

A COMMUNITY ENGAGEMENT APPROACH TO ENHANCING TEACHERS' COMPETENCE IN DEVELOPING SUNDANESE LEARNING MATERIALS FOR PRIMARY SCHOOLS

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Abstract. This community engagement program aims to enhance primary school teachers' competence in developing Sundanese learning materials that are contextual, innovative, and aligned with the characteristics of elementary school students. The program was implemented at SD Negeri Kedung Badak 2, Bogor City, involving a group of elementary school teachers as the main partners. The activities were conducted through several stages, including needs assessment, training on instructional material development, workshops for designing Sundanese learning materials, and mentoring during classroom implementation. The program emphasized the integration of local wisdom and cultural values of Sundanese society into learning materials to support meaningful and culturally relevant learning. The results of the program indicate a significant improvement in teachers' pedagogical competence, particularly in designing contextual learning materials such as modules, worksheets, and simple learning media. Teachers demonstrated increased ability to develop innovative instructional resources and apply them effectively in classroom practices. Furthermore, the implementation of the developed materials contributed to higher student engagement and motivation in learning Sundanese language and culture. This community engagement initiative highlights the importance of collaborative partnerships between universities and schools in strengthening teachers' professional capacity and promoting the preservation of local culture through primary education.

Keywords: community engagement; teacher competence; instructional material development; Sundanese learning materials; local wisdom-based education; primary school teachers.

I. INTRODUCTION

Education at the primary school level plays a crucial role in shaping students' cognitive, social, and cultural development. Teachers are required not only to deliver knowledge but also to design meaningful learning experiences that support students' engagement and understanding. One of the key components of effective learning is the availability of well-designed instructional materials that are relevant to students' characteristics and learning contexts. Instructional materials serve as an essential pedagogical tool that helps teachers organize learning content, guide classroom activities, and facilitate students' comprehension of subject matter [1]. Therefore, the competence of teachers in developing instructional materials is considered a fundamental aspect of professional teaching practice.

In the context of primary education in Indonesia, the teaching of local languages such as Sundanese represents an important effort to preserve cultural heritage and strengthen students' cultural identity. Local language learning is not only aimed at developing linguistic competence but also at introducing students to local values, traditions, and cultural expressions embedded within the language itself [2]. However,

in many primary schools, the implementation of Sundanese language learning still faces several challenges. Teachers often rely heavily on standardized textbooks provided by the government, with limited efforts to develop contextual learning materials that reflect students' local environments and cultural experiences. This situation may reduce students' interest and engagement in learning local languages, particularly in an era where global and digital influences dominate students' daily lives.

Another challenge relates to the limited competence of teachers in designing innovative and contextual learning materials. Previous studies have shown that many teachers still lack sufficient skills in developing instructional resources that integrate local wisdom and interactive learning strategies [3]. As a result, classroom learning tends to be dominated by conventional teaching methods, such as lectures and textbook-based instruction, which may not fully support active learning processes. In addition, the rapid development of educational technology requires teachers to continuously improve their professional competence in order to design more engaging and student-centered learning environments [4].

Community engagement programs conducted by universities can play a significant role in addressing these challenges by providing professional development opportunities for teachers. Through training, workshops, and mentoring activities, teachers can enhance their pedagogical skills and gain practical experience in developing innovative instructional materials. Collaborative initiatives between universities and schools have been recognized as an effective approach to improving teachers' professional competence while simultaneously strengthening educational quality at the grassroots level [5].

Based on these considerations, this community engagement program aims to enhance primary school teachers' competence in developing Sundanese learning materials that integrate local cultural values and contextual learning approaches. The program focuses on providing training and mentoring for teachers in designing innovative instructional materials that can be directly implemented in classroom practices. By improving teachers' capacity in developing contextual learning resources, this initiative is expected to contribute to more meaningful Sundanese language learning and support the preservation of local cultural heritage through primary education.

