

## Analysis Needs for Integrating Local Cultural Values in Reading and Writing Learning for Second Grade Students (Preliminary Study for Developing an Ethnopedagogy Module)

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**Abstract.** This study aims to analyze the needs for integrating Bandung local cultural values into reading and writing instruction for second-grade elementary school students as an initial step in developing an ethnopedagogy-based module. The research background stems from the low basic literacy skills found among second-grade elementary students in Cibogo, Lembang. Out of a total of 23 students, 3 students were unable to read, while several students still experienced difficulties in reading fluency, writing simple sentences, and using capital letters and punctuation marks. This condition is exacerbated by instruction that remains dominated by lecture methods and the use of teaching modules that are not contextual to local life and culture. This study employs a qualitative approach with a needs analysis method through interview and observation techniques involving teachers and second-grade elementary students as research subjects. The analysis focuses on identifying elements of Bandung local culture, including community social life, natural environmental conditions, natural products, regional arts, and traditions that are still alive in the Elementary School Bandung community and surrounding areas. Preliminary findings indicate that teachers have not yet developed teaching modules that connect Indonesian language material with students' local cultural context. In fact, the integration of ethnopedagogical values is considered to have the potential to strengthen basic literacy skills through meaningful, contextual learning rooted in students' cultural experiences. Therefore, the results of this study are expected to serve as a foundation for developing ethnopedagogy-based learning modules that integrate Bandung local culture to improve the reading and writing skills of second-grade elementary students.

**Keywords:** analysis needs, ethnopedagogy, Bandung local culture, basic literacy, second-grade elementary school.

### INTRODUCTION

In the current digital and global era, education not only plays a role in developing students' academic competencies but also facilitates them to recognize, appreciate, and preserve their cultural identity (Tilaar, 2004; Suastra, 2010). A culturally responsive learning approach, often referred to as Ethnopedagogy, becomes an attractive strategy for improving basic literacy, cultural identity, and the relevance of learning processes in Indonesia, which possesses exceptional local wisdom, customs, and ethnic diversity (Rohim, 2020; Subekti & Sunaryo, 2021).

The success of the learning process is largely determined by mastery of basic literacy, which includes reading, writing, and text comprehension skills. Various studies reveal that efforts to improve basic literacy at the elementary school level in Indonesia still face significant obstacles, particularly in areas with limited learning facilities or distinct socio-cultural conditions (Kemendikbud, 2021; Sulistyawati & Supriyadi, 2022). Although the curriculum has integrated literacy aspects with local cultural content, in fact most teaching materials and learning

activities are not yet relevant to the real-life context and cultural background of students (Kurniawan, 2018; Mulyasa, 2022). Recent studies reveal that the ethnopedagogical approach in the learning process has proven effective in increasing active participation and student absorption of subject matter (Alwasilah et al., 2009; Shufa, 2018). Research conducted by Asti Gumartifa et al. (2025) found that incorporating local cultural elements into English literacy instruction in South Sumatra increased the relevance of the material and helped student engagement in learning. Sabila Hikmah Syafiulia et al. (2025), through a systematic review, discovered great potential for local culture, but many elementary schools have not yet made optimal use of it (Jurnal Pendidikan Dasar Unesa). Additionally, Febrina Dafit et al. (2024) found that improving elementary students' cultural literacy can be achieved through the creation of theme-based, ethnopedagogical modules.

Furthermore, through a contextual approach, Hidayat & Rohman (2020) state that local wisdom values can assist in character building and enhance understanding of academic concepts. According to Suastra (2017) and Marzuki (2018), local culture-based education can increase students' sense of belonging, appreciation of tradition, and critical thinking abilities. This method aligns with the concept of Contextual Teaching and Learning (Johnson, 2002), which emphasizes the relationship between learning and real-world situations.

