



RESEARCH ARTICLE

# Indonesian Teaching Materials in Competency-Based Universities Text Orientation; Research and Development at the University of Jambi through the Borg & Gall Model

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**ABSTRACT**

This study aims to describe the process of developing syllabus and teaching materials, trials, effectiveness results, and feasibility tests of text-oriented competency-based Indonesian teaching materials at the University of Jambi through the Borg & Gall model. The research method uses the Borg & Gall development model which combines qualitative and quantitative approaches. Data were collected through observations, questionnaires, interviews, and tests, with a purposive sample consisting of 30 students for the experimental class and 30 for the control class. Validity and reliability tests are carried out qualitatively through triangulation of theories and methods, as well as quantitatively with tests of validity, reliability, normality, and homogeneity of data. The text readability test uses the Gunning Fog index. The results of the study show that the Indonesian syllabus and teaching materials used so far are inadequate and inconsistent, because each lecturer and student uses different sources. Therefore, the teaching material developed in this study is Indonesian for Text-Oriented Competency-Based Universities. The results of the product trial at several stages showed improvements in content, language, graphic design, presentation, learning motivation, learning creativity, and student learning outcomes. The t-test statistical test shows significant differences between the classes that use these teaching materials and those that do not. This teaching material is also considered easy to understand and effective in learning Indonesian in universities, especially at the University of Jambi, and is declared feasible by experts in various aspects.

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## INTRODUCTION

The competencies that must be achieved in Indonesian language learning in higher education are general competencies and special competencies. General competencies; students are able to express thoughts and ideas effectively, efficiently and communicatively in writing scientific papers, reports, letters, proposals, and are able to speak spontaneously and planned. Special competencies; students have adequate knowledge and feel proud of the meaning, history, position, functions of the Indonesian language; able to explain the characteristics of scientific language variants and apply them in academic performance; able to read critically for the needs of scientific writing and academic activities; able to explain the characteristics of academic papers, articles, reports, proposals, official letters, manuscripts and practice effective, efficient and communicative speaking, discussing; apply the process of writing scientific papers, articles, reports, proposals, as well as official letters and speech manuscripts with standard language variants; apply effective and interesting scientific presentation steps in a formal situation; and skillfully present scientific presentations with multimedia.

Observing the general competencies and special competencies that must be achieved by students or in higher education, actually any graduate from any university should be proficient in Indonesian. This

Indonesian language skill is possessed by students considering that the materials in achieving general competencies and special competencies have been designed according to the objectives of Indonesian language learning in higher education. So far the syllabus of the Indonesian language course as a personality development course, the course syllabus has been developed to include; Indonesian as personality development, language intelligence in various language variants especially scientific variants, standard spelling, citations, footnotes, bibliography, diction, word classes, phrases, clauses, effective sentences, paragraphs, reasoning, essay planning, manuscript editing, and reviews. In addition, (Juwaeni & Akrom, 2015) develop Indonesian language course materials as a personality development course including; course introduction, development of the Indonesian language, Indonesian with its various variants, diction or word choice, sentence structure, paragraphs or sub-sections, deductive and inductive reasoning as well as fallacies, spelling rules, presentations, speeches, seminars, summaries, reviews, and scientific writing techniques. Likewise, (Abidin, 2012) developed the Indonesian language syllabus in higher education as a personality development course, including; the position and function of the Indonesian language, written variants of the Indonesian language, scientific Indonesian writing, writing and citation ethics, strengthening provisions for scientific writing, mechanical aspects, and application of scientific Indonesian.

After analyzing the contents of the Indonesian language learning syllabus in higher education and several teaching books produced by Indonesian language experts, not many have adapted them to the syllabus stipulated by Dikti, namely text-based Indonesian language learning. Text is something that students are faced with on a daily basis. As academics, students will always be faced with and deal with texts. For example, they will be faced with assignments for each course they contract every semester. The initial observation that has been made clearly shows that students mostly tend to have difficulty in producing texts, for example simply in working on course assignments, they are overwhelmed. Students tend to only imitate source materials from the internet to build their own texts in order to work on their assignments. In this regard, it is not excessive if systematic teaching about texts needs to be offered in higher education. Indeed, indirectly in Indonesian language learning in higher education this concept of text is already there, but it is not explicitly stated as text, or indirect teaching of building texts. However, learning to build scientific proposals, for example implicitly has indeed learned about texts.

Based on initial observations, combined with the syllabus for the Indonesian Language course material in higher education as a personality development course and the approaches and methods of teaching applied by Indonesian language lecturers at the University of Jambi, various inaccuracies or mistakes in using Indonesian language should no longer occur. However, initial facts prove that both officials in the Jambi city government environment and students who have taken Indonesian language as a personality development course and have graduated still make many mistakes in Indonesian. Not to mention from the aspect of politeness in language, students also use many word choices and sentences that do not match with politeness language theory.

In that effort, the syllabus and teaching materials developed are directed at text as a learning source, learning target, as well as instilling social values faced by students, both within the academic community and in social interactions in everyday life in the general community. This will direct the competencies to be developed in this study towards learning competencies oriented towards texts. Students not only study the contents and rules of texts, but also learn the social values revealed in them. The text-based approach to Indonesian language learning in higher education is a continuation of the same approach in middle school and high school. Texts and their social functions as well as elements contained in them become the focus of learning activities. In addition, the social function of the text is essentially the purpose of the text itself. It is this that underlies the achievement of competencies oriented towards texts.

