



## Development of learning media based on local wisdom to improve the ability to write poetry for grade VIII students

(Pengembangan media pembelajaran berbasis kearifan lokal untuk meningkatkan kemampuan menulis puisi siswa kelas VIII)

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**Abstract:** The development of learning media that integrates local wisdom has an important role in enriching the learning process, especially in poetry writing skills that reflect local cultural values. This research aims to (1) develop learning media based on local wisdom, and (2) test the validity and effectiveness of learning media based on local wisdom in improving the poetry writing skills of grade VIII junior high school students. This study used a research and development (R&D) approach with a 4-D model consisting of (1) Define, (2) Design, (3) Develop, and (4) Disseminate. The subject of this study is students of grades VIII Junior High School of the University of Muhammadiyah Makassar which consists of 5 classes. The data collection method in the study used questionnaires used to analyze student needs, product validity tests by experts, and product effectiveness tests. The analysis technique used in this study was quantitative descriptive. The results of the study show that learning media based on local wisdom has a valid category, which is evidenced by a percentage of 90% with a very valid category from media experts. The results of the validity test from material experts showed a percentage of 92% with a very feasible category. The results of the validity test from linguists showed a percentage of 92.5% with a very valid category. The results of the effectiveness test were carried out by involving individual subjects, small groups, and large groups. The results showed that the percentage of effectiveness was 88% with a valid category for individual trials, the results of small group trials were 92% with a very valid category, and the results of large group trials were 94% with a very valid category. The development of learning media based on local wisdom has proven to be effective in improving the poetry writing ability of Class VIII students as well as fostering appreciation for regional culture.

**Keywords**      **Development of learning media, Ability to write poetry, Learning Indonesian**

**Abstrak:** Pengembangan media pembelajaran yang mengintegrasikan kearifan lokal memiliki peran penting dalam memperkaya proses belajar, khususnya dalam keterampilan menulis puisi yang mencerminkan nilai-nilai budaya lokal. Penelitian ini bertujuan untuk (1) mengembangkan media pembelajaran berbasis kearifan lokal, dan (2) menguji validitas dan efektivitas media pembelajaran berbasis kearifan lokal dalam meningkatkan keterampilan menulis puisi siswa kelas VIII SMP. Penelitian ini menggunakan pendekatan penelitian dan pengembangan (R&D) dengan model model 4-D yang terdiri (1) Define, (2) Design, (3) Develop, dan (4) Disseminate. Subjek penelitian ini adalah siswa kelas VIII SMP Universitas Muhammadiyah Makassar yang terdiri dari 5 kelas. Metode pengumpulan data dalam penelitian menggunakan kuesioner yang digunakan untuk menganalisis kebutuhan siswa, uji validitas produk oleh ahli, dan uji efektivitas produk. Teknik analisis yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa media pembelajaran berbasis kearifan lokal memiliki kategori valid, yang dibuktikan dengan persentase sebesar 90% dengan kategori sangat valid dari ahli desain media. Hasil uji validitas dari ahli materi menunjukkan persentase sebesar 92% dengan kategori sangat layak. Hasil uji validitas dari ahli bahasa menunjukkan persentase sebesar 92,5% dengan kategori sangat valid. Hasil uji efektivitas yang dilakukan dengan melibatkan subjek individu, kelompok kecil, dan kelompok besar. Hasilnya menunjukkan bahwa persentase efektivitas sebesar 88% dengan kategori valid untuk uji coba individu, hasil uji coba kelompok kecil sebesar 92% dengan kategori sangat valid, serta hasil uji coba kelompok besar sebesar 94% dengan kategori sangat valid. Pengembangan media pembelajaran berbasis kearifan lokal terbukti efektif dalam meningkatkan kemampuan menulis puisi siswa Kelas VIII sekaligus menumbuhkan apresiasi terhadap budaya daerah.

