

# The Development of Student Worksheets for Writing Short Stories Based on Local Wisdom Values for Class XI in Senior High School

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## **Abstract:**

**Background:** The problem in this study relates to the tendency of student worksheets received by students are still in the form of material summaries, questions, and have not been able to take advantage of existing facilities at school and have not emphasized the process of acquiring student knowledge. On that basis, the provision of student worksheets to write short stories oriented to local wisdom values is very necessary. The purpose of the study was to find out and describe the development of student worksheets for writing short stories based on local wisdom values for high school students in class XI and to find out and describe the feasibility of student worksheets in writing short stories based on local wisdom values.

**Materials and Methods:** The method that used in this research is Research and Development (R & D). The development model used is a procedural model. The development stages include: (1) pre-development stage, (2) product development stage, (3) trial stage, and (4) final revision stage. The research was conducted at SMAN 3 Bandar Lampung, SMAN 2 Bandar Lampung, and SMAN 15 Bandar Lampung. Research data were collected by questionnaires for experts, practitioners, and students by interview.

**Results:** The results showed that the development of student worksheets for writing short stories based on local wisdom values for high school students in class XI was needed in classroom learning by teachers and students. The development of student worksheets is carried out with the stages of defining, planning and developing. The contents of the student worksheets that have been developed contain covers, table of contents, descriptions of student worksheets, learning objectives, core competencies, basic competencies, presentation of the contents of student worksheets, concept maps, material content, exercises, and reference lists. The development of student worksheets that have been carried out and declared feasible to be produced as one of the teaching materials then the student worksheets are given to the school which is the place of research through the Indonesian language teacher. The feasibility of student worksheets for writing short stories based on local wisdom values for class XI high school students is generally feasible. The validation carried out by material experts with a value of 77 and validation by the State High School 15 Bandar Lampung teacher stated that it was very suitable to be used with a value of 92%, while the validation from the State High School 2 Bandar Lampung teacher also stated that it was suitable for use with a percentage of 86%, and the validation from the State High School 3 Bandar Lampung teacher stated the sheet student work is very feasible to use with a score of 87.75%.

**Conclusion:** Student worksheets for writing short stories based on local wisdom values for class XI high school students are generally suitable for use. This is based on the validation carried out by material experts with a value of 77 and the validation carried out by the State High School 15 Bandar Lampung teacher stating that it is very suitable to be used with a percentage value of 92%, while the validation from the State High School 2 Bandar Lampung teacher also states that it is feasible to use with a percentage of 86%, and validation from The teacher of State High School 3 Bandar Lampung stated that the student worksheets were very suitable for use with a score of 87.75%.

**Key Word:** Student worksheets; Writing; Short story; Local wisdom; Senior High School.

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## I. Introduction

Teaching materials are the most important component to assist in carrying out learning activities in the classroom. Teaching materials can be in the form of written materials, such as books and modules or unwritten teaching materials, such as audio, audio-visual and interactive multimedia teaching materials. Teaching materials actually need to be developed so that students can understand what is conveyed and expressed. Teachers can develop teaching materials so that they can save more time in learning. The availability of

teaching materials owned by the teacher can provide convenience in the tasks given to students. Teachers as learning facilitators in the classroom can create more effective and interactive situations through existing teaching materials and can combine them with the methods that they use so that they are more varied and interactive (Belawati, 2003).

Learning in the classroom requires supporting facilities and infrastructure in the form of learning media as a support. Learning media is a tool in learning that contains certain learning materials as learning resources (Budiarti& Haryanto, 2016). One of the teaching materials that can be developed and utilized is *student worksheets* (student activity sheet). *Student worksheets* are sheets containing tasks that must be done by students within a certain time. *Student worksheets* is very well used in the context of heuristic and expository strategies. In the heuristic strategy, student worksheets are used in the guided discovery method, while in the expository strategy, student worksheets are used to provide development exercises. In addition, student worksheets as a support to increase student activity in the learning process can optimize learning outcomes. Sheets are usually instructions or steps to complete a task. A task that is ordered in the activity sheet must be clear in the basic competencies (KD) to be achieved.

