

Digital Teaching Materials Text Observation Result Reports (LHO) Based on Local Wisdom for Middle School Students

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ABSTRACT

This research aims to develop digital teaching materials for observation report text (LHO) based on the local wisdom of junior high school students. The problems of this research are as follows: (1) How can we develop digital teaching materials for text reports based on local wisdom for junior high school students? (2) What are the results of the implementation of digital teaching materials and text reports based on observations and local wisdom for junior high school students? This study uses research and development methods with the (Analysis Design Development Implementation Evaluate) model. The steps of this research consisted of needs analysis, designing digital teaching materials for observation report texts, developing digital teaching materials for observation report texts, product implementation of digital teaching materials for observation report texts, and evaluation of digital teaching materials for observation report texts. Data collection in this study was conducted by collecting data from the results of validation questionnaires from learning model experts, media experts, practitioners, and implementation in learning. The data obtained were analyzed descriptively using a Likert scale and Paired Sample T-Test. The results of the validation test by material experts obtained a value of 3.9; validation test by media experts obtained a score of 3.2; validation test by an Indonesian language teacher obtained a score of 3.85; The results of the implementation of digital teaching materials, observation report text based on local wisdom for junior high school students, received a positive response from students with a score of 3.7. The conclusions of this research show that digital teaching materials report texts based on observations based on local wisdom for junior high school students, meet the criteria, and are suitable for use as a learning model by teachers in Indonesian language subjects and observation report text material in class VIII junior high school students.

Keywords: Digital Teaching Materials, Based on Local Wisdom, Observation Report Text

I. INTRODUCTION

Education plays an important role in the era of globalization and has an impact on improving the quality of human resources. Quality people will be better able to keep up with changing times, which will continue to develop and are always full of challenges. Quality people also continue to develop themselves for a better life from time to time. Currently, human abilities are not necessarily relevant to life.

Efforts to develop quality human resources have been made through education. The efforts made by humans to gain knowledge, which is then used as a basis for behavior, and the process of forming human characters is education. Education can also be considered as a process for humanizing humans. In the entire process carried out by humans, an educational process occurs that produces attitudes and behavior that ultimately become character, personality, or character. Achieving the status of a complete human being is impossible without an educational process.

The curriculum, as part of education, plays a very important role in achieving the goals of education itself. According to Article 1, Paragraph 19 of the National Education System Law Number 20 of 2003, the curriculum is a set of plans and agreements regarding objectives, content, and learning materials, as well as methods that guide the implementation of learning activities to achieve educational goals. In addition, according to Article 36, paragraph 2, the curriculum at all levels of education is developed according to the principle of diversification of educational units, regional potential, and students.

The Merdeka Curriculum is a multifaceted curriculum for learning in schools. Where the content is optimal, students have sufficient time to familiarize themselves with the concepts and strengthen their skills. The Merdeka Curriculum aims to restore the power of schools and communities to manage their own education, according to the conditions of their respective regions. The main objectives of the policy for implementing the Independent Curriculum include: 1) the government, in this case the Education and Culture Service, wants to emphasize that schools have the authority and responsibility to develop a curriculum that suits the needs and context of each school. 2) It is hoped that with an Independent Curriculum policy, the process of changing the national curriculum can run smoothly and gradually (Kemendikbudristek, 2022).

The main model used in Indonesian language learning is genre pedagogy. This model has four stages: explanation to build the context (*explaining, building the context*), modeling, guidance (*joint construction*), and independence (*independent construction*). Apart from genre pedagogy, Indonesian language learning can be developed using other models based on certain learning achievements. Guidance and development of Indonesian language skills will form a person who believes in Pancasila, is devoted to God Almighty, has noble character, thinks critically, is independent, creative, works together, and has global diversity.

Learning materials are required by teachers and students for learning activities. Teaching materials can take various forms of materials used to assist teachers and tutors in teaching and learning activities in class. The materials in question can be written or unwritten. Essentially, teaching materials contain knowledge, values, attitudes, actions, and skills that are presented in the form of facts, concepts, principles, and processes related to certain topics and designed to achieve learning objectives.

The presentation of teaching materials is also adapted to educational goals, namely, following technological developments so that teaching materials can be designed based on technology, such as computer technology. The use of ICT devices in learning is believed to be very useful for achieving learning goals. In addition, technological developments enrich student knowledge and increase student creativity by strengthening technology as a tool that can be used inside and outside the classroom.