**Kata Kunci**      **Pengembangan media pembelajaran, Kemampuan menulis puisi, Pembelajaran bahasa Indonesia**

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## INTRODUCTION

The ability to write poetry is often considered a less essential skill in the school curriculum (Arono et al., 2022), despite the fact that poetry has an important role in honing students' critical and creative thinking skills (Sholiha, 2021; Razanah & Solihati, 2022; Kamaruddin et al., 2023). Based on observations in a number of junior high schools that have been carried out, the researcher found facts including: (1) learning to write poetry tends to be ignored or only taught at a glance. (2) lack of use of learning media that are interesting and relevant to the student's background. (3) teachers often rely on conventional methods that are less able to motivate students to explore their creativity in writing poetry. (4) lack of integration of local elements in learning materials, which should be able to make students more interested and feel connected to the material being taught. This results in a lack of interest and ability of students to express their ideas and feelings through poetry (Gustina, 2019). In fact, writing poetry is not just about arranging words into literary works, but also helps students develop emotional sensitivity, reflective thinking (Kuswandi & Putri, 2020), and better language skills (Yono, 2022). Without adequate attention to poetry learning, students' potential to think creatively and develop empathy tends not to be explored optimally (Sholiha, 2021; Razanah & Solihati, 2022; Kamaruddin et al., 2023).

Previous studies have shown that writing poetry can improve students' linguistic and literacy skills. According to Holopainen & Ihanus, (2024) the practice of writing poetry hones students' ability to understand and appreciate language, as well as helping them convey complex emotions and ideas in a creative way (Misaa et al., 2022; Setiyanika et al., 2023). In addition, constructivist learning theory emphasizes the importance of experience and context in the learning process, which writing poetry can be an ideal medium for applying this theory. The activity of writing poetry allows students to connect learning with their personal experiences and social environment (Alexander & Vermette, 2019; Arieny et al., 2023), thus creating a more immersive learning experience (Mikly et al., 2021; Rahmadani, 2023; Taufiqurrahman, 2023). Unfortunately, this potential has not been fully optimized in the existing curriculum, and the learning media used is still limited to conventional approaches.

The point of this study is to show how important it is to create learning materials that can help people learn how to write poems well. This media, which focuses on local knowledge, can help eighth-grade students get better at writing poems and grow their love for the Indonesian language. This study aims to: (1) create learning materials based on local knowledge; and (2) check whether these learning materials are true and useful for improving the poetry writing skills of eighth-grade students. Students will be more interested in writing poems and learn more about cultural values and how they affect daily life when they use learning materials based on local knowledge.

This study is important because it fills in gaps in how people learn to write that are missing local and contextual factors. Students can have a deeper and more valuable learning experience when they use learning materials based on local knowledge to write poetry. For students who learn to write poetry with this learning tools based on local knowledge, it is hoped that they will get much better at writing and understanding language. This is relevant to the overall development of students' education, because learning based on local wisdom not only strengthens literacy skills (Antara, 2023), but also fosters a love for culture and enriches their critical and creative thinking (Sudjarwo et al., 2018; Suastini & Sumada, 2022; Citra et al., 2023).

A number of studies on the development of writing learning media have also been carried out before. Research was conducted by Fikriyah et al., (2024); Suleman & Idayanti, (2024); Mulyani et al., (2023) discussed the development of comic learning media based on civic values. Further research was conducted by Harjanto & Elvadolla (2021); Sembiring et al., (2022); Ngazizah et al., (2022); Najib et al., (2019); Mollah et al., (2023) who reviewed the development of learning media based on local wisdom values at all levels of education. Several studies have also been conducted by Permana &

Indihadi, (2018); Adawiah et al., (2019); Handiwiguna et al., (2018); Maulidah, (2020); Saepuloh et al., (2021); Isnaini & Herliani, (2020); Nur et al., (2021) who reviewed learning to write poetry using strategies, learning models, and learning media at the elementary to secondary school levels. Based on previous research that has been conducted, this research presents a novelty in combining the concept of learning media with an approach based on local wisdom, which was previously rarely implemented systematically in the context of learning to write poetry in grade VIII. The novelty of this research lies in the development of learning media that are not only instructive, but also interactive and contextual, thus allowing students to relate lessons to their own cultural experiences. The media developed utilizes local cultural elements, such as folklore, oral traditions, and regional symbols, which are adapted into creative learning materials and activities.

This research is also expected to enrich the educational literature on the use of local wisdom in Indonesian language teaching, which is still limited in the context of creative learning such as writing poetry. In addition, the research offers practical solutions to increase student engagement in the learning process, by building bridges between learning materials and their cultural identity. The results of this study are not only beneficial for students and teachers, but can also be used as a foundation for more inclusive and contextual education policies, which promote the development of creative literacy in schools in Indonesia.

