



Development of Problem Based Learning Modules on the Theme of My Country's Richness to Improve Learners' Writing Skills Grade 4 Elementary School

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Abstract. Development of Problem-Based Learning Module on the Theme of My Country's Richness to Improve Students' Writing Skills of 4th Grade Elementary School. This study aims to realize the product development of the thematic module based on Problem-Based Learning on the theme of the richness of my country and test the feasibility of teaching materials for the thematic module based on Problem-Based Learning on the theme of the richness of my country to improve the writing skills of grade 4 elementary school students. The type of research used is research and development (Research and Development). The population is Grade IV students of SD Negeri 1 Cahaya Negeri and SD Negeri 1 Bumi Nabung. Data collection techniques using observation, and questionnaires. This research data analysis technique uses the Borg and Gall technique, producing a Problem-Based Learning module on the Kayanya Negeriku Theme to improve writing skills including potential and problem stages, collecting data, product design, design validation, design revision, product testing, and product revision. The PBL module received student responses in the very interesting category and the average writing skill pretest in the experimental class was 68.43. While the average posttest is 86.50. The average pretest writing skill in the control class was 61.83 and the post-test average was 78.16. From these results, it can be seen that the post-test average of writing skills in the experimental class is higher than the control class.

Keywords: PBL Module · Writing Skills · Elementary School

1 Introduction

Education is an important part of life, as well as a differentiator for humans from other living things. The implementation of education occurs through a process of transferring knowledge between educators and students or better known as learning. Quality education will produce quality human resources and have a big impact on the progress of society because in it there is a development of self-potential born from intellectual

ingenuity and a positive personality [1]. In the process, this education is implemented through an effective and efficient teaching and learning process. Learning is a change that occurs through practice and experience [2]. The learning process in schools is a process that involves students, educators and learning resources to achieve the desired student learning outcomes in a learning environment.

According to Berdiati (2014) learning literally means the process of learning [3]. The learning process can be interpreted as a process of adding knowledge and insight through a series of activities carried out consciously by a person and resulting in changes in himself, so that there is a positive change and at the final stage will be able to get new skills, skills, and knowledge [4].

In the current education system, Indonesia uses the 2013 curriculum as a reference in learning. The 2013 curriculum or often referred to as the integrated thematic curriculum is a curriculum that in learning is adjusted to the stage of child development, the characteristics of children's learning methods, concepts of learning and meaningful learning, namely by building integrated subjects that unite different subjects into a unified meaning and relate them to real life. According to Daryanto (2014: 3) thematic learning is defined as learning that uses themes to relate several subjects so that it can provide a meaningful experience [5]. Learning activities in elementary schools grades I to VI are carried out using integrated thematic learning. The government designed 21st-century learning through the 2013 curriculum based on students to develop critical thinking skills, communication skills, collaborative skills and develop creativity. These efforts are developed through thematic learning. Generally, writing skills are part of the competence of students in improving skills that are directed at improving communication skills, critical thinking skills, collaborative abilities and developing activities.

Through the implementation of the 2013 curriculum, educators are required to be able to develop writing skills to students. The delivery of learning is expected to provide experiences that are able to develop the knowledge of students. The role of the educator in the success of his learners is very important. Apart from being a teaching designer, an educator must be able to improve the skills of students in certain lessons by using a good language of communication. Nowadays, two types of communication are known, namely direct communication and indirect communication. Direct communication can be seen through speaking and also listening, which is done with two or more people. Indirect communication is seen from reading and writing activities. Writing skills are one of the four language skills, which have a very important role in human life. Because without understanding the language, it is very difficult to get along in the life lived.

The ability to write cannot be allowed naturally, but through the process of learning. In writing, it is necessary to have a form of expression of ideas that is continuous and has a logical order using a certain vocabulary so that it can describe or present information that is expressed clearly [6], emphasizes that writing is defined as the activity of expressing ideas/ideas using written language as a medium of delivery. Writing is also one of the four skills of language such as listening, speaking, and reading.

In relation to the world of education, writing plays a big role in supporting learning success because almost all activities cannot be separated from writing activities from making proposals, scientific papers, theses to taking notes and copying writings from the blackboard. Revealed the role of writing, namely: (1) contributing intelligence; (2)

develop initiative and creativity; (2) cultivate courage; and (3) encourage the skill of collecting information. Henry Guntur Tarigan (2008: 9) added the role of writing in the world of education, namely, (1) making it easier for students to think critically; (2) make it easier for learners to feel and enjoy n-relationships; (3) deepening the grasping and perception of learners; and (4) explaining the thoughts, ideas and ideas of learners[6].

The problem that arose when researchers made observations in grade 4 at SDN 01 Cahaya Negeri and SDN 1 Bumi Nabung, researchers found problems in learning activities Indonesian, where in these learning students experienced difficulties when learning to compose. Based on observations made by researchers, researchers found several things that caused the low skills of students in writing essays in grade 4 at SDN 1 Cahaya Negeri and SDN 1 Bumi Nabung, including (1) students have not been able to express ideas or ideas in writing good essays, (2) students in writing an essay still need a long time, (3) learners have difficulty in developing language in writing essays. (4) learners in writing do not pay attention to EYD.

