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INTEGRATING LOCAL TOURISM INTO INSTRUCTIONAL MATERIAL DESIGN TO IMPROVE NARRATIVE WRITING SKILLS IN ELEMENTARY LEARNERS

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Abstract

This research aims to develop a narrative writing teaching material on local tourism of Kaur Regency for elementary school students, and to determine its validity, effectiveness, and practicality. The development process employed the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The research subjects included expert validators, teachers, and fourth-grade elementary school students. The instruments used were expert validation sheets, narrative writing performance tests (pretest–posttest), and student and teacher response questionnaires. The results show that the developed teaching material achieved a very high level of validity, with an average score of 87.67% as assessed by material, language, and media experts. In terms of effectiveness, students' narrative writing improved significantly, as indicated by an N-Gain score of 0.48, which falls within the moderate range, confirming that the teaching material effectively enhances students' writing skills. Regarding practicality, the teaching material received highly positive responses from both students (92%) and teachers (90%), indicating that it is easy to use, engaging, and supportive of classroom learning activities. Overall, the findings conclude that the narrative writing teaching material based on Kaur Regency's local tourism is valid, effective, and practical for use in elementary school instruction. Integrating local tourist destinations into the learning process has been shown to increase students' motivation and narrative writing skills while supporting contextual learning in elementary education.

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Introduction

The learning process constitutes an interactive exchange between educators and learners designed to cultivate students' intellectual and personal capacities. The effectiveness of this process is shaped not only by the pedagogical strategies employed but also by the quality of the media and instructional materials that facilitate the attainment of learning objectives. As a central component of instruction, the integration of relevant and pedagogically engaging materials is essential, as these resources function as primary instruments through which students construct conceptual understanding and develop essential competencies (Kosasih, 2021).

Narrative writing in elementary education constitutes a foundational literacy skill that serves as a critical basis for students' broader linguistic development. However, a substantial body of research indicates that primary school learners' narrative writing proficiency remains considerably low, primarily due to the limited availability of instructional materials, insufficient integration of real-world contexts, and a lack of innovative learning media that correspond to students' experiential backgrounds (Johariyah, 2020; Mildasari et al., 2019; Rahmayanti et al., 2019). This condition is further compounded by the persistent use of abstract and decontextualized teaching materials that do not sufficiently incorporate students' immediate environments. Accordingly, the development of contextual, engaging, and pedagogically meaningful learning resources is imperative to support more effective instructional practices.

One approach that has gained increasing academic attention involves the utilization of local tourism potential as a basis for instructional material development. Empirical studies demonstrate that incorporating local tourism elements into learning resources can enhance student engagement, motivation, and literacy competence by offering authentic, culturally grounded learning experiences (Amalia & Mita, 2022; Ismail et al., 2022; Hanif et al., 2023). Tourism-oriented instructional approaches are also recognized for their capacity to cultivate cultural appreciation, geographical awareness, and environmental responsibility, reflecting the values embedded in the Sapta Pesona framework, which has been applied in various educational material development initiatives at the elementary level (Hanif et al., 2023). Kaur Regency possesses substantial tourism potential—including coastal destinations, local cultural traditions, and distinctive regional customs—which makes it a valuable source for developing Indonesian-language instructional materials, particularly for narrative writing. These diverse tourism assets may serve not only as narrative contexts but also as a means to foster students' regional identity and appreciation of local heritage. Research on the socio-cultural practices of the Kaur community further highlights the relevance of local values as a foundation for implementing education grounded in local wisdom (Government of Bengkulu Province, n.d.; Sumiyanti, 2023).

Previous studies on the development of local-wisdom-based teaching materials consistently report that the integration of cultural and environmental components into instructional content significantly improves learning outcomes, student creativity, and writing proficiency (Bua & Saputra, 2023; Putri & Faridah, 2023; Pratama et al., 2021). Moreover, instructional innovations such as e-books, modules, and student worksheets incorporating local tourism and cultural themes have demonstrated notable positive effects on students' narrative writing skills and learning motivation (Aini, 2024; Ningsih & Suriani, 2024; Romansyah et al., 2025). Thus, the development of narrative writing materials grounded in Kaur Regency's tourism potential represents a strategic initiative to provide meaningful, contextually grounded learning resources aligned with students' lived experiences.

