Development of Teaching Materials for Writing Short Stories Based on Local Wisdom of Riau "Batimang" Class XI High School Students

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Abstract

Keterampilan menulis merupakan keterampilan produktif dan keterampilan paling tinggi dalam memperoleh bahasa karena keterampilan menulis diperoleh sesudah keterampilan menyimak, berbicara, dan membaca. Menulis merupakan kegiatan untuk melatih kemampuan berpikir siswa menjadi lebih kreatif, produktif, dan ekspresif. Penelitian ini bertujuan untuk mengetahui kelayakan bahan ajar menulis cerita pendek berbasis kearifan lokal batimang untuk siswa kelas XI SMA dan Mengetahui hasil menulis cerita pendek berbasis kearifan lokal Batimang untuk siswa kelas XI SMA. Penelitian pengembangan ini menggunakan teknik analisis data secara kualitatif dan teknik analisis data secara kuantitatif. Analisis data secara kualitatif digunakan untuk menganalisis data yang didapat pada saat wawancara dan catatan tertulis berupa saran, masukan, maupun komentar yang didapat dalam angket pada saat uji kelayakan. Peneliti melakukan identifikasi kebutuhan untuk bahan ajar menulis cerpen siswa kelas XI SMA di Kabupaten Kampar. Pengembangan bahan ajar yang dilakukan berdasarkan pada aspek-aspek kebutuhan peserta didik dan guru. Bahan ajar yang telah divalidasi oleh ahli dalam bidang kelayakan materi dan kebahasaan, dan ahli media yang sudah direvisi selanjutnya diujicobakan di dalam kelas. Selanjutnya berdasarkan respons peserta didik dan guru dianalisis dan diambil simpulannya. Bahan ajar menulis cerpen berbasis kearifan lokal Riau "Batimang" dapat meningkatkan hasil belajar peserta didik. Hal ini terlihat dari data uji coba lapangan dengan perolehan nilai di pretest nilai rata-rata sebesar 58,67 dan di posttest memperoleh nilai 76,84. Hasil belajar peserta didik untuk materi menulis cerpen meningkat dan mencapai nilai kategori baik.

Kata kunci: Bahan Ajar, Menulis Cerita Pendek, Berbasis Kearifan lokal, Batimang

Writing skills are productive skills and the highest skill in acquiring language because writing skills are acquired after listening, speaking and reading skills. Writing is an activity to train students' thinking skills to be more creative, productive, and expressive. This research aims to determine the feasibility of teaching materials for writing short stories based on Batimang local wisdom for class XI SMA students and to find out the results of writing short stories based on Batimang local wisdom for class This development research uses qualitative data analysis techniques and quantitative data analysis techniques. Qualitative data analysis is used to analyze data obtained during interviews and written notes in the form of suggestions, input and comments obtained in questionnaires during the feasibility test. Researchers identified the need for teaching materials for writing short stories for class XI high

school students in Kampar Regency. The development of teaching materials is carried out based on aspects of the needs of students and teachers. Teaching materials that have been validated by experts in the fields of appropriateness of material and language, and media experts that have been revised are then tested in the classroom. Next, based on the responses of students and teachers, they are analyzed and conclusions are drawn. Teaching materials that have been validated by experts in the fields of appropriateness of material and language, and media experts that have been revised are then tested in the classroom. Next, based on the responses of students and teachers, they are analyzed and conclusions are drawn. Teaching materials for writing short stories based on local Riau wisdom "Batimang" can improve student learning outcomes. This can be seen from the field trial data with an average score of 58.67 in the pretest and 76.84 in the posttest. Student learning outcomes for short story writing material increased and achieved good category scores.

Keywords: Teaching Materials, Writing Short Stories, Based on Local Wisdom, Batimang

INTRODUCTION

Learning Indonesian at the senior high school level is studying literature. Studying literature means studying the outside world and building insight and intuition regarding many things related to human civilization and social values in society. Rohana and Azhar (2011:03) translated Koster's book entitled Mengembara di Tempting Gardens, which states that Malay literature has begun to fade and has almost become extinct since the death of the Malay kingdoms. This is in line with the limitations of literature learning and literary studies at the formal education level. Literature learning in the independent curriculum aims to help students appreciate and create literary works with an artistic perspective and cultivate ethics or character through the values described in each literary learning material and also in the means of Indonesian cultural literary treasures.

According to Hariadi (2018:2) Indonesian language lessons are a science that aims to instill in students' knowledge and understanding of concepts related to human life and the environment. Learning Indonesian has a very broad scope, not only the use of language, EYD, poetry or narrative texts but learning Indonesian is more complex.