The product specifications developed in this study are the development of teaching materials for digital observation report texts. These digital teaching materials can be accessed via electronic devices connected to the Internet, laptops, and smartphones. Therefore, researchers consider it necessary to conduct research and develop teaching materials for text reports based on local wisdom. The problem formulation based on the above background can be described as follows:

- 1) How can we develop digital teaching materials for observation report texts based on the local wisdom of junior high school students?
- 2) What are the results of the implementation of digital teaching materials and text reports based on observations and local wisdom for junior high school students?

II. THEORETICAL STUDY

2.1 Teaching materials

Teaching materials are all materials or subject matter that will be taught to students, and are arranged systematically and used in the learning process adapted to the applicable curriculum (Awalludin, 2017: 12). Teaching materials have several principles, including relevance, consistency, and adequacy, and they play a role in both teachers and students (Nana, 2019: 15). Teaching materials are all forms of materials, information, tools, and texts that teachers need to plan and review

for learning implementation. The teaching materials can also be written or unwritten. (Panggabean & Danis, 2020: 3). Teaching materials are finished materials taken from various learning sources that have been designed systematically and are ready to be presented to achieve competency. (Saputra, 2021: 10). Teaching materials can be many things that can be used by teachers or students in the learning process. Several things are seen as being able to increase students' knowledge and/or experience, including reading books, workbooks, and broadcasts (Kosasih, 2021: 1).

Teaching materials are a set of subject matter that is prepared systematically in accordance with and refers to the applicable curriculum to achieve predetermined basic competencies. that can include relevance, consistency, and adequacy. These teaching materials can be written, including reading books, workbooks, and anything in the form of text. Unwritten teaching materials can be in the form of tools, information, or audiovisuals. Written and unwritten teaching materials must play a role for both teachers and students. Theachers and students must understand and master these teaching materials so that they can be easily used in the learning process to achieve learning goals.

2.2 Module

Modules are teaching materials arranged in a certain form that can be used as a learning resource by students independently. In general, the module contains study instructions, achievement competencies, teaching materials, supporting information, practice questions, work instructions, evaluation, and feedback (Kelana & Pratama, 2019: 6). A module is the smallest learning program that aims to provide guidance to students so that it is easier for them to understand the material independently. It contains initial instructions, competencies to be achieved, table of contents, supporting information material, exercises, and evaluation (Nasrudin, et al. ., 2022: 32)

Modules are printed teaching materials that are systematically designed to be studied by students independently, containing material equipped with instructions, methods, limitations, and ways of evaluating to achieve the expected competencies according to their complexity. The objectives of providing the module include overcoming limitations of time, space, place, and sensory abilities for both students and tutors, can be used appropriately and variedly to increase learning motivation, and allows students to measure their own learning outcomes (Kosasih, 2021: 18).

2.3 E-Module

E-Module is an electronic version of a module that can be read on a computer and is designed using necessary software. E-modules are learning tools or facilities that contain materials, methods, limitations, and ways of evaluating that are designed systematically and, interestingly, to electronically achieve the expected competencies according to the level of complexity electronically (Priyatni, et al., 2017).

2.4 Digital Teaching Materials

Digital learning materials are learning materials are compiled and presented systematically using digital devices such as computers, laptops, tablets, cellphones, and notebooks (Kosasih, 2021). According to Mascita (2021), the content of digital learning materials do not differ from that of the printed materials. Digital learning materials require only the help of computer applications. Many programs, both paid and free, can be used to create educational materials. Examples of digital learning materials include YouTube, social media, slides, films, TV shows, multimedia, and interactive videos.

The presentation is more versatile, such as PDF, Power Point, YouTube, and slide applications. Using digital learning materials has a number of positive impacts, namely, 1) increasing learning effectiveness. This is because students can be actively involved in the learning process related to the various simulations contained in learning materials. 2) Increase the effectiveness of independent learning. Learning materials can be flexibly studied anywhere. 3) More motivating: Digital learning materials can be more flexible and not monotonous, because they are not only in the form of text, but can also be studied in other formats.

materials can be effective if they satisfy the following principles: 1) Clarify objectives according to the curriculum. 2) The material presented is appropriate for the student's cognitive level and is close to the student's life. The language used was easy to understand and the sentences used were effective. 3) The presentation structure is systematic, ranging from simple to structures that require considerable thought. 4) Each part of the content is complete and integrated, starting from the introduction, concept map, core competencies, introduction to material, practice questions, summary, and assessment. 5) The content of the material is not only presented in text form, but images, animation, audio, and video are also added so that learning is more flexible and not boring (Kosasih, 2021: 255).

