

Development of Teaching Materials for Descriptive Texts with Pancasila Student Profile Value and Local Wisdom of Madurese Islands Community for Junior High School Students

*Arief Setyawan**, *Albitar Septian Syarifudin*

Indonesian Language and Literature Department, Universitas Trunojoyo Madura, Indonesia

Abstract. This study aims to describe the development of descriptive text teaching materials in Indonesian language materials that contain Pancasila learner profile values and local wisdom of the Madurese community in the archipelago. The values of the Pancasila learner profile are based on the noble character of 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity. Meanwhile, the value of local wisdom of the Madurese archipelago is defined as everything from outlook on life, science, to life strategies developed and held firmly by the Madurese archipelago. This research is a type of Research and Development (RnD) with 4D development techniques, namely define, design, develop, and disseminate. The feasibility analysis of teaching materials received an average of 89,50% from validators with a very feasible category. This shows that the teaching materials developed were declared “Very Feasible” to be used in the learning process. Teachers can utilize this teaching material as a means of strengthening student character and fostering their love for the diverse values of local wisdom, especially those of the Madurese community in the islands.

1 Introduction

Education has many concepts and contains many complex aspects. Because of its complex nature, no single limitation is sufficient to explain the nature of education completely [1]. Regardless of the process, education is not merely a process of transferring knowledge from teachers to students. Furthermore, education actually includes all the processes of forming students into a whole human being both in body and soul. This is aligned with the view of Ki Hajar Dewantara, who considers education as a form of learning process for a person to be able to become a whole or true human being, of course by studying and then developing his life (micro-cosmos and macro-cosmos). This is certainly done throughout life [2]. Therefore, education in Indonesia should be organized with the aim of forming humans who characterize the Indonesian nation as a whole.

* Corresponding author: arief.setyawan@trunojoyo.ac.id

The organization of education in Indonesia develops from era to era and adjusts the policies provided by the government. This is technically fully contained in the curriculum document. This curriculum is what usually differentiates the implementation of education according to government policies from time to time. Since its launch in 2022, the Merdeka Curriculum has become the basic document for organizing education in Indonesia to date. There are quite a lot of technical educational changes in this curriculum. One of these changes is the P5 program. This P5 program stands for “*Proyek Penguatan Profil Pelajar Pancasila*” (Student Profile Strengthening Project). Its implementation is carried out at various school levels, both elementary and secondary levels. With this project, is expected to foster student character in accordance with Pancasila values, develop interests and talents, increase creativity and innovation, empower themselves, and strengthen the formation of the Pancasila student profile in students [3].

The focus of the main organization of education is certainly inseparable from teaching and learning activities in the classroom. Therefore, no matter how special the curriculum is, if attention to this activity is not raised, the curriculum will only be an administrative document. Therefore, attention to learning activities is absolutely necessary. One of the concerns is the fulfillment of teaching material needs in line with the broad direction of the curriculum and the needs of students. With this fulfillment, the educational objectives formulated in the curriculum can certainly be implemented in a real and directed manner. Thus, there will be harmony in the implementation of this curriculum from upstream to downstream.

Teaching materials as a means of learning discourse comprehension must also contain aspects of noble values developed in the independent curriculum. Kurniasih explains that the curriculum must provide opportunities for students to participate and develop local and national cultural values into values and culture used in everyday life [4]. In the independent curriculum, the implementation of noble values adopts the values of Pancasila which are packaged in the Pancasila learner profile. It is hoped that through the Pancasila learner profile, it can become a character cultivation based on the noble values of the Indonesian nation. Thus, in developing an independent curriculum, the state as the main organizer of education expects that the implementation of education in educational units and units can use their creativity to create media or learning resources that contain the noble values of Pancasila. Meanwhile, the burden of developing teaching materials that can be used as literacy materials as well as efforts to instill the noble value of Pancasila is in the education unit, especially in the hands of educators or teachers. Teachers will have a fundamental role in developing and implementing learning with methods, media, and teaching materials that are as interesting as possible. Therefore, the existence of teaching materials related to this matter will really be able to help teachers optimally implement the Merdeka Curriculum.

