Inclusive Education and Papuan Literature for Diversity and Equality

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ARTICLE INFO	ABSTRACT
	This study, titled Inclusive Education and Papuan Literature for Diversity and Equality, aims to develop inclusive education teaching materials grounded in Papuan literary culture to foster values of equality and diversity in the educational context of Eastern Indonesia. Using a research and development (R&D) approach, the study adopts Plomp's model, consisting of five systematic phases: initial investigation, design, realization, test-evaluation-revision, and implementation. The research was conducted at SMP Negeri 1 Sorong Regency, involving 21 Grade VII students. Data were gathered through expert validation—covering content, media, and language aspects—and teacher feedback on the practicality of the materials. The effectiveness test revealed an improvement in student learning outcomes, with a gain score of 0.46, categorized as moderate (0.3–0.7 range). Theoretically, this study contributes to the integration of local cultural narratives into inclusive literacy instruction, strengthening frameworks of multicultural and place-based learning. Its novelty lies in leveraging the literary richness of Papua to develop adaptive, inclusive literacy materials. Practically, the resulting product serves as a validated, practical, and effective model applicable in 3T (frontier, outermost, and disadvantaged) regions, promoting students' cultural identity, tolerance, and active engagement in learning.

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1. INTRODUCTION

Low literacy education has been a persistent concern in Indonesia over the past decade. According to data from the Education and Culture Policy Research Center (Solihin et. al., 2024);(Sinar et al., 2024) Southwest Papua Province—previously part of West Papua—ranks the lowest in national literacy

indicators. Papua recorded a literacy activity level of only 19.90, categorized as very low (range 0–20.00), while Southwest Papua scored 28.25, still within the low category (range 20.01–40.00). These figures reflect severe disparities in educational access, especially in Indonesia's eastern 3T regions (terdepan, terluar, tertinggal), and align with the region's low Human Development Index (HDI), which was recorded at 65.09—well below the national average—signaling a direct link between poor literacy performance and low human development (Badan Pusat Statistik, 2020)(Novembli & Hasanah, 2024)(Wijaya et al., 2025).

Field data collected through interviews with school stakeholders at SMP Negeri 1 Sorong, located in one such 3T region, further support these findings. The data reveal five key challenges: (1) Low student interest in literacy activities, (2) Lack of fun and child-friendly reading materials, (3) Monotonous and unengaging teaching methods, (4) Inadequate alignment of teaching materials with students' cognitive development, and (5) Underdeveloped writing culture in the school environment.

These problems are echoed in the findings of (Novembli & Hasanah, 2024); (Calafato, 2024);(Risamasu & Pieter, 2024);(Austrus et al., 2025) who argue that sustainable literacy development is shaped by two interrelated dimensions: alternatives (availability of appropriate teaching materials and methods) and culture (the lived tradition of reading and writing in a community). Where either is absent, literacy efforts often fail. To address these challenges, the present study introduces inclusive and culturally grounded literacy teaching materials based on Papuan local literature. This development is not merely an adaptation of ethnopedagogy, which typically emphasizes cultural content, but a pedagogical innovation that integrates inclusive principles equality, diversity, accessibility-with local narrative forms. The teaching materials are designed to be developmentally appropriate, context-sensitive, and literacy-skill enhancing, while also instilling awareness of cultural identity and social justice (Pahar Harahap et al., 2023);(Rachmajanti et al., 2023); (Gunardi et al., 2024); .

While previous ethnopedagogic studies have explored the integration of local culture in curricula, most remain limited to knowledge transmission or cultural preservation. This study extends that scope by positioning Papuan literature as both a literacy tool and a medium for inclusive citizenship education. The novelty lies in the synthesis of inclusive literacy, literary learning, and cultural affirmation, tailored specifically for students in remote and marginalized contexts (Sihombing et al., 2025);(Nababan, 2025);(Kristiono et al., 2025).

Supporting literature underscores the role of literature in fostering empathy, character, and multicultural understanding(Khalim & Parut, 2025);(Karimi & Poirier, 2025);(N. Kim, 2025);(Hidayati & Nihayah, 2025);(Quah et al., 2025). Describe literature as a reflection of human social interaction, while (Ermiana et al., 2024); (Ofianto et al., 2024) highlight its capacity to transmit moral and spiritual values. When grounded in local narratives, as in Papuan oral and written traditions, literature becomes a window into indigenous wisdom and communal identity, which are vital for shaping students' character and national belonging.

