Module on Writing Indonesian Procedure Text *Betawi Cultural Heritage* Based on Project-Based Learning

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ABSTRACT

This study discusses the development of Indonesian teaching modules, especially on procedural text material among Package B students. It is known that package B students are quite different from formal schools in general because in one class students have different age gaps and initial knowledge. PKBM Negeri 10 Jakarta in particular has a learning group for students aged 12-19 years. Indonesian lesson is one of the subjects that Package B learners learn requires mastering four skills, one of which is writing. But in reality, students still have difficulty in constructing words into writing and developing ideas in the mind into written language. This research aims to create a procedure text learning module to achieve students' reading interest and the development of writing teaching materials for class VII Package B students based on project-based learning. This research starts from 2021 to September 2023. The research method used is RnD with the ADDIE method. Data collection techniques are carried out using interviews, observations, and document analysis. Making modules with the concept of ADDIE and project-based learning is carried out according to the existing stages. The module validators are experts in the fields of practitioners, languages, and design. The result of the validator's assessment of the Betawi Cultural Heritage module is very feasible, it only needs to be updated in language that is still inaccurate in language rules. This was reinforced by the results of the distribution of questionnaires that students were very satisfied and preferred the Betawi Cultural Heritage module rather than the e-module given by the teacher.

Keywords: Module, Writing Indonesian Procedure Text, Betawi Cultural Heritage, Project-Based Learning

INTRODUCTION

Linguists agree that applied linguistics is much broader in scope according to the development of science. The branches of applied linguistics that are commonly known in Indonesia are language teaching, translation, lexicography, textbook writing, language philosophy, language planning, appreciation, and literature teaching (Hall *et al.*, 2017). Among the above subdisciplines, language teaching is the most developed branch of applied linguistics in society. According to Aziza & Muliansyah (2020), language skills have four

components, namely listening skills; speaking skills; reading skills; and writing skills. Writing is the last to be learned after other language skills, because, writing skills are actively productive language skills.

Writing skills are important skills mastered by students. This is in line with Perumal & Ajit, (2020) which states that writing is one of the important abilities mastered by students for a combination of processes and results. Without going through the right process, the resulting writing will not have a good weight. Similarly Riding & Rayner (2013) also stated that learning to write is one of the unique learning styles. Writing emphasizes process and results. Writing skills are not necessarily possessed by a person without a learning process to get the desired learning results.

Writing skills are the peak or final stage of a hierarchy of human thinking, so this skill is the most difficult because students must turn their knowledge into a product or work that can be read again. This is reinforced by the statement of Adas (2013) which states that writing is a complex ability, demanding several knowledge and skills. In connection with the complexity of activities required for writing activities, writing must be learned or obtained through the process of learning and practicing earnestly in line with what Sadiku (2015) stated: "Writing skills will not come automatically but must go through many and regular exercises and practices". If it is related to the learning context, Indonesian learning in schools must be able to train and provide practical opportunities for students to write.

Based on the author's observations when he was a teacher at PKBM Negeri 10, the writing learning process has three factors causing students' difficulties in learning. The first factor is the factor caused by students having difficulty expressing their ideas, ideas, and thoughts in a good sentence. Then arrange word for word into a sentence in the form of paragraphs. Second, the delivery of learning material using the lecture method is less effective resulting in one-way communication, thus making students bored in following the lesson. The last is the lack of educational media that can attract students' learning interest in stimulating the creativity of students. This phenomenon is often found in several schools, both formal and informal.

The Community Learning Activity Center (PKBM) commonly known as the Kejar Paket school is a non-formal school that houses people who drop out of school due to economic, social, and other factors. This non-formal school is expected to help the community lag to be equal to students who attend formal schools in general. Therefore, the characteristics of package B students in PKBM Negeri 10 are very diverse, ranging from the age of students, the level of intelligence of students, the nationality of students, and the ability of students who are still not fluent in reading, so downgrades are needed to equalize learning in package B.

The implementation of the 2013 Curriculum based on the text applied at PKBM (Center for Teaching and Learning Activities) Negeri 10, requires students to understand the material to produce various texts. Making a text is not only limited to language knowledge, but the text has a function as the origin of actualization of the user in the realm of social and cultural education (Sulianta, 2020). One of the texts that must be studied according to the 2013 Curriculum is the procedure text.

According to Hasibuan (2018) in Kormasela, Dawud, and Rofi'uddin (2020) there are several texts taught at the Junior High School level or equivalent, one of which is the procedure text. The procedure text is a text that is very important for meeting the needs of society. It is said so because the text of the procedure is a text in which there are steps or ways of doing something. With the text of the procedure, someone will be greatly helped and the work done will be easier. Text that explains the steps or stages, completely, and in detail related to how to do something (Septiari, 2022).

