

Innovation in Teaching Materials for Descriptive Texts: Introducing Local Tourist Attractions Using the Scan Me Application

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ABSTRACT

The skill of writing descriptive text is a competency that must be mastered by grade VII students. However, in reality, many still have difficulty in expressing ideas for writing descriptive text. Learning to write descriptive texts is still considered difficult by students, plus many educators still use conventional teaching materials. Based on these conditions, efforts are needed to design, prepare, and compile teaching materials systematically in order to meet the needs of learning to write descriptive texts. Teaching materials using the scan me application by utilizing local tourist attractions are one of the solutions. The method used in this study is R&D with eight stages of modification from Borg and Gall. Samples were taken from two schools, SMPN 1 Rembang and SMPN 3 Rembang with a total of 32 students from each school. Data collection techniques used questionnaires, interviews, and tests. The results of the study showed that the teaching materials developed were valid, practical, and effective in improving students' abilities in writing and understanding descriptive texts. Significant implications are seen in the value of writing descriptive texts that are in accordance with the school's KKTP (Learning Objective Completion Criteria). The scan me application has proven to be an interactive and relevant media to students' learning styles in the digital era.

Keywords: Teaching Materials, Descriptive Text, Tourist Attractions, *Scan Me* Application

ABSTRAK

Keterampilan menulis teks deskripsi merupakan kompetensi yang harus dikuasai peserta didik kelas VII. Akan tetapi, dalam kenyataan masih banyak yang kesulitan dalam menuangkan ide untuk menulis teks deskripsi. Pembelajaran menulis teks deskripsi masih dianggap sulit oleh peserta didik ditambah banyak pendidik masih menggunakan bahan ajar konvensional. Berdasarkan kondisi tersebut, diperlukan upaya untuk merancang, menyiapkan, dan menyusun bahan ajar secara sistematis agar dapat memenuhi kebutuhan pembelajaran menulis teks deskripsi. Bahan ajar menggunakan aplikasi *scan me* dengan memanfaatkan objek wisata lokal menjadi salah satu solusinya. Metode yang digunakan dalam penelitian ini adalah R&D dengan delapan tahap modifikasi dari Borg dan Gall. Sampel diambil dari dua sekolah, SMPN 1 Rembang dan SMPN 3 Rembang dengan jumlah 32 peserta didik dari masing-masing sekolah. Teknik pengumpulan data menggunakan angket, wawancara, dan tes. Hasil penelitian menunjukkan bahwa bahan ajar yang dikembangkan valid, praktis, dan efektif dalam meningkatkan kemampuan peserta didik dalam menulis dan memahami teks deskripsi. Implikasi signifikan tampak dalam nilai menulis teks deskripsi yang sesuai dengan KKTP (Kriteria Ketuntasan Tujuan Pembelajaran) sekolah. Aplikasi *scan me* terbukti menjadi media yang interaktif dan relevan dengan gaya belajar peserta didik di era digital.

Kata Kunci: Bahan Ajar, Teks Deskripsi, Objek Wisata, Aplikasi *Scan Me*

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INTRODUCTION

Learning descriptive text is often uninteresting and less contextual because the teaching materials are conventional and do not utilize the potential of local objects. As a result, students are less motivated and have difficulty producing detailed writing, and the use of technology in learning is still minimal.

The digitalization era demands innovation in learning. This innovation aims to bridge this gap. Descriptive text is a text that presents a detailed description of a particular object or condition, so that readers can imagine and feel directly what is being described (Wibowo: 2018). Learning descriptive text is still delivered conventionally through lectures and assignments that are not varied. This causes students to tend to get bored and find it difficult to implement the concept of descriptive text in a real context.

Indonesia is a country rich in local cultural wisdom, one of which is tourist attractions that can be used as an authentic learning source that is interesting for students. Introducing tourist attractions through descriptive text not only trains language skills but also fosters a sense of belonging and preserves local culture in each region. For this reason, teaching materials are needed that can be a bridge between theory and practice and combine linguistic elements with local culture.