Observing the various types of Indonesian language books that are used in Indonesian language course learning at the University of Jambi, each having advantages and disadvantages, it would be appropriate to produce an ideal textbook, at least to standardize learning and unite lecturer perceptions of the Indonesian language course at the University of Jambi. To that end, through this development research an effort was made to produce a book or teaching materials that can help achieve these expectations.

In addition, of course the main goal of Indonesian language learning in higher education is that students have academic competence to correctly and properly use Indonesian when producing scientific and non-scientific texts. For this reason, to be more directed at what will be carried out, it is necessary to formulate the following research problems; (1) How is the process of developing Indonesian language syllabus and teaching materials for competency-based higher education oriented towards texts at the University of Jambi through the Borg & Gall model? (2) What are the results of field trials of the content of the syllabus and teaching materials for competency-based higher education oriented towards Indonesian language texts at the University of Jambi through the Borg & Gall model? (3) How effective are the products of the content of the syllabus and teaching materials for competency-based higher education oriented towards Indonesian language texts at the University of Jambi through the Borg & Gall model? (4) How feasible are the teaching materials products for competency-based higher education oriented towards Indonesian language texts at the University of Jambi through the Borg & Gall model?

The expected product specification from this development research is an Indonesian language teaching material product for competency-based higher education oriented towards texts as a mandatory national course that meets student needs. Through these teaching materials, students have sufficient competencies in: the history of the development of the Indonesian language, the position and function of the Indonesian language, variants of the Indonesian language, Indonesian diction, developing effective Indonesian sentences, developing Indonesian paragraphs, compiling scientific Indonesian texts, compiling non-scientific activities in Indonesian, compiling scientific Indonesian articles, and writing official letters in Indonesian.

## **LITERATURE REVIEW**

### **The Essence of Teaching Materials**

According to Aryaningsih et al., (2013) a textbook is; "A text book used as a standard reference for certain subjects, characterized by; source of teaching materials, become standard reference for certain subjects, arranged systematically and simply, and accompanied by learning instructions. Another view of the definition of teaching materials is as stated by (Duman, 2010) that; "Teaching materials are materials or learning materials arranged systematically used by teachers or students in the learning process." According to the National Centre for Competency Based Training (Muchlishon, 2015.) that; "Teaching materials are all forms of materials used to assist teachers or instructors to carry out the learning process in the classroom, the intended materials can be written or non-written." The view of other experts states that teaching materials are a set of materials arranged systematically in writing or non-writing, thus creating an environment that allows students to learn (Fraenkel et al., 2012).

Regarding the essence of teaching materials, (Krajcik et al., 2008) explains that; "Teaching materials or learning materials are everything that becomes the content of the curriculum that students must master according to basic competencies in order to achieve competency standards for each subject in a particular education unit. Teaching materials are the most important part of the learning process. Teaching materials are the core of learning activities. According to subject centered teaching in Sanjaya, the success of a learning process is determined by how much students master the materials that have been determined in the curriculum."

According to (Marion & Oluwafunmilayo, 2011) that; "Instructional materials are specific content specifications that provide guidelines for teachers in terms of intensity of coverage and amount of attention required by certain content or pedagogical tasks. Instructional materials refer to everything used by teachers or students to facilitate language learning, to increase knowledge and/or language experience. Meanwhile, the development of instructional materials is what writers, teachers or students do to provide various experience input sources designed to improve language learning. Regarding the essence of teaching materials." (Marhaeni, 2021) affirm that; "Teaching materials have four things, namely; (1) facts, (2) concepts, (3) procedures, (4) metacognition."

### **Functions of Teaching Materials**

According to (Hoesny, 2013) the functions of teaching materials for educators include; "(a) saving

educators' time in teaching, (b) changing the educator's role from a teacher to a facilitator, (c) improving the learning process to become more effective and interactive, (d) as a guideline for educators to direct all their activities in the learning process and are the substance of competencies that should be taught to students and (e) as an evaluation tool for achieving achievements or mastery of learning outcomes. Meanwhile, the functions of teaching materials for students include; (a) students can learn without having to have an educator or other students, (b) students can learn whenever and wherever they choose, (c) students can learn at their own respective paces, (d) students can learn in the order they choose themselves, (e) helping student potential to become independent learners or students and (f) as a guideline for students to direct all their activities in the learning process and are the substance of competencies that should be learned or mastered."

In addition to the above functions, teaching materials also have benefits or uses for educators and students. The benefits for educators include; "(a) educators will have teaching materials that can help in implementing learning activities, (b) teaching materials can be submitted as works assessed to increase educators' credit points for the purpose of promotion, (c) increasing income for educators if their works are published. While the benefits or uses for students are; (a) learning activities become more interesting, (b) students get more opportunities to learn independently with educator guidance, and (c) students get convenience in studying each competency that must be mastered", (Andiopenta & Aripudin, 2021).

### **Steps in Developing Teaching Materials**

Regarding the steps in developing teaching materials, (Kanzunudin, 2016) explains that; "Teaching material development is carried out through at least seven steps, including; (1) identifying teacher and student needs, (2) determining exploration activities for teaching material needs, (3) contextual realization by proposing appropriate ideas, selecting texts and teaching material contexts, (4) pedagogical realization through tasks and exercises in teaching materials, (5) producing teaching materials, (6) using teaching materials, and (7) evaluating teaching materials. Richards proposes a teaching material design covering (1) developing goals, (2) developing syllabus, (3) organizing teaching materials into learning units, (4) developing unit structures, and (5) sequencing units."

