

Students' Perceptions of the Role of Local Wisdom-Based Creative Writing in Generating Creative Products

Alvionita Damayanti

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya, Palangka Raya

Email: alvionitadamayanti17@gmail.com

Maria Arina Luardini

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya, Palangka Raya

Email: maria_luardini@edu.upr.ac.id

Maida Norahmi

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya, Palangka Raya

Email: maida.norahmi12@edu.upr.ac.id

Roni Kurniawan

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya, Palangka Raya

Email: ronikurniawan355@gmail.com

ABSTRACT

Creative writing plays a crucial role in developing students' creativity and writing skills. However, students encounter difficulties in generating ideas and expressing them effectively due to the lack of relevant learning materials. This study aimed to investigate the implementation of local wisdom-based creative writing in generating creative products and improving students' writing skills. A phenomenological design was employed to explore students' experiences. The participants consisted of 18 students who completed a questionnaire and five students who participated in semi-structured interviews selected through purposive sampling. All participants were students of the English Education Study Program at Universitas Palangka Raya who had completed a creative writing course and produced writing products. Data were collected through questionnaires and interviews and analyzed using thematic analysis, with method triangulation applied to ensure credibility. The findings revealed that integrating local wisdom provided familiar contexts that supported students in generating ideas, organizing their writing, and expressing thoughts more authentically. Students also demonstrated increased confidence, emotional engagement, and satisfaction with their writing. Furthermore, local wisdom-based creative writing enhanced creativity and writing skills while enabling students to produce culturally grounded creative products reflecting personal experiences and cultural identity. Nevertheless, challenges related to language use, coherence, and cultural representation remained.

Keywords: Creative Writing, Local Wisdom, Writing Skills, Cultural Identity, Creative Products

ABSTRAK

Menulis kreatif memiliki peran penting dalam mengembangkan kreativitas dan keterampilan menulis mahasiswa. Namun, mahasiswa masih menghadapi kesulitan dalam menghasilkan ide dan mengekspresikannya secara efektif karena kurangnya bahan pembelajaran yang relevan. Penelitian ini bertujuan untuk menginvestigasi implementasi menulis kreatif berbasis kearifan lokal dalam menghasilkan produk kreatif dan meningkatkan keterampilan menulis mahasiswa. Desain fenomenologi digunakan untuk mengeksplorasi pengalaman mahasiswa. Partisipan penelitian terdiri atas 18

mahasiswa yang mengisi kuesioner dan lima mahasiswa yang mengikuti wawancara semi-terstruktur yang dipilih melalui teknik purposive sampling. Seluruh partisipan merupakan mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Palangka Raya yang telah mengikuti mata kuliah menulis kreatif dan menghasilkan produk tulisan. Data dikumpulkan melalui kuesioner dan wawancara, kemudian dianalisis menggunakan analisis tematik dengan menerapkan triangulasi metode untuk memastikan kredibilitas temuan. Hasil penelitian menunjukkan bahwa integrasi kearifan lokal menyediakan konteks yang familier sehingga mendukung mahasiswa dalam menghasilkan ide, mengorganisasi tulisan, dan mengekspresikan gagasan secara lebih autentik. Mahasiswa juga menunjukkan peningkatan kepercayaan diri, keterlibatan emosional, dan kepuasan terhadap hasil tulisan mereka. Selain itu, menulis kreatif berbasis kearifan lokal meningkatkan kreativitas dan keterampilan menulis serta memungkinkan mahasiswa menghasilkan produk kreatif yang berlandaskan budaya dan mencerminkan pengalaman pribadi serta identitas budaya mereka. Meskipun demikian, tantangan yang berkaitan dengan penggunaan bahasa, koherensi, dan representasi budaya masih ditemukan.

Kata kunci: Menulis kreatif, kearifan lokal, keterampilan menulis, identitas budaya, produk kreatif

