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MODEL CTL-WOHNEN-4T: INTEGRASI KOGNITIF, PSIKOMOTORIK, DAN KEARIFAN LOKAL DALAM PEMBELAJARAN BAHASA JERMAN DI SMA INDONESIA

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Abstrak: Studi ini mengeksplorasi pengembangan materi pengajaran dan strategi pembelajaran yang berpusat pada tema Wohnen (tempat tinggal atau perumahan) dalam pendidikan bahasa Jerman di tingkat SMA di Indonesia. Studi ini mengadopsi pendekatan tinjauan pustaka integratif yang menggabungkan tiga dimensi utama: (1) tingkat kognitif berdasarkan Taksonomi Bloom yang direvisi oleh Anderson dan Krathwohl (C1–C6); (2) ranah psikomotorik seperti yang diusulkan oleh Harrow (P1–P7); dan (3) penggabungan kearifan lokal Indonesia—khususnya arsitektur rumah tradisional dari budaya Batak Toba, Minangkabau, Jawa, dan Toraja—sebagai jembatan budaya untuk lebih memahami konsep perumahan Jerman. Pendekatan Pengajaran dan Pembelajaran Kontekstual (CTL) berfungsi sebagai kerangka pedagogis utama untuk menghubungkan ketiga dimensi ini secara bermakna. Temuan menunjukkan bahwa progres desain pembelajaran terstruktur dari C1 hingga C6 secara efektif meningkatkan keterampilan berpikir kritis dan kreatif siswa. Selain itu, aktivitas psikomotorik mulai dari P1 (persepsi) hingga P7 (kreasi) berkontribusi pada retensi kosakata yang lebih baik dan peningkatan keterampilan komunikasi lisan. Integrasi unsur budaya lokal juga memainkan peran penting, khususnya melalui perbandingan antara rumah tradisional Batak Toba (Ruma Gorga) dan konsep Jerman seperti Wohnzimmer dan Grundriss. Pendekatan ini tidak hanya memperkuat motivasi intrinsik siswa tetapi juga memperdalam pemahaman lintas budaya mereka. Hasilnya, penelitian ini mengusulkan model pembelajaran empat tahap: Eksplorasi Lokal, Pengenalan Konsep, Analisis Komparatif, dan Kreasi Lintas Budaya. Model ini menawarkan kerangka kerja praktis bagi guru bahasa Jerman (DaF) di Indonesia untuk merancang pengalaman belajar yang lebih kontekstual dan menarik..
Kata Kunci: Wohnen, Taksonomi Bloom, Keterampilan Psikomotorik, Kearifan Lokal, CTL, DaF, Bahan Ajar.

Abstract: *This study explores the development of teaching materials and instructional strategies centered on the theme of Wohnen (living or housing) in German language education at the senior high school level in Indonesia. It adopts an integrative literature review approach that brings together three key dimensions: (1) cognitive levels based on the revised Bloom's Taxonomy by Anderson and Krathwohl (C1–C6); (2) the psychomotor domain as proposed by Harrow (P1–P7); and (3) the incorporation of Indonesian local wisdom—particularly traditional house architectures from Batak Toba, Minangkabau, Javanese, and Torajan cultures—as a cultural bridge to better understand German housing concepts. The Contextual Teaching and Learning (CTL) approach serves as the main pedagogical framework to connect these three dimensions in a meaningful way. The findings indicate that a structured learning design progressing from C1 to C6 effectively enhances students' critical and creative thinking skills. In addition, psychomotor activities ranging from P1 (perception) to P7 (creation) contribute to better vocabulary retention and improved oral communication*

skills. The integration of local cultural elements also plays a significant role, particularly through the comparison between the Batak Toba traditional house (Ruma Gorga) and German concepts such as Wohnzimmer and Grundriss. This approach not only strengthens students' intrinsic motivation but also deepens their cross-cultural understanding. As a result, the study proposes a four-stage instructional model: Local Exploration, Concept Introduction, Comparative Analysis, and Cross Cultural Creation. This model offers a practical framework for German language teachers (DaF) in Indonesia to design more contextual and engaging learning experiences
***Keywords**: Wohnen, Bloom's Taxonomy, Psychomotor Skills, Local Wisdom, CTL, DaF, Teaching Materials.*

INTRODUCTION

German as a foreign language (Deutsch als Fremdsprache, or DaF) in Indonesia has developed dynamically in response to changes in the national curriculum and the growing awareness of the importance of multicultural competence. Within the DaF syllabus, the theme of Wohnen (living or housing) plays a strategic role, as it involves vocabulary, grammatical structures, and communicative practices that are closely related to everyday life and highly relevant in cross-cultural contexts (Mader & Wertenschlag, 2016).

