

## The Development of Teaching Materials to Write Description Text Based on the Local Wisdom of Pulau Rakyat in VII Grade of SMP Swasta Swadaya Pulau Rakyat

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### Abstract

*This study aims to determine the developing. The form of teaching materials used by teachers is still based on textbooks provided in schools, namely books from the Ministry of Education and Culture. Another factor that influences the lack of developed teaching materials is creativity to plan, prepare and make teaching materials. This is also confirmed in Prastowo's book (2015: 14), that the general paradigm and perception inherent among educators is that making teaching materials is a difficult and stressful job. So, the teacher is reluctant to think about finding out how to develop teaching materials. This research was conducted at the Pulau Rakyat Private Junior High School, Asahan Regency, North Sumatra to grade VII students. The implementation of this research was carried out in the even semester of 2019. The results of the effectiveness of teaching materials for writing descriptive text based on local wisdom of Pulau Rakyat on a limited trial were 32 students of class VII of the Private Island Private Junior High School, namely the results of the pretest trial obtained an average score of 69.5 with sufficient category. Meanwhile, the student learning outcomes after using the teaching materials to write descriptive texts based on the local wisdom of the Island of the People / posttest with an average score of 77.3 in a good category.*

### Keywords

development; local wisdom; teaching materials; writing



## I. Introduction

The development of teaching materials must pay attention to the principles of curriculum development. This is in accordance with the 2013 Curriculum Documents which stipulate that the curriculum must be responsive to developments in science, culture, technology and arts. The curriculum is developed on the basis of the awareness that science, culture, technology, and art are developing dynamically. The curriculum must be relevant to the needs of students. This means that the curriculum provides opportunities for students to study problems in their community as curriculum content and the opportunity to apply what is learned in the classroom in life in society. So, the development of teaching materials is needed to assist in the process of achieving the goals of the curriculum and material being taught.

Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life. So, to create the highest quality of human resources, education is becoming an important factor to be considered (Sugiharto, 2020). Teaching materials developed through curriculum policies that have been updated according to their capacities and needs. The text-based 2013 curriculum is considered important because in its application students must be able to produce text in each lesson.

One of the texts is descriptive text because the writing style is a short, dense explanation and describes information / circumstances of a place or events to the reader. According to Suwandi (2014: 2) text-based learning is considered important, the culture of writing and reading for students and Indonesian society is low. This is because students are more interested in the oral culture that is so ingrained in the culture of Indonesian society.

Based on the results of observations by researchers on class VII Indonesian language teachers of Pulau Rakyat Swadaya Private Middle School, it is revealed that, so far, they have been in school Pulau Rakyat Private Junior High School that is, in developing a teaching material or teaching material is still minimal, the form of teaching materials used by teachers is still based on textbooks provided in schools, namely books from the Ministry of Education and Culture. Another factor that influences the lack of developed teaching materials is creativity to plan, prepare and make teaching materials. This is also confirmed in Prastowo's book (2015: 14), that the general paradigm and perception inherent among educators is that making teaching materials is a difficult and stressful job. So, the teacher is reluctant to think about finding out how to develop teaching materials. This is supported by data obtained by Lubis et al. (2015) in their research entitled "Development of Indonesian Language Learning Module Assisted by Mind Maps on Writing Papers for Class XI SMA / MA Students" that the teaching materials used by teachers and students are still based on textbooks, this book is the only source of information for learning.

## **II. Review of Literatures**

### **2.1 Definition of Teaching Materials**

Teaching materials are the most important thing in a lesson where teaching materials are a medium for conveying messages and things related to learning itself. Tomlinson (2014: 2) states that, "teaching materials is both a field of study and a practical undertaking. As a field it studies the principle and procedures of the design, implementation and evaluation of language teaching materials. "According to Tomlinson, teaching materials or teaching materials are materials that are used or implemented using principles and procedures in the use of these teaching materials. Meanwhile, according to Opera and Oguzor (2011: 66), "instructional materials are the audio visual materials (software / hardware) which can be used as alternative channels of communication in the teaching learning process. The development teaching materials containing local culture has not been prepared to a large extent (Nurlina, 2020).

