

Development of Learning Module for Writing Procedure Text with the Flipped Classroom Media E-learning Model at SMK Center of Excellence

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Abstract

The eighth independent learning is center of excellence with a new paradigm curriculum. In learning outcomes, the development of teaching module is carried out so that students are able to think creatively. This research aims to (1) Analyze the needs of students' skills in writing procedure text with the Flipped Classroom learning model using e-learning media for class XI at SMK Center of Excellence in Hospitality Program (2) Develop the learning module for students' skills in writing procedure text with the Flipped Classroom learning model using e-learning media for class XI at SMK Center of Excellence in Hospitality Program, (3) Measure the feasibility of learning module for students' skills in writing procedure text with the Flipped Classroom learning model using e-learning media for class XI at SMK Center of Excellence in Hospitality Program. This research method used Research and Development with ten steps developed by Gall and Borg (2019:35), namely (1) Research and Information Collecting, Planning, Develop Preliminary Form of Product (Initial Product Development), Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Revision Product, Dissemination and Implementation. The results of the research indicate: (1) Analysis of module needs from the results of observation, teacher and student interviews, and student and teacher questionnaires, (2) Development of learning module for skills in writing procedure text from material experts is stated "good", media experts is stated "very good", and education practitioners is stated "very good". (3) The feasibility of learning module for skills in writing procedure text from the teacher response scale of score 61 is "very good" and the student's response is "very good".

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INTRODUCTION

The eighth independent learning is a center of excellence with a new/independence paradigm curriculum. The launch of Independent Learning at Vocational High School (SMK) has been carried out by Wikan Sakarinto on April 18, 2021. "Independence education ... makes deliberate efforts to advance life – growth of character (sense - mind, spirit) and the students' body through teaching, example and habituation, do not be accompanied by orders and coercion" philosophy of Ki Hadjar Dewantara. Teaching according to achievement or level of ability is a learning approach that refers to the level of achievement or ability of students. Frequently it is referred to as Teaching at the Right Level (TaRL) (Kemendikbud, 2020a). In this curriculum, basic competencies turn into learning outcomes, while the aspects also include reading, listening, writing, and speaking.

In learning, resources and materials are needed to be taught to make it easier like module. The learning module as a guide for the teaching and learning process (Arianti, 2019). With this module, students can learn more easily. This statement is further clarified by (Susanti, 2020) who states that the provision of module will also educate students to be independent, because everything is already available in the module. The teaching module is a number of tools or media facilities, methods, instructions, and guidelines that are designed in a systematic and attractive manner (Kemendikbud, 2020). The teaching module is an implementation of the flow of learning objectives developed from learning outcomes with the profile of Pancasila students as the target. The module that the researcher will develop is a module of class XI of the New Paradigm Phase F curriculum, students have the ability to communicate and reason in accordance with goals, social, academic, and world of work contexts, students are able to understand, process, interpret, and evaluate information from different types of text on various topics. Students are able to synthesize

ideas and opinions from various sources. Students are able to write various texts to express opinions and present and respond to non-fictional and fictional information critically and ethically. Phase F based on the writing element is that students are able to write ideas, thoughts, views, directions or written messages for various purposes logically, critically, and creatively in the form of informational texts and/or fiction. Students are able to transfer one text to another for creative economic purposes. Students are able to publish their writing in print and digital media.

Writing procedure text must be in accordance with the structure and rules of language. The structure of the procedure text consists of the title, objectives, materials/tools, procedures/stages. In the procedure/stages section, there are language features, namely; using numbering, command words and words that describe conditions. So the text structure and language rules cannot be separated in procedural text. One form of learning to write that must be achieved. Procedure text materials include; definition, characteristics, stages of compiling procedure text, things to pay attention to, structure of procedure text (objectives, steps, conclusion), objectives, types of procedure text, language rules of procedure text.

Regarding the uniqueness in developing teaching module for writing procedural texts for class XI in the independent curriculum, through this research the development of Procedural Text Learning Module with the Flipped Classroom Media e-Learning Model for class XI of SMK Center of Excellence Sector in Kulon Progo Academic Year 2021/2022 will be carried out.

