

LEARNING TO WRITE NEGOTIATION TEXTS AS PART OF THE HIGH SCHOOL INDEPENDENT CURRICULUM

Muhammad Fishal Putra Abda'u¹, Arif Setiawan², Musaffak³

¹²³Universitas Muhammadiyah Malang; Indonesia

Correspondence email; muhammadfishal@webmail.umm.ac.id

Submitted: 22/11/2022

Revised: 28/01/2022

Accepted: 17/03/2022

Published: 11/05/2023

Abstract

This study aims to describe the learning outcomes of writing negotiation texts by X E1 class students of SMAN 1 Bangsri in accordance with the Merdeka Curriculum in X E1 class X E 1 class. This study is qualitative in nature. This study employs a case study methodology. This study utilized student worksheets, learning modules, and literature source texts as its data and data sources. Various data collection methods include observations, interviews, and documentation. Triangulation models are employed for data analysis. This study's findings are the preparation of learning to write negotiation texts in X E1 class of SMAN 1 Bangsri, based on an autonomous curriculum that has been implemented effectively in accordance with the most recent curriculum guidelines. The creation of instructional modules is associated with the independent curriculum system. The teacher's instructional module conforms to the requirements of the independent curriculum. Currently, the implementation of learning employs an independent curriculum whose primary objective is to encourage students to develop their potential. The learning process emphasizes students' exploration of their surroundings. The results of students' ability to write negotiation texts are evident in four areas: content, structure, linguistic norms, and effective sentence construction. Content-wise, 83% of X E1 class students in SMAN 1 Bangsri are categorized as having adequate skills. Furthermore, the ability of X E1 class students of SMAN 1 Bangsri from the perspective of completeness of structure, which is 100%, is categorized as excellent. The ability of X E1 class students of SMAN 1 Bangsri from the perspective of language elements, which is 64%, is categorized as quite good. Therefore, the aggregate average score across all subject areas was 86%, and 14% of students did not satisfy the KKM. Based on this, 86 % comes within the category of excellent. Thus, the X E1 class students' learning of composing negotiation texts produced positive results.

Keywords

Independent Curriculum, Negotiation Text, SMAN 1 Bangsri, Writing Learning



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Education plays an essential function in the 21st century as a human resource to face the dynamic development of the times. Education is a deliberate action performed by humans through school-based and extracurricular learning activities (Sagala, 2017). Education is one of the most influential factors in a nation's human resources. It is crucial for society and the government to recognize this (Rahayu et al., 2022). Students are expected to acquire creative and innovative skills through the educational process (Sari et al., 2017). Considering the actuality of these issues, it is unavoidable that policies and curriculum revisions must be developed and implemented (Priantini et al., 2022).

The curriculum is the central pillar of education in Indonesia. The curriculum becomes a tool for obtaining an optimal learning process that is suitable for managing the learning that is accomplished (Dewantara et al., 2019). The curriculum is a learning resource for students who must be assessed creatively, dynamically, and frequently in order to keep up with the times and teach society's required skills (Barlian et al., 2022). The curriculum is a reference for every education in carrying out the teaching and learning process, and Indonesia is one of the countries that has made numerous changes to the curriculum up until now. The independent curriculum is a new curriculum that is expected to achieve educational objectives (Manalu et al., 2022). Indonesia has a problem with a learning crisis, resulting in a deficiency in the quality of education, given the current state of society (Priantini et al., 2022).

To improve the quality of education, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) formulated a policy to develop an independent curriculum within the framework of implementing learning recovery from 2022 to 2024 (Barlian et al., 2022). This independent curriculum was created as an adaptive curriculum framework as part of a learning reform initiative with a concentration on character development and student skills (Ministry of Education, Culture, Research, and Technology, 2022). This independent curriculum is anticipated to be able to require students to be independent and give them freedom in accessing the acquired knowledge in order to respond to educational challenges in the era of the industrial revolution 4.0 in order to support critical thinking skills in problem-solving as well as creativity, innovation, and language skills (Manalu et al., 2022; Risdianto, 2019). Thus, students can have skills that are useful for their future lives, especially in the aspect of language.

Language proficiency is essential for education. This occurs because language proficiency is a vital means of communication in everyday life. Listening, speaking, reading, and writing are the four fundamental language skills that are interconnected and influence one another (Syarhoh et al., 2022; Imania et al., 2013). These four language skills are the focus of learning Indonesian in the school environment (Septiani, 2022). Therefore, the ability to write is the most important requirement for attaining the objectives of learning Indonesian. Nonetheless, the language skills of Indonesian students remain quite poor, particularly in terms of writing.

Students' writing skills in learning Indonesian are still very low. This is in line with research conducted by Burohman (2020), who complained about students who often copy text from the internet, so the average score of students on writing material is very low, and they still have not reached the KKM (minimum completeness criteria). Seeing this reality occurs due to the lack of interest of students in writing due to poor awareness of using Indonesian and the use of inappropriate learning models so that students' writing skills are difficult to improve. (Puspitasari & Supriatna, 2016).

One of the texts presented in the independence curriculum is Negotiation Text. It is anticipated that learning negotiation text will enhance the capacity for written communication (Syarhoh et al., 2022). In line with the research by Dalman (2015), who stated that writing is an activity to express ideas freely which is carried out creatively and innovatively in the form of sentences, paragraphs, and discourse. Thus the ability to write negotiation texts becomes important according to the existing school curriculum (Septiani, 2022).

One of the themes of learning Indonesian that can enhance writing skills is negotiation text. The negotiation text is a document that comprises the process of agreement between two parties with distinct but mutually beneficial interests. As social creatures, it is essential that this negotiation text aids students in resolving a common problem through negotiation (Silvia, 2019). Thus, the ability to negotiate text is very important for students to have.

SMAN 1 Bangsri is one of the schools in Jepara that uses the independent curriculum as a guide for the educational process. This is implemented in class X, also known as X E1 class. With the independent curriculum, it is anticipated that students' skills, particularly their writing skills, will develop and become more active and imaginative. Considering the fact that the independent curriculum emphasizes differentiated learning. Differentiated learning accommodates the requirements of students in learning activities based on their individuality and characteristics

(Wahyuningsari et al., 2022). Therefore, students can be given the freedom to express what they think in different text forms. Thus, learning to write can be carried out properly.

An independent curriculum based on differentiated learning provides students with independence. Thus, students can readily convey what they wish to write in accordance with the themes specified in the instructional modules. The findings of interviews with subject teachers revealed, however, that the writing skills of X E1 class students were deemed to be inadequate. In order to determine the extent of students' writing skills in autonomous curriculum-based learning at SMAN 1 Bangsri, it is necessary to conduct additional research on their capacity to compose negotiation texts.

