

DEVELOPING DESCRIPTIVE TEXT TEACHING MATERIAL BASED ON LOCAL WISDOM FOR STUDENTS OF SMPN 2 SETIA JANJI

Fitri Kumala Sari^{1a*}, Asnawi^{2b}, Sarianto^{3c}

¹² Program Pascasarjana, Universitas Muslim Nusantara Al Washliyah, Medan, Indonesia

³ UPTD SMP Negeri 2 Setia Janji, Kabupaten Asahan, Indonesia

^a fila81sari@gmail.com

^b asnawi@umnaw.ac.id

^c sarianto721@guru.smp.belajar.id

(*) Corresponding Author

fila81sari@gmail.com

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ABSTRACT

This study aims to develop English descriptive text teaching materials based on the local wisdom of Asahan Regency using the Problem-Based Learning (PBL) model and to examine the feasibility of the materials as well as students' responses toward their implementation. The study is motivated by students' low achievement and limited interest in learning descriptive texts, which are largely caused by the use of generic teaching materials that are not contextualized to students' real-life experiences. This research employed a Research and Development (R&D) design consisting of needs analysis, material design, product development, expert validation, and limited field testing at SMP Negeri 2 Setia Janji. Data were collected through classroom observations, questionnaires, and interviews, and were analyzed using both qualitative and quantitative descriptive techniques. The findings indicate that the developed teaching materials were considered valid and feasible by material and media experts. The results of the field testing also reveal an improvement in students' engagement, learning motivation, and understanding of the structure and vocabulary of descriptive texts. Integrating local wisdom within the PBL framework enables students to connect language learning with their cultural and environmental contexts. Therefore, the developed materials are effective as contextual and meaningful English learning resources that support the development of 21st-century skills and strengthen the Pancasila Student Profile.

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INTRODUCTIONS

English is one of the subjects taught at the junior high school level (SMP) as stipulated in the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 12 of 2024 concerning the Curriculum for Early Childhood Education, Basic Education, and Secondary Education. This subject plays an important role in developing students' oral and written language competencies. These language skills include listening, speaking, reading, and writing, which are interrelated and need to be mastered integratively. One of the ways these skills are applied is through the learning of various types of texts that are relevant to students' communicative purposes and life contexts (Febrianti et al., 2025).

One of the text types studied in junior high school English lessons is descriptive text. This text aims to describe people, places, or objects in a detailed and clear manner. Mastery of descriptive texts is not only crucial for enhancing students' writing and reading skills, but also significantly contributes to their overall learning outcomes. However, in practice, students' learning outcomes in topics related to descriptive texts remain relatively low. This is also influenced by the lack of student interest in participating in the learning process (Insyani & Sya, 2025).

One contributing factor to students' low interest, which impacts their learning outcomes, is the use of teaching materials that are not contextual and less relevant to their environment. According to Tomlinson (2011:2), good teaching materials should be able to motivate students, be relevant to their experiences, and stimulate active engagement in the learning process. In many schools, English teaching materials are still generic, with content drawn from foreign cultures that are often unfamiliar or incomprehensible to students. This condition makes it difficult for students to connect the material with their real-life experiences, resulting in low participation and poor learning achievement (Pujiastuti et al., 2025).

In this context, there is a need for teaching materials that not only match students' language proficiency but are also closely related to their lives and culture. One approach believed to address this need is utilizing local wisdom as a source of contextual teaching materials. Local wisdom may include culture, traditions, historical sites, traditional foods, or local figures that are closely tied to students' daily lives and carry strong educational values. The integration of local elements into texts, especially descriptive texts, not only makes learning more meaningful but also fosters a sense of belonging and appreciation for regional culture. Shufa in Annisha (2024) states that incorporating local values into the learning process will strengthen students' cultural identity while making learning more relevant and meaningful. By utilizing the rich local culture of Asahan Regency, students are expected to better understand the learning materials because they are directly connected to their immediate environment (Syafitri et al., 2025).