This approach aligns with the spirit of the Merdeka Curriculum, which promotes differentiated, contextual, and humanist education. Through inclusive literacy rooted in Papuan culture, the goal is not only to enhance reading and writing proficiency but also to cultivate values of tolerance, equality, and diversity—key pillars of a democratic and pluralistic society (Shafina & Mukhlis, 2024); (Rachmajanti et al., 2023);(Novembli & Hasanah, 2024);(Sumargono et al., 2024); (Nugroho, 2023).

Therefore, the final output of this study—a set of Papuan-culture-based inclusive literacy materials—is not only valid, practical, and effective in improving students' understanding of explanatory texts but also a strategic educational innovation to address literacy inequality in Indonesia's eastern periphery.

2. METHODS

This study employed a research and development (R&D) method by adapting the Plomp development model (Torang Siregar, 2023); (Atmazaki et al., 2023);(Pahar Harahap et al., 2023); (Lase et al., 2023);(Yusuf et al., 2024). This model is considered flexible, systematic, and relevant for

developing educational products based on real-world classroom needs. The Plomp model consists of five main phases: (1) preliminary investigation, (2) design, (3) realization/construction, (4) test, evaluation, and revision, and (5) implementation. Each phase was carried out to produce teaching materials that are valid, practical, and effective in the context of inclusive and culture-based literary learning.

1. Preliminary Investigation Phase

At this stage, the researchers conducted a needs analysis and gathered empirical data on the state of literary literacy among Grade VII students at SMP Negeri 1, Sorong Regency—a school located in a 3T (underdeveloped, frontier, outermost) region in Southwest Papua. Data collection techniques included: Interviews with teachers and the school principal, Classroom observations, and Document analysis of the curriculum and available learning resources. This phase focused on identifying literacy barriers, local cultural potential, and student needs for contextual and inclusive teaching materials.

2. Design Phase

Based on the findings from the preliminary investigation, the researchers designed a prototype of literary literacy teaching materials integrated with Papuan local culture, particularly in the teaching of expository texts. The materials were designed to promote active participation, inclusiveness, and values of cultural diversity and humanity through local literary content.

3. Realization/Construction Phase

During this stage, the teaching materials were developed systematically based on the design blueprint. Content was constructed using a child-friendly approach, grounded in local culture, and tailored to students' cognitive development levels. The researchers also paid careful attention to visual layout, language use, and interactive strategies that matched the students' socio-cultural context.

4. Test, Evaluation, and Revision Phase

This phase involved expert validation of the developed teaching materials. Validation was carried out by three independent experts in the fields of Indonesian language education, children's literature, and inclusive elementary education. The validation instruments assessed four dimensions: Content accuracy, Language appropriateness, Presentation quality, and Integration of cultural and inclusive values. Validation instruments used a Likert scale (1–4) and were subject to content validity checks through expert judgment. To assess instrument reliability, inter-rater agreement was calculated among the validators, yielding a coefficient above 0.80, indicating high reliability.

5. Implementation Phase

The final phase involved limited-scale implementation with 21 Grade VII students at SMP Negeri 1 Sorong Regency. The sample was selected using a purposive sampling technique, considering the representativeness of the 3T region, teacher readiness, and school support. The effectiveness of the teaching materials was assessed through: Pretest and posttest on students' ability to comprehend and write expository texts, Gain score calculation to measure learning improvement, and Classroom observations and interviews with students and teachers to evaluate engagement and learning impact.

The learning outcome tests were developed based on curriculum-based indicators and underwent construct validity checks. Reliability testing using Cronbach's Alpha resulted in a coefficient of ≥ 0.75, indicating high internal consistency.

3. FINDINGS AND DISCUSSION

Findings

The Inclusive education and papuan literature for diversity and equality was carried out in 5 stages, namely: stage 1 of the initial investigation of the needs of inclusive teaching materials, stage 2 of the design process, (3) realization / development, (4) test, evaluation, and (5) implementation.

