Development of Description Text Teaching Materials Digital Diorama Media Based for Class VII Students Junior High School

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Abstract. The problem of this research is how to develop a descriptive text module based on digital diorama media for class VII students of junior high school. This study aims to explain the feasibility of the developed digital diorama media-based descriptive text module. The data collection technique used in this study was a questionnaire. The feasibility data analysis technique of the module uses descriptive data analysis. The results showed that the developed digital diorama media-based description text module was feasible to use based on the validation results of material experts of 85.34%, and the validation of design experts of 98.33%.

Keywords: development, module, descriptive text, digital diorama media

1 Introduction

The 2013 Indonesian Curriculum emphasizes text learning. Every text presents its ideas in a different way. According to Rozak and Rasyad in Ningtyas[1], text is a comprehensive representation of the human mind in its specific setting. A descriptive text is found in one of the Indonesian language course books for junior high school students in class VII. The word "descrebe" originally meant to write about or describe something.Descriptive texts, according to Priyatni in Lestari [2], are presentations of things, situations, or objects that are meant to make readers feel as though they are hearing, enjoying, or appreciating what is being spoken.

As a requirement for graduation, junior high school students in grade VII must show that they have mastered four fundamental competencies through lesson description texts written in Indonesian. Graduate competency requires the mastery of fundamental descriptive text abilities, as outlined in Minister of Education and Culture Regulation Number 24 of 2016. The basic ability of descriptive text includes identifying details in descriptive text about objects (schools, tourist attractions, historic sites, or regional arts) that are heard and read is Basic Competency 3.1. Basic proficiency 4.1 By describing what is said in the descriptive text that is read and heard about various things (such as regional arts, historical sites, or tourist attractions), examine the language components and sentence structures of descriptive texts about things (such as schools, tourist attractions, landmarks, or local art) heard and read.

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Presenting information, thoughts, and impressions in the form of written descriptions of things (such as schools, tourist attractions, historic sites, or regional arts) while taking into account the structure and language of the text.

Students in seventh grade junior high school should be able to understand core competencies and basic competencies in descriptive text material, according to Sianturi[3], based on the 2013 Curriculum. In actuality, the majority of pupils in educational institutions struggle with descriptive text. This predicament results from the teaching resources for descriptive texts being used insufficiently, which hinders students' ability to study descriptive texts. There is only one book published by Yudhistira Publisher that is used in teaching materials for Indonesian lessons that include descriptive text. In the book, descriptive text material is introduced and then examples of descriptive text that do not meet the needs of the students are given. This is because the examples do not directly describe the thing being described to the students; instead, students are only able to see the object with a basic mental image. Yudhistira textbooks don't include any content on the pupils' communities or surroundings. Both teachers and students must make extensive use of learning resources that are tailored to the needs of their students. Instructional materials that are customized for each student are necessary. This category also includes the social and cultural context of the students' living quarters.

As stated by Prastowo in Efrina[4], a lot of teachers still think that making instructional materials is a challenging undertaking. It is impossible for teachers to create and assemble more comprehensive textbooks. As the primary facilitator, the instructor has to get ready to offer instructional resources that facilitate learning and help students meet their objectives. Presenting descriptive text is still a challenge for students. Themes related to houses and dogs appear in nearly every outcome of student-written descriptive texts that were presented.

To solve this issue, inventive and imaginative descriptive text teaching resources are required. According to Asyhar in Pahrian&Hendrawan[5], modules are printed training resources intended to encourage individual learning. Based on this, a digital diorama media-based descriptive text module needs to be created. Daryanto in Puspitadewi[6] defines diorama as a medium that shows original images in three-dimensional visual form without the need for projection. Dioramas are typically used in education to teach the natural sciences, history, and other subjects.

With the help of digital diorama media teaching resources, students can acquire learning objectives that meet both their needs and the requirements of the curriculum when studying descriptive texts. Pupils will be able to deliver descriptive texts that fit both the classroom setting and the local context, which includes nearby historical sites, tourism destinations, and works of regional art. By observing the artificial object, students can enhance their creative expression of their imagination. This, in turn, will enable them to better channel their ideas and thoughts about the artificial object into writing descriptive text, thereby preventing boredom during the descriptive text learning process.

2. Theoretical Basis

2.1 Modules as Teaching Materials

Modules are one kind of instructional resource. According to Najuah [7], a module is a tool that can support both independent student learning and instructor guidance by allowing students to expand their lexicon of learning materials. With the use of modules, students are supposed to be able to comprehend the subject matter, locate information sources, and work through challenges without the teacher's assistance. According to Ardhillah and Joharis [8], student participation in the learning process would make the material more memorable. This has been modified to comply with the 2013 Curriculum's requirement that student participation be the main focus of learning.