The scan me application is widely used for various purposes, especially to facilitate the process of identifying or tracking goods or information. However, not many people use this application in learning activities. The scan me application is a technology that allows users to scan QR codes or certain objects to get information. This application was chosen because of its ability to present additional information, such as images, videos, or other information links by scanning QR codes that are connected to tourist attractions. Students can scan tourist attractions displayed in teaching materials using Android. The use of this application in learning descriptive text will create a more interesting and in-depth learning experience. Based on this background, this study aims to develop innovative descriptive text teaching materials by utilizing the scan me application to introduce local tourist attractions. It is hoped that this innovation can be a solution to increase students' learning motivation, understanding, and descriptive text writing skills.

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THEORITICAL REVIEW

Theoretical studies cover several important points, namely teaching materials, descriptive texts, tourist attractions, and scan me applications. Hamdani (2011:218) explains that teaching materials are teaching media, both written and unwritten, which are designed in a structured manner with the aim of creating a more enjoyable and interesting learning atmosphere, and to improve student learning outcomes. According to Prastowo (2011:26) there are four main objectives in compiling teaching materials, namely (1) Helping students improve their understanding of a material, (2) Providing a variety of learning material choices so that students do not feel bored, (3) Facilitating the learning process for students, and (4) Making teaching and learning activities more interesting and enjoyable. The development of teaching materials is very necessary to ensure that its availability is in accordance with student needs, curriculum demands, student characteristics, and problems that arise in the learning process. The learning materials developed must be in accordance with the applicable curriculum and guided by the National Education Standards. In addition, teaching materials also need to be adjusted to the conditions of the learning environment, abilities, interests, and backgrounds of students. Descriptive text material is Indonesian language material for grade VII in phase D.

Yunus (2015:8) explains that description is a form of writing that describes an object, place, atmosphere, or condition with the aim that the reader can imagine, hear, and even feel it through words. According to Harsiati and colleagues (2016:20), the structure of descriptive text includes:

a. Identification

Is an introduction or general description that includes the name of the object being discussed, its location, history of its emergence, the meaning of its name, and other general statements about the object.

b. Description section

Is a detailed explanation of the parts of the object, based on the subjective view of the author. These details can be what is seen (shape, color, parts of the object according to the author's impression), what is heard (type of sound heard and its impression), and what is felt when observing the object.

c. Closing

Contains the author's conclusion or final impression of the object being described, aiming to arouse the reader's interest in understanding, getting to know more, or even wanting to see or visit the object.

The topic in the descriptive text that is most in demand by students in the two schools used as research samples is tourist attractions. Ananto (2018) stated that tourist attractions are locations that are attractive to visitors because they contain both natural and artificial resources, such as natural beauty, mountains, beaches, flora and fauna, zoos, historic buildings, monuments, temples, dance performances, and other unique attractions and cultures. A similar opinion was expressed by Adisasmitha (2010), that tourist attractions are places that attract tourists because they have natural and artificial wealth such as natural scenery, mountains, animals and plants, beaches, zoos, ancient historic buildings, monuments, temples, dance arts, and other cultural characteristics.

The scan me application is one of the learning innovations that utilizes IT. According to Nafisah (2020:147) the scan me application is a mobile application designed to make it easier for users to scan QR codes (Quick Response Codes) or barcodes. This QR code is a two-dimensional code that contains encrypted information that can be read by a smartphone camera. In Indonesian, QR Code can be interpreted as a quick response code. Visually, a QR Code looks like a symbol consisting of a collection of small black and white squares arranged to form a large square.

METHOD

The approach in the study used Research and Development (R&D) or research and development with eight stages of modification from Borg and Gall. This method aims to create a particular product while testing its level of effectiveness (Sugiyono, 2010: 407). The main focus of this study is to produce a product that can be applied effectively in the school environment. This approach is in line with the statement of Borg and Gall which states that research and development in education is a process to design and validate educational products. Data were obtained through questionnaires, tests, and interviews.

