

## DEVELOPMENT OF DIGITAL LITERACY-BASED DESCRIPTIVE TEXT TEACHING MATERIALS FOR ISLAMIC JUNIOR HIGH SCHOOL (MTS) STUDENTS

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### Abstrak

Keterampilan menulis teks deskripsi merupakan bagian penting dalam pembelajaran Bahasa Indonesia, namun kenyataannya banyak siswa mengalami kesulitan dalam menuangkan ide secara terstruktur dan jelas. Salah satu penyebabnya adalah keterbatasan bahan ajar yang kontekstual dan menarik. Penelitian ini bertujuan untuk mengembangkan bahan ajar teks deskripsi berbasis literasi digital guna meningkatkan keterampilan menulis siswa kelas VII di MTs Zia Salsabila Bandar Setia. Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi tahapan Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Teknik pengumpulan data meliputi validasi ahli (materi, bahasa, dan media), angket respon siswa dan guru, serta tes menulis (pretest dan posttest). Data dianalisis secara deskriptif kuantitatif dengan menghitung persentase dan skor N-gain. Hasil validasi menunjukkan bahwa bahan ajar sangat layak digunakan dengan skor validasi ahli materi sebesar 100%, ahli bahasa 93%, dan ahli media 90%. Kepraktisan bahan ajar berdasarkan respon siswa pada uji kelompok kecil sebesar 91,8% dan kelompok besar sebesar 94,56%, serta respon guru sebesar 96% dengan kategori sangat praktis. Efektivitas bahan ajar terlihat dari peningkatan nilai rata-rata siswa dari pretest sebesar 56% menjadi 89% pada posttest, dengan skor N-gain 0,75 (kategori tinggi). Hasil ini menunjukkan bahwa bahan ajar berbasis literasi digital efektif meningkatkan keterampilan menulis teks deskripsi. Penelitian ini merekomendasikan pemanfaatan bahan ajar ini sebagai alternatif pembelajaran yang inovatif dan interaktif dalam mata pelajaran Bahasa Indonesia.

**Kata Kunci:** bahan ajar, teks deskripsi, literasi digital

### Abstract

Descriptive writing skills are an essential component of Indonesian language learning. However, many students struggle to express their ideas coherently and clearly. One contributing factor is the lack of contextual and engaging teaching materials. This study aims to develop digital literacy-based teaching materials for descriptive texts to improve the writing skills of seventh-grade students at MTs Zia Salsabila Bandar Setia. The research employed a Research and Development (R&D) method using the ADDIE model, which includes Analysis, Design, Development, Implementation, and Evaluation stages. Data collection techniques included expert validation (content, language, and media), questionnaires for students and teachers, and writing tests (pretest and posttest). Data were analyzed using descriptive quantitative methods by calculating percentages and N-gain scores. The validation results indicated that the teaching materials were highly appropriate, with scores of 100% from the content expert, 93% from the language expert, and 90% from the media expert. Practicality was rated as excellent, based on student responses from the small group (91.8%) and large group (94.56%), and teacher responses (96%). The effectiveness of the materials was demonstrated by an increase in the average score from the pretest (56%) to the posttest (89%), with an N-gain score of 0.75, indicating a high level of improvement. These findings show that the digital literacy-based descriptive text teaching materials are effective in enhancing students' writing skills. The study recommends the use of such materials as an innovative and interactive alternative in Indonesian language instruction.

**Keywords:** teaching materials, descriptive text, digital literacy

## 1. INTRODUCTION

The rapid development of technology has also driven transformation in the field of education, including in the development of innovative and relevant teaching materials. Education has an important role in improving the quality of human resources, so improving the quality of educational services is a must (Aminuddin et al., 2021: 58). In the context of learning, interesting teaching materials are an important element that can motivate students to understand the subject matter (Marselina et al., 2022: 120). Therefore, the integration of technology in the learning process is a strategic solution to create a more effective and enjoyable learning experience (Mahyudi, 2023: 123).

