Development of Digital Teaching Materials for Short Story Texts Based on Local Wisdom in Middle Schools (Phase D)

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ABSTRACT

Education must integrate local wisdom to prevent cultural values from fading in the era of globalization. The Merdeka Curriculum supports this with the flexibility to emphasize character education and independence. Digital teaching materials based on local wisdom, such as short story texts, can improve students' reading, writing and cultural understanding skills. The aim of this research is to develop and test digital teaching materials for short story texts based on local wisdom for junior high school students. This research used the ADDIE method with the help of 2 media and language validators as well as 6 students and 3 teachers in testing teaching materials. Data collection techniques were carried out using questionnaires, interviews and documentation. The teaching material design process begins with an analysis of student needs and the curriculum, followed by creating a storyboard and validation by two validators who state that the teaching material is very worthy of being tested. The implementation of local wisdom-based teaching materials shows high effectiveness, with student responses reaching 90% and teacher responses 87%, both in the very good category.

Keywords: Digital Teaching Materials, Middle School Short Stories, Local Wisdom

I.   INTRODUCTION

Educational institutions should provide knowledge from an early age about local wisdom that exists and grows in the environment where they live. These values have grown and are used as life guidelines in various community activities. The existence of culture and science has a mutually supportive relationship, culture can adapt to the knowledge that exists in society (Nugraha & Utama, 2023). The right hemisphere of the brain is freer and more random, more comprehensive, emphasizing intuition, subjective, synthetic and abstract, while the thinking style of the left hemisphere is more logical, rational, analytical, objective, sequential and specific (Wahyuningsih, & Abdurrahman, 2020).

The current education system in Indonesia focuses too much on the development of the left brain (cognitive) while ignoring the development of the right brain (affective, empathy and feeling) (Maharani & Tatang, 2022). Good teaching materials must be supported by an interactive learning model for students by updating and choosing concepts that suit children's interests (Asyafah, 2019).

The Independent Curriculum provides opportunities for teaching staff to create quality learning according to students' needs and learning environment. Implementation of the Independent Curriculum provides freedom in choosing learning development, can provide teaching staff to create learning that suits the character of students. Teaching materials have a big influence on the level of success to be achieved in learning objectives (Husnita & Saputri, 2023).

The short story text is imaginary but still makes sense because it contains dramatized truth in describing human interactions. Short story texts contain several values such as moral, social, cultural, educational, religious and other noble values that students can implement in their daily lives (Ilma,

2021). The development of digital teaching materials for short story texts based on local wisdom can stimulate students' independent character in learning. This statement is motivated by the fact that short stories based on local wisdom are stories that live in local communities, and contain interesting things such as legends and mythology. Unique stories tend to be liked by students, so students will be free to put their stories into writing

Based on the background that has been described, the problem formulation that will be answered in this research is:

1. What is the design of digital teaching materials for short story texts based on local wisdom for junior high school students?
2. How effective are digital teaching materials for short story texts based on local wisdom for junior high school students?

II.   THEORETICAL REVIEW

2.1. Digital Teaching Materials
Kosasih (2021) states that digital teaching materials are computer-based teaching materials that are supported by other multimedia devices in the form of text, images, animation, video and audio.

2.2. Understanding Short Story Text
Short stories tell the story of a character who faces a problem and offers a solution to the problem (Tanjung et al., 2019).

2.3. Elements of a short story
   a. Figure
   Characters are characters who appear and play a role in a story (Munaris, 2010)

   b. Channel
   Aminudin (in Munaris 2010), explains that plot is a sequence of events that form a story, which is assembled by stages of events to produce a narrative presented by the characters in the story. In general, plot is a sequence of events in a story

   c. Background
   According to Stanton in Munaris (2010), the setting is the environment that includes the events in the story and is the universe that interacts with these events.

2.4. Understanding Local Wisdom
Local wisdom or often called local wisdom are the values that apply in a society which are believed to be true and become a reference in everyday behavior (Rusilowati, 2013). Local wisdom can be translated as works of reason, deep feelings, habits, forms of behavior, and suggestions for human glory. Mastery of local wisdom will make their souls more virtuous (Yuliati, 2013).

III.   RESEARCH METHODS

This research uses a research and development (R&D) approach. According to Endang Mulyatiningsih (2013) development research has the aim of creating new products through the development process. According to Sugiyono (2015) research and development methods are research methods used to produce certain products and test the effectiveness of these products. Research and development in education is based on the research and development model in industry, where the results of the research are used to design new products or procedures, and are then systematically field tested, evaluated and refined until they meet certain criteria.

