

## Development of Local Wisdom of Grade VII Students' Learning Materials for Descriptive Texts Mts Negeri 1 Manado

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Copyright © 2025 The Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.	<p><i>This study aims to develop descriptive text teaching materials based on local wisdom for seventh-grade students at MTs Negeri 1 Manado. The research problems are: (1) how is the learning need of descriptive text in seventh-grade students of MTs Negeri 1 Manado; (2) what is the form and design of descriptive text teaching materials based on local wisdom; and (3) how effective is the implementation of descriptive text teaching materials based on local wisdom in learning activities. The research employed a Research and Development (R&amp;D) method using the Sugiyono model, which consists of ten stages, ranging from identifying potential and problems to mass production. The research subjects included content experts, media experts, and seventh-grade students. Data collection instruments comprised of questionnaires, tests, observations, and interviews. The data were analyzed descriptively to determine the validity, practicality, and effectiveness of the product. The findings reveal that (1) the developed teaching materials meet the feasibility criteria in terms of content, language, presentation, and graphics with a very feasible category; (2) the teaching materials based on the local wisdom of North Sulawesi attract students' learning interest and assist in understanding the structure and linguistic features of descriptive texts; (3) the effectiveness test results show an improvement in students' ability to write descriptive texts, with an N-gain score classified in the medium to high category. The study concludes that teaching materials based on local wisdom are effective in enhancing students' descriptive writing skills while fostering appreciation for local cultural values.</i></p>
<b>Citation:</b> Maria Ulfa Rusli, Andi Sadapotto, Nuraeni Kasman, Yusmah, Muhammad Hanafi. (2025). Development of Local Wisdom of Grade VII Students' Learning Materials for Descriptive Texts Mts Negeri 1 Manado. UKR Journal of Arts, Humanities and Social Sciences (UKRJAHS), Volume 1(9), 412-424.	<b>Keywords:</b> teaching material development, descriptive text, local wisdom, North Sulawesi.

## BACKGROUND

Education is a fundamental right in every individual's life. It is through the learning process that one can realize their dreams and achieve their life goals. Therefore, continuous improvement of the education system is necessary to improve its quality and quantity. Well-designed educational governance will produce the nation's next generation with excellence in morals, intellect, and mindset. The expectation is for students to become competent human resources according to the demands of the modern era.

In this regard, efforts to develop the world of education are directed at two main aspects: improving quality at all levels of education and expanding access to education for all levels of society. This focus is vital considering that a nation's progress depends on the quality of its education. A

crucial factor in educational advancement lies in the competence of educators. Competent educators will continuously monitor the circumstances, conditions, and learning needs of their students. National educational achievements are reflected in the development of the nation's culture. Students who receive optimal guidance from educators will consistently achieve and elevate the nation's dignity through efficient teaching methods and appropriate learning resources.

Quality learning activities in educational institutions must actively engage students in the material and learning experiences. The Merdeka Program is the latest curriculum system used in Indonesia. It develops a learning process that is easy to understand, clear, and flexible, tailored to the

interests, talents, and needs of each student. For example, in learning Indonesian, there are various learning approaches, one of which is through descriptive text. Descriptive text is a written work that describes the meaning of a location and event clearly and in detail to the reader. The goal is for the reader to directly experience and imagine the explanation presented by the researcher.

Keraf (2001) states that "Description is a form of writing that attempts to present something in such a way that the object appears to the reader." Meanwhile, Wijayanto (2006) explains that "Description is describing, conveying, or depicting. A descriptive paragraph is also interpreted as an impression to the reader about the meaning, title, place, or even events experienced by the researcher."

By studying descriptive text, students are expected to be able to write about any event in detail. Students can understand the learning material more clearly if teachers utilize learning resources appropriately. Utilizing and disseminating learning resources is a crucial task for teachers. Learning media serves to assist teachers in providing students with the necessary knowledge and skills.

However, the learning media currently implemented often fail to emphasize the specific culture surrounding the field for students. A similar problem is experienced by seventh-grade students at MTs Negeri 1 Manado. They experience difficulties in understanding various types of text, including descriptive texts. Students' lack of mastery of descriptive texts is due to their limited enthusiasm for reading. One contributing factor to this problem is that the learning media used is not aligned with local conditions, is visually unappealing, and has not been tailored to the individual needs of students.

