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## WRITING INDONESIAN ARGUMENTATIVE TEXT: A DEVELOPMENT OF EFFECTIVE TEACHING MODULES AT SMPN 6 IN GORONTALO, INDONESIA

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### ABSTRACT

This study aims to (1) describe the design of the teaching module, (2) to develop the teaching module, (3) explore the quality of the teaching module, and (4) produce a practical teaching module, "Writing Argumentative Texts" for Indonesian Language Subjects to support learning at Junior High School in Gorontalo City. The research method is Research and Development (R&D). Data collected by conducting a needs analysis through field observations and interviews with students and teachers of SMP Negeri 6 Gorontalo City in 2022 concerning Teaching Modules for Writing Argumentative Texts in Indonesian Language Subjects used in the learning process, difficulties experienced during carrying out the learning process and material which students have not mastered. Data were analyzed using quantitative descriptive statistics. The results showed that all aspects of the module assessment, including linguistic, visual, content feasibility, and presentation, met the applicable and valid criteria with an average of 3.77. The results of the first and second phase trials showed that the teaching modules were attractive to students. In addition, the evaluation results of the test subjects met the specified Minimum Completeness Criteria so that it could be concluded that each test subject could understand the material for writing argumentation texts. These results show that the module was effectively used in a limited trial of two small groups. Thus, the teaching module developed is valid, practical, and effective for learning Indonesian in the material of writing argumentative texts.

**KEYWORDS:** Development; Teaching Modules; Indonesian; Independent Curriculum; Argumentative Text

### INTRODUCTION

The national education system in the 21st century is faced with the challenge of producing graduates ready to face world changes that are increasingly fast and complex. The national education system must continuously transform and innovate to achieve these changes. The government, education stakeholders and the community must work together to develop a quality education system relevant to the times' needs and demands.

The presence of the *Sekolah Penggerak Program* in primary and secondary education units on an ongoing basis by involving the participation of school organizations. These programs focus on developing student learning outcomes by realizing the Pancasila Student Profile, which includes competence and character, starting with human resources who excel (principals and teachers). The aims are to accelerate schools' advancement within three years. That means schools mainly focus on improving the quality of teachers, principals and education staff to improve student learning outcomes.

Implementing learning using the independent curriculum through the *Sekolah Penggerak Program* is an activity carried out by the Principal, Supervisors, Teachers and School Committees in a synergistic and integrative manner in each school. According to Daryanto (2010: 2) that conventionally implemented learning results in students learning ineffectively and does not feel motivated, causing students to lack or even not understand the material provided by the teacher. The teacher's ability to package the learning process needs attention, especially in developing Indonesian language teaching modules.

In developing teaching modules, it is important to pay attention to the characteristics of students and the learning context so that teaching modules can be useful and help students in the teaching and learning process. Therefore, to appeal, a teaching module needs to be designed in such a way that it is easy to use in carrying out learning with the following steps: (1) instructions for using the module, (2) objectives to be achieved, (3) learning activities, (4) material summary, (5) assignments and exercises, (6) reading sources, (7) test items, and (8) success criteria. Indonesian language subjects are the basic capital for learning and working because they focus on literacy skills (language and thinking). Literacy ability is an indicator of the progress and Development of Indonesian children. Indonesian language subjects foster and develop students' self-confidence as communicators, critical-creative-imaginative thinkers and Indonesian citizens who master digital and information literacy.

Indonesian language subjects at elementary, junior high and high school levels The Merdeka Curriculum aims to develop (1) noble character by using Indonesian politely, (2) by prioritizing and respecting Indonesian as the official language of the Republic of Indonesia, (3) the ability language with various multimodal texts (oral, written, visual, audio, audiovisual) for various purposes (genres) and contexts, (4) literacy skills (language, literary, and critical-creative reasoning) in learning and work, (5) confidence themselves to express themselves as capable, independent, cooperative and responsible individuals, (6) concern for local culture and the surrounding environment, and (7) concern for contributing as citizens of Indonesia and a democratic and just world.