In the context of literacy, Anderson & Krathwohl (2001) and Crawford (2001) assert that higher-order thinking skills in reading and writing can develop through interaction with cultural experiences from their lives, not just through cognitive exercises. Research by Nurgiyantoro (2019) shows that regionally-based cultural literacy significantly enhances students' reading abilities and comprehension, since students better understand content related to their local culture.

The Pancasila Student Profile and the Merdeka Curriculum, which highlight aspects of cultural identity and communal cooperation, mandate the incorporation of local wisdom in policy (Kemendikbudristek, 2022). However, Rahman, Hasanah, and Rukayah (2023) demonstrate that because most teachers do not yet possess ethnopedagogical abilities and teaching resources, a gap remains between policy and classroom practice.

Additionally, Gunawan & Setiawan (2023), in their study in West Java, found that learning about Bandung's local culture, such as angklung art, Sundanese language, and the ngaliwet tradition, can serve as an authentic context for learning Bahasa Indonesia. Such instruction helps students understand texts and relate them to real-world situations. Similarly, Suryana

(2021) states that teachers in West Bandung need systematic guidance to create literacy materials that fit students' cultural context.

From the explanation above, several key requirements for integrating local culture into literacy instruction can be inferred, according to various studies. Culturally contextual modules must be available, teachers must be trained to implement ethnopedagogy, and schools must support local learning resources (Utami & Fauziah, 2022; Hidayah & Prihatin, 2023).

Nevertheless, there are several "gaps" or shortcomings motivating this research. First, although literature on ethnopedagogy is growing, there is still very little research that specifically investigates the integration of Bandung's local culture into Bahasa Indonesia instruction for lower elementary (second grade) students. Second, most studies focus on general contexts or upper primary/junior high classes, while research targeting lower grades is still rare (Lestari & Sudiana, 2021). Third, although basic literacy is a national focus, not many modules systematically combine reading-writing literacy and local culture for second grade students (Dewi, 2020; Widodo, 2023).

Therefore, the main objective of this research is to address these "gaps": (1) basic literacy issues faced by second-grade students in Cibogo, Lembang; (2) Bahasa Indonesia teaching methods that have not incorporated local cultural context; (3) Bandung cultural elements suitable for literacy content; and (4) teacher perspectives on developing an ethnopedagogical module to make learning more contextual, meaningful, and effective.

This research also aims to answer the question of how to create an ethnopedagogical reading-writing module that connects Indonesian language material to students' lives and local culture, with the goal of improving basic literacy and strengthening their cultural identity.

Hence, this study is expected to make a theoretical contribution to the ethnopedagogy and basic literacy literature, as well as a practical contribution for schools in Bandung, particularly in Lembang, by supporting relevant learning, improving second-grade students' literacy, and preserving local culture during the education process

## **METHODOLOGY**

### **Research Subjects**

The research subjects consisted of two main groups: the first was second-grade elementary school teachers at the research location, and the second was the second-grade students at the same site, with a total of 23 students. Among these 23 students, three were not able to read at all (non-readers). The others experienced difficulties in writing simple sentences, using correct capitalization and punctuation, and reading fluently. At the early stage of literacy in

elementary school, when the mechanical skills of writing and reading are still developing, such difficulties often occur (Sulzby & Teale, 1991; Snow, 2002). Semi-structured interviews were conducted with teachers to understand their instructional practices, challenges, and perspectives regarding the integration of local culture (Merriam & Tisdell, 2016). An ethnopedagogical approach, which emphasizes cultural meaning in learning, was used to observe students during reading and writing instruction in order to document the actual conditions (Sutarno, 2020; Gay, 2018).

### Data Collection Methods

Data collection was carried out using two main techniques:

#### 1. Semi-structured interviews:

An interview was conducted with second-grade teachers (and possibly also elementary school Indonesian language teachers) to examine the process of reading and writing instruction, teaching materials and modules used, student responses to lessons, local culture in the Elementary School Bandung community, and teachers' perspectives on opportunities or obstacles in integrating local culture into literacy learning. This method was chosen because it offers a broader understanding of the social and cultural context of learning (Creswell & Poth, 2018; Miles, Huberman, & Saldaña, 2014).