Short stories are one of the literary lessons available in high school education units apart from saga, poetry, drama and so on. Short stories or short stories are a form of fictional narrative prose (Anggarista, 2020). Short stories tend to be short, concise, and straight to the point (Helda, 2017). When reading short stories, they usually finish very quickly (Nurhidayati, 2013). Apart from that, the content of the short story is also very easy to understand because the story is relatively short and not complicated (Anwar & Aminullah, 2024; Andini, 2022). According to Saifur (2019:4) and Darmawangsa (2017), a short story or short story is a literary work expressed in the form of a short fictional story.

Writing skills are productive skills and the highest skill in acquiring language because writing skills are acquired after listening, speaking and reading skills. Writing is an activity to train thinking to be more creative, productive and expressive. Writing requires persistence in order to develop a good essay framework.

Growing enthusiasm and stimulating students' interest in learning to write short stories requires clear and complete teaching materials to help students understand the learning material for writing short stories. The use of textbooks from publishers that are commonly used in schools usually contain texts with mostly local wisdom or historical sites in Java and its surroundings, even though each region has its own local wisdom

that can be used according to each school area. The guidebooks used are still limited to just one or two books which contain only a handful of material for each topic of discussion.

Riau, which consists of 12 districts/cities, has diverse local wisdom which can be synergized with Indonesian language learning. In Kampar, for example, there are badikigh, basiacung, batimang and many others that can be used in learning Indonesian. This opportunity can be taken by teachers so that it is easier for students to observe and understand the objects of the material being studied and also efforts to preserve culture, customs and local wisdom are maintained and do not become extinct over time.

Learning to write short stories can be integrated with local Riau Malay wisdom according to local wisdom in each school area. Integrating local wisdom with learning at school, such as writing short stories based on local wisdom "Batimang" in class XI SMA/MA. The role of teachers is very important in integrating learning in schools and teachers must be creative and innovative in choosing to pair short story writing material with existing local wisdom and one of them can be "Batimang". Learning to write short stories is not only limited to limited learning media and the demands of curriculum targets but can also modify batimang teaching materials which are the local wisdom of Kampar Kiri which has begun to be replaced by songs from YouTube or other music applications. Apart from that, it must be in line with the aim of learning to write short stories, namely so that students are skilled at communicating their ideas in writing through a comprehensive, meaningful process.

Research on the development of teaching materials for writing short stories was also carried out by Yusak Hudiyono and Endang Dwi Sulistyowati (2018) entitled Development of Teaching Materials for Writing Short Stories with Storyboard Media for Class X SMA Students. Material validation showed results of 93%, media 93%, and teaching materials 93%. Veronika Hanyaq Himang, Widyatmike Gede Mulawarman and M. Ilyas (2019) also conducted research entitled Development of Experience-Based Short Story Writing Teaching Materials for Class XI Vocational School Students showing that the quality of teaching materials is known from validation results, practicality and effectiveness. Recapitulation of validation test results, namely material value 90%, language value 88%, presentation value 89%, and graphic value 90%, obtained an average result of 90% with very valid criteria which are interpreted on a scale of 86-100% so that it is categorized as very feasible.

Setiawan (2020) conducted research entitled Development of Environmentally Friendly-based Short Story Writing Teaching Materials for Middle Schools in Semarang City. Expert validation of teaching material products shows a value for the presentation aspect of 87.50 (very decent), the material aspect of 80.36 (decent), the language aspect of 75.00 (fairly decent) and nil for the graphic aspect of 95.83 (very decent). The results of field tests using these teaching materials have met the effective criteria with an average test result score at SMP Negeri 27 Semarang of 88.44 and at SMP Sudirman of 81.75. Based on a questionnaire from Indonesian language teachers (practitioners) in two schools, the presentation aspect was scored at 91.67 (very decent), the material aspect was 96.43 (very decent), the language aspect was 83.33 (decent) and the graphic aspect was nil at 87.50. (worthy).

Based on the description above, the research problem is formulated. The problem formulation is contained below:
1. What is the appropriateness of teaching materials for writing short stories based on Batimang local wisdom for class XI SMA/MA students?

2. What are the results of writing a short story based on Batimang local wisdom for class XI SMA/MA students?

Writing this article is to achieve goals that are in line with the problem formulation, namely:

1. Knowing the suitability of teaching materials for writing short stories based on Batimang local wisdom for class XI SMA/MA students.
2. Find out the results of writing short stories based on Batimang local wisdom for class XI SMA/MA students.

