

## Development of an Inquiry-Based Learning Module on the Material of Analyzing the Structure of Negotiation Texts for Class X Vocational School Negeri 2 Mandrehe

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Published: 30/04/2024

### How to cite (in APA style):

Gulo, Sani Vesti Wita. (2024). Development of An Inquiry-Based Learning Module On The Material af Analyzing The Structure of Negotiation Texts for Class X Vocational School Negeri 2 Mandrehe, East Lombok. *Retorika: Jurnal Ilmu Bahasa*, 10(1), 94-100. Doi: <http://10.55637/jr.10.1.8030.94-100>

**Abstract-** This research endeavors to create a learning module aimed at analyzing negotiation text structures, specifically tailored for class X at SMK Negeri 2 Mandrehe. The objective is to ensure the module's feasibility, practicality, and effectiveness. Employing a Research and Development approach, the study adopts a 4D model consisting of Define, Design, Develop, and Disseminate stages. Validation was conducted by three experts—material, language, and design—alongside small and large group testing within the class. Notable progress was achieved through revisions, with the material expert validation reaching 94% in revision II and design expert validation attaining 95.7%. During small group tests, practicality assessments yielded a score of 96.5%, while field trials demonstrated a practicality rate of 93.3%. The module's effectiveness was confirmed with a 100% success rate in small group tests and an 88% success rate in field trials. In summary, this research highlights the development of a comprehensive learning module tailored for class X, focusing on the analysis of negotiation text structures.

**Keywords:** Learning module, 4D model, feasibility, practicality, effectiveness.

### I. INTRODUCTION

Learning is the process through which individuals acquire knowledge, develop skills, and undergo shifts in attitudes from ignorance to awareness. It is a versatile activity that can take place in various settings, including schools, homes, and within communities. School-based learning, in particular, is systematically structured to facilitate educational endeavors. The relationship between educators and students significantly influences the success of the learning process, with educators serving as guides and mentors to students.

According to Suyano et.al (in Setiawan 2017: 2), learning is the process of changing personal behavior or attitudes or changes in a

person based on certain experiences. Thus, a person is said to learn if there is a process and change to improve his or her personality for the better. Purwanto (in Setiawan 2017: 2)), learning is an internal and relatively stable change in behavior through training or experience involving aspects of personality, both physical and psychological.

From this, students need to study seriously. One way to create a fun, interesting learning atmosphere can be starting from creative learning by utilizing learning resources. From this is where an educator must be able to use learning resources properly so that students are enthusiastic in learning. Learning resources are inseparable from student learning activities

because they can help the learning process. With the availability of learning resources, students can improve their learning culture independently. The presentation of learning resources to students is made in a simple way so that it can help students' thinking abilities according to their level of ability. The module is one of the learning resources that will be studied by students independently. In this module there are several components and clear instructions so that students can follow it without being accompanied by teaching staff.

Zulhaini (in Najuah 2020: 7), modules are teaching materials written by educators to make it easier for students to study the material independently without being accompanied by teaching staff. This module has been structured systematically so that students can easily learn it according to the instructions contained in the module.

According to Asyhar (2012: 155), a module is a type of print-based instructional resource created for learners to use on their own. As such, the module includes instructions for learning on their own. In this scenario, learning tasks can be completed by pupils independently without the teacher's direct assistance. Students can educate themselves to learn autonomously by utilizing learning modules. This module lessens reliance on textbooks and can be studied outside of scheduled class times.