In order for local wisdom based teaching materials to be implemented effectively in English language learning, an instructional approach is needed that encourages active student engagement and enables them to connect the material to real-life situations. In this regard, one of the approaches that aligns with the demands of 21st century learning is Problem Based Learning (PBL). According to Bell (2010), PBL is a learning approach that encourages students to actively engage in solving real-world problems, thereby fostering critical thinking, collaboration, and communication skills. PBL positions students as active agents in the learning process, while teachers act as facilitators. This approach is highly aligned with the spirit of the Merdeka Curriculum, which emphasizes self-directed learning and the strengthening of the Profil Pelajar Pancasila (Profile of Pancasila Students) among learners (Al Aziiz & Kurnia, 2024).

The selection of the Problem-Based Learning (PBL) model in this study is based on the urgency to enhance students' active engagement in the English learning process, particularly in writing descriptive texts. The PBL model emphasizes investigative, collaborative, and reflective processes in addressing contextual problems. This is in line

with Tan (2003), who stated that PBL can increase students' learning motivation as they feel challenged and responsible for their own learning journey (Khan & Singh, 2025).

Furthermore, PBL provides ample opportunities for students to develop higher-order thinking skills (HOTS), including the abilities to analyze, evaluate, and create. According to Hmelo-Silver (2004), PBL is not merely about solving problems, but also about cultivating critical thinking, solving complex issues, and fostering effective collaboration and communication skills. These competencies are essential for students in the current era of globalization, particularly in the context of learning English as an international language (Rahman et al., 2016).

In addition, PBL provides flexibility for teachers to contextualize instructional content by connecting it to students' local environment. In the context of this study, the PBL approach is utilized to frame the learning process of descriptive texts based on local wisdom, enabling students not only to understand the structure and language features of the text, but also to recognize, explore, and describe the richness of their own cultural and environmental surroundings in English. This approach reinforces the concept of meaningful learning, which occurs when newly acquired information is connected to prior knowledge in this case, students' local knowledge (Heidari-Shahreza, 2025).

Therefore, Problem Based Learning is selected as it responds to the demands of 21st-century education, fosters higher-order thinking skills, and strengthens the connection between learning materials and students' cultural contexts. This model not only promotes the achievement of academic competencies but also supports the development of students' character and identity as members of both local and global communities (Li & Gao, 2025).

However, based on field observations, many students still experience difficulties in understanding descriptive texts due to the use of teaching materials that are not relevant to their local context. The teaching materials commonly used tend to be generic and do not reflect the local cultural potential that is closely related to students' daily lives. This phenomenon indicates a gap between students' need for contextual learning and the availability of appropriate instructional materials.

On the other hand, a review of previous studies shows that the development of English teaching materials based on local wisdom using a Problem-Based Learning (PBL) approach remains very limited. For instance, the study by Annisha (2024) integrated local wisdom within the framework of the Merdeka Curriculum, but did not incorporate the PBL approach. Similarly, Anwar's (2022) study applied PBL to improve students' ability to interpret descriptive texts, but did not utilize texts containing local wisdom. Moreover, there has been no development research focusing on local wisdom-based descriptive text teaching materials using the PBL model, particularly at the junior high school level in regions such as Asahan Regency, especially at SMP Negeri 2 Setia Janji. This absence of study forms a significant research gap that needs to be addressed through development-oriented research.

Based on both the gap in the field and the gap in the existing research, there is a strong need for a study that develops descriptive text teaching materials based on local wisdom and designed through the Problem Based Learning model. This research is expected to contribute to the provision of more contextual and meaningful teaching materials, while also enhancing students' 21st-century skills more effectively.

Field observations revealed that students' ability to comprehend and write descriptive texts remains relatively low. Many students struggle to master the appropriate structure and vocabulary when writing descriptive texts, which negatively affects their learning outcomes. One contributing factor to this condition is the use of teaching materials that are neither contextual nor relevant to the students' lives. The available materials are generally generic and contain foreign cultural content that is distant from students' daily experiences, making it difficult for them to relate the material to real-life situations. This weakens their engagement in the learning process (Mukti et al., 2025).

This condition also directly impacts students' low interest and motivation in learning. When learning materials are irrelevant, students tend to perceive English lessons as meaningless and inapplicable to their daily lives. As a result, their reading and writing skills particularly in descriptive texts do not develop optimally. Tomlinson (2011:2) states that effective teaching materials should motivate learners, be relevant to their experiences, and stimulate active engagement in the learning process.