Local wisdom can be understood as a human effort to use reason to act and behave towards something. Diem (2012:300-301) believes that these values are believed to be true and become a reference for members of society in their behavior. Local wisdom is the cultural identity or personality of a nation which causes the nation to be able to absorb and even process culture originating from outside/other nations. into one's own character and abilities and etymologically, local wisdom or local policy (local wisdom), local knowledge (local knowledge) and local intelligence (local genius). According to Wibowo (2015:17) and Hidayati (2016:40) local wisdom is a socio-cultural structure in the form of knowledge, regulations, norms and skills of the people in an area to meet life's needs and is passed down from generation to generation.

According to the KBBI, timang is carrying a child with both hands while throwing it up and down a little. Place something in the palm of your hand and move your hand up and down. Timang is also the term for a song sung to put a child to sleep, containing poetry and rhymes, sung repeatedly, and will stop when the child is asleep, also called timang anak. Hold a child; songs or chants in the form of poetry or rhymes, sung to lull children to sleep in the cradle. Timang rice; singing songs for the rice, because it is believed that the rice has somangek (spirit like a spirit), is done when the rice is monyampa mudo (the rice is blooming, the flowers are white).

Batimang is an oral art originating from Kampar, especially Kampar Kiri and Kampar Kiri Hulu. Batimang is one of the local wisdoms that needs to be preserved. Batimang is rocking a child in a cradle or swing while singing (baghatik). Batimang is a poem in the form of a rhyme that is sung by parents and is usually performed by a mother but is also often performed by a father when putting his child to sleep. Looking at the lyrics of the Batimang song, the initial lyrics always start with la ilaha illallah and are then filled with words of advice and teach Malay to children. Every family or mother who puts their child to sleep with batimang will convey different batimang lyrics but the theme is the same, namely in the form of advice and teaching. The form of Batimang's lyrics sounds similar, like a rhyme that is dense in meaning. The rhyme is varied, some rhyme a-a-a-a and some rhyme a-b-a-b.

Ghatik or Batimang lyrics continue to move forward like a story telling, but in the form of pantun or poetry and there is no repetition of lyrics like songs in general. The lyrics flow from beginning to end, containing a story or tale from the family singing the Batimang song. The use of local wisdom to develop teaching materials is very important to apply in the world of education. Local wisdom is important to stay close to the school environment and interact with students (Pornpimon et al, 2014). Education based on local wisdom has a significant impact on the development of life skills that are in line with local potential (Nadlir, 2016).

Integrating local wisdom with learning at school, such as writing short stories based on Batimang local wisdom in class The local content that is promoted in schools

in Riau Province is a form of development of oral and written arts. Learning Indonesian in writing short stories based on local Batimang wisdom for class XI SMA/MA is expected to be able to provide innovation and attract student interest and improve students' writing skills. Apart from that, it must be in line with the aim of learning to write short stories, namely so that students are skilled at communicating their ideas in writing through a comprehensive, meaningful process, which of course requires an adequate and continuous practice process. There is a lot of local wisdom to improve short story writing skills, but researchers tend to choose batimang because it has its own attraction for students and develops the typical oral art of Kampar Kiri along the Subayar river.

Nurgiyantoro (2010:18) states that transformation is change, namely a change in a thing or situation. If a thing or situation that changes is culture, it is culture that experiences change. Next, Urdang in his book nature or character. According to Mardimin (2002:15) civilized human life always demands transformation. Apart from that, transformation can be from an art form and from an oral literary form to a performing arts form. In a transformation like this, there is a change in the presentation of the story. Oral stories which were originally told verbally by parents to their children and grandchildren before going to bed at night with their oral characteristics, were transformed into a form of performing art with special characteristics as performing arts.

According to Sudjiman (1993) there are six types of transformation, namely (1) Copy, (2) transfer of letters or transliteration, (3) translation, (4) paraphrase, (5) adaptation/adaptation, and (6) translation. In contrast to Sudjimana, Pudentia (1990) believes that there are four theories of the application of hypograms (transformation of literary works from their basic form), namely (1) expansion, (2) conversion, (3) modification, and (4) exerp.

METHODS

This development research uses qualitative data analysis techniques and quantitative data analysis techniques. Qualitative data analysis is used to analyze data obtained during interviews and written notes in the form of suggestions, input and comments obtained in questionnaires during the feasibility test. The steps taken to carry out qualitative analysis include four steps, namely (1) collecting data from test questionnaires and verbal data from interviews with experts and practitioners during the feasibility test, (2) transcribing data obtained during interviews with experts and practitioners during the feasibility test, (3) grouping data into appropriate criteria groups, and (4) analyzing data and formulating conclusions based on data groups as a basis for follow-up on the teaching material products being developed.

