

# EMPOWERING PRIMARY SCHOOL TEACHERS IN DEVELOPING CONTEXTUAL SUNDANESE TEACHING MATERIALS BASED ON LOCAL WISDOM: A COMMUNITY ENGAGEMENT PROGRAM

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**Abstract.** This community engagement study was conducted in response to the limited competence of primary school teachers in developing contextual and innovative Sundanese teaching materials. Although Sundanese language learning plays an important role in preserving local language, cultural identity, and regional wisdom, its implementation in primary schools is often constrained by textbook dependence, limited teacher creativity in material development, and insufficient integration of local cultural content into classroom learning. This study aimed to enhance primary school teachers' competence in developing Sundanese teaching materials through community-based training and mentoring at SDN Kedung Badak 2, Bogor City. The study employed a descriptive qualitative design with a community engagement approach. The program was implemented through several stages, including preliminary observation, needs analysis, program socialization, training, workshop-based product development, mentoring, and evaluation. Data were collected through observation, interviews, documentation, product analysis, and participant evaluation, and were analyzed descriptively through data reduction, data display, interpretation, and conclusion drawing. The results indicate that the program improved teachers' understanding and practical skills in designing Sundanese teaching materials that are more creative, contextual, and relevant to students' learning needs. Teachers were able to develop learning modules, student worksheets, and simple instructional media integrating Sundanese local wisdom, such as folklore, proverbs, daily expressions, and cultural values. The mentoring process also strengthened teachers' confidence in implementing the developed materials in classroom learning. In conclusion, community-based training and mentoring can serve as an effective and replicable model for improving teacher competence, strengthening local language learning, and supporting the preservation of Sundanese culture through primary education.

**Keywords:** community engagement; primary school teachers; Sundanese teaching materials; teacher competence; local wisdom

## I. INTRODUCTION

### Background of the Study

Local languages are not only linguistic systems used for daily communication but also cultural repositories that transmit values, identity, collective memory, and local wisdom across generations. In multilingual countries such as Indonesia, local languages play an essential role in strengthening students' cultural belonging and supporting meaningful learning experiences, particularly in primary education. The use of local languages in early education has been increasingly recognized as a pedagogical strategy that helps children connect school knowledge with their home language, social environment, and cultural background (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023). In the Indonesian context, Sundanese is one of the major local languages with strong cultural, literary, and oral traditions. Therefore, Sundanese language learning in primary schools has strategic significance not only as a local content subject but also as a medium for preserving regional culture and developing students' appreciation of local identity.

However, the preservation of local languages through formal education cannot rely only on curriculum policy. It requires competent teachers who are able to design, adapt, and implement teaching materials that are relevant to students' characteristics, local contexts, and contemporary learning needs. Teaching materials are central components of instructional practice because they translate curriculum objectives into concrete learning experiences. Well-designed teaching materials can help students understand concepts, engage actively in classroom activities, and relate learning content to their everyday lives (Rahman et al., 2023; Sukma et al., 2024). In language learning, contextual teaching materials are particularly important because language acquisition is closely connected to social use, cultural meaning, and communicative practice. Thus, Sundanese teaching materials should not only present vocabulary, grammar, or reading texts, but also integrate folklore, proverbs, daily communication, traditional games, local stories,

and cultural values.

In the framework of teacher professional development, the ability to develop teaching materials is part of pedagogical competence. Teachers are expected to understand students' needs, select appropriate learning resources, design learning activities, and evaluate learning outcomes. Recent studies have emphasized that teacher competence can be strengthened through systematic professional development models, including training, workshops, mentoring, and collaborative reflection (Castaneda & Varela, 2022; Farihin et al., 2022; Tóth et al., 2022). Such professional development becomes more effective when it is practice-oriented, contextual, and directly connected to classroom problems. For primary school teachers, training in teaching material development is especially important because teachers often need to adapt learning resources to students' developmental stages, language abilities, and local sociocultural environments.