One of the lessons that requires the development of student worksheets is learning to write short stories. This writing ability needs to be supported by student worksheets so that students can be independent, directed, and guided in writing poetry. In addition, the importance of learning to write poetry which must be supported by student worksheets for writing poetry is a competency that must be achieved by students and is also a requirement in the 2013 curriculum which has been explained in core competencies (KI) and basic competencies (KD). The basic competencies that developed are basic competence 4.9 constructing a short story by assessing the elements of short story building. Through the development of student worksheets, it is hoped that what is in the curriculum, both core competencies and basic competencies can be achieved properly. That is, students can write short stories with good and quality results. Therefore, the need for student worksheets to write books is very much needed to support learning in class, especially gradeeleventh inSenior High School.

## **II. Material and Methods**

### **Student Worksheets**

Student worksheets are defined as a printed teaching material in the form of sheets of paper that contain materials, summaries, and instructions for the implementation of learning tasks that must be done by learners. According to Prastowo (2014: 315), student worksheet is a teaching material that can reduce the teacher centered paradigm to student centered so that learners will be more active. According to Widjajanti (2018: 1), the student worksheet is one of the learning resources that can be developed by educators as facilitators in learning activities. The student worksheets that are compiled can be designed and developed in accordance with the conditions and situations of learning activities to be faced.

The student worksheet contains a set of fundamental activities that must be done by learners to maximize understanding in an effort to establish basic abilities according to indicators of learning outcome achievement that must be taken (Trianto, 2009: 222). Meanwhile, according to the Ministry of Education quoted by Riadi (2015: 2), student worksheets are sheets containing tasks that must be done by learners. Activity sheets are usually instructions, steps to complete a task. The advantage of using student worksheet is that it makes it easier for educators to carry out learning, for learners will learn independently and learn to understand and carry out a written task.

The structure of student worksheet as stated in Permendiknas (2008) general guidelines for the development of student worksheet teaching materials (*Student worksheets*) include (1) titles; (2) learning instructions; (3) Competence to be achieved; (4) supporting information; (5) task or working steps; and (6) assessment. Based on the above opinions, it can be concluded that *student worksheets* is a guideline that has been compiled and designed in such a way that provides opportunities for learners to expand the understanding of the material that is the purpose of learning. The guidelines contain activities that are directed and active, so that *student worksheets* can be used as a guide for learners in conducting learning activities.

### **Writing Skills**

Writing is a communication activity that uses language as a medium. Its form is in the form of writing consisting of a series of meaningful letters with all its completeness, such as spelling and punctuation. Writing according to Tarigan (2013: 22) is to lower or paint graphic symbols that describe a language understood by one person, so that others can read the symbols of the graph if they understand the language and the picture of the graph. Zainurrahman (2013: 2) suggests that writing is one of those skills that is not mastered by everyone, let alone writing in an academic context, such as writing essays, scientific papers, research reports.

Writing is not just drawing letters, drawing the letters is an essay. Essays as expressions of thoughts, ideas, opinions, experiences arranged systematically and logically (Cahyani, 2012: 4). Writing process also has a purpose as expressed by Jonah (2014: 3), namely (1) expressing the thoughts, attitudes, or feelings of the culprit,

expressed through the example of letters or diaries; (2) influence the attitudes and opinions of others; (3) to establish social relations; (4) science; (5) obtain information; and (6) express or fulfill a sense of beauty.

### **Short story**

Short story is two forms of literary works that are also called fiction (Nurgiyantoro, 2010: 9). In line with Nurgiyantoro, it is also explained by Sadikin (2011: 42) that short stories are a form of fictitious narrative prose. Short stories tend to be dense and direct at their purpose rather than longer works of fiction, such as *novella* and novels. Short stories also have supporting elements. The supporting elements of short stories are (1) intrinsic elements that include themes, characters or characterizes, backgrounds, grooves, mandates and viewpoints and (2) extrinsic elements, such as politics, religion, social, morals, and economics that occur in society (Nurgiyantoro, 2010: 23).