Relates to the importance of the independent curriculum on language skills in the aspect of writing. Several previous studies have discussed the curriculum and students' writing skills as research conducted by (Syarhoh et al., 2022), who stated that Writing skills are important to master as a means of communication and expressing ideas in writing. Besides writing skills, the independent curriculum is also able to provide significant benefits to students. This happens because the independent curriculum provides academic and non-academic training at the educational level (Batubara, 2019; Barlian et al., 2022). Besides that, the independent curriculum is also able to foster creative, innovative, and flexible feelings toward teachers and students (Manalu et al., 2022). However, those who study the Implementation of the Independent Curriculum in learning to write negotiation texts have never done. Thus, this research will be very useful in uncovering information related to the relationship between the independent curriculum and the ability to write negotiation texts conducted by X E1 class students of SMAN 1 Bangsri. In addition, information regarding the implementation of the independent curriculum on the ability to write negotiation texts will be used as material for evaluating the extent to which the independent curriculum is optimized in supporting students' language skills, especially in the writing aspect at the senior high school level. This study aims to (1) describe the learning plan for writing negotiation texts for X E1 class students of SMAN 1 Bangsri, (2) describe the implementation of learning to write negotiation texts for X E1 class students of SMAN 1 Bangsri, (3) describe the results of learning to write negotiation texts for students of X E1 class at SMAN 1 Bangsri.

METHOD

This research was conducted at SMAN 1 Bangsri. The subjects of this study were students of X E1 class. The time for conducting the research lasted for six months, namely August 2022 - January 2023. The type of this research was descriptive qualitative. This study uses a case study methodology as the chosen method. Learning activities to write negotiation texts for X E1 class, informants, and documents are the sources of data used by researchers. The Indonesian teacher at SMAN 1 Bangsri and the X E1 class teacher at SMA Negeri Bangsri provided information for this study, along with materials such as student work, learning modules, and resource books.

This study uses a sample as a sampling method. Direct observation or observation, interview procedures, and document analysis techniques were used in the data collection process. Observations were carried out on January 9-20, 2023, carried out for four meetings learning to write negotiation texts and the theme of learning to write negotiation texts based on experience. Where the observation is seen from the aspects of lesson planning, implementation of learning, learning characteristics, and writing skills of X E1 class students at SMAN 1 Bangsri. Then to deepen the existing problems, interviews were conducted with students in X E1 class and the Indonesian teacher at SMAN 1 Bangsri who taught X E1 class. After that, documents were obtained in the form of learning powerpoints, learning tools in the form of teaching modules, value recapitulation, and student worksheets in the form of negotiation texts written by students of SMAN 1 Bangsri. The data analysis used in this study is a data triangulation model (Miles & Huberman, 1994).

FINDINGS AND DISCUSSION

Findings

According to the research conducted, the implementation of the autonomous curriculum in learning to write Negotiation Texts for X E1 class students of SMAN 1 Bangsri yielded the following information. The independent curriculum, unlike the 2013 curriculum, does not use lesson plans but rather teaching modules that have been prepared according to the subject matter to be discussed. The utilized instructional modules include general information, essential components, evaluation components, and attachments.

Learning Planning to Write Negotiation Text for X E1 Class Students of SMAN 1 Bangsri

Beginning on January 2-6, 2023, X E1 class at SMAN 1 Bangsri included writing instruction. The first stage was the development of teaching modules, which began with discussions with the

teachers regarding the subject matter to be covered, namely composing negotiation texts. Subject teachers conduct extensive research in order to compile teaching modules that make it simpler to organize instruction. The preparation of teaching modules is guided by learning tools that conform to the independent curriculum, and teaching modules are adapted to the requirements of students based on predetermined learning outcomes. Teaching modules are essentially learning aids comparable to lesson plans in the 2013 curriculum. The sole modules created by the teacher are designed to assist the teacher in carrying out the learning process. What is novel about the instructional modules of this independent curriculum is that each educational unit can arrange comprehensive components based on the characteristics of its students.

In the process of learning to write negotiation texts at SMAN 1 Bangsri, the teacher arranges his own teaching modules to be used. The components in the teaching modules prepared by Indonesian teachers in X E1 class consist of three parts. The first part contains identity and general information, consisting of (1) school name, (2) expertise program, (3) education participants' eyes, (4) class/semester, (5) year, (6) time allocation, (7) phases, (8) elements, (9) learning outcomes, (10) Pancasila student profiles, and (11) facilities and infrastructure. The second part of the teaching module is learning. In this section, there are components consisting of (1) meeting, (2) learning objectives, (3) meaningful understanding, (4) triggering questions, (5) learning models, (6) activities learning (opening, core, and closing activities), (7) assessment, and (8) enrichment and remedial. The third part of the teaching module is the attachment. In this section, there are components consisting of (1) worksheets, (2) assessment instruments along with assessment criteria rubrics, (3) reading materials (handouts, standardization references, video links, etc.), and (4) a glossary. The components of the teaching modules that have been made by the teacher in X E1 class at SMAN 1 Bangsri are shown in Figure 1-6.

Figure 1. The first part of the teaching module, which contains the identity and general information


	Model Aja K-Penggerak	Tahun Pelajaran : 2022/2023 Jenjang Sekolah : SMA	
	Mata Pelajaran : Bahasa Indonesia	Penilaian : EK (Sesuai)	
	Pengajaran : Muhammad Pital Putra Aha's	Model : Penelitian : Tipe peserta : Instrumen : Materi : Teknik Pengetahuan :	
Profil Pelajar Pancasila		Pahak Materi	
		Sesana	
1. Pemusatan nilai negosiasi		Sesana	
2. Seseorang		Alai nilai, EK, Pover, pua	
3. Alai nilai, EK, Pover, pua		nian, KGBH	
4. nian, KGBH			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			
38.			
39.			
40.			
41.			
42.			
43.			
44.			
45.			
46.			
47.			
48.			
49.			
50.			
51.			
52.			
53.			
54.			
55.			
56.			
57.			
58.			
59.			
60.			
61.			
62.			
63.			
64.			
65.			
66.			
67.			
68.			
69.			
70.			
71.			
72.			
73.			
74.			
75.			
76.			
77.			
78.			
79.			
80.			
81.			
82.			

Figure 4. The third part of the teaching module, which contains attachments

LAMBRAN – LAMBRAN
LEMBAR KERJA PESERTA DIDIK

A. Tugas:

Gesakan tabel ini dalam membangun kalian masyarakat teks negosiasi!

