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ORIGINAL RESEARCH

DEVELOPING OF "BAHASA" INDONESIAN LANGUAGE LECTURE MATERIALS TO INCREASE SKILLS WRITING STUDENTS S-1 NURSING BINA SEHAT PPNI HEALTH SCIENCE INSTITUTE

Moh. Zainudin[1], Asef Wildan Munfadlila[2], Eka Nurjanah[3]

Bina Sehat PPNI Health Science Institute Mojokerto,
Pesantren Tinggi Darul Ulum Islamic University Jombang
Email correspondence: zenika59@gmail.com, Acheif90@gmail.com, ekanurjanah@fai.unipdu.ac.id

ABSTRACT	Keywords
language "bahasa" teaching materials to improve the writing skill of the S-1 students of Nursing Stikes Bina Sehat Ppni Mojokerto is based on the needs analysis of the S-1 Nursing students. the analysis of the characteristics of the S-1 nursing students, and the need analysis for lecturers. In the requirement analysis for students, the average score obtained by the category strongly agree (SS) for the development of teaching materials got 29.6%, and the category agreed (S) got 62%. Likewise with the analysis of student characteristics, the average score of students who strongly agree (SS) get the number 29.4%. Furthermore, the students who agreed (S) obtained a score of 33.4%. Likewise with the questionnaire needs for lecturers who want a module in the learning process. The purpose of this study is to obtain an objective description of the needs of learning materials and obtain an objective description of the Indonesian language teaching materials development model to improve students writing skill S-1 nursing stikes bina sehat ppni mojokerto. Development of Indonesian Language Material to Improve Student Writing Skill S-1 Nursing Stikes Bina Sehat Ppni Mojokerto, using 4-D development model (four D model). The 4-D development model consists of four development stages: define, design, develop, and disseminate or be adapted into 4-P models (model 4 P), defining, designing, developing, and deploying. Given the limitation of the researcher on financial problems, for the stage of dissemination is not done. The result of analysis of validation sheet of material experts, designers and learning media, and practitioners expert, can be concluded that the teaching material is very valid. It can be known based on the value in the material expert's validation sheet reaching 92.5%. Designer and learning media expert who reached 93%, and expert practitioners who reached 89%. With the explanation that the values entered in the scoring scale are very valid.	*Development Of Teaching Materials, Modules, Writing Skills, S-1 Nursing Students*

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INTRODUCTION

The Indonesian language course on the S-1 Program of Nursing is a very important general basic course mastered by nursing students. The importance of mastering Indonesian courses is based on the following reasons. First, the Indonesian language is the language of the unity of the Indonesian state and the state of the state. Second, Indonesian has four functions, 1) as a means of communication, 2) as a tool for expressing self-expression, 3) as a tool for social integration and adaptation; and 4) as a tool for social control (Keraf, 1998).

Furthermore, leading to language skills, four language skillsmust be mastered by bachelor graduate nursing students, namely reading, writing, listening and speaking skills. The four skills are related to one another. This means that each skill influences or is influenced by other skills. For example speaking skills, it is closely related to listening skills. Speaking skills, are very productive skills. The study conducted by Sri Setyarini et al., About Higher order thinking skills (HOTS) or called high-level thinking skills, shows that students still find it difficult to tell stories according to their own version(Setyarini, Muslim, Rukmini, Yuliasri, & Mujianto, 2018). It is also not much different from writing skills that are very closely related to reading skills. Writing as a very productive language skill, becomes one of the skills that must be mastered by students, because these skills are closely related to the process of the final project, namely the thesis. Writing is not easy, but must be studied. One of them is by building strong motivation to continue learning (Tamas, 2018). To practice writing skills, students need teaching materials that can be used to learn concepts, techniques, and exercises. But unfortunately the researchers have not found Indonesian language teaching materials at the library of Stikes Bina Sehat PPNI Mojokerto. Even though the existence of teaching materials is very important. It is a learning resource for students. The absence of teaching materials used by students will make it difficult for students to study Indonesian language subject matter. They will not have the basic knowledge capital that can be developed, which makes them critical students.

Therefore, it is necessary to develop a teaching material that allows students to write. The instructional material itself has an understanding of all forms of material (both information, tools, and text) that are arranged systematically, which displays the complete figure of the competencies that students will master and use in the learning process with the objectives of planning and reviewing the application of learning, such as textbooks, modules, handouts, LKS, models, audio, etc.,(Prastowo, 2014).

Furthermore, research development is research that aims to produce a certain product, review something by following the flow of time period, learn a process the occurrence or the happening of a particular event, circumstance, and object (Punaji, 2012).