To compile teaching materials that suit these characteristics, several initial steps must be taken, as explained by (Osman et al., 2012) that; "There are three main steps that must be taken in compiling teaching materials, namely; (1) analyzing the needs for teaching materials, (2) developing a teaching material map, and (3) making teaching materials."

In carrying out the analysis of teaching material needs, (Osman et al., 2012)) explains three steps that must be taken, namely; (1) analyzing the curriculum, (2) analyzing learning resources, and (3) analyzing types of teaching materials. In explaining the steps in analyzing the curriculum with procedures such as: (1) Determining competency standards, namely the minimum competency qualifications of students (competency standards) describing attitudes, knowledge, and skills that can be achieved at each level / semester, consisting of a number of basic competencies as a standard reference that must be achieved and applies nationally. (2) Determining basic competencies, namely the abilities that students must have in certain subjects as a reference for developing competency indicators. (3) Determining indicators of achievement of learning outcomes or specific competency formulations that can be used as assessment criteria in determining whether or not someone is competent. So that we can find out specific competencies that will later be used as the basis for consideration in determining appropriate teaching materials. (4) Determining core materials, namely a number of main information, knowledge, skills, or values arranged in such a way by educators so that students master the competencies that have been set. So, after analyzing the indicators, we proceed to analyze the core materials. The core materials become one of the main references in compiling teaching materials. (5) Determining learning experiences, namely activities designed by educators so that students carry them out to master competencies that have been determined through learning activities organized.

After completing the first step in developing teaching materials, namely curriculum analysis, the second step is to analyze learning resources. (Park et al., 2015) explains that there are three things

that must be considered in analyzing learning resources, namely; availability, suitability, and ease. More specifically, he explains; (1) Availability, the availability criteria regarding the availability or not of learning resources around us, this refers to the procurement of learning resources. Consider the availability of learning resources used as practically as possible so that it is easy for us to provide it. (2) Suitability, this criterion means whether the learning resources are suitable or not for the predetermined learning objectives, the main thing done in this criterion is understanding the suitability of learning resources to be chosen with the competencies that students must achieve. (3) Ease, this ease criterion means whether the learning resources are easy to provide and use or not, therefore we must choose learning resources that are easy to procure and operate, so that the teaching materials can really effectively make students master the competencies that have been set.

The third key step in developing teaching materials is to select and determine teaching materials. This aims to meet one of the criteria that teaching materials must be interesting and help students achieve competencies. Regarding the selection of teaching materials, (Plomp & Ely, 1996) there are three principles that can be used as guidelines, namely "the principles of relevance, consistency, and adequacy. The principle of relevance. It means that the teaching materials chosen should have relations to the achievement of competency standards and basic competencies. Consistency principle. It means that the teaching materials selected have integrity, so between the basic competencies that students must master and the teaching materials provided have harmonization. Principle of adequacy. It means that when choosing teaching materials it is sought which is adequate to help students master the basic competencies taught." (Plomp & Ely, 1996) explains that developing teaching materials is similar to research procedures, with steps, namely; "(1) Identifying learning problems occurring in the classroom, reviewing existing textbooks, reviewing literature, observing classes when using textbooks, and reviewing documents. (2) Analyzing curriculum by analyzing competency standards, basic competencies, formulating indicators, and formulating learning objectives. (3) Compiling a draft textbook based on theory, validation by experts to determine the suitability of the draft with its theoretical foundation, and using a validation instrument. (4) Revising the draft textbook based on expert validation so that the results are better and in accordance with the theory."

### **Competency-Based Learning**

(Prastowo, 2019) explain that; "There are five types of competencies, namely basic competencies, general competencies, academic competencies, vocational competencies and professional competencies."

Basic competencies are skills, habits or essential early skills that students must master to master higher competencies (self-development). Basic competencies also include mastery of skills and abilities to maintain, care for, defend and develop themselves, both physically, socially, intellectually and morally. In this concept, basic competencies are not only competencies that children must master to learn further, but also those that children, adolescents and adults must master for their own existence. Maintaining and upholding reputation, self-esteem and reputation are basic competencies that must be mastered not only by children but also adolescents and adults.

General competencies are mastery of skills and abilities needed in life, both in family life, at school, in society or in the work environment. Academic competencies are the ability, skills, applying theories, concepts, rules, principles, models in life. Academic competence is also related to the application and development of higher-order thinking skills, namely analytical, synthetic, evaluative, problem-solving and creativity thinking skills.

Vocational competencies are related to the development of practical skills in one field of work. Vocational competencies can be related to mastery of work skills at the pre-vocational (pre-vocational) stage, vocational and vocational levels. Professional competencies are mastery of academic and vocational skills at a high level. This competence is related to mastery of high-level intellectual, social and motor skills, such as abstract thinking processes, analysis-synthesis, convergence-divergence, evaluative, problem-solving, and creativity; communication and leadership skills, skills in operating high-tech tools, etc. Professional competencies are developed through professional education programs and specifications.

