

## Development of a Prototype Teaching Material for Procedural Texts Containing Local Wisdom on Kendal's Specialty Foods for Indonesian Language Learning in Junior High Schools

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**ABSTRACT:** This study aims to develop contextual, interesting, and Merdeka Curriculum-compliant teaching materials on Kendal's local culinary wisdom for junior high school students. The type of research used is Research and Development (R&D) with the Borg & Gall development model simplified into five stages, namely preliminary research, initial product development, expert validation, limited testing, and product refinement through Focus Group Discussion (FGD). The teaching materials were developed in the form of teaching modules containing three main chapters: introduction to procedural texts, linguistic structure and rules, and the application of procedural texts based on the local wisdom of Kendal's specialty foods, such as lepet, sumpil, sate bumbon, apem Limbangan, ndok mimi, and soto dengkul. The expert validation of the material scored 92% and the media expert scored 89%, both in the "highly suitable for use" category. Limited trials conducted at Kendal 1 Public Junior High School and MTs Falahul Huda Mojoagung showed positive responses from teachers (86.6%) and students (84.3%) in the "highly suitable for use" category. The FGD results also showed that the teaching materials were considered relevant, interesting, and able to increase students' enthusiasm and understanding in writing procedural texts while instilling local cultural values. Thus, the prototype of procedural text teaching materials based on the local wisdom of Kendal's specialties is declared feasible and effective for use in Indonesian language learning at the junior high school level, as it is able to harmoniously integrate academic, cultural, and character aspects.

**KEYWORDS:** teaching materials, procedural texts, local wisdom, Kendal specialties, Merdeka Curriculum.

### INTRODUCTION

Indonesia has a wide variety of cultures spread from Sabang to Merauke. Culture is an integral part of Indonesian society. One element of culture is education. Through education, culture can be preserved and developed. Conversely, the characteristics and practices of education are also influenced by culture (Nurmita, 2017). Implementation of the Merdeka Curriculum allows educational institutions to flexibly add local content in accordance with local wisdom or regional characteristics (Ministry of Education and Culture, 2022). Local wisdom is part of the culture of a community that is usually passed down through oral stories. This wisdom encompasses the experiences of the community combined with an understanding of the culture and customs of the region. There are many types of local wisdom. For example, in Kendal, there are special foods such as Lepet, Sumpil, Ndok Mimi, Sate Bumbon, and Kue Apem. These various types of traditional foods can be introduced to students in the learning process by including them in the teaching materials used in learning. This can be used as teaching material in schools to enrich students' knowledge while instilling local cultural values. The availability of teaching materials greatly influences student success in the learning process, in addition to the role of the teacher. Therefore, innovation is needed in designing teaching materials that are more contextual, interesting, and relevant to students' daily lives, especially in Indonesian language subjects, so that learning feels more meaningful.

One of the things that can be developed in the learning process is teaching materials. Teaching materials in the implementation of learning become a reference used to achieve the objectives of learning. It should be noted that teaching materials in the independent curriculum are developed from the main material contained in the ATP (learning objectives flow). Therefore, lesson material must be developed in detail so that it can be used as teaching material by students. As a teacher, it is necessary to provide good and interesting teaching materials to increase students' interest and learning outcomes. With the increasingly modern times, the influence of global culture is increasingly felt in everyday life, including in food consumption patterns. This phenomenon is very evident among teenagers who are now increasingly fond of foreign foods such as tteokbokki,

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takoyaki, odeng, hotteok, and the like. These foods are not only popular because of their unique flavors, but also because they are promoted through social media, dramas, and digital content that are loved by today's teenagers (Damayanti et al., 2024). However, the trend of consuming foreign foods may gradually replace the place of local foods in the hearts of young people. Traditional foods are often considered less appealing or less relevant than foreign foods, which seem more modern and contemporary. As a result, appreciation for the richness of local foods is beginning to fade, which, if left unchecked, could threaten the sustainability of Indonesian culture.