#### 2. Classroom observation:

Observations were made directly in the classroom during reading and writing lessons. The aspects observed included the classroom environment and teaching approaches used, such as lectures, questioning and answering, group work, and use of media; the teaching materials and modules employed (including local cultural context); how students read and write; and common errors, such as reading speed and the use of capital letters and punctuation. During observation, educational ethnography guidelines were applied to describe the learning phenomena thoroughly and contextually. The ethnographic approach in educational research helps researchers understand the dynamics of interaction, literacy practices, and classroom culture through direct observation and systematic record-keeping (Creswell & Poth, 2018; Emerson et al., 2019; Merriam & Tisdell, 2016).

Qualitative content analysis was used to analyze data from observations and interviews (Krippendorff, 2018). The analysis involved transcribing interviews, reading, and initial coding. The goal was to identify key topics such as literacy problems, current teaching practices, and potential local cultural elements. Codes were grouped into categories including dominant teacher methods, student literacy issues, reported local cultural values, and interpretation and

triangulation of interview and observation data to ensure validity of findings (Lincoln & Guba, 1985; Elo & Kyngäs, 2008).

The main focus of the analysis was to identify elements of Bandung's local culture for use in reading and writing lessons. These elements included the social life of the community (such as cooperation, post-harvest activities in Lembang slopes, communal meals, and local agricultural wisdom); the natural environment of Lembang (like mountains, tea plantations, pine forests, and vegetable fields); and local natural products (such as vegetables and ornamental plants). This approach aligns with the idea of contextual teaching based on local culture (Johnson, 2002; Suastra, 2010)

## RESULTS AND DISCUSSION

### 1. Findings from Teacher Interviews

Based on interviews conducted with second-grade teachers at Elementary School Bandung, several important findings emerged regarding literacy instruction, the use of teaching materials, the challenges faced by students, and teachers' perspectives on the integration of local culture into the learning process.

First, reading and writing instruction continues to be teacher-centered. Reading texts from textbooks and copying sentences into notebooks are the most frequently used activities. Due to time constraints and pressure to fulfill curriculum objectives, teachers stated that lecturing and individual assignments remain the main approaches. These findings are consistent with studies by Musthafa (2018) and Emilia (2012), which show that elementary school teachers in Indonesia tend to use conventional approaches focused on mechanical tasks such as spelling and copying text. Consequently, this approach does not provide space for student creativity and critical thinking.

Second, most of the teaching materials come from government-distributed Bahasa Indonesia textbooks and commercial student worksheets (LKS). According to teachers, the content, characters, and illustrations in these books do not reflect the local Bandung context. As a result, students are less interested in reading and find it difficult to relate texts to their daily lives. This is in line with Kurniawan (2019), who argues that to foster reading interest and create meaningful learning experiences, it is important for the texts students read to be connected to their cultural environment.

Third, more detailed interviews revealed major student problems in reading and writing. In reading skills, three students were unable to read at all (non-readers), several read word by

word, and only a few read fluently. One key barrier to improving reading skills is the lack of parental support for children learning at home. Teachers explained most students only learn at school without additional instruction at home, although children spend much of their time with family. These findings are consistent with research by Senechal and LeFevre (2014) and Sulistyorini (2020), which demonstrates that parental involvement in home literacy activities greatly affects early reading ability.

Teachers noted that some students failed writing tasks or dictation because they could not read well. Moreover, issues with writing mechanics included poor handwriting, incomplete sentences, incorrect capitalization, and neglect of punctuation. Teachers stated that students rarely practiced writing independently and that writing lessons were not designed to be engaging. By contrast, students who received active support from their parents showed improvement in writing. These results support Epstein's (2018) view that collaboration between school, family, and community is vital to support student learning achievement.

