DEVELOPMENT OF TEACHING MATERIALS FOR WRITING FANTASY STORY TEXTS INTEGRATED WITH CHARACTER AND LOCAL WISDOM

1*Emelfa, 1Syahrul Ramadhan

Indonesian Language and Literature Department, Universitas Negeri Padang, Jl. Prof. Dr. Hamka, Padang, Indonesia

*Corresponding Author Email: emelfaspd21@admin.smp.belajar.id

Article Info	Abstract
	This development research was conducted to overcome the limitations of teaching materials for writing fantasy story texts with character and local wisdom at SMP Negeri 4 Tambang. The right writing teaching materials can improve students' understanding and writing skills, especially writing fantasy story texts. With the inclusion of character education and local wisdom in the fantasy story text, it can form character and local wisdom values as an effort to preserve their own regional culture. This study aims to describe the process and products of developing teaching materials for writing fantasy story texts with character and local wisdom that are valid, practical, and effective for students. The development model used is 4D which includes defining, designing, developing, and disseminating. The test subjects in this study were 31 students of SMP Negeri 4 Tambang and Indonesian language subject teachers in class VII. The theories used in this research are teaching materials, writing, fantasy story text, character and local wisdom, and fantasy story text with character and local wisdom. The results showed that the teaching materials for writing fantasy story texts with character and local wisdom were valid, practical, and effective. The validation results obtained 92.1% with a very valid category. Practicality by teachers and students obtained 92.5% and 86.4% with an average of 89.5% which included a very practical category. The effectiveness of teaching materials obtained a score of 90.2% on student activity, 88.9% on student learning attitudes, 89.4% on knowledge competency and 89.5% on skill competency.

INTRODUCTION

The development of science and technology has its own consequences in society. In addition to having a positive impact, the development of science and technology also has a negative impact. The negative impact caused by the development of science and technology is the occurrence of shifts in the mindset and character of the nation. Many behaviors or attitudes of the nation's generation are not in accordance with the ethics and morals that apply in social life (Rachmadyanti, 2017, p. 201). The same thing was also conveyed by the Ministry of Education and Culture (2010, p. 10) by saying that there has been moral decadence among students and students. Globalization has caused a moral crisis and damaged the image and confidence of the nation (Rachmadyanti, 2017, p. 203). This means that the incoming foreign culture has adversely affected the formation of the nation's character. Therefore, there needs to be an effort to prevent the national character that characterizes the Indonesian nation from becoming extinct.

National character is closely related to local wisdom values. Local culture, customs, and traditions that are a reflection of how to act and speak in society, which are usually used as guidelines in society, are increasingly being abandoned by the nation's generation. Easy access to information about the outside world makes the nation's generation more familiar with foreign cultures and habits, which are very different from Eastern values. Rakhmawati & Alifia (2018) said that the easy access obtained by the nation's generation makes them accustomed to new cultures and habits, which in turn gradually leave the nation's identity. To answer concerns about the development of increasingly sophisticated times, it is necessary to make efforts to stem these bad influences. One of them is by providing character education. Komara (2018, p. 18) in his journal article states that character education is a necessity in an effort to face various challenges of character shift at this time.

The government, in this case the Ministry of Education and Culture, has established the 2013 curriculum as the answer to this problem. Zamili (2020, p. 311) says that the 2013 curriculum is a curriculum that was born to answer challenges due to the times. Meanwhile, Sinambela (2017) states that the 2013 curriculum is an improvement from the previous curriculum because the 2013 curriculum contains several competencies, one of which is attitude competency, which was not found in the previous curriculum. As explained in Law Number 20 of 2003 article 1 paragraph 19, the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as organizers of learning activities to achieve certain educational goals. From this understanding, it is known that one of the many learning tools prepared by teachers is teaching material. Teaching materials must be teaching materials that can help students to master all competencies thoroughly (Muqodas, et. al, 2015, p. 108).

Teaching materials provided by the government are still general in nature (Melihayatri, et. al, 2021: 1). Likewise, teaching materials for Indonesian language subjects. There are many difficulties experienced by teachers when delivering certain competencies. Teachers are too focused on the books provided so that if there is certain material that you want to learn, it cannot be conveyed, for example character material and local wisdom. So that this situation does not drag on, certain efforts are needed, namely by developing teaching materials.

Indonesian language learning materials in the 2013 curriculum are directed at various types of texts (Priyatni, 2014; Mahsun 2014). One of them is fantasy story text. Fantasy story text is a story text in which there are elements of magic, mystery, magic and supernatural things that contain fantasy or imaginative (Rosmeri, et. al, 2020: 167) and Kemendikbud (in Rozak, et. al, 2020: 66). By studying fantasy story texts, students are trained to develop writing skills related to their imagination. Fantasy story texts can train students' creativity in expressing their imagination by telling unusual things to become ordinary things (Febrianti, 2020: 75) and (Saragih, 2020: 164). Fantasy story texts can raise local elements as story content. This is intended so that students can recognize local wisdom values in which teach positive characters, such as protecting the environment, having a fighting spirit, creativity, courage, respect, empathy, cooperation, helping, responsibility, compassion, truth, and example (Nuryanti, 2019, p. 234). These characters are indispensable in facing the advancement of the times in the future.

Attitude competency is one of the competencies that students must master. The development of attitudinal competence can be used as a reference for teachers in shaping student character. Yohanes (2014, p. 265) states that Indonesian language learning is not only content-oriented, but as part of characterization (humanization) and as training in language use (pragmatization). Rachmadyanti (2017, p. 201) says character education is an important aspect in shaping students' personalities who have noble values of the nation so that they can become good citizens and make Indonesia an advanced and dignified country.

Another important competency that students must master is skill competency, which in this case is writing skill. Writing skills are language skills that produce products. The resulting product is text. Priyatni (2014, pp. 42-43) states that understanding and producing potential texts are characteristics of the basic competencies of Indonesian language. By writing, a person can pour ideas, ideas, and others in the form of text (Supriadin, 2016, p. 2). Writing is not an easy activity. Margawati (2021, p. 96) says writing has its own difficulties. In order to express ideas, ideas and develop them into a text, a thinking process is needed. This ability cannot come just like that, but practice is needed. As stated by Faulkner in Sumardjo (Taum, 2017, p. 20) that writing ability comes from 10% talent and 90% practice.