The concept of local wisdom is a combination of the meaning of terminology or wisdom that refers to firmness and local can refer to regionalism. Local wisdom can be understood with concepts and insights that contain elements of wisdom, wisdom values, have positive values, and reflect noble morals. Sibarani (2014:180) explains that local culture is the firmness and knowledge of the community in the environment choosing to prioritize the noble values of the local culture as a guideline in organizing community life with the aim of achieving increased welfare and creating harmony.

In order to increase the effectiveness of descriptive text learning, developing learning based on local wisdom is the right solution. Certain cultures refer to values, traditions, stories, and knowledge that develop in local communities. By incorporating local wisdom into learning, students can easily relate the material learned to the cultural context or life they live in, as well as show pride and admiration for the unique heritage of local culture. Previous research has

proven that the use of learning media prioritizing local wisdom can create motivation, like, in understanding students learn. However, there are still shortcomings and limitations in the development of culture-based descriptive text learning that can be done well into the curriculum or fulfill students' rights.

## RESEARCH METHODS

### A. Research Approach and Type

This study was conducted by applying a research and development (R&D) approach with the aim of creating a specific product and assessing its effectiveness (Sugiyono, 2010: 407). The most important focus of research is the development of a successful product to be used in the learning process. This view is the same as the assumption of Borg and Gall (1983: 782) who stated that "Research and development (R&D) in education aims to develop and validate educational products, such as learning media, systematically through a series of steps to achieve certain quality standards. " They also stated that educational products can be divided into two categories: physical objects such as textbooks and learning films, and procedural or process structures, including teaching strategies.

The research and development in this study aims to refine a previously existing product, namely teaching materials for writing descriptive texts based on local wisdom for seventh-grade junior high school (SMP/MTs) students. The developed product is expected to provide better quality compared to the previous model. To achieve this, the initial step is a needs analysis, then the product is tested for effectiveness to ensure it can be optimally utilized in learning. Next, evaluation is carried out through experiments or action research. After the product is validated, it can be implemented in real life. This evaluation process makes the experiment fall into the category of applied research.

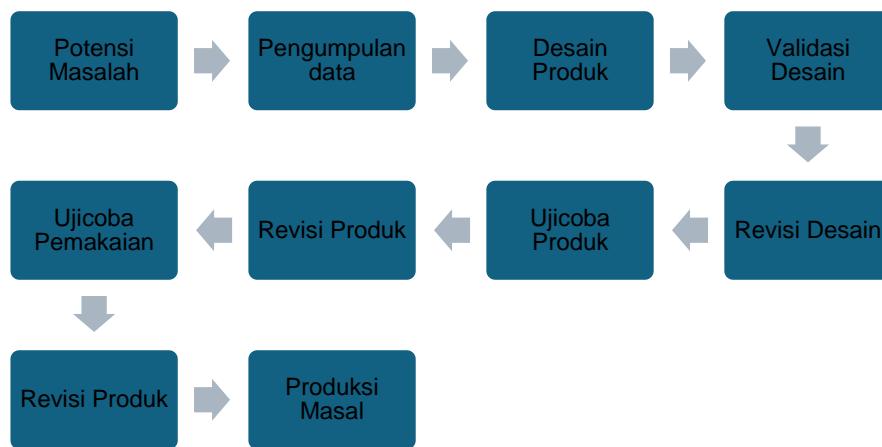
According to Sugiyono (2015), research and development (R&D) consists of ten stages, namely: (1) identifying potential and problems, (2) collecting data, (3) designing the product, (4) validating the design, (5) revising the design, (6) conducting product trials, (7) revising the product, (8) conducting usage trials, (9) further revising the product, and (10) full production.

Development is the process of designing a product or innovating an existing product, so that it can be designed, improved with the aim of utilizing, and used to meet the needs of students. In this research, what will be improved is the local wisdom-based teaching materials for learning writing texts for grade VII SMP/MTs students. The stages in improving teaching materials include: (1) Understanding needs: the initial step to ensure that teaching materials are

in line with the needs of educators and students; (2) Exploring material needs to explore materials that are relevant to educational goals; (3) Realization of contextual teaching materials: making teaching materials that fit the title, (4) Pedagogical realization: compiling assignments and exercises with strategies to organize learning content; (5) Production of teaching materials: making the teaching materials themselves; (6) Use of teaching materials: students use teaching materials; and (7) Testing teaching materials: assessing whether the teaching materials achieve the stated goals.