However, in many Indonesian classrooms, the teaching of Wohnen עדיין relies heavily on a traditional, teacher-centered approach. Teachers typically introduce vocabulary, students memorize it, and learning outcomes are assessed through written tests. This approach does not fully address the range of competencies required in foreign language learning, particularly the psychomotor and affective-cultural dimensions (Richards & Rodgers, 2014). As a result, students may be able to name rooms in German but struggle to use the language effectively in real-life communication.

At the same time, Indonesia is rich in traditional housing cultures, such as the Batak Toba Ruma Gorga in North Sumatra, the Minangkabau Rumah Gadang, the Javanese Joglo, and the Torajan Tongkonan. These cultural resources hold significant pedagogical potential but remain underutilized in DaF instruction. Research in Culturally Responsive Teaching (Gay, 2010) and the concept of Funds of Knowledge (Moll et al., 1992) consistently shows that students learn more effectively when instructional content is connected to their cultural background and lived experiences.

In response to this gap, this article formulates three main research questions: (1) How can Wohnen teaching materials be designed to cover all levels of Bloom's Taxonomy (C1–C6)? (2)

How can psychomotor activities (P1–P7) be developed progressively within the Wohnen theme? and (3) How can Indonesian local wisdom be meaningfully integrated into Wohnen instruction through a Contextual Teaching and Learning (CTL) approach?

The aim of this article is to propose an integrated learning model that addresses these questions while providing practical guidance for DaF teachers in Indonesia to design Wohnen lessons that are holistic, meaningful, and culturally grounded.

RESEARCH METHODS

This study adopts an integrative literature review design, as defined by Torraco (2005), which synthesizes insights from multiple disciplines to generate new perspectives and a more comprehensive conceptual framework. This approach is particularly suitable given the interdisciplinary nature of the research, which encompasses applied linguistics, educational theory, curriculum design, and cultural studies.

1. Data Sources

The data for this study are drawn from two main categories. First, primary sources include textbooks and scholarly journal articles in applied linguistics, German language teaching (DaF), curriculum theory, and educational psychology. In addition, Indonesian educational policy documents—such as the Kurikulum Merdeka and official regulations—as well as DaF teaching materials used in both Indonesia and Germany, are included in this category.

Second, secondary sources consist of previous studies on culturally based language learning, research on Indonesian vernacular architecture, and reports on the implementation of Contextual Teaching and Learning (CTL) in Indonesian schools. The literature search was conducted using several databases, including Google Scholar, ERIC, JSTOR, the National Library of Indonesia, and the institutional repository of Universitas Negeri Medan. The keywords used in the search included: “Wohnen DaF Indonesia,” “Bloom Taxonomy language teaching,” “psychomotor domain language,” “local wisdom EFL/DaF,” “CTL Bahasa Jerman,” and “traditional house language learning.”

2. Analysis Procedure

The analysis followed four stages based on Cooper’s (1998) framework. The first stage, problem formulation, involved clearly identifying the gap between current teaching practices of

Wohnen and existing theoretical frameworks. The second stage, data collection, resulted in the selection of 47 relevant sources 120 מתוך identified articles, based on inclusion criteria such as topic relevance, publication year (1990–2024), and full-text availability.

The third stage, data evaluation, focused on assessing the methodological quality and relevance of each source. The final stage, analysis and interpretation, employed thematic synthesis to identify key themes and patterns, which were then used to construct a coherent conceptual model.

3. Analytical Framework

This study integrates three main theoretical frameworks. First, the revised Bloom's Taxonomy by Anderson and Krathwohl (2001) is used to map the cognitive dimension. Second, Harrow's (1972) psychomotor taxonomy is applied to analyze physical and skill-based activities. Third, the principles of Contextual Teaching and Learning (CTL) as proposed by Johnson (2002) serve as the pedagogical foundation that connects these dimensions with local cultural contexts.

These frameworks are operationalized through the design of learning activities centered on the theme of Wohnen, resulting in a more integrated and contextually grounded instructional approach.

3.1 Designing Wohnen Teaching Materials Based on Bloom's Taxonomy

The synthesis of the literature suggests that effective Wohnen teaching materials should be structured progressively according to the six levels of Bloom's Taxonomy. Anderson and Krathwohl (2001) emphasize that each level involves distinct cognitive processes, requiring different types of learning activities and assessment strategies. In the context of Wohnen, each level can be implemented as follows:

3.1.1 C1 – Remembering (Erinnern)

At this foundational stage, the focus is on introducing and reinforcing basic vocabulary related to housing. Research by Nation (2001) and Schmitt (2010) indicates that new vocabulary needs repeated exposure in varied contexts before it can be actively used.