The development of character and broad intellectual competence requires mastery of knowledge, cultivation of positive dispositions, and acquisition of essential skills, including those related to language. Language proficiency is conceptualized as comprising four interdependent components—listening, speaking, reading, and writing—that must be developed in an integrated manner. Among these components, writing is widely recognized as the most demanding skill, as it synthesizes competencies from the other domains and functions as a central element in language learning. As noted by Zulela in Safitri et al. (2021), writing represents the final stage of linguistic mastery, presupposing adequate competence in listening, speaking, and reading. Consequently, sustained instructional practice is required to familiarize students with the conventions of narrative writing. Writing also contributes positively to learners' self-regulation, reduces anxiety, and strengthens reading comprehension.

Narrative writing is a productive language skill that presents a sequence of events in a coherent, explicit, and logically structured manner. At the elementary level, instructional emphasis is placed on the development of students' ability to generate ideas, manage narrative flow, and select vocabulary appropriate to their cognitive stage. Prior research suggests that the provision of contextualized learning materials that resonate with students' lived experiences can enhance their narrative writing performance (Johariyah, 2020; Mildasari et al., 2019). The essential components of narrative composition—characters, setting, plot, conflict, and moral message—require teachers to facilitate experiential learning or draw upon the local environment to support idea generation and structured expression. Learning materials, in this sense, refer to systematically designed instructional resources aligned with learners' needs. In elementary settings, the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is frequently adopted and has been validated as a practical framework in recent empirical studies (Aini, 2024; Bua & Saputra, 2023).

Instruction rooted in local wisdom seeks to contextualize academic content within cultural and environmental realities to promote meaningful learning. Extant literature indicates that the integration of local tourism resources into instruction can enhance literacy, learning motivation, and character development (Amalia & Mita, 2022; Hanif et al., 2023). Leveraging tourism as a learning resource affords several pedagogical advantages, including providing authentic contexts for comprehension, fostering appreciation for cultural and natural heritage, stimulating creativity in narrative production, and cultivating local pride and socio-cultural awareness. In the context of Kaur Regency, coastal landscapes, Pasemah cultural traditions, and regional heritage sites provide valuable inputs for designing more authentic, contextually relevant learning materials.

The core aim of writing instruction is to enable students to articulate ideas, perspectives, and arguments in coherent written form (Oktrifianty, 2021). Writing also encourages students to develop creativity and utilize language as an effective communication tool. As a foundational language skill, writing must be systematically cultivated from the elementary years, as early writing proficiency forms a critical basis for advanced competencies in subsequent educational stages. Narrative writing constitutes an essential component of Indonesian language instruction in elementary schools. It requires students to recount real-life events using correct spelling, varied vocabulary, and coherent sentence structure (Safitri et al., 2021). Although it supports critical and creative thinking, narrative writing remains challenging for many learners, particularly when instructional materials lack contextual relevance (Oktrifianty, 2021).

Initial observations at SDN 21 Kaur reveal that available materials are predominantly printed textbooks that fail to engage students or reflect their local environment, thereby limiting comprehension. Interviews with the fourth-grade teacher indicate that although students can read, they struggle with writing, particularly grammar, lexical cohesion, and composing narratives from abstract contexts. Consequently, their narrative writing skills remain low. Students' narrative writing competence may be enhanced through contextualized learning facilitated by engaging and relevant materials. Tourism-based instructional resources derived from Kaur Regency allow students to visualize narrative content more clearly because the contexts mirror their own experiences. Although students are familiar with local tourism sites that could inspire narrative ideas, there are currently no instructional materials that systematically integrate these resources. Therefore, the development of tourism-based narrative writing materials—through needs analysis, design, development, expert validation, and limited trials—is expected to align with learners' characteristics, meet expert standards of feasibility, and effectively improve narrative writing proficiency.

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Given these considerations, research on the development of Kaur Regency tourism–based instructional materials for narrative writing in elementary schools is both timely and essential. Beyond addressing low writing proficiency, such an initiative contributes to the preservation of cultural values and strengthens students' awareness. Optimizing regional resources is thus expected to render narrative writing instruction more engaging, meaningful, and impactful for students' literacy and character development.