### **2.2 Understanding Module**

Prastowo (2015: 106) states that, "The learning module is a teaching material that is systematically arranged in language that is easily understood by students according to their level of knowledge and age, so that they can learn on their own (independently) with assistance or guidance. at least from educators. " Then, with modules, students can also measure their own level of mastery of the material discussed in each module unit, so that if they have mastered it, they can continue in one module at the next level. Majid (2011: 176) argues that a module is a book written with the aim that students can learn independently without or with teacher guidance, so that the module contains at least all the basic components of teaching materials.

### **2.3 Text Description**

According to Sipayung (2018) Understanding a written text means extracting the required information from it as efficiently as possible. The word description comes from the Latin word describe which means to write about or explain something. On the other hand, the word description can be translated into description, which comes from the word perimemerikan which means 'to describe something'. Based on this description, Kurniasari (2014: 141) explains that: Descriptions contain experiences that are clearly described. The experience can be in the form of an object. When reading and listening, it is as if the reader or listener feels himself seeing, hearing, or touching. The statement above shows that the description text is a text that describes objects related to sensing. This is confirmed by Parera (1987: 5), that description is a form of writing that is alive and influential.

### **2.4 Definition of Local Wisdom**

Local wisdom in the dictionary sense consists of two words, namely wisdom (wisdom) and local (local). Local means local, while wisdom is the same as wisdom. In general, local wisdom (localwisdom) can be understood as local ideas that are wise, full of wisdom, of good value, which are embedded and followed by the community. According to Ambarita (2016: 68), local wisdom is identical to local culture which acts as a pattern of behavior and principles of local community life.

Furthermore, culture itself is a system that applies in society. Culture is a system that is meant as: an adaptive system, a cognitive system, a structural system of symbols, a system of symbols and shared meanings.

In line with culture as an adaptive system and a cognitive system, the education system based on local wisdom will be able to adapt to the rapid development of science and technology. So thus the education system based on local wisdom will be sustainable and competitive. Cultural cognitive insight is in the ideas of empowering community and natural resources. Education planning based on local wisdom is planning that is cognitive, effective, and meaningful for the life of the community.

## **III. Research Method**

This research was conducted at the Pulau Rakyat Private Junior High School, Asahan Regency, North Sumatra to grade VII students. The implementation of this research was carried out in the even semester of 2019.

Collecting data for a researcher can be obtained from a data source called the population. The population can be in the form of all objects, events and individuals that can be used as a source of data in research. Sugiyono (2012: 117) explains that "Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions."

The population in this study were students of class VII SMP Private Private Island Rakyat, totaling 142 people. The distribution of the population can be seen in table 3.1 below:

**Table 1.** The Total of Students in Grade VII, SMP Swasta Swadaya Pulau Rakyat for 2019/2020 Academic Year

No.	Class	amount
1	VII -1	35
2	VII-2	35
3	VII-3	36
4	VII-4	36
Total		142

Source: Data from Pulau Rakyat Private Junior High School

**Table 2.** Validation Questionnaire Grid and Expert Assessment of Learning Materials

No.	Assessment Indicator Components	Number of Questions
<b>Content Eligibility</b>		
1	Material Completeness	5
2	Accuracy of Material	2
3	Relevance of the Material to the Characteristics of Students	5
4	Relevance of matter with everyday life	1
<b>Language Eligibility</b>		
1	Straightforward	2
2	Communicative	2
3	Interactive	3
4	Suitability with the level of development of students	2
5	Cluster and coherence of thought lines	2
6	Use of terms, icons and symbols	2

Serving Feasibility		
1	Presentation technique	2
2	Complete Enrichment Book Presentation	3

**Table 3.** Grid of Design Feasibility Questionnaire Instruments by Design Experts

No.	Assessment Indicator Components	Number of Questions
1	Physical size of teaching materials	2
2	Cover design of teaching materials	9
3	Design content of teaching materials	19

b. Teacher response questionnaire sheets and students towards teaching materials obtained from teacher responses, individual trials, small group trials, and limited field trials.

- a. Individual test 3 people
- b. Small group trial of 9 people
- c. Limited field trials of 32 people
- d. 2 Indonesian teacher responses

The questionnaire grid can be seen in table 4 below.

