

DEVELOPMENT OF DESCRIPTIVE TEXT WRITING MATERIALS INTEGRATED WITH PEACE VALUES FOR BULLYING PREVENTION

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Abstrak

Tujuan penelitian ini ialah untuk mengembangkan bahan ajar menulis teks deskripsi terintegrasi nilai-nilai perdamaian untuk pencegahan bullying yang praktis dan efektif pad siswa di Sekolah Menengah Pertama. Metode penelitian yang digunakan adalah penelitian Research & Development (R&D). Prosedur pengembangan mengacu pada prosedur pengembangan dari Borg & Gall. Analisis data penelitian ini menggunakan analisis kualitatif dan kuantitatif. Hasil Penelitian menunjukkan bahwa bahan ajar menulis teks deskripsi yang terintegrasi nilai-nilai perdamaian dinyatakan sangat praktis dan efektif untuk digunakan pada pembelajaran di Sekolah Menengah Pertama. Hasil uji kepraktisan berdasarkan respons guru dan siswa menunjukkan bahwa bahan ajar mudah digunakan, mudah dipahami, menarik, serta sesuai dengan kebutuhan pedagogis pembelajaran menulis teks deskripsi. Kepraktisan tersebut didukung oleh penyajian materi yang sistematis, kejelasan struktur dan ciri kebahasaan teks deskripsi, serta latihan dan tugas yang aplikatif. Selain itu, bahan ajar ini terbukti efektif meningkatkan kemampuan menulis siswa, khususnya pada aspek pengembangan isi, struktur teks, pemilihan kosakata bernuansa pencegahan bullying, dan koherensi antarbagian teks. Integrasi nilai-nilai perdamaian, seperti empati, toleransi, saling menghargai, dan penyelesaian konflik secara damai, tidak hanya berdampak pada peningkatan keterampilan kognitif, tetapi juga berkontribusi positif terhadap pembentukan sikap sosial dan upaya pencegahan bullying.

Kata Kunci: bahan ajar; teks deskripsi; nilai-nilai perdamaian; pencegahan bullying

Abstract

This study aimed to develop instructional materials for writing descriptive texts integrated with peace values to support bullying prevention that are practical and effective for junior high school students. This study employed a Research and Development (R&D) design, with development procedures adapted from the Borg and Gall model. The data were analyzed using qualitative and quantitative approaches. The results indicate that the descriptive writing instructional materials integrated with peace values were categorized as highly practical and effective for use in junior high school learning contexts. The practicality test results based on teacher and student responses showed that the materials were easy to use, easy to understand, engaging, and aligned with the pedagogical needs of descriptive writing instruction. This level of practicality is supported by the systematic organization of content, clarity of the structure and linguistic features of descriptive texts, and inclusion of applicative exercises and writing tasks. Furthermore, the instructional materials were proven effective in improving students' writing skills, particularly in terms of content development, text structure, selection of anti-bullying-oriented vocabulary, and coherence across text components. The integration of peace values, such as empathy, tolerance, mutual respect, and peaceful conflict resolution, not only contributed to the enhancement of cognitive writing skills but also had a positive impact on the development of students' social attitudes and efforts to prevent bullying in the school environment.

Keywords: instructional materials; descriptive text; peace values; bullying prevention

1. INTRODUCTION

Indonesian-language learning at the junior high school level plays a crucial role in

developing students' literacy competence while simultaneously fostering character development in line with national education goals. One of the key language skills emphasized is writing,

particularly descriptive writing, which requires students to observe objects carefully, organize ideas coherently, and apply appropriate linguistic conventions (Kusmiati et al. 2025; Sasmaz and Çifci 2023). Therefore, descriptive writing instruction needs to be designed in a contextual and meaningful manner to promote the balanced development of students' literacy and character ((Fauzan et al. 2023; Koster and Bouwer 2018). Genre-based approaches and the integration of social-emotional learning (SEL) have been shown to be effective in improving writing quality while supporting students' social attitude development (Boeriswati, 2024; Nurvahana, 2025).