Recommended materials include flashcards, vocabulary songs, and classification games. For example, students may observe a house floor plan and identify the names of rooms either orally or in writing.
3.1.2 C2 – Understanding (Verstehen) At this level, students are expected to comprehend and explain simple information about housing. Instructional materials may include short descriptive texts with visuals, labeled floor plans, and audio dialogues describing apartments. Vandergrift and Goh (2012) highlight the importance of explicitly teaching listening skills. Task-based listening activities, such as matching descriptions to floor plans, are particularly effective in developing holistic understanding.
3.1.3 C3 – Applying (Anwenden) The application stage requires students to use language in practical and meaningful contexts. Suggested activities include role-playing apartment searches, writing descriptions of their own rooms, and completing simple housing-related forms. According to Littlewood (2011), task-based language teaching significantly enhances communicative competence by encouraging learners to use language as a tool for real-life purposes.
3.1.4 C4 – Analyzing (Analysieren) At this stage, students engage in critical thinking by comparing and analyzing different housing concepts. For instance, they may compare German housing types such as Einfamilienhaus, Mehrfamilienhaus, and Wohngemeinschaft with Indonesian housing experiences. Activities like comparative tables and analysis of authentic housing advertisements help develop analytical skills and cultural awareness.
3.1.5 C5 – Evaluating (Beurteilen) Evaluation involves making judgments based on defined criteria. Activities may include structured debates (e.g., living in the city vs. the countryside), writing apartment reviews, or assessing interior design based on functionality and aesthetics. Facione (2011) identifies evaluation as a core component of critical thinking that should be systematically developed in education.

3.1.6 C6 – Creating (Erschaffen)

At the highest level, students are encouraged to produce original work. A suggested final project is "Traumhaus Nusantara," in which students design their dream house by combining elements of Indonesian traditional architecture with German housing concepts.

They create a floor plan and present it in German. Wiggins and McTighe (2005) refer to this type of activity as an authentic performance task, where assessment and meaningful learning occur simultaneously.

P1 (Perception)
P2 (Set/Readiness)
P3 (Imitation)
P4 (Mechanism/Habituation)
P5 (Complex Overt Response)
P6 (Adaptation)

At the P1 (Perception) level, students begin by developing sensory awareness through listening activities involving sounds commonly found in German homes, such as a doorbell (Türklingel), running water (Wasserhahn), or a vacuum cleaner (Staubsauger). They are then asked to associate these sounds with the appropriate rooms.

At the P2 (Set/Readiness) stage, students prepare both physically and mentally for motor activities. This includes preparing tools such as pencils and rulers before engaging in tasks like drawing Grundriss (floor plan).

At the P3 (Imitation) level, students start to replicate given models. They imitate the pronunciation of Wohnen-related vocabulary from native speakers and copy sample German house layouts as guided practice.

The P4 (Mechanism/Habituation) stage is marked by increasing independence. Students are able to label parts of a house in German without relying on references or examples.

At the P5 (Complex Overt Response), students demonstrate more integrated skills by delivering fluent oral presentations about their ideal homes without reading from a script.

At the P6 (Adaptation) level, students show creativity by modifying traditional Indonesian house designs to fit modern German housing concepts, combining linguistic knowledge with cultural understanding.

Finally, at the P7 (Origination/Creation) stage, students produce original work, such as bilingual posters or miniature models of traditional houses labeled in German.

The findings indicate that the most effective psychomotor activities in teaching Wohnen are those that combine physical engagement and language production simultaneously. Activities that involve drawing, designing, or constructing while also describing and explaining in German significantly enhance learning outcomes. This aligns with the principles of dual coding theory (Paivio, 1990), which suggests that information processed through both verbal and visual channels leads to stronger retention.

It reflects a shared, universal human need for spaces that are both functionally organized and socially meaningful. Although the architectural forms differ significantly, the underlying functions and values show notable similarities.

Gobyah (2003) describes local wisdom as a form of "cultural filter," enabling individuals to absorb external cultural influences without losing their own cultural identity. In the context of German as a foreign language (DaF), this suggests that students can better understand the German concept of Gemütlichkeit—the idea of home as a warm, private, and meaningful space—through local concepts such as sahala ni jabu in Batak Toba tradition. Both concepts highlight the house as more than a physical structure, emphasizing its social and spiritual significance.

Several aspects of local wisdom are particularly productive for comparison with German Wohnen. First, the concept of privacy: German culture places strong emphasis on Privatsphäre, restricting access to certain areas of the home. In contrast, many Indonesian traditional houses are designed with a more communal and open spatial concept.