**Table 4.** Teacher's Response Questionnaire Grid

No.	Indicator	Number of Questions
1	Material Description Text	5
2	Language	2
3	Interest	9
Total		16

**Table 5.** Grid for Student Response Questionnaires

No.	Indicator	Number of Questions
1	Material Description Text	5
2	Language	2
3	Interest	8
Total		15

**Table 6.** The Answer Criteria for Validation Instrument Items with a Likert Scale

No.	Answer	Score
1	Very good	5
2	Good	4
3	Enough / moderate	3
4	Not good	2
5	Not very good	1

Then the data were analyzed descriptively quantitatively, namely calculating the percentage of indicators for each category of the teaching materials developed.

$$\text{Score Percentage} = \frac{\text{Total of Indicators per category}}{\text{Total Category}} \times 100\%$$

Based on the results of the calculation of the formula above, a percentage is generated. The score classification is then changed to a classification in the form of a percentage (Sugiyono, 2011: 18), then interpreted with a qualitative sentence listed in table 7 below.

**Table 7.** Criteria for Percentage of Indicators on Teaching Materials for Writing Text Description Based on the Local Wisdom of the Developed Island of the People

No.	Answer	Score
1	Very good	81% <X <100%
2	Good	61% <X <80%
3	Moderate	41% <X <60%
4	Not good	21% <X <40%
5	Very Poor	0% <X <20%

The classification of student assignments adapted from Nurgiyantoro (2001: 399) on the material of writing descriptive text based on the 5 scale convention guidelines can be seen in table 8 below.

**Table 8.** Benchmarks for the Assessment of Writing Skills for Descriptive Text

No.	Value Range	Information
1	85% - 100%	Very well
2	75% - 84%	Good
3	60% - 74%	Enough
4	40% - 59%	Less
5	0% - 39%	Failed

(Nurgiyantoro, 2001: 399)

The indicators of success are, the cycle in this research will end if the skills to write descriptive text are obtained have achieved classical completeness, namely, 75%

**Table 9.** Answer Criteria for Validation Instrument Items with a Likert Scale

No.	Answer	Score
1	Very good	5
2	Good	4
3	Enough / moderate	3
4	Not good	2
5	Not very good	1

Then the data were analyzed descriptively quantitatively, namely calculating the percentage of indicators for each category of the teaching materials developed.

$$\text{Score Percentage} = \frac{\text{Total of Indicators per Category} \times 100\%}{\text{Total number of Category Indicators}}$$

Based on the results of the calculation of the formula above, a percentage is generated. The score classification is then changed to a classification in the form of a percentage (Sugiyono, 2011: 18), then interpreted with a qualitative sentence listed in table 10 below.

**Table 10.** Criteria for Percentage of Indicators on Teaching Materials for Writing Text Description Based on the Local Wisdom of Pulau Rakyat Developed

No.	Answer	Score
1	Very good	81% <X <100%
2	Good	61% <X <80%

3	Moderate	41% <X <60%
4	Not good	21% <X <40%
5	Very Poor	0% <X <20%

The classification of student assignments adapted from Nurgiyantoro (2001: 399) on the material of writing descriptive text based on the 5 scale convention guidelines can be seen in table 11 below.

**Table 11.** Benchmarks for the Assessment of Writing Skills for Descriptive Text

No.	Value Range	Information
1	85% - 100%	Very well
2	75% - 84%	Good
3	60% - 74%	Enough
4	40% - 59%	Less
5	0% - 39%	Failed

(Nurgiyantoro, 2001: 399)

The indicators of success are, the cycle in this research will end if the skill to write descriptive text is obtained has achieved classical completeness, namely, 75%.

## IV. DISCUSSION

This research is a research on the development of teaching materials to write descriptive texts based on the local wisdom of Pulau Rakyat Daryanto (2013: 9) states that a module is a form of teaching material that is packaged in a comprehensive and systematic manner, in it according to a set of planned learning experiences designed to help students master specific learning goals. Through the module students can measure their own level of knowledge of the material discussed in each module unit, so that if they have mastered it, they can continue to one module at the next level.

The module structure developed in this study includes; covers, instructions for use, learning activities, materials, summaries, evaluation sheets, answer key sheets, and glossaries.