Meanwhile, the development of English teaching materials based on local wisdom and aligned with active learning approaches such as Problem Based Learning (PBL) remains limited. Previous research, such as that by Annisha (2024), has explored local wisdom in the context of the Merdeka Curriculum, but has not yet applied the PBL model. Conversely, Anwar (2022) examined the use of PBL to improve comprehension of descriptive texts but did not integrate local content into the learning process. In Asahan Regency, particularly at SMP Negeri 2 Setia Janji, there has been no development of descriptive text teaching materials based on local wisdom using the PBL model. This gap forms a strong rationale for conducting research and development in this area (Marleni & Rifa'i, 2025).

In the context of English language learning, descriptive texts are a type of factual text essential for practicing integrated reading and writing skills. These texts aim to describe objects, places, or events in detail so that readers can visualize them as if they were seeing them directly. The purpose of a descriptive text is to provide a verbal description based on the distinctive features of an object, often using adjectives and stative verbs such as is, has, and seems. The structure of a descriptive text consists of two main parts: identification and description (Telaumbanua, 2025).

To optimize the implementation of teaching materials based on local wisdom, a learning model that encourages student engagement is necessary. One relevant approach is Problem Based Learning (PBL). PBL encourages students to actively solve real-world problems, thereby developing critical thinking, collaboration, and communication skills. PBL is also aligned with the principles of the Merdeka Curriculum and the strengthening of the Pancasila Student Profile, as it provides space for independent and reflective learning. PBL supports students in developing higher-order thinking skills (HOTS) such as analysis, evaluation, and creation (Sutarsa & Puspitasari, 2021).

By integrating descriptive texts based on local wisdom within the PBL approach, students are not only guided to understand linguistic structures but also to connect them with cultural environments familiar to them. This process strengthens the concept of meaningful learning, when new information is linked to students' existing knowledge. Through this approach, it is expected that students' literacy skills, cultural awareness, and 21st-century competencies will be comprehensively enhanced. Based on the aforementioned explanation, this study aims to develop an English learning module featuring descriptive texts rooted in the local wisdom of Asahan Regency, utilizing the Problem-Based Learning model, as well as to test the feasibility of and student responses to the developed teaching materials.

METHOD

This study uses Research and Development (R&D) as its research method. R&D is aimed at producing an educational product that is useful and applicable in the learning process. In this research, the product developed is an English learning module based on local wisdom and designed in accordance with the Merdeka Curriculum and the characteristics of students (Sari et al., 2025).

The development process follows the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. Through these stages, the module is systematically developed and then tested to determine its validity, practicality, and effectiveness. This process ensures that the final product is appropriate and feasible for use in classroom learning.

The population of this study includes all seventh-grade students at UPTD SMP Negeri 2 Setia Janji, Asahan Regency, totaling 64 students. Simple Random Sampling was used to select the sample, giving each student an equal

opportunity to be chosen. Based on this technique, one seventh-grade class consisting of 20 students was selected as the research sample for testing the developed module. Qualitative data were obtained from expert comments and suggestions during the validation process, as well as from open-ended student responses in the questionnaire.

RESULT AND DISCUSSIONS

RESULTS

Expert Validation Analysis

Expert validation was conducted to assess the feasibility of the local wisdom-based English instructional module prior to its implementation in the learning process. The evaluation focused on four main aspects: content feasibility, language use, presentation, and graphical design. The validation results were analyzed using descriptive quantitative methods and strengthened by qualitative review based on experts' feedback, thereby providing a comprehensive overview of the quality of the developed product.

Based on the analysis results, the content feasibility aspect obtained a mean score of 4.50, indicating that the materials included in the module are aligned with the English learning outcomes for Phase D, relevant to students' contexts, and supportive of the development of skills in understanding and writing descriptive texts. The integration of the local wisdom context of the Bunut Asahan Shoe Industry was considered effective in presenting authentic and contextual materials, which have the potential to enhance the meaningfulness of students' learning experiences (Ilinawati et al., 2025).

The language use aspect achieved a mean score of 4.43, suggesting that the language employed in the module is of a very high quality. Sentence structures, vocabulary selection, and readability levels were deemed appropriate for the characteristics of Grade VII junior high school students. The language was considered communicative and supportive of students' understanding of both instructions and content, although several minor suggestions were provided regarding the simplification of wording in certain sections (Muhammad & Rahman, 2025).