## **Text-Based Language Learning**

PUTRA et al., (2014) explain that text is a means to understanding language. Text is understood as language that functions or language that is performing a specific task within a particular situational context. The understanding of such a text implies that every use of language always has a purpose. The goal meant here is certainly a social goal, because language is nothing but a means to carry out social processes. If life consists of only one person, social interaction is not necessary, so language is not needed. Language used with a specific social purpose is what gives birth to text.

Text is defined as a unit of language used as an expression of a social activity, either orally or in writing, with a complete thought structure. The definition above leads to the characterization of texts, which can take the form of language used to express anything that is thought, such as the well-known types of label or multimodal texts. That's why words or sentences that lack situational context and might be written on a blackboard are not considered text (Basith & Zuhriyah, 2023).

According to (Hoed, 1994: 129), it is explained that a text is a manifestation of discourse. A text is not merely a sentence or a series of words that can be viewed grammatically, but rather as a discourse that must be interpreted from various contexts. According to (Rachmawati, 2015), they explain that a text seems to be just words and sentences, but in reality, a text consists of various meanings. Text is a form of language, not just a series of words written on a piece of paper, but text encompasses various types of communication expressions. Text can be defined as a description of something expressed through a language. Between text and social context and cultural context, there is a foundational relationship. Cultural context will influence social context, consequently, the reflection of social context in the form of text will also be determined by both contexts.

Talking about text cannot be separated from discussions about genre and register, because these two have a hierarchical relationship with the text itself. Genre refers to cultural values or norms that are realized in a social process. Thus, genre can be defined as a text that serves as a reference so that a text can be made more effective, both in terms of the accuracy of its purpose (social purpose), the accuracy of the selection and arrangement of text elements, and the accuracy in the use of grammatical elements (Rahardi, 2009)

## **Types and Structure of Texts**

Texts built with various language varieties will, of course, also be diverse. Likewise, since texts are used to express a social activity with a complete thought structure, each text has its own structure. Meanwhile, the social goals that humans aim to achieve in life are diverse, which will result in various types of texts, each with its own text structure or thought structure. In connection with that explanation, it is clear that some texts are built on pure imagination or fantasy, while others are built on real events or occurrences. That's why there are fictional and factual types of texts. In addition, there are also simple texts, and there are also compound texts.

According to (Arifah, 2019), it is explained that in general, texts can be classified into single texts or micro genres and compound texts or macro genres. Singular and plural terms are analogous to the singular and plural concepts in simple and compound sentences. In the context of compound texts, such an analogy is intended as a form of combining several types of single texts to fill the entire structure of the compound text. In other words, a compound text is a complex text with a larger structure segmented into parts that can be chapters, subchapters, or sections, subsections. In such texts, several types of continuous texts or single texts are incorporated to fill the parts of the text structure. In other words, the structure of the text in a compound text is divided into parts (chapters or sections) that seem to be separate, yet in terms of both cohesion and coherence, they show a connection with one another. Between one part and another in this type of compound text, there is cohesion and coherence, forming a cohesive structure of a compound text. Included in this category of complex texts/macro genres are academic manuscript texts, such as research proposals, theses, dissertations, research reports, articles, abstracts, and others.

A proposal, or a thesis, dissertation, or various types of research reports, falls into the category of plural texts. This is clear because a proposal is built by sections starting from an introduction,

literature review, and research methods. Those parts are a single text. Based on the narrative perspective, the genre or type of text can be divided into two major groups, namely texts that fall under the literary genre and the non-literary genre. Meanwhile, texts in the literary genre group are categorized into the narrative genre, while texts in the non-literary genre group are classified into the factual genre and the response genre. Both the narrative genre and the factual and response genres are each divided into two subgenre groups, namely; (1) Narrative and non-narrative subgenres for the narrative genre category; (2) Report and procedural subgenres for the factual genre category; and (3) Transactional and expository subgenres for the response genre category (Richey, 2004). Considering the explanation above, it is clear that the text is categorized into two types, namely; fiction-based text and fact-based text. Fictional texts are built purely through imagination, in other words, they are abstract and not based on real things. Meanwhile, factual texts are built through real things, in other words, they are concrete and not the result of imagination. Thus, the type of fictional text is classified as a literary work, such as a novel or a poem. Meanwhile, factual texts are clearly classified as non-literary works, meaning works based on real events or occurrences, such as descriptive texts, argumentative texts, or research reports, experimental results reports, or a thesis, dissertation, or dissertation.

### **Principles of Text-Based Language Learning**

When discussing the principles of text-based language learning, it is essential to have a clear understanding of the relationship between text and context. This is important to avoid overlapping meanings, that a text exists within a context, in other words, the background of the text is the context. Purba, (2021) agree with Sagala (2010), explaining that in text-based teaching and learning, there are four stages that must be undertaken, namely; (1) the context-building stage, (2) the text modeling stage, (3) the joint text creation stage, and (4) the independent text creation stage.

The context development stage is the initial phase of directing thoughts towards a subject that will be studied. In this case, the lecturer invites the students to start concentrating on a core subject matter in the form of a text that is already in front of them. Then the second stage, referred to as text modeling, involves starting a discussion on the available text by examining all linguistic aspects that construct the text. Meanwhile, the third stage involves collaboratively building the text, where both the lecturer and students together create a text that aligns with the established text characteristics. The lecturer acts only as a facilitator for students in the process of constructing the text. Then, in the fourth stage, students independently construct their own texts.

