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Development of Teaching Materials for Writing Observation Report Texts Based on the Merdeka Curriculum for Class VIII MTsN 1 Jeneponto

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A B S T R A C T

This study aims to overcome students' low writing skills, especially in compiling observation report texts, as well as the limitations of teaching materials that are in accordance with the Merdeka Curriculum which emphasizes student-centered learning, differentiation, and strengthening the Pancasila Student Profile. The research was conducted in class VIII MTsN 1 Jeneponto with a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The development process includes needs analysis, design, and preparation of contextual text-based teaching materials equipped with writing guidelines, text examples, student activities, and formative assessments. The resulting products were validated by material and media experts, then tested on a limited basis through questionnaires, interviews, and writing ability tests before and after learning. The results of the trial showed that the teaching materials were very feasible to use and had a positive impact on improving students' writing skills. Thus, this teaching material is effective in supporting the implementation of Merdeka Curriculum and can be utilized by teachers as a contextual, interesting, and meaningful learning tool.

1. Introduction

Education in Indonesia continues to change with the times, both in terms of curriculum and learning approaches. One of the innovations that has become a milestone in change is the implementation of the Merdeka Curriculum which aims to create more flexible, contextual, and learner-centered learning. This curriculum emphasizes the importance of strengthening the Pancasila Student Profile, which includes the ability to think critically, creatively, and have the character of diversity and mutual cooperation. In this context, writing ability is one of the important literacy skills that need to be honed, especially at the junior high school / MTs level (Kemendikbudristek, 2022).

The ability to write observation report text has a strategic role in training students to organize information, convey ideas logically, and hone systematic thinking skills. However, in reality, this skill is still a challenge for many students. At MTsN 1 Jeneponto, it was found that most students had difficulty in composing the report text coherently and according to the structure. This is reinforced by the results of interviews with Indonesian language teachers who show that students lack understanding of the form of observation texts and are not accustomed to writing based on direct observations (Teacher Interview, 2024).

These difficulties are caused by various factors, one of which is the learning approach that is still conventional and lacks active participation from students. Teachers tend to use the lecture method or written assignments without providing contextual and applicable learning experiences. In fact, good writing learning should involve students directly in observation and exploration of certain objects. This approach is in accordance with the principles of the Merdeka Curriculum, which encourages project-based learning as a means to increase student involvement and creativity (Kemendikbudristek, 2022).

Suhartono's research (2020) confirms that the development of contextual-based teaching materials can improve students' understanding and writing skills. Teaching materials that are linked to the environment and students' real experiences make the learning process more meaningful. Thus, it is important for teachers to develop teaching materials for writing observation report texts that are relevant to students' lives, including by utilizing local potentials such as culture and environment in Jeneponto. This not only helps students understand the structure of the text, but also fosters a sense of pride in their local culture.

Besides being based on local context, the utilization of digital media is also an important aspect in the development of teaching materials. Yuliana's (2019) research shows that the use of technology-based learning media can increase students' interest and motivation in writing. Students become more interested in participating in the learning process because digital media is able to present information in a more interactive and interesting way. In this context, the integration of technology into in teaching materials for writing observation report texts can strengthen students' engagement while improving their learning outcomes.

Furthermore, the project-based learning approach allows students to develop social and emotional skills such as cooperation, communication and responsibility. Through direct observation activities and group report writing, students are trained to discuss, exchange opinions, and make decisions together. This is in line with the objectives of the Merdeka Curriculum which wants to grow students not only academically proficient, but also have strong characters that reflect the values of Pancasila (Kemendikbudristek, 2022).

Based on this background, this study aims to develop teaching materials for writing observation report texts that are innovative, interactive, and in accordance with the principles of the Merdeka Curriculum. This teaching material will be designed to support VIII grade students of MTsN 1 Jeneponto in improving their writing skills

effectively through a project-based approach, integration of local values, and utilization of digital technology. With this development, it is expected that students can write better while becoming active, creative, and characterful learners.

2. Methodology

Type of Research

This research is a type of Research and Development (R&D) research using the 4-D (Four-D) model developed by Thiagarajan et al. This model consists of four stages: *Define*, *Design*, *Develop*, and *Disseminate.* This approach was chosen because the main focus of this research is to develop a differentiated learning method based on *Merdeka Curriculum* to teach observation report text to eighth grade students at MTsN 1 Jeneponto.