### 4.1 Product Identity

Physical Materials	: Printing Materials ( <i>printed material</i> )
Title	: Writing Description Text Module Based on Local Wisdom of the Island of the People
Theory	: Write Description Text
Target	: Class VII Students of Pulau Rakyat Private Private Middle School
Author Name	: Efrina

## 4.2 Book Cover

The cover of the book with text material for writing short stories has a front. Here's the explanation:



*Figure 1. Module Cover Writing Descriptive Text Based on Local Wisdom of Pulau Rakyat*

The front cover of the module consists of, the title of the module is adjusted to the material developed, the background is adjusted to the material in the book, you can see a picture of junior high school students carrying out an activity related to writing, this is so that readers are able to know the meaning of the title and illustration before open the contents of the module. In addition, the module is also accompanied by the author's name.

### 4.3 Foreword



#### PRAKATA

Puji syukur ke hadirat Allah SWT, Tuhan Yang Maha Esa, atas segala nikmat, rahmat dan karunia-Nya yang tak terhingga sehingga penulis dapat menyelesaikan modul pembelajaran menulis teks deskripsi berbasis kearifan lokal untuk siswa SMP kelas VII ini tepat pada waktunya.

Bahan ajar berupa *Modul Menulis Teks Deskripsi* ini disusun berdasarkan kurikulum 2013 edisi revisi 2017 yang diharapkan berguna untuk membantu siswa dalam menulis teks deskripsi berbasis budaya lokal. Diharapkan melalui modul ini, siswa dapat memahami teks deskripsi yang terdapat pada dasarnya, dan mengaitkannya pada kehidupan pribadi masing-masing siswa.

Penulis menyampaikan terima kasih kepada semua pihak yang telah membantu dalam penyusunan modul ini. Penulis menyadari sepenuhnya bahwa bahan ajar berupa modul ini memerlukan saran dan penyempurnaan. Oleh karena itu, penulis mengharapkan kritik dan saran yang membangun untuk kesempurnaan modul ini.

Semoga modul ini dapat memberikan sumbangsih dalam upaya mencerdaskan siswa sebagai generasi penerus bangsa yang mempunyai daya saing unggul dan memiliki karakter yang baik.

Medan,  
Penyusun

EFRINA

Teks deskripsi berbasis budaya lokal/Pulau Rakyat/ Kurikulum 2013

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**Figure 2.** Foreword Module

The foreword is placed on the first page of the book to open the author's communication with the reader. The content of the foreword is the author's attempt to communicate with the reader, namely; 1) give thanks to God Almighty, 2) provide an explanation of the teaching material in the form of modules, 3) a statement of gratitude for the author to those who have helped in writing the module for writing descriptive text based on the local wisdom of Pulau Rakyat, 4) The hope of the related writer with prospects for education and the perfection of the developed modules.

## 4.4 Learning Activities

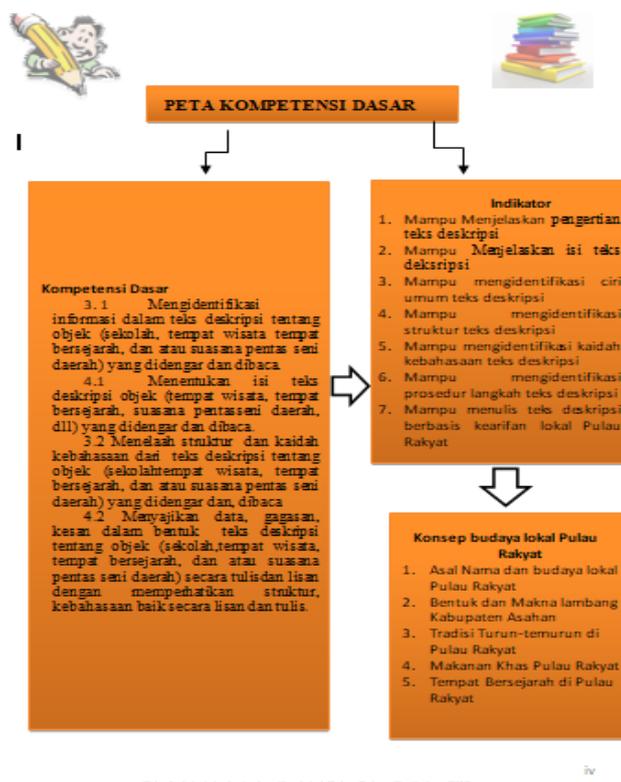


Figure 3. Learning Activities

Learning material contains material that has been determined according to KI, KD, indicators, and learning objectives in the hope that teachers and students can find out the results obtained.