Quantitative data analysis analyzes data in numerical form. Numerical data is the result of a feasibility test questionnaire from experts and practitioners, as well as the results of field tests before and after. The quantitative analysis method consists of two stages. (1) The results obtained from experts and practitioners are calculated in percentage form. (2) The pre and post test results obtained by students were analyzed using the t-test technique or paired sample t-test.

Participants / Subject / Population and Sample

The data sources for this development research consist of two data sources originating from primary data, namely direct data from the people involved in the research. Data sources consist of media experts, material and language experts, practitioners, Indonesian language academics, and class XI students of SMA Negeri 1

Kampar Kiri Hulu, writings of students of posttest. The instruments used in this research were interviews, observations and questionnaires.

Instruments

Interviews are the initial stage of collecting information to obtain information about needs in the field. Observation functions as a guide for observing and recording the learning process in the classroom. Questionnaires are used to collect data from experts and practitioners. The data included in this developmental research is in the form of quantitative and qualitative data. Quantitative data is available in the form of scores obtained from questionnaires during the feasibility test. Qualitative data takes the form of words such as interview notes during the preliminary study, comments, suggestions and input from experts and practitioners during the feasibility test.

Data Analysis Procedures

The approach used in this research is the research and development (R&D) method. According to Sugiyono (2017:297), research and development (R&D) methods are research methods used to produce and test the effectiveness of certain products. To be able to produce certain products, research is used in the nature of needs analysis (survey or qualitative methods are used) and to test the effectiveness of the product so that it can function in the wider community, research is needed to test the product's effectiveness (experimental methods are used).

To produce hypothetical products using needs analysis research which often uses basic research methods. Then, to test products that are still hypothetical, experiments or action studies will be used. Once the product is tested, it can be applied. The process of testing a product through experiments is called applied research. The R&D approach aims to discover, develop and validate a product, therefore R&D research is longitudinal.

Sugiyono (2017) believes that there are 10 steps in R&D research, namely as follows: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trials, (7) product revisions, (8) usage trials, (9) product revisions, and (10) mass production. This research is summarized into five stages.

FINDINGS

In this research activity entitled "Development of Teaching Materials for Writing Short Stories Based on Local Wisdom of Ria "Batimang" Class XI SMA/MA Students", in general the researcher carried out five stages for this research, namely: 1) analysis stage, 2) planning stage, 3) development stage, 4) testing stage, and 5) evaluation stage.

1. Analysis

At the stage of identifying the need for teaching materials for Teaching Short Story Writing Based on Ria "Batimang" Local Wisdom, it began with an interview with the Indonesian language teacher at SMA Negeri 1 Kampar Kiri Hulu. The researcher asked several questions to the Indonesian language teacher, namely Mrs. Ramayana, S.Pd. The result of the interview is the need to develop teaching materials for writing short stories at the school.

Next, the researcher carried out a curriculum analysis after conducting interviews with Indonesian language teachers. The curriculum used is the latest

curriculum, namely the independent curriculum, which is in its first year being implemented for every student in class X, XI and XII at SMAN 1 Kampar Kiri Hulu. In the independent curriculum, Senior High School is divided into two phases, namely phase E for class X and phase F for classes XI and XII. Short story learning in Indonesian subjects is included in CHAPTER III "Entertaining and intelligent short stories" which presents material regarding short stories and recon technology.

In the independent curriculum there are four elements of achievement that must be achieved by students, these elements are, (1) Listening, (2) Reading and Viewing, (3) Speaking and Presenting, and (4) Writing. Teaching materials for Writing Short Stories Based on Local Wisdom of Riau "Batimang" for Class able to write ideas, thoughts, views, directions, or written messages in short story texts for various purposes logically, critically, and creatively in the form of short story texts. The achievement element listed in this teaching material is the writing element.

Researchers also gave questionnaires to students of SMAN 1 Kampar Kiri Hulu classes XI.2 and XI.3. This identification of needs is related to the difficulties faced by teachers and students in learning short stories, the obstacles faced by teachers and students in using existing teaching materials, and the expectations of students and teachers regarding the teaching materials that will be developed and towards learning short stories.

2. Design

The author, after carrying out the analysis stage, the next stage is the design stage. In preparing the development of teaching materials based on Riau's local wisdom "Batimang" it is structured into 3 parts, namely:

a. Initial part. In this initial part the author plans and designs the front cover and introduction.
b. Contents section. This section contains the contents of the material that will be presented in the teaching material product.
c. Closing part. This section contains Student Worksheets, competency tests, summaries, bibliography and author biodata.

