

An Innovative Descriptive Writing Module Featuring Tana Tidung Local Wisdom for Middle School Students

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Abstract

Abstract (English)

The limited relevance of standardized instructional materials to students' cultural contexts necessitates innovative pedagogical interventions for developing descriptive writing competence. This study addresses this gap by developing and validating a culturally responsive instructional module integrating Tana Tidung local wisdom. Employing a Research and Development design guided by the ADDIE model, the module was validated by three expert validators and field-tested with 30 seventh-grade students and one teacher at SMPN Terpadu Unggulan 1 Tana Tidung. Expert validation yielded an overall feasibility score of 94% (range: 88–100%), meeting established criteria across content, linguistics, presentation, and graphics dimensions. Field testing revealed differentiated student responses (M = 87.00%, SD = 7.18%), with 50% rating the module "very good" (86–100%) and 50% "good" (71–85%), reflecting expected learner heterogeneity. Teacher evaluation indicated full alignment with pedagogical objectives (100%, n = 1). These findings demonstrate that culturally grounded instructional materials can achieve rigorous validation standards while accommodating diverse learner profiles. The module's effectiveness stems from its alignment with contextual learning principles and culturally responsive pedagogy, positioning local knowledge as the primary scaffold for literacy development. This study contributes evidence that indigenous knowledge integration enhances both pedagogical quality and cultural identity formation, offering a replicable framework for regional language education.

Keywords: Learning Module, Descriptive Writing, Local Wisdom, Tana Tidung, ADDIE Model

Abstrak

Keterbatasan relevansi bahan ajar standar terhadap konteks budaya siswa menuntut adanya intervensi pedagogis inovatif untuk mengembangkan kompetensi menulis teks deskripsi. Penelitian ini mengembangkan dan memvalidasi modul pembelajaran responsif budaya yang mengintegrasikan kearifan lokal Tana Tidung. Menggunakan desain *Research and Development* dengan model ADDIE, modul divalidasi oleh tiga ahli dan diujicobakan kepada 30 siswa kelas VII serta satu guru di SMPN Terpadu Unggulan 1 Tana Tidung. Hasil validasi ahli menunjukkan skor kelayakan keseluruhan sebesar 94% (rentang: 88–100%), memenuhi kriteria baku pada

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dimensi isi, kebahasaan, penyajian, dan kegrafikaan. Uji lapangan mengungkapkan respons siswa yang bervariasi ($M = 87,00\%$, $SD = 7,18\%$), dengan 50% siswa menilai modul "sangat baik" (86–100%) dan 50% "baik" (71–85%), mencerminkan heterogenitas pembelajaran yang wajar. Evaluasi guru menunjukkan keselarasan penuh dengan tujuan pedagogis (100%, $n = 1$). Temuan ini membuktikan bahwa bahan ajar berbasis kearifan lokal dapat memenuhi standar validasi ketat sekaligus mengakomodasi keragaman profil belajar siswa. Keefektifan modul bersumber dari keselarasannya dengan prinsip pembelajaran kontekstual dan pedagogi responsif budaya, yang menempatkan pengetahuan lokal sebagai landasan utama pengembangan literasi. Penelitian ini memberikan bukti empiris bahwa integrasi pengetahuan indigenous dapat meningkatkan kualitas pedagogis sekaligus memperkuat pembentukan identitas budaya siswa, serta menawarkan kerangka kerja yang dapat direplikasi untuk pendidikan bahasa daerah di konteks multikultural.

Kata kunci: Modul Pembelajaran, Menulis Deskripsi, Kearifan Lokal, Tana Tidung, Model ADDIE.