## 4.5 Bibliography

Bibliography with references to reading material that is relevant to the short story text material in the module.

Validation of the material content of the product is intended to determine the opinion of material experts on the feasibility of content, presentation feasibility, and language feasibility. This validation was carried out by Dr. Safwan Hadi Umri, M.Pd. and Dr. Elly Prihasti Wuriyani, M.Pd., who is a Lecturer at Medan State University. The assessment was carried out to obtain information on the quality of the modules developed in order to improve the quality of learning in Pulau Rakyat Private Junior High School on writing descriptive text materials. The following is a table of the results of the content feasibility validation in the writing module of descriptive text based on the local wisdom of Pulau Rakyat.

**Table 12.** Content Feasibility Validation Results in the Writing Text Description Module Based on Local Wisdom of the Island of the People

Sub Components		Assessment Indicators	Validator		%	Criteria
			1	2		
A	Material Completeness	1. The material is broader and more comprehensive.	3	4	70%	Valid
		2. The material has a positive value for the expansion of readers' knowledge.	4	5	90%	Very Valid
		3. The material supports the achievement of the goals of national education, namely the development of the potential of students to become human beings who fear God, have a noble character, are knowledgeable, independent, and responsible.	4	4	80%	Valid
B	Material accuracy	4. The material is in accordance with the latest scientific developments.	3	4	70 % %	Valid
		5. Reference accuracy	3	4	70 % %	Valid
C	The relevance of the material to the characteristics of students	6. The material is in accordance with the concept of developing the characteristics of students, namely spiritual intelligence, emotional and social intelligence and intellectual intelligence.	3	4	70 % %	Valid
		7. Materials can improve the quality of the reader's personality, attitudes and inner experiences.	3	4	70 % %	Valid
		8. The material can form character and develop the role models of students.	3	4	70 % %	Valid
		9. The suitability of the material with the level of mastery of students at the SMA level.	4	4	80 % %	Valid
D	The relevance of the material to everyday life	10. Material can enrich knowledge that can be applied in learning and everyday life.	4	5	90 % %	Very Valid
<b>Total</b>			<b>30</b>	<b>42</b>	<b>72</b>	
<b>Validation Results</b>			<b>72%</b>		<b>Valid</b>	

The results of the assessment in the writing module of descriptive text based on local wisdom of Pulau Rakyat for Class VII students of Pulau Rakyat Private Private Middle

School were submitted through a questionnaire method with a questionnaire instrument presented descriptively.

Based on the results of validation by material experts on the feasibility of writing descriptive text based on the local wisdom of Pulau Rakyat that was developed, the percentage score was 72%. The percentage is obtained from the calculation:

$$\text{Percentage} = \frac{72}{10 \times 10} \times 100\% = 72 \%$$

The percentage score of the content of the appraisal instrument by material experts is valid in accordance with the validity category of the product adapted from Sugiyono (2015). The feasibility of the content is suitable for use as a learning module to write descriptive text based on the local wisdom of Pulau Rakyat in class VII of SMP Swasta Pulau Rakyat.

**Table 13.** Results of Presentation Feasibility Validation in the Writing Text Description Module Based on Local Wisdom of the Island of the People

Sub Components		Assessment Indicators	Validator		%	Criteria
			1	2		
A	Presentation Technique	1. Presentation of material in a series, systemic, straightforward, and easy to understand.	3	4	70%	Valid
		2. The material is presented according to the characteristics of the module as a learning support book.	3	5	80%	Valid
B	Complete presentation of the enrichment book	3. The beginning: a. Foreword b. Table of contents	4	4	80%	Very Valid
		4. Content section a. Material about short stories	4	4	80%	Very Valid
		5. The end: a. Bibliography b. glossary	3	4	70%	Very Valid
<b>Total</b>			<b>17</b>	<b>21</b>	<b>38</b>	
<b>Validation Results</b>			<b>76%</b>		<b>Very Valid</b>	

Based on the results of validation by material experts on the feasibility of presenting a descriptive text writing module based on the local wisdom of Pulau Rakyat that was developed, it was obtained a score of 76%. The percentage is obtained from the calculation:

$$\text{Percentage} = \frac{38}{5 \times 10} \times 100\% = 76\%$$

Based on the results of the validation assessment, it can be said that the module for writing descriptive text based on the local wisdom of Pulau Rakyat that has been developed is feasible to use because it has met the assessment criteria and expert validation components adapted from Kurniasih in Nasution (2016).

