

# Development of a Remedial Module for Description Text Material Based on Local Wisdom Containing Class AKM for High Class Students

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## ABSTRACT

This research aims to develop a remedial module based on local wisdom that contains AKM classes. This development was carried out to help students understand descriptive text material, introduce students to local wisdom, and prepare themselves to face the National AKM through class AKM. This research is development research, or Research and Development (RnD), using the ADDIE model. The validation of the remedial module instrument was carried out by three validators, namely material experts, media experts, and practitioners. The validation results obtained from media experts were 88%, validation from material experts was 89%, and validation from practitioners was 86%. The three scores obtained met good qualifications with several revisions before being tested.

**Keywords:** Remedial Module, Local Wisdom, AKM class

## INTRODUCTION

Teaching materials are very important to support teaching and learning activities. Teaching materials will make it easier for students to understand the lesson material presented by the teacher. Teaching materials function to display the complete form of competency that will be mastered by students in learning activities (Sukmawati, 2015). One example of teaching material is a

module. According to Surahman, a module is the smallest unit of a learning program that can be studied by students individually (self-instructional), and after the participant completes one unit in the module, they can progress and study the next module unit. Through this module, participants can learn on their own without relying on other parties. Prastowo interprets that modules are basically learning resources that are systematically arranged in language that is easy for students to understand according to their level of knowledge and age, so they can learn independently with a little help or guidance from educators (Marto & Litbang Tolitoli, n.d.). Modules for remedial learning are basically a form of simplification of regular learning so that it is easier for students to understand concepts. This was stated by Arsyad (2005) in Indrawati (2009). Learning using modules will provide remedial students with more opportunities to learn independently (Murnilawati & Hariyadi, 2015). One type of text studied in Indonesian language subjects is descriptive text. Descriptive text is writing that aims to provide details or details about an object so that it can influence emotions and objects and create the reader's imagination as if they saw, heard, or felt directly what the author conveyed (Semi, 2007:66). Description text is text that contains a description of the properties of the object being described. With descriptive sentences, readers seem to see, hear, and feel for themselves what is

conveyed in a text (Hermaditoyo, 2018). The descriptive text clearly describes the object, place, or event that is the topic to the reader, so that the reader feels directly what is being expressed in the text (Fitrianita & Ramadhan, 2018).

To understand a descriptive text, you must have an understanding of the main idea, main sentence, and explanatory sentences in a paragraph. Nurhadi believes that the main idea is the main idea that is the basis for developing an essay (Triandy, 2017). This is in accordance with Kosasih's opinion, which believes that the main idea is a sentence that formulates the main idea. The main idea is found in the main sentence. The fact found at Madrasah Ibtidaiyah Nasrul Fajar is that the majority of class V students have not been able to determine the main idea of a reading text. Of the total 36 students, only 12 had the ability to determine the main idea, and the other 24 students did not have the ability to determine the main idea. Most students assume that the main idea is always in the first sentence of a paragraph. The low ability of students to determine the main idea in class V MI Nashrul Fajar is influenced by several factors, one of which is caused by the limited existing teaching materials. Based on observations and interviews conducted with one of the MI teachers, Nashrul Fajar, the availability of teaching materials used in the learning process is still very limited. There are only two teaching materials used during the learning process: printed books published by the government and worksheets published by an official publisher. The teacher only uses the two available teaching materials in implementing the learning process. The development of teaching materials must pay attention to the characteristics of students, one of which is linking their basic knowledge with cultural elements around them, namely local wisdom. Local wisdom is the cultural identity or personality of a nation, which causes the nation to be able to absorb and even process culture originating from outside or other nations into its own character and abilities (Wibowo, 2015). Local wisdom can be defined as local ideas, insights, and views

that are noble and full of wisdom and that are adhered to by a certain group of people (Hidayat, 2021). The functions of local wisdom include as a form of conservation to preserve natural resources (SDA), the development of human resources (HR), the development of culture and science, and as advice or advice containing social, ethical, and moral meaning as well as political meaning (Rahayu et al., 2022).