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1. INTRODUCTION

Indonesia's sociocultural heterogeneity constitutes a critical pedagogical resource that, when systematically integrated into curriculum design, can activate students' prior knowledge and enhance cognitive engagement in literacy development. Culturally responsive pedagogy posits that aligning instructional content with learners' lived experiences reduces cognitive load and facilitates deeper textual processing (Kartika et al., 2025; Sabila et al., 2025). Within Indonesian language education, this alignment is particularly consequential for writing instruction, which demands the simultaneous orchestration of linguistic accuracy, structural coherence, and ideational elaboration (Rohayati, 2025). Writing is not a mechanical transcription skill but a complex cognitive process requiring strategic planning, syntactic control, and metacognitive monitoring (Saptadi et al., 2025). At the junior secondary level, descriptive text composition serves as a foundational literacy competency that trains students to construct detailed mental representations and translate them into precise, sensory-rich prose (Wardhani, 2021). However, without culturally grounded referents, students struggle to generate authentic descriptive content, indicating a theoretical necessity to situate writing pedagogy within localized epistemic frameworks that bridge academic expectations and students' cultural schemas.

This pedagogical imperative is legally codified in Indonesia's National Education System Law (Law No. 20/2003, Article 36, Paragraph 2), which mandates curricular adaptation to regional potentials and learner characteristics. From an instructional design perspective, this policy requires the development of contextually embedded learning materials that function as cognitive mediators between abstract academic standards and localized cultural knowledge. Local wisdom, when operationalized as curricular content, transcends cultural preservation; it serves as a scaffold for situated learning, enabling students to internalize disciplinary literacy through familiar semiotic and experiential resources (Syarif et al., 2024; P, 2025; Winkel, 2018; Bertsch & Alon, 2025). Yet, the translation of this policy into classroom practice remains constrained by a systemic deficit in validated, systematically designed instructional materials that adequately represent regional identities. The absence of theoretically grounded, locally contextualized modules undermines the policy's intent and perpetuates a disconnect between national curricular

objectives and regional pedagogical realities, highlighting a critical gap in instructional material development research.

This policy-practice disconnect manifests empirically in Indonesian language classrooms, particularly in descriptive writing performance, which requires high-order cognitive engagement to transform perceptual experiences into structured verbal representations. Diagnostic assessments of seventh-grade students at SMPN Terpadu Unggulan 1 Tana Tidung reveal that approximately 75% exhibit limited proficiency in descriptive text composition, producing superficial, generic outputs lacking sensory detail and conceptual depth. From a cognitive-linguistic standpoint, this deficiency stems from schema mismatch: students are prompted to describe decontextualized or unfamiliar subjects, which inhibits the activation of experiential knowledge necessary for rich textual elaboration (Sharma et al., 2025; Amarulloh, 2025). Consequently, writing devolves into a mechanical exercise rather than a meaning-making process, underscoring the theoretical necessity of culturally resonant writing prompts that align with students' ecological and cultural environments to facilitate authentic cognitive processing and linguistic output.

The root of this pedagogical misalignment lies in the dominance of standardized, nationally produced textbooks that prioritize homogenized cultural narratives at the expense of regional specificity. Such materials fail to provide the contextual scaffolding required for effective schema activation, leaving teachers to compensate through ad hoc supplementation of local content. While this compensatory practice demonstrates professional responsiveness, unstructured interventions lack the systematic sequencing, cognitive scaffolding, and pedagogical validation necessary for effective literacy development. The absence of a cohesive, self-instructional module that integrates local wisdom into a structured writing pedagogy perpetuates instructional fragmentation and limits scalability across classrooms. This underscores the need for a theoretically informed instructional design that transforms localized cultural knowledge into a reproducible, pedagogically sound learning medium capable of supporting autonomous student engagement.