TABEL PENYUSUNAN TEKS NEGOSIASI

Identitas peserta didik
Jelaskan secara singkat pengalaman negosiasi yang pernah dialami!
Bugan orientasi (ceritakan mulai kalian sebelum bertemu pedagang)
Bugan pengajuan (ceritakan apa kalian menyayangi apa yang kalian butuhkan kepada pedagang)
Bugan penawaran (ceritakan saat kalian sedang melakukan proses transaksi)
Bugan persetujuan (ceritakan saat kalian sudah sepuas dengan pedagang)
Bugan penutup (ceritakan saat kalian sudah melakukan negosiasi)

B. Koneksi Jarak
Diusulkan dengan jaraknya sama

C. Refleksi penulisan

Figure 2. The second part of the teaching module, which contains the learning

KETERANGAN	
Mengidentifikasi penerap teknik terhadap masalah	1. Guru menjelaskan menjelaskan mengenai langkah-langkah pembelajaran sesuai dengan metode pembelajaran berbasis proyek
Mengorganisir penerap teknik untuk belajar	2. Guru mengorganisir siswa untuk melaksanakan tugas-tugas sesuai yang sudah dilakukan
Membimbing penyelesaian individu maupun kelompok	3. Guru mengorganisir siswa untuk memulai pengumpulan yang dapat diidentifikasi sebagai tugas yang sesuai yang baik
Mengembangkan dan menyajikan hasil karya	4. Guru membimbing siswa untuk mengorganisir bagian-bagian yang dapat diidentifikasi sebagai tugas yang sesuai yang baik
	5. Siswa menilai masalah yang dengan petunjuk teknis yang sudah diberikan guru
	6. Siswa melakukan tindakan kepada guru terhadap tugas yang sudah dilakukan
	7. Siswa mengorganisir hasil karya agar bisa diberikan penilaian oleh teman sebangk
Mengaplikasikan dan menggunakan proses pemecahan masalah	8. Guru mengorganisir siswa untuk proyek yang sudah dilakukan
	9. Siswa bertanya atau menyampaikan pembelajaran terhadap yang sudah dilakukan
	10. Siswa dan guru menyimpulkan pembelajaran
PENUTUP	
	1. Penceritab beranar guru membuat refleksi dan umpan balik kegiatan belajar yang sudah dilakukan
	2. Guru mengorganisir materi atau kegiatan yang akan dilakukan pada pertemuan berikutnya
	3. Mengorganisir siswa untuk menginformasikan diri dan lingkungan agar siswa lebih terbiasa dengan materi belajar
1. Asesmen	
1. Asesmen Diagnostik	
a. Wawancara Pendalaman	-Avali KEM
b. Benar atau Benar	-Pertanyaan lisan
2. Asesmen Formatif	
a. Wawancara Pendalaman	-Sasi KEM
b. Benar atau Benar	-Benar atau Benar dan pertanyaan lisan

Figure 5. The third part of the teaching module, which contains attachments

No	Aspek penilaian	Skor
1	Isi	25
2	Kelengkapan struktur teks negosiasi	25
3	Kaidah kebahasaan teks negosiasi	25
4	Keefektifan kalimat	25
	Jumlah	100

Figure 3. The third part of the teaching module, which contains attachments

3. Aspek dan Sumatif

a. Wawancara Pendalaman : Alvin KEM
b. Bentuk asumsi : Pertanyaan tertulis/terbuka

4. Pengajaran dan Remedial

a. Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi pembelajaran mendalam. Remedial diberikan di luar jam pembelajaran. Bentuk remedial: pembelajaran menggunakan LKPD sesuai dengan materi yang belum tuntas diulang (LKPD tambahan).

b. Pengajaran diberikan pada peserta didik dengan capaian tinggi. Bentuk pengajaran: pembelajaran bentuk-bentuk SPLTV yang telah dikuasai dengan menggunakan LKPD tambahan.

5. Refleksi guru

1. Refleksi guru

a. Manajemen kelas

i. Apakah semua peserta didik aktif berkegiatan?

ii. Apakah pembagian waktu sudah tepat?

iii. Apakah siswa yang memiliki hambatan berkegiatan dapat sesuai dengan baik (membeli berkegiatan dan mengantar prosesnya)

iv. Apakah metode yang digunakan sudah tepat?

v. Apakah metode pembelajaran lain yang lebih tepat untuk kegiatan pembelajaran ini?

vi. Apakah menggunakan media lain?

vii. Apakah strategi lain untuk mengayak kendala yang timbul?

b. Keterampilan kompetensi

i. Apakah semua siswa mampu membuat kompetensi yang diharapkan?

ii. Apakah semua siswa mampu mengait proses kegiatan belajar mengajar dengan baik?

iii. Apakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar?

2. Refleksi siswa

a. Apakah semua siswa dengan kegiatan pembelajaran ini?

b. Apakah belajar yang signifikan yang paling mendalam dalam mempelajari pembelajaran?

c. Apakah kamu memiliki kesulitan dalam memahami materi berkegiatan ini?

Figure 6. The third part of the teaching module, which contains attachments

DAFTAR PUSTAKA

Gumilar, Seti Indra dan Fakhila Tri Anila. 2011. *Buku Panduan Guru Cerdik Cergas Berbakat dan Berprestasi Indonesia untuk SMA/SMK Kelas X Jakarta* : Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Anila, Fakhila Tri dan Seti Indra Gumilar. 2011. *Cerdik Cergas Berbakat dan Berprestasi Indonesia untuk SMA/SMK Kelas X Jakarta* : Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

In addition to the teaching modules that have been prepared by the teacher in the learning process of writing negotiation texts, the teacher also prepares media to facilitate the learning process. Media that are usually used by teachers to provide material and assignments to students are in the form of laptops, projectors, and power points. The three media were chosen and used by the teacher because the learning process for writing negotiation texts was carried out offline, so it required media that students could directly access. The three compilations are shown in Figure 7-10.

Figure 7. The front page of the power point that has been prepared by the teacher



Figure 8. Part of the structure of the negotiation text that will be conveyed to students



Figure 9. Presentation on writing negotiation text by the teacher



Figure 10. Presentation on writing negotiation text by the teacher



Learning Process Implementation of Negotiation Text Writing for X E1 Class Students of SMAN 1 Bangsri

The implementation stage of the learning process for writing negotiation texts is carried out offline using a problem-based learning model. In offline learning, there are three learning activities consisting of preliminary, core, and closing activities. The explanation of the implementation of the learning process in the initial, core, and closing activities is as follows.

a. Preliminary Activity

In the preliminary activity, the teacher takes several steps to ensure students' readiness to participate in the learning process, including (1) checking students' readiness, tidiness, and class; (2) praying; (3) making attendance; (4) do apperception by providing a stimulus to stimulate schemata that are already owned by students; (5) asking about previous meeting materials; (6) provide instructions on learning techniques to be used; (7) explain the benefits/objectives of learning. Based on the results of observations and interviews conducted with teachers, information was obtained that students and classes were ready to participate in the learning process. Thus, it can be said that the steps taken by the teacher can prepare students and classes to follow the learning process. In addition, the activities carried out by this teacher are similar to the learning activities in the 2013

curriculum.

b. Core Activity

In the core activities, various efforts are made to achieve predetermined learning objectives. There are several tasks that must be completed during the core activities, including (1) the teacher must explain the material, (2) provide concrete examples that facilitate students' understanding, and (3) providing exercises or practices to implement the knowledge learned by students. The core learning activities must be interactive, fun, and able to inspire students to participate actively, provide space for creativity, independence, interests, and talents, and take into account the needs of students to learn. Teachers as educators must develop strategies regarding how the breadth of material will be studied by students effectively.