Moreover, as time goes by, local wisdom is increasingly forgotten. Many students do not know the local wisdom that exists in their area. This, of course, threatens the existence of local wisdom, which should be preserved. One way that can be done to preserve local regional wisdom is by internalizing it in the learning process. One of them is developing teaching materials based on local wisdom so that the learning process can support the preservation of regional local wisdom. The local wisdom of the Semarang city area is Dugderan and Warak ngendhog. Dugderan, which is the name of this ceremony, comes from the word "dug," which is considered to be the sound of a drum being beaten to produce the sound "dug," and the word "der," which is considered to be the sound of a cannon. The sound of the two was then called Dugderan (Wibowo, 2015). The Warak Ngendog is a symbol of local cultural creativity and is the mascot of the people of Semarang. Warak Ngendog is always made in the form of dolls or other replicas with varying sizes. The Warak Ngendok was long ago known as a powerful mythological animal by Semarang residents (Imron & Shobirin, 2021). Class V is one of the higher class levels that will face the ANBK test. One of the tests tested in ANBK is the AKM question, which includes reading literacy questions. MI Nashrul Fajar students' understanding regarding ANBK questions is still very minimal; all students assume that the AKM questions tested in ANBK are only in the form of multiple-choice and fill-in-the-blank questions. This, of course, makes their preparations for facing ANBK very minimal. There are three AKM developed by the government: national AKM, class AKM,

and certification AKM. The National AKM aims to evaluate the quality of the education system, not to determine graduation. The National AKM applies to students in grades 5, 8, and 11. The standards for implementing the National AKM are determined by the central government. AKM Classes are carried out independently and are responsible for each school. AKM This class is classified into 6 levels, from level 1 (classes 1 and 2) to level 6 (classes 11 and 12). AKM Class functions to understand individual student learning outcomes, both reading iteration and numeracy literacy. All teachers must be involved in implementing Class AKM. Meanwhile, AKM Certification only applies to class 12 students (Purwati et al., 2021). Based on the background description that has been explained, the researcher intends to conduct research on "Development of a Remedial Module for Description Text Material Based on Local Wisdom Containing Class AKM for High Class Students."

## MATERIALS & METHODS

This research is development research, or Research and Development (RnD), using the ADDIE model. This research design was used in order to produce a product in the form of descriptive text material based on local wisdom containing AKM for class V SD/MI students. The research subjects were 36 MI Nashrul Fajar students. According to Sani (2018), research and development of the ADDIE model includes five phases, namely: a). analysis, b) design, c) development, d) implementation, and e) evaluation.

1. Analyze At this initial stage, the researcher examines or searches for information related to library sources that is relevant to the research theoretically and practically. Theoretically, researchers examined various kinds of books or literature that are related to the topic in this research, which is related to the theory of remedial modules for local wisdom-based descriptive texts containing AKM. Meanwhile, a practical study was carried out to examine existing teaching materials and conduct research

that was relevant to this research. This stage also includes needs analysis activities through questionnaires filled out by students and conducting interviews with teachers.

### 2. Design

In this stage, the researcher identifies the material that will be used in the research, designs scenarios for the learning process, and also creates supporting instruments. The material chosen for this research is the main idea material in the descriptive text. The results of this stage are taken into consideration in designing a framework or teaching draft for descriptive text based on local content containing AKM for high school students.

### 3. Development

After the design has been carried out in the previous stage, at this stage, the form or prototype of the product being developed will be displayed. This stage is where researchers will produce remedial module products that have been previously planned, and the products will be validated by experts. Validators who provide validation of the module include media experts, material experts, and practitioners. The validation levels used are:

**Table 1: Conversion of Validation Levels with Scale 5**

Achievement Level	Qualification
90% - 100%	Very good
75% - 89%	Good
65% - 74%	Enough
55% - 64%	Not enough
0% - 54%	Very less

## RESULT AND DISCUSSION

Research into the development of a remedial module for descriptive text material based on local wisdom containing class AKM for high-class students. This development research examines: (1) an analysis of the needs for developing remedial modules for descriptive text material based on local wisdom containing class AKM for high-class students. (2) Developing a remedial module

design for descriptive text material based on local wisdom containing class AKM for high-class students (3) Validation results of the remedial module for descriptive text material based on local wisdom containing class AKM for high-class students.

### Analysis

At this stage, a needs analysis is carried out through a student needs questionnaire and interviews with teachers.

a) Results of the Student Needs Questionnaire The following are the results of the student needs questionnaire, which was distributed to 36 students at MI Nashrul Fajar.

1. What do you think about the main idea material?

Answer	Frequency	Percentage
a. Difficult to understand	22	61%
b. Normal (not too difficult to understand)	8	22%
c. Easy to understand	6	17%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that of the 36 students, 22 had difficulty understanding the main idea material, 22 had no difficulty understanding the main idea material, and 6 students easily understood the main idea

material. This shows that the majority of students still experience difficulties understanding the main ideas of the material.