The effort in developing a teaching material to improve literacy originating from the noble values of Pancasila is also inseparable from the low ability of students or learners in Indonesia to understand a discourse. In the world ranking based on PISA data, Indonesia is included in the category of countries that have low literacy skills. This is certainly a common concern that must be addressed immediately. Meanwhile, efforts to determine appropriate solutions can be carried out by maximizing the learning tools that teachers will use which are directed at strengthening literacy. Learning tools include media, teaching materials, methods, and resources. However, in the aspect of strengthening literacy, the most appropriate tool is teaching materials based on the needs of students. Therefore, the development of teaching materials can be used as an alternative solution in dealing with the problem of low literacy skills of students.

The step of developing teaching materials in the literacy process based on strengthening the profile of Pancasila students, of course, must also not leave the need for local wisdom or regional cultures which can certainly be used as a means of embedding the noble values of

Pancasila. Talking about local wisdom, social life, and culture in Indonesia will definitely be interesting because the vast expanse of its territory is able to produce cultural wealth full of valuable local wisdom values [5]. The existence of culture or local wisdom will provide thematic learning that is contextual to the needs of students. Students will more easily recognize and make abstractions about the topics read so that it can help in providing literacy understanding. Syafi'ie explained that learning is all things or all processes, both from activities and results achieved by people who are learning (learners) [6]. This means that meaningful learning will produce lasting competence because students experience directly what they are learning. Thus, literacy teaching materials with local wisdom content will realize real learning.

The material in teaching materials certainly consists of various types according to the level of education. As in the VII grade junior high school level, at least in the Merdeka curriculum, it has been regulated that the achievements that must be mastered include description text material, folk poetry and fantasy stories, procedure text, news text, response text, and correspondence. In order for students to really understand these materials, of course, the teaching materials used must also be made systematically and in-depth. One of the materials that is interesting and needs to be the center of attention is descriptive text learning. Descriptive text can be associated with local wisdom and strengthening the values of the Pancasila student profile in learning, for example by using local wisdom-based teaching materials. As stated by Yasa, et al. the Pancasila Student Profile Strengthening Project (P5) is one of the excellent Merdeka Curriculum programs for strengthening local wisdom in Indonesia [7].

Contextual learning is one form of learning that must be maximized in its application, especially in the corridor of the Merdeka Curriculum. In this case, students will experience firsthand what they are learning and have a connection to their daily lives. This assumption makes this research need to link the understanding of competencies, the value of the Pancasila student profile, and the content of local wisdom which in this case is Madurese culture. By combining these three things through development research, it is expected to obtain results that can facilitate student learning needs, especially literacy needs in Indonesian language subjects. In addition, this research will only focus on the development of descriptive text teaching materials in grade VII junior high school. Therefore, this research will focus on the development of teaching materials for Indonesian language materials on descriptive texts that contain the values of the Pancasila student profile based on strengthening Madurese culture.

Madurese culture was chosen as a development material because it contains many philosophical values that are in line with the development of the character profile of Pancasila students. As well as positive characters such as discipline, religion, never giving up, and tenacity are all reflected in the life of the Madurese community. This reason underlies this topic worthy of further research and development. Meanwhile, the focus on description text material in grade VII of junior high school is based on the reason that at this level language learning is categorized as intermediate language learning, which is a transitional language or transition from children to adults. This will certainly be an interesting topic to research and develop. Therefore, this research was carried out using the title "Development of Teaching Materials for Descriptive Texts Containing Pancasila Student Profile Values and Local Wisdom of the Madurese Islands Community for Junior High School Students".

2 Method

Research methods are scientific efforts that must be passed in conducting research. Therefore, this research also uses a scientific method of the RnD (*Research and Development*) type. The RnD research conducted adopted the 4D model. This model consists of *define*, *designing*, *develop*, and *disseminate* [8]. A chart of the method can be seen below.

