

Development of Hots-Based Communication and Business Negotiation Teaching Materials

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Abstract. This research examines the effect of using HOTS-Based Communication and Business Negotiation teaching materials in learning on student learning outcomes. The development method used in this research is the R&D method using a 4D model. Data collection techniques used observation and questionnaires with research instruments such as student response questionnaires and student test results. The impact of using teaching materials is calculated by conducting a paired sample T-test using SPSS. Based on the results of the analysis, it can be seen that there is an increase in the average score of students from a pre-test of 84.50 to 87.81 post-test. This means that there is a difference in the value obtained by students, namely the increase in grades after using teaching materials. Therefore, it can be concluded that using HOTS-Based Communication and Business Negotiation teaching materials affects student learning outcomes in the Business Education study program, Faculty of Economics, State University of Medan.

Keywords: Books, HOTS Learning

1. Introduction

Learning Development oriented to High Order Thinking Skill (HOTS) is a program developed as an effort of the Ministry Education and Culture through the Directorate General of Teachers and Education Personnel to improve the quality of learning and improve the quality of graduates. Through the HOTS learning method, is expected to be able to create productive, creative, and innovative humans by using utilizing critical and creative thinking skills in learning [1]. In the High Order Thinking Skill method, students are not only trained to remember but also must have the ability to think creatively and critically on every problem presented. The challenge today is that lecturers must be ready changes learning methods after implementing the new normal in the teaching and learning process. Changes in teaching materials must be adjusted according to student needs. The main problem that occurs at the research location is that the available teaching materials are not based on HOTS, so learning focuses on theoretical understanding only, while in the HOTS method, students are required not only to understand the theory but also to be able to implement the knowledge gained in critiquing cases that occur. In the community and must be able to create projects as learning outcomes.

The Communication and Business Negotiation course is a very interesting subject to develop. As prospective educators and prospective entrepreneurs, students are required to be able to practice good communication and negotiation. Have good presentation skills good public speaking skills, and I am able to negotiate well. This knowledge is very much needed in the career development of students, especially as prospective teachers and prospective

entrepreneurs. The phenomenon that occurs in the Business Education Study Program, Economic Faculty Unimed, the available teaching materials are not in accordance with HOTS learning. Facts in the field based on observations while the author knew that communication skills and student percentages are still low, so the Development of teaching materials is expected to be a solution to achieving the desired graduate competencies.

Teaching materials are all materials in the form systematically arranged and arranged as attractively as possible in order to achieve the expected competencies as stated in the curriculum [2]. The teaching materials used must be in accordance with the curriculum and learning objectives in order to be able to facilitate educators and students in the learning process. The criteria for good teaching materials, according to [3], are having a subject that includes competencies and sub-competencies that must be achieved after learning is over, the suitability of the language used must be easily understood by students, made systematically, clear, and easy to understand.

2. Theoretical Reviews

Good teaching materials, are those that have self-instructional, self-contained, stand-alone, adaptive, and user-friendly. This means that the teaching materials used must be able to make students learn independently and not have to depend on educators [4]. In addition, teaching materials must also contain and present complete, intact, and structured material so that students can learn thoroughly because learning materials and competencies are already in one package. The teaching materials used must be able to be used independently and in groups by students, even without the help of other media [5]. Another thing that should not be forgotten is that the teaching materials used must follow technological developments that can be used within a certain period of time in accordance with the applicable curriculum, and teaching materials must be easily understood by students.

According to Yoke et al learning models in the 21st century require educators to lead students to think critically in solving problems [6]. Teaching materials in the form of HOTS are marked with operational verbs according to Bloom's taxonomy in CPMK in the cognitive domain to analyze (C4), evaluate (C5), and create (C6). HOTS is able to affect the speed, ability, and effectiveness of students in learning, so it can be concluded that HOTS plays an important role in the realm of educational evaluation [7]. HOTS is able to improve the way students think in solving the problems they face [8]. Students who have HOTS abilities will be able to motivate other students in learning [9]. Razak suggests that HOTS-based teaching materials have a significant effect on students' literacy skills [10].