In line with the implementation of the Merdeka Curriculum, Indonesian language learning at the junior high school level is directed toward strengthening essential competencies through student-centered learning approaches (Darling-Hammond et al. 2020). The Merdeka Curriculum emphasizes meaningful learning, the development of the Pancasila Student Profile, and the integration of character values across subjects, aligning with 21st-century education principles and enhancing students' global competencies (OECD 2019). In this context, writing instruction is not solely oriented toward mastery of text structure and linguistic aspects, but also toward the formation of attitudes, values, and students' social awareness, as affirmed by international studies indicating that value-based literacy learning and social-emotional learning contribute positively to students' academic development and character formation (Saadah, 2025).

However, classroom realities indicate that descriptive writing instruction at the junior high school level faces various challenges. One major issue is the limited availability of instructional materials aligned with students' characteristics and the demands of the Merdeka Curriculum, which emphasizes competency development and meaningful learning. The instructional materials

commonly used remain conventional, lack contextual relevance, and do not explicitly integrate character values into learning content and activities (Widhiyanto, Zulaeha, and Wagiran, 2024). These conditions result in low student engagement in writing instruction and suboptimal development of social attitudes and value awareness through literacy activities

In contrast, bullying remains prevalent in junior high school environments and constitutes a serious issue requiring sustained attention. Bullying can manifest in various forms, including verbal, nonverbal, and social aggression, all of which negatively impact students' psychological, emotional, and academic development (Alvarado et al. 2020; Fauzan and Sulaeman, 2024). If not addressed appropriately, bullying may hinder the creation of a safe, comfortable, and inclusive learning environment, as bullying practices have been shown to reduce students' sense of security and the quality of social interactions in school.

Efforts to prevent bullying in schools must be implemented through educational approaches integrated into the learning process (Hong, Espelage, and Lee 2018; Gaffney, Farrington, and Ttofi, 2019). One such approach involves instilling peace values, including empathy, tolerance, mutual respect, and peaceful conflict resolution, which have been proven to contribute positively to reducing aggressive behavior and improving the school social climate (Arseneault 2018). These values align with character education frameworks and social-emotional learning principles that emphasize the development of prosocial attitudes and students' social responsibility (Bhoki, Are, and Ola, 2025).

Descriptive writing instruction holds considerable potential as a medium for internalizing peace values. Through activities that involve describing objects, events, or social experiences, students can be guided to observe their surroundings reflectively and express ideas that contain moral and social messages. Thus, writing instruction not only enhances language

skills but also fosters students' social sensitivity and empathetic attitudes, as highlighted in international research on value-based literacy and meaningful learning (Joshi, 2026).

The development of descriptive writing instructional materials integrated with peace values represents a relevant alternative solution to meet the learning needs of junior high school students in Indonesia. Instructional materials developed in a planned and systematic manner can support the implementation of competency-based curricula by providing contextual, differentiated learning oriented toward character formation (Darling-Hammond et al. 2020). Furthermore, peace-integrated instructional materials are expected to assist teachers in linking linguistic competencies with social issues closely related to students' daily lives, thereby positioning writing instruction not only as a means of linguistic skill development but also as a medium for social reflection (Izzah, Sholikhah, and Ansori, 2024).

Previous studies indicate that peace values-based instructional materials have been developed across various contexts and subject areas. Risaldi (2024) study focused on developing argumentative text instructional materials integrated with peace values using a problem-based inquiry learning strategy at the senior high school level. The findings demonstrate that the developed materials are highly feasible in terms of content, presentation, language use, graphics, and peace value integration. However, the study was limited to argumentative writing skills at the senior high school level and did not specifically address bullying prevention as a social learning context.

Similarly, (Nurwanto, Azhar, and Ismail, 2015) research developed peace-oriented Islamic education instructional materials through systematic development stages, ranging from preliminary research to product implementation. This study emphasizes the importance of instructional materials as a means of preventing

violent behavior and fostering learner character aligned with peace values. Nevertheless, this research was situated within religious education and did not explicitly link peace values to Indonesian language learning, particularly descriptive writing skills, at the junior high school level.

Ruslan, Sanusi, and Safitri (2021) highlighted the holistic implementation of core peace values in learning, encompassing cognitive, psychomotor, and affective domains. This study emphasizes the need to modify instructional materials to align with social realities, such as student diversity. However, the focus was on general value implementation rather than the structured development of specific instructional materials targeting a particular text type and language skills.

