Exposition Text Material Module Development in Class X Based on Approach Problem Based Learning

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Abstract. This research aims to produce an Expository Text Material Module in Class X Based on the Problem Based Learning Approach. The research method used is a quantitative descriptive research method and Research and Development development which refers to the Borg and Gall model. The development stages are the initial study phase, initial product development, and product testing. The results of the research show that the results of material expert validation on content suitability obtained an average of 94.1% with the "Very good" category, the presentation feasibility aspect obtained an average of 87.5% with the "very good" category and the language assessment obtained an average of 87 .5% in the "very good" category. For the graphic assessment by design experts, an average of 83.9% was obtained in the "very good" category. Product trials are carried out in three stages: individual testing, small group trials, and limited field trials. This proves that the expository text teaching materials based on the problem based learning approach are feasible, easy and effective for use with class X students at Madrasah Aliyah Negeri Labuhanbatu.

Keywords: Teaching materials, exposition text, problem based learning

1 Introduction

Learning development is a series of activities requires process and effort to acquire knowledge, skills and positive values. In the learning process there are several activities approach starting from the strategy stage, implementation to assessment. Learning interesting and fun can be created by modifying teaching materials according to contextual material as a support for the learning process.

The application of Indonesian language learning in the 2013 curriculum is oriented on text. Text-based learning is not only used for improve teaching materials but can use teaching material media. Learning is based on good communication between teachers and students in

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manage the learning process. With the interaction between teachers and students as well as the support of interesting learning resources, the goal will be achieved learning.

The learning process is certainly inseparable from problems so it is needed adoption and adaptation in each process. The suitability of strategy and media used in learning is expected to achieve learning objectives effective. Learning adaptation in question is the emergence of innovation that can provide a better change in learning. Learning is currently developed student-centered, where students directed to explore their potential with the knowledge they have by the students themselves. The intended learning includes a series activities ranging from planning, implementation to evaluation. This is so technique teaching teachers in the classroom more effectively and efficiently.

The use of appropriate learning models can help students to absorb material about expository text. The model approach is problem-based learning (PBL). Problem-based learning approach provide many benefits for students in developing abilities critical thinking. The problem-based learning model is used in module development with exposition text material based on syntax integrate with curriculum development. Problem-based learning models is an innovation in learning through a process of critical thinking. Nurhestirahmadani (2019:32). The importance of understanding expository text material is due to the text explaining information about knowledge or events factually. However, In fact, learning still experiences some obstacles and difficulties at the momen Machine Translated by Google learning process takes place. We can see this based on difficulty the difficulties faced by students include (1) students find it difficult to convey the topic problems, (2) students find it difficult to determine the main sentence ideas and ideas explanatory sentences, (3) students find it difficult to determine the structure (thesis, argument, affirmation repeat), (4) students find it difficult to develop a framework into an exposition text.

The results of the assessment obtained from the teacher that the factors that cause students difficult in understanding and analyzing expository text, namely (1) lack the availability of complete teaching materials, (2) the examples contained in the book are not contextual, (3) in the book are incomplete the types of exposition text along with for example, (4) none of the teachers used teaching materials in the form of modules designed by the teacher himself.

Unattractive material is the cause of low student skills in understanding expository text material. Therefore, the teacher uses the material in the form of modules to improve the quality of learning in development exposition text material. The goal is to make learning activities more effective, efficient, innovative, and in accordance with the needs of students. The module is developed as additional support for learning materials in class X Madrasah Aliyah Negeri Labuhanbatu.

Expository text learning using a problem based model Learning can make students actively think critically to solve problems through scientific thinking. With this learning will be able to provide innovation in the learning process and students will have skills through the process group cooperation. So that students are able to practice, test and develop thinking skills in a sustainable manner.

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2 Theoretical Basic

2.1 Understanding Module

The module isa fascinating and systematic design tool that contains materials and evaluations and can be independently used and accessible to students during learning. The module is designed to help students individually in learning. Success in learning depends to a large degree on learning models used. The model in this case is problem based using a learning module shaped teaching material. Setyowati, DKK (2020:113).