A. Introduction

In the context of higher education, thinking plays a crucial role in the learning process. Through thinking, students generate ideas, develop arguments, and express their perspectives in meaningful ways. Furthermore, demonstrating creative thinking reflects a process of responding to knowledge and having the ability to communicate outcomes effectively (Oktavia et al., 2023). In other words, creativity refers to the process of producing new ideas, concepts, and solutions that may not have previously existed (Alkhaldi et al., 2022). In line with this, higher education institutions are increasingly emphasizing the importance of fostering students' creative thinking abilities as part of their learning objectives (Yun, 2020). This ability becomes particularly important in language learning, especially in writing activities that require not only linguistic competence but also creativity. Writing is the act of expressing thoughts, ideas, and emotions in a structured and organized way so that they can be easily understood by readers (Fransori & Haryanti, 2021). Previous studies highlight that writing and thinking are closely intertwined and can even be considered inseparable, as writing serves

as a medium through which individuals express ideas, knowledge, and emotions (Naveed et al., 2025). Similarly, Menary (2007) argues that writing is not merely the outcome of thinking but an active cognitive process through which individuals develop and refine their thoughts. According to this view, the act of writing enables writers to organize, manipulate, and reconstruct ideas, making writing an integral part of thinking itself. Therefore, writing functions both as a process of thought and as a tool that supports complex cognitive activities. This aligns with the previous study, in which writing is not merely concerned with handwriting or technical skills but functions as a medium for expressing and making sense of one's knowledge (Fitria, 2024).

However, despite its importance, many students still experience difficulties in developing their writing skills, particularly in generating ideas and expressing them effectively. This problem often arises from the use of teaching materials that lack contextual relevance and do not reflect students' cultural backgrounds (Oktafiana et al., 2026). Students frequently struggle to convey complex ideas in English, which limits their ability to participate actively in academic contexts (Herz, 2025). This

difficulty is often caused by the need to coordinate multiple aspects of writing, such as language use, genre, text organization, composition, and communication (Roscoe et al., 2020). In addition, limitations in vocabulary and grammar are further complicated by the challenge of translating ideas from students' first language into English (Li, 2024). Differences in writing conventions across languages may also result in inappropriate word choices and unnatural sentence structures, making texts appear less coherent (Ma, 2021). It is evident that non-English major students often view English as merely a tool for communication; consequently, they may not fully recognize the importance of creative writing in language learning or its role in developing thinking skills for other academic or practical purposes (Alkhalidi, 2019).

One approach that has been widely recognized to address these challenges is creative writing. Students can improve their writing abilities by engaging in creative writing activities (Hu & Choi, 2023). Creative writing, which is rooted in imagination, enables students to express ideas more freely without being constrained by rigid rules (Mardiningrum et al., 2024). Through narrative writing, students not only develop their imagination but also enhance important cognitive skills such as problem-solving, analyzing cause and effect relationships, and making informed decisions in complex situations (Mammadova, 2025). In addition, learning creative writing enables EFL students to foster their creativity and produce engaging and enjoyable pieces of writing (Dewi & Siregar, 2022). However, despite the benefits of creative writing, students still often encounter difficulties in the writing process, such

as lacking ideas for their own compositions, experiencing challenges in developing a coherent plot, and struggling when the topics provided are not closely related to their experiences. Furthermore, an excessive focus on rote memorization, particularly in key writing tasks restricts the development of imaginative thinking (Fatima et al., 2024). Moreover, the multiple components involved in creative writing, including critical thinking, emotional awareness, and imaginative ability, can be challenging (Fitria, 2024). These difficulties are further supported by Elvina & Putri (2021), who identified a range of challenges encountered by students in writing, including uncertainty regarding their writing purpose, a lack of confidence in their writing abilities, and difficulties in constructing coherent sentences, expanding vocabulary, and expressing creativity.

In this regard, integrating local wisdom into creative writing activities can serve as a meaningful approach to overcome these challenges. Local wisdom refers to the knowledge, traditions, and values unique to a particular community or region, which play an important role in shaping cultural identity. Its integration into education, particularly in creative writing, has gained increasing attention, as it helps preserve cultural heritage and deepen students' understanding of their own culture (Lekawael et al., 2025). Such integration, especially in foreign language instruction, is also viewed as an effective means of preserving and transmitting local knowledge across generations (Fathan et al., 2023). Incorporating cultural values into learning materials helps students link academic content to their everyday experiences, which enhances the

meaningfulness and effectiveness of the learning process (Oktafiana et al., 2026).

Furthermore, students' writing is shaped by their cultural backgrounds, as their social and cultural experiences inform their understanding of what is considered effective writing (Fathan et al., 2023). This perspective is in line with Dharma et al. (2021), who state that local wisdom represents knowledge derived from everyday experiences and reflects the values and realities of daily life within a community. By incorporating familiar cultural contexts, students may find it easier to generate ideas and relate their experiences to the writing task. In addition, integrating local cultural elements can support students and novice writers in developing creative ideas, while also nurturing cultural values and strengthening their sense of national identity (Kusuma, 2022). Moreover, the use of creative products as learning outcomes can enhance students' motivation and provide a tangible representation of their creativity, making the writing process more engaging and relevant. This is in line with previous research conducted by Emelfa & Ramadhan (2024), who found that integrating local wisdom into writing activities enables students to produce narrative and fantasy texts as creative outputs. It can lead to the production of creative writing products, such as short stories, poetry, and even supplementary books as extended learning outputs (Emelfa & Ramadhan, 2024; Hastuti et al., 2023; Rinjani et al., 2025; Aji & Pujiastuti 2022). This indicates that local wisdom-based writing does not only improve skills but can also be transformed into instructional or literary products.

