

## **Development of Teaching Materials for Writing Narrative Texts Based on Local Wisdom for Primary School Students**

Avi Valentri\*<sup>1</sup>, Maulina Rahayu<sup>2</sup>, Elsa Ariestika<sup>3</sup>

<sup>1,2</sup>Primary School Teacher Education, Primagraha University, Indonesia

<sup>3</sup>Physical Education, Health and Recreation, Primagraha University, Indonesia

\*(**Avi Valentri**)

✉ [avivalen4@gmail.com](mailto:avivalen4@gmail.com)<sup>1</sup>

**Abstract:** The aim of this research is to obtain innovation in teaching materials for writing local wisdom-based narrative texts for elementary school students. The research method used is development (R&D) with the model used is ADDIE. The ADDIE model has five stages, namely analysis, design, development, implementation, and evaluation. The sample used for the trial was SD Negeri 02 Serang City, consisting of 85 students with the sampling technique used, namely purposive sampling. The data collection instrument consists of a validation sheet for material experts, practitioner experts, media experts and a feasibility test questionnaire for elementary school students. The research results show that the development of teaching materials for writing narrative texts based on local wisdom for elementary school students can be used in learning to write narrative texts with very valid criteria and is suitable for use after being tested with research samples. This can be seen from the average of three validator experts, namely language validators with an average percentage of 83.33%, material validators 89.33%, and media validators 88.33%. Based on data collection from the three experts, an average percentage of 86.97% was obtained with a very valid interval and suitable for use.

**Keywords:** Local Wisdom, Narrative Text, Teaching Materials

### **INTRODUCTION**

The teaching materials used by Indonesian language teachers in elementary schools have several weaknesses, one of which is that teachers cannot approach and introduce local wisdom to their students. According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, and as stated in Article 77 of Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of (Wibowo, 2021) 2005, local culture must be included in education. (Laila, Asri Budiningsih, & Syamsi, 2021); (Harisah, Bustan, & Ulinsa, 2023); (Putra & Musigrungsi, 2022). Therefore, teaching materials in Indonesian language learning should be local wisdom oriented so that students can get to know the culture in depth. One of the local cultures or wisdom that can be included in teaching materials or teaching materials for secondary school

students in Riau can be in the form of narrative texts or folk tales. Thus, local wisdom is very important to be involved in innovation for the benefit of society (Lukman, Irwan Tahir, & Muhi, 2022). Teaching materials are a collection of materials that are arranged systematically, both written and unwritten, to create an environment or atmosphere that encourages students to learn, more skilled teachers, improve curriculum content, and improve the quality of learning and assessment of student learning outcomes (Sudrajat, 2015). Kurniawati also conveyed the same thing that teaching materials can include all types of materials used to assist teachers or instructors in implementing education in the classroom (I. Kurniawati, 2015) (Fatihah, Nurhasanah, & Triyadi, 2022). So, teaching materials are an important part of learning. Materials Teaching is needed as a guide for activities during the learning process and is an important part of the material taught to students. By using teaching materials, teachers can carry out learning programs more regularly because they will have clear material guidelines. Teachers must develop teaching materials for various reasons .

Furthermore, Pratama, et al, (2021) explains that teaching materials are tools in the form of text that educators use to teach. Teaching materials consist of a collection of learning materials that are arranged systematically and arranged in written or unwritten form. Teaching materials are prepared to meet student needs and are in accordance with the applicable curriculum and student character. Meanwhile, Josse, Hermawan, & Utami, (2022) teaching materials are materials that have been prepared according to the basic competencies contained in the curriculum that students must understand. Teaching materials must also comply with predetermined content standards. Therefore, appropriate teaching materials will help teachers and students achieve learning goals. Teaching materials also function to save learning time, change the role of the educator from a teacher to a facilitator, bind the learning process, and act as a guide for educators who will direct all learning activities (Prastomo, 2016). According to the attachment to Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification and Competency Standards, teachers are expected to be able to develop teaching materials by considering students' characteristics and social environment. Three reasons why the development of teaching materials must be considered: teaching materials must be available in accordance with curriculum demands, in accordance with student characteristics, and in accordance with the demands of solving learning problems. The development of teaching materials must be carried out by considering the principles of curriculum development.

