The Development of Teaching Materials for Writing Exposition Text Using the Application of *Lectora Inspire* Oriented Critical Thinking Skill and Containing the Values of Deliberation

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Article Info

Abstract

The use of inappropriate and less innovative teaching materials causes the learning process to be less impressive. This has an impact on the limited ability, knowledge, experience, and creativity of students. This study aimed to develop a prototype of teaching materials for writing exposition texts using the application of Lectora Inspire, which was oriented towards critical thinking skills and contained the value of deliberation. This research used Research and Development (R&D) design that using data on the needs of students and teachers for teaching materials. The results of this study were prototypes of teaching materials for writing exposition texts using the Lectora inspire application, which was oriented towards critical thinking skills and contained the value of deliberation. Prototypes of teaching materials were prepared based on the results of the analysis of data needs and the principles of developing teaching materials. The prototype of the introductory teaching materials used existing principles in the presentation and graphic aspects, namely the principles of integration, convenience, and usability. The prototype of teaching materials for the content section used existing principles in the aspects of material, presentation, critical thinking skills, and the value of deliberation, namely the principles of completeness, attractiveness, integration, convenience, and novelty. The prototype of teaching materials for the closing section used the principles in the presentation aspect, namely integration and convenience. In addition to these principles, there were other principles in the linguistic and application aspects, namely communicativeness, convenience, and novelty. These principles were used to develop an overall prototype of teaching materials.

INTRODUCTION

Teaching materials are one of the supporting components for effective learning. Teaching materials contain a unified material, so that it can help students in the learning process. According to Prastowo (2012) one of the functions of teaching materials is that it can be used as a guide to carry out activities in the learning process in accordance with the competencies to be taught. Therefore, teachers need to choose the right teaching materials, both in terms of materials, curriculum, and conditions of the learning environment so that competence can be achieved (Wahyuni, Haryadi, & Teguh S., 2020).

The use of inappropriate and less innovative teaching materials causes the learning to be less contextual and less interesting. Such as the use of teaching materials from the government or LKS purchased through one of the publishers without additional teaching materials from the teachers or the education unit concerned. It has an impact on the ability, knowledge, experience, and creativity of students to be limited. Therefore, there is a need for additional teaching materials that are adapted to the needs of teachers and students in carrying out the teaching and learning process.

Exposition text is one of the texts contained in the Indonesian language material for grade tenth of Senior High School. One of the skill aspects that must be mastered by students is the skill of writing exposition texts. Based on a literature study conducted by researchers on several teaching materials for writing exposition texts, there were still shortcomings. One of them is a textbook published by the Ministry of Education and Culture in 2017. The material for writing exposition texts in the book is specific, but it has not been oriented to the use of technology, the content of 21st century skills, or the values of the Pancasila character.

Based on the availability of teaching materials for writing exposition texts, which still has some shortcomings, it is necessary to develop teaching materials for writing exposition texts that are equipped with the use of technology, 21st century skills, and values of Pancasila character. With these teaching materials, students will more easily achieve the expected competencies. The importance of developing exposition text teaching materials was expressed by Silaban, et al. (2018) which stated that:

"For development and implementation of learning material on exposition text with a process for the teaching of Bahasa Indonesia is very important, as it is known that a good learning material be able to optimize the learning activities, as a way to achieve a better learning outcomes ."

The development and implementation of exposition text teaching materials through the Indonesian language learning process is very important because good teaching materials can optimize learning activities as a way to achieve more optimal learning outcomes. Therefore, the presence of these developed teaching materials will be a complement to facilitate students in learning to write exposition texts.

Along with the times, technology is increasingly showing sophistication, including in its use in the education field. This condition is increasingly felt when schools must conduct distance learning during the current pandemic. The use of the Zoom application, Google Classroom, Google Meet, and other applications can help students and teachers to carry out the teaching and learning process even without face-to-face meeting. The existence of innovative use of technology in learning is a necessity for teachers and students to start getting used to using technology-based learning innovations. As expressed by Octaviana and Susanti (2021) that teachers are expected to be able to innovate and adapt to the development of science and technology in the era of the industrial revolution 4.0, with the aim of supporting the success of student learning activities. The innovations used can be in the form of the use of learning media and technology-based teaching materials in the learning process. The innovations can be by using application teaching materials.

