

The Development of Enrichment Book of Writing Negotiation Texts: The 21st Century's Competencies of Senior High School Students

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Abstract

The enrichment book is one of the supporting tools of learning activities directed in developing of students' knowledge, insights, and skills. The purpose of this research is to describe the profile and acceptability of the development of enrichment book in writing negotiation texts based on the 21st century's competencies that are in appropriate with the students' and educators' needs. This research was conducted by seven stages that used a research and development design. The seven stages are (1) potential and problems, (2) information and data collection, (3) design of book's profile, (4) validation test (5) revision (6) limited trial, and (7) final revision. The result of this research is a development of enrichment book for writing negotiation texts that is compiled with 21st century's competencies (4C) which is directed at 21st century learning. The negotiation text that is developed contains of the 21st century's competencies aspects, namely critical-thinking, creative, communicative, and collaborative. The acceptability of enrichment books for educators and students is an enrichment book that helps them understand and increase their knowledge of the materials in writing negotiation texts, and the presentation of enrichment book is adjusted to students' characteristics and their development level. The theoretical benefits of this research can be used as an alternative theory in developing an enrichment book that is customized to the need of 21st century's students. The practical benefit can be used as a guide-book for the educators.

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INTRODUCTION

The digital era allows students to access all subjects by the internet and supporting books that are available on the market. In line with the development of science and technology, students can access these digital books based on their learning needs. Suhardi (2007) states that books always be the main learning source during the learning process. By using books, students can improve their insight into various things that they have not known before. The Indonesian language learning book can be used as a tool to develop language competence and has a strategic position in the learning process of Indonesian language and literature (Atmoko, 2012). Therefore, we need an enrichment book that contains different material that is creative, innovative, interesting, providing new insights, empowering students more so that it encourages students to be more active, creative, and critical.

The enrichment books have an important role and can be used as a supporting source in learning. The enrichment books can help educators in delivering teaching materials. The enrichment books can also help students to build knowledge, add insight, and it can be used as an effective learning tool (Afandi and Zulaeha, 2017). Widagdo's research (2016) explains that a good enrichment book has an insistent function to help educators and students to make them success while conducting learning process. Based on the results of observations made by researchers from several books used at schools, they have not integrated some aspects of the 21st century's competencies in the presentation of their material. The textbooks of Suherli et al, the publisher of the Ministry of Education and Culture (2016) present more exercises in the use of information but these do not contain decision way in scientific work. The depth of the material in the book above is clear, it does not only contain the 21st century's competencies, namely 4C (critical, creative, communicative, and collaborative) as expected by the author. Yudhistira (2013) and Pakarindo (2013) emphasize more on the content of material concepts and less on learning to write

and construct the text that has been learned, so that students' writing skills are not honed. Research conducted by Jayanti (2015) proves that the challenge in the education is the character building for students, especially when the Indonesian nation must prepare its generation to face globalization with a strong character. Texts contained the 21st century's competencies are an important part of facing globalization. Pristiwati (2019) said that globalization requires a learning design that integrates with the 21st century's skills, HOTS, PPK, and literacy so that learning is not monotonous and enjoyable from a psychological perspective of students.

Writing skills are one of the skills found in senior high school education. One of the writing skills that students must attain is writing negotiation texts. Writing is an activity that prioritizes thinking by connecting knowledge to another so that it can be arranged in a sentence that describes the ideas or ideas that will be conveyed to others. Kartono (2009) states that there are three things related to writing activities; namely willingness, knowledge, and skills. The creative writing is one of the competencies that will be achieved in 21st century learning that includes critical, creative, communicative, and collaborative thinking competencies. Writing skills are the ability to express various ideas in the form of writing which is arranged in effective language units so that the message to be conveyed can be understood by the reader. To achieve this, the author's creativity is needed. This was also expressed by Zulaeha (2016) who explained that writing is a creative process that involves a lot of divergent (diffuse) rather than convergent (centered) thinking. According to Subyantoro (2009) a language skill needed to improve the quality of learning is writing. Writing activities can increase intelligence, develop initiative and creativity by using written language that is coherent, expressive, and easy to understand. Doyin and Wagiran (2009) argue that writing is one of the language skills used in indirect communication. Ideas in writing are expressed in text form.