Fourth, teachers have positive perceptions about integrating local culture into literacy learning. They believe Sundanese folktales, traditional games like engklek and egrang, and examples from community life can enhance student interest and comprehension in reading. Furthermore, culturally-based assessment can help reinforce students' character and pride in their community. According to Suastra (2010), Rahman (2019), and Gay (2018), local cultural values are crucial pedagogical resources for instilling character values and enriching learning context.

However, teachers admitted there is neither guidance nor courses to help systematically integrate these elements into literacy activities. Constraints include limited time, lack of locally-culturally based reading references, and some students lacking initial literacy skills. Studies by Gumartifa (2021), Syafiulia (2022), and Winarsih (2020) agree that developing contextual teaching materials is necessary to make basic literacy learning more meaningful and relevant to students' lives.

Additionally, teachers found that current teaching modules are structured well and aligned with the curriculum but are still limited and do not address students' socio-cultural context. Teachers argued that module activities and explanations should be more engaging, communicative, and reflective of students' life experiences. This contextual method aligns with the theory of Contextual Teaching and Learning (Johnson, 2002), emphasizing the connection between learning experiences and the real world. It also aligns with ethnopedagogical approaches (Rahman, 2019), which use local culture as a source of lesson content and values.

Overall, interview findings indicate two major issues in literacy instruction at SD Cibogo: lack of home environment support and insufficient integration of local cultural values into the learning process. Therefore, a strategic step to enhance students' literacy skills and foster cultural pride and character is to create ethnopedagogy-based teaching modules contextualized to Bandung culture.

## 2. Findings from Classroom Observation

Classroom observations of reading and writing instruction in grade II at Elementary School Bandung involved 23 students. The results showed three students were non-readers, meaning they could not read even simple words. The remaining twenty students faced specific problems, including inaccurate pronunciation, mistakes in using capital letters, and inconsistent use of punctuation. This condition is consistent with research by UNESCO in 2023, which states that early literacy challenges in Indonesia remain significant, especially at the lower elementary level.

When teachers gave writing assignments and instructions on capitalization and punctuation, a marked variation in abilities among students was observed. Some could write easily and understand basic sentence structure, while others struggled due to poor reading ability. For example, a student might write just two words like "I eat" instead of "I eat rice" to form a grammatically complete sentence. Results show sentence formation skills are limited to basic structures. Mastery of sentence structure, phonological skills, and semantic understanding are closely related to early literacy development, according to Kame'enui and Simmons (2001).

Additionally, many students wrote incorrectly and misplaced capitals and punctuation marks for instance, failing to capitalize in the middle of a sentence or omitting periods. Such mechanical errors correspond with research by Graham and Harris (2005), which emphasizes that writing mechanics can be improved through repeated practice and clear teacher feedback. Most classroom writing activities involved copying text from the blackboard or textbooks, with little creative writing such as composing stories or descriptions. Nevertheless, Graham and Harris (2019) argue that expressive writing should be taught from an early age for significant, communication-oriented literacy growth.

Although lessons were not yet modular, student engagement improved when teachers used media like pictures, songs, or folktales. This supports Fitriani and Mulyana (2020)'s claim that the use of local media can increase students' desire to learn and deepen understanding of

elementary reading materials. Students relate better to content and understand reading texts more fully through culturally contextual activities.

However, from a cultural context perspective, there was no clear integration of Bandung or Sundanese cultural elements into lessons or activities. Without an emphasis on local culture, teachers tended to use generic or national examples such as Nusantara stories. Students missed contextual values close to their lives and viewed learning as abstract. This finding echoes Mertaningsih (2021) and Wulandari (2022), who state that when local cultural context is ignored in teaching, students lose emotional and cognitive connections with what they learn.

Literacy success is influenced by pedagogical factors and family environment. Students who only learn at school do less well than those who get parental support, such as being taught to read at home or doing simple writing. These results agree with research by Snow, Burns, and Griffin (1998) and Fitriani (2020), who show family involvement significantly affects early literacy development.