2. What media is often used in learning?

Answer	Frequency	Percentage
a. Print media (LKS, printed books, etc.)	24	66%
b. Electronic media (projector, radio, etc.)	9	25%
c. does not use any media	3	9%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that of the 36 students, 24 students often use print media (LKS, printed books, etc.), 9 students often use electronic media (projectors, radio, etc.), and 3 students do not use any media. This shows that the majority of students more

often use print media in the form of worksheets, printed books, and others.

3. What teaching materials are often used in learning?

Answer	Frequency	Percentage
a. LKS	7	19%
b. Printed book	25	70%
c. Other teaching materials (modules, handouts, etc.)	4	11%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that of the 36 students, 7 students often use teaching materials in the form of worksheets, 25 students often use teaching materials in the form of printed books, and 4 students use other teaching materials (modules, handouts, etc.). This shows that the majority of students use printed books in the learning process.

4. Do you know the meaning of local wisdom?

Answer	Frequency	Percentage
a. Yes, I know	5	14%
b. I know a little	8	22%
c. I don't know at all	23	64%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that of the 36 students, 5 know the meaning of local

wisdom, 8 know a little about the meaning of local wisdom, and 23 do not know the meaning of local wisdom. This shows that the majority of students do not know the meaning of local wisdom.

5. Has the teacher ever linked the learning of the main ideas with local wisdom?

Answer	Frequency	Percentage
a. Once	4	11%
b. Seldom	7	19%
c. Never	25	70%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that of the 36 students, 4 students stated that the teacher never linked the learning of main ideas with local wisdom, 7 students stated that teachers rarely linked the learning of main ideas with local wisdom, and 25 students stated that the teacher never linked the learning of main ideas with local wisdom. This shows that the majority of students think that teachers never link learning main ideas with local wisdom.

6. Do you know the meaning of AKM class?

Answer	Frequency	Percentage
a. Yes, I know	3	9%
b. I know a little	7	19%
c. I didn't know at all	26	72%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that of the 36 students, 3 students stated that they knew the meaning of Class AKM, 7 students stated that they knew the meaning of Class AKM, and 26 students stated that they did not know the meaning of Class AKM. This shows that the majority of students did not know the meaning of Class AKM.

7. Have you ever worked on AKM class-based questions?

Answer	Frequency	Percentage
a. Once	5	13%
b. Seldom	6	17%
c. Never	25	70%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that of the 36 students, 5 have worked on class AKM-based questions, 6 rarely work on class AKM-based questions, and 25 have never done class AKM-based questions.

8. What teaching materials do you often use for independent learning at home?

Answer	Frequency	Percentage
a. LKS	10	28%
b. Printed book	23	64%
c. Other teaching materials (modules, handouts, etc.)	3	8%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that of the 36 students, 10 often use worksheets for independent study at home, 23 often use printed books for independent study at home, and 3 students often use other teaching materials (modules, handouts, etc.) for independent study at home. It can be concluded that the majority of students use teaching materials in the form of printed books when studying independently at home.

9. In your opinion, are the available teaching materials interesting enough?

Answer	Frequency	Percentage
a. Yes	7	19%
b. Just normal	10	28%
c. No	19	53%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that out of 36 students, 7 students stated that the available teaching materials were quite interesting, 10 students stated that the existing teaching materials were ordinary, and 19 students stated that the available teaching materials were not interesting. It can be concluded that

the majority of students think that the available teaching materials are not interesting.

10. In your opinion, is it necessary to provide other, more interesting teaching materials to help you learn to understand the main ideas of the material?

Answer	Frekuensi	Prosentase
a. Not required	8	22%
b. Not really necessary	9	25%
c. Is indispensable	19	53%
<b>Amount</b>	<b>36</b>	<b>100%</b>

The table above shows that of the 36 students, 8 students stated that the procurement of other teaching materials was not necessary, 9 students stated that the procurement of other teaching materials was not really necessary, and 19 students stated that the procurement of other teaching materials was very necessary. It can be concluded that the majority of students feel that they really need to provide other teaching materials that are more interesting for them in understanding the main idea material.

#### b) Interview

Results Interviews were conducted by researchers to strengthen the results of the student needs questionnaire. The author conducted interviews with two sources, namely Eka Fitriana, S.P.D., and Nayli Nihla Azizah, S.P.D. Both of them are teachers in class V, MI Nashrul Fajar. The following are the results of interviews conducted by researchers:

1. Students have difficulty understanding the main idea. Based on interviews conducted with 2 sources, namely Eka Fitriana, S.P.D., and Nayli Nihla Azizah, S.P.D., information was obtained that the majority of students still had difficulty distinguishing the main sentence and the main idea. The majority of students think the main sentence is the main idea. Students will write the entire main sentence when asked to determine the main idea in a paragraph.

