Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 6, November 2026
DOI: https://doi.org/10.55909/jpbs.v5i6.1829

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

The Effectiveness of a Simulation Model in Teaching *Pantun* Writing Skills Based on Local Culture

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ABSTRACT
This study aims to describe: 1) the pretest results for the skill of writing *pantun* infused with local cultural content; 2) the learning outcomes for this skill when using a simulation model; and 3) the effectiveness of the simulation model in teaching the skill of writing *pantun* infused with local cultural content. The study employs a descriptive method using a One-Group Pretest-Posttest Design and was conducted during the 2025/2026 academic year at SMPN 2 Gegerbitung. The population consists of eighth-grade students at SMPN 2 Gegerbitung who participated in the pretest, the instruction using the simulation model, and the posttest. The total population is 21 students, from which a sample of 20 students was selected based on a statistical formula. Data on the skill of writing *pantun* infused with local cultural content were collected using an essay test, developed through objective and systematic procedures that established test specifications for item construction. The data were analyzed using parametric inferential statistical procedures—specifically, a one-sample t-test and a paired-sample t-test. A cross-checking protocol was used to validate the data and the results of the analysis. The findings indicate that: 1) the mean pretest score for the skill of writing *pantun* infused with local cultural content fell below the threshold of 75.00; 2) the mean posttest score reached or exceeded the threshold of 75.00; and 3) the simulation model is effective for teaching the skill of writing *pantun* infused with local cultural content.

Keywords: simulation model, pantun, writing skills, local culture

Efektivitas Model Simulasi dalam Pembelajaran Keterampilan Menulis Pantun Bermuatan Budaya Lokal

ABSTRAK
Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil prates keterampilan menulis pantun bermuatan budaya lokal; 2) hasil belajar keterampilan menulis pantun bermuatan budaya lokal menggunakan model simulasi; 3) efektivitas model simulasi dalam pembelajaran keterampilan menulis pantun bermuatan budaya lokal. Penelitian ini menggunakan metode deskriptif melalui One-Group Pretest-Posttest Design; berlangsung pada tahun ajaran 2025/2026 di SMPN 2 Gegerbitung. Populasi penelitian ini adalah siswa kelas VIII SMPN 2 Gegerbitung yang mengikuti prates, pembelajaran keterampilan menulis pantun bermuatan budaya lokal menggunakan model simulasi, dan mengikuti postes. Anggota populasi berjumlah 21 siswa. Sampel berjumlah 20 siswa yang ditetapkan berdasarkan formula statistik. Data keterampilan menulis pantun bermuatan budaya lokal dikumpulkan menggunakan instrumen tes esai yang disusun menggunakan prosedur objektif dan sistematis yang akhirnya menghasilkan spesifikasi tes sebagai dasar penulisan butir tes. Data keterampilan menulis pantuan bermuatan budaya lokal dianalisis menggunakan prosedur statistik inferensial parametrik yakni uji t satu satu dan uji t sampel berpasangan. Pedoman cek-ricek digunakan untuk memvalidasi data dan memvalidasi hasil analisis data keterampilan menulis pantun bermuatan budaya lokal. Hasil penelitian: 1) mean prates keterampilan menulis pantun bermuatan budaya lokal berkategori belum mencapai =>75,00; 2) mean postes keterampilan menulis pantun bermuatan budaya lokal berkategori mencapai =>75,00; 3) model simulasi efektif digunakan dalam pembelajaran menulis pantun bermuatan budaya lokal di kelas VIII SMPN 2 Gegerbitung.

Kata kunci: model simulasi, keterampilan menulis, pantun, budaya lokal

Submitted	Accepted	Published
18/08/2026	05/11/2026	15/11/2026

Citation	Artono, B., Mulyanti, S., & Hasanah, A. (2026). The Effectiveness of a Simulation Model in Teaching Pantun Writing Skills Based on Local Culture. *Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 6, November 2026, 5095-5106.* DOI: https://doi.org/10.55909/jpbs.v5i6.1828

Publisher
Raja Zulkarnain Education Foundation

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

Jurnal Pembelajaran Bahasa dan Sastra
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INTRODUCTION

Pantun is a traditional form of Malay poetry that holds significant cultural, aesthetic, and educational value. In 2022, *pantun* was officially designated by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as an Intangible Cultural Heritage of Humanity. This recognition resulted from a joint (multinational) nomination by Indonesia and Malaysia, affirming that *pantun* is a living cultural tradition that thrives across national borders in Southeast Asia.

