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# Necessity Analysis of Majalengka Picture-Based Teaching Materials Toward Historical Literacy of Elementary School

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## ABSTRACT

This research examined the need to develop illustrated instructional materials based on Majalengka's local wisdom for school history instruction. The background of this research was the scarcity of Majalengka-based local history as a teaching resource and the limited and engaging availability of history learning for students. This descriptive qualitative research involved five teachers and ten fifth-grade students from SDN Malongpong 1, Majalengka. The researchers collected the data through interviews and classroom observation. The researchers also ensured the data's credibility through methodological triangulation. Then, the researchers analyzed the data with some steps: data reduction, data display, and data conclusion. The results found that the urgency for illustrated teaching materials based on local wisdom is meaningful and attractive as historical learning resources. This learning resource also demonstrated considerable potential to improve students' historical literacy.

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## 1. INTRODUCTION

The current digital and modern industrial era demands individuals capable of operating technology effectively, communicating efficiently through digital media, and adapting to rapid technological changes. Thus, individuals in the current era must possess 21st-century skills [1]. Educational institutions must integrate these skills into the learning process to produce an excellent young generation that will form a highly competitive, complex, and dynamic workforce. Therefore, schools must develop adaptive skills by promoting independent learning and cultivating strong interpersonal skills [2]. These efforts could equip the students to encounter future challenges and uncertainties.

Historical literacy is a key component of 21st-century skills and is important for student learning. Thus, teachers must provide this literacy in their instructional activities. Teachers could integrate historical literacy into history lessons, particularly within the

science, social, and cultural studies (PAS) lessons for the elementary level. Improving historical literacy could encourage nationalistic values and foster them with perspective and excellent integrity to safeguard their nation [3]. Historical literacy also develops students' critical thinking skills and their capacity to process sources, analyze evidence, and construct accountable interpretations.

Students with excellent historical literacy could recognize a constructive process of the emergence of historical knowledge. They can link documents with their contexts, identify authors' intentions, and assess conflicting evidence [4]. Historical reasoning also fosters students' critical thinking skills to interpret past events in relation to contemporary social phenomena [5]. Historical education encompasses economic, political, social, and religious dimensions of human life. Thus, learning history in schools helps students **improve their critical and analytical thinking skills**. Students, by understanding **the patterns of social, political, and cultural change**, could make well-informed decisions to execute. The integration of historical literacy and education could prepare students for an uncertain future.

Preliminary observation results for the fifth graders at SDN Malongpong 1 indicated that they had difficulty understanding historical content. The teachers mostly used rote memorization without contextual instruction. The students also had low interest in the lesson. Their reading and interpreting skills toward simple historical sources, such as character narratives or illustrated events, were limited. History instruction rarely uses interactive media or incorporates local cultural values into students' daily lives. The underlying reason for this condition was the perception of historical materials as abstract and memory-oriented matters. Thus, the students seemed to rely heavily on imagination to reconstruct past events and derive meaning from the lessons. This condition led teachers to rely on lecture-based instruction and to repeatedly use textbooks [6], [7], [8].

Teachers should address challenges by integrating social literacy into illustrated teaching materials grounded in local wisdom. Then, the teachers should share the structured materials with the students, in either printed or digital formats [9]. Illustrated story-based materials represent an effective form because they can expand and deepen the students' understanding of the learning content [10]. Illustrations in picture books facilitate excellent comprehension and mastery of the subject matter [11].

Teachers could design learning materials that incorporate local wisdom from community culture and transmit it across generations. Local wisdom could be abstract or concrete matters taken from lived experience and practical truths [12]. With this effort, teachers could preserve cultural identity and diversity [13]. This effort is important because local culture, as a medium, could effectively transmit values and knowledge [14]. Local culture may include traditional games, folk songs, regional dances, and folklore [15], [16]. Preserving and promoting local culture could encourage respect for cultural heritage and emphasize cultural identity [17]. Therefore, illustrated storybooks based on local wisdom offer an ideal medium due to the integration of narrative and visual elements. The books also convey character education grounded in regional cultural values [18].