This situation must be addressed with strategic measures, especially in the educational environment, so that the younger generation continues to recognize, love, and preserve local foods. This can be done by incorporating local wisdom in the form of local foods into the learning process as a way of introducing and preserving culture. Similarly, observations at schools show that some educators still use conventional teaching materials, namely ready-made, instant materials without any effort to design, prepare, and compile their own materials as of June 3, 2024. Conventional teaching materials take the form of 2013 curriculum textbooks, where schools still use whatever materials are available and teachers more often use the lecture method in their teaching. The implementation of the independent curriculum in educational units can add local content determined by local governments in accordance with local wisdom or regional characteristics in a flexible manner (Ministry of Education and Culture, 2022). With this, it is necessary to include local wisdom values in teaching materials, not only to introduce them to the younger generation from an early age but also to preserve the local wisdom that exists in each region.

Procedural texts in Indonesian language teaching materials for junior high school/MTs levels that use local wisdom as teaching material are still rarely found. Procedural texts are useful as guides for doing something, such as starting a game, following the steps in a recipe, and providing simple instructions for a specific purpose (Wijayanti et al., 2015). Procedural texts are often found in cookbooks, magazines, newspapers, certain product packaging, medicine packaging, cooking websites, and many more (Novita, 2020). Therefore, there is a need to develop teaching materials for Indonesian language lessons, especially on procedural texts for seventh-grade junior high school/MTs students. A teaching material theme that attracts the attention of students is food. Traditional foods can be used as a teaching material theme to instill a love for the nation and pride in authentic Indonesian foods so that they are not eroded by the changing times. Based on this background, this study developed teaching materials containing local wisdom about traditional foods. Therefore, in this study, the researcher will develop procedural text teaching materials utilizing the local wisdom of Kendal's traditional foods for junior high school students.

### METHOD

This study is a research and development study. The development model used in this study adapts the Borg & Gall research and development procedure with limitations. Borg & Gall in Emzir (2013: 271) state that it is possible to limit research to a small scale, including limiting the research steps. The simplification of the Borg & Gall research procedure consists of five steps, as follows:

1. Preliminary research was conducted to identify learning needs in the field related to the learning media used. Therefore, a needs analysis was conducted as reference data for media development.
2. Developing Initial Products Initial product development involves a series of steps to create interactive learning media. This stage includes several processes, namely data design, interface design, procedural design, and program implementation.
3. Expert Validation Stage Validation of this learning media is carried out by media experts and subject matter experts. Validation is carried out to determine whether the learning media developed is suitable for use in the learning process. Through this validation stage, clear input and criticism will be obtained in order to improve the learning media.
4. Trial Phase This phase is conducted to determine the quality of the learning media that has been created. The data obtained from the trial results can be used as a reference for improving the learning media. The trial was conducted in two schools, namely Junior High School 1 Plantungan and MTs Falahul Huda.
5. In this stage of the FGD (focus group discussion), the researchers discussed the product, which was in the form of teaching materials containing local wisdom about Kendal's specialty foods, with experts applied to the research subjects, namely MTs Falahul Huda and MTs Hasyim Asy'ari, from each teacher, both teachers who taught Indonesian language as a research test. The students tested in the study were representatives of seventh-grade students from MTs Falahul Huda and SMP N 1 Kendal.
6. Final Product Development This stage is the result of products that have been improved based on suggestions and criticism from experts as well as data obtained from the trial stage. The final stage of product development is in the form of interactive learning media for the Theory and Practice of Plumbing course.

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## RESULTS AND DISCUSSION

This research and development resulted in a product in the form of teaching materials containing local wisdom for Indonesian language lessons in junior high school. These teaching materials take the form of a book containing various materials and learning activities that are enjoyable for students.

### 1. Research and Information Gathering

The initial stage of the research aims to collect data to determine students' needs in learning procedural texts. This stage is divided into four main activities:

#### a. Literature Review

Collecting resources related to the development of procedural text teaching materials, local wisdom, and the implementation of the Merdeka Curriculum. The Merdeka Curriculum emphasizes contextual, student-centered learning; local wisdom (e.g., lepet, sumpil, sate bumbon, apem Limbangan, ndok mimi, soto dengkul) is suitable as teaching material because it contains clear steps in accordance with the structure of procedural texts. The development is designed to be culturally relevant and available in both print and digital formats.

#### b. Field Survey

Observations and interviews with teachers at Kendal 1 Public Junior High School, MTs Falahul Huda, and MTs Hasyim Asy'ari showed that schools have implemented the Merdeka Curriculum, but teaching materials are still dominated by national textbooks without local content. Teachers and student observations indicate that local examples increase enthusiasm and that digital media (e.g., the use of mobile phones) has not been optimally utilized.