There are several difficulties experienced by students in writing. These difficulties are the inability to start writing, organizing an essay, developing paragraphs, arranging language effectively, placing the right vocabulary, and using writing mechanisms, especially writing techniques (Ramadhani, 2021, p. 47). This difficulty is also experienced by SMP Negeri 4 Tambang students as evidenced by the low student learning outcomes in the last 2 years, namely 67 in 2020/2021 and 69 in 2021/2022. There are four basic competencies (KD) related to fantasy story text, two basic competencies for the knowledge domain and two basic competencies for the skills domain. The basic competencies in the knowledge domain are identifying the elements of fantasy story texts and analyzing the structure and language of fantasy story texts read and heard. The basic competencies in the skills domain are retelling the content of fantasy story texts and presenting creative ideas in fantasy stories orally and in writing with attention to structure and language use.

There are several journal articles that discuss teaching materials, including those conducted by Melihayatri and Ramadan (2021, p. 64) who examined teaching materials based on Riau local wisdom. According to him, teaching materials based on Riau local wisdom are included in the very feasible category with details of 89% for teaching material, 74.6% for teaching material language, and 96.4% for teaching material design. Overall with an average data validation of 86.6%. From the journal article made by Murtono, and Su'ad (2021, p. 39) it is known that environment-based teaching materials make learning interesting and fun so it is feasible to use as an effort to preserve Holy cultures. The same thing was also stated by Sehe, et. al (2016, p. 921) by saying that teaching materials containing local wisdom are the first way to understand and recognize local wisdom values that are not instilled in the younger generation.

Based on the description above, the author assumes that it is necessary to develop teaching materials for writing fantasy story texts with character and local wisdom at SMP Negeri 4 Tambang. The development of this teaching material is intended so that students, especially SMP 4 Tambang students, can improve their ability to write fantasy story texts, as well as build character and introduce local wisdom. Thus, it can be seen that the novelty of this research is not only in terms of developing a teaching material but also containing character education and local wisdom which is one of the goals of Indonesian education for now.

LITERATURE REVIEW
Teaching Materials

Teaching materials are all forms of materials used to assist teachers in carrying out learning activities in the classroom. The material in question can be written or unwritten material, (Ahmadi, 2010, p. 159). Teaching materials are a set of subject matter that refers to the curriculum used in order to achieve predetermined competency standards and basic competencies, (Lestari, 2013, p. 2). Teaching materials are all materials (both information, tools, and text) that are arranged systematically, which display a complete figure of the competencies that students will master and are used in the learning process for the purpose of planning and reviewing the implementation of learning. For example, textbooks, modules,

handouts, LKS, models or mockups, audio teaching materials, interactive teaching materials, and so on (Prastowo, 2014, p. 17). According to Majid (2006, p. 170), learning resources are defined as information presented and stored in various media, which can assist students in learning as an embodiment of the curriculum.

The form of teaching materials is not limited to whether in the form of print, video, software format or a combination of various formats that can be used by students or teachers. Learning materials are a set of materials containing material or learning content designed to achieve learning objectives. Meanwhile, according to other expert opinions, teaching materials are information, tools, and texts needed by teachers for planning and reviewing the implementation of learning. These views are also complemented by Pannen in (Prastowo, 2014, p. 17) which reveals that teaching materials are materials or subject matter that are arranged systematically, which are used by teachers and students in the learning process. Based on the expert opinion above, what is meant by teaching materials here is a set of learning materials developed to achieve learning objectives by paying attention to the components in it.

Writing Skills

According to Semi (2007: 14), writing is a creative process of transferring ideas into written symbols. Then Tarigan (2008: 22) explains that writing is an activity of painting graphic symbols that describe a language that someone understands so that they can read graphic symbols. Then Ningsih, et al (2007: 121) stated that writing is an activity of composing and arranging sentences in such a way that the messages, information, and intent contained in thoughts, ideas, and opinions can be conveyed properly. Semi (2007: 14) explains the purpose of writing as follows; (1) to tell something, (2) to give instructions or directions, (3) to explain something, (4) to convince, and (5) to summarize. Furthermore, Tarigan (2008: 23) explains the purpose of writing is the response or answer expected by the writer from the reader. Then Susanto (2013: 253) says that the purpose of writing is to inform or teach, to convince or urge readers of the truth conveyed, to entertain or please, and to express strong feelings and emotions.

Fantasy Story Text

A fantasy story is a story in the form of fantasy, wishful thinking, and the author's imagination. Nurgiyantoro (2008, p. 295) suggests that fantasy stories are stories that feature characters, plot, or themes whose degree of truth is doubtful, either concerning (almost) the whole or only part of the story. Fantasy stories consist of building blocks that are imaginary or fanciful. Usually, the author's imagination plays a very important role in fantasy stories, so many of the stories do not make sense. Therefore, the truth in the story is doubtful. Fantasy stories are made with creativity and with the development of the author's imagination. However, please note that fantasy itself consists of active fantasy and passive fantasy. Fantasy that can be assembled into a work is called active fantasy so that this fantasy is owned by artists, painters, writers or designers, while passive fantasy is a fantasy that is only limited to dreams or wishful thinking.

Fantasy stories are one type of narrative text. Narratives are fictional stories that contain the development of events or events. Nurgiyantoro (2012, p. 2) explains that fictional terms are often used in opposition to reality so that the truth can be proven by empirical data. Fantasy genre fiction is an imaginary world created by the author. In fantasy stories, the characters, events, and settings used are only imaginative. In fantasy stories, things that are not possible in the real world become commonplace. In fantasy stories, there is a magic, mysteriousness, and strangeness that is not commonly found in the real world. The fantasy world or imaginary world that students have varies according to their respective imaginations.

Therefore, fantasy stories are chosen in order to increase the author's imagination or imagination that is poured into writing.