## B. Development Model

This type of research is a research and development



*Sugiyono's Research and Development Scheme Image*

## RESEARCH RESULTS AND DISCUSSION

### A. Research Results

The research results will be explained below, including: (1) an overview of descriptive text learning for class VII students at MTs Negeri 1 Manado, (2) the form and design of local wisdom-based teaching materials for descriptive text learning in class VII at MTs Negeri 1 Manado, (3) the effectiveness of implementing local wisdom-based teaching materials for descriptive text learning in class VII at MTs Negeri 1 Manado.

#### 1. Overview of Descriptive Text Learning Needs in Class VII MTs Negeri 1 Manado

The Independent Curriculum emphasizes student-centered, contextualized teaching that is relevant to students' needs. Similarly, descriptive text instruction is formulated in the following learning objectives:

- a) Understanding the Concept of Descriptive Text: Students are expected to be able to understand the explanation, characteristics, structure, and linguistic elements of descriptive text.

approach. According to Sugiyono (2014: 297), "the research and development approach is a method used to create a particular product and evaluate the effectiveness of the material." Endang Mulyatiningsih (2012: 161) adds an explanation that "the use of research and development is to create the latest materials with orderly stages."

This ten-phase improvement research approach was chosen because, based on theoretical analysis, it clearly demonstrates its applicability to educational research. Although several other approaches are also suitable, this research, developed using Sugiyono's tested method, is considered practical and can explain the required steps in detail (Sugiyono, 2012: 298-311).

- b) Identifying and analyzing: Students are able to identify and analyze descriptive texts in various ways, both orally and in writing.
- c) Writing Descriptive Text: Students can write clearly and according to correct linguistic rules.
- d) Developing Creativity: Learning descriptive text also aims to develop students' creativity in describing things in detail and interestingly.

The results of observations along with the results of questions and answers with informants, obtained information that both students and teachers have used books to write descriptive texts. The teaching materials used in writing descriptive texts in class VII MTs Negeri 1 Manado are the Indonesian Language Package books for SMP/MTs Class VII published by the Center for Curriculum and Books of the Research, Development, and Books Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2021. Although using reference journals for teaching materials, to compile and write descriptive texts are also obtained from other learning sources, such as the internet.

In order to increase students' reading in descriptive text learning in class VII MTs Negeri 1 Manado, teachers apply various learning methods and approaches, including:

- a) Project Based: Students can be given the task of creating a descriptive project about an object, place, or character.
- b) Inquiry-Based Learning: Students are encouraged to actively ask questions and seek information related to descriptive texts.
- c) Collaborative: Students work in groups to provide input to each other in writing descriptive texts.
- d) Contextual: Teaching is connected to activities at home by students to make it more meaningful.

A Q&A session conducted with seventh-grade Indonesian language teachers at MTs Negeri 1 Manado on January 14, 2025, revealed several issues. In terms of teaching, particularly on descriptive texts, teachers were not sufficiently utilizing government-provided learning resources. Furthermore, knowledge containing the cultural wisdom of North Sulawesi Province was not yet available. Although these learning resources were quite engaging for students, many of them lacked focus on the material being taught and were more interested in the visual aspects without understanding the content. This resulted in suboptimal student understanding.

Students in grade VII lack a clear understanding of local wisdom and are more interested in learning through visual media. One reason for this lack of understanding is that the examples provided are too broad, without starting from the context of their surroundings. The use of teaching materials in Indonesian language subjects in junior high schools (SMP/MTs), particularly in grade VII at MTs Negeri 1 Manado, still relies on government-provided teaching materials that cover national-level material.

For example, in the Indonesian Language textbook created by the Ministry of Education, Research, and Culture for seventh-grade junior high schools, there is descriptive text material that includes examples such as Pantan Terong in Takengon, Puncak Papandayan in West Java, and Wae

Rebo in East Nusa Tenggara, as well as banana chips from Lampung. All of these examples are not close to the environment of students in the city of Manado, North Sulawesi Province. In this situation, students must visualize parts that have never been seen before. Therefore, they need alternative teaching materials that contain local wisdom from around their homes, with the hope that it can help them describe objects clearly and accurately, because they already have a preliminary idea of what is being studied.

## 2. The Form and Design of Local Wisdom-Based Teaching Materials in Descriptive Text Learning in Class VII of MTs Negeri 1 Manado

Based on the results of the improvement research stages that have been described in chapter III, in order to select the form and design of teaching materials for writing descriptive texts based on local wisdom needed by teachers and students at MTs Negeri 1 Manado, it is used on a questionnaire sheet that will be distributed to teachers and students of MTs Negeri 1 Manado. The needs questionnaire is collected, calculated and then analyzed.