One of the applications that can be developed into teaching materials is the Lectora Inspire application. Several studies on the use of the Lectora Inspire application in the learning process gave positive results. One of them is research conducted by Afandi, A. and Susanto, R. (2019) which developed textbooks using the Lectora application for students. Based on the results of the validation of media experts, material experts, and small group

trials, it was concluded that Lectora media was suitable for use as a textbook development application with very valid criteria. It becomes an attraction for researchers to develop teaching materials using the Lectora Inspire application.

The current learning process needs to involve the use of technology, but there are other things that also need to be considered. Considering that Indonesia has now entered the era of the 21st century, the learning process must be designed and adapted to the demands of 21st century competencies or skills which are marked by the use of technology (Rofingah, Ida, & Wagiran, 2020). Learning in the 21st century is learning that integrates knowledge, skills, and attitudes, as well as mastery of information technology (Arsanti, dkk., 2022). One of the 21st century skills that needs to be taught to students is critical thinking skills. Critical thinking skills need to be integrated in the learning process because students' critical thinking skills are still considered low. As revealed by Trilling and Fadel (in Daryanto & Syaiful, 2017) that high school graduates to higher education are still considered to have low competence in terms of oral and written communication, critical thinking and problem solving, work ethics, teamwork, using technology, and leadership.

The low critical thinking skills possessed by students; it is necessary to make efforts to facilitate students in improving critical thinking skills. Saputra and Salim (2020) revealed that the teaching and learning process is one of the facilities that can improve critical thinking skills so that learning must continue to experience innovation and be in accordance with developments in the students' environment. In line with the research conducted by Susilo and Ismono (2020) which developed student worksheets to train students' critical thinking skills. The study that used the R&D research design obtained an average score of 90.97% with a very decent category and there was an increase in students' critical thinking skills.

In addition to using worksheets, to improve critical thinking skills students through the learning process can use innovative teaching materials. The innovative teaching material is loaded with critical thinking skills as a facility to help improve students' critical thinking skills. Therefore, the development of

active ingredients that aim to think critically needs to be done.

In addition to critical thinking skills, attitude values also need to be included in the teaching and learning process, such as the values of the Pancasila character. Pancasila character values need to be integrated in teaching materials for writing exposition texts. It aims to minimize negative influences that cause a decrease in moral values in a person. For example, low tolerance, not speaking politely, not respecting other people's opinions, and etc.

The values of the Pancasila character include the value of divinity, the value of humanity, the value of unity, the value of democracy or deliberation, and the value of justice (Nurizka & Rahim, 2020). Of the five values of Pancasila character, this study will focus on instilling the value of deliberation to students. Instilling the value of deliberation to students is considered important. It is because the value of the deliberation is starting to be forgotten currently. As in the past, there has been a riot in the board member's meeting. In this incident, there were actions of pushing each other, throwing several items, and cursing each other. It is feared that this phenomenon will be considered as a natural thing by students during deliberation. Thus, to avoid these negative examples from reappearing, the values of deliberation need to be instilled in students, especially students in grade tenth of Senior High School.

Based on these problems, this study aimed to develop a prototype of teaching materials for writing exposition texts using the Lectora Inspire application, which is oriented towards critical thinking skills and contains the value of deliberation. The development of the prototype of teaching materials was compiled based on the results of data analysis on the needs of teaching materials from teachers and students of grade tenth of Senior High School.

METHODOLOGY

This study used Research and Development (R&D) research design. R&D research design was employed because the researcher would develop teaching materials for writing exposition texts using

applications. The steps of the R&D research design that would be carried out by the researcher using the theory from Sugiyono (2016) which contained ten research steps. The R&D design steps in this study had been modified into three research steps, which included: (1) identifying potentials and problems, (2) collecting data needs, and (3) product prototype design. The data used in this study were data on the needs of students and teachers for teaching materials and data on trends in the needs of selected teaching materials. The sources of both data were from teachers and students of grade tenth of Senior High School from three schools taken with a sample model in Grobogan Regency. The data collection techniques used interview techniques and questionnaires, while the data analysis techniques used descriptive qualitative and quantitative analysis techniques.