Teacher competence is widely recognized as a crucial factor in determining the quality of educational processes and learning outcomes in primary education. Teachers are expected to possess not only subject knowledge but also pedagogical skills, including the ability to design effective instructional materials that support meaningful learning experiences. Instructional materials play an important role in facilitating the learning process because they help structure learning activities, provide contextual learning resources, and guide students in achieving learning objectives. Studies have shown that well-developed teaching materials can improve student engagement, comprehension, and learning outcomes, particularly when they are aligned with students' needs and learning contexts [3].

In addition to pedagogical competence, the integration of local wisdom in learning materials has become an important issue in contemporary education. Local wisdom-based learning materials can strengthen students' cultural identity while making learning more contextual and meaningful. Research indicates that integrating local cultural elements into instructional materials can significantly improve students' motivation and engagement in learning activities because the content reflects their social and cultural environment [6]. Furthermore, local wisdom-based teaching materials have been found to enhance students' creative thinking and cultural literacy, which are essential competencies in the 21st-century learning environment [7].

Teacher competence in developing innovative learning materials is also influenced by professional development and training activities. Community engagement programs and teacher training initiatives provide opportunities for teachers to enhance their pedagogical skills and gain practical experience in designing contextual learning resources. Such programs often involve collaborative activities between universities and schools, enabling teachers to develop instructional materials that are relevant to both curriculum requirements and local educational needs [8].

Several studies conducted by Suchyadi highlight the importance of strengthening teachers' competence through professional development and educational supervision. Research shows that teacher competence can be improved through structured training and supervision programs that focus on pedagogical development and instructional innovation [9]. In addition, Suchyadi emphasizes that improving teachers' pedagogical competence through training activities can help teachers adapt to educational challenges and develop more effective learning strategies for primary school students [8]. These findings suggest that collaborative programs involving universities and schools play a significant role in supporting teachers' professional development.

Based on these previous studies, it can be concluded that the development of contextual instructional materials and the strengthening of teacher competence are essential factors in improving the quality of primary education. Integrating local wisdom into learning materials and implementing community engagement-based teacher training programs can provide practical solutions to enhance teachers' pedagogical capacity while preserving local cultural values in education.

II. RESEARCH METHODS

This study employed a community engagement approach as the primary method to enhance teachers' competence in developing Sundanese learning materials for primary schools. Community engagement is widely used in educational development programs because it encourages collaboration between higher education institutions and community partners, particularly schools, to address practical educational challenges. Through collaborative activities such as training, mentoring, and workshops, teachers can develop practical skills and apply theoretical knowledge in real educational contexts [10].

The program was implemented at SD Negeri Kedung Badak 2 in Bogor City, Indonesia, involving elementary school teachers as the main participants. The research design followed a participatory training model, which emphasizes active teacher involvement throughout the program. The activities consisted of four main stages: (1) needs assessment, (2) training on instructional material development, (3) workshop and collaborative design of Sundanese learning materials, and (4) mentoring and evaluation of classroom implementation. The needs assessment stage was conducted through interviews and discussions with teachers to identify challenges related to the development of teaching materials and the integration of local wisdom in learning activities.

During the training and workshop stages, teachers were guided to design contextual learning materials, including modules, worksheets, and simple learning media based on Sundanese cultural values. Collaborative discussions and group work were used to encourage knowledge sharing among participants and to improve the quality of the learning materials developed. Research indicates that collaborative professional development programs are effective in strengthening teachers' pedagogical competence and encouraging innovation in instructional design [11].

The evaluation stage was conducted to measure the effectiveness of the program. Data were collected through observations, documentation of teaching materials produced by teachers, and reflective discussions with participants. The evaluation focused on assessing teachers' improvement in designing contextual learning materials and their ability to implement them in classroom practices. The results of this evaluation were then used to analyze the impact of the community engagement program on teachers' competence in developing Sundanese instructional materials for primary education.