2. The teacher's efforts to make it easier for students to understand the main ideas of the material. Teachers have not made more efforts to help students understand the main ideas in descriptive texts, both in creating media and developing teaching materials.
3. Use of teaching materials in During learning, teachers only use printed books without any other supporting teaching materials, and of course, this makes learning less optimal because of the limited reference materials they have.
4. Development of teaching materials by teachers Based on information obtained from sources, there are no teachers who have developed teaching materials due to limited time and costs for making teaching materials.
5. The urgency of developing teaching materials Both speakers agreed on the importance of developing teaching materials because they can add references to teaching materials that can support the learning process and can increase students' motivation to learn
6. Availability of teaching materials based on local wisdom In schools, there are no teaching materials based on local wisdom. The teaching materials that are available and used are printed books and worksheets, both of which do not contain local wisdom.
7. Knowledge of students and teachers regarding local wisdom and class AKM The majority of students do not understand the meaning of local wisdom and still do not know about AKM Class. They only know the National AKM (ANBK). Apart from that, the two sources also didn't know much about the AKM class.
8. The urgency of developing teaching materials for descriptive text materials based on local wisdom containing AKM Class The development of teaching materials is needed to support students in understanding descriptive text material and understanding local wisdom. Apart from that, it can be a reference for

teachers in teaching and can motivate teachers to be able to develop similar teaching materials.

Based on the results of the student needs questionnaire and teacher interviews, it can be concluded that there is a need to develop teaching materials to improve students' abilities in understanding descriptive text material, introduce students to local wisdom, and train students in working on class AKM questions. One of the teaching materials that supports the learning process is a module. The advantage of the module is that it can be used by students independently, so students do not have to depend on the teacher to be able to achieve the expected competency with learning activities. (Anggraini & Sukardi, 2015, p. 289), which states that teaching materials in the form of modules are designed to assist teachers in providing learning experiences that involve mental and physical processes through interactions between students, students and teachers, the environment, and other learning resources. in order to achieve the expected competencies (Sangid and Muhib, 2019). DesignAfter obtaining and processing the results of the needs analysis, the researcher designs the product to be developed. The product design developed is a teaching material in the form of a remedial module that makes it easier for students in the learning process and in understanding descriptive text material, introduces students to local wisdom, and trains students to work on class AKM questions. In the Indonesian language learning process, the teaching materials used are printed books. Printed books provided by the government do not involve environmental or cultural components. This is supported by the opinion of Laksana (2015), who said that teaching materials do not focus on the closest cultural components in the surrounding environment. Indeed, this component is very important for the learning system through the preparation of teaching materials that have social substance, including local wisdom content, so that students get learning experiences that are appropriate to their environment. As shown

by Suswandari (2017), who said that the teacher's task is to develop teaching materials that are used to help educators and students achieve learning goals, The following are the parts of product design designed by researchers:

a. Module Cover/Cover



Figure 1. Module Cover

b. Figure 1. Module Cover

Daftar Isi Modul	
	Halaman
Pendahuluan	3
Penyusunan Modul	3
Analisis Capaian Pembelajaran	4-6
Tinjauan Materi	4-6
Uraian	7
Kelebihan	8
Kelemahan	8
AKM Kelas	9-24
Kunci Jawaban Latihan dan AKM Kelas	55-97
Daftar Pustaka	99-101

Gambar 2. Daftar Isi Modul

- c. Module Usage Instructions
- d. Analysis of Learner Outcomes
- e. Material Description
- f. Exercise
- g. Summary
- h. AKM Class
- i. Practice Answer Key and Class AKM
- j. Bibliography

### Development

The development product that has been completed is designed and then realized into a product, which is then validated by experts consisting of media experts, material experts, and practitioners before being tested on research subjects.

1. Validation of remedial modules by media experts

The media expert who was used as the product assessor for developing this remedial module was Dr. Wagiran, M.

Hum, who is a lecturer at the Faculty of Languages, Semarang State University.

The following are the results of media expert validation:

**Table 2. Media Expert Validation Results**

No	Statement	Skala				
		5 SB	4 B	3 C	2 K	1 SK
<b>Module cover design</b>						
1	A depiction of the module contents through the module cover		v			
2	The attractiveness of the module cover		v			
3	Suitability of font combinations		v			
4	Suitable color combination	v				
5	Conformity of module sizes to ISO standards	v				
6	Layout accuracy		v			
<b>Module content design</b>						
7	The use of letter variations is not excessive.		v			
8	Image conformity with text message (material)		v			
9	Suitable color combination	v				
10	Appropriate spacing between lines	v				
11	Appropriate spacing between letters	v				
12	The attractiveness of the module content design		v			
<b>Amount</b>		<b>53</b>				

Based on the percentage calculation above, it is obtained

$$\frac{53}{60} \times 100\% = 88\%$$

Based on the media expert validation results table, a score of 53 out of a total of 60 scores was obtained, resulting in an achievement level of 88%, which is classified as good qualifications. However, there were several suggestions and revisions from media experts before the module was tested, including:

- The cover image should reflect the description text
- If the cover is too stiff, just stick the picture on.

