



## Improving Extensive Writing Skills based on Integrated Cultural Literacy, Technological Pedagogical Content Knowledge

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### ABSTRACT

*The research subjects in this Classroom Action Research are 1st-grade students of Muhammadiyah 2 Elementary School, Babat, Lamongan. The number of students is 29. This research was conducted in the 2024/2025 academic year, from July 2025 to September 2025. Before implementing PTK, several preparations were undertaken to support its implementation, including the Learning Implementation Plan for the topic under investigation. In this case, the RPP on recount text refers to the basic competencies (KD) in the Indonesian language learning syllabus for Grade 1 of elementary school. In addition to the RRP, researchers also prepared observation and evaluation sheets for students. Two data analysis techniques were used in this study, namely (1) Comparative Descriptive Analysis. This involves comparing the learning outcomes achieved by children in the initial conditions with those after receiving treatment. (2) Qualitative Descriptive Analysis. Qualitative descriptive analysis is conducted for each cycle, and the results are then reflected upon to compare the observations from cycle I and cycle II.*

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## 1. INTRODUCTION

According to national education standards, there are four competencies that a teacher must possess to be considered a professional, one of which is pedagogical competence. This ability is called Pedagogical Content Knowledge (PCK) when teachers have the competence to manage student learning understanding, planning, implementing, and evaluating learning, as well as student development according to their competencies (Bingimlas, K. (2018)). PCK is a combination of pedagogical knowledge and content knowledge (Bilici, S et al 2018). This refers to several research findings indicating that basic teacher knowledge (CK) comprises knowledge of the material being studied and taught, including ideas, concepts, frameworks of thinking, methods, and proof. PK (Pedagogical Knowledge) is a teacher's competence in classroom management, learning planning, and evaluation (Bírová, J. J et al., 2018).

In addition to offering technological changes, the globalization of Society 5.0 based on pedagogical content knowledge also contributes to changes in life, namely behavior, morals, social, cultural and even the way of thinking of its users. These changes must be accompanied by fostering a strong spirit of nationalism, instilling and practicing the values of Pancasila as well as possible, instilling and implementing religious teachings as well as possible, writing positive and selective things about the influence of globalization in the fields of politics, ideology, economy, socio-culture of the nation and the need for parental attention in monitoring their children's relationships and lifestyles Laksana, S. D. (2021).

Globalization is a process of international integration that occurs rapidly each year. Technological progress is a major driver of globalization, fostering the interdependence of human activities in daily life. In early 2019, a new idea emerged from Japanese civilization: Society 5.0, interpreted as a societal order aimed at creating a human-centered, technology-based work (Zogara, J. L., et al., 2022). Through Society 5.0, artificial intelligence that attends to the human side is expected to transform the millions of data collected online across all areas of life, yielding new forms of wisdom within the societal order, one of which is reflected in extensive writing instruction in elementary schools.

The writing ability of Grade 1 students at SD Muhammadiyah 1 Babat requires improvement. Based on initial observations on March 5-6, 2025, 60% of students still cannot write correctly, according to KBBI. Many students are also still slow in composing sentences to become a good paragraph, evidenced by student learning outcomes that do not meet the KKM 70, so teachers do need an appropriate writing learning strategy based on cultural literacy that is integrated with pedagogical content knowledge of how children's writing abilities are combined with the culture that exists in schools with a combination of knowledge about subject matter (content) and teaching methods (pedagogy) that teachers have to convey the material effectively to students.

Writing is a basic skill that everyone possesses. Good writing skills are essential in this modern era. Through writing, a person can record, inform, report, persuade, and influence others. This is in line with the opinion of Mulyati (S., 2022) that writing skills are defined as the ability to use language to express ideas, thoughts, and feelings to others using written language. The scope of the Indonesian Language subject encompasses four language skills: listening, speaking, reading, and writing. These four aspects aim to improve students' oral and written communication skills (Murjana, A., & Suarman, F., 2024). According to Rusanti et al. (2022), writing is the ability to express a thought into written form or tell a story to others through writing. Students' writing skills are influenced by several aspects, such as speaking and receptive aspects, namely listening, reading, sentence effectiveness, punctuation, diction,

spelling usage and vocabulary understanding (Safitri, J et al 2021).