The four stages occur in a cycle. Lecturers can start the teaching and learning activities from any stage, although generally these stages are taken sequentially. In addition, if the teaching and learning activities encounter difficulties at a certain stage, such as collaborative text creation, the lecturer may direct the students to return to the modeling stage. Each chapter in this Indonesian language book for higher education, published by the Ministry of Education and Culture, contains four parts of learning activities (A, B, C, and D). Part A relates to the context-building stage, which is intended as the initial steps taken by the lecturer together with students to direct their thinking towards the main issues to be discussed in that chapter. Part B is the modeling stage, which involves the discussion of the text provided as a learning model. The discussion is directed towards all linguistic aspects that form the text as a whole. Part C is the stage of collaborative text development. In this section, because students are not yet able to construct texts independently, they still require facilitation from others. This facilitation can come from lecturers, peers, or anyone else. Thus, at this stage, students together with other students and lecturers as facilitators reconstruct the text as shown in the model. The tasks assigned include all linguistic aspects that correspond to the characteristics required for the specified type of text. As for part D, it is the self-study stage. At this stage, students are expected to actualize themselves by using texts according to the types and characteristics as shown in the model without any assistance from anywhere (Sani, 2013).

## **METHODOLOGY**

### **Research Design**

The research method applied in this study is the research and development (R&D) method, considering

that this research aims to produce a product and test its effectiveness. The research and development model applied in this study is the Borg & Gall development model with the following procedures: (1) Research and information gathering. (2) Planning. (3) Development of the initial product form. (4) Initial field test or preparation. (5) Revision based on the results of the initial field test. (6) Main field test. (7) Revision based on the results of the main field test. (8) Operational field test. (9) Revision based on the operational field test. And (10) Dissemination and implementation.

### **Qualitative Technique**

The trial subjects or research samples were purposively selected with 30 for the control class and 30 for the experimental class. Considering the limitations of time, implementation, and research objectives, not all populations become data sources. Therefore, the research sample was determined to be purposive sampling, using a random technique by selecting two classes of students with a background in science, namely one class from the Faculty of Agriculture and one class from the Faculty of Agricultural Technology. Then, two classes with a background in social sciences, namely one class from the Faculty of Law and another class from the Faculty of Social and Political Sciences. This is done considering the limitations of research manpower and time, and the four classes when learning Indonesian are taught by the researcher themselves. The types of research data consist of primary and secondary data. Primary data includes data on the analysis of students' needs regarding Indonesian language materials, the views of lecturers teaching the Indonesian language course on Indonesian language learning in the environment of Jambi University, as well as the results of trials on interest and the level of readability and feasibility of the syllabus and teaching materials that have become products. Meanwhile, secondary data includes the results of the analysis of the syllabus content and teaching materials currently used by lecturers teaching the Indonesian Language course in teaching Indonesian as a personality course at the University of Jambi. To collect data in this research, observation techniques, questionnaires, interviews, and tests are required.

### **Quantitative Techniques**

The data analysis techniques in this research are applied according to the development research procedures. (R&D). For that, qualitative and quantitative analysis techniques are needed. The qualitative analysis technique required is descriptive analysis of qualitative data regarding the state of Indonesian language learning in the field, which includes the forms of teaching materials currently used at Jambi University, the condition of lecturers teaching the Indonesian language course at Jambi University, and the analysis of student needs. Meanwhile, quantitative data is analyzed using quantitative techniques, which include; percentage techniques used to analyze data from expert validation on product readability, product appearance, and product content. Inductive statistical technique, namely the t-test, is used to analyze data from experiments with small and large groups. For readability level data analysis, the Gunning Fog Index technique is used.

To test the validity of the data in this study, two techniques were employed, namely triangulation technique with validity and reliability testing. The data triangulation technique was conducted to test the validity of qualitative data in the form of observation results, specifically regarding data on student needs analysis, interviews with lecturers teaching the Indonesian Language course, and expert validation of the syllabus and teaching materials. The triangulation techniques used were technique triangulation, source triangulation, and theory triangulation. Meanwhile, the data collected through questionnaires and tests, especially regarding the results of tests 1, 2, and 3 on the syllabus content and teaching materials, were subjected to validity and reliability techniques. The validity techniques applied are empirical validity techniques, specifically construct validity, and content validity techniques. The instrument validity test refers to empirical validity, which is a number or coefficient analyzed based on data obtained empirically from the scores of the known test group. (test). Empirical validity is determined based on internal and external criteria. Internal criteria are the test or instrument itself that serves as the criterion, while external criteria are the measurement results of the instrument or other tests outside the relationship itself that serve as the criterion. In addition, the instrument was also validated by experts.

The validity test in this research refers to internal validity, because the measured quantity uses the instrument as a unit (the entire item) as a criterion to determine the validity of the item of an instrument



by using the measurement results of the instrument as a unit criterion. By using instruments that meet the requirements, the research results are expected to provide information that is relatively similar to the actual conditions and the subjects being studied. To calculate the correlation coefficient between item scores and total instrument scores, the product-moment correlation coefficient is used. ( $r$ ).