To address the observed challenges in the Indonesian language classroom, particularly the lack of diverse learning resources, it is imperative to develop innovative approaches to support student learning. By engaging in observations and interviews with Indonesian language subject teachers, insights have been gained into the existing deficiencies within the learning process. These insights underscore the crucial need for a more varied array of learning resources to enhance student engagement and comprehension. Consequently, this study aims to explore the effectiveness of utilizing modules as a supplementary learning tool to augment traditional classroom instruction. By integrating systematic and captivating learning resources, such as modules, into the educational framework, it is anticipated that students will be motivated to actively participate in independent learning endeavors beyond the confines of the classroom. This transition from identifying general learning challenges to introducing the specific research focus on the utilization of modules will serve as a vital bridge, guiding the reader towards a

deeper understanding of the study's objectives and significance. The basis used by researchers in developing this module is the Inquiry basis. Basis of Inquiry will be more inclined to the activeness of students in the learning process. By applying this basis learning is expected to make students think about finding information. The steps consist of six parts: fostering a responsive atmosphere among students, raising problems to be discovered, asking questions to students, formulating hypotheses, testing hypotheses and drawing conclusions.

According to Shoimin (2014: 85), inquiry-based learning is an educational approach that fosters students' active engagement with concepts and principles. It also encourages students to conduct experiments and have experiences that allow them to discover principles on their own.

Base Inquiry provides an opportunity for students to learn to develop their knowledge. Students are encouraged to be more active in seeking answers to the problems they face and draw their own conclusions through a process of critical, logical and systematic thinking. Inquiry learning helps students to develop their intellectuality by asking questions and getting answers on the basis of their curiosity.

Based on the aforementioned background, the researcher endeavors to delve into a research endeavor titled "Development of an Inquiry-Based Learning Module on Analyzing the Structure of Negotiation Texts for Class X Vocational School Negeri 2 Mandrehe." This exploration stems from a recognition of the evolving educational landscape and the need for innovative pedagogical approaches to cater to the diverse learning needs of students, especially within vocational education settings.

In this study, the researcher aims to address the lacuna in educational resources tailored specifically to the analysis of negotiation texts within vocational education contexts. By crafting an inquiry-based learning module, the objective is to not only enrich the instructional materials available to educators but also to cultivate a dynamic learning environment that fosters critical thinking, problem-solving skills, and a deeper understanding of negotiation strategies among Class X students at SMK Negeri 2 Mandrehe.

This research holds significant implications for teaching and learning practices in vocational schools by offering a structured yet flexible framework that empowers both

teachers and students. Through the implementation of this module, educators can adopt a student-centered approach that promotes active engagement and autonomy in learning. Moreover, students are expected to develop not only a mastery of the content related to negotiation texts but also transferable skills such as communication, collaboration, and analytical thinking, which are vital for success in both academic and professional pursuits.

The theoretical underpinning of this research revolves around the principles of inquiry-based learning, which emphasize exploration, discovery, and reflection. By situating students as active participants in the learning process, inquiry-based learning aligns with the overarching goals of vocational education, which prioritize real-world application and skill development. This approach encourages students to pose questions, seek solutions, and construct knowledge collaboratively, thus fostering a deeper and more meaningful learning experience. Moreover, inquiry-based learning is particularly suited for teaching the material on negotiation texts as it mirrors the authentic processes involved in analyzing and engaging with negotiation situations, thereby bridging the gap between theory and practice.

In summary, this research endeavors to develop an inquiry-based learning module that not only addresses the specific educational needs of Class X students at SMK Negeri 2 Mandrehe but also contributes to the broader discourse on innovative pedagogical practices in vocational education. Through a rigorous development process guided by theoretical insights and educational principles, the aim is to create a resource that not only enhances the teaching and learning of negotiation texts but also equips students with essential skills for lifelong learning and professional success.

## **II. METHODS**

The development method utilized in this study is the Research and Development (R&D) method. This method was selected due to its focus on creating effective educational products tailored for school use, rather than solely testing theoretical constructs. Gay (Khaeroni 2021: 73) underscores that development research aims to enhance practical applications within educational settings. By employing the R&D method, this study aligns with the specific needs of Class X Vocational School Negeri 2 Mandrehe,

facilitating the creation of an inquiry-based learning module tailored to analyze negotiation texts. This approach fosters active engagement and critical thinking among students, enhancing their understanding and application of negotiation principles in real-world scenarios. Therefore, the R&D method was deemed suitable for achieving the research objectives, ultimately contributing to the development of an effective learning tool for the target educational context.