The community engagement program reported in this study was conducted at SDN Kedung Badak 2, Bogor City, with the main purpose of enhancing primary school teachers' competence in developing Sundanese teaching materials through community-based training and mentoring. Preliminary observations indicated that Sundanese language learning at the partner school was still dominated by textbook use, conventional explanation, and limited integration of local wisdom. Teachers also experienced difficulties in independently developing creative, contextual, and innovative teaching materials. This condition reflects a broader issue in Indonesian primary education, where teachers often face challenges in aligning teaching materials with curriculum demands, students' characteristics, and dynamic language practices (Sukma et al., 2024). Therefore, the program was designed to provide teachers with conceptual understanding, practical skills, and guided assistance in producing Sundanese teaching materials that could be implemented directly in classroom learning.

The relevance of this program is strengthened by previous research showing that digital media and local cultural content can support Sundanese language and culture learning. Indriani, Suchyadi, Budiana, Martha, and Nurfauliyah (2024) found that YouTube-based Sundanese fairy tales could improve students' listening ability and learning enthusiasm, indicating that digital and audiovisual resources have potential to revitalize local language learning. Similarly, Suchyadi et al. (2022) emphasized that structured community service activities can improve elementary school teachers' abilities when professional development is linked to practical educational products. These studies provide an empirical foundation for integrating teacher training, local cultural content, and technology-supported learning in the development of Sundanese teaching materials.

### **Problem of the Study**

Although Sundanese language learning is formally included in primary school education, its implementation still faces several practical obstacles. The first problem concerns the limited availability of contextual teaching materials. Teachers at the partner school generally relied on government-provided textbooks without sufficient adaptation to students' local environment and learning needs. As a result, the learning materials tended to be less varied, less contextual, and insufficiently connected to the cultural realities of students in Bogor. This condition can reduce students' interest in learning Sundanese because the materials do not fully reflect their everyday experiences, local stories, or cultural practices.

The second problem is related to teachers' limited experience in developing teaching materials independently. Many teachers have not been adequately trained to design modules, student worksheets, simple learning media, or digital learning resources for Sundanese language learning. This issue is consistent with studies indicating that elementary school teachers often encounter difficulties in developing teaching materials that are aligned with curriculum requirements, students' characteristics, and classroom engagement strategies (Sukma et al., 2024; Wahyuni et al., 2023). Without sufficient competence in teaching material development, teachers may continue to depend on existing textbooks and use repetitive instructional methods.

The third problem concerns the limited integration of local wisdom into Sundanese teaching materials. Sundanese language learning should ideally introduce students to local values, folklore, oral traditions, proverbs, traditional expressions, and cultural practices. However, preliminary observations showed that these elements had not been optimally incorporated into classroom learning. This is problematic because local culture-based teaching materials can increase learning relevance, strengthen cultural identity, and support language preservation (Kaka et al., 2024; MuktaDir et al., 2024). In the absence of culturally rich teaching materials, Sundanese language learning risks becoming merely a formal subject rather than a meaningful cultural learning experience.

The fourth problem relates to students' low motivation to use Sundanese in classroom communication. Students tended to use Indonesian more frequently in daily interaction, while Sundanese was rarely practiced as an active communicative language. This situation indicates that language learning requires not only textual materials but also engaging activities, communicative tasks, and media that encourage students to use Sundanese in meaningful contexts. Therefore, teacher training and mentoring are needed to help teachers design learning materials that are interactive, culturally grounded, and relevant to students' lives.

### **Research State of the Art**

The current body of research on teaching material development, local language education, and teacher professional development provides several important insights. First, recent studies highlight the importance of contextual and culturally responsive teaching materials in primary education. Contextual materials help students connect school learning with real-life experiences and local cultural environments (Rahman et al., 2023). In multilingual and multicultural classrooms, the integration of local culture into teaching materials can support identity formation, learning engagement, and cultural preservation (Kaka et al., 2024; MuktaDir et al., 2024). This perspective is particularly relevant for Sundanese language learning because language and culture are inseparable in oral tradition, folklore, and daily communication.

Second, research on local language education has emphasized that local languages can support learning when they are used appropriately and supported by teachers' pedagogical competence. Policy studies in Indonesia indicate that local language use in primary education requires support from stakeholders, curriculum alignment, and teacher training (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023). This means that the success of local language learning depends not only on policy recognition but also on teachers' ability to design and implement appropriate learning strategies.