The K13 curriculum at the elementary level is to write with the right choice of words. Good writing is writing that is able to arouse the feelings of the reader, arouse the emotionality of the reader and make the atmosphere of the writing more lively with depiction through figurative language. The writing contains ideas, thoughts and ideas that are in the author's mind when the author wants to write the writing, which is depicted in figurative language.

Hevaluation of writing in grade IV SD Negeri 1 Cahaya Negeri and SDN 1 Bumi Nabung only resulted in an average of 67, where the gain was still below the KKM standard of writing skills of 75%. The low skill of writing students is due to the assumption of students that writing skills are less important than other lessons (language), which ultimately has a direct impact on the ability of students who experience difficulties when given writing tasks. The difficulty faced by students is determining the right theme and word choice in writing learning. Therefore, students need to be given a view or overview of the theme. The results also illustrate that students have not been able to develop the ability to communicate Indonesian especially in writing skills. Skills can only be acquired and mastered by practical paths and many trainings that can be elaborated through the development of PBL modules.

There are many learning models that can be used to create a student-centered learning atmosphere. In the application of K13 scientific learning, several learning models are known as stated in the Minister of Education and Culture Number 22 of 2016 concerning Process Standards that the learning models that are prioritized in the implementation of K13 are inquiry-based learning models, discovery learning models, project-based learning models, and problem-based learning models (Problem Based Learning). So that the learning model that is implemented in K13 learning should refer to one of these learning models. Based on the explanation of the Minister of Education and Culture Number 22 of 2016 above, there is a problem-based learning model (Problem Based Learning) as one of the models that can be applied in K13 scientific learning. Problem-based learning model (Problem Based Learning) is a learning model that presents contextual problems so as to stimulate students to be actively involved in learning.

The reason for choosing the PBL learning model in this study is because the PBL model has deeper potential that can improve students' higher-level thinking ability, be

able to deepen students' understanding, please students in learning, develop positive attitudes of students, develop student leadership attitudes, develop student curiosity, increase student self-confidence. PBL is used because it has several advantages, namely it is a fairly good technique to better understand the content of the lesson, can increase the effectiveness of student learning and is able to help students to understand problems in real life.

This is supported by the results of previous research [7]. The results obtained from the study are an increase in writing skills through the Problem Based Learning learning model for class IX students of SMP Negeri 4 Metro. Research by Hasanah, et al. (2016) on the development of writing learning modules with a Problem Based Learning model [8]. The results showed that the writing learning module with the Problem Based Learning model developed thanks to the category is very valid, as can be seen from the four aspects of module feasibility, content requirements, the suitability of the Core Competency (KI), and the implementation of the presentation. module learning to write a Problem Based Learning model is a very practical module. module is an effective module to improve the writing skills of students.

The research above shows that students' writing ability can be improved through the application of the Problem Based Learning model, students can improve the ability to write exposition texts which include aspects of content, text structure, vocabulary, sentences, and mechanics. This learning model is oriented towards a problem and students are required to develop the ability to think, solve problems, and find solutions to problems faced both individually and cooperatively.

As with the above problems, in addition to choosing the right learning model, researchers will develop teaching materials in the form of modules. Modules are teaching materials that can be used by educators in the learning process to create an active learning atmosphere. Through the module, students with the guidance of educators will be guided to carry out learning activities. So that educators are no longer a learning center but as a facilitator for students in carrying out learning activities.

Furthermore, to find out the needs of modules for students in learning, researchers conduct a needs analysis of the modules used. The analysis was carried out by distributing questionnaires and interviews on November 15, 2021 involving 2 educators of SD Grade IV SDN 1 Cahaya Negeri and SDN 1 Bumi Nabung where the results of the pre-survey showed that in the school there was no PBL module for the development of writing skills and if there was not a homemade module, inaccordance with the Learning Competency Standards, the existing module contains guidance on good and correct writing steps, but the operational steps and examples are still not clear. The pre-survey questions through this interview technique are then focused on the problem of the need for teaching materials which consists of aspects of the willingness of teaching materials, the suitability of learning objectives and presentation. The results of interviews with 2 educators from different SDN showed that the teaching materials used were not teaching materials compiled by the educators themselves, besides that the material presented was not in accordance with the learning objectives, especially in the aspect of writing skills. The results of the interview also illustrate that according to educators, students need learning that is not monotonous and needs new innovations either through teaching media or

teaching materials as a means to stimulate the process of developing creative ideas in writing.

Based on the results of the distribution of questionnaires and needs analysis interviews to 2 grade IV educators at SDN 1 Cahaya Negeri and SDN 1 Bumi Nabung Lampung Utara, researchers found that even though they had implemented K-13 and used teaching materials such as Thematic package books, the learning resources Indonesian for students were not sufficient. In addition, the teaching materials used are obtained from publishers that do not meet the needs of students and the demands of the curriculum, tending to only contain knowledge of the completion of conceptual material. This means that learners are not given the opportunity to use, apply concepts in the daily life of learning resources.

Writing learning can happen effectively if educators can implement learning strategies that can provide opportunities for learners to be more active, creative, and innovative. Teaching materials that will be developed to improve writing skills to overcome obstacles for students in improving writing skills are through Problem Based Learning-based modules. The development of a Problem Based Learning-based module contains the stages of the learning stages. Dessay of development research that adopts the Dick & Carey model which includes the stages of introduction, analysis, design, development, and testing.