From the researcher's description above, the module isa teaching material specifically designed and systemized to customize a curriculum of a learning unit that can be used independently. So learning by module will be beneficial to students and teachers. The module is arranged according to the basic competence goal that contains the material. Practice and answer keys make it easier for teachers and students to use them.

2.2 Benefit of Learning Module Development

The development of the learning module has a highly strategic function in nlearning. Students are often less adept at the learning materials the teacher explains because the availability of teaching materials is less optimizing while learning. The learning module development purpose is for the interactive process between students and teachers to exchange insights to achieve the purpose of learning. The module as a component to the accomplishment of the learning purpose is attracting the student spirit. The purpose in the modulation of modules so the student can independently learn to use the device that his learning is planning to carry out. Turahmah, DKK (2022:75).

Development of learning modules nailing, et al (2020:20) that the learning module is useful as a means to help realize learning more effectively. In addition, module development can enhance the quality of the learning process and overcome space and time constraints. The benefits of learning teaching using modules can increase mutual sympathy, indicating students' relationships and interests in the self-reliant motivation. Crucial elements for improving the learning process by using interesting approaches and media methods.

2.3 The Exposition Text

Eskposition terms begin with an expose which means to preach with clarity and analysis. An expose contains information that contains arguments to convince the reader by the ideas, examples, and facts of the ideas that are presented. It expands feelings, ideas, and ideas to expound out certain information that can enhance the reader's knowledge. The exposition text contains brief, clear, solid, and scientific information about one thing. (sudarto, 2020: 15-16).

Points out that the exposition text explains a writer's knowledge of scientific literature for the purpose of furthering scientific knowledge. The exposition text is a far more argumentative text. In the literature that the exposition text may be interpreted as text that is covered with the text of procedure, report text, news text, explanation text, and other types. Dalman (2014:119).

Kosasih (2013:54) suggests that the structure was (1) thesis, the section that explained the issue or opinion that dealt with the whole of the written text. (b) argument or opinion, which is about opinions that reality is the factual center of the exposition text. (c) a reaffirmation or conclusion, it contains conclusions that are set out from the beginning to the end of the text.

a. The general statement (thesis) contained the opinion of the writer or the opening part. In the opening section, the material contained public statements that were used in the introduction to the contents.

b. Arguments

   The argument section is used to describe the content and prove the application of public opinion or statements that have been made from the opening. To reinforce these arguments requires factual data along with evidence or expert opinions, especially those who have authority in the field.

c. Reassessment

   Reaffirmation or conclusion is a conclusion in the text. In this section, the writer conveys reaffirmation of the general opinion or statement in the opening text with recommendations and summaries.

2.4 Problem Based Learning

Imas and Berlin (2016:19), presenting as "the concept of the learning development model, teachers should be able to ensure that a teaching or learning model has a theoretical basis, consisting of a series of strategic steps of teachers and students, supported by a learning way or system and methods to assess students' progress."

Based on these explanations, the model of learning that is applied is problem-based learning. Cbi's learning is used to think creatively and critically in coming up with an idea or an idea to solve the problem by showing a real problem for students at the beginning of the lesson is summarized by doing research and applying problem solving. It is a learning model that teaches learners to crack that can process critical thinking ability. Anik handayani and henny goddess koeswanti (2021:1350).

Understanding the cbi or often called a model triggered problems that jack students to work and learn cooperatively to find solutions, to think critically and analytically. As for the purpose of application to this approach, it is to encourage students to learn for themselves and to focus on teamwork that can affect the quality of their work.

Cbi is a learning model that challenges students to "learn how to learn", take part in groups and find solutions to problems in his world.

The cbi approach focuses on problems that have meaning for students, so the teacher's role focuses on problems, asks questions, and directs the investigation and dialogue of students. "PBL applies contextual problems with students and the environment so that students learn to think critically and be skillful in solving problems and acquiring basic knowledge and concepts." (depdiknas, 2004:27).

So the cbi pressures students to tackle problems by scientific methods. By these methods students become active and have the ability to solve problems and gain knowledge. It is hoped with this model that students are able to train and improve their problem-solving skills. Learning based on problems with situation-oriented situations teaches about how students use various concepts and principles to answer a question or problem that occurs and is experienced by students.