Short stories or short stories, have special characteristics compared to literary works novels or the like. Tarigan (2011: 180) presents several features of short stories including:

1. The main characteristics of short story, namely short, solid, and intensive.
2. The main elements of the short story, namely scenes, characters, and motion.
3. The language of short stories should be sharp, suggestive, and engaging, as well as considerate.
4. Short stories should contain the author's interpretation of his conception of life, either directly or indirectly.
5. A short story should have one effect in the reader's mind.
6. Short stories should give rise to the reader's feeling that the storyline is the first part of attracting feelings, and only then attracting thoughts.
7. Short stories contain details and incidents that are chosen deliberately, and can raise questions in the reader's mind.
8. In a short story, an incident rules the course of the story.
9. Short stories must have a main culprit.
10. A short story should have one interesting effect or or effect.
11. The short story depends on one situation.
12. Short stories give a single impression.
13. Short stories give one roundness of effect.
14. Short stories present one emotion.
15. The number of words contained in a short story is usually under 10,000 words, not more than 10,000 words or about 33 pages of double-spaced quarto.

### **The Values of Local Wisdom of Lampung Community**

Human life is inseparable from value, both the value of good deeds and the value of bad deeds. Value influences attitudes and behaviors that connect something to something so that it is acquired into a decision. Sudibyo (2013: 32) says that value is everything good or bad. Literary works are one of the things that cannot be separated from value issues, such as religion, culture, economy, politics, and environmental climate. Literary works are born out of the social world. The social emptiness of literary works is unlikely to be born a literary work.

Indonesian society is a multilingual society (Costa, 2020: 48). One of the values that are attached in life is the value of local wisdom. Indonesia is a country with local wisdom values. The value of local wisdom is believed by Ruslan (2018: 109) to have a value of kindness and become a reference in acting on people's lives, so that the principle becomes a mindset and tradition in the life of the local community. Pranoto and Wibowo (2018: 36) stated that the value of local wisdom is the basic foundation in forming strong and characterful individuals. Individuals are formed through processes with their environment. The role of local wisdom values becomes the foundation for individuals in carrying out every process of interaction with the environment.

One of the values of local wisdom that is still upheld in Indonesia is the value of local wisdom in the people of Lampung. Pranoto and Wibowo (2018: 36) explained that the value of local wisdom in the people of Lampung is *Piilsenggiri*. *Piilsenggiri* is a value of local wisdom that becomes a guideline for the life of the Lampung people. *Piilpesenggiri* for the community, has meaning as a way of life. Every movement and step of the life of Lampung people in everyday life is based on the cleanliness of the soul. The *piilpesenggiri* elements include:

#### **1. Juluk-Adek**

*Juluk-adek* is the main identity attached to the Lampung people. *Juluk-adek* is arranged in customary ordinances. Because the *nicknames* are related to indigenous peoples, everyone is obliged to keep the *nicknames* that have been given and must maintain their attitude and behavior in the community.

#### **2. Nemui-Nyimah**

*Nemui-nyimah* means fond of bersilaturahmi or visiting and generous or likes to give. *Nemui-nyimah* must be based on sincerity. It is the identity of the Lampung people that must be maintained. In the present

conditions, *nemui-nyimah* must be truly encouraged for the creation of a safe, peaceful, cooperating, and royong community.

3. *Nengah-Nyappur*

*Nengah-nyappur* means a tolerant attitude between people, upholding a sense of family. In a plural Lampung society, this principle of *nengah-nyappur* must be upheld in order to create a harmonious social order.