## **METHOD**

A research and development (R&D) method was used in this study to test and create goods, especially learning media, that were based on what people in the area know. The 4-D model guided the development process. It had four key steps: define, design, develop, and disseminate. In the Define stage, learning goals were set by analyzing the needs of the students and making changes to the curriculum and textbooks. The focus of the curriculum study was on themes and subthemes, in this case writing poetry in grade 8 at Muhammadiyah University of Makassar's Junior High School.

During the Design stage, learning materials were put together according to the set program that was used in schools. In the development stage, the text was checked for accuracy, and learning materials are made using local knowledge to make sure they were in line with learning to write poetry. The usefulness of learning media was judged by the questionnaires and observation sheets that teachers and students filled out to rate how the media was used. The effectiveness of the media was judged by the learning tasks that students do. Pilot tests of learning media were done at the Junior High School of the University of Muhammadiyah Makassar during the Disseminate stage. These tests included tests for individuals, small groups, and big groups. Questionnaires were used to collect data for the study. Questionnaires were used to find out what needs students have, as well as for product trials and validity tests by experts. Students tested the product on their own, in small groups, and with the whole class. A questionnaire was being used to gather information for this growth study. Table 1, Table 2, Table 3, and Table 4 show the evaluation tools for learning media that were based on local knowledge. An evaluation based on the Likert scale, as shown in Table 5, was used to make the questionnaire.

**Table 1**  
**Instrument of Due Diligence by Media Design Experts**

No	Aspects	Validator		Scale					Total Score	Score Percentage	Interpretation
		1	2	1	2	3	4	5			
1	How well media delivery methods fit the needs of the target audience (students)										
2	How well the media is delivered so that it is easy and quick to learn and master the information, ideas, or skills										
3	The amount of likelihood helps students think critically and figure out how to do things										
4	The level of context with real-life application/application that fits the needs of the target group (student)										
5	Relative advantage, or how well the media pick works compared to other media										

**Table 2**  
**Instrument of Feasibility Test by Material Experts**

No	Aspects	Validator		Scale					Total Score	Score Percentage	Interpretation
		1	2	1	2	3	4	5			
1	The truth of what the text says										
2	Free of mistakes in thinking										
3	Material that is new and current										
4	Coverage and depth of the subject										
5	How good the guide used was										

**Table 3**  
**Instrument of Qualification Test by Linguist**

No	Aspects	Validator		Scale					Total Score	Score Percentage	Interpretation
		1	2	1	2	3	4	5			
1	Variations of languages spoken										
2	Alignment with PUEBI (precise, straightforward, clear)										
3	Communicative and informative										
4	Educational, polite, and aesthetic										

**Table 4**  
**Individual, Small Group, and Large Group Test Instruments**

No	Aspects	Respond			Scale					Total Score	Score Percentage	Interpretation
		1	2	3	1	2	3	4	5			
1	Accuracy of background selection with material											
2	Accuracy in font selection to make it easy to read											
3	Accuracy of font size so that it is easy to read											
4	Color accuracy of text for easy reading											
5	Image composition											
6	Image display quality											
7	User compatibility											
8	Flexibility (can be used independently and guided)											
9	Completeness of instructions for use											
10	Instructions for use display											

**Table 5**  
**Likert Scale**

No	Score	Criterion
1	1	Very Less
2	2	Less
3	3	Enough
4	4	Good
5	5	Excellent

Source (Darmadi, 2011)

Quantitative data analysis was used to look at the data in this study. Quantitative analysis was employed to look at the data from the validation assessment questionnaires filled out by media design experts, material experts, and linguists, as well as the answer questionnaires of test subjects who worked alone, in small groups, and with a large group. A formula was used to figure out the percentage of each factor in the results of the tests given by experts and test subjects. By figuring out the percentage of each questionnaire, the collected data was looked at in order to make choices about the quality and viability of the learning materials that were created. The rules shown in Table 6 were used to decide on the percentage of assessment results.