RESULTS AND DISCUSSION

This study obtained the prototype of teaching materials for writing exposition texts using the Lectora Inspire application, which was oriented towards critical thinking skills and contained the value of deliberation. The prototype was developed based on data analysis of the needs of teachers and students of grade tenth of Senior High School for teaching materials and the principles of developing teaching materials. The results are described in the following section.

The Prototype of Teaching Materials for Writing Exposition Texts Using the *Lectora Inspire* Application Oriented to Critical Thinking Skills and Containing Discussion Values

The prototype of teaching materials for writing exposition texts using the Lectora Inspire application oriented towards critical thinking skills and contained the value of deliberation was divided into three parts, namely introduction, content, and closing. These three sections were in accordance with the needs of teachers and students in the presentation aspect of each section using the term's introduction, content, and closing. These three sections were in accordance with the format of teaching materials in the Ministry of Education and Culture (in Hasibuan, et al. 2020) which include titles, KI, KD, indicators, study instructions, objectives, supporting information, exercises, work instructions, and assessments. In addition, this prototype of teaching materials also paid attention to the quality of teaching materials which included material aspects, presentation aspects, linguistic aspects, and graphic aspects. This was also in accordance with Ministry Regulation No. 8 of 2016 which was then adjusted according to the content in the prototype which included aspects of the application of Lectora Inspire, aspects of critical thinking skills, and aspects of the value of deliberation. As for each part of the prototype teaching materials was described below.

The first part is the introduction. In this section there were sub-sections that include the title page, main page, instructions, and competencies. The title page contained the title of the teaching material, the logo of Universitas Negeri Semarang, the name and class column, the entry button, and the author's name. Then on the main page it contained illustrations of the value of deliberation, menu buttons for instructions, competencies, materials, summaries, exercises, assessments of learning outcomes, assignments, reflections, reference sources, and profiles. The instructions menu contains instructions for the use of teaching materials and the competency menu contained KI, KD, and indicators. If visualized, the title page and main page on the prototype of teaching materials looked like in the following picture.

Figure 1 Title Page

Figure 2 Main Page

The display of teaching material prototypes on the title page and main page was in accordance with the needs of teachers and students in the presentation aspect of the title page, which included the title " Kritis Bermusyawarah dengan Menulis Teks Eksposisi" (Critical Debate by Writing Exposition Texts), illustration images, classes, and semesters. Then the need was realized in a prototype section of the title page and was complemented by adding a name and class column as well as a login button. Meanwhile, the main page display was also in accordance with the needs of teachers and students which was then equipped by adding greeting sentences.

Besides being based on the needs of teachers and students, the prototype display of teaching materials in the introduction was also developed based on the principles of development on the aspects of presentation and graphics. The principle of development in the presentation aspect was using the principles of integration and convenience. It could be said so because the presentation in teaching materials was arranged in such a coherent way to make it easier to use. It was in line with the

development principle proposed by Septarianto & Subyantoro (2016) that in the presentation aspect there was a systematic principle which meant that the presentation of material in teaching materials was presented in a coherent manner so that it was easy to understand. While the principle of development in the graphic aspect was using the principle of usability. It could be said to be effective because the font size, typeface, illustrations, and button arrangement were adjusted to each function.