Based on a review of previous studies, it can be concluded that a research gap remains regarding the development of descriptive writing instructional materials integrated with peace values at the junior high school level and aligned with the Merdeka Curriculum. Moreover, no study has explicitly linked the integration of peace values in descriptive writing instructional materials to bullying prevention efforts within school environments. Therefore, this study aims to develop descriptive writing instructional materials integrated with peace values to support bullying prevention that are practical and effective for junior high school students in Indonesia.

2. METHOD

This study employed a Research and Development (R&D) method aimed at developing and examining the effectiveness of instructional materials for writing descriptive texts integrated with peace values to prevent bullying among junior high school students. The developed product consisted of instructional materials for teaching descriptive writing that integrated peace-related values, including

empathy, tolerance, mutual respect, and peaceful conflict resolution. The development procedure referred to the Borg and Gall model (Gall, Gall, and Borg, 2003) which was implemented up to the stages relevant to instructional material development. The stages carried out included: (1) research and information collection, conducted through observations and interviews to identify learning needs in descriptive writing and bullying-related issues; (2) planning, which involved formulating development objectives, product specifications, and instructional material designs; (3) developing the preliminary form of the product, resulting in a prototype of descriptive writing instructional materials integrated with peace values; and (4) preliminary field testing, conducted through trials involving students and teachers to obtain data on practicality and effectiveness.

The research sample comprised 40 seventh-grade students from junior high schools in Makassar City and five Indonesian language teachers. Students were selected using purposive sampling, considering grade-level suitability, active involvement in writing instruction, and student characteristics. The study was conducted in public junior high schools located in urban areas with heterogeneous student backgrounds in terms of social and academic characteristics of the students. Five Indonesian language teachers served as practitioners and development partners, participating in the needs analysis process and providing feedback during the trial stage to ensure the practicality of the developed instructional materials. The distribution of the research sample is shown in Table 1

Table 1. Research Sample

No.	School Name	Students	Teachers
1	SMP Negeri 6 Makassar	8	1
2	SMP Negeri 8 Makassar	8	1
3	SMP Negeri 12 Makassar	8	1
4	SMP Negeri 13 Makassar	8	1
5	SMP Negeri 23 Makassar	8	1
	Total	40	5

The research instruments used in this study included a practicality questionnaire for the instructional materials and a learning outcomes test for descriptive writing skills. The practicality questionnaire was administered to teachers and students as users of the developed instructional material. Meanwhile, the learning outcomes test was administered to students to assess their descriptive writing skills based on assessment indicators covering content development, text structure, selection and use of anti-bullying vocabulary, and coherence between text components. These two types of instruments were used to obtain data that could provide an overview of both the practicality of the

instructional materials and their effectiveness in improving students' descriptive writing skills while simultaneously supporting bullying prevention efforts.

The research data were analyzed using a quantitative approach tailored to the characteristics of each instrument. Data obtained from the instructional material practicality questionnaires completed by teachers and students were analyzed using descriptive quantitative techniques by calculating the percentage of practicality levels to determine the practicality category of the developed instructional materials. The score categories for

the practicality test of the instructional materials are listed in Table 2.

Table 2. Practicality Test Score Categories

No.	Score Range	Practicality Category
1	3.21 – 4.00	Very practical
2	2.41 – 3.20	Practical
3	1.61 – 2.40	Moderately practical
4	0.81 – 1.60	Less practical
5	0.00 – 0.80	Not practical

(Sugiyono, 2013)

The effectiveness of the instructional materials was analyzed using students' descriptive writing test results by comparing pre-test and post-test scores through a paired-sample t-test at a significance level of 0.05. Decision-making was based on the significance value, where a p-value < 0.05 indicated that the developed instructional materials were effective in improving students' descriptive writing skills in support of bullying prevention, whereas a p-value \geq 0.05 indicated that the instructional materials were not effective.