This is in accordance with what is stated in the 2013 Curriculum document, which stipulates that the curriculum must adapt to developments in the fields of science, culture, technology and the arts. The curriculum was developed based on the awareness that this field is developing dynamically. The curriculum is a sign or rule made by the government to determine the quality of graduates who have gone through a needs analysis process, including analysis of student needs, environmental analysis, analysis of facilities and infrastructure. The elaboration and implementation of the curriculum is contained in the learning tools, which contain learning objectives. Learning materials are developed to make it easier for teachers to convey messages to students so that learning objectives are right on target. To improve the quality of Indonesian language learning, development and innovation of learning materials can be carried out. So that learning objectives can be achieved efficiently, innovation and development of new learning material models are needed. In terms of learning development,

policy makers can innovate. First, remove repetitive course material. Second, delete unimportant subjects. Third, provide complete education. Fourth, provide applied resources that students can use to improve the quality of education. Fifth, instill habits of good character, discipline, order and the implementation of human rights, obligations, and social concern. Sixth, offer curriculum choices that match local resources. Therefore, language learning materials based on local wisdom must be developed. Material development is a process of designing new material or improving existing ones based on need analysis (learner needs). Material development can be viewed from the field of study and practical action. If we look at the field of study, material development studies the principles, design, procedures, implementation and evaluation of language learning materials. Meanwhile, as a practical act, material development is the production, evaluation and adaptation of language learning materials, by teachers for their classes and by authors for sale or distribution. In addition, the use of material development as a way to facilitate and deepen teachers' personal and professional development. For example, a teacher who previously used audio media in the learning process or only used visual media later developed it into audiovisual media so that students were more motivated because learning was more interesting using media such as films, videos, etc. (Tomlinson, 2023).

Furthermore, Tomlinson explained that developing materials requires evaluation so that they are useful. The material used by educators must look at the attractiveness of the material for students, look at the credibility of the material for students, teachers and administrative staff, measure the validity of the material, test the level of trustworthiness of the material (reliability), check the attractiveness of the material for students, the ability of the material to motivate students, the value of the material in terms of short-term as well as long-term learning. Apart from that, cultural sensitivity, especially the social order of society, life and education in an area, needs to be considered in innovation and development of language learning material models, so that the material we develop will be useful and right on target according to the needs of language learners and also the material provided. we develop that there will be no imbalance or conflict with the local environment so that the final results of the application of the material will be tested for validity. by teachers for their classes and by authors for sale or distribution. In addition, the use of material development as a way to facilitate and deepen teachers' personal and professional development. For example, a teacher who previously used audio media in the learning process or only used visual media later developed it into audiovisual media so that students were more motivated because learning was more interesting using media such as films, videos, etc. (Tomlinson, 2023). Furthermore, Tomlinson explained that developing materials requires evaluation so that they are useful. The material used by educators must look at the attractiveness of the material for students, look at the credibility of the material for students, teachers and administrative staff, measure the validity of the material, test the level of trustworthiness of the material (reliability), check the attractiveness of the material for students, the ability of the material to motivate students, the value of the material in terms of short-term as well as long-term learning. Apart from that, cultural sensitivity, especially the social order of society, the order of life and the education system in an area, need to be considered in innovation and development of language learning material models, so that the material we develop will be useful and right on target according to the needs of language learners and also the material provided. we develop that there will be no imbalance or conflict with the local