The second part is content. In the content section there were sub-sections that included material, summaries, exercises, assessment of learning outcomes, and assignments. The material sub-section contained exposition text material, critical thinking skills material, deliberation value material, and stage material for writing exposition text. Each material was equipped with understanding and examples. It was in accordance with the data on the needs of teachers and students, namely the scope of the material equipped with understanding, stages, examples, exercises, and videos. If visualized, the sub-sections of the material looked like in the following picture.
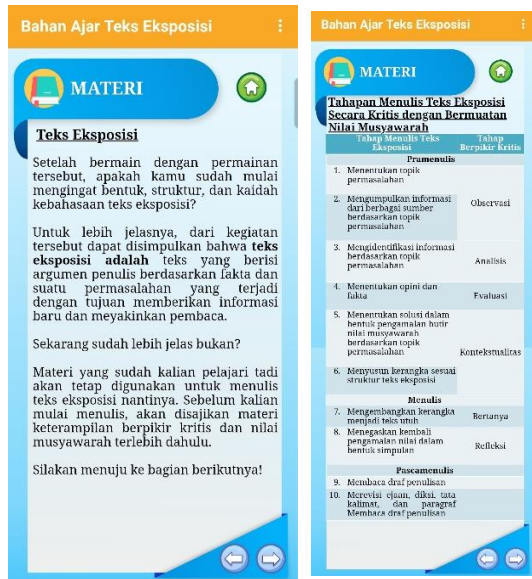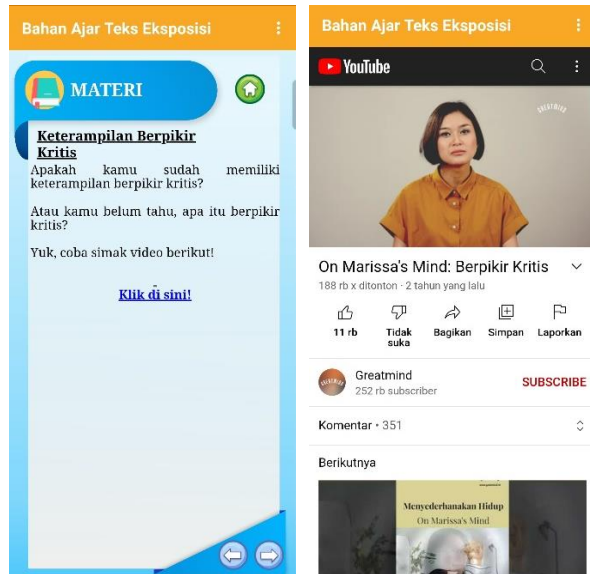
Figure 3 Exposition Text Material and Writing Stage

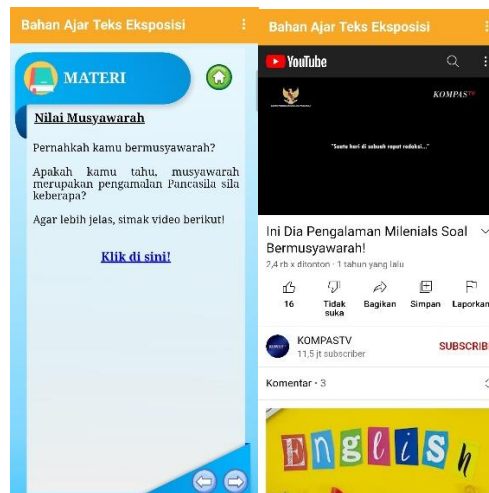**Figure 4** Critical Thinking Skills Material

Figure 5 Deliberation Value Material

The preparation of material in teaching materials was based on existing theories. The exposition text material included understanding, structure, linguistic rules, and writing steps. According to Kosasih (2017) and Silaban (2018), exposition text was a text that contained the author's arguments based on facts and a problem with the aim of providing new information and convincing the readers. Exposition text had linguistic structure and rules. The linguistic structure of the exposition text included theses, arguments, and recommendations (Nopriani and Ike, 2019). Meanwhile, the linguistic rules of the exposition text included persuasive statements, facts and opinions statements, there were technical terms, conjunctions,

and mental verbs (Kosasih, 2017). The steps for writing an exposition text included pre-writing, writing, and post-writing activities. The pre-writing activity consisted of five steps, namely determining the topic, limiting the topic, collecting information material, and compiling an outline of the essay. In writing activities, namely developing an essay framework by paying attention to the structure and linguistic rules. In post-writing activities, namely revising the results of writing (Nopriani and Ike, 2019).

The material for critical thinking skills included the understanding and stages of critical thinking. According to Istiyono (2019) and Tahrir, et al. (2020), critical thinking skills were high-level

thinking abilities possessed by a person so that he was able to think logically, solve a problem, determine accurate information, and make accountable decisions. The stages of critical thinking according to Thyer (in Kurniawan, 2020) consisted of six stages, namely observation, analysis, evaluation, contextualization, questioning, and reflection.