For the presentation aspect, the module received a mean score of 4.50. This result indicates that the organization and sequencing of the module are systematic, logical, and aligned with the syntax of the Problem-Based Learning (PBL) model. The learning flow was considered effective in facilitating students' gradual learning processes, from problem orientation to reflection, thereby supporting active student engagement in learning activities.

Furthermore, the graphical design aspect obtained the highest mean score of 4.56. This finding demonstrates that the visual appearance of the module—including layout, color selection, illustrations, and the use of supporting visual media—was evaluated as highly attractive and appropriate for junior high school students. The graphic design was perceived as capable of increasing students' learning interest and supporting their visual understanding of the material (Ma'rifah et al., 2025).

Overall, the results of the expert validation indicate that the instructional module achieved an overall mean score of 4.50, which falls within the very feasible category. Therefore, the developed module meets the criteria for content, language, presentation, and graphical design feasibility and is suitable for use in English instruction at the Grade VII junior high school level. In addition, the experts emphasized that the module has strong potential to support contextual and meaningful learning in accordance with the principles and demands of the Merdeka Curriculum.

Table 1. Exvert Validation Results

No	Aspects Assessed	Score	Category
1	Material Aspect	4,50	very feasible
2	Language Aspect	4,43	very feasible
3	Presentation Aspect	4,50	very feasible
4	Graphic Design Aspect	4,56	very feasible
5	Overall Average	4,50	very feasible

Effectiveness Analysis

The effectiveness of the English instructional module based on Problem-Based Learning (PBL) with the integration of local wisdom from the Bunut Asahan Shoe Industry was analyzed through the improvement of students' learning outcomes before and after using the module. The effectiveness analysis was conducted using N-Gain (Normalized Gain), which aims to determine the level of improvement in students' descriptive writing skills quantitatively. The use of N-Gain is considered appropriate for development research because it can illustrate the degree of improvement in learning outcomes as a result of the implementation of the developed product. Based on the N-Gain calculation of the average pretest and posttest scores, the N-Gain values are presented in the following table:

Table 2. Effectiveness of the Instructional Module

No	Student Initials	Pretest	Posttest	N-Gain	Category
1	S-01	43	83	0,7	High
2	S-02	53	87	0,7	High
3	S-03	67	90	0,7	High
4	S-04	50	87	0,7	High
5	S-05	60	80	0,5	Medium
6	S-06	37	83	0,7	High
7	S-07	47	80	0,6	Medium
8	S-08	53	87	0,7	High
9	S-09	43	83	0,7	High
10	S-10	47	80	0,6	Medium
11	S-11	27	73	0,6	Medium
12	S-12	57	77	0,5	Medium
13	S-13	50	90	0,8	High
14	S-14	30	87	0,8	High
15	S-15	30	77	0,7	High
16	S-16	60	83	0,6	Medium
17	S-17	53	87	0,7	High
18	S-18	33	80	0,7	High
19	S-19	63	83	0,5	Medium
20	S-20	60	93	0,8	High
21	S-21	27	80	0,7	High
22	S-22	50	87	0,7	High

No	Student Initials	Pretest	Posttest	N-Gain	Category
23	S-23	60	93	0,8	High
24	S-24	60	93	0,8	High
25	S-25	67	90	0,7	High
26	S-26	63	93	0,8	High
27	S-27	27	83	0,8	High
Average		49	85	0,7	High

Description (Hake, 2002)

$$N - Gain = \frac{(Posttest - Pretest)}{(100 - Pretest)}$$

- $N - Gain \geq 0,7$ = High
- $0,3 \leq N - Gain < 70$ = Medium
- $N - Gain < 0,3$ = Low

Based on the N-Gain calculation presented in **Table 2.**, the average N-Gain score was 0.7, which falls into the high category. Therefore, it can be concluded that the PBL-based English instructional module, integrated with the local wisdom of the Bunut Asahan Shoe Industry, is effective in improving Grade VII junior high school students' learning outcomes, particularly in descriptive text writing skills. This finding further supports that the developed product is suitable for use as a supplementary teaching material in English instruction at the junior high school level.