The learning material chosen to be taught must be relevant to students' learning objectives and needs. Several factors to consider in selecting learning materials include (1) learning objectives, (2) level of difficulty, (3) relevance, (4) availability of resources, (5) student interests, and (6) challenges. In choosing learning materials, the teacher should also pay attention to how the material is presented

according to the characteristics of students. Thus, students more easily understand and are interested in the learning material.

Based on the background described above, several things are considered as problems in this study as follows, (1) not all schools have implemented the *Sekolah Penggerak Program*, (2) the use of independent curriculum-based teaching modules has not been implemented at all levels education, (3) there are still several teachers who have not been able to compile Indonesian language teaching modules based on the independent curriculum, and (4) mobilizing schools appointed by the government do not yet have textbooks available. Based on identifying the problem, the problem can be formulated as follows, (1) how is the design of the Teaching Module for Writing Indonesian Language Argumentation Texts? (2) how to develop the Teaching Module for Writing Indonesian Language Argumentation Texts? (3) what is the quality of the Writing Teaching Module? Argumentation Text for Language Subjects? and (4) how is the effectiveness of the Teaching Module for Writing Indonesian Language Subject Argumentation Texts in Eight Grade at SMP Negeri 6 Gorontalo City?

The aims of this study were (1) to describe the design of the Teaching Module for Writing Indonesian Argumentation Texts, 2) to Develop the Teaching Module for Writing Indonesian Argumentation Texts, (3) to describe the quality of the Teaching Module for Writing Indonesian Argumentation Texts, and (4) Producing Teaching Modules for Writing Effective Indonesian Language Argumentation Texts to support Eight Grade learning at SMP Negeri 6 Gorontalo City.

Hopefully, this research can improve the teaching modules used by teachers in the City of Gorontalo. The current teaching module is part of the *Sekolah Penggerak Program* Curriculum launched by the Ministry of Education and Culture. Using Indonesian language teaching modules increases students' learning interest, develops thinking skills, and maximizes learning outcomes. Teaching modules were developed to assist teachers in carrying out learning on students. With the availability of this teaching module, it can assist teachers in carrying out learning activities to change teaching patterns into project-based learning activities for Pancasila students. The research results are expected to be useful, add insight to researchers, and can more easily understand the tough task carried out by the teacher. Become information and contribute ideas to improve the quality of education in the implementation of learning activities in Gorontalo Province, as well as a basis for policy-making in the field of education.

## LITERATURE REVIEW

A model can be interpreted as a representative, both visual and verbal. The model presents something or information that is complex or complicated into something simpler or easier (Setyosari, 2015: 282). Several principles need to be considered in developing the model, including the developed model based on the results of an analysis of needs and conditions. It is necessary to know with certainty what learning materials need to be compiled into a model, how many models are needed, who will use them, what resources are needed and are available to support the use of the model and other things that are deemed necessary.

The Kemp teaching module development model is one of the teaching material development models developed by Morrison G. Kemp in 1985. This model is designed to assist teachers in designing and developing effective and efficient teaching materials. This model consists of six stages of development, namely: (1) analysis of learning objectives, (2) analysis of students, (3) analysis of teaching materials, (4) design of teaching materials, (5) development of teaching materials, and (6) evaluation of teaching materials. The systems approach model developed by Dick and Carey (1990) views development activities as a component of the teaching system directly related to other components. The development activity is a systematic and strictly organized step that describes the sequence of development procedures and serial inter-component relationships. According to Dick and Carey (1990), development procedures and relationships between components appear in ten development steps, namely (1) analysis of learning needs, (2) analysis of learning, (3) analysis of learner characteristics and context, (4) formulation of general goals and specific learning, (5) development of assessment instruments, (6) development of learning strategies, (7) development and selection of learning materials, (8) design and implementation of formative assessments, (9) implementation of revisions of learning materials, and (10) design and summative assessment. The 4D or Four-Dimensional Model is a learning model developed by Lawrence W. Anderson, David R. Krathwohl, and Benjamin S. Bloom in 2001. This model is designed to assist teachers in designing and implementing effective and efficient learning. This model consists of four dimensions: define, design, develop, and deliver, each representing a certain stage in the learning process.

