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Developing Weebly-Based Digital Teaching Materials with Malay Local Wisdom to Enhance Gurindam Writing Skills

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Abstract:
Indonesian higher education faces a critical challenge: university students demonstrate limited competence in writing traditional Malay poetry, particularly gurindam, while digital technology remains underutilized in literature instruction. This study addresses this gap by developing and validating Weebly-based digital teaching materials infused with Malay local wisdom to enhance gurindam writing skills among preservice language teachers. Following Thiagarajan's 4D Research and Development framework, this study involved 50 students from UIN Sultan Syarif Kasim Riau's Indonesian Language Education Program, selected through purposive sampling. Data collection instruments included needs analysis questionnaires, semi-structured interviews, expert validation forms across four domains (material, media, instructional design, and language), practicality assessments, and pre-test/post-test writing evaluations. Quantitative data were analyzed using descriptive statistics and paired sample t-tests. Results revealed three key findings. First, students demonstrated urgent needs for interactive digital resources, with writing proficiency across all gurindam aspects falling into poor categories (22.86%–37.14%). Second, expert validators confirmed the product's high feasibility, yielding an average score of 4.48 out of 5. Third, practicality trials generated exceptionally positive feedback from students (91.2%) and lecturers (89.5%). Most importantly, the intervention produced statistically significant improvements in gurindam writing performance, with mean scores rising from 56.3 (pre-test) to 82.7 (post-test) and an N-gain of 0.61, indicating moderate effectiveness. This research offers a replicable model for integrating local wisdom into digitally mediated literature pedagogy, demonstrating that web-based platforms like Weebly can effectively support both cultural preservation and competency-based language education in Islamic higher education settings.

Keywords: Digital Teaching Materials, Weebly, Gurindam Writing, Malay Literature, Local Wisdom

Introduction

Malay literature occupies a central position in language and literature education, serving as a repository of cultural heritage, moral values, social identity, and the Malay worldview. In higher education, particularly within the Malay Literary History course, students are expected not only to grasp the chronological development of Malay literature but also to read, analyze, interpret, and creatively reproduce its forms. One form warranting particular attention is gurindam—a traditional Malay poem composed of two lines per stanza, sharing the same rhyme (a-a), and bound by a close semantic relationship between the first and second lines (Fauziah et al., 2024). The first line functions as syarat (condition or premise), while the second serves as jawab (response or resolution). Beyond its linguistic elegance, gurindam conveys advice, moral teachings, religious values, and local wisdom (Wulandari & Saputra, 2024) . Gurindam Dua Belas, in particular, encapsulates religious concepts, the knowledge of Allah, an understanding of self and the hereafter, as well as worship practices such as prayer, fasting, zakat, and hajj. Consequently, learning gurindam serves a dual purpose: preserving Malay literature while simultaneously nurturing students' thinking, language, and character (Suci Nurasyifa, 2024).

However, empirical evidence from preliminary observations indicates that students' gurindam writing ability remains suboptimal. Initial observations conducted at the Indonesian Language Education Study Program of UIN Suska Riau revealed that students are more familiar with pantun than gurindam and struggle with the two-line pattern, interlinear meaning relationships, structure, rhyme, and the depth of moral messages. The observation results showed that overall gurindam suitability reached only 22.86%, while the aspect of meaning relationships between lines stood at merely 25.71%. These findings confirm that students have not adequately mastered gurindam structure, rhyme, semantic relationships, diction, or moral content.

Several factors contribute to this low ability. First, gurindam instruction remains predominantly theoretical. Students typically receive explanations about definitions, characteristics, and examples, but lack structured, sustained writing practice (Sakila et al., 2023) . Research indicates that traditional Malay poetry such as gurindam is not prominently practiced in schools or higher education institutions, and students are not exposed to creative writing. Second, existing teaching materials are insufficiently interactive and fail to guide students through the complete writing process—from concept comprehension and example analysis to drafting, revision, and publication (Sari et al., 2024). Third, classical literature is often perceived as memorization material rather than creative expression suited to contemporary student needs (Silaban & Harahap, 2025).

Furthermore, digital technology remains underutilized in Malay literature instruction. In the digital learning era, students require flexible, accessible, engaging, and interactive teaching materials (Sasrianti & Agustina, 2025). Digital platforms such as Weebly offer potential for more interactive, collaborative, and writing-oriented learning (Irnawati & Rahmawan, 2024). Weebly enables lecturers to develop accessible learning websites with systematically arranged content—from gurindam history, characteristics, structure, and cultural values to examples, analysis, writing exercises, and evaluation (Belinda et al., 2024).