The Learning Model is a system concept diagram of the entire learning procedure. Learning models may incorporate a variety of technologies or learning strategies. According to interviews and observations conducted with Indonesian language teachers at SMAN 1 Bangsri, problem-based learning is the prevalent learning model. Problem-based learning is a constructive learning model that allows students to practice 21st-century skills. This learning paradigm is consistent with the independent curriculum's learning principles, which place greater emphasis on developmental phases and student achievement. Students are equipped with the skills necessary to become lifelong learners. Ability to support the learning process as a whole, learning based on the environment and culture of the student, and future-oriented learning based on the student's disposition.

The application of problem-based learning models in the process of learning to write negotiation texts begins with a documentary about the actual implementation of negotiation. Students are then instructed to view the video to discover the phases of negotiation. The teacher then explained the theory of negotiations using PowerPoint slides that had been prepared alongside the teaching modules. In the fundamental learning activities, the teacher establishes a discussion group in order to initiate the writing of negotiation texts. In addition, as a facilitator, the teacher encourages students to begin sharing experiences they have had that can be used as material for composing negotiation texts. During the learning process, the teacher also provides guidance on how to write the flow of negotiation texts and the factors that must be considered when writing such texts. At this point, students have inadvertently acquired a significant amount of new experience in accumulating ideas and writing ideas into negotiation text.

After each group presented the results of their discussion and writing regarding the text of the negotiations. The teacher requests that a representative of each group present their work. The results of each group's work will be evaluated based on the STUDENT WORKSHEET that the teacher has created so that the results of the student's work will promptly reveal what is deficient and does not yet exist. This series of learning activities for writing negotiation texts has provided students with a variety of novel writing experiences. This is consistent with the findings of observations and interviews conducted with teachers and students, who reported that learning to write negotiation texts was a fascinating and enjoyable experience. Figures 11 to 14 demonstrate the learning process for writing negotiation texts.

Figure 11. Student Worksheet for Compilation of Negotiation Texts

TABEL PENYUSUNAN TEKS NEGOSIASI	
Identitas peserta didik	
Jelaskan secara singkat pengalaman negosiasi yang pernah dilakukan!	
Bagian orientasi (ceritakan mulai kalian sebelum bertemu pedagang)	
Bagian pengajuan (ceritakan saat kalian menanyakan apa yang kalian butuhkan kepada pedagang)	
Bagian Penawaran (ceritakan saat kalian sedang melakukan proses tawar-menawar)	
Bagian persetujuan (ceritakan saat kalian sudah sepakat dengan pedagang)	
Bagian penutup (ceritakan saat kalian sudah melakukan negosiasi)	

Figure 12. Learning Process



Figure 13. The discussion process in learning to write negotiation texts



Figure 14. Presentation process from group representatives in learning to write negotiation texts



c. Closing activity

Pada kegiatan penutup, terdapat dua kegiatan perlu dilakukan, yaitu kegiatan guru bersama peserta didik (kesimpulan, refleksi, dan umpan balik) dan kegiatan guru (evaluasi, rencanakan tindak lanjut (RTL), serta menyampaikan rencana pembelajaran selanjutnya). Pada

kegiatan penutup, guru melakukan evaluasi terhadap apa yang telah dilakukan oleh peserta didik, Adapun bentuk evaluasi yang telah dilakukan oleh guru terwujud dalam pemberian pertanyaan mengenai materi yang telah diajarkan guna mengetahui sejauh mana peserta didik memahami materi pembelajaran. Selain itu, guru juga memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan mengenai materi yang telah dipelajari hari ini, sehingga pemahaman secara simultan terhadap materi yang diajarkan tetap menjadi tujuan utama yang akan dicapai.

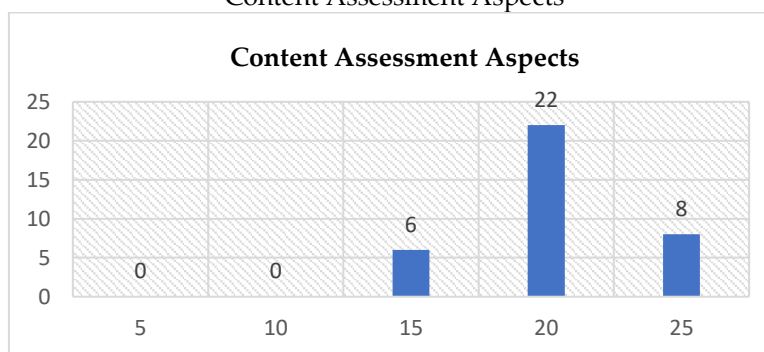
Learning Results of Writing Negotiation Texts of Phase E Students of SMAN 1 Bangsri

Teacher activities with students (conclusions, reflections, and feedback) and teacher activities (evaluation, planning follow-up (RTL), and submitting additional lesson plans) must be completed as part of closing activities. In closing activity, the teacher evaluates the students' work. The form of evaluation employed by the teacher consists of posing queries about the taught material in order to determine the extent to which students comprehend the material. In addition, the teacher provides opportunities for students to pose inquiries regarding today's material so that simultaneous comprehension of the material being taught remains the primary objective.

1. Learning Outcomes of Writing Negotiation Texts for X E1 Class Students of SMAN 1 Bangsri from the Content Aspect

Assessment of the content aspect uses a Likert scale with a range of 5, 10, 15, 20, and 25. Where 5 is the lowest rating, and 25 is the highest rating. Each student will get a maximum score of 25 if they can write a negotiation text that has compatibility between individual conversations in the negotiation text and get a score of 15 if the suitability of the contents of the conversation is only sufficient. The details of the results of the assessment of the content aspect in writing negotiation texts are shown in Figure 15.