Based on previous studies, the implementation of this research was carried out with different conditions from previous researchers where in previous studies no one had researched about improving writing skills through the development of PBL models with the objects of elementary school students. This is what emphasizes the novelty of the research with previous research studies. Therefore, the researcher took the initiative to make the development of module teaching materials based on the Problem Based Learning learning model on theme 9 about the richness of My Country for class IV SD / MI. The author hopes that the development of modules based on the Problem Based Learning learning model can help students to improve their writing skills. Based on these problems, researchers are interested in developing teaching materials with the title: "Development of a thematic module based on Problem Based Learning on the theme of my country's richness to improve the writing skills of grade 4 elementary school students.

2 Method

A. Type of Research

The type of research method used is the Research and Development method. This research method refers to the Borg & Gall model with minor adjustments according to the context of the study. The resulting product is in the form of teaching materials in the form of modules as a support in improving writing skills.

B. Development Model

Model development, Borg and Gall contain systematic guidance on the steps taken by the researcher so that the product he designed has a feasibility standard. Thus, what

is required in this development is a reference on the procedure of the product to be developed.

This development research begins with the results of preliminary research that is the first research (R) section in R&D. Preliminary studies are carried out to obtain preliminary information about the needs, field conditions, and feasibility of developing teaching materials. The results of preliminary studies are used to design and develop products. Product development design at this stage is part of development (D) in R&D. At the design stage of product development, teaching materials are designed and developed in the form of modules based on Model Problem Based Learning for grade IV elementary school students. At this stage of the development process, product tests are carried out in small groups. The product then undergoes revision after being tested again in a broad group test and then revised again. The final result of this development is in the form of products or the results of the development of teaching materials in the form of modules to improve the writing ability of students based on Problem Based Learning for grade IV elementary school students who have been declared feasible and ready to be implemented in the learning process in the classroom at basic competencies (KD).

C. *Product Development Process*

The development and research procedures used by researchers as a reference in conducting research are development procedures belonging to Dick and Carey. Dick and Carey suggested that the application of development procedures be carried out sequentially. However, Borg and Gall have adapted the development procedures belonging to Dick and Carey into ten steps.

The stages of the Borg and Gall adaptation results are grouped into three main stages, namely preliminary study, development, and product evaluation. The stages are then described in steps in the form of 1) potential and problems, 2) data collection of teaching material needs, 3) development of teaching materials through product design (design) and developing the initial product form, 4) product evaluation through validation by relevant experts/experts, 5) revision of product designs validated results, 6) product trials on peers and small class trials and product revisions of trial results continued with wider trials in learning writing (20–30 students), and 7) revising into an operational product in the form of a module that is ready to be tested for effectiveness of its use.

1) *Practical Test or Peer Test*

Practical or peer testing is carried out to obtain as much input as possible from practitioners or peers, namely educators Indonesian. Practitioners are people who are often invited to discussions to provide assessments, criticisms, suggestions, and inputs that are useful for the improvement (revision) of teaching materials developed until they are ready to be tested at the next stage.

2) *Expert or Expert Test*

The implementation of expert or expert tests is intended to obtain input from experts or experts who have competence in the relevant field of study. In this context, expert or

expert tests are carried out to material experts or literary learning content and learning technology experts. The results of expert or expert tests are also in the form of comments, criticisms, suggestions, corrections, and assessments of the development product. Expert or expert tests are carried out with interview techniques, discussions, and product assessment questionnaires. The results of practical tests and expert or expert tests are used to revise the product design until a decent product design is obtained.

3) *Limited Field Trials*

Limited field trials involved 5–15 learners as respondents. Field trials in this limited group are carried out by piloting Indonesian learning module products to educators and students as potential users of the product. The results of limited field tests are used to revise the product so that a quality product is produced. Limited field trials and product revisions were carried out in collaboration between researchers and educators armed with suggestions and comments from students as users of teaching materials. Field trials in small groups are carried out until a product that is better than the previous product is obtained and is ready to be tested in subsequent tests.

4) *Main Field Trials*

Field trials in large groups were conducted at three different elementary schools. Field trials in large groups are carried out by piloting development products to educators and students as potential users of the product.

D. *Research Subjects*

The subjects in this study are grouped in three stages, namely preliminary studies, development processes, and development products.

E. *Data Collection Techniques*

In this study, the data collection techniques used were unstructured interviews, questionnaires, and description tests in the form of questions that required children to answer in the form of deciphering or providing a basis in accordance with the demands of the questions. The three techniques are not used simultaneously but are adapted to each stage of the development procedure. At the analysis stage, researchers use interview techniques to conduct a needs analysis. The design and development stage, the data collection technique used is a questionnaire and as a support for product revision materials. Furthermore, at the implementation stage, the thematic module of Problem Based Learning was applied on the theme of the richness of my country to improve writing skills at this stage, tests were also used, interview questionnaires. The following will be presented a description of data collection techniques.

1) *Interview*

At the analysis stage, the researcher uses unstructured interview techniques. The unstructured interview technique is done by not preparing a list of questions just to determine the important things to be asked. Important things that will be asked include the learning materials used when learning writing skills, the advantages and disadvantages of existing writing learning materials.

