

FEASIBILITY ANALYSIS OF DESCRIPTION TEXT TEACHING MATERIALS HELPED BY *LUMI EDUCATION* IN CLASS VII SMP

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Submitted: 2024-06-22; Reviewed: 2024-07-12, Accepted: 2024-07-29

DOI: 10.22216/jcc.2024.v9i2.3044 URL: <http://dx.doi.org/10.22216/jcc.2024.v9i2.3044>

Abstract

This study aims to evaluate the appropriateness of open-text material descriptions in aiding Lumi's education for class VII students at SMP Negeri 2 Tanjungbalai. This research follows a Research and Development (R&D) approach using the ADDIE model, which includes analysis, design, development, implementation, and evaluation phases. The internal data sources for this study comprise 32 class VII students and an Indonesian language teacher at SMP Negeri 2 Tanjungbalai. Data collection methods include observations, interviews, documentation, questionnaires, and student test results. Instruments used for evaluating the open text material's appropriateness include product validation questionnaires for material experts, design experts, teacher responses, student responses, and pre-test and post-test assessments for students. The results indicate that the material validation by experts yielded an appropriateness percentage of 84.64%, categorized as "Very Worthy." The design expert validation showed an appropriateness percentage of 90.73%, also rated as "Very Worthy." Teacher responses resulted in an appropriateness percentage of 83.2%, classified as "Very Worthy," while student responses indicated an appropriateness percentage of 92.92%, similarly categorized as "Very Worthy." These findings suggest that open-text materials are highly suitable for educational purposes in this context.

Keywords: teaching material, text description, Lumi education

Abstrak

Penelitian ini bertujuan untuk mengevaluasi kelayakan deskripsi materi teks terbuka dalam membantu pembelajaran Lumi pada siswa kelas VII SMP Negeri 2 Tanjungbalai. Penelitian ini menggunakan pendekatan Penelitian dan Pengembangan (R&D) menggunakan model ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Sumber data internal penelitian ini adalah 32 siswa kelas VII dan seorang guru mata pelajaran Bahasa Indonesia SMP Negeri 2 Tanjungbalai. Metode pengumpulan data meliputi observasi, wawancara, dokumentasi, angket, dan hasil tes siswa. Instrumen yang digunakan untuk menilai kelayakan materi teks terbuka meliputi angket validasi produk untuk ahli materi, ahli desain, tanggapan guru, tanggapan siswa, serta penilaian pra-tes dan pasca-tes untuk siswa. Hasil penelitian menunjukkan bahwa validasi materi oleh ahli menghasilkan persentase kelayakan sebesar 84,64% dengan kategori "Sangat Layak". Validasi ahli desain menunjukkan persentase kesesuaian sebesar 90,73%, yang juga dinilai sebagai "Sangat Layak." Respons guru menghasilkan persentase kesesuaian sebesar 83,2%, yang diklasifikasikan sebagai "Sangat

Layak," sementara respons siswa menunjukkan persentase kesesuaian sebesar 92,92%, yang juga dikategorikan sebagai "Sangat Layak." Temuan ini menunjukkan bahwa materi teks terbuka sangat sesuai untuk tujuan pendidikan dalam konteks ini.

Kata Kunci: materi ajar, teks deskripsi, Lumi Education.

INTRODUCTION

Education is a vital thing in human life. Education makes people more authoritative, has a job and can behave in accordance with the norms that exist in society. Education is indicated to be able to build quality Human Resources (HR), which are needed for development and also for each student to be able to develop themselves according to their potential (S. H. Harahap et al., 2024). This explains that education has importance from various aspects. The importance of education influences the progress of a nation and state.

Curriculum is a basic aspect of carrying out the formal learning process. Without a curriculum, education runs without direction. In 2022, the Ministry of Education and Culture will officially issue the independent learning curriculum as the applicable curriculum. This policy is in order to improve the 2013 curriculum that was previously used. The word independence in the independent learning curriculum reflects the content of the independent learning curriculum. Merdeka in the independent curriculum, emphasizes the freedom of students to highlight themselves in subjects that suit their interests and talents. Independence also applies to teachers in terms of determining learning objectives and compiling teaching materials. Lestari (2013) revealed that teaching materials are a set of materials or learning which includes learning methods, limitations and evaluations which are arranged systematically and attract students' interest in participating in learning activities. Furthermore, Prastowo (2013) said that teaching materials are all written information materials that are arranged systematically to present a complete figure of the competencies that students must master and use in the learning process with the aim of designing and

reviewing learning implementation.