So, it can be concluded that a fantasy story is a written work that is built using a normal storyline, but has an imaginative or imaginary nature. Fantasy stories have story elements such as theme, point of view, setting, plot, characterization, conflict, ending, and others. These elements are made slightly exaggerated and seem like they would never happen in the real world.

RESEARCH METHOD

This type of research is development research or Research and Development (R&D). Sugiyono (2011) states that the development research method (R&D) is a research method used to produce certain products and test the effectiveness of these products. This development research uses the Four-D (4D) model, namely define, design, develop, and disseminate. The procedure for developing teaching materials with character and local wisdom uses the Four-D (4D) development model. Thiagarajan (2017, p. 5) explains that the development steps using the Four-D (4D) model are carried out in four stages, namely (1) defining (define), (2) designing (design), (3) developing (develop), and (4) disseminating (disseminate). Product trials were conducted after the teaching materials passed the revision stage and were declared valid by the validator. The trial conducted aims to determine the use of teaching materials and the implementation of the use of teaching materials developed.

The test subjects in this study were VII grade students of SMP 4 Tambang, Kampar Regency who were registered in the 2022/2023 academic year. The types of data in this study are qualitative data and quantitative data. Qualitative data was obtained from the analysis results at the defining stage. Meanwhile, quantitative data were obtained from the results of questionnaire analysis, student analysis, instrument validation sheets, teaching material validation sheets by validators, teaching material practicality sheets by teachers, teaching material practicality questionnaires by students, and teaching material effectiveness assessments in the form of analysis of student learning outcomes which include assessment of attitudes, knowledge, and skills in writing fantasy story texts. The instruments used to collect research data consisted of interview sheets with teachers, interview sheets with students, student analysis questionnaires, curriculum analysis questionnaires, concept analysis questionnaires, teaching material validation sheets, teaching material practicality sheets for teachers and students, student learning activity observation sheets, cognitive test sheets (knowledge), performance test sheets (skills) fantasy story texts, and teaching material distribution sheets. The data analysis technique used in this research is descriptive data analysis technique. Descriptive data analysis techniques are carried out using descriptive statistics.

The design stage starts from designing the Learning Implementation Plan (RPP). The lesson plans were designed based on the Basic Competencies contained in the 2013 Curriculum, namely KD. 3.4 and KD 4.4. Basic Competency 3.4 is to analyze the structure and language of fantasy story texts that are read and heard. Basic Competency 4.4 is to present creative ideas in the form of fantasy stories orally and in writing by paying attention to the structure and use of language. From the Basic Competencies, it is derived into several indicators of competency achievement and is composed of several components. These components are core competencies, basic competencies, indicators of competency achievement, learning objectives, learning materials, learning methods, media, tools, and materials, learning resources, learning activities, and assessment.

Third, the development stage. The development stage begins with the validation stage of teaching materials. Validation of teaching materials was carried out by two lecturers from Padang State University, namely Dr. Abdurahman, M.Pd. from the Indonesian Language and

Literature department and Dr. Darmansyah, S.T., M.Pd. from the Educational Technology department

RESEARCH FINDINGS AND DISCUSSION
Research Findings
The defining stage is the initial stage in the development of teaching materials. The purpose of the defining stage is to determine the learning requirements before teaching materials are developed. The defining stage is the initial stage in the development of teaching materials. The purpose of the defining stage is to determine the learning requirements before teaching materials are developed. This statement is carried out in five stages, namely initial and final analysis, student analysis, task analysis, concept analysis, and formulation of learning objectives.

From the interview conducted with the teacher of SMP Negeri 4 Tambang, some information was obtained. First, students lack motivation in participating in learning, especially learning to write. Second, learning has not been student-centered. Third, students have not been trained to learn independently. Fourth, learning mostly focuses on teaching materials provided by the government. Fifth, it is difficult to get teaching materials with character and local wisdom. Sixth, students have difficulty in understanding the learning material so it is difficult to achieve high scores in fantasy story text writing skills.

Based on the initial-end analysis, teaching materials are needed that can be interesting, motivating, easy to understand, and in accordance with student needs. To attract students' interest, teaching materials are needed that are closer to the students' world, which cannot be separated from gadgets or smartphones. In addition, the teaching materials designed can help students to learn independently so that previous teacher-centered learning changes to student-centered.

Student analysis is conducted to examine students' characteristics, knowledge, and skills in Indonesian language learning and especially in the skill of writing fantasy story text. Student analysis aims to collect information related to the learning situation needed by students. The collection of student analysis information was carried out using a questionnaire sheet and filled in by students. The test subjects were students of class VII SMP Negeri 4 Tambang, Kampar Regency. The results of the student analysis that have been carried out can be stated as follows.

Student analysis questionnaires were distributed and filled in by students of grade VII SMP Negeri 4 Tambang. The analysis questionnaire consists of 23 questions. Students are asked to put a check mark in the column provided. In the choice of statements there are 4 options, namely Strongly Agree, Agree, Disagree, and Strongly Disagree. These statements are a description of three aspects of the assessment, namely aspects of student characteristics, student abilities, and student skills. First, the results of the analysis of the characteristics of students who were able to be very calm amounted to 5 people, calm in dealing with problems amounted to 22 people, unable to be calm amounted to 4 people. Students who have very many friends 14 people, students who have many friends 16 people, and do not have many friends 1 person.

Based on the analysis of characteristics, teaching materials are needed that can facilitate students to be able to learn independently and learning can be student-centered. Student-centered learning can lead to independent and group learning without any or no assistance from the teacher. In addition, the design of this teaching material will foster an attitude of caring, helping each other between students. Therefore, teaching materials in the form of modules are needed, which in this study are e-modules using Canva.