During the preparation stage of the teaching materials, the author observed the results of the student and teacher needs questionnaire. After conducting an in-depth review of the needs questionnaire results, conclusions were drawn regarding the needs of students and teachers regarding the core, content delivery of teaching materials, linguistics and readability, and symbols. After obtaining this data, the author wrote appropriate teaching materials according to the needs. The complete mapping of the final results of the teacher needs questionnaire at the pilot school is described below.

1). The need for educators for descriptive text teaching materials based on local wisdom Based on the results of the compilation of the questionnaire calculation of student needs related to general knowledge and the existence of teaching materials for writing descriptive texts, the following explanation is as contained in table 4.2. as follows;

**Table 4.2**

No	Question	Answer	Amou nt	%
1	What kind of teaching materials do you want for learning descriptive text?	Equivalent to applicable learning	2	40
		provides a systematic and multilevel source	1	20
		Featuring a variety of attractive models, constructions and subjects	2	40

		Displaying materials, training, along with examples of materials		
2	What form of teaching materials do you want?	Module	4	80
		Dissertation journal book separator		
		Student Sheet	1	20
		Hand out		
3	In the contents of the teaching materials there is an understanding of writing descriptions. In your opinion, how does the title convey the understanding of writing descriptive texts in the teaching materials that will be created?	understanding obtained from 3 expert sources	3	60
		provide a conclusion on the meaning of writing descriptive text		
		Given an example	2	40
4	In the teaching materials for writing descriptive texts, several types of descriptive texts will be displayed. In your opinion, how are these types of descriptive texts explained?	explain the types of descriptive text and their meanings briefly	1	20
		explains several ways to write descriptive text with interesting image content		
		explains the types of descriptive writing with the help of beautiful images.	4	80
5	One of the topics in descriptive text will be descriptive texts about events that depict regional arts. What kind of regional arts do you want?	The natural beauty of North Sulawesi	1	20
		Traditional party/ceremony	4	80
		Archaeological sites		
		Other arts are....		
6	The descriptive text material contains the characteristics of descriptive text. How do you want to present the material regarding the various forms of descriptive text?	explains the characteristics of descriptive essays from 2 experts	2	40
		□		
		There is an understanding of the characteristics of writing descriptive text	3	60
		Given a conclusion		
		Given an example		
7	How would you like to present an example of descriptive text?	Added to the explanation of content that requires text	2	40
		Given an illustrative photo	3	60
		Example typed in text box		
8	What are the steps for writing an interesting descriptive text according to you?	explains the steps for writing descriptive text through narration from the characters	3	60
		Explaining the stages of writing descriptive text from experts		
		includes conclusions from experts		
		Presented preparation steps before writing descriptive text	2	40
9		Writing descriptive text based on pictures made by the teacher	1	20

	What form of practice questions do you think are suitable for descriptive text writing assignments?	Presenting descriptive text after listening to the descriptive text given by the teacher		
		Write descriptive text by adapting to the surrounding conditions	4	80
		Writing descriptive text after listening to the story presentation from the teacher		
10	In your opinion, what is the appropriate assessment to use to assess the accuracy of paragraphs written by students in writing descriptive texts?	the relationship in a paragraph is according to a particular topic or theme	4	80
		the unity of connection between one sentence and another forms a paragraph	1	20
		Thematics that attract the author's attention		
11	What is the assessment part of a descriptive text?	Suitable themes	1	20
		Fill in the paragraph correctly	2	40
		The content and title must match	1	20
		The sentence structure must be correct	1	20
		Use of correct spelling		
12	What form of local wisdom of North Sulawesi in the form of regional arts will be applied in descriptive text?	Regarding whether or not local cultural arts are appropriate to be displayed		
		About everything that attracts attention from the art being performed	5	100
		An assessment of whether a work of art can be displayed or not		
13	In the teaching material book that will be developed, there are wise sentences from North Sulawesi proverbs. In your opinion, what kind of words containing advice and guidance do you want to write in the local wisdom-based teaching material book?	Teaching proverbs on the theme of education	3	60
		Teaching proverb about teenagers		
		Teaching proverbs about life teachings	2	40
14	In your opinion, what is the systematics of the teaching material book that will be created to attract the attention of grade VII SMP/MTS students?	Teaching materials are adapted to learning objectives	2	40
		adapted to student development		
		There are interesting pictures	1	20
		Conditioned by the conditions of the surrounding community	2	40
		Teaching materials are developed in a practical and easy to use manner.		
15	In your opinion, what is the order of the material that will be presented in the teaching materials book that will be created?	book title, table of contents, chapters and sub-chapters of material	1	20
		book title, author's introduction, table of contents, chapters and sub-chapters of material	4	80
		book title, author's introduction, North Sulawesi proverbs, table of contents, chapters and sub-chapters of material		
16	The main section of the book that is reviewed is the introduction, which includes a title. In your opinion, what title would be appropriate for the teaching materials book the researcher will create?	Skilled in Writing Descriptive Essays	4	80
		Writing/ Who's afraid!	1	20
		Let's Write a Descriptive Essay		
17		Summary of teaching materials	1	20