The specifics of this evolution are In other words, the tasks that are done involve examining the first phase, which is figuring out what has to be produced, as well as student, concept, task, and learning objective formulation analysis. Making the best possible design for the chosen product is what needs to be done throughout the design stage. Development is the process of creating a development product. It starts with expert assessment and continues with development trials, validation testing, and modification. Distribute is the last step in producing a product. Subsequently, the product has been developed and distributed to enable both individual and group users to accept it.

## **III. RESULT AND DISCUSSION**

Research on developing inquiry-based learning modules was carried out at Mandrehe 2 State Vocational School in class X-TKRO even semester on material analyzing the structure of negotiating texts. This inquiry-based learning module was developed using the 4D development model so that it is more interesting and can increase students' motivation to learn, product This was designed using the Canva application. The explanation of the data from the development of inquiry-based learning modules based on the 4D development model is as follows:

### **1. Definition**

This definition stage is a requirement for the Indonesian language learning process at SMK Negeri 2 Mandrehe. The definition stage is divided into several stages, namely:

- a. Front end analysis
- b. Student analysis
- c. Concept analysis
- d. Task analysis
- e. Formulation of learning objectives

### **2. Design**

This stage is a continuation of the definition which aims to design a module that can

be used in learning. The design stage is divided into several parts:

- a. initial plan
- b. test preparation
- c. media selection
- d. format selection

### 3. Develop

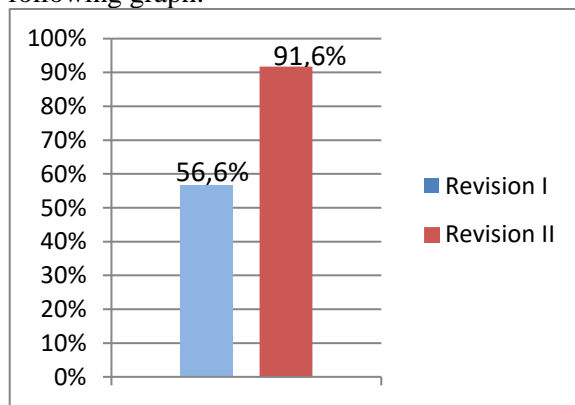
Tahap pengembangan produk modul dilakukan dengan memperoleh nilai kelayakan produk yang divalidasi oleh ahli materi, ahli bahasa dan ahli desain. Hasil yang telah dilakukan adalah sebagai berikut :

#### Material Expert Validation Data

The results of the validation value by material experts in revision I on learning module products, after being averaged, the percentage results obtained are 56.6% of 5 aspects, namely the relevance aspect reaches 54% of 10 indicators, the accuracy aspect reaches 50% of 4 indicators, completeness of presentation achieved 60% of the 3 indicators, presentation systematics reached 40% of the 2 indicators and the suitability of the presentation with the demands of student-centered learning reached 72% of the 5 indicators.

The results of the validation value by material experts in revision II, after being averaged, the percentage results obtained are 91.6% of 5 aspects, namely the relevance aspect reaches 92% of 10 indicators, the accuracy aspect reaches 85% of 4 indicators, the completeness of presentation reaches 93.3 % of the 3 indicators, presentation systematics reaches 80% of the 2 indicators and the suitability of the presentation with the demands of student-centered learning reaches 100% of the 5 indicators.