Research development, in accordance with the above definition is a research to produce products. The absence of teaching materials used by Nursing Undergraduate students in learning Indonesian, is the problem that underlies this research. So that between Indonesian language development and learning research has a very close relationship. A very close relationship can be seen from the Indonesian language learning that requires learning resources in the form of teaching materials, and to make teaching materials is not an easy matter, because it has stages that must be done. It is very appropriate if you use development research, which is a study that aims to produce a particular product.

Similar research has been done by Ana Masruroh (NIM 11201241024) with the title of Development of Intelligent Writing Learning Based Learning Module for Junior High School Students, Undergraduate Program of Language and Art Faculty of Universitas Negeri Yogyakarta in 2015. The result of experiential module development experiment conducted by researcher Previously achieved well. It can be seen from the four aspects that the researchers put forward in the abstract, that: 1) for the content aspect obtained an average score of

4.49 categorized as "very good". 2) the language aspect earns an average score of 4.66 categorized as "very good". 3) the presentation aspect earned an average score of 4.68 "excellent" and the aspect of graphics earned an average score of 4.71 categorized as "very good". The final score of the learning modules developed is 4, 63 is categorized as "excellent" with a 92.6% eligibility level and is stated to be very feasible to use(Masruroh, 2015).

Based on the previous researcher, the researcher can explain that the research focus of the researcher is on the development of teaching materials of Indonesian language to improve the writing skill of the students of S-1 Nursing Stikes Bina sehat PPNI Mojokerto, so the purpose of this research are: to obtain an objective description about the need of teaching materials Bahasa Indonesia and obtain an objective description of the Indonesian language teaching materials development model to improve the writing skill of the S-1 students of Nursing Stikes Bina Sehat PPNI Mojokerto.

METHOD

This research uses 4-D model development method which consists of four development stages, namely define, design, develop, and disseminate or adapted into 4-P model (model 4 P), that is defining, designing, developing, and spreading.

First, the defining phase, which includes five basic steps, namely (1) front end analysis, (2) student analysis, (3) task analysis, (4) concept analysis, and (5) formulation of learning objectives.

Second, the design stage. This stage consists of three steps, namely (1) preparation of benchmark reference tests, (2) media selection, and (3) selection of formats.

Third, the development stage. The purpose of this phase is to produce teaching materials of Indonesian language to improve the writing skill of Nursing S-1 students who have been revised from the experts (validator). This stage includes, validation of Indonesian teaching materials, simulations, and trials.

Fourth, the stage of dissemination. This stage is included in the limitations of researchers, because researchers do not perform the stage of product dissemination, due to financial problems.

Result

This section will describe (1) the results of the teaching material requirements analysis, (2) the results of the development of teaching materials, (3) product revisions, and (4) product description after revision.

Based on the results of questionnaires analysis of Nursing S-1 students, questionnaire analysis characteristics of S-1 Nursing students, and the needs analysis for lecturers, obtained an information such as the following table.

Table 5.1 Results of questionnaire analysis needs for students

No.	Statements	Assessment scale				Total
		SS	S	KS	TS	
1	I think the material of paragraphs and the like, the theme of the essay, the framework, the scientific articles, the quotations and referral system, and the spelling and punctuation are difficult Indonesian materials.	7%	33%	60%	0%	
2	To understand the material in the statement number 1, I prefer to use the module's teaching materials.	7%	93%	0%	0%	
3	I love to be given a lot of practice and steps to create paragraphs and paragraphs, make themes, write frameworks, write scientific	33%	67%	0%	0%	

No	Statement	SS	S	KS	TS	Total
	articles, create quotes and referral systems, and spelling and punctuation.					
4	I'm glad if there's enough material to create paragraphs and paragraphs, make themes, write frameworks, write scientific articles, create quotes and referral systems, and spelling and punctuation.	13%	87%	0%	0%	
5	I'm glad if the material for creating paragraphs and paragraphs, creating themes, writing frameworks, writing scientific articles, making quotes and referral systems, and spelling and punctuation are easy to understand.	67%	33%	0%	0%	
6	I am glad if the teaching materials fit my need to create paragraphs and paragraphs, create compositions, create frameworks, write scientific articles, generate quotes and referral systems, and spelling and punctuation.	13%	80%	7%	0%	
7	I'm glad if the teaching materials are sufficient enough to make paragraphs and paragraphs, create a composite theme, create an outline, write a scientific article, generate quotes and referral systems, and spelling and punctuation.	27%	73%	0%	0%	
8	I am happy if the questions or tasks are in line with the material of making paragraphs and paragraphs, drawing up essays, writing frameworks, writing scientific articles, making quotes and referral systems, and spelling and punctuation so I can improve my writing skills	67%	26%	0%	7%	
9	I am glad if the questions or tasks for creating paragraphs and paragraphs, making themes, writing frameworks, writing scientific articles, making quotes and referral systems, and spelling and punctuation, after learning are always discussed in the classroom.	33%	67%	0%	0%	
	Average	29,6%	62,1%	7,4%	0,7%	100%