Second, student ability analysis was conducted to determine the academic ability and learning resources used in learning. Students' academic achievement is seen from their

ranking in class. Students who always ranked in the top three in class were 2 people, often ranked in the top three were 7 people, rarely ranked in the top three were 13 people, and those who never ranked in the top 3 were 9 people. Students who always reach the top ten in class amounted to 7 people, often reach the top ten in class as many as 10 people, who rarely reach the top ten in class amounted to 12 people, and who never reach the top ten in class amounted to 2 people. Students who always had an increase in grades in class were 8 people, who often had an increase in grades in class were 20 people, who rarely had an increase in grades were 2 people, and who never had an increase in grades were 1 person.

Students who really understood the learning from the teacher's explanation amounted to 11 people, understanding the learning from the teacher's explanation amounted to 20 people. Students who really understand the material from the source book amounted to 2 people, who could understand as many as 17, who did not understand 12 people. Students who always memorize material before daily exams and semester repeats number 15 people and students who memorize as many as 16 people.

Based on the analysis of students' abilities, it can be seen that most students like to utilize other learning resources. This makes it possible for researchers to design teaching materials that can help students to increase knowledge about specific learning materials, such as reinforcement and local wisdom. This teaching material is needed as an effort to strengthen good characters and introduce traditional or cultural values that are increasingly being forgotten by students.

Third, the analysis of students' skills was carried out to determine students' writing skills. Students who are very fond of expressing ideas, ideas, and feelings through writing activities are 4 people, who are fond of 21 people, who are not fond of 5 people, and who are very unhappy as many as 1 person. There were 13 students who always honestly took the writing competency test according to their understanding, 17 honest students, and 1 dishonest student. Based on the analysis of students' skills, it can be seen that students are less interested in expressing their ideas, ideas, and feelings through writing activities.

The design stage is the stage carried out for the prototype of teaching materials. There are three activities carried out in this stage, namely (a) designing lesson plans (RPP), (b) designing drafts of fantasy story texts set against the background of folklore and community traditions, which in this study researchers took folklore and traditions of local communities, namely folklore and traditions of Kampar Regency, and (c) designing teaching materials in the form of e-modules.

Designing the Lesson Plan

The process of developing teaching materials begins with designing lesson plans. The design of lesson plans is needed so that learning can run in a directed manner so that it can see and assess the implementation of learning using teaching materials for writing fantasy story texts with character and local wisdom. The preparation of lesson plans begins with examining the KI and KD provided by the government. From the basic competencies (KD) that have been provided, competency achievement indicators (IPK) are formulated. Competency achievement indicators are used as learning objectives.

The lesson plan is composed of several components. These components are core competencies, basic competencies, indicators of competency achievement, learning objectives, learning materials, learning methods, media, tools, and materials, learning resources, learning activities, and assessment. The core competencies are KI.1, KI.2, KI.3 and KI.4. KI.1 is related to spiritual attitude competence, KI.2 is related to social attitude competence, KI.3 is related to knowledge competence, and KI.4 is related to skills.

The Basic Competencies that are the main concepts in the design of teaching materials are KD.3.4, and KD.4.4. Basic Competency (KD) 3.4 is to analyze the structure and language

of fantasy story texts that are read and heard. KD. 4.4 is presenting creative ideas in the form of fantasy stories orally and in writing by paying attention to the structure and use of language.

Draft a Fantasy Story Text with Character and Local Wisdom Content

The design of the draft begins with finding references about folklores, traditions and culture in the area where the school is located, namely Kampar Regency. The folktales and traditions obtained were used as a source of ideas for creating fantasy story texts.

From several folktales found in Kampar Regency, the researcher chose three stories or traditions that were considered capable of attracting students' attention. These stories are *Si Lancang, Kendi Ajaib Datuok Kombuok, Asal Mula Air Tiris; Panglima Khotib, dan Ombak Bono.* These stories were deliberately chosen because they are considered capable of fostering several good characters, such as responsibility, persistence, love for nature, obedience, discipline, and not giving up. In addition, these stories are expected to become a treasury of stories for students as part of their society.

Of the five stories selected, the researcher chose Si Lancang as the story text for the first meeting. This was done so that students were reminded of their past learning. In addition, from the story of Si Lancang, there are many important things about the geographical parts of Kampar Regency, such as the origin of the name Lipat Kain, the origin of the Ougong River in Kampar Kanan, and Pasubilah in Sungai Lancang. The text of the story of Si Lancang was written as usual, the researcher only retold it without turning it into a slice fantasy story text or a cross-time fantasy story text.

In contrast to the text of Si Lancang, the story texts of Kendi Ajaib Datuok Kombuok, Asal Mula Air Tiris; Panglima Khotib, and Ombak Bono were changed by turning the story texts into slice fantasy story texts and cross-time fantasy story texts. These stories are made into slice fantasy story texts and cross-time story texts by adding main characters who live in the present can move to live in the past. Likewise, the selection of the main character uses present-day names.

Designing Teaching Materials in the Form of E-Modules

Researchers designed teaching materials for writing fantasy story texts with character and local wisdom in accordance with the KI and KD set by the curriculum. This teaching material is designed as an effort to help students and teachers add learning resources about the skills of writing fantasy story texts, while introducing local characters and wisdom that live in the midst of society. The teaching materials are made in such a way as to consider students' interests. In addition to increasing their knowledge of local wisdom, it can also strengthen the character of students to be ready to face the times. Working characters and social characters needed in the future, such as persistence, never giving up, responsibility, discipline, helping each other, respecting others which are certainly very useful for students for later life, when they become adults.

This teaching material is meticulously designed to aid both students and teachers in the learning and assessment process. It comprises several integral components, which are systematically organized to enhance usability. These components include the cover, table of contents, preface, introduction, instructions for use, concept map, learning activities, material, practice questions, summary, evaluation, glossary, and reference list. Below are detailed descriptions of some key sections of the teaching material. The cover features a blue background with an illustration of two warriors and a traditional Malay carving motif. The warriors' image is derived from one of the fantasy stories included in the teaching materials. The Malay carving motifs, pucuk rebung sekuntum and pucuk rebung kembar, symbolize good wishes and are intended to convey positive messages. The table of contents is designed

to facilitate navigation for both students and teachers. It is set against a blue background and includes an illustration of a young Malay couple. The content is presented in classic Montserrat font, size 32, ensuring clarity and readability.

