity measured, such as flexibility and originality, can change when local wisdom is incorporated into teaching materials and learning strategies. Quasi-experimental studies show that the problem learning model (PBL) loaded with local wisdom significantly improves students' creative thinking skills compared to PBL without local content. The treatment group was categorized as "very good" (Muliarsa et al., 2024). These results reinforce the argument that cultural contextualization of teaching materials and learning scenarios helps students understand ideas and create new ideas by providing them with cognitive triggers that are relevant to students' lives.

One of the important components of learning activities in the classroom is teaching materials. Diverse and innovative teaching materials can be used in learning activities to improve the quality of student learning. Teaching materials of all kinds of materials used in the learning and teaching process (Kosasih, 2021). In addition, learning resources that support the learning process include

service systems, learning materials, and the environment (Cahyadi, 2019). Teaching materials that are able to build students' knowledge optimally are teaching materials based on local wisdom. Local wisdom in learning helps students understand learning materials in a local and cultural context (Saputri et al., 2025). Learning based on local wisdom is effective in increasing the manifestation of the value of student cooperation in responding to diversity challenges in the digital era (Puspita, Hendrik Pandu Paksi, et al., 2023). The wrong way to integrate teaching materials is to use teaching materials based on local wisdom. High-quality teaching materials have a great influence on the way students think. Creative thinking is when a person thinks of ways to do something that can produce good results or ideas to solve a problem. Creative thinking is when a person seeks to come up with new ideas (Astria & Kusuma, 2023b). Local wisdom in their respective regions can be used to improve students' creative thinking skills. There are various forms of local wisdom, including traditional art, ways of thinking, work, customary law, and the physical environment (Koentjaraningrat, 1987).

The urgency in this study is that teachers have used teaching materials in the form of package books and worksheets in learning activities, but students feel bored and do not understand the context of the learning material, and monotonous teaching materials will hinder students' creative thinking skills. If this problem is not solved, it will cause students to be unable to be creative optimally. The novelty in this research is that the teaching materials used are in the context of Javanese Matraman culture, namely in the Trenggalek area, and are infiltrated by the context of the local wisdom of Trenggalek. The purpose of this study is to test teaching materials based on local wisdom to improve the creative thinking skills of elementary school students.

METHOD

This study uses a type of quantitative research with *a type of one-group pretest-posttest design*. The design in this study is described as follows:

$$O_1 \times O_2$$

Information:

O_1 = pretest (before treatment)

X = treatment/intervention

O_2 = posttest (after treatment)

The population of this study comprised all 150 students at SDN 2 Karanganyar, Trenggalek Regency. A purposive sampling technique was employed, resulting in a sample of 47 students. The inclusion criteria were: (1) being enrolled in the fifth grade, (2) classified as having low creative thinking skills based on a preliminary assessment, and (3) willingness to participate in the entire research process. The exclusion criteria included: (1) students who were not fully present during data collection, and (2) students who failed to complete the questionnaire. The rationale for this sampling strategy was that the study aimed to enhance creative thinking skills, specifically among students in the low category, thereby allowing the intervention to demonstrate its effectiveness more explicitly. The research instrument consisted of a creative thinking skills questionnaire comprising 22 items.

The primary data of this study were obtained from students' responses to a creative thinking skills questionnaire consisting of 22 items, while supplementary data were derived from the preliminary assessment used to classify students' levels of creative thinking, as well as documentation of attendance and participation records. Accordingly, the main data sources comprised the students as primary respondents and school records as supporting evidence. This study was guided by the hypothesis that students with low levels of creative thinking skills would demonstrate a statistically significant improvement in their creative thinking abilities following the intervention, compared to their baseline scores. The selection of the sample and the overall research design were intentionally focused on students within the low category of creative thinking skills, as concentrating on this group was expected to more explicitly reveal the effectiveness of the intervention. The data analysis technique used in this study is the paired sample t-test with the help of SPSS.