Septianto (2016) states that text is a language unit that is expressed in writing and it is meaningful with a certain organizational system that has function to express ideas, then it is provided in the form of a written work. The purpose of text-based learning is to develop skills, understand, and create text. Negotiation is an activity that requires partners in the form of social interactions who have one or several different interests by carrying out negotiations to reach mutual agreement and settlement. The negotiation text based on the 21st century's competence is a unity of language that make a complete meaning so that it has content and form, both orally and writing form delivered by the sender to the recipient which contains interactions between the first and second parties. It can be both individuals and groups, which have the ability to think critically, creatively, communicate and collaborate to reach mutually beneficial agreements.

The characteristic of the 21st century is to produce the learning character of the 21st century. The most striking characters of the 21st century is multitasking, multimedia, online social networking, online information searching, online gaming. Most humans who live in the 21st century have owned these characteristics. This is in line with the opinion of Winaryati (2018) which states that humans living in the 21st century, including the younger generation, will bring 21st century's content, which includes learning and thinking skills, ICT literacy and life skills. The education side through learning must follow this development. This is in line with Nehring's Research (2019) which states that developing a teaching center for the 21st century's skills can be done through school goals and professional development. This will enhance the 21st century's skills of students and educators to have high performance that serve people with high needs.

The development of the 21st century is showed by the use of information and communication technology in all aspects of life, including in the learning process. The ability to think critically, solve problems, be innovative, communicate, and collaborate are important

competencies in entering the life of the 21st century. The use of technology in the 21st century's learning is in line with research conducted by Chai (2018) which shows that the 21st century's learning is supported by technology and designs comprehensive skills to address the 21st century technological challenges.

Based on this background, it is important to conduct research on the development of enrichment books in writing negotiation texts based on the 21st century competencies. The enrichment books used, especially the negotiation text material, still do not include material adapted to the 21st century's competencies that will be instilled in students, so that these competencies cannot be formed as expected in the 2013 curriculum learning objectives. This research can be used as a facility for students and educators in the face of 21st century learning. Therefore, the topic of developing this enrichment book is very interesting to be studied.

METHODS

This research was conducted uses educational research and development research design or it could be called research and development (R&D) which is defined as research and development. According to Sugiyono (2016) "a research and development method as a research method that used to produce certain products and test the effectiveness of these products". Research and development aim to develop a specific product that can be used in a learning process. Thus, this research is directed at the development of enrichment books in writing skills of negotiating texts based on the 21st century's competencies for senior high school students. Therefore, in developing of the enrichment book of the writing skill of negotiation text must go through the stages of research. The research stages are designed to the needs of this research. The research procedures that have been carried out in this research consists of seven stages, namely (1) potential and problems, (2) information and data collection, (3) design of the book's profile,

(4) the validation test of the book's profile, (5) the revision of the book's profile, (6) limited trial, and (7) final revision of book's profile.

RESULTS AND DISCUSSION

Profile of the Development of Enrichment Book of Writing Negotiation Texts Based on the 21st Century's Competencies of Senior high school Students

The enrichment book profiles of writing negotiation texts based on the 21st century's competencies for senior high school students are prepared by considering the students' and educators' needs due to the principles of the development of enrichment book. The sections on the profile of the enrichment book of writing negotiation texts based on the 21st century

competence include the introduction section, a content section, and (3) a section after the enrichment book.

The Introduction of the Enrichment Book

In its introduction, the enrichment book consists of some components book title or book cover, copyright pages, introduction, guidance for book use, table of contents, and list of *KI / KD*

Book title or book cover consists of the components of the book title, the name of the author and supervisor, the target of book user, and illustrations. The component reflects the cover of the 21st century that is characterized by illustrated images of negotiations by young entrepreneurs and virtual negotiations.



Figure 1 book cover

The copyright page consists of copyright information, book titles, book authors, supervisors, the judgment expert, and copyright information.

Foreword as an introduction of the book. This component contains expressions of gratitude to God, the background of the book and the purpose of developing the book, and thanks to several parties.

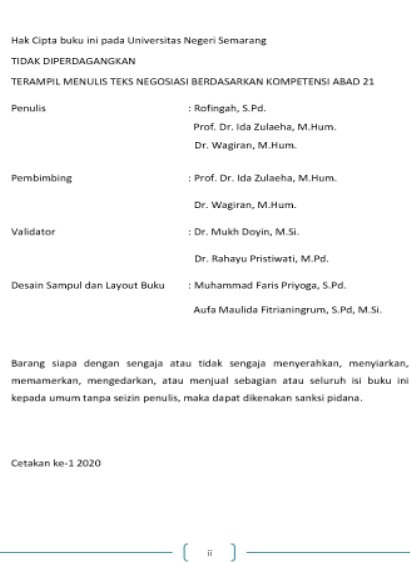


Figure 2 copyright page

The guidance for book use contains information on the use of books and the systematic of book arrangement.