Previous studies on teaching materials, local wisdom, and literacy have used various methods, for example, Yonanda. The author and colleagues found that illustrated story-based materials could improve students' ecological literacy [19]. Vioreza and colleagues explain

that locally based teaching materials present familiar objects, events, and issues [20]. These elements provided meaningful and applicable values for students' daily lives. Sofiasyari and colleagues explain that teaching materials grounded in Majalengka's local wisdom could also improve students' critical thinking skills [21]. From the perspective of literacy benefits, excellent literacy enables students to access, understand, and apply information wisely [22]. The other aspect, such as audio-visual media, contributes to learning effectiveness because it provides better effectiveness than storytelling or educational games. Thus, the media could make students understand various historical content [23].

Based on prior studies, researchers have examined the use of teaching materials grounded in local wisdom and historical literacy. However, no study has specifically analyzed the development of picture story-based teaching materials that draw on Majalengka local wisdom to improve historical literacy at the elementary school level. Moreover, although several studies have investigated historical literacy, few have directly examined its relationship to the integration of local wisdom in the form of picture stories. This study addresses this gap by focusing on the development of local wisdom-based teaching materials to enhance historical literacy in elementary schools.

Furthermore, although educators widely recognize the importance of historical literacy, limited attention has focused on how to present historical content through more interactive approaches, such as local wisdom-based picture stories. Therefore, this study aims to analyze the need for developing Majalengka local wisdom-based picture storybooks as teaching materials to improve elementary school students' historical literacy.

## 2. METHOD

This qualitative descriptive study examined the need for illustrated storybook teaching materials grounded in Majalengka's local wisdom to improve historical literacy among elementary schoolers. The researchers took five elementary school teachers and ten fifth-graders, five from class VA and five from class VB, at SDN Malongpong 1. They previously studied the topic "My Proud Region." The researchers purposively selected participants based on which school had implemented the Merdeka Curriculum and delivered the relevant learning materials.

Current researchers collected the data from in-depth interviews and classroom observation. The researchers also prepared ten interview items along with the follow-up questions. These questions helped provide clarification [24]. The researchers observed four class meetings over two weeks and documented the teaching and learning process. Then, the researchers ensured data validity through source and methodological triangulation.

The researchers analyzed the obtained data with four stages: reduction, collection, presentation, and conclusion. The researchers transcribed the interview data from the teachers and students. Then, the researchers reduced the data by filtering, selecting out, and simplifying the relevant information. These efforts helped improve students' creative thinking. After that, the researchers coded and organized the data to identify core themes aligned with the research objectives. Then, the researchers excluded any irrelevant statements and categorized essential information as the research findings. Eventually, the researchers synthesized the organized data to conclude [24].

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

The researchers examined the need for illustrated storybook teaching materials grounded in Majalengka’s local wisdom to enhance elementary students’ historical literacy through classroom observations and interviews. They observed learning activities in classes VA and VB at SDN Malongpong 1, Majalengka, where students had previously studied the topic “My Proud Region.” The team also interviewed five teachers and ten students, five from each class, selected as representative participants. The following section presents the interview guideline framework used for both teachers and students.

