

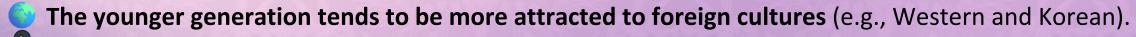
THE IMPACT OF THE TWSS MODEL BASED ON LOCAL WISDOM ON CREATIVITY IN WRITING CULTURAL POSTERS IN THE 21ST-CENTURY

No. Abstract: ABS-25089

Khaerudin Kurniawan, Ahmad Fuadin, Desi Ratna Ayu Indonesia University of Education



INTRODUCTION





- **Posters serve as an educational medium and a tool for cultural preservation**, yet they remain underutilized in current classroom practices.
- Poster writing instruction is often perceived as monotonous and lacking in creativity, failing to engage students meaningfully.
- Proposed Solution: The implementation of the Thinking-Working-Scaffolding-Sharing (TWSS) model integrated with local cultural wisdom as a pedagogical innovation.
- **Research Objective**: To examine the **effectiveness of the TWSS model** based on local wisdom in enhancing students' **creativity in cultural poster writing**.
- Novelty of the Study: This research introduces the application of the TWSS model using the traditional Sundanese song "Manuk Dadali", which has not been previously explored in existing literature.



LITERATURE REVIEW

- Writing serves as a means of communication that enables individuals to express thoughts and emotions, as well as to document events, facts, and information to prevent them from being forgotten (Klein et al., 2014; Yamina, 2022).
- **Posters** is visual communication tools used to convey messages, express aspirations, and disseminate ideas particularly within the context of social movements (Arifin & Nurayanti, 2024).
- The Thinking–Working–Scaffolding–Sharing (TWSS) model is a form of cooperative learning that encourages students to think critically, collaborate, support one another, and share ideas throughout the learning process (Basuki, 2022).
- The local wisdom embedded in the traditional Sundanese song "Manuk Dadali" portrays a majestic bird that symbolizes courage, heroism, and noble character (Fabiani & Yuanditasari, 2023).



METHOD

- Research Design: Quasi-experimental
- Population: 300 students; Sample: 140 students (lowest level)
- **Sampling Technique: Purposive sampling**
- Instruments: Written tests, questionnaires, and interviews
- Data Analysis: Inferential statistics using SPSS



FINDING AND DISCUSSION

- The test was administered in two phases: pre-test and post-test.
- Students' average scores increased after the implementation of the TWSS model based on local cultural wisdom.
- The data from both classes were found to be homogeneous, as confirmed by a normality test.
- The Wilcoxon test results indicated a statistically significant difference between pre- and post-test scores.



FINDING AND DISCUSSION

Statistical Test Results Table

Statistical Test	Result	Information
Shapiro-Wilk	p > 0.05	Normal data
Wilcoxon	Sig.	There are significant differences
N-Gain	\uparrow	There has been a significant improvement
Mann-Whitney U	Sig.	Significant difference
Cohen's d	> 0.8	Great effect

- N-Gain test results revealed a significant improvement in both groups.
- Mann—Whitney U test results indicated a statistically significant difference between the two groups.
- Cohen's d test showed a large effect size in both groups (d > 0.8).
- The TWSS model based on local cultural wisdom was proven to be more effective than the Inquiry-based model.



FINDING AND DISCUSSION

- The TWSS model incorporating regional songs fosters cultural appreciation among students.
- The sequential phases—Thinking → Working → Scaffolding → Sharing—facilitate a more effective and structured learning process.
- The traditional song "Manuk Dadali" catalyzes character development and nationalistic values.
- This model is well-suited for 21st-century learning contexts.



CONCLUSION

- The TWSS model based on local cultural wisdom has a positive impact on students' learning, particularly in writing culturally-themed posters.
- There is a statistically significant difference between the TWSS model and the Inquiry-based learning model.
- The TWSS model is more effective in instilling local cultural values among students.
- The model is highly relevant for implementation at the junior high school level and is adaptable to other subjects as well.



REFERENCES

- Arifin, I., & Nurayanti, N. (2024). Rekonstruksi Poster sebagai Media Aspirasi dan Propaganda Mahasiswa. Mitzal (Demokrasi, Komunikasi Dan Budaya): Jurnal Ilmu Pemerintahan Dan Ilmu Komunikasi, 9(1).
- Basuki, I. (2022). Model Model Pembelajaran Inovatif. UNESA UNIVERSITY PRESS.
- Fabiani, I. A., & Yuanditasari, A. (2023). Inovasi Karya Seni Batik Manupihan Asal Daerah Jawa Barat dengan Media Lagu Daerah Manuk Dadalil. *Prosiding SNADES 2023 Masa Depan Desain Di Era Digital Untuk Indonesia*.
- Klein, P. D., Boscolo Pietro, Kierkpatrick, L. C., & Gelati, C. (2014). Writing as a Learning Activity. Brill Publisher.
- Kurnia, A. R. D., Ibrahim, M., & Widodo, W. (2019). Thinking working scaffolding sharing model to improve natural science competencies for biology pre-service teachers. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 5(2), 325–334. https://doi.org/10.22219/jpbi.v5i2.7742
- Kurniawan, K. (2023). Pembelajaran Menulis Buku Teks dengan Model Pembelajaran Komunitas Sosial Berbasis Literasi Bahasa (1st ed.). UPI PRESS.
- Yamina, A. (2022). Factors for acquiring writing and ways of learning and teaching its skills (handwriting, dictation and written expression). *Jurnal Internasional Arid Ilmu Pendidikan Dan Psikologi*, 8–39.