3. Depelopment

At this stage, a validation test was carried out to measure the level of validity of a short story writing teaching material based on the local wisdom of Riau "Batimang". Validation tests were carried out by material and language experts and media experts. The assessment or validation was carried out by a material and linguistic expert validator, namely Mrs. Elvrin Septyanti, S.Pd., M.Pd. (Indonesian language lecturer, University of Riau) and Mr. Syaiful Anuar, S.Pd., M.Pd (Practitioner and Administrator at the Riau Malay Institute/ LAM Riau). The validation results from these experts are used as a basis for revising the resulting product design and to determine the suitability of the teaching materials for learning to write short stories that have been developed.

The results of expert validation of material and language feasibility showed that the average indicator score for validator 1 was 4.73 with a feasibility percentage of 94.73%. Furthermore, the average score for validator indicator 2 is 4.84 with an eligibility percentage of 97.84%. Based on Table 4.3, the material and language created are classified as Very Good where the average score of the validation results obtained is >4.5 and the percentage of feasibility is in the range of 80 – 100% with the category being Very Good.

Validation test by validator 1 media/graphics expert, namely Dr. Hendri Marhadi, S.E., M.Pd (lecturer at Riau University) and validator 2, Erlisnawati.S,P, M.Pd (lecturer at Riau University). This teaching material assessment aims to determine the suitability

of the short story learning teaching materials that have been developed. The following is data on the results of the assessment of class XI high school short story learning teaching materials in the form of an E-Module.

The results of expert validation of material and language feasibility showed that the average indicator score for validator 1 was 4.38 with a feasibility percentage of 87.69%. Furthermore, the average score for validator indicator 2 is 4.69 with an eligibility percentage of 93.84%. Based on Table 4.4, the material and language created are classified as Very Good where the average score of validation results obtained is >4.2 and the percentage of feasibility is in the range of 80 – 100% with the category being Very Good.

In the validation questionnaire there are two aspects of the suitability of teaching materials, namely the material and language aspect and the second is the media or graphic aspect. The material and language questionnaire contains nineteen statements that must be answered by the validator. The media or graphic questionnaire contains thirteen statements that must be answered by the validator. The results of the validation assessment of teaching materials from the material and language aspects, as well as the media aspect, are presented in table 1 as follows.

Table 1. Validation Results of Teaching Materials

No.	Indicator	Scor	X1	X2	Amount	Percentage %	Category
1	Material and language	190	90	92	182	95,78	Very Worth It
2	Media	130	57	61	118	90,76	Very Worth It
Amount		320	147	153	300	93,27	**Very Worth It**

The teaching materials that have been created by researchers are then consulted with experts and practitioners. Experts and practitioners provide input and suggestions, then researchers make revisions based on these input and suggestions. Input and suggestions from experts and practitioners are used to improve the teaching materials developed.

4. Implementation

To determine the effectiveness of a teaching material, it is necessary to carry out field tests and for this reason researchers carry out field tests. Field testing is part of intensive observation to uncover the main problems obtained from respondents in order to help improve the original product (Okpatrioka, 2023).

The teaching materials created were known to be valid for use, so the researchers conducted a trial of the teaching materials in classes XI.F1, XI.F2 and XI.F3 at SMAN 1 Kampar Kiri Hulu, Kampar with a total of 79 students. The results of the students' trials were on the questions in the teaching materials. The test used in this research was a short story writing ability test based on local Riau wisdom "Batimang".

At this stage, we will see the effectiveness of the Riau local wisdom-based teaching material product "Batimang" in learning. Effectiveness is seen through the

results of the pretest and posttest. The pretest and posttest results will be analyzed through a paired sample t test to see whether there is a significant difference between the pretest and posttest results. Before carrying out the t test, the pretest and posttest data were tested for normality and homogeneity first.

The normality test is a test carried out on the distribution of test group data to determine whether the data obtained is normal or abnormal. Meanwhile, the homogeneity test is a test carried out on the data distribution of the trial group to determine whether the data obtained is homogeneous in distribution or not.

Pretest data for students in classes XI.F1, XI.F2 and These existing values were then subjected to a Kolmogorov Smirnov normality test because the data sample of 79 students was relatively large or more than 50 samples.

Table 2. Pretest and Posttest Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		79
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.27588899
Most Extreme Differences	Absolute	.087
	Positive	.080
	Negative	-.087
Test Statistic		.087
Asymp. Sig. (2-tailed)		.200[c,d]

Based on the output of the normality test results for the ability to write short stories, it is known that the significance value (sig.) for the pretest data in the Kolmogrov-Smirnov test is 0.20, meaning > 0.05, so it can be concluded that the residual value (pretest and posttest data) is NORMAL distributed and because The research data is normally distributed, so the homogeneity of the data will then be tested.