Third, studies on teacher professional development show that training, mentoring, and collaborative workshops are effective mechanisms for improving teacher competence when they are designed as continuous and practice-based processes (Castaneda & Varela, 2022; Farihin et al., 2022; Tóth et al., 2022). Professional development programs should not stop at knowledge transmission but should provide opportunities for teachers to practice, produce learning products, receive feedback, and reflect on implementation. In this regard, community-based training and mentoring offer a relevant model because they connect higher education expertise with school-level needs.

Fourth, technology-supported local language learning has become an emerging area of research. Indriani et al. (2024) demonstrated that YouTube-based Sundanese fairy tales could improve students' listening outcomes and make learning more interesting. This finding suggests that digital media can be integrated into local language learning as a means of revitalizing oral tradition and increasing student engagement. Hardhienata, Suchyadi, and Wulandari (2021) also emphasized the importance of strengthening technological literacy among teachers, particularly in response to changing educational demands. Therefore, the development of Sundanese teaching materials should consider not only printed modules and worksheets but also digital and audiovisual resources that are familiar to students.

Fifth, previous community engagement studies show that teacher capacity building can produce practical benefits when the program focuses on specific competencies and measurable outputs. Suchyadi et al. (2022) showed that community service activities could improve elementary school teachers' ability to prepare competency-based assessment instruments. This finding supports the idea that well-structured training and mentoring can strengthen teachers' professional competence and produce educational tools that are useful for classroom practice. However, community engagement programs focusing specifically on Sundanese teaching material development remain relatively limited, especially those integrating local wisdom, digital resources, and product-based mentoring.

## **Gap Study & Objective**

Despite the growing attention to contextual teaching materials, local language education, and teacher professional development, several gaps remain. First, many studies discuss the importance of local culture-based learning materials conceptually, but fewer studies report community engagement models that directly train primary school teachers to develop Sundanese teaching materials as practical classroom products. Second, studies on teacher professional development often focus on general pedagogical competence, assessment literacy, or digital literacy, while fewer address the specific competence of developing local language teaching materials. Third, research on digital media in Sundanese learning has shown positive effects on students' learning outcomes, but its integration into teacher training and material development programs has not been sufficiently explored. Fourth, existing studies rarely combine training, workshop, mentoring, local wisdom integration, and teaching material production within a single community-based intervention model.

To address these gaps, this study reports a community engagement program entitled "Enhancing Primary School Teachers' Competence in Developing Sundanese Teaching Materials through Community-Based Training and Mentoring." The objective of this study is to describe and analyze how community-based training and mentoring can enhance primary school teachers' competence in developing creative, contextual, and locally grounded Sundanese teaching materials. More specifically, this study aims to: (1) identify the initial problems faced by teachers in developing Sundanese teaching materials; (2) describe the implementation of training, workshop, and mentoring activities; (3) examine the teaching material products developed by teachers; and (4) explain the contribution of the program to improving Sundanese language learning and preserving local culture through primary education.

The novelty of this study lies in its integrated community engagement model, which combines teacher capacity building, local wisdom-based material development, and digital media orientation. Unlike conventional training programs that primarily focus on theoretical explanation, this program emphasizes hands-on production, collaborative mentoring, and classroom applicability. Therefore, the study contributes to the discourse on teacher professional development, local language preservation, and culturally responsive primary education. It also provides a practical model that can be replicated in other primary schools seeking to strengthen local language learning through teacher empowerment and contextual teaching material development.

## **II. METHOD**

### **Type and Design**

This study employed a descriptive qualitative design with a community engagement approach. The design was selected because the study focused on describing, interpreting, and analyzing the implementation of a community-based training and mentoring program aimed at enhancing primary school teachers' competence in developing Sundanese teaching materials. Rather than testing a causal relationship between variables, this study emphasized the process, participation, products, and educational impacts generated through the program. The descriptive qualitative design allowed the researchers to examine the actual conditions

faced by teachers, the stages of the intervention, the forms of mentoring provided, and the teaching material products developed during the activity.