As an intangible cultural heritage, *pantun* is understood not merely as a form of oral literature, but also as a medium for social communication, serving various functions in daily life—ranging from the transmission of knowledge and the conduct of traditional ceremonies and weddings to facilitating deliberations and providing entertainment. The structure of a *pantun*—comprising an introductory couplet (sampiran) and the main content (isi)—reflects the worldview of the communities that practice it, illustrating the interconnectedness between nature, social life, and moral values. Through *pantun*, local wisdom—such as courtesy, sagacity, honesty, and social harmony—is passed down from generation to generation.

In line with this global recognition, *pantun* is taught as a form of poetry across educational levels, from elementary school through high school, with a focus on reading and writing skills. Under the Independent Curriculum, the instruction of *pantun* writing is integrated into the broader study of poetry. The objective is for students to develop the ability to compose *pantun*—as a non-narrative text—and incorporate them into various types of writing, such as expository texts, short stories, explanatory texts, and descriptive texts. Furthermore, the curriculum emphasizes the interpretation of the meanings conveyed by *pantun* within these narrative or discursive contexts.
Experimental research consistently shows that pre-test scores for *pantun* writing fall below the required minimum threshold of 75.00. This suggests that junior high school students lack sufficient foundational knowledge—acquired during their earlier stages of education—to achieve higher scores on these initial assessments. Several online scholarly journal articles describe, to a considerable extent, the low pretest results in *pantun* (traditional Malay poetic verse) writing skills, as noted below.

First, Kusmayanti, D. (2025). Pengaruh Model Teams Games Tournament untuk Meningkatkan Pembelajaran Menulis Pantun Mata Pelajaran Bahasa Indonesia Kelas V SDN Palasari Subang [The Influence of the Teams Games Tournament Model on Improving the Learning of Writing *Pantun* (Traditional Malay/Indonesian Poetic Forms) in the Indonesian Language Subject for Grade V Students at SDN Palasari, Subang]. The research results indicate an increase in student activity, with an average pretest score of 57.67 and an average posttest score of 82.00. The improvement in the ability to write *pantun* (traditional Malay/Indonesian poetic forms) following the implementation of the TGT (Teams Games Tournament) model is supported by the hypothesis test results, which show a probability value (Sig. 2-tailed) of 0.00, which is less than 0.05. The extent of this improvement in writing ability is evidenced by the hypothesis test, which confirms a significant difference between the pretest and posttest data, reflecting an enhancement in learning outcomes based on the average scores for each assessment. It can be concluded that the TGT (Teams Games Tournament) learning model is effective in improving the learning of *pantun* writing within the Indonesian Language subject for fifth-grade students at SDN Palasari, Subang.

Second, Mulyadi & Wirda (2024). The Learning Pantun Pause Marks through the Process Skills Approach in Innovative Teaching Materials. Research results: 1) the procedure for using the process skills approach and innovative teaching materials in learning the placement of pauses in pantun includes 3 types of initial activities, 32 types of core activities, and 4 types of final activities; 2)

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p-ISSN : 2809-5367
e-ISSN : 2809-6355

the learning outcomes of using the process skills approach through innovative teaching materials in learning the placement of pauses in *pantun* reach a minimum limit of 75.00.

Third, Resnani, R. (2021). Meningkatkan Kemampuan Menulis Pantun Siswa Melalui Model Multiliterasi. Jurnal PGSD [Improving Students' Ability to Write Pantun (Traditional Malay Quatrains) Through a Multiliteracy Model. PGSD Journal]. The results showed that the average value of the pantun writing test in cycle I was 68.33 with classical learning completeness of 66.66 %. There was an increase in cycle II with the average score of the rhyme writing test result was 81.66 with classical learning completeness of 83.33 %. Thus, it can be concluded that the application of the multiliterate learning model can improve students' ability to write rhymes in grade V SDN 62 Bengkulu City. It is recommended that Indonesian teachers, especially the material about pantun, apply a multiliterate model in learning to write pantun by paying attention to student involvement in the learning process, and other researchers can also apply it to other subjects.