Second, cosmological orientation: traditional houses such as the Torajan Tongkonan and the Minangkabau Rumah Gadang are oriented according to symbolic and spiritual principles. This differs from contemporary German housing design, which tends to prioritize functional considerations such as efficiency and natural lighting. Third, spatial hierarchy: the Javanese Joglo house features a clear progression of space, from public areas like the pendopo to more private

inner sections. This spatial gradation parallels the distinction between public and private spaces commonly found in German interior design.

4. Integrative Learning Model: Four Stages of CTL-Wohnen

- Constructivism (Local Homes)

  Students explore the concept of home from their own cultural experiences, such as traditional houses and neighborhoods.

- Inquiry (Comparative Analysis)

  Students examine and compare differences between Indonesian and German houses, such as building structures and room functions.

- Modeling (Wohnen Einführen)

  The teacher provides examples of German language use, such as the dialogue: "Wie ist deine Wohnung?" and introduces the vocabulary word Wohnen.

- Learning Community

  Students discuss in groups to compare housing cultures and share their analysis.

- Authentic Assessment (Interkulturell Erschaffen)

  Students create tangible products such as posters, floor plans, or miniatures of houses that combine Indonesian and German culture.

- Reflection

  Students write or convey reflections, for example: “What was that like?”

Based on the synthesis of the three main dimensions, this study proposes a four-stage learning model referred to as CTL–Wohnen–4T. The model is cyclical in nature, meaning it can be applied repeatedly across different Wohnen subtopics with progressively increasing cognitive and psychomotor demands.

Stage 1 – Local Exploration (Lokal Erkunden)

At the initial stage, students explore housing concepts through their own cultural experiences before being introduced to German perspectives. Teachers may begin with guiding questions about differences between traditional and modern housing or the names of rooms in local houses.

Activities may include drawing floor plans of traditional houses, sharing personal experiences, or presenting family house photos. This stage activates prior knowledge, serving as a foundation for new learning, in line with Ausubel's (1968) concept of advance organizers.

Stage 2 – Introducing the Concept of Wohnen (Wohnen Einführen)

At this stage, teachers explicitly introduce German Wohnen concepts, including vocabulary, structures, and usage. These are consistently linked to students' prior cultural knowledge.

For example, the main room in a traditional house can be compared to the Wohnzimmer in a German home. This approach reflects Krashen's (1985) principle of comprehensible input, where new material is presented slightly above the learner's current level but supported by meaningful context.

Stage 3 – Comparative Analysis (Komparativ Analysieren)

Students then engage in deeper comparison between Indonesian and German housing concepts. Activities may include completing comparison tables, creating Venn diagrams, or participating in structured discussions.

Analytical questions, such as why German houses often have basements (Keller) while Indonesian houses feature raised floors, encourage students to consider the relationship between environment, culture, and architectural design. This stage targets higher-order thinking (C4) and complex psychomotor responses.

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Stage 4 – Cross-Cultural Creation (Interkulturell Erschaffen)

In the final stage, students create original products that integrate both cultural traditions. For instance, they may design a "House of Harmony" that combines Indonesian decorative elements with efficient German spatial layouts.

These projects—such as floor plans, posters, or models—are presented in German. Assessment is holistic, covering linguistic accuracy, creativity, product quality, and presentation skills. This stage represents the highest level of both cognitive and psychomotor achievement. component, but rather as a core element in building authentic communicative competence. Activities that combine physical engagement with language production—such as drawing a floor plan while describing it in German—have been shown to significantly improve vocabulary retention. This finding aligns with the principles of dual coding theory, which suggest that information processed through both visual and verbal channels is more effectively retained.

CTL–4T Stage	Cognitive Focus	Psychomotor Focus	Local Wisdom	Duration (Minutes)
1. Local Exploration	C1–C2	P1–P2	Exploring local home experiences and culture	30
2. Introduction to Concepts	C2–C3	P3–P4	Connecting local house concepts with German concepts	30
3. Comparative Analysis	C4–C5	P4–P5	A critical comparison of Indonesian–German residential culture	45
4. Cross-Cultural Creation (Ctrl)	C5–C6	P6–P7	Cultural synthesis in creative products (integrative house)	45–60

RESULTS AND DISCUSSION

A literature review of 47 relevant sources indicates that the teaching of Wohnen (housing/living) in German language classes at Indonesian senior high schools is still largely dominated by conventional, teacher-centered approaches. In practice, students are mostly given written tests, teachers introduce vocabulary, and students are expected to memorize it. This method is considered ineffective because it only targets lower-level cognitive skills (C1–C2) and overlooks

important psychomotor as well as affective-cultural aspects that are essential in foreign language learning (Richards & Rodgers, 2014).