Based on the two opinions above, the conclusion is drawn that teaching materials are a set of learning tools that contain information in the form of methods, limitations, evaluations that are systematically arranged which students must master and use in the learning process. Teaching materials are a set of tools used to support the success of the learning process. Teaching materials consist of several parts. One aspect that is part of teaching materials is teaching materials.

Utami 2010 (in Rubiyanto, 2021) divides several aspects that must be considered in making teaching materials better, namely: language aspects, psychological aspects and cultural aspects. (1) The language aspect includes choosing a language that is appropriate to the student's level of ability, for example for elementary and secondary education units, of course there is a big difference in students' mastery of vocabulary. (2) The psychological aspect includes the selection of teaching materials that are appropriate to the level of psychological development of students. The psychological level of students is the teacher's reference for choosing the teaching material to be delivered. This affects students' memory, comprehension and motivation to learn. (3) Cultural aspects include activities to consider the values and culture inherent in a place of learning.

This can be linked to creating Good teaching materials should have a close relationship with the students' environmental conditions and situations. For example, in descriptive text material, the text examples displayed are taken from local wisdom. Apart from being content in teaching materials, including cultural elements in teaching materials can indirectly anticipate the

extinction of cultural elements. This is as feared by Harahap (2017) who stated that there is no stable identity, identity always moves dynamically with time and the situations that surround it.

In accordance with the demands of the independent learning curriculum which emphasizes the teacher's freedom to choose and determine learning objectives. One aspect of teaching materials is considering cultural aspects. Therefore, the content used in the teaching materials used contains typical foods, tourist attractions and traditional musical instruments. However, so far, there are still many schools that have implemented an independent curriculum but have not prepared their own teaching materials. The independent learning curriculum should emphasize the preparation of teaching modules or what can also be called teaching materials or instructional materials as a substitute for lesson plans (Learning Process Plans) in the independent learning curriculum. This is certainly not in line with the provisions of the independent learning curriculum. The teaching materials used in learning activities are package books published by the Ministry of Education and Culture in 2021. Meanwhile, in 2021 the independent learning curriculum has not yet been officially used. The content used in this textbook takes into account all aspects of culture in Indonesia. So some students are not familiar with the content contained in this textbook.

In the previous discussion, one aspect that needs to be considered in preparing teaching materials is the cultural aspect. The independent learning curriculum also emphasizes the freedom for subject teachers to develop their own teaching modules to be used according to the characteristics of the students' environment. This 2024 era of digital upheaval. Digitalization develops along with the development of technological knowledge. Many digital learning *platforms* are developing. Each learning media displays

interesting features. Lubis et al (2021) Said “In real conditions, the information and communication technology in education will later have function as a repository of knowledge, learning aids, educational facilities, competency standards, administrative support, school management tools, and as an educational infrastructure”. Teachers no longer have difficulty choosing and using digital learning media that suits their needs. Ritonga et al (2021) also said the same thing : the use of digital media has become very easy in recent years. Of course, with different tools according to the level and effort required to create digital learning media. Furthermore, Siregar & Hutagalung (2022) conceptualized digitalization as a change from analog to digital systems. Digitalization is carried out to make digital products efficient and practical, and capable of unlimited copying.

Learning using digital media can help students learn anywhere and anytime, even without the help of a teacher. Safitri & Lubis (2022) stated that by developing teaching materials that utilize technology, it is not just about easing the teacher's task with the assumption that the teacher does not do anything else in the learning process, but rather becomes a motivation to arouse students' interest in learning by using interesting and interesting teaching materials. varied.

One learning platform that has many varied features and is easy to use is Lumi Education . The feature options available in Lumi Education learning media are: interactive video, blanks, drag text, course presentation, question set, column, drag question, find the words, multichoice, interactive book, imageshotspot, mark the words, dialogue cards, memory game, single choice set, flash cards, crossword, dictation, accordion, advanced blanks, image hotspots ZUM, image multiple hotspot question, image pair, speak the words set, essay, branching scenario, image sequencing, agamoto,

threeimage, sort paragraphs. In creating content, *Lumi* also consists of various menu options that are used. This research chose the *interactive book feature* as a medium for creating teaching materials. The preparation of teaching materials in the interactive book feature includes the use of photos, videos, websites, multiple choices that can be answered directly by students.

