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Digital Teaching Materials for Explanatory Texts in Improving Literacy of SMP/MTs Students

Yuliarto[1)], Jaja[1)], I. Robia Khaerudin [1)]
Master's Program in Indonesian Language Education, Universitas Swadaya Gunung Jati, Indonesia[1]
e-mail: yuliarto290@gmail.com[1)], jajawilsa@yahoo.co.id[2)], robia.khaerudin@gmail.com
Correspondence Authors: yuliarto290@gmail.com
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ABSTRACT

This research aims to obtain explanatory text teaching materials that can be presented digitally, are attractive, can increase student literacy, and are easy to use by teachers or students in learning Indonesian, especially explanatory text materials for Class VIII SMP/MT students. Based on the background and objectives of this research, it is intended to produce digital teaching material designs for explanatory texts to increase student literacy that are appropriate and implement teaching materials for students. The method used in this research is the development research method, which refers to the steps of the development model developed by Branch, namely, ADDIE. Development design is grouped into five procedures: analysis, design, development, implementation, and evaluation. Data collection used interview guides, observations, questionnaires for material experts, questionnaires for media experts, assessments from Indonesian language teachers, and material assessment instruments. The research results showed that the design of digital teaching materials for explanatory texts based on expert validation obtained an average percentage of results of 79.5% within the feasible category. The results of the implementation of 60 students with pre-test and post-test treatment showed differences in average learning outcomes, so it can be concluded that the use of digital text teaching materials in increasing student literacy can increase students' absorption in learning.

Keywords: digital teaching materials, literacy, explanatory text

I. INTRODUCTION

The development of technology and information has had a significant influence on humans. One of the impacts that can be felt from the development of technology and information is development in the world of education. The development of technology and information in the world of education has resulted in changes in interactions between teachers and students. It has also succeeded in digitizing teaching materials in the world of education. Technological developments in the world of education also act as a collaborative tool to access teaching materials and information related to learning activities. Current technological advances are expected to provide convenience in education related to learning process activities.

In the 2013 curriculum, Indonesian language learning at the junior high school level emphasized text-based learning. According to Nasucha (2019:5) learning comes from the word learn, and teaching comes from the word teach'. These two terms differ in their emphasis on process activities. One of the Indonesian language lessons for class VIII that is taught in the first semester is explanatory texts. In the revised edition of the 2013 curriculum for Class VIII, one of the Indonesian language materials is explanatory text. This material is found in KD 3.9 Identifying information from explanatory texts in the form of exposure to the occurrence of a natural phenomenon that is heard or read; and KD 4.9 Summarizing the contents of explanatory texts in the form of a phenomenon occurring from various sources that are heard and read. Next, there is KD 3.10 Examining explanatory text in the form of an explanation of the occurrence of a natural phenomenon that is listened to or read and KD 4.10 Presenting information and data in the form of explanatory text of the process of a phenomenon occurring orally and in writing by paying attention to structure, linguistic elements or oral aspects.

Based on several weaknesses in the learning outcomes in linguistic rules material, the author agrees

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with the opinion of Jaja et al. (2019:75) that the form of communication presented in the text must emphasize the characteristics, structure, and linguistic rules of the text genre itself. Text genres in Indonesian subjects include micro genres, single texts, macro genres, and compound texts.

The development of the times has changed the educational paradigm, including teaching procedures in the classroom. One way is to conduct learning that activates and fosters critical attitudes among students. In addition, the paradigm that lecturers or teachers are the only source of knowledge must be abandoned. The sources of knowledge in this era of information technology are very diverse; it remains to be packaged in the form of learning, including increasing literacy culture.