FINDINGS AND DISCUSSION

Findings

The results found during field research conducted at SDN 2 Karanganyar show that students' creative thinking skills are relatively low, especially in grade V students. The presentation of the results of *the categorization of pre-test and post-test data* is presented in the following table:

Table 1. Categories of Creative Thinking Ability of Large-Scale Students

Category	Formula	Score prone	Frequency <i>Pre-test</i>	Frequency <i>Post-test</i>	Percentage <i>Pre-test</i>	Post-test presentation
Tall	$M+1\text{ SD} \leq X$ $55 + 11 \leq X$	$66 \leq X$	15	36	32	76
Keep	$M - 1\text{ SD} \leq X < M$ $+ 1\text{ SD}$ $55 - 11 \leq$ $X < 55 + 11$	$44 \leq X < 66$	32	11	68	24
Low	$X < M - 1\text{ SD}$ $X < 55 - 11$	$X < 44$	0	0	0	0
Total			47	47	100	100

Based on the table above, the results of the *pre-test* and *post-test* with a total of 47 students have increased after treatment. It is proven that the percentage increased from *pre-test* to *post-test*. To find out the normally distributed data, the researcher conducted a normality test. In this study, normality is tested. The criteria in this study are data that are declared to be normally distributed if the sig value is >0.05 and vice versa, the data is abnormally distributed if the sig value is <0.05 . The results of the normality test in this study are presented in the following table:

Table 2. Normality Test

Value	Shapiro-Wilk		
	Statistics	Df	Sig.
Creative Thinking Pre-test	0,959	47	0,102
Post-test	0,974	47	0,368

Based on the results of the normality test using the Shapiro-Wilk, as presented in Table 2, the significance value (Sig.) for the pre-test data was 0.102, and for the post-test data was 0.368. Since both significance values are greater than 0.05, it can be concluded that the pre-test and post-test data are normally distributed. Therefore, the data meet the assumption of normality, allowing subsequent analyses to be conducted using parametric statistical tests.

To find out the similarity of the sample conditions, the researcher conducted a homogeneity test. In this study, the homogeneity test was calculated using the SPSS 25 auxiliary tool. The decision-making in this homogeneity test is that if the $\text{sig} < 0.5$, then it is said that the two variants of the data population are not the same (not homogeneous). If the sig value > 0.5 , it is said that the two variants of the data population are the same (homogeneous). The results of the homogeneity test in this study are presented in the following table.

Table 3. Homogeneity Test

Students' Creative Thinking Ability			
Living Statistic	df1	df2	Sig.
0.041	1	45	0.840

Based on the results of the homogeneity test presented in Table 3, the significance value (Sig.) obtained was 0.840. Since this value is greater than 0.05, it can be concluded that the data on students' creative thinking abilities have homogeneous variances. Thus, the assumption of homogeneity is met, and the use of parametric statistical tests in the subsequent analysis is considered valid. The homogeneity of the data also indicates that any differences observed between the pre-test and post-test are more likely attributable to the intervention rather than to variance differences across groups.

After the normality test and homogeneity test were carried out, a hypothesis test was carried out. The hypothesis test used in this study is the *paired sample t-test* to find out if there is a significant difference in the average *pretest* and *posttest*. The *one-group paired sample t-test* in this study used the help of SPSS 25.0. The results of hypothesis testing in this study are presented in the following table:

Table 4. Hypothesis Test

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test								
	Post-test	-9.17021	8.33098	1.21520	-11.61628	-6.72415	-7.546	46	0.000
	test								

Based on the results of the paired sample t-test presented in Table 4, the significance value (Sig. 2-tailed) was $0.000 < 0.05$. This indicates that there is a significant difference between the pretest and posttest scores of students' creative thinking skills. The mean difference of -9.17 with a *t* value of -7.546 further confirms that the posttest scores were substantially higher than the pretest scores. Therefore, it can be concluded that the use of local wisdom-oriented teaching materials had a significant positive effect on improving the creative thinking abilities of fifth-grade students at SDN 2 Karangan.

Discussion

Creative thinking skills must be instilled in elementary school students. The ability to think creatively not only makes students smart, but must have many new ways or ideas in solving problems, so that students' mindsets will be more advanced and more creative in solving the problems they face. The ability to think creatively contributes to determining learning outcomes for students (Manurung et al., 2020). The results of the above data show that before the treatment (pre-test), conducted at SDN 2 Karanganyar, Trenggalek, on fifth-grade students using the creative thinking ability questionnaire, there were 15 students (32%) in the high category, 32 students (68%) in the medium category, and zero students in the low category. After the application of local wisdom-oriented teaching materials (post-test), the results indicated that 36 students (76%) were in the high category, 11 students (24%) were in the medium category, and none were in the low category. These findings demonstrate that the creative thinking skills of fifth-grade students at SDN 2 Karanganyar increased significantly by 44%.