#### c. Needs Analysis

Based on the survey, teachers and students need teaching materials that are more contextual, easy to use, and in line with the principles of the Merdeka Curriculum which also instills a love for local culture. It is proposed that teaching materials be available in print and digital formats and include activities that train critical thinking and procedural writing skills.

#### d. Curriculum Analysis

Referring to the Merdeka Curriculum (phase D, grades VII–IX), the learning objective of procedural texts is for students to recognize the structure, write, and present procedural texts communicatively. Integrating local wisdom about Kendal's specialty foods makes learning more relevant, interesting, and closer to the students' experiences.

### 2. Product Design

This stage is where all teaching materials are created. The development of teaching materials begins with the creation of display forms, which are then used to determine the initial display form, definition form, sample question form, exercise form, and answer test form.

#### a. Material Planning

The material planning carried out was to compile material in accordance with the Learning Outcomes for Grade VII junior high school/MTs procedural text material. The material presented was as follows: 1) Definition of Procedural Text; 2) Characteristics of Procedural Text; 3) Purpose of Procedural Text; 4) Structure of Procedural Text; 5) Linguistic rules of procedural texts; 6) Steps in writing; 7) Local wisdom; 8) Procedural texts containing local wisdom; 9) Procedural texts based on local wisdom.

#### b. Development Stage

This development stage includes the development of content contained in teaching materials. The module components to be developed consist of: cover page, module identity, introduction, table of contents, instructions for use, learning outcomes, learning activities, formative assessment, summative assessment, learning reflection, answer keys, and bibliography. Learning activities are divided into three activities, namely learning activity 1, which discusses the nature of procedural texts. Learning activity 2 discusses the structure and linguistic rules of procedural texts. Learning activity 3 discusses local wisdom and writing procedural texts with the content of local wisdom on Kendal's special foods.

Here are some examples of teaching materials developed as follows:

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The table of contents, learning outcomes, and description of teaching materials containing local wisdom are important components of a product. The table of contents in teaching materials containing local wisdom is provided to make it easier for students to access the pages they want.



In the material description, the material is presented in the form of text, images, and examples of texts with elements of local wisdom in each subchapter. The material is presented using simple, clear language so that it is easy for students to understand. The text presentation is complemented by the use of colors, bold and italic fonts to emphasize key words in the material, such as subchapter titles. The font size and type used in this teaching material containing local wisdom is Times New Roman with a font size of 12 pt. The contents of the teaching material containing local wisdom can be seen in the following image:

Figure 4. Display of learning activities

Teaching materials containing local wisdom are equipped with practice questions and answer keys. Practice questions are presented in each learning activity. Learning activity 1 includes a formative assessment with 5 multiple-choice questions, learning activity 2 includes 10 crossword puzzles, and learning activity 3 includes a formative assessment that involves trying to write a simple text with a local wisdom theme. There is also a final summative assessment to determine student achievement in learning in this chapter, consisting of 10 multiple-choice questions.



use a summary and self reflection section

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**Berilah Nilai Refleksi**

Setelah anda selesai belajar, sebagai siswa anda diminta untuk mengisi kembali lembar refleksi ini yang sudah diisi sebelumnya. Refleksi ini akan membantu anda untuk mengetahui seberapa jauh anda telah memahami materi yang telah disampaikan oleh guru. Refleksi ini akan membantu anda untuk mengetahui seberapa jauh anda telah memahami materi yang telah disampaikan oleh guru. Refleksi ini akan membantu anda untuk mengetahui seberapa jauh anda telah memahami materi yang telah disampaikan oleh guru.

| No | Refleksi diri                                                          | Ya | Tidak |
|----|------------------------------------------------------------------------|----|-------|
| 1  | Apakah anda merasa senang dan tertarik dengan materi yang disampaikan? |    |       |
| 2  | Apakah anda merasa kesulitan dalam memahami materi yang disampaikan?   |    |       |
| 3  | Apakah anda merasa bingung dalam memahami materi yang disampaikan?     |    |       |
| 4  | Apakah anda merasa senang dan tertarik dengan materi yang disampaikan? |    |       |
| 5  | Apakah anda merasa kesulitan dalam memahami materi yang disampaikan?   |    |       |
| 6  | Apakah anda merasa bingung dalam memahami materi yang disampaikan?     |    |       |
| 7  | Apakah anda merasa senang dan tertarik dengan materi yang disampaikan? |    |       |
| 8  | Apakah anda merasa kesulitan dalam memahami materi yang disampaikan?   |    |       |
| 9  | Apakah anda merasa bingung dalam memahami materi yang disampaikan?     |    |       |

