DISCUSSANT: Journal of Language and Literature Learning
Volume 4, Issue 3 September 2026
DOI: https://doi.org/10.55909/j3l.v4i3.75

https://discussant.dialeks.id/index.php/dj
p-ISSN : 2985-8720
e-ISSN : 2985-6981

Short Story Writing Learning Assisted by Randai as an Implementation of Strengthening Cultural Values in Class XI Students of SMA Negeri 1 Inuman

Rinanda Setyanisa Guntoro[1]*, Noviardi Oktavian[2], Hasnah Faizah[3]
[123]Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Riau, Riau, Indonesia
*E-mail: rinandasetyanisa@student56.unri.ac.id

ABSTRACT
Strengthening cultural values in education is an important step to preserve cultural heritage while shaping students' characters. This study aims to analyze the application of short story writing learning by integrating elements of local wisdom such as randai as a method of strengthening cultural values in grade XI students of SMA Negeri 1 Inuman. Using a qualitative approach with a descriptive method, this study explores students' responses to cultural values through short story writing with randai local wisdom as teaching materials. The findings of the study indicate that short story writing based on randai local wisdom not only improves students' understanding of cultural values but also fosters creativity and writing skills. In addition, learning activities contribute to the internalization of moral values, character development, and local traditions in students' learning activities. Thus, teaching short story writing with the help of randai local wisdom as an implementation of strengthening cultural values functions as an effective approach to support literary learning and build the character of grade XI students of SMA Negeri 1 Inuman.

Keywords: short story, writing learning, Randai, cultural values

INTRODUCTION

In an era of intensifying globalization, strengthening cultural values within education has become a strategic necessity for preserving a nation's identity and character. The massive influx of information and foreign cultures has significantly influenced the way the younger generation thinks, acts, and behaves. In this context, education plays a central role—not merely as a means for transferring knowledge, but also as a vehicle for character development rooted in local cultural values.

One relevant approach in this endeavor is education based on local wisdom, which prioritizes cultural values as the foundation of the learning process. Local wisdom encompasses the traditions, norms, and values that have long existed within a society, rich in moral, social, and spiritual significance. Integrating these values into the curriculum allows students not only to understand their local context but also to internalize life principles that are both relevant and applicable to their daily lives (Arista, 2020). As noted by Schiefer (2012), cultural values serve as fundamental principles that guide life within a society, profoundly shaping an individual's way of thinking and behavior. Furthermore, in cross-cultural contexts, these values play a crucial role in how individuals make decisions and respond to their social environment (Nouri et al., 2017). Consequently, strengthening cultural literacy in education has become increasingly vital. Cultural literacy does more than provide an understanding of diversity; it fosters mutual respect and tolerance—essential pillars of a multicultural society.

Submitted	Accepted	Published
06/01/2026	29/10/2026	05/11/2026

Citation	Guntoro, R. S., Oktavian, N. & Faizah, H. (2026). Short Story Writing Learning Assisted by Randai as an Implementation of Strengthening Cultural Values in Class XI Students of SMA Negeri 1 Inuman. *Discussant: Journal of Language and Literature Learning, Volume 4, Issue 3, September 2026, 149-156. DOI: https://doi.org/10.55909/dj3l.v4i3.75*

Publisher
Raja Zulkarnain Education Foundation

Schools, as microcosms of society, bear a significant responsibility to instill cultural values in students through their daily educational activities. Interactions among students, teachers, and the school environment create a dynamic space for introducing, embedding, and preserving local cultural values. Integrating local wisdom into the educational curriculum serves not only as an effort to preserve traditions but also as a strategy to equip the younger generation with a strong sense of cultural identity and the ability to live harmoniously within a diverse society (Arista, 2020). Consequently, education grounded in cultural values contributes not only to the development of individuals with integrity but also serves as a foundation for building an inclusive and cultured society. Amidst evolving global challenges, systematic and structured efforts to instill cultural values through education have become increasingly relevant and urgent.

Education oriented toward national cultural values is an essential component in shaping a moral generation with strong character. Nevertheless, its implementation often faces various obstacles, including a lack of understanding and insufficient support from stakeholders. This underscores the need for active and sustained involvement from all parties to ensure the success of character education programs (Mubarok et al., 2023). Integrating local cultural values into the education system from an early age has been shown to contribute significantly to the character development of students, while simultaneously fostering cooperative and tolerant attitudes—two fundamental elements for life in society (Sakti et al., 2024).