Nevertheless, despite the potential of integrating local wisdom and creative products in writing instruction, previous studies have predominantly examined these aspects separately, with limited attention given to their combined implementation in creative writing activities. While a number of studies have highlighted the role of local wisdom in supporting idea generation and cultural understanding, and others have emphasized the importance of creative products as learning outcomes, there is still a lack of empirical evidence on how these two elements can be integrated to support students' writing development holistically. To address this issue, the study was guided by the following research question: How does the integration of local wisdom in creative writing activities influence students' perceptions and satisfaction in producing creative products, such as storybooks?

Accordingly, this study aims to investigate the implementation of creative writing integrated with local wisdom in generating creative products, particularly in improving students' writing skills and their ability to produce meaningful and creative written outputs.

B. Research Method

This study employed a qualitative research design supported by descriptive quantitative data to explore students' perceptions of local wisdom-based creative writing in generating creative products. A phenomenological approach was applied to examine students' lived experiences after participating in creative writing activities that integrated local wisdom elements. Through this approach, the researchers aimed to gain a deeper understanding of how students perceived the use of local cultural values

in creating fictional and non-fictional stories based on their personal experiences and imagination.

The participants of this study were students of the English Education Study Program at Universitas Palangka Raya, particularly students from the 2022 Class A who had previously taken a Creative Writing course. These participants were selected because they had direct experience with creative writing activities and were considered relevant to the objectives of this study.

To collect the data, the researchers used two instruments: a questionnaire and interviews. First, a questionnaire consisting of six statements was distributed to all participants to identify general perceptions regarding local wisdom-based creative writing. The questionnaire used a four-point Likert scale ranging from Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). A total of 18 students completed the questionnaire.

After obtaining the questionnaire results, purposive sampling was used to select participants for the interview stage. This technique enabled the researchers to choose participants who represented different perspectives, including those who showed agreement and disagreement in their questionnaire responses. As a result, five participants were selected for further interviews to provide more in-depth explanations regarding their responses.

The interview process combined structured and semi-structured formats. The researchers prepared six predetermined interview questions as the main guideline to maintain consistency during the interview process. In addition, follow-up questions were asked when

necessary to explore participants' responses in greater depth. Prior to the interview sessions, participants were informed about the interview questions to help them prepare their responses. The interviews were conducted in Bahasa Indonesia to ensure participants felt comfortable expressing their opinions and experiences. The researchers also obtained participants' consent to audio-record the interviews for documentation purposes. The interview recordings were then transcribed and translated into English.

The data were analyzed using triangulation techniques by combining both questionnaire and interview findings. The questionnaire data were analyzed using descriptive quantitative analysis and presented in tables to describe students' overall responses. Meanwhile, the interview data were analyzed using thematic analysis to identify recurring themes related to students' experiences, perceptions, and satisfaction toward the creative products they created. This combination of methods helped ensure the credibility of the findings and provided a more comprehensive understanding of the role of local wisdom-based creative writing in generating creative products.

C. Result and Discussion

Questionnaire

Based on the questionnaire results presented in Table 1, it can be seen that students generally showed positive responses toward the use of local wisdom-based creative writing. Most of the responses are dominated by "agree" and "strongly agree" across all six statements, indicating that students perceive this approach as beneficial in supporting their creative writing process.

Specifically, all students expressed positive agreement that creative writing helps them generate more original ideas, with 17% strongly agreeing and 83% agreeing. Similarly, the majority of students (95%) agreed that their ability to develop storylines has become more structured while still maintaining creativity, although a small percentage (5%) indicated disagreement.

In terms of confidence, the responses were more varied. While 67% of students agreed that they felt more confident in sharing their writing, 33% of students expressed disagreement. This suggests that although creative writing activities are generally perceived positively, some students still experience hesitation when presenting their work to others.

