



DEVELOPMENT OF BIOGRAPHY TEXT WRITING TEACHING MATERIALS ASSISTED BY WEEBLY MEDIA FOR GRADE X STUDENT

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ABSTRACT

This study aims to develop biography text writing teaching materials assisted by Weebly media for grade X student. Employing a Research and Development (R&D) approach with the ADDIE (Analyze-Design-Development-Implementation-Evaluation) model, data were collected through questionnaires, observations, and interviews to assess the needs of teachers and students, design and develop materials, and validate them with subject matter and media experts. The materials were evaluated by one expert in each field, an Indonesian language teacher, and 37 students from SMA Diponegoro 1 Jakarta. Data analysis was conducted using a qualitative and quantitative descriptive approach. The results showed that the developed teaching materials obtained a validation score of 85.2% from the subject matter expert, 94% from the media expert, 100% from the Indonesian language teacher, and 85.2% from the students, all of which fall within the “excellent/very feasible” category. Based on these findings, it can be concluded that the biography text writing teaching materials aided by Weebly media for grade X students at SMA Diponegoro 1 Jakarta are feasible for use in the learning process. It is recommended that future research incorporate long-term evaluation to ensure continued alignment with student and teacher needs, as well as ongoing curricular developments.

Keywords: teaching materials, biography text writing, Weebly media

INTRODUCTION

In Indonesian language learning, writing skills are highly necessary. Besides helping to improve communication abilities, writing also enhances critical and reflective thinking skills, particularly in learning biographical texts when students analyze, sort information, and understand a figure’s life journey. However, in its implementation, some challenges faced by students in learning biographical texts include difficulties in writing in a structured manner that adheres to linguistic rules and in developing a writing framework. Additionally, students consider the current biographical text writing materials to have less engaging themes and unsupportive media.

Previous research on developing biographical text writing teaching materials was conducted by Rubini et al., aiming to develop teaching materials using Picture Mapping media. Although both studies develop biographical text writing materials, the media used differ; Rubini used Picture Mapping, whereas this study employs Weebly. Another similar study was carried out by Decy in 2022, aiming to develop biographical text writing modules based on Canva. The difference in this study lies in the media and the product form developed: Decy developed modules, while this research develops teaching

materials in the form of a website using the Weebly platform. Furthermore, research by Tiopiolina and Fitriani Lubis in 2023, entitled “Development of Biographical Text Teaching Materials Using VLOG (Video Blog) for 10th Grade High School Students,” aimed to develop VLOG-form biographical text teaching materials. Although the focus is on biographical texts, this current study emphasizes the development of writing materials. Based on the problems and previous studies, it can be concluded that the use of digital media holds great potential as a platform for developing teaching materials to assist students in improving their biographical text writing skills. According to the problem formulation, the objectives of this study are: 1) to describe the results of the needs analysis of teachers and students regarding the development of biographical text writing materials aided by Weebly media, 2) to design and develop biographical text writing teaching materials using Weebly, and 3) to describe the feasibility of biographical text writing materials supported by Weebly media.

The results of this study are expected to provide practical and theoretical benefits, starting from the development of biographical text writing materials that meet the needs of students, teachers, and the curriculum. The teaching materials are expected to serve as a model for developing similar media-based materials by teachers, become an alternative resource for biographical text writing learning, and help students practice to enhance their biographical writing skills. Additionally, this study can expand scholarly knowledge in biographical text learning and serve as a reference for researchers planning to conduct similar studies.

METHOD

The method used in this study is the Research and Development (R&D) method with the ADDIE model approach (Analysis, Design, Development, Implementation, and Evaluation). According to Sugiyono (2019), research and development is a method used to produce a specific product and test the effectiveness of that product. However, this study is only conducted up to the product feasibility test stage. This research was carried out at SMA Diponegoro 1 Jakarta from February to June 2025. The data in the development of biographical text writing teaching materials aided by Weebly media include 1) the needs of students and teachers regarding teaching materials development, 2) validation results by material experts and media experts, and 3) assessments by teachers and students of the teaching materials.

Data analysis was conducted after the researcher obtained data from needs analysis questionnaires and evaluation questionnaires filled out by Indonesian language teachers and 10th-grade students, as well as validation sheets completed by validators (material and media experts). Qualitative descriptive analysis techniques were used to analyze the data by describing the quantitative results collected from teacher and student needs analysis questionnaires, validations by material and media experts, and evaluations by Indonesian language teachers and students using Likert scale calculations. The teaching material product is considered feasible if its validity level reaches at least the good category, which corresponds to an average questionnaire score percentage of no less than 61% (Sugiyono, 2019).