Direct engagement of students in culture-based activities allows them to gain a deeper understanding of local values, strengthens their connection to cultural heritage, and helps forge a robust cultural identity. However, the dynamics of globalization and the ongoing currents of modernization often lead to the marginalization of local cultural values. Therefore, strategic efforts are required to balance global influences with the preservation of local traditions to ensure the continuity of these cultural values. In this context, education based on cultural values not only plays a role in shaping resilient individuals but also serves as a vital instrument for safeguarding cultural heritage amidst the challenges of the times.

Furthermore, the implementation of culture-based education demonstrates that individuals can adapt their behavior to the cultural norms they are taught. For instance, in the context of social interaction, cultural values can influence how individuals interpret a given situation—as seen, for example, in the manipulative practices sometimes employed by local vendors toward tourists (Bhatia et al., 2014; Prayuda, 2023; Giyatmi, 2020). Thus, culture-based education is not only crucial for building moral character but also serves as a strategic tool for preserving cultural identity amidst global pressures.

Research indicates that local wisdom emphasizes the importance of ethics and mutual respect, which directly shapes patterns of social interaction within a community (Ramadhani et al., 2024). Despite its vital role in preserving cultural identity and supporting environmental sustainability, local wisdom currently faces significant challenges. Modernization and globalization threaten to erode these cultural practices, thereby narrowing the opportunities for them to be passed down to future generations. These external pressures are often viewed as the primary drivers behind the loss of traditional knowledge and the values embedded within it, making the preservation of local wisdom an urgent necessity (Ramadhani et al., 2024).

Writing short stories is a form of literary expression that offers an opportunity to integrate cultural values in a creative way. Through elements such as theme, plot, and character, short stories can convey moral and social messages that are relevant to daily life. When infused with elements of local wisdom, short stories not only become engaging learning tools but also contribute to the

https://discussant.dialeks.id/index.php/dj
p-ISSN : 2985-8720
e-ISSN : 2985-6981

preservation and reinforcement of a community's culture (Nurrachman et al., 2020). Short stories often depict characters with diverse traits, providing an opportunity for students to understand and reflect upon their own values and behaviors (Dewi, 2017). For eleventh-grade students at SMA Negeri 1 Inuman, writing short stories that incorporate local wisdom serves as an effective strategy to deepen their cultural understanding while fostering creative and critical thinking skills. Through this activity, students can explore local traditions and customs, subsequently representing them in the form of literary works. This approach not only broadens their cultural horizons but also strengthens their character in the face of modernization—a process that threatens to erode local values.

This study aims to examine how the writing of short stories infused with local wisdom can be utilized as a strategy to reinforce culture among eleventh-grade students at SMA Negeri 1 Inuman. The approach integrates literary elements with efforts toward cultural preservation. Furthermore, this research underscores the importance of synergy between character education and the preservation of traditions, serving as a foundation for shaping a generation that possesses a clear sense of identity, strong character, and a deep respect for cultural values.

METHOD

This study employs a saturated sampling technique, involving the entire population—students in grade XI at SMA Negeri 1 Inuman—as the research sample. This approach aligns with the perspective of Sugiyono (2021), Razak (2017), Abubakar (2021). Data were collected by distributing questionnaires to 30 students to gauge their responses regarding the reinforcement of cultural values through the writing of short stories that incorporate elements of local wisdom. The collected data were analyzed quantitatively using a Likert scale to measure attitudes and perceptions toward social phenomena (Sugiyono, 2021). The quantitative values from the questionnaires were then converted into qualitative data based on conversion guidelines adapted from the approach of Arikunto (2006), enabling an evaluation of the effectiveness of the learning process. Furthermore, the students' responses were analyzed using averages and percentages, with assessment categories based on the guidelines provided by Usman & Akbar (2022). This analysis provides insight into the effectiveness of teaching short-story writing—infused with local wisdom—in strengthening cultural values, specifically those of the Riau Malay culture.

RESULTS

Based on the research findings, the reinforcement of cultural values through the writing of short stories containing elements of local wisdom—carried out by grade XI students at SMA Negeri 1 Inuman—yielded significant results. These findings were derived from an analysis of students' perceptions regarding the short-story writing activity, its impact on enhancing literacy skills and creativity, and the connection between the cultural values presented in the stories and the realities of daily life. The detailed research findings are presented comprehensively in the following analysis section.

1. Students' Perceptions

Students' perceptions regarding short story writing assisted by Randai—as an implementation of cultural value reinforcement—are presented across three aspects. These aspects are detailed in the following table.