In the Indonesian language subject, the development of teaching materials is a crucial aspect, including in the learning of descriptive texts taught to grade VII students. According to (Yulianti et al., 2023: 28) descriptive text is a text that describes an object with everything that can be seen, felt, and heard through human senses. In line with the opinion of the (Mutaqim et al., 2017: 3). Descriptive text is a discourse that explains something based on the impression of the writer's observations and feelings. The target is to create the reader's imagination. So is the opinion (Sonia et al., 2022: 2) descriptive text has social reasons to describe an object individually based on its physical. Therefore, descriptive text material can be used as effective teaching material to train students in processing language and conveying ideas clearly.

The development of teaching materials for descriptive texts must be in line with the applicable curriculum and arranged systematically. Teaching materials function not only as the main source of learning, but also as a tool to help teachers create a fun and meaningful learning process, as well as supporting the achievement of learning objectives (Izzatunnisa et al., 2024: 2986) . In addition, teaching

materials allow students to re-study the material independently at home (Yusufien et al., 2024: 95). In the context of 21st century learning, digital-based teaching materials are one of the effective innovative alternatives. Digital teaching materials are designed to be easy to use and tailored to students' needs, and are equipped with various features such as quick search, bookmarks, audio, video, and interactive exercises (Bungsu et al., 2023: 142). These features not only increase students' interest in learning and understanding, but also play a role in increasing students' digital literacy in accessing and utilizing technology optimally (Rozak et al., 2020: 11).

The development of digital-based teaching materials cannot be separated from the importance of strengthening digital literacy as a basic competency for students. Digital literacy includes the ability to read, write, and communicate in the context of using information technology, which is the main foundation for students to be able to understand learning materials deeply and critically (Rambe et al., 2023: 2). Without adequate digital literacy skills, the use of digital teaching materials can actually be less effective because students have difficulty accessing, processing, and utilizing information optimally (Oktariani & Ekadiansyah, 2020: 24). Therefore, the development of teaching materials must be designed not only as a medium for delivering material, but also as a means to improve students' digital literacy skills, such as content navigation skills, use of interactive features, and utilization of multimedia.

With strong digital literacy, students can independently access various digital learning resources, actively participate in technology-based learning, and collaborate through online platforms to create innovations in the learning process (Yul et al., 2024: 6-7). Integration of digital teaching materials supported by strengthening digital literacy will create a learning experience that is not only interactive and fun, but also relevant to the demands of 21st

century learning. Thus, the development of digital literacy-based teaching materials is an important strategy in preparing students who are able to adapt and compete in an increasingly digitalized world.

The implementation of digital-based teaching materials has an important role in improving students' skills and knowledge, especially in writing descriptive texts. However, in the field, the problems faced by grade VII students of MTs Zia Salsabila Bandar Setia are quite complex. Students are still less familiar with digital literacy and are less interested and motivated to write descriptive texts whose sources only come from conventional textbooks. In addition, students' attention when the teacher delivers the material is also relatively low. This condition is influenced by the lack of innovation in the learning process, so that the material delivered tends to be boring and less interesting for students. As a result, students have difficulty writing descriptive texts effectively. Therefore, the development of innovative and creative teaching materials is very much needed so that students do not feel bored and are motivated to actively learn.

Flipbook maker is one of the innovative solutions that can be used to overcome problems in learning, especially in improving students' digital literacy. This learning media is in the form of a digital book that can be accessed via the web, making it easier for students to learn and develop digital literacy skills in a practical and interesting way. Flipbook maker itself is software used to create e-books, modules, or electronic books with the ability to insert various types of files such as PDF, images, videos, or animations, and produce output in exe, html, zip, or application formats (Fitri et al., 2021: 282). With interactive display features that resemble flip-flops on a physical book, flipbook makers are able to provide a more interesting and dynamic reading experience for students (Mursidi et al., 2022: 130). Because it can be accessed via a web browser or other internet browser, flipbook maker-based learning

media is very flexible and suits modern learning needs (Wulan, 2020: 20).

Several previous studies have shown the effectiveness of developing digital-based teaching materials in improving students' understanding and learning skills at various levels of education and subjects. For example, Lutfiyah Nurul Wakhidah 2022 successfully developed digital literacy-based teaching materials for economics lessons for class X students which were declared valid and practical, and were able to improve student understanding. Similar things were also found in research Nurhafisah 2024 which researched the use of digital teaching materials showed that the use of offline web-based digital books was very effective in supporting the History subject. Besides that, Yusufien et al. 2024 focuses on the development of teaching materials for descriptive text writing skills based on Wakelet media, which has been proven to improve students' writing learning outcomes.