This relates to literacy activities, which have recently been discussed extensivel in both-formal and informal forums. Literacy is considered a solution to improve the quality of education in Indonesia. Several studies have shown that if one wants to see the progress of a nation, look at the literacy culture of its citizens. Finally, literacy movements were established in schools and campuses. Unfortunately, the current literacy movement has only touched on aspects of aesthetic beauty in literacy, such as literacy tree competition. Literacy literacy is still not optimally addressed because it is difficult to evaluate literacy activities. Apart from that, the most essential and unformed aspect of literacy is the character of enjoying reading and writing.

This teaching material was developed using certain strategies that can increase students' interest and ability to write explanatory texts. This teaching material is prepared based on the steps for making digital teaching materials so that it can stimulate students to be more creative in writing explanatory texts and can increase student literacy.The formulation of the problem in this research is, 1) How does the design of explanatory text digital teaching materials increase the literacy of SMP/MTs students? 2) What are the results of the implementation of explanatory text digital teaching materials to increase the literacy of SMP/MT students?

According to Hamdani (2010:120), teaching materials are all forms of materials that are systematically arranged and used to assist teachers or instructors in carrying out teaching and learning activities so as to create an environment or atmosphere that allows students to learn. Furthermore, Majid (2013:173) believes that teaching materials are all forms of material used to help teachers and instructors in teaching and learning activities. Widodo and Jasmadi (Lestari, 2013:1) added that teaching materials are a set of learning facilities or tools that contain learning materials, methods, limitations, and ways of evaluating that are designed systematically and interestingly in order to achieve the expected goals, namely, achieving competencies or subcompetencies in all their complexity.

Based on these opinions, it can be concluded that teaching materials are a set of learning facilities or tools that contain learning materials, methods, limitations, and ways of evaluating, which are designed and arranged systematically, whether written or not, to help teachers and students in the learning process so that it is possible to create an interesting and enjoyable learning atmosphere.

Mascita (2021:393) presented another opinion regarding digital teaching materials, namely, teaching materials that integrate digital technology in their preparation so that they can be studied via digital devices such as smartphones, laptops, and computers. Digital technology is technology whose operating system runs automatically using a computerized system. Therefore, digital teaching materials are teaching materials utilize developments in computer and information technology or Information and Communication Technology(ICT).

An explanatory text is essentially a text that explains a process. This process can occur naturally, whether related to natural phenomena (symptoms) or socio cultural phenomena. In general, explanatory text is formed with a structure (arrangement), namely a general statement, explanation, and closing or conclusion (Wahono, et al. 2013: 107). According to Menika (2015:65), explanatory text explains how things happen in scientific and technical fields. This type of explanation process is used to express a logical sequence of events related to the physical function of the environment and to interpret social and intellectual ideas and processes. Furthermore, according to Pardiyono (2007), explanatory text explains the process of the occurrence or formation of a natural or social phenomenon. From the opinion above, there is a similarity in that explanatory text explains the logical relationship of the process of a phenomenon or event. Thus, it can be concluded that explanatory text explains the logical relationship between the occurrence of a natural phenomenon or event, technology, and natural processes. Explanatory text explains the logical relationship between the processes of natural phenomena or events, technology, and social processes. Literacy in English "literacy" which means being able to read and write. Meanwhile, the Latin word is "litera". In KBBI, this means a relationship with writing. The term literacy continues to develop in line with the development of information and communication technology. According to Abidin et al. (2017:3), literacy is defined as a concept that will develop and continue to influence the use of various digital media in the learning process in the classroom, school, and community environment. Meanwhile, according to Indarto (2017:12) literacy is the activity of understanding and accessing through various activities such as reading, writing, and carrying out practical activities that are adapted to

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knowledge and social relationships. It is hoped that the use of digital teaching materials for explanatory texts can be a solution to increase creativity and skills in writing explanatory texts. In addition, it can support learning to write explanatory texts to make it easier, creative, effective, efficient, and fun so that students' imagination and creativity can be further explored. The teaching materials used are digital teaching materials that help students search for and find their own problems according to the explanatory text written by the students. Thus, aspects of strengthening student literacy that are still weak can be strengthened, apart from the fact that students are also required to be able to think creatively, independently, reason critically, work together, have global diversity, and so on, in finding answers to the material being studied. The following element chart shows the product design for teaching materials that researchers will produce.

