Developing Contentful Blog Media Tegal's Local Culinary Wisdom to Improve Class VI Narrative Text Writing Skills

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ABSTRACT

This research aims to produce a product in the form of blog learning media containing local wisdom for material for writing narrative texts for class VI students at SD Negeri Pagerbarang 03. The research method used is the R & D (research and development) research method with the ADDIE (analysis, design) model. (development, implementation, and evaluation). The aim of this research is to improve the skills of writing narrative texts for Indonesian language learning in class VI of SD Negeri Pagerbarang 03. The results of the research show that: (1) to develop blog media, a relevant design is needed for the material for writing narrative texts; (2) blog-based media for narrative text writing skills is declared feasible in terms of media and material aspects; (3) with blog media containing local Tegal culinary wisdom, the skills in writing narrative texts can be improved. So that blog-based media containing local Tegal culinary wisdom can be used for learning Indonesian as material for writing narrative texts for class VI elementary schools.

Keywords: Blog, Writing Skills, Media, Narrative Text

INTRODUCTION

Education is a learning process that aims to develop overall human potential. This process involves acquiring the knowledge, skills, values, attitudes, and understanding necessary to live life. Education opens the door to opportunities and allows us to reach our maximum potential. With education, we can think critically, solve problems, and adapt to changing times. Apart from that, education also plays an important role in forming a better and more advanced society. To achieve this goal, education requires a method that makes it easier for students to master the expected competencies (Pristiwanti, 2022). One of the competencies that students must master is Indonesian language subjects. Indonesian is a subject that plays an important role at the elementary school education level because Indonesian language subjects involve basic skills that must be mastered by students to be able to continue higher education (Mahfudoh, 2024).

Indonesian language subjects include receptive and productive abilities. Receptive abilities include listening, reading, and viewing. Productive abilities include the ability to speak and present and the ability to write. These abilities are based on three things that are interconnected and support each other to develop student competencies, namely language, literature, and thinking. This competency development is expected to form students who have high literacy skills and have Pancasila character (Kemendikbudristek, 2022). Students master language skills gradually. At first, students

are able to listen and then speak. Next, students will be able to read and write. In other words, writing ability is the peak ability that students will master when they are able to master other language skills. Through this writing activity, students can express their thoughts, ideas, and feelings in written form (Mahfudhoh, 2024). Writing skills must be developed early, starting from basic education, in a methodical and systematic way. Writing skills in elementary schools are an aspect that must be emphasized in their development. This is so that students are able to communicate both orally and in writing. The ability to write effectively is very necessary for students, not only as a means of learning at school but also as a language skill (Widiastuti, 2023). Writing is a language skill that is used to communicate indirectly and not face-to-face with other people. Writing is a productive and expressive activity. In this writing activity, the writer must be skilled at utilizing language structures and vocabulary. This writing skill will not come automatically but must go through a lot of and regular training and practice (Tarigan, 2021).

One of the writing lessons in class VI of the Merdeka Curriculum is writing narrative texts with the learning objective of students being able to write sentences in simple narrative texts with an opening, middle, and ending with intrinsic elements such as dialogue, setting descriptions, and character characterization to attract readers. The theme of the narrative text is personal experience. Narrative text is a form of discourse or story that tries to describe events as clearly as possible (Amin, 2021). In narrative discourse, there are important story elements such as time, actors, and events (Restiani et al., 2022). The ability to develop narrative texts based on personal experience for elementary school students is the student's ability to express or create an essay by utilizing the experiences they have experienced as an object to determine the theme in developing their writing. Students' personal experiences can be used as student motivation to increase students' interest in writing. Both happy, sad, difficult, and embarrassing experiences that the student has experienced himself. A teacher's learning process does not only transform students' potential into abilities and skills that, when developed, will be beneficial for human life. In the teaching and learning process, teachers are always required to provide new innovations so that students are able to gain new experiences in the teaching and learning process. This innovation is needed to make the learning process fun and interesting. The design of innovative learning tools needs to be done so that students are more active in learning (Norviana & Purwati, 2023).

The use of learning media will really help the practicality of the learning process and convey the message and content of learning material. Media is one means of improving learning process activities. Media has different characteristics; therefore, it is necessary to choose it carefully and precisely so that it can be used effectively (Wulandari et al., 2023). The word media comes from Latin as the plural of medium. The boundaries regarding the definition of media are very broad, but we limit it to educational media, namely media used as tools and materials for learning activities. The word media comes from the Latin medius, which literally means middle, intermediary, or introduction. More specifically, the definition of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information (Ibrahim et al., 2022).