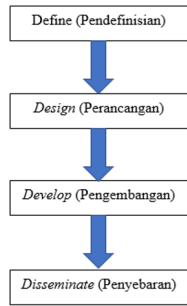


Fig. 1. Chart of the 4D Development Method

The first stage is the determination stage, which determines the type or specification of the product to be made. This product is in the form of descriptive text learning materials for Indonesian language materials that contain the values of the Pancasila student profile and the local wisdom of the Madurese community. The determination of this product is based on the results of a literature review that the Merdeka curriculum is integrated with the P5 program. In addition, the nobility of the culture and local wisdom of Madura Island must also be preserved, one of which is by integrating it into learning. The second is the design stage which is carried out by collecting materials and making a design/design of teaching materials that have been determined. This is what is used as the basis for making storyboards/product frameworks by referring to the materials that have been collected while adjusting them to the format of teaching material presentations according to BSKAP standards (*Badan Standar, Kurikulum, dan Asesmen Pendidikan*). Third, is the development stage, which is the stage of producing teaching materials in accordance with the framework previously made. Fourth, dissemination is the stage of distributing the products produced in the form of teaching materials by publishing them widely through various efforts.

3 Results and Discussion

This section will discuss the analysis of product development results and the analysis of its validity or feasibility. Therefore, if both of these are fulfilled, the product developed has met the standards for mass production or dissemination. In accordance with the title and background of the research that has been explained, this research aims to create descriptive text teaching materials with the value of the Pancasila student profile and the local wisdom of the Madurese Island community. Therefore, the product specifications of the materials or teaching materials developed must meet the needs based on these specifications. For this reason, the development was carried out with 4D steps as stated in this research method. The stages of product development are as follows.

First, the determination stage is the process of determining the form of the product to be developed. This determination is based on the results obtained from observations in the learning process, interviews and discussions with teachers, and student questionnaires about descriptive text learning. The observation was conducted at Al Hikam Kemayoran Junior High School, Bangkalan Regency. Learning goes as in general, namely, the teacher explains the learning material while students listen to the explanation from the teacher. The teacher also gave assignments to students then students presented their assignments. Furthermore, when interviewed, the teacher explained that he had difficulty in carrying out learning because he only used Indonesian textbook media. The Indonesian textbook used has not been integrated with the values of the Pancasila learner profile. In addition, the textbook also only displays examples or illustrations on a national scale and there are no learning resources containing Madurese local wisdom, especially related to the archipelago. Furthermore, based

on the results of filling out student questionnaires, it was found that most students were less familiar with their own culture or local wisdom because the examples in the book were usually more broad-scale (national or even international). Based on these findings, it is determined that it is necessary to develop a teaching material on descriptive text material that contains the values of the Pancasila student profile and the local wisdom of the Madurese Island community.

Second, the stage carried out is design. This stage is divided into two activities, namely collecting materials and designing teaching materials. The stage of collecting materials is to collect materials about descriptive texts, the values of the Pancasila student profile, and various information about Madurese local wisdom. Furthermore, the designing stage is a stage to create a framework for teaching materials, starting from the presentation of learning outcomes and objectives, materials, and examples of descriptive texts with Madurese local wisdom, to practice questions and evaluations.

Third, is the development stage. This stage is carried out to produce descriptive text teaching materials that are feasible to implement. There are three activities carried out in this stage, namely developing descriptive text teaching materials, conducting expert testing or validation, and conducting field tests. This development activity is a continuation of the design activities previously described. The details of the teaching material section began to be completed and enhanced the content. Furthermore, after the media is complete, researchers conduct expert validation. The experts appointed as validators are material experts and media experts. The expert or material expert who became the researcher's goal was Mr. Zulmy Faqihudin Putera, M.Pd., a lecturer at Malang State Polytechnic. The results obtained from the overall assessment related to the material are 88%. This shows that in terms of material, this descriptive text teaching material is valid or appropriate. This means that the teaching materials are suitable for use or implementation in the field. This assessment also shows that the teaching materials developed are in accordance with BSKAP rules regarding the content eligibility standards of local content textbooks. These standards include a) compatibility with local wisdom, uniqueness, and/or regional potential, b) compatibility with local content documents, c) scientific truth, d) compatibility with the development of science and technology, e) compatibility with context and environment, and f) unity between parts of the book content [9].