Based on the information in table 5.1 can be explained that as much as 29.6%, students strongly agree (SS) conducted the development of teaching materials, as many as 62% of students agree to be done development of teaching materials. Furthermore, as many as 7% of students less agree (KS) conducted the development of teaching materials, and 0.7% of students did not agree to do the development of teaching materials.

Table 5.2 Result of student characteristic questionnaire analysis

	Assessment scale	Total

No.	Statements	SS	S	KS	TS	
1	I think the material of paragraphs and the like, the theme of the essay, the framework, the scientific articles, the quotations and referral system, and the spelling and punctuation are difficult Indonesian materials.	7%	33%	60%	0%	
2	To understand the material in the statement number 1, I prefer to use the module's teaching materials.	7%	93%	0%	0%	
3	I love to be given a lot of practice and steps to create paragraphs and paragraphs, make themes, write frameworks, write scientific articles, create quotes and referral systems, and spelling and punctuation.	33%	67%	0%	0%	
4	I'm glad if there's enough material to create paragraphs and paragraphs, make themes, write frameworks, write scientific articles, create quotes and referral systems, and spelling and punctuation.	13%	87%	0%	0%	
5	I'm glad if the material for creating paragraphs and paragraphs, creating themes, writing frameworks, writing scientific articles, making quotes and referral systems, and spelling and punctuation are easy to understand.	67%	33%	0%	0%	
6	I am glad if the teaching materials fit my need to create paragraphs and paragraphs, create compositions, create frameworks, write scientific articles, generate quotes and referral systems, and spelling and punctuation.	13%	80%	7%	0%	
7	I'm glad if the teaching materials are sufficient enough to make paragraphs and paragraphs, create a composite theme, create an outline, write a scientific article, generate quotes and referral systems, and spelling and punctuation.	27%	73%	0%	0%	
8	I am happy if the questions or tasks are in line with the material of making paragraphs and paragraphs, drawing up essays, writing frameworks, writing scientific articles, making quotes and referral systems, and spelling and punctuation so I can improve my writing skills	67%	26%	0%	7%	
9	I am glad if the questions or tasks for creating paragraphs and paragraphs, making themes, writing frameworks, writing scientific articles, making quotes and referral systems, and spelling and punctuation, after learning are always discussed in the classroom.	33%	67%	0%	0%	
	Average	29,6%	62,1%	7,4%	0,7%	100%

The information obtained from Table 5.2 is related to the development of Indonesian language teaching materials where the average number of highly approved student scores (SS) earns 29.4%. Furthermore, students who agreed (S) obtained a score of 33.4%, less agree (KS) 27.8%, and not agree (TS) 9.4%.

Table 5.3 Questionnaires need for lecturers

No.	Statement
1.	Based on your observations, how is the reaction of students to the process of learning Indonesian in the classroom? Answer: Enthusiastic enough, but need to provide motivation about the importance of language learning, especially Indonesian language.
2.	As long as you teach Indonesian language courses, how is the result of student learning? Answer: For language skills, listening and speaking are good enough, but the writing skills need to be improved.
3.	What are the steps you have done when you see activity, interest, and low motivation in following the lectures? Answer: Assist students to be active by giving reward value.
4.	According to Bapak, what alternative media can facilitate students to follow the lectures of Indonesian language? Answer: So far, learning is still in the classroom
5.	.According to you, what kind of learning resources do students need to be able to study independently? Answer: Module, because by using the module students can learn independently.

Based on table 5.3 obtained information that the need for a development of teaching materials, ie modules, to improve student writing skills. It is in accordance with the answer of lecturers on the number 5, which explains that the learning resources needed by the students is a teaching material in the form of modules, because by using the module students can learn independently.

Second, the result of development of teaching materials. Development of Indonesian Language Material to Improve Student Writing Skill S-1 Nursing Stikes Bina Sehat Ppni Mojokerto covers several stages: content structure analysis, procedural analysis, process analysis, concept analysis, formulation of learning objectives, media, and format selection.