The design of digital teaching materials for explanatory text to improve the literacy of SMP/MT students can be seen in the following picture:

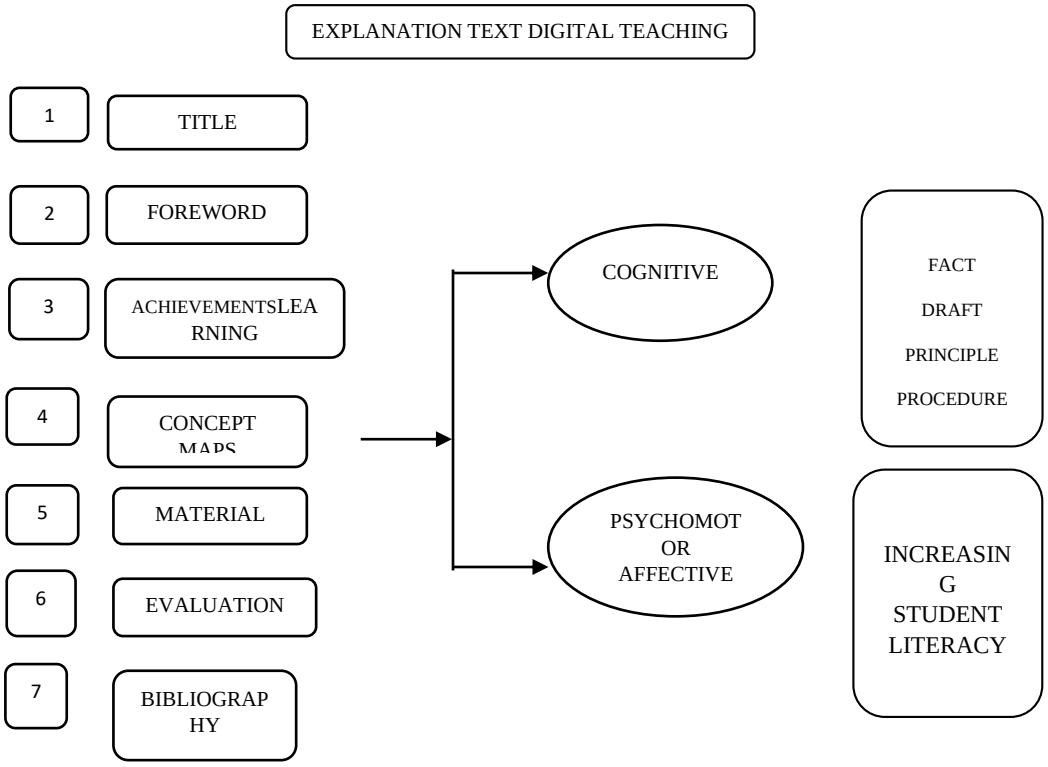

Figure 1: Design of Explanatory Text Digital Teaching Materials

II. RESEARCH METHOD

The research method used in this study is the development research method. According to Sugiyono (2013:297), research and development methods are implemented with the aim of producing certain products to test their effectiveness. The research design used was the ADDIE model developed by Branch (2009). ADDIE is the abbreviation for analysis, design, development, implementation, and evaluation.

ADDIE is a development method used in research on the development of digital teaching materials for explanatory texts to improve literacy culture. According to Tegeh (2014:44), this model has five stages or steps that are easy to understand and implement to develop development products such as textbooks, learning modules, learning videos, multimedia, etc. This model is considered suitable for development because it has a logical sequence of stages that uses the results at a certain stage to proceed to the next stage.