DISCUSSANT: Journal of Language and Literature Learning
Volume 4, Issue 3, September 2026
DOI: https://doi.org/10.55909/j3l.v4i3.75

Table 1
Students' Perceptions of Short-Story Writing Assisted by Randai as an Implementation of Cultural Value Reinforcement

No.	Statement	Average	Creteria
1	Writing short stories with the aid of randai helps in understanding local cultural values	4,19	good
2	Writing short stories with the aid of randai is an engaging activity	4,13	good
3	Appreciating local culture after engaging in the activity of writing short stories with the aid of randai	4,30	very good

2. Influence on Students' Literacy and Creativity Skills

The influence of students' perceptions regarding short-story writing—supported by the use of Randai as a means to reinforce cultural values—on their literacy skills and creativity is presented in the following table.

Table 2
Influence on Students' Literacy and Creativity Skills

No.	Statement	Average	Creteria
1	Randai-assisted instruction improves short story writing skills.	4,32	good
2	Randai-assisted instruction fosters creativity in structuring and developing stories.	4,25	good
3	Randai-assisted short story writing builds confidence in expressing ideas.	4,36	very good

3. Relevance of Cultural Values to Daily Life

The relevance of cultural values to daily life is presented in the following table.

Table 3
Relevance of Cultural Values to Daily Life

No.	Statement	Average	Creteria
1	The cultural values ??expressed in the short stories are relevant to daily life.	4,39	good
2	Connecting the local wisdom being studied with personal experiences or one's surrounding environment.	4,36	good

DISCUSSION

Students' Perceptions of Short Story Writing Assisted by Randai as an Implementation of Cultural Value Reinforcement

Data analysis from response questionnaires completed by 30 students in grade XI at SMA Negeri 1 Inuman indicates a highly positive outcome regarding the reinforcement of cultural values through the writing of short stories infused with local wisdom. The questionnaire results reveal that using randai—a traditional performing art—as an aid in short story writing was well-received as a means to strengthen cultural values. The average scores across three key indicators show that students found the activity helpful in understanding local cultural values (mean: 4.19), engaging (mean: 4.13), and fostering an attitude of appreciation toward local culture (mean: 4.30). These findings suggest that integrating traditional art forms like randai into literacy instruction not only enhances students' understanding of local culture but also stimulates interest in learning and cultivates a greater appreciation for cultural heritage. Consequently, the use of randai as a supporting medium for short story writing proves

REFERENCES

https://discussant.dialeks.id/index.php/dj
p-ISSN : 2985-8720
e-ISSN : 2985-6981

effective in instilling character and cultural values in students in a contextual and meaningful way.

Impact on Students' Literacy Skills and Creativity

Based on the research findings, the integration of local wisdom into short story writing instruction contributes significantly to the enhancement of literacy skills and the development of creativity among grade XI students at SMA Negeri 1 Inuman. Data indicates that instruction incorporating local cultural elements enhances students' narrative writing skills, with an average score of 4.32—a rating classified as "very good." This suggests that a cultural context relevant to students' daily lives serves as an effective source of inspiration for developing story structures, refining language use, and strengthening the messages conveyed. Students' familiarity with the local values integrated into their stories facilitates the organization of ideas while enriching both the content and style of their writing.

Furthermore, instruction rooted in local wisdom has been shown to foster student creativity in constructing and developing plotlines, yielding an average score of 4.25. When granted the freedom to explore cultural themes closely linked to their own experiences, students demonstrate an ability to engage in original, imaginative thinking. Additionally, the affective dimension of learning has improved, as evidenced by a score of 4.36 on the indicator for self-confidence in expressing ideas through writing. These findings confirm that a culture-based approach not only bolsters cognitive aspects and writing proficiency but also provides a space for personal expression, helping students build the self-assurance needed to articulate their thoughts and experiences through literary work.

Relevance of Cultural Values to Daily Life

Based on this data, the implementation of short-story writing instruction—grounded in local wisdom and incorporating elements of randai—has positively influenced the reinforcement of cultural values among eleventh-grade students at SMA Negeri 1 Inuman. The students hold a highly favorable view of this activity, as reflected in their high ratings regarding their understanding of local cultural values, their engagement in the writing process, and an increased appreciation for regional cultural traditions. Integrating cultural elements into the curriculum not only strengthens students' emotional connection to their local culture but also deepens their learning experience, making it both reflective and contextual. This approach has demonstrated its effectiveness as a pedagogical strategy that not only teaches writing skills but also instills character values through a culture-based creative process.