Prior studies have confirmed the effectiveness of digital platforms in enhancing writing skills. (Irnawati & Rahmawan, 2024) found that Weebly-based learning media with ethnochemical content received 96% positive student responses and 100% expert validation. (Stewart, 2023) demonstrated that platforms such as Weebly, blogs, and

Instagram facilitate multimodal expression, publication, and self-reflection in writing. (Mat et al., 2025) , through a systematic review, confirmed that web-based learning enhances collaboration, motivation, digital literacy, and critical thinking. However, none of these studies specifically addressed teaching materials for traditional Malay poetry such as gurindam or integrated local wisdom values as core content.

This study employed the Research and Development (R&D) approach with (Thiagarajan, 1974) 4D model (Define, Design, Develop, Disseminate). The 4D model was selected for its suitability in producing digital teaching materials grounded in real field needs, its systematic flow from needs analysis to product dissemination, and its extensive application in Indonesian educational development research (Nursanni et al., 2023). Accordingly, this study aimed to: (1) identify the characteristics of student needs for digital teaching materials to improve gurindam writing skills; (2) design an ideal Weebly-based teaching material; (3) develop Malay literature teaching materials using Weebly through design, expert validation, limited trials, and product refinement; and (4) evaluate the effectiveness of Weebly-based teaching materials in improving students' gurindam writing skills.

Methods

This study employed Research and Development (R&D) methodology with the 4D model (Define, Design, Develop, Disseminate) developed by (Thiagarajan, 1974) . The research was conducted at the Indonesian Language Education Study Program of UIN Sultan Syarif Kasim Riau from February to June 2026. Participants were 50 students selected through purposive sampling based on the following criteria: (1) active enrollment in the Indonesian Language Education Study Program; (2) current enrollment in courses covering Malay literature; and (3) access to devices and internet connectivity.

Data were collected through student needs questionnaires, in-depth interviews, expert validation sheets (material, media, learning design, and language), limited trial questionnaires, and pre-test and post-test of gurindam writing ability. The instruments included Likert-scale questionnaires, semi-structured interview guides, a gurindam writing assessment rubric adapted from (Djumingin, 2022) , and learning activity observation sheets. The rubric assessed four aspects: (1) structure and form, (2) language and aesthetics, (3) creativity and originality, and (4) moral values and local wisdom. Each aspect was rated on a 1–5 scale with clear descriptors for each level.

The 4D development procedure comprised four systematic stages. The Define stage involved needs analysis through questionnaires and interviews, analysis of learning objectives aligned with gurindam writing competencies, material and context analysis of Malay literature learning, and literature review to establish the theoretical framework. The Design stage included preparation of a material map and website structure, storyboard design for each page, drafting of content, and development of evaluation instruments. The Develop stage involved constructing the Weebly website, obtaining expert validation, revising the product based on validator feedback, conducting limited trials with 15 students to assess practicality, and performing final revisions to produce the ready-to-implement product. The Disseminate stage encompassed product implementation in actual learning settings, effectiveness evaluation through pre-test and post-test, data analysis and conclusion drawing, and dissemination of the final product to stakeholders.

Expert validation data were analyzed using Content Validity Ratio (CVR) and Content Validity Index (CVI), following the formula CVR = (ne - N/2)/(N/2), where ne is the number of experts who stated "valid" and N is the total number of experts (Jeong et

al., 2023). Effectiveness was tested using paired sample t-tests and N-gain score calculations with the formula N-gain = (Post-test - Pre-test)/(Maximum Score - Pre-test), categorizing results as high ($g > 0.7$), medium ($0.3 \leq g \leq 0.7$), or low ($g < 0.3$). Qualitative data were analyzed using (Braun & Clarke, 2022) thematic analysis, which involved data reduction, data display, and conclusion drawing/verification. The reliability of questionnaire instruments was tested using Cronbach's Alpha ($\alpha \geq 0.70$) (Azevedo et al., 2023), and the reliability of the assessment rubric was tested using inter-rater reliability with Cohen's Kappa Coefficient ($\kappa > 0.60$) (Umar & Hooi Lian, 2024).