2) *Questionnaire*

Questionnaires are used by providing the most accurate statements to be answered by the response. Questionnaires are given to experts and educators to find out the validity of the product. The assessment criteria use five scales, namely not good score 1, not good score 2, good enough score 3, good score 4, and excellent score 5. The results of these suggestions and inputs from experts and educators are used to improve learning module products.

3) *Test*

The test used in this study is a test used to find out the level of writing skills of learners. The improvement of writing skills is determined based on the assessment of writing that has been written by the child. Each aspect of the assessment has different assessment indicators. Assessment indicators on overall writing quality use a score range of 0–7 based on the stages of writing from planning, writing to editing adapted from research conducted by [9]. The word count assessment indicator is obtained from the identification of a calculated word when it consists of at least two letter characters and is separated by spaces before and after it [10]. Furthermore, the indicators of assessment of planning evidence are the existence of notes in the planning column (Asaro- saddler & Bak, 2012: 371) and changes in the planning process which include cross-out, addition, and merger [10, 11]. The intended change in the planning process is the cross-out of ideas contained in the planning not contained in the written text, the addition of ideas not contained in the planning but added in the written text, and the merging of two or more ideas listed in the planning process is combined into one text.

F. *Data Analysis Techniques*

Data analysis activities in this study used descriptive analysis based on the results of expert data analysis, and data analysis during product trials. The rule of scoring in that this is appropriate according to [12].

1) *Student Questionnaire Sheet*

The data analysis step on the student questionnaire sheet using scores from 1–5 criteria is shown in Table 1.

Table 1. Data Analysis Step on the Student Questionnaire Sheet

1	Excellent
2	Good
3	Good enough
4	Not good enough
5	Very poor

2) *Homeroom Educator Interview Class IV*

The data obtained from the educator's interview is written in the form of a description, then summarized and selected the main things that are the need for teaching materials.

3) *Validation of Eligibility of Experts, Practitioners*

Data analysis activities from the results of the questionnaire were carried out by looking for the average score of the likert scale based on each aspect. These aspects are (1) content feasibility, (2) language feasibility, (3) presentation feasibility, and (4) graphic feasibility. The respondent's questionnaire on the product has 5 answer choices according to the content of the question, namely 5 = very appropriate, 4 = appropriate, 3 = quite appropriate, 2 = less appropriate, and 1 = very less appropriate. The score from the counter will show the level of feasibility of teaching materials based on the assessment of experts/experts, practitioners, and students. The results of the percentage of the score are then converted into qualitative data using the interpretation of the score according to Table 3.

3 Result and Discussion

A. *Potentials and Problems*

The potential problem in this study is to develop a problem-based thematic module. This research was conducted at The State Elementary School 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri Lampung Utara which are elementary schools located in Jalan Lintas Sumatra North Lampung. Oleh therefore to collect information that it is necessary to develop a problem-based learning (PBL) module guided on the theme material 9 Kayanya Negeriku. This stage begins with the filling of the questionnaire sheet addressed to the class teacher of class IV students at SD Negeri 1 Bumi Nabung and SD Negeri 01 Cahaya Negeri. Development examines how learning activities are carried out by teachers and the learning media used to support learning activities. The problem that exists is that based on previous research in learning activities, they already have learning modules. However, the modules owned are not yet problem-based. The modules used so far are less usable for students as a medium for independent learning because students are seen as less attractive. In addition, students are not required to

search and find for themselves a concept of the material being studied but only receive an explanation of the teacher's material. Teachers and students also stated that the use of existing modules is not enough to be used as a learning medium so that other learning media are needed, namely in the form of problem-based learning modules on the theme 9 Kayanya Negeriku.

Direct observation is carried out to be able to find out the completeness of the facilities and infrastructure owned by the school as a learning resource for teachers and students who support learning activities. What was observed included the availability of modules, the availability of student learning activity sheets and the availability of libraries. The results of direct observations at SDN 1 Bumi Nabung and SD Negeri Cahaya Negeri obtained that facilities and infrastructure supporting teaching and learning activities such as the availability of modules, the availability of student learning activity sheets and the availability of libraries are available, but their use is still rare. The results of the complete observation of facilities and infrastructure can be seen in appendix 1. The results of filling out this questionnaire and observation become a reference for writing the background of this development research problem.

1) *Collecting Data*

After the process of potential and problems is completed, the next stage is to collect information. The information obtained is a printed book of teaching materials from schools, using a data collection tool in the form of documentation. At this stage, after a potential problem is carried out, the next step is to collect data and various information that will be used as material for product planning that is expected to overcome the problem. The results of direct observations are carried out to determine the completeness of the facilities and infrastructure owned by the school as a learning resource for teachers and students who support learning activities such as the availability of modules, the availability of student learning activity sheets and the availability of libraries. All facilities and infrastructure are readily available, but the learning activity sheets that have been used to do practice questions and homework, while the facilities and infrastructure supporting learning activities such as libraries are already in place but the management is not optimal and is rarely used by students.

Based on the questionnaire on the needs of class V Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri students' needs for modules, an average percentage score range is obtained, if 0–50% answer “yes” then there is no need to develop a problem-based learning module on kayanya Negeriku thematic material. If it is 51–100%, it is necessary to develop a problem-based learning module on the thematic material Kayanya Negeriku. In the student needs analysis questionnaire, it was obtained that the average score of the percentage of answering yes was 72.25% and for the teacher needs analysis questionnaire it was obtained that the average score of the percentage of answering “yes” was 72%. Based on the results of the analysis of the needs of students and teachers, the development of problem-based learning modules on the thematic material of Kayanya Negeriku was carried out.