Not only understand the content of the procedure text, but students must have the skills to write the procedure text. This is so that students can communicate effectively and efficiently by applicable ethics both orally and in writing related to procedural texts to improve intellectual abilities and emotional and social maturity, enjoy and utilize literary works to broaden horizons, refine ethics, and increase knowledge, and language skills in presenting procedure texts. This is reinforced by the importance of learning to write procedure texts; and help students to provide information about steps or a way to achieve the desired goal.

Teaching and learning activities in PKBM use modules as the main teaching material. This is motivated by the existence of equality education learning using the principle of flexible learning by the characteristics of equality students. The application of these learning principles uses a module learning system; Learners have freedom in the completion of each module presented. The consequence of the system is the need to develop equality education learning modules that allow students to learn and evaluate completeness independently.

It was stated in Majid's research (2008) stated that learning with modules allows students who have high speed in learning more quickly to complete one or more basic competencies compared to other students. In addition, it also improves the ability of students to learn on their own without depending on the presence of educators. Module-based learning has been implemented by PKBM Negeri 10 since 2019. Modules are a form of teaching materials that are packaged as a whole and systematically, in which they contain a set of planned learning experiences and are designed to help students master specific learning goals.

The third module of Indonesian learning, Indonesian Cultural Heritage written by Dian Astuti and published by the Directorate of Literacy and Equality Education Development-Directorate General of Early Childhood Education and Community Education-Ministry of Education and Culture, in 2018 has not been effective in Indonesian learning in Package B class

VII. Similar but not the same, this is what Package B students experience, even though their level is equivalent to junior high school, but in learning to generalize language, context, and subject matter, as well as developing text writing skills procedures in learning have not been effective. This is due to the diversity of characteristics of package B students mentioned above.

This is corroborated by Septiani's research (2015) which states that there are several learning processes applied in PKBM equivalent to junior high schools whose systems are different from formal schools, which include five subthemes: (a) the learning system consists of categories such as formal, different from formal, and double class (multigrade); (b) lesson planning consists of categories of no reference to lesson plans, no lesson plans, using formal education lesson plans; (c) Learning methods consist of classical learning categories, time runs out to take notes, discussions, motivates at the beginning of learning, family approach, always learning in class, learning outside the classroom, surrendering to experience, sharing experiences.

Based on the researchers' observations in teaching Indonesian in package B for the last two years, the learning module has not been effective to be teaching package B students, so the researchers surveyed Indonesian teachers in package B or students in package B. The results of the survey that the researchers distributed on December 4, 2021, broadly agree with the researcher's statement, which states that overall the third module of Indonesian Cultural Heritage is still ineffective in Indonesian learning for Class VII Package B learners.

The results of the analysis of the dissemination of the first questionnaire related to the module "Indonesian Cultural Heritage" contained vocabulary that was difficult for students to understand. As many as 22 out of 30 samples agreed if there is vocabulary that is difficult for students to understand. Some linguistic rules in the text are not given for example. This is

reinforced by the results of the analysis that 22 of the 30 samples agreed if there was a linguistic rule that was not given for example. The language used in the module is still difficult for Package B students to understand because as many as 21 out of 30 samples agreed that the language used in the module is difficult to understand by Package B students. Because 19 out of 30 samples agreed if the explanation of a concept was not detailed.

According to data contained on the official website of the PKBM dapo.kemendikbud.go.id in Jakarta as many as 278 institutions, but the privileges of Jakarta were not displayed in the module, and it was approved by 22 out of 30 people who agreed that according to the most PKBM data there are in Jakarta but the privileges of Jakarta are not displayed. The K1 and KD to be achieved were not shown in it, and as many as 21 out of 30 samples agreed that the K1 and KD to be achieved were not raised in it. In addition to the content that is still not optimal, the appearance/design of the book in terms of cover-to-module layout still seems monotonous. This is also reinforced by as many as 18 out of 30 samples agreeing that the cover and layout of the module seem monotonous.

Regarding the largest population of PKBM in Indonesia in the city of Jakarta, and the fusion of local wisdom subjects in the 2013 Curriculum, the thing we need to instill in students is the insight of the city of Jakarta and the cultural heritage in it. The original inhabitants of Jakarta are ethnic Betawi. The word Betawi itself comes from the word Batavia which is added in Arabic style which means 'derived from Batavia' (Kartika & Kartika, 2022). In the Sociology dictionary, the word 'Betawi' is an ethnic group originating from interethnic and national marriages in the past; Biologically, they claim to be Betawi people, are people of mixed blood, various tribes and nations who were brought by the Dutch to Batavia (Tanius *et al*., 2018). The author focuses on raising the theme of Betawi Cultural Heritage in writing Indonesian procedure texts so that students in PKBM know and love Betawi cultural heritage. The cultures that will be introduced are Betawi culinary, Betawi music and dance, and try to construct procedural texts with inserts of Betawi vocabulary that we often encounter.