For this reason, this study proposes the CTL–Wohnen–4T model, which integrates three main dimensions of contextual teaching and learning (CTL): Indonesian local wisdom, psychomotor skills based on Harrow's taxonomy, and cognitive skills based on Bloom's Taxonomy.

The first finding relates to the design of Wohnen learning materials structured according to the six levels of Bloom's Taxonomy (C1–C6). Each level involves different cognitive processes, as explained by Anderson and Krathwohl (2001), which means that both learning activities and assessment strategies must vary accordingly.

At the C1 level (Remembering), the focus is on introducing and reinforcing basic vocabulary through flashcards, house-themed songs, and classification games. New vocabulary needs to be revisited repeatedly in different contexts before students can actively use it, as highlighted by Nation (2001) and Schmitt (2010). At the C2 level (Understanding), students are expected to comprehend and explain simple information about housing. This can be achieved through illustrated descriptive texts, labeled floor plans, and audio dialogues. Vandergrift and Goh (2012) emphasize the importance of teaching listening skills, for example through tasks that require students to match descriptions with house layouts. At the C3 level (Applying), students begin to use the language in practical situations, such as simulating an apartment search or writing descriptions of their own rooms. Task-based learning, according to Littlewood (2011), encourages students to use language as a tool in real-life contexts, which significantly improves their communicative competence.

At the C4 level (Analyzing), students are trained to think critically by comparing German housing concepts—such as Einfamilienhaus, Mehrfamilienhaus, and Wohngemeinschaft—with housing experiences in Indonesia. Comparative tables and the analysis of authentic property advertisements help strengthen both analytical skills and intercultural awareness. At the C5 level (Evaluating), students are asked to make judgments based on given criteria. This can be done by writing interior design reviews or engaging in structured debates on topics such as "Stadt oder Land—wo möchtest du wohnen?" (city or countryside—where would you prefer to live?). Facione (2011) argues that evaluation is a crucial component of critical thinking and should be

systematically developed in schools. Finally, at the C6 level (Creating), students are encouraged to produce original work through the project "Traumhaus Nusantara." In this project, students design their dream house by combining elements of traditional Indonesian architecture with German housing concepts, and then present their ideas in German. Wiggins and McTighe (2005) describe this type of activity as an authentic performance task, where meaningful learning and assessment take place simultaneously.

The following table summarizes the learning activities across all levels of Bloom's Taxonomy.

Table: Wohnen Learning Activities Based on Bloom's Taxonomy (C1–C6)

Level	Cognitive Process	Learning Activities	Expected Outcomes
C1– Remembering	Recognizing and recalling vocabulary	Flashcards, house-themed songs, vocabulary classification games	Mastery of basic Wohnen vocabulary
C2- Understanding	Comprehending and explaining information	Listening to dialogues, reading illustrated texts, matching descriptions with floor plans	Ability to understand and summarize simple housing descriptions
C3 – Applying	Using language in real-life contexts	Role-play (apartment search), writing room descriptions	Production of simple dialogues and descriptive texts
C4 – Analyzing	Comparing and differentiating concepts	Comparative tables (German vs Indonesian housing), analysisof property advertisements	Development of analytical and intercultural understanding

Level	Cognitive Process	Learning Activities	Expected Outcomes
C5–Evaluating	Making judgments based on criteria	Debates (e.g., *Stadt oder Land*), interior design reviews	Ability to produce argumentative texts and evaluations
C6 – Creating	Producing original work	Project *Traumhaus Nusantara*, designing and presenting house plans (*Grundriss*)	Creation of house design + oral presentation in German

The second finding shows that the psychomotor domain (P1–P7) develops alongside the learning of Wohnen. This study reveals that psychomotor aspects are often overlooked in foreign language instruction. In contrast, Asher's (1969) work on Total Physical Response (TPR) has long demonstrated that involving the body in language learning can significantly accelerate vocabulary comprehension.

At the P1 level (Perception), activities are designed to raise students' sensory awareness. For example, students listen to common sounds found in a German household—such as a doorbell (Türklingel), a water tap (Wasserhahn), or a vacuum cleaner (Staubsauger)—and match them with the appropriate rooms. At P2 (Set/Readiness), students prepare themselves both mentally and physically for motor activities. This may include simple actions like getting their pencils and rulers ready before drawing a Grundriss (floor plan). At P3 (Imitation), students engage in guided practice by copying German house layouts and imitating Wohnen vocabulary from native speakers.