First, the content structure analysis. In this analysis is presented about the achievement of learning subjects, achievement of special learning, and materials to be taught. Second, procedural analysis. In this analysis, the stages of task completion and task analysis are identified by identifying the stages of completion in accordance with the selected teaching materials (Trianto, 2009). Third, the information process analysis. In this analysis is presented about the books used to develop teaching materials. The books include: the composition of gorys keraf, Skilled Speaking of Nurjamal, D., et al, Basic Writing Skills essay E. Kosasih, and Writing Thesis Writing essay junaidi ruler. Fourth, concept analysis. In this analysis, there is an explanation of the material demarcation charts in the teaching materials, namely paragraph materials, theme essays, frameworks, conceptual scientific articles, quotations and referral systems, and spelling and punctuation. Fifth, the formulation of learning objectives. In this analysis is presented about concepts, basic competencies, and learning objectives. sixth, preparation of benchmark reference tests. In this analysis is presented about the purpose

of special learning, the form of questions, number of questions, and the number of questions. Seventh, media selection. In the media selection, the media used in the development of teaching materials are included: (1) the cover paper used for the module is art paper paper. (2) page-by-page on module using HVS 70 gr paper so as not to tear easily, (3) font type used with Arial with font size 10, (4) there is a map a concept that allows students to understand the material to be learned. Lastly, format selection. The format of teaching materials used by researchers is as follows.

1) opening component
In this preliminary component, there are several sections, namely: introduction, table of contents, list of images, instructions on using mdul, and concept maps.

The opening component needs to be displayed in the module, as these components become a means for students to observe the module as a whole so that students understand what things are in the module.

2) contents

Within the content component, there are several parts, namely: paragraph material, theme of essay, frame of essay, conceptual scientific article, quotation and referral system, as well as spelling and punctuation.

The content of teaching materials is the most important part because it contains the competencies that will be studied and applied by the students. Whether or not the module is understood depends on the way the presentation and content of the content is presented.

3) closing component

The closing component, in this section, lists the bibliography and author biography. Bibliography should be displayed as it is evident that the material shown actually refers to the relevant book. Likewise with the biography of the author, this section should also be shown as evidence that the teaching materials are indeed there who wrote so that the absolute writing responsibility is in the author.

Further product revisions. Revisions are made to make the module more effective, efficient and interesting based on the assessment of the validation of the material experts, designers and learning media and practitioners.
The following table presents related to the three components.

Table 5.4 Expert material validation results

No.	Criteria	Assessment scale			
		1	2	3	4
1	The material presented in the teaching materials (modules) is appropriate for improving writing skills				X
2	The questions presented are complete in accordance with the learning achievements			X	
3	Questions are in accordance with Indonesian language materials to improve writing skills				X
4	Answers are appropriate to Indonesian language materials to improve writing skills			X	
5	The material presented is complete in accordance with Indonesian language materials to improve writing skills				X
6	The examples and writing techniques presented are interesting and appropriate to the material in the module.				X

No.	Criteria	Assessment scale			
		1	2	3	4
7	Selection of words on Indonesian material to improve proper writing skills.			X	
8	The module helps students understand Indonesian language materials to improve their writing skills				X
9	Modules are very easy to apply students to improve writing skills				X
10	Modules can motivate student learning				X
					92,5%

Based on table 5.4 it is found that the value of the material expert's validator is 92.5%. The value is obtained from the following formula.

$$P = \frac{\sum_{i}^{n} x1}{nk} x\ 100\%$$

Keterangan:
P : Percentage of ratings
$\sum_{i}^{n} x1$: total point of rating
n : total item expert validation
k : highest rating point

To obtain information from the value of 92.5% including the category of valid or invalid value, then the researcher reference is in the following table.

Table 5.5 criterion validity percentage analysis

Persentage	Validity criteria
85-100	very valid
70-84	Valid
60-69	medium valid
50-59	low valid
0-49	No valid

So it can be concluded that the value obtained from the material expert validator, namely 92.5% is the value obtained by Indonesian language teaching materials with very valid criteria.

Table 5.6 Experimental validation results of design and instructional media

No.	Criteria	Rating scale			
		1	2	3	4
1	Material demands / systematics				X
2	Harmony of material with indicators to be achieved				X
3	Module's ability to improve students' knowledge			X	
4	Interesting cover design that gives a positive impression, so as to attract the attention of readers				X
5	Ease in reading text / writing				X
6	Compatibility and color blend selected				X
7	Ease of teaching materials in material understanding			X	
8	Clarity of instructions on module usage				X
					93%

Based on table 5.6 obtained information that the value of 93% obtained from the validator of design experts and media, Indonesian language resources included in the criteria is very valid.