The initial investigation of the needs of inclusive teaching materials

The results of interviews with VII grade teachers of SMP Negeri 1 Sorong Regency, show that the needs of teaching materials in learning explanatory texts are still incomplete and varied. The results of the interview regarding the need for teaching materials can be presented below;

Tabel 1. Lembar angket analisis kebutuhan bahan ajar inklusif

No	Indicator	Score	Score Average percentage	Category of need level
1	Teaching materials are equipped with educational images that are in accordance with the material	87%		
2	Creative character teaching materials	77%	84%	Urgently needed
3	Teaching materials equipped with interesting animated images	87%		
4	Teaching materials equipped with learning media	77%		
5	Teaching materials that use Papuan culture	92%		

These results show that the average percentage reaches 84% what when interpreted in accordance with table 1 in the category of great need. The results of filling out the needs analysis questionnaire are also supported by suggestions and comments from students. Suggestions and comments from students regarding teaching materials are described in Table 2. The results of suggestions and comments from students are also a consideration for determining the development of teaching materials that must be done.

Table 2: Learner suggestions and comments regarding the development of teaching material needs

No	Comments and Suggestions
1	Teaching materials should make pictures of nature and culture of Papua
2	Teaching materials are equipped with language that is easy to understand
3	Teaching materials are equipped with activity instructions
4	Teaching materials are equipped with interesting illustrations
5	Teaching materials are equipped with questions that are easy to understand

Observation results obtained data on learning activities ranging from introduction to closing activities. The preliminary activities carried out by seventh grade students are almost the same as those carried out by junior high schools in other 3 T areas. Teachers apply more activities such as assignments in core activities. In the final activity, students make many summaries and assignments. The use of teaching materials is still dominated by the use of teacher books. In addition, teachers do not make learning media to support the learning process in the classroom. The findings obtained from the observation include the following. (1) students look uncomfortable with conventional learning used by teachers, (2) there is no variety of learning media used in the classroom.

Table 3. Learning Observation Results

No	Aspects assessed	Description
1	Implementation Situation Classroom learning	Students were enthusiastic at the beginning of the lesson. In the middle, the students were difficult to start not conducive, but several times the teacher reminded and refocused the students' attention.
2	Learning Process	
	a. Introduction Activity	The activity begins with prayer and singing the national song from sabang to merauke. Students are also asked to tidy up and sit according to the attendance number. The teacher conveys apperception, learning objectives, and topics. pembelajaran
	b. Core Activities	Learners conduct learning activities based on the Bahasa Indonesia package book. Learners begin to take notes on the learning that the teacher writes on the paper. Then the teacher explains the material and gives assignments using the quiz method. Learners work and the teacher provides evaluation related to the quiz given by the teacher.
	c. Final Activity	Learners make a summary and homework assignments and convey the next activity. Learners pray and the teacher gives closing greetings.
3	Teaching materials used during the learning process	Teachers only utilize the teacher's packet book on the subject of expalanation text and assignments at the end of the lesson.
4	Notes on findings during learning	Students are less comfortable with the conventional learning methods that teachers apply, and there is no variety of learning media in learning

The results of the documentation that has been carried out by researchers to see the physical condition of the classroom, and facilities and infrastructure to support learning in the explanatory text in the classroom. The aspects observed in this documentation process are about classroom conditions, and learning tools used by teachers in the learning process.

Tabel 4. Documentation results of facilities and infrastructure supporting learning in the classroom

No	Aspects observed	Photo Documentation
1	Classroom Condition	
2	Learning Devices	

Design Phase

In this phase, the activity carried out is to design inclusive teaching materials with Papuan literary culture. The module design was developed based on the standards for preparing teaching materials in the Merdeka Curriculum and the results of the needs analysis in the preliminary research phase. The design process adopts various design applications such as Canva, Adobe Illustrator, and Pinterest to produce an attractive and child-friendly visual appearance. Bright primary colors are chosen to be easily recognizable and preferred by learners. In the visual design, typical images of Papuan culture are displayed, such as traditional clothing, traditional houses, and endemic flora and fauna to reinforce the locality element.