According to Sudjana (in Hasan, 2021) the benefits of learning media in the student learning process are as follows: a) Learning will attract more students' attention so that it can foster learning motivation, b) The meaning of learning materials will be clearer so that it can be better understood by students and allows them to master and achieve learning objectives, c) Teaching methods will be more varied, not just verbal communication through the teacher's telling of words, so that students do not get bored

and the teacher not only listens to the teacher's explanations, but also other activities do not run out of energy, especially if the teacher teaches every class hour, d) Students can do more learning activities because they not only listen to the teacher's explanations, but also other activities such as observing, doing, demonstrating, acting out, etc.

Media as a component in learning must match the characteristics of the learning material. So, the learning materials and media used must be appropriate so that learning can be carried out well, as is the opinion of Ibrahim et al., (2022) who state that the media must be determined and so that the implementation is efficient, effective and on target.

With the rapid development of technology and information, teachers must always be creative in transferring their knowledge to students so that students voluntarily want to learn (Hapsari, 2021). According to Piaget, children aged 7-11 years experience a concrete operational level of development. This means that children have logical thinking that they can apply to concrete problems. When faced with something related between thought and perception, children during this period can choose logical decisions and not perceptual decisions like preoperational children.

In the digital age, with the increasingly rapid development of information and communication technology, elementary school-age children are able and competent to operate technological items such as cell phones, computers, video games, and so on. Today's children spend more time playing online games and interacting with gadget media, such as cell phones, laptops, and video games. Activities that come into contact with technology color the lives of children this age.One technology-based medium that can be used in learning writing material is blog-based media. However, based on the results of interviews conducted by researchers, it shows that teachers rarely use blog-based media in learning.A blog is a website where writers can convey their personal opinions or experiences. There are several types of blog writing; it can be interpreted as a personal diary or it can be information on more specific content (Nurhaeni et al., 2021). Blogs can also be described as online journals where all managers write and edit information via web browsers or handheld devices and as one of the effective ways of including technology in the field of education, providing active participation of all students into the learning environment through different media. (Sari et al., 2023).Several studies on blog-based media were carried out by previous researchers, including Rida et al. (2024), who wrote that blog media was effective in increasing interest in learning about students' personal experience writing skills; research by Cahyo (2022), which stated that the media blogs are effective for improving rhyme writing skills; and the results of research by Putri & Dahlan (2020), which show that blog media can improve poetry writing skills.

Integrating local wisdom into learning tools is an alternative to providing teaching materials that suit student characteristics. Local wisdom is basically the good values of local culture and has received recognition by the majority of society regarding its goodness. Local wisdom around the school can be integrated with the media used in learning. Combining media combined with local wisdom will produce media based on local wisdom, which will make students more interested in studying and learning meaningfully (Ridho et al., 2021). Integrating local wisdom into learning tools is an alternative to providing teaching materials that suit student characteristics. According to Meilana & Aslam (2022), the functions of local wisdom include: first, it is used as a sign of community identity. Second, it is used as a cohesion factor (aspect of cohesion) between residents and the beliefs they hold. Third, it is used as local wisdom to bring a color of unity to the community. Fourth, it is used to change the way of thinking and relationships between groups and individuals, placing them on the same background/culture that

they have. Fifth, encouraging the development of solidarity, appreciation, and general mechanisms to prevent various ways of reducing or influencing community solidarity are believed to emerge from birth and development based on common sense towards an inclusive community.