The questionnaire was obtained from lecturers, practitioners, and teachers. This questionnaire is used to test the validation of the prototype teaching materials that have been made. Tests are used to measure or find out something in certain conditions with the methods and provisions that have been determined. In this study, the test was in the form of student writing results in the form of descriptive text. This test aims to measure students' ability to write descriptive texts with the theme of tourist attractions, with reference to the assessment criteria that have been determined. Further data collection was obtained from the results of interviews. This interview was used to obtain data from teachers and students regarding the development of prototype teaching materials for descriptive texts.

The population in this study were grade VII students in Rembang Regency. The research sample was taken from two schools, SMPN 1 Rembang as the core transformation school and SMPN 3 Rembang as the impact school. Each school took one class with 32 students.

Data collection techniques were obtained through tests and non-tests, namely interviews and questionnaires. According to Arikunto (2010: 53), a test is a tool or method used to measure or find out something in certain conditions with predetermined methods and provisions. In this context, the test is in the form of students' writing results in the form of descriptive text. The data in the form of this test aims to measure students' ability to write descriptive texts about tourist attractions in the area where the students live. The tourist attractions used in this teaching material consist of five objects, namely the Kartini Museum, Karang Jahe Beach, Rumah Merah, Rumah Oei, and the Ratanavana Arama Temple. Non-test data were obtained from interviews and questionnaires. Interviews were given to students and teachers. The results of the interviews were used to identify the initial needs of teaching materials. What should be there and needed in the teaching materials was obtained from interviews which were then used as the basis for compiling a prototype of teaching materials for writing descriptive texts. Other non-test data were in the form

of questionnaires containing a number of questions. The results of the questionnaire were obtained to analyze the initial needs for teaching materials which in this case include five aspects, namely understanding and needs for teaching materials for writing descriptive texts, understanding and needs for writing descriptive texts, understanding and needs for the physical form of teaching materials for writing descriptive texts, needs for the content of teaching materials for writing descriptive texts, and expectations for teaching materials.

Qualitative descriptive was chosen as the data analysis technique in this study. This technique presents the presentation and conclusion of data used to process and analyze three data, namely: analysis of needs data, analysis of validation test data, and analysis of trial data of teaching material products. The research design in this study consists of eight stages, namely (1) preliminary study, (2) preparation of initial design of teaching material prototype, (3) validation by experts and teachers, (4) revision based on input, (5) limited trial, (6) focus group discussion (FGD), (7) revision based on field test results, and (8) making the final product. The preliminary study was conducted by analyzing the initial needs of students and teachers, then an initial design of the teaching material prototype was made. After the prototype was finished, a validation test was carried out by lecturers, practitioners, and teachers to test the validity of the prototype. Then make revisions based on input provided by the validator. After the revision was carried out, the next step was to conduct a limited trial of teaching materials on two schools that were used as research samples. Then conduct FGD or group discussions consisting of 5-10 people. From the results of the FGD, then revisions based on the results of the field test and the final stage, namely the manufacture of teaching material products. For more details, it will be shown in Figure 1 below.