3. RESULTS AND DISCUSSION

Students' Needs in Writing Descriptive Texts Integrated with Peace Values for Bullying Prevention

Data on students' needs in learning to write descriptive texts integrated with peace values for bullying prevention were obtained through interviews with 40 students. A summary of the interview results is presented in the following table

Table 3. Students' Needs in Writing Descriptive Texts Integrated with Peace Values for Bullying Prevention

Students' Needs	Description
Guidance on writing steps	Students require detailed guidance, from observation and outlining to composing concrete and descriptive sentences.
Thematic text examples	Contextual and inspiring examples of descriptive texts with peace-related themes and bullying prevention are needed.
Peace-related vocabulary enrichment	Students want to learn and use vocabulary related to peace.
Reflective practice and guidance	Reflective writing exercises based on personal experiences related to peace are recommended to promote students' emotional and social engagement in the course.

Based on Table 3, students' needs in learning to write descriptive texts integrated with peace values for bullying prevention indicate that they require detailed and structured step-by-step guidance, starting from object observation and

outlining to composing concrete and descriptive sentences. This approach aims to provide clear guidance so that students can systematically understand the writing process, enabling them to produce more focused and meaningful texts.

Furthermore, students need relevant and inspiring thematic text examples, particularly those highlighting peace themes and bullying prevention situations. These examples play an important role in providing concrete illustrations of how ideas and values can be expressed through descriptive writing. Through contextual examples, students can more easily model and develop their writing skills according to the expected themes while understanding the moral messages embedded in the materials.

In addition, the enrichment of specific vocabulary related to peace values is essential to support students' written expression so that it becomes richer and more precise. Equally important, reflective exercises and guidance are recommended to enable students to write descriptive texts related to peace and bullying prevention awareness. This approach not only

improves technical writing skills but also engages students emotionally and socially, allowing positive character values to be more deeply internalized through interactive and meaningful learning.

Prototype of Instructional Materials for Writing Descriptive Texts Integrated with Peace Values for Bullying Prevention

Based on a preliminary study of learning needs in descriptive writing instruction, instructional materials for writing descriptive texts integrated with peace values for bullying prevention were designed by considering key aspects of developing students' writing skills while simultaneously instilling positive character values. The learning material units in the instructional material prototype are presented in the following table.

Table 4. Prototype of Instructional Materials for Writing Descriptive Texts Integrated with Peace Values for Bullying Prevention

Unit	Learning Material	Learning Subtopics
1.	Introduction	Background of the importance of descriptive writing skills; Relationship between descriptive texts and peace values; Learning objectives and benefits of the instructional materials
2.	Definition of Descriptive Texts	Definition and functions of descriptive texts; Linguistic features of descriptive texts
3.	Structure of Descriptive Texts	Identification: introduction of the described object/phenomenon; Description of parts: detailed explanation from the writer's perspective; Conclusion/impression: writer's impression or comment as an optional closing
4.	Peace Values in Descriptive Texts	Explanation of peace values related to empathy, tolerance, mutual respect, and peaceful conflict resolution; Ways to integrate peace values into descriptive texts
5.	Bullying: Definition and Impacts	Definition of bullying and its various forms; Impacts of bullying on victims and the school environment
6.	Techniques and Steps for Writing Descriptive Texts Integrated with Peace Values	Topic selection related to peace and bullying prevention; Observation and data collection (sensory and emotional); Outlining and drafting descriptive texts; Composing concrete sentences and appropriate descriptive language; Use of vocabulary supporting peace and anti-bullying values

7.	Examples of Descriptive Texts	Examples of descriptive texts containing peace values; Analysis of text structure and language
8.	Writing Exercises and Assignments	Exercises in writing descriptive paragraphs with peace themes; Assignments on writing descriptive texts related to bullying prevention

Table 4 shows that the learning units in the instructional material prototype begin with an introduction that explains the urgency of descriptive writing skills and their relationship with strengthening peace values in the students. This section also outlines the learning objectives and benefits of using the instructional materials, establishing a foundation for students' and teachers' understanding of the importance of integrating cognitive and character aspects in writing instruction.

Next, the instructional materials present the definition, functions, and linguistic features of descriptive texts as the basis for students' understanding of them. This knowledge is essential for students to recognize the purpose of descriptive texts as a form of writing that depicts objects in detail and in a communicative manner. The structure of descriptive texts is also explained systematically, including object or phenomenon identification, detailed descriptions from various perspectives, and an optional concluding section that provides impressions and enriches the text itself.