2.5 Observation Result Report Text

observation report describes a phenomenon or event based on observations. A report is the result of information that is collected, processed, and presented in writing by making direct observations or observations so that we can find out about the events observed, and then report the events in written form. The text of the observation report (report) contains a general description of something that was made aware of by the results of the observation activity. Observation activities collect data or information through direct observation or careful inspection of the field or location observations (Darmawati, 2016).

Result text report Observation is a text that explains general objects, while the discourse used is in the form of a report. Observations can be made through direct observation at a specified location or through interviews with sources that understand the object being observed. The text of the observation report is a text that provides information about an object or situation after investigation/research has been carried out.

An observation report presents facts through the observations. With this text, readers gain some knowledge or insight, not the result of their imagination. Facts from observations will be clearer and more interesting if accompanied by images in the form of tables, graphs, or charts (Kosasih, 2014: 43).

2.5 Local Wisdom

Etymologically, local wisdom refers a person's ability to use reason and thoughts to respond to events and objects. Local refers to the space of interaction when an event occurs. In substance, local wisdom is anything that is related to applicable values and norms, and is believed to be true specifically for a particular culture and reflects the life of a community (local community). Local culture is owned by people who live in a particular area that differs from other areas. Every culture in a nation has elements including language, knowledge systems, social organization, systems of living equipment and technology, livelihood systems, religious systems, and arts (Hafid et al, 2015: 6-8).

Local wisdom is inseparable from the noble values of a nation, which can be used by its people for generations. Local wisdom has existed since the prehistoric times. Local wisdom is the positive behavior of society in relation to its natural surroundings that can be sourced from religious values, customs, and advice from ancestors (Rapanna, 2016: 5). If we refer to the universal values of social justice, prosperity and preservation of people's livelihood resources, then "wisdom" can be interpreted as wisdom. Meanwhile, "local" refers to certain specifications that differ from one region to another. Thus, local wisdom is an idea in a region or region that is wise, full of wisdom, has good values, is followed by its people, and passed down from generation to generation to future generations (Japar et al, 2020: 13).

2.6 Local Wisdom Teaching Materials

Teaching materials are materials or subjects taught to students, which are arranged systematically and used in learning according to the applicable curriculum (Awalludin, 2017:12). Teaching materials have several principles, including relevance, coherence, and suitability, and they play a role in both teachers and students (Nana, 2019:15). Teaching materials are ready-to-use

materials obtained from various learning sources that are systematically planned and ready to be presented to achieve competency. (Saputra, 2021:10).

Local wisdom refers to everything related to values and norms that apply to a particular culture so that they reflect the lives of the local community. Meanwhile, local culture is the culture of people living in a certain area, which is different from other areas (Hafid, 2015: 7). The criteria for local wisdom include the ability to tolerate foreign culture, consider foreign cultural elements, integrate foreign cultural elements into one's own culture, and master and direct cultural development. Local wisdom can be used as study material for text reports resulting from observations of local wisdom and cultural heritage. Cultural heritage is an intangible object or attribute that forms the identity of a community or person inherited from previous generations, and will be preserved for future generations.

III. RESEARCH METHODS

This study uses research and development methods *with the (Analysis Design Development Implementation Evaluate) model*. ADDIE is a descriptive procedural model that goes through stages that must be carried out to produce a product. The end of this research and development project will produce products in the form of digital teaching materials. The ADDIE development model procedure consists of five stages: analysis, design, development, implementation, and evaluation (Branch, 2009: 2).

This research uses instruments that are more directed at assessing the results of the products being developed. Several instruments used in collecting data that will be used in this research are interviews, documentation, questionnaires, and tests.

Instruments used to facilitate the implementation of research data collection. Apart from compiling digital teaching materials for observation report (LHO) texts based on local wisdom, researchers must also be able to compose research instruments to assess products from the digital teaching materials being developed.

Research data analysis was performed after data collection was completed. As for research and development, the number of data analysis activities depends on the level of research, type and number of problem formulations, and number of hypothesis formulations (Sugiyono, 2019: 245). The data analysis technique in this study uses a qualitative descriptive analysis technique that describes the results of product development in the form of digital teaching materials and observation report text (LHO) based on local wisdom.