Although the focus of previous studies varies, the main similarity lies in the use of digital teaching materials as innovative learning media and supports students' digital literacy. The striking differences lie in the materials, educational levels, and types of media used, where the research being conducted focuses on the development of digital literacy-based teaching materials for Indonesian language subjects for grade VII using Flipbook maker media. This media offers advantages in providing an interactive and interesting learning experience through digital books that can be accessed via the web with a back-and-forth page display. Thus, this study complements the gap in comprehensive studies related to the development of Flipbook maker-based teaching materials that can motivate students in writing descriptive texts.

## **2. METHOD**

This study uses the type of development research (Research and Development - R&D). The R&D method was chosen because it aims to

produce products in the form of digital literacy-based teaching materials and test the effectiveness of these products in learning. In accordance with the opinion (Sugiyono, 2013: 297), research and development aims to produce products that have the right use through the process of needs analysis. Next (Ibrahim, 2018: 153) Research and development are systematic steps to develop new products that can be accounted for.

The development model used in this study is the ADDIE model, which consists of five stages, namely: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The ADDIE model was chosen because the procedure is simple, easy to understand, and allows evaluation and revision at each stage. At the analysis stage, identification of problems and characteristics of students at MTs Zia Salsabila Bandar Setia was carried out. The design stage includes the creation of teaching material designs in the form of flipbook makers using the Canva application. The development stage is carried out by creating teaching materials and validation by a team of experts. Furthermore, the implementation stage is a trial of teaching materials on grade VII students. Finally, the evaluation stage focuses on the assessment and revision of the product based on the results of the trial.

Penelitian ini dilaksanakan di MTs Zia Salsabila Bandar Setia, was chosen because of the relevance of the existing problem and based on interviews with Indonesian language teachers who teach in class VII, as well as practical experience for three months. The research population was students in class VII A and VII B, with the implementation time planned for the even semester of the 2024/2025 academic year, namely April to May 2025. The research stages include planning, developing teaching materials, implementing trials, and analyzing the results.

Data collection techniques used several instruments, namely: initial observation to

identify problems in the field, structured interviews with Indonesian language teachers based on the sequence of questions that had been prepared (Ridwan, 2024: 43), and validation questionnaires to test the feasibility of teaching materials. Validation questionnaires were given to material experts, language experts, and media experts, while practicality questionnaires were given to students and teachers. All questionnaires used a Likert scale to measure aspects of the quality and practicality of teaching materials and contained input and constructive criticism related to the product. In addition, student learning outcomes were also measured to determine the effectiveness of teaching materials.

Data analysis consists of qualitative and quantitative data. Qualitative data in the form of suggestions and input from experts and teachers, while quantitative data in the form of teaching material assessment scores based on a Likert scale with the following criteria: 5 = very good, 4 = good, 3 = sufficient, 2 = lacking, and 1 = very lacking. The assessment score is calculated using the following percentage formula:

$$V = \frac{(\text{Total Score Obtained})}{(\text{Total Maximum Score})} \times 100\%$$

Description:

V = Percentage Score

where V is the percentage score of the quality of teaching materials. The results of the analysis are used to determine the feasibility, practicality, and effectiveness of descriptive text teaching materials based on digital literacy at MTs Zia Salsabila Bandar Setia.

### 3. RESULTS AND DISCUSSION

The results of this study are presented in detail as follows.

#### Analysis

The analysis stage is a crucial initial step in this research process, starting with direct observation at MTs Zia Salsabila Bandar Setia.

Through observation and interviews with Indonesian language teachers, it was found that so far teachers have never developed digital literacy-based teaching materials in the Merdeka Curriculum learning. In addition, the available printed teaching materials are also very limited and susceptible to damage, especially if exposed to water. This condition creates an urgent need to develop digital literacy-based teaching materials that not only include learning materials, but also learning media and Student Worksheets (LKPD) that are more practical and durable. The development of these teaching materials must be adjusted appropriately to the real problems faced by students. Based on the identification results, the material chosen to be developed in the form of digital teaching materials is descriptive text material, considering that many students have difficulty in writing object descriptions and distinguishing the structure of descriptive texts correctly. Thus, this teaching material is expected to improve students' skills in writing descriptive texts more effectively and interestingly.