Furthermore, this activity contributes significantly to the development of students' literacy and creativity. Writing short stories within the context of local culture encourages students to express their ideas, construct coherent narratives, and gain confidence in their writing. This is evidenced by excellent assessments in areas such as writing proficiency, narrative creativity, and the courage to articulate ideas. Moreover, students are able to connect the cultural values explored in their stories with the realities of their daily lives, including their personal experiences and social environments. The strong relevance between the learning material and real-life contexts demonstrates that an approach rooted in local wisdom is effective in reinforcing cultural values and character, while simultaneously serving as a means for cultural preservation in the face of the challenges posed by modernization and globalization.

The findings of this study reinforce previous results, indicating that short-story writing activities—supported by randai (a traditional performing art)—in the eleventh-grade classes at SMA Negeri 1 Inuman contribute significantly to enhancing students' understanding, appreciation, and interest regarding local cultural values. This pedagogical approach has proven effective in strengthening cultural values and supporting the development of student character. Cultural literacy plays a crucial role in helping students grasp social

dynamics and the cultural values of a community through a systematic learning process within the school environment, which mirrors real-life social existence. Furthermore, fostering a positive learning atmosphere by integrating cultural values into religious and social activities contributes substantially to character formation. A supportive learning environment encourages students to engage more meaningfully with course material, while simultaneously cultivating ethical and responsible attitudes (Hidayat et al., 2019; Arista, 2020).

Moreover, a learning environment that promotes curiosity, critical thinking, and mutual respect is essential for strengthening character. By identifying relevant cultural values within the learning environment, educators can design instructional strategies that connect course content to the local cultural context, thereby enriching character development in a holistic manner (Hidayat et al., 2019; Simanjuntak et al., 2019). Nevertheless, some critical perspectives suggest that an overemphasis on local cultural values could potentially limit students' global outlook and hinder the development of universal character traits. Consequently, achieving a balance between local culture-based education and a global perspective is vital when designing a comprehensive approach to character education (Bammeke, 2011; Jumriani et al., 2021). In terms of understanding local culture, the practice of writing short stories—supported by the randai tradition—has had a positive impact on eleventh-grade students at SMA Negeri 1 Inuman. Beyond serving as entertainment, this activity functions as an educational medium that fosters awareness regarding the importance of cultural preservation in daily life. Furthermore, it intrinsically enhances students' writing skills, particularly in the development of character and plot through authentic, contextually relevant content (Fauzi & Pratama, 2020). Integrating randai into short-story writing also strengthens the students' connection to their local environment and traditions, ultimately supporting cultural sustainability (Yulianti, 2022; Prayudha S., 2023). Nevertheless, it is essential to ensure that such integration aligns with the national curriculum, guaranteeing that students acquire cultural knowledge while simultaneously developing their language competencies in a balanced manner (Pingge, 2017).

Regarding its appeal, using randai to support short-story writing has proven effective in motivating students. They find the activity engaging and enjoyable, noting that it inspires them to explore creative ideas aligned with the cultural values they are studying. Moreover, the activity has successfully deepened the students' regard for local culture, as evidenced by their high level of appreciation for traditional wisdom. Consequently, the use of randai in short-story writing serves as a meaningful, relevant, and effective educational approach for developing literacy, building character, and strengthening cultural awareness among students (Yulianti, 2022).

CONCLUSION

Based on the research conducted, it can be concluded that the implementation of short-story writing instruction supported by randai has a significant impact on strengthening cultural values, enhancing literacy skills, and fostering the creativity of eleventh-grade students at SMA Negeri 1 Inuman. The integration of local cultural elements—specifically the randai performing art—has proven effective in deepening students' understanding of regional cultural values, stimulating their interest in learning, and cultivating an appreciative attitude toward cultural heritage. This is reflected in student assessments, which fall into the "excellent" category regarding their perceptions of the learning activities, the relevance of the cultural values, and an increased sense of confidence in expressing ideas through writing. Furthermore, short-story writing activities contextualized within local culture make a meaningful contribution to literature education in schools. A cultural context that resonates with the students' own lives not only facilitates the development of ideas and narrative structures but also encourages deep emotional engagement

https://discussant.dialeks.id/index.php/dj
p-ISSN : 2985-8720
e-ISSN : 2985-6981

throughout the creative process. This pedagogical approach creates a space for personal expression that fosters courage, originality, and critical thinking skills. Consequently, culture-based approaches—such as short-story writing supported by randai—can be optimized as an intelligent instructional strategy to develop students who are literate, creative, possess strong character, and maintain a high level of cultural awareness amidst the currents of globalization.