2) *Product Design*

The steps for preparing the product design of this module include adjusting the standards of competence and basic competencies as well as a syllabus based on the 2013 Curriculum curriculum which is adjusted to problem-based learning. This module uses a paper size of A4; a space scale of 1.5; the typefaces used are times new roman (Aa Bb Cc Dd), Free Neue (Aa Bb Cc Dd), Humanst Cn Bt (Aa Bb Cc Dd).

3) *Validation*

The design test assessment is carried out by an expert in the field of master of education in evaluating the design of the problem-based learning module on Theme 9 Kayanya Negeriku. Based on the results of the design expert test, the design of the problem-based science learning module on Theme 9 Kayanya Negeriku that needs to be improved is the appearance of images that need to be presented with natural illustrations in the form of photo images instead of cartoon images. In the writing of the theme that is too large, it can be reduced to adjust to the composition of the cover design lay-out and adjust the placement of the writing to make it more attractive. The title also needs to be equipped with this module developed based on problem-based learning. In the module to be equipped with clear instructions or commands. Descriptions to be shortened by using direct sentences. On the lay out of the images are interesting and varied illustrations. The typeface used to use the standard font times new roman, except for the writing of large titles and theme titles. Based on the expert's test, improvements were made in accordance with the improvement advice given by the expert. Media expert validation aims to test the presentation of module through a problem-based learning model-based approach. Based on the results of validation by material experts, it is known that the validation of media experts who carried out 9 aspects of assessment resulted in a total score of 31 points while the maximum score was 36, therefore the value obtained was 0.86 which shows that the results of the material validation test assessment in the category are very good.

The assessment of the material content test is carried out by a material expert. The material test of the problem-based learning module on Theme 9 Kayanya Negeriku needs to be improved because the learning has not been given separately, the concept map is not clear, provide sub-sub-learning, give conclusions for each material. Material expert validation aims to test the completeness of the material, the correctness of the material and the systematics of the material. Based on the results of validation by material experts, it is known that the validation of material experts who carried out 11 aspects of assessment resulted in a total score of 36 points while the maximum score was 44, therefore the value obtained was 0.82 which shows that the results of the material validation test assessment in the category are very good.

Penilaian uji isi bahasa dilakukan oleh a linguist. The material test of the problem-based learning module on Theme 9 The richness of My Country needs to be improved is the use of less standard language, the use of punctuation and unclear command descriptions. Validation of linguists aims to test the completeness in terms of language and words as well as the accuracy of the sentences used in the Module, the correctness of language

use and the accuracy of the spelling of words and sentences. Based on the results of validation by material experts, it is known that the validation of material experts who carried out 11 aspects of assessment resulted in a total score of 36 points while the maximum score was 44, therefore the value obtained was 0.82 which shows that the results of the material validation test assessment in the category are very good.

B. *Product Trials*

In development research, a product that has been developed requires trial activities in a gradual and continuous manner. At this stage, a one-on-one trial is carried out with the aim of seeing the suitability of the media in learning before the media trial stage in field trials or usage trials. The one-on-one test was carried out by three students of Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri who were randomly selected. At this stage, students use the product independently and then given a questionnaire to state whether the product is attractive, easy to use, and helps students in the learning process with the answer choices "Yes" and "No". The first student 100% answered "yes", the second student answered 100% "yes" and the third student answered 100% "yes" the student only gave input and suggestions that they in carrying out the learning needed guidance from the teacher in the learning process. Based on the results of product trials, it can be stated that module is attractive, to be studied because the design of the module is attractive. The content of the module is easy to understand, easy to understand, the penetration in the module is easy to solve, so that the module can be beneficial to the improvement of students' knowledge.

C. *Product Revisions*

After testing the product, there are no revisions made by the developer because the product does not have weaknesses and shortcomings, so the product is suitable for use in trial use.

D. *Usage Trials*

Usage trials or field tests are the final stage of the formative evaluation carried out. Field tests were carried out to one sample class, namely as many as 40 students of Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri. Field tests aim to determine the level of attractiveness, ease of use of the product, the expediency of the product, and the effectiveness of the product. The results of the usage test in accordance with the questionnaire of attractiveness, convenience, and expediency can be seen in Table 2.

The results of the test are attractive for the ease of using the product, the expediency of the product, and the effectiveness of the product. The complete module can be seen in appendix 18. Another result obtained from this trial is the pretest and posttest scores to see the effectiveness of the module. Students are given pretests and posttest before starting learning and then students make purchases using modules as a learning medium. The following is a recapitulation of the results of pretests and posttest. furthermore, students given pretests can be seen Table 3.