METHODOLOGY

This research design uses Research and Development according to Gall and Borg (Sugiyono, 2019). The stages carried out by the researcher in this research is described as follows:

1. Research and Information Collecting

The first stage is the research and preliminary information collecting stage to conduct need analysis. The need analysis is needed to find out the problems that occur in the field and the needs of teachers and students. Activities in the early stages include observation, interview, self-assessment of students class XI and teachers. Data collection instrument is included observation sheet, interview guideline, and open questionnaires at SMK Negeri 1 Kokap and SMK Muhammadiyah 1 Temon.

2. Planning

The second stage is the planning stage. This second stage is carried out by formulating the specific objectives and functions of the learning module, determining the competencies to be achieved by students, and the material to be included in the module. The competencies to be achieved by students and materials are determined based on the teaching module of Class XI.

3. Develop Preliminary form of product.

The third stage is the preliminary product development stage. Activities carried out in the third stage include drafts or texts outlined in learning module by Indonesian material experts, IT experts, and practicing experts, and revision to the preliminary product based on the results of expert validation. The data collection instrument at this stage is a product validation sheet for Indonesian material experts, IT experts, and practicing experts.

4. Preliminary Field Testing

The fourth stage is the limited testing stage. The limited testing is carried out to find out the response of teachers and students to the preliminary product which has been revised and declared appropriate by Indonesian material experts, IT experts, and practicing experts. The instrument used is the teachers' response scale and students' response scale.

5. Main Product Revision

The fifth stage is the main product revision stage. The main product revision is carried out based on input obtained from the results of limited testing. The results of the main product revision are tested on the field testing.

6. Main Field Testing

In this research, it is named as a wider testing with more research subjects. The sixth stage is the field-testing stage. The field testing is carried out to collect data from students as module user respondents. The instrument used at this stage is teachers' response sheet and students' response sheet. The results of field testing are used as material for module revision at a later stage.

7. Operational Product Revision

The product improvement from the results of main testing. The seventh stage is the field-testing revision stage. This stage is carried out to revise the procedural text learning module, based on input obtained from the results of field testing. After being revised, the learning module is ready to be tested at the operational product testing stage.

8. Operational Field Tesing

Empirical testing using experimental methods. The eighth stage is an operational field testing. This stage is carried out to determine the effectiveness of learning module at SMK Negeri 1 Kokap and SMK Muhammadiyah 1 Temon.

9. Final Product Revision

The ninth stage is the final product revision. The final product revision is carried out based on input obtained from the results of operational product testing, so that a final product can be produced that is used and disseminated.

10. Dissemination and Implementasion

The final stage is dissemination and distribution. After being declared feasible and effective for improving students' writing procedural text skills, the learning module is disseminated and applied in learning Indonesian for class XI SMK.

RESULTS AND DISCUSSION

Analysis of Students' Procedural Text Writing Skills Needs with the Flipped Classroom Learning Model Using E-Learning Media for Class XI at SMK Center of Excellence

Needs analysis is carried out using three methods, namely observation, interview, and

self-assessment/questionnaire by teachers and students. Based on the results of the observation that have been described, it can be concluded that the problem is still the ability to write students' procedural text who has not reached a superior average because the learning module used by the teachers is not optimal. The learning module used does not meet the systematics of the Ministry of Education and Culture, so it is necessary to have learning module that can improve the ability to write procedural texts that can be used by teachers and students.

Based on the results of interview with Indonesian teachers for class XI at 2 SMK Center of Excellence in Hospitality Program, information is obtained about students' ability to write procedure text and the module requirements for students. The results of interview with Indonesian teachers show that there are still difficulties in producing procedural text in the field of work due to students' lack of literacy in reading.

The results of students' self-assessment show that at the learning planning stage, students are lack of studying the material that has been given about the structure and language rules of procedural text so that it is considered that the material that is difficult to learn is producing procedure text. Motivation in learning is also lacking because of online learning, students are also obliged to help their parents. At this learning process stage, students have difficulty in assembling sentences into paragraphs to make procedural text. At the learning evaluation stage, students work on the questions independently but are less thorough because of a lack of reading literacy. In submitting assignment, students are found to be late in submitting it.