Moving to P4 (Mechanism/Habitual Response), students begin to show greater independence. For instance, they are able to describe parts of a house in German without relying heavily on prompts or prior examples. Nation (2001) emphasizes that distributed practice over multiple sessions is far more effective than a single intensive session. At the P5 level (Complex Overt Response), students deliver oral presentations about their dream houses without reading from a script. This requires them to coordinate linguistic memory, articulation, and eye contact at

the same time. At P6 (Adaptation), students demonstrate creativity by modifying traditional Indonesian house designs to align with contemporary German housing concepts. Linguistically, this stage encourages the use of hypothetical sentence structures such as "Wenn ich ein deutsches Haus hätte, würde ich…", introducing the Konjunktiv II in a meaningful context.

Finally, at P7 (Origination/Creation), students produce original work, such as bilingual posters or miniature models of traditional houses labeled in German. Overall, the study finds that psychomotor activities combining physical involvement with language production are the most effective in teaching Wohnen. This aligns with Paivio's (1990) dual coding theory, which suggests that information processed through both verbal and visual channels is more likely to be retained in long-term memory.

The table below summarizes the progression of psychomotor activities in Wohnen learning from P1 to P6.

Table: Psychomotor Activities (P1–P6) in Wohnen Learning

Level	Psychomotor Process	Description	Learning Activities
P1 – Perception	Sensory awareness	Developing students' ability to perceive and interpret sensory input	Listening to German household sounds (e.g., *Türklingel, Wasserhahn, Staubsauger*) and matching them with rooms
P2 – Set (Readiness)	Mental and physical preparation	Preparing students for action both cognitively and physically	Preparing drawing tools, following instructions in German before making a *Grundriss*
P3 – Imitation	Guided response	Imitating models provided by the teacher or native speakers	Shadowing pronunciation, copying house layouts, repeating vocabulary

Level	Psychomotor Process	Description	Learning Activities
P4 – Mechanism	Habitual and independent performance	Developing more confidence and independence in performing skills	Describing house parts in German without prompts, vocabulary dictation, labeling rooms independently
P5 – Complex Overt Response	Integrated skill performance	Coordinating multiple skills smoothly and accurately	Oral presentations about dream houses without reading, self-recorded videos
P6 – Adaptation	Creative modification	Modifying learned skills to fit new situations creatively	Adapting Indonesian house designs into German concepts, using *Konjunktiv II* (e.g., *Wenn ich ein deutsches Haus hätte…*)

The third and most important finding is that Indonesian local wisdom is integrated into Wohnen learning as a cognitive bridge. Local wisdom functions as a kind of "cultural filter," as described by Gobyah (2003), allowing learners to absorb elements of foreign cultures without losing their own cultural identity. In this context, students can better understand German concepts such as Gemütlichkeit—the idea of a home as a warm, personal, and meaningful space—by relating it to local concepts like sahala ni jabu from the Batak Toba tradition.

When compared to German housing concepts, several aspects of Indonesian local wisdom prove especially productive. The first is the concept of privacy. German culture tends to emphasize strict personal privacy, whereas many traditional Indonesian houses are built around more communal and open spatial arrangements. The second is cosmological orientation. While modern German housing often follows functional and practical layouts, traditional Indonesian houses—such as Tongkonan from Toraja or Rumah Gadang from Minangkabau—are designed based on symbolic and spiritual principles.

By systematically comparing German housing concepts with traditional Indonesian houses like Ruma Gorga, Rumah Gadang, Joglo, and Tongkonan, students are able to explore foreign cultural perspectives without losing connection to their own cultural background. Sujatna (2014) emphasizes that effective language education is deeply rooted in the relationship between language and local culture. Therefore, integrating local wisdom becomes a key element in strengthening both students' intrinsic motivation and their intercultural competence. Based on the synthesis of these three findings, this study proposes a cyclical CTL–Wohnen–4T Model, consisting of four interconnected stages.

In the first stage, "Lokal Erkunden" (Local Exploration), students are encouraged to explore housing concepts from their own cultural experiences. This stage activates prior knowledge, which Ausubel (1968) refers to as an advance organizer that supports new learning.

The second stage, "Wohnen Einführen" (Concept Introduction), involves the teacher explicitly introducing German Wohnen concepts, including vocabulary, structures, and usage, while continuously linking them to the students' previously activated cultural knowledge. This approach aligns with Krashen's (1985) idea of comprehensible input, where new material is presented in a way that is accessible and supported by meaningful context.

In the third stage, comparative analysis, students examine similarities and differences between Indonesian and German housing concepts. This can be done through comparison tables, Venn diagrams, or structured discussions.

Finally, in the fourth stage, "Intercultural Erschaffen" (Intercultural Creation), students produce creative works that combine elements from both cultures, such as posters, house layouts, or miniature models. These products are then presented in German and evaluated holistically, covering creativity, linguistic accuracy, product quality, and presentation skills.

The following table illustrates how this model can be implemented across different classroom sessions.