Furthermore, students also responded positively to the integration of local wisdom. A total of 94% agreed that local wisdom makes their writing more meaningful and authentic. In addition, all students (100%) agreed that local potential-based creative writing helps them better recognize and understand local cultural values. Likewise, 89% of students agreed that incorporating local cultural elements makes it easier to develop story ideas, although a small portion (11%) still found it challenging.

Overall, the questionnaire results indicate that students tend to perceive local wisdom-based creative writing as helpful in generating ideas, organizing their writing, and enhancing cultural understanding, despite some remaining challenges, particularly in building confidence.

Following the questionnaire findings, the students' perceptions were further

explored through interview data to gain deeper insights into their experiences. The analysis revealed several themes that describe how students perceive the use of local wisdom-based creative writing in generating creative products.

Table 1. Percentage of Respondents' Answers per Questionnaire Item

No	Statement	SA	A	D	SD
1	I feel that creative writing helps me generate more original story ideas.	17 %	83 %	0%	0%
2	I feel that my ability to develop storylines has become more structured while remaining creative.	6%	89 %	5%	0%
3	I feel more confident sharing my writing with others.	11 %	56 %	33 %	0%
4	I feel that the use of local wisdom in creative writing makes my writing more meaningful and authentic.	11 %	83 %	6%	0%
5	I feel that local potential-based creative writing helps me to recognize and understand local cultural values.	33 %	67 %	0%	0%
6	I feel that story ideas are easier to develop when using elements	17 %	72 %	11 %	0%

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Interview

The interview findings from five participants revealed several key themes, including creative space, creative skill development, value of local culture in creative writing, cultural understanding, writing product perception, and writing production.

Creative Space

In the theme of creative space, students explained that local wisdom helped them generate ideas more easily due to their familiarity with the surrounding environment. This is reflected in their responses to the question, *“How does the use of local wisdom in creative writing activities help you discover or develop story ideas?”*

One participant stated:

“So, in my opinion, elements of local culture are quite helpful in finding story ideas because we are already familiar with the culture around us. It becomes easier to imagine the story. For example, I am inspired by folklore or life around the Kahayan River, so the story ideas feel closer to my everyday life.” (Informant 2).

Similarly, another participant highlighted the role of personal experience in idea development:

“For me personally, the use of local cultural elements in my story is derived from my own experiences, particularly during a past relationship in which my partner’s family strongly believed in weton. From this experience, I developed a story idea that closely reflects real-life situations. This belief then became the central conflict, making the story more vivid and emotionally engaging, as it is

based on my personal experience.” (Informant 4).

These responses indicate that familiarity with local culture and personal experiences supports students in generating meaningful and relatable story ideas.

Creative Skill Development

In terms of creative skill development, students described how they developed their ideas into complete stories. When responding to the question, *“How do you develop this idea into a complete story or a fully developed written text?”*, one participant explained:

“First, I start by finding the idea or the main concept. For example, if I take from local wisdom, I might use a story from a particular region. Then, I determine the characters and the conflict, and create an outline, including the introduction, the problem or conflict, and the resolution. After that, I begin writing and reread the text to identify parts that need improvement in terms of flow. When I was asked about the most challenging part of the writing process, I would say that organizing ideas and finding ideas are the most difficult aspects. Additionally, arranging sentences in a way that makes the storyline flow smoothly can be quite challenging. This also relates to elements such as setting, as well as determining the characters and the theme.” (Informant 3).

Another participant added:

“Since my story is based on personal experience, the process begins by recalling a memorable experience. Then, I identify the main conflict I want to highlight, which is the difference in beliefs about weton within a relationship. After that, I organize the storyline, starting from the introduction,

*the emergence of the conflict, and finally the resolution. I also determine the point of view to make the story feel stronger. Then, I write it step by step until it is completed and revise it to ensure the flow is more coherent and easier to understand. When it comes to the most challenging part, I would say that in terms of characters, it is not too difficult because they are based on real people from my personal experience, including myself as the main character. However, the most challenging aspect is that this is a piece of creative writing written in English, so translating certain elements can be quite difficult. For example, *weton*, which originates from Javanese culture, is not easy to translate into English. Additionally, when developing the conflict, it feels like revisiting past experiences, especially in the conflict section.” (Informant 4).*

However, challenges were also identified:

“Although local culture can help me develop ideas, it can sometimes also become a limitation. This is because I have to consider whether the story is appropriate to be read by others or not. As a result, I sometimes become too focused on local culture, which makes my story more restricted and difficult to develop further, as I am concerned about potential conflicts related to cultural representation. Therefore, the process does not always run smoothly and still requires multiple revisions. When asked whether this concern relates to the fear of deviating from the original cultural values, I would say that it is true.” (Informant 5).