**Table 6**  
**Product Development Eligibility Criteria**

No	Eligibility Criteria	Criteria	Product Quality Information
1	1 – 54	Very bad/invalid	Remaking Product
2	55 – 64	Poor/Less Valid	Many Revision
3	65 – 74	Adequate/Acceptable	Revised Sufficiently
4	75 – 89	Good/Valid	Less Revision
5	90 – 100	Very good/ Very valid	No Revision

(Source: Tegeh dan Kirna, 2010:83)

## RESULTS AND DISCUSSION

The second step in this study is the Design stage. The first thing that was done was to create learning media based on local knowledge so that eighth-grade students could learn how to write poetry. The first step in making this learning media based on local knowledge is to figure out CP and TP. Once CP and TP are known, the researcher chooses the style and local knowledge that would be



used in the learning materials. Next, use local knowledge to pick the pictures that would be used in learning media. This picture came from local knowledge in Makassar. The researcher chose pictures that show the local knowledge in Makassar. The selected images serve to facilitate the students' understanding of the concept of writing poetry. This is in line with what was conveyed by Renza et al., (2022); Hanindiya et al., (2023) that the use of images as a learning medium not only serves to attract students' attention, but also to improve their understanding and skills in various learning contexts. This learning material was based on local knowledge and is mostly written in Indonesian, with a few Makassar regional languages used to explain the knowledge. There were 5 displays in this learning media based on local knowledge. They were the beginning display, the CP and TP displays, the learning materials display, the quizzes display, and the barcodes and quizizz display. The local wisdom was used to guide the selection of the images that will be shown on learning media. These included the first image, the subject matter image, the quiz image, the barcode image, and the quizizz image. The image that was chosen showed the local wisdom of Makassar. Based on what people in Makassar know, the pictures in the learning materials were shown in Figures 1, 2, 3, 4, and 5.



Figure 1. Home View Learning media



Figure 2. CP and TP Display



Figure 3. Display of Learning Materials

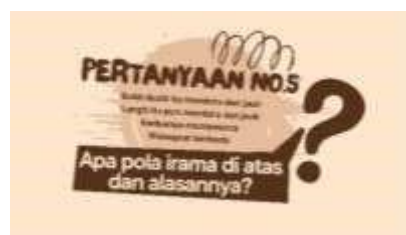


Figure 4. Quiz Display



Figure 5. Barcode Display and Quizizz

The stages of *developing* learning media based on local wisdom included six stages consisting of (1) preparation of learning content, (2) creation of storyboards and flowcharts, (3) creation of main scenes and timelines, (4) visual design and animation, (5) audio and video integration, and (6) interactive features. The first step taken by the researcher was the preparation of learning content which included local wisdom material in the media, such as poetry, and local cultural visuals (typical Makassar images or illustrations). The second step was to create a storyboard in detail to illustrate the flow of media, placement of text, visuals, and animations, followed by creating a flowchart to explain the interactive flow that students used, such as introductory sections, interactive exercises, poetry examples, and evaluations. The third step was to create the main scene and timeline which included an introductory scene that explained the purpose of the learning media, a scene of examples of local wisdom poems, and a scene of poetry writing practice. It was followed by arranging elements in the timeline so that the content appeared gradually, as well as adjusting the duration of the display of text, images, or animations so that students had time to understand each element. This step is in line with what was conveyed by [Chang et al., \(2011\)](#) that the right time setting of the display on the learning media could improve students' understanding of the material being taught.

The fourth step was visual and animation design which included (1) creating buttons and text animations that students could choose from. For example, a button to open an example of a regional poem, or a button to start a writing exercise. (2) Added a smooth transition animation for moving between scenes, so that the learning flow was more interesting and less monotonous. (3) Using images of local culture or symbols typical of Makassar that were animated to add aesthetics and attract students' interest. These three steps are in line with what was conveyed by [Chin et al., \(2011\)](#); [Johari \(2023\)](#); [Harahap & Harto \(2023\)](#) that the use of animation in the context of learning could provide significant benefits in improving the student learning experience. The fifth step was the integration of audio and video which included (1) adding voice narration to help explain the material and provide instructions to students. (2) integrating regional music or sound effects to create a culturally rich atmosphere. (3) adding a short video showing cultural practices or regional beauty as inspiration for students. The three steps that have been taken are in line with what was conveyed by [Rahma & Mutiaz \(2020\)](#) that it is important for educators to pay attention to the quality of sound in every learning medium used. The sixth step was to add interactive features which included (1) creating interactive buttons ("Next", "Back", "Start" buttons) that help students navigating the learning media. (2) designing interactive exercises using the quiz feature or writing exercises, where students could write poems directly on the app or choose appropriate poem words. The selection of interactive features in learning media was a crucial aspect that could increase students' engagement and the effectiveness of the learning process ([Ramdani et al., 2021](#)). In addition, interactive features not only make learning more interesting, but also allow students to actively participate in the learning process, which in turn can improve understanding and information retention ([Hasnawiyah, 2024](#); [Wahid, 2023](#)).