Language skills encompass four main skills: listening, speaking, reading, and writing. Of these, writing tends to be mastered last because it requires a simultaneous mastery of both linguistic and non-linguistic aspects to produce a systematic and coherent written product (Bhairawa, A et al., 2020). Writing is also an indirect means of communication for conveying ideas, thoughts, and feelings, and it requires consistent practice and a solid understanding of language structure (Lutfiana Sari et al., 2024).

Writing is an important area that students in Elementary School must learn. Writing is placing or arranging graphic symbols that express the understanding of a language in such a way that other people can read the graphic symbols as part of the presentation of units of language expression, lado (Montanero, M., & Madeira, M. L., 2019). Short stories are a form of writing; through them, one can assess whether someone can write. The ability of students to write short stories can be measured by how they form ideas and develop and express them in a structured manner, namely by arranging words well, clearly, and completely, and by attracting readers.

Students have varying writing abilities; therefore, this analysis is essential for identifying students with strong writing skills and those who lack them. This is because students' writing skills must be honed from an early age, as writing is a crucial part of life. Extensive writing can use text as a medium for reading and be read in a short period, enabling students to grasp the key content quickly. This contrasts with the reality in the field, as evidenced by the low level of student interest in extensive writing (Rizki et al., 2020). Students often conflate extensive and intensive writing methods. This is a misconception, as the two methods differ. Students believe that reading need not be fast; rather, it can be done slowly and over longer periods to understand the content fully. This is a misperception because it can indicate that students lack interest in writing and motivation to read independently (Setiawan, D. et al. 2020). Writing extensively requires methods, knowledge, strategies, vocabulary, spelling, and the ability to combine sentences to determine reading speed and improve text comprehension.

This extensive writing helps students present and understand ideas and concepts, distill them into simple terms, express opinions, and compare good ideas; it also helps them address problems, thereby training them to think critically. The main character is the axis. Education encompasses loving the country, independence, teamwork, and integrity (Wahyuni, S et al., 2021). Student character is associated with higher-order thinking skills. Teachers train students to think at a higher level so that they develop the expected skills and character. In an effort to cultivate a culture of literacy, analysis, evaluation, and creativity can be carried out through reading and writing. Literacy provides students with opportunities to improve their quality of life and can be cultivated as a habit at every level of formal education. Cultivating literacy skills in reading and writing can be achieved through extensive reading, consistent with Hernandez's (R. M., 2017) view that extensive writing is essentially the same as reading and that it provides information and enjoyment. If students can enjoy reading widely, it will have a good impact. This can be done by reading quickly, and the books they read are directly related to real language and experiences.

Cultural literacy is "The ability to understand and act towards Indonesian culture as a national identity, while civic literacy is the ability to understand the rights and obligations as citizens. Thus, cultural and civic literacy is the ability of individuals and communities to act towards

their social environment as part of a culture and nation" (Ministry of Education and Culture, 2017). Cultural and civic literacy is essential for everyone in the 21st century, especially the millennial generation, to continue to love and participate in preserving Indonesian culture. This country comprises a variety of ethnicities, languages, cultures, beliefs, and social strata. As part of the world, Indonesia is also involved in the global development and change arena. Therefore, the ability to accept and adapt to this diversity, as well as to act wisely and intelligently toward it, is important in the 21st century.

Writing plays a crucial role in daily life. Writing skills are a prerequisite for engaging in various fields or activities. This demonstrates the importance of writing skills and abilities in everyday life. Extensive writing is also a language skill used in indirect communication. Through writing activities, students are guided to communicate in writing. In this case, students are expected to express their ideas coherently, with diction and structure appropriate to the context. Extensive writing plays a crucial role in daily life. Writing skills are a prerequisite for engaging in various fields or activities. This demonstrates the importance of writing skills and abilities in everyday life. Writing is also a language skill used in indirect communication. Through writing activities, students are guided to communicate in writing. In this case, students are expected to express their ideas coherently, with appropriate diction and structure appropriate to the context (Kiuk, Y et al., 2021).