Today's learning media has developed beyond just material that can be read. The advantage of digital teaching materials is that they can be connected to other digital media such as websites, YouTube and various social media. Apart from that, today's digital learning media can also directly answer questions and questions directly with the results coming out immediately. Students need digital teaching materials that can only be read. In its use, students need interaction for question and answer sessions. Apart from that, students also need training activities to practice their abilities. Media that is able to fulfill all of these activities is called multi-interactive learning media.

Lumi media meets the requirements for the development of teaching materials that are currently developing. The teaching materials developed contain materials, photos, *YouTube video links*, *website addresses* and questions that can be answered directly. In just one time making teaching materials, *Lumi* can fulfill theoretical aspects, various links, even evaluation activities all at once, aka not separately. Therefore, *Lumi* is predicted to be able to create interesting and efficient teaching materials to support the success of the learning process. Talking about digital teaching materials, the learning materials used are the main thing in creating learning materials. The teaching material used in this research is descriptive text material.

The word description comes from the English "*description*" which is related to the word "*to describe*" which means to describe or illustrate (Dalman, 2014). Finoza (2008)

states that description is a form of writing that aims to expand the reader's knowledge and experience by describing the actual concept of an object. Based on these two opinions, it can be concluded that descriptive text is an essay or writing that is presented based on direct observations, experiences and feelings by the author. Anyone who reads a descriptive text will be able to capture the objects detailed in the text. This means that descriptive text is a very interesting text to study.

Apart from involving multi-interactive aspects of teaching materials and digital media, good teaching materials must consider the appropriateness of the teaching materials used. After the teaching materials have been successfully designed, it is very necessary to carry out a validity test to measure the suitability of the designed teaching materials. To be able to write good descriptive text, good teaching material is also needed. Determining good teaching material can be done by conducting a feasibility test. A valid feasibility test is carried out by various parties who consider feasibility aspects. The feasibility test of teaching materials in this research was carried out by 2 material expert validator lecturers and 2 design expert validators. Each validator has a doctorate and is a postgraduate lecturer at a prestigious educational institution in Medan City. Apart from that, small and large group trials were also carried out on students to see students' responses to the teaching materials that had been prepared. This was further strengthened by providing a questionnaire to see the response of Indonesian language subject teachers to the teaching materials prepared.

This is done considering the importance of validity testing before these teaching materials are declared suitable for use. These valid teaching materials can then be used in subsequent learning activities. This is expected to increase students' interest in learning. Efficiency as one of the aspects assessed in the feasibility test of teaching

materials also plays an important role in fulfilling the practicality of a teaching material.

Many previous researchers have carried out feasibility tests on teaching materials, including: (1) research conducted by Fadhila et al (2022) entitled " *Development of Teaching Materials Using the Addie Model on Structure and Function of Plant Tissues in High School Curriculum 2013* ". From the results of his research, the feasibility test obtained from the material feasibility test reached number 3 on the 1-5 assessment scale. Meanwhile, the media suitability test is at level 4 on a scale of 1-5. This states that before conducting a trial, Nadia first validates her product before carrying out the trial.

(2) research conducted by Siti et al (2024) with the title " *Revitalizing Local Culture in Education: Integrating Riau Traditional Houses Into Digital Descriptive Text Materials for Junior High School* ". From the results of research conducted by Siti et al, the material validity was 97.5 % and the design validity was 97.3%, the teacher response was 97.6%. With this, Siti strengthens that feasibility testing activities for teaching materials are very necessary and useful for improving student learning outcomes.

Several previous researchers have carried out Lumi Education media in developing teaching materials, for example Depany & Sukardiyono (2023) with the title " Application of Lumi Education Physics Learning Media to Improve Critical Thinking and Communication Skills ". The facts obtained in this research were an increase in students' thinking abilities, namely initially (*pre-test*) 53.96 then increased to 82.32 on a scale of 100. In addition, there was an increase in the value of students' communication abilities, namely from the initial value (*pre-test*). *test*) 74 .78 increased to 86.57 on a scale of 100.