Table 2. Test Result Guideline

No	Test type	Average Score	Statement Qualitative
1	Module Attraction	3,91	Excellent
2	Ease of Modules	3,77	Excellent
3	Module Expediency	3,98	Excellent

Table 3. Pretest and Posttest score guidelines

No	Information	Pretest score	Posttest score
1	Highest Score	72,3	93,0
2	Skor terendah	22,1	73,0
3	Average score	64,7	85,0

The results of the pretests and posttest were analyzed by the calculation of normalized gains. Based on the results of the gain calculation, an average gain of 0.67 was obtained. The score has reached an average score of $0.3 < g \leq 0.7$ which is included in the moderate normalized gain. This shows that the problem-based learning module on Theme 9 Kayanya Negeriku is worthy and effective to use as a learning medium.

E. *Design Improvements*

After the product design was validated through assessments from material experts, media experts and class V educators, the results of design improvements were carried out, adding and refining the module cover with cartoon nuances into a module with realistic photo illustrations of landscapes that showed the wealth of the Indonesian country. In addition, a re-lay out was carried out for the placement of writing on the cover so that it was proportional. The title of this module has been equipped with a new description of the problem-based learning module to improve writing skills on the theme of 9 Kayanya Negeriku.

Changes before and after the revision of the module lay out are based on corrections from media validators or designs where in the module to be equipped with clear instructions or commands, descriptions to be shortened by using direct sentences, on lay out interesting and contraped illustrative images and typefaces used to use standard letters times new roman, except for the writing of major titles and theme titles. Based on these corrections, appropriate revisions were made, namely changing the editorial of the command with clear sentences so that they are easy for students to understand, shortening descriptions and explanations with direct sentences, changing images and illustrations that have been completed and reproduced so that they are more varied and replacing the typeface with standard letters, namely Times New Roman.

Expert Advice the material has been described changes before and after revisions based on corrections from material validators is that learning has not been given separately and concept maps that are felt to be less clear and are asked to provide or add sub-learning subs. Based on these corrections, the author makes changes by dividing the learning according to the existing KD and the concept map is clarified so that students can understand the commands that require students to write something according to the commands and improve each learning by giving sub-chapters to each material.

The linguist's advice is to improve sentence writing to make it more effective and to use the correct EYD. Writing improvements had to be made because the writing was not yet in accordance with the EYD, in the initial product of the module before the revision the language used was less effective. Validators suggest replacing sentences to make them more effective so that improvements are made to sentence writing.

F. *Data Analysis Results*

1) *PBL Module Feasibility Hypothesis Test*

Based on the calculation of the assessment of the validators of media expert material experts and questionnaires of student respondents, the percentage of eligibility for the use of problem-based learning (PBL) modules was obtained on the theme material 9 Kayanya negeri ku in grade IV SD Negeri 01 Cahaya Negeri and SD Negeri 01 Bumi Nabung. The calculation results obtained the percentage of feasibility of the problem-based learning model on theme 9 Kayanya Negeriku where ahli material with an average of 0.82 (excellent category), the results of the media expert assessment were 0.86 (excellent category) and a linguist assessment of 0.80 (excellent category).

2) *The Results of the Test of the Effectiveness of the Problem Based Learning (PBL) Module Development Product*

Knowing the level of effectiveness was carried out by comparing groups that used problem-based learning (PBL) modules on the theme 9 Kayanya Negeriku at SD Negeri 01 Cahaya Negeri (experimental group) with groups that did not use problem-based learning modules at SD Negeri Bumi Nabung (control group), students were given a pre-test to see the initial ability of students before being given actions or learning using modules, then students are given a post-test to find out the level of goals that can be achieved and see the effectiveness of the module. The pretest and post-test results were analyzed with the calculation of Normalized Gain. Based on the results of the Gain calculation, the average gain for the experimental class was obtained at 0.50. The score has reached an average score of $0.50 < g \leq 0.7$ which belongs to the classification of gain tmoderate normalization.

3) *Test the Difference in the Appearance of Writing Students Using LKPD Based on the PBL Model*

The average pretest of writing the experimental class was 68.43 with a standard deviation of 5.88. The average posttest was 86.50 with a standard deviation of 6.51. The average appearance of writing the control class writing test was 61.83 with a standard

deviation of 7.30. The average posttest was 78.16 with a standard deviation of 7.34. From these results, it can be seen that the two averages of the posttest of the appearance of writing experiments and the control class are different, the appearance of writing the experimental class has a greater average value compared to the control class.

G. Discussion

1) *Form PBL Modules in Improving Writing Skills*

Based on the results of pre-research observations at SD Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri Lampung Utara which is one of the elementary schools located in Rajabasa, North Lampung City. In terms of educational facilities, it includes prerequisites that are quite good because educators are good at preparing teaching materials such as educational equipment, educational media, books and other learning resources that allow it to be an attraction when students start learning such as the use of package books, learning media that have been provided by the school. But the role of educators is still more dominant than that of learners in learning activities. Educators deliver material using the method of lectures, discussions, assignments and questions and answers. This method is very helpful in learning activities. However, this method will be more interesting if it is collaborated with a problem solving model, so that students are more motivated in the learning process. The problem-based learning model aims to develop student activities through observing, questioning, collecting information, reasoning and communicating which aims to train students to do learning optimally.

Learning activities at SD Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri Lampung Utara use teaching materials that have been provided by the school, namely printed books as a source of material used by educators and learning media that have been provided by the school. Educators use teaching materials that have been provided from the school, namely printed books. There is no module teaching material for students using a problem-based learning learning model, and the Module covers 5 general subjects, namely Civic Education (Civics), Indonesian, Mathematics, Natural Sciences (IPA), and Social Sciences (IPS). Educators have also never developed modules using problem-based learning models. Especially in thematic learning in which there are several materials that must use worksheets for students to learn independently or in groups. So that in the application of learning the role of educators is more dominant than students in learning activities.

