



Reconstructing Children's Story Writing in Regional Languages Through Lecturer Role Modeling

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Abstract. Globalization and the dominance of national and foreign languages have contributed to the declining use of regional languages in literacy practices among younger generations, including children's literature learning in higher education. This study aims to reconstruct regional language children's story writing practices by strengthening the role of lecturers as cultural literacy role models. The research employed a quantitative descriptive approach supported by qualitative data through observations, interviews, document analysis, and questionnaires involving 33 students in children's literature courses at universities. Data were analyzed using descriptive statistics and thematic interpretation to identify lecturers' exemplary roles in the learning process. The results indicate that all indicators of lecturers' roles were categorized as very high, with average scores ranging from 4.39 to 4.64 on a five-point scale. Lecturers actively demonstrated creative writing processes, provided examples of regional language use in literary works, guided writing activities, gave feedback, encouraged publication, motivated students, developed collaborative learning environments, and integrated character values into literary creations. These findings demonstrate that lecturers' roles as cultural literacy models significantly contribute to strengthening cultural identity, revitalizing regional languages, and developing writing cultures in higher education. The study proposes a learning model that positions lecturers and students as collaborative creative communities in preserving local cultural values through regional language children's stories.

Keywords: Children's Stories; Cultural Literacy; Lecturer Role Models; Literary Learning; Regional Languages.

1. INTRODUCTION

The development of globalization, digitalization, and the dominance of majority languages have presented serious challenges to the sustainability of regional languages as an important part of a society's cultural identity. One increasingly visible impact is the declining use of regional languages in the literacy practices of the younger generation, including in the writing of children's literature in higher education settings. Regional languages function not only as a means of communication but also as a medium for transmitting values, local wisdom, collective memory, and a society's cultural identity (Purcell-Gates, 2020). In this context, children's literature learning plays a strategic role as a vehicle for strengthening cultural literacy and preserving linguistic diversity through the creative activity of writing children's stories based on local culture.

Literacy in the 21st century is no longer understood simply as the ability to read and write, but rather as the ability to construct meaning through complex social, cultural, and multimodal practices. The cultural literacy perspective places language, identity, and cultural

experiences as integral parts of the learning process (Ochoa & McDonald, 2020). Similarly, Lähdesmäki et al. (2022) assert that learning based on creative and multimodal practices can enhance students' ability to understand cultural diversity while developing more contextual literacy competencies. Therefore, children's literature learning that utilizes regional languages as a medium for story creation not only produces literary works but also serves as a means of cultural preservation and strengthening local identity.

However, various studies show that literacy and literature learning at various levels of education is still dominated by a focus on standard language and dominant culture, often marginalizing local language diversity (Cushing, 2021). This situation tends to lead students to view regional languages as having lower academic value than national and international languages. Wang et al. (2021) refer to this phenomenon as a form of deficit narrative, a view that positions minority languages and cultures as deficiencies rather than valuable educational resources. As a result, students lack confidence in using regional languages in creative works, including writing children's stories.

Children's literature instruction in higher education is still largely oriented toward mastering theory rather than the creative practice of writing. Students are more often readers and reviewers of works than creators of them. Leland, Lewison, and Harste (2022) emphasize that effective children's literature instruction should provide space for students to become producers of meaning, not simply consumers of texts. From this perspective, writing children's stories in regional languages can be a pedagogical strategy that allows students to simultaneously connect cultural experience, linguistic identity, and literary creativity.

The success of this learning transformation is greatly influenced by the role of lecturers as role models in literacy practices. Lecturers' exemplary behavior is demonstrated not only through the delivery of theory but also through direct involvement in the collaborative creative process with students. Research by Idris and Busari (2025) shows that role modeling practices in storytelling and literacy activities have a significant influence on the development of students' reading and writing culture. In higher education, lecturers who actively write, demonstrate creative processes, and collaborate with students have the potential to build a more productive and inspiring academic climate. This approach aligns with the concept of culturally sustaining pedagogy, which positions educators as facilitators and guardians of the sustainability of local languages and cultures (Spycher et al., 2020; Nash et al., 2021).

Furthermore, contemporary literacy learning paradigms increasingly emphasize the importance of cultural relevance in the educational process. Ciampa and Reisboard (2021) demonstrated that culturally relevant pedagogical practices can increase student engagement

because they find representations of their identities and life experiences in the learning process. Ryshina-Pankova, Barthold, and Barthold (2021) also emphasized that integrating regional diversity into language and literacy learning can strengthen students' multiliteracy skills while increasing their cultural sensitivity. Thus, writing children's stories in regional languages serves not only as an academic activity but also as a cultural literacy practice that allows students to reconstruct their relationship with local languages and cultures.

Various previous studies have discussed cultural literacy, culturally responsive pedagogy, multiliteracies, and language learning based on linguistic diversity (Kelly et al., 2021; Garcia-Mila et al., 2021; Corbett, 2022). However, studies specifically integrating the reconstruction of regional language children's story writing with lecturer role models as a cultural literacy strategy in higher education are still relatively limited. Most studies focus on the context of elementary education or bilingual learning, while the role of lecturers as co-authors, co-creators, and literacy models in children's literature learning in higher education has not been explored in depth.

The development of globalization and digitalization demands literacy learning that is not only oriented towards language mastery but also towards preserving cultural identity through contextual and creative literacy practices. In the context of children's literature learning, writing stories in regional languages is a crucial strategy for revitalizing local languages, passing on cultural values, and strengthening the linguistic identity of the younger generation. The success of these efforts is greatly influenced by the role of educators as role models, facilitators, and drivers of learning who are able to integrate literacy, culture, and creativity into the educational process, thus creating holistic, meaningful learning that is responsive to the challenges of the digital era (Misnawati et al., 2024).

Based on this gap, this article aims to reconstruct the practice of writing children's stories in regional languages by strengthening the role of lecturers as role models of cultural literacy in higher education. This reconstruction is seen as crucial for creating more creative, participatory, and contextual children's literature learning while simultaneously strengthening the preservation of regional languages amidst globalization. Through a cultural literacy perspective, this article offers a learning framework that positions lecturers and students as a creative community that jointly produces, reflects, and passes on local cultural values through regional-language children's literature.

2. LITERATURE REVIEW

Cultural Literacy as a New Paradigm in Children's Literature Learning

The transformation of 21st-century education has shifted the concept of literacy from merely the ability to read and write to the ability to understand, interpret, and reproduce knowledge in diverse social and cultural contexts. From this perspective, cultural literacy is understood as an individual's ability to recognize, comprehend, appreciate, and communicate cultural values through various language practices and social symbols (Ochoa & McDonald, 2020). Literacy no longer stands as a technical skill, but rather as a social practice closely related to identity, power, ideology, and cultural experiences of society (Purcell-Gates, 2020).