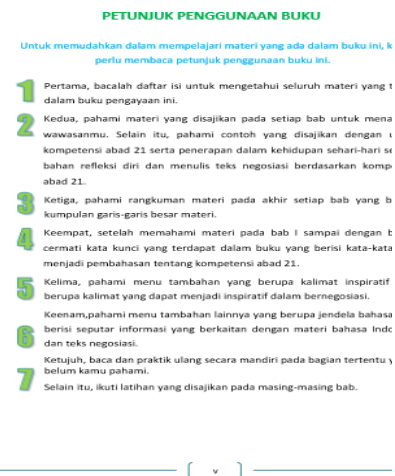


Figure 4 the guidance for book use

The list of KI / KD contains an explanation of the KI and KD that will be achieved in an enrichment book of writing

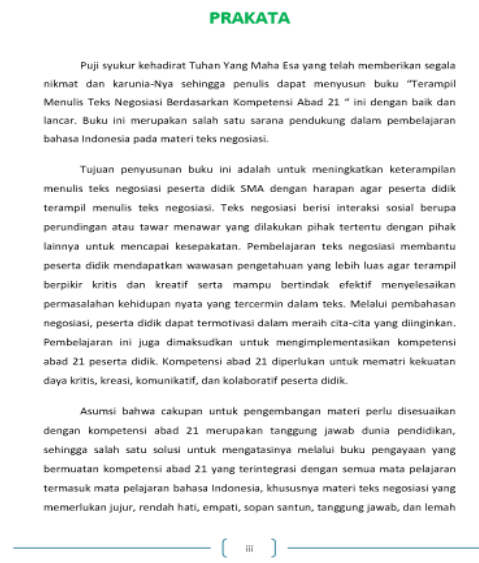


Figure 3 foreword

The table of contents contains the table of contents of the book starting from the introduction, contents, and completion and the page number.

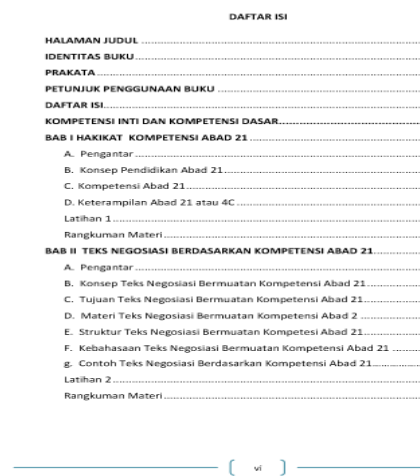


Figure 5 the table of contains

negotiating text based on the 21st century's competencies for senior high school students, namely by adding 4C aspects to the indicators.

**KOMPETENSI INTI DAN KOMPETENSI DASAR DALAM BUKU PENGAYAAN
"TERAMPIL MENULIS TEKS NEGOSIASI BERDASARKAN KOMPETENSI ABAD 21"**

Kompetensi Inti	Kompetensi Dasar	Materi yang Dikembangkan
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	1.1. Mensyukuri anugerah Tuhan akan keberagaman bahasa Indonesia dan menggunakannya sesuai dengan kaidah dan konteks untuk mempersatukan bangsa	1. Sajian materi teks negosiasi menggunakan bahasa yang baik dan benar serta disesuaikan dengan kaidah penulisan teks negosiasi
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia	2.1. Menunjukkan sikap tanggung jawab, peduli, responsif, dan santun dalam menggunakan Bahasa Indonesia untuk membuat teks negosiasi berdasarkan kompetensi abad 21	2. Sajian contoh-contoh teks negosiasi mengintegrasikan muatan kompetensi abad 21 yaitu berpikir kritis, inovatif, komunikatif, dan kolaboratif

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan	4.1. Memproduksi teks negosiasi baik secara lisan maupun tulisan	8. Langkah-langkah memproduksi teks negosiasi a. Pramenulis 1) Menentukan tema 2) Menentukan topik 3) Menentukan tujuan penulisan 4) Mengumpulkan informasi pendukung 5) Membuat kerangka b. Tahap Menulis Mengembangkan kerangka menjadi teks negosiasi utuh berdasarkan struktur sesuai dengan rancangan c. Pascamenulis Menyunting teks negosiasi berdasarkan kaidah kebahasaan
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Figure 6 list of *KI/KD*

The Content of the Enrichment Book

The contents of the enrichment book consist of materials, examples, exercises, summaries, and additional menus. The content components are presented with a systematic concept, examples, and practices that are described in three chapters, namely Chapter I,

the essence of the 21st century competence, Chapter II of the negotiation text based on the 21st century’s competencies, and Chapter III writing negotiation texts based on the 21st century’s competencies.