The community engagement design was implemented through three main stages: preparation, implementation, and evaluation. The preparation stage involved preliminary observation, needs analysis, coordination with the partner school, and identification of teachers' problems in developing Sundanese teaching materials. The implementation stage consisted of training, workshop, and mentoring activities. During this stage, teachers received conceptual input on the principles of teaching material development, practiced designing Sundanese teaching materials, and received guidance from the community engagement team. The evaluation stage was conducted to assess the extent to which the program improved teachers' understanding, skills, and ability to produce contextual teaching materials. This design is consistent with teacher professional development models that emphasize practice-based learning, collaborative participation, and continuous support as important elements in improving teachers' professional competence (Farihin et al., 2022; Tóth et al., 2022).

### **Data and Data Sources**

The data in this study consisted of qualitative information related to teachers' initial problems, the implementation process of the training and mentoring program, teachers' participation during the activities, and the teaching material products developed by the participants. The data also included information on teachers' responses to the program, their reflections on the usefulness of the training, and the observed changes in their ability to design Sundanese teaching materials. These data were used to provide a comprehensive description of how community-based training and mentoring contributed to the enhancement of primary school teachers' competence.

The primary data sources were teachers of SDN Kedung Badak 2, Bogor City, who participated directly in the training, workshop, and mentoring activities. The teachers served as the main participants because they were the target group of the community engagement program and were directly involved in developing Sundanese teaching materials. Additional data sources included the school principal, classroom learning documents, teaching material drafts, student worksheets, simple learning media, observation notes, and evaluation instruments used during the program. The teaching material products produced by the teachers were also treated as important data sources because they reflected the practical outcomes of the intervention. Through these multiple data sources, the study was able to capture both the process and the results of the program in a more holistic manner.

### **Data Collection Technique**

Data were collected through observation, interviews, documentation, product analysis, and participant evaluation. Observation was conducted during the preliminary stage and throughout the implementation of the program. Preliminary observation was used to identify the existing condition of Sundanese language learning, including the use of textbooks, teaching methods, students' engagement, and the extent to which local wisdom was integrated into classroom materials. Observation during the training and workshop was used to record teachers' participation, interaction, collaboration, and ability to follow each stage of teaching material development.

Interviews and informal discussions were conducted with teachers and school representatives to obtain deeper information about the challenges they experienced in developing Sundanese teaching materials. These discussions explored teachers' dependence on textbooks, difficulties in creating contextual learning resources, limitations in integrating local cultural content, and expectations regarding the training program. Documentation was used to collect supporting data, including activity schedules, attendance lists, photographs, training materials, teaching material drafts, and final products developed by teachers. Product analysis was conducted on the modules, student worksheets, and simple learning media produced during the workshop. In addition, participant evaluation was carried out through questionnaires and reflection forms to obtain teachers' responses to the relevance, usefulness, and applicability of the program. These techniques were used in combination to ensure that the data represented the actual process and outcomes of the community engagement activity.

### **Data Analysis**

The data were analyzed descriptively through the stages of data reduction, data display, interpretation, and conclusion drawing. In the data reduction stage, the researchers selected and organized data that were relevant to the focus of the study, particularly data related to teachers' problems, training implementation, mentoring activities, teaching material products, and program outcomes. Irrelevant or repetitive data were excluded, while significant findings were classified according to the research focus. This stage helped the researchers identify the main patterns emerging from the field data.

The data display stage was conducted by presenting the findings in descriptive narratives, thematic categories, and supporting documentation. The data were grouped into several analytical categories, including teachers' initial needs, training implementation, workshop process, mentoring activities, product development, and evaluation results. Teaching material products were analyzed by examining their structure, contextual relevance, integration of Sundanese local wisdom, clarity of learning activities, and potential applicability in classroom learning. Teachers' responses from questionnaires and reflections were analyzed to understand their perceptions of the benefits and limitations of the program.