These findings show that while local wisdom supports writing development, students still face difficulties related to organization, language, and cultural sensitivity.

Value of Local Culture in Creative Writing

Regarding the value of local culture, most students perceived it as enhancing originality. In response to the question, “Does the use of local wisdom contribute to making your story more original or unique?”, participants stated:

“In my opinion, it is quite unique, as readers may not be familiar with certain traditions from specific regions. Since each region has its own distinct stories and cultural practices, this allows writers to create stories that have their own characteristics and originality. When we write stories based on local culture that we are familiar with, people from outside our community may not have prior knowledge of it. Therefore, they can discover the uniqueness of the story through the cultural elements presented in our writing.” (Informant 3).

“Yes, the use of local culture makes a story more original, as not everyone raises the same theme. Each region has its own uniqueness, which makes the resulting story feel different and more distinctive.” (Informant 4).

“Yes, because not everyone uses the same local cultural elements. Therefore, the story I create becomes more distinctive and authentic compared to others. Although there are instances where similar local cultural elements are used, the way they are incorporated or expressed in the story differs. As a result, it is rare to find identical stories in creative writing.” (Informant 5).

However, a contrasting view was also expressed:

“The use of local wisdom does not always make a story more original or

unique, as some local cultural elements have already been frequently used in various stories. Therefore, the uniqueness of a story depends more on how the writer develops the plot and presents the narrative." (Informant 1).

This indicates that while local culture is generally seen as a source of originality, some students believe creativity depends more on storytelling techniques.

Cultural Understanding

In the theme of cultural understanding, students emphasized that local wisdom helps convey meaningful values. When asked, "How do local cultural elements influence the message in your story?", participants explained:

"Local cultural elements can help me convey messages about life values, such as togetherness, respect for nature, and appreciation of traditions. Therefore, the story is not only entertaining but also contains meaningful values to be delivered. I believe it is because they can be applied in our daily lives. By doing so, we can learn to respect and appreciate the culture presented in the story." (Informant 2).

"Local cultural elements, such as the belief in weton, strongly influence my story. Through this, I aim to show that in a relationship, it is not only emotions that play a role, but also cultural factors and family beliefs significantly shape the relationship. Therefore, the story conveys that differences in values can become major challenges, and not all relationships can proceed as expected, even when both individuals care deeply for each other." (Informant 4).

"As we know, local culture often carries moral and life values. Therefore, when I incorporate local cultural elements into

my story, the message becomes deeper, more meaningful, and more relevant to readers, especially those who share the same cultural background presented in the story. I would mention traditional ceremonies from the Dayak tribe. Even if we do not directly use local culture as the main focus, we can still refer to such cultural practices and elaborate on them by explaining their meanings and purposes. By doing so, messages that might otherwise be unclear can be conveyed more effectively. In addition, readers tend to appreciate stories more when local cultural elements are described in detail, as it enhances the depth and significance of the narrative." (Informant 5).

However, one participant noted:

"In my opinion, the use of local culture is not particularly significant and does not greatly contribute to conveying the intended message, as the impressions or messages can still be effectively communicated through more formal language or constructed situations. Therefore, it is not necessarily the strong presence of cultural elements that determines how well the message is delivered, and it may even be easier to convey meaning without relying heavily on local cultural elements." (Informant 3).

This suggests that while local culture enriches meaning, its importance may vary depending on the writer's perspective.

Writing Product Perception

In terms of writing product perception, students expressed positive feelings toward their work. In response to the question, "How do you feel about your written product?", participants stated:

“For me, I feel quite happy and satisfied because I was able to create my own story based on ideas derived from local culture. Although it is still simple, I consider it to be a valuable experience in writing.” (Informant 2).

“I feel that emotions which had been suppressed for years were gradually released and expressed through this piece of writing, leaving me with a sense of relief. After rereading it from a third-person perspective, where the main character is actually myself, I felt both sympathy and pride for being able to go through those experiences. I am also proud that I was able to complete this story, and this has made me more confident in writing and in expressing ideas for future stories.” (Informant 4).

“I feel that creative writing has increased my confidence, as it allows me to feel more assured about what I write. Although there are times when the structure may not be entirely accurate, as long as it aligns with the context, it is still acceptable. Therefore, through creative writing, I am able to express my imagination and personal ideas in a story. Even if others may perceive my work as less refined, I still feel proud because I can produce a piece of writing that truly reflects my creativity, my identity, and the local culture I understand. It allows readers to gain a better understanding of the culture from a particular region.” (Informant 5).