The activities at each stage of ADDIE that the researchers designed are as follows:

1) Analysis

At this stage, the researcher analyzed the problems that formed the basis of the research. Then, we analyzed the needs according to student characteristics as materials for designing teaching materials that are tailored to basic competencies (KD). In this analysis, it was discovered that the teaching materials used did not been able to improve students' literacy culture. Therefore, it is necessary to design teaching materials that can improve the literacy culture od students to solve these problems.

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2) Design

The second stage involved the design. This stage is the initial design of the teaching material, namely, creating a framework for digital teaching materials. Subsequently, a digital teaching material design was prepared based on KI and KD. Instruments for feasibility testing were designed at this stage.

3) Development

The third stage is development. At this stage, all components of the previous stages in the form of digital teaching material design, student self-assessment questionnaires, and teaching and learning observation instruments were validated by experts and teachers using the assessment instruments that were prepared. The results are then revised to obtain a design that will be used in the next stage.

4) Implementation

The fourth stage is the implementation. This stage is the implementation of products that have been developed and validated by experts and teachers, namely, the design of digital teaching materials. During the implementation process, learning was guided by the researcher and the class teacher. This stage was used to determine students' responses to the product being developed.

5) Evaluation (Evaluation)

The fifth stage is the evaluation. The evaluation stage was used to evaluate product development and feasibility. The data used for evaluation came from learning assessments in the form of knowledge and skills competency results, scores from student self-assessment questionnaires, and observation scores from teacher observers. Value data that do not meet the expected criteria are used as the basis for product revision.

The research locations will be carried out at Ma'arif Private Tsanawiyah Madrasah (MTsS), Sukaslamet District, Indramayu Regency, West Java, Gantar 1 Public Middle School located in Gantar District, Indramayu Regency, West Java, and PUI Haurgeulis Middle School, Haurgeulis District, Indramayu Regency, West Java, with research data sources being students. Another data source was an Indonesian language study teacher at the school mentioned above. The research was conducted for approximately one month.

The data in this research stage is filled out by students through a questionnaire, which is also carried out to obtain data in analyzing needs to identify problems or needs and analyze the teaching material products that will be produced. The step taken at this stage was to conduct direct field observations. Observations were carried out by observing the learning process and communicating directly with students and teachers.

The data collected from the interviews, observations, and documentation were then analyzed based on the interactive analysis model developed by Miles and Huberman. Four components were included in this model: data collection, data reduction, data display, and conclusion drawing. (Sugiyono, 2014: 246) in view of this model, the three types of analytical activities (data reduction, data presentation, and conclusion drawing), along with the data collection activities themselves, are an interactive cyclical process, meaning that these three analysis steps cannot be separated from one another.

After the data were collected, data analysis was conducted by the author using an interactive model developed by Miles and Huberman, which began with data collection, data reduction, data presentation, and drawing conclusions or verification.

Research techniques and instruments are methods or tools used to obtain relevant data and facts. The data collection techniques used in this research were interviews, observations, and documentation. The instruments used in this research were questionnaires, interviews, observations, and instrument documentation.

III. RESULTS AND DISCUSSION

The research design used was the ADDIE model developed by Branch (2009). From this statement, researchers developed digital teaching materials for explanatory texts to increase student literacy using the Canva application, which is linked to other applications such as YouTube and Google Form.

1. Analysis Results (Analysis) of Teaching Material Needs

Based on the questions asked by the students, the results can be seen in the following table:

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Table 1: Data from analysis of digital teaching material needs.