The difference between Dea Depany's daughter's research and this research lies in the material used. The material in Putri Depany's

research is applied in physics lessons. Meanwhile, in this research, Indonesian language learning is descriptive text material.

Based on the results of initial observations carried out at SMP Negeri 2 Tanjungbalai, the following facts were obtained: (1) SMP Negeri 2 Tanjungbalai has been using the independent learning curriculum since 2022, namely in classes VII and VIII. (2) the teacher only uses packet books in learning activities regarding descriptive text material. (3) the textbook used was published in 2021, that is, before the independent curriculum was used (3) the teacher had never used digital media in learning. (4) the teacher has never prepared descriptive text teaching materials that contain content about the students' conditions and environment (5) the students' descriptive text writing ability score is still low, namely 60.

SMP Negeri 2 Tanjungbalai has been using the independent learning curriculum since 2022. However, teachers have never prepared their own teaching materials according to the needs and characteristics of students. This is contrary to the demands of the independent learning curriculum. Hadi et al (2022) further revealed that teachers are required to be involved in optimizing student learning facilitators. Teachers prepare learning tools according to needs. RPP (in the independent learning curriculum in the form of teaching modules), teaching materials, LKPD, media and assessments prepared by the teacher. From the results of observations made, the importance of creating teaching materials that involve cultural aspects as part of curriculum demands underlies this research. Apart from that, the use of digital learning media as a means of helping efficient and interesting learning has never been done. This causes students' writing skills to be low.

Based on the background of this problem, it is necessary to develop teaching materials that involve cultural aspects of students using *Lumi Education media* in class

VII of SMP Negeri 2 Tanjungbalai. Before conducting a trial, the most vital thing in this research is to carry out a feasibility test first. Therefore, this research discusses the feasibility test analysis of descriptive text teaching materials assisted by *Lumi Education* in Class VII of SMP Negeri 2 Tanjungbalai.

The formulation of the problem in this research is: What is the feasibility of descriptive text teaching materials assisted by *Lumi Education* in class VII of SMP Negeri 2 Tanjungbalai? Testing the suitability of teaching materials is one of the most important stages in the ADDIE model. This is a validity test step before testing. Therefore, this research will formulate a feasibility test for descriptive text teaching materials assisted by *Lumi Education*. The novelty value in this research is the use of *Lumi Education* learning media which is still very rarely used. Apart from that, the preparation of teaching materials that are in accordance with the sections in the teaching modules of the independent learning curriculum is an added value in this research. This is because the independent learning curriculum has only been used for 2 years in Indonesia.

This research also shows the role of *Lumi* as a digital *platform* that is able to balance the demands of an independent learning curriculum that is able to utilize technology as a learning tool. *Lumi*, with its complete features, has various options that can be combined directly into a product. *Lumi* is also just a link that can be accessed anywhere as long as there is an internet network. Even teaching materials produced using the *Lumi* application can be downloaded and then read at any time without using an internet network.

RESEARCH METHODS

Research design

This research as a whole uses the ADDIE model in developing descriptive text teaching materials assisted by *Lumi Education*. The ADDIE model consists of 5 stages. (1)

Analysis, as a stage of analyzing what is needed before conducting research (2) *Design*, is a step in designing the product to be developed (3) *Development*, this stage includes making teaching material products according to the design that has been prepared. This activity also includes a feasibility test of the teaching materials prepared. (4) *Implementation*, is the stage of testing teaching material products. After the teaching material is declared suitable in the feasibility trial, the trial stage can be carried out with students. (5) *Evaluation*, is the stage where researchers make improvements to teaching products. Deficiencies found in teaching material products during testing activities are corrected and evaluated.

Data collection technique

Data collection is an activity carried out to obtain research data. Data collection is carried out in various ways. Data collection carried out in this research was: direct observation, interviews, documentation and questionnaires.

Data Collection Instrument

The data collection instrument for this research consists of 4 instruments, namely: (1) material expert validation questionnaire (2) design expert validation questionnaire (3) teacher response questionnaire (4) student response questionnaire (Auliya et al., 2020).