Table 1. Interview guideline for teachers

No	Indicator	Interview Questions
1	Students’ Interest in History Lessons	How interested are your students in history lessons, especially those related to local or regional history?
2	Availability of Local History Teaching Materials at School	Does your school provide specific teaching materials that include the history or local culture of Majalengka? If yes, what form do these materials take?
3	Relevance of Current Teaching Materials to Students’ Needs	In your opinion, do the current history teaching materials align with the needs and characteristics of elementary school students?
4	Use of Illustrated Stories in Teaching	Have you ever used illustrated story media when teaching history? How do your students respond to this medium?
5	Teachers’ Views on Integrating Local Wisdom into Learning	How important do you think it is to incorporate elements of local wisdom, such as Majalengka’s culture or folktales, into the learning process?
6	Challenges in Teaching Local History	What challenges do you encounter when teaching local history materials to your students?
7	Students’ Understanding of Local History Materials	How well do your students understand the local history materials you have taught? What difficulties, if any, do they experience?
8	Need for Innovation in History Teaching Materials	Do you think innovative teaching materials, such as illustrated storybooks based on local wisdom, are necessary for history education?
9	Expectations for Features or Content in Illustrated Storybooks	If an illustrated storybook based on local wisdom were available, what features or content would you expect it to include?
10	Teachers’ Readiness to Use New Teaching Materials	Are you willing to use new teaching materials, such as illustrated storybooks based on Majalengka’s local wisdom, in your history lessons?

Table 2. Interview Guideline for Students

No	Indicators	Interview Questions
1	Students' Interest in History Lessons	Do you enjoy learning history at school?
2	Availability of Local History Teaching Materials at School	Does your school have books about the history or culture of Majalengka? If yes, what do they look like?
3	Relevance of Current Teaching Materials to Students' Needs	Do you think the history textbooks currently used at school are suitable and easy for your classmates to understand?
4	Use of Illustrated Stories in Teaching	Has your teacher ever taught history using illustrated stories? Do your classmates enjoy learning that way?
5	Teachers' Views on Integrating Local Wisdom into Learning	Do you think it is important to learn about Majalengka's culture and folktales at school?
6	Challenges in Teaching Local History	What difficulties do teachers usually encounter when teaching about Majalengka's history?
7	Students' Understanding of Local History Materials	Do your classmates understand the history lessons about Majalengka? Are there any parts they find difficult?
8	Need for Innovation in History Teaching Materials	Do you think it is important for teachers to provide illustrated storybooks about Majalengka's history and culture at school?
9	Expectations for Features or Content in Illustrated Storybooks	If there were illustrated storybooks about Majalengka's culture or history, what would you want to see in them?
10	Teachers' Readiness to Use New Teaching Materials	Would you like to learn history using illustrated storybooks about Majalengka?

Tables 1 and 2 show ten questions for both teachers and students. The questions are open-ended to elicit rich information and comprehensive responses for each indicator.

The first indicator shows that students prefer visually engaging learning materials, such as illustrated storybooks, to plain textbooks or lecture-based instruction. Many students seemed uninterested in text-only materials. The teachers also found it important to innovate learning media so that learning local history could be more interesting and understandable. Teacher A explained that students were highly interested in local history when presented with visual media, such as pictures, photographs, or illustrated stories. Teacher C also found that students' interest in history varied: some students enjoyed it, especially those who liked folktales, while others did not. Student B explained that pictures and humorous stories help to improve memory. Student C explained his fluctuating interest, especially while memorizing many names and dates.

The second indicator reveals the limited availability of local history learning materials. The teachers relied mainly on general textbooks, and even the related books about Majalengka's history were scarce. Visual media, such as posters, videos, and illustrated stories, were also limited. Students confirmed these situations and are expecting more engaging materials, such as illustrated storybooks. Teacher A explained, "We usually rely only on general textbooks, while books specifically about Majalengka's history or culture are rarely available." Teacher B also found the limited number of folktale books. For him, this situation prevented all students from accessing. The teachers often searched for the materials online or prepared simple media before the class. Student A engaged in extensive

textbook-oriented learning, while student B preferred illustrated storybooks because they were easier to understand.

The third indicator reveals that the existing history materials could not meet students' learning needs. The teacher found that most materials were from general books and abstract or unappealing. Thus, students could not actively learn. The students also had difficulty understanding the lesson due to the high frequency of text. The students, in fact, preferred the use of pictures, illustrations, and stories related to Majalengka's history and culture. Teacher A explained that some content was abstract for elementary students. Teacher C explained that the existing materials could not effectively support active learning. Student C found that his classmates struggled to remember the lessons from ordinary books. Those findings indicate the urgency of illustrated storybooks.