The instructions for use section serves as a comprehensive guide for utilizing the teaching materials effectively. It is written in Montserrat font, size 28, providing clear and concise directions. This section ensures that users can fully leverage the materials provided. The concept map is another critical component, designed to help students grasp the module's content more efficiently. It outlines the material in an engaging chart format, using Montserrat font, size 21. Each chapter and subchapter is color-coded for easy differentiation and visual appeal. After the design phase, the teaching materials undergo a validation process. Two experts validate these materials to ensure their quality. Dr. Abdurahman, M.Pd., from the Indonesian Language and Literature Department, evaluates the content, language, and presentation. Dr. Darmansyah, S.T., M.Pd., from the Department of Educational Technology, assesses the graphics. This rigorous validation process ensures that the teaching materials meet high standards of educational quality and effectiveness.

The assessment of the validator is described through 4 aspects assessed, namely content eligibility, language, presentation, and graphics. The validity of teaching materials is known based on the answers given by the validator through the validation sheet provided. The data obtained is calculated using the validity formula. Furthermore, the research data is described through frequency tables and diagrams. The assessment results from 2 validators can be seen in the following table.

Table 1
Validator Assessment Results

No	Aspects Assessed	Assessment		Percentage		Average (%)	Category
		V1	V2	V1	V2		
1	Content eligibility aspect	87	75	99	85,2	92,6	Very valid
2	Aspects of linguistic appropriateness	39	37	98	92,5	95	Very valid
3	Presentation feasibility aspect	78	67	97,5	83,8	90,6	Very valid
4	Graphics aspect	56	45	100	80,4	90,2	Very valid
						92,1	

Based on the data in the table above, it can be explained that the validation level of the content feasibility aspect is 92.6%, the linguistic feasibility aspect is 95%, the presentation feasibility aspect is 90.6%, and the graphic aspect is 90.2%. From the average percentage of the four aspects, it can be said that it is very valid because it reaches 92.1%.

Practicality Test

The teaching materials for writing fantasy story texts with character and local wisdom have been declared valid and have been revised according to the suggestions of the validators and tested in the learning process. The trial was conducted in class VII of SMP Negeri 4 Tambang. The trial of this teaching material was conducted three times a meeting. The teaching material link is shared with students through the Whatshap application and then students open it as a learning resource.

Effectiveness Test

The effectiveness of teaching materials is carried out to obtain the effectiveness of teaching materials designed in improving students' abilities related to the material contained in the teaching materials. To obtain the effectiveness of teaching materials for writing fantasy

story texts with character and local wisdom, it is done in three ways, namely by conducting assessments on cognitive and psychomotor aspects, attitude assessments, and observing student activities. Assessment of cognitive and psychomotor aspects is carried out at the end of learning by giving several questions that are in accordance with the learning objectives at each meeting. Attitude assessment is carried out by observing students while learning is taking place. Likewise, for the assessment of student learning activities

The dissemination stage of teaching materials for writing fantasy story texts with character and local wisdom is carried out by distributing them to Indonesian language subject teachers who teach in other grade VII classes. In addition, it was also distributed in the Indonesian language learning community forum between schools. The next stage of dissemination was carried out to students in other classes. This is done by providing a link to teaching materials for writing fantasy story texts with character and local wisdom to the teacher. Then, the teacher passes it on again to students in the class he teaches.

The dissemination stage of teaching materials for writing fantasy story texts with character and local wisdom is accompanied by a dissemination questionnaire. Teachers who have been given this teaching material link are asked to fill out a questionnaire consisting of several statements. Based on the questionnaire distributed, a very good assessment was obtained from the respondents, in this case, from two teachers who taught in class VII at SMP Negeri 4 Tambang. The first respondent gave an assessment.

Discussion
Designing teaching materials for writing fantasy story texts with character content and local wisdom

Developing teaching materials based on local wisdom is essential to improving students' writing skills, particularly in composing fantasy texts. Such materials not only enhance language learning but also instill cultural values and character education, making the learning process more holistic and engaging. The research stage is the initial step in development research, aimed at determining the learning requirements before creating teaching materials. According to Trianto (2012), the stages of developing teaching materials are (1) defining (define), (2) designing (design), (3) developing (develop), and (4) disseminating (disseminate).

The defining stage begins with a preliminary and final analysis of students to identify the need for new teaching materials. The analysis concluded that there is a significant demand for teaching materials that complement existing ones. This need arises from two primary aspects: necessity and novelty. From the necessity aspect, there is a requirement for more varied teaching materials to attract and motivate students. From the novelty aspect, there is a need for materials that emphasize text-based language theories, structures, and linguistic elements, while integrating character education and local wisdom. Additionally, these materials must be accessible and contemporary, leveraging media familiar to students, such as gadgets or smartphones. Given these findings, researchers focused on developing digital modules for writing fantasy story texts that incorporate character and local wisdom. Previous studies by Sehe et al. (2016) and Sultan (2015) support this approach. Sehe et al. highlight that teaching materials containing local wisdom are crucial for understanding and recognizing local values. Sultan emphasizes that teaching materials are an effective medium for integrating character education. Murtono and Su'ad (2021) further argue that environment-based teaching materials make learning engaging and enjoyable, aiding in cultural preservation.

During the design stage, researchers conceptualize and plan the teaching materials based on the findings from the defining stage. This involves creating a framework that integrates local wisdom and character education into the content. The design must ensure that

the materials are interactive, visually appealing, and accessible through digital platforms (Haerazi et al., 2020). This stage also includes outlining the content structure, developing visual aids, and creating exercises that reinforce the learning objectives. In the development stage, the actual creation of the teaching materials takes place. This involves writing the content, designing the visuals, and integrating interactive elements. The materials are crafted to be engaging and educational, with a focus on developing students' writing skills in fantasy texts. Digital modules are created to provide easy access and flexibility, allowing students to learn at their own pace. The incorporation of local wisdom and character education elements ensures that students not only improve their writing skills but also gain a deeper understanding of their cultural heritage.