Research by Rokmana et al. (2023) on the Role of Literacy Culture in Increasing Students' Interest in Reading in Elementary Schools, with results from literacy activities at the Al Ghazali Palangka Raya Integrated Islamic Elementary School, has been implemented effectively. It has a role in increasing students' interest in reading. This is evident in students' enthusiasm for reading and for actively participating in literacy activities, such as visiting the library. Students' enthusiasm for reading, interest in reading and the desire to find better reading sources, then research by Elya Umi Hanik et al in 2022 (Hanik, E. U et al, 2022) on the Integration of the TPACK Approach (Technological, Pedagogical, Content Knowledge) of SIKL Elementary School Teachers in Implementing Digital Era Learning with the results of the Indonesian School of Kuala Lumpur (SIKL) currently also using the TPACK approach to support learning in the current digital era. For your information, SIKL learning is now underway in schools and is effective in increasing children's interest in learning. Our research focuses on improving students' writing skills by integrating local cultural materials, taking into account children's abilities and characteristics, and enhancing teachers' pedagogical approaches. Furthermore, incorporating cultural literacy into students' writing will broaden their knowledge and learning resources related to their cultural contexts. Furthermore, integrating pedagogical content knowledge will facilitate teachers' personal analysis of students' writing skills, from word and sentence development to paragraph development, in accordance with the stages and phases of effective writing.

Strengthening cultural literacy to understand diversity and the responsibilities of citizenship is a skill every individual must possess in the 21st century. Therefore, cultural and civic literacy is crucial at the family, school, and community levels, especially for the millennial generation, to maintain their love for and preserve Indonesian culture both nationally and internationally. Cultural and civic literacy not only preserves and develops local and national cultures but also strengthens Indonesian national identity within the global community, ensuring its continued preservation. Cultural literacy must be addressed by providing an understanding of culture and civics to equip individuals to achieve sound and stable social integration within culture, society, the nation, and the state. Therefore, cultural and civic literacy is a crucial indicator of the sustainability and harmony of national and state life among elementary school students.

Cultural literacy itself is essential as a foundation for cultural introduction and the process of cultural learning within the community. By developing cultural literacy, the next generation will be built who have a soul and character in accordance with the nation's cultural values (Manganello, F., & Baldacci, M., 2024).

Cultural and civic literacy reflects the culture and nobility of the Indonesian people, rooted in the values of existing institutions. Therefore, the younger generation, especially high school students, must know, understand, apply, and preserve the culture and civic values of their own region to strengthen their own cultural values (Fahrianur, F et al., 2023). Therefore, concerted efforts are needed to prepare and equip the next generation with cultural and civic literacy, as the world is changing rapidly, driven by the development of information technology and cultural shifts that contribute to the decline in the character of the younger generation.

Cultural literacy and extensive writing can be interpreted as a person's ability to read, write, understand, use, and think critically about various forms of communication, including spoken language, printed text, broadcast media, and digital media. In fact, cultural literacy also encompasses the practices and social relations of a nation's ideology, as they relate to knowledge, language, and culture. Cultural literacy is the ability to understand and act towards Indonesian culture as a national identity (Rohim, D. C., & Rahmawati, S., 2020). Cultural literacy and extensive writing skills are a person's habit of thinking, cultivated through reading and writing about the history, contributions, and perspectives of other cultures, which lead to concern, critical thinking, problem-solving, creativity, and the development of scientific understanding. Therefore, cultural literacy and extensive writing are forms of understanding cultural conditions and differences between cultures, aimed at achieving harmony and preserving culture.