NUMBER OF RESPONDENTS	SCHOOL	STUDENT CHARACTER				TEACHING MATERIAL GAPS		NEED FOR TEACHING MATERIALS		AMOUNT
		A	B	C	D	E	F	G	H	
26	MTs Mahad Al Zaytun	21	16	17	12	3	16	19	26	130
		26	26	26	26	26	26	26	26	208
		81%	62%	65%	46%	12%	62%	73%	100%	63%
		63%				37%		87%		

Based on table 1, the results can be described as follows; The results of the expected characteristic or profile aspect of students were that the average number of people who answered (Yes) was 18 out of 26 students or 63%. Based on the average description of the results of the analysis of the need for teaching materials on aspects of student characteristics or profiles, it can be concluded that the characteristics or profiles of students are students who have high enthusiasm for learning, as evidenced by their desire to look for materials other than books (e.g. via modules or the Internet) to help understand the material. Furthermore, the results from the aspect of identifying gaps in teaching materials, the average number of people who answered (Yes) was 9.5 out of 26 students or 37%. Based on the average description of the results of the analysis of the need for teaching materials in terms of identifying gaps in teaching materials, it can be concluded that students who have textbooks/other handbooks for studying are in the very poor category, meaning that the majority of students do not have textbooks/other handbooks for studying. . In the aspect of identifying need for teaching materials that you want to use, the average number of people who answered (Yes) was 22.5 out of 26 students or 87%. Based on the average description of the results of the analysis of needs for teaching materials in the aspect of identifying needs for teaching materials, it can be concluded that students who need alternative teaching materials are in the good category, meaning that students need alternative teaching materials that they can use to study explanatory texts, even in the aspect of developing digital teaching materials that are connected online with several applications such as YouTube, Google Forms, and others. Students really need the development of these digital teaching materials, because all students answered that they really need digital teaching materials to help them learn explanatory text material so that they are easy to understand.

2. Results*Design*(Design) Teaching Materials

Following the results of the needs analysis, the next research stage was the design stage. In this study, digital teaching materials were developed. The design of these teaching materials was adjusted based on the student characteristics and learning objectives. The digital teaching materials were prepared starting from the cover page, foreword, table of contents, basic competencies, learning concept map, first material and exercises, second material and exercises, and bibliography. The results of the design of the teaching materials were implemented as follows:

Cover Page

Foreword Page

Table of Contents Page

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3. Results of Development of Teaching Materials

The teaching material development stage is a process of making teaching materials that begins with the selection and adaptation process based on certain references. After the teaching material product design is prepared in a coherent and systematic manner and can display the competencies that students will master in learning activities, the next stage is to validate the teaching material product with experts. Expert validation activities are carried out by lecturers and teachers who master digital media and explanatory text teaching materials. The validation carried out is useful for systematically determining whether the instruments and digital teaching materials for the explanatory texts being developed are in accordance with the objectives.

a) Media and Material Expert Validation Results

The validation of digital teaching materials for explanatory texts in increasing the literacy of SMP/MT students was conducted by media experts to determine their suitability for learning explanatory texts. Validation of the digital teaching materials was carried out by Dr. Alfi Satria, ST, MT, and lecturer at the Al-Zaytun Indonesia Islamic Institute (IAI AL-AZIS) Indramayu.

Media expert validation of the explanatory text digital teaching material development product included the following four aspects: appropriateness of teaching material content, linguistic aspects,

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presentation aspects of teaching materials, and graphic aspects. The results of the validation of teaching material development products in four aspects, namely the appropriateness of the content of teaching materials, linguistic aspects, presentation aspects of teaching materials, and graphic aspects, show that the total score is 62 or a percentage of 73%. Based on the percentage of these results, the validation of the development of teaching material products according to learning media experts is declared good so that the teaching material products are suitable for use in learning activities.

In addition to assessment using the questionnaire method with an assessment questionnaire instrument, media expert validators also provide notes on improvements to teaching materials for the following aspects: 1) the choice of font is not good on several pages such as on concept maps, the font is not read clearly, 2) the choice of font color don't be red, because it's tiring to the eyes, 3) don't choose a red background like in the video, it's very irritating to the eyes and the writing is difficult to read, 4) font margins are too small, the font is too close to the page borders, 5) for pages with videos, it is better if the page is landscape oriented, so the video is bigger and easier to watch, 6) there is a video that covers the writing on the slide, 7) there is no section that allows students to participate actively, meaning that students are only passively "forced" to follow the flow provided, 8) the layout is not balanced, there is still writing that is too close to the page limits and some are covered by videos, 9) there are no images that can clarify the content of the message. After the validation process, the next step is to use all data from the results of reviews, assessments, and discussions with media experts as a basis for revising and improving the components of the teaching materials before they are tested on students who use the teaching materials of the development product.