The Borg and Gall model interprets Research and Development as a process to develop and validate educational products by following cyclical, procedural, and descriptive steps. Research and development include reviewing the products being developed, product development based on these findings conducting field trials according to the background of product use, and product revision based on field test results.

## **METHOD**

### **Study Approach**

This research uses research and development methods research and Development (R&D). Research and Development (Research and Development) is a process or steps to develop a new product or improve existing products. Furthermore, research and development (R&D) is research that is intentional, systematic, aimed/directed to find findings, formulate, improve, develop, produce, and test the effectiveness of certain products, models, methods/strategies/means, and services (Putra, 2012: 67).

### **Research procedure**

#### *Preliminary studies*

The preliminary study is the initial stage or preparation for development. Several things were carried out in the preliminary study stage, namely: (a) literature study included steps to review theories and results of previous research that were relevant to the development of modules for developing

Indonesian language teaching modules based on the *Sekolah Penggerak* curriculum at SMP Negeri 6 Gorontalo City In 2022, (b) field survey to observe the implementation of learning at SMP Negeri 6 Gorontalo City to collect data regarding the planning and implementation of learning including a general description of the teacher, the conditions of students, learning activities and the carrying capacity of supporting facilities.

### **Model development**

#### *Design model*

The development of this Indonesian language module uses a type of development research. Research and development methods are research methods used to produce certain products and test the effectiveness of these products. This type of research differs from other educational research because it aims to develop a product based on trials and then revise it until it produces a usable product. Borg and Gall in Sugiyono (2011:4) state that development research is used to develop and validate products in education and learning.

According to Sugiyono (2015: 298), method research and Development (R&D) is a research method to produce certain products and test the effectiveness of these products. Borg and Gall propose ten steps used in research and development (R&D). The steps include (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, (7) product revision, (8) use trials, (9) product revisions, (10) mass production.

#### *Design validation*

The validation of this research product went through several stages, namely (1) the initial product that the supervisor had approved was validated by the material expert lecturer and learning resource expert lecturer; comments and suggestions from material experts and learning resource experts were used for the first revision, (2) the results of first revision were re-validated by material expert lecturers and learning resource expert lecturers to obtain possible results to be tested on users, namely students at SMP Negeri 6 Gorontalo city.

The initial design is validated by asking experienced experts to assess the designed product (Sugiyono, 2011: 302). Experts validate the product so that it will produce evaluations and suggestions in product development. The evaluation results and expert suggestions are used to improve and revise the product being developed.

#### *Design revision*

The design revision stage improves the results of designing the product concept of the Teaching Module Writing Indonesian Language Argumentation Texts, which will be developed.

### *Product trial*

A very important part of research and development (R&D) is product testing because it aims to determine whether the product that has been made is suitable for use in achieving goals and objectives and suitability with users to solve learning problems. Two criteria for a good product are learning criteria (instructional criteria) and performance criteria (presentation criteria).

The needs analysis results will then determine the product design to be developed. Product design must be embodied in drawings or charts to be used as a guide for assessing and making it (Sugiyono, 2012: 413).

In this research and development, the activity begins with conducting field observations, creating Indonesian language teaching modules based on the independent curriculum, and testing the eligibility of the product with validation. The feasibility test is carried out by submitting the development product along with some assessment questionnaires to the validator to determine the level of product validity. The validator is asked to assess whether or not the development product is feasible and to provide criticism and suggestions for improvement. Furthermore, in the product design stage, activities include determining module components, delivery concepts and organizing materials, types of assignments given, evaluation questions, pictures, articles, examples, and module layouts. This stage will produce an initial product design in a module previously prepared for product assessment instruments to guide product design. The test subjects were students at SMP Negeri 6 Gorontalo City in 2022 as Indonesian language teaching module users.