Table 3. Test of Homogeneity of Variances

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Learning Results for Writing Short Stories	Based on Mean	.285	1	156	.594
	Based on Median	.037	1	156	.847
	Based on Median and with adjusted df	.037	1	138.285	.847
	Based on trimmed mean	.267	1	156	.606

Based on the output of the homogeneity test results on the ability to write short stories, it is known that the significance value (sig.) is > 0.05, namely 0.606, so it can be concluded that the pretest and posttest data on the results of the ability to write

short stories have a HOMOGENEOUS distribution. Based on the homogeneous distribution of research data, it will then be tested using the paired sample t test.

Table 4. Paired Samples Statistics Test Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Learning Results for Writing Short Stories	Pretest	58.67	79	7.012	.789
	Posttest	76.84	79	5.838	.657

This output shows the summary results of descriptive statistics from pretest and posttest data. There is an average score from the pretest with a sample size of 79, namely 58.67 and an average posttest score with the same sample size, namely 76.84. Then, the standard deviation for the pretest was 7.012 and the posttest was 5.838. The pretest mean standard error was 0.783 and the posttest was 0.657.

Table 5. Paired Samples Correlations Test Results

Paired Samples Correlations

		N	Correlation	Sig.
Learning Results for Writing Short Stories	Pretest & Posttest	79	.428	.013

This output is the result of the correlation or relationship between the two data, namely the pretest and posttest variables on students' ability to write short stories through the Pearson Product Moment correlation test. In the table it is known that the significance value is 0.013, as the basis for decision making in the correlation test is that the significance value must be smaller than 0.05, so the correlation between the pretest and posttest has a relationship or correlates because 0.013 < 0.05.

Table 6. Paired Samples T Test Test Results

Paired Samples Test

		Paired Differences							
					Interval Keyakinan 95%dari Perbedaan				
		Mean	Std. Deviation	Standart Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Learning Results for Writing Short Stories	Pretest - Posttest	-18.165	6.942	.781	-19.719	-16.610	-23.257	78	.000

Furthermore, the output of the Paired Sample Test is a determination of whether or not there is a difference between the pretest and posttest that has been carried out. It is known that the sig. (2-tailed) value is 0.000 <0.05. So, it can be concluded that there is a real difference between the results of students' abilities in the pretest before

using the Teaching Materials (E-Module) and the posttest after using the Teaching Materials (E-Module).

5. Evaluation

The evaluation stage is the fifth or final stage of the ADDIE development model. At this stage, product assessment and product development feedback are presented.
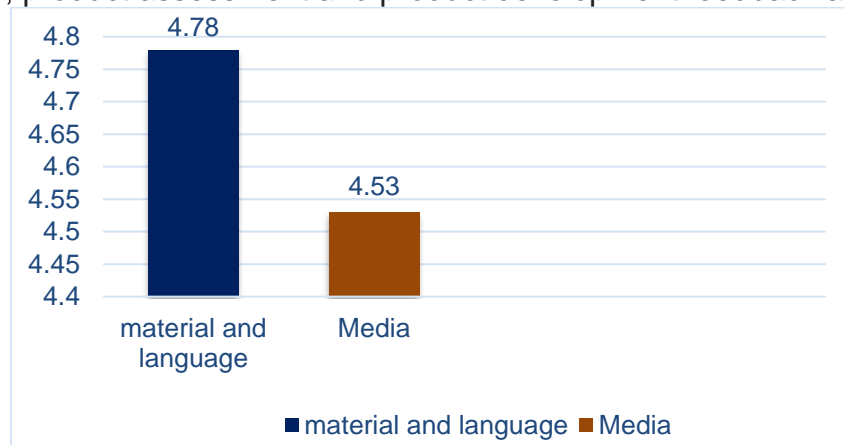

Diagram 1. Product Validation Results

Based on the diagram of the results of product validation by material and language experts with an average score of 4.78 with a percentage of 95.78% very good or very feasible and the validation results from media experts can be seen that the average score is 4.53 with a percentage of 91.53% classified as very good or very worthy.
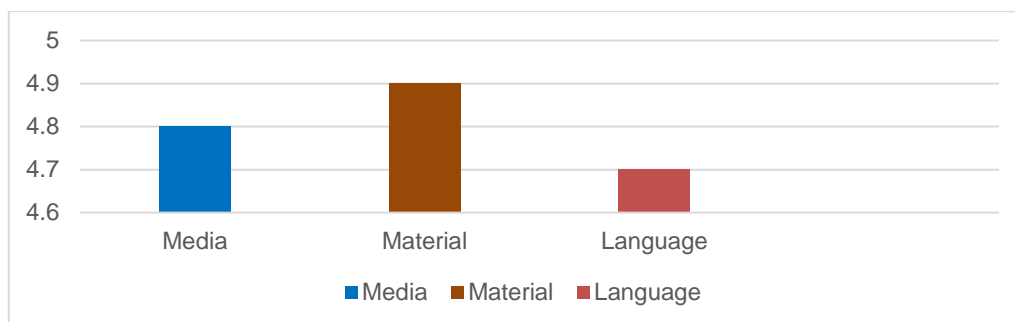