In summary, observation results support interview findings that conventional, teacher-centered approaches and lack of local cultural integration still dominate literacy teaching at SD Cibogo. Therefore, lesson modules in Bandung must be adapted to be more contextual, flexible, and culture-based, so literacy instruction becomes more meaningful, engaging, and able to improve students' overall reading and writing abilities.

### 3. Identification of Local Cultural Elements in Bandung

Field exploration and literature studies show that there are many elements of Bandung's local culture that can be incorporated into reading and writing instruction in second grade elementary school. Integrating these elements not only enriches literacy content but also makes the learning process more contextual, engaging, and meaningful for students.

Cultural Category	Specific Elements	Potential Integration in Literacy Learning and Grade II Elementary Material.
Social Life	Mutual cooperation, harvest traditions	Reading: Illustrated stories about cooperation and togetherness (Themes: Togetherness and My Daily Tasks).

		Writing: Writing simple sentences about helping friends or parents at home and at school.
Natural Environment	Mountains, tea plantations, pine forests	Reading: Simple descriptive texts about the natural beauty of Bandung (Theme: My Surroundings). Writing: Use local vocabulary such as “tea,” “pine tree,” or “vegetable garden” to describe places or objects around the students.
Local Products	Vegetables, ornamental plants, garden produce.	Reading: Simple procedural texts such as “how to plant chili peppers” or “how to take care of ornamental plants.” Writing: Write a short text about garden produce or compose a label for a local product as practice
Arts & Traditions	Angklung, wayang golek, Sundanese batik	Reading: Stories about angklung performances or the origins of wayang golek (Theme: My Hobbies). Writing: Retelling texts in their own words or writing simple stories about activities involving traditional music making.
Life Traditions	Traditional ceremonies, traditional games	Reading: Narrative texts or discussions about experiences participating in traditional games (Theme: Events in My Environment). Writing: Writing stories about play experiences or simple dialogues that illustrate cultural principles.

The integration of local cultural elements is expected to foster students' emotional closeness to reading materials and increase writing motivation through familiar contexts. Recent studies

show that culture-based instruction can strengthen learning engagement, build personal connections with texts, and enhance students' interest in literacy (Gay, 2018; Paris & Alim, 2017; Taylor, 2017; Hammond, 2015; Fitriani & Mulyana, 2020).

### **Integration with Grade II Elementary Material**

In the Merdeka Curriculum, two main competencies are emphasized in Indonesian language instruction for Grade II: reading comprehension and writing simple sentences with correct spelling (Kemendikbudristek, 2022). Both skills can develop well when students are familiar with the local culture of Bandung. For example, in reading activities, students learn new vocabulary and understand the content of a text titled "In the Lembang Tea Garden." In writing activities, they practice their use of capital letters and periods by writing complete sentences such as "Saya memetik daun teh di kebun bersama ayah" ("I pick tea leaves in the garden with my father").

According to Rahmawati and Fitri (2020), the local cultural context enhances students' memory and comprehension. Similarly, Yuliantini and Suryana (2021) state that lower-grade students have a better ability to understand texts related to daily life. Furthermore, Graham and Harris (2019) assert that meaningful experiences are essential for building expressive writing skills, and Pratiwi (2019) found that students who wrote based on real-life experiences were more proficient at composing sentences and paying attention to punctuation.

In terms of reading, research by Kurniasih and Supriyadi (2021) found that texts based on local culture can increase students' desire to read and engagement in lower grades. Sulastri et al. (2018) state that the ethnopedagogic approach connects learning to students' cultural identity.

Culture-based literacy instruction helps students understand texts and instill character values such as cooperation and love for the environment, according to Sari's (2023) recent research. This is consistent with Wulandari's (2022) results, which say that integrating local culture into elementary education not only improves language skills but also enhances moral and social values.