The results of the Indonesian language experts' validation of the product development of digital teaching materials for poetry texts oriented towards the project of strengthening the profile of Pancasila students in SMA/SMK include the following four aspects: the appropriateness of the content of teaching materials, linguistic aspects, aspects of presentation of teaching materials, and graphic aspects. Indonesian language material expert validation was carried out by Dr. Jimat Susilo, M.Pd., a lecturer at Gunung Jati University, Cirebon.

After validation by Indonesian language material experts was carried out, validation results were obtained for the product development of teaching materials in four aspects, namely the appropriateness of the content of teaching materials, linguistic aspects, presentation aspects of teaching materials, and graphic aspects showing a total score of 73 or a percentage of 86%. Based on the percentage of these results, the validation of the development of teaching material products according to Indonesian language material experts is stated to be very good, so that teaching material products are suitable for use in learning activities.

Apart from assessment using the questionnaire method with an assessment questionnaire instrument, the language expert validator also noted that the teaching materials produced were suitable for implementation in the classroom. All data from the results of reviews, assessments, and discussions with Indonesian language experts are used as a basis for revising and improving the components of teaching materials before being tested on students using the teaching materials developed products.

Based on the assessment and suggestions provided by the expert validator, the researcher immediately improved the design of the explanatory text digital teaching materials so that they were good when applied in learning. The good learning videos were then uploaded to the YouTube application, while the researcher uploaded the assessment rubric using Google Forms. Furthermore, improved digital teaching materials can be accessed via the Canva application with the following link:

https://www.canva.com/design/DAFwpE1f6fA/INdGS6bRqVkVuG52zVXruQ/edit?utm_content=DAFwpE1f6fA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

or with the following scanners:

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b) Indonesian Language Teacher Assessment Results

Descriptive presentation of the results of the Indonesian language subject teacher's assessment for class VIII SMP/MTs, onKD 3.9 Identifying information from explanatory texts in the form of exposure to the occurrence of a natural phenomenon that is heard or read and KD 4.9 Summarizing the contents of explanatory texts in the form of the process of occurrence of a phenomenon from various sources that are heard and read and KD 3.10 Examining explanatory texts in the form of exposure to the occurrence of a natural phenomenon that listened to or read and KD 4.10 Presenting information and data in the form of text explaining the process of a phenomenon orally and in writing by paying attention to the structure, linguistic features, or oral aspects,which was carried out through a questionnaire method with a questionnaire instrument. The assessment was carried out by three Indonesian language subject teachers for Class VIII SMP/MTs: Anggun Anggraeni, S.Pd., teacher at SMP Negeri 1 Gantar, Indramayu, Suharti, S.Pd., SMP teacher PUI Haurgeulis, and Tarmidi, S.Pd., MTs Ma'arif Sukaslamet Teachers.

assessment of digital teaching material development products for explanatory texts in improving the literacy of SMP/MT students carried out byAnggun Anggraeni, S.Pd., teacher at SMP Negeri 1 Gantar, Indramayu,statedThe results of the assessment of teaching material development products in four aspects, namely the appropriateness of the content of teaching materials, linguistic aspects, presentation aspects of teaching materials, and graphic aspects showed a total score of 69 or a percentage of 81%. Based on the percentage of these results, the assessment of the development of teaching material products by Indonesian language teachers is stated to be very good, so that these teaching material products are very suitable for use in learning activities.