### **Results of the Validity and Effectiveness Test of Learning Media Based on Local Wisdom**

Once the learning materials based on local knowledge have been created, they were tested by experts in media design, materials, and language. Based on how the Likert scale was interpreted, the validity test by media experts showed that learning media based on local knowledge was a very good way to learn how to write poetry. From the results of the validity test by media experts, an average percentage of achievement in all aspects was obtained of 90% which was included in the very valid category. Table 7 shows the truth results based on suggestions from experts in media design.

**Table 7**  
**Results of Feasibility Test by Media Design Experts**

No	Aspects	Validator		Scale	Total Score	Criteria
		1	2			
1	How well media delivery methods fit the needs of the target audience (students)	4	5			
2	How well the media is delivered so that it is easy and quick to learn and master the information, ideas, or skills	4	5			
3	The amount of likelihood helps students think critically and figure out how to do things	5	4	45	90%	Very valid
4	The level of context with real-life application/application that fits the needs of the target group (student)	5	4			
5	Relative advantage, or how well the media pick works compared to other media	4	5			

The validation results from media design experts show that 90% of them gave an answer. The results show that the parts of learning media that were based on local knowledge have met all the requirements for being useful. Accordingly, learning media that was built on local knowledge meets some very good standards. Based on the evaluation results from the media design validator, which agree with those from Nursetyo et al., (2023) using learning media correctly can make students more interested, motivated, and able to understand what they are being taught.

**Table 8**  
**Results of Feasibility Test by Material Experts**

No	Aspects	Validator		Scale	Total Score	Criteria
		1	2			
1	The truth of what the text says	4	5			
2	Free of mistakes in thinking	4	4			
3	Material that is new and current	5	5	46	92%	Very valid
4	Coverage and depth of the subject	5	4			
5	How good the guide used was	5	5			

From the results of the validity test by material experts, an average percentage of achievement in all aspects was obtained of 92%, which results are included in the very valid criteria. It was found that the parts of learning media that were based on local knowledge met the material practicality requirement as a learning medium. Referring to these results, learning media that was built on local knowledge met some very good standards. The results of the assessment that had been given by the validator are in line with those presented by İçen (2020); Supriasih et al., (2022) that the presentation of material on good and interesting learning media must consider interactivity, use of technology, relevance of content, visual design, and evaluation.

**Table 9**  
**Results of Qualification Test by Linguists**

No	Aspects	Validator		Scale	Total Score	Criteria
		1	2			
1	Variations of languages spoken	5	5			
2	Alignment with PUEBI (precise, straightforward, clear)	5	4	37	92,5%	Very valid
3	Communicative and informative	4	4			
4	Educational, polite, and aesthetic	5	5			

From the results of the validity test by linguists, an average percentage of achievement in all aspects was obtained of 95.5%, which is included in the very valid criteria. The results showed that the language used in learning materials that were based on local knowledge had been useful for communication and has been able to fit into PUEBI. Referring to these results, learning media that



was built on local knowledge met some very good standards. The results of the assessment that have been given by the language validator were in line with those submitted by [Kurniawan et al., \(2021\)](#); [Yasir \(2022\)](#) that the presentation of material in clear, precise, and interesting language is very important to create an effective learning experience.

Spread is the next step, and this was the last step in this study. At this point, the researcher tested learning media using local knowledge. The tests were done in three groups: (1) individuals; (2) small groups; and (3) big groups. Students from the Junior High School of the University of Muhammadiyah Makassar took part in the hearing. Thirteen eighth-graders were in the small group trial, and 38 eighth-graders were in the large group trial. The results of the tests done with individuals, small groups, and big groups in Tables 10, 11, and 12 were presented.