### **Design**

Design as the second stage in this study aims to prepare and compile the contents of teaching materials that will be developed systematically and attractively. At this stage, material design is carried out for digital literacy-based teaching materials that will be used in the Indonesian language subject for grade VII, especially descriptive text material. The presentation of the material is designed by combining various learning media, including: reading text, supporting images, links or barcodes that lead to learning videos, creative assignments, and self-reflection that aim to increase students' understanding and awareness of the material being studied.

The material included in the flipbook includes the definition of descriptive text, characteristics of the object being described, the purpose of writing descriptive text, text structure, and systematic steps in writing descriptive text.

This flipbook-shaped teaching material consists of several main parts, namely the introduction (including cover, foreword, table of contents, concept map, and learning outcomes), core material content, and the closing section containing creative assignments, self-reflection, summary, bibliography, and author biography. To facilitate the use of teaching materials, the flipbook also provides instructions for use in the form of icons with descriptions of their respective functions, so that students and teachers can easily operate the teaching materials.

The design process for these teaching materials was carried out by utilizing laptop devices and the Canva web application as media to produce an attractive and interactive display on digital literacy-based teaching materials. The digital-based teaching materials that have been designed can be seen in the following images. These images display various important components, including the front and back covers, foreword, and table of contents. In addition, there is also a display of learning materials presented interactively, a video display as supporting media, a display of creative assignments to train students' understanding, and a display of the bibliography and author biography that complement the teaching materials. All of these elements are designed to provide an interesting learning experience and make it easier for students to understand the descriptive text material as a whole.