4. *Sakai-Sambaiyan*

*Sakai sambaiyan* means help, solidarity, and gotong royong, everyone Lampung. All those in the Lampung region, must *dosakai-sambaiyan*, help each other, build solidarity, participate in all development programs that have been planned by the central government nationally and those that have been proclaimed by the local government.

5. *TitieGemattei*

*Titiegemattei* means following good habits. Lampung people are obliged to follow the good habits of our ancestors. The ancestors have bequeathed their culture, customs, and wisdom, and we just live. However, that does not mean we have to be rigid with what we believe, what we are used to doing, because *titiegemattei* also invites us to adapt to change, as long as the change leads to a better direction. Take the good new things, and keep the old things good.

The cultural values of Lampung people are basically a basic need for all members of the local community to *survive* reasonably in fostering their lives and livelihoods that are reflected in daily behavior, either personally or together with members of community groups and society at large.

**Short Stories That Contain Local Wisdom Values**

A short story that shows the values of local wisdom of the people of Lampung, one of which was written by Ria Anggraini with the title “The End of *Sebambangan*”. The short story was written in 2020. The brief synopsis is accompanied by the content of the value of local wisdom of the indigenous people of Lampung as follows:

<b>Short story title</b>	AkhirSebuah <i>Sebambangan</i>
<b>Writer</b>	Ria Anggraini (Postgraduate Students of Lampung University in Indonesian Language Education Study Program)
<b>Short story figures</b>	Main character: <ol style="list-style-type: none"> <li>1. Zainudin (Young Teacher at SMPN 1 AB)</li> <li>2. Mak (Zainudin's mother)</li> <li>3. Rozali, S.Pd. (Head of SMPN 1 AB)</li> <li>4. Zubaidah (Close Friends of Zainudin)</li> <li>5. Samsi (Minak/Uncle Zainudin)</li> </ol>
<b>Brief Synopsis</b>	The short story tells the story of a young man named Zainudin. Zainudin is a young teacher at SMPN 1 AB. He wants to get married but because of difficult economic circumstances make him have to <i>balance</i> with his lover, Zabaidah. Although initially heavy, both remained <i>scattered</i> . Finally, <i>the distribution</i> carried out by Zainudin and Zubaidah was known by the Zainudin family. Zainudin's uncle Samsi finally visited the Zuabidah family to convey false confessions. In the custom Lampung is called <i>NgattakPengunduranSenjato</i> (as a form of wrong lap). The Zainudin family envoy was well received by the Zubaidah family. Long story short, with a long process, the two finally got married.
<b>Values of local wisdom in short stories</b>	<ol style="list-style-type: none"> <li>1. <i>Juluk-adek</i> Local wisdom with regard to <i>the juicing</i> in the short story “AkhirSebuah<i>Sebambangan</i>”, occurs at the following event. This meeting is what makes my chest pound because I have to attend. I was presented at the event <i>manjaumengiyang</i> (visit of the son-in-law). In that meeting, I had to introduce myself to the girl's parents and her <i>penyimbang</i>. Continued with the event of <i>prostration</i> or <i>sujud</i> to all the traditional elders and relatives of the girl who attended. Usually in this sujet event is given <i>amai-adek</i> / title by mothers (<i>bubbai</i>) from the family of the girl.</li> <li>2. <i>Nemui-Nyimah</i> (Manners, generous, open arms, love to give and receive in a material sense according to ability). <i>Nemui-nyimah</i> in the Shot story “AkhirSebuah<i>Sebambangan</i>”: <i>Minak</i> and other indigenous figures are directly invited to the traditional house or meeting house. “<i>Assalamualaikum</i>, introduce my name Samsi and I bring other indigenous figures from our kampong, for <i>NgattakPengunduranSenjato</i>. We conveyed that the girl named Zubaidah had actually run with Zainudin. Our son and now Zuaidah has been at the residence of Zainudin's parents. For this purpose, we hand over the <i>punduk</i> in the form of this kris to the Master who represents Zubaidah's parents,” Minak said to the Zubaidah family's indigenous <i>punyimbang</i>.</li> <li>3. <i>Nengah-nyappur</i> describes that members of the Lampung community prioritize a sense of family and are supported by a likeness and friendly attitude with anyone, not distinguishing tribes, religions, levels, origins and groups. <i>Nengahppurin</i> the short story “AkhirSebuah<i>Sebambangan</i>”: “Thank you for the arrival of gentlemen at our residence. We already knew this from the</li> </ol>