Method

This study employed a Research and Development (R&D) approach using the ADDIE model. The R&D framework was utilized to investigate, design, develop, and validate the instructional product (Sugiyono, 2021). The ADDIE model comprises five sequential phases—Analysis, Design, Development, Implementation, and Evaluation (Aini, 2024; Bua & Saputra, 2023). In *the Analysis phase*, several diagnostic activities were conducted: (1) a needs analysis to identify students' initial narrative-writing abilities, learning interests, and learning challenges based on classroom observations and teacher interviews; (2) a curriculum analysis, which examined the relevant Basic Competencies, learning objectives, and narrative-writing content; and (3) an analysis of tourism potential in Kaur Regency to identify local destinations (e.g., coastal sites, Pasemah cultural heritage, local customs, and natural landmarks) suitable for integration as narrative learning contexts. *The Design phase* involved constructing the blueprint of the instructional module, including the development of content integrating Kaur tourism sites as narrative contexts, the design of visual elements (illustrations, location maps, tourism photographs, and writing-task rubrics), and the preparation of expert-validation instruments covering material, media, and linguistic components. *The Development phase* entailed producing the initial prototype, conducting expert validation—covering content, language, and media—and revising the product based on expert feedback to produce the final draft. *The Implementation phase* consisted of a limited field trial with fourth-grade students at SDN 21 Kaur, the application of the tourism-based instructional materials in classroom instruction, and the collection of data on the applicability of the materials and student–teacher responses. *The Evaluation phase* assessed the product's effectiveness, incorporating formative evaluation at each developmental stage and summative evaluation through pretest–posttest measures of students' narrative-writing performance.

The trial subjects included 18 fourth-grade students at SDN 21 Kaur, while expert validation involved three specialists—one each in content, language, and media. The research setting was SDN 21 Kaur, Bengkulu, Indonesia. The instruments consisted of observation sheets (for student and teacher activities), interview guides, expert-validation questionnaires assessing content, language, and media feasibility, a narrative-writing test (pretest–posttest), and student and teacher response questionnaires.

Data collection techniques included interviews, observations, and documentation. Data analysis employed qualitative descriptive analysis and descriptive statistics. Qualitative analysis followed the Miles and Huberman framework, such as data reduction, data display, and conclusion drawing. Quantitative analysis comprised: (1) expert validation using mean scores and feasibility categories; (2) effectiveness testing using N-Gain analysis to determine improvement in narrative-writing performance; and (3) student and teacher responses analyzed through percentage achievement. The instructional material was deemed successful if it achieved: ≥80% expert validity, an N-Gain score of at least "medium" (≥0.3), and a positive response level of ≥80% from both students and teachers.

Result and Discussion.

Development of Teaching Materials

In developing the teaching materials, images of various tourism sites in Kaur Regency are integrated with engagingly structured narrative texts. This combination is intended to stimulate students' reading interest while simultaneously supporting the development of their narrative writing skills. The main components involved in the creation of these materials are presented below:

1. Cover Layout

The researcher used the Canva app to create the cover's front layout, and then used Microsoft Word 2010's Insert Picture feature to add the image.

2. The Identification Page
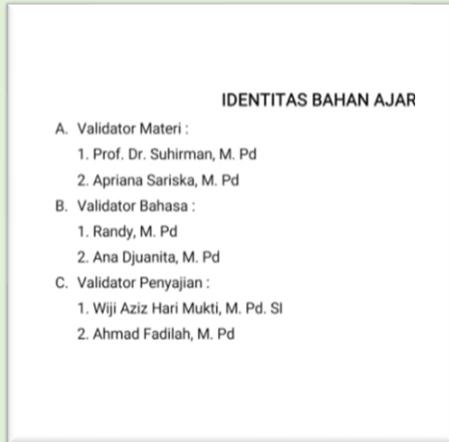
The identification page for the teaching material has a list of the validators who worked on it. These are experts in content, language, and presentation. Each validator helps make sure that the material meets the necessary quality standards for accuracy of content, clarity of language, and format of presentation. This part was written in Microsoft Word 2010 with a 12 pt Times New Roman font.

3. Preface

The preface contains expressions of gratitude, the purpose of the writing, an overview of the instructional material, and acknowledgments to those who contributed to its preparation. It also conveys the author's expectations regarding the usefulness of the material to readers, along with an invitation to provide constructive feedback to support future improvements. This section was prepared using Microsoft Word 2010, formatted in Times New Roman with a 12 pt font size.

4. Table of Content

The table of contents presents the structure and organization of the instructional material in a systematic manner. It provides readers with a guide to the material's main sections and facilitates the retrieval of information using the listed page numbers. This section was prepared using Microsoft Word 2010 and formatted in Times New Roman with a 12 pt font size.

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5. Information of Teaching Materials

This section provides information on Initial Competencies, the Pancasila Student Profile, Learning Outcomes, Learning Objectives, Enduring Understandings, Learning Procedures, and Work Instructions. It was made in Microsoft Word 2010 with a 12 pt Times New Roman font. The tables were made using the Insert Table feature.

6. Teaching Material

This section contains material on narrative writing, structured based on the Learning Outcomes and Learning Objectives established in the Merdeka Curriculum for the Indonesian language subject. The presented material is designed to align with students' developmental levels and support the achievement of the expected competencies in narrative writing instruction, and was created in Microsoft Word 2010 using Times New Roman font at 12 pt.