1. Apa yang anda rasakan saat ini?

2. Apa yang anda rasakan saat ini?

Menyebutkan proses pembelajaran yang telah dilakukan dengan teman sekelas:

1. Apa yang anda rasakan saat ini?

2. Apa yang anda rasakan saat ini?

Figure 6. Self-reflection display

## 3. Expert Validation

The validation of teaching materials containing local wisdom was conducted based on the assessment aspects of media experts and subject matter experts. Validation was carried out using questionnaires filled out by each participant provided by the researcher.

### a. Results Of Expert Validation

Subject matter experts are teachers who assess whether the material presented is in line with the development of teaching materials for procedural texts containing local wisdom for seventh-grade junior high school students based on learning outcomes and learning objectives of the independent curriculum. Material validation is carried out by junior high school Indonesian language teachers who have backgrounds relevant to the field being developed, namely Mrs. Jingga, S.Pd., Gr., M.Pd.

Based on the Material Validation Results, the total score obtained was 48 out of a maximum score of 52. The material validation results showed a score of 48 with a percentage of 92% and an average of 3.69, categorized as "very good & suitable for use".

### b. Results Of Media Expert Validation

Media validation was conducted to obtain information, criticism and suggestions so that the teaching materials for procedural texts containing local wisdom about Kendal's special foods could be developed into products of high quality in terms of programming and appearance. Media validation was carried out by lecturers in Madrasah Ibtidaiyah education at the Kendal Islamic College, who have a background in creating teaching materials. The media expert in this study was Dr. Ahmad Labib, M.Pd.

Based on the table above, it can be concluded that the score obtained is 43 out of a maximum total of 48 points. The material validation results show a score of 43 with a percentage of 89% and an average of 3.58, categorized as "good & suitable for use."

## 4. Prototype Testing

The trial in this research stage was only a limited trial. The trial was conducted in two schools, SMP Negeri 1 Kendal with 1 teacher and 32 students as respondents, and MTs Falaful Huda Mojoagung with 1 teacher and 34 students as respondents. The trial was conducted using teaching materials in the form of procedural texts containing local wisdom in the classroom learning process. After conducting the learning process for two meetings, the students assessed the teaching materials by filling out a questionnaire. After the questionnaire was completed, the researchers compiled the data and produced the following results:

$$\begin{aligned} \text{Feasibility Value} &= \frac{\text{total assesment score}}{\text{maximum score X total students}} \times 100\% \\ &= \frac{1.897}{45 \times 50} \times 100\% \\ &= \frac{1.897}{2.250} \times 100\% = 84,3\% \end{aligned}$$

The questionnaire consisted of a total of 9 items. Fifty students filled out the questionnaire regarding their response to the teaching materials. Based on the results of the student response questionnaire from the two classes that conducted the trial and after calculation, the result was 84.3%. This result shows that the teaching material in the form of procedural texts containing local wisdom about Kendal's special foods is "very suitable for use" and very easy to use.

Similarly, teachers who conducted the lessons filled out questionnaires provided by the researchers. Two teachers conducted

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trials of teaching materials containing local wisdom at two schools. Before filling out the questionnaires, the teachers conducted two lessons with their students. The following are the results of the teacher response questionnaires. The following are the results of the teacher response questionnaire calculations:

$$\begin{aligned}\text{Feasibility Value} &= \frac{\text{total assesment score}}{\text{maximum score X total students}} \times 100\% \\ &= \frac{78}{45 \times 2} \times 100 \% \\ &= \frac{78}{90} \times 100 \% = 86,6 \%\end{aligned}$$

Based on the results of a questionnaire responded to by two teachers who conducted a trial of teaching materials containing local wisdom about Kendal's specialty foods, after calculation, the result was 86.6%, indicating that these teaching materials containing local wisdom about Kendal's specialty foods are "very suitable for use" in learning and very easy to use.