	<p>tengepik left behind by Zubaidah. This kris we accept and please gentlemen come back after 2 days from today." Replied the customary chairman firmly.</p> <p>4. <i>Sakai sambaiyan</i> means mutual help and <i>gotong-royong</i> means togetherness. <i>Sakai sambaiyan</i> in the short story "Akhir Sebuah Seimbangan" occurs in the following events. "All right, Din and Zubaidah. Your two problems are ours. We consult to determine the next step as is the case in our custom, namely Lampung Pepadun. Minak will soon <i>Ngattak Pengunduran Senjato</i> as a form of wrong lap for your actions to flee Zubaidah to your parents' house." Obviously to us who are present in our traditional kampung house.</p>
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**Study Design:** Research and Development (R & D)

**Research Subject:** Student worksheets of writing short stories. The student worksheets is based on local wisdom values and was tested early in State High School 2 Bandar Lampung (limited scale) and field tested (broad scale), namely to students of class XI in State High School 2 of Bandar Lampung, State High School 3 of Bandar Lampung, and State High School 15 of Bandar Lampung

**The Specification of Development Product:** The specifications of this research development product are stated as follows.

1. The student worksheet is a set of materials that are systematically arranged containing tasks that must be done by students of class XI high school.
2. This student worksheet contains instructions and steps to complete the task in accordance with basic competencies (KD: 4.9) Constructing a short story by paying attention to the elements of the short story builder. The subject matter: Steps of writing short story text (digging into experience, finding topics, developing topics according to the structure of content and language characteristics).
3. Student activity sheets are used for Indonesian lessons for class XI learners for 3x45 minutes of lessons and one meeting. This activity sheet is used as a companion book for Indonesian textbook curriculum 2013 revised edition 2017.
4. This activity sheet is organized with the title structure, learning instructions, competencies to be achieved, supporting information, tasks, and work steps, as well as assessment.

**Data Collection:** Research data is collected with a feasibility trial questionnaire conducted by experts and practitioners. Students are also given an interview sheet to get a response to the needs of the worksheet of learners writing short stories.

**Data Analysis:** The data from the trial are in the form of qualitative and quantitative descriptive data. Qualitative descriptive data in the form of verbal data regarding comments, suggestions and criticisms in questionnaires and notes during the trial. Quantitative data in the form of scores contained in related questionnaires and the attractiveness of the teaching materials developed.

Furthermore, data were analyzed by (1) collecting written verbal data obtained from assessment questionnaires, (2) transcribing oral data, (3) collecting, selecting, and classifying written and verbal data based on test groups, and (4) analyzing data and formulate analysis as the basis for taking action on the product being developed, namely revising or implementing it.

### III. Result

Learning to write short stories in schools should be supported by the availability of teaching materials in the form of student worksheets. The goal is that the learning process of writing short stories as one of the literary competencies that must be mastered by learners becomes good and achieves learning goals to the maximum. The availability of student worksheets teaching materials is considered important and even mandatory held by teachers so that the learning process is more conducive and achieves the expected competencies.