**Table 1****Percentage Range and Product Quality Criteria**

Score	Description
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Quite Good
21% - 40%	Less Good
0% - 20%	Not Good

RESULTS AND DISCUSSION

The research on the development of teaching materials for writing biographical texts assisted by Weebly media used the five stages of the ADDIE research model, which include: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The following are the research results based on these stages.

Analysis Stage

The first stage conducted in this research was the analysis stage. At this stage, the researcher carried out a needs analysis as the basis for preparing the background. The needs analysis was conducted by distributing questionnaires to the students of Class X at SMA Diponegoro 1 Jakarta. Meanwhile, the needs analysis for teachers was carried out through questionnaires and semi-structured interviews. The results from the questionnaires and interviews were useful for identifying the needs of both students and teachers regarding the teaching materials. The following are the results of the needs analysis obtained.

Table 2
Student Needs Analysis

Obstacles Faced During Biography Text Learning	Percentage (%)
Themes and topics are less interesting	43.3
Learning media is less supportive	36.5
Learning activities are boring	20.2
According to you, what are the shortcomings of the books and teaching materials used by teachers in learning biographical texts?	Percentage (%)
Lack of practice questions	53.8
Limited illustrations and examples	35.6
Explanations of the material are wordy	26
Incomplete material	12.5

From the results above, it can be concluded that overall, the learning of biographical texts has been engaging. However, there are still obstacles, especially regarding the themes and topics of learning which are still considered less interesting, as well as the learning media that are inadequately supportive. In addition, the books and teaching materials used in biographical text learning are felt to have insufficient practice

questions, limited illustrations and examples, and overly lengthy explanations of the material. Moreover, the variety of teaching media used by teachers is limited to PowerPoint and whiteboards. As a result, in writing lessons, the majority of students still find it difficult to express ideas in writing in a structured manner and according to language rules. Therefore, teaching materials were developed that are expected to overcome these challenges related to the lack of appealing themes and topics, limited learning media, and the lack of variety in learning activities, especially in writing biographical texts by utilizing website-based teaching media (Weebly). This is expected not only to address students' difficulties in writing biographical texts but also to enhance their understanding and creativity in learning to write biographical texts.

In addition to the needs analysis for students, the researcher also conducted a needs analysis for teachers to identify their requirements in teaching biographical text writing in the classroom. At this stage, the researcher distributed questionnaires to Indonesian language teachers at SMA Diponegoro 1 Jakarta and conducted semi-structured interviews.

Table 3
Teacher Needs Analysis

Obstacles faced in teaching biography text material	Percentage (%)
Limitations of models/methods	50
Limitations of teaching materials	50
Difficulties faced by students in writing biography texts	Percentage (%)
Writing biography texts according to structure and linguistic rules	100
Developing the framework of the biography text	50

In addition to distributing questionnaires, the researcher conducted a semi-structured interview with the Class X teacher, Mr. Sena Aji Wijaya, M.Pd., to gain a deeper understanding of the teacher's needs. Regarding teaching biographical text writing, the teacher felt that the available teaching materials to meet students' needs were still lacking and had great potential for development. However, in developing biographical writing materials, the teacher faced obstacles such as limited time and budget, as focusing too much on one material might delay others. While teaching the biographical text material, the teacher still encountered students who had difficulty distinguishing between biography and autobiography. Additionally, errors in language rules, especially in pronoun usage, were still found in students' writing. The teacher expected the teaching materials to improve creativity to attract students' interest in the material, and also emphasized the need for differentiated materials tailored to students' learning characteristics. Furthermore, the use of supporting media beyond textbooks was deemed essential to keep students from getting bored. Moreover, the availability of teaching materials specifically for biographical text writing in the school was still very limited. Based on these observations, teaching materials were developed as a solution to the constraints of time, cost, and limited teacher flexibility in developing materials, particularly for biographical text writing. The materials were designed to be engaging,

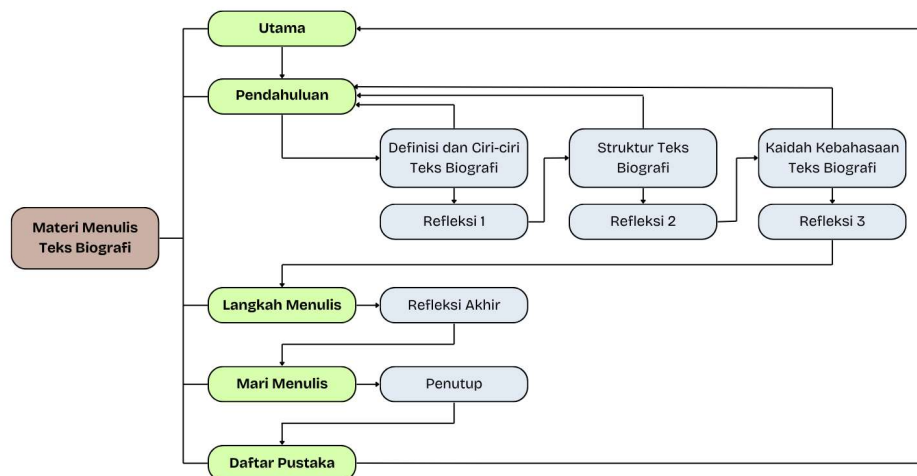
interactive, and meaningful by utilizing a supportive medium, namely the website-building platform Weebly.