In extensive writing learning, one of the basic competencies that researchers will examine is the integration of cultural literacy into pedagogical content knowledge through the writing of folk tales. This basic competency must be demonstrated by first-grade students in the first semester to meet one of the learning objectives. According to this competency standard, students are required to adapt the fairy tales they have read by rewriting them in their own language.

## **2. METHODS**

The research participants in this Classroom Action Research were 1st-grade students at Muhammadiyah 2 Elementary School in Babat, Lamongan, East Java. The number of students was 29. This research was conducted during the 2024/2025 academic year, specifically from July 2025 to September 2025. Before the implementation of the Classroom Action Research (CAR), several preparations were required to support the CAR, including the Learning Implementation Plan for the topic to be researched. In this case, the RPP on recount text refers to the basic competencies (KD) in the Indonesian Language learning syllabus for elementary school, for grade 1. In addition to the RPP, the researcher also prepared observation sheets and evaluation sheets for students. There were two data analysis techniques used in this study, namely (1) Comparative Descriptive Analysis. Comparative descriptive analysis involves comparing learning outcomes for children under initial conditions with those after treatment. (2) Qualitative Descriptive Analysis. Qualitative descriptive analysis of each cycle, which was then reflected to compare the observation results of cycle I and cycle II.

This classroom action research will be conducted in two cycles, each comprising stages of planning, action implementation, observation, and reflection (Suarsih, 2018). In cycle 1, there are several stages, namely: (1) Planning. Planning. The activity plan to be carried out includes, first, compiling a Learning Implementation Plan (RPP) for the topics and strategies to be used in learning implementation. Secondly, creating and preparing non-test instruments, such as observation and interview sheets, and developing assessment, scoring, and analysis tools. (2) Implementation of Action. Actions in the first cycle stage are planned for 2 meetings, each lasting 40 minutes. In the first meeting, the teacher explains the learning concept by outlining the sequence of tasks students will complete and the procedures for the extensive writing strategy, integrated with pedagogical content knowledge, that will be used later. (b) The teacher asks students to think about the extensive writing activities through cultural literacy that they did a few days ago (in this activity the teacher focuses on ensuring that the topics that the students will write are the same or in line with the culture) (c) The teacher asks students to make a list of activities that they have done a few days ago in the form of sentences in a simple story with a local cultural theme. Students are asked to make at least one story related to the activities they have done. Students evaluate the sentences they have made by paying attention to the chronology of the activities and the grammar used. In the four activities above, the teacher or researcher is responsible for guiding and facilitating students throughout the teaching and learning process. In the second meeting, the activities undertaken by students continue those from the first meeting. In this meeting, the activities carried out are: (e) Students are asked to develop sentences that have been written in the form of folk tales. (f) Students then further develop the paragraphs they have written by adding supporting sentences for the ideas in the paragraphs they have written. (g) Students then close their paragraphs with a conclusion (reorientation) and evaluate the results of their writing from beginning to end. In the first cycle, the researcher introduced the strategies used and supported students by providing guidance on how to write well, thereby strengthening cultural literacy in topic selection and writing implementation, making it easier for students to write. This was also done to ensure that students had a clear understanding of whether their later writing would be in accordance with the existing culture. (3) Observation. The author observed and documented all student activities throughout the extensive writing instruction and learning process, employing literacy reinforcement during the written test. In addition to documenting students' activities during learning, the author also recorded the difficulties students continued to encounter in the activities conducted. (4) Reflection. This activity analyzes both quantitative and qualitative data. The results of this analysis serve as a basis for developing improved and more effective learning system plans. To be implemented in cycle II.

In Cycle 2, there are also several stages, namely: (1) Planning. In planning this second cycle, the approach is largely the same as in the first cycle. The only difference in this cycle is the topic in the RPP. (2) Implementation of Action. During the implementation stage, the activities remain the same as in the first cycle. The only difference lies in the selection of topics for the writing activities to be undertaken. In the first cycle, the author, as the teacher, aligned the topics to be chosen by the students; in this cycle, students are free to choose the topics for their writing activities. (3) Observation. The author observed and recorded all student activities related to the writing, teaching, and learning processes using the PLEASE strategy during the written test. In addition to documenting student activities during learning, the author also noted ongoing difficulties students encountered during the activities. (4) Reflection. This activity analyzes both quantitative and qualitative data. The results of this

analysis serve as a basis for assessing the strategy's success.