Therefore, the strategic step to achieve contextual literacy is to integrate Bandung cultural elements such as gotong royong (mutual cooperation), mountain landscapes, angklung, and traditional games into reading and writing activities in Grade II elementary school. This method aligns with the objectives of the Merdeka Curriculum, which emphasizes student-centered

learning, relevance to local context, and positive character development (Kemendikbudristek, 2022).

#### 4. Gap Analysis

A gap analysis was conducted to compare the current state of literacy instruction at Elementary School Bandung with the ideal requirements for developing literacy based on the local cultural context. The results of observations and interviews indicate that reading and writing lessons in Grade II are still implemented conventionally and have not explicitly integrated elements of Bandung culture.

A comparison between the current condition and the ideal needs is shown in the following table.

Aspect	Current Condition	Ideal Need
Learning Approach	The approach focuses on lecturing and copying text from books. Unlike a process of thinking, activities remain focused on the end product.	Contextual learning focuses on making meaning and working together; connecting students' experiences with reading material and writing activities.
Teaching Materials	National textbooks and general worksheets that do not contain Bandung local cultural elements.	Contextual teaching modules based on ethnopedagogy, with texts and activities rooted in students' cultural environment.
Student Engagement	Students tend to be passive, following instructions without much exploration or deeper inquiry.	Students are active, reflective, and engaged in collaborative reading activities and creative writing based on cultural experiences.
Cultural Values	Not explicitly integrated	Reading texts and writing activities that incorporate local cultural principles such as mutual cooperation, politeness, and collaboration.
Teacher Support	Teachers are highly motivated but constrained by resources, references, and training in culture-based literacy.	Teachers receive module guidance, ethnopedagogy training, and support in developing contextual teaching materials.

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Aspect	Current Condition	Ideal Need
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### Interpretation of Analysis Results

These findings indicate that the main differences between teaching materials and instructional approaches lie in those dimensions. Although teachers at Elementary School Bandung try to improve basic literacy skills, they still use mechanical teaching methods that focus on national textbooks. This condition is consistent with studies by Gumartifa (2021) and Syafiulia (2022) which state that literacy instruction in Indonesian elementary schools tends to underemphasize local cultural contexts and the values of students' everyday lives.

Furthermore, research by Dafit (2020) and Nurgiyantoro (2020) reveals that basic-level Bahasa Indonesia lessons still emphasize formal linguistic aspects without considering social and cultural relevance. However, instruction based on social and cultural context can help students understand texts better (Gay, 2018; Rahmawati & Fitri, 2020).

Hidayat and Sulastri (2021) state that contextual teaching based on local cultural experience can enhance student engagement and improve learning outcomes. Meanwhile, Wulandari (2022) explains that incorporating local cultural values into literacy can increase students' comprehension of reading and help build character rooted in their regional identity. From the teacher's perspective, limited resources present a significant challenge. A study by Setiawan and Nurdin (2021) found that most elementary school teachers do not receive specialized training in developing ethnopedagogical modules. Therefore, teachers need to be empowered through training programs and culture-based teaching modules that can be used in the classroom.

This gap analysis highlights the importance of shifting literacy instruction from a teacher-centered approach to a culture-centered approach, putting local culture as the main context for reading and writing (Ladson-Billings, 1995; Banks, 2006). The Merdeka Curriculum policy, which emphasizes meaningful, contextual, and student-centered learning (Kemendikbudristek, 2022), supports this direction.

### Theoretical Discussion

According to Rahman (2019), the findings of this study reinforce the principle of ethnopedagogy as an educational approach that utilizes local cultural practices, values, and

wisdom as contextual learning resources. Ethnopedagogy is particularly important in basic education because it helps students recognize their regional cultural identity from an early age. Thus, the learning process focuses on both the formation of cultural identity and character, as well as academic achievement (Supriatna, 2018; Sutarno, 2020).