Diagram 2. Results of Indonesian Language Teacher Assessment

Based on the diagram above, it can be concluded that the results of the product assessment by teachers in the material category have an average score of 4.9 with a percentage of 98%, for the media category with an average score of 4.8 with a percentage of 96 and the language category with an average score of 4.7 with a percentage of 94%. Based on these results, the teaching material product is classified as very good/very suitable for use in learning to write short stories.
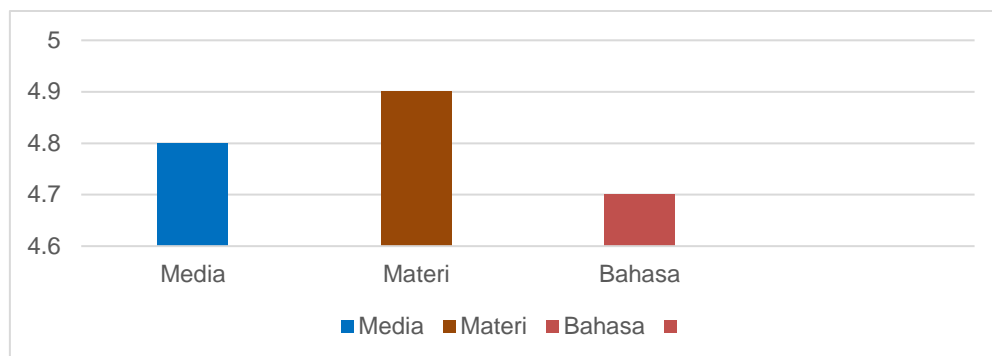
Diagram 3. Indonesian Language Teacher Assessment Results

Based on the results of student assessments of products on media indicators, an average score of 4.8 with a percentage of 96% was obtained, material indicators obtained an average score of 4.9 with a percentage of 98% and language indicators with an average score of 4.7 with a percentage 94% which means that the teaching material product is classified as very good. The average number of students' overall assessment scores for the product is 4.8 with a percentage of 96% classified as very good.

DISCUSSION
1. Analysis of the Need for Teaching Materials for Writing Short Stories Based on Local Wisdom of Riau "Batimang" for Class XI SMA Students

Based on an analysis of the needs for teaching materials for writing short story texts based on local wisdom of Riau "Batimang" for high school students, the analysis was carried out by interviewing Indonesian language teachers, curriculum analysis and distributing questionnaires analyzing student needs regarding short story learning at school. At this needs analysis stage, researchers have distributed questionnaires to students containing statements regarding short story learning in schools and the results obtained are that there is a need to develop teaching materials for learning short stories that are interesting and complete, easy to understand, and of course provide a pleasant learning atmosphere. for students with a touch of local wisdom that is close to students, namely "Batimang".

At the interview stage, interviews were conducted with Indonesian language teachers regarding teaching materials for learning short stories in schools and from 10 statements it was concluded that there is a need for teaching materials that help teachers in learning short stories in schools that are complete, interesting, easy to understand, and bring students back closer to local wisdom. .

Furthermore, in the curriculum analysis, namely that SMAN 1 Kampar Kiri Hulu has used the independent curriculum, so based on the independent curriculum the development of teaching materials can be implemented to develop teaching materials for writing short stories based on the local wisdom of Riau "Batimang" in accordance with the elements in the independent curriculum.
2. Design of teaching materials for writing short stories based on the local wisdom of Riau "Batimang" for Class XI SMA students

The design of teaching materials for writing short stories based on Riau's local wisdom "Batimang" is a stage after the author analyzes and finds problems from the questionnaire that has been distributed previously. At this stage the author designs the

product by creating a design and outline of the teaching materials to be developed. The design was developed into three parts, including the beginning, contents and closing.

3. Development of teaching materials for writing short stories based on the local wisdom of Riau "Batimang" for Class XI SMA students

    The development of teaching materials for short story writing products based on local Riau wisdom "Batimang" was carried out after the product was designed. Product development is based on 3 parts, namely, a) initial part, b) content part, and c) closing part. After the product is developed, validation is carried out by material experts and language experts, and secondly by media experts.