### 3. RESULTS AND DISCUSSION

The implementation of this CAR is based on the results of pretests and observations conducted prior to determining the learning solutions to address students' writing problems. This observation was conducted in a class supervised by the author, namely grade 1 of Muhammadiyah 2 Babat Elementary School. The observation was conducted in two stages: the first occurred on July 2, 2025. The second stage was carried out on July 9, 2025. The first stage of observation took place during a writing activity with the theme of culture integrated with pedagogical content knowledge. Although this writing activity was extensively used with the theme of culture, namely folklore, in the text to be studied, namely a recount text, the author was able to assess students' processing and development on this occasion. In this activity, the researcher found that many students were still unable to write well about good folklore. The ideas they wanted to write were actually good, but the way they conveyed them through writing was still a problem. The chronology of the activities they described was also not sequential or consistently arranged, so it still felt odd in their writing. In addition, students continue to have difficulty selecting words and using appropriate sentence structure to convey their ideas. After the first observation, the researcher conducted a second observation on July 16, 2025. At the time of the observation, the students were studying a recount text; the results were the same as those from the first observation. In addition to the problem of organizing ideas, one of the main challenges students face in extensive writing activities on cultural themes in folklore is selecting appropriate themes. In extensive writing, pedagogical content knowledge is integrated, consistent with folklore. Students in the previous topic have studied folklore, but writing it effectively and appropriately remains a major obstacle.

After conducting two observations, the researcher administered a pretest to determine whether the problems identified in the extensive writing class, as integrated with pedagogical content knowledge, actually existed. The pretest was also administered to obtain initial student data, which would later serve as reference material and for comparison with post-PTK results. After administering the pretest and evaluating the students' pretest results, the author found that some students had not yet met the minimum completion criteria (KKM). The KKM set by the school is 75/100. Meanwhile, the results of the student pretests showed that the proportion of students who met the KKM threshold remained below the minimum of 75%. Of the 29 students in the study, only 9 (31%) met the KKM. Meanwhile, 20 students did not meet the KKM, representing 69% of the total.

Based on the pretest implementation results, the average student score has not met the KKM used in schools. The average score obtained by students is 70.09, which remains well below the established criteria. In assessing student writing, researchers use a rubric that includes five main aspects: Content, Organization, Grammar, Vocabulary, and Mechanics. Based on the data obtained, the student's shortcomings are in the grammar aspect, which accounts for 4 (four) of the total maximum weight. The average score for this aspect is the lowest, at 2.57. Followed by the organization with an average score of 2.76. In third place was Vocabulary (word choice) with an average score of 2.95, followed by Content and Mechanics with average scores of 3.13 and 3.26, respectively.

Based on the analysis, students' writing skills remain low. Students continue to experience difficulties with writing skills, organizing ideas, and word choice. In addressing the obstacles students faced, the researcher implemented extensive writing instruction integrated with

pedagogical content knowledge to help students overcome these problems. To implement this strategy, the researcher required two cycles, each consisting of two meetings. After conducting the cycle 1 posttest, it was concluded that implementing extensive writing, integrated with pedagogical content knowledge, in learning activities and folktales improved student development. Of the 29 students in grade 1 who achieved the Minimum Completion Criteria (KKM) for writing folktales with cultural themes, 29 students achieved the Minimum Completion Criteria (KKM). In comparison, the remaining 9 students did not. This result represents a drastic improvement from the previous pretest results. In line with the increase in the number of students achieving the KKM, the average score of students also increased, from 70.09 to 80.79. The following is a presentation of the scores or results of student writing in Cycle I: for scores of 0-79 achieved by 9 people or around 31%, then scores of 78-84 achieved by 8 people or around 58%, and finally for scores of 85-100 achieved by 13 people or around 42%.