Next is the curriculum analysis stage. At this stage, the researcher formulates the learning objectives based on the learning outcomes outlined in the curriculum. The formulated learning objectives include: 1) Students are able to understand the definition, characteristics, examples, structure, and language rules of biographical texts that have been studied in the teaching materials for writing biographical texts assisted by Weebly media, and 2) Students are able to write a biographical text in a structured manner and according to language rules by following and paying attention to the steps learned in the biographical text writing materials supported by Weebly media.

Design Stage

At the stage of designing teaching materials, the researcher began by creating the product framework, namely the teaching materials for writing biographical texts assisted by Weebly media. The design of the biographical text writing teaching materials supported by Weebly media will be elaborated through a flowchart.

Figure 1
Flowchart of the Biographical Text Writing Teaching Materials Design



Development Stage

At the development stage, the researcher first designed the learning objectives based on the writing learning outcomes for Phase E. The formulated learning objectives were then developed into teaching materials containing explanations, examples, and exercises aimed at improving students' understanding and skills in writing biographical texts. The developed teaching materials include: 1) The main website page containing a greeting, an introductory learning sentence, and guidance on using the teaching materials; 2) An introduction page containing the title of the teaching materials, learning objectives, and icons displaying the titles of the materials that students need to study in the introduction section; 3) Still within the introduction section, a page containing learning objectives, explanations, and exercises on the definition and characteristics of biographical texts, the structure of biographical texts, and the language rules of biographical texts; 4) A reflection page accessible to students at the end of each learning

section, containing questions about the learning that has taken place; 5) A writing steps page containing the steps to write a biographical text along with examples supporting each writing step, complete with instructions for students to practice writing according to the steps; 6) A “Mari Menulis” page containing writing guidelines for biographical texts and aspects students need to consider before writing; 7) A closing page accessible after students open the “Mari Menulis” page, containing appreciation and hopes for the students; and 8) A bibliography page listing the source references used in preparing the biographical text writing materials.

Figure 2
Overview of the Teaching Material Interface



In addition to the teaching material product, the development stage also includes a validation process by material experts and media experts. Below are the results of the validation of the teaching materials by the material and media experts.

Table 4
Material Expert Validation Results

No	Assessment Aspect	Average	Criteria
1	Curriculum	86.6%	Very Good
2	Material Presentation	90%	Very Good
3	Presentation Skills	80%	Good
4	Language	80%	Good
5	Graphics	80%	Good
	Average	85.2%	Very Good



Based on the observation results of the teaching material product through the evaluation table by the material expert, Mr. Muhamad Fajar Rizkia, M.Pd., a lecturer of Indonesian Language and Literature Education at Universitas Negeri Jakarta, the teaching material received an overall score of 85.2%. Qualitative data based on the comments and suggestions from the material validator regarding the biographical text writing teaching materials assisted by Weebly media include: rechecking the presentation of the material, the instructions along with the given questions, and the uniformity in the delivery of the material (consistency in writing explanations and examples), as well as the use of spelling. Additionally, regarding the reflection page, it is suggested not to combine it with the discussion page and to adjust it according to when the material is implemented in the learning process.

Table 5
Media Expert Validation Results

No	Assessment Aspect	Average	Criteria
1	Content Feasibility	100%	Very Good
2	Material Presentation	90%	Very Good
3	Graphics	90%	Good
	Average	94%	Very Good

The media expert validation stage was conducted by Ms. Etsa Purbarani, M.Pd., a lecturer of Indonesian Language and Literature Education at Universitas Negeri Jakarta, who gave a score of 94%. The comments and suggestions provided by the media validator included the consistency of font usage (use a more unique and uniform font for the titles), clearly differentiating each material section either by using different background colors or subtitles to characterize the material being discussed, maintaining consistency in the discussion of each material, and ensuring a balanced distribution between the understanding and writing sections (add writing steps along with examples).

Implementation Stage

At the implementation stage, the teaching material product for writing biographical texts assisted by Weebly media, which had undergone validation and initial revisions, was reviewed and assessed by teachers and students.