The following is table of the results of the questionnaire data for analysis of the students' module needs of class XI SMK.

No	Aspect	Number of Indicators	Total Scores	Grade	Criteria
1	Module/Material	5	21.03	A	Very Good
2	Media	5	21.69	A	Very Good
Overall Aspects			42.72	A	Very Good

The following is table of the results of the questionnaire data for analysis of the teachers' module needs of class XI SMK.

No	Aspect	Number of Indicators	Total Scores	Grade	Criteria
1	Module/Material	5	20.5	A	Very Good
2	Media	5	20.5	A	Very Good
Overall Aspects			41	A	Very Good

Learning module is developed based on the systematics determined by the Ministry of Education and Culture which contain. Firstly, general information in the form of identity on the module, initial competence, domain/element of the subject matter. Learning outcomes, Pancasila student profile, required infrastructure, students' target, learning mode, model, method, learning media and varied

learning resources. Secondly, the core component is in the form of learning objectives to be achieved, meaningful understanding applied in daily life, guide questions made by the teachers, learning activity steps include three stages namely introduction, core, and closing, sequence of core learning activities concretely, assessment, enrichment and remedial, students' and teachers' reflection. Thirdly, the attachment

which includes LKPD (Student Worksheet), teachers' and students' reading material, glossary, and bibliography. The stages of making teaching module, namely firstly, paying attention to learning outcomes in each element. Secondly, determining the appropriate material. Thirdly, making teaching module in accordance with a predetermined systematic.

Based on the results of open questionnaire of students and teachers obtained data, the average total score of all aspects on the students' needs analysis questionnaire for learning to write the students' procedural text are 42.72 with grade A and the criteria of "Very Good". The results of the teachers' questionnaire for the analysis of the learning module needs to write the students' procedural text are 41 with grade A and the criteria of "Very Good."

Development of Learning Module for Students' Procedural Text Writing Skills With the Flipped Classroom Learning Model Using E-Learning Media for Class XI at SMK Center of Excellence

The product developed in this research is a learning module for writing procedural text. The questionnaire validation is carried out by material experts, media experts, and educational practitioners. The validation questionnaire for material experts includes content aspect (coverage of material, correctness of content, clarity of material, sequence of material, use of language in explaining concepts and questions, consistency of presentation, balance of material with exercises) and method aspect (ease of use, ease of understanding, accuracy of presentation of images and clarity, accuracy of choosing the color composition, according to the level of students).

No	Aspect	Number of Indicators	Score Average	Grade	Criteria
1	Content	7	28	B	Good
2	Method	5	20	B	Good
Total		12	48	B	Good

The Table of Validation Results by Material Experts

Based on the data obtained from the product rating scale for material experts, the average total score is 48 in validation by learning module material experts with the score of 48 is the Criteria of "Good"

Validation by media experts is carried out to determine the feasibility level of online learning media as a medium to improve understanding and skills in writing procedural text for students of class XI SMK. Media experts provides advice and assessment of several aspects to determine the quality of learning

media to write procedural text through product rating scale for media experts. The aspects assessed by media experts are text, background, images, animation, music, screen design, buttons, color, the level of students' interaction with the media, clarity of navigation structure, ease of selecting menus, ease of use, text efficiency, and efficiency of slides use. The media expert who gives the product evaluation is Prof. Dr. Ida Zulaeha, M. Hum. She is a postgraduate lecturer at Semarang State University who has researched learning media.

The data of media experts' validation results is briefly presented in the table below.