The fourth indicator shows that an illustrated storybook could increase students' interest and understanding in the history lesson. The teachers reported the storybook could clarify complex material and support memory retention. The students could also enjoy their learning because the visuals and narratives made the lesson more engaging. Teacher B explained that the illustration helped students understand complex material. Teacher C used the storybook for a difficult topic and found it effective. Student C highly preferred the storybook for regular use.

The fifth indicator deals with the importance of integrated local wisdom and teaching. The teacher found that this integration could improve students' regional identity, contextual understanding, and appreciation of local values. Another teacher, teacher B, also found that local folklore could facilitate students' connection between their experience and historical material. The next teacher, teacher C, found that local wisdom could support contextual learning. From the students' perspective, student C showed strong curiosity while learning with the developed storybooks.

The sixth indicator deals with the major challenges in teaching local history. They were limited learning materials, restricted instructional time, and insufficient supporting media. Students reported that history lessons were monotonous because teachers relied on textbooks. Teacher A explained the underlying reason for this situation: the limited local content in textbooks. On the other hand, teacher B explained that the time constraints and lack of proper media significantly lowered students' engagement. Student A explained that text-based learning was tedious because it lacked visuals. Thus, the findings support the necessity of innovative learning materials.

The seventh indicator deals with students' basic knowledge of local history. The knowledge included knowing folktales and figures. The students demonstrated excellent knowledge in this aspect, but they struggled with dates and event sequences. The teachers explained that students could better understand the material when learning with stories or visual media. Teacher A found that students could understand legends and heroes. Unfortunately, they struggled with the chronology. Teacher C found that students had varying levels of comprehension. For example, student A had difficulty remembering names and dates. On the other hand, student B explained that pictures and stories could improve comprehension more than using textbooks alone.

The eighth indicator reveals the need for innovative history learning materials, specifically illustrated storybooks based on local wisdom. Teachers asserted that the books met students' learning styles and supported cultural transmission. Teacher A found the book made the lesson appealing and accessible. Student C found the existing materials highly reliant on textbooks. However, during the storybook implementation, the student was enthusiastic because the visuals and narratives were engaging.

The ninth indicator reveals that teachers expected the storybooks to provide attractive illustrations, clear narratives, information about local figures and events, teaching guides, reflective activity questions, local heroes, and exciting visuals. Teacher B demanded teacher-guided and reflection activities, while teacher C demanded cultural values in the storybooks. From the students, Student A preferred the storybooks because of the exciting stories and pictures.

The tenth indicator shows that both teachers and students are ready to apply new teaching materials with Majalengka's local wisdom. Teachers were willing to use the storybooks because students adapted quickly to visual and interactive learning. Teacher A confirmed the readiness to use the materials. Teacher B reported the increased student enthusiasm. Teacher C found students' motivation while using the storybooks. From the students' perspective, the storybooks were engaging due to their clarity and enjoyment.

The two-week classroom observation during the IPAS lesson found similar findings and supported the interview results. Students showed little interest in local history and struggled to recall local figures, names, events, and cultural values. The teachers found that these difficulties stemmed from the scarcity of joyful learning media. The existing media mostly focused on national history instead of local wisdom content. The abstract nature of the common books made the students passive. In this case, visual learning media were rarely used. The findings confirmed the urgent necessity for illustrated storybooks based on Majalengka's local wisdom to improve students' historical understanding and learning motivation.