Table 6
Teacher's Assessment Results

No	Assessment Aspect	Average	Criteria
1	Material presentation	100%	Very Good
2	Language	100%	Very Good
3	Media utilization	100%	Very Good
4	Overall	100%	Very Good
	Average	100%	Very Good

Based on the teacher assessment table above, the Indonesian language teacher at SMA Diponegoro 1 Jakarta gave a score of 5 for each aspect of the teaching material,

resulting in a percentage of 100%. According to the product quality criteria table, the total percentage obtained falls into the category of very good or highly feasible.

Table 7
Student's Assessment Results

No	Assessment Aspect	Average	Criteria
1	Quality of Material Presentation	85.93%	Very Good
2	Media Usage	85.56%	Very Good
3	Activities and Content	84.3%	Very Good
	Average	85,2%	Very Good

Based on the assessment results from 37 respondents of Class X students at SMA Diponegoro 1 Jakarta, the developed teaching material product received a score of 85.2%. Therefore, it can be concluded that the developed product is quite good and able to increase students' motivation, interest, as well as enhance their understanding of learning to write biographical texts. This is evident from students' comments regarding the variety of materials they favored, ranging from definitions, characteristics, structure, language rules, to the steps of writing biographical texts.

Evaluation Stage

Based on the previous stages (analysis, design, development, implementation), it can be concluded that the teaching materials for writing biographical texts developed using Weebly media for Class X students at SMA Diponegoro 1 Jakarta are feasible to use. These materials contain explanations, examples, and exercises about the definition, characteristics, structure, and language rules of biographical texts, as well as the steps for writing biographical texts accompanied by examples. The materials also provide instructions for students to write biographical texts according to proper writing guidelines, supplemented with explanations and writing aspects that need to be considered. Besides enhancing students' understanding, these teaching materials also assist teachers in conducting biographical text writing lessons.

Regarding future research development based on the results of this study, several recommendations can be made for subsequent research: 1) The research scope can be expanded, for example, by developing the teaching materials for biographical texts in their entirety; 2) In this study, implementation was limited to feedback and assessment from 37 students in a single meeting. Future research could carry out effectiveness testing of the product on a larger population and over a longer period to determine the sustainable impact of using the developed teaching materials; 3) If the teaching materials are to be used in the long term, they should be periodically evaluated and revised in accordance with future needs, curriculum changes, and the characteristics of students.

CONCLUSION

This study developed teaching materials for writing biographical texts assisted by Weebly media for Class X students at SMA Diponegoro 1 Jakarta using the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). The analysis stage involved distributing needs assessment questionnaires to students and Indonesian language teachers, supplemented by semi-structured interviews with teachers. Students



identified challenges such as uninteresting themes and inadequate media, hoping the Weebly-assisted materials would improve their understanding and writing skills according to structure and language rules. Teachers reported constraints including limited time, budget, flexibility, and insufficient varied learning resources but hoped the materials would enrich resources and serve as an alternative teaching tool.

Curriculum analysis aligned learning outcomes with the independent curriculum for Indonesian Phase E (Class X), guiding the learning objectives to help students comprehend and produce biographical texts. The design stage structured the materials into key pages: main page (introduction and usage guide), introduction (definitions, characteristics, structure, and language rules), reflection, writing steps with examples, a writing guide (“Mari Menulis”), a closing page with appreciation, and a bibliography.

Development involved creating the product and validating it with content and media experts, yielding scores of 83.2% and 94%, respectively, both rated very good or feasible. Implementation gathered feedback from teachers and 37 students—the teacher rated the materials 100%, and students gave an 85.2% score, both indicating very good or feasible quality.

The evaluation concluded that the developed Weebly-assisted biographical text writing materials for Class X students are highly suitable for use. Recommendations for future development include designing responsive and adaptive materials for various devices, ensuring accessibility features and easy navigation, creating offline-accessible versions, encouraging teacher facilitation during use due to extensive discussion activities, and conducting periodic evaluations to identify issues and additional needs.

From these conclusions, the researcher offers several constructive suggestions for further development of biographical text writing teaching materials assisted by Weebly media: 1) future developers can design responsive and adaptive materials so that images and text automatically adjust across various devices without reducing readability; 2) ensure the platform integrated with Weebly media has accessibility features such as flexible text size adjustment and easier navigation; 3) researchers can develop application-based or offline-accessible teaching materials to avoid dependence on stable internet connectivity; 4) teachers or facilitators should accompany students during learning with these materials since they contain many instructions for discussion activities, aiming to minimize misunderstandings of each learning phase; 5) periodic evaluations should be conducted on the use of these teaching materials in biographical text writing lessons to identify learning problems and additional needs.

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