Based on the above problems, the researcher conveyed the idea of developing Module teaching materials for thematic learning. Because previously there was no thematic module, especially on the theme 9 *Kayanya Negeriku* for students using problem solving where teachers and students cooperate in learning, so that learning is not boring. Research and development have two goals. The first goal in this development is to produce a product in the form of a Module. The second objective is to find out the response of students and educators to the Module. using a problem-based learning model approach. Modules ini are prepared based on basic competencies, competency standards and indicators of learning objectives. Module. this is complemented by using problem-based learning steps.

Researchers use the research and development procedures used by the Research and Development (R&D) development method. In this development, to produce a Module

product. which was developed, the researcher used the Borg and Gall research and development procedure which had been modified by Sugiyono and was only limited to seven steps of research and development, namely potential and problems, data collection, product design, design validation, design improvement, product trials, product revision.

The results of the material expert validation assessment resulted in a score of problem-based learning aspects in the very good category. The results of the media expert validation assessment also resulted in an average design aspect score with excellent criteria, as well as the results of the validation assessment of linguists who obtained the average score of aspects of accuracy of words and sentences with excellent criteria. As a result of observations at the research site that the initial products of learning media used at SD Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri Lampung Utara are quite good in the form of thematic printed books used in it covering 9 general subjects, namely Civics, Indonesian, Mathematics, Science, Social Studies. However, it needs to be developed again to support the learning process. To formulate the module, it begins to collect information that it is necessary to develop a guided problem-based learning (PBL) module on the theme material 9 Kayanya Negeriku.

This development process will examine how learning activities are carried out by teachers and learning media used to support learning activities in the form of learning modules. In order for the form of this module to be in accordance with the needs of students in the next stage, namely collecting information and data so that there are inventory of potential problems that students already have learning media in the form of modules and LKPD but students are still having difficulty improving their writing skills besides that it is found that the problem of unavailability of existing media has not been able to meet and increase the skill of writing about the theme material 9 Kayanya Negeriku.

Based on the findings of the problem, a media that can be used by students independently is needed in the form of a PBL module which includes material and assignments that provide facilities for students to practice writing skills based on problems in the theme material 9 Kayanya Negeriku. The form of the module developed has been processed gradually from the beginning of the process to the end of the process in the form of product design. The steps for preparing the product design of this module, including adjusting the standards of competence and basic competencies as well as the syllabus based on the 2013 Curriculum curriculum which is adjusted to problem-based learning.

The design results have been validated by experts who provide input and suggestions to improve the module design with the appearance of the image has been changed with nature illustrations in the form of nature photos, then fixing the lay out for the placement of writing on the cover so that it is proportional, the title of this module has been equipped with a new description of the problem based learning module to improve writing skills on the theme of 9 Kayanya Negeriku and change the editorial of commands with clear sentences so that they are easy for students to understand then shorten descriptions and explanations with direct sentences. Based on the results of validation by material experts, it can be seen that the validation of media experts who carried out 9 aspects of the assessment resulted in a total score of 31 points while the maximum score was 36, therefore the value obtained was 0.86 which shows that the results of the material validation test assessment in the category are very good.

The assessment of the material content test is carried out by a material expert. The material test of the problem-based learning module on Theme 9 *Kayanya Negeriku* needs to be improved because the learning has not been given separately, the concept map is not clear, provide sub-sub-learning, give conclusions for each material. The form of the PBL module has also been tested material by expert validators, among the points that get validation is learning that needs to be adjusted to basic competencies, clarifying concept maps so that students can be understood, and improving each learning by providing sub-chapters to each material. The validation results by material experts who carried out 11 aspects of the assessment resulted in a total score of 36 points while the maximum score was 44, therefore the score obtained was 0.82 which shows that the results of the material validation test assessment in the category are very good.

The form of the learning module has met the language tests carried out by the language validator. The material test of the problem-based learning module on Theme 9 *The richness of My Country* needs to be improved is the use of less standard language, the use of punctuation and unclear command descriptions. Validation of linguists aims to test the completeness in terms of language and words as well as the accuracy of the sentences used in the module, the correctness of language use and the accuracy of the spelling of words and sentences. The results of validation by material experts can be seen that the validation of material experts who carried out 11 aspects of assessment resulted in a total score of 36 points while the maximum score was 44, therefore the value obtained was 0.82 which shows that the results of the material validation test assessment in the category are very good.

The results of trials related to attractiveness were carried out through two stages, namely small group tests and field tests experienced an increase in the average score in their aspects. The results of small group tests were obtained an average of 3.29 with very interesting criteria and in field tests obtained an average score of 3.33 with very interesting criteria.