A similar situation exists in the eighth-grade classes at SMP Negeri 2 Gegerbitung. In previous years, instruction on the skill of writing *pantun* (traditional Malay/Indonesian poetic forms) has consistently necessitated follow-up remedial or repetitive learning activities.

This situation is believed to stem from the use of instructional models that are not well-aligned with the intended learning objectives. To date, the teaching models employed have been too rigidly tied to conventional textbooks.

Furthermore, the examples of *pantun* provided in nationally published Indonesian language textbooks do not reflect the students' daily lives. Ideally, *pantun* should incorporate local cultural content. According to Setyaningrum (2020) and Brata (2020), culture is a cognitive system—a framework consisting of the knowledge, beliefs, and values held within the minds of individual members of a society. In other words, culture exists within an ideational realm of reality. It serves as a mental toolkit used by members of a society for orientation, interaction, engagement, the formulation of ideas, categorization, and the interpretation of actual social behavior within their community. Local culture refers to the distinct cultural characteristics of a specific local group; however, defining the concept of "local culture" is not a simple task.

There are five criteria for categorizing ethnic groups that can be equated with the concept of local culture: First, the existence of communication through a shared language or dialect. Second, sociocultural patterns that shape behavior as part of collectively respected customs and traditions. Third, a sense of attachment among members, fostering a feeling of togetherness. Fourth, a tendency for individuals to identify with their own group, particularly when interacting with other groups in various sociocultural contexts. Fifth, a sense of group cohesion rooted in kinship, genealogy, and a shared territorial consciousness (Suswandari, 2021).

Local culture serves many functions. The functions in question (Sukarno & Laksono, 2021) include: social identity, a guide for living, a means of acquiring knowledge, and a tool for adaptation and innovation.

Learning the skill of writing *pantun* (traditional Malay poetic forms) infused with local cultural content can be facilitated through a simulation model. A simulation model is a training method designed to replicate conditions or processes that closely resemble real-world scenarios, allowing individuals to understand how a system functions without needing to be directly involved in the actual situation. In this context, a simulation can be understood as a form of visualization or a replica of a system's behavior (Rahmaniar & Prastowo, 2022). Thus, a simulation serves not only as an instructional aid but also as a means to provide a clearer picture of complex processes. Furthermore, simulation involves designing a model of a real-world system, which is then tested through various experiments to identify behavioral patterns and evaluate

alternative operational strategies. Fundamentally, simulation originates from the effort to mathematically replicate real-world conditions, enabling an in-depth analysis of a system's characteristics and operational properties. The results derived from such simulations can then serve as a basis for drawing conclusions and formulating policies, without the need to alter or intervene in the actual system until the benefits and risks of a given decision are thoroughly understood.

Simulation in education is a teaching method or strategy used to replicate situations, conditions, or processes that resemble real-life scenarios, allowing students to learn through direct experience without facing the risks associated with actual, real-world situations. In this method, the teacher presents a specific model or scenario—such as role-playing, case studies, or the use of digital media—that enables students to take an active role in understanding concepts, solving problems, and making decisions, much as they would in the real world. The simulation model aims to develop various student competencies, including critical thinking, problem-solving, decision-making, collaboration, and communication skills. By engaging directly in the process, students not only grasp theoretical concepts but also learn to apply them in more authentic contexts (Fitriyani & Fathurrahman, 2024; Rizaldi et al., 2020).

Simulation models are believed to enhance student motivation and creativity in learning how to write *pantun* (traditional Malay/Indonesian poetic forms). It is precisely these two outcomes—increased motivation and creativity—that are thought to lead to improved *pantun*-writing skills. Consequently, this article is titled "The Effectiveness of the Simulation Model in Teaching *Pantun*-Writing Skills Incorporating Local Culture for Grade VIII Students at SMP Negeri 3 Gegerbitung."