Existing empirical research supports the efficacy of culturally infused instructional modules in enhancing literacy outcomes. Studies by Suciptaningsih and Sapto (2024), I.N. Semarangata et al. (2024) and (Rismawati et al., 2025) demonstrate that embedding local wisdom into language materials improves writing coherence, lexical richness, and student engagement. However, the current literature exhibits three critical theoretical limitations: (1) a predominant focus on elementary education, neglecting the cognitive and metacognitive demands of lower-secondary writing; (2) a regional bias toward widely studied cultural contexts, leaving indigenous and peripheral knowledge systems undertheorized; and (3) a lack of mechanistic explanation regarding *how* local wisdom integration scaffolds descriptive writing processes at the cognitive and linguistic levels. The absence of research specifically examining Tana Tidung cultural integration is not merely an empirical void but a theoretical gap that limits the generalizability of culturally responsive writing pedagogy. Investigating this context is essential to advance place-based literacy theory, test the adaptability of culturally responsive frameworks in marginalized regional settings, and refine instructional design principles for culturally embedded language learning in Indonesian secondary education.

To address this theoretical and pedagogical deficit, this study employs a research and development methodology to design, validate, and pilot a self-instructional learning module titled "*Writing Descriptive Texts Infused with Tana Tidung Local Wisdom*" for seventh-grade students. Grounded in schema theory and culturally responsive pedagogy, the module systematically integrates Tana Tidung's traditional architecture, indigenous cultural figures, and customary practices into structured writing tasks that scaffold cognitive processing and linguistic elaboration. The study aims to produce a pedagogically feasible, theoretically sound instructional medium that not only enhances descriptive writing proficiency but also contributes to the broader theoretical discourse on culturally situated literacy development, offering a replicable model for integrating peripheral cultural knowledge into national language curricula.

2. METHODS

Research Design

This study employs a Research and Development (R&D) methodology utilizing a systematically adapted version of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation)

(Branch, 2009). The adaptation was necessitated by the study's primary objective to produce a theoretically grounded, culturally infused instructional module and establish its initial feasibility, rather than to conduct a full-scale effectiveness trial. Consequently, the model was adapted in three key ways. First, the Implementation phase was operationalized as a limited, collaborative pilot with teacher partners (MGMP) rather than a controlled classroom experiment. Second, the Evaluation phase focused on formative refinement based on expert validation and user feedback, excluding summative impact assessment on learning outcomes. Third, an iterative, non-linear feedback loop was integrated between the Development and Design phases, allowing for rapid prototyping based on validator input prior to field testing. The research flow following this adapted ADDIE framework is presented in Figure 1.

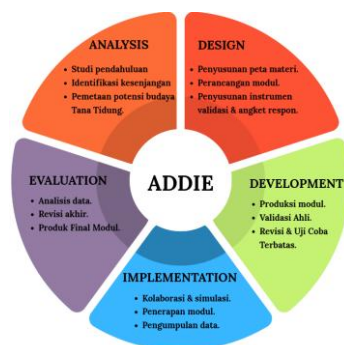


Figure 1. ADDIE Research Flow

Source: (Dick et al., 2009)

Phase Implementation and Outputs

All stages outlined in the adapted framework were fully implemented within the scope of this development study. The Analysis phase involved conducting a comprehensive needs assessment through document analysis, diagnostic writing tests, and semi-structured interviews with teachers at SMPN Terpadu Unggulan 1 Tana Tidung. This phase also included mapping Tana Tidung cultural assets such as traditional architecture, indigenous figures, and customary traditions for pedagogical integration. The tangible outputs of this phase comprised a Needs Assessment Report documenting the gap between current practice and ideal conditions, a Cultural Asset Inventory cataloging locally relevant content, and a Learning Objective Specification Document aligning curriculum standards with cultural integration goals.

The Design phase translated analysis findings into an instructional blueprint by applying principles of culturally responsive pedagogy and schema theory to structure module units, learning activities, and assessment rubrics. This phase produced a Module Structural Blueprint outlining the sequential organization of content, Storyboard and Visual Design Prototypes illustrating the layout and cultural visual elements, and Draft Assessment Rubrics for evaluating descriptive writing performance.