Table 5.7 Expert practitioners validation results

No.	Criteria	Rating scale 1	2	3	4
1	Conformity of the material delivered with learning achievement				X
2	Conformity of activities with learning materials			X	
3	Centering of student learning activities				X
4	Involvement of mental processes in developing learning experiences			X	
5	Abstract concept and difficulty level of practice according to student ability			X	
6	The suitability of materials and examples supports student self-reliance				X
7	Easy to use module				X
	Total				89%

The information obtained from table 5.7 is that 89% of the values obtained from expert practitioners' validators, Indonesian language materials developed in the form of modules, get very valid criteria.

The product revision in this research is in the form of suggestions from related material experts about the issues to be added, and the advice of the designer expert and the instructional media related to the making of the cover which should be made more interesting. The following images are presented before revisions and after product revisions.
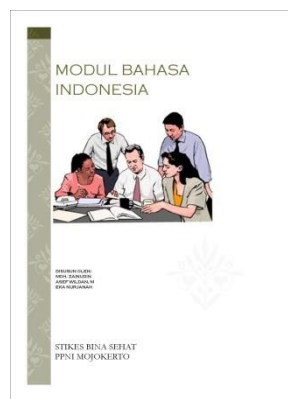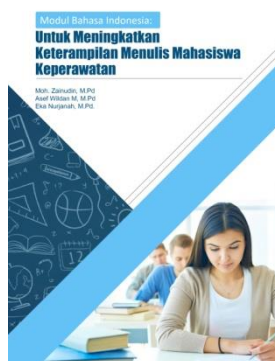

Figure 5.1 Cover before revision

Figure 5.2 Cover after revision

Figure 5.3 Problem before revision

D. Latihan Soal
1. Jelaskan secara singkat apa yang kalian ketahui tentang paragraf!
2. Paragraf yang baik, mengandung dua unsur. Sebutkan dan jelaskan!
3. Jelaskan perbedaan paragraf argumentasi dan paragraf eksposisi!
4. Buatlah macam-macam paragraf dengan menggunakan metode *copy master* (Pilih salah satu perubahan imitasi seperti pada uraian yang sudah terpapar!) dengan memanfaatkan contoh yang sudah terpapar dalam pembahasan macam-macam paragraf.

E. Checklist langkah Keterampilan

ASPEK YANG DINILAI	BOBOT (B)	PENILAIAN		
		Tgl.........	Tgl.........	Tgl.........
		0 1 2	0 1 2	0 1 2

Figure 5.4 Problem after revision

Information obtained from Figure 5.1, the image is a revised module cover. On the advice of the design and instructional media validator, so that the revised cover of the research as shown in Figure 5.2. next to image 5.3, the picture is an unrevised drawing. At the suggestion of a material expert to add to the question, the researcher revises as shown in Figure 5.4. After the revision is done, the last part is the product description. Products produced in the Development of Indonesian Language Material to Improve Student Writing Skill S-1 Nursing Stikes Bina Sehat PPNI Mojokerto is a module. Viewed from the physical aspect, the book has characteristics: art paper cover paper, HVS paper with a thickness of 70 grams, font type using Arial with font size 10, while viewed from its contents generally contain several components, namely preliminary components, component content, and components cover.

Next is Simulation and Trial. Simulation is a process of imitation of something real and its surroundings. This stage is a test of Indonesian language teaching material product in the form of module, to improve the writing skill of the S-1 Nursing student, which is a small group selected experiment on 15 S-1 Nursing students.

Conclusion

This section discusses product reviews, module advantages and disadvantages, and use suggestions.

First, product review. The study of the products in question is that the Development of Indonesian Language Teaching Material to Improve the Skill of Writing of S-1 Students of Nursing Stikes Bina Sehat PPNI Mojokerto, using the development of 4-D model (four D model). The 4-D development model consists of four development stages: define, design, develop, and disseminate or be adapted into 4-P models (model 4 P), defining, designing, developing, and deploying. Given the limitations of the researchers, researchers limit the development of teaching materials only in the defining, designing, and developing phases, for the stage of dissemination not done by researchers due to financial problems.

Second, the advantages and disadvantages of the product. The advantage of the Indonesian module to improve writing skills is the ease of the students to use the module, which is the exposure of examples, writing techniques, and the steps in the module, very clear and easy to apply the students. In addition, modules are also compiled using an easy-to-understand language. While the weakness of this module is the matter of

writing skills need to be added so as to increase the treasury of reader's knowledge.

Third, advice and product utilization. Modules can be applied on other campus because in the module the material displayed is easy to understand and easy to apply by students.

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