Research Procedure

This research procedure follows the four stages of the 4-D model. The *Define* stage includes initial analysis of problems in Indonesian language learning, analysis of student characteristics, conceptual analysis based on curriculum, task analysis, and formulation of learning objectives. *The Design* stage includes mapping learning needs based on students' readiness, interest, and learning profile, followed by planning problem-based learning and evaluating the learning process. The *Develop* stage includes expert validation by content and instructional design experts, revision based on feedback, and limited trial of the differentiated learning model. The last stage, *Disseminate*, aims to promote the developed product through publications such as journals, seminars, conferences, and other educational media.

Product Testing

Product trials were conducted in stages, starting with simulations, followed by limited trials, and then wider trials. Simulations were conducted using differentiated learning methods with eighth grade students at MTsN 1 Jeneponto. Limited testing involved smaller groups of students and teachers to evaluate the initial effectiveness and gather responses to the model. After revision based on the evaluation results, wider testing was conducted to test the implementation of the model in a real classroom environment.

Research Instruments

There were three main instruments used in this study. First, a validation sheet, which was used by two validators (material experts and media experts) to assess the feasibility of the differentiated learning method, using a 4-point Likert scale. Second, a questionnaire for teachers and students, which was used to collect responses to the developed product, also using a 4-point Likert scale. Third, the learning outcome instrument, which consists of pretest and posttest questions in the

form of essays (five questions in total), which aims to measure student achievement after using the differentiated method in learning observation report text.

Data Analysis Technique

Data were analyzed using descriptive techniques. The validity of the product was assessed through the validation score and converted into a percentage, which was categorized from "Less Valid" to "Very Valid". Practicality was assessed based on teacher and student responses and the implementation of learning activities, using a Guttman scale (yes/no), and categorized from "Less Practical" to "Very Practical". The effectiveness of the product was analyzed through student learning outcomes. Mastery learning was calculated using the percentage formula and classified into five levels ranging from "Very Poor" to "Very Good" based on test scores.

3. Result and Discussion

This study aims to develop teaching materials for writing observation report texts based on the *Merdeka Curriculum* for class VIII students of MTsN 1 Jeneponto. The development follows the 4-D model (Define, Design, Develop, Disseminate).

Defining Stage (Define)

In the defining stage, an initial analysis of the current learning conditions is carried out. Based on the results of observations and interviews with Indonesian language teachers, it is known that the teaching materials used so far are less varied and less contextual, and do not encourage active student participation. The dominant teaching method, group discussion, is not enough to accommodate students' diverse learning needs. students' diverse learning needs. Students also have difficulties in composing observation report texts, selecting relevant information from observation results, and expressing them effectively in appropriate language. In addition, students feel bored because they are not given the freedom to choose objects that interest them.

Analysis of Teachers' Teaching Materials

This analysis was conducted through observations and interviews with Indonesian language teachers. The findings show that the teaching materials used tend to be less contextualized and do not support active learning in accordance with the spirit of *Merdeka Curriculum.* The teaching methods used are still monotonous, relying on group discussions based on students' learning characteristics, but lacking variety. As a result, students become bored and find it difficult to understand the material in depth. This condition affects their effectiveness in completing the tasks given by the teacher.

Student Analysis

Student analysis was conducted through observation of learning activities in class VIII at MTsN 1 Jeneponto. VIII class at MTsN 1 Jeneponto. It was found that the

learning process did not provide opportunities for students to choose objects of observation according to their interests, so learning became less enjoyable. In addition, teachers have not fully facilitated independent learning because the methods and teaching materials used have not met the needs and desires of students to be more active in the learning process.

Concept Analysis

Concept analysis is carried out to ensure that the content of teaching materials is aligned with the Basic Competencies (KD) and learning outcomes stipulated in the *Merdeka Curriculum.* Teaching materials are designed to help students understand and write observation report text appropriately, both in terms of structure and language use. Therefore, the material is developed with an interesting and varied approach so that the material is easier to understand and supports an effective learning process.