The material of the value of deliberation included the understanding and practice of the value of deliberation. According to Kholifah (2019) and Setyaningsih (2021), deliberation was a way to solve problems and make the best decisions by considering the input of each member without taking sides with one of the groups. The points for practicing the value of deliberation according to the Ministry of Education and Culture (2019) consisted of 10 points. However, in this teaching material only five points were included:

1. As Indonesian citizens, they had the same position, rights and obligations in expressing opinions.
2. Prioritizing deliberation in making decisions for the common good.
3. Deliberation to reach consensus with the spirit of kinship.
4. Respect and uphold every decision in the deliberation.
5. Deliberations are carried out with common sense in accordance with an honest conscience.

The next sub-section was a summary containing the meaning of exposition text, understanding critical thinking, understanding the value of deliberation, and stages of writing exposition text. The exercise sub-section contained the steps for writing an exposition text with guides and examples. This was in accordance with the data on the needs of teachers and students, namely in the exercise sub-section, it was equipped with guidelines and examples in writing. The sub-section of the assessment of learning outcomes contained instructions for writing an exposition text. Then the assignment sub-section contained an order to publish the results of the student's exposition text writing.

The display of the prototype teaching materials for the content section was also developed based on the principles of development on aspects of material, presentation, critical thinking skills, and the value of deliberation. The principle on the material aspect was to use the principles of completeness and attractiveness. It could be said to be complete because the materials in the teaching materials were presented in full, starting from examples, understanding, stages, to a review of the previous material. It could also be said to be interesting because the teaching materials were also accompanied by videos to make it easier for students to build material concepts and minimize boredom in the learning process. The principle of development in the presentation aspect was to use the principles of integration and convenience because the presentation in teaching materials was arranged in a coherent way to facilitate use. The principle of development in the aspect of critical thinking skills and the value of deliberation was to use the principle of novelty because there was a content of critical thinking skills and the value of deliberation that are rarely found in teaching materials for writing exposition texts. The development principle contained in the content or material section was in line with the development principle formulated by Arsanti (2018) that the development principle in the material aspect used the principles of completeness, convenience, relevance, and there were character values.

The third part was closing. This section contained reflections, reference sources, and author profiles. The reflection sub-section contained some reflection questions presented in the Google Form link. The reference sources sub-section contained alternative reference sources that could be used by students as data. The profile sub-section contained a brief bio of the author. If visualized, the closing looked like in the following picture.
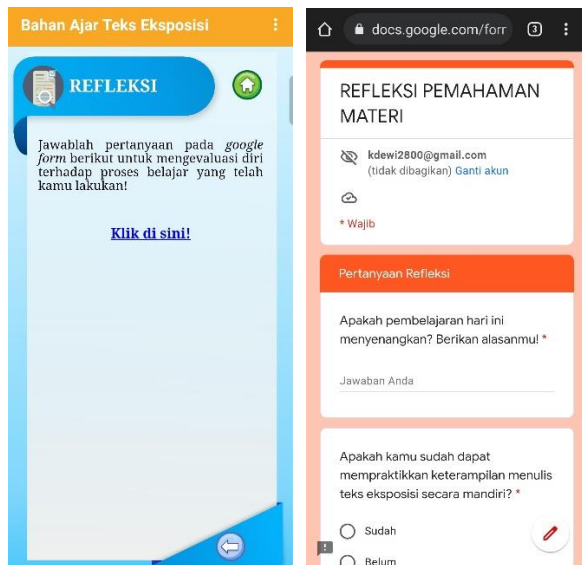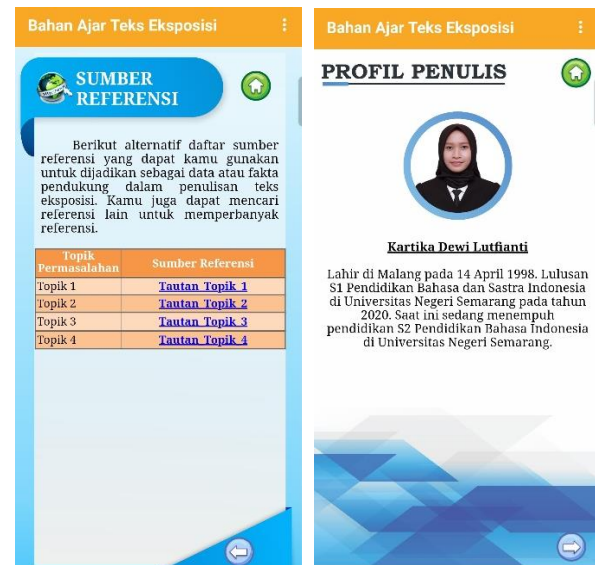
Figure 6 Reflection