This article addresses three research questions: 1) What is the mean pre-test score for *pantun*-writing skills incorporating local culture among Grade 8 students at SMP Negeri 2 Gegerbitung? 2) What is the mean learning outcome score for *pantun*-writing skills incorporating local culture when using a simulation model among Grade 8 students at SMP Negeri 2 Gegerbitung? 3) Is the simulation model effective for teaching *pantun*-writing skills that incorporate local culture at SMP Negeri 2 Gegerbitung?

The study has three objectives regarding *pantun* writing infused with local culture. The first objective is to describe the pre-test results for *pantun*-writing skills incorporating local culture among Grade 8 students at SMP Negeri 2 Gegerbitung. Second, this study aims to describe the post-test results for *pantun* (traditional Malay poetic form) writing skills—incorporating local cultural content—among 8th-grade students at SMP Negeri 2 Gegerbitung who participated in instruction using a simulation model. Third, it aims to describe the effectiveness of the simulation model in teaching *pantun* writing skills infused with local cultural content to 8th-grade students at SMP Negeri 2 Gegerbitung.

This article offers several benefits from the perspectives of scholarly discourse, academia, and educational supervision. From an academic standpoint, it serves as a valuable resource: students writing scholarly papers on *pantun* may use it as an additional reference, while educators in the field of pedagogy can utilize it as a basis for discussions regarding instructional models for teaching *pantun* writing skills. For Indonesian language teachers, the article provides a framework for planning and implementing lessons on *pantun* writing using a simulation model; it can also serve as a topic for discussion among fellow Indonesian language teachers. From the perspective of supervision, the article can be used by school principals—in their capacity as supervisors—to guide subject-matter teachers, particularly those teaching Indonesian language and Cultural Arts. Furthermore, it can be utilized by school supervisors (supervisory officials) to support teachers, especially those specializing in Indonesian language and Cultural Arts.

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p-ISSN : 2809-5367
e-ISSN : 2809-6355

Relevant research can be found in various scholarly articles published in online journals. These are presented below.

First, Aisyah (2024) authored a study titled "The Use of Information and Communication Technology-Based Simulation Models and Their Impact on Student Learning Interest in the Qur'an-Hadith Subject." The findings indicate that employing an information and communication technology-based simulation model can enhance students' interest in learning. With results that can be seen in each indicator of student interest in learning include: students are happy in learning, have an interest in learning, pay attention to the material presented and involvement in simulating the practice of prayer movements.

Second, Ismail & Kadirun (2026) entitled Learning to Write Pantun Based on Procedural Texts Using Manual Modules in Class VIII of SMP Negeri 5 Watubangga. The results of the study: 1) the learning procedure for writing pantun based on procedural texts using a manual module was in accordance with the learning plan, which included 3 initial activities, 19 core activities, and 2 final activities; 2) The learning outcomes for writing procedural text-based pantun using the manual module reached a mean of 81.11 with a standard deviation of 5.12.

Third, Mulyadi & Wirda (2024) entitled The Learning Pantun Pause Marks through the Process Skills Approach in Innovative Teaching Materials. Research results: 1) the procedure for using the process skills approach and innovative teaching materials in learning the placement of pauses in pantun includes 3 types of initial activities, 32 types of core activities, and 4 types of final activities; 2) the learning outcomes of using the process skills approach through innovative teaching materials in learning the placement of pauses in pantun reach a minimum limit of 75.00.

METHOD

This study employs a quantitative descriptive method. Pre-test and post-test data regarding the skills of writing *pantun* (traditional Malay/ Indonesian poetic forms) infused with local cultural content are described using statistical analysis. According to Fraenkel et al. (2012), Sugiyono (2021), and Razak (2017), the quantitative descriptive method is appropriate for describing research findings based on learning outcomes.

This quantitative descriptive approach utilizes a "One-Shot Case Study" design, which involves a single class. The process begins with a pre-test, followed by instruction on *pantun*-writing skills using a simulation model, and concludes with a post-test.

The study was conducted at SMP Negeri 2 Gegerbitung, located on Jl. Balai Desa Ciengang, Gegerbitung District, Sukabumi Regency, West Java Province.