In the world of education, research products can be models, media, equipment, books, modules, evaluation tools and learning tools. This research is the development of educational research (educational research and development) which aims to develop teaching materials based on local wisdom that are oriented towards students' independent character. The development model used in this research is the ADDIE model which was created by Dick and Carry (1996) in designing learning systems.

IV. RESEARCH RESULTS AND DISCUSSION

This research is development research which aims to create digital teaching materials for short story texts based on local wisdom at the junior high school (SMP) level. In this context, the development of teaching materials focuses on integrating local elements rich in cultural values and traditions, with the aim of enriching students' learning experiences. By using short story texts that highlight local wisdom,

4.1. Media Validation Results

No.	Assessment Items	Score
1.	The image display is simple and not complicated for students to understand	5
2.	Appropriateness of color selection in presenting material	5
3.	Illustrations are depicted in good size and proportion	4
4.	The image illustrations are appropriate to the age of the characters and the age of the students	5
5.	Preparation is guided by KD	5
6.	There are practice questions for students to practice their abilities	3
7.	Introduction to learning	5
8.	bibliography	5
9.	List of contents	5
10.	Answer key	3
11.	Page numbers	5
12.	The narrative is clear and easy for students to understand	5
13.	The typeface is clear and easy to read	5
14.	The image corresponds to the learning material	5
15.	Images based on text narrative	5
16.	The images are in accordance with local wisdom in the student's surrounding environment	5
Amount		77
Percentage		96%
Category		Very Worth It
Suggestion: 1. Add interesting pictures or illustrations 2. Add Exercises and answer keys		

Based on the table above, the media validation results obtained a score of 77 with a percentage of 96% which is included in the very feasible category. In this case, the product is ready to be tested in the field with a little advice from the validator. After the suggestions

given by the validator are made changes by the researcher, the product is ready to be tested in the field.

4.2. Language Validation Results

No.	Assessment Items	Score
1.	Correct and appropriate sentence structure	4
2.	The material uses effective sentences and is not long-winded	4
3.	Standardity of terms	4
4.	The material is presented in simple sentences and is easy for students to understand	4
5.	The material presented is able to arouse student motivation	3
6.	Language according to the level of thinking of students	4
7.	Language appropriate to the level of development of students	4
8.	The material is appropriate to the student's growing environmental situation	4
9.	Language uses good grammar	4
10.	Language does not create ambiguous or ambiguous meanings	4
11.	Good use of spelling	4
Amount		43
Percentage		98%
Category		Very Worth It

Based on the table above, the language validation results obtained a score of 43 with a percentage of 98% which is included in the very appropriate category. With a percentage that can be said to be very high, linguistically speaking, the teaching materials are very suitable for testing in the field.

4.3. Recapitulation of Student Test Results

No.	Question	Score
1.	The material provided is easy to understand	48
2.	Practice questions are easy to complete	38
3.	Intrusion into the material is obvious	37
4.	The learning media used for learning is very interactive	39
5.	The instructions given in the material are easy to understand	39
6.	Use of interesting pictures and illustrations	41
7.	Understand the material well after working on the questions	40
8.	Understand the terms used in learning	39
9.	Understanding and comprehending the material presented	40
10.	Use of simple and straightforward language	44
11.	The language used is appropriate to the student's level of understanding	43

Total Score	445
Percentage	90%
Category	Very good

Based on the results of student responses in the table above, it can be analyzed that local wisdom-based teaching materials are categorized as very good and suitable for use in learning with a percentage result of 90%.

4.4. Teacher Assessment Questionnaire Results

Teacher name	Question Score																		Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Teacher 1	5	5	5	4	5	5	5	5	5	5	4	4	4	5	5	5	5		81
Teacher 2	4	5	3	4	5	4	4	5	4	4	4	4	5	5	5	5	4		74
Teacher 3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		68
Total Score																			223
Percentage (%)																			87%
Category																			Very good

Based on the results of the teacher assessment questionnaire in Table 4.9 regarding local wisdom-based teaching materials, a total score of 223 was obtained with a score percentage of 87%. Based on this percentage, the results obtained are in the very good category and can be applied to other learning.

V. CONCLUSION

Based on the results of research on the development of digital teaching materials for short story texts based on local wisdom in junior high schools, the following conclusions can be drawn, the design process must begin with an in-depth analysis of student needs and the applicable curriculum, ensuring that the teaching materials developed are relevant and in accordance with educational standards. At the design stage, a storyboard or initial design is created to describe the learning flow, visual elements and interactivity that will be used. Next, validation was carried out by 2 validators who obtained results that were very suitable for testing in the field. In the implementation of local wisdom-based teaching materials, effectiveness tests were carried out on 9 students and 3 teachers through student and teacher response questionnaires. The student response scored 90% in the very good category and the teacher's response scored 87% in the very good category too.

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