Figure 1. Front and Back Cover View

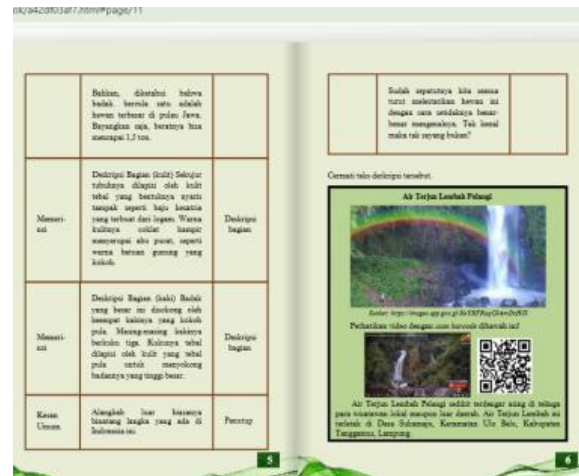


Figure 4. Video Display

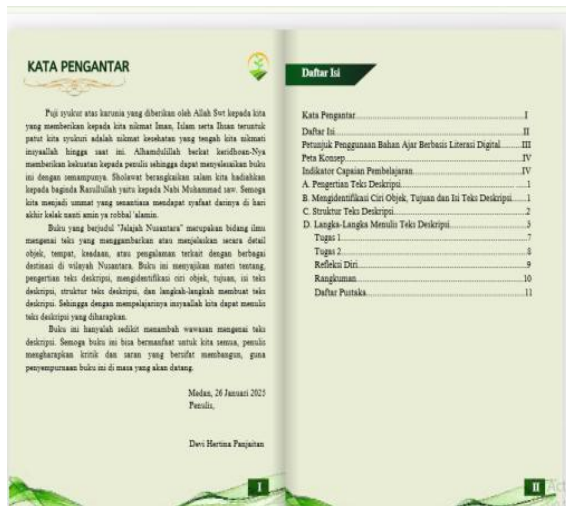


Figure 2. Display of Foreword and Table of Contents

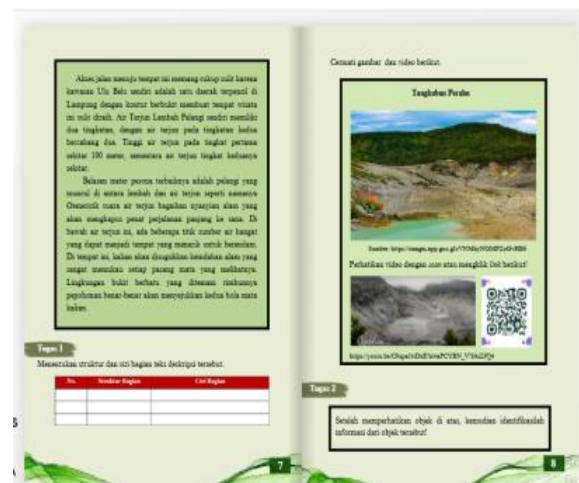


Figure 5. Task View

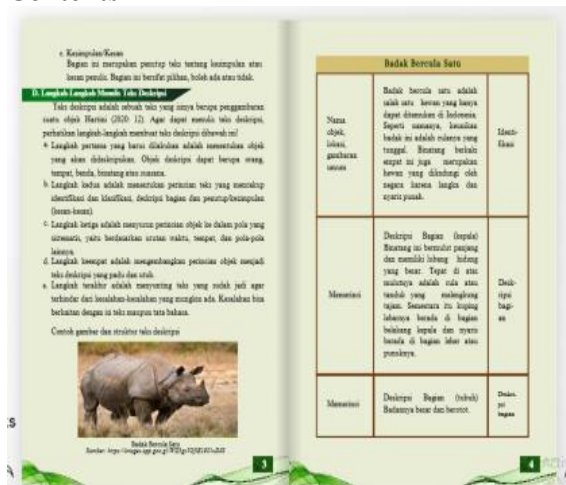


Figure 3. Material Display



Figure 6. View of Bibliography and Author Biography

## Development

The development stage is the third stage which includes the process of digitizing teaching materials and implementing a feasibility test on digital literacy-based teaching materials. The development process begins by changing the teaching materials that were originally in PDF format into a flipbook format using the Heyzine Flipbook service which is integrated through the Canva web. The results of the development of digital literacy-based teaching materials can be accessed online via the link <https://heyzine.com/flip-book/a42df03af7.html>.

At this stage, the teaching materials that have been developed are then tested for their feasibility by four validators consisting of material experts, language experts, media experts, and Indonesian language teacher practitioners. The validation process is carried out using a Likert-scale-based questionnaire to assess the quality and readiness of the product so that it can be used in the next implementation stage. After validation is complete, the assessment results will be analyzed and adjusted to the predetermined feasibility criteria to ensure that the teaching materials meet the standards and are effective for use in the learning process:

**Table 1. Product Eligibility Criteria**

| Percentage % | Eligibility Category |
|--------------|----------------------|
| <20%         | Very Unworthy        |
| 21%-40%      | Not Worthy           |
| 41%-60%      | Undecided            |
| 61%-80%      | Worthy               |
| 81%-100%     | Very Worthy          |

## Feasibility test

The feasibility test of teaching materials is obtained through assessments from experts consisting of material experts, language experts and media experts. The following are the validation results provided by these experts:

**Table 2 Expert Validation Results**

| Validator           | Score  | Criteria   |
|---------------------|--|------------|
| ANN                 | 100  | Very Valid |
| BDN                 | 93   | Very Valid |
| AKPN                | 90   | Very Valid |
| <b>Final Result</b> | $100 + 93 + 90$<br>$= 283 / 300 \times$<br>$100 = 94 \%$ | Very Valid |

Based on table 2. The final result of the score obtained by the three validators, namely material experts, language experts and media experts, was 94% with very valid criteria. So it can be concluded that the descriptive text teaching materials based on digital literacy developed by material experts, language experts and media experts, based on a Likert scale of 80% -100% are stated to be very feasible to be implemented in the classroom.

## Implementation

Implementation is the fourth stage in the ADDIE development model which aims to test the practicality and effectiveness of the teaching materials that have been developed. At this stage, small group trials and large group trials were conducted on grade VII students of MTs Zia Salsabila Bandar Setia. The small group trial aimed to see the initial response of students to the use of digital literacy-based descriptive text teaching materials and to assess aspects of ease of use and understanding of the material. After revisions were made based on input from the small group trial, it was continued with a large group trial involving more students to see the practicality of the teaching materials on a wider scale.