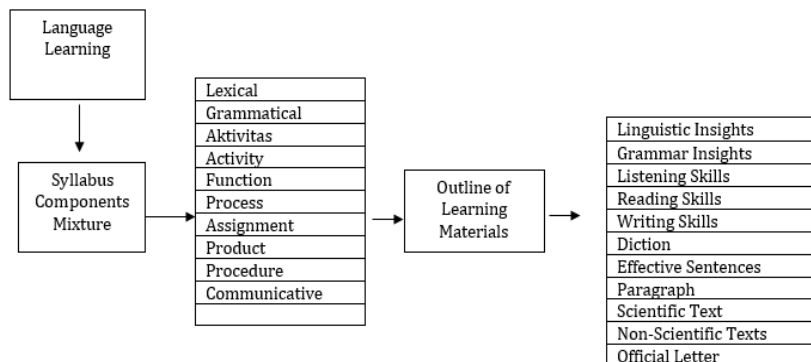
Meanwhile, to test the reliability of the test instrument, the internal consistency technique is used through the Spearman-Brown split-half technique. The reliability test essentially refers to the consistency of the scores obtained by the subjects. Reliability testing demands the consistency of test results when tested in different places and times. Reliability has various names, but the main idea contained in the concept of reliability is the extent to which the results of a measurement can be trusted. All statistical analyses in this research and development were conducted using the SPSS program series 23. To measure the readability level of the text, the GFI formula technique is used. The Gunning Fog Index is one of the readability formulas that categorizes the readability level of the text into three categories: easy, moderate, or difficult.

The hypothesis in this development research is: "There is a significant difference in student learning outcomes between those who use Indonesian language teaching materials in text-oriented competency-based higher education and those who do not use them." This hypothesis is tested using the t-test technique. Product feasibility testing is carried out through the validation stage by content experts, namely subject matter experts and language experts. Then, learning media experts for presentation technique validation and graphic validation. Then, students as potential book users will be involved to determine the level of learning motivation, learning creativity, and learning outcomes. In addition, a difference test was also conducted using the t-test statistic to determine the difference in learning outcomes between students who used the product book and those who did not. All the assessment results are analyzed and reconstructed to draw conclusions on whether the product book is suitable for use or not.

## RESULTS

### Overview of the Product Development Process

The syllabus model that will be developed in this research is a mixed syllabus model. As outlined in the literature review section, the components of a mixed syllabus essentially include; (1) lexical, (2) grammatical, (3) activities, (4) functional, (5) needs, (6) situation, (7) process, (8) task, (9) product, (10) communicative, and (11) skills. A lexical and grammatical syllabus is necessary for grammar material. Meanwhile, other syllabi are designed to accommodate various written language products, particularly in this case, writing scientific proposals and writing scientific reports. To clarify the components of this mixed syllabus along with the development of teaching materials, it can be seen in the following image.



**Figure 1. Mixed Syllabus Development Flow**

### Results of the Readability Test of Produced Teaching Materials Texts

The text of the teaching materials was produced after being tested using the Gunning Fog Index formula, that from the teaching materials as a whole a text was randomized to take 108 words. Then after

calculating the average sentence of 8 sentences, as well as 9 words that are categorized as difficult. Then after being calculated according to the Gunning Fog Index formula:  $(100: 108) \times 9 + (108: 8) \times 0.4 = 8.73$ . Seeing that the price of the Fog Index is in the category of 8-9, it means that the text built is included in a high level of readability, thus the text in the teaching materials produced in this study is included in the category of easy-to-understand texts.

**Results of Product Trials in the Field**

The results of the assessment of the teaching material product can be seen in the assessment recapitulation of the product trial results as shown in table two below.

**Table 1. Recapitulation of Trial Product Assessment I, II, and III**

	Valuation	Phase I Trial	Phase II Trial	Phase III Trial
1	Content of the material	3.7	4.1	4.7
2	Linguistics	3.5	4.0	4.6
3	Graphic Design	4.0	4.3	4.8
4	Penyajian	3.0	4.1	4.7
5	Student Learning Motivation	3.7	4.0	4.6
6	Student Learning Creativity	3.8	4.2	4.7
	Average	3.61	4.11	4.68

Then, the assessment of students' learning outcomes can be illustrated in the following Table 2.

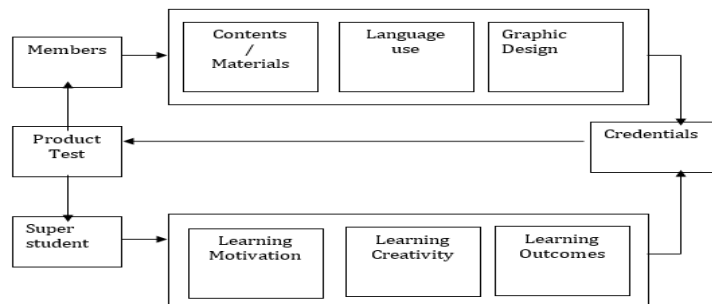
**Table 2. Recapitulation of Learning Outcomes Assessment**

	Assessment Stage	Experimental Classes		Control Classes	
		Pretest	Posttest	Pretest	Posttest
1	Stage I Assessment	66.00	77.00	62.00	67.00
2	Stage II Assessment	72.80	78.00	66.00	70.00
3	Stage III Assessment	80.80	84.13	73.10	78.10
	Average	73.20	79.71	67.03	71.70

The process of hypothesis testing in this research was conducted by testing the pretest learning outcomes between the experimental class and the control class, as well as the posttest learning outcomes between the experimental class and the control class. The results of the hypothesis test indicate that the P value (Sig. (2-tailed) < 0.05. It turns out that  $0.000 < 0.05$  means  $H_0$  is rejected, in other words, there is a difference in learning outcomes before and after using the teaching materials.