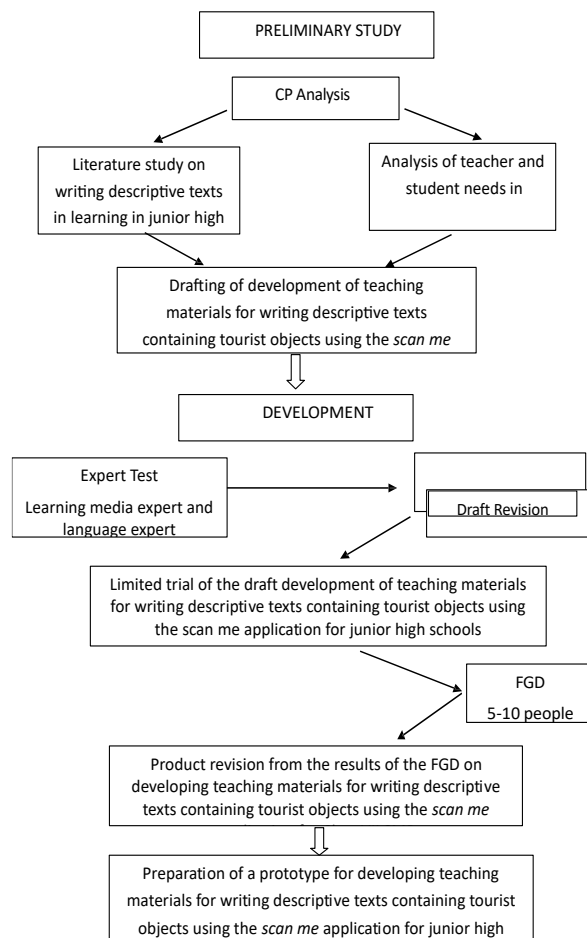


Figure 1 Research Design

FINDINGS AND DISCUSSION

FINDINGS

Research related to the development of teaching materials and models or techniques in learning descriptive texts was conducted by Suparni (2020) who examined the effectiveness of the inductive learning model based on pictures-telling in improving the ability to write descriptive texts in grade VII junior high school students in Semarang Regency. The results showed that the model was able to improve students' writing skills. This improvement was shown by: 1. the application of the inductive picture-telling model, 2. students were able to express ideas through the selection of words that were appropriate to the images displayed by the teacher, and 3. the sentences and paragraphs written by students became more structured because the teacher guided the writing of descriptive texts based on the images and words that had been prepared. The main difference with this study is that Suparni emphasizes more on the application of the inductive picture-telling model, while this study focuses on the development of teaching materials for descriptive texts that raise the theme of tourist attractions and use the *scan me* application.

In this study, the first step before arriving at the final prototype creation is to analyze the initial needs of students and teachers for teaching materials for writing descriptive texts using the *scan me* application. This step is a crucial step before moving on to a higher stage. The results of the instrument analysis from the questionnaire and interview obtained five pieces of information that became the basis for compiling the teaching material prototype (1) Teaching materials are designed based on the entire document of phases, elements, and Learning Outcomes (CP) as stated in the Decree of the Head of BSKAP No. 033/H/KR/2022 concerning Learning Achievements at the PAUD, elementary, and secondary education levels in the Independent Curriculum, (2) Teaching materials also need to be equipped with instructions for use for teachers and students so that the learning process is more focused, (3) Teaching materials must contain the main content accompanied by practice questions consisting of trigger questions, learning achievements and objectives, main material, word exploration, practice questions, and reflections, (4) Teaching materials also include information on the use of the *scan me* application in detail so that students understand its function in helping them write descriptive texts, and (5) Teaching materials are equipped with a table of contents and bibliography to make it easier for users to navigate the contents of the book and obtain valid references. After the prototype teaching materials were finished, a validation test was carried out on four people, namely Expert Lecturers (A1), practitioners (A2), and teachers (G1&G2). The validation test showed that the teaching materials were suitable to be used as additional materials in addition to the mandatory textbooks from schools, as in the following table 1

Table 1 Results of the Teaching Material Validation Test

No	Assessed Aspects	Validation Results				Score	Category
		A1	A2	G1	G2		
1	Presentation	3	4	4,5	5	4,1	Good
2	Material	3	4,4	4,9	5	4,3	Good
3	Language	3,5	4,25	4,75	4,5	4,25	Good
4	Graphics/Visual Display	3,8	4,8	4,9	4,6	4,5	Very Good
Total		3,33	4,36	4,76	4,78		