### 3.2. Discussion

The development of illustrated storybooks sparked greater interest among both teachers and students due to their visual appeal and interactivity. The book included photographs and illustrated stories. This development aligns with the HisVA concept, a visual-based history learning model that integrates chronological events, geographical context, and reference sources. This effort encourages students to actively, interactively, and intuitively learn history. The findings confirm that integrating visual media with local wisdom-based narratives effectively improves the quality of elementary history learning [27]. With this storybook, especially through its visualization and interactivity, students could deepen their historical understanding. This finding is relevant to the notion that the combination of contextual visual media and local wisdom could effectively improve students' interest, engagement, and comprehension in learning local history [28].

The scarcity of local history learning materials, including content on Majalengka's history and culture, forced teachers to rely on general textbooks. Moreover, the number of folklore books did not meet students' needs. Visual learning media, such as posters, videos,

and illustrated books, were also scarce. These situations lowered the lesson engagement. Previous studies reported that most existing media failed to achieve learning objectives and required specialized instructional materials [29].

The existing history learning materials do not meet students' needs and characteristics. The teachers found that general textbooks were abstract, less engaging, and did not support active, enjoyable learning for lower-graders. Students also found it difficult to understand only-text materials without illustrations or contextual stories. Therefore, the development of interactive, visual, and contextual local history materials was important. Learning could be more accessible and engaging if those necessities were managed. Previous studies also found that education delivered through various media, both mass and digital, effectively improved students' motivation and achievement [30].

Integrating local wisdom into history learning could improve students' regional identity and cultural values. The use of Majalengka's culture and folklore in the development made learning more contextual, meaningful, and engaging while encouraging appreciation of local traditions. Students also found the learning process enjoyable and easier to understand. The integration also increased the relevance and effectiveness of history instruction. Previous studies confirmed that local history improved students' awareness of historical artifacts. In the study, the students could study objects within their environment [29].

Consistent with this perspective, classroom observation also found that students had an excellent understanding of local history, particularly folklore and local figures. However, the students struggled with dates and chronological sequences. Fufa, Tulu, and Ensene (2024) also found that the difficulties in understanding historical order and context are the major challenges of history learning. Local wisdom also contributes to cultural identity, sustainable development, and lifelong learning [32]. Local wisdom, delivered with storytelling, could stimulate curiosity and enjoyment [33] and strengthen students' awareness and pride in their historical and cultural heritage [34].

Developing innovative history learning materials, such as illustrated storybooks, is important for improving learning quality. Teachers found the media more engaging, understandable, and relevant to students' characteristics and environment. They also argued that the storybook could embed local values. Students were also enthusiastic while learning because they found the storybooks enjoyable, memorable, and stimulating. [35] found that illustrated learning materials facilitated students' visualization and interpretation of textual meaning. Thus, they could transform the abstract concepts into a tangible understanding.

From the results, both teachers and students expected the local history illustrated storybooks. They expected the book to be visually appealing and interactive with engaging illustrations, simple narratives, teacher guides, reflective activities, and local wisdom values. From the students' perspective, they preferred books with colorful images, exciting stories, and interactive exercises. Previous studies also found that illustrated storybooks could improve comprehension by enabling students to connect visual imagery with prior knowledge [36], [37].

Both teachers and students were highly ready to adopt new teaching materials. The teachers fully supported the implementation of the storybooks, while the students were

highly enthusiastic and ready to use them. Thus, these findings, especially the readiness, strengthen teacher-student collaboration and improve engagement and motivation [38].

#### 4. CONCLUSION

Based on the findings, the study concludes that developing Majalengka picture-story-based teaching materials is essential and is likely to gain strong acceptance from both teachers and students, as these materials address the need for more interactive, enjoyable, and meaningful history learning. This study shows that implementing picture story materials based on Majalengka can improve historical understanding, support engaging instruction, and enhance students' historical literacy.

However, the study limits its scope to a needs analysis for developing picture story materials based on Majalengka and involves only two classes as research subjects. Therefore, future studies should develop similar materials for use in other elementary schools and explore additional forms of local wisdom that can improve students' historical literacy. This research aims to improve the quality of history education at the elementary school level and to serve as a reference for developing more contextually and culturally relevant teaching materials.

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