**Product Feasibility Test Results**

The implementation of the product feasibility test took place over a full semester, integrated with the learning process of the Indonesian language course as a national mandatory course. The following will describe the steps for testing the feasibility of Indonesian language teaching materials based on text-oriented competencies, as shown in the following diagram.



**Figure 2. Product Feasibility Testing Flow**

In order to test the feasibility of the content or material of the product, an assessment tool has been prepared. To clarify, the assessment results from experts on the content will be described in the following table 5.

**Table 5. Description of Expert Assessment of Content in Product Feasibility Testing**

	<b>Material Content Eligibility Components</b>	<b>Member Evaluation I</b>	<b>Expert Assessment II</b>
1.	Scope of material	5	4
2	Material accuracy	4	5
3	Freshness of material	4	5
4	Contains entrepreneurial insights	3	4
5	Stimulating curiosity	4	4
6	Contains life skills	4	5
7	Contains insight into diversity	4	3
8	Contains contextual insights	5	4
9	Competency relation, materials and evaluation	4	4
10	There is material enrichment	4	4
	Average	4.10	4.20

The second aspect of the product feasibility test is in terms of language. Expert assessment of linguistic matters is conducted through 10 evaluation components. The ten components are as follows, as shown in Table 6 below.

**Table 6. Description of Expert Assessment on Language in Product Feasibility Testing**

	<b>Material Content Eligibility Components</b>	<b>Member Evaluation I</b>	<b>Expert Assessment II</b>
1	Adapting to learners' development	5	4
2	Communicative	4	4
3	Dialogical and interactive	5	4
4	Plays	4	3
5	Coherence and collapse of the line of thought	4	4
6	In accordance with Indonesian rules	5	5
7	Consistent use of terms/symbols	4	5
8	Ease of instruction and information	4	5
9	Ease of understanding the material	5	5
10	Pushing the power of reason	4	4
	Average	4.40	4.30

In the context of product feasibility testing in terms of the use of learning media, the assessment is conducted on the presentation feasibility component and the graphic component. For a clearer understanding, the expert assessment results on the presentation feasibility component will be described in the following Table 7.

**Table 7. Expert Assessment Description on Presentation in Product Feasibility Testing**

	<b>Serving Eligibility Components</b>	<b>Member Evaluation I</b>	<b>Expert Assessment II</b>
1	Consistency of presentation technique	5	4
2	Presentation material support	4	4
3	Presentation of learning	4	5
4	Suitability of materials and illustrations	5	5
5	Application consistency	5	4

6	Relational use of images and illustrations	4	4
7	Youthful understanding of the text	4	4
8	Sentence Blurring in text	5	5
9	Paragraph Collapse in Text	5	4
10	Consistency in the use of instructions	4	5
	Average	4.50	4.40

Meanwhile, the expert assessment of the feasibility of graphics is conducted through four evaluation components. The four components are as follows, as shown in Table 8. below.

**Table 8. Description of Expert Assessment on the Graphic Feasibility in Product Feasibility Testing**

	Graphic Eligibility Components	Member Evaluation I	Expert Assessment II
1	Paper size	5	4
2	Leather design	4	5
3	Layout Design	4	4
4	The quality of the paper used	5	5
5	Component fittings	5	4
6	Consistency Use of icons	4	4
7	Consistency Illustrations and images	4	4
8	Font format and size	5	5
9	Proportional free space	4	4
10	Consistency of Spacing	4	4
	Average	4.40	4.30

The results of the examination of motivation, creativity, and learning outcomes are as shown in Table 9. below.

**Table 9. Recapitulation of the Feasibility Test of Motivation, Creativity, and Learning Outcomes**

	Things Tested	Prates Assessment	Posttest Assessment
1	Learning Motivation	4.06	4.14
2	Learning Creativity	4.20	4.46
3	Learning Outcomes	76.08	81.27

To further validate the feasibility test of the teaching materials produced through this development research, a difference test using the t-test was also conducted, comparing the learning outcomes of the experimental class with the control class. The test results indicate that the mean or average learning outcomes of the experimental class, which uses the teaching materials produced from this development research, differ from the control class, which does not use them. The experimental class obtained a mean of 81.27, while the control class obtained a mean of 76.13. After being tested through the t-test, it was found that the null hypothesis ( $H_0$ ) is rejected if the P value (Sig. (2-tailed)) < 0.05. Since  $0.000 < 0.05$ ,  $H_0$  is rejected, meaning there is a difference between the learning outcomes of the experimental class and the control class. Thus, there is a significant difference in learning outcomes between classes that use Indonesian language textbooks based on text-oriented competency and those that do not use them.

## DISCUSSION AND ANALYSIS

In the background section, it has been explained that the teaching materials to be developed in this research are competency-based teaching materials oriented towards the ability to produce texts, both scientific and non-scientific, orally and in writing. Therefore, it is clearly outlined in the theoretical study that the competencies to be achieved must encompass various competencies. However, the minimum competencies that must be achieved in Indonesian language learning at universities using Indonesian language teaching materials based on text-oriented competencies are academic competence,

occupational competence, cultural competence, and temporal competence. In line with that, teaching materials have been developed through learning materials to achieve the four competencies. This is evident from the materials on Indonesian language awareness, Indonesian grammatical awareness, and Indonesian language skills, both oral and written. Thus, academically, students have the competence to complete academic tasks and demonstrate academic performance in the Indonesian language. Similarly, in terms of occupational, cultural, and temporal aspects, students will later be able to adapt, interact, and socialize through the Indonesian language skills they possess. They will be able to create both spoken and written texts in Indonesian in their daily lives, whether in scientific or non-scientific contexts. In each competency, it includes knowledge, understanding, skills, values, attitudes, and interests.