In addition, Indonesian language teachers were also asked to fill out a questionnaire to assess the practicality of the teaching materials from the perspective of direct users in the learning process. To measure the effectiveness of the teaching materials, pretests and posttests were

conducted on students before and after the use of digital literacy-based descriptive text teaching materials. The data from these tests were used to see improvements in student learning outcomes. This implementation stage was reinforced by documentation of activities in the form of photographs during the trial, both in small and large groups, as visual evidence of the implementation of the research.



**Figure 1. Small Group Trial**



**Figure 2. Large Group Trial**

Small group trials, digital literacy-based

descriptive text teaching materials in the Indonesian language subject for class VII at MTs Zia Salsabila Bandar Setia using 10 students, the implementation date is May 5, 2025. Meanwhile, large group trials using 25 students each from class VII A and VII B who were selected randomly, the implementation date is May 10, 2025.

### Practicality Test

Practicality test, data obtained through observation sheets on the implementation of the use of digital literacy-based teaching materials, teacher response questionnaires and student response questionnaires. The following is a description of the results of the practicality test:

#### Small group trials

Small group trials were conducted with the aim of identifying fundamental or initial problems, when using digital literacy-based descriptive text teaching materials. The results of the small group trials can be seen in the table below:

**Table 3. Results of the Small Group Trial Questionnaire Sheet**

| Respo<br>ndents | Numb<br>er of<br>Respo<br>ndents | To<br>tal<br>Sc<br>or<br>e | Maxi<br>mum<br>Score | Perce<br>ntage | Cate<br>gory |
|-----------------|----------------------------------|----------------------------|----------------------|----------------|--------------|
| Studen<br>t     | 10                               | 918                        | 1.000                | 91,8%          | Very<br>good |

Based on table 3. The results above obtained a score of 918 from a small group trial with 10 students. Then the percentage of student responses can be calculated using the following formula:

$$\text{Percentage} = \frac{918}{1000} \times 100\% \\ = 91,8\%$$



Based on the small group trial, the percentage was 91.8%, thus based on the Likert scale of 80%-100% it was stated as very feasible, with a very good category. Student comments on the developed teaching materials were also very good and excellent, so that the implementation of descriptive text teaching materials based on digital literacy could be continued to the large group trial stage.

### Large group trials

The large group trial is carried out the same as the small group trial. The results of the large group trial can be seen in the table below:

**Table 4. Results of the Large Group Trial Questionnaire Sheet**

| Respondents | Number of Respondents | Total Score | Maximum Score | Percentage | Category  |
|-------------|-----------------------|-------------|---------------|------------|-----------|
| Student     | 25                    | 2.364       | 2.500         | 94,56 %    | Very good |

Based on table 4. The results above obtained a score of 2,364 from a large group trial with 25 students. Then the percentage of student responses can be calculated using the following formula:

$$\text{Percentage} = \frac{2.364}{2.500} \times 100\%$$

$$= 94,56\%$$

Based on the large group trial, the percentage was 94.56% with a very good category and stated as very practical, and student comments on the developed teaching materials were also very good, so that digital literacy-based descriptive text teaching materials can be used in the learning process.

**Table 5. Teacher Questionnaire Sheet Results**

| Observer | Number of Instrument Items | Total Score | Maximum Score | Percentage | Category       |
|----------|----------------------------|-------------|---------------|------------|----------------|
| NAH      | 10                         | 48          | 50            | 96%        | Very Practical |

Based on table 5. Completion of the questionnaire carried out by Indonesian language subject teachers on May 14, 2025. The results above obtained a score of 48 from the responses to the questionnaire filled out by the teacher, so the percentage of the teacher's questionnaire results can be calculated using the following formula:

$$\text{Percentage} = \frac{48}{50} \times 100\%$$

$$= 96\%$$

Based on the final results of the scores obtained, the descriptive text teaching material based on digital literacy has proven to be very practical with a percentage of 96%, also the comments given by teachers on the teaching material developed are very good and interesting, so it can be concluded that the descriptive text teaching material based on digital literacy that was developed is very practical to be applied to the Indonesian language subject.