**Table 14.** Results of Language Eligibility Validation in the Writing Text Description Module Based on Local Wisdom of the Island of the People

Sub Components		Assessment Indicators	Validator		%	Criteria
			1	2		
A	Straightforward	1. The accuracy of sentence structure	4	4	80%	Valid
		2. The effectiveness of sentences	4	4	80%	Valid
B	Communicative	3. Message readability	3	4	70%	Valid
		4. The accuracy of using the language	4	5	90%	Very Valid
C	Interactive	5. Ability to convey information	4	5	90%	Very Valid
		6. Ability to encourage critical thinking	3	4	70%	Valid
D	Suitability with the level of development of students	7. The suitability of students' intellectual development	3	4	70%	Valid
		8. Conformity with the level of emotional development of students	3	4	70%	Valid
E	Cluster and coherence of thought lines	9. Cluster and cohesiveness between learning activities	4	4	80%	Valid
		10. The combination of writing and illustrations	4	4	80%	Valid
<b>Total</b>			<b>36</b>	<b>42</b>	<b>78</b>	
<b>Validation Results</b>			<b>78%</b>			<b>Valid</b>

In line with Muslich's (2011: 130) opinion the assessment criteria must be clearly stated, concise, observable, state behavior, and written in language that is easy to understand. So, based on the results of the validation by material experts on the feasibility of writing descriptive text based on the local wisdom of Pulau Rakyat that was developed, the percentage score was 78%. The percentage is obtained from the calculation:

$$\text{Percentage} = \frac{78}{10 \times 10} \times 100\% = 78\%$$

Product design validation was carried out by Dr. Surya Masniari Hutagalungi, M.Pd and Dr. Evi Eviyanti, M.Pd, who is a Lecturer at the State University of Medan. The assessment was carried out to obtain information on the quality of the writing module for writing descriptive texts based on the local wisdom of Pulau Rakyat, which was developed to improve the quality of learning at the Pulau Rakyat Private Junior High School.

**Table 15.** Design Validation Results on the Aspects of Graphic Feasibility in the Writing Text Description Module Based on Local Wisdom of the Island of the People

Aspect	Assessment Indicators	Validator		%	Criteria
		1	2		
Teaching Material Size	1. Compliance with ISO 216 standards (A4, A5 and B5)	3	4	70%	Valid
	2. Match size with material double)	3	4	70%	Valid
Cover Design Teaching Materials (cover)	3. The harmonious appearance of the layout elements on the cover has rhythm and unity and consistency	3	5	80%	Valid
	4. Showing a good center point	4	4	80%	Valid
	5. The color of the layout elements is harmonious and clarifies the function	4	4	80%	Valid
	6. The composition and size of the layout (title, author, illustration, logo, etc.) are proportional, balanced, and in tune with the content layout (according to	4	5	90%	Very Valid

	the pattern)				
	7. Title font size reading material more dominant and proportional to the size of the author's name	3	5	80%	Valid
	8. Title color reading material contrast with the background color	3	4	70%	Valid
	9. Do not use too many font combinations	4	4	80%	Valid
	10. Describe the content / material of the reading material and reveal the character of the object	3	5	80%	Valid
	11. The shape, color, size, proportion of the object according to reality	3	4	70%	Valid
Content Design of Teaching Materials	12. The placement of layout elements is consistent based on the pattern	3	5	80%	Valid
	13. The separation between paragraphs is clear	4	5	90%	Very Valid
	14. Proportional printable area and margins	4	5	90%	Very Valid
	15. Adjoining page margins are proportional	4	4	80%	Valid
	16. The spaces between the text and the illustrations are appropriate	3	4	70%	Valid
	17. The placement of each page number / folio number reading material title is	3	4	70%	Valid