Integrating local wisdom into learning tools is an alternative to providing teaching materials that suit student characteristics. Local wisdom is basically the good values of local culture and has received recognition by the majority of society regarding its goodness. Local wisdom around the school can be integrated with the media used in learning. Combining media combined with local wisdom will produce media based on local wisdom, which will make students more interested in studying and learning meaningfully (Ridho et al., 2021). Integrating local wisdom into learning tools is an alternative to providing teaching materials that suit student characteristics. According to Meilana & Aslam (2022), the functions of local wisdom include: first, it is used as a sign of community identity. Second, it is used as a cohesion factor (aspect of cohesion) between residents and the beliefs they hold. Third, it is used as local wisdom to bring a color of unity to the community. Fourth, it is used to change the way of thinking and relationships between groups and individuals, placing them on the same background/culture that they have. Fifth, encouraging the development of solidarity, appreciation, and general mechanisms to prevent various ways of reducing or influencing community. In this development research, the local wisdom of Tegal Regency was included as an element used in delivering material for writing narrative texts on blog media. One of the local wisdoms in Tegal that is well known to students is Tegal's typical culinary delights. Apart from being found in everyday life by students, the choice of typical Tegal culinary delights is also an effort to preserve the typical food or drinks found in Tegal. Tegal Regency has many types of 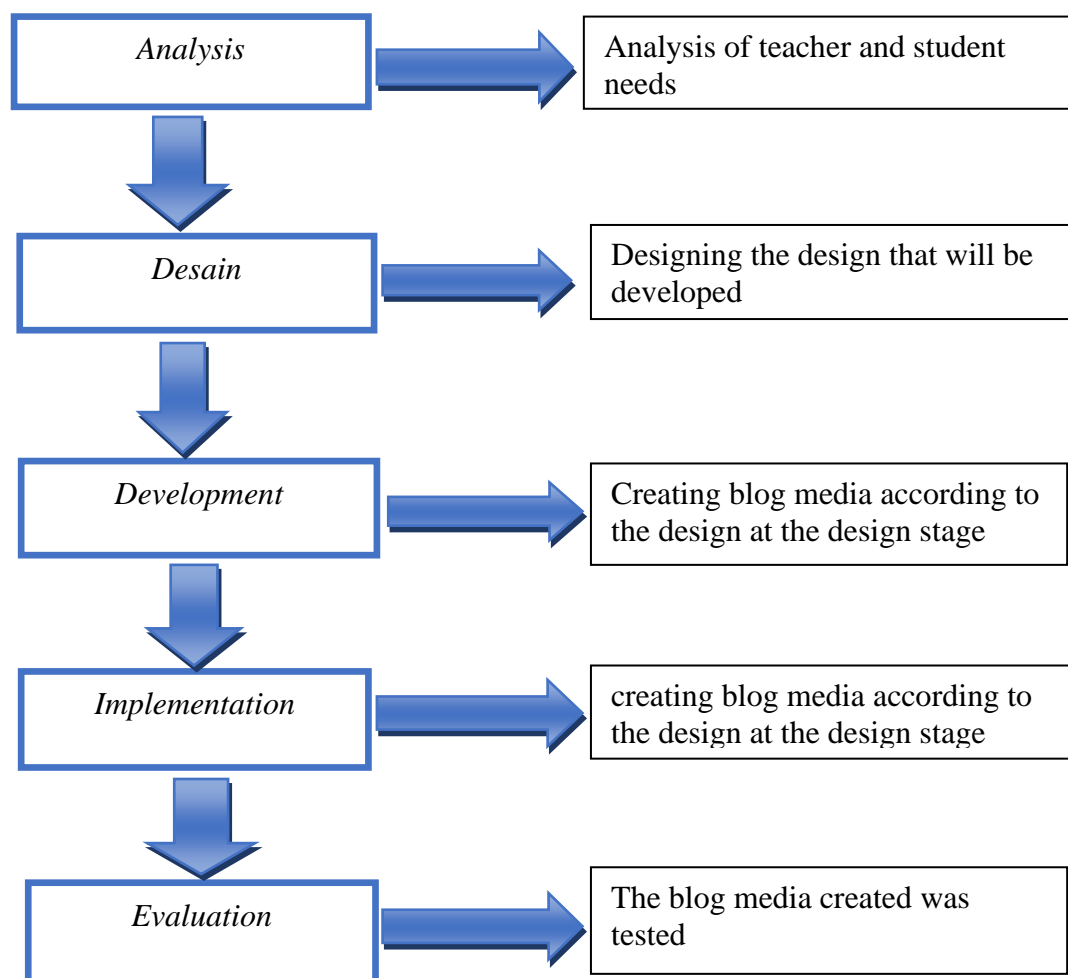culinary or food in Tegal Regency, which has many characteristics, starting from tofu aci, tea poci, soto Tegal, olos, and many others. Based on the background above, the author will develop blog learning media to improve the narrative text writing skills of sixth grade elementary school students. The aims of this research are to: (1) develop blog media material for skills in writing narrative texts containing Tegal's local culinary wisdom; (2) obtain a blog media design for writing skills in writing narrative texts containing Tegal's local culinary wisdom; and (3) present a storyboard display that is relevant to narrative text writing skills. Solidarity is believed to emerge from birth and development based on common sense towards an inclusive community.

MATERIALS & METHODS

The method used in this research is research and development (R&D). Research and development methods, or research and development, are research methods used to produce certain products and test the practicality of these products (Sugiyono, 2023). In this research, the approach taken is through a qualitative approach. This means that the data collected comes from interview scripts, field notes, personal documents, notes and other official documents. So the aim of this qualitative research is to match empirical reality with applicable theory using descriptive methods. The development model used as a reference in this research is the ADDIE model, which is one of the development models of the Research and Development (R&D) method. The ADDIE model is an abbreviation of Analysis, Design, Development, Implementation, and Evaluation. ADDIE appeared in the 1990s, developed by Dick and Carry. The reason researchers use this development model is because ADDIE has work procedures that refer to the Research and Development (R&D) stages but are more systematic and simple, so they are able to produce more effective products. Apart from that, the stages used are not too complicated; they are easy to carry out, so it does not make it difficult for researchers to use this

development model. The six steps in the blog media development procedure to improve narrative text writing skills can be seen in the following image.