The teaching materials developed in this research clearly use a text-oriented competency-based learning approach. In this case, the developed material must clearly specify the competencies that the students will achieve. In addition, the type of product that students will produce is clear, namely, primarily in the form of scientific or academic texts. However, they also need to master non-scientific or non-academic texts. The competencies that students must possess after learning Indonesian, at a minimum, include knowledge, understanding, skills, values, attitudes, and interests. Therefore, the learning materials are developed towards achieving those competencies. At the end of each lesson, students possess that competence in order to produce scientific and non-scientific texts, both oral and written, in Indonesian. They clearly already have knowledge of composing academic texts. They already understand how to compose academic texts. Furthermore, they are skilled in composing various types of academic texts, from proposal writing to final report writing. In composing these various academic texts, they have also considered the values and norms that must be observed. In addition, they also pay attention and have the attitude of an educated person, an academic, at least having the attitude of someone who understands scientific procedures.

Considering the results of the needs analysis study, it was determined that the materials included in the Indonesian language teaching materials for higher education based on competency and text-oriented are: (1) linguistic awareness, (2) Indonesian grammatical awareness, (3) Indonesian spelling awareness, (4) Indonesian word choice awareness, (5) awareness of composing effective sentences, (6) awareness of paragraph development, (7) awareness of the SQ3R reading technique, (8) awareness of academic and non-academic texts, (9) writing skills, (10) writing scientific texts, (11) writing non-scientific texts, and (12) writing official letters.

This development research is a study that produces Indonesian language teaching materials based on competency oriented towards texts. The textbook produced is the result of development research. In this case, it is produced based on the development procedure, which begins with the analysis of student needs, initial product design, implementation, and evaluation. This product book is also organized based on the competencies achieved, namely academic competence, occupational competence, cultural competence, and temporal competence. In each competency, it includes knowledge, understanding, skills, values, attitudes, and interests.

In terms of developing learning materials, they are also developed based on a mixed syllabus (multi-syllabus), which is combined starting from lexical, grammatical, activity, functional, needs, situational, process, task, product, communicative, and skills, so that it can include a variety of materials according to the competencies to be achieved. Thus, the teaching materials are developed from the syllabus that begins with: linguistic insights into the Indonesian language, grammatical insights into the Indonesian language, insights into texts, insights into academic and non-academic texts, text analysis insights, the SQ3R reading technique to understand texts, writing skills, paragraph development skills, scientific texts, non-scientific texts, scientific articles, and official letters. In a concise and compact manner, this teaching material is developed according to the needs and competencies that must be achieved. In this regard, the new aspects or findings that distinguish the teaching materials produced through this development research from other teaching materials are as follows; (1) The teaching materials produced through this development research are truly developed through a needs analysis. (2) The development of the materials is adjusted based on the Dikti syllabus, but supplemented with what students really need, namely insights into texts and the SQ3R reading technique to understand texts. (3) The teaching materials produced through this development research are developed through a mixed syllabus to

encompass various learning materials that are highly needed. (4) The teaching materials produced through this development research are developed with an emphasis on academic, occupational, cultural, and temporal competencies. (5) The teaching materials produced through this development research, in line with the achieved competencies, contain knowledge, understanding, skills, values, attitudes, and interests in each competency. (interest). So that students, especially in reconstructing and producing their academic tasks, can perform well, and in their daily social interactions, everything can also go smoothly. (6) The teaching materials produced through this development research use text-oriented learning. In its implementation, students always start with collaborative text construction under the guidance of a lecturer as a facilitator, and then construct the text individually.

## CONCLUSION

The syllabus and teaching materials used for Indonesian language learning at Jambi University so far have been inadequate and inconsistent, as both lecturers and students use various types of learning source books. Therefore, teaching materials were developed through this research and development, namely Indonesian Language for Higher Education Based on Competency Oriented to Text. The process of developing the syllabus and teaching materials in this research was carried out using the Borg & Gall development model procedure, modified with 10 stages. The results of product trials in stages I, II, and III, in terms of content, language, graphic design, presentation, level of learning motivation, learning creativity, and student learning outcomes, tend to show improvement. Similarly, the t-test statistical analysis shows that there is a significant difference between the class that uses the teaching materials produced from this research and the class that does not use them. The results of the readability test of the produced teaching materials show that the Indonesian language teaching materials in higher education based on text-oriented competency are categorized as easy to understand. Thus, the Indonesian language teaching materials in higher education based on competency oriented towards effective text are used as the main textbook for Indonesian language learning in higher education, especially at Jambi University. The product feasibility test results from experts in content, linguistics, graphic design, presentation techniques, learning motivation, learning creativity, and student learning outcomes are in the high category. Therefore, the Indonesian language teaching materials for higher education based on competency oriented towards text, produced through this research, are suitable for use in Indonesian language learning in higher education as a national mandatory course, especially at Jambi University.

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