To see whether the data in the form of the value of the questionnaire results of the creative thinking ability comes from a normally distributed population or not. So the researcher conducted a normality test. The results of the normality test based on the normality table above obtained a significance value of 0.102 in the pre-test and a significance value in the post-test of 0.368; the results of the pre-test and post-test normality test obtained a significance value of more than 0.05 each. So it can be concluded that the pre-test and post-test data are distributed normally.

As for finding out if there are changes after using teaching materials oriented to local wisdom on strengthening creative thinking skills in grade V students of SDN 2 Karanganyar Trenggalek Regency, the researcher conducted a hypothesis test using the *Paired Sample T-Test*. The results of the hypothesis test can be seen in the hypothesis table above, where A GIS value was obtained. (2-tailed) 0.00, which means a significance < 0.05, then it can be concluded that H_0 rejected H_1 , which means that there are significant changes in the use of teaching materials. In line with previous research conducted by Puspita (2017), which indicates that H_0 is subtracted, so that H_1 is accepted, with the conclusion that there is a difference between *Pretest* and *posttest*, or in other words, *Treatment*. The use of environment-based thematic teaching materials can affect the value of student learning activities. Locally-based reading teaching materials are feasible and effective to be used as teaching materials in improving the developed locally-based reading skills (Puspita et al., 2023). At the beginning of the lesson, students from SDN 2 Karanganyar Karanganyar District, Trenggalek Regency,

still do not use other teaching materials based on local wisdom. After using teaching materials oriented to local wisdom, students experience changes in the ability to think creatively, so that students can easily bring out creative ideas in solving problems. Students' creative thinking skills after using teaching materials oriented to local wisdom have increased students' creative thinking skills. So it can be concluded that there is a fairly good influence on the use of teaching materials oriented to local wisdom, namely on students' creative thinking skills, after the application of teaching materials based on local wisdom. The teaching materials developed are considered suitable for use in improving students' creative thinking skills in the learning process (Rosita, 2024).

The findings of this study, which revealed a significant improvement in students' creative thinking skills after the implementation of local wisdom-oriented teaching materials, are consistent with the theoretical framework of constructivism. According to Vygotsky's socio-cultural theory, learning occurs more effectively when instructional materials are connected to the learner's cultural and social context, allowing knowledge construction to become meaningful (Antonio et al., 2009). Similarly, Bakhurst & Shanker (2001) emphasized that contextualized learning enables students to engage more actively in the learning process, thereby stimulating creativity and problem-solving. These theoretical underpinnings reinforce the rationale for integrating Trenggalek's cultural elements into teaching materials.

This result also aligns with the study conducted by Andirasdini & Fuadiyah (2024), who argued that creative thinking in elementary school students is strongly influenced by the variety and relevance of instructional resources provided by teachers. National studies have demonstrated that local wisdom-based teaching modules are effective in enhancing both creative and critical thinking skills (Rosita & Amelia, 2024; Salsabila & Fatah, 2023). International evidence also supports this claim. For instance, Bullard & Bahar (2023) showed that contextual and culturally relevant instruction significantly improved originality and flexibility in creative tasks among elementary learners. More recent research by Beghetto (2021) and Runco et al. (2025) emphasizes that creativity flourishes when students are exposed to authentic and meaningful learning scenarios, such as those grounded in local cultural values.

Furthermore, the present study corroborates the findings of Muliarsa et al. (2024), who reported that problem-based learning integrated with local wisdom was more effective in stimulating creative thinking than conventional PBL approaches. Similarly, research by 'Adiilah & Haryanti (2023); Astria & Kusuma (2023a) highlighted that cultural context acts as a stimulus for

divergent thinking. In the Indonesian context, Puspita, Istiqfaroh, et al. (2023) demonstrated that local wisdom-oriented learning models fostered students' collaborative and creative dispositions in addressing challenges of diversity in the digital era. Taken together, these studies validate the current research findings that the integration of Javanese Matraman culture into teaching materials significantly contributed to the improvement of creative thinking skills among elementary students in Trenggalek.

The results of this study indicate a significant increase in students' creative thinking ability after the implementation of local wisdom-oriented teaching materials, from 32% to 76% in the high category on the post-test. This finding is consistent with Azizah & Wulandari (2024), who reported that the application of *Project-Based Learning* (PjBL) based on local wisdom significantly enhanced students' creative thinking skills. Similarly, Papilaya & J. Tuapattinaya (2022) found that *Problem-Based Learning* (PBL) grounded in Maluku's local wisdom improved students' creative thinking abilities.