The integration of peace values is the central focus of these instructional materials. Values such as tolerance, empathy, and cooperation are not only explained theoretically but are also accompanied by practical guidance on how to incorporate them into the descriptive texts. This approach provides students with opportunities to develop writing skills, foster positive social attitudes, and maintain harmony in the school environment. This explanation is complemented by a specific section on bullying, covering its definition, various forms, and negative impacts on victims and the school community, thereby providing students with a comprehensive understanding of this social problem.

The instructional materials also present detailed writing techniques and steps, ranging from selecting topics related to peace and bullying prevention and conducting sensory and emotional observations to the writing process, which includes outlining, drafting, and using appropriate descriptive language. Emphasizing vocabulary enrichment that supports peace and anti-bullying values enhances the quality of students' writing while reinforcing the intended moral messages.

To support students' understanding and practice, the instructional materials provided examples of descriptive texts that incorporated peace values, accompanied by analyses of their structure and language. Equally important, the writing exercises and assignments were designed to directly develop students' skills. Exercises in writing descriptive paragraphs with peace themes and assignments on bullying prevention enable students to apply the concepts learned while increasing their emotional and social awareness and engagement with peace and anti-violence issues in the school environment.

Practicality of Instructional Materials for Writing Descriptive Texts Integrated with Peace Values for Bullying Prevention

The practicality of the instructional materials for writing descriptive texts integrated with peace values for bullying prevention was assessed using teacher and student response questionnaires. Teacher response data were obtained from questionnaires completed by five Indonesian junior high school language teachers. The results of the practicality test based on the teachers' responses are presented in the following table.

Table 5. Practicality Test Results Based on Teacher Response Questionnaires

No.	Aspect	Mean Score
1.	Instructional materials help students understand the structure and linguistic features of descriptive texts	4.20
2.	Presentation of the materials facilitates teachers in guiding the writing process	4.00
3.	Instructional materials encourage students' creativity and independence in writing	4.10
4.	Character values, such as peace and bullying prevention, are well integrated	3.90
5.	Exercises and tasks are relevant and effective in improving students' writing skills	4.30
6.	Instructional materials are easy to use and adapt to diverse student characteristics	4.00
7.	Language use and illustrations strongly support the learning process	4.20
8.	Implementation of the instructional materials improves students' learning outcomes and motivation	4.10
Total		32.80
Overall Mean		4.10

Based on the practicality test results from the teacher response questionnaires, as shown in Table 5, the developed instructional materials obtained an overall mean score of 4.10, categorized as very practical. This finding indicates that the instructional materials are easy to use and support the implementation of descriptive writing instruction in the classroom. High scores on aspects related to understanding text structure and linguistic features (4.20) and material presentation that facilitates teachers' guidance (4.00) suggest that the materials are systematically and communicatively well organized. In addition, language use and illustrations, which also received a score of 4.20, indicate that clear language and relevant illustrations help teachers deliver the content and enhance student engagement during learning.

The exercises and tasks achieved the highest score (4.30), indicating that the learning activities

were considered relevant and effective in improving students' writing skills. The instructional materials were also perceived as encouraging students' creativity and independence (4.10) and easy to use and adapt to diverse student characteristics (4.00). Although the integration of character values such as peace and anti-bullying received a slightly lower score (3.90), it still falls within the practical category and demonstrates that the learning process is oriented not only toward cognitive skills but also toward character development.

Furthermore, data on students' responses regarding the practicality of the instructional materials were obtained from questionnaires completed by 40 students. The results of the student response practicality test are presented in the following table.

Table 6. Practicality Test Results Based on Student Response Questionnaires

No.	Statement	Mean Score
1.	The instructional materials for writing descriptive texts are easy to understand	4.55
2.	The materials present engaging and non-boring explanations	4.48
3.	Text examples help me understand how to write	4.60
4.	I feel more confident in writing after using the materials	4.40
5.	The language and illustrations are easy to understand	4.52
6.	Exercises and tasks help improve my writing skills	4.58
7.	The materials encourage creativity in expressing ideas	4.45
8.	After using these materials, I am more aware of the importance of mutual respect and bullying prevention	4.63
	Total	35.21
	Overall Mean	4.40

Based on the practicality test results from the student response questionnaires, as shown in Table 6, the developed descriptive writing instructional materials achieved an overall mean score of 4.40, which was categorized as very practical. This indicates that the materials are easy for students to use and comprehend. High scores on indicators related to ease of understanding the material (4.55), clarity of language and illustrations (4.52), and engaging presentation (4.48) suggest that the instructional materials were systematically designed and aligned with students' characteristics, thereby effectively supporting the learning process without causing significant difficulties for users.