The interpretation stage was carried out by relating the empirical findings to the objective of the study, namely enhancing primary school teachers' competence in developing Sundanese teaching materials through community-based training and mentoring. The analysis focused on how the program strengthened teachers' knowledge, practical skills, creativity, and confidence in designing teaching materials. Finally, conclusions were drawn based on the consistency between the observed process, teachers' products, and



evaluation results. The validity of the findings was strengthened through triangulation of data sources and techniques, namely by comparing observation results, interview data, documentation, product analysis, and participant evaluation. This analytical process ensured that the conclusions reflected both the implementation process and the educational contribution of the community engagement program.

### III. RESULTS

The community engagement program was implemented to enhance primary school teachers' competence in developing Sundanese teaching materials through community-based training and mentoring. The results of the program are presented based on the main stages of activity, namely program socialization, training, workshop-based product development, mentoring for implementation, and evaluation. These stages were designed to ensure that the program did not only provide theoretical knowledge but also produced practical outputs that could be used directly in classroom learning.



Figure 1. Tutos Is Giving a Presentation on the Preparation of Sundanese Language Teaching Materials

The first result of the program was the increased awareness of teachers regarding the importance of contextual Sundanese teaching materials. During the socialization stage, teachers identified several challenges in Sundanese language learning, including limited learning resources, dependence on textbooks, lack of contextual materials, and limited integration of Sundanese local wisdom. These findings confirmed that the partner school needed a structured capacity-building program to help teachers design materials that were more relevant to students' linguistic, cultural, and developmental needs. The teachers showed a positive response to the program because it addressed a real instructional problem that they encountered in daily classroom practice.

The second result was the improvement of teachers' conceptual understanding of teaching material development. Through the training session, teachers were introduced to the principles of effective teaching materials, the characteristics of contextual learning resources, the integration of local wisdom, and the use of digital media in Sundanese language learning. The training strengthened teachers' understanding that teaching materials should not merely contain texts or exercises, but should also guide students to participate actively, communicate meaningfully, and connect learning content with their local cultural environment. This finding supports the view that teacher competence can be improved when professional development activities are designed around practical skills, contextual problems, and direct instructional needs (Farihin et al., 2022).



Figure 2. PGSD Students Assisting Teachers in the Preparation of Sundanese Language Teaching Materials

The third result was the development of Sundanese teaching material products by the teachers. During the workshop stage, teachers worked collaboratively to design learning modules, student worksheets, and simple instructional media. The products developed by teachers began to include Sundanese cultural content such as folklore, proverbs, daily expressions, local values, and communicative activities. This result indicates that teachers were able to move from passive reliance on textbooks toward active material development. The workshop also encouraged teachers to explore local cultural resources as authentic learning content. This

is important because language learning becomes more meaningful when students encounter materials that represent their social and cultural realities.

The fourth result was the improvement of teachers' practical skills through mentoring. Mentoring was conducted to assist teachers in refining their teaching material products and preparing them for classroom implementation. During this stage, teachers received feedback on the structure of the materials, clarity of learning objectives, appropriateness of activities, integration of local wisdom, and suitability for primary school students. The mentoring process helped teachers transform their initial drafts into more systematic and applicable teaching materials. This finding is consistent with the idea that mentoring contributes to teacher professional development because it provides guidance, reflection, and direct support for improving instructional practice (Handrianto et al., 2022).

The fifth result was the emergence of more varied and engaging Sundanese learning activities. Teachers reported that the materials developed through the program allowed them to use more active learning strategies, including storytelling, discussion, language games, group work, and project-based activities. The inclusion of folklore and cultural expressions made the learning process more attractive to students. In addition, the orientation toward digital media encouraged teachers to consider the use of audiovisual resources, particularly YouTube-based Sundanese fairy tales, as complementary learning materials. This is relevant to the findings of Indriani, Suchyadi, Budiana, Martha, and Nurfauliyah (2024), who found that YouTube-based fairy tale learning could improve students' listening ability and learning enthusiasm in Sundanese language and culture learning.