The design validation questionnaire consists of the physical size of the teaching material, the design of the cover of the teaching material (cover), the design of the contents of the cover of the teaching material, the size of the harmonious layout (Adiyanta, 2019). The teacher response questionnaire consists of text description material, interest material, And Language (Akbar, 2016). The student response questionnaire consists of ease of understanding, independence Study And presentation teaching materials (Akbar, 2016).

Technique Analysis Data

The data analysis technique used in this research is quantitative descriptive data analysis, namely analyze data validation expert and analyze data teacher and student responses. This assessment instrument was created in the form of a Linkert scale.

RESEARCH FINDINGS

Analysis Stage

Analysis is the initial stage carried out. At this stage, problems are found in the learning process. Harahap et al (2022) stated that needs analysis can be carried out from a teaching perspective both in terms of teaching materials, teaching models and evaluations used. The analysis stage in this research consists of student needs analysis and curriculum analysis. (1) needs analysis student, On stage This data obtained through interview with Teacher Language Indonesia class VII. Based on the results of the interview, it is known that this exists problem about the students' ability to write descriptive text is low, the guidebooks used in the learning process are only package books from the government, teachers have never used digital teaching materials (2) Analysis of the Curriculum of SMP Negeri 2 Tanjungbalai is that it uses an independent learning curriculum. It is known that teachers have not prepared teaching modules/materials according to the environment and characteristics of students. Teachers have never used content based on the students' environment. The package book used was published by the Ministry of Education and Culture in 2021, namely before the independent curriculum was implemented.

The low ability to write descriptive text of students, namely an average of 60 obtained from data on Indonesian language subject teachers' grades, prompted researchers to analyze the textbooks used. Based on the results of observations made,

the content contained in the textbook includes; Pantan Terong tourist attraction located in Aceh Province, bandrek drink, Mount Papan Dayan, Yaki Animals, exploring Wae Rebo, exploring the flavors of Lampung. Of all this content, none of it comes from the student environment.

Photos contained in textbooks also tend to be small. So if students want to describe the content contained in the textbook, it will be a little difficult. Apart from that, there are no links in the form of YouTube links, videos or websites which then makes it even more difficult for students to write good descriptive texts. The textbooks used are thick, so they are not practical to use. The PDF file for this textbook also has quite a lot of pages. This is because this package book is combined with other materials. The coloring in this package book is dominated by white. So it creates an unattractive impression. These findings then provided a formula for researchers to create digital teaching materials that are efficient and contain content in the student environment of SMP Negeri 2 Tanjungbalai.

Design Stage

The design used and the effectiveness of the process learning is process linear in learning activities (Cahyadi, 2019). Choose an interesting learning design, create varied teaching materials, different from textbooks. Teaching materials have a strategic position in activity learning, so that can plays a role in helping students learn independently. The aspects contained in the design of the descriptive text teaching materials assisted by *Lumi Education* consist of: cover page, foreword, table of contents, instructions for using teaching materials, learning outcomes and objectives, general information (identity of teaching materials, competencies, Pancasila student profiles, facilities and infrastructure, teaching materials, tools and

materials, approaches, learning models and methods), core components (learning objectives, meaningful understanding, trigger questions, learning preparation, learning activities, descriptive text (understanding and examples, characteristics, structure and examples, linguistic rules and examples, steps to compose descriptive text, types of descriptive text), 10 multiple choice practice questions, introduction, example of description text of Teluknibung Harbor along with structure identification exercises and linguistic rules, description text of Kerang Kepah along with identification exercises structure, and linguistic rules in groups, student activity sheets (Writing Bangsi Musical Instruments), glossary,

bibliography, author profile, and motivational sentences.

The goal of the design stage is to design product material teach Which according to the environment-based characteristics of students digital *lumi education*. Which then becomes the basis for the development stage.

Development Stage

In the development stage, feasibility testing of teaching materials is carried out. The feasibility test of teaching materials was carried out by 2 material experts, 2 design experts, 1 Indonesian language subject teacher, 32 class VII junior high school students. The following is a table of material and design expert validation feasibility test results:

Table 1: Product Validation Results by experts

Validator	Percentage	Criteria
Material Expert 1	98.57 %	Very Worth It
Material Expert 2	70.71 %	Worthy
Design Expert 1	88.88 %	Very Worth It
Design Expert 2	80.74 %	Very Worth It
Amount %	338.9 %	
Average Validation	84.72 %	Very Worth It

Descriptive text teaching materials that have been validated by material and design experts can be tested on students in real situations, namely in the classroom. In its implementation, a series of materials, learning activities and methods have been developed applied on condition real. Material Which be delivered in accordance with those contained in *Lumi Education* - assisted teaching materials in the classroom VII Junior High School Country 2 Tanjungbalai.