	correct				
	18. The placement of the illustrations is right	3	4	70%	Valid
	19. Placement of decoration / illustration as background does not interfere with title, page numeric text	3	5	80%	Valid
	20. Placement of titles, subtitles, illustrations and captions does not interfere with understanding	4	5	90%	Very Valid
	21. Don't use too many fonts	4	5	90%	Very Valid
	22. The use of letter variations (bold, italic, all capital, small capital) is not excessive	3	5	80%	Valid
	23. Normal text arrangement width	3	5	80%	Valid
	24. Spacing between lines of normal text arrangement	4	4	80%	Valid
	25. Normal kerning	3	5	80%	Valid
	26. The level / hierarchy of the titles is clear, consistent and proportional	4	4	80%	Valid
	27. Hyphenation	4	5	90%	Very Valid
	28. Be able to express the meaning / meaning of objects	4	5	90%	Very Valid
	29. Accurate and proportional form according to reality	3	5	80%	Valid

	30. Creative and dynamic	3	4	70%	Valid
<b>Total</b>		<b>103</b>	<b>136</b>	<b>239</b>	
<b>Validation Results</b>		<b>80%</b>		<b>Valid</b>	

The results of the assessment of the module design writing descriptive text based on the local wisdom of Pulau Rakyat in class VII students of Pulau Rakyat Private Private Middle School were submitted through a questionnaire method with a questionnaire instrument presented descriptively. Based on the results of validation by design experts on the writing module of descriptive text based on the local wisdom of Pulau Rakyat that was developed, the percentage of score was 80%. The percentage is obtained from the calculation:

$$\text{Percentage} = \frac{239}{30 \times 10} \times 100\% = 80\%$$

The percentage of the score on the assessment instrument by the design expert is valid, so the module to write descriptive text based on the local wisdom of Pulau Rakyat that was developed is feasible to use.

**Table 16.** Questionnaire Suggestions for the Module Practicality of Writing Descriptive Text Based on Local Wisdom of the Island of the People by Indonesian Language Teachers

No.	Learning expert (teacher)	Revision
1	Nurul Husna	Pay more attention to the use of spelling and punctuation
2	Ainun Harahap	It is better to use language that is more straightforward so that it is easy for children to understand and more material about the questions

**Table 17.** Percentage of Individual Trials

No. Sort	Frequency						Score							Criteria
	5	4	3	2	1	Total	5	4	3	2	1	Total	Percentage	
1	5	4	4	2	0	15	25	16	12	4	0	57	76%	Good
2	4	6	5	0	0	15	20	24	15	2	0	61	81.3%	Very good
3	4	4	4	3	0	15	20	16	12	6	0	54	72%	Good
<b>Total</b>	<b>13</b>	<b>14</b>	<b>13</b>	<b>5</b>	<b>0</b>	<b>15</b>	<b>65</b>	<b>60</b>	<b>48</b>	<b>4</b>	<b>0</b>	<b>145</b>	<b>76.4%</b>	<b>Good</b>

Furthermore, the researchers conducted revisions and small group trials to find out whether there were deficiencies in the product developed to be repaired after being discussed based on expert reviews (validators). This small group trial was carried out on 9 students.

**Table 18.** Percentage of Small Group Trials

No. Sort	Frequency						Score							Criteria
	5	4	3	2	1	Total	5	4	3	2	1	Total	Percentage	
1	5	5	4	1	0	15	25	20	12	2	0	59	79%	Good
2	6	4	4	1	0	15	30	16	12	2	0	60	80%	Good
3	5	5	5	0	0	15	25	20	15	0	0	60	80%	Good
4	4	3	5	4	0	15	20	12	15	8	0	55	73.3%	Good
5	6	4	5	0	0	15	30	16	15	0	0	61	81.3%	Very good
6	5	6	4	0	0	15	25	24	12	0	0	61	81.3%	Very good
7	5	5	4	1	0	15	25	20	12	2	0	59	79%	Good
8	6	4	5	0	0	15	30	16	15	0	0	61	81.3%	Very good
9	6	5	4	0	0	15	30	20	12	0	0	62	83%	Very good
<b>Total</b>	48	41	40	7	0	15	240	164	120	14	0	538	80%	Good

**Table 19.** Pretest Results before using Teaching Materials Writing Descriptive Text Based on Local Wisdom of Pulau Rakyat

Student Serial Number	Score
1	62
2	71
3	60
4	70
5	73
6	60
7	75
8	65
9	75
10	72
11	65
12	68
13	72
14	70
15	68
16	65
17	75
18	70
19	65
20	69
21	77

22	73
23	80
24	75
25	73
26	68
27	70
28	75
29	65
30	60
31	68
32	70
<b>amount</b>	2224
<b>Average</b>	69.5

Based on the table above, it is obtained data on student learning outcomes before using teaching materials to write descriptive texts based on local wisdom of Pulau Rakyat by obtaining an average score of 69.5 in the "sufficient" category, this means that the scores achieved by students need to be improved again.