Table: Implementation Scenario of CTL–Wohnen–4T Model per Meeting

Stage (CTL–4T)	Cognitive Focus	Psychomotor Focus	Local Wisdom Integration	Duration (minutes)
1. Local Exploration (Lokal Erkunden)	**C1–C2**	**P1–P2**	**Exploring students' experiences and cultural knowledge of traditional houses**	**30**
2. Concept Introduction (Wohnen Einführen)	**C2–C3**	**P3–P4**	**Connecting Indonesian housing concepts with German Wohnen concepts**	**30**
3. Comparative Analysis	**C4–C5**	**P4–P5**	**Critical comparison between Indonesian and German housing cultures**	**45**
4. Intercultural Creation (Interkulturelles Erschaffen)	**C5–C6**	**P6–P7**	**Cultural synthesis in creative products (integrative house design)**	**45–60**

Overall, the CTL–Wohnen–4T model offers German (DaF) teachers in Indonesia a framework that is both structured and flexible. It can be applied repeatedly across different Wohnen subtopics, while gradually increasing both psychomotor and cognitive demands.

If implemented consistently, this model has the potential to shift the paradigm of German language teaching—from a memorization-based approach toward one that is more contextual, meaningful, and grounded in cultural identity.

This study finds that the success of the model is strongly influenced by how fully the CTL components are implemented. Johnson (2002) identifies seven key components of CTL: constructivism, inquiry, modeling, learning community, authentic assessment, reflection, and authentic questioning. All of these can be integrated effectively into Wohnen learning.During the local exploration stage, the constructivist component is activated, as students build new understanding of German housing concepts based on their own cultural knowledge.

In the comparative analysis stage, inquiry comes into play, with students actively investigating and questioning the differences between German and Indonesian housing systems.

The modeling component is reflected in the teacher's contextual use of German. For example, the teacher might demonstrate a simple dialogue such as: "Wie ist dein Haus?" — "Sie hat drei Zimmer und einen Balkon." Students then work in small groups to compare their own housing experiences and share their intercultural findings, forming a learning community.

In this model, authentic assessment is represented through student-created products, such as bilingual posters, integrative house floor plans, or miniature models labeled in German. This type of assessment allows teachers to evaluate a wide range of competencies, including creativity, oral communication skills, linguistic accuracy, and critical thinking—going beyond what conventional written tests can measure. Wiggins and McTighe (2005) argue that assessment based on the Understanding by Design (UbD) framework should begin with clear end goals, followed by defining authentic evidence of learning before designing instructional activities. This principle aligns well with the CTL–Wohnen–4T model, where the Traumhaus Nusantara project serves as the final goal that guides the entire learning process.

At the end of each stage, reflection is incorporated by asking students questions such as: "What did I learn about living?" or "What was most challenging for me?" This reflective practice helps deepen cognitive processing and enhances students' metacognitive awareness of their own learning.

The study also finds that when learning content is connected to students' cultural identity, their intrinsic motivation increases significantly. Students who feel that their culture is recognized and valued in the learning process tend to show higher engagement, confidence, and better learning outcomes (Gay, 2010). In the context of DaF, for instance, when a student from North Sumatra sees Ruma Gorga being discussed and appreciated in a German lesson, they begin to see the

German language not as something distant, but as a medium to express and share their cultural identity with a wider world.

This finding is supported by Moll et al. (1992) through the concept of "Funds of Knowledge," which highlights that the cultural knowledge and experiences students bring from home are valuable pedagogical resources that should be actively incorporated into classroom instruction.

From a linguistic perspective, integrating local wisdom also helps students acquire more complex grammatical structures in meaningful contexts. For example, when students are asked to explain differences between a Joglo house and a German-style house, they are naturally encouraged to use comparative structures such as "Im Gegensatz zu…", "Während… hat…", and "Sowohl… als auch…", which represent more advanced syntax. As emphasized by Larsen-Freeman (2003) in the concept of grammaring, using grammar in meaningful and authentic contexts is far more effective than isolated drills. Therefore, a local wisdom-based approach not only strengthens the cultural dimension of learning but also improves overall language mastery in a more sustainable way.

The study further suggests that DaF teachers in Indonesia need to develop intercultural pedagogical competence. This includes both knowledge of German and Indonesian cultures and the ability to design learning activities that connect the two in creative and culturally sensitive ways. Krashen (1985) explains that the affective filter—emotional barriers such as anxiety, low motivation, or lack of confidence—can significantly hinder language acquisition. When teachers create a classroom environment that values students' cultural identities, this affective filter is naturally lowered, allowing students to absorb language input more effectively.