Practicality of the Instructional Module Analysis

The practicality analysis of the instructional module was conducted to determine the extent to which the developed module is easy to use, engaging, and supportive for students in the English learning process, particularly in the descriptive text material. The practicality of the module was analyzed based on data obtained from a student response questionnaire after participating in learning activities using the local wisdom-based module from the Bunut Asahan Shoe Industry. The questionnaire employed a 4-point Likert scale and covered five main aspects representing students' direct experiences as module users.

Quantitatively, the analysis results showed that the instructional module achieved an overall mean score of 3.92, which falls into the very practical category. These findings indicate that the module can be effectively used by students without significant difficulties, both in terms of content, presentation, and the learning activities provided. The detailed mean scores for each aspect of practicality are presented in **Table 3.**

Table 3. Summary of Student Questionnaire Results on Module Practicality

No	Aspects Assessed	Score Average	Category
1	Interest in the content	3,87	Very Practical
2	Ease of understanding the material and instructions	3,95	Very Practical
3	Engagement in the presented PBL activities,	3,93	Very Practical
4	Visual appearance and appeal of the module	3,96	Very Practical
5	Usefulness of the materials in understanding descriptive texts	3,91	Very Practical

Description:

- Score 3.26 – 4.00: Very Practical
- Score 2.51 – 3.25: Practical
- Score 1.76 – 2.50: Less Practical
- Score 1.00 – 1.75: Not Practical

Based on **Table 3**, the aspect of visual appearance and attractiveness of the module received the highest score (3.96). This indicates that the graphic design, illustrations, and visualization of the local context presented in the module were able to capture students' attention and enhance their learning interest. The aspect of ease of understanding the material and instructions also received a high score (3.95), suggesting that the language used, the organization of content, and the activity guidelines in the module were clearly structured and easily understood by Grade VII students.

The aspect of engagement in PBL activities obtained an average score of 3.93, indicating that the module effectively encouraged students to actively participate in each stage of problem-based learning. Meanwhile, the aspect of usefulness of the learning material in understanding descriptive texts scored 3.91, demonstrating that the module is not only practical to use but also assists students in understanding the concepts and systematic steps of descriptive text writing.

In addition to the quantitative data, the practicality of the module was further supported by qualitative findings from the open-ended comment section of the student response questionnaire. Generally, students reported that the module facilitated their understanding of descriptive text material because it included contextual examples relevant to their surroundings. The inclusion of student worksheets (LKPD) in the module was considered helpful for practicing the steps of descriptive text writing in a gradual and guided manner. Students also stated that the module's visualization, highlighting elements of the local wisdom of the Bunut Asahan Shoe Industry, made learning more engaging and relevant to everyday life.

Furthermore, students expressed that the Problem-Based Learning activities presented in the module encouraged them to participate more actively in discussions, observations, and idea-sharing during the learning process. This indicates that the module is not only practical in terms of usage but also capable of creating a participatory and meaningful learning experience.

Based on the results of both quantitative and qualitative analyses, it can be concluded that the locally based English instructional module developed in this study meets the criteria of practicality and is suitable for use as supporting teaching material in teaching descriptive texts to Grade VII junior high school students.

Findings

This section presents the research findings based on data analysis from the development, validation, effectiveness, and practicality stages of the instructional module. The findings are organized to directly address the research questions formulated in Chapter I, providing a comprehensive overview of the development process, feasibility, and effectiveness of the locally based descriptive text instructional module through the Problem-Based Learning (PBL) model in English lessons at SMP Negeri 2 Setia Janji.

Findings Related to the Development Process of the Instructional Module

Based on data analysis from the Analysis, Design, Development, Implementation, and Evaluation stages, the findings indicate that the development of the locally based descriptive text instructional module through the PBL model was carried out systematically and sequentially according to the ADDIE model. The analysis of learning needs, curriculum requirements, and student characteristics revealed that the module development aimed to meet contextual,

adaptive, and student-centered learning needs for Grade VII students. The student characteristics analysis indicated that learners were in the early adolescent stage with heterogeneous abilities and a tendency to favor visual, collaborative, and experiential learning activities. Meanwhile, the curriculum analysis required students to understand and produce meaningful descriptive texts in contexts relevant to their daily lives. These findings served as the foundation for designing a module that integrates the local context of the Bunut Asahan Shoe Industry as an authentic object, while facilitating problem-based learning through the PBL approach (Zuhel et al., 2025).