The cover of the teaching material includes important information such as title, class, material, author's name, and education level, as well as the author's identity in full. In addition, the module is also equipped with a preface, author's preface, table of contents, and list of images to provide a systematic structure. The main content of teaching materials includes lesson plans (RPP), teaching materials, evaluations, assessments, and learner worksheets (LKPD). The materials are developed in three important topics, namely the introduction of literary literacy, understanding explanatory texts, and linguistic and literary rules in explanatory texts. The uniqueness of this teaching material lies in the integration of regional literary elements displayed through folklore from the Southwest Papua region. This strengthening of local content aims to foster students' love for regional culture and strengthen national identity. Therefore, this teaching material design is expected to be an effective literacy media as well as a means to promote equality and diversity in Eastern Indonesia.

After making the module design, the next step is to validate it by asking for an assessment from experts to determine the feasibility and suggestions for module improvement. The expert assessment was conducted by 2 lecturers of Muhammadiyah University of Education Sorong and one Head of SMP Negeri 1 Kab. Sorong. The names of the validators and the expert assessment instrument

Table 5 Language expert validation

No	Aspects	Average Score	Category
1	Straightforward	83%	Valid
2	Communicative	87%	Very Valid
3	Dialogical and Interactive	75%	Valid
4	Compatibility	100%	Very Valid
5	Language Suitability	100%	Very Valid
	Average percentage of score results	89%	Very Valid

Based on the data analysis that has been carried out on each indicator item in the linguist validation questionnaire, it shows that the straightforward aspect is 83%, the communicative aspect is 87%, dialogical and inetractive is 75%, in accordance with the development of students is 100%, and the suitability of language is 100% with an average percentage score of 89%, indicating that this teaching material is very valid in the language aspect.

Table 6 Material experts

No	Aspects	Average Score	Category
1	Learning Format	94%	Very Valid
2	Content	100%	Very Valid
3	Content Feasibility	95%	Very Valid
	Average Percentage Score Results	96%	Very Valid

Based on the analysis of each indicator item in the Teaching Material expert validation questionnaire, it shows that the feasibility of the learning format, the accuracy of the material content, and the feasibility of the content of the percentage are 96%, this shows that the teaching material for literary literacy with Papuan culture is said to be very valid in the content of the material.
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Table 7 Teaching material expert

No	Aspects	Average Score	Category
1	General Aspects	91%	Very Valid
2	Content Appropriateness Aspect	94%	Very Valid
3	Supporting aspects	100%	Very Valid
	Average Percentage Score Results	95%	Very Valid

Based on the analysis of each indicator item in the material expert validation questionnaire, it shows that the feasibility of general aspects, feasibility of content, and feasibility of supporting 95%,

this shows that the Papuan culturally charged literacy teaching materials are said to be very valid in their teaching materials.

Development Phase

At this stage, implementation is carried out to determine the students' response to teaching materials using a student response questionnaire. The questionnaire uses a Likert scale with a scale of 1 for "very invalid" to 4 for "very valid". There are 2 aspects assessed in the questionnaire, namely the appearance and benefits of teaching materials with a total of 9 questions. The implementation of module teaching materials was carried out to 21 seventh grade students at SMP Negeri 1 Sorong Regency. The results of the analysis of students' responses can be seen in the table below:

Table 8 Student Response

No	Aspects	Average Score	Category
1	Visual	90%	Very Practical
2	Benefits of Teaching Materials	93%	Very Practical
	Average Percentage Score Results	92%	Very Practical

Based on the results of students' responses in Table 8, the overall assessment results from two aspects were obtained with a percentage of 90%. This shows that the teaching materials developed are included in the very valid criteria. The aspect of the benefits of teaching materials is the aspect with the highest percentage value of 93%. The average percentage result of the score of 92% is very practical.

Table 9 Teacher Response

No	Aspects	Average	Category
1	Visual	83%	Very Practical
2	Benefits of Teaching Materials	90%	Very Practical
	Average Percentage Score Results	87%	Very Practical

Based on the results of students' responses in Table 9, the overall assessment results from two aspects were obtained with a percentage of 83%. This shows that the teaching materials developed are included in the very valid criteria. The aspect of the benefits of teaching materials is the aspect with the highest percentage value of 90%. The average percentage result of the score of 87% is very practical.