Implementation/ Implementation Stage

The implementation stage is carried out with small and large scale trials to see the results of implementing the teaching materials learning in class including

measuring student learning outcomes.

Small group trials were carried out on 9 students. The determination of these 9 students was based on class ranking, namely 3 highest, 3 medium and 3 lowest. The results of the feasibility trial of small-scale teaching materials can be seen in the following table:

Table 2: Small Scale Feasibility Test

Respondent	Questionnaire Instrument																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
AKD	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	80
FNT	5	3	5	3	5	3	5	3	5	5	3	4	5	4	5	4	67
K.K	4	4	4	5	5	5	4	4	5	4	5	5	4	4	5	4	71
MFH	5	5	5	5	5	5	5	5	4	5	3	5	3	3	4	3	70
M.S	5	4	5	5	4	4	5	5	5	5	4	5	5	4	5	5	75
SAR	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	73
SNM	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	80
SR	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	64
Z	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	5	77
Maximum Total Score																	720
Total score obtained																	657
Percentage Yield																	91.25%
Eligibility Criteria																	Very Variable

From the results of the small-scale trial, the descriptive text teaching material assisted by *Lumi Education* in class VII of SMP Negeri 2 Tanjungbalai included the "Very Eligible" criteria, with an average score of 91.25%. During the small group trial, several obstacles were encountered. This then becomes a reference for researchers to make improvements to the teaching materials prepared. After improvements have been made, the teaching material is then implemented in a large-scale trial. A large-scale trial was carried out on 32 students in the same class. The application of teaching materials is carried out in the same way as small-scale trials. The results of the response questionnaire on teaching materials assisted by *Lumi Education* on a large scale.

Based on the results of large group trials conducted on 32 students, a total score of 2,379 was obtained with a maximum total score of 2,560. Thus, the descriptive text teaching material was assisted by *Lumi Education* in class VII of SMP Negeri 2 Tanjungbalai falls into the "Very Eligible" criteria with an average score of 92.92%.

After the trial phase was carried out, the researchers also carried out an effectiveness test. From the results of the effectiveness test, it was found that students' ability to write descriptive text increased. In the pre-test results, students obtained an average score of 68.90%. This value has not yet been reached criteria (KKM) set by the school are 75. For post-test scores, students obtained an average score of 85%. This value is higher than the established KKM standard. This is higher than the KKM standards that have been set. This descriptive text teaching material has been proven to improve the ability to write descriptive text of class VII students at SMP Negeri 2 Tanjungbalai. The increase occurred by 16.1%.

Next, a response questionnaire was conducted to Indonesian language teachers to support the suitability of descriptive text teaching materials assisted by *Lumi Education*. The results of the questionnaire responding to the suitability of this teaching material are shown in the following table:

Table 4. Indonesian Language Teacher Eligibility Questionnaire

Questionnaire Instrument	
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
	0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5
Maximum Score	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
Score obtained	4 4 4 4 4 4 5 5 5 5 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
Maximum Total Score = 125	
Total score obtained = 104	
Average Percentage = 83.2 %	
Assessment Criteria = Very Decent	

Evaluation Stage

The evaluation stage is the final stage in developing the ADDIE model. Stage evaluation aim For evaluating *Lumie ducation based teaching material products* which has been tested. Evaluation is carried out to provide final assessment and revision of the teaching materials that have been developed. After process evaluation finished, Teaching materials have been created and are ready to be used in learning.

Discussion

Validation material teach description text assisted by *Lumi Education* obtained based on the validation assessment of the material expert team And expert design, response Teacher, then test try scale small And test try scale big test. The first stage of validation was carried out by material expert validation. Expert validation 2 validator lecturers carried out the material. Expert validator 1 obtained a total percentage of 98.57%. This value falls into the "very adequate" criteria. Meanwhile, material expert validator 2 obtained a percentage score of 70.71%. This value is included in the "decent" criteria.

