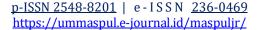# Development of Descriptive Text Learning Materials Based on Local Wisdom for Seventh Grade Students of MTs Negeri 1 Manado

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Abstrak

Tujuan penelitian ini adalah untuk mengembangkan bahan ajar teks deskripsi berbasis kearifan lokal bagi peserta didik kelas VII MTs Negeri 1 Manado. Agar penelitian ini lebih terarah maka rumusan masalah dibatasi pada tiga pokok bahasan yaitu: (1) bagaimana gambaran kebutuhan pembelajaran teks deskripsi di kelas VII MTs Negeri 1 Manado; (2) bagaimana bentuk dan rancangan bahan ajar berbasis kearifan lokal pada pembelajaran teks deskripsi; dan (3) bagaimana efektivitas penerapan bahan ajar berbasis kearifan lokal dalam pembelajaran teks deskripsi.Penelitian ini menggunakan metode penelitian dan pengembangan (Research and Development) dengan model Sugiyono yang terdiri atas sepuluh langkah, mulai dari identifikasi potensi dan masalah hingga produksi massal. Subjek penelitian meliputi ahli materi, ahli media, dan peserta didik kelas VII. Instrumen pengumpulan data berupa angket, tes, observasi, dan wawancara. Data dianalisis secara deskripsi untuk mengetahui validitas, kepraktisan, dan efektivitas produk. Hasil penelitian menunjukkan bahwa (1) bahan ajar yang dikembangkan memenuhi kriteria kelayakan dari aspek isi, bahasa, pemaparan, dan grafika dengan kategori sangat layak; (2) bahan ajar berbasis kearifan lokal Sulawesi Utara menarik minat belajar peserta didik dan membantu memahami struktur serta ciri kebahasaan teks deskripsi; (3) hasil uji keefektifan menunjukkan peningkatan kemampuan menulis teks deskripsi peserta didik dengan nilai N-gain berada pada kategori sedang hingga tinggi. Penelitian ini menyimpulkan bahwa bahan ajar berbasis kearifan lokal efektif digunakan untuk meningkatkan keterampilan menulis teks deskripsi sekaligus menanamkan nilai-nilai kearifan lokal pada peserta didik.

Kata Kunci: pengembangan bahan ajar, teks deskripsi, kearifan lokal, Sulawesi Utara

Abstract

The objective of this study is to develop descriptive text learning materials based on local wisdom for seventh grade students of MTs Negeri 1 Manado. To make the research more focused, the problem formulation is limited to three main issues: (1) what are the learning needs of descriptive texts in seventh grade at MTs Negeri 1 Manado; (2) what is the form and design of local wisdom–based learning materials in descriptive text learning; and (3) how effective is the implementation of local wisdom–based learning materials in descriptive text learning.

This study employed a Research and Development (R&D) method using Sugiyono's model, which consists of ten steps, ranging from identifying potentials and problems to mass production. The research subjects included material experts, media experts, and seventh grade students. Data collection instruments consisted of questionnaires, tests, observations, and interviews. The data were analyzed descriptively to determine the validity, practicality, and effectiveness of the product.

The results of the study show that: (1) the developed learning materials meet the eligibility criteria in terms of content, language, presentation, and graphics, categorized as very feasible; (2) the local wisdom–based learning materials of North Sulawesi attracted students' learning interest and facilitated their understanding of the structure and linguistic features of descriptive texts; and (3) the effectiveness test results revealed an

improvement in students' ability to write descriptive texts, with N-gain values falling into the medium to high categories.

This study concludes that local wisdom–based learning materials are effective in improving students' descriptive writing skills while simultaneously instilling the values of local wisdom in learners.

Keywords: development of learning materials, descriptive text, local wisdom, North Sulawesi

Introduction

Education is a fundamental aspect in shaping the quality of human resources, and the role of learning materials is crucial in ensuring effective teaching and learning processes. Learning materials not only serve as a medium for knowledge transfer but also as a bridge that connects learners with real-life contexts. In the era of curriculum transformation, teachers are required to design and provide innovative materials that are relevant, contextual, and engaging to enhance students' skills and competencies.

Language learning, particularly in junior high schools, plays a strategic role in developing students' communication skills. Among the various text types, descriptive text holds an important position as it trains students to describe objects, people, places, and phenomena systematically using appropriate language features. However, in practice, many students still face difficulties in mastering descriptive text writing due to limited exposure to contextual and meaningful materials.

The issue is often rooted in the use of generic textbooks that lack relevance to students' cultural and social environments. Learning materials provided in schools tend to be uniform and nationally standardized, which sometimes leads to a gap between the content of the materials and the students' daily lives. As a result, students may perceive descriptive text learning as monotonous and disconnected from their experiences.