The results of revision I with an achievement of 56.6% and revision II with an achievement of 91.6% can be seen in the following graph:



Graph Product Validation Results for

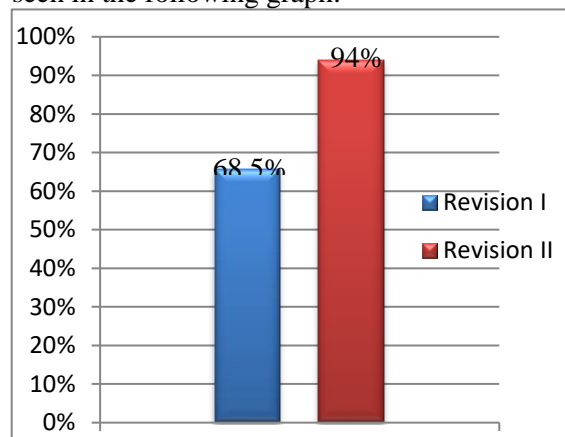
#### Each Aspect by Material Experts in Revision I and Revision II

##### Linguist Validation Data

The results of the validation value by linguists in revision I on learning module products, after being averaged, the percentage results obtained are 68.5% from 2 aspects, namely the aspect of language suitability with good and correct Indonesian language rules reaching 66.6% from 3 indicators, and the readability and communicative aspects reached 68.5% of the 4 indicators.

The results of the validation value by linguists in revision II, after an average, obtained a percentage of 94% from 2 aspects, namely the aspect of language suitability with good and correct Indonesian language rules reaching 93.3% of the 3 indicators, and aspects of readability and communicativeness reaching 95 % of 4 indicators.

The results of the improvement in revision I with an achievement of 68.5% and revision II with an achievement of 94% can be seen in the following graph:

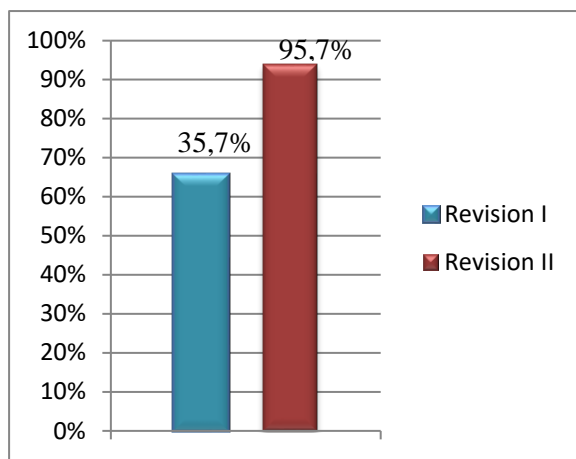


##### Graphic of Language Expert Validation Results in Revision I and Revision II

##### Design Expert Validation Data

The results of validation by design experts in revision I of the learning module product, after being averaged, obtained a percentage result of 35.7% from 19 indicators. The results of the second revision, after being averaged, resulted in a percentage of 95.7% from 19 indicators.

The results of the revision of revision I with an achievement of 35.7% and revision II with an achievement of 95.7% can be seen in the following graph:



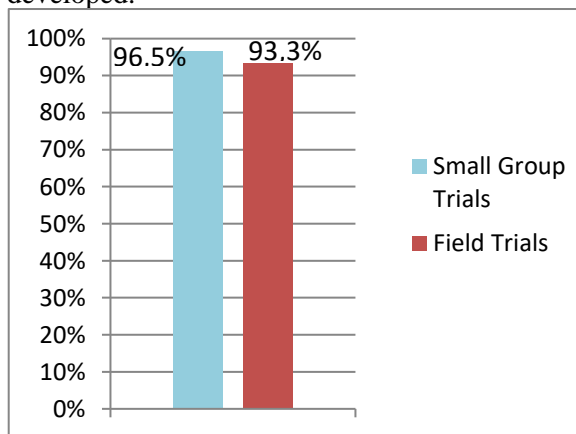
**Graphics of Product Validation Results for Each Aspect by Design Experts In Revision I and Revision II**

#### 4. Disseminate

After carrying out the definition stage, the design stage and the development stage, the final stage is the dissemination of the product that has been developed. This dissemination stage is one of the stages to promote the product that has been made to be able to attract the attention of others in using the product that has been made. However, considering that researchers have limited time and funds, the researchers limit these four stages to the development stage only.