#### 1. Preliminary Research

The preliminary research was done by distributing questionnaires to teachers and students at State High School 2 of Bandar Lampung, State High School 3 of Bandar Lampung, and State High School 15 of Bandar Lampung. The results of the questionnaire obtained preliminary information that the learning process of writing short stories so far only relies on explanations from teachers through lecture and assignment methods without any supporting teaching materials. Some teachers also state that the internet can be used to help learners in developing their writing efforts, especially writing short stories. This is certainly a problem that must be given a solution so that the availability of teaching materials must be applied immediately. Results from preliminary studies collected through questionnaires show that the need for the availability of teaching materials in the form of student worksheets. This was the result of needs analysis in learning

**Tabel 1:** Calculation of Questionnaire Results Student Worksheets Needs by Teachers

Source/ Respondents	Numbers in need		Percentage of Needs	Category
	Need	No Need		
1 Teacher of State High School 2 ofBandarlampung	1	0	100%	Much needed
1 Teacher of State High School 3 ofBandarlampung	1	0	100%	
1 Teacher of State High School 15 ofBandarlampung	1	0	100%	
Sum	3	3	100%	

Based on questionnaires that have been responded by 3 teachers from State High School in Bandarlampung as mentioned the results show that the 3 teachers stated that short story writing learning is needed for student worksheets in short story writing learning. The percentage of student worksheets needs in short story writing learning intended for students shows a number with a percentage of 100%. In other words, all respondents stated that student worksheets teaching materials are needed by students and teachers, especially in learning to write short stories.

**Tabel2:** Calculation of Questionnaire Results Student Worksheets Needs by Students

Source/ Respondents	Numbers in need		Percentage of Needs	Category
	Need	No Need		
10Studentsof State High School 2 ofBandarlampung	10	0	100%	Much needed by students
10Studentsof State High School 3 ofBandarlampung	8	2	80%	
10Studentsof State High School 15 ofBandarlampung	9	1	90%	
Sum	Q	3	90%	

Based on the calculation of student worksheetsneeds as a teaching material to write short stories, with 30 respondents from State High School 2 ofBandarlampung, State High School 3 ofBandarlampung, and State High School 15 ofBandarlampung, the percentage number of needs shows 90%. That is, in general, class XI students desperately need student worksheetsin learning to write short stories.Thusit can be said that student worksheetsmaterial writing short stories really should be provided and held to assist class XI students in writing short stories.

## 2. Data Collection

Data collection on the development of teaching materials in the form of student worksheetsabout writing short stories based on local wisdom values is done with the stages of definition, planning, and development. The first stage of conducting a needs analysis includes conducting an analysis of short story writing materials based on the curriculum, especially 2013 Curriculum.

### a. Curriculum Analysis

This stage is the stage of analysis of the curriculum and analysis of various reference books. The stages of curriculum analysis are as follows.

- 1) Reading the contents of Curriculum 2013 (revised edition 2017) high school for class XI that focused on learning to write short stories. In the syllabus there is short story writing material on the core competence (KI.4): processing, reasoning, praying, and creating in the concrete and abstract realms related to the material he studied in school independently and acted effectively and creatively, and was able to use methods in accordance with scientific rules. Basic competence (KD.4.9): Constructing a short story by paying attention to the elements of the story builder. The subject matter: Steps of writing short story text (digging into experience, finding topics, developing topics according to the structure of the content and characteristics of the language).
- 2) The stage of the elaboration of KD into learning indicators, at this stage the ability to write short stories based on local wisdom values is included in the learning indicator.
- 3) Designing a learning implementation plan (RPP) and designing short story writing materials based on local wisdom values, especially the Lampung community.

### b. Reviewing theLatest References

In developing products in the form of student worksheets, researchers conducted a study of various references related to the preparation of short story writing materials, especially in short story writing activities based on the values of local wisdom of the Lampung community.

## 3. Preparation of Student Worksheets

Related to the development of teaching materials, currently the development of teaching materials in the form of student worksheets becomes a need that should be prepared by the teacher as a facilitator in the classroom. This is a consequence of the implementation of the 2013 Curriculum. student worksheets can help schools in realizing quality learning. The application of modules can condition learning activities more well planned, independent, complete and with maximum results.