To address this challenge, the integration of local wisdom into learning materials emerges as a relevant and innovative solution. Local wisdom refers to values, traditions, and cultural elements that are deeply rooted in a particular community. By incorporating local wisdom into descriptive text materials, students are not only exposed to language structures but also to cultural knowledge that reflects their own identity and environment.

In the context of North Sulawesi, rich cultural heritage and local traditions provide abundant resources for the development of contextual learning materials. Folklore, traditional ceremonies, culinary diversity, and natural landscapes are valuable elements that can be transformed into descriptive text learning content. Such integration is expected to foster students' interest and motivation while simultaneously preserving cultural values.

Previous studies have shown that learning materials based on local wisdom contribute positively to students' engagement and comprehension. Contextual learning enables students to build meaningful connections between the material and their daily experiences. Furthermore, it supports character education by instilling values such as respect, responsibility, and cultural appreciation. These findings strengthen the rationale for developing descriptive text learning materials grounded in local wisdom.

This research focuses on developing descriptive text learning materials for

seventh grade students of MTs Negeri 1 Manado, specifically designed with local wisdom of North Sulawesi as the foundation. The development process applies the Research and Development (R&D) method using Sugiyono's model, which systematically guides the creation, validation, and implementation of innovative learning products.

Therefore, this study is expected to provide both theoretical and practical contributions. Theoretically, it enriches the discourse on learning material development by integrating cultural contexts into language learning. Practically, it offers teachers and students contextualized descriptive text materials that are effective in improving writing skills and fostering cultural values. In line with these considerations, this research aims to: (1) analyze the learning needs of descriptive texts, (2) design descriptive text materials based on local wisdom, and (3) test the effectiveness of the developed materials in enhancing students' descriptive writing skills.

Method

This study employed a Research and Development (R&D) approach with reference to the model proposed by Sugiyono, which consists of ten stages, starting from identifying potentials and problems to mass production. The R&D method was chosen because the main objective of this research was not only to produce a product in the form of descriptive text learning materials based on local wisdom, but also to test its validity, practicality, and effectiveness.

The research was conducted at MTs Negeri 1 Manado with seventh grade students as the primary participants. In addition, material experts and media experts were involved as validators to ensure that the developed product met the established standards of learning materials. The

selection of this research site was based on the preliminary observation that descriptive text learning in this school still relied heavily on textbooks without significant integration of local wisdom.

The subjects of this study consisted of three groups: (1) material experts, responsible for evaluating the content, structure, and linguistic appropriateness of the product; (2) media experts, who assessed the design, layout, and technical aspects of the material; and (3) students, who acted as end users in the implementation stage. The involvement of different groups ensured that the product was tested from multiple perspectives, both academic and practical.

The research procedure followed Sugiyono's ten stages of R&D, namely: (1) identifying potentials and problems, (2) collecting data, (3) designing the product, (4) validating the design, (5) revising the design, (6) conducting limited trials, (7) revising based on trial results, (8) conducting broader trials, (9) final product revision, and (10) mass production. However, due to the scope and limitations of the research, this study only focused on the first nine stages.

Data collection techniques were varied to obtain comprehensive and valid results. The instruments used included questionnaires, which were distributed to students and experts to assess product feasibility and practicality; tests, which measured students' learning outcomes in descriptive text writing before and after using the product; observations, to record the learning process and student engagement; and interviews, to capture in-depth information regarding user experiences.

The validity of the product was examined through expert validation. Material experts assessed aspects such as content relevance, accuracy of linguistic features, and appropriateness of the learning objectives, while media experts evaluated the design, layout, and readability. Their input was used to revise and improve the product before it was tested on students.

To measure the practicality of the learning materials, questionnaires and observations were administered to students and teachers during the implementation

stage. These instruments assessed whether the product was easy to use, engaging, and aligned with students' learning needs. Practicality was also measured by observing whether teachers could integrate the product smoothly into classroom activities.

The effectiveness of the product was evaluated using a pre-test and post-test design. Students were first asked to write a descriptive text before the product was implemented, followed by another test after the implementation. The results were analyzed using the N-gain score to determine the level of improvement in students' descriptive writing skills. Effectiveness was further supported by qualitative data from interviews and observations, which highlighted students' responses and changes in motivation during the learning process.

Result and Discussion

The results of this research present the findings of the development, validation, and implementation of descriptive text learning materials based on local wisdom for seventh grade students of MTs Negeri 1 Manado. Data were obtained from expert validation, practicality testing, and effectiveness testing through pre-test and post-test.

The validation results from material experts showed that the developed product was categorized as *very feasible*. The experts stated that the content of the learning materials was accurate, aligned with the curriculum, and successfully integrated elements of North Sulawesi's local wisdom. The average score from material experts was 92.5%, indicating strong validity.

Similarly, the validation from media experts confirmed that the design, layout, graphics, and readability of the product were highly appropriate. The media expert evaluation reached an average score of 90.3%, which also falls under the *very feasible* category.