3. Research Methods

The method used in this research is the Research and Development (R&D) method using the 4D model proposed by Thiagarajan, Semmel, and Smeel. This model uses four stages, namely define, design, develop and disseminate. The R&D research method is a research model that aims to produce an effective product and also aims to test the effectiveness of a product [11]. So this research is not to produce a theory but to produce a product and test the effectiveness of the product. The data collection technique uses observation and questionnaires with research instruments to conduct product assessments by conducting limited trials and product revisions and then carrying out data processing and evaluation.

3.1. Stage 1 Define

At the define stage, the determination or definition of the development requirements to be carried out is carried out. This process is carried out by conducting FGD between the researcher and the head of the study program, and the course lecturers. From the results of the FGD, it is known that there are no teaching materials and RPS for the HOTS- based Business Communication and Negotiation Course, so there is a need for the Development of learning materials according to needs. Furthermore, discussions were held with the subject lecturers regarding the selection and inventory of materials in accordance with the curriculum and CPL of the study program. In this stage, an inventory of competencies that are charged in courses that are in accordance with the CPL of the Study Program is also carried out.

3.2 Stage 2 Design

At this stage, an analysis of the old RPS is carried out, then designs a new RPS and includes material content in the course. In designing this lesson plan, it is carried out accompanied by collecting reference sources and compiling drafts of teaching materials, as well as selecting the format of teaching materials and materials that will be included in teaching materials.

3.3 Stage 3 Development

At this stage, it begins with making teaching materials by developing existing drafts and then conducting trials. The next stage is to conduct a limited trial. The trial was carried out using two designs, namely product validation trials conducted by a team of experts and product trials conducted on 26 students. The impact of using teaching materials is calculated by conducting a paired sample T-test using Statistical Series 22.

3.4 Stage 4 Disseminate

At this stage, the product output is disseminated on a limited basis which is still used in the Business Education Study Program, Faculty of Economics, UNIMED.

4. Research and Results

4.1 4D Model Result

The results obtained in stage 1 are the CPMK which is charged in the course where this CPMK is adjusted to the CPL of the study program. The expected outcomes of this course are:

1. Students' ability to show how to communicate in public (public speaking) (C6)
2. Students' ability to compile correspondence, proposals, and business reports (C6)
3. The ability of students to design employment communications (CV and Job Applications) (C5, C6)
4. The ability of student to show group communication (C6)

The results of the design obtained in stage 2 are lesson plans and types of assignments, and the format of teaching materials. Teaching materials are arranged according to the format: Introduction, Material Description, Summary, Case Study, HOTS-based KKN Task, and Bibliography. The result of stage 2 can be seen in figure 1

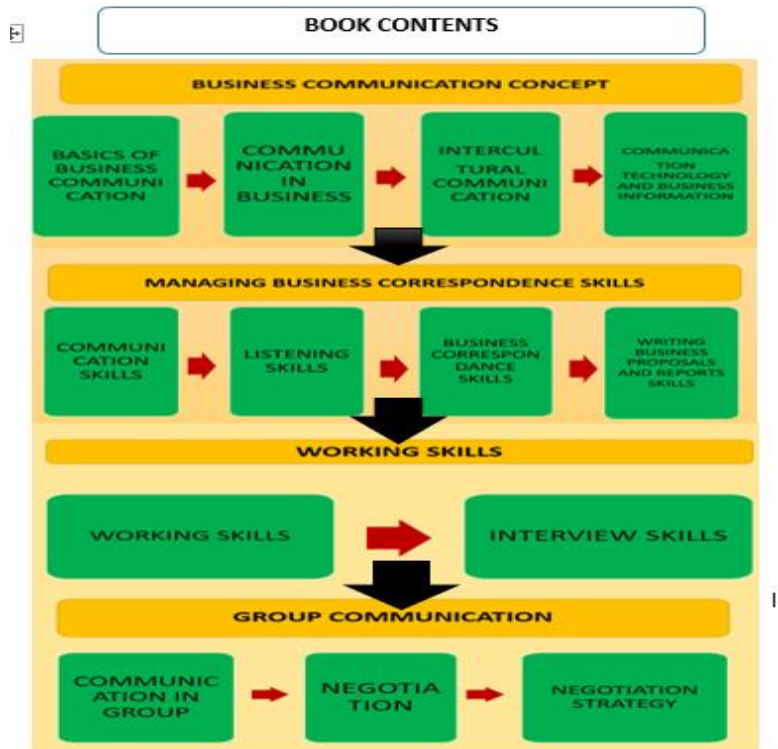


Figure 1 Book Contents

In stage 3, Development is carried out by conducting product trials. The product design produced in this study has passed various trials in accordance with the product planning. The trial plays a role in improving the quality of the book's contents. The tests that have been carried out include the first time the book has been tested by an expert validator. Based on the validation results from a team of three experts, the next step is to revise the book based on input and suggestions from the validator. This activity is carried out by accumulating input and suggestions from all validators and then carrying out revisions. This revision aims to enrich the contents of the book and provide new innovations in the book. The results of the revised book were then tested on students to measure the practicality of the book.