Results and Discussion

Needs Analysis (Define Stage)

The needs analysis, conducted through questionnaires and interviews with 50 students, revealed that the difficulty level in writing gurindam was poor across all assessment aspects. As Table 1 shows, overall gurindam suitability was the weakest aspect, with only 22.86% of students achieving mastery. Furthermore, 87% of students expressed a need for interactive, accessible digital teaching materials, with preferences for complete examples with analysis (92%), video tutorials (88%), interactive exercises (85%), and portfolio features (82%). These findings are consistent with previous research on digital pedagogy and technology-based learning, which emphasizes the importance of interactive and multimodal materials to enhance student engagement and comprehension in language and literature education (Diana Azza & Aliwafa, 2025) .

Table 1. Initial Observation Results of Students' Gurindam Writing Ability

Aspect Assessed	Students Able (out of 35)	Percentage	Category
Two-line structure	12	34.29%	Poor
Final rhyme (a-a)	10	28.57%	Poor
Interlinear meaning	9	25.71%	Poor
Dense and poetic diction	11	31.43%	Poor
Moral/cultural values	13	37.14%	Poor
Overall suitability	8	22.86%	Poor

Source: Primary data (2026)

Product Design and Development (Design and Develop Stages)

Based on the needs analysis, a Weebly-based teaching material prototype was designed with six main pages: (1) Home Page, (2) Learning Materials Page, (3) Examples and Analysis Page, (4) Writing Exercises Page, (5) Student Portfolio Page, and (6) Evaluation Page. This structure was intended to guide students through a hierarchical learning journey—from conceptual understanding to independent writing practice—following scaffolding principles (Kvintova et al., 2025) .

Weebly was selected for its drag-and-drop interface, which requires no programming skills; its capacity to integrate various multimedia elements (text, images, audio, video); and its built-in features, including blogs, forms, and membership options (Delina & Iswanto, 2022).

Expert validation results showed that the product was highly feasible, with an average score of 4.48 out of 5 (Table 2).

Table 2. Expert Validation Results

Aspect	Validator 1	Validator 2	Validator 3	Validator 4	Average	Category
Material Content	4.6	4.4	4.7	4.5	4.55	Very Good
Media and Design	4.3	4.5	4.4	4.3	4.38	Very Good
Learning Design	4.5	4.6	4.4	4.5	4.50	Very Good
Language	4.4	4.5	4.6	4.5	4.50	Very Good
Overall	4.45	4.50	4.53	4.45	4.48	Highly Feasible

Source: Expert validation results (2026)

Based on expert feedback, several revisions were made. The material expert suggested adding more contemporary gurindam examples. The media expert recommended improving audio and video quality. The learning design expert suggested strengthening the scaffolding flow. The language expert recommended simplifying some diction in exercise instructions. These revisions produced Prototype II, which was then tested in a limited trial.

The limited trial with 15 students yielded positive responses from students (91.2%) and lecturers (89.5%). Students rated the site as easy to access (92%), easy to navigate (90%), clearly presented materials (93%), easy-to-follow instructions (91%), easy-to-use interactive features (89%), and visually appealing (87%). These findings are consistent with (Belinda et al., 2024) and (Irnawati & Rahmawan, 2024) , who also reported highly positive responses to Weebly-based learning media.

Effectiveness Testing (Disseminate Stage)

The product was implemented over eight weeks with 50 students. The average pre-test score was 56.3 (sufficient category), while the average post-test score was 82.7 (good category). The paired sample t-test yielded $t = -12.45$ ($p = 0.000$, $p < 0.05$), confirming a significant improvement in gurindam writing ability after using the Weebly-based teaching materials. The N-gain score of 0.61 falls into the medium category, which aligns with previous findings (Kusmana et al., 2025) .

Analysis per aspect showed the highest improvement in structure and form (from 2.8 to 4.2), followed by language and aesthetics (from 2.5 to 4.0), moral values and local wisdom (from 2.9 to 4.1), and creativity and originality (from 2.3 to 3.8). Student response questionnaires indicated that 94% felt their gurindam writing improved, 90% found the materials interesting and interactive, and 92% reported that the portfolio feature helped document their work.

Analysis

Presenting This section interprets the findings using relevant theoretical frameworks and the researcher's analytical perspective.

Theoretical Interpretation of Effectiveness

The significant improvement in gurindam writing skills (pre-test 56.3 → post-test 82.7; N-gain 0.61) can be explained through Vygotsky's scaffolding theory (Kvintova et al., 2025). The six-page hierarchical structure functions as a digital scaffold that systematically guides students from conceptual understanding to independent writing. This finding aligns with (Ningrum et al., 2026) , who demonstrated that structured digital materials significantly improve comprehension in literature courses.