The implementation phase of Inclusive Teaching Materials Containing Papuan Literary Culture

The cognitive learning outcomes of students were measured using pretest and post tests in the form of questions. The data analysis used was n-gain. The average value of student learning outcomes is presented in the following table:

Mean pretest results for students		
	Average Interpretation of N-Gain	Average Interpretation of N-Gain
Pretest	83%	
Posttest	90%	
N-gain	0.4	Medium

Based on the table, it can be seen that the gain score value for students' cognitive learning outcomes is 0.46, including in the moderate category, which is in the range of 0.3 - 0.7. The results of the effectiveness test of Papuan Culturally Charged Literacy Teaching Materials were measured using pre tests and post tests on students and then analyzed to find the average, gain, and N-gain.

The results of the effectiveness test of teaching materials are measured using the results of pre and post tests on students and then analyzed to find the average, gain, and N-gain. Based on the results of the study, it can be seen that the gain score value for all learning outcome indicators is 0.46, which is included in the moderate category, namely in the range of 0.3 - 0.7.

Discussion

The findings of this study demonstrate the practical benefits of integrating Papuan cultural elements into inclusive teaching materials, especially in promoting equitable literacy learning in the frontier, outermost, and disadvantaged (3T) regions of Eastern Indonesia. However, beyond its practical utility, the study also offers significant theoretical contributions to the fields of inclusive literacy and pedagogical curriculum development.

Theoretically, this study expands the framework of inclusive literacy by showing that contextualized local literature such as Papuan folktales is not only a medium for language learning but also a channel for character education and socio-cultural empathy. This supports (Suhartawan & Yektiningtyas, 2023);(Nelci et al., 2024);(Walton, 2025); (Dharma et al., 2025) view that pedagogical integration is essential for bridging local wisdom with modern education. The teaching materials developed in this research demonstrate that local content can serve as a constructivist learning medium, where students actively engage with culturally resonant material. In addition, the instructional design, adapted from Plomp's model, aligns with multimodal literacy theory, which posits that literacy development extends beyond textual comprehension to include visual, spatial, and cultural elements (Fiharsono et al., 2024)(Istiq'faroh et al., 2024);(Huda et al., 2025) ; (Al Farisi et al., 2025). The inclusion of Papuan iconography, traditional architecture, and cultural symbols in the visual design of the materials enhanced students' cognitive engagement by presenting familiar representations—thus reducing cognitive load and increasing affective attachment to the content.

The moderate gain score (N-gain = 0.46) also indicates a significant improvement in students' cognitive outcomes, reinforcing Vygotsky, L. S. (1978) sociocultural theory that learning is optimized when mediated by culturally relevant tools. This aligns with findings by(Koeswanti, 2019) ; (Sumargono et al., 2024),(S. K. Kim et al., 2025);(Obojska & Vaiouli, 2025) who emphasize that locally contextualized materials improve students' motivation and comprehension due to stronger cultural resonance. The inclusion of Papuan folktales and local values also reflects the principles of James A. Banks' theory of multicultural education, which advocates for curriculum transformation through the representation of marginalized voices (Cathrin & Wikandaru, 2023);(Azhari et al., 2024). By foregrounding Indigenous narratives, the teaching materials developed in this study contribute to the construction of a pluralistic national identity, while challenging the dominance of Javanese or Western-centric narratives in the national literacy curriculum. Thus, the theoretical implication of this study lies in strengthening the epistemological foundation of inclusive literacy by embedding local cultural epistemes into learning resources. This not only supports equitable access to education but also empowers learners through cultural affirmation, contributing to long-term educational justice in Indonesia's peripheral regions

4. CONCLUSION

The overall research results show that the developed Papuan culturally charged literacy teaching materials are highly valid, practical, and effective for use in learning. Validation from language and material experts shows that these teaching materials meet the eligibility criteria, both in terms of language, content, and learning format, with an average linguist validation score of 89% and material expert validation of 96%, both of which are included in the very valid category. In addition, the

effectiveness test conducted through pretest and posttest proved that this teaching material was able to improve students' cognitive learning outcomes, with an n-gain value of 0.46, which is included in the medium category.

The positive response from students is also reflected in the average response score of 92% which is included in the very practical category, while the response from teachers shows an average score of 87%, which is also included in the very practical category. With these values, it can be concluded that this teaching material not only supports the improvement of learning outcomes, but is also able to introduce and preserve local culture through an interactive and fun learning approach. In general, this product of Papuan culturally charged literacy teaching materials can be an alternative solution to improve the quality of learning, especially in Papua and surrounding areas.

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