Task Analysis

Task analysis is conducted to identify the competencies and skills that students need to master, including understanding text structure, making observations, recording findings, and compiling reports using good and correct Indonesian. These tasks then become the basis in the preparation of teaching materials and learner worksheets (LKPD). Based on direct observation, students are very motivated in completing the tasks because the teaching materials provided provide flexibility for students to choose objects and determine their own learning approach. This autonomy makes students more enthusiastic and active during learning and helps them gain a deeper understanding of the material. a deeper understanding of the material. Thus, the defining stage provides a strong basis for designing contextual, engaging, and student-centered teaching materials.

Results of Data Analysis

Data analysis in this study was carried out to evaluate the validity, practicality, and effectiveness of differentiated teaching materials based on the Merdeka Curriculum. Development is carried out with the first step of developing a prototype of teaching materials through analyzing students' needs, learning objectives, and their learning styles. This process includes developing independent teaching materials outside the classroom, utilizing supporting devices, and validation by experts.

Validation

Validation was conducted by two experts, namely material experts and method experts. The validation results show that the material has a validity level of 80%, while the method reaches 92%, both of which are included in the very valid category. The assessment includes the suitability of the material with learning objectives, the ability to encourage student involvement, syntax that supports active activities, and conformity with the Merdeka Curriculum as shown in the following table 1.

Table 1. Data on Material Validation Results by Two Experts

No.	Assessment Aspect	Assessment Validator VI	V2	Level Relevance
1.	Suitability of the material with the objectives	4	4	D
2.	Able to support the learning process	4	4	D
3.	Syntax suits the needs of the child	4	4	D
4.	Content appropriateness and diversity of teaching materials taught with the independent curriculum.	4	4	D
5.	Syntax can allow students to learn actively with different teaching materials different teaching materials.	4	4	D
6.	Build motivation/interest/curiosity students	4	4	D
7.	According to the students' level of thinking and ability thinking and ability to write text observation report.	3	3	C
8.	Encourage students to actively engage actively	3	3	C
9	Interesting and fun	4	4	D
10.	The sentences used to express the content of the information to be conveyed are in accordance with Indonesian grammar. Indonesian grammar.	4	4	D

Based on the assessment of the two reviewers above. The level of accuracy can be calculated based on the content validity formula from Grerogy as follows: So, it can be said that the validity obtained is, 0.8 or V = 80% This means that the assessment results of the two validators have "Strong Relevance" with the criteria for expert validation values of 75-100%, or V <75%, it is said that the measurement results or interference carried out are valid. It can also be seen in the table 2:

Table 2. Validation by Method Expert

No.	Assessment Aspect	Assessment Validator VI	V2	Relevance Level
1.	Suitability of material with learning objectives	4	4	D
2.	Able to support the learning process	4	4	D
3.	Syntax suits the needs of the child	4	4	D
4.	Appropriateness of teaching materials and materials taught based on applicable curriculum	4	4	D
5.	Syntax is able to make students learn actively through differentiated teaching varied teaching materials	4	4	D
6.	Arouse students' motivation/interest/curiosity	4	4	D
7.	Encourages students to be actively involved	3	3	C
8.	Interesting and fun	4	4	D
9.	The sentences used represent the content of the information to be conveyed in accordance with the sentence structure.	4	4	D
	Total	35	35	
	Average Score	3,8		
	Percentage	97,2		

Based on the table above, the overall average of the material expert validation results is with an average score of 3.8 and a percentage of 97.2%. The results of validation by methodologists can be concluded that the research instrument is categorized as very valid.

Practicality

The practicality aspect was assessed based on teacher and student responses. The results showed that the average teacher response was 4 (very practical category). Similarly, the responses of 30 students who were tested, all gave the maximum score so that an average score of 4 (very practical) was obtained. As in the following table.

Effectiveness

Effectiveness was tested through three stages of piloting: individual, small group, and full class trials. All results showed significant improvement between the pre-test and post-test (Table 3).

Table 3. The Results of Test

The pilot test	Average	Description
Individual trial	88.8%	(very good)
Small group test	89.4%	(very good)
Full class test	94.5%	(very good)

Presents details of student responses to the use of teaching materials in the three stages of the trial. Student learning outcomes before and after using the teaching materials also showed improvement. Previously, most students were in the 'needs guidance' category. After the intervention, most students were in the 'good' and 'very good' categories.