Figure 15. Graph of Results of X E1 Class Students of SMAN 1 Bangsri in Writing Negotiation Texts Based on Content Assessment Aspects

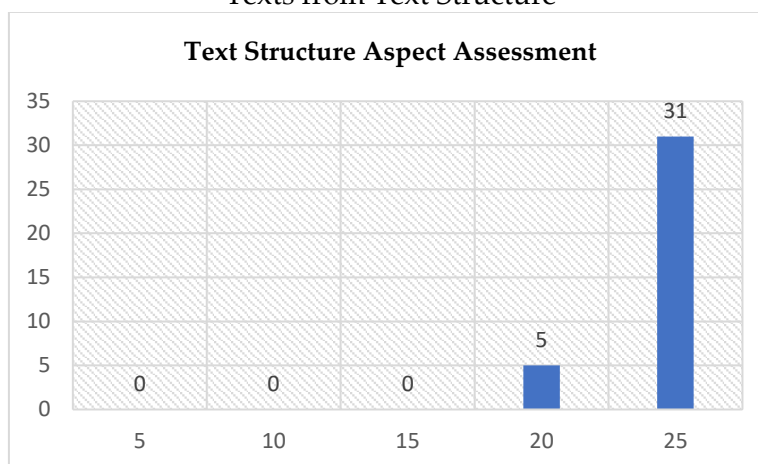


Based on Figure 15, it can be seen that eight students (22%) got very good grades, 22 students (61%) got good grades, and six students (17 %). Based on the data that has been obtained from student worksheets, it can be said that learning to write negotiation texts, especially based on aspects of content assessment, can be said to be good. This is evidenced by the acquisition of 61% of students who can write negotiation texts based on content assessment aspects.

2. Learning Outcomes of Writing Negotiation Texts for X E1 Class Students of SMAN 1 Bangsri from the Aspect of the Completeness of the Negotiation Text Structure

Negotiation text is a text that has a structure including (1) orientation, (2) submission, (3) offer, (4) agreement, and (5) closing. Thus, a good negotiation text is a text that has the completeness of the structure that builds it. Assessment of the content aspect uses a Likert scale with a range of 5, 10, 15, 20, and 25. Where 5 is the lowest rating, and 25 is the highest rating. The details of the results of the assessment of the aspects of content assessment in writing negotiation texts are shown in Figure 16.

Figure 16. Graph of Results of X E1 Class Students of SMAN 1 Bangsri in Writing Negotiation Texts from Text Structure



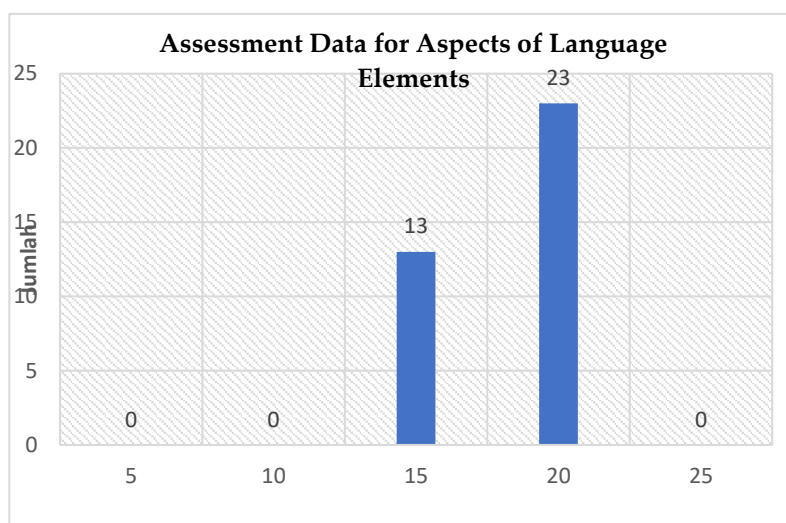
Based on Figure 16, it can be seen that the students who got very good grades were 31 individuals (83%), and the percentage of students who had good results was five individuals (27%). Based on the data obtained from student worksheets, it can be said that learning to write negotiation texts, especially based on content aspects, can be said to be very good. This is evidenced by the acquisition of 83% of students who can write negotiation texts based on content aspects.

3. Learning Ability to Write Negotiation Text of X E1 Class Students of SMAN 1 Bangsri from the Aspect of Linguistic Elements

Negotiation text is one of the texts in learning Indonesian, which has binding linguistic rules. Thus, writing negotiation texts requires the existence of language rules that cannot be separated.

The language rules in negotiation texts include the use of pronouns, direct sentences, declarative sentences, interrogative sentences, persuasive sentences, and partner utterances. Assessment of aspects of language elements uses a Likert scale with a range of 5, 10, 15, 20, and 25. Where 5 is the lowest rating, and 25 is the highest rating. The details of the results of the assessment of aspects of language elements in writing negotiation texts are shown in Figure 17.

Figure 18. Graph of Results of X E1 Class Students of SMAN 1 Bangsri in Writing Negotiation Texts from Linguistic Elements



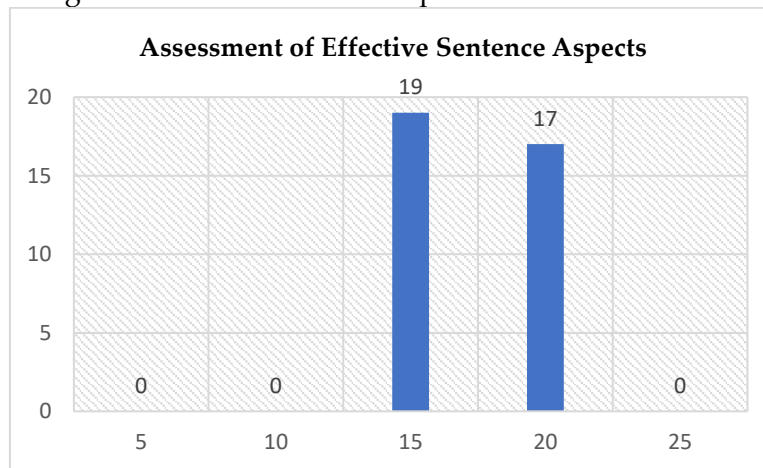
Based on Figure 17, it can be seen that 23 students (64%) got good grades, and 13 students (36%) got pretty good grades. Based on the data obtained from student worksheets, it can be said that learning to write negotiation texts, especially based on aspects of language elements, can be said to be quite good. This is evidenced by the acquisition of 64% of students who can write negotiation texts using linguistic elements well.

4. Learning Ability to Write Negotiation Texts of X E1 Class Students of SMAN 1 Bangsri from the Aspect of Sentence Effectiveness

Negotiation text is a text that has a binding linguistic structure and rules. Thus, writing negotiation text as one of the texts in Indonesian subjects requires the use of effective sentences. Effective sentences are used so that the negotiation text can be understood clearly. Sentences used in negotiation texts are short sentences, using declarative sentences, interrogative sentences, imperative sentences, and exclamatory sentences that complement each other and are balanced. This happens because the form of applying negotiation text in the form of direct conversation runs naturally. Therefore, the sentences that appear in the negotiation text will alternate with each other. Assessment of the effective sentence aspect uses a Likert scale with a range of 5, 10, 15, 20, and 25.