For this reason, an important practical recommendation of this study is the need for teacher training focused on developing teaching materials based on local wisdom. In addition, the study highlights the strong potential of digital technology in supporting the implementation of the CTL–Wohnen–4T model. Students can use platforms such as Google Slides, Canva, or simple architectural design applications like Planner 5D to create digital house designs. They can also upload presentation recordings to platforms like Padlet or Google Classroom, enabling interaction in German beyond the classroom. These tools not only increase student engagement but also prepare them to use German in a digitally connected world. Richards and Rodgers (2014)

emphasize that the integration of technology in language learning is no longer optional, but a pedagogical necessity.

Finally, it is important to note that the CTL–Wohnen–4T model is highly adaptable and can be adjusted to different school contexts. Teachers in low-resource settings can implement it using simple materials such as cardboard, colored markers, and magazine images of houses. Meanwhile, schools with better digital access can enrich the model through multimedia elements and online collaboration.

Because of its flexibility, the CTL–Wohnen–4T model offers an inclusive and contextual learning framework that can be applied across a wide range of educational settings in Indonesia, from urban schools to remote areas.

CONCLUSION AND SUGGESTIONS

This study successfully addresses the three research questions and yields three key findings. First, the design of Wohnen teaching materials structured progressively from C1 to C6 in Bloom's Taxonomy is theoretically effective in fostering both linguistic competence and critical thinking skills. Materials that focus only on lower levels (C1–C2) tend to fall short in developing genuine communicative competence. Conversely, moving directly to higher levels (C5–C6) without a solid foundation in C1–C3 may create learning gaps that hinder student progressSecond, the integration of the psychomotor domain (P1–P7) in Wohnen instruction should not be seen as an additional component, but rather as a core element in building authentic communicative competence. Activities that combine physical engagement with language production—such as drawing a floor plan while describing it in German—have been shown to significantly improve vocabulary retention. This finding aligns with the principles of dual coding theory, which suggest that information processed through both visual and verbal channels is more effectively retained.

Third, and most notably, the integration of local wisdom serves as a powerful cognitive bridge in learning. Systematic comparisons between Indonesian traditional houses—such as Ruma Gorga, Rumah Gadang, Joglo, and Tongkonan—and German housing concepts enable students to understand foreign cultural perspectives without losing their own cultural identity.

The proposed CTL–Wohnen–4T model—comprising Local Exploration, Concept Introduction, Comparative Analysis, and Cross-Cultural Creation—offers a structured yet flexible

framework that can be effectively implemented by DaF teachers across diverse educational contexts in Indonesia.

In practical terms, this study highlights the need to redesign DaF teaching materials to better incorporate local cultural content. It also underscores the importance of teacher training in developing learning activities that integrate both psychomotor and linguistic dimensions. Future research, particularly using experimental or quasi-experimental designs, is recommended to empirically evaluate the effectiveness of the CTL–Wohnen–4T model in improving student motivation, vocabulary retention, and intercultural competence.

BIBLIOGRAPHY

Anderson and Krathwohl (2001) present a revised version of Bloom's taxonomy, offering a framework that helps educators design learning objectives, teaching strategies, and assessment methods more effectively.

Asher (1969) introduces the Total Physical Response (TPR) approach, emphasizing the role of physical movement in supporting second language acquisition, particularly in the early stages of learning.

Ausubel (1968) focuses on cognitive learning theory, highlighting how prior knowledge plays a crucial role in understanding and retaining new information.

Gay (2010) discusses culturally responsive teaching, explaining how incorporating students' cultural backgrounds into instruction can improve learning outcomes and engagement.

Gobyah (2003) emphasizes the importance of local wisdom, encouraging education to be rooted in cultural values and traditions.

Johnson (2002) explains the concept of Contextual Teaching and Learning (CTL), stressing that learning becomes more meaningful when connected to real-life situations.

Krashen (1985) proposes the Input Hypothesis, arguing that language acquisition occurs when learners are exposed to comprehensible input slightly above their current level.

Larsen-Freeman (2003) shifts the focus from teaching grammar as a fixed system to "grammaring," where grammar is seen as a dynamic skill used in communication.

Littlewood (2011) expands on Communicative Language Teaching (CLT), describing how it continues to evolve to meet the needs of a changing global context.

Nation (2001) explores vocabulary learning, emphasizing strategies that help learners acquire and retain words effectively in a second language.

Richards and Rodgers (2014) provide an overview of various language teaching methods, explaining their principles and classroom applications.

Sujatna (2014) highlights the connection between language and local culture, stressing the importance of integrating cultural elements into language education.

Vandergrift and Goh (2012) focus on listening skills in second language learning, particularly the role of metacognition in improving comprehension.

Wiggins and McTighe (2005) introduce the Understanding by Design (UbD) framework, which encourages teachers to plan lessons by starting with desired learning outcomes and working backward