The posttest results from Cycle I indicated that 21 students (approximately 75% of the 29 first-grade students at Muhammadiyah 2 Elementary School, Babat, Lamongan) achieved the Minimum Competency (KKM). This indicates that 29 students (approximately 75%) met the KKM. This suggests that integrating extensive writing with pedagogical content knowledge in folktale writing activities is successful. However, several students still did not achieve the established KKM. Furthermore, the researcher also found several shortcomings in the students' writing. These shortcomings will be explained below, first, the use of sentences and punctuation in writing. Punctuation and sentence structure were the main weaknesses in the writing of folktales by first-grade students at Muhammadiyah 2 Elementary School, Babat. Students still frequently misused the correct words and letters in accordance with the changes in the narrative format. Therefore, in the next meeting, the researcher sought to emphasize the correct use of punctuation and word enrichment to help students avoid similar errors in the next cycle. The average score for the grammar aspect is 3.31, the lowest among the aspects.

The second issue concerns paragraph organization. Student-written paragraphs should consist of at least two or three paragraphs: the first is an orientation, the second a list of activities or details of the activities undertaken, and the third paragraph, which may or may not be present, contains impressions or conclusions from the story the student wrote. Nevertheless, the story the students told was quite clear, with an average organization score of 3.40 out of 4. In other assessment areas, students' average scores were quite good. However, after discussions with fellow teachers, the researcher decided to continue this CAR into a second cycle to reconfirm students' success and identify any remaining shortcomings for further improvement.

After conducting a posttest in Cycle 2, it can be concluded that after implementing extensive writing integrated with pedagogical content knowledge in learning activities and writing folk tales, it can be concluded that student development has increased with the following details of 29 students in grade 1 of Muhammadiyah 2 Babat Elementary School who achieved the KKM for writing folk tales as many as 25 people, while 4 others have not achieved the KKM. This result shows an increase relative to the results from the first cycle. In the first cycle, 21 students achieved the KKM; in the second cycle, this increased to 26. Although there was no significant increase, the implementation of this extensive writing initiative had a positive impact on learning activities, particularly on writing. The following presents student writing scores or results in Cycle I: scores 0-75 achieved by 8 people (27.58%); scores 78-84 achieved by 9 people (31%); and scores 85-100 achieved by 14 people (50%).

The post-test results in Cycle 2 indicated that 23 students (approximately 74.2% of the 29 first-grade students at Muhammadiyah 2 Babat Elementary School) achieved the Minimum Competency (KKM). This indicates that 23 students achieved the KKM. Therefore, it can be concluded that the implementation of extensive writing integrated with pedagogical content knowledge in folktale writing activities indicates success. However, several students still did not achieve the established KKM. Furthermore, the researcher found several shortcomings in the students' writing. These shortcomings will be explained below. However, the use of grammar remains a challenge in folktale writing. In this cycle, the researcher assisted students by providing additional understanding of the past tense before and during the lesson. Overall, it can be concluded that the use of extensive writing, integrated with pedagogical content knowledge, in folktale writing activities was successful. After comparing pre- and post-test results from Cycle 1, it can be concluded that the percentage of students who passed the test after implementing the PLEASE strategy increased by 50%. In the pre-test, 10 students (31%) achieved the Minimum Competency (KKM). This increase indicates that the problems students encounter in writing folktales are beginning to be overcome through the use of extensive writing strategies integrated with pedagogical content knowledge. Overall, students' organization of ideas and use of grammar also began to improve. Students benefited from drafting a list of ideas before organizing them into paragraphs. By first making a list of ideas, researchers found that students were easier to analyze for grammatical errors. In addition, this activity of making a list of ideas helped students remember the ideas they intended to include in the story they wanted to write.