The validation test includes four assessment aspects, namely presentation, material or content of teaching materials, language used, and graphics or visual appearance of teaching materials. Of the four aspects assessed, three were rated good and one was very good. The presentation aspect includes the suitability and sequence of presentation of teaching materials written from general to specific. Contains general material then narrows down to other specific material. The content of the material is related to the suitability between achievements and learning objectives, the suitability of the title, the completeness of the material, the suitability of the material, examples used in teaching materials, and the steps for compiling descriptive texts. Language and readability are related to the suitability of language use with the level of cognitive ability of students. The graphic or visual appearance aspect includes the suitability of cover design, illustrations, color composition, font size, type of font used, book size, and book thickness. These four aspects must be met in compiling teaching materials.

After the validation and revision tests were carried out, the teaching materials needed to be tested on a limited basis in the sample schools, namely class VII A students of SMPN 1 Rembang and class VII C of SMPN 3 Rembang. The limited test was carried out in 2 meetings with a

duration of 2x40 minutes each. In the first meeting on Saturday, April 26, 2025, the teacher explained the material about descriptive text using a prototype of the teaching materials that had been made. The teaching materials equipped with the scan me application help students access videos, images, and audio in the objects displayed. Students are enthusiastic about the teaching materials they are currently using. The second meeting was held on Thursday, May 15, 2025, students practiced writing descriptive texts according to the steps discussed in the previous meeting. The steps are to determine the theme, objectives, collect information, create a framework, and develop the framework into a complete story. The theme is determined to make it easier to measure the level of student understanding. The theme of the descriptive text created is about tourist attractions in Rembang Regency. Five familiar objects are taken and are currently viral in Rembang Regency, namely the Kartini Museum, Karang Jahe Beach, Rumah Merah, Rumah Oei, and Vihara Ratanavana Arama. Each object will be discussed by 6-7 students so that there is a comparison between one and another. Of course, each student will write their text from a different perspective. Each tourist attraction in the teaching materials is presented by displaying several images equipped with videos that can be scanned with the scan me application. By utilizing Android, students can scan the barcode presented to further explore the material that will be used as material for writing descriptive text. The following is a barcode image that can be accessed by students.



Figure 2 Barcode Scan Me

After the students of class VII A at SMPN 1 Rembang wrote descriptive texts according to the instructions in the teaching materials, the data obtained were as in Table 2 below.

Table 2 Recap of Descriptive Text Writing Scores at SMPN 1 Rembang

Student	Assessment Aspect					Score	Final Grade	Category
	1	2	3	4	5			
PD 1	4	3	4	3	3	17	85	B
PD 2	4	4	3	4	4	19	95	SB
PD 3	3	4	3	4	3	17	85	B
PD 4	4	3	4	3	3	17	85	B
PD 5	4	3	3	3	3	16	80	B
PD 6	3	3	4	4	3	17	85	B
PD 7	4	4	3	4	4	19	95	SB
PD 8	3	3	4	4	4	18	90	SB
PD 9	4	3	3	3	3	16	80	B
PD 10	3	4	3	4	3	17	85	B
PD 11	4	3	3	3	3	16	80	B
PD 12	3	3	3	3	2	14	70	C
PD 13	4	3	4	4	4	19	95	SB
PD 14	4	3	3	3	3	16	80	B
PD 15	3	4	3	4	3	17	85	B
PD 16	2	3	3	2	2	12	60	K
PD 17	4	3	4	3	3	17	85	B
PD 18	3	3	4	4	3	17	85	B
PD 19	4	3	3	3	3	16	80	B
PD 20	4	3	3	4	3	17	85	B
PD 21	4	3	3	4	4	18	90	SB
PD 22	3	3	3	3	2	14	70	C
PD 23	4	3	4	4	3	18	90	SB
PD 24	4	3	3	4	3	17	85	B
PD 25	2	3	3	3	4	15	75	C
PD 26	3	4	4	4	4	19	95	SB
PD 27	4	3	3	3	4	17	85	B
PD 28	3	4	4	4	3	18	90	SB
PD 29	4	3	3	4	4	18	90	SB
PD 30	3	2	3	2	3	13	65	K
PD 31	4	4	3	3	4	18	90	SB
PD 32	4	4	3	4	4	19	95	SB
Score	113	104	106	111	105	539		
Max Score	128	128	128	128	128	640		
Average	88	81	83	87	82	84		