Lähdesmäki et al. (2022) assert that cultural literacy develops optimally through creative and multimodal practices that enable students to construct meaning based on their own cultural experiences. In the context of children's literature learning, stories are not merely entertaining texts, but rather a medium for transmitting cultural values, collective identity, and intergenerational social memory. Therefore, writing children's stories in regional languages is a form of cultural literacy practice that can strengthen the sustainability of cultural heritage while increasing the relevance of learning to students' lives.

This view is reinforced by Kelly et al. (2021), who stated that culturally informed literacy instruction can increase participation, emotional engagement, and meaningful learning because students find representation of their identities in the learning process. Therefore, the use of regional languages in children's story writing is not merely a linguistic strategy, but a form of affirmation of cultural identity and strengthening of literacy diversity.

The transformation of 21st-century education has repositioned literacy from the technical ability to read and write to a cultural competency that demands individuals understand, interpret, and reproduce knowledge in diverse social and cultural contexts. Cultural literacy, from this perspective, serves as a means of recognizing identity, constructing meaning, and communicating cultural values through the practice of language and social symbols that exist in society (Ochoa & McDonald, 2020; Purcell-Gates, 2020). Creative and multimodal practices have proven to be effective media in developing cultural literacy because they enable students to connect learning experiences with their own cultural experiences (Lähdesmäki et al., 2022). In children's literature learning, writing stories in regional languages is no longer seen solely as a linguistic activity, but rather as a strategy for preserving collective memory, transmitting values between generations, and strengthening local identity amidst the pressures of global cultural homogenization. In addition to enhancing the sustainability of regional languages, this approach also provides more meaningful learning because students discover

their own representation in the learning process (Kelly et al., 2021). Writing children's stories in regional languages is a concrete form of cultural literacy that not only preserves linguistic diversity but also strengthens the position of universities as spaces for the production, reproduction, and revitalization of local culture.

Regional Languages as Capital for Literacy and Cultural Identity

The dominance of national and global languages in education often results in the marginalization of regional languages in academic settings. Cushing (2021) refers to this phenomenon as standard language ideology, the tendency of educational systems to position standard languages as the only language form considered of high academic value. As a result, regional languages are often perceived as less scientific, less modern, or less relevant to higher education.

Meanwhile, Ryshina-Pankova, Barthold, and Barthold (2021) demonstrated that regional diversity can actually be a source of multiliteracy development that enriches students' learning experiences. Integrating local language variations into learning allows students to develop cultural sensitivity as well as more reflective and critical language skills.

These findings align with Canagarajah (2020), who, through the concept of translingual writing, explains that modern individuals do not use languages in isolation, but rather dynamically and interact with each other. Therefore, writing children's stories in regional languages cannot be viewed solely as a traditional linguistic practice, but rather as a form of translingual literacy relevant to the realities of today's multilingual society.

Wang et al. (2021) even emphasized the need to dismantle deficit narratives regarding linguistic minority groups, who are generally considered to have limited language skills. Instead, linguistic diversity should be viewed as an intellectual asset that enriches the learning process. In the Indonesian context, regional languages are cultural resources with significant potential for developing children's literature based on local wisdom.

The dominance of national and global languages in education has marginalized regional languages through a standard language ideology that considers only certain languages to be academically valuable (Cushing, 2021). Yet, linguistic diversity is a source of multiliteracy that enriches learning and cultural sensitivity (Ryshina-Pankova et al., 2021). From a translingual perspective, regional languages are intellectual and cultural assets that strengthen identity, creativity, and the development of children's literature based on local wisdom in multilingual communities (Canagarajah, 2020; Wang et al., 2021).

Children's Stories as a Space for the Production of Cultural Meaning

Children's literature serves a much broader purpose than simply entertainment or language learning. Leland, Lewison, and Harste (2022) explain that children's literature is a critical space for students to construct identity, understand social realities, and develop empathy for cultural diversity.

McBride (2025) added that children's literacy development is greatly influenced by the cultural context in which they grow up. Children more easily understand messages, values, and story structures that relate to their life experiences and social environment. Therefore, children's stories written in regional languages have great potential to enhance readers' emotional connection to the content.

Barratt-Pugh and Rohl (2020) also emphasized that early literacy experiences are strongly influenced by cultural and linguistic interactions in a child's environment. Therefore, reconstructing children's stories based on regional languages not only contributes to cultural preservation but also supports children's literacy development in a more natural and contextual way.

Children's literature is a strategic medium for building identity, social awareness, and cultural empathy from an early age, not simply a means of entertainment or language learning (Leland et al., 2022). The effectiveness of children's literacy is strongly influenced by their cultural affinity and life experiences (McBride, 2025). Therefore, children's stories in regional languages can strengthen emotional connections, enrich literacy experiences, and serve as a contextual and sustainable instrument for cultural preservation (Barratt-Pugh & Rohl, 2020).

Culturally Sustainable Pedagogy in Literacy Learning

The concept of culturally sustaining pedagogy developed in response to the need for education that maintains students' cultural identities. Spycher, Girard, and Moua (2020) demonstrated that literacy instruction that maintains local languages and cultures has been shown to increase learning engagement and strengthen the identities of minority students.

Ramírez (2020) also found that culturally and linguistically relevant pedagogy positively impacts students' learning motivation, participation, and academic success. In the context of higher education, this approach is crucial because students learn not only to become language users but also producers of knowledge and culture.

Nash et al. (2021) emphasize that prospective teacher education needs to place cultural sustainability pedagogy at the core of literacy learning so that future teachers can become agents of cultural preservation in schools. Therefore, children's literature instruction in higher

education should not only develop analytical skills in literary works but also produce children's story writers capable of revitalizing regional languages through creative works.

Pedagogies that maintain cultural sustainability have been shown to increase learning engagement while strengthening students' linguistic and cultural identities (Spycher et al., 2020). Culturally and linguistically relevant approaches also contribute to student motivation, participation, and academic success (Ramírez, 2020). Therefore, higher education needs to produce not only critical readers of literature but also creative writers capable of revitalizing regional languages through culturally based children's literature (Nash et al., 2021).

Lecturers as Role Models of Literacy and Co-Creators of Literary Works

The success of literacy learning is greatly influenced by the presence of role models who demonstrate real-life literacy practices. Idris and Busari (2025) found that role modeling in storytelling activities significantly influences the development of students' reading habits. When educators are directly involved in literacy practices, students demonstrate higher motivation and participation.

In the context of higher education, the role of lecturers is no longer limited to delivering material, but has evolved into facilitators, mentors, and co-creators in the literary creation process. Safari (2020) demonstrates that educators' professional identities are formed through reflective practice and active engagement in the academic community. Therefore, lecturers who write with students, demonstrate the creative process, and provide concrete examples of regional-language literary works have the potential to build a more productive academic culture.

Barnes and Todd (2021) added that a learning process based on dialogue and collaboration can improve the quality of students' meaning construction. This finding is reinforced by Garcia-Mila et al. (2021), who demonstrated that classroom dialogue is a crucial tool for building cultural literacy across educational levels.