These responses indicate that creative writing fosters emotional expression, satisfaction, and increased confidence among students.

Writing Production

Finally, in writing production, most students believed that local wisdom enriched their creativity. In response to the question, “How does local culture-based creative writing help you produce a writing product?”, participants stated:

“In my opinion, local culture-based creative writing is helpful because we have many sources from our local culture, which allows us to be more imaginative and develop unique stories, especially by incorporating elements of tradition or community life from our region.” (Informant 2).

“Yes, I would say that this creative writing activity is very helpful in enabling me to produce a creative writing product, as it combines my freedom to imagine, personal experiences, personal ideas, and also inspiration from local culture. As a result, the writing or work I produce becomes richer and more creative.” (Informant 6).

However, a different perspective was expressed:

“For me, I do not frequently use local culture, as I feel that creativity can be expressed more freely when writing on open themes without being limited by specific cultural boundaries. The presence of local cultural elements sometimes makes me feel constrained and less free in developing my imagination. In my opinion, fantasy or fiction stories that are not bound by cultural elements tend to be more creative, as they are not restricted by specific cultural values or norms. Therefore, the themes can be explored more broadly.” (Informant 3).

Overall, these findings indicate that local wisdom-based creative writing supports idea generation, skill development, and creative production, while also presenting challenges related to language, cultural sensitivity, and creative freedom.

Benefits and Challenges in Producing Creative Writing Products

Benefits

The use of local wisdom provides significant benefits in producing creative writing products. First, it offers rich and meaningful sources of ideas, enabling students to develop stories that are closely connected to their personal experiences and cultural background. As a result, students are able to produce texts that are more authentic, relatable, and contextually grounded.

Second, local wisdom enhances the originality and uniqueness of the writing product. Since each region has distinct cultural elements, students can create stories that are different from others, making their work more distinctive and engaging for readers.

Third, it contributes to the quality of the creative product, as students are able to integrate moral values, cultural meanings, and real-life issues into their narratives. This makes the writing not only imaginative but also meaningful.

Finally, local wisdom supports students' confidence and emotional engagement, which positively influences their ability to complete and present a creative writing product. When students feel connected to their stories, they tend to be more motivated and expressive in their writing.

Challenges

Despite these benefits, several challenges were identified in producing creative writing products based on local wisdom. One major challenge is related to language barriers, especially when students have to translate culturally specific terms into English. This can affect the clarity and effectiveness of the final product.

Another challenge is the limitation of creative freedom. Some students feel restricted when they have to follow cultural values or ensure accurate representation, which can make it harder to explore broader or more imaginative ideas.

Additionally, students experience difficulties in organizing and developing ideas into a coherent narrative. Although local culture provides inspiration, transforming it into a well-structured story remains challenging.

There are also concerns about cultural sensitivity, where students fear misrepresenting or deviating from authentic cultural values. This often leads to hesitation and requires multiple revisions.

Lastly, emotional challenges may arise, particularly when stories are based on personal experiences. Revisiting past events can make the writing process more complex and emotionally demanding.

D. Conclusion and Suggestion

This study concludes that the implementation of local wisdom-based creative writing positively contributes to students' creativity, writing skills, and ability to produce creative writing

products. The integration of local wisdom provides meaningful and familiar contexts that help students generate ideas more easily, organize storylines, and express their thoughts authentically. Students also showed positive perceptions toward the activity, such as increased confidence, emotional engagement, and satisfaction with their written products. In addition, the use of local cultural elements enabled students to create more distinctive and meaningful stories that reflect their personal experiences and cultural identities, while also contributing to the preservation and appreciation of local culture. However, several challenges were still identified, including difficulties in language use, coherence, translation of cultural terms, and concerns about accurate cultural representation. Therefore, students still require guidance and support in overcoming linguistic and cultural challenges during the writing process.

Based on these findings, several suggestions are proposed. Lecturers are encouraged to integrate local wisdom into creative writing activities more consistently by providing culturally relevant materials and guiding students in language use, coherence, and cultural representation. Students are suggested to continue practicing creative writing and explore their local cultural values and personal experiences to develop more authentic and meaningful stories while improving their English writing skills. Furthermore, future researchers are recommended to conduct studies involving larger participants, different educational contexts, or different creative writing genres to gain broader insights into the implementation of local wisdom-based creative writing. Future studies may also apply quantitative or

mixed-method approaches to examine its effectiveness more comprehensively.

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