environment so that the final results of the application of the material will be tested for validity by teachers for their classes and by authors for sale or distribution. In addition, the use of material development as a way to facilitate and deepen teachers' personal and professional development. For example, a teacher who previously used audio media in the learning process or only used visual media later developed it into audiovisual media so that students were more motivated because learning was more interesting using media such as films, videos, etc. (Tomlinson, 2023). Furthermore, Tomlinson explained that developing materials requires evaluation so that they are useful. The material used by educators must look at the attractiveness of the material for students, look at the credibility of the material for students, teachers and administrative staff, measure the validity of the material, test the level of trustworthiness of the material (reliability), check the attractiveness of the material for students, the ability of the material to motivate students, the value of the material in terms of short-term as well as long-term learning. Apart from that, cultural sensitivity, especially the social order of society, life and education in an area, needs to be considered in innovation and development of language learning material models, so that the material we develop will be useful and right on target according to the needs of language learners and also the material provided. We develop that there will be no imbalance or conflict with the local environment so that the final results of the application of the material will be tested for validity. Then the material we develop will be useful and right on target according to the needs of language learners and also the material we develop will not be inconsistent or conflict with the local environment so that the final results of the application of the material will be tested for validity. Then the material we develop will be useful and right on target according to the needs of language learners and also the material we develop will not be inconsistent or conflict with the local environment so that the final results of the application of the material will be tested for validity.

In learning Indonesian, this material can be developed by writing text-based or folklore-based teaching materials taking into account local wisdom. Conveying written messages to other people indirectly or face to face is known as writing. One of the Indonesian language lessons that must be taught to students is learning to write, because the current curriculum is usually text-based. Writing narrative text is one of the text-based materials related to writing activities. Teaching and learning activities can utilize various discourses discussed in folklore, both at school, in the library and at home. In elementary schools teachers can use this discourse as learning material, children in the library can gain additional knowledge, and parents and students can read it at home. Now people have started to forget folklore. Therefore, folklore must be revived and preserved in society because there are many things that can be learned from it, including the values contained in it, character education and there are still many positive values that can be explored and taken away, including the profile of Pancasila students which is being promoted by the government. At the moment.

Based on the phenomenon that has been described, this research has a novelty, namely narrative text teaching materials based on local wisdom for elementary school students with a research and development approach with the aim of producing Indonesian language learning teaching materials based on local wisdom. These teaching materials are used in science and technology and economics and can increase human resources, productivity and community service innovation.

## **RESEARCH METHODS**

This research uses research development (R&D) methods and uses the ADDIE model, the most commonly used framework in instructional design research. The ADDIE model has five stages: analysis, design, development, implementation, and evaluation. The analysis stage (A) explains what should be studied theoretically. There are three steps in this analysis stage, namely need analysis; task analysis; instructional analysis (Turan Güntepe & Keleş, 2023). Next, development (D) is the process of designing research teaching materials, teaching materials based on local wisdom, and in the fourth stage, implementation (I) is the application of the designed teaching materials. In the final stage, evaluation (E), is carried out to evaluate whether there is an impact of the product being designed on a better quality of Indonesian language learning (Sugiono, 2019); (Mohd Jais, Ishak, & Md Yunus, 2022); (Almelhi, 2021). The results of questionnaires and product tests are the data sources for this research. However, this research only reached the third stage of development (D), namely the process of making teaching learning materials based on local wisdom. This teaching lesson was validated by three experts, namely language experts, materials experts and media experts by categorizing validity values based on the following validity criteria table.