Table 4. Data on pre-test Learning Outcomes of Class A Students on Response Text Material

Score Interval	Predicate Range	Frequency	Percentage
<70	Need guidance	18	60%
73-80	Fair	11	36,7%
80 -88	Good	1	3,3%
88 - 100	Very good		
Total		30	100%

From the descriptive analysis above, it can be seen that 30 students who took the initial test before entering the feedback media learning process with the developed teaching materials. There were no students who scored very well. and 1 student who entered the good category 11 students scored moderately and 18 students needed guidance, this shows that around 60% of students have no prior knowledge of the content of the response message.

Table 5. Data *on Post Test* Learning Outcomes of *Class B and C Students on Observation Report Text Material* Class B

Value Interval	Class C Value Predicate	Interval Range	Frequency	Percentage
<70	Needs guidance		-	-
73-80	Simple		1	3,4%
80 -88	Goo		19	63,3%
88 - 100	Very		10	33,3%
Total			30	100%

Description: Criteria for achieving learning objectives: 70

Based on the student post test learning results above, after the learning process using separate teaching materials there were 10 students, 35% of students with very good grades, 19 students with good grades 65%, and 1 student in the sufficient category with a percentage of 3.4%. This means that the teaching materials developed can be classified as effective for use in class VIII students at Madrasah Tsanawiyah Negeri 1 Jeneponto.

Based on the results of validation, user response, and improved learning outcomes, it can be concluded that the differentiated teaching materials based on the Merdeka Curriculum are very valid, very practical, and very effective in learning to write observation report texts for class VIII students at MTsN 1 Jeneponto.

Discussion

This study discusses the development of teaching materials for writing observation report texts based on the *Merdeka Curriculum* for grade VIII students of Madrasah Tsanawiyah Negeri 1 Jeneponto. This teaching material is developed systematically using the ADDIE model and includes lesson plans (RPP), teaching materials, and student worksheets (LKS), which aim to encourage active, exploratory, and project-based learning. The needs analysis shows that students have difficulty in understanding the structure of the text of the observation report, selecting relevant information, and applying appropriate grammatical rules. The teachers also noted that the existing materials were not contextualized enough and did not encourage students to engage in direct observation activities.

To address these issues, the teaching materials were designed using a project- based approach, equipped with practical guidelines for making observations, recording data, and compiling reports. The materials are adapted to students' local contexts, such as traditional market activities and the surrounding environment, and supported by worksheets that encourage independent and collaborative learning. Expert validation showed that the materials were of high quality in terms of content, language and media. The materials are in line with the learning objectives, use simple but grammatically correct language, and have an attractive and interactive design.

Limited trials showed that the use of these materials increased students' motivation, as they were directly involved in observing objects in the real world. There was also a significant improvement in students' ability to write observation report texts, both

in terms of structure, content, and language use. Students became more active, enthusiastic, and demonstrated critical thinking, creativity, and collaboration skills. This teaching material also strengthens the implementation of *Merdeka Curriculum* principles and the development of Pancasila student profiles, such as responsibility, concern for the environment, and respect for local wisdom.

Overall, the teaching materials developed have proven effective in improving the quality of learning to write observation report texts. In addition to being aligned with the principles of *Merdeka Curriculum*, this teaching material provides a contextual and meaningful learning experience for students. Therefore, the results of this study are expected to serve as a model and reference for teachers in developing more creative, innovative, and student-oriented teaching materials in various schools.

4. Conclusion

This study concludes that the development of teaching materials for writing observation report texts based on the *Merdeka Curriculum* for Class VIII at MTsN 1 Jeneponto has been successfully carried out with excellent results. The development process follows the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. The validation results from experts show that the teaching materials developed are very feasible in terms of content, language, and presentation. These teaching materials are designed to support project-based learning by utilizing local themes that are relevant to students' daily lives, so that the learning process becomes more contextual and meaningful. The trial results show that the teaching materials are effective in improving students' ability to write observation report texts, especially in understanding text structure, organizing content systematically, and using appropriate linguistic rules. In addition, this teaching material also increases student motivation and involvement through direct observation activities in the surrounding environment. observation activities directly in the surrounding environment. This teaching material supports the principles of the *Merdeka Curriculum* and the strengthening of the *Pancasila Student Profile*, because it encourages students to think critically, collaborate, and respect the environment and local culture. Therefore, the developed teaching materials are considered feasible to use as innovative and contextual learning resources to improve the quality of learning to write observation report texts.

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