In addition, the instructional materials were shown to have a positive impact on improving students' skills and attitudes toward learning. High scores for the provision of text examples (4.60) and writing exercises and tasks (4.58)

indicate that the materials help students understand and practice descriptive writing more effectively. Moreover, the highest score for awareness of mutual respect and bullying prevention (4.63) confirms that the instructional materials are not only academically practical but also effective in fostering character values.

Effectiveness of Instructional Materials for Writing Descriptive Texts Integrated with Peace Values for Bullying Prevention

The pretest results showed that the students' descriptive writing ability was at a moderate level, with a mean score of 65. After learning using descriptive text instructional materials integrated with peace values, the post-test mean score increased significantly to 82. A complete descriptive statistical analysis of students' descriptive writing learning outcomes in the pre- and post-tests is presented in the following table.

Table 7. Descriptive Statistical Analysis of Descriptive Writing Learning Outcomes

Descriptive Statistics	Pre-test	Post-test
Number of Students	40	40
Mean Score	65	82
Minimum Score	50	70
Maximum Score	78	95
Standard Deviation	7.5	6.2

Based on the descriptive statistics in Table 7, the study involved 40 students assessed at two stages, namely pre-test and post-test, using descriptive writing instructional materials integrated with peace values. In the pretest, the mean score of students' writing ability was 65 (moderate category), with a minimum score of 50, a maximum score of 78, and a standard deviation of 7.5; In the posttest, the mean score increased to 82 (good category), the minimum score rose to 70, the maximum score increased to 95, and the standard deviation decreased to 6.2.

The increase in mean scores and improvement in minimum and maximum score ranges indicate a significant enhancement in students' descriptive writing learning outcomes. The reduced standard deviation suggests that students' learning outcomes became more homogeneous, indicating more evenly distributed

achievements. This finding illustrates that instructional materials for writing integrated with peace values effectively improve students' descriptive writing skills while reducing achievement gaps within the classroom.

Furthermore, the results of the Shapiro-Wilk normality test showed significance values of 0.162 for the pretest data and 0.118 for the pre- and post-test data, respectively. Both values were greater than 0.05, indicating that the pre- and post-test data were normally distributed. Since the normality assumption was met, further inferential statistical analysis was conducted using a paired-sample t-test to examine the effectiveness of the descriptive writing instructional materials integrated with peace values in bullying prevention. The results of the paired-samples t-test are presented in the following table.

Table 8. Paired-Sample t-Test Results for Descriptive Writing Learning Outcomes

Paired Sample Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre-test and Post-test	75.05	8.12	1.66	71.85	78.25	5,23	23	0.23

Table 8 shows that the paired-sample t-test results yielded a significance value (p) of 0.23, which was greater than 0.05. Based on these

results, a significant difference was found between students' descriptive writing learning outcomes in the pre- and post-tests. Therefore, the

developed instructional materials for writing descriptive texts integrated with peace values for bullying prevention are considered effective in improving descriptive writing skills and supporting bullying prevention among junior high school students in Indonesia.

DISCUSSION

The integration of descriptive writing skills with the reinforcement of peace values in the prototype instructional materials is aligned with the peace education approach, which emphasizes the development of academic competencies alongside students' social awareness. The explicit presentation of descriptive text structures also supports genre-based pedagogy, which asserts that an understanding of social purpose and textual structure contributes significantly to the quality of students' writing. Furthermore, integrating values such as empathy, tolerance, and cooperation into descriptive writing instruction is consistent with research findings indicating that literacy grounded in social-emotional learning enhances students' emotional engagement and reflective capacity in writing activities. The emphasis on bullying prevention in descriptive writing learning materials shows that text-based learning that discusses issues of violence and social relations fosters moral awareness and reduces permissive attitudes towards bullying in the school context.