### Effectiveness Test

The results of the effectiveness test of descriptive text teaching materials based on digital literacy were carried out with a pre-test and post-test. The pre-test was carried out before students learned to use the developed descriptive text teaching materials, while the post-test was carried out after learning using descriptive text teaching materials based on digital literacy for 35 students of class VII MTz Zia Salsabila Bandar Setia. The following are the results of the pre-test

and post-test of class VII students:

**Table 6. Students' Pretest and Posttest Results**

| Sample  | Pretest        | Posttest       |
|---------|----------------|----------------|
| 35      | 1.960          | 3.120          |
| Average | 1.960/35 = 56% | 3.120/35 = 89% |

Based on table 6. The results of the pretest and posttest above, there is an increase in student learning outcomes. The pretest results with a score of 1,960, and the posttest results with a score of 3,120. The average pretest score of students before using digital literacy-based descriptive text teaching materials is 56%, while the average posttest score of students after using digital literacy-based descriptive text teaching materials is 89%, so the increase in pretest and posttest scores is 33%. The completion standard is based on the KKM determined by the school, which is 70.

The N-gain test was carried out on the pretest-posttest data to determine the effectiveness of digital literacy-based descriptive text teaching materials. The N-gain test result score is calculated using the following formula:

$$N - \text{Gain} = \frac{\text{Posttest score} - \text{pretest score}}{\text{Maximum score} - \text{pretest score}}$$

**Table 7. Interpretation of N-gain values**

| N-gain score                   | Category |
|--------------------------------|----------|
| $N\text{-gain} \geq 0,7$       | High     |
| $0,7 > N\text{-gain} \geq 0,3$ | Medium   |
| $N\text{-gain} < 0,3$          | Low      |

Sukarelawan et., al. (2024)

The N-gain test obtained data through the average results of the pretest and posttest scores. The following are the results of the N-gain test for grade VII students:

$$N - \text{gain} = \frac{89-56}{100-56}$$

$$= \frac{32}{44} = 0,75$$

Based on the results of the N-gain calculation, a score of 0.75 was obtained with a "high" category according to the interpretation of the N-gain value that has been set. N-gain is used to measure the effectiveness of teaching materials in improving students' understanding and writing skills of descriptive texts.

It can be concluded that the digital literacy-based descriptive text teaching materials developed are effective in improving students' abilities. This increase shows that the use of these teaching materials can have a positive impact on the learning process, so that students find it easier to write descriptive texts well.

### Evaluation

In the final stage, the development activities of descriptive text teaching materials based on digital literacy were evaluated. The research conducted in class VII MTs Zia Salsabila Bandar Setia succeeded in developing descriptive text teaching materials based on digital literacy which included teaching materials, images, links/barcodes containing videos, creative assignments, and self-reflection. Digital literacy-based teaching materials can be loaded at the link <https://heyzine.com/flip-book/a42df03af7.html>.

The development of descriptive text teaching materials based on digital literacy was also declared very valid by material, language and media experts from the results of filling out the questionnaire sheet. In line with the opinion of (Fitria et al., 2017: 19) that the validity test data was obtained from the validation sheet filled out by experts called validators. Descriptive text teaching materials based on digital literacy were declared practical based on student responses in small group tests, large group trials and responses from Indonesian language teachers.

Then the evaluation of the effectiveness of the teaching materials was carried out with a pretest and posttest on students to measure student learning outcomes before and after use. The results showed a significant increase in

students' writing skills, indicating that digital literacy-based teaching materials are not only feasible and practical, but also effective in improving the quality of learning. The advantages of this development research are that digital literacy-based descriptive text teaching materials can be accessed via the website so there is no need to download the application, just provide a smartphone or laptop with an internet quota to be able to access it. Meanwhile, the disadvantages of this development research only focus on the Indonesian language subject for class VII, especially the descriptive text material.

## DISCUSSION

The development of descriptive text teaching materials based on digital literacy in this study showed very satisfactory results in terms of feasibility, practicality, and effectiveness. The development process was carried out through the ADDIE model which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model is considered effective because it provides a systematic framework in producing scientifically tested learning products. Validation from experts reflects the quality of the content, language, and media used. Validation from material experts reached 100%, language experts 93%, and media experts 90% indicating that this product is very suitable for use in the classroom. This finding is in line with the opinion (Fitria et al., 2017: 17) that validation by experts is an essential step in the development of teaching materials to ensure that the product is not only academically accurate, but also communicative and appropriate to the characteristics of the students.