During the design and development stage, the module was structured to align with the Phase D Learning Outcomes of the Merdeka Curriculum, the characteristics of Grade VII students, and the PBL syntax. The module included conceptual content, problem-based activities, student worksheets, and staged writing tasks that encouraged students to actively construct their understanding. Therefore, the findings indicate that the module development was planned, contextual, and oriented toward real learning needs in the target school's English classroom.

Findings Related to the Feasibility of the Instructional Module

The next set of findings pertains to the feasibility of the developed instructional module. Based on expert validation, the module was deemed suitable for use in Grade VII English lessons. Feasibility was assessed in terms of content, language, presentation, and graphical design, all of which fell into the very feasible category. These findings suggest that the module content aligns with curriculum competencies, uses communicative and age-appropriate language, is presented systematically, and is supported by an attractive and consistent visual design.

In addition, qualitative feedback from the validators indicated that the integration of local wisdom in the module added value to the relevance and meaningfulness of learning. Consequently, the findings confirm that the developed module is not only theoretically feasible but also meets pedagogical and visual standards as a teaching material suitable for formal learning contexts (Silvih et al., 2025).

Findings Related to the Effectiveness of the Instructional Module

Findings related to module effectiveness indicate that the use of the locally based descriptive text module through the PBL model had a positive impact on students' learning outcomes. This was demonstrated by the increase in students' average scores between the pretest and posttest after using the module. The N-Gain analysis showed that students' learning improvement fell within the medium to high category, indicating that the module was effective in helping students understand and write descriptive texts.

These findings suggest that learning activities incorporating local context and problem-based approaches can enhance students' cognitive engagement and facilitate a more meaningful learning process. Therefore, the developed module is considered effective in supporting the achievement of English learning objectives, particularly in descriptive text writing. Besides the improvement in learning outcomes, the module's effectiveness was further supported by students' positive responses to its use. The responses indicated that the module was easy to understand, the activity instructions were clear, and the learning activities encouraged active participation in writing descriptive texts. This demonstrates that the module's effectiveness is reflected not only in cognitive outcomes but also in acceptability and ease of use during the learning process (Nurjamin et al., 2026).

DISCUSSION

This subsection discusses the findings of the development of the locally based English instructional module through the Problem-Based Learning (PBL) method, comparing them with relevant findings from previous studies. The discussion focuses on three main aspects aligned with the research questions, namely: (1) the process of

developing the instructional module, (2) the feasibility of the instructional module, and (3) the effectiveness of the module in improving students' learning outcomes.

Discussion on the Development Process of the Instructional Module

The findings of this study indicate that the development of the locally based English instructional module was carried out systematically, grounded in the analysis of learning needs, curriculum requirements, and student characteristics. These findings are in line with Dewi (2023), who emphasized that analyzing students' characteristics and learning needs is a crucial foundation in instructional planning, particularly in the implementation of the Merdeka Curriculum, which positions students at the center of the learning process (Mustika et al., 2025).

Furthermore, developing a module tailored to students' needs supports the findings of Nurul Makrifah (2020), who stated that English instructional materials designed based on learners' needs can more effectively enhance language skills. In the context of this study, the module was not only adapted to students' academic needs but also to the characteristics of early adolescents, who tend to prefer visual, collaborative, and experiential learning activities.

Additionally, the results of this study reinforce the perspective of Sujana et al. (2023), which highlights the importance of teachers' roles in developing innovative and practical instructional modules to make learning more contextual and meaningful. The module developed in this study was designed to be used flexibly by both teachers and students, either as a primary learning resource or as a tool for independent learning. This aligns with Manik (2021), who asserted that instructional modules play a strategic role in helping students achieve specific and targeted learning objectives. Therefore, the module development process in this study can be understood as a process aligned with actual learning needs, curriculum demands, and student characteristics, as recommended by previous studies (Azwari et al., 2025; Dewi et al., 2025).