	What do you think would be the most appropriate part of the final part of the book to be included in teaching materials?	Bibliography	1	20
		There should be a glossary	3	60
		Short bio about the author		
18	What type of text do you want in the teaching materials book you are going to create?	easy to understand reading	1	20
		Readings found in life	1	20
		Reading that attracts attention and arouses curiosity	3	60
		Readings on cultural themes		
19	What kind of language should be used in teaching materials based on local wisdom?	the diction of words used must be precise	1	20
		Use correct spelling and punctuation according to improved spelling	2	40
		Easy to understand	2	40
20	In your opinion, what is the most appropriate size of teaching materials for grade VII junior high school/Islamic junior high school students to be created?	Pocket book	2	40
		A5 size small book	1	40
		A4 size ledger	2	40
21	In your opinion, what type of font and size of font are appropriate for use in teaching materials for writing descriptive texts that will be created?	Calibri, 14 pt	3	60
		Arial, 14 pt	1	20
		stem, 14 pt	1	20
		comic san MS, 14 pt		
22	What do you think is an attractive front cover design for teaching materials on writing descriptive texts based on local wisdom?	Contains images of local wisdom of North Sulawesi	4	80
		There are several photos of typical animals from North Sulawesi		
		The colors used attract attention	1	20
		Using soft colors		
23	What do you think is an attractive back cover design for teaching materials on writing descriptive texts based on local wisdom?	Summary of teaching material book	30	60
		Contains the same image as the front cover	2	40
		Contains writing in the form of proverbs from North Sulawesi		
24	In your opinion, what kind of design will the researcher make for the spine of the book?	Contains book title, publisher, year of publication	5	100
		Contains the author's name		
		Empty without writing		

Based on the results of a questionnaire distributed to five teachers, diverse preferences were identified for developing writing materials. Regarding content, the majority of teachers (40%) desired teaching materials that presented a variety of models, methods, and engaging materials. Another 40% expected teaching materials to present material, exercises, and examples, while the remaining 20% desired teaching materials that provided a single, structured and sequential source. This demonstrates the need for variation in material presentation to make it more engaging and systematic.

In terms of teaching materials, 80% of respondents preferred modules over other formats, such as worksheets (20%). This reflects the need for comprehensive and structured teaching materials. Regarding the explanation of

the concept of descriptive writing, 60% of teachers wanted the explanation to be obtained from three experts, and 40% preferred an explanation in the form of examples.

When discussing descriptive texts, 80% of teachers preferred presentations with engaging images. Meanwhile, for cultural content, traditional festivals or ceremonies were the top choice (80%). The characteristics of descriptive texts should be explained first (60%), followed by expert quotes (40%).

For example text presentations, 60% of teachers suggested including supporting images, and 40% preferred placing examples in relevant sections of the material. When developing writing steps, teachers preferred narrative presentations through characters (60%) over technical steps (40%).

In terms of the form of the exercises, 80% of respondents recommended writing exercises based on the students' environment. The most appropriate assessment was the unity of the paragraph theme (80%), compared to the cohesiveness of sentences (20%).

As a guideline for writing, paragraph accuracy was the primary aspect (40%), followed by theme, appropriateness to the title, and sentence structure (each 20%). In conveying cultural values, 100% of teachers desired presentations in the form of interesting aspects of the art being presented, rather than normative assessments.