Ethnopedagogy can be integrated into Grade II reading and writing instruction through the utilization of reading texts, traditional narratives, or depictions of Bandung's local culture—including the Tangkuban Perahu tale, traditional games activities, distinctive cuisine, and Sundanese traditional attire. Through contextual texts, students are able to construct understanding, enrich their vocabulary, and reproduce reading content into simple sentences. This approach contributes to building pride in students' local identity while strengthening the connection between literacy competencies and local cultural appreciation (Rahman, 2019; Sutarno, 2020).

Learning that connects lesson material with students' real-life experiences has been proven to enhance understanding and retention (Johnson, 2002; Nurhadi, 2004). Reading about local culture and then writing about it in a short essay or simple reflection is one way to implement CTL principles such as relating, experiencing, and applying. For example, students read a story about "Kampung Adat Cireundeu" and then write about their visit to a cultural site near their home. As a result, literacy learning becomes more meaningful because it is focused on student experience rather than mere memorization of text.

Culturally Responsive Teaching theory (CRT) (Gay, 2018) also emphasizes the importance of aligning students' cultural identity with teachers' instructional strategies. This approach helps teachers in culturally diverse Grade II classrooms create inclusive learning environments, value students' backgrounds, and link teaching materials to their experiences and culture. Consequently, literacy now reflects the richness of students' local culture rather than merely focusing on national textbooks.

Hidayat (2021) affirms that the integration of local cultural values in literacy instruction can promote students' reading motivation due to the relevance between learning content and their life context. Similarly, Taylor (2017) reveals that culture-based literacy approaches not only sharpen students' critical thinking skills but also broaden their perspectives on diversity. Thus, the development of ethnopedagogy-based modules grounded in CTL and CRT becomes a strategic solution to bridge the gap between general national learning materials and the contextual needs of students in various regions. More contextual, relevant, and meaningful learning can be realized through the integration of three theoretical frameworks

ethnopedagogy, CTL, and CRT—in reading and writing activities for Grade II students. By applying these principles, the developed modules can facilitate teachers in designing active and reflective literacy activities based on local cultural values. These modules will also align with character education goals and the strengthening of the Pancasila Student Profile at the elementary education level.

A more contextual, relevant, and meaningful learning process can be achieved by integrating the three theoretical foundations ethnopedagogy, CTL, and CRT into reading and writing instruction for Grade II. By following these principles, the resulting modules can help educators develop active and reflective literacy activities rooted in local cultural values. These modules will align with character education goals and strengthen the Pancasila Student Profile in elementary schools (Alwasilah et al., 2009; Supriatna, 2018; Gay, 2018).

#### Module Design Recommendations

Based on research at Elementary School Bandung, the initial design of the basic literacy ethnopedagogy module was formulated by taking into account the characteristics of second-grade students, the local cultural context of Bandung, and contemporary pedagogical principles. This module aims to bridge the gap between national teaching materials, which tend to be generic, and the need for literacy instruction that is more contextual and relevant to students' everyday lives. Through the ethnopedagogical approach, the module is designed to provide reading and writing experiences that are not only academically meaningful but also able to foster children's cultural identity and social character.

The module is designed contextually and based on local culture, with reading content and literacy activities aligned with the everyday life of Bandung children. Stories and informational texts can depict tea plantations, mutual cooperation traditions in villages, Sundanese games like egrang or congklak, as well as arts such as angklung. Familiar local cultural contexts help students build emotional closeness to reading materials and increase motivation in writing. This approach aligns with culturally responsive teaching theory (Gay, 2018), which emphasizes the importance of harmonizing students' cultural identity with learning materials. Recent studies also support this, such as Fitriani and Mulyana (2020) and Hidayat (2021), who find that integrating local culture into reading texts increases literacy interest and meaning comprehension while serving as a medium for cultural value preservation (Supriatna, 2018).