Literacy success is greatly influenced by the presence of educators as role models who practice literacy in practice (Idris & Busari, 2025). In higher education, lecturers are no longer simply transmitters of material, but also mentors and co-creators who guide students' creative processes (Safari, 2020). Lecturer involvement in writing, dialogue, and collaborative work with students has been shown to foster a more productive, collaborative academic culture oriented toward strengthening cultural literacy (Barnes & Todd, 2021; Garcia-Mila et al., 2021).

6. Multiliteracy, Technology, and the Reconstruction of Children's Literature Learning

The development of digital technology has expanded the concept of literacy into multiliteracies, encompassing the ability to understand various forms of meaningful representation. Garcia (2020) explains that modern literacy practices involve interconnected spatial, material, digital, and social dimensions.

Lähdesmäki and Maunula (2022) emphasized that new literacy skills require the integration of digital media into learning. Meanwhile, Zhang, Sun, and Deng (2023) demonstrated that the use of artificial intelligence technology can improve the effectiveness of language and literature learning through a more interactive and adaptive learning environment.

In the context of writing children's stories in regional languages, digital technology enables students to produce stories in multimodal formats, such as digital books, interactive picture books, animated videos, and audiobooks in regional languages. Thus, the reconstruction of children's literature learning is oriented not only toward preserving regional languages but also toward transforming forms of literacy to suit the needs of the digital generation.

Cultural literacy is a new paradigm in children's literature learning that views literacy as a social practice for building cultural identity, linguistic diversity, and the construction of meaning through students' authentic experiences. The integration of regional languages in children's story writing not only functions as a preservation of cultural heritage, but also as a strategy for strengthening multiliteracies, translingual literacy, and culturally sustainable pedagogy relevant to multilingual societies. Children's stories are an effective medium for instilling cultural values, building empathy, and strengthening readers' emotional connection to the local context. The successful implementation of this learning is greatly influenced by the role of lecturers as literacy role models, facilitators, mentors, and co-creators who build a collaborative academic culture through creative writing practices with students. On the other hand, developments in digital technology and artificial intelligence expand the space for multiliteracies through the production of multimodal literary works, so that the reconstruction of children's literature learning in regional languages becomes more innovative, contextual, adaptive, and able to address the challenges of 21st-century education while supporting the sustainable preservation of local culture.

3. METHOD

This study employed a qualitative approach with a Research and Development (R&D) design aimed at reconstructing a model for writing children's stories in regional languages by strengthening the role of lecturers as role models for cultural literacy. The qualitative approach

was chosen because the research focused on an in-depth understanding of experiences, learning practices, social interactions, and the construction of cultural meanings that occur in the process of teaching children's literature in higher education (Creswell & Creswell, 2018).

The development model adapts the research and development stages from Borg and Gall which include: (1) problem identification and needs analysis, (2) learning model design, (3) initial product development, (4) expert validation, (5) limited trials, (6) product revision, and (7) model implementation. These stages enable the development of a learning model that is relevant to real needs in the field and has a high level of acceptance by users.

The research subjects consisted of lecturers teaching Children's Literature and language education students taking the course. Participants were selected using a purposive sampling technique, selecting informants with direct experience in teaching children's literature and creative writing activities based on local culture.

Data collection was conducted through participant observation, in-depth interviews, document analysis, and focus group discussions (FGDs). Observations were used to identify children's literature learning practices, the use of regional languages, and the lecturers' role models in literacy activities. Interviews were conducted with lecturers and students to explore experiences, obstacles, and needs related to teaching children's story writing based on local culture. Document analysis included a review of the lesson plan (RPS), learning modules, assessment rubrics, and student work. Meanwhile, FGDs were used to obtain input on the developed model design (Creswell & Creswell, 2018).

Data analysis was conducted interactively using the Miles, Huberman, and Saldaña model, which includes data reduction, data presentation, and conclusion drawing. Data validity was maintained through source triangulation, method triangulation, member checking, and peer debriefing techniques, ensuring a high level of credibility for the research findings.

This research produces a reconstruction model for writing children's stories in regional languages that positions lecturers as role models, mentors, and co-creators in the process of creating students' literary works. The cultural literacy perspective is used as a conceptual foundation because it positions regional languages as a medium for preserving cultural identity as well as a means of developing student creativity (Ochoa & McDonald, 2020; Lähdesmäki et al., 2022; Purcell-Gates, 2020). Furthermore, the concept of culturally sustaining pedagogy is used to strengthen the sustainability of regional language use in academic literacy practices (Spycher et al., 2020; Nash et al., 2021). The role of lecturers as literacy role models refers to the research findings of Idris and Busari (2025), which showed that educators' role models in literacy activities can increase students' motivation and reading and writing culture.

4. RESULTS AND DISCUSSION

Results

Children's Literature Learning is Still Dominated by a Theoretical Approach

Learning observations indicate that the children's literature lecture process is still oriented towards theoretical studies, literary history, and text analysis, while the creative practice of writing receives a relatively limited portion. Students play more of a role as readers and reviewers of works than as creators of literary works. Analysis of the lesson plans (RPS) and learning modules shows that writing children's stories has not yet become a primary learning outcome in children's literature courses. Furthermore, the assessment rubric focuses more on cognitive aspects than on creativity, cultural exploration, and language innovation. These findings support Leland et al.'s (2022) view that children's literature learning should not stop at text consumption but rather encourage students to become producers of meaning and creators of works. Barratt-Pugh and Rohl (2020) also explain that authentic literacy experiences require students' active involvement in socially and culturally meaningful reading and writing practices.

Lecturers as Literacy Role Models in the Creative Writing Process

One of the key findings of this study was that students demonstrated higher writing motivation when instructors were directly involved in the creative process. Students reported increased confidence when instructors not only provided instructions but also demonstrated the process of generating ideas, plotting, developing characters, and revising the story.

In implementing the developed model, lecturers play the following roles: (a) Role model, namely providing real examples of creative writing practices; (b) Mentor, which accompanies the student writing process; (c) Co-creator, namely being involved in creating works with students; (d) Cultural mediator, which helps students explore local values and regional languages in stories.

This finding supports the research of Idris and Busari (2025), which showed that educators' role models have a significant influence on the development of students' literacy culture. When lecturers actively write and publish their work, students tend to view writing as a realistic and achievable academic practice.

Furthermore, Nash et al. (2021) emphasized that culturally sustainable pedagogy requires the presence of educators who are capable of being both guardians and developers of students' cultural identities.

Reconstruction of Children's Story Writing Based on Cultural Literacy

Based on the results of the needs analysis, this research produced a learning reconstruction model consisting of five main stages:

a. Exploring Local Culture

Students identify folk tales, traditions, games, regional songs, and local values that can be used as sources of inspiration for stories.

b. Writing Demonstration by Lecturer

The lecturer demonstrated directly the creative process of writing children's stories based on local culture and regional languages.

c. Writing Collaboration

Students and lecturers discuss, revise, and reflect on the story being developed.

d. Production of Works

Students produce children's stories using regional languages or a bilingual model that combines regional languages and Indonesian.

e. Dissemination and Publication

Student work is published through digital books, social media, and anthologies of children's stories based on local culture.

f. This model shows that children's literature learning can transform from theory-based learning to learning based on cultural production and real literacy practices.