Wise words from North Sulawesi proverbs on education (60%) and life advice (40%) are expected to adorn the book's contents. In terms of the book's systematics, 40% of teachers emphasized its suitability to the learning objectives and the students' environment.

According to 80% of teachers, the ideal order for presenting material is: book title, author's introduction, table of

contents, and then chapters and sub-chapters. For the book title, "Skilled in Writing Descriptive Essays" was the top choice (80%). The conclusion of the book should include a glossary (60%), followed by a bibliography and a summary of the contents (20% each). The expected reading should be reading that fosters curiosity (60%).

In terms of language use, 40% of teachers emphasized ease of understanding, and another 40% emphasized appropriate spelling and punctuation. Preferred book sizes varied, with a balanced proportion between pocket books, A5, and A4 (40% each). The most popular font was Calibri 14 pt (60%). An attractive book cover, according to 80% of teachers, should contain images of North Sulawesi art, and the back of the book should contain a summary of the contents (60%). Finally, the spine should include the book title, publisher, and year of publication (100%).

## 2). Students' needs for descriptive text teaching materials based on local wisdom

**Table 4.3 student needs**

No	Question	Answer	Amount	%
1	What kind of teaching materials do you want for learning descriptive text?	in accordance with the applicable curriculum	1	5
		There is a single source that is structured and gradual	1	5
		conveying various interesting forms, methods and materials	13	65
		delivering materials, worksheets, and examples of materials	5	25
2	In the contents of the teaching materials there is a definition of writing descriptions. In your opinion, what is the concept of conveying the definition in the teaching materials book that will be created?	Definitions sourced from 3 experts	2	10
		There is a conclusion from the meaning of writing descriptive text	5	25
		Given an example	13	65
3	In the teaching materials for writing descriptive texts, several types of descriptive texts will be included. In your opinion, how should these types of texts be presented?	explain the types of descriptive text and their meanings briefly	13	65
		explaining the types of descriptive text with an interesting table	3	15
		explaining the types of descriptive text with the help of interesting images	4	20
4	One of the topics in descriptive text will be about descriptive texts with the theme of local wisdom. What kind of local wisdom do you want?	The natural beauty of North Sulawesi	13	65
		Traditional festival/traditional ceremony	3	15
		Archaeological sites	3	15
		Proverbs/philosophy of life of the people of North Sulawesi	1	5
5	The descriptive text material contains the characteristics of descriptive text. How is the presentation of the material regarding the types of descriptive text that you want?	explain the characteristics of descriptive text from 3 experts	9	45
		given an explanation of its characteristics	5	25
		Given a conclusion	5	25
		Given an example	1	25

6	What are the steps for writing an interesting descriptive text in your opinion?	explains the steps for writing descriptive text through narration from the characters	2	10
		Explaining the stages of writing descriptive text from experts	11	55
		Write conclusions from experts	3	15
		Presented preparation steps before writing descriptive text	4	20
7	The upcoming teaching materials will include wise sayings from North Sulawesi proverbs. In your opinion, what kinds of wise sayings should be included in these culturally-based teaching materials?	Teaching proverbs on the theme of education	11	55
		Teaching proverb about teenagers	7	35
		Teaching proverbs on the theme of education	2	10
8	The title is one of the most important elements at the beginning of a book. In your opinion, what title would be appropriate for the teaching materials book you're creating?	Skilled in Writing Descriptive Essays	9	45
		Writing? Who's afraid!	7	35
		Let's write a descriptive essay	4	20
9	What do you think would be the most appropriate part of the book to be included in teaching materials?	Summary of teaching materials	7	35
		Bibliography	6	30
		There should be a glossary	7	35
10	What kind of reading do you want in the teaching materials book that will be created?	easy to understand reading	2	10
		Readings found in life	8	40
		Reading that attracts attention and arouses curiosity	8	40
		Readings on cultural themes	2	10
11	What kind of language should be used in teaching materials based on local wisdom?	The choice of words used must be appropriate	13	65
		Use correct spelling and punctuation according to improved spelling	7	35
		Easy to understand	10	50
12	What size book do you want to make for the teaching material book containing cultural values that you are going to make?	Pocket book	7	35
		A5 paper size small book	14	70
		A4 paper size ledger	9	45
13	In your opinion, what type of font and size of font are appropriate for use in teaching materials for writing descriptive texts that will be created?	Calibri, 14 pt	2	10
		Arial, 14 pt	1	5
		stem, 14 pt	15	75
		comic san MS, 14 pt	2	10
14	What do you think is an attractive front cover design for teaching materials on writing descriptive texts based on local wisdom?	contains images of North Sulawesi art	6	30
		There are several typical pictures of endemic animals of North Sulawesi	4	20
		Contains striking colors	1	5
		Contains casual colors	9	45
15	What do you think is an attractive back cover design that is suitable for teaching materials on writing descriptive texts based on local wisdom?	a brief summary of the book's contents	5	25
		Contains images as per the front cover	8	40
		Contains several sentences from North Sulawesi proverbs	7	35