Qualitative data in research and development will be used to measure the results of questionnaires regarding student responses to digital teaching materials and observation report texts (LHO) based on the local wisdom that is being developed. A *Likert scale questionnaire*. According to Sugiyono (2019:165), in research and development, the *Likert scale* can be used to develop instruments to measure the attitudes, perceptions, and opinions of a person or group of people regarding the potential and problems of an object. Data collected through the trial instruments were analyzed using qualitative and quantitative descriptive statistics. This analysis described the characteristics of the data for each variable.

IV. RESULTS AND DISCUSSION

The research produced the final product in the form of digital teaching materials, texts, and reports of observations based on local wisdom for SMP/MT students using research and development methods *with the (Analysis Design Development Implementation Evaluate) model* to produce quality products that were suitable for use. used as Indonesian language teaching material in the text material for observation reports at the class VIII SMP/MT education level.

The results of the implementation of digital teaching materials and text reports based on observations and local wisdom for SMP/MT students are suitable for use as a learning model. This feasibility is proven from the results of evaluations by learning model experts, media experts, practitioners, early stage trials, and field trials. Based on the analysis of the research data, we obtained assessment results that are explained in the following discussion.

1) Learning Materials Expert

Feasibility of digital teaching materials as text reports on observations based on local wisdom for junior high school students consists of three assessment aspects, namely "Content Feasibility," "Presentation Feasibility," and "Language Assessment" activities. Based on the results of the learning material expert assessment, the suitability of digital teaching materials for text reports based on observations based on local wisdom for SMP/MTs students reached an average total score of 3.9 from the highest score of 4.0 with details; (1) "Feasibility of Content" received a score of 3.8, which means it is included in the "Very Eligible" category (2) "Feasibility of Presentation" received a score of 4.0, which means it is included in the "Very Eligible" category (3) "Language Assessment" obtained a score of 3.9 which means it is in the "Very Decent" category. This can be interpreted as meaning that learning materials experts state that digital teaching materials, text reports on observations based on local wisdom for SMP/MTs students in the "Very Appropriate" category, are used as learning models.

2) Media Expert

Feasibility of digital teaching materials as text reports on observations based on local wisdom for junior high school students consists of three aspects of assessment, namely "Digital Teaching Material Size," "Digital Teaching Material Cover Design," and "Digital Teaching Material Content Design." Based on the results of the media expert's assessment, the feasibility of digital teaching materials for text reports based on observations based on local wisdom obtained an average total score of 3.2 from a maximum score of 4.0 with details; (1) "Digital Teaching Material Size" gets an average score of 3.5, which means it is in the "Very Appropriate" category (2) "Digital Teaching Material Cover Design" gets an average score of 3.1, which means it is included in "Decent" category (3) "Digital Teaching Material Content Design" received an average score of 2.9, which means it is included in the "Decent" category. This can be interpreted as meaning that media experts state that digital teaching materials and text reports based on observations of local wisdom in the "Appropriate" category are used as teaching materials.

3) Practitioner (Indonesian Teacher)

The assessment of the suitability of digital teaching materials for text reports based on observations based on local wisdom for SMP/MTs students was carried out by Indonesian language teachers from SMP Negeri 1 Gantar, and SMP Negeri 2 Haurgeulis, Indramayu Regency. The assessment consists of three aspects, namely "Material" and "Language Appropriateness." Based on the results of the assessment by Indonesian language teachers, the suitability of digital teaching materials for text reports based on observations of local wisdom obtained an average total score of 3.85 from a maximum score of 4.0 with details: (1) "Material" gets an average score of 3.95, which means it is in the "Very Appropriate" category. (2) "Language Feasibility" gets an average score of 3.75, which means it is included in the "Very Appropriate" category. This can be interpreted as that the Indonesian language teacher from SMP Negeri 1 Gantar, and SMP Negeri 2 Haurgeulis, Indramayu Regency stated that digital teaching materials, text reports based on observations based on local wisdom in the "Very Appropriate" category, are used as teaching materials.

4) Early Stage Trial

Feasibility assessment and initial trial of digital teaching materials, text report on observations based on local wisdom by 30 class VIII students of SMP Negeri 1 Gantar, Indramayu. The assessment consists of three aspects, namely "Appearance" obtaining an average total score of 3.7 so it can be included in the "Very Decent" category. The "Material Presentation" aspect received an average score of 3.5, which means it is in the "Very Decent" category. The "Benefits" aspect received an average score of 3.5 which is included in the "Very Decent" category. The total average value of the three aspects received a score of 3.6, which was included in the "Very Decent" category.