Activities at this stage, namely researchers do the design of the initial student worksheets. The design and draft of student worksheets learning to write short stories are standardized with content substance of teaching materials of the ministry of education and culture. The format of the section in the student worksheets of learning to write short stories based on local wisdom values consists of the coverpage, the foreword section, the table of contents section (containing core competence descriptions, concept maps, and learning materials) the core part of the module, namely short story writing learning materials and exposure to the values of local wisdom of Lampung community.

#### **4. Student Worksheets Design**

The initial module creation stage refers to literature, adjusting to core competence and indicators. After a literature review, the following steps are taken.

- a. Researchers determine the learning material of writing short stories based on the needs and characteristics of students in analyzing the intrinsic elements of short stories and then a map is made of the needs of teaching materials that needed to know the order and type of material to be arranged. Write short stories by paying attention to the elements of the builder and based on the values of local wisdom of the people of Lampung.
- b. Researchers read and understand the theory of learning models of writing short stories based on local values of insecurity and see their relationship with student worksheets write short stories.
- c. Researchers design student worksheets, the design of teaching materials, especially student worksheets including (a) instructions for learning, (b) the competencies to be achieved, (c) the deepening of the material, and (d) individual/group tasks.

#### **5. Module Validation**

The expert consists of a practitioner expert test (an experienced high school teacher), a material test by a lecturer, and a media expert test related to design, product learning. In this case, validation of the student worksheet is done before the student worksheet is piloted. Students write short stories based on the values of local wisdom of Lampung community validated by two experts, namely material validation conducted by Dr. Edi Suyanto, M.Pd., media validation is done by Bayu Saputra, M.Pd.

The evaluation given by the experts is in the form of value obtained from a scale of 1 to 5 and along with suggestions for improvement. Product assessment indicators in general include aspects of language feasibility, content feasibility, presentation, and graphicity of student worksheet products. The material content expert test consists of 4 main lines of things, namely: (a) the feasibility of content, which consists of 4 indicators, namely (1) conformity with KI and KD, (2) conformity to the needs of students, (3) conformity with the needs of teaching materials, and (4) the truth of material substance.

Furthermore, (b) language, which consists of 4 indicators, namely (1) readability, (2) material clarity, (3) conformity with the rules of Indonesian, and (4) the effective and efficient use of language. Next, (c) the presentation of material consisting of 5 indicators namely (1) clarity of purpose, (2) order of presentation, (3) giving motivation, (4) interactivity (stimulus and response), and (5) completeness of information. Furthermore, the last, (d) the graph, which consists of 4 indicators, namely (1) use of *fonts* (types and sizes), (2) *lay outs*, (3) illustrations, graphics, images, and photos, and (4) display design and use of colors.

The results of the expert evaluation of learning materials Indonesian on the material content indicator can be explained as follows.

- a. Content Eligibility
  - 1) Teaching materials, especially student worksheets in writing short stories based on local wisdom values developed by researchers in accordance with core competencies and basic competencies.
  - 2) Student worksheets in writing short stories based on local wisdom values that developed by researchers already in accordance with the needs of learners.
  - 3) Student worksheets in writing short stories based on local wisdom values that developed by researchers in accordance with the needs of teaching materials.
  - 4) Student worksheets in writing short stories based on local wisdom values that developed by researchers already have the truth of the substance of the material.
- b. Language
  - 1) Student worksheets in writing short stories based on local wisdom values that developed developed by researchers already have a good level of readability.
  - 2) Student worksheets in writing short stories based on local wisdom values that developed developed by researchers already have excellent material clarity.