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┌─────────────────────┐        ┌─────────────────────────┐
│      Analysis       │ ═════► │ Analysis of teacher and │
│                     │        │ student needs           │
└─────────────────────┘        └─────────────────────────┘
           │
           ▼
┌─────────────────────┐        ┌─────────────────────────┐
│      Desain         │ ═════► │ Designing the design    │
│                     │        │ that will be developed  │
└─────────────────────┘        └─────────────────────────┘
           │
           ▼
┌─────────────────────┐        ┌─────────────────────────┐
│    Development      │ ═════► │ Creating blog media     │
│                     │        │ according to the design │
│                     │        │ at the design stage     │
└─────────────────────┘        └─────────────────────────┘
           │
           ▼
┌─────────────────────┐        ┌─────────────────────────┐
│   Implementation    │ ═════► │ creating blog media     │
│                     │        │ according to the design │
│                     │        │ at the design stage     │
└─────────────────────┘        └─────────────────────────┘
           │
           ▼
┌─────────────────────┐        ┌─────────────────────────┐
│     Evaluation      │ ═════► │ The blog media created  │
│                     │        │ was tested              │
└─────────────────────┘        └─────────────────────────┘
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In this development research, the instruments used to collect data are questionnaire instruments, checklists, observation guidelines, and documentation. This research uses qualitative descriptive statistical data analysis, namely describing the characteristics of the data for each variable. In this way, it is hoped that it will make it easier to understand the data for the subsequent analysis process. Then the results of data analysis are used as a basis for revising the media products being developed.

RESULT AND DISCUSSION
In this research, the steps that the researcher took at the initial stage were creating a basic pattern for learning to write narrative text, creating an initial design for the product being developed, conducting initial design trials, carrying out product revisions, conducting product trials, as well as refining and discussing the product being developed. developed. The media blog contains local culinary wisdom from Tegal, which has been designed to be called the literacy house blog. Before testing the product being developed, it is necessary to carry out a feasibility trial by carrying out validation by an expert validator or expert in accordance with the field. Validation is carried out by providing an initial product draft in the form of blog media with detailed instruments. Validation is carried out to determine the advantages and disadvantages of blog media that will be proposed for conducting research in schools. Validation consists of media experts and material experts.

Media expert validation is carried out to determine whether the learning media is suitable or not before being tested. The validity of blog media based on basic literacy containing local culinary wisdom from Tegal in efforts to improve narrative text writing skills in high school elementary grades is known from the validation results of media experts and material experts. Media expert validation consists of several aspects, namely appearance, programming, and completeness. The final stage of validation by media experts obtained a percentage of 94% with very valid criteria. Literacy House blog media is based on the assessment of media experts in the appearance aspect, which has integrated background color composition, color harmony, clarity of images, suitability of type and size of letters, and suitability of menus. Feasibility in the programming aspect includes ease of interaction, clarity of menu selection, ease of searching for material, and ease of accessing the literacy home blog media. Regarding completeness, the literacy house blog media has a complete title and title description. The literacy house blog media also has clear data and contact details for the creator.

Material expert validation consists of several aspects, namely content quality, appropriateness, and language. The final stage of validation by material experts obtained a percentage of 84% with very feasible criteria. Literacy House blog media is based on assessments from material expert validators on the quality of the content, suitability of the material to learning outcomes, suitability of the material to learning objectives, material is easy to understand, and material has the benefit of increasing insight. The feasibility of the literacy home blog media includes material that is in accordance with the accuracy of facts and data, the material is in accordance with the accuracy of terms, the material is interesting for students, and the material can be useful for students' social development. Regarding linguistics, the language used is easy to understand, the sentences used are effective, the sentences used do not give rise to double meanings, the language used is in accordance with good and correct Indonesian rules, and the language used is appropriate to the student's stage of development.