Several other studies on the development of teaching materials also support these results. For example, Udiyana & Arnyana (2022) developed digital teaching materials oriented toward Balinese local wisdom, which successfully improved cultural literacy and students' thinking skills in elementary schools. Yuliani et al. (2025) demonstrated that the use of e-modules based on local wisdom effectively enhanced both learning outcomes and students' creativity. In addition, Artini & Diputra (2025) showed that *movable books* integrated with local wisdom increased elementary students' creative abilities.

Other studies emphasize the effectiveness of more specific learning devices. (Zulfa et al., 2025) found that student worksheets based on PjBL with local wisdom integration significantly improved students' creative thinking skills. A study by Universitas Muhammadiyah Bengkulu (Ayuningsih et al., 2025) also showed that handouts designed with local wisdom were effective in fostering students' creativity. Guslinda et al. (2024) stressed the importance of content validity and practicality to ensure that local wisdom-based teaching materials can be effectively implemented in classrooms.

In terms of research trends, Arjaya et al. (2024), through a bibliometric study, reported a significant increase in publications related to local wisdom integration in education over the last five years. This indicates that local culture-based learning is increasingly recognized as an effective educational strategy. Ethnopedagogical studies also strengthen this evidence. For example, (Sakti et

al., 2024)highlighted that revitalizing local wisdom within character education supports the development of creativity through the internalization of cultural values.

Furthermore, Putri et al. (2021) found that the application of the *Scientific Reading Based Project (SRBP)* model, rooted in local wisdom, effectively improved students' creativity in learning cultural diversity. This shows that models integrating local wisdom not only enhance cognitive aspects but also reinforce students' cultural understanding and appreciation of their own communities.

Overall, the findings of this study confirm that local wisdom-oriented teaching materials are an effective strategy for improving elementary school students' creative thinking skills, in line with various previous studies. Moreover, the practical implication of these findings is that teachers should utilize local wisdom in all subjects to ensure learning is more meaningful, contextual, and relevant to students' daily lives. Theoretically, this study strengthens the constructivist and ethnopedagogical frameworks, which emphasize the importance of the interaction between culture and learning processes. At the policy level, these results underscore the need for curriculum support and teacher training so that the use of local wisdom can be consistently implemented.

Thus, local wisdom-based learning not only enhances creativity but also cultivates students' identity, character, and appreciation of their cultural heritage. Future research is recommended to employ experimental designs with control groups and longitudinal measurements to map more comprehensively the impact of local wisdom integration in education.

CONCLUSION

Based on the overall findings and literature review, it can be affirmed that the integration of local wisdom into teaching materials has been proven to significantly improve students' creative thinking abilities. The shift from the low/medium category to the high category indicates that this approach is not only culturally relevant but also effective in developing higher-order thinking skills required in the 21st century. Practically, this result provides an important message for elementary school teachers that the use of local potentials (folklore, culture, the surrounding environment, and community wisdom) can serve as contextual, authentic, and meaningful learning resources. Teachers do not merely act as transmitters of knowledge but also as facilitators who bridge scientific knowledge with students' cultural experiences. Theoretically, this study strengthens the constructivist and ethnopedagogical frameworks, which emphasize that knowledge is constructed

through interaction with social and cultural environments. The integration of local wisdom into learning is also aligned with the concept of Contextual Teaching and Learning (CTL), which places students' real-life experiences at the center of learning. From a policy perspective, the findings imply that schools and education authorities should encourage the design of thematic curricula that provide greater opportunities for the exploration of local culture. Institutional support, teacher training, and the provision of culture-based learning resources are essential factors to ensure the sustainability of this model.

In terms of research, this study is still limited by the use of a one-group pretest–posttest design, which requires careful consideration in generalizing the results. Therefore, further studies are recommended to employ experimental designs with control groups, longitudinal measurements, and cross-regional explorations of various forms of local wisdom. Such efforts would provide a clearer map of the strengths and challenges of integrating local wisdom into teaching and learning. Thus, this study confirms that a local wisdom-based strategy is not only an effective pedagogical approach but also a strategic pathway for building identity, character, and the competitiveness of the younger generation. Ultimately, the integration of local culture into elementary school learning not only fosters creativity but also reinforces the cultural roots of the nation amid the currents of globalization.

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