No	Aspect	Number of Indicators	Score Average	Grade	Criteria
1	Display	14	65	A	Very Good
2	Programming	7	33	A	Very Good
Overall Aspects		21	99	A	Very Good

Based on the data obtained from the media experts' product rating scale, the total score of all media aspects of writing procedure text is "99" and the criteria is "Very Good"

Validation by practicing experts of learning module is carried out to find out the level of feasibility of procedural text learning module for students of class XI SMK. The aspects assessed by practicing experts are content aspect including (1) identity

completeness, (2) language aspect, (3) material coverage, (4) introduction aspect, (5) content aspect, (6) presentation aspect, (7) task/evaluation aspect, (8) summary aspect. The practicing expert who provides product evaluation is Mr. Sugeng Rohadi, S.Pd., M.Pd. He is a vocational school supervisor at SMK Negeri 1 Kokap and SMK Muhammadiyah 1 Temon. He is a national instructor from SMK Center of Excellence.

No	Aspect	Number of Indicators	Score Average	Grade	Criteria
1	Content	8	37	A	Very Good
Total		8	37	A	Very Good

The Table of Validation Results by practicing experts

Based on the data obtained from the product rating scale by practicing experts, the total score of all media aspects of writing procedure text is "37" and the criteria is "Very Good"

The Feasibility of Learning Module for students' Procedural Text Writing Skills With the Flipped Classroom Learning Model Using E-Learning Media for Class XI at SMK Center of Excellence

At this stage, the test of learning module for writing procedural text is carried out at SMK

Negeri 1 Kokap and SMK Muhammadiyah 1 Temon to measure the feasibility of learning module for writing procedural text.

The data obtained from the response scale in the testing is used to find out how the teachers' response to the learning module for writing procedural text. The teachers' response scale consists of content and method aspects. The teachers' and students' response scale consists of 15 questions with scale of 1 to 5. The feasibility criteria for the products being developed are declared feasible if it meets the criteria of "Good".

The data on the results of the teachers' response scale are briefly presented in the table below.

No	Aspect	Number of Indicators	Total Scores	Grade	Criteria
1	Material	8	33	A	Very Good
2	Media	7	28	B	Good
Overall Aspects		15	61	A	Very Good

The data on the results of the students' response scale are briefly presented in the table below.

No	Aspect	Number of Indicators	Total Scores	Grade	Criteria
1	Material	8	37.00	A	Very Good
2	Media	7	31.00	A	Very Good
Overall Aspects		15	60.25	A	Very Good

Based on the limited testing data obtained from the teachers' response scale, the total score for all aspects of the learning module for writing procedural text is 61 with the criteria of "Very Good". After giving a response, the Indonesian teacher comments that the learning module is good. Based on the limited testing data obtained from the students' response scale, the total score of overall aspects of the learning module for writing procedural text is 60.25 with the criteria of "Very Good".

CONCLUSION

Based on the results of the research and discussion, the outline of this research can answer the questions that have been formulated in the problem statement, namely:

1. Analysis of the needs for developing students' procedural text writing skill module with the Flipped Classroom learning model using e-learning media for class XI at SMK Center of Excellence, based on the results of open questionnaire the students are 42.72 with the criteria of "Very Good" and the teachers obtained the data, the average total score of all aspects of the students' needs analysis questionnaire for learning to write procedure texts of the students is 41 with grade A and the criteria of "Very Good".
2. Developing a learning module for students' procedural text writing skills with the Flipped Classroom learning model using e-learning media for class XI at SMK Center of Excellence. The data obtained from the validation results by material experts shows that the criteria for learning material in the module is "good" with grade B and the average total score of all aspects is 28 criteria for each aspect is content with the criteria of "good" and the method aspect is with the criteria of "good". The data obtained because of validation by media experts shows that the criteria for learning media for procedural text material with module is "Very good" with grade A and the average total score of all aspects is 99.

The criterion for each aspect is display with the criteria of "Very good" and the programming aspect is with the criteria of "Very good". The data obtained from the validation results by practicing experts shows that the criteria for learning material in the module is "Very good" with grade A and the average total score of all aspects is 37.

The feasibility of the students procedural text writing skills learning module with the Flipped Classroom learning model using e-learning media for class XI at SMK Center of Excellence in Hospitality Program. Based on the testing data obtained from the teachers' response scale is with the criteria of "Very Good. Based on the limited testing data obtained from the students' response scale is 60.25 with the criteria of "Very Good".

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