**Table 20.** Posttest Results after using Teaching Materials Writing Descriptive Text Based on Local Wisdom of Pulau Rakyat

<b>Student Serial Number</b>	<b>Score</b>
1	75
2	75
3	77
4	80
5	78
6	78
7	82
8	75
9	80
10	85
11	78
12	70
13	82
14	80
15	75
16	76
17	80
18	75
19	70
20	72
21	85
22	80
23	90
24	80
25	77
26	70
27	75

28	80
29	75
30	70
31	73
32	78
<b>Total</b>	2476
<b>Average</b>	77.3

Based on student learning outcomes after using teaching materials in the form of developed modules with an average score of 77.3 in the "good" category, meaning that the students' scores were better and had increased than before. The distribution of the pretest and posttest scores of learning outcomes to write descriptive text based on the local wisdom of Pulau Rakyat can be seen in the following table 21.

**Table 21.** Frequency Distribution of Pretest and Posttest Values Writing Descriptive Text Based on Local Wisdom of Pulau Rakyat

Criteria	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
85-100	-	-	3	9%
75-84	7	22%	23	72%
65-74	21	66%	6	19%
55-64	4	12%	-	
0-54	-	-	-	
$\Sigma$	32	100%	32	100%

## V. Conclusion

The conclusions obtained are based on the formulation, objectives, results, and discussion in the research of developing teaching materials to write descriptive text based on local wisdom of Pulau Rakyat for seventh grade students of Pulau Rakyat Swadaya Private Middle School stated earlier, it can be concluded that the process of developing teaching materials is writing descriptive text. based on local wisdom of Pulau Rakyat in class VII students of Pulau Rakyat Private Private Middle School through several stages, namely; Preliminary study is research and preliminary information gathering, namely needs analysis. The needs analysis in this development research began by distributing a questionnaire to analyze the needs of students of class VII of Pulau Rakyat Private Junior High School, totaling 32 students and 2 Indonesian language teachers at Pulau Rakyat Private Junior High School.

Initial product development begins with, namely: (1) Preparing the cover of teaching materials to write descriptive text based on local wisdom of the Island of the People, (2) preface (3) table of contents (4) basic competency map (5) instructions for using modules (6) introduction ( 7) activities in the form of activities 1, 2, and 3 containing KD mapping, and indicators, material content, containing pictures that are in accordance with the material discussed, practice questions, summary, evaluation, glossary, and bibliography.

The validation of experts on teaching materials to write descriptive texts based on the local wisdom of Pulau Rakyat based on the results of this study showed that the validation of material experts on the content feasibility assessment was valid with an

average value of 72%. Presentation feasibility is on the valid criteria with an average value of 76%, and language feasibility is on the valid criteria with an average value of 78%. Validation of design experts in the assessment of the validation of teaching materials to write descriptive texts based on the local wisdom of Pulau Rakyat on the graphic aspect with valid criteria with an average value of 80%. The results of the questionnaire responses from teachers to teaching materials for writing descriptive texts based on the local wisdom of Pulau Rakyat with an average score of 78% in the practical / good category. The results of the student response questionnaire were 84.1% in the very good / very practical category.

The results of the effectiveness of teaching materials for writing descriptive text based on local wisdom of Pulau Rakyat on a limited trial were 32 students of class VII of the Private Island Private Junior High School, namely the results of the pretest trial obtained an average score of 69.5 with sufficient category. Meanwhile, the student learning outcomes after using the teaching materials to write descriptive texts based on the local wisdom of the Island of the People / posttest with an average score of 77.3 in a good category. These results state that the teaching materials for writing descriptive texts based on the local wisdom of Pulau Rakyat after use have a significant increase in student learning outcomes by a difference of 7.8 which indicates that using teaching materials to write descriptive text based on local wisdom of Pulau Rakyat is better than before.

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