**Table 1.** Validity Criteria

No	Intervals (%)	Criteria
1	81-100	Very Valid
2	61-80	Valid
3	41-60	Fairly Valid
4	21-40	Less Valid
5	0-20	Invalid

## RESULTS AND DISCUSSION

Based on data analysis related to the development of textbooks, writing narrative texts based on local wisdom for elementary school students produces a product in the form of a textbook. This product was designed and prepared with the aim of educators being able to introduce local wisdom to students so that they know their own culture better. Apart from that, these teaching materials can help teachers convey material in a way that suits the goals they want to achieve, help reduce misunderstandings about the material to be delivered, and create a learning atmosphere that is not boring so that students can achieve their goals. The development of teaching materials for writing narrative texts based on local wisdom for elementary school students was validated by several experts, namely language, materials and media experts. The product was designed based on the results of an analysis of elementary school students' needs for teaching materials for writing local wisdom-based narrative texts including four aspects, namely, (1) material aspects (2) presentation aspects (3) linguistic aspects (4) graphic aspects. Based on these four aspects, each validator has its own indicators to validate the teaching materials. The language validator reviews based on several indicators, including good and correct language, simple sentences, and digestibility. Meanwhile, the material validator reviews the indicators based on the form of material description, material examples and presentation. Next, the media validator reviews based on presentation, color and graphic indicators. Based on this, the results of data analysis based on the three validators can be seen in the image below.

**Table 2.** Linguist Expert Validation Results

No.	Assessment Category	Percentage (%)	Criteria
1.	Good and correct language	85	Very valid
2.	Simple Sentences	80	Valid
3.	Digestibility	85	Very Valid
<b>Average</b>		<b>83.33%</b>	<b>Very Valid</b>

Based on table 2, it can be seen that the results of the linguist validation analysis regarding teaching materials for writing local wisdom-based narrative texts for elementary school students are classified based on good and correct language with a percentage of 85%, simple sentences 80% and digestibility 85% with an average of average 83.33%. Based on the results of the linguist validation assessment with an average percentage of 83.33%, it can be categorized as very valid based on validity criteria.

**Table 3.** Material Expert Validation Results

No.	Assessment Category	Percentage (%)	Criteria
1.	Form of Material Description	90	Very Valid
2.	Example material	95	Very Valid
3.	Presentation	83	Very Valid
<b>Average</b>		<b>89.33%</b>	<b>Very Valid</b>

Based on table 3, it can be seen that the results of the material expert validation analysis related to teaching materials for writing local wisdom-based narrative texts for elementary school students are classified based on the form of material description with a percentage of 90%, material examples 95% and presentation 83% with an average of 89.33%. Based on the results of the material expert validation assessment with an average percentage of 83.33%, it can be categorized as very valid based on validity criteria.

**Table 4.** Media Expert Validation Results

No.	Assessment Category	Percentage (%)	Criteria
1.	Presentation	87	Very Valid
2.	Color	90	Very Valid
3.	Graphic design	88	Very Valid
<b>Average</b>		<b>88.33%</b>	<b>Very Valid</b>

Based on diagram 3, it can be seen that the results of media expert validation analysis regarding teaching materials for writing local wisdom-based narrative texts for elementary school students are classified based on presentation with a percentage of 87%, color 90% and graphics 88% with an average of 88.33%. Based on the results of media expert validation assessments with an average percentage of 88.33%, it can be categorized as very valid based on validity criteria.

Based on the three experts, an average percentage of 86.97% was obtained with a very valid interval. Language validators review based on several indicators, including good and correct language, simple sentences, and digestibility. Meanwhile, the material validator

reviews the indicators based on the form of material description, material examples and presentation. Next, the media validator reviews based on presentation, color and graphic indicators. Therefore, teaching materials for writing narrative texts based on local wisdom for elementary school students are very valid to use in the Indonesian language learning process.

## CONCLUSION

Based on the results and discussion, it can be concluded that teaching materials for writing narrative texts based on local wisdom for elementary school students are very valid for use in the Indonesian language learning process. This can be seen from the average of three validator experts, namely language validators with an average percentage of 83.33%, material validators 89.33%, and media validators 88.33%. Based on data collection from the three experts, an average percentage of 86.97% was obtained with a very valid interval. Therefore, teaching materials for writing narrative texts based on local wisdom for elementary school students are very valid to use in the Indonesian language learning process.