Where 5 is the lowest rating, and 25 is the highest rating. The details of the results of the assessment of the aspects of effective sentences in writing negotiation texts are shown in Figure 18.

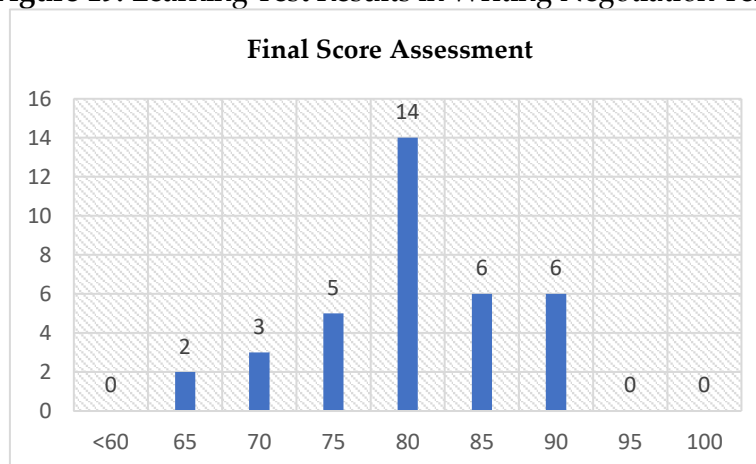
Figure 18. Graph of Results of X E1 Class Students' Ability at SMAN 1 Bangsri in Writing Negotiation Texts from the Aspect of Effective Sentences



Based on Figure 18, it can be seen that 18 students (47%) got good marks, and the percentage of students who had good grades was 19 individuals (53%). Based on the data that has been obtained from Student worksheets, it can be said that learning to write negotiation texts, especially based on aspects of effective sentences, can be said to be quite good. This is evidenced by the acquisition of 53% of students who can write negotiation texts using effective sentences.

5. Results of The Total Ability of Students

The results of this student's ability are obtained from the completeness value based on work results. From the results of the total ability of students, it can be seen the number of students who are able to write negotiation texts in accordance with the applicable language rules, as well as the number of students who cannot write negotiation texts according to the correct language rules. The high percentage of students' understanding in the process of learning to write negotiation texts shows that the learning process and students' understanding are in the good range. The details of the overall assessment results from the learning process of writing negotiation texts are as shown in Figure 19.

Figure 19. Learning Test Results in Writing Negotiation Texts

Based on Figure 19, the percentage of students who received a complete score was 31 individuals, with a percentage of 86%, and the percentage of students who got an incomplete score was five individuals, with a percentage of 14%. Based on this, the percentage of 86% is included in the good category. Student learning outcomes are said to be complete or incomplete if their learning outcomes meet the KKM (Minimum Completeness Criteria) for class X SMAN 1 Bangsri, namely 75 completeness. KKM of 75.

Discussion

There are three significant roles that a teacher plays in the learning process (Rahmat, 2018: 67). The first role that will be carried out is as a planner in the learning process. In the learning process, the document containing the lecture plan must be well-prepared by the teacher. This is a form of implementing the independent curriculum, in which the government is responsible for preparing Pancasila Student Profiles, Curriculum Structure, Learning Outcomes, and Learning Principles and Assessments, while the Education unit is responsible for developing a curriculum and learning tools.

As a planner, the teacher must be able to critically consider the most effective methods to engage students and assist them in achieving their learning objectives. This requires strategic thought, originality, and an awareness of what students must learn. The planning of learning activities must be adapted to the requirements of the students and the content that the teacher must integrate. Not only must the teacher accommodate the needs of the students, but he or she must also incorporate a variety of activities, from individual to group work and from discussions to presentations, to ensure that every student is actively engaged in the learning process. Teachers should also organize creative and imaginative activities for their students. In addition, the teacher

must plan activities that are appropriate for the age and interests of the students and provide students with opportunities to collaborate and work as a team, such as by creating group posters or joint presentations. Thus, it can be said that as a planner, the teacher not only prepares learning aids but must also be able to accommodate all of the students' requirements in order for them to be prepared and engaged in the learning process. In line with the research by Maulida (2022), the teacher has the same role as a director in the learning process, so he must prepare all needs properly. This condition is in line with the main objective of the independent curriculum, which expects students to be able to develop the skills needed to be successful in the future.

The main objective of the independent curriculum can be realized in the process of compiling teaching modules that have been prepared by class X teachers at SMAN 1 Bangsri, who compose teaching modules with complete components, compatibility between components, and excellent feasibility of learning objectives of the modules used by teachers in preparation for learning are in accordance with the recommendations of the independent curriculum. In line with the research by Maulida (2022), learning modules that are in accordance with the independent curriculum must include general information components, core components, and attachments. Thus, the learning module for SMAN 1 Bangsri is considered very good because it has fulfilled the elements according to the independent curriculum.

The second role carried out by a teacher is as a teacher (teaching), which sounds so basic but has such a deep meaning. This refers to the meaning of teaching not only about sharing knowledge and imparting wisdom but also about inspiring and motivating students (Amin, 2018). This demonstrates that a teacher must be able to help students realize their complete potential by bringing out their finest qualities. Teachers at SMAN 1 Bangsri have implemented this meaning effectively when teaching Indonesian with the material of writing negotiation texts. Through the use of open-ended questions and inquiry-based activities, teachers have incorporated the Problem-Based Learning (PBL) model to encourage students to become active learners. The learning administered by the teacher at SMAN 1 Bangsri begins by presenting students with problems that are complex and pertinent to their lives in terms of negotiation texts. The lesson is then continued with video playback to emphasize the significance of text negotiation in ordinary life. After determining that students comprehend the significance of negotiation text, the teacher attempts to reinforce this understanding by explaining the theory of negotiation text. The objective of the teacher's learning phase is to provide students with a comprehensive and complete understanding

(Rahmadayanti & Hartoyo, 2022). This seems to be contrary to the learning concept, which positions students as empty glasses that must be filled with water without knowing when the water will be full and overflow (Hadijah et al., 2019).

Based on research activities shows that the implementation of the independent curriculum in learning to write negotiation texts using the problem-based learning model is going very well. The findings of this study are in line with the findings of research by Narsa (2021) that problem-based learning models can effectively improve student learning outcomes. Besides that, the problem-based learning model can improve students' writing skills (Hasanah et al., 2016). Thus, learning to write negotiation texts using the problem-based learning model goes very well.