The Development phase involved producing the full module draft titled "Writing Descriptive Texts Infused with Tana Tidung Local Wisdom" and subjecting it to multidimensional validation. This included content feasibility assessment by an instructional materials expert, cultural accuracy verification by a Tana Tidung ethnography expert, and pedagogical practicality evaluation by a practitioner (Guru Penggerak). Iterative revisions were incorporated based on validator feedback. The outputs of this phase comprised a Validated Module Draft (Version 1.0), Expert Validation Reports with detailed Revision Logs, and a Final Pre-Pilot Module (Version 2.0) ready for field testing.

The Implementation phase was conducted as a limited pilot in collaboration with the Indonesian Language Subject Teachers' Working Group (MGMP). The module was used by 3-5 teachers in their classrooms for one instructional cycle covering 2-3 meetings. Data were collected through classroom observations, teacher logs, and student work samples. This phase generated a Pilot Implementation Protocol documenting the procedures, Classroom Observation Notes capturing real-time usage patterns, Teacher Feedback Logs recording practical challenges and successes, and Anonymized Student Writing Samples demonstrating initial learning outcomes.

The Evaluation phase employed formative evaluation methods to analyze triangulated data from validation questionnaires, pilot observations, and user feedback. A descriptive mixed-methods

approach was used wherein quantitative scores calculated feasibility percentages, while qualitative feedback underwent thematic analysis to guide final refinements. The outputs included a Feasibility Score Report presenting quantitative validation results, a Thematic Analysis of Qualitative Feedback identifying patterns in user experience, and a Final Revised Module (Version 3.0) with Implementation Guidelines for broader dissemination.

Participants and Quality Assurance

Quality assurance was ensured through purposive sampling of validators and trial participants meeting stringent expertise criteria, as detailed in Table 1. This multi-stakeholder validation approach ensures the module's academic rigor, cultural authenticity, and classroom practicality.

Table 1. Validator and Trial Participant Criteria

Component	Qualification Criteria	Role in Quality Assurance
Instructional Materials Expert	Ph.D. holder with experience in developing Indonesian language instructional materials.	Assessed content validity, alignment with curriculum standards, and pedagogical soundness.
Local Wisdom Expert	Scholar or cultural figure with expertise in the ethnographic and cultural values of Tana Tidung.	Verified cultural accuracy, appropriateness of integration, and avoidance of misrepresentation.
Practitioner (Guru Penggerak)	Mentor teacher with a minimum Master's degree (S2) and certification.	Evaluated practicality, usability, and time feasibility within real classroom constraints.
Teacher Participants	Indonesian language teachers (min. Bachelor's degree/S1) from partner schools.	Provided feedback on instructional flow, clarity of instructions, and student engagement during the limited pilot.
Student Participants	7th-grade junior high school students actively enrolled in descriptive text writing lessons.	Served as end-users; their writing outputs and informal feedback informed module readability and contextual relevance.

Data Collection and Analysis

Data were collected through three primary instruments. First, Expert Validation Questionnaires used a 4-point Likert scale to assess content, language, presentation, and cultural integration. Second, Semi-structured Interviews with validators and pilot teachers gathered in-depth qualitative feedback. Third, Document Analysis of student writing samples from the pilot provided evidence of learning outcomes.

Quantitative data from validation questionnaires were analyzed descriptively to calculate feasibility percentages using the formula:

$$P = (\Sigma R / N) \times 100\%$$

Where:

P = Percentage score obtained (rounded)

ΣR = Total score awarded by validators

N = Maximum/ideal total score

100% = Constant

Feasibility was interpreted using the modified criteria from Akker (1999) where scores $\geq 81\%$ indicate "Very Feasible," 61-80% indicate "Feasible," 41-60% indicate "Quite Feasible," and $\leq 40\%$ indicate "Not Feasible."