## REFERENCES

- A. Sudrajat. (2015). *Pengembangan Bahan Ajar*. Jakarta: Rajawali Pers.
- Almelhi, A. M. (2021). Effectiveness of the ADDIE Model within an E-Learning Environment in Developing Creative Writing in EFL Students. *English Language Teaching*, 14(2), 20. <https://doi.org/10.5539/elt.v14n2p20>
- B. Tomlinson. (2023). *Developing Material for Language Teaching*. London: Cromwell Press.
- Fatihah, M., Nurhasanah, D., & Triyadi, S. (2022). Analisis Strukturalisme dan Nilai-Nilai Pendidikan dalam Novel Romansa di Bawah Langit Karya Ervinadyp serta Relevansinya sebagai Materi Ajar Sastra Indonesia di SMP. *Jurnal Pendidikan Tambusai*, 6(1), 857–871. Retrieved from <https://garuda.kemdikbud.go.id/documents/detail/2462220>
- Harisah, S., Bustan, F., & Ulinsa. (2023). Pembelajaran sastra berbasis kearifan lokal di Sulawesi Tengah. *THE 31st HISKI INTERNATIONAL CONFERENCE ON LITERARY LITERACY AND LOCAL WISDOM*, 156–162.
- I. Kurniawati. (2015). *Modul Pelatihan Pengembangan Bahan Belajar*. Bandung: Bumi Aksara.
- Josse, J., Hermawan, A., & Utami, S. (2022). Pengembangan Bahan Ajar Menemukan Hal Menarik Tokoh Cerita Rakyat (Legenda) Berbasis Kearifan Lokal Blitar. *Patria Educational Journal (PEJ)*, 1(2), 72–80. <https://doi.org/10.28926/pej.v1i2.106>
- Laila, A., Asri Budiningsih, C., & Syamsi, K. (2021). Textbooks based on local wisdom to improve reading and writing skills of elementary school students. *International Journal of Evaluation and Research in Education*, 10(3), 886–892. <https://doi.org/10.11591/ijere.v10i3.21683>
- Lukman, S., Irwan Tahir, M., & Muhi, A. H. (2022). Implications of Cultural Values and Character of Local Wisdom in the Implementation of Local Government. *Journal of Positive School Psychology*, 2022(4), 11315 – 11332.
- Mohd Jais, N. F., Ishak, S. A., & Md Yunus, M. (2022). Developing the Self-Learning Interactive Module using ADDIE Model for Year 5 Primary School Students. *International Journal of Academic Research in Progressive Education and Development*, 11(1), 615–630. <https://doi.org/10.6007/ijarped/v11-i1/11919>

- Prastomo, A. (2016). *Pengembangan Bahan Ajar Tematik*. Jakarta: kencana.
- Pratama, S. A., Fitriani, H., & Pratami, F. (2021). Pengembangan Lkpd Menulis Teks Narasi Berbasis Kearifan Lokal Masyarakat Komering Di Smp. *Seulas Pinang: Jurnal Pendidikan Bahasa Dan Sastra*, 3(1), 44–52. <https://doi.org/10.30599/spbs.v3i1.1006>
- Putra, J. R., & Musigrungsi, S. (2022). Indonesian EFL Teachers' Beliefs about Incorporating Cultural Aspects in Their Multilingual and Multicultural EFL Classrooms. *3L: Language, Linguistics, Literature*, 28(1), 75–89. <https://doi.org/10.17576/3L-2022-2801-06>
- Turan Güntepe, E., & Keleş, E. (2023). A Product of the Instructional Design Process Developed According to the Seels and Glasgow Model: Interactive Hologram-Supported Material Set. *International Journal of Contemporary Educational Research*, 10(2), 336–356. <https://doi.org/10.52380/ijcer.2023.10.2.489>
- Wibowo. (2018). *Penelitian Kualitatif dan Kuantitatif*. Jakarta: Gavada Media Dimens.