The practicality test was conducted by involving both students and teachers during the implementation stage. Questionnaire results indicated that students found the learning materials easy to understand, visually appealing, and highly relevant to their cultural environment. Teachers also noted that the product was simple to integrate into classroom activities. The overall practicality score was 89.7%, categorized as *very practical*.

The effectiveness of the developed materials was measured using pre-test and post-test results. Students were asked to write descriptive texts before and after using the product. The pre-test mean score was 62.4, while the post-test mean score increased to 81.7, indicating significant improvement.

The N-gain analysis further supported this finding, with an average N-gain value of 0.62, which falls into the *medium to high* category. This suggests that the use of local wisdom–based learning materials effectively improved students' ability to write descriptive texts.

Qualitative data from interviews revealed that students were more motivated and engaged in learning descriptive texts. They expressed that the integration of familiar cultural elements, such as local foods, traditional ceremonies, and folklore, made the learning process enjoyable and relatable. Teachers also emphasized that the product contributed to fostering students' cultural awareness.

Overall, the findings show that the developed product met the three key aspects of quality learning materials: validity, practicality, and effectiveness. Thus, the descriptive text learning materials based on local wisdom of North Sulawesi are feasible for use in

junior high school classrooms and contribute to improving students' descriptive writing skills.

Table 1. Summary of Validation, Practicality, and Effectiveness Results

Aspect	Indicator	Score/Result	Category
Material Validity	Content, language, structure	92.5%	Very feasible
Media Validity	Design, layout, readability	90.3%	Very feasible
Practicality	Student & teacher questionnaires	89.7%	Very practical
Effectiveness	Pre-test mean score	62.4	—
	Post-test mean score	81.7	—
	N-gain average	0.62	Medium–High

Discussion

The results of this study indicate that descriptive text learning materials based on local wisdom are valid, practical, and effective. The strong validation from experts demonstrates that the product is theoretically and pedagogically sound. This supports the view that culturally responsive teaching materials enhance curriculum relevance (Gay, 2018).

From the perspective of content, the developed materials successfully integrated local wisdom elements, such as North Sulawesi traditions and cultural artifacts, which helped students relate to the learning process. This finding aligns

with Vygotsky's sociocultural theory, which emphasizes that learning is more meaningful when rooted in the learner's cultural context.

The practicality results highlight that both students and teachers found the materials easy to use and engaging. This finding is consistent with previous studies (Prastowo, 2019), which state that practical learning resources encourage teachers to adopt them more readily in classroom settings.

The effectiveness test demonstrated significant improvement in students' descriptive writing abilities, as shown by the increase in post-test scores and N-gain results. This supports the findings of Hamidah (2020), who reported that integrating local wisdom in language learning enhances student performance and motivation.

Students' positive responses during interviews further strengthen the argument that contextual learning motivates learners. When students encounter texts that reflect their own cultural background, they develop not only linguistic competence but also cultural identity. This is particularly important in preserving local values amidst globalization.

Teachers also benefited from the developed product because it provided structured, ready-to-use learning materials aligned with the curriculum. This reduces the preparation burden on teachers while ensuring that classroom activities remain culturally meaningful. Such findings resonate with UNESCO's (2021) call for culturally relevant pedagogy in education.

Despite its success, the study acknowledges limitations, such as the product being tested only in one school and within a limited time frame. Further

research could involve broader trials across different regions to test the adaptability of the product. Additionally, the materials could be expanded to other text genres beyond descriptive texts.

In conclusion, this study confirms that local wisdom–based learning materials are not only effective in improving writing skills but also play an important role in character education by instilling cultural values. The integration of culture into language learning materials is therefore recommended as a sustainable approach to curriculum development, especially in multicultural contexts such as Indonesia.

Conclusion

This study concludes that the development of descriptive text learning materials based on local wisdom for seventh grade students of MTs Negeri 1 Manado has successfully met the criteria of validity, practicality, and effectiveness. Validation by material and media experts confirmed that the product is feasible in terms of content, language, presentation, and graphics. The practicality test also showed that both students and teachers found the materials user-friendly, engaging, and relevant to the cultural context of North Sulawesi.

The effectiveness of the learning materials was demonstrated by a significant improvement in students' descriptive writing skills, as reflected in the post-test results and the N-gain score categorized as medium to high. Moreover, the integration of local wisdom not only enhanced students' comprehension of descriptive text structures and linguistic features but also fostered motivation and cultural awareness.

Overall, the findings emphasize that incorporating local wisdom into language learning materials is an effective strategy to improve students' academic performance while simultaneously instilling cultural values. Therefore, it is recommended that teachers and curriculum developers adopt similar approaches in other learning contexts and expand the integration of local wisdom to various text genres, ensuring that education remains both meaningful and culturally grounded.

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