Figure 3. Discussion Activities with Teachers in the Preparation of Sundanese Language Teaching Materials

The sixth result was the production and delivery of both hard and soft technology products to the partner school. The hard technology products consisted of printed and digital Sundanese teaching materials, including modules, worksheets, and simple media. Meanwhile, the soft technology products consisted of a model of teacher capacity building, a mentoring approach, and a framework for integrating local wisdom and digital media into Sundanese language learning. These outputs show that the program generated not only academic outcomes but also practical educational products that could support sustainable classroom practice.

The evaluation results indicated that the program contributed positively to teachers' competence in developing Sundanese teaching materials. Teachers became more confident in designing materials, more aware of the importance of local cultural content, and more motivated to develop learning resources independently. The products created during the workshop also demonstrated improvement in terms of structure, contextual relevance, cultural integration, and classroom applicability. Overall, the results suggest that community-based training and mentoring can be an effective strategy for improving teachers' pedagogical competence and strengthening local language learning in primary education.

## Discussions

The findings of this study demonstrate that community-based training and mentoring can serve as an effective model for enhancing teachers' competence in developing Sundanese teaching materials. The program addressed the practical problems faced by teachers, especially limited access to contextual materials, lack of experience in material development, and insufficient integration of local wisdom into classroom learning. By combining training, workshop, mentoring, product development, and evaluation, the program provided teachers with both conceptual understanding and practical experience.

One important aspect of the program was its emphasis on hands-on product development. Teachers were not only given theoretical explanations about teaching materials but were also guided to produce modules, worksheets, and simple learning media. This process is aligned with contemporary teacher professional development principles, which emphasize active participation, collaborative learning, reflection, and classroom relevance (Tóth et al., 2022). In this study, teacher learning occurred through direct practice, peer discussion, mentoring, and revision of products. Therefore, the program functioned as a professional learning process rather than a one-way training activity.

The integration of Sundanese local wisdom into teaching materials also became a significant contribution of the program. Local wisdom-based materials can make language learning more meaningful because they connect language use with cultural values, oral traditions, and students' lived experiences. In the context of primary education, such integration is important for strengthening students' cultural identity and preserving local languages through formal education. This finding is consistent with recent studies

showing that elementary school teaching materials should be contextual, culturally responsive, and relevant to students' environments (Sukma et al., 2024). Therefore, the program contributed to both pedagogical improvement and cultural preservation.

The use of digital media orientation in the program also strengthened the relevance of Sundanese language learning for current students. Although the main product of the program was teaching materials, the teachers were also introduced to the potential use of digital media, especially audiovisual storytelling resources. This is important because digital media can help present local language materials in more engaging ways. The study by Indriani et al. (2024) showed that YouTube-based Sundanese fairy tales were effective in improving students' listening skills, which supports the idea that local language learning can be enriched through digital content. In this regard, the present program extended previous research by translating digital media potential into teacher training and material development practice.

The findings also support previous community service research by Suchyadi et al. (2022), which showed that structured professional development activities could improve elementary school teachers' ability to prepare competency-based educational instruments. Similar to that study, the present program confirms that teacher competence can be strengthened when training is linked to concrete outputs, guided practice, and school-based needs. However, this study contributes a more specific focus on local language teaching materials, particularly Sundanese, which remains an underdeveloped area in teacher professional development programs.

### **Novelty and Contribution**

The novelty of this study lies in the integration of community engagement, teacher professional development, local language preservation, and teaching material production within a single program model. Unlike conventional training programs that focus mainly on lectures or theoretical explanations, this program applied a product-based mentoring approach. Teachers were guided from the identification of instructional problems to the production of contextual Sundanese teaching materials. This model made the program more practical, measurable, and relevant to classroom needs.

The study contributes theoretically to the discourse on culturally responsive teacher professional development. It shows that teacher competence development can be more meaningful when connected to local cultural resources and the preservation of regional languages. The study also contributes practically by providing a replicable model for primary schools that face similar problems in local language learning. The model consists of five integrated components: needs analysis, training, workshop, mentoring, product evaluation, and follow-up implementation. These components can be adapted by other schools, teacher working groups, or higher education institutions conducting community engagement programs.