3 Research Methods

Types of research and development methods carried out using research and development (R&D). The stages used lead to theory Borg and Gall (Sugiyono, 2018:351). Quantitative and research methodologies qualitative is used to determine the use of data and nominal form you want to observe. Data analysis was carried out descriptively with narrative logical according to the research objectives.

4 Discussion

On the identification in research that there is no place of research yet teaching material module. The teacher has not yet developed a module compiled by the teacher itself by developing material about a complete exposition text. Then in the results of this discussion will be examined about how the development process, feasibility and effectiveness by using modules in learning.

The process of implementing module development from the first stage, namely come up with ideas/ideas to do a preliminary study. Preliminary studies done by making observations based on needs analysis with gather information and solve problems. Based on analysis it can be concluded that the development of text material modules exposition based on the problem based learning approach is needed by students in the learning process to improve the quality of learning. Next, the researcher carried out the planning by making modules problem-based learning on exposition text material.

The planning steps in module development include determining learning objectives, determine appropriate and creative materials, preparation material framework, sequence of learning activities and evaluation. The formulation arranged so that students are able to define exposition text material and are able to analyze the contents of the expository text structure, namely thesis, argument and restatement from the problem of expository text.

The form of the cover of the front module is:

Fig 1. Initial display of the module

The initial part of the module loads preface, table of contents, introduction, instructions for using the module, KI, KD, GPA, learning activity objectives, concept map, based approach.

PBL, short description of the material, Learning approach models. While the content includes the syntax of the model learning approach based on PBL and then elaborated with activities learning1, learning activities 2, learning activities 3, and activities learning 4 about exposition text material. The final section of the module contains sheets student work (LKPD), description, multiple choice, summary, glossary, key answers, reflections, bibliography, and author history.

4.1 Product Trial Phase

The product trial phase was carried out three times starting from individual trials (3 students), small group trials (9 students) and limited trials (30 students). Individual test results are stated as "Very good with an average score by 86%. The results of the small group trial were declared "Very good" with an average value of 87.4%. Finally, limited field trials were obtained an average of 88.3% with the criteria of "Very Good".

Tables. Data from Individual Trials, Small Groups and Limited Trials Results of Individual Trials Against Modules

Table 1. Individual Module Assesment Data

No.	Statement	Percentage average	Criteria
1	Presentation of material the module starts from to	75	Good
2	This module generates questions that encourage me to think	83,3	Very Good
3	Presentation of material in this module encourge me to think	66,6	Good
4	This module material prompted my coriosity	75	Very Good

5	This module contains a formative test that can test how far from my understanding of exposition text learning material based on the problem based learning approach	100	Very Good
6	The language used is simple and easy to understand	83,3	Very Good
7	The syntax approach in the module on exposition text material is easy to apply	91,6	Very Good
8	Using this module makes my learning more directed and crooked	91,6	Very Good
9	The appearance of this module is interesting	91,6	Very Good
10	By using this module can add desire to learn	100	Very Good
11	Using this module can make learning expository text is not boring	91,6	Very Good
12	This module makes me happy to learn it	83,3	Very Good
	AVERAGE AMOUNT	**86**	**Very Good**

Furthermore, data from small group trials on modules can be obtained we see in the following table:

Table 2. Small Group Module Assesment Data

No.	Statement	Percentage average	Criteria
1	Presentation of material in the module starts from easy to difficult and from the concrete to the abstract	83,3	Very Good
2	This module makes which questions pushed me to think	86,1	Very Good
3	The presentation of the material in this module encourages me to discuss with other friends	77,7	Good
4	Material for this module stimulated my curiosity	83,3	Very Good
5	This module contains a formative test can test how far I understand the exposition text learning material based on the Problem Based Learning approach	91,6	Very Good
6	The language used is simple and easy to	88,8	Very Good

	understand		
7	The syntax approach in modules on exposition text material easy to apply	91,6	Very Good
8	With me it is more directed and coherent	83,3	Very Good
9	The appearance of this module is interesting	97,2	Very Good
10	By using this module can increase the desire to learn	91,6	Very Good
11	By using this module you can make learning expository text not boring	91,6	Very Good
12	This module makes learning I fun	91,1	Very Good
	AVERAGE AMOUNT	**87,4**	**Very Good**