7. The Assessment Rubric

The assessment rubric section explains the evaluation system used to assess and analyze students' answers to the questions in the teaching materials. This rubric is designed as a guide for objectively and systematically assessing the quality of students' work based on established criteria. This section was created in Microsoft Word 2010 using the Insert Shapes feature, then in the Times New Roman font with a font size of 12 pt.

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8. Kaur Tourism Image and Narrative Text

The narrative text section presents sample narratives developed using images of tourist destinations in Kaur Regency, included in the teaching materials. These texts serve as reference material and provide foundational information for students before they compose their own narratives. The images featured were sourced from the internet and inserted through the Insert Picture feature.

9. Narrative Text Worksheet

Students can create their own narrative texts using the worksheet in the narrative text writing practice section. The purpose of this activity is to enable students to compose narratives using the previously provided narrative text examples and graphics as a starting point for their writing. Microsoft Word 2010 was used to construct this section, and the Times New Roman typeface was used with a font size of 12 pt.

10. References
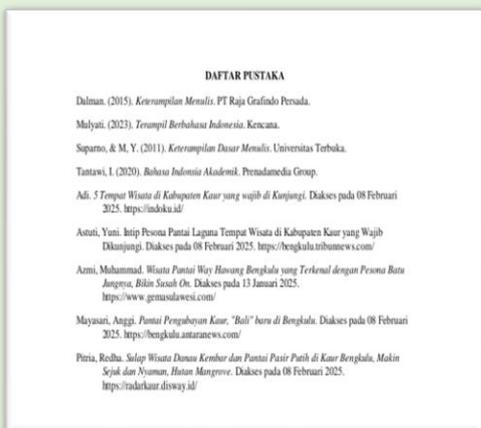
The reference materials used to create the teaching materials are listed in the bibliography. This list contains a variety of books consulted throughout the creation of the instructional materials, thereby bolstering the reliability and caliber of the instructional materials. Microsoft Word 2010 was used to construct this section, and the Times New Roman typeface was used with a font size of 12 pt.

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Validation of Product Suitability

The feasibility validation in this study aims to systematically evaluate the developed instructional materials using expert-administered questionnaires covering the content, language, and presentation domains. The narrative writing materials grounded in the tourism potential of Kaur Regency were examined by three categories of experts—content specialists, language specialists, and media specialists. Their evaluations were recorded using a 1–4 rating scale, which was subsequently converted into percentage scores. The results of the validation process are presented in the following table.

Table 1. Expert Validation Results

Validator	Assessed Aspects	Persentase	Category
Material Expert	Alignment with Basic Competencies, content completeness, idea accuracy, and tourism's contextual relevance	**96,98%**	Very Valid
Language Expert	Readability, sentence effectiveness, and language suitability for elementary school children's age	**92,50%**	Very Valid
Media Expert	Visual design, layout, appeal of tourist images, consistency of appearance	**82,60%**	Very Valid

Based on these results, the average product validity level is:

$$\text{Average validity} = \frac{96,98+92,50+82,60}{3} = 90,69\%$$

The expert validation results indicate that the developed instructional materials fall within the very valid category, achieving mean scores of ≥80% across evaluations conducted by content, language, and media specialists. These outcomes demonstrate that the materials meet established criteria for content accuracy, linguistic appropriateness, presentation quality, and graphical feasibility.

This level of validity is consistent with the findings of Aini (2024), who reported strong validity in the development of an ADDIE-based narrative e-book, and accords with Marlina et al. (2023), who assert that tourism-based instructional materials are effective when they exhibit contextual alignment and precise content representation. Furthermore, Bua and Saputra (2023) contend that the integration of local wisdom enhances the pedagogical relevance of instructional materials due to its proximity to learners' lived experiences. The robust validity achieved in this study is likewise attributable to the incorporation of local tourism elements from Kaur Regency—such as Twin Lakes, Laguna Beach, Kepala Siring Waterfall,

and aspects of Pasemah cultural heritage—which strengthened contextual learning by enabling students to relate their immediate environment to their narrative writing tasks, a relationship also emphasized by Ismail et al. (2022) and Kayati (2022).

Accordingly, achieving a validity score of ≥ 80% signifies that the instructional materials are appropriate for subsequent implementation and adequately address the pedagogical requirements of narrative writing instruction at the elementary level.

Improvement in Narrative Writing Ability (N-Gain)

The results of the narrative writing ability test conducted on 19 fourth-grade students at SDN 21 Kaur, with a pretest before learning and a posttest after using the teaching materials, are shown in the following table.