2.2 Description Text

Finoza in Dalman [9] defines description as a type of writing where the goal is to provide the reader with a succinct explanation of an object in order to enhance their comprehension. The verb "descerbe," which means to write something, is the root of the term "description." A paragraph that tries to convey the reader's sensations, emotions, and thoughts is called a description.
By understanding more about the thing, readers can expand their knowledge and experience through reading descriptive texts. A descriptive text's context is an explanation of an object's, an animal's, a person's, or anything else's visible form. Writing descriptive text demands accuracy and precision.

2.3 Digital Diorama Media

Dioramas are educational materials that use tiny three-dimensional scenarios to illustrate a particular scenario, as Jenah in Zakiyayati [10] disclosed. Digital dioramas, in particular, are dioramas created by merging text, images, and three-dimensional (3D) diorama parts on an object visually in order to facilitate greater conversational engagements between users and the media.

Teachers might benefit greatly from using diorama media since it can portray real-life situations and highlight characteristics that are challenging to observe in the real world. One way to describe the advantages of dioramas is that they help kids learn more creatively and give a simplified version of real-world events, making them easier for pupils to understand.

3. Research Methods

A questionnaire was the method employed in this study to collect data. A questionnaire asks respondents a series of questions and gathers their responses. Descriptive data analysis is the data analysis method used to determine whether instructional materials are feasible. Descriptive statistics are used in the execution of descriptive analysis procedures. Descriptive statistics, according to Sugiyono [11], are statistics that are used to analyze data by characterizing the data as it has been gathered without trying to draw inferences or generalize to a larger population.

Both quantitative and qualitative data were collected. Whereas additional assessments or recommendations from the validator are examples of quantitative data, quantitative data is presented as a Likert scale assessment questionnaire. The module is revised using qualitative data in accordance with the validator's recommendations. In the meanwhile, the following procedures can be used to examine quantitative data:

a. Collect the scores obtained

b. Calculate the average total, using the following formula (1).

$$\bar{x} = \frac{\sum x}{\text{n}} \quad (1)$$

Information:

$\bar{x}$ = average

$\sum x$ = total value

n = total assessment

a. Calculate the percentage obtained, using the following formula (2).

$$\%\ \text{score} = \frac{score\ earned}{\max score} \times\ 100\% \quad (2)$$

b. Interpret the percentage data obtained into a criterion

Table 1 . Assessment Guidelines and Data Interpretation Criteria

Mark	Percentage Interval	Criteria
A	81% ≤ X ≥ 100%	Very good
B	61% ≤ X ≥ 80%	Good
C	41% ≤ X ≥ 60%	Currently
D	21% ≤ X ≥ 40%	Not good
E	0% ≤ X ≥ 20%	Very Not good

The current minimum feasibility value in this development investigation is C. The development of teaching materials (modules) based on digital diorama media will be carried out for Class VII junior high schools if the results of the assessments of experts, subject teachers, and students meet a minimum grade of C (currently). At that point, it can be said to be suitable for production and use.

4. Results and Discussion

4.1 Research result

The validation findings of the digital diorama-based descriptive text module for seventh grade junior high school students, conducted by experts and Indonesian language teachers, as well as field testing (individual, small groups, and limited groups), are evident.

4.1.1 Module Validation Results by Material Experts

Expert validation of the description text module material based on digital diorama media was carried out by two experts, namely Postgraduate lecturers at Medan State University. Material expert validation is carried out to assess the feasibility of the descriptive text material contained in the module. The feasibility of the material assessed consists of 3 aspects of the assessment, namely (1) the feasibility aspect of the content, (2) the feasibility aspect of the presentation, and (3) the feasibility aspect of the language. The following are the results of validation by the two material experts.

Table 2. Expert Validation Results Material for the Digital Diorama Media- Based Description Text Module

No	Assessment Indicator	X1	X2	Total	Percentage	Criteria
1	Content feasibility aspect	3	3.8	6.8	86.02%	Very good
2	Aspects of presentation feasibility	3	3.8	6.8	85.41%	Very good
3	Aspects of language feasibility	3	3.7	6.7	84.61%	Very good
	Average Amount	**3**	**3.7**	**6.7**	85.34 **%**	**Very good**

Based on table 2, it can be illustrated that the average percentage of material expert validation results is 85.34 %. The content's eligibility aspect yielded an average percentage of 86.02% with the criteria of "very good," the presentation feasibility aspect yielded an average percentage of 85.41% with the criteria of "very good," and the language feasibility aspect produced an average percentage of 84.61% with the criteria of "very good."