In Cycle I, writing instruction was not fully effective and optimal. The results of the Cycle I action test showed improvement, but some students still did not meet the standard. The following reflections are based on observations conducted in Cycle I: The teacher will create narrative texts using simple, concise language. The teacher will adjust students' seating positions to ensure they are not too close together. The teacher will use a laptop and speakers to amplify the sound. The teacher will further motivate students in the learning process. The teacher will discuss the use of diction, imagery, and figurative language in more depth. Planning Stage: Based on the Cycle I reflection, several obstacles were encountered. Therefore, the researcher sought to address and overcome the obstacles encountered in Cycle I to prevent their recurrence in Cycle II. Before implementing Cycle II, the teacher prepared a lesson plan using the Suggestopedia method, created narrative texts and poetry-writing skill worksheets, developed teacher and student observation sheets, provided laptops and speakers, and searched for music appropriate to the Suggestopedia method. During the Cycle II Action and Observation Stage, the teacher's use of the Suggestopedia method improved. Overall, the teacher performed well in each aspect observed. The teacher reads the narrative in time with the music's rhythm, thereby evoking students' emotions. Students' activeness in asking questions and responding to the teacher has begun to increase, although some shy students still need guidance. Based on observations conducted in Cycle II, several obstacles were identified in implementing the suggestopedia method. The following are teacher reflections: The teacher implemented extensive writing based on local wisdom integrated with pedagogical content knowledge more dramatically, thereby enhancing students' imagination. To improve figurative language, the teacher will ask students to compose a series of folktales, ensuring that all students understand how to use figurative language in their writing. The teacher will further motivate shy students by referring to them as "brave." The teacher will convert the classroom into a tableless environment, with students

seated in a circle to improve control and concentration. Cycle II: Process and Results: Folktale writing skills in Cycle II significantly improved.

#### 4. CONCLUSION

Achievement indicators for writing activities were achieved after the implementation of Extensive Writing Based on integrated cultural literacy Technological Pedagogical Content Knowledge writing folk tales on local cultural themes in addition to referring to the post-test results, based on the questionnaire used to measure students' responses to the implementation of the strategies used, it showed that students gave positive responses to the application of the please strategy in writing folk tales. The use of extensive writing in writing activities is very effective. This strategy can be applied to students' writing activities in school, especially to writing long texts or paragraphs. The use of this strategy is very helpful for students in re-evaluating their writing. However, during implementation, teachers must continue to monitor students' writing to provide guidance or serve as facilitators if they encounter problems. In implementing the procedure, students also often encounter difficulties in expressing their ideas in the target language, which is not their everyday language, in this case, Indonesian, so that, in addition to helping evaluate the results of student work, teachers should also be able to guide students to be able to express their ideas well. The use of extensive writing is effective for improving students' writing skills; therefore, researchers recommend that teachers adopt this strategy as an alternative when students have difficulty writing paragraphs of folk tales with proper grammar. Based on observations conducted in Cycle II, several obstacles were identified in implementing the suggestopedia method. The following are teacher reflections: The teacher implemented extensive writing based on local wisdom integrated with pedagogical content knowledge more dramatically, thereby enhancing students' imagination. To improve figurative language, the teacher will ask students to compose a series of folktales, ensuring that all students understand how to use figurative language in their writing. The teacher will further motivate shy students by referring to them as "brave." The teacher will convert the classroom into a tableless environment, with students seated in a circle to improve control and concentration. Cycle II: Process and Results: Folktale writing skills in Cycle II significantly improved.

#### 5. AUTHORS' NOTE

This article reports on research conducted at SD Muhammadiyah 2 Babat, Lamongan, which aims to support the writing skills of students through an Extensive Writing approach integrated with Technological Pedagogical Content Knowledge. The author would like to express sincere appreciation for the valuable guidance and support provided during the observation and interview process. Thanks are also extended to the students for their active participation and invaluable contribution to the school and university of Muhammadiyah Lamongan in completing this research. The author also declares that this article is free from plagiarism.

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