Figure 7 Reference Sources and Author Profile

The display in the closing section included reflections, reference sources, and author profiles. It was according to the needs of teachers and students, namely the closing section was equipped with final reflections, reference sources, and author profiles. In addition, the closing section was also developed based on the principle of development in the presentation aspect. The principle of development in the presentation aspect was to use the principles of integration and convenience because the presentation in teaching materials was arranged in a coherent way to facilitate use.

In addition to the mentioned development principles previously, the overall prototype of teaching materials was also developed based on the principles of developing the language aspect and the application aspect of Lectora Inspire. The principle of development in the linguistic aspect was to use the communicative principle. It was in line with Setyomurdian & Subyantoro (2018) which stated that the communicative principle in the linguistic aspect meant that the use of language in teaching materials was to use language that was simple, easy to understand, and commonly used in oral and written communication. Meanwhile, the principle of development in the application aspect of Lectora Inspire was to use the principles of novelty and convenience. It could be said to be new because the form of teaching materials was in the form of applications that can be accessed via mobile phones.

This was different from the general form of teaching materials in the form of books. It could also be said to be easy because teaching materials in the form of applications could be easily accessed via mobile phones that were used at any time.

In general, the prototypes of teaching materials developed were in accordance with the principles of developing teaching materials, both the development principles formulated based on needs analysis and the existing theory of development principles according to the Book Center (in Kosasih, 2021). The suitability of the prototype of teaching materials developed with the existing theory of development principles, namely the prototype was relevant to (1) the principle of meaningfulness, meaning that the prototype of teaching materials could be one of the learning facilities for students, (2) the principle of authenticity, meaning that the selection of material was appropriate with the competence and needs of students, (3) the principle of integration, meaning that the material was presented in a coherent manner, (4) the principle of functionality, meaning that the menu button in the prototype of teaching materials was presented according to its function, (5) the communicative principle, meaning that the use of language in the prototype of teaching materials was adjusted with written and spoken language, (6) contextual principles, meaning that illustrations and videos could provide direct experience for students to learn,

and (7) the principle of assessment, meaning that the evaluation tool used could measure the competence of students as thoroughly.

CONCLUSION

Based on the discussion that had been described, it could be concluded that the prototype of teaching materials for writing exposition texts using the *Lectora Inspire* application critical thinking skills and contained the value of deliberation consisting of three parts, namely the introduction, content, and closing. The introductory section contained sub-sections which included the title, main page, instructions, and competencies. The content section contained sub-sections which included material, summary, exercises, evaluations, and assignments. Then in the closing section, there were sub-sections that included reflections, reference sources, and author profiles.

Each part in the prototype of teaching materials was developed based on the results of data analysis of the needs of teachers and students of grade tenth. Besides being developed based on the results of analysis of data needs, prototypes of teaching materials were also developed based on the principles of developing teaching materials. The data needs and development principles were adjusted to the quality of teaching materials which included material aspects, presentation aspects, linguistic aspects, graphic aspects, *Lectora Inspire* application aspects, critical thinking skills aspects, and deliberative value aspects.

The principles of developing teaching materials were used in developing prototypes of teaching materials, both in each section and as a whole. In the prototype of the introductory part of the teaching materials, the principles of presentation and graphics were used, namely the principles of integration, convenience, and usability. In the prototype teaching materials, the content section used existing principles in the aspects of material, presentation, critical thinking skills, and the value of deliberation, namely the principles of completeness, attractiveness, integration, convenience, and novelty. In the prototype of teaching materials, the closing section used the principles in the presentation aspect, namely integration and convenience. In addition to these principles, there were other principles that were used to develop the prototype of teaching materials as a whole. Those were the principles that existed in the linguistic aspect and the application of *Lectora Inspire*, namely communicativeness, convenience, and novelty.

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