The material feasibility test is carried out by providing an assessment on the aspects of appropriateness of content, appropriateness of presentation and

appropriateness of language. Things that are revised from material experts include consistency in the use of command words or question words. Then the accuracy of Indonesian Spelling. Apart from that, revisions were also made regarding the ownership of photos in the content of teaching materials. The validator also provides suggestions for using examples for each topic discussed.

A series of feasibility tests for descriptive text teaching materials assisted by *Lumi Education*. A validation design expert carried out the second stage of validation. 2 validator lecturers carried out design expert validation. Expert validator 1 obtained a total percentage of 88.88%. This value falls into the "very adequate" criteria. Meanwhile, design expert validator 2 obtained a percentage score of 80.74%. This value is included in the "Very worthy" criteria. Aspects assessed by design experts include the appearance of writing, the appearance of images, audio and video, attractiveness, elements of harmonious layout, and elements of independent learning. Based on the previous explanation, one of the advantages of using digital teaching materials is that they are efficient. Therefore, teaching materials created using *Lumi* only consist of a *link*. This *link* can be accessed without having to use an email

address and keywords. So this Lumi-assisted teaching material can be accessed without limitations in time and space and is even very easy to access.

Fulfilling the writing display criteria, this teaching material has a large size and uses a typeface that is easy to read. This is to make it easier for students to read the writing in this teaching material. The display of images, audio and video of this teaching material also consists of several photos. There are 6 photos of Teluknibung harbor. There are 5 photos of Kepah shells. There are 2 photos of Bangsi musical instruments. Each photo is quite large in size. There are also YouTube video links and websites which make it easier for students to search before writing descriptive text.

This teaching material is dominated by yellow and light blue. This color combination makes this teaching material look harmonious and has an attractive appearance. This teaching material is equipped with theory, practice activities, pictures and videos. Therefore, students can learn only independently. The multiple choice questions displayed already have answer keys so there is no need to ask the teacher or author to find out the answers.

Based on consideration of all aspects and revisions made. This teaching material was declared appropriate by expert validators. Next, small and large group trials were carried out on real students. The small scale trial consisted of 9 students. From the results of this trial, a feasibility percentage value of 91.25% was obtained. This assessment is in the "very feasible" category. Furthermore, the teaching materials were revised according to the obstacles that occurred when the small-scale trials were carried out. The problem found in small group trials is that multiple choices are not ordered. Then, from the results of large-scale trials, a percentage

value of 92.92% was obtained. This assessment is in the very worthy category.

After the trial was carried out, the feasibility test of descriptive text teaching materials was then carried out by the class VII Indonesian language subject teacher at SMP Negeri 2 Tanjungbalai. From the results of the questionnaire given, the feasibility of descriptive text teaching materials assisted by *Lumi Education* obtained a percentage score of 83.2%. This assessment is in the "very feasible" category. From the results of the previous discussion, it can be concluded that the descriptive text teaching materials assisted by *Lumi Education* are declared suitable for use as teaching materials. This was obtained from various validation tests, trials, and Indonesian language teacher responses.

CONCLUSION

Lumi Education -assisted descriptive research has gone through a long validation process before being declared feasible. This teaching material is included in the Very Eligible criteria after a validation test. After testing twice, students stated that this teaching material was very suitable for use. Apart from that, a questionnaire was also conducted again to Indonesian language subject teachers to strengthen the validity of this teaching material. The Indonesian language subject teacher also did the same thing. The teacher stated that this teaching material was very suitable for use. To strengthen the validity of this teaching material, an effectiveness test was carried out through students' ability to write descriptive texts. This activity was carried out using a description test before and after using the developed teaching materials. From the results of the students' descriptions, it was obtained that students' ability to teach materials increased. This research also proves that

lumi media can successfully create multi-interactive descriptive text teaching materials that are interesting and efficient. The researcher hopes that the use of lumi media can be used in other materials, especially in Indonesian language subjects. Despite the fact that currently, lumi is widely used in the field of science. This research also proves that lumi is also suitable for learning in the social field. It all depends on the creativity of the teacher using lumi media in creating interesting teaching materials.

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