3. RESULTS

As an initial stage, a preliminary study was conducted to map gaps in Indonesian language learning. The results of a diagnostic study of data from 30 seventh-grade students at SMPN Terpadu Unggulan 1 Tana Tidung obtained score distribution data as presented in Figure 2 below:

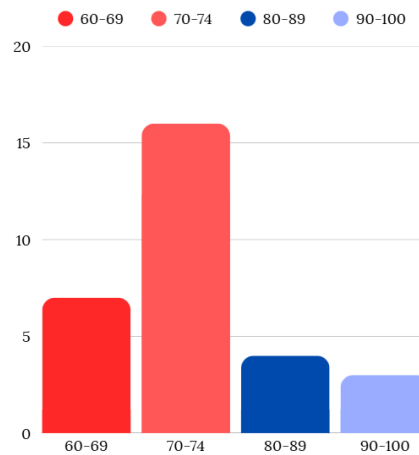


Figure 2. Diagnostic Study Results

The visualization of student score data above shows students' skills in writing descriptive texts. There is a sharp increase in the score range of 70-74, reaching 16 students. However, this score consistently remains at the threshold of the Minimum Completeness Criteria (KKM) <75. More specifically, the data shows that 7 students or 23.3% fall into the very low category with a score range of 60-69, while the majority of students, totaling 16 people or 53.3%, fall into the low category (approaching KKM) with a score range of 70-74. Conversely, only 7 students (23.3%) managed to fall into the high category, with 4 students in the score range of 80-89 and 3 students falling into the very high category in the score range of 90-100.

The dominant peak of the graph represents the low category or below KKM, which confirms the existence of obstacles in the process of expressing ideas and thoughts concretely. This condition indicates that students actually already possess basic writing skills but lack the stimulus to develop descriptions in depth. This phenomenon is caused by the use of non-contextual description objects. These statistical data are further strengthened by interview results with Indonesian language teachers, which confirm that students are not yet able to write their ideas and thoughts into one structured paragraph independently. Based on these findings, an intervention module infused with Tana Tidung local wisdom is needed to provide learning objects that are familiar to students.

3.1. Product Description

The learning module "Writing Descriptive Texts Infused with Tana Tidung Local Wisdom" is an innovative instructional material designed to integrate language skills through strengthening local cultural identity. The product is positioned as supplementary instructional material to address the limitation of contextual teaching materials for seventh-grade students in Tana Tidung Regency. The module not only facilitates the strengthening of linguistic competence in composing systematic descriptive texts but also strengthens the sociocultural richness of the region itself. The visualization of the teaching module is presented in Figure 3 below.



Figure 3. Visualization of the Learning Module

The main focus of the design stage is to structure the module into four main units, namely: concept introduction, cultural object description, place description, and local figure description. Each unit is designed using a fixed flow, starting from the material stage, examples, practice activities, to the stage of producing descriptive texts and reflection. This strategy ensures the construction of students' cognitive bridges in understanding descriptive texts through cultural objects that are familiar in daily life (Sayekti et al., 2025). In addition, visual aspects in the form of photographs are original documentation from historical sites, cultural artifacts, and the natural landscape of Tana Tidung (Sun et al., 2025). The assessment design prepared includes a comprehensive writing assessment rubric to measure students' abilities in aspects of content, text organization, vocabulary, and use of spelling and punctuation.

3.2. Results of Module Feasibility Validation Testing

The completed learning module, before field testing, will be validated by experts and practitioners (expert judgment) to assess the feasibility of content, language, presentation, and graphics. The validation involved two experts and one practitioner. Quantitative data from the validation results are presented in Table 2 below.

Table 2. Expert Validation Results

No.	Validator	Percentage	Category
1.	Instructional Materials Expert	91%	Very Feasible
2.	Local Wisdom Expert	98%	Very Feasible
3.	Practitioner	96%	Very Feasible
	Combined Average	95%	Very Feasible

Based on Table 2, the highest score was obtained from the local wisdom expert at 98%, which validates that the Tana Tidung cultural content in the module is appropriate and authentic. The instructional materials expert gave an assessment of 91% with notes on graphic and linguistic aspects, while the practitioner gave a score of 96%, which indicates that the module is ready for use in learning practice. Overall, the average assessment from the validators reached 95% with the criteria of very feasible. Nevertheless, minor revisions are still needed to perfect the learning module before implementation in the classroom.