The following explanation of the above results for seventh-grade students shows that the majority of students prefer teaching materials that present various models, methods, and interesting materials, as expressed by 65% of respondents. Furthermore, 25% of students expect materials, exercises, and examples, while the rest use teaching materials that are the same as the material and structured in an orderly and gradual manner.

When asked for their opinion regarding the explanation of the definition of descriptive writing, the majority of students (65%) preferred the direct example format, followed by the explanation in the form of a conclusion (25%) and the definition from 3 experts (10%). Likewise, with the explanation of the types of descriptive text, the majority of students (65%) preferred the format of mentioning the type of text along with a brief definition, while the rest chose to use interesting images (20%) and visual tables (15%).

For the theme of local wisdom raised in descriptive text, as many as 65% of students are interested in the natural beauty of North Sulawesi, followed by traditional festivals or traditional ceremonies and ancient sites (15% each), as well as proverbs or the philosophy of life of the community (5%). In conveying the characteristics of descriptive text, students gave varied responses: 45% wanted the characteristics to be conveyed by 3 experts, 25% chose explanations or conclusions, and only 5% preferred the presentation in the form of examples. Regarding the writing steps, the majority of students (55%) wanted the writing stages based on expert opinions, while the rest chose presentations through character narratives (10%), conclusions from experts (15%), and the pre-writing stage (20%).

In terms of values in books, 55% of students wanted words of wisdom with an educational theme, followed by youth themes (35%) and local advice (10%). For book titles, the most popular choices were "Skilled in Writing Descriptive Essays" (45%), followed by "Writing? Who's Afraid!" (35%), and "Let's Write Descriptive Essays" (20%).

Regarding the closing section of a book, students had a balanced preference for the bibliography and author biography (35% each), as well as a summary of the book's contents (30%). Reading in the book is expected to foster curiosity and be relevant to everyday life (40% each).

Regarding language, the majority of students (65%) preferred the use of popular words, followed by ease of understanding (50%) and conformity to standard spelling (35%). The most popular book size was A5 (70%), while A4 and pocket books were chosen by 45% and 35% of students, respectively.

For fonts, 75% of students preferred the Batang 14 pt font, and the rest chose Calibri, Comic Sans MS, and Arial. In terms of cover design, most students (45%) preferred casual colors, followed by images of local art (30%) and images of endemic animals of North Sulawesi (20%). The most popular back cover section contained images that matched the front cover (40%), followed by local proverbs (35%) and a summary of the book's contents (25%).

Finally, when asked about their expectations for textbooks, most students expressed a desire for books that were easy to understand, engaging, and reflective of local culture. The ideal book for them would be one that would inspire a passion for writing and connect learning to the environment and culture in which they live.

Based on the results of the needs analysis from students and educators, the development of teaching materials is focused on the preparation of descriptive texts based on North Sulawesi culture for grade VII SMP/MTs students. From this analysis, a draft of teaching materials for writing descriptive texts is then designed with the following structure.

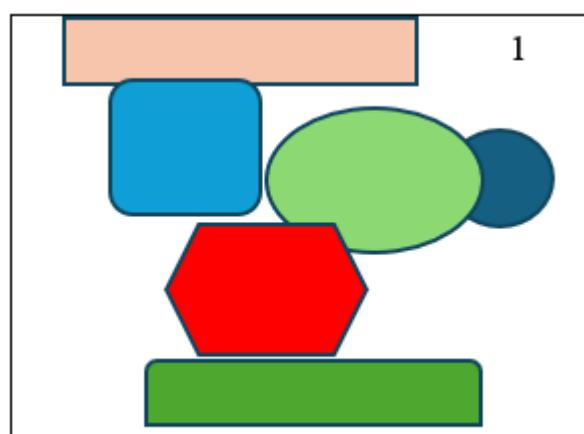
## 1. Design

### Product design 1

At this stage, what the researcher does is create a design framework.