Another contribution is the development of a community-based model for Sundanese teaching material design. The program demonstrates that local wisdom such as folklore, proverbs, traditional expressions, and daily communication can be transformed into structured teaching materials for primary school students. This contributes to the preservation of Sundanese language and culture through school-based learning. In addition, the orientation toward digital media provides a bridge between traditional cultural content and the learning preferences of digital-generation students.

### **Implication and suggestions**

The findings of this study have several implications. First, for teachers, the program shows that teaching material development is an essential part of pedagogical competence. Teachers need to be encouraged to move beyond textbook dependence and develop materials that are contextual, interactive, and culturally meaningful. Therefore, schools should provide regular opportunities for teachers to develop learning resources through collaborative workshops, peer review, and mentoring.

Second, for school leaders, the program implies that the development of local language learning requires institutional support. Principals should facilitate teacher collaboration, provide access to learning resources, and encourage the use of locally relevant materials in classroom instruction. The products developed through this program should not be treated as temporary workshop outputs but should be integrated into regular teaching practice and school documentation.

Third, for higher education institutions, the findings suggest that community engagement programs should be designed as sustainable partnerships rather than one-time activities. Universities can play an important role in assisting schools through training, mentoring, research-based intervention, and product development. The involvement of lecturers and students in this program also reflects the implementation of higher education community service that directly addresses school-level problems.

Fourth, for policymakers and curriculum developers, the study suggests that local language education needs stronger support in terms of teaching materials, teacher training, and digital learning resources. Curriculum policies that promote local content should be accompanied by capacity-building programs that help teachers translate curriculum goals into practical materials. Without adequate teacher support, local language learning may remain formalistic and less meaningful for students.

Based on these implications, several suggestions can be proposed. Schools should establish internal teacher working groups to continue developing Sundanese teaching materials. Teachers should be encouraged to document and share their products as best practices. Future training should include more intensive sessions on digital media production, assessment design, and classroom implementation. Collaboration among universities, schools, local cultural communities, and education offices should also be strengthened to ensure the sustainability and wider dissemination of Sundanese teaching materials.

### **Directions for Future Research**

Future research should examine the effectiveness of the Sundanese teaching materials developed through this program on students' learning outcomes, motivation, and language use in classroom communication. While this study focused on teacher

competence and product development, further studies can use experimental or quasi-experimental designs to measure the impact of the materials on students' listening, speaking, reading, and writing skills in Sundanese.

Future research may also explore the development of digital Sundanese teaching materials, such as interactive modules, audiovisual storytelling media, augmented reality-based folklore learning, or mobile learning applications. These studies would be useful for expanding the integration of local culture and educational technology in primary school learning. In addition, future studies can investigate how teachers sustain the use of locally grounded teaching materials after the completion of training and mentoring programs.

Another direction for future research is to replicate the community-based training and mentoring model in different schools or regions. Comparative studies across schools may provide broader evidence regarding the adaptability of the model. Research can also examine the role of teacher working groups, school leadership, and university-school partnerships in sustaining local language learning innovation. Such studies would contribute to the development of a more comprehensive framework for local language preservation through teacher empowerment and contextual teaching material development.

#### IV. CONCLUSION

This community engagement program demonstrates that community-based training and mentoring can effectively enhance primary school teachers' competence in developing Sundanese teaching materials that are creative, contextual, and relevant to students' learning needs. Through a systematic process consisting of socialization, training, workshop-based product development, mentoring, and evaluation, teachers were able to improve their understanding of teaching material design, integrate Sundanese local wisdom into learning resources, and produce practical outputs such as modules, student worksheets, and simple instructional media. The program also encouraged teachers to move beyond textbook dependence by designing materials that connect language learning with folklore, proverbs, daily communication, cultural values, and students' immediate environment. The mentoring process strengthened teachers' confidence and practical skills in preparing materials that can be implemented directly in classroom learning. Overall, the program contributed not only to teacher professional development but also to the improvement of Sundanese language learning quality and the preservation of local culture through primary education. Therefore, this model can be considered a relevant and replicable strategy for strengthening local language education through teacher empowerment, university-school collaboration, and culturally responsive teaching material development.

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