The dissemination stage involves sharing the developed teaching materials with a broader audience. This can include pilot testing with students, gathering feedback, and making necessary revisions. The goal is to ensure that the materials are effective and meet the educational needs of the students. Once validated, the teaching materials can be distributed to schools and educational institutions for widespread use. The validation of teaching materials is conducted through filling out validation sheets and discussions with experts. The results showed that the teaching materials met the validity criteria. Specifically, the content feasibility aspect scored 92.0%, linguistic feasibility scored 95.0%, presentation feasibility scored 90.6%, and graphical aspect scored 90.2%. Despite these high scores, some revisions were recommended. These include enlarging and explaining certain writings, bolding important texts, adjusting mappings to images, ensuring the correct use of colors, and tidying up numbering.

The teaching materials for writing fantasy story texts with character and local wisdom meet the eligibility requirements. They can be tested on students to evaluate their practicality and effectiveness. Similar research by Melihayatri and Ramadan (2021) supports the feasibility of using local wisdom-based teaching materials in elementary education. Their study achieved a validation level of 86.6%, further reinforcing the value of integrating local wisdom in educational materials. Therefore, developing teaching materials based on local wisdom is not only essential for improving students' writing skills but also for promoting cultural awareness and character education (Haerazi & Irawan, 2020; Haerazi et al., 2020). The systematic process of defining, designing, developing, and disseminating these materials ensures that they are effective and engaging. By incorporating local wisdom, these materials provide students with a rich learning experience that connects them to their cultural heritage while enhancing their language skills.

The learning process of writing fantasy story texts with character and local wisdom content

Teaching materials developed based on local wisdom can significantly enhance students' engagement and skills in composing fantasy texts. By integrating cultural elements and character education, these materials not only foster creative writing but also instill a deeper understanding of local traditions and values. This structured approach invites students to practice their writing within a familiar cultural context, making the learning process more relevant and enriching. The learning process of writing fantasy story texts using these culturally enriched teaching materials was implemented through product trials. The trial was conducted with a specific group of students from class VII.9 at SMP Negeri 4 Tambang in Kampar Regency, comprising 31 participants. The trial spanned three sessions, each lasting 9x40 minutes, to ensure comprehensive coverage of the material.

The first session took place on Monday, August 21, 2023. This initial meeting adhered to the Problem-Based Learning (PBL) model, which includes orienting students to the problem, organizing students, guiding investigations, developing and presenting work, and analyzing and evaluating the process (Burn & Garcia, 2022; Haerazi & Nunez, 2022). During

　　　　　　　　　　　　　　Development of Teaching Materials …..

this session, students were introduced to the fundamental concepts of fantasy story texts, including their meaning, elements, and the values they convey. In this introductory session, students explored key components of fantasy stories such as character, setting, characterization, story mandate, and intrinsic values. These elements were integrated with character education and local wisdom, aligning with the study's objective of strengthening students' character and familiarizing them with local traditions. By using local folklore and traditions as a basis for creating fantasy texts, students could see firsthand how cultural elements can enrich storytelling.

The second session occurred on Tuesday, August 22, 2023, focusing on the structural and linguistic aspects of fantasy story texts. Following the same PBL model, this session aimed to deepen students' understanding of how fantasy stories are constructed and the language used within them. The teaching materials included a fantasy story titled "Magic Jug," inspired by the local tale of Lipat Kain's formation and the community tradition of placing jugs in front of houses. This integration of local wisdom into the narrative structure and language provided students with concrete examples of how cultural context can influence storytelling (Haerazi & Irawan, 2020; Haerazi et al., 2020). The character education and local wisdom themes were woven into the lessons, reinforcing the importance of these elements in creating rich, meaningful fantasy texts.

The third and final session was held on Thursday, August 31, 2023. In this meeting, students were tasked with producing their own fantasy story texts, utilizing the elements, structures, and linguistic features they had learned in previous sessions. Before beginning their writing, students reviewed the steps involved in crafting a fantasy story, ensuring they had a clear understanding of the process. Students then wrote their fantasy stories based on images of local landmarks, such as Muara Takus Temple and Jami' Mosque in Air Tiris. This exercise not only allowed them to practice their writing skills but also encouraged them to incorporate local cultural elements into their narratives. By grounding their stories in familiar cultural symbols, students could create more vivid and engaging texts (Haerazi & Irawan, 2020; Haerazi et al., 2020).

After the third session, researchers distributed practicality questionnaires to both students and teachers to gather feedback on the teaching materials. Students were asked to fill out the questionnaires by marking their responses, while teachers provided their evaluations similarly. This feedback was crucial for assessing the effectiveness and practicality of the teaching materials. The trial implementation of teaching materials based on local wisdom for writing fantasy story texts demonstrated several key benefits. Firstly, it engaged students by connecting their learning to their cultural background, making the writing process more meaningful. Secondly, it provided a structured approach to teaching fantasy writing, incorporating elements of character education and local wisdom seamlessly into the curriculum. Lastly, the feedback from students and teachers indicated that the materials were practical and effective (Fadli et al., 2022), suggesting that such an approach can be successfully replicated in other educational settings. Developing teaching materials that integrate local wisdom not only improves students' writing skills but also enriches their understanding of their cultural heritage. This approach fosters a deeper connection between students and their learning content, promoting both academic and personal growth. Through systematic and logical implementation, these materials invite students to practice their writing in a culturally relevant context, enhancing their creativity and appreciation for local traditions.

The virtues of teaching materials for writing fantasy story texts with character content and local wisdom

Teaching materials developed based on local wisdom not only invite students to practice their writing in composing fantasy texts but also enhance their character development

and knowledge of local culture. This holistic approach to education enriches the learning experience by integrating cultural elements, thereby making the material more relatable and engaging for students. Several studies have explored the development of teaching materials based on local wisdom, demonstrating their effectiveness in improving educational outcomes. One such study by Melihayatri and Ramadan (2021), titled "Development of Teaching Materials Based on Riau Local Wisdom for Class IV Students Pekanbaru," utilized the ADDIE model. The research involved six fourth-grade students and one teacher, using interview sheets and validation sheets as instruments. Both qualitative and quantitative data analysis techniques were employed. The study concluded that the teaching materials developed were highly feasible, achieving a score of 89.7%.