4.1.2 Module Validation Results by Design Experts

Expert validation of the design of the descriptive text module based on digital diorama media was carried out by two experts, namely lecturers at the Faculty of Languages and Arts, Medan State University. Design expert validation was carried out to assess the graphic feasibility and media feasibility aspects.

Table 3 . Expert Validation Results Design of a Digital Diorama Media- Based Description Text Module

No	Assessment Indicator	X1	X2	Total	Percentage	Criteria
1	Aspects of graphic feasibility	3.8	3.9	7.7	96.66%	Very good
2	Aspects of media suitability	4	4	8	100%	Very good
	Average Amount	**3.9**	**3.9**	**7.8**	98.33 **%**	**Very good**

Based on table 3, it can be illustrated that the average percentage of validation results from design experts is 98.3 %. The average percentage obtained from the graphical feasibilityaspect is 96.66% with the "very good" criteria, and the media feasibility aspect is 100% with the "very good" criteria.

4.1.3 *Results of Indonesian Language Teacher Responses to the Module*

In order to determine whether the module is appropriate for use in the classroom, the language teacher's input is required. Two instructors from SMP Negeri 8 Medan, Indonesia, responded to the descriptive text module using digital diorama media. Three assessment components comprise responses to the module: the module's look, the material's presentation, and the module's benefits. The outcomes of the two Indonesian language instructors' responses are listed below.

Table 4 . Results of Teacher Responses to the Descriptive Text Module Based on Digital Diorama Media

No	statement	X1	X2	Total	Percentage	Criteria
1	Module view	3.7	3.2	7	87.5%	Very good
2	Presentation of material	3.5	3.5	7	87.5%	Very good
3	Benefits of the module	3.6	3.6	7.3	91.6%	Very good
	Average Amount	**3.6**	**3.4**	**7.1**	**88.8%**	**Very good**

Based on table 4, it can be illustrated that the average percentage of responses from two Indonesian teachers at SMP Negeri 8 Medan is 88.8 % with the criterion "very good". The module's average percentage derived from its display aspect is 87.5% when evaluated according to "very good" criteria; similarly, the material's aspect is 87.5% when evaluated according to "very good" criteria, and the module's benefit aspect is 91.6% when evaluated according to "very good" criteria.

4.1.4 Results of Student Responses to the Module

Trials conducted on an individual, small, and restricted group basis. Trials were conducted on students with high, medium, and poor talents in small groups and individually. Trials with small groups of people are conducted to find flaws in the product that is being created. While small-scale field tests are conducted to find flaws in the product under development when it is used more widely. A total of thirty pupils participated in the limited field trials, which were conducted in class VII 4. Data on the results of student responses to individual trials , small group trials, limited field trials to the development of descriptive text modules based on digital diorama media can be seen in the following table.

Table 5 . Results of Student Responses to the Descriptive Text Module Based on Digital Diorama Media

No	Assessment Indicator	Individual trial	Small group trial	Limited field trials	Criteria
1	Material	78.68%	83.66%	85.09%	Very good
2	Language	79.15%	83.27%	84.58%	Very good
3	Interest	79.98%	82.78%	83.83%	Very good
	Average Amount	**79.27%**	**83.21%**	**84.55%**	**Very good**

Based on table 5, Using "good" criteria, an average overall percentage of 79.27% was obtained from the individual trial research data. Based on assessment indicators, the average percentage of results produced was 78.68% with the criteria "very good" from the material aspect, 79.15% with the criteria "good" from the language aspect, and 79.98% with the criteria "good" from the interest aspect. The small group trial research results showed that the overall average percentage met the threshold for "very good" at 83.12%. Based on evaluation indicators, the average percentage results were 83.66% for the material aspect, 83.27% for the language component, and 82.78% for the interest element. The criteria for "very good" were associated with the material aspect assessment indicators. Research on a small number of field experiments produced an overall average percentage of 84.55%, meeting the "very good" standard. The overall average percentage derived from assessment indicators for the material component was 85.09% with "very good" criteria, 84.58% with "very good" criteria from the language aspect, and 83.83% with "very good" criteria from the interest aspect.