Children's Stories in Regional Languages as an Instrument for Cultural Preservation

The results of the study indicate that the use of regional languages in children's stories not only enhances students' creativity but also strengthens their cultural awareness. Students begin to view regional languages not as symbols of backwardness, but as literacy resources with aesthetic and educational value. This finding aligns with the concept of culturally sustaining pedagogy developed by Spycher et al. (2020), namely learning that not only values cultural diversity but also actively maintains and develops students' local languages and identities.

Canagarajah (2020), through the concept of translingual writing, explains that modern writing practices allow for dynamic interactions between languages without pitting local languages against national or international ones. In this context, children's stories in regional languages can provide a space for dialogue between local identities and global demands.

Discussion

The role of lecturers as role models of cultural literacy is analyzed through observations of their actual involvement in literacy practices during the children's literature learning process.

This analysis is conducted on the assumption that a writing culture does not develop solely through the provision of theory, but rather through a process of modeling that allows students to directly witness how academics think, write, revise, and publish work.

Therefore, the researcher examined the extent to which lecturers were involved in creative writing practices, their experience in producing literary or scientific works based on local culture, the use of lecturers' personal works as learning examples, the form of mentoring provided while students were writing children's stories, and the integration of local cultural elements and regional languages in lecture activities. Data collection was conducted through learning observations, in-depth interviews with lecturers and students, and document analysis in the form of teaching materials, modules, lecturers' works, and student assignments. Indicators of success at this stage were shown by the presence of lecturers who not only explained the theory of writing children's stories, but also demonstrated the creative process directly, such as exploring ideas from local culture, composing storylines, choosing regional vocabulary, and revising manuscripts with students.

This approach aligns with the concept of role modeling, which positions educators as inspirational figures in fostering a culture of literacy (Idris & Busari, 2025). From a culturally sustaining pedagogy perspective, lecturers function not only as learning facilitators but also as guardians of the sustainability of local languages and cultures through authentic and participatory literacy practices (Spycher et al., 2020; Nash et al., 2021). Therefore, lecturers' exemplary writing and creative work are a strategic factor in building students' confidence in utilizing regional languages as a medium for creative expression and a means of preserving cultural identity within the university environment.

The things that lecturers do when reconstructing Children's Story Writing Learning are as follows:

Lecturer Gives Demonstration of Creative Writing Process

Based on the results of a questionnaire of 33 respondents regarding the statement "Lecturers provide demonstrations of the creative writing process", findings were obtained which showed that the role of lecturers as role models of cultural literacy had been running very well.

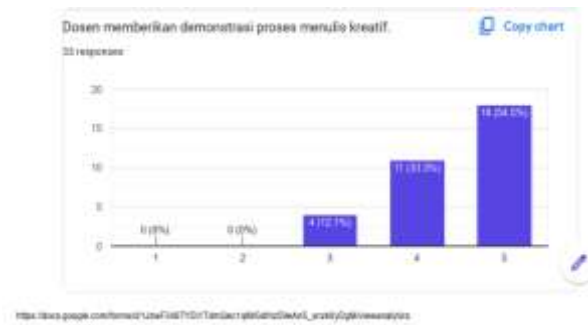


Figure 1. Lecturer Gives Demonstration of Creative Writing Process.

Based on the results of a questionnaire to 33 respondents regarding the statement "Lecturers provide demonstrations of the creative writing process", findings were obtained indicating that the role of lecturers as role models of cultural literacy has been running very well. A total of 18 respondents (54.5%) gave a rating of strongly agree (score 5), while 11 respondents (33.3%) stated agree (score 4). Meanwhile, only 4 respondents (12.1%) gave a rating of quite agree (score 3), and there were no respondents who chose the category of disagree (score 2) or strongly disagree (score 1).

These findings indicate that the majority of students perceive the lecturer's presence not only as a theoretical deliverer but also as a literacy practitioner who directly demonstrates the creative writing process. Lecturers are perceived as actively demonstrating the stages of finding story ideas, exploring local cultural values, constructing plots, developing characters, selecting appropriate vocabulary, and revising children's story scripts. This kind of practice provides a more authentic learning experience because students can observe the creative process in action, rather than simply learning abstract concepts.

From a cultural literacy perspective, these findings reinforce the importance of lecturers as role models in fostering a writing culture in higher education. Lecturers' exemplary behavior can increase students' motivation, confidence, and courage to write children's stories in regional languages. Students are more likely to develop literacy practices if they observe academic figures actively involved in writing and preserving local culture. These findings align with research by Idris, AA, and Busari, SA, which confirms that educators' exemplary behavior significantly influences the development of a reading and writing culture in students. If calculated using the average Likert score, the value obtained is approximately:

$$\frac{(4 \times 3) + (11 \times 4) + (18 \times 5)}{33} = 4,42 \dots\dots\dots (i)$$

Average score 4.42 out of 5 indicates a very high category, thus it can be concluded that the lecturer has effectively served as a role model for cultural literacy through direct demonstration of creative writing practices in children's literature learning. This condition is crucial for reconstructing the learning of children's story writing in regional languages to be more creative, participatory, and oriented towards preserving local culture.

Lecturer Gives Examples of the Use of Regional Languages in Literary Works

The results of a questionnaire of 33 respondents regarding the statement "Lecturers provide examples of the use of regional languages in literary works" obtained findings that showed that lecturers had carried out their role as role models of cultural literacy very strongly in learning children's literature.

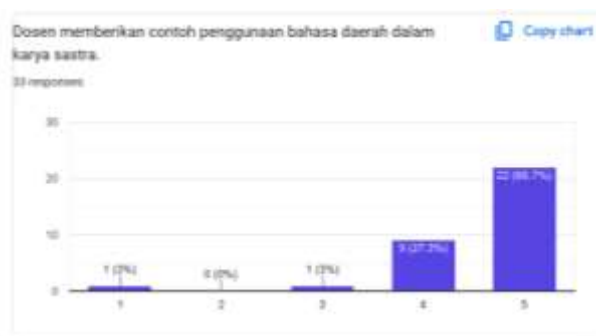


Figure 2. Lecturer Gives Examples of the Use of Regional Languages in Literary Works.

Based on the results of a questionnaire to 33 respondents regarding the statement "Lecturers provide examples of the use of regional languages in literary works", findings were obtained indicating that lecturers have carried out their role as role models of cultural literacy very strongly in children's literature learning. A total of 22 respondents (66.7%) stated that they strongly agree (score 5) and 9 respondents (27.3%) stated that they agree (score 4). Meanwhile, only 1 respondent (3.0%) gave an assessment of quite agree (score 3) and 1 respondent (3.0%) chose the category of strongly disagree (score 1), while no respondents chose the category of disagree (score 2).