3.3. Field Trial Results

The learning module that has passed the validation stage was subsequently tested in the field. Data in this trial were obtained from teachers and students as users of the module in the classroom learning process. Data collection aimed to determine the level of feasibility and acceptability of the module, as well as to identify the strengths and weaknesses of the product based on direct usage experience.

a. Teacher Response Results

Assessment data obtained from the teacher questionnaire were analyzed to assess the quality of the learning module from the teacher's perspective as direct users in the classroom, both in terms of content, language, presentation, and graphic display. The field test assessment involved Indonesian language teachers of seventh grade at SMPN Terpadu Unggulan 1 Tana Tidung.

Table 3. Teacher Response Results

Numerical Data

No.	Assessment Aspect	Score	Qualification	Remarks
1	Content Feasibility	100%	Very Good	Very feasible, no revision needed
2	Language Feasibility	100%	Very Good	Very feasible, no revision needed
3	Presentation Feasibility	100%	Very Good	Very feasible, no revision needed
4	Graphic Feasibility	100%	Very Good	Very feasible, no revision needed
	Average	100%	Very Good	Very feasible, no revision needed

Based on the results of teacher responses to the learning module, it shows that the descriptive text writing module infused with Tana Tidung local wisdom obtained a score of 100% on all assessment aspects, namely content feasibility, language feasibility, presentation feasibility, and graphic feasibility, with the qualification of very good. Each aspect was declared very feasible and did not require revision. The average score obtained was 100% with the qualification of very good. This indicates that based on teacher responses, the descriptive text writing module infused with Tana Tidung local wisdom is declared very feasible for use in learning and does not require revision.

b. Student Response Results

The module was tested on a limited basis on 30 seventh-grade students at SMPN Terpadu Unggulan 1 Tana Tidung. This test aimed to measure readability, ease of use, and the appeal of the module from the user's perspective. The small group test stage was conducted through closed questionnaires and in-depth interviews to reinforce the questionnaire data obtained. The results of the closed questionnaire for students are presented in Figure 4 below.

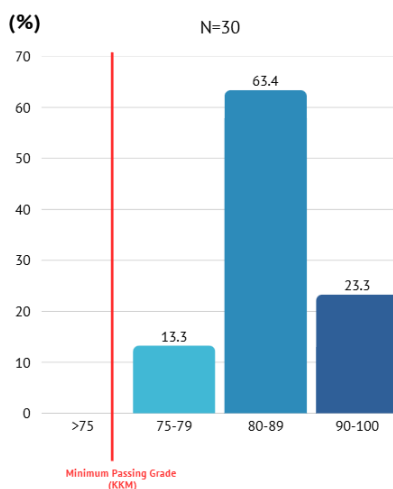


Figure 4. Student Response Test

The data in Figure 4 shows that the overall module received a positive response with an average score of 87.08%. The highest score lies in the aspect of visual appeal (91.67%), which indicates that the module visualization successfully captured students' learning interest. These statistical data are supported by learning observation results, where students were enthusiastic in examining the developed module.

The findings of the small group test led to the conclusion that the descriptive text writing module infused with Tana Tidung local wisdom has a high level of readability and functions well. The use of real objects such as Baloi Adat facilitates the process of understanding assimilation for students because they already have prior knowledge or initial understanding schemas of the object (Schneider & Simonsmeier, 2025). Technically, statistical data confirm that the module is ready for use without language obstacles or confusing instructions for students, so the achievement of learning objectives is quite high. This data is confirmed by in-depth interview results with several students, which can be concluded that the teaching module helps them explain ideas and thoughts that come to mind.