#### 1) Cover of teaching materials

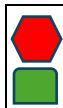
- The cover framework for teaching materials based on local wisdom of North Sulawesi can be seen below.



**Figure 4. Student Book Cover**

Information:

	UMSIDRAP Logo
	Book title
	Lake Linow
	Kabasaran Traditional Dance



## b. Content of Teaching Materials

The framework of the teaching material content can be drawn below.

1. Foreword
2. List of contents
3. Introduction to Local Culture
  - o Explanation of the importance of knowing and preserving local wisdom
  - o Examples of local wisdom of North Sulawesi
4. Chapter I: Getting to Know Descriptive Text
  - o Definition of descriptive text (from 3 experts)
  - o The purpose and criteria of descriptive text
  - o Structure and linguistic elements of descriptive text
  - o Example of descriptive text on the theme of local culture
5. Chapter II: Types of Descriptive Text
  - o Description of objects (people, animals, things, events)
  - o Examples of each type of descriptive text
6. Chapter III: Steps for Writing Descriptive Text
  - o Writing stages from the experts
  - o Presented narrative from the characters
  - o Step by step training
7. Chapter IV: Local Wisdom as Inspiration for Description
  - o Theme: Natural beauty, traditional ceremonies, ancient sites, North Sulawesi proverbs
  - o Contextual reading that is easy to understand and arouses curiosity
8. Chapter V: LKPD and Reflection
  - o Individual assignment to write text based on local wisdom
  - o Reflection
  - Glossary
  - List of Figures
  - bibliography
  - Short biography of the author

## CONCLUSIONS AND SUGGESTIONS

### A. Conclusion

This research has developed useful and effective teaching materials that can be used as learning media and learning

outcomes for students. The product has been piloted with seventh-grade students at MTs Negeri 1 Manado. Based on the research results, the following conclusions can be drawn:

1. Overview of the learning needs of descriptive text in grade VII MTs Negeri 1 Manado  
The results of the needs analysis show that learning descriptive text still faces several obstacles, including limited contextual teaching materials, lack of integration of local culture in the material, and low student interest in writing texts. The textbooks used so far are general and do not match the real experiences of students, thus causing difficulties in writing detailed and coherent descriptions. This condition emphasizes the need to develop new teaching materials that are relevant to the local context to improve learning effectiveness.
2. The form and design of local wisdom-based teaching materials in descriptive text learning  
The teaching material product developed is a descriptive text module based on local wisdom of North Sulawesi. This module is structured by paying attention to the principles of relevance, consistency, and adequacy. The module content includes an introduction to descriptive text, its structure and linguistic characteristics, examples of local culture-based texts such as traditional houses, Kabasaran dance, kolintang, and Mapalus traditions, as well as contextual writing exercises. The module is also equipped with evaluation and reflection to strengthen students' writing skills. This design allows students to more easily understand the material and be motivated to write because the objects described are close to their lives.
3. Effectiveness of implementing local wisdom-based teaching materials in descriptive text learning  
Limited trials and extensive trials showed that local wisdom-based modules were effective in improving students' descriptive text writing skills. Expert validation results stated that the module was in the very feasible category, while test results showed an increase in writing skills with N-gain values in the moderate to high category. Students also gave positive responses because they felt more interested and motivated to learn. Thus, the developed teaching materials were proven to be valid, practical, and effective for use in Indonesian language learning at MTs Negeri 1 Manado.

### B. Suggestions

Based on research and development findings, the following recommendations can be submitted, including:

1. Teachers  
are encouraged to utilize this local wisdom-based descriptive text module as an alternative teaching material in Indonesian language learning. The module can be used to enrich learning strategies, foster student motivation, and instill a love of local culture. Teachers are also encouraged to develop creativity in adapting this module to suit the characteristics of their respective classes.
2. For schools,  
schools are expected to support the development and use of locally-based teaching materials as part of efforts to improve the quality of learning. This support can take the form of providing learning resources, teacher training in developing teaching materials, and policies that encourage the integration of local culture into the curriculum.
3. For Future Researchers  
This research is still limited to the development of a descriptive text module for grade VII at MTs Negeri 1 Manado. Future researchers can expand the research by developing similar teaching materials for other language skills (reading, listening, or speaking), or for different educational levels. Furthermore, further research can test the effectiveness of this module with a broader experimental method so that the results are more general and can be implemented in various schools.

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