The data shows that most students felt that lecturers not only theoretically explained the importance of preserving regional languages but also provided concrete examples of how regional languages can be used creatively in children's literature. This exemplary work was evident through the use of local vocabulary, traditional expressions, regional proverbs, regional-language dialogue, and the integration of local cultural values in the example stories shown to students during the learning process. If calculated using the average Likert score, the following values are obtained:

$$\frac{(1 \times 1) + (1 \times 3) + (9 \times 4) + (22 \times 5)}{33} = 4,55$$

..... (ii)

The average value is 4.55 on the scale 5 indicates a very high category. This indicates that the lecturer has successfully presented himself as a cultural literacy figure who actively demonstrates the use of regional languages in literary writing practices, not simply as a teacher of language and literary theory.

From a cultural literacy perspective, the presence of lecturers as role models for regional language use has a strategic influence on students' literacy attitudes and behaviors. Students tend to be more confident in using regional languages in literary works if they observe their lecturers using and respecting those languages in academic activities. This finding aligns with the concept of culturally sustaining pedagogy, which positions educators as agents of language and cultural preservation through everyday learning practices. This approach also supports the idea that regional languages should not be positioned as symbols of past cultures, but rather as creative media that remain relevant in the production of knowledge and literary works in higher education.

The results of this study indicate that lecturers' exemplary role models in demonstrating the use of regional languages in literary works are a crucial factor in reconstructing cultural literacy-based children's story writing instruction. This exemplary role model can build a more contextual, participatory learning ecosystem, oriented toward preserving local cultural identity through regional-language children's literature.

Lecturers Guide Students During the Writing Process

Based on the results of a questionnaire on 33 respondents regarding the statement "Lecturer's guide students during the writing process", it was found that the role of lecturers as role models of cultural literacy in the writing mentoring process was in the very high category.

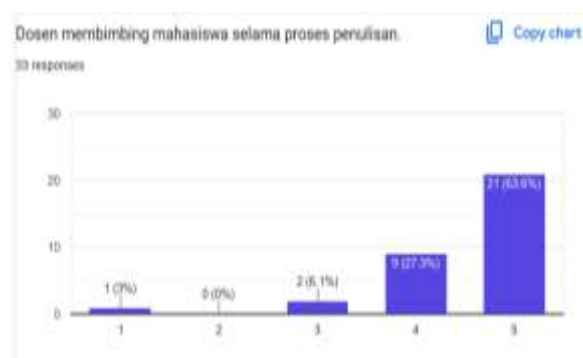


Figure 3. Lecturer guides students during the writing process”.

A total of 21 respondents (63.6%) stated that they strongly agreed (scored 5) and 9 respondents (27.3%) stated that they agreed (scored 4). In addition, there were 2 respondents (6.1%) who gave a score of somewhat agree (scored 3), and 1 respondent (3.0%) who stated that they strongly disagreed (scored 1). No respondents chose the category of disagree (scored 2). If calculated based on the average score on the Likert scale, the value obtained is:

$$\frac{(1 \times 1) + (1 \times 3) + (9 \times 4) + (22 \times 5)}{33} = 4,55 \dots\dots\dots (iii)$$

The average value is 4.55 on a scale of 5 indicates a very high category. This indicates that the lecturer has successfully presented himself as a cultural literacy figure who actively demonstrates the use of regional languages in literary writing practices, not simply as a teacher of language and literary theory.

From a cultural literacy perspective, the presence of lecturers as role models for regional language use has a strategic influence on students' literacy attitudes and behaviors. Students tend to be more confident in using regional languages in literary works if they observe their lecturers using and respecting those languages in academic activities. This finding aligns with the concept of culturally sustaining pedagogy, which positions educators as agents of language and cultural preservation through everyday learning practices. This approach also supports the idea that regional languages should not be positioned as symbols of past cultures, but rather as creative media that remain relevant in the production of knowledge and literary works in higher education.

The data shows that lecturers' exemplary role models in demonstrating the use of regional languages in literary works are a crucial factor in reconstructing cultural literacy-based children's story writing instruction. Such exemplary practice can build a more contextual, participatory learning ecosystem, oriented toward preserving local cultural identity through regional-language children's literature.

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Based on the results of a questionnaire on 33 respondents regarding the statement "Lecturer's guide students during the writing process", it was found that the role of lecturers as role models of cultural literacy in the writing mentoring process was in the very high category.



Figure 4. Lecturers Guide Students During the Writing Process.

A total of 21 respondents (63.6%) stated that they strongly agreed (scored 5) and 9 respondents (27.3%) stated that they agreed (scored 4). In addition, there were 2 respondents (6.1%) who gave a score of somewhat agree (scored 3), and 1 respondent (3.0%) who stated that they strongly disagreed (scored 1). No respondents chose the category of disagree (scored 2). If calculated based on the average score on the Likert scale, the value obtained is:

$$\frac{(1 \times 1) + (2 \times 0) + (2 \times 3) + (9 \times 4) + (21 \times 5)}{33} = 4,48 \quad \dots\dots\dots (iv)$$

The average value is 4.48 on a scale of 5. This indicates that students generally perceive their lecturers as providing intensive guidance during the process of writing children's stories in regional languages. This guidance is not limited to providing instructions or final assessments, but includes lecturer involvement in every stage of writing, from finding story ideas, exploring local cultural values, selecting regional vocabulary, developing plots and characters, to revising and refining the manuscript.

These findings indicate a paradigm shift in learning from a model centered on lecturers as material deliverers to a collaborative model that positions lecturers as creative mentors, facilitators, and literacy partners for students. In this context, lecturers not only guide students in producing work but also actively engage in the creative process, enabling students to gain authentic and meaningful learning experiences.

From a cultural literacy perspective, lecturer mentoring plays a strategic role in building students' courage to use regional languages as a medium for literary expression. Many students possess oral regional language skills but hesitate to use them in their writing due to limited vocabulary, language structure, and self-confidence. The presence of lecturers as active mentors helps overcome these obstacles and fosters confidence in the academic, aesthetic, and cultural value of regional languages.

These findings align with the concept of role modeling in education, which emphasizes the importance of educators as role models in literacy practices (Idris & Busari, 2025). Furthermore, the culturally sustaining pedagogy approach emphasizes the responsibility of educators to maintain the sustainability of local languages and cultures through authentic and participatory learning practices (Spycher et al., 2020; Nash et al., 2021). Therefore, lecturer guidance during the writing process not only serves to improve the quality of students' work but also serves as an important mechanism for the transmission of regional languages and strengthening cultural identity through children's literature.

These results show that lecturers have carried out their function as role models of cultural literacy through intensive, collaborative, and contextual writing assistance, thus supporting the realization of a reconstruction of children's literature learning that is more creative, participatory, and oriented towards preserving local culture in higher education.