- Combine with pictures according to the illustration.
- Add images according to the available text.
- There needs to be free space.
- Replacement of letter fonts.

2. Validation of remedial modules by material experts

The material expert who was used as the product assessor for the development of this remedial module was Dr. Sri Sukasih, S. S. M., Pd., who is a lecturer at the Faculty of Education and Psychology, Semarang State University. The following are the results of filling in the material expert instrument:

**Table 3. Material Expert Validation**

No	Statement	Scale				
		5 SB	4 B	3 C	2 K	1 SK
<b>Material</b>						
1	Material conformity with CP and Indicators	v				
2	Completeness of learning materials in a systematic sequence and arrangement	v				
3	Ease of material for students to understand		v			
4	Suitability of material to students' thinking abilities		v			
5	Suitability of images/illustrations to the material in the module	v				
6	Suitability of examples to the material in the module	v				



7	Conformity of material with scientific truth	v				
<b>Language</b>						
8	Use language that is easy for students to understand.		v			
9	Use of language according to rules		v			
10	Effective and efficient use of language		v			
11	Language Politeness		v			
	<b>Amount</b>	<b>49</b>				

Based on the percentage calculation above, it is obtained

$$\frac{49}{55} \times 100\% = 89\%$$

Based on the material expert validation results table, a score of 49 out of a total of 55 total scores was obtained, resulting in an achievement level of 89%, which is classified as good qualifications. Several suggestions and revisions from material experts were made before the module was tested, including:

a) Layout improvements

b) The need to include article reference sources

c) Correction of examples of incomplete sentences

3. Validation of remedial modules by practitioners

The practitioner who was used as the product assessor for developing this remedial module was Eka Fitriana, S.P.D., who is a teacher (practitioner) at MI Nashrul Fajar. The following is a table of practitioner validation results:

**Table 4. Practitioner Validation**

No	Statement	Scale				
		5 SB	4 B	3 C	2 K	1 SK
<b>Module Cover Design</b>						
1	A depiction of the module contents through the module cover		v			
2	The attractiveness of the module cover		v			
3	Suitability of font combinations		v			
4	Suitable color combination		v			
5	Conformity of module sizes to ISO standards		v			
6	Layout accuracy			v		
<b>Module content design</b>						
7	The use of letter variations is not excessive.		v			
8	Image conformity with text message (material)		v			
9	Suitable color combination			v		
10	Appropriate spacing between lines		v			
11	Appropriate spacing between letters		v			
12	The attractiveness of the module content design		v			
<b>Material</b>						
13	Material conformity with CP and indicators		v			
14	Completeness of learning materials in a systematic sequence and arrangement		v			
15	Ease of material for students to understand		v			
14	Suitability of material to students' thinking abilities		v			
15	Suitability of images or illustrations to the material in the module		v			
16	Suitability of examples to the material in the module		v			
17	Conformity of material with scientific truth		v			
<b>Language</b>						
18	Use language that is easy for students to understand.		v			
19	Use of language according to rules		v			
20	Effective and efficient use of language		v			
21	Language Politeness		v			
	<b>Amount</b>	<b>90</b>				

Based on the percentage calculation above, it is obtained

$$\frac{90}{105} \times 100\% = 86\%$$

Based on the table of practitioner validation results, a score of 90 out of a total of 105 total scores was obtained, resulting in an achievement level of 86%, which is classified as a good qualification. However, there were several suggestions and revisions from practitioners before the module was tested, including:

- a) Cover the image to make it clearer.
  - b) Each chapter is given a boundary.
  - c) Correction of examples of incomplete sentences
  - d) Additional practice questionse)
- Don't have too many colors on each sheet. After obtaining validation results from media experts, material experts, and practitioners, the researchers then carried out revisions by referring to existing suggestions and revisions.

## CONCLUSION

The validation results show that the remedial module can be tested by revising several parts as suggested by material experts, media experts, and practitioners. It is hoped that the results of this research can encourage teachers to develop effective and efficient teaching materials to support the learning and teaching process.

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