Another similar study by Meilana and Aslan (2022), titled "Development of Local Wisdom-Based Thematic Teaching Materials in Elementary Schools," also used the ADDIE model. This research aimed to address the challenges faced by schools in connecting teaching materials with the regional environment. The study highlighted the effectiveness of these materials in introducing and preserving local culture, thereby providing additional value to the educational process. The results indicated that such teaching materials facilitate easier connections between the curriculum and the students' local context, enhancing both teaching and learning experiences. When comparing these studies, several similarities and differences emerge. Both Melihayatri and Ramadan (2021) and Meilana and Aslan (2022) focused on elementary school students and used the ADDIE development model. Their research instruments included interview sheets, questionnaires, and validation sheets, with data analysis techniques encompassing both qualitative and quantitative methods. The primary outcome of these studies was the creation of printed teaching materials that were well-received and deemed effective. Sultan (2015), on the other hand, used the 4D development model and targeted junior high school students. Despite the different age group and development model, Sultan's study also aimed to integrate local wisdom into teaching materials, emphasizing the importance of cultural context in education. Similar to the other studies, Sultan's research employed qualitative and quantitative analysis and utilized interview sheets, questionnaires, and tests as data collection instruments.

Based on the findings from these studies, it is evident that teaching materials for writing fantasy story texts that incorporate character and local wisdom are highly beneficial. These materials not only improve students' writing skills but also enhance their understanding of local culture and values (Haerazi & Irawan, 2020; Haerazi et al., 2020). By integrating cultural elements into the curriculum, students can relate more closely to the material, leading to better engagement and improved learning outcomes. In practical terms, the use of local wisdom-based teaching materials helps students develop a stronger sense of identity and community. It fosters character development by embedding moral and ethical lessons within the context of local traditions and stories. Moreover, the successful implementation of these teaching materials requires a well-thought-out process, starting from defining the learning needs to designing, developing, and disseminating the materials. This systematic approach ensures that the materials are not only educational but also culturally relevant and engaging for students. Teaching materials developed based on local wisdom offer a multifaceted approach to education that benefits students in numerous ways. They invite students to practice their writing in composing fantasy texts, improve their character, and deepen their knowledge of local culture. This holistic educational strategy not only enhances academic skills but also fosters a greater appreciation for cultural heritage and community values. By embracing local wisdom in teaching materials, educators can create a more inclusive, engaging, and effective learning environment.

CONCLUSION

Teaching materials developed based on local wisdom offer a comprehensive approach to education that significantly enhances students' engagement and learning outcomes. These materials not only improve writing skills in composing fantasy texts but also foster character development and deepen students' understanding of their cultural heritage. By integrating cultural elements and character education into the curriculum, these teaching materials make learning more relevant and meaningful for students. Several studies have demonstrated the effectiveness of local wisdom-based teaching materials in improving educational outcomes. These studies used the ADDIE model and involved both qualitative and quantitative analysis, showing high feasibility and positive impacts on student learning. The findings by highlighting the importance of cultural context in education, even for different age groups and using varied development models. The systematic development of these materials—from defining learning needs to designing, developing, and disseminating—ensures they are not only educational but also engaging and culturally relevant. The integration of local folklore and traditions into fantasy writing exercises allows students to practice their creative writing skills while connecting with their cultural background. This approach fosters a stronger sense of identity and community, enhancing both academic and personal growth.

Teaching materials based on local wisdom provide a multifaceted educational strategy that benefits students by improving their writing skills, character, and cultural knowledge. This holistic approach to education supports the development of well-rounded individuals who appreciate and understand their cultural heritage, making the learning experience more inclusive and effective. By embracing local wisdom in teaching materials, educators can create a more engaging and impactful learning environment for their students.

REFERENCES

Abbas, M. F. F., & Herdi, H. (2018). Solving the Students' Problems in Writing Argumentative Essay Through Collaborative Writing Strategy. *English Review: Journal of English Education*, *7*(1), 105. https://doi.org/10.25134/erjee.v7i1.1499

Ahmadi, S. A. dan I. K. (2010). *Proses Pembelajaran Kretif Dan Inovatif Dalam Kelas.* PT Prestasi Pustakaraya

Alifia, N. N., Rakhmawati, I. A. (2018). Kajian Kemampuan Self-efficacy Siswa dalam Pemecahan Masalah. *Jurnal* Pembelajaran 5 (1): 44-54.

Astiantih, S., & Akfan, S. S. (2023). Utilizing Concept Maps to Enhance Students' Writing Skills. *Journal of Languages and Language Teaching*, *11*(3), 433. https://doi.org/10.33394/jollt.v11i3.7993

Burns, L. V. F., & García, M. R. (2022). Intercultural and Linguistic Competences for Engineering Esp Classes: A Didactic Framework Proposal Through Problem-Based Learning. *International Journal of Applied Linguistics*, *32*(1), 3–24. https://doi.org/10.1111/ijal.12370

Fadli, K., Irawan, L. A., & Haerazi, H. (2022). English Teachers' Feedback on Students' Writing Work in the New Normal Era: Teachers' Feedback; Writing Skills. *Journal of Language and Literature Studies*, *1*(2), 83–92. https://doi.org/10.36312/jolls.v1i2.624

Febrianti, I. (2020). Peningkatan Kemampuan Menelaah Struktur Cerita Fantasi Menggunakan Metode Peta Pikiran, Peningkatan Kemampuan Menelaah. *Jurnal Sarasvati. 2*(2)*,* 208-219.