Lecturers Provide Feedback on Student Work

Based on the results of a questionnaire to 33 respondents on the statement "Lecturers provide feedback on student work", it was found that the practice of providing feedback by lecturers was in the very high category and was a strong indicator of the role of lecturers as role models of cultural literacy in children's literature learning.



Figure 5. Lecturers Provide Feedback on Student Work.

A total of 19 respondents (57.6%) stated that they strongly agreed (score 5) and 11 respondents (33.3%) stated that they agreed (score 4). In addition, there were 2 respondents (6.1%) who gave a rating of quite agree (score 3) and only 1 respondent (3.0%) who stated that they strongly disagreed (score 1), while no respondents chose the category of disagree (score 2). When calculated using the average Likert scale score, the following values are obtained:

$$\frac{(1 \times 1) + (2 \times 3) + (11 \times 4) + (19 \times 5)}{33} = 4,42 \quad \dots\dots\dots (v)$$

The average value is 4.42 on a scale of 5. This indicates that students generally perceive the lecturer's active involvement in providing responses, corrections, guidance, and input on their work. This feedback focuses not only on technical aspects of writing such as grammar, story structure, or spelling, but also includes strengthening local cultural elements, appropriate use of regional language, depth of moral values, and the story's suitability to the characteristics of children's literature.

From the perspective of cultural literacy-based learning, feedback serves a much broader function than mere academic evaluation. It serves as a means of intellectual dialogue between lecturers and students in the process of constructing cultural meaning through literary works. Through this process, lecturers help students revise their thinking, enrich their representation of local culture, and increase their sensitivity to the use of regional languages as a medium for creative expression. In other words, lecturers act not only as assessors of final results but also as editors, mentors, and creative partners, assisting students in the development of their literary identities.

These findings demonstrate that lecturers' exemplary behavior is reflected through their involvement in the reflection and refinement process of students' work. Students who receive constructive feedback tend to be more motivated to improve their writing, develop creativity, and dare to explore the potential of regional languages in children's stories. This condition aligns with the concept of role modeling in education, which emphasizes that developing a culture of literacy requires figures who not only teach writing skills but also demonstrate real-world practice in assisting and developing students' work (Idris & Busari, 2025).

Furthermore, the culturally sustaining pedagogy approach positions feedback as part of the process of preserving local languages and cultures through authentic and ongoing pedagogical interactions (Spycher et al., 2020; Nash et al., 2021). When lecturers provide feedback on the use of local terms, traditional expressions, or representations of regional culture in stories, the learning process indirectly contributes to the revitalization of regional languages in academic settings.

These results demonstrate that lecturers have served as role models for cultural literacy by providing intensive, reflective, and constructive feedback on student work. This practice is a crucial element in reconstructing the teaching of children's story writing in regional languages to be more participatory, collaborative, and oriented toward preserving local culture in higher education.

Lecturers encourage students to publish their work

Based on the results of a questionnaire of 33 respondents regarding the statement "Lecturers encourage students to publish their work", it was found that the role of lecturers in building a publication culture was in the very high category.



Figure 6. Lecturers encourage students to publish their work.

Based on the results of a questionnaire to 33 respondents on the statement "Lecturers encourage students to publish their work," it was found that the role of lecturers in building a publication culture is in the very high category. A total of 25 respondents (75.8%) stated that they strongly agree (score 5) and 5 respondents (15.2%) stated that they agree (score 4). In addition, there were 2 respondents (6.1%) who gave an assessment that they quite agree (score 3) and only 1 respondent (3.0%) stated that they strongly disagree (score 1), while there were no respondents who chose the category of disagree (score 2). When calculated using the average Likert scale score, the values obtained are:

$$\frac{(1 \times 1) + (2 \times 3) + (5 \times 4) + (25 \times 5)}{33} = 4,61 \dots\dots\dots (vi)$$

The average value is 4.61 on a scale of 5. This score indicates a very high rating, and is the highest compared to several previous indicators of the lecturer's role. This finding indicates that students feel strong encouragement from their lecturers to not stop at the production stage but to continue their work towards broader publication and dissemination.

In the context of reconstructing children's story writing in regional languages, the push to publish has strategic significance because it shifts the learning orientation from simply completing coursework to producing literacy products with social, cultural, and academic value. Lecturers are no longer viewed merely as evaluators of assignments, but rather as facilitators, opening students access to publication through story anthologies, children's storybooks, student journals, campus publishers, digital media, and regional literacy platforms.

These results indicate that lecturers have served as agents of literacy culture, encouraging students to see themselves as writers and cultural producers, rather than simply

passive learners. When students understand that their work has the potential to be published and read by the public, their intrinsic motivation to write tends to increase significantly. They become more serious about exploring local culture, paying attention to the quality of the regional language used, and refining the moral messages contained in their stories.

From a cultural literacy perspective, the publication of works is a crucial stage in the process of cultural inheritance, as local values are not only learned in the classroom but also documented and disseminated to future generations through children's literature. Thus, the publication of works serves as a mechanism for preserving regional languages and a means of revitalizing cultural identity amidst the dominance of global languages.

This finding aligns with the concept of role modeling, which positions lecturers as figures who not only teach writing skills but also guide students into the broader literacy community through hands-on publication practice (Idris & Busari, 2025). Furthermore, the perspective of culturally sustaining pedagogy emphasizes that education should not only preserve local culture but also create spaces for its continued production, development, and transmission through various forms of literacy (Nash et al., 2021; Spycher et al., 2020).

These results demonstrate that lecturers have fulfilled their role as role models for cultural literacy by actively encouraging students to publish their work. This exemplary practice strengthens the transformation of children's literature learning from a consumptive academic activity to a productive literacy practice that produces tangible works, expands the campus literacy ecosystem, and contributes to the preservation of regional languages and cultures through the publication of children's stories.

Lecturers Become an Inspiration in Developing Student Creativity

Based on the results of a questionnaire on 33 respondents regarding the statement "Lecturers are an inspiration in developing student creativity", it was found that the role of lecturers as a source of inspiration and role model for cultural literacy was in the very high category.

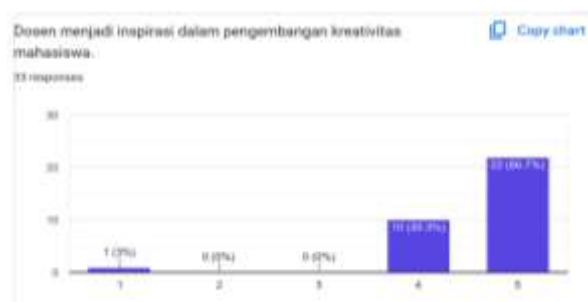


Figure 7. Lecturers Become an Inspiration in Developing Student Creativity.