A teacher's third position is that of an assessor/evaluator; as an evaluator, the teacher plays a crucial role in assessing the progress of students. This bolsters the teacher, who must consider not only academic performance but also behavior, attitudes, and social skills. Teachers must observe every student, not just their grades. A teacher must be able to identify the potential of their students and assist them in reaching their maximum potential (Mariyani & Rezania, 2021).

The ability of X E1 Class Students of SMAN 1 Bangsri in writing negotiation texts from the content aspect of the students who got very good scores were 8 individuals (22%), students who got good grades were 22 individuals (61%), and the percentage of students who had good grades quite good as many as six individuals (17%). By looking at these results, it can be seen that the students' ability to write negotiation text from the aspect of content assessment is categorized as good.

Students' ability to write negotiation text in the aspect of content assessment is included in the good category. This condition further strengthens that students can write negotiation texts with the contents of the text well with the accompaniment process or facilitator provided by the teacher (Silvia, 2019). Therefore, learning based on an independent curriculum is compatible with the characteristics of students who can contribute to the resolution of commonplace problems.

Based on the results of the ability of X E1 Class students at SMAN 1 Bangsri in writing negotiation texts from the structure of the text, it is known that 31 students (83%) got very good scores and the percentage of students who had good results was 5 individuals (27%). Thus, the ability of students to write negotiation text from the aspect of completeness of the negotiation text structure is categorized as good. This shows that students understand the structure of negotiation text well. This is in line with the research conducted by Farhan et al. (2019) that The ability of students to comprehend the structure of negotiation texts is outstanding. Consequently, it can be

concluded that learning based on an autonomous curriculum can enhance comprehension of the text's structure.

As one of the texts in Indonesian lessons, writing a text about negotiating necessitates the effective use of sentences. Effective sentences are used to ensure that the negotiation text is easily comprehended. The sentences used in negotiation texts are brief and comprise declarative, interrogative, imperative, and exclamatory clauses that complement and balance one another. This occurs because it is natural to employ negotiation text in the form of direct conversation. Therefore, the sentences that appear in the text of the negotiation will alternate.

Based on the results of the ability of X E1 Class students at SMAN 1 Bangsri in writing negotiation texts based on linguistic elements, it was found that 23 students (64%) got good scores, and 13 students (36%) got pretty good grades. Thus, the ability of students to write negotiation text from the aspect of linguistic elements is categorized as quite good. Based on the results of the student's work, it can be seen that the ability of students to write negotiation texts with supporting linguistic elements is still quite good. This is supported by the statement by (Pariyati et al., 2022) that the ability of students when understanding and writing texts according to linguistic rules is very low.

Based on the results of the ability of X E1 Class students of SMAN 1 Bangsri in writing negotiation texts from the elements of sentence effectiveness, it is known that the percentage of students who got good grades were 17 individuals (47%), and the percentage of students who had good enough was 19 individuals (53%). Thus, the ability of students to write negotiation text from the aspect of sentence effectiveness is categorized as quite good. Based on the results of the student's work, it can be seen that the ability of students to write negotiation texts using effective sentences is still quite good. This is supported by statements (Gofilah & Efendi, 2022) that students' writing ability, when viewed in terms of the use of effective sentences, is still very low.

Based on the results of learning tests to write negotiation texts, it was obtained that the percentage of students who received a complete score was 31 individuals with a percentage of 86%, and the percentage of students who got an incomplete score was five individuals with a percentage of 14%. Based on this, the percentage of 86% is included in the good category. Student learning outcomes are said to be complete or incomplete if their learning outcomes meet the KKM (Minimum Completeness Criteria) class X of SMAN 1 Bangsri, namely completeness 75. Therefore, the ability of X E1 class students of SMAN 1 Bangsri can be said to be qualified because 86% of the scores have

reached KKM of 75. Therefore, the ability of the students of X E1 class at SMAN 1 Bangsri can be said to be qualified because 72% of the scores have reached a completeness of 75. These results are in line with research (Pamungkas & Fauziyah, 2019), which stated that learning to write negotiation texts using the problem based learning method has succeeded in increasing learning outcomes and growing students' creativity in solving a problem that is applied in high school.

CONCLUSION

According to the outcomes of the investigation, there are three possible conclusions. First, the preparation for learning to write the negotiation text of X E1 class of SMAN 1 Bangsri based on the independent curriculum has been carried out according to the most current curriculum guidelines. The process of creating instructional modules refers to the independent curriculum system. The teacher has designed instructional modules that adhere to independent curriculum standards. Second, the implementation of learning is presently implementing a curriculum that seeks to provide students with the stimulation they need to develop their potential. The learning process emphasizes students' exploration of their surroundings. Thirdly, the results of a four-pronged assessment of the students' ability to compose negotiation texts fall into the category of "good," with a proportion of 61%. In addition, 83% of X E1 class students of SMAN 1 Bangsri are categorized as having a very high level of structure-related proficiency. With a percentage of 64%, the students' ability in terms of language elements can be categorized as adequate, while the X E1 class students of SMAN 1 Bangsri's ability in composing negotiation texts based on the effectiveness aspect of the sentence can be categorized as quite good. Consequently, the overall average result across all disciplines is 72%, and 28% of students do not satisfy the KKM. The percentage of 72 percent falls into the category of "good" as a result. Student learning outcomes are deemed complete or incomplete based on whether or not they meet the KKM (Minimum Completeness Standards) for class X of SMAN 1 Bangsri, which is 75. The researcher's recommendations are anticipated to assist Indonesian language teachers in enhancing students' proficiency in writing negotiation texts and providing adequate explanations on how to write effective sentences.