### **Data collection techniques**

Collecting data by conducting a needs analysis through field observations and interviews with students and teachers of SMP Negeri 6 Gorontalo City in 2022 regarding teaching modules for Indonesian language subjects used in the learning process, difficulties experienced during carrying out the learning process and material that learners have not mastered.

In addition, the researcher also collected data through a product feasibility test questionnaire to related experts, such as material experts, teaching materials experts, media experts and student response questionnaires whose purpose was to find out students' responses to teaching modules writing argumentation texts developed by researchers. Furthermore, the researcher also documented the research in the form of photos and videos of field conditions during the research.

### **Data analysis technique**

The data analysis technique used in this study is a qualitative descriptive analysis technique that describes the results of developing teaching modules for writing argumentation texts. Data obtained with experimental instruments were analyzed using quantitative descriptive statistics.

This data analysis uses descriptive and reflective analysis techniques to examine the preliminary study questionnaire and product validation questionnaire results. Data obtained through questionnaires with descriptive analysis will be described narratively, while data obtained through questionnaires with reflective analysis will be processed using percentage descriptive techniques. The types of data obtained from the results of due diligence (validation) by experts (lecturers) and trials by Indonesian language subject teachers, namely quantitative data and qualitative data. Qualitative data in the form of comments and suggestions on the trial questionnaire sheet.

Furthermore, the data analysis technique used to analyze the results of the feasibility assessment is a descriptive analysis technique. The percentage descriptive technique to be used can be written as follows:

$$\text{Percentage} = \frac{\Sigma (\text{answers} \times \text{the weight of each choice})}{n \times \text{highest weight}} \times 100 \%$$

Legend:

$\Sigma$ : amount

n: The total number of questionnaire items

## RESULTS

### Implementation stage

The fourth stage of the ADDIE development model is the implementation. After being declared feasible by the validator, then the application of the Teaching Module is continued in the classroom. At this stage, 20 students attended and held five meetings according to the topic of the meeting.

**Table 1 Schedule of Teaching Module Implementation Stages**

Date and time	Activity	Time allocation
Week 1 Tuesday, 1/11/2022 and Thursday, 3/11/2022	Meeting 1, topic: COLLECTING STUDENTS' UNDERSTANDING IN DIFFERENTIATING FACTS AND OPINIONS IN TEXT.	2x40 minutes
Week 2 Tuesday, 8/11/2022 and Thursday, 10/11/2022	Meeting 2, topic: BUILDING STUDENTS' UNDERSTANDING OF THE STRUCTURE AND LANGUAGE OF ARGUMENTATION TEXT.	2x40 minutes
Week 3 Tuesday, 15/11/2022 and	Meeting 3, topic: WORKSHOP: WRITING ARGUMENTATION TEXT USING	2x40 minutes

Thursday, 17/11/2022	THE SIX-THINKING HAT METHOD.	
Week 4 Tuesday, 22/11/2022 and Thursday, 24/11/2022	Meeting 4, topic: FINALIZATION OF WRITING ARGUMENTATION TEXT.	2x40 minutes
Week 5 Tuesday, 29/11/2022 and Thursday, 1/12/2022	Meeting 5, topic: WRITING EXHIBITION AND REFERENCE.	2x40 minutes

**Evaluation stage**

The evaluation stage consists of analyzing data validation teaching modules writing argumentation texts, analyzing respondent data, and the final product. The following describes the evaluation stages.

a) Analysis of data validation of Teaching Modules Writing Argumentative Texts

Analysis of the validation data of the Teaching Module Writing Argumentative Texts obtained from the results of validation by media experts and material experts to determine the feasibility of the Teaching Module Writing Argumentative Texts.

b) Analysis of data from respondents to the Teaching Module of Writing Argumentative Texts

Analysis of data from respondents to the Teaching Module Writing Argumentative Texts was obtained from students to determine the feasibility of learning media. After the implementation stage, the next stage is the teaching module assessment. At this stage, the evaluation of the module that is seen is the practicality and effectiveness of the learning module. The practicality aspect can be seen from filling in the student response questionnaire. At the same time, the aspect of effectiveness is seen from the results of the post-test scores. The following is the presentation of the results of the evaluation phase as follows:

1) Student response questionnaire

**Table 2 Student response questionnaire results**

Respondents	Score										Total
	1	2	3	4	5	6	7	8	9	10	
S1	4	3	3	4	4	5	3	4	4	4	38
S2	5	5	5	4	4	4	5	4	4	4	44
S3	4	4	4	4	4	4	4	4	3	3	38
S4	4	5	5	4	3	3	4	5	4	4	41
S5	3	4	3	3	3	3	4	4	3	3	33
S6	4	3	4	3	4	4	3	4	4	3	36
S7	4	5	4	4	5	4	4	5	4	4	43
S8	4	5	3	3	3	3	4	5	5	3	38
S9	3	5	4	4	5	4	4	3	3	3	38



Respondents	Score										Total
	1	2	3	4	5	6	7	8	9	10	
S10	5	4	4	4	4	5	5	4	4	4	43
S11	4	5	4	4	4	4	4	4	4	3	40
S12	3	5	4	4	4	3	4	3	3	3	36
S13	4	3	3	4	4	3	4	3	3	3	34
S14	4	3	4	3	4	4	4	3	4	4	37
S15	4	3	3	4	4	3	4	3	3	3	34
S16	4	4	4	4	4	4	4	4	4	4	40
S17	5	4	4	4	4	5	5	4	4	4	43
S18	3	4	4	4	4	3	4	4	3	3	36
S19	4	5	4	4	5	4	4	5	4	4	43
S20	4	3	3	4	4	3	4	3	3	4	35
S21	4	3	3	4	4	3	4	3	3	3	34
S22	5	4	4	3	3	4	4	4	3	5	39
S23	4	3	3	4	4	3	4	3	3	3	34
S24	4	4	4	4	4	5	5	3	4	3	40
S25	3	5	4	4	3	4	4	3	3	3	36
S26	4	5	4	4	5	4	4	5	4	4	43
S27	5	4	3	5	3	4	5	3	3	3	38
S28	4	5	4	4	3	4	4	3	3	3	37
S29	5	4	4	4	4	5	5	4	4	4	43
S30	4	3	3	4	4	3	4	3	3	3	34
S31	4	5	4	5	5	5	5	4	4	4	45
Total	125	127	116	121	122	119	129	116	110	108	1.193
X	4,03	4,1	3,74	3,9	3,94	3,84	4,16	3,74	3,55	3,48	3,848387

Based on the results of the recapitulation of the results of the student response questionnaire in Table 2, the overall conclusion was obtained from the results of the student response questionnaire to the Teaching Module of Writing Argumentative Texts that was developed. The results of these conclusions are used to see the practicality of the products being developed, as presented in Table 3 below:

**Table 3 Student response questionnaire recapitulation**

Statement	Total Score	<i>x</i>	Category
In my opinion, the Teaching Module for Writing Argumentative Texts is interesting.	126	4,03	Good
The material is presented in detail and coherently	127	4,1	Good
This Teaching Text Writing Module makes I am passionate about learning Indonesian subjects.	116	3,74	Good
I easily understand the questions contained in this Teaching Text Writing Argumentation Module.	121	3,9	Good

Using the Teaching Text Writing Module, I can discuss well with my group mates.	122	3,94	Good
The terms used in the Text Writing Teaching Module are easy to understand.	119	3,84	Good
The steps in the Teaching Module of Argumentative Text Writing help me think coherently to solve a problem.	129	4,16	Good
The Teaching Text Writing Module learning activities motivated me to improve my learning outcomes.	116	3,75	Good
The learning activities in the Teaching Text Writing Module allowed me to solve problems in my way.	110	3,35	Good
The learning activities in the Argumentative Text Writing Teaching Module encouraged me to draw coherent conclusions.	108	3,84	Good
Total	1.193	3,84	Good

Student responses to the Teaching Module Writing Argumentative Text in Table 3, which has been used, show a good category with a score of  $\bar{x} = 3.848387$  from  $\bar{x} \max = 5.00$ . Based on this, the Teaching Module for Writing Argumentative Texts must not be revised.