**Table 10**  
**Individual Test Results**

No	Aspects	Respond Individual	Total Score	Score Percentage	Interpretation
1	Accuracy of background selection with material	4	44	88%	Valid
2	Accuracy in font selection to make it easy to read	4			
3	Accuracy of font size so that it is easy to read	4			
4	Color accuracy of text for easy reading	5			
5	Image composition	5			
6	Image display quality	4			
7	User compatibility	5			
8	Flexibility (can be used independently and guided)	4			
9	Completeness of instructions for use	5			
10	Instructions for use display	4			

**Table 11**  
**Small Group Test Results**

No	Aspects	Respond SG	Total Score	Score Percentage	Interpretation
1	Accuracy of background selection with material	4	46	92%	Very valid
2	Accuracy in font selection to make it easy to read	5			
3	Accuracy of font size so that it is easy to read	5			
4	Color accuracy of text for easy reading	5			
5	Image composition	5			
6	Image display quality	4			
7	User compatibility	5			
8	Flexibility (can be used independently and guided)	4			
9	Completeness of instructions for use	5			
10	Instructions for use display	4			

**Table 12**  
**Large Group Test Results**

No	Aspects	Respond BG	Total Score	Score Percentage	Interpretation
1	Accuracy of background selection with material	4	47	94%	Very valid
2	Accuracy in font selection to make it easy to read	5			
3	Accuracy of font size so that it is easy to read	5			
4	Color accuracy of text for easy reading	5			
5	Image composition	5			
6	Image display quality	4			
7	User compatibility	5			
8	Flexibility (can be used independently and guided)	4			
9	Completeness of instructions for use	5			
10	Instructions for use display	5			

The trials that had been done on individuals, small groups, and big groups have shown that 88%, 92%, and 94% of the results were positive. After the test, it was clear that learning media based on local knowledge generally met good standards and was very useful. Based on the validity test and the trial of learning media, the products met the criteria for a good and accepted media for students to use while they are learning, and they also fit with the Independent Curriculum. This learning media based on local knowledge was interesting and different from other media because of the mix of content, picture choice, color composition, and sound. These conditions were similar to what researchers [Agustin \(2022\)](#); [Emilia et al., \(2022\)](#); [Hanindiya et al., \(2023\)](#) found. They said that the way materials, images, and colors were put together in learning media was an important factor that can change how well it works for teaching and learning. The test on individuals, small groups, and large groups of people showed that using learning media based on local knowledge not only showed the cultural values of the community, but it can also be incorporated into the teaching and learning process to give students a more relevant and meaningful learning experience ([Utomo et al., 2021](#); [Sari et al., 2021](#); [Syafani & Tressyalina, 203](#)).

## CONCLUSION

Since it passed the validity test, that learning tools based on local wisdom is valid. Experts in media design did a validity test and found that 90% of the cases were very true. The validity test from experts in the subject showed that 92% of the items were in the "very valid" group. The linguists' validity test showed that 92.5% of the items were in the "very valid" group. The validity test done by experts showed that this learning media based on local knowledge met the criteria of a good and reasonable media for students to use while they are learning, and it also fit with the Independent Curriculum. So, this learning tool based on local knowledge was very useful and could be used as a teaching tool for eighth-grade junior high school students.

The test of success showed that the learning material which is based on local knowledge helped eighth-grade junior high school students get better at writing poetry. When tests were done on individuals, small groups, and big groups. The percentages of effectiveness that came back were 88%, 92%, and 94%, respectively. These percentages were in the good and very valid range, which means that the learning media that was made using local knowledge did work. Other researchers can use the study's results as a guide to create learning materials based on local knowledge for other topics, like history, the arts, or the social sciences. This way, local knowledge can have a bigger positive impact on many areas of education.

## DECLARATIONS

<b>Author contribution</b>	: Haslinda as the main author is responsible for writing articles, collecting data, analyzing data, then revising according to the reviewer's suggestions and acting as a manuscript submitter.
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<b>Conflict of interest</b>	: Three authors declare that they have no competing interests.
<b>Ethics Approval</b>	: The authors agree to have this article published in KEMBARA in 2024.
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