Apart from the material, this book also contains case studies selected from the latest cases and according to the topic. The tasks given in this book are KKNi tasks that encourage students to think critically and apply High Order Thinking Skills. The approaches include routine tasks, critical journal reviews, critical book reviews, project-based learning, problem-based learning, idea engineering, and mini research. In addition, this book also presents practices that help students become more confident in communicating, especially communication in public. The outputs produced by students during the learning process that are expected in this book are in the form of mini-research results and project outputs in the form of learning videos that are attractively designed by students and shared on YouTube media.



Figure 2. Cover Design

In stage 4, Disseminate Phase, the product output is disseminated on a limited basis which is still used in the Business Education Study Program, Faculty of Economics, UNIMED. The resulting product is used as teaching material in the Communication and Business Negotiation course.

4.1.1 Trial Phase

Activities carried out at this stage are conducting limited trials. The trial was carried out 3 (three) times. In this trial phase, the researcher used pre-test and post-test as a reference for success. Product trials were conducted on 26 students. Analyzing the impact of using HOTS- Based Communication and Business Negotiation Teaching Materials on student learning outcomes, a comparison test was conducted between students' pre-test and post-test scores. Data collection was carried out three times. The pre-test and post-test value data were then tabulated, as shown in the table below.

Table 1. HOTS-Based Communication and Business Negotiation Teaching Material Trial

Number	Student's Name	Trial 1		Trial 2		Trial 3		Total		Average	
		Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1	Yoca Situmorang	83	84	80	85	80	84	243	253	81	84
2	Tasya Romauli Sitinjak	90	90	88	90	88	90	266	270	89	90
3	Marisa Veronica Napitupulu	84	84	80	85	82	90	246	259	82	86
4	Ika Mega Prameswari	88	90	80	86	80	85	248	261	83	87
5	Amirah Nabila Sakinah	90	90	92	95	92	96	274	281	91	94
6	Muhammad Akhir	90	90	88	95	92	95	270	280	90	93
7	Epriani Sitohang	85	80	83	88	80	85	248	253	83	84
8	Dionesya Yupika Sinulingga	90	90	80	88	85	88	255	266	85	89
9	Natasya Resta Pakpahan	75	75	75	75	50	80	200	230	67	77
10	Lita Jelita Rizky	88	90	90	92	87	90	265	272	88	91
11	Marganda Siahaan	90	92	88	90	88	92	266	274	89	91
12	Jumah Elisa Stefany Silitonga	88	90	80	86	90	92	258	268	86	89
13	Yuneva Sabita br Ginting	90	92	80	85	85	90	255	267	85	89
14	Tri Sara Sijabat Muhammad	80	84	80	85	75	80	235	249	78	83
15	Syahrial Wahyudi	88	90	90	92	86	90	264	272	88	91
16	Desy Kristiani Silaen	80	88	80	84	80	84	240	256	80	85
17	Maymunah Inesa Rosari	88	90	90	92	88	95	266	277	89	92
18	Lumbantobing Christina	90	90	90	90	90	92	270	272	90	91
19	Banuarea Sanni Martina	88	86	83	85	80	82	251	253	84	84
20	Pakpahan Wulan Natasha	90	90	85	95	88	90	263	275	88	92
21	Simanjuntak Erika Amanda	84	90	88	90	85	88	257	268	86	89
22	Putri	80	84	85	88	80	86	245	258	82	86

23	Inggrid Olviana Purba	85	88	88	90	88	90	261	268	87	89
24	Ahmad Khafi Juwita	80	82	75	80	75	84	230	246	77	82
25	Fransiska Pakpahan	88	90	85	92	88	90	261	272	87	91
26	Intan Benita Amany	83	83	84	85	80	85	247	253	82	84

4.1.2 Analysis

The impact of using teaching materials is calculated by conducting a paired sample T-test using SPSS. The results of the analysis obtained are as follows.