Table 2. Pretest and Posttest Results

Component	Average Score	Category
Pretest	58.4	Medium
Posttest	78.6	Good

To determine the improvement in students' narrative writing abilities, the following N-Gain calculation analysis was used:

$$\text{N-Gain} = \frac{78.6 - 58.4}{100 - 58.4} = 0.48$$

The N-Gain value of 0.48 falls in the medium range (0.3–0.7).

Analysis of students' narrative writing improvements using the N-Gain test revealed an average score within the moderate category (≥ 0.3). This outcome indicates that instruction supported by local tourism–based teaching materials effectively enhances students' narrative writing proficiency, particularly in the areas of narrative structure (orientation, complication, resolution), the use of vocabulary aligned with local tourism contexts, coherence across paragraphs, and the ability to produce detailed descriptive elements.

These findings are consistent with Johariyah (2020), who demonstrates that narrative quality improves when instructional contexts are anchored in students' real-life experiences. Similarly, Hanif et al. (2023) report that the incorporation of tourism or Seven Wonders

content stimulates students' imaginative capacities. Additional support is provided by Mildasari et al. (2019) and Rahmayanti et al. (2019), who found that locally grounded approaches bolster students' creativity by fostering familiarity and personal relevance with the themes presented. Saputri et al. (2024) likewise confirm that local wisdom contributes significantly to the development of creative writing abilities.

Taken together, the attainment of a moderate N-Gain score signifies that the developed teaching materials are not only valid but also demonstrably effective in improving elementary students' narrative writing skills.

Teacher and Student Response

After the tourism-based reading materials in Kaur Regency for narrative writing lessons for 4th-grade elementary school students were validated by experts, the next step was to conduct a trial. Researchers conducted a limited trial involving 19 students from SDN 21 Kaur. This trial was carried out on a limited scale due to time constraints. The following presents the responses of teachers and students to narrative writing reading materials based on tourism in Kaur Regency.

Table 3. Teacher and Student Response

Response	Assessed Aspects	Persentase	Category
Student	Attention	100%	Very Positive
	Interest	100%	Very Positive
	Confidence	100%	Very Positive
	Satisfaction	96%	Very Positive
	Average	99,53%	Very Positive
Teacher	Attractiveness	95%	Very Positive
	Content	100%	Very Positive
	Language	100%	Very Positive
	Narrative essay based on tourism in Kaur Regency	100%	Very Positive
	Rata-rata	98,33%	Very Positive

The survey results indicate that both students and teachers provided highly positive evaluations of the developed teaching materials, with response rates reaching ≥ 80%. Several aspects received firm approval, including the visual appeal and clarity of the

materials; the motivating effect of locally relevant tourism illustrations; the increased enjoyment of writing activities; students' improved ability to articulate ideas due to the familiarity of the thematic content; and teachers' assessment that the materials substantially support the instructional process. These findings align with Putri and Faridah (2023), who report that teaching materials grounded in local wisdom significantly enhance students' reading interest and learning motivation. Similarly, Munazah and Purwati (2025) demonstrate that localized instructional resources improve students' narrative comprehension by providing contextual and experientially relevant content. The attainment of a ≥ 80% positive response rate is also consistent with the principles of the ADDIE model, wherein the implementation and evaluation phases underscore user engagement and satisfaction as critical indicators of successful instructional material development.

Conclusion

Based on the results of expert validation, field testing, and the responses of teachers and students at SDN 21 Kaur, it can be concluded that the narrative writing teaching materials grounded in Kaur Regency tourism exhibit a very high level of validity, with an average validity score of 90.69%. Students' narrative writing abilities also demonstrated measurable improvement, as indicated by an N-Gain score of 0.48 (moderate category). Furthermore, student responses (99.53%) and teacher responses (98.33%) indicate that the materials are highly effective, engaging, and easy to use.

These findings yield several important implications. First, tourism-based teaching materials can strengthen students' local literacy competencies. Second, the results suggest that teachers can meaningfully leverage the surrounding environment as a learning resource, rather than relying solely on textbooks. Third, the ADDIE model is reaffirmed as a practical framework for developing contextual instructional materials. In addition, the materials contribute indirectly to regional tourism promotion, aligning with local government efforts to develop and highlight regional potential.

Nevertheless, this study presents certain limitations. The research was conducted exclusively with fourth-grade students at SDN 21 Kaur, thereby restricting the generalizability of the findings. The tourism content utilized represents only a subset of destinations within Kaur Regency, and the study focused solely on narrative writing skills, without assessing other dimensions of writing proficiency.

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