**2) Post-test results**

Data retrieval from student response questionnaires is used to assess the practicality of the Teaching Module Writing Argumentative Texts regarding the feasibility of content, presentation of material, language, and graphics. The following is a recapitulation of student response questionnaire results.

**Table 4 Post-test recapitulation results data**

Respondents	Total Score					Sum	Meaning
	1	2	3	4	5		
S1	15	10	2	20	25	72	Pass
S2	15	10	10	10	20	65	Fail
S3	15	15	5	20	20	75	Pass
S4	15	15	5	20	20	75	Pass
S5	15	10	15	20	20	80	Pass
S6	15	15	5	25	20	80	Pass
S7	15	15	10	25	20	85	Pass
S8	15	15	20	25	25	100	Pass
S9	15	15	20	25	20	95	Pass

Respondents	Total Score					Sum	Meaning
	1	2	3	4	5		
S10	15	15	5	25	15	75	Pass
S11	15	15	19	19	20	88	Pass
S12	15	15	5	25	20	80	Pass
S13	15	15	8	20	15	73	Fail
S14	15	15	20	25	24	99	Pass
S15	15	10	6	25	25	81	Pass
S16	15	15	5	22	19	76	Pass
S17	15	15	5	25	15	75	Pass
S18	15	15	5	22	20	77	Pass
S19	15	15	20	25	20	95	Pass
S20	15	15	5	20	24	79	Pass
S21	15	15	5	25	20	80	Pass
S22	15	15	10	20	20	80	Pass
S23	15	15	5	25	20	80	Pass
S24	15	15	20	25	21	96	Pass
S25	15	10	20	23	20	88	Pass
S25	15	10	15	5	10	55	Fail
S27	15	5	20	24	20	84	Pass
S28	15	15	10	15	20	75	Pass
S29	15	15	5	25	20	80	Pass
S30	15	15	20	24	20	94	Pass
S31	15	15	20	20	20	90	Pass
<b>Total Sum</b>						259,5	
<b>Average</b>						81,509	
<b><i>p</i></b>						87,09	

Based on Table 4, it was obtained an average of 81.509 and a classical completeness percentage of 87.09%. Thus, learning with the Teaching Text Writing Argumentative Module is effective, and it can be stated that the module has been developed both in terms of its effectiveness.

### The final product

The final product in the form of "A Teaching Module for Writing Indonesian Language Argumentation Texts for Class VIII Students of SMP Negeri 6 Kota Gorontalo" will be successful if validation and revision have been carried out.

### DISCUSSION

This research was designed using Research and Development (R&D) development research with the ADDIE development model (Analyze-Design-Development-Implementation-Evaluation). Furthermore, researchers limit it to three steps to producing a final product that educational institutions can further develop.

Based on the research results conducted through data collection using questionnaires and interviews. At this stage, data were collected regarding the needs of the Teaching Module for Writing Argumentative Texts, which was innovative and creative in helping students understand the material. Supporting data in data collection were obtained from reference sources of journals and supporting books related to Writing Argumentation Texts. Collection of information related to research and development of a learning tool for Writing Argumentation Texts that will be developed. Then the collection of images is done by documenting the parties involved in this research.

#### *Analysis of the Validity of Teaching Modules Writing Argumentation Texts*

Analysis of data validation results of the Teaching Module Writing Argumentation Texts is based on the average results of two expert lecturers and one Indonesian language teacher. The following is the overall assessment of each aspect assessed by all validators:

**Table 5 Overall evaluation data on each aspect from the validator**

Aspect	Validator		Average	Category
	Expert lecture	Teacher		
Language	3,5	3,75	3,62	Good
Chart	3,62	4	3,81	Good
Content eligibility	3,83	3,83	3,83	Good
Presentation of content	3,83	3,8	3,83	Good
Total			3,77	Good

Based on the data above, it can be seen that the overall average is 3.77 in the good category. Thus, the Teaching Module of Writing Argumentative Text is declared valid and does not need to be revised.