4. DISCUSSION

Review of Expert Validation and Feasibility

The feasibility test results of the descriptive text writing module infused with Tana Tidung local wisdom demonstrate that the developed product has met the criteria as instructional material suitable for use in learning. The assessment involved three validators ($n = 3$), comprising an Indonesian language instructional materials expert, a local wisdom expert, and a learning practitioner, who evaluated four main aspects: content feasibility, linguistics, presentation, and graphics. Overall, the module achieved an average feasibility score of 94%, with content feasibility at 94%, linguistics at 96%, presentation at 96.7%, and graphics at 93.3%, all qualifying as "very good" and indicating that the module has met established feasibility standards.

In terms of content feasibility, the module was assessed as very good because the material presented aligns with learning achievements and is relevant to students' needs in developing descriptive text writing skills. The integration of Tana Tidung local wisdom such as descriptions of *buah lai*, *kalid*, *baloi adat*, and local inspirational figures serves as a distinct advantage by presenting contextual and authentic learning experiences. This finding resonates with Jhonson (2002), who emphasizes the importance of contextual learning in enhancing student comprehension, and is further supported by research from Sari et al. (2024) and Supartinah et al. (2023), which demonstrates that local wisdom integration can improve students' understanding, participation, and cultural awareness. The slightly lower scores on content authenticity from the instructional materials expert (75%) and practitioner

(75%) prompted minor revisions to deepen cultural representation, ensuring the module better reflects the lived realities of Tana Tidung communities.

Regarding linguistics, the module also obtained very good qualifications, with language assessed as communicative, clear, and appropriate to students' developmental level. These characteristics facilitate students' understanding of the material and support the knowledge construction process as described by Vygotsky (1978). This finding aligns with Daryanto (2013) and B. Tomlinson (2011), who assert that instructional materials must employ simple and easily understood language to maximize accessibility. The minor suggestion from the local wisdom expert to refine certain local terms is using *kalid* instead of *perisai*, and *baloi adat* instead of generic *rumah* was incorporated to enhance linguistic accuracy and cultural respect.

The presentation aspect yielded very good results, characterized by systematic material arrangement that progresses logically from concept to practice. This scaffolded presentation helps students understand the material gradually and encourages active involvement in learning, consistent with B. Tomlinson (2011) principles of materials design. The finding is further supported by Sari et al. (2024) and Febriani and Ngaito (2026), who emphasize the importance of contextual and experience-based learning sequences. The only indicator receiving a slightly lower score (75%) concerned student-centered observation activities, which led to the addition of more interactive prompts to strengthen student engagement with local objects.

In terms of graphics, the module obtained very good qualifications, with attractive visual design, neat layout, and appropriate font selection proven to support readability and increase students' learning motivation. This finding aligns with (Prastowo, 2019) and (Mayer, 2020), who state that visual aspects play an important role in enhancing student engagement and cognitive processing. The lower graphics score from the instructional materials expert (80%) primarily reflected suggestions for refining cover design and internal layout consistency, which were addressed in the final revision to improve visual coherence across units.

Overall, the validation results indicate that this learning module is not only feasible for use but also holds potential to improve students' writing skills while instilling local wisdom values. When compared to prior module development studies in Indonesia, which typically report feasibility scores between 80% and 86% (Sari et al., 2024; Supartinah et al., 2023), the present module's higher average (94%) may be attributed to three factors: (1) explicit triangulation among instructional designers, cultural specialists, and classroom practitioners; (2) iterative revision cycles embedded within each unit; and (3) deliberate alignment of visual design with cognitive load principles (Mayer, 2020). Therefore, this module can be recommended as an innovative instructional alternative for Indonesian language learning at the junior high school level.

Review of Field Trial Results

After passing the validation stage, the descriptive text writing module infused with Tana Tidung local wisdom was tested in classroom learning involving one Indonesian language teacher ($n = 1$) and 30 seventh-grade students ($n = 30$) at SMPN Terpadu Unggulan 1 Tana Tidung. This trial aimed to obtain empirical data regarding module usability and student responses, thereby assessing the effectiveness and relevance of the instructional material in authentic classroom contexts.