Likewise, the assessment of digital teaching material development products for explanatory texts in improving the literacy of SMP/MT students was carried out bySuharti, S.Pd., PUI Haurgeulis Middle School teacher,statedThe results of the assessment of teaching material development products in four aspects, namely the appropriateness of the content of teaching materials, linguistic aspects, presentation aspects of teaching materials, and graphic aspects showed a total score of 62 or a percentage of 72%. Based on the percentage of results, the assessment of the development of teaching material products according to Indonesian language teachers is declared good so that teaching material products are suitable for use in learning activities.

Likewise, the assessment of digital teaching material development products for explanatory texts in improving the literacy of SMP/MT students was carried out byTarmidi, S.Pd., MTs Ma'arif Sukaslamet teacher, stateThe results of the assessment of teaching material development products in four aspects, namely the appropriateness of the content of teaching materials, linguistic aspects, presentation aspects of teaching materials, and graphic aspects showed a total score of 69 or a percentage of 81%. Based on the percentage of these results, the assessment of the development of teaching material products by Indonesian language teachers is stated to be very good, so that teaching material products are very suitable for use in learning activities.

The average assessment result from the three Indonesian language subject teachers regarding the development of teaching material products shows a percentage of 78%, so it can be concluded that the explanatory text digital teaching material products developed are suitable for use in learning.

4. Results of Implementation of Teaching Materials

The implementation of the design of digital teaching materials for explanatory texts to increase the literacy of SMP/MT students was carried out in class VIII at three schools: Ma'arif Private Tsanawiyah Madrasah (MTsS), Sukaslamet District, Indramayu Regency, West Java; Gantar 1 Public Middle School located in Gantar District, Indramayu Regency, West Java; and PUI Haurgeulis Middle School, Haurgeulis District, Indramayu Regency, West Java.

Implementation of the digital teaching material design was carried out using pre-and post-test measures. This pre-test and post-test was conducted to determine the differences in student learning outcomes. The pre-test is carried out to measure students' initial abilities before participating in learning, while the post-test is carried out after students have participated in learning. In this study a pre-test was carried out during learning for students using textbooks or student worksheets provided at school. Meanwhile, in the post-test implementation, learning used digital teaching materials connected to an Internet connection and

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was connected to several applications such as Canva, YouTube, and Google Forms. These two treatments were performed to obtain two learning evaluation results, which were compared for the purposes of the research being carried out.

a. Results of Implementation of Teaching Materials in Exercise 1

Based on the resulting research data, the results of the implementation of explanatory text digital teaching materials to increase student literacy at MTs Ma'arif Sukaslamet, Kroya, can be described as follows: 1) the average score obtained in the pre-test using a multiple choice assessment instrument with four answer options gets a score of 36 so that the average percentage of students' score is 36%; 2) in the post-test implementation, the average score of students is 84 with a percentage of 84%, when compared with the pre-test results, there is an increase in student scores of 48% after applying the materials digital teaching of explanatory texts in learning. Thus, it can be concluded that the development of digital teaching materials for explanatory texts can increase students' ability to absorb learning.

Based on the resulting research data, the results of the implementation of explanatory text digital teaching materials can be described as follows: 1) The average score obtained in the pre-test using a multiple-choice assessment instrument with four answer options obtained a score of 44 so that the average percentage of students' score was 44. 44%, 2) in the post-test implementation, the average score obtained by students is 80 with a percentage of 80%, when compared with the pre-test results, there is an increase in students' scores by 36% after implementing digital explanatory text teaching materials in learning. Thus, it can be concluded that the development of digital teaching materials for explanatory texts at PUI Haurgeulis Middle School can increase students' ability to absorb learning.

Based on the resulting research data, the results of the implementation of digital teaching materials for students' explanatory texts can be described N 1 Gantar. The following results were obtained: 1) the average score obtained in the pre-test using a multiple choice assessment instrument with four answer options obtained a score of 41.3, so that the average percentage of students' score was 41%; 2) in the post-test, the average was The student's score was 77.3 with a percentage of 77%, when compared with the pre-test results, there was an increase in the student's score by 36% after implementing explanatory text digital teaching materials in learning. Thus, it can be concluded that the development of digital teaching materials for explanatory texts can increase students' absorption capacity in learning.