#### Practicality of Inquiry Based Learning Modules

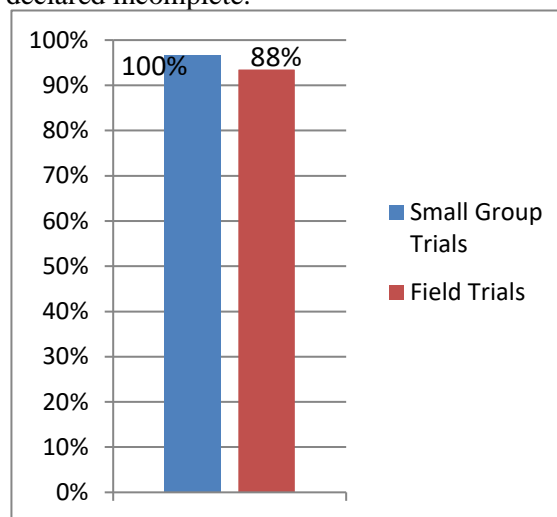
The practicality of the learning module is obtained from the results of student responses. The practical results were obtained in 2 trials, namely a small group trial consisting of 6 people and a field trial consisting of 25 students in class X-TKRO. Based on the results of trials that have been carried out in 2 stages, researchers can find out the results of students' responses to the practicality of the module that has been developed.



#### Graph Percentage of Trial Practicality Learning Module

#### Effectiveness of Inquiry Based Learning Modules

Obtaining the effectiveness of the module is given test questions to students as an evaluation after the learning process is followed. From the results of the learning test students can determine the level of effectiveness of a product. The results of determining the student's learning value in the material analyzing the structure of negotiation texts have met the KKM value, namely that in the small group trial consisting of 6 students, they obtained a score above the KKM and were declared complete and in the field trial consisting of 25 students with a score above the KKM standard and declared complete. While those who did not fulfill the KKM were 3 students and were declared incomplete.



#### Graph Percentage of Student Learning Completeness

#### IV. CONCLUSION

The following conclusions are reached by the researchers based on the outcomes of their data processing work related to "Development of Inquiry-Based Learning Modules on Material Analyzing the Structure of Negotiation Texts":

Creation of Question-Based Educational Modules on Subject Matter: Examining the Organization of Negotiation Texts The Define, Design, Develop, and Disseminate stages of the 4D development paradigm were used in the creation of SMK Negeri 2 Mandrehe's Class X.

The material expert validator has twice reviewed the results of the feasibility evaluation of the inquiry-based learning module. The first revision's results reached 56.6%, and the second



revision's results continued with an achievement level of 91.6%. Additionally, the language validator revised the feasibility results twice; the first revision's results were 68.5%, and the second revision's results were 94%. Subsequently, the design expert validator conducted two rounds of revisions, with the first round ending at 35.7% and the second round at 95.7%. Based on the three aforementioned results, the learning module is deemed highly viable to utilize. Based on validation results conducted by linguists, material experts, and design experts, the feasibility results are presented. The practicality level of inquiry-based learning modules in small group trials reached 96.5% and 93.3% in field trials with very practical criteria.

The impact of inquiry-based learning modules on student learning outcomes, as demonstrated by the 88% mastery achievement score in field trials and 100% mastery achievement score in small group trials.

## SUGGESTION

Based on the results of the research, data analysis and conclusions regarding the learning module products, the following suggestions are put forward:

### For Educators

The learning module on the matter of analyzing the structure of negotiating text can be used as one of the lessons to help teachers and students in learning.

Learning modules using the 4D model can be used as learning that is more effective and efficient and attracts the attention of students so that it can increase students' learning motivation.

### For Further Researchers

Utilizing an inquiry-based 4D model opens avenues for future research with varied materials. Further investigations could delve into specific aspects of the inquiry-based learning model to assess its effectiveness in enhancing student engagement and comprehension across diverse subject matters.

To enhance the appeal of learning modules, researchers could explore the integration of alternative applications that are freely available. Investigating the impact of incorporating various digital tools on student motivation, understanding, and retention can offer valuable insights into optimizing instructional design.

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