III. RESULT AND DISCUSSION

The implementation of the community engagement program aimed to enhance teachers' competence in developing Sundanese learning materials for primary school education. The program was conducted through several stages, including training, workshops, mentoring, and evaluation. The results of the program indicate a significant improvement in teachers' understanding and practical skills in designing contextual learning materials that integrate local cultural values into the learning process.

Improvement of Teachers' Competence in Developing Learning Materials

One of the primary outcomes of the program was the improvement of teachers' pedagogical competence in developing instructional materials. Before the training activities were conducted, most teachers relied primarily on standardized textbooks provided by the government and had limited experience in designing their own teaching materials. After participating in the training and workshops, teachers were able to develop various instructional materials such as learning modules, student worksheets, and simple learning media that incorporate elements of Sundanese culture.

This improvement reflects the importance of professional development programs for teachers, particularly those that focus on practical pedagogical skills. Previous studies have shown that structured training programs can significantly improve teachers' competence in designing effective instructional materials and implementing student-centered learning strategies [1]. Furthermore, teacher training programs that emphasize collaborative learning and hands-on activities have been found to enhance teachers' confidence and creativity in developing innovative learning resources [2].

Development of Local Wisdom-Based Learning Materials

Another important outcome of the program was the successful development of Sundanese learning materials based on local wisdom. Teachers were encouraged to integrate cultural elements such as traditional stories, proverbs, and everyday language expressions into the learning materials they developed. The integration of local cultural values into educational content has been recognized as an effective strategy for making learning more meaningful and relevant to students' experiences.

Research indicates that contextual learning materials that incorporate local culture can improve students' motivation and engagement in the learning process [3]. When students encounter learning materials that reflect their cultural

background, they tend to feel more connected to the learning content and demonstrate greater interest in participating in classroom activities. In this program, the use of local wisdom-based materials not only supported language learning but also contributed to the preservation of Sundanese cultural values.

Impact on Classroom Learning

The implementation of the developed learning materials in classroom activities also showed positive results. Teachers reported that students became more actively involved in learning activities when the materials included stories, games, and examples related to their local cultural environment. The learning process became more interactive and engaging compared to conventional textbook-based instruction.

These findings support previous research which suggests that the use of innovative and contextual teaching materials can significantly improve student participation and learning outcomes in primary education [4]. By integrating cultural content and interactive learning activities, teachers can create more meaningful learning experiences that encourage students to actively engage in the learning process.

Overall, the results of this community engagement program demonstrate that collaborative initiatives between universities and schools can effectively enhance teachers' professional competence and support the development of contextual learning materials. The program not only strengthened teachers' pedagogical skills but also promoted the integration of local cultural values into the learning process, which is essential for preserving cultural heritage in primary education.

IV. CONCLUSIONS

This community engagement program aimed to enhance primary school teachers' competence in developing Sundanese learning materials that integrate local cultural values into classroom learning. The results of the program indicate that training, workshops, and mentoring activities can effectively improve teachers' pedagogical competence, particularly in designing contextual instructional materials such as learning modules, student worksheets, and simple learning media. Through collaborative activities between university facilitators and teachers, participants gained practical experience in developing learning materials that are more innovative and relevant to students' cultural backgrounds. Furthermore, the integration of local wisdom into Sundanese learning materials contributed to more meaningful and engaging classroom learning experiences. Teachers reported increased student participation and interest in learning activities when instructional materials incorporated local cultural elements such as traditional stories, proverbs, and daily language expressions. These findings highlight the importance of contextual learning materials in supporting effective language learning while simultaneously promoting cultural preservation in primary education. Overall, the program demonstrates that community engagement initiatives can serve as an effective strategy for strengthening teachers' professional competence and improving the quality of learning in primary schools. The collaboration between universities and schools not only provides practical professional development opportunities for teachers but also supports the development of culturally

responsive learning materials that contribute to sustainable educational improvement. Future programs are recommended to expand similar training initiatives to other schools and integrate digital learning resources to further enhance the effectiveness of local language education.

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