The module design is also integrative and thematic. Reading, writing, speaking, and listening skills are combined within unified cultural themes. A theme such as “Playing the Angklung Together” not only presents informational reading texts about angklung but also prompts

students to discuss the values of cooperation, write about experiences or imaginative stories, and present their work to the class. This thematic-integrative learning is in line with Creswell's (2018) vision of integrated curriculum, which views learning experience as a whole, not separate skills. Husna (2022) adds that language skill integration at the lower grade level effectively strengthens students' understanding of meaning through context repetition in diverse language activities. This approach also supports the implementation of the Merdeka Curriculum (Kemendikbudristek, 2022), which emphasizes project-based learning, local culture, and character building to develop the Pancasila Student Profile.

Pedagogically, the module is structured to be participatory and reflective. Learning activities are designed to encourage student participation through group interaction, simple discussions, writing personal stories, reading classmates' work, and reflecting on cultural values learned. This aligns with Vygotsky's (1978) social constructivism theory, which highlights that knowledge is built through social interaction and cultural experience. Teachers act as scaffolders to support students in reaching their zone of proximal development. Hattie (2012) also points out that active, collaborative, and feedback-based learning models have high effect sizes on learning achievement, while Brown (2020) underscores that reflective ability is key to critical literacy, as students learn to connect text meaning with their own experiences, culture, and self-understanding.

To increase learning engagement, the module utilizes visual media and collaborative activities. Pictures of traditional Sundanese houses, illustrations of traditional clothing, and photos of community activities in Bandung can deepen students' understanding of reading context. Visual media have been shown to increase reading interest and comprehension among early-age children (Graham & Harris, 2019; Mertaningsih, 2021). Collaborative activities, like creating cultural posters or writing group stories about cultural experiences, strengthen social skills and understanding of meaning through interaction. This aligns with Johnson's (2002) Contextual Teaching and Learning perspective, in which cooperation and authentic activities help students link learning to real life.

In terms of assessment, this module uses authentic and cultural portfolio assessment approaches. Evaluation considers not only final outcomes, but also the learning process through student work such as reflection journals, stories, observation notes, and documentation of group discussions. Wulan (2023) asserts that process-based assessment offers a more comprehensive picture of literacy ability and cultural identity development than conventional written tests. This also reinforces the concept of assessment for learning (Black & Wiliam, 2018), where ongoing feedback is vital for improving student reading and writing

quality.

Overall, this basic literacy ethnopedagogy module is designed based on contemporary pedagogical studies, including social constructivism in the context of modern literacy learning, which has been frequently revisited in recent research (Daniels, 2016; Hammond, 2020). The active learning principle that emphasizes interaction, collaboration, and ongoing feedback is consistently supported by recent findings on the effectiveness of student-centered learning strategies in improving early literacy (Schleicher, 2018; Hattie, 2023). Furthermore, culturally responsive pedagogy, which has rapidly grown in the last decade (Paris & Alim, 2017; Gay, 2018; Ladson-Billings, 2021), is a crucial foundation for ensuring that literacy learning connects with Bandung students' cultural identity. Integrating local cultural values in reading and writing activities has been proven to boost motivation, reading comprehension, and character development through contexts relevant to children. Thus, this module is expected to create more meaningful, contextual, and inclusive learning experiences, as well as shape a young generation who are literate and rooted in their cultural heritage.

## **CONCLUSION**

This research reveals that literacy learning at Elementary School Bandung is still dominated by national textbooks with minimal integration of local culture, making it difficult for students to connect materials with their daily lives. This finding reinforces the urgency of developing ethnopedagogy-based literacy modules that integrate Bandung's local culture—such as Sundanese folktales, traditional games, and Lembang's agricultural life—as a meaningful learning context. This approach not only improves reading and writing skills but also instills character values such as mutual cooperation, togetherness, and pride in local identity. This research provides a conceptual foundation for developing literacy modules that are contextual, interactive, and reflective by combining the principles of ethnopedagogy, Contextual Teaching and Learning (CTL), and Culturally Responsive Teaching (CRT). Further development needs to include empirical testing and validation to ensure the effectiveness of modules in improving the literacy competencies of elementary school students.

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