### 5. FGD (forum Group Disussion)

The Forum Group Discussion (FGD) stage was conducted after the limited trial of teaching materials containing local wisdom about Kendal's specialty foods. The purpose of this activity was to obtain input, feedback, and recommendations for improvement from education experts and practitioners regarding the teaching materials that had been used in the learning process. The FGD activities were held on September 15, 2025, at SMP Negeri 1 Kendal and on September 25, 2025, at SMTs Falahul Huda Mojoagung. Each school involved one Indonesian language teacher, two students, and a researcher as moderator. The discussions lasted for about two hours at each school in a relaxed but focused atmosphere, allowing participants to freely express their opinions and experiences while using the teaching materials. The FGD results showed that teachers and students responded positively to the teaching materials developed. Teachers considered the teaching materials relevant to learning needs because they contained procedural texts that were close to students' lives, while local wisdom themes such as lepet, sumpil, and sate bumbon made students more enthusiastic. Students felt proud because they could learn Indonesian while getting to know their local culture. However, there were several suggestions, such as emphasizing cultural values more, simplifying the sentences in the questions, and adding questions with a higher level of difficulty and a more complete reflection section. Based on this feedback, the researchers made revisions by simplifying the questions, adding a variety of higher-order thinking skills (HOTS) questions, and adding two self-reflection questions to strengthen students' understanding of the material.

### 6. Improvement Of Draft Prototype

After conducting limited trials and Focus Group Discussions (FGD), the next step is to refine the draft teaching materials for procedural texts containing local wisdom about Kendal's specialty foods. This refinement is carried out to address various shortcomings identified during the pilot testing, both in terms of content and presentation of the teaching materials. Additionally, adjustments are made based on feedback from students and teachers to make the teaching materials more engaging, easier to understand, and aligned with the learning needs for procedural texts at the junior high school level.

The prototype of the developed teaching material for procedural texts containing local wisdom about Kendal's specialties for junior high school Indonesian language lessons was designed based on the results of an analysis of the needs of students and teachers, and was adapted to the requirements of the Merdeka Curriculum, which emphasizes contextual and locally-based learning. This prototype was developed through the Borg & Gall research and development (R&D) model, which was simplified into five main steps: preliminary research, initial product development, expert validation, limited testing, and product refinement through focus group discussions (FGD). In general, this teaching material prototype takes the form of a teaching module with three main chapters. Each chapter contains material on the definition, characteristics, and structure of procedural texts; examples of procedural texts based on local wisdom; and exercises in understanding and application in real-life contexts. The local wisdom highlighted includes Kendal's specialty foods, such as lepet, sumpil, sate bumbon, apem Limbangan, ndok mimi, and soto dengkul. This theme was chosen so that students can learn to write and understand procedural texts through activities that are close to their daily lives.

Limited trials involving teachers and students showed that these teaching materials were very well received. Teachers gave a rating of 86.6% in the "very suitable" category, indicating that the teaching materials were easy to apply in classroom learning and in line with curriculum requirements. Meanwhile, student responses showed a suitability rating of 84.3% in the "very suitable" category. Students stated that this teaching material was interesting because it presented examples that they were familiar with and had high cultural value. Thus, the prototype of this local wisdom-based teaching material on Kendal's specialty foods not only meets the aspects of content, language, and appearance, but also contributes to character building and the preservation of local culture. The use of these teaching materials is expected to improve students' procedural writing skills, while fostering a sense of pride in their regional identity. Overall, it can be concluded that the prototype procedural teaching materials using local wisdom

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about Kendal's specialty foods are appropriate and effective for use in junior high school Indonesian language learning because they harmoniously combine academic, cultural, and character values in line with the spirit of the Merdeka Curriculum.

### CONCLUSION

Based on the results of research and development that has been carried out, it can be concluded that the prototype of teaching materials for procedural texts containing local wisdom about Kendal's special foods for junior high school Indonesian language lessons is deemed feasible and interesting to use in the learning process. This teaching material has undergone subject matter and media validation stages with results of 92% and 89% respectively, and has received very positive responses from teachers and students with an average feasibility rating of above 84%. The resulting prototype not only helps students understand the structure and steps of writing procedural texts, but also instills cultural values and a sense of pride in the culinary heritage of the Kendal region. Thus, this teaching material is considered effective as a contextual, meaningful learning tool that is in line with the principles of the Merdeka Curriculum.

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