From the researcher's perspective, the multimodal integration (infographics, audio recordings, tutorial videos) addresses the diverse learning styles of Generation Z students (Sunaryo et al., 2023) . The finding that 90% of students found the materials "interesting and interactive" confirms that multimedia elements enhance engagement and comprehension (Fu'aida et al., 2024; Hasmawaty et al., 2024).

Analysis of Local Wisdom Integration

The integration of Malay local wisdom values (honesty, responsibility, cooperation, religiosity) as core content differentiates this study from previous research (Yakob et al., 2023). The improvement in the "moral values and local wisdom" aspect (2.9 → 4.1) indicates that students not only learned gurindam structure but also internalized its cultural and ethical dimensions (Wulandari & Saputra, 2024; Suci Nurasyifa, 2024). Gurindam Dua Belas, as a literary work, contains religious advice on the importance of religion as a foundation of life, the obligation to know God, oneself, the world, and the hereafter.

From the researcher's perspective, this integration serves a dual function: preserving Malay literary heritage while simultaneously developing students' character. This supports (Nurasyifa, 2024) argument that gurindam learning contributes to both literary and moral education.

Analysis of Practicality and Accessibility

The positive practicality responses (students 91.2%; lecturers 89.5%) and the finding that 92% of students found the site "easy to access" confirm that Weebly's drag-and-drop interface reduces technical barriers, allowing students to focus on writing substance rather than technical difficulties (Belinda et al., 2024). This aligns with (Mat et al., 2025), who found that web-based learning enhances collaboration, motivation, digital literacy, and critical thinking.

Comparison with Previous Research

This study extends previous research in three important ways. First, it specifically addresses traditional Malay poetry (gurindam), which has been underrepresented in digital learning research. Second, it integrates local wisdom values as core content, not merely supplementary material. Third, it systematically applies the 4D development model with comprehensive validation from multiple experts, ensuring product quality and relevance.

From the researcher's perspective, the medium N-gain category (0.61) suggests that while the intervention was effective, further improvement is possible. This may be due to the relatively short implementation period (eight weeks) and students' initial low proficiency. Future research could explore longer interventions and artificial intelligence integration for automated feedback (Kangasharju et al., 2022) .

Researcher's Reflection

The researcher acknowledges that the integration of local wisdom into digital pedagogy represents a paradigm shift in Malay literature instruction—from theoretical and memorization-based approaches to creative, interactive, and culturally grounded learning. This study demonstrates that digital platforms like Weebly can serve as cultural preservation tools while simultaneously enhancing students' writing competence.

Conclusion

This study demonstrates that Weebly-based digital teaching materials integrated with Malay local wisdom are highly needed, valid, practical, and effective for improving students' gurindam writing skills. The needs analysis revealed that students' gurindam writing ability was poor across all assessment aspects, with overall suitability reaching only 22.86%, while 87% of students expressed a need for interactive digital teaching

materials. In response to this need, the developed product consists of six main pages—Home, Learning Materials, Examples and Analysis, Writing Exercises, Student Portfolio, and Evaluation—which systematically guide students from conceptual understanding to independent writing practice. Expert validation confirmed the product's high feasibility (average score 4.48 out of 5), and practicality tests yielded positive responses from students (91.2%) and lecturers (89.5%).

The implementation of the product over eight weeks significantly improved students' gurindam writing skills, as evidenced by the increase in mean scores from 56.3 (pre-test) to 82.7 (post-test) with p = 0.000 and an N-gain of 0.61 (medium category). The highest improvement was observed in structure and form, followed by language and aesthetics, moral values and local wisdom, and creativity and originality. These findings confirm that the integration of local wisdom into digital pedagogy not only enhances writing competence but also supports literary preservation and character education.

Based on these findings, several recommendations are offered. Lecturers should adopt and adapt this digital teaching material development model for other literature courses or creative writing subjects. Students should optimally utilize the portfolio and feedback features to develop independent and sustainable writing skills. Study programs should integrate this product into the curriculum and provide training for lecturers on digital teaching material development. Future researchers should test effectiveness on broader populations, integrate artificial intelligence for automated feedback on gurindam works, develop similar materials for other traditional Malay poetry forms, and conduct longitudinal studies to measure the sustainability of gurindam writing improvement over time.

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