A total of 22 respondents (66.7%) stated that they strongly agreed (score 5) and 10 respondents (30.3%) stated that they agreed (score 4). Meanwhile, only 1 respondent (3.0%) gave a rating of strongly disagree (score 1), and no respondents chose the category of somewhat agree (score 3) or disagree (score 2). If calculated using the average score on the Likert scale, the value obtained is:

$$\frac{(1 \times 1) + (10 \times 4) + (22 \times 5)}{33} = 4,58 \dots\dots\dots (vii)$$

The average value is 4.58 on a scale of 5 shows a very high category, which indicates that students generally view lecturers not only as conveyors of learning materials, but also as figures who are able to generate ideas, motivate the creative process, and foster the courage to work.

These findings suggest that lecturers' inspiration emerges through various forms of role modelling, such as active involvement in literary writing, the use of local culture as a source of creativity, the provision of real-life examples, mentoring during the writing process, and encouragement to publish student work. When students witness lecturers actively writing, reading, revising, and publishing work, they tend to develop the belief that writing is a tangible academic practice and achievable by anyone willing to learn and practice.

From a cultural literacy perspective, inspiration plays a crucial role because literary creativity grows not only from mastery of theory but also from an academic environment that provides concrete examples and meaningful experiences. Lecturers who can inspire will create a learning environment that encourages students to explore regional languages, explore local cultural values, and transform these into children's stories relevant to their own communities.

This finding aligns with the concept of role modeling, which states that students tend to imitate the behavior, attitudes, and professional practices demonstrated by figures they respect and trust (Idris & Busari, 2025). Within the framework of social learning theory, the learning process occurs through observing the behavior of models deemed competent and inspiring. Therefore, lecturers who actively work and demonstrate a commitment to preserving local culture have a significant opportunity to foster a writing culture in students.

Furthermore, the culturally sustaining pedagogy approach emphasizes that educators have a responsibility not only to transmit knowledge but also to revitalize local languages and cultures through creative and participatory learning practices (Nash et al., 2021; Spycher et al., 2020). In this context, the inspiration provided by lecturers serves as a catalyst that connects students' creativity with their own cultural identities.

Overall, the results of this study indicate that lecturers have successfully served as role models and sources of inspiration for cultural literacy in developing student creativity. This exemplary role model serves as a crucial resource in reconstructing the teaching of children's story writing in regional languages, which not only produces literary works but also strengthens the preservation of regional languages, strengthens local cultural identities, and builds a creative literacy ecosystem in higher education.

Compared to previous indicators, this average score of 4.58 indicates that inspiration and creative motivation are key strengths of the lecturer's role as a role model for cultural literacy in this study. This confirms that the success of local culture-based children's literature learning is greatly influenced by the presence of lecturers who are capable of serving as role models, mentors, and motivators of student creativity.

Lecturers Provide Continuous Motivation for Writing

Based on the results of a questionnaire on 33 respondents regarding the statement "Lecturers provide continuous motivation for writing", it was found that the role of lecturers as literacy role models in building a long-term writing culture is in the very high category.



Figure 8. Lecturers Provide Continuous Writing Motivation.

A total of 25 respondents (75.8%) stated that they strongly agreed (score 5) and 6 respondents (18.2%) stated that they agreed (score 4). In addition, there was 1 respondent (3.0%) who gave a score of quite agree (score 3) and 1 respondent (3.0%) who stated that they strongly disagreed (score 1), while no respondents chose the category of disagree (score 2).

If calculated using the average Likert scale score, the value obtained is:

$$\frac{(1 \times 1) + (1 \times 3) + (6 \times 4) + (25 \times 5)}{33} = 4,64 \dots\dots\dots \text{(viii)}$$

The average value is 4.64 on a scale of 5 indicates a very high category, and is also one of the highest indicators in terms of the lecturer's role as a role model for cultural literacy. This finding indicates that students feel consistent support and motivation from their lecturers to

continue writing, developing their work, and maintaining literacy habits beyond the demands of completing coursework.

These results indicate that lecturers play a role not only as instructors providing technical knowledge on children's story writing, but also as figures who foster literacy persistence and a culture of sustainable writing among students. Motivation provided by lecturers can include appreciating student work, providing publication space, mentoring during the revision process, setting regular writing targets, and encouraging participation in competitions, seminars, or publishing books and journals.

In the context of reconstructing children's stories in regional languages, sustained motivation plays a crucial role because the literary creative process is not a one-time activity, but rather a long journey that requires continuous practice, reflection, revision, and strengthening of cultural identity. Students who are consistently motivated tend to have greater courage to explore regional languages, elevate local folklore, and develop works rooted in their own cultural experiences.

From a cultural literacy perspective, the sustainability of writing practices is a crucial strategy for maintaining the existence of regional languages amidst the dominance of global languages and digital culture. When students are continually encouraged to write in their regional languages, they not only produce literary works but also act as agents of cultural preservation, documenting local values, traditions, and wisdom for future generations.

This finding aligns with research by Idris and Busari (2025), which asserted that the presence of role models in literacy activities significantly influences the development of students' reading and writing habits. Furthermore, the culturally sustaining pedagogy approach explains that effective education is one that maintains the continuity of local language and cultural practices through authentic and meaningful learning activities (Nash et al., 2021; Spycher et al., 2020).

Overall, the results of this study indicate that lecturers have served as motivators and role models of cultural literacy, encouraging students to write sustainably. This exemplary work not only contributes to improving students' writing skills but also strengthens efforts to preserve regional languages through the production of children's literature, which continues to develop over time.

With an average score of 4.64, this indicator shows that the main strength of the lecturer's role in children's literature learning lies not only in the transfer of knowledge, but in their ability to build a vibrant, productive, and sustainable literacy ecosystem, where writing becomes part of the academic identity as well as the cultural identity of students.

Lecturers Create a Collaborative Learning Atmosphere

Based on the results of a questionnaire on 33 respondents regarding the statement "Lecturers create a collaborative learning atmosphere", it was found that the role of lecturers as role models of cultural literacy in building participatory and collaborative learning was in the very high category.



Figure 9. Lecturers Create a Collaborative Learning Atmosphere.

A total of 21 respondents (63.6%) stated that they strongly agreed (score 5) and 10 respondents (30.3%) stated that they agreed (score 4). Meanwhile, there was 1 respondent (3.0%) who gave a score of quite agree (score 3) and 1 respondent (3.0%) who stated that they strongly disagreed (score 1), while no respondents chose the category of disagree (score 2).

Based on the calculation of the average score on the Likert scale, the following values were obtained:

$$\frac{(1 \times 1) + (1 \times 3) + (10 \times 4) + (21 \times 5)}{33} = 4,52 \quad \dots\dots\dots (ix)$$

The average value of 4.52 on a scale of 5 indicates that students generally assess that lecturers have succeeded in creating a learning environment that supports cooperation, dialogue, and the exchange of ideas in the process of learning children's literature.