The assessment in writing descriptive text includes five aspects: (1) title accuracy, (2) general identification, (3) section description, (4) conclusion, and (5) language use. With the KKTP (Learning Objective Completion Criteria) of 75 from table 2 above, it can be described as follows. The average value of the descriptive text writing class is 84. The number of students who received a very good category score was 11 children, a good category of 16 children, a sufficient category of 3 children, and a less than perfect category of 2 children. Of the 32 children, there are still 4 children who have not completed because their scores are below the KKTP.

The five aspects of the assessment that students still find difficult are general identification with an achievement score of 81, the lowest compared to other assessment aspects. Students have difficulty writing a general description of the object to be described. The use of language by students is still largely not in accordance with the structure, some sentences are not complete sentence elements. The selection of the title and conclusion received a high score. Students find it easy to create titles and conclusions or summaries of the materials they describe.

Furthermore, the results of writing descriptive texts for class VII C of SMPN 3 Rembang can be seen in table 3 below.

Table 3 Recap of Descriptive Text Writing Scores at SMPN 3 Rembang

Student	Assessment Aspect					Score	Final Grade	Category
	1	2	3	4	5			
PD 1	4	3	4	3	3	17	85	B
PD 2	4	3	3	4	4	18	90	SB
PD 3	3	3	3	4	3	16	80	B
PD 4	4	3	4	4	4	19	95	SB
PD 5	3	3	3	3	3	15	75	C
PD 6	3	3	4	4	3	17	85	B
PD 7	3	3	2	2	3	13	65	K
PD 8	3	3	3	4	4	17	85	B
PD 9	4	3	4	3	3	17	85	B
PD 10	3	4	3	4	3	17	85	B
PD 11	4	3	4	3	3	17	85	B
PD 12	3	3	4	4	3	17	85	B
PD 13	2	3	2	3	2	12	60	K
PD 14	3	3	3	3	3	15	75	C
PD 15	4	4	3	4	3	18	90	SB
PD 16	3	3	3	3	2	14	70	C
PD 17	4	3	4	3	3	17	85	B
PD 18	4	3	4	4	3	18	90	SB
PD 19	4	4	4	3	3	18	90	SB
PD 20	3	3	3	3	3	15	75	C
PD 21	3	3	3	3	3	15	75	C
PD 22	3	4	3	3	4	17	85	B
PD 23	3	4	3	4	4	18	90	SB
PD 24	3	4	3	2	4	16	80	B
PD 25	3	3	4	3	4	17	85	B
PD 26	3	3	3	3	4	16	80	B
PD 27	4	2	3	2	3	14	70	C
PD 28	3	4	3	4	3	17	85	B
PD 29	3	3	3	4	4	17	85	B
PD 30	3	4	3	3	3	16	80	B
PD 31	3	3	3	3	4	16	80	B
PD 32	3	2	3	3	2	13	65	C
Score	105	102	104	105	103	519		
Max Score	128	128	128	128	128	640		
Average	82	80	81	82	80	81		

Based on table 3 above, it can be explained as follows. The average value of the descriptive text writing class is 81. The number of students who received a very good category score was 5 children, a good category was 18 children, a sufficient category was 7 children, and a less than perfect category was 2 children. Of the 32 children, there are still 4 children who have not completed it because their score is below the KKTP.

The assessment aspects that students still find difficult are the general identification and use of language with an achievement score of 80, the lowest compared to other assessment aspects. Students have difficulty in writing a general description of the object to be described. The language used is also still largely not in accordance with the sentence structure. The selection of titles and closings received high scores while the description aspect of the section received a score of 81 because students consider the objects and videos displayed in the teaching materials to make it easier for them to write them in a story.