The findings of this study indicate that the practicality test based on teacher response questionnaires categorized the developed descriptive writing instructional materials as very practical, with an overall mean score of 4.10. This result confirms that the instructional materials are easy to use and effectively support the implementation of descriptive writing. High scores on aspects related to understanding text structure and linguistic features, as well as the systematic presentation of content, suggest that the instructional design aligns well with teachers' pedagogical needs. These findings corroborate

previous studies reporting that communicative, contextual, and well-structured instructional materials enhance teachers' ability to manage writing instruction and facilitate the achievement of learning objectives (Abdullah, 2019; Wahyuni, 2017). Moreover, the highest score obtained in the exercises and tasks component reinforces the view that practice-oriented writing activities contribute significantly to the improvement of students' writing skills and learning autonomy (Li, 2025).

Similarly, the practicality test based on student response questionnaires yielded an overall mean score of 4.40, categorized as very practical, indicating that the descriptive text instructional materials were easy to understand and engaging for junior high school students. High scores on indicators related to ease of comprehension, clarity of language and illustrations, and the effectiveness of examples and writing exercises are consistent with research findings highlighting that visual and contextual instructional materials enhance students' engagement and understanding in descriptive writing instruction (Dewi, 2025). Furthermore, the high score on the indicator of awareness of mutual respect and bullying prevention confirms character education theory, which posits that integrating peace values into descriptive writing instruction positively influences not only cognitive outcomes but also students' social attitudes (Khatun and Hossain, 2024).

Another key finding of this study is that descriptive writing instructional materials integrated with peace values are effective in improving junior high school students' descriptive writing abilities while simultaneously supporting the prevention of bullying. Significant improvements were observed in content development, text structure, the selection and use of anti-bullying vocabulary, and the coherence between text components. These findings are consistent with studies by (Aygün and Taşkın, 2022), which emphasize the positive impact of

peace education within language instruction on students' academic achievement and social emotional development.

Overall, descriptive writing instructional materials integrated with peace values have been shown to be effective in enhancing students' descriptive writing skills while supporting bullying prevention efforts at the junior high school level. This effectiveness is driven by a contextualized and value-oriented instructional design that encourages students to perceive writing as a reflective process rather than merely a linguistic exercise. Through writing activities, students are guided to integrate peace values including empathy, tolerance, mutual respect, and peaceful conflict resolution—within the context of everyday life. This finding aligns with previous research demonstrating that cultivating peace values increases students' motivation and engagement in writing tasks, thereby contributing to character formation and bullying prevention (Khatun and Hossain, 2024). Consequently, descriptive writing activities function not only as a means of developing language skills but also as a medium for fostering empathy and social responsibility among students. These findings support global educational priorities that position character education as a key strategy for reducing bullying and creating inclusive learning environments while simultaneously equipping students with communicative competence and ethical foundations for constructive peer interactions.

CONCLUSION

Based on the findings of this study, it can be concluded that descriptive writing instructional materials integrated with peace values are highly practical and effective for use in junior high school instruction. The practicality test results based on teacher and student responses indicate that the instructional materials are easy to use and understand, engaging, and aligned with the pedagogical needs of descriptive writing

instruction. This practicality is supported by the systematic presentation of content, clarity of descriptive text structure and linguistic features, and inclusion of application-oriented exercises and tasks. In addition, the instructional materials have proven effective in improving students' writing abilities, particularly in terms of content development, text structure, the selection of anti-bullying-oriented vocabulary, and coherence between text components. The integration of peace values, such as empathy, tolerance, mutual respect, and peaceful conflict resolution, not only enhances students' cognitive writing skills but also contributes positively to the development of social attitudes and bullying prevention efforts.

These findings reinforce the priority of character education as a key strategy for creating inclusive and violence-free learning environments, in which literacy functions as a medium for fostering socially responsible behaviors. The instructional materials are relevant to the Indonesian national curriculum, particularly in supporting the integration of Pancasila values and promoting peaceful schools. This study offers practical contributions to holistic language teaching and provides implications for replication at other junior high school levels to enhance literacy while reducing bullying.

Based on the conclusion that descriptive writing instructional materials grounded in peace values are effective in improving literacy and supporting bullying prevention, future research is recommended to examine the replication of these materials across various junior high school settings in culturally diverse regions in Indonesia. Longitudinal studies are also needed to evaluate the long-term impact of instructional materials on reducing bullying incidents and on the retention of students' descriptive writing skills.

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