Material experts have suggestions for the literacy home blog media, namely to change the type of letters used in the literacy menu material, narrative text entitled I and Tofu Aci, and narrative text entitled Visiting the place where Tofu is made. After revisions were made according to suggestions from material experts, a small-scale trial was then carried out on 9 students in class VI A at SD Negeri Pagerbarang 03, with 3 students with low achievements, 3 students with medium achievements, and 3 students with high achievements. This small-scale trial is intended to identify deficiencies in the learning product. The results of small-scale trials have valid criteria so that the media can be used in large-scale trials. Field trials or large-scale trials are intended to identify deficiencies in the home literacy blog media product. 21 students in class VI B carried out learning skills in writing narrative texts using blog media containing local culinary wisdom from Tegal. Learning was carried out in two meetings. On the first day of the meeting, students were given material for writing narrative texts on the Rumah Sastra blog. The material was presented with texts about Tegal culinary delights and several examples of narrative texts or essays about Tegal culinary delights. On the second day of the meeting, students were assigned to write a narrative text with the theme of personal experiences about Tegal kuliner.

The assessment rubric for writing narrative texts is as in Table 1 below.

Table 1 Rubric for Assessment of Narrative Text Writing Skills

Number	Rated aspect	Score
1	Write down the intrinsic elements	0-20
2	Write down the main idea	0-20
3	Write supporting ideas for the main idea created	0-20

4	Write a narrative paragraph	0-20
5	Editing the narrative text created	0-10
6	Give a title to the narrative text created	0-10
	Maximum Total Score	**100**

To find out the effectiveness of field trials, compare the initial test (pretest) with the final test (posttest). Knowledge of this level of effectiveness is not to decide whether or not to use the product, but rather to determine how much effort still needs to be made to improve quality in the future. (Adrian Mamahit et al., 2024). If the score increases in the initial assessment, it means the product is suitable for use, but improvements must continue to be made. The following are the results of the pretest and posttest of writing skills for class VI students.

Table 2 Pretest and Posttest Results of Class VI Students' Narrative Text Writing Skills

No	Code Name	Pretest Value	*Posttest Value*
1	S-1	65	85
2	S-2	55	75
3	S-3	65	65
4	S-4	60	75
5	S-5	50	85
6	S-6	75	90
7	S-7	80	95
8	S-8	75	90
9	S-9	45	60
10	S-10	65	75
11	S-11	85	95
12	S-12	80	95
13	S-13	60	85
14	S-14	50	75
15	S-15	60	90
16	S-16	60	85
17	S-17	75	90
18	S-18	60	85
19	S-19	60	85
20	S-20	80	95
21	S-21	65	80
Total score		**1370**	**1755**
Average		**65.2**	**83.6**

$$(g) = \frac{S\ Post - S\ Pre}{S\ Max - S\ Pre}$$

$$(g) = \frac{83,6 - 65,2}{100 - 65,2}$$

$$(g) = \frac{18.4}{34.8}$$

$$= 0.53$$

$$= Normalized\ gain$$

Learning using blog media based on basic literacy containing local Tegal culinary wisdom showed an average pretest of 65.2 and an average posttest result of 83.6, resulting in an increase in writing skill results of 18.4%. The results of the N-gain calculation were found to be 0.53 based on the criteria $0.3 \leq (g) \leq 0.7$. The N-gain of blog media is in the medium category. This shows that the literacy home blog medium is effective in improving narrative text writing skills. Based on the analysis of teacher and student needs, it can be concluded that schools need interesting learning media in

the form of technology-based media containing local wisdom. In this case, researchers provide innovation in the form of blog media containing local Tegal culinary wisdom based on basic literacy to improve narrative text writing skills, which are called the Rumah Literal blog. To find out the effectiveness of field trials, compare the initial test (pretest) with the final test (posttest). Knowledge of this level of effectiveness is not to decide whether or not to use the product, but rather to determine how much effort still needs to be made to improve quality in the future. (Adrian Mamahit et al., 2024). If the score increases in the initial assessment, it means the product is suitable for use, but improvements must continue to be made. The following are the results of the pretest and posttest of writing skills for class VI students.

This literacy home blog media development product has been revised with improvements based on the analysis of the trial data described above. In learning using the literacy home blog media, students seemed enthusiastic and enthusiastic in participating in Indonesian language learning using the literacy home blog media. There were several students who initially found it difficult to access the literacy home blog due to limited knowledge about IT, but in the end, they were able to follow it well and were able to use it well. Students are also able to learn independently.

CONCLUSION
Based on the results of the research and discussion, conclusions can be drawn that (1) to develop blog media, relevant designs are needed for material for writing narrative texts; (2) blog-based media for narrative text writing skills is declared feasible in terms of media and material aspects; and (3) with blog media containing local Tegal culinary wisdom, the skills in writing narrative texts can be improved. So that blog-based media containing local Tegal culinary wisdom can be used for learning Indonesian as material for narrative text writing skills for class VI elementary schools.

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