The results of the *paired sample t-test* in the initial trial stage showed a difference in the average value of learning outcomes before and after using digital teaching materials as a report text based on observations based on local wisdom of 12.20; The calculated t value is $13.956 > t_{1.697}$; Sig value (2-tailed) $0.001 < 0.05$. Based on these values, it can be concluded that there is a significant increase in learning outcomes before and after using digital teaching materials and text reports based on observations and local wisdom.

5) Field Trials

Results of feasibility assessments and field trials of digital teaching materials and text reports based on observations of local wisdom by 30 class VIII students of SMP Negeri 2 Haurgeulis, Indramayu. The assessment consists of three aspects, namely "Appearance" with an average total score of 4.0 so it can be included in the "Very Decent" category. The "Presentation of Material" aspect received an average score of 3.7, which means it is in the "Very Decent" category. The "Benefits" aspect received an average score of 3.9 which is included in the "Very Decent" category. Overall, the total average value of the three aspects received a score of 3.8, which is included in the "Very Decent" category.

The results of the paired sample t-test in the field trial showed a difference in the average value of learning outcomes before and after using digital teaching materials as a report text based on observations based on local wisdom of 10.80; the calculated t value was $12.765 > t_{1.697}$; Sig value. (2-tailed) $0.001 < 0.05$. Based on these values, it can be concluded that there is a significant increase in learning outcomes before and after using digital teaching materials and text reports based on observations and local wisdom.

Based on data analysis of the overall average value of the evaluation results by learning material experts, media experts, practitioners, and earlystage trials and field trials, it shows that digital teaching materials, text reports based on observations based on local wisdom, are in the "Very Appropriate" category for used as digital teaching material in Indonesian language lessons at class VIII middle school level in the text material of observation reports.

V. CONCLUSION

This digital teaching material, text reporting on observations based on local wisdom for SMP/MT students, was designed to provide a comprehensive and meaningful learning experience. Through the integration of local wisdom, it is hoped that students can better understand, appreciate, and utilize the rich culture and environment surrounding them. The use of digital teaching materials as observation report texts based on local wisdom in learning can increase students' interest and motivation to understand observation report text materials in an interactive and innovative way.

materials for observation report texts based on local wisdom for junior high school students as teaching materials that can be used by students independently, both in class and outside of class. Formulation of the problem raised in the background of this research: (1) What is the development of digital teaching materials for text reports on observations based on local wisdom for junior high school students? (2) What are the results of the implementation of digital text reports on observations based on local wisdom for junior high school students?

Based on this problem formulation, researchers have developed digital teaching materials and text reports based on local wisdom for SMP/MT students. This research uses the Research and Development method (*Research and Development*) with the (*Analysis Design Development Implementation Evaluate*) model to produce a product that is good and suitable for use as Indonesian language teaching material in the text material of observation reports at the middle school/MT education level. VIII.

Based on the description of the results of research and development of Indonesian language teaching materials in the text of observation reports at the SMP/MT education level, the following conclusions can be drawn:

1. Development of digital teaching materials for text reports on observations based on local wisdom for SMP/MTs students This consists of *cover*, pre-material, material, and post-material. Digital teaching materials were created using the Canva application which is

integrated with *Heyzine*. The language used in the teaching materials is standard communicative language. As for readability, the writing uses size 14 for the body of the material, while it uses size 16 for the chapter titles in *Times New Roman font*. Digital teaching materials are accompanied by the sound of musical instruments, which can help increase concentration and reduce boredom. Before digital teaching materials, text reports based on observations of local wisdom were tested on students, which were first validated by material experts and media experts who already have doctoral degrees and are competent in their respective fields. These digital teaching materials are accessed using a laptop or smartphone *connected* to the internet. When using digital teaching materials, users can access them via the *link* or the quick response code (check code) that has been provided.

2. The results of the implementation of digital teaching materials are text reports based on observations based on local wisdom for junior high school students, which can be seen from the average response in the initial group trials and field trials. From the three aspects of the overall assessment the results of the initial group trial obtained an average total score of 3.6 from the highest score of 4.0. Meanwhile, the field trial stage of the three aspects of the overall assessment received an average total score of 3.8 from the highest score of 4.0. The overall implementation results, both small group trials and field trials, received an average total score of 3.7, so they were included in the "Very Eligible" category. Based on the results of discussions on the implementation of small group trials, digital teaching materials are text reports on observations based on local wisdom for SMP/MT students. suitable for use as teaching material, especially observation report material based on Indonesian language subjects at class VIII junior high school level.

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