- 3) Student worksheets in writing short stories based on local wisdom values that developed by researchers already have conformity with the rules of Indonesian.
  - 4) Student worksheets in writing short stories based on local wisdom values that developed by researchers is effective and efficient.
- c. Serving
- 1) Student worksheets in writing short stories based on local wisdom values that developed by researchers have a clear goal and can be achieved by module users.
  - 2) Student worksheets in writing short stories based on local wisdom values that developed developed by researchers already have a good order of presentation.
  - 3) Student worksheets in writing short stories based on local wisdom values that developed by researchers there is a motivation that can improve the learning ability of learners.
  - 4) Student worksheets in writing short stories based on local wisdom values that developed by researchers already have good interactivity (stimulus and response).
  - 5) Student worksheets in writing short stories based on local wisdom values that developed by researchers already have excellent information completeness.
- d. Graphics
- 1) Student worksheets in writing short stories based on local wisdom values that developed by researchers already use fonts (types and sizes) very well.
  - 2) Student worksheets in writing short stories based on local wisdom values that developed by researchers already using layout well.
  - 3) Student worksheets in writing short stories based on local wisdom values that developed by researchers already use illustrations, graphics, images, and photos very well.
  - 4) Student worksheets in writing short stories based on local wisdom values that developed by researchers have been very well designed.

The results of validation from material experts by Dr. Edi Suyanto, M.Pd. based on the improvement of student worksheets that have been done, it is stated that the student worksheet is suitable for production and use with the value given is 77.

Validation results from 3 teachers in three State High School in Bandarlampung as follows.

- 1) Validation conducted by NenengSuryani, M.Pd. as a Indonesian teacher at class XI in State High School 15 ofBandarlampungstated that in terms of eligibility the contents of student worksheets are very suitable for use with a percentage of 95%. Similarly, the language category is very feasible to use, namely with a percentage of 95%, while in the presentation of student worksheet material is worth using with a percentage of 84%. Meanwhile, in the category of graphing of student worksheets are also very worthy of use with a percentage of 95. In general, based on the assessment of the eligibility of the student worksheets by the teacher is declared very feasible and please use.
- 2) Validation conducted by WindaPatrisia, M.Pd. as a Indonesian teacher at State High School 2 ofBandarlampungstated that based on the feasibility of contents, the student worksheets is worth using with a percentage of 80%, while in the language of the student worksheets gets a score of 90% so it is declared very suitable for use. In terms of presentation of the material, it reaches a score of 84% so that it is worth using and in terms of radiography is given a score of 90% so it is very worthy of use. The teacher states in the note that the student worksheets can be used or very suitable for use.
- 3) Validation conducted by Yunaida, M.Pd. as a Indonesian teacher at State High School 3 ofBandarlampungstated that the feasibility of the contents of student worksheets in the number 90% so that it is very suitable for use and in the language of the student worksheets also achieves the same score of 90% so it is very suitable for use. Furthermore, in the presentation of worksheet material learners reach a score of 80% so that it is worth using and in terms of radiography reaches 95% so it is very suitable for use. The general statement of the teacher is that the student worksheets is very suitable for use.

#### **IV. Conclusion**

Based on the analysis of research results and discussion data can be concluded as follows.

1. The development of student worksheets in writing short stories based on local wisdom values for high school students at class XI is indispensable in classroom learning by teachers and students. The development of student worksheets in writing short stories based on local wisdom values is done with the stages of definition, planning and development. The contents of student worksheets that has been developed contains the cover, table of contents, description of student worksheets, learning objectives, core competencies, basic competencies, presentation of the contents of the student worksheets, concept map, material content, exercise, and reference list. Based on the development of student worksheets that have

been done and declared worthy of production as one of the next teaching materials, student worksheets are given to the school that becomes a research place through teachers Indonesian.

2. Student worksheets in writing short stories based on local wisdom values for high school students at class XI in general is worth using. This is based on validation conducted by material experts with a score of 77 and validation conducted by teachers State High School 15 of Bandarlampung stated that it is very suitable for use with a percentage of 92% value. Then, validation from State High School 2 of Bandarlampung teachers also stated that it is worth using with a percentage of 86%, and validation from State High School 3 of Bandarlampung teachers states that student worksheets are very suitable for use with a score of 87.75%.

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