Discussion on the Feasibility of Learning Module

Expert validation results indicate that the developed instructional module falls within the feasible to highly feasible category in terms of content, language, presentation, and graphical design. These findings align with Manik (2021), who emphasized that effective instructional materials should be systematically organized, use language appropriate to students' developmental level, and be presented with an attractive visual design.

Furthermore, the integration of local wisdom in the instructional module also strengthens its contextual feasibility. This is consistent with Annisha (2024), who found that integrating local wisdom into learning can create a more inclusive and meaningful learning experience for students. Susanti et al. (2021) also support this finding, stating that incorporating local wisdom into English instructional materials can enhance students' learning motivation while contributing to the preservation of regional culture.

Regarding presentation and visualization, the findings of this study are in line with Asi and Fauzi (2023), who emphasized that learning materials based on local wisdom should leverage technology to make learning more modern and engaging. The developed module utilizes a consistent visual design, contextual illustrations, and supportive graphic media, thereby improving both readability and attractiveness. Therefore, the feasibility of the developed instructional module is determined not only by the accuracy of the content but also by the relevance of the local context, clarity of language, systematic presentation, and visual quality, as supported by previous studies (Azwari et al., 2025; Siregar, 2025).

Discussion on the Effectiveness of the Instructional Module

The effectiveness analysis indicates that the use of the locally based instructional module through the Problem-Based Learning (PBL) method effectively improves students' learning outcomes, particularly in descriptive text writing skills. These findings are consistent with Zamzamie and Rokhmansyah (2024), who demonstrated that selecting an appropriate learning model significantly influences the improvement of students' descriptive writing abilities.

Specifically, the effectiveness of this module is reinforced by the implementation of the PBL model. Rahmawati, Baa, and Asma (2021) stated that PBL can enhance English learning outcomes by encouraging students to actively engage in contextual, problem-solving-based learning. Similar findings were reported by Anwar et al. (2022), showing that PBL not only increases students' learning activities but also positively impacts their comprehension of descriptive texts (Tanjung & Dahnial, 2024; Wulandari et al., 2023).

Furthermore, Uyub (2022) emphasized that using PBL in teaching descriptive text writing can develop students' thinking skills and requires active and collaborative participation throughout the learning process. This is reflected in the present study, where students were not only focused on the final written product but also actively involved in observation, discussion, problem-solving, and gradual text construction.

These findings are also in line with Nurjanah (2022) and Sunaenah (2021), who found that learning models emphasizing student activity, such as Discovery Learning, can increase students' interest, motivation, and mastery of descriptive texts. Although the models differ, the essence of active, student-centered learning remains a key factor for success, as also demonstrated in the application of PBL in this study (Dwiputri et al., 2022; Fitriah et al., 2025).

Therefore, the effectiveness of the developed instructional module is influenced not only by locally based content but also by the PBL learning strategy, which promotes active, collaborative, and contextual student engagement, resulting in positive impacts on students' English learning outcomes.

CONCLUSION

Based on the research and development process and the data analysis presented in Chapter IV, this study aimed to develop a descriptive text instructional module based on local wisdom using the Problem-Based Learning (PBL) model for seventh-grade English students at SMP Negeri 2 Setia Janji. The development process was carried out systematically using the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. Through these stages, the module was designed to align with the Merdeka Curriculum and to accommodate students' characteristics, particularly their preference for visual, collaborative, and experiential learning activities. The development process ensured that the instructional material was contextual, student-centered, and relevant to learners' real-life experiences.

The findings of the study indicate that the developed module is feasible for use in English learning. Expert validation showed that the module met the required standards in terms of content accuracy, language clarity, systematic presentation, and visual design. The learning materials were appropriate to the targeted competencies, written in communicative and understandable language, and supported by attractive and contextual visuals based on local wisdom. These results confirm that the module fulfills the criteria of a valid and practical instructional material for junior high school students.

The results of the implementation further demonstrate that the instructional module is effective in improving students' learning outcomes, particularly in descriptive text writing. Students' post-learning scores showed a noticeable improvement after using the module. The application of the PBL model, combined with locally based

learning content, encouraged active student participation, critical thinking, and problem-solving skills. As a result, the learning process became more meaningful, contextual, and student centered, contributing positively to students' understanding, and achievement in English learning.

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