Limited Field Trial Results Against Modules

Table 3. Limited Field Trial Results Against Modules

No.	Statement	Percentage average	Criteria
1	Presentation of material in the module starts from easy to difficult and from the concrete to the abstract	89,1	Very Good
2	This module makes which questions pushed me to think	86,6	Very Good
3	The presentation of the material in this module encourages me to discuss with other friends	87,5	Very Good
4	Material for this module stimulated my curiosity	86,6	Very Good
5	This module contains a formative test can test how far I understand the exposition text learning material based on the Problem Based Learning approach	90	Very Good
6	The language used is simple and easy to understand	86,6	Very Good
7	The syntax approach in modules on exposition text material easy to apply	87,5	Very Good
8	With me it is more directed and coherent	87,5	Very Good
9	The appearance of this module is interesting	90	Very Good

10	By using this module can increase the desire to learn	93,3	Very Good
11	By using this module you can make learning expository text not boring	89,1	Very Good
12	This module makes learning I fun	86,6	Very Good
	AVERAGE AMOUNT	**88,3**	**Very Good**

4.2 Product Effectiveness

The effectiveness of the exposition text module is based on the Problem Based approach Learning can be seen based on student learning outcomes. Student learning outcomes obtained from the performance test scores of exposition texts with the Problem Based Learning approach. Results Student learning is carried out in two stages, namely by pretest and posttest.

Based on the data that the results of student learning before using the module exposition text based on the Problem Based Learning approach obtains a score an average of 62 with the category "Enough" means the value achieved by students is necessary improved again meanwhile, student learning outcomes after using the text module exposition based on the Problem Based Learning approach obtained an average score an average of 96 with the category "Very Good" means that the student's score is better than previously.

Distribution of pretest and posttest scores. based on exposition text learning outcomes Problem Based Learning approach can be seen in the following:

Table 4. Frequency Results Data

Kriteria	**Pretes**		**postes**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
85 – 100	-	-	27	90%
75 – 84	-	-	-	-
65 – 74	17	57%	3	10%
55 – 64	10	33%	-	-
0 – 54	3	10%	-	-
Σ	30	100%	30	100%

The table above shows that at the time of the pretest students who obtained with a score of 65-74 as many as 17 with a percentage of 57%, at a value of 55-64 as many as 10 people with a percentage of 33% and at a value of 0-54 as many as 3 people with a percentage 10%. The post-test scores experienced an increase in better learning outcomes, namely score 85-100 as many as 27 with a percentage of 90%, value 65-74 as much as 3 with percentage of 10%.

5 Conclusion

Development of exposition text modules based on the PBL approach carried out in three stages, namely the preliminary study stage, development initial product and product trials. In the preliminary study stage analysis was carried out needs for teachers and students. The results of the needs analysis obtained data that 100% of teachers and students at the Labuhanbatu State Madrasah Aliyah need modules companion in learning Indonesian. At the development stage the initial product was carried out product design and product validation to 2 people material experts there are 2 design experts. After the validation process, the product is declared worth trying. In the third stage, three product trials were carried out methods namely individual trials, small group trials and field trials limited. Individual trials obtained an average percentage of 86 by category “Very good”, the small group trial obtained an average percentage of 87.4 in the "Very Good" category. Limited field trials get percentages average 88.3 with the category "Very Good". Based on these data then obtained a feasible module for use by teachers and students in learning.

This is obtained based on the results of the assessment of material experts and design experts to the module. The results of the validation of material experts and design experts on the module. Results material expert validation of content feasibility obtained an average of 94.1% with category "Very good" aspect of presentation feasibility obtains an average of 87.5% with the "very good" category and the language assessment obtained an average of 87.5% in the "very good" category. For graphical assessment by design experts obtained an average of 83.9% with the category "very good".

At the pretest, the average was 62 and at the posttest, the average was obtained average 96. The difference between pretest and posttest is 34% which indicates that learning by using an exposition text module based on the approach Based Learning is getting better than before.

The implications of using the module can improve student learning outcomes in exposition text learning. The developed module can provide contribution to the development of a critical, emotional and moral mindset student. The developed module trains students to learn independently by teacher assistance to guide and direct students in learning.

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