### Practicality analysis of teaching modules writing argumentative texts

Practicality analysis by providing a response questionnaire during the evaluation stage. Based on Table 4, the practicality value is obtained with  $\bar{x} = 3.848387$  with good criteria and can be stated as practical.

Based on this, it can be said that the Teaching Module for Writing Argumentative Texts is practically used as one of the teaching materials for the Indonesian language subject at SMP Negeri 6 Gorontalo City.

#### **Analysis of the effectiveness of teaching modules writing argumentative texts**

The effectiveness of the Developed Argumentative Text Writing Teaching Module can be seen from the percentage of student learning completeness. The student's learning completeness comes from the post-test score conducted by the researcher at the evaluation stage. Based on Table 4.10, the percentage of student learning completeness is 87.09%. Thus, the data shows that learning using the Teaching Text Writing Module has fulfilled the aspect of effectiveness.

Analysis of the post-test results shows that learning using the Teaching Module of Writing Argumentative Text is effectively used as one of the Indonesian language teaching materials. Based on the results of the three analyses above, it can be concluded that the learning module using the Teaching Text Writing Module is appropriate for a teaching module with good, practical, and effective qualities.

#### **Teaching Module Qualifications**

The results of the feasibility assessment obtained from the results of the validator's assessment of constructs, content, and language are shown in the following table.

**Table 6 Product feasibility test results for teaching module writing argumentative texts**

Validation criteria	Eligibility percentage
Construct	88%
Content	90%
Language	88,9%

From the results of Table 6, it can be concluded that the assessment of the construct of the Teaching Module Writing Argumentation Texts scored 88% in the "Very Feasible" category. At the same time, the comments from the validator, namely the Teaching Module Writing Argumentative Texts that were developed, were very good and interesting. Then 90% for the assessment of the content in the "Very Eligible" category, while the comments and suggestions from the validator are that the material in the teaching module is structured and easy to understand, the suggestion is that the material provided can attract students' interest, in presenting the material you can include pictures or sentences that even more interesting. Finally, the language assessment scores 88.9%, categorized as "Very Decent." At the same time, the comments and suggestions from the validator are the language used and easy to understand. The suggestion for the future is to use more interesting language and also use trigger questions. Based on the results from Table 6, the average value obtained from the validator was 88.96%

in a very decent category. The Teaching Module of Writing Argumentative Text is declared Very Feasible.

Based on the previous, in assessing the feasibility of teaching modules for writing argumentative texts, the following points have been considered:

- a) Learning Objectives: The teaching module for writing argumentation texts is designed with clear and specific learning objectives. This goal covers writing skills, understanding concepts, and applying argumentation skills in relevant contexts.
- b) Material Content: This teaching module has quality and acceptable content. The presentation of the material is structured, easy to understand, and follows standard argumentation text guidelines. It also teaches techniques and strategies for developing strong and effective arguments.
- c) Learning Methods: This teaching module provides a variety of learning methods, such as problem-based learning and project-based learning. A good learning method will help students understand concepts and their ability to argue more effectively.
- d) Availability of Learning Resources: This teaching module has additional relevant learning resources, such as textbooks, articles, videos, and exercises. This additional learning resource will help students deepen their understanding of concepts and improve their ability to write argumentative texts.
- e) Learning Evaluation: This teaching module provides clear and measurable learning evaluation methods. Learning evaluation covers all learning objectives and measures students' ability to write argumentative texts effectively.

By considering these factors, it can be said that the teaching module for writing argumentation texts is considered appropriate if it meets these requirements.

### **1) Revision after Validation**

The results of the design revision were obtained from a questionnaire of material experts, media experts, and Indonesian language teachers regarding the Teaching Module for Writing Argumentative Texts as a reference in design revisions. Based on the research that has been done, the Teaching Module for Writing Argumentation Texts that has been made is suitable for applied to the learning process with validation data filled in by material experts, media experts, and Indonesian language teachers as validators, so that this teaching module is declared to meet the requirements for eligibility. Used in the learning process in class.