The research took place during the 2025/2026 academic year and comprised three main stages: planning, implementation, and reporting. The planning phase included the preparation of research instruments—such as lesson plans and *pantun*-writing skill tests—as well as the determination of the population and sample, and the scheduling of data collection. The implementation phase involved gathering field data through *pantun*-writing instruction using a simulation model, followed by data analysis and the preparation of a research report in the form of a scholarly article for an online journal.

The population for this study consisted of students in class 8A at SMP Negeri 2 Gegerbitung who participated in the pre-test, the *pantun*-writing instruction (using a simulation model), and the post-test. This group totaled 21 students.

A sample of 20 students was determined using Slavin's formula (Santoso, 2023; Amin et al., 2023; Mason, 2010). Each sample member was selected through simple random sampling from the population. Given the relatively small sample size, the simple random sampling was conducted without replacement.

Data on learning outcomes for *pantun* (traditional Malay/Indonesian poetic form) writing skills—using a simulation model—were collected via a test instrument. The instrument was developed objectively and systematically, ensuring it possesses content validity. According to Adib (2020), Razak et al. (2020), Daulay et al. (2026), Carter (2016), and Lamiasih et al. (2025), a test is considered to have content validity if it is constructed using objective and systematic procedures, rather than relying solely on statistical calculations.

To ensure the test possesses content validity, the following development procedures were employed:

First, the type of test was determined; this study utilizes an essay-style test.

Second, the testing system was established; a conventional approach was used, wherein the test was administered in a school setting during designated Indonesian language class hours.

Third, the number of *pantun*—based on local culture—to be used as a writing prompt was set; this study employs a single four-line *pantun* stanza.

Fourth, the specific local cultural context for the *pantun* writing was defined; this study focuses on the Sundanese cultural context, intended for the Sundanese community residing within that cultural region.

Fifth, the scope of local cultural values—offered as options for the sample participants—was established. These values include: politeness, responsibility, gotong royong (mutual cooperation), musyawarah (deliberation/consensus-building), social concern, respect for elders, and collaboration.

Sixth, the specifications for the *pantun* writing test—incorporating local cultural content—were developed and organized into a table.

Each *pantun* writing test sheet was processed to obtain a raw score. Every *pantun* stanza was analyzed based on established *pantun* principles. As noted by Elmustian and Razak (2019), these principles encompass both ethical (objective) aspects and aesthetic (artistic) qualities—the latter focusing specifically on the rhyme scheme. The objective principle refers to validity—ensuring that the lines of a *pantun* (traditional Malay poetic form) do not contain falsehoods. The aesthetic principle pertains to rhyme, encompassing both end rhymes and internal rhymes.

The scoring rubric employed is the one for *pantun* assessment found in an online scholarly journal article (Razak, 2026). For a four-line *pantun*, the maximum total score is 56, consisting of 28 points for the ethical aspect and 28 points for the aesthetic (rhyme) aspect. The ethical component (28 points) is subdivided into the objectivity of the introductory lines (sampiran) (12 points), the objectivity of the content lines (isi) (12 points), and the coherence between the introductory and content lines (4 points). The aesthetic component—rhyme—also carries a maximum score of 28. This is distributed across several indicators: end rhymes between lines 1 and 3, and between lines 2 and 4; four types of internal rhymes; and rhymes connecting lines 1–2 and lines 3–4. Each of these 7 indicators is assigned a maximum of 4 points, totaling 28.

Data from the pre-test and post-test on the skill of writing *pantun* infused with local cultural content were analyzed using descriptive statistics. The statistical measures applied include the mean, percentage, standard deviation, minimum score, maximum score, and mode. These descriptive statistics were used to address the first and second research questions.

A paired-sample t-test is used to address the third research question. The null hypothesis for this test is that there is no difference between the pre-test mean and the post-test mean for the skill of writing *pantun* (traditional Malay-Indonesian poetic forms) infused with local cultural content. The alternative hypothesis is that there is a significant difference between the pre-test mean and the post-test mean for this skill. In terms of the research hypothesis, the null hypothesis implies that the use of a simulation model in instruction has no effect on the skill of writing *pantun* infused with local cultural content, while the alternative

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p-ISSN : 2809-5367
e-ISSN : 2809-6355

hypothesis implies that the use of a simulation model has a significant effect on this skill.

All calculations were performed using electronic software—specifically, SPSS version 25.