These findings indicate that lecturers are no longer positioned as the sole source of knowledge, but rather as facilitators, creative partners, and motivators of learning communities that enable students to actively participate in the process of creating literary works. In learning to write children's stories in regional languages, a collaborative atmosphere can be created through discussions of story ideas, co-writing, writing workshops, group readings, mutual feedback, and collaboration between lecturers and students in producing publishable literary works.

From a cultural literacy perspective, collaborative learning has strategic value because culture is inherently constructed, exchanged, and passed down through social interaction. When students discuss folktales, regional vocabulary, local values, and the cultural experiences

of their communities, the learning process not only develops writing skills but also strengthens their cultural identity and sense of belonging to their own regional languages.

These findings align with research by Garcia-Mila et al. (2021), which asserts that collaborative classroom dialogue and interaction significantly contribute to the development of cultural literacy at various levels of education. Furthermore, Barnes and Todd (2021) explain that learning built through communication and the exchange of ideas allows students to construct meaning together, making the learning process deeper and more meaningful. The culturally sustaining pedagogy approach also emphasizes the importance of learning communities that value linguistic and cultural diversity as primary learning resources (Nash et al., 2021; Spycher et al., 2020).

In the context of this research, the ability of lecturers to create a collaborative learning environment is a crucial foundation for reconstructing the practice of writing children's stories in regional languages. Learning is no longer solely oriented toward completing individual assignments, but rather evolves into a collective process involving cultural exploration, shared reflection, and participatory creation.

The research results show that lecturers have successfully fulfilled their role as role models of cultural literacy, capable of building creative and collaborative learning communities in higher education. This exemplary role model is a crucial factor in fostering students' courage to write, discuss, share cultural experiences, and produce authentic, regional-language children's stories that are relevant to the lives of local communities.

The average score is 4.52, this indicator shows that the collaboration dimension is one of the main strengths in the reconstructed learning model, namely a learning model that places lecturers and students as a creative community that together produces, reflects, and passes on local cultural values through children's literary works in regional languages.

The lecturer gives an example of the integration of character values in literary works.

Based on the results of a questionnaire on 33 respondents regarding the statement "Lecturers provide examples of integrating character values in literary works", it was found that the role of lecturers as role models of cultural literacy in instilling character education through literature is in the very high category.



Figure 10. Lecturer Gives Examples of Integration of Character Values in Literary Works.

A total of 19 respondents (57.6%) stated that they strongly agree (score 5) and 10 respondents (30.3%) stated that they agree (score 4). In addition, there were 3 respondents (9.1%) who chose the category of quite agree (score 3) and 1 respondent (3.0%) who stated that they strongly disagree (score 1), while no respondents chose the category of disagree (score 2). If calculated using the average Likert scale score, the values obtained are:

$$\frac{(1 \times 1) + (3 \times 3) + (10 \times 4) + (19 \times 5)}{33} = 4,39 \dots\dots\dots (x)$$

The average value is 4.39 on a scale of 5 shows a very high category, which indicates that students generally assess that lecturer have provided real examples of how character values can be integrated into literary works, especially in writing children's stories in regional languages.

These findings indicate that lecturers not only teach the technical aspects of writing such as plot, characters, setting, and dialogue, but also demonstrate how literary works can serve as a medium for character formation and the transmission of cultural values. Values such as honesty, responsibility, cooperation, mutual assistance, respect for parents, social awareness, and love for the environment and local culture are presented concretely through examples of works written or used by lecturers in the learning process.

From a cultural literacy perspective, children's stories serve a much broader purpose than mere entertainment. They are a means of transmitting values, identity, and a community's outlook on life from one generation to the next. Therefore, the presence of lecturers who can demonstrate how character values can be naturally integrated into stories in regional languages is crucial for maintaining the sustainability of local culture amidst social change and globalization.

These findings align with the views of Ochoa and McDonald (2020), who asserted that cultural literacy is closely linked to the development of empathy, social understanding, and character development in students. Furthermore, Leland, Lewison, and Harste (2022) explained

that quality children's literature not only develops reading and writing skills but also helps students critically understand moral values and social realities. These findings also support the concept of culturally informed literacy instruction, which places culture as a primary source of learning and character development in students (Kelly et al., 2021).

In the context of this research, the lecturer's exemplary role in integrating character values has strategic significance in the process of reconstructing children's stories in regional languages. Students not only learn to produce aesthetically pleasing literary works but also learn to use these works as a medium for character education rooted in the local wisdom of their own communities.

Overall, the research results indicate that lecturers have fulfilled their role as role models of cultural literacy by integrating character values into literary works. This exemplary work has contributed to the creation of children's stories in regional languages, which serve not only as a means of preserving local languages but also as a medium for transmitting moral, social, and cultural values to the younger generation.

With an average score of 4.39, this indicator confirms that the children's literature learning reconstructed in this study is oriented not only toward developing writing skills but also toward shaping students' character and cultural identity. Thus, lecturers play a role not only as teachers but also as cultural models, guardians of local values, and agents of character transformation through regional-language children's literature.

5. CONCLUSION

This study shows that the reconstruction of children's story writing in regional languages by strengthening the role of lecturers as role models of cultural literacy is an effective strategy in transforming children's literature learning in higher education to be more creative, participatory, and contextual. The results of the study revealed that students view lecturers no longer merely as conveyors of material, but as literacy figures who actively demonstrate creative writing practices, provide examples of the use of regional languages in literary works, accompany the writing process, provide feedback on works, encourage publication, inspire creativity, motivate continuous writing practices, build collaborative learning, and integrate character values into literary works.

Quantitatively, all indicators of lecturer roles scored very high, with an average score ranging from 4.39 to 4.64 on a scale of five, indicating strong student perceptions of lecturers' role models in developing cultural literacy. This finding confirms that the success of learning to write children's stories is not only determined by mastery of literary theory or writing

techniques, but also by the existence of real-life models that demonstrate authentic and sustainable literacy practices in an academic environment.

Based on a cultural literacy perspective, this research demonstrates that regional languages should not be positioned as passive objects of preservation, but rather as creative media for producing knowledge, building cultural identity, and transmitting local values to the next generation through children's literature. In this context, lecturers act as cultural mediators, literacy role models, and co-creators, working with students to build a local culture-based literacy ecosystem.

The primary contribution of this research lies in its proposed learning model that repositions the relationship between lecturers and students from a hierarchical instructional pattern to a collaborative creative community. This model positions the creative process as a space for cultural dialogue, identity reflection, and literacy production oriented toward the sustainability of regional languages amidst the currents of globalization and language homogenization. Thus, the reconstruction of children's literature learning based on lecturers' role models not only contributes to improving students' writing competencies but also serves as an innovative strategy for strengthening regional language revitalization and the sustainability of cultural literacy in higher education.

This research expands the study of culturally sustaining pedagogy and cultural literacy by positioning lecturer role models as a strategic variable in shaping a writing culture in higher education. Practically, the results provide implications for curriculum development, children's literature instructional design, and higher education policies that favor strengthening local cultural identities through authentic, collaborative, and transformative literacy practices.

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