    The validation stage is the determining stage for the product, whether it is suitable or valid for testing. At this development stage, the results of expert validators determine the quality of the product produced. This teaching material was validated by four validators with 2 validators or practitioners, namely material and language experts, and 2 media expert validators.

    Based on all aspects, a percentage of 95.78% was obtained for the material and language aspects with an average score of 4.78 and 90.76% was obtained for the media aspect with an average score of 4.53. Based on these results, the teaching material product for writing short stories based on local Riau wisdom "Batimang" is in the very good category and is very suitable to be continued at the trial stage.

4. Implementation of Teaching Materials for Writing Short Stories Based on Local Wisdom of Riau "Batimang" for Class XI SMA Students

    The implementation of teaching materials for writing short stories based on Riau's local wisdom "Batimang" was carried out in a product trial phase that was valid and worthy of testing, in a limited trial of 79 class XI students. Next, the learning stage is to write short stories using the product that has been developed and providing posttest questions to determine learning outcomes using the teaching materials that have been developed.

    The trial by distributing pretest questions to students was carried out on September 30 2024. This trial was carried out by testing students' short story writing abilities by giving pretest questions regarding short story writing material. After carrying out the pretest, the next stage is a trial by distributing Posttest questions to students which will be carried out on October 14 2022. The trial is carried out by carrying out learning using teaching materials that have been developed.

    The next activity is to test the pretest and posttest results in normality, homogeneity and paired samples t tests to determine the effectiveness of the product. Based on the pretest results, an average score of 58.67 was obtained with a sample size of 79 students. Based on the posttest results, an average score of 76.84 was obtained with the same number of student samples. After carrying out normality and homogeneity tests, results were obtained with a normal and homogeneous distribution of the data.

    Furthermore. To determine or find out if the product being developed is effective, the data is tested again using the paired samples t test and a sig value is obtained. (2-tailed) of 0.000, namely <0.05. Based on the test results, it can be concluded that there is a real difference between the results of the short story writing ability of class XI students at SMAN 1 Kampar Kiri Hulu in the pretest before using teaching materials and the posttest after using teaching materials. Based on this, it can be concluded that the product developed is effective.

5. Evaluation of Teaching Materials for Writing Short Stories Based on Local Wisdom of Riau "Batimang" for Class XI SMA Students

Evaluation of the development of short story writing teaching material products based on local Riau wisdom "Batimang" was carried out by tabulating the assessment scores of validators, Indonesian language teachers and students on the product. The results obtained in the validator assessment were 4.65 which was classified as very good/decent, 4.8 for the Indonesian language teacher assessment score which was classified as very good/practical and 4.8 also for the student assessment score which was classified as very good and made it easier for students to learn to write short stories.

At the evaluation stage, the practicality of the product being developed is known. Product practicality is defined as the ease of using teaching materials for writing short stories based on local Riau wisdom "Batimang" in the learning process. Practicality is analyzed from student assessments of the product. Based on the results of student assessments of the product, an average score of 96% was obtained. The average score on student assessments is categorized as very practical and has the potential to be used in learning to write short stories.

CONCLUSION AND SUGGESTION

Research on the development of teaching materials for writing short stories based on local Riau wisdom "Batimang" for class XI high school students has been successfully carried out at SMAN 1 Kampar Kiri Hulu, Kampar Regency, Riau Province. Researchers produced an E-Module with short story writing material that students have used. This research was carried out in three stages. Stage I is the preliminary stage by carrying out needs analysis, data collection, literature review, observation, interviews and collecting other information. Stage II is the development stage, namely planning, initial product development, initial product revision, small scale trials, revisions, large scale trials and final revision. Stage III is the final or final stage, namely product implementation.

Based on research carried out by researchers to produce students' ability to write short stories in three study groups totaling 79 students, they produced an average score of 76.83 with an initial average score of only 58.67. This provides an illustration that the use of teaching materials for writing short stories based on local Riau wisdom "Batimang" for class XI high school students has succeeded in improving the short story writing abilities of class XI students at SMAN 1 Kampar Kiri Hulu.

The product feasibility test results from material experts reached a percentage of 95.78%, which means that the material presented in the Riau local wisdom-based short story writing teaching material "Batimang" for class XI SMA students was very good and the product feasibility test from media experts reached 90.76% with meaning it falls into the very good category.

The researcher advises future researchers to research the development of other Riau local wisdom-based teaching materials in order to preserve the cultural and literary riches that exist in each region by considering the suitability of the learning materials with the local wisdom that will be integrated.

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