4.2 Discussion

The purpose of this development research was to provide usable teaching resources. Following development, the module must be validated by professionals and tested on actual students. According to the BSNP (National Education Standards Agency), the feasibility test was conducted on four assessment aspects: 1) content feasibility; 2) presentation feasibility; 3) language feasibility; and 4) visual feasibility. In line with Oktavia's position [12], which stipulates that instructional materials for modules should give students a summary of the fundamental skills they need to master, utilize clear, understandable language, look nice, and include pictures. Since the module's content was connected with a video display that features items in digital diorama media, the researcher had to modify the feasibility assessment by adding eligibility to the media component. As a result, two experts in module materials and two experts in module and media design completed the validation process.

In addition to expert validation, two Indonesian language subject instructors were asked for their comments. Subsequently, three types of trials were conducted: limited field trials, small group trials, and individual trials. Following that, students were given a questionnaire to complete in order to react to the digital diorama-based descriptive text module. In order to assess the module's utility and usability, student responses are required.

Following the adjustment, the material experts' feasibility results yielded an overall average percentage of 85.34%, meeting the "very good" criterion. The presentation suitability component received an average percentage of 85.41% with "very good" criteria, the language

suitability aspect of 84.61% with "very good" criteria, and the content suitability element of 86.02% with "very good" criteria.Therefore, it can be said that the material part of the descriptive text module based on digital diorama medium is viable.

The digital diorama material used in the descriptive text module was created based on the module content and aligns with the established learning objectives. The module's descriptive text examples have also been modified for the benefit of the pupils. This is done in order to adhere to the user-friendly module characteristics that Daryanto & Aris Dwicahyono [13] proposed. To be user-friendly is to be amiable or acquainted with the user. One way to be user-friendly is to utilize vocabulary that are common, examples that are relatable to students, and straightforward, easy-to-understand language.

Following the change, the design expert validator's feasibility results had an average percentage of 98.33%, meeting the "very good" criterion. The media feasibility aspect of 100% with the "very good" criteria and the graphic feasibility of 96.66% with the "very good" criteria yield the average percentage. Therefore, it can be said that the descriptive text module based on digital diorama media is workable and legitimate from a design perspective.

The Indonesian language teacher at SMP Negeri 8 Medan recommended that the wording in each title be made smaller so that it doesn't stand out too much and that greater attention be paid to grammar and capitalization to make it more accurate. Following revision, the descriptive text module's assessment by Indonesian language subject teachers using digital display media received an average percentage score of 88.88% with the "very good" rating. The average percentage achieved with the criteria "very good" for the module display aspect was 87.5%; similarly, the content presentation aspect yielded an average percentage of 87.5% with the same criteria; and the benefits aspect of the module yielded an average percentage of 91.66% with the same criteria. Therefore, based on the comments from Indonesian teachers, it can be stated that the descriptive text module based on digital diorama media is workable and legitimate.

Three iterations of the trials individual, small-group, and limited field were conducted. With "very good" as the criterion, the average percentage score for individual trials was 79.27%. Based on the assessment indicators from the material aspect (78.68% with the "good" criteria), the language aspect (79.15% with the "good" criteria), and the interest aspect (79.98% with the "good" criteria), the average percentage results were determined. Additionally, because the percentage acquired from the language and interest aspects was lower, changes were made to the material's presentation. In order to help students better comprehend the description text material in the module, extra samples of descriptive text are provided.

Using the "very good" criterion, an average percentage score of 83.21% was achieved in the small group testing. Based on the assessment indicators from the material aspect (83.6% with the "very good" criterion), the language aspect (83.27% with the "very good" criteria), and the interest aspect (82.78% with the "very good" criteria), the average percentage results were determined. Very good". The interest component of this study had the lowest score, at 82.78%. As a result, changes were made to the module's supporting symbol or icon display to improve its aesthetics.

Additionally, an average percentage score of 84.55% was attained using the criteria "very good" in restricted field trials. Based on the assessment indicators from the material aspect

(85.09% with the "very good" criteria), the language aspect (84.58% with the "very good" criteria), and the interest aspect (83.83% with the "Very good" criteria), the overall average percentage results were determined. Few changes were made after a small number of field tests. Corrections are limited to fixing typographical errors, poor punctuation, and weaker sentences.

5 Conclusion

The description text module based on digital diorama media was deemed feasible to use based on the findings of the research and discussion, which included data from the validation results of experts and teachers. Subsequently, the data collected from the trials—which ranged from single trials to small-scale field testing—indicates that students responded favorably to the descriptive text module built around digital diorama media.

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