The null hypothesis is accepted if the t-test significance (sig.) value is greater than 0.05; otherwise, the alternative hypothesis is accepted. The research hypothesis posits that the simulation model is ineffective for teaching *pantun*-writing skills to 8th-grade students at SMP Negeri 2 Gegerbitung. Conversely, if the null hypothesis is rejected—meaning the alternative hypothesis is accepted—then the simulation model is considered effective for teaching *pantun*-writing skills to 8th-grade students at SMP Negeri 2 Gegerbitung.

Categories for the mean percentage score of the ability to analyze short stories:

1) < 75.00 : has not reached the minimum threshold
2) = 75.00 : has reached the minimum threshold

RESULTS

1. Pre-test Scores

The pre-test mean for the skill of writing *pantun* infused with local cultural content among 8th-grade students at SMP Negeri 2 Gegerbitung is 28.55 (equivalent to a standardized percentage score of 60.33). This mean value falls into the category of < 75.00. The maximum score is 14, the minimum score is 10, and the mode is 33 (Table 1).

Table 1
Descriptive Statistics for Pretest Results on the Skill of Writing Pantun Incorporating Local Culture

No.	Descriptive Statistic	Pretest
1	n	20
2	Mean	33,87
3	Percentage Standard Score	60,48
4	Std. Deviation	3,41
5	Minimum Score	29
6	Maximum Score	36
7	Category	<75,00

2. Post-test Scores

The mean post-test score for the skill of writing *pantun* (traditional Malay-Indonesian poetic forms) infused with local cultural content among 8th-grade students at SMP Negeri 2 Gegerbitung is 44.05 (equivalent to a standardized percentage score of 78.66). This mean value falls into the category of = 75.00. The maximum score is 53, and the minimum score is 42 (Table 2).

Table 2
Descriptive Statistics of Post-test Results for the Skill of Writing *Pantun* Infused with Local Cultural Content

No.	Descriptive Statistic	Pretest
1	n	20
2	Mean	44,05
3	Percentage Standard Score	78,66
4	Std. Deviation	8,421
5	Minimum Score	42
6	Maximum Score	53
7	Category	=>75,00

3. Homogeneity and Normality Requirements

The data on the skills of writing *pantun* (traditional Malay/Indonesian poetic forms) infused with local cultural content among 8th-grade students at SMP Negeri 2 Gegerbitung were found to have homogeneous variances. The Levene statistic value is 0.018, with a significance (sig.) value of 0.893 (Figure 1). The significance value of 0.893 is greater than 0.05.

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on Mean	.018	1	38	.893

Figure 1
Results of the Homogeneity Test Calculated via SPSS

The data on the skills of writing *pantun* infused with local cultural content among 8th-grade students at SMP Negeri 2 Gegerbitung were

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DOI: https://doi.org/10.55909/jpbs.v5i6.1829

also found to be normally distributed. The Shapiro-Wilk statistic value is 0.929, with a significance (sig.) value of 0.147 (Figure 2). The significance value of 0.147 is greater than 0.05.

Tests of Normality

Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,183	20	0,079	0,929	20	0,147

a. Lilliefors Significance Correction

Figure 2
Results of the Normality Test Calculation via SPSS

Based on the results of the prerequisite tests above, a paired-sample t-test can be applied to the data on *pantun* (traditional Malay-Indonesian poetic form) writing skills. In other words, a parametric inferential statistical procedure is appropriate, rather than a non-parametric one.

4. Paired-Sample t-Test

The paired-sample t-test aims to determine the effectiveness of a simulation model in teaching *pantun* writing skills—infused with local cultural content—to 8th-grade students at SMP Negeri 2 Gegerbitung.

The paired-sample t-test value is -66.149, with a significance (sig.) value of 0.000 at df 19 (Figure 3). Since sig. 0.00 < 0.05, the null hypothesis (Ho) is rejected. This indicates that the use of the simulation model is effective for teaching *pantun* writing skills—infused with local cultural content—to 8th-grade students at SMP Negeri 2 Gegerbitung.