DISCUSSION

The prototype of teaching materials using the scan me application is an innovation in learning by utilizing digital technology. The development of this teaching material follows the needs of students and teachers. According to the validation test from four validators, the results showed that the teaching material is worthy of being tested with revisions. Teaching materials

need to be equipped with clear work instructions so that students can use the teaching materials independently without guidance from teachers.

This innovation in learning integrates technology through the scan me application by combining local cultural wealth in the form of tourist objects. This approach is expected to be a solution to learning methods that are considered conventional and less interesting, especially in learning to write descriptive texts that require data and imagination. The use of gadgets in the teaching and learning process is common and fun for students. Students find it easier to identify the structure of descriptive texts: general identification, description of parts, and closing by looking at the details of the objects from the images presented. Students can find adjectives used to describe the scenery of tourist attractions, how descriptive phrases build an image, and how sensory details create a description.

Tourist objects are used as material in writing descriptive texts with several considerations. First, tourist attractions have a familiar context because students may have visited these places or at least heard stories about the objects from other people. This familiarity creates an emotional bond and makes it easier to find ideas and develop a rich vocabulary to be used as material for writing descriptive texts. Second, introducing local tourist attractions and linking them to learning will foster a sense of love and pride for one's own region. This is a real form of character education and an effort to preserve local culture. This innovation opens up opportunities for more meaningful out-of-class learning activities, students can conduct direct observations, interviews with sources, and collect authentic data to write descriptive texts.

The use of the scan me application has proven to be very helpful in learning to write descriptive texts. This can be seen in tables 3 and 4. Of the 32 students, only two students have not completed their KKTP with a score below 70 while all the other students have completed it. Students find it easier to learn descriptive texts with the help of the scan me application. They can access the objects they will describe by looking at the physical appearance of the images and videos scanned from the barcodes in the teaching materials.

Innovative teaching materials are a proven solution in the field. Students no longer write texts based only on empty imagination but from more concrete observations both virtually and physically with rich information displays. It is expected that the descriptive texts produced by students are more detailed, clear, and alive. The combination of technology and real objects encourages students' creativity in presenting information.

CONCLUSION

Based on the discussion, it is concluded that this innovation in teaching materials for writing descriptive texts has great potential in improving the quality and effectiveness of learning. The use of local tourist attractions as teaching materials is not only relevant to the context of students, but also fosters a sense of love and concern for regional potential. The integration of the scan me application has proven to be able to create an interactive and interesting learning experience. The barcode scanning feature that directs students directly to descriptive information on local tourist attractions provides easy access and triggers independent exploration. This approach not only helps students understand the structure and linguistic characteristics of descriptive texts, but also develops digital literacy skills and their ability to identify and process information from various sources. Thus, this innovation has succeeded in realizing more contextual, participatory, and student-centered learning.

Suggestions

Some suggestions based on this research are outlined as follows. For teachers, it is recommended to always be updated with the increasingly rapid development of technology. Teachers can modify teaching materials using the scan me application in learning descriptive texts or other texts. Teachers can explore other tourist attractions that are not yet in the teaching materials and develop interesting and informative digital content to be integrated into scan me.

For schools, it is expected to provide full support both in the form of facilities (for example adequate internet access and digital devices) and training for teachers related to the use of technology in learning, encouraging collaboration between teachers to develop innovative teaching materials.

For application developers, it is very useful if the scan me application or similar applications can continue to be developed with more specific features for learning needs, such as descriptive text template features, integration with interactive media (video, photo gallery).

For further researchers, further research needs to be conducted to examine the effectiveness of this innovation on a wider scale, involving more respondents and variations of tourist attractions. Research can also focus on the impact of innovation on improving students' descriptive text writing skills or comparative studies with conventional learning methods.

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