Tabel 2. Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	84.50	26	5.210	1.022
	Post Test	87.81	26	4.050	.794

Based on the results of the analysis above, it can be seen that there was an increase in the average score of students from the pre-test of 84.50 to 87.81 in the post-test. This means that there is a difference in the value obtained by students, namely the increase in grades after the use of teaching materials. This is the same as the research results proposed by Ramdiah [7]. Where the HOTS learning model is able to affect the speed, ability, and effectiveness of students in learning. The same thing was also stated by Harta [8], who said that the HOTS-based learning model plays an important role in the realm of educational evaluation because it is able to improve the way students think in solving the problems they face.

Table 3. Paired Samples Correlations

		N	CorrelationSig.
Pair 1	Pre Test & PostTest	26	.947.000

Based on the values in table 3 above, it can be seen that the correlation value between pre- test and post-test is 0.947, and the significance value obtained is 0.000. This shows that there is a very significant relationship between the pre-test scores and the students' post-test scores as a result of the use of teaching materials. The results of the effectiveness of using teaching materials in learning show that there are significant differences in student learning outcomes before and after using HOTS-based teaching materials [12]. This is as stated by Razak that HOTS-based teaching materials have a significant effect on students' literacy abilities [10].

Table 4. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Preetest - Posttest	3.308	1.892	.371	-4.072	-2.543	8.9	-25 12	.000

Based on the data in table 4, it can be seen that the value of Sig (2-tailed) in this data is $0.000 < 0.005$, meaning that there is an influence on the use of HOTS-Based Communication and Business Negotiation teaching materials on student learning outcomes in the Business Education study program, Faculty of Economics, State University of Medan. This is accordance with the result of Ismono's research wich says that HOTS-based teaching materials can improve student learning outcomes [13]. Because the HOTS-based learning model is very influential on student learning outcomes, the use of teaching materials containing HOTS instruments needs to be carried out on an ongoing basis so that students are accustomed to thinking critically in solving problems [14].

4.2 Discussion

The discussion of this study is intended to answer the problems rised in the problem formulation. There are two result of this research. First, the product produced in this research is a HOTS-Based Communication and BusinessNegotiation textbook. Second, test result feasibility and effectiveness of book.

Communication and business negotiation based on HOTS' manuals are designed with format: cover, introduction, table of contents, table lists, image lists, contents and writers' biography. Each chapters are designed with format: chapter's title, introductions, materials, case studies, KKNi tasks and reference lists. It consists thirteen chapters in a book. The evaluation results of the book effectiveness are Procurement of HOTS-based textbooks is motivated by curriculum demands that encourage students to think critically, responsively, and innovatively. There was an increase in the average score of students from the pre-test of 84.50 to 87.81 in the post-test. This means that there is a difference in the value obtained by students, namely the increase in grades after the use of teaching materials.

5. Conclusion and Recomedation

5.1 Conclusion

The product produced in this research is a HOTS-Based Communication and Business Negotiation textbook. Procurement of HOTS-based textbooks is motivated by curriculum demands that encourage students to think critically, responsively, and innovatively. The results of the validation test from the validator show that the HOTS-Based Communication and Business Negotiation Textbook is very feasible to use. Then a test was conducted on students

with 26 respondents by conducting a pre-test and post-test. From the test results, it is known that in the paired statistical sample, it is known that there is an increase in the average score of students from the pre-test of 84.50 to 87.81 in the post-test. This means that there is a difference in the value obtained by students, namely the increase in grades after the use of teaching materials. While the correlation value between pre-test and post-test is 0.947, and the significance value obtained is 0.000. This shows that there is a very significant relationship between the pre-test scores and the students' post-test scores as a result of the use of teaching materials. Based on the paired sample test, it can be seen that the value of Sig (2-tailed) in this data is 0.000 < 0.005, meaning that there is an effect of using HOTS-Based Business Negotiation and Communication teaching materials on student learning outcomes in Business Education study program, Faculty of Economics, State University of Medan.

5.2. Recommendation

Suggestions proposed by the researchers in this research are: Because the teaching materials for Communication and Business Negotiation are very much influenced students' achievement, therefore all materials should be developed in the form of HOTS. Facilities in class should be upgraded to be able to support HOTS.

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