REFERENCES

- Amin, M. (2018). Urgensi kompetensi guru sebagai pelaksana kurikulum di sekolah. *Al-Insyiroh: Jurnal Studi Keislaman*. <http://ejournal.kopertais4.or.id/madura/index.php/alinsyiroh/article/view/3324>
- Barlian, U. C., Solekah, S., & Rahayu, P. (2022). Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan. *Journal of Educational and Language Research*, 1(12), 1–52. <https://doi.org/10.21608/pshj.2022.250026>
- Batubara, U. N. (2019). Perkembangan Pembelajaran Sejarah Pasca Kemerdekaan-Reformasi. *Jurnal Pendidikan Sejarah*. <http://journal.unj.ac.id/unj/index.php/jps/article/view/9613>
- Burohman, T. H. (2020). *The correlation between reading habit and anecdote text writing skill of the tenth grade students of sma negeri 1 talang kelapa*. 1(1), 29–39.
- Dalman, H. (2015). penulisan Populer. *Jakarta: Raja Grafindo Persada*.
- Dewantara, A. A. N. B. J., Utama, I. M., & Wisudariani, N. M. R. (2019). Pembelajaran Bahasa Indonesia Berbasis Teks Di Sma Negeri 1 Singaraja. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 9(2), 275–286. <https://doi.org/10.23887/jjpbs.v9i2.20462>
- Farhan, A., Martha, I. N., & Putrayasa, I. B. (2019). Peningkatan Kemampuan Siswa Menulis Teks Negosiasi Dengan Menggunakan Metode Karyawisata Kelas X Ipa 1 Man 1 Buleleng. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 8(2). <https://doi.org/10.23887/jjpbs.v8i2.20615>
- Gofilah, B., & Efendi, M. (2022). Penggunaan Kalimat Efektif Dalam Menulis Teks Eksplanasi Siswa. *Journal of Classroom Action Research*.
- Hadijah, S., Rochaminah, S., & Jaeng, M. (2019). Perbedaan Pemahaman Konsep Matematika Antara Siswa Yang Belajar Dengan Menggunakan Model Pembelajaran Kooperatif Tipe. *Aksioma*. <https://jurnal.fkip.untad.ac.id/index.php/jax/article/view/213>
- Hasanah, Z., Asri, Y., & Abdurahman. (2016). Pengembangan Modul Pembelajaran Menulis Teks Eksposisi Dengan Model Problem Based Learning. *Jurnal Bahasa Dan Sastra Indonesia*, 5(1), 574–580.
- Imania, N., Widodo, M., & Munaris, M. (2013). Pembelajaran menulis teks anekdot pada siswa kelas X SMA Negeri 1 Metro. *Jurnal Kata (Bahasa, Sastra* <http://jurnal.fkip.unila.ac.id/index.php/BINDO1/article/view/3704>
- Manalu, J. B., Sitohang, P., Heriwati, N., & Turnip, H. (2022). Prosiding Pendidikan Dasar Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar. *Mahesa Centre Research*,

- 1(1), 80–86. <https://doi.org/10.34007/ppd.v1i1.174>
- Mariyani, D. A., & Rezania, V. (2021). Analisis Peran Guru Dan Orang Tua Dalam Pelaksanaan Pembelajaran Daring. *Paedagoria: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 12(2), 311. <https://doi.org/10.31764/paedagoria.v12i2.4972>
- Maulida, U. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. *Tarbau: Jurnal Pemikiran Dan Pendidikan*
- Miles, M. B., & Huberman, A. M. (1994). 1994, *Qualitative Data Analysis: An Expanded Sourcebook*, Thousand Oaks, CA, Sage Publications.
- Narsa, I. K. (2021). Meningkatkan Hasil Belajar Bahasa Indonesia Pada Materi Menulis Teks Cerita Fantasi Melalui Penerapan Model Pembelajaran Problem Based Learning. *Journal of Education Action Research*, 5(2), 165–170. <https://doi.org/10.23887/jear.v5i2.33269>
- Pamungkas, P. T., & Fauziyah, N. M. (2019). Pembelajaran Menulis Teks Negosiasi Dengan Menggunakan Metode Problem Based Learning Pada Siswa Kelas X Tahun Ajaran 2017/2018. *Parole (Jurnal Pendidikan Bahasa Dan Sastra Indonesia)*, 2(1), 27–32.
- Pariyati, P., Surastina, S., & ... (2022). Upaya Meningkatkan Kemampuan Menulis Teks Negosiasi Menggunakan Metode Inkuiri Siswa Kelas X Smk It Insan Cendekia Rabbani. *Warahan: Jurnal Ilmiah*
- Priantini, D., Suarni, N. K., & ... (2022). Analisis Kurikulum Merdeka dan Platform Merdeka Belajar untuk Mewujudkan Pendidikan yang Berkualitas. *Jurnal Penjaminan* <http://ojs.uhnsugriwa.ac.id/index.php/JPM/article/view/1386>
- Puspitasari, P., & Supriatna, E. (2016). Model Pembelajaran Kontekstual Berbasis Pengalaman Dalam Pembelajaran Menulis Teks Anekdota Pada Kelas X Sma Negeri 20 Bandung. *Jurnal Ilmiah P2M* <http://www.e-journal.stkipsiliwangi.ac.id/index.php/p2m/article/view/476>
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & ... (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*. <https://jbasic.org/index.php/basicedu/article/view/3237>
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*. <https://www.neliti.com/publications/449646/potret-kurikulum-merdeka-wujud-merdeka-belajar-di-sekolah-dasar>
- Risdianto, E. (2019). Analisis pendidikan indonesia di era revolusi industri 4.0. *April*, 0–16. Diakses Pada. https://www.researchgate.net/profile/Eko-Risdianto/publication/332415017_Analisis_

Pendidikan_Indonesia_Di_Era_Revolusi_Industri_40/links/5cb4509b4585156cd7993519/analisis-pendidikan-indonesia-di-era-revolusi-industri-40.pdf

Sagala, S. (2017). *Konsep dan makna pembelajaran: Untuk membantu memecahkan problematika belajar dan mengajar*. senayan.iain-palangkaraya.ac.id. http://senayan.iain-palangkaraya.ac.id/index.php?p=show_detail%5C&id=1323%5C&keywords=

Sari, R., Hudiyono, Y., & Soe'oed, R. (2017). Pengembangan Media Blog dalam Pembelajaran Menulis Teks Anekdote pada Siswa Kelas X SMA. *Ilmu Budaya: Jurnal Bahasa* <https://ocs.unmul.ac.id/index.php/JBSSB/article/view/712>

Septiani, E. (2022). Pembelajaran Menulis Teks Negosiasi dengan Menggunakan Metode Inkuiri pada Siswa Kelas X. *Caraka: Jurnal Pendidikan Bahasa Dan* <https://journal.institutpendidikan.ac.id/index.php/caraka/article/view/1745>

Silvia, L. (2019). Kemampuan Siswa Kelas X Sma Negeri 3 Langsa Menulis Teks Negosiasi. *Jurnal Samudra Bahasa*, 1–8.

<https://www.ejurnalunsam.id/index.php/JSB/article/view/1610%0Ahttps://www.ejurnalunsam.id/index.php/JSB/article/download/1610/1205>

Syarhoh, U. M., Siddik, M., & Mulawarman, W. G. (2022). Pengaruh Penggunaan Media Foto dan Video Animasi Karikatur terhadap Kemampuan Peserta Didik dalam Memahami Teks Anekdote Siswa Kelas X SMA. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 5(3), 641–652. <https://doi.org/10.30872/diglosia.v5i3.443>

Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. P. (2022). Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar. *Jurnal Jendela Pendidikan*, 2(04), 529–535. <https://doi.org/10.57008/jjp.v2i04.301>