REFERENCES

Abubakar, R. (2021). *Pengantar Metode Penelitian.* Yogyakarta: Suka-Press UIN Sunan Kalijaga.

Arikunto, S. (2016). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

Daniel, H., Simanjuntak, P., Pasaribu, P., & Malau, W. (2019). The Urgency of Academic Culture Development as Reinforcement of Character among Students. doi: 10.4108/EAI.24-10-2019.2290576.

David, S. (2012). The Value of Cultural Values Reinvestigating the Relationship Between Culture-Level Values and Individual-Level Psychological Phenomena.

Elnaz, N., Kallirroi, G., David, T. (2017). Culture-Specific Models of Negotiation for Virtual Characters: Multi-Attribute Decision-Making Based on Culture-Specific Values. Ai & Society, doi: 10.1007/S00146-014-0570-7.

Elvi, Y. (2022). Local Wisdom on a Short Story of Works by Students of Class XI SMA Negeri 19 Medan TP 2021/2022. International Journal of Humanities Education and Social Sciences, doi: 10.55227/ijhess.v1i4.126.

Funmi, O., Bammeke, B. (2011). Education, Character and the Promotion of Cultural Values. Social Science Research Network.

Giyatmi, G. (2020). Bringing Indonesian Local Wisdom Into the English Class. doi: 10.2991/ASSEHR.K.200804.009.

Heni, H., Dwi, D., & Arista, A. (2020). Development of Cultural Literation in Learning to Build Students' Character.

Heronimus, H., Delu, D., & Pingge,P. (2017). Kearifan Lokal dan Penerapannya di Sekolah. doi: 10.53395/JES.V1I2.27.

Ida, K., Ida, I ., Rusdiana, R., Eva, N. H. (2022). Kearifan Lokal dalam Kumpulan Puisi Banjar sebagai Media Pembelajaran pada Sekolah Menengah. Lentera: Jurnal Ilmiah Kependidikan, doi: 10.33654/iseta.v1i0.1846.

Ilham, N., Wikanengsih, W., & Reka, Y. M. (2020). Analisis unsur intrinsik cerpen "dilarang menyanyi di kamar mandi" karya seno gumira ajidarma. doi: 10.22460/P.V3I6P859-870.5655.

Joko, P. S. (2023). Inserting Local Wisdom In English Material: Strategies and Benefits. Foremost Journal, doi: 10.33592/foremost.v4i2.3704.

Jumriani, J., Mutiani, M., Muhammad, A. H. P., Syaharuddin, S., Ersis, & Warmansyah, A. (2021). The Urgency of Local Wisdom Content in Social Studies Learning: Literature Review. doi: 10.20527/IIS.V2I2.3076.

Muhammad, R. F., Deri, D., & Fadly, P. (2020). Study of Local Wisdom Values in the Short Collection "Keajaiban Ceritaku" Stories of PGSD Students. doi: 10.2991/ASSEHR.K.201215.073.

Muhammad, S. M., Hasanah, A., Bambang, B., & Samsul, A. (2023). Core Ethical Values of Character Education Based on National Cultural Values in Madrasah. Edumaspul : jurnal pendidikan, doi: 10.33487/edumaspul.v7i2.6447.

Nelson, C. (2017). The Many Faces of Working Memory and Short-Term Storage. Psychonomic Bulletin & Review, doi: 10.3758/S13423-016-1191-6.

Novia, P. R., Arini, N. F., & Alfisyah, N. (2024). Nilai Kearifan Lokal dalam Tradisi Kelahiran Anak pada Masyarakat Adat Tamansari Wuluhan. Jurnal Ilmiah Ilmu Pengetahuan Sosial Indonesia, doi: 10.21154/jiipsi.v4i1.2846.

Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia.* Pekanbaru: Ababil Press.

Syahria, A. S., Suwardi, E., Arif, R. (2024). Integrating Local Cultural Values into Early Childhood Education to Promote Character Building. International Journal of Learning, Teaching and Educational Research, doi: 10.26803/ijlter.23.7.5.

Sugiyono, S. (2021). Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D, dan Penelitian Pendidikan. Bandung: Alfabeta.

Taranjeet, S. B., Saad, A., K., & Ladislau, B. (2014). The Education of a Crook: Reinforcement Learning in Social-Cultural Settings (Extended Abstract).

Usman, H. (2022). Metodologi Penelitian Sosial: Edisi Ketiga. Jakarta: Bumi Aksara.