Figure 7. The Component of The Book’s Content (chapter in the enrichment book)

The material description contains explanations of the materials that are appropriate with the basic competencies.

The material presented is the concepts of the 21st century’s competence and examples of negotiation texts that contain aspects of the 21st century’s competence.

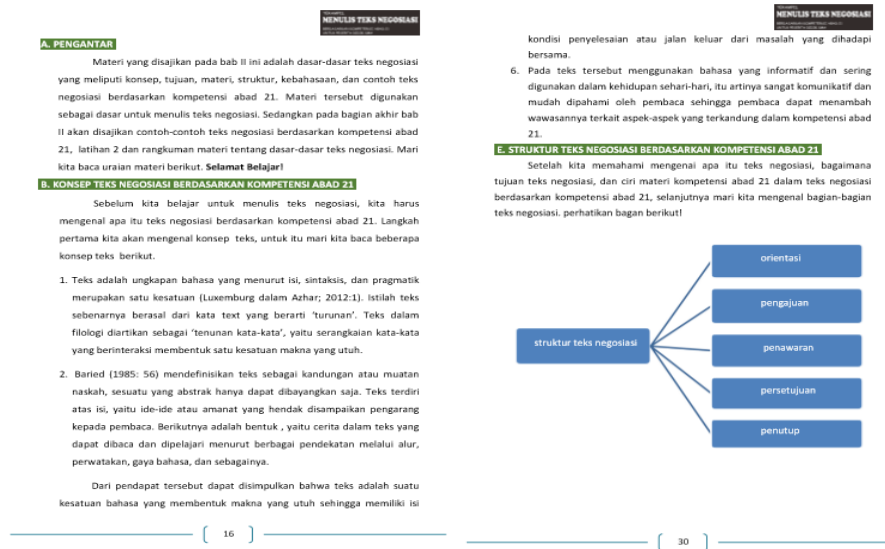


Figure 8 the material description

The part of examples contains examples to clarify the material, the examples presented are examples of negotiation texts based on the

21st century's competencies that involve critical, creative, communicative, and collaborative aspects.



Figure 9 the brief example of negotiation text based on the 21st century's competence

The exercises contain exercises to develop negotiation text of writing skills based on the 21st century's competencies that is appropriate with

learning objectives. Exercises are presented at the end of each chapter. This component can be seen in the following figure:

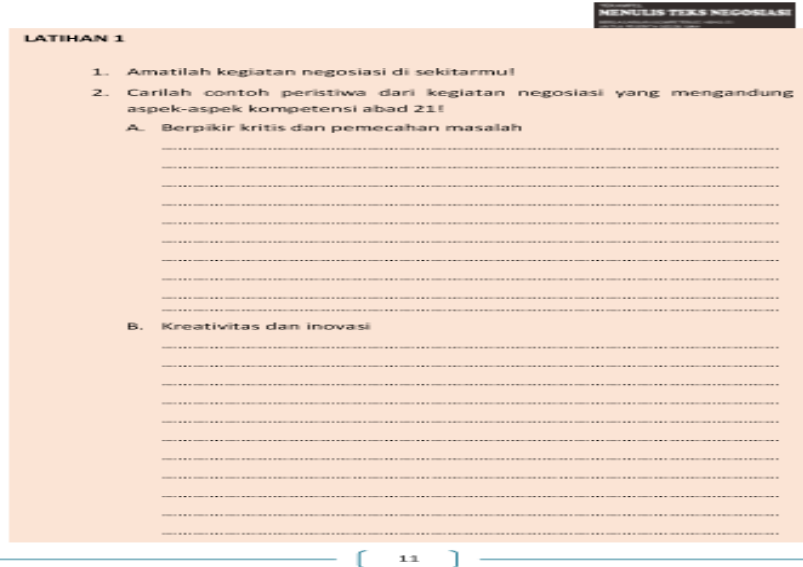


Figure 10 the exercise section

The Summarize contains the main points that have been written in materials



Figure 11 the summarize

The additional menu consists of keywords that contain words related to the 21st century's competencies content, inspirational sentences that can add inspiration in negotiations, and

language sight that contains knowledge of Indonesian related to linguistic negotiations. These components can be seen in the following figure:

NENILIS TEKS NEGOSIASI

Anak : "Bu, bagus ya bajunya. Aku ingin baju yang ini saja ya bu."
 Pelanggan : "Ibu terserah kamu Nak, karena kamu yang akan memakainya, yang penting kamu senang dan cocok dengan ukuran bajunya."
 Perias : "Jadi bagaimana Bu?"
 Pelanggan : "Saya ambil baju adat Bali saja Mbak. Anak saya ternyata menyukainya. Saya lihat juga warnanya cerah, dan modelnya sederhana dan tidak rumit sehingga nyaman untuk anak seusia dia."
 Perias : "Baik Bu."
 Pelanggan : "Berapa harga sewa baju ditambah jasa riasnya Mbak?"
 Perias : "Semua Rp200.000,00."
 Pelanggan : "Apa tidak bisa kurang Mbak?"
 Perias : "Tidak bisa Bu, sekarang bahan untuk rias harganya naik Bu."
 Pelanggan : "Bagaimana kalau Rp100.000,00 Mbak?"
 Perias : "Maaf tidak bisa Bu. Paling saya bisa kurangi Rp 25.000,00 karena Ibu sudah menjadi pelanggan setia saya."
 Pelanggan : "Ya sudah Mbak saya setuju, yang penting anak saya cocok. Besok saya ke sini dengan anak saya pukul 06.00 WIB untuk dirias."
 Perias : "Iya Bu, saya akan siapkan semua bahannya."
 Pelanggan : "Terima kasih, kalau begitu saya permisi dulu. Mari Mbak, selamat pagi."
 Perias : "Mari Bu, selamat pagi."

Kata Kunci:
 Kompetensi abad 21,
 Kreativitas,
 Meneliti: pemilihan
 yang baru, berbeda,
 dan beragam untuk
 memecahkan suatu
 masalah

{ 54 }

Figure 12 keywords

NENILIS TEKS NEGOSIASI

C. Komunikasi

D. Kolaboratif

Kalimat inspiratif
 "Untuk melakukan negosiasi dengan gemilang, mulailah dengan menanyakan apa yang pelanggan inginkan. Anda tidak bisa menang sampai mengetahui jawabannya." (Shicffman)

{ 12 }

Figure 13 inspiration sentences

NENILIS TEKS NEGOSIASI

Jendela Bahasa

Terampil Bertanya dalam Bernegosiasi

Keterampilan khusus yang perlu dikuasai dalam bernegosiasi adalah bertanya. Keterampilan ini hampir pasti muncul ketika proses negosiasi berlangsung. Beberapa pertanyaan yang dapat diajukan ketika bernegosiasi, antara lain, sebagai berikut.

a. Pertanyaan pembuka
 Contoh : Selamat siang, apakah benar ini Mbak Annisa?

b. Pertanyaan untuk menghidupkan suasana
 Contoh: Saya juga kelihatannya tertarik dengan usahamu. Bagaimana kalau kita bekerja sama saja?

c. Pertanyaan retorik
 Contoh: Kalau begitu tunggu apalagi?

d. Pertanyaan untuk memperoleh dukungan
 Contoh: Pilihan kedua, bagaimana kalau anak ibu memakai baju adat Bali saja? Baju adat Bali ini model baru Bu. Di bagian depan terdapat manik-manik yang cantik dan di bagian aksesoris juga terdapat bunga-bunga yang indah. Anak ibu juga dapat memilih pakaian khas adat Jawa yang khusus untuk hari kartini. Saat ini semakin berkembangnya kemajuan zaman membuat budaya daerah yang menjadi suatu ciri khas semakin dilupakan oleh generasi penerus. Jika kita memakai pakaian adat Jawa kita dapat melestarikan budaya daerah khususnya daerah Jawa Tengah. Bagaimana ibu ?

e. Pertanyaan penutup pembicaraan
 Contoh: Saya kira sudah cukup pembicaraan kita ini, ya ?