Based on the results of research carried out in three schools with different characteristics, overall the development of applied teaching materials can increase students' absorption capacity by 38.5%. Thus, the explanatory text digital teaching material product is suitable for use in learning.

b. Results of Implementation of Teaching Materials in Exercise 2

Based on the resulting research data, the results of the implementation of explanatory text digital teaching materials in increasing student literacy at MTs Ma'arif Sukaslamet, Kroya, can be described as follows: 1) the average score obtained in the pre-test using a multiple choice assessment instrument with four answer options got a score of 50, 67 so that the average percentage of students' score was 51%; 2) in the post-test implementation, the average score of students was 89 with a percentage of 89%; when compared with the pre-test results, there was an increase in students' scores of 38.7 % after implementing explanatory text digital teaching materials in learning. Thus, it can be concluded that the development of digital teaching materials for explanatory texts can increase students' ability to absorb learning.

Based on the research data produced, it can be described the results of implementing digital teaching materials with explanatory texts in increasing student literacy inPUI Haurgeulis Middle School following results were obtained: 1) the average score obtained in the pre-test using a multiple choice assessment instrument with four answer options received a score of 49, so that the average percentage of students' score was 49%; 2) in the post-test, the average score obtained by students was 84 with a percentage of 84%, when compared with the pre-test results, there was an increase in student scores by 35% after implementing digital teaching materials with explanatory texts in learning. Thus, it can be concluded that the development of digital teaching materials for explanatory texts can increase students' absorption capacity in learning.

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Based on the research data produced, it can be described the results of implementing digital teaching materials with explanatory texts in increasing student literacy inGantar State Middle School following results were obtained: 1) the average score obtained in the pre-test using a multiple choice assessment instrument with four answer options received a score of 49, so that the average percentage of students' score was 49%; 2) in the post-test, the average score obtained by students was 88 with a percentage of 88%, when compared with the pre-test results, there was an increase in student scores by 39% after implementing explanatory text digital teaching materials in learning. Thus, it can be concluded that the development of digital teaching materials for explanatory texts can increase students' ability to absorb learning.

IV. CONCLUSION

Qualitative data from the results of field trials regarding teaching material products aim to determine the following: 1) the design of digital teaching materials with explanatory texts toincrease the literacy of SMP/MT students, and 2) the results of the implementation of digital teaching materials with explanatory texts in increasing the literacy of SMP students. /MTs.

Based on the data analysis and discussion of the research conducted, the following conclusion were drawn: The design of digital teaching materials for explanatory texts in increasing the literacy of SMP/MT students was concluded to be in the good category and suitable for use in learning activities. This can be proven from several aspects, including the need for teaching materials, and the results show that students need the development of digital teaching materials to help them study texts so that they are easy to understand, especially explanatory texts. Then, in the expert validation aspect of the development of digital teaching materials for explanatory texts, which were analyzed by two validators, namely, the media validator and the material validator, it was stated that the development of digital teaching materials for explanatory texts was good so that the teaching material products were suitable for use in learning. Likewise, in the Indonesian language teachers' assessment aspect, the digital teaching material development product for explanatory text was stated to be very good, so that the digital teaching material product for explanatory text was very suitable for use in learning.

1. The results of the implementation of explanatory text digital teaching materials in increasing the literacy of SMP/MT students were conducted using pre-test and post-test measures in three middle schools at the eighth-grade level. Based on the results of pre-test and post-test exercise 1material identifying information and summarized the contents of explanatory texts in the three schools, namely that there was an increase in students' absorption in learning by 39%. Meanwhile, based on the results of pre-test and post-test exercise 2material examines and presents information in the form of explanatory text in the three schools, there is an increase in students' absorption in learning by 40%.

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