In terms of content, this teaching material not only presents reading texts, but also integrates digital media such as images, videos through barcodes, creative assignments, and self-reflection. The integration of these elements reflects the implementation of digital literacy that is in accordance with the demands of 21st century

education. Digital literacy is the ability to understand and use information in various digital formats delivered via computer (Bungsu et al., 2023: 142). Meanwhile, (Yul et al., (2024: 64) expands this definition by including technical, cognitive, and social aspects in the use of digital technology. The use of various media formats in this teaching material supports students' skills in accessing, understanding, and reflecting on information critically, making the learning process more meaningful and comprehensive.

The practicality of the teaching materials is reflected in the results of the trials conducted. In the small and large group trials, the teaching materials received student responses of 91.8% and 94.56% which were categorized as very good, while the teachers gave an assessment of 96% with a very practical category. These results indicate that the teaching materials are not only feasible in terms of content, but also easy to use by both teachers and students. This supports the research (Izzatunnisa et al., 2024: 2986) which states that effective teaching materials must be able to be used without requiring additional complicated training and must be appropriate to the student's learning context. In this case, ease of use and direct usefulness in the classroom are important indicators of the practicality of a teaching material.

Based on the evaluation of student learning outcomes, there was a significant increase between the pretest and posttest scores. The average pretest score of students was 56%, while the posttest score increased to 83%, with an N-gain of 0.75 which is included in the high category. This proves that the teaching materials are able to significantly improve students' understanding and skills in writing descriptive texts. This increase is in line with the findings (Aminuddin et al., 2021: 59) who found that the use of digital-based learning media can improve students' critical thinking skills. The effectiveness of this teaching material also confirms the principles of constructivism theory (Yulianti,

2023: 28) that students construct their knowledge through interaction with the learning environment and available media.

The presence of features such as creative assignments and self-reflection strengthen the pedagogical value of this teaching material. Creative assignments encourage students to actively apply and develop their understanding, while self-reflection helps students evaluate their learning process. This reflects a social constructivism-based learning approach that emphasizes the importance of metacognition and the active role of students in the learning process (Yul et al., 2024: 69). Thus, this teaching material not only focuses on the final learning outcomes, but also on students' deep and reflective thinking processes, which are very important for the development of literacy and high-level thinking competencies.

Thus, the development of descriptive text teaching materials based on digital literacy provides a significant contribution to the world of education, especially Indonesian language learning at the MTs level. The innovation presented not only answers the challenges of the digital age, but also strengthens an active, creative, and reflective learning approach. This study is evidence that the integration of digital technology in teaching materials, if carried out with the right pedagogical design, can improve the quality of the process and learning outcomes of students. This finding also opens up space for the development of similar teaching materials in other types of texts and at various levels of education, by adjusting the context and characteristics of students.

#### 4. CONCLUSION

This study concludes that the development of digital literacy-based descriptive text teaching materials significantly improves the quality of Indonesian language learning at the junior high school level. Teaching materials that combine multimodal elements such as images, interactive

video links, creative tasks, and reflective activities show very high levels of validity, practicality, and effectiveness. Validation from experts reached an average of 94%, while teacher and student responses showed very good acceptance and implementation. The significant increase in learning outcomes (N-gain = 0.75; high category) confirmed the pedagogical value of integrating digital devices in language learning.

These findings confirm the pedagogical potential of digital literacy-based teaching materials in increasing students' engagement, understanding, and critical thinking skills, especially in writing descriptive texts. Unlike conventional printed teaching materials, the digital format offers higher interactivity and accessibility, in line with today's students' digital learning habits. This shows that digital teaching materials are not just complementary, but play a transformational role in how students understand and produce texts.

However, the scope of this study is limited to one type of text and one institutional context. Therefore, further research is needed to test the applicability of this model in various types of texts, educational levels, and more diverse learning environments. Longitudinal studies are also recommended to assess the long-term impact of the use of digital literacy-based teaching materials on students' language competence and digital skills. Integrating digital pedagogy into curriculum design remains a strategic path for innovation in language education.

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