2) *Advisability PBL Module in Improving Writing Skills*

The feasibility of PBL-based thematic modules in improving writing skills is carried out trial activities in stages and continuously. At this stage, a one-on-one trial is carried out with the aim of seeing the suitability of the media in learning before the media trial stage in field trials or usage trials. Based on the results of product trials, it can be stated that the modules are interesting, to be studied because the design of the modules is attractive. The content of the module is easy to understand, easy to understand, the penetration in the module is easy to solve, so that the module can be useful for the improvement of learners' knowledge. Field tests were carried out to one sample class, namely as many as 40 students of Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri. Field tests aim to determine the level of attractiveness, ease of use of the product, the expediency of the product, and the effectiveness of the product. Another result obtained from this trial is the pretest and posttest scores to see the effectiveness of the module. Students are given pretests and posttest before starting learning and then students make purchases using modules as a learning medium. Based on the results of the gain calculation, an average gain of 0.67 was obtained. The score has reached an average score of $0.3 < g \leq$

0.7 which is included in the moderate normalized gain. This shows that the PBL module on Theme 9 Kayanya Negeriku is worthy and effective to use as a learning medium.

Knowing the level of effectiveness was carried out by comparing the group that used the PBL module on the theme 9 Kayanya Negeriku at SD Negeri 01 Cahaya Negeri (experimental group) with the group that did not use the PBL module at SD Negeri Bumi Nabung (control group), students were given a pre-test to see the initial ability of students before being given action or learning using the module, then students were given a post-test to know the level of goals that can be achieved as well as see the effectiveness of the module. The pretest and post-test results were analyzed with the calculation of Normalized Gain. Based on the results of the Gain calculation, the average gain for the experimental class was obtained at 0.50. The score has reached an average score of $0.50 < g < 0.7$ which belongs to the classification of moderately normalized gains.

The average pretest of writing the experimental class was 68.43 with a standard deviation of 5.88. The average posttest was 86.50 with a standard deviation of 6.51. The average appearance of writing the control class writing test was 61.83 with a standard deviation of 7.30. The average posttest was 78.16 with a standard deviation of 7.34. From these results, it can be seen that the two averages of the posttest of the appearance of writing experiments and the control class are different, the appearance of writing the experimental class has a greater average value compared to the control class.

The use of the PBL model in writing learning can improve students' writing skills. The PBL model used in the writing learning process is very helpful for students in completing the tasks given by the teacher, because with the PBL learning model students are motivated to think critically, and develop initiatives, as well as active and independent learning in writing learning. Teachers have not applied the right learning model in the writing learning process so that learning feels monotonous from time to time.

The learning process is still teacher-centered. Sometimes teachers have used learning models but are still less directed. Teachers have not used a good learning model in writing skills. Application of the PBL learning model. PBL encourages students to be active, independent, creative and think critically and develop their initiatives in solving problems. The learning process with the PBL model motivates students to be able to apply their knowledge. The PBL learning model is very helpful for students in writing lessons and interpreting a piece of writing because students can exchange ideas with other friends about the difficulties they face. Writing lessons using PBL make it easier for students to learn because it is more effective and very fun because students can work together with their peers to talk about something important and help the brain work to be more active.

Learning to write using PBL students can develop with the potentials they have with predetermined material and students are more active and can improve writing skills. The researchers concluded that writing skills using the PBL learning model provide positive results on the learning process and increase student competence. Writing skills using the PBL learning model can provide positive results in learning and help students to improve writing competence. The supporting factor of writing learning is the ability of teachers to plan learning and carry out learning to increase interest in learning and foster student initiatives so that students become active and creative in learning by utilizing the PBL learning model. The student can determine for himself what to learn, from which

information should be obtained, and under the guidance of the teacher. Students can improve critical thinking skills and develop interpersonal relationships in group work.

The use of the PBL learning model makes students look enthusiastic in participating in learning to write drama scripts. Students' view that writing activities are difficult begins to diminish. The teacher explains the writing material that is short, clear, and directly on the subject matter of the writing material so that students are more able to understand the writing material. Students are able to solve problems both in groups and individuals by thinking critically and logically and develop initiatives in learning to write drama scripts based on real events. In the evaluation activities, the implementation of the assessment is good.

4 Conclusion

The conclusion of the preparation of the development of module Problem based learning on Theme 9 Kayanya Negeriku to improve the writing skills of students at SD Negeri 01 Bumi Nabung and SD Negeri 01 Cahaya Negeri deserves to be used as ematic learning material. The conclusions that can be drawn from this development research are as follows:

1. The development of a problem-based learning module on the theme of Kayanya Negeriku to improve the writing skills of students by using the Research and Development model of Borg and Gall includes the stages of potential and problems, collecting data, product design, design validation, design revision, product trials, and product revisions.
2. Module Problem based learning module problem based learning on the theme Kayanya Negeriku to improve writing skills gets the response of students in a very interesting category.
3. The average pretest of writing skills in the experimental class was 68.43. The average number of posts was 86.50. The average writing skills of the control class pretests were 61.83 and the average posttest were 78.16. From these results, it can be seen that the two average posttest of writing in the experimental class are higher than those of the control class.

Some suggestions that can be given to develop module Problem based learning On Theme 9 Kayanya Negeriku to improve the writing skills of students are that teachers should be more creative in modifying teaching materials that are already available so that learning is not monotonous and teachers and researchers should be able to implement modules based on learning models problem based learning on a wider scope and material.

This module is arranged according to the characteristics of students so that it is expected that students will use it independently and the end of the time allocation is very concerned, considering that the implementation of module learning based on problem-based learning models requires a lot of time.

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