Meanwhile, the percentage result obtained from media expert validation is 91%. The assessment indicators of this media validation focus on three factors which include presentation feasibility, linguistic feasibility, and graphic feasibility. The percentage shows that in terms of media feasibility, the teaching materials developed meet the standards for mass use and dissemination. The media expert validator who gave this assessment was a linguist, namely Mrs. Nurul Shofiah, S.Pd., M.Pd., a lecturer at UIN Maulana Malik Ibrahim, Malang. The results of the validation of material experts and media experts after being averaged obtained a percentage of 89.50%. As explained by Akbar and Sriwiyana if the percentage of feasibility reaches a score of 86% - 100%, the product is declared valid or feasible to implement (worthy of mass production and dissemination) [10].

After expert validation and revision in accordance with the suggestions given, the next field trial was carried out. Researchers conducted field trials at Al Hikam Kemayoran Junior High School, Bangkalan Regency. This trial was conducted at the VII grade level according to the material mapping. From the results of the analysis of the trial data, it was found that there was 1 group of students who were not complete and 4 groups of students who were complete in doing the exercise questions after being taught using the developed descriptive text teaching materials. Therefore, it can be concluded that this teaching material is suitable for use because most students are complete in doing the exercise questions.

Fourth or last, the stage that is passed is dissemination. This stage is a form of dissemination of descriptive text teaching materials with the value of the Pancasila student

profile and the local wisdom of the Madurese Island community. The steps taken can be taken in various ways, one of which is through forums for Indonesian language subject teachers or MGMP. In addition, it can also be uploaded to the Merdeka Teaching Platform (PMM) so that all teachers in Indonesia can download it.

4 Conclusion

The research process that has been carried out brings results and conclusions that the development carried out to maximize the learning of descriptive text in class VII SMP, produces a teaching material with the value of the Pancasila student profile and the local wisdom of the Madurese Island community. The feasibility analysis of teaching materials received an average of 89,50% from validators with a very feasible category. This shows that the teaching materials developed are declared “Very Feasible” to be used in the learning process. Teachers can utilize this teaching material as a means of strengthening student character and fostering their love for the diverse values of local wisdom, especially those of the Madurese community in the islands.

References

1. Wasitohadi, Satya Widya. **30(1)**: 49–61. (2014)
2. Y. Latif. *Pendidikan yang Berkebudayaan*. 137. (2020)
3. Kemendikbudristek. *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*. (2022)
4. I. Kurniasih, B. Sani. *Revisi Kurikulum 2013 Implementasi Konsep dan Penerapan. Cetakan ke-1*. 2. (2016)
5. A. Setyawan, E.R. Kusuma. *Proceedings of the 3rd International Conference on Language, Literature, and Cultural Education (ICON-LLCE 2023)*. p.41. (2023)
6. I. Syafi'ie. *Dasar-dasar Pembelajaran Bahasa Indonesia*. 2. (2011)
7. I.W.P. Yasa, I.W. Lasmawan, I.G.P. Suharta. *Jurnal Pendidikan Sejarah Indonesia*. **6(2)**: 239–53. (2023)
8. S. Thiagarajan. *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. 5. (1974)
9. Kemendikbudristek. *Permen Dikbudristek RI No 22 Tahun 2022 tentang Standar Mutu Buku, Standar Proses dan Kaidah Pemerolehan Naskah, Serta Standar Proses dan Kaidah Penerbitan Buku*. (2022)
10. S. Akbar, H. Sriwiyana. *Pengembangan Kurikulum dan Pembelajaran Ilmu Pengetahuan Sosial*. 153. (2011)