The product of making this teaching module has several advantages, namely:

- a) The Teaching Module for Writing Argumentation Texts that are made can help as a support for learning. It can make it easier for teachers to provide learning to students so that they can understand learning in a directed manner.

- b) The Teaching Module for Writing Argumentative Texts has built student involvement because the discussion presented in the module is very close to everyday life.
- c) The Teaching Module for Writing Argumentation Texts contains various kinds of project activities as outlined in the student worksheets (LKPD), requiring students to be more creative, innovative and active in learning activities.
- d) Students not only understand the concepts from the learning provided, but students can also create/produce products for the solutions to given problems, such as writing based on thinking hats.
- e) The evaluation directs students to think critically and creatively, which can direct them to use their learning strategies.

**Table 7 Excellence of Teaching Modules Developed by the author compared to other teaching modules**

Differences in teaching modules	
Developed by others	Developed by the author
Assumes interest from readers.	Generate interest in learning from students.
Written especially for teacher use, designed to be widely marketed.	Written and designed for use by students.
Arranged linearly.	Arranged based on flexible learning patterns.
Structure-based on the logic of science.	Structure based on student needs and final competencies to be achieved.
Packaged for general sale.	Packaged for use in the learning process in class.

**Limitations**

There are several limitations in this study, namely as follows:

- a) At the stage of making teaching modules, only product design revisions and limited product trials were carried out, and mass production had not been carried out due to limited research, time, and situations and conditions that were not feasible.
- b) Determination of the quality standards for teaching modules Writing Argumentation Texts is ed to the limitless assessment. The quality of this teaching module, Writing Argumentation Text, may change if shared on a wider scale.
- c) Due to limited time, module development using the ADDIE model stages requires a long time at the design and implementation stages.
- d) Students who are not familiar with independent learning using the Writing Argumentation Text teaching module so that students still need to be guided by the teacher in understanding this teaching module.

**CONCLUSION**

The results of the expert subject validation that have been described, all aspects of the module assessment, which include: linguistic aspects, visual aspects, content feasibility aspects, and

presentation aspects, in the Teaching Module Writing Argumentation Texts, it can be concluded that the module is practical and valid with an average of 3.77. Furthermore, based on the results of the first and second phase trials, it can be concluded that the display of Indonesian language teaching modules based on the Merdeka Curriculum is attractive to students. In addition, the results of the evaluation of the test subjects met the specified KKM so that it could be concluded that each test subject could understand the material for writing argumentation texts. These results show that the Teaching Module of Writing Argumentative Texts was effectively used in a limited trial of two small groups. Based on the data presented above, it can be concluded that the teaching modules developed are valid, practical, and effective, so the modules developed can be feasible if used as an alternative to learning Indonesian in the material of writing argumentation texts.

The teaching modules that have been developed meet the requirements to be used as an alternative to learning Indonesian because there are learning objectives, student learning activities, evaluation, follow-up, and a bibliography in this module. According to the notion of an independent curriculum, the teaching modules that have been developed can be categorized as effective and practical teaching modules because, in these teaching modules, there are learning activities that direct students to associate the material with the real-world of students. However, the development of the module was limited to the trial stage of two small groups, which were limited to five seven-grade students and seven eighth-grade students. Developers have not conducted trials for medium and large groups, so the level of effectiveness is unknown.

### **SUGGESTION**

Teachers can use this teaching module as an alternative to learning Indonesian based on the independent curriculum in writing argumentation texts. This teaching module can be used for students with higher average and lower average ability because it is accompanied by instructions for using the module to make it easier for teachers and students to learn it.

The development of this teaching module is only limited to the material for writing argumentation texts. Therefore, it is hoped that there will be a follow-up to the development of teaching modules with a problem-based approach or other approaches for other materials so that they can enrich student learning resources and can be used as support in implementing the Independent Curriculum.

For other developers, trying out this teaching module on students in medium and large groups is recommended so that the effectiveness level is known.

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