Paired Samples Test

	t	df	Sig. (2-tailed)
pretest - posttest	-66,149	19	0,000

Figure 3
Screenshot of the Paired-Sample t-Test Results for Data on *Pantun* Writing Skills Infused with Local Cultural Content

DISCUSSION

The use of a simulation model is effective for teaching the skill of writing *pantun* (traditional Malay/Indonesian poetic forms) to eighth-grade students at SMP Negeri 2 Gegerbitung. This outcome was anticipated, as simulation models offer several advantages (Rizaldi et al., 2020), including the enhancement of knowledge, attitudes, and skills. Furthermore, they provide students with indirect experiences necessary for addressing social-related issues, help them develop their inherent talents and abilities, and boost their learning motivation.

Among the benefits of employing a simulation model in teaching *pantun* writing—specifically content infused with local culture—is the increase in student learning motivation. In other words, the use of a simulation model creates a "domino effect" within the learning process. Several online scholarly articles discussing the role of learning motivation are summarized below:

1) Zalukhu et al. (2026) conclude that there is a strong positive relationship between a teacher's teaching style and student learning motivation, with a correlation coefficient of 0.886 and a significance level of 0.000. This finding suggests that students who hold a positive perception of their teacher's teaching style tend to exhibit higher motivation for learning English. Therefore, it can be concluded that a teacher's teaching style is closely linked to student motivation in the context of English language learning.
2) Nizigama et al. (2026) highlight the importance of including gender as a key variable in future research on L2 (second language) motivation in Burundi, particularly when involving younger participants, such as primary school students.
3) Putri & Ramadhan (2022) conclude that the "Example Non-Example" learning model has a positive impact on the writing skills of seventh-grade students at MTs

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Negeri 4 Pasaman Barat. This is evidenced by the fact that students taught using the "Example Non-Example" cooperative learning model achieved better scores in writing procedural texts compared to those taught using conventional learning models. Furthermore, there is an interaction between the "Example Non-Example" learning model and student learning motivation, which enables students to write procedural texts more effectively. 4) Florina & Atmazaki (2023) conclude that the flipped classroom model has a significant effect on students' skills in writing activity proposals, regardless of whether the students have high or low learning motivation. Furthermore, there is no interaction between learning motivation and the flipped classroom model.

5) Taabudillah & Dewi (2025) conclude that the principle of motivation in learning underscores its significance as the driving force behind learning activities, its connection to students' needs, and its role in fostering optimism and academic achievement. Consequently, teachers play a strategic role in stimulating and sustaining students' learning motivation by implementing appropriate instructional strategies tailored to the learners' needs.

The low pre-test results in writing *pantun* (traditional Malay poetic quatrains) infused with local cultural content are primarily linked to the indicator concerning the objectivity of the sampiran (the first two lines of a *pantun*). In the pre-test data, the sampiran lines prioritize end-rhymes while neglecting the ethical aspect—specifically, the inclusion of valid information within the first and second lines. Similar findings have been reported by Elmustian & Razak (2021), Andriyani & Yuliana (2022), and Halil & Hilmi (2024).

Beyond the ethical indicator within the sampiran, the poor performance in writing *pantun* with local cultural content is also attributed to aesthetic indicators, specifically intra-line rhyming. In other words, the participants failed to utilize rhyme effectively within individual lines (Elmustian & Razak, 2021).

A similar issue arises with inter-line rhyming; the participants lacked an understanding of how sounds correspond—even at the level of individual phonemes, whether consonants or vowels (Elmustian & Razak, 2021).

While this study possesses strengths in its data analysis, research instruments, and scoring techniques, it also has limitations—notably, the absence of a control group.

CONCLUSION

These are the three conclusions of this article. The conclusions are as follows:

1) the mean pre-test score for the skill of writing *pantun* (traditional Malay-Indonesian poetic forms) infused with local cultural content among 8th-grade students at SMP Negeri 2 Kadupandak falls into a category that has not yet reached the threshold of =75.00;
2) the mean post-test score for the skill of writing *pantun* infused with local cultural content among 8th-grade students at SMP Negeri 2 Kadupandak falls into a category that has reached the threshold of =75.00;
3) the simulation model is effective for use in instruction on writing *pantun* infused with local cultural content for 8th-grade students at SMP Negeri 2 Kadupandak.

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