Teacher responses fell into the very good category with a score of 100%, indicating that the module met criteria for feasibility and practical effectiveness. Teachers assessed that the material aligned with students' needs, the language was accessible, and the presentation supported the learning process. The integration of local wisdom was also considered effective in presenting more contextual learning. This finding aligns with research by Astuti et al. (2024) and Imaduddin & Sundi (2024), which states that instructional materials based on local wisdom can improve learning effectiveness and student engagement. The teacher's suggestion to include task-specific rubrics was incorporated to further support objective assessment.

Student responses to the module yielded a mean score of 87.00% ($SD = 7.18\%$), placing the overall evaluation in the "very good" category. The distribution of scores was evenly divided: 15 students (50%) rated the module within the "very good" range (86%–100%), while the remaining 15 students (50%) placed it in the "good" range (71%–85%). A detailed item-level analysis indicated that indicators P5 (support for writing descriptive texts) and P6 (fostering appreciation for Tana Tidung) consistently received high ratings (3–4). Conversely, indicators P2 (layout attractiveness), P3 (relevance to personal

experience), and P4 (active engagement) exhibited greater variability, with a subset of respondents (SUB 8, 10, 13, 23) assigning these items a rating of “2”. Students assessed that the material was easy to understand, the display was attractive, and the module content was relevant to their experiences. The variety of responses reflects differences in students' abilities, interests, and learning backgrounds, which is a normal occurrence in heterogeneous classrooms and aligns with C. A. Tomlinson (2014) regarding the importance of differentiated learning. Additionally, (Meilana & Aslam, 2022) and (Ladson-Billings, 2021) affirm that cultural integration in learning can increase student engagement, motivation, and learning meaning findings corroborated by the consistently high scores on P5 and P6 in this study.

When compared to prior field trials of contextual writing modules in Indonesia, which typically report student acceptance between 80% and 84% (Meilana & Aslam, 2022); Febriani & Ngaito, 2026), the present module's mean score of 87% suggests relatively stronger learner reception. This difference may be explained by: (1) stronger cultural resonance through authentic local artifacts and narratives; (2) explicit metacognitive scaffolding via step-by-step writing guides and reflection checklists; and (3) consistent integration of peer feedback mechanisms that position writing as a recursive, socially mediated process. The moderate standard deviation ($SD = 7.18\%$) and bimodal distribution further indicate that while the module is broadly effective, minor differentiation in visual presentation and experiential linking may enhance accessibility for diverse learner profiles.

Overall, the review results demonstrate that the module has a very high level of acceptance from both teachers and students. These findings confirm that the module is not only technically feasible but also pedagogically effective. This aligns with Jhonson (2002) contextual learning principles, which emphasize connecting instructional content with students' real-life experiences. From a pedagogical perspective, the use of modules based on local wisdom has proven capable of strengthening contextual learning, improving writing skills, and fostering students' cultural awareness. Thus, Indonesian language learning not only addresses linguistic competencies but also contributes to instilling cultural values and supporting holistic student identity development.

5. CONCLUSION

This study produced a module for writing descriptive texts that integrates the cultural richness of Tana Tidung through the systematic ADDIE model. Based on the results of a comprehensive data analysis, it can be concluded that this product is of exceptional quality, with a validation rate from experts and practitioners reaching 95%, covering aspects ranging from the suitability of the material and the quality of the media to the accuracy of the ethnographic values. In terms of usage, this module was very well received, achieving a response score of 87.08% from students and a perfect 100% appreciation rating from teachers in the field. Beyond academic achievement, the existence of this module has also succeeded in transforming students' learning behavior to be more independent, sharpening their observational skills, and fostering pride in their local cultural identity in every written work they produce. For future researchers, there is a wide-open opportunity to deepen this study by expanding the scope to include other textual materials or integrating digital technology elements to ensure that the preservation of local wisdom in education remains relevant and adaptable to the changing times.

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