Haerazi, H., & Irawan, L. A. (2019). Practicing Genre-Based Language Teaching Model to Improve Students' Achievement of Writing Skills. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *4*(1), 9.

https://doi.org/10.21093/ijeltal.v4i1.246

Haerazi, H., & Irawan, L. A. (2020). Developing Intercultural Language Learning (ILL) model to teach writing skills at Indonesian private universities. *EduLite: Journal of English Education, Literature and Culture*, *5*(1), 43–54. https://doi.org/10.30659/e.5.1.43-54

Haerazi, H., Irawan, L. A., Suadiyatno, T., & Hidyatullah, H. (2020). Triggering preservice teachers' writing skills through genre-based instructional model viewed from creativity. *International Journal of Evaluation and Research in Education (IJERE)*, *9*(1), 234. https://doi.org/10.11591/ijere.v9i1.20395

Haerazi, H., & Nunez, J. L. (2022). Promoting Intercultural Competences and Communication Skills through English Textbooks within Multilingual Education: Intercultural Language Learning; English Textbooks. *Journal of Language and Literature Studies*, *1*(2), 75–82. https://doi.org/10.36312/jolls.v1i2.610

Komara, E. (2018). Penguatan Pendidikan Karakter dan Pembelajaran Abad 21. *SIPATAHOENAN: South-East Asian Journal for Youth, Sports & Health Education*, *4*(1).

Lestari, I. (2013). *Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan Kurikulum Tingkat Satuan Pendidikan*. Padang: Akademia Permata.

Mahsun (2014). *Teks dalam Pembelajaran Bahasa Indonesia Kurikulum 2013*. Jakarta: PT Raja Grafindo Persada.

Majid, Abdul. (2009). *Strategi Pembelajaran*. Bandung: PT. Remaja Rosdakarya.

Margawati, S. (2021). Peningkatan Keterampilan Menulis Teks Cerita Fantasi Melalui Model Project Based Learning Menggunakan Media Film. *Pendidikan Indonesia*, *2*(1), 95–104. 72-Article Text-711-1-10-20210125.pdf

Melihayatri, Ningrum. (2021). *Pengembangan Bahan Ajar Berbasis Kearifan Lokal Riau untuk Siswa Kelas IV Sekolah Dasar Pekanbaru. Thesis*, Universitas Islam Riau.

Melihayatri. N, Ramadan. (2021). Pengembangan Bahan Ajar Tematik Berbasis Kearifan Lokal Riau Untuk Siswa Kelas IV Sekolah Dasar Negeri 115 Pekanbaru. *Skripsi.* Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau.

Muqodas, Sumardi, Berman. (2015). Desain dan Pembuatan Bahan Ajar Berdasarkan Pendekatan Saintifik pada Mata Pelajaran Sistem dan Instalasi Refrigeras. *Journal of Mechanical Engineering Education. 2*(1).

Nurgiyantoro, Burhan. (2008). *Teori Pengkajian Fiksi*. Yogyakarta: Gadjah Mada.

Nuryanti, R., & Fauziya, D. S. (2020). Pembelajaran Menulis Teks Eksplanasi dengan Model Kooperatif Tipe Picture And Picture. *Jurnal IKIP Siliwangi, 3*(4), 447–454.

Prastowo, A. (2012). *Panduan Kreatif Membuat Bahan Ajar Inovatif.* Jakarta: Diva Press.

Priyatni, Endah Tri. (2014). *Desain Pembelajaran Bahasa Indonesias dalam Kurikulum 2013.* Jakarta: Bumi Aksara.\

Putri Rachmadyanti. (2017). Penguatan Pendidikan Karakter bagi Siswa Sekolah Dasar Melalui Kearifan Lokal. *Jurnal Pendidikan Sekolah Dasar. 3*(2), 201 – 214.

Rozak, A., Mascita, D. E., & Jatmiko, T. W. (2020). Struktur dan Ciri Kebahasaan Teks Cerita Fantasi dalam Antologi Cerita Fantasi Terbaik 2011 Karya Various dan Implementasinya sebagai Bahan Ajar Siswa SMP/MTs Kelas VII. *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *7*(1), 15. https://doi.org/10.33603/deiksis.v7i1.320

Saragih, May Syurah. (2020). Pengaruh Media Video Klip Terhadap Kemampuan Menulis Cerita Fantasi Oleh Siswa Kelas VII MTs Muhammadiyah 25 marubun Jaya Tahun Pembelajaran 2019-2020. *Skripsi.* Universitas Muhammadiyah Sumatera Utara.

Sehe, S., Tolla, A., Kamaruddin, K., & Hamsa, A. (2016). The Development of Indonesian

Language Learning Materials Based on Local Wisdom of the First Grade Students in SMA Negeri 3 Palopo. *Journal of Language Teaching and Research*, *7*(5)

Sinambela, P. N. (2017). Kurikulum 2013 dan Implementasinya dalam Pembelajaran. *Generasi Kampus, 6*(2).

Sugiyono. (2011). *Metode Penelitian Kualitatif.* Bandung: Alfabeta.

Sultan. (2015). Pengembangan Bahan Ajar Bahasa Indonesia Berbasis Kurikulum 2013 yang Mengintegrasikan Nilai Karakter Bangsa di SMP. *Jurnal Pendidikan dan Pembelajaran*, *22*(2).

Supriadin. (2018). Peningkatan Hasil Belajar Menulis Kalimat Efektif dalam Paragraf Argumentasi melalui Kegiatan SMPN 1 Ambalawi Kabupaten Bima Tahun Pelajaran 2014/2015. *Jurnal Pendidikan Ilmiah Mandala. 2*(1).

Taum, Alexandra. (2017). Pengembangan Media Pembelajaran Menulis Cerita Pendek Berbasis Multimedia Video Scribe untuk Kelas XI IPA SMA Negeri 3 Kupang. *Skripsi.* Universitas Sanata Dharma.

Thiagarajan. (2017). Instructional Development for Training Teachers of Exceptional Children.

Trianto. (2012). *Model Pembelajaran Terpadu: Konsep, Strategi dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)*: Bumi Aksara.

Yohanes, Budinuryanta. (2014). *Teks sebagai Diskursus Belajar Berliterasi. (dalam Buku Prosiding Membangun Budaya Literasi).* Surabaya: Unesa University Press.

Zamili, Uranus. (2020). Peran Guru dalam Pengembangan Kurikulum. *Jurnal Pionir, 6*(2)..