Kalimat inspiratif:
 Lakukan diskusi lanjutan dengan lawan negosiasi. Anda dalam hal pengamatan-pengamatan dari pada negosiasi sendiri, agar Anda memahami sikap-sikap mereka, tekanan-tekanan yang mereka alami, dan alternatif-alternatif.

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Figure 14 Jendela Bahasa (The Language Sight)

The Final Section

The final section is the final part of the book that contains glossaries and references or bibliographies. Glossaries contain a list of words

or terms used in the presentation of material. This component can be seen in the following image:

Glosarium	
A	
Abstraksi	: proses atau perbuatan memisahkan
Analisis	: penyelidikan terhadap suatu peristiwa (karangan, perbuatan, dsb) untuk mengetahui keadaan yang sebenarnya (sebab-musabab, duduk perkaranya, dsb)
D	
Dialog	: percakapan (dalam sandiwara, cerita, dsb); atau karya tulis yang disajikan dalam bentuk percakapan antara dua tokoh atau lebih
Diksi	: pilihan kata yang tepat dan selaras (dalam penggunaannya) untuk mengungkapkan gagasan sehingga diperoleh efek tertentu (seperti yang diharapkan).
E	
Efektif	: dapat membawa hasil; berhasil guna
Efisien	: tepat atau sesuai untuk mengerjakan (menghasilkan) sesuatu (dengan tidak membuang-buang waktu, tenaga, biaya)
Ejaan	: kaidah-kaidah cara menggambarkan bunyi-bunyi (kata, kalimat, dsb) dalam bentuk tulisan (huruf-huruf) serta penggunaan tanda baca.
Evaluasi	: penilaian terhadap suatu rancangan

Figure 15 glossaries

The development of enrichment book of writing negotiation texts based on the 21st century's competencies is a book that integrates with the 21st century's competencies in writing skill of negotiation text that has not been included in learning references. The examples presented in this book are complemented by examples of negotiation texts that contain the 21st century competencies aspects, namely critical, creative, communicative, and collaborative thinking. With this enrichment book, it will add learning references, especially in negotiation text material so that students can write negotiation texts based on the 21st century's competencies correctly.

The Acceptance of the Enrichment Book of Writing Negotiation Text Based on the 21st Century Competencies

The acceptance of the research is evidenced by the results of structured interviews with educators and students that were conducted at one of the schools, namely SMA Negeri 1 Ungaran with good indicators. The acceptance of this enrichment book includes the following:

(1) The coverage of the 21st century competency aspects contained in the enrichment book is good and appropriate with the three concepts of

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Figure 16 references or bibliographies

the 21st century education that have been adapted from the Ministry of Education and Culture of the Republic of Indonesia, namely life and career skills, learning and innovation skills, and information and technology skill (Daryanto, 2017).

(2) The competency aspects of the 21st century is appropriate with the students' development. The content and aspects of 21st century competencies contained in the examples of negotiation texts that are appropriate with the psychological conditions and development of senior high school students such as negotiations in commerce, online business, working and others.

(3) Delivering the 21st century's competency aspects is conveyed in a very clear explicit manner. The aspects of the 21st century's competence through the conversations of characters directly in examples of negotiation texts, through keywords and inspirational sentences in the additional menu section of the enrichment book.

This acceptance is a positive result for the sustainability of Indonesian language learning. This enrichment book can be used as a complement to help students to improve their writing skills of negotiation text and increase their knowledge of negotiation text. In addition, this enrichment book can also be used as a companion book for educators to provide material for writing negotiation texts. Educators and students accept this enrichment book, which can be seen from the results of the analysis which states that enrichment books help educators and students to understand and increase knowledge of the material for writing negotiation texts, and the presentation of enrichment books is adjusted to the characteristics and level of students' development.

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that the profile of enrichment books in writing negotiation texts based on the 21st century's competencies for senior high school students is arranged based on four aspects of feasibility that consists of aspects: material, presentation, language and graphics. In addition, enrichment book profile is developed based on the educators and student's needs. The sections of the enrichment book profile of writing negotiation text includes: the introduction, the content section, and the final section of enrichment book. These components are described in three chapters, namely Chapter I, the essence of the 21st century's competence; Chapter II, negotiation text based on the 21st century's competence; Chapter III, writing negotiation text based on the 21st century's competence. The acceptance of enrichment book products can help educators and students to understand and increase knowledge of the material for writing negotiation texts, and the presentation of enrichment books is adjusted to its characteristics and level of students' development.

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