The application of the learning module for writing procedure texts is expected to make it easier for students to understand and solve existing problems when writing procedure texts. The module entitled "Betawi Cultural Heritage" focuses on the text of the procedure that the author will develop using the Project Based Learning (PjBL) approach. Learning using the PjBL method according to Froehlich *et al.,* (2021) is a technique that provides innovation in the art of teaching. The role of teachers in this method is as a facilitator who provides facilities to students when asking questions about theory and motivates students to be active in teaching.

PjBL has several advantages, including increasing student motivation and learning outcomes because students are actively involved in learning. Students have the opportunity to explore their interests and talents, as well as apply the knowledge and skills they have learned (Zubaidah, 2016). PjBL can develop students' critical thinking and problem-solving skills because students are required to solve problems and make decisions in their projects (Sumardiana *et al.,* 2019). In addition, PjBL can improve students' cooperation skills because students must work together to complete their projects (Sukmana & Amalia, 2021). PjBL can also develop students' communication skills because students have to communicate with others to complete their projects (Maudi, 2016).

Furthermore, Maros *et al*., (2023) that the objectives of project-based learning are as follows: 1) Acquiring new knowledge and skills in learning, 2) Improving the ability of students to complete projects, and 3) Making students more active in completing complex projects. This is in line with the subject matter of the procedure text learned by students of package B equivalent to junior high school at PKBM Negeri 10 Jakarta which emphasizes students to be able to; write the title correctly, make the purpose of writing the procedure text, write the necessary materials, write the steps that must be implemented, and present the

procedure text with the correct language structure and rules with the Project Based Learning (PjBL) approach by containing the existing Betawi cultural heritage.

Based on the above background, it is necessary to develop a learning module for writing procedural texts entitled "Betawi Cultural Heritage" for students who take non-formal education Package B equivalent to Junior High School (SMP) at PKBM Negeri 10 Jakarta using a research model based on Project Based Learning, which can facilitate teachers/tutors and PKBM students in understanding and applying learning modules Indonesian especially in material "Text of the Procedure" efficiently and effectively. Because learning in PKBM is somewhat faster in duration than in formal schools usually, researchers insert each discussion to display videos that can be accessed through barcodes listed in the module to make it easier for students to understand learning independently.

In general, the purpose of this study is to develop teaching materials for writing procedural texts in the module "Betawi Cultural Heritage" which is project-based learning for students of PKBM Negeri 10 Jakarta. The objectives of this study are specifically as follows:
1. Describe the needs of tutors/teachers in Indonesian for material for writing text procedures in Indonesian learning at PKBM Negeri 10 Jakarta.
2. Describe the teaching material for writing the text of the procedure "Betawi Cultural Heritage" which is applied in Indonesian learning at PKBM Negeri 10 Jakarta.
3. Create a module design to write text procedures Indonesian "Betawi Cultural Heritage" based on Project Based Learning.
4. Explain the feasibility of the "Betawi Cultural Heritage" module in learning to write texts, project-based learning procedures, and videos that are by the needs of tutors/teachers and students of PKBM Negeri 10 Jakarta.

Research Problem Formulation:
1. What are the needs of Indonesian tutors/teachers related to writing procedural texts in Indonesian language learning at PKBM Negeri 10 Jakarta?
2. How is the description of teaching materials for writing procedural text "Betawi Cultural Heritage" used in Indonesian language learning at PKBM Negeri 10 Jakarta?
3. How can the module design of writing the Indonesian procedural text "Betawi Cultural Heritage" based on Project Based Learning be developed?
4. To what extent is the feasibility of the "Betawi Cultural Heritage" module in learning to write Indonesian procedural text "Betawi Cultural Heritage" based on Project Based Learning by the needs of tutors/teachers and students of PKBM Negeri 10 Jakarta?

Research Benefits:
1. Providing information about the needs of Indonesian language teachers/tutors for writing procedural texts in the PKBM Negeri 10 Jakarta environment.
2. Presenting a comprehensive description of the teaching materials for writing procedural texts "Betawi Cultural Heritage" used in Indonesian language learning at PKBM Negeri 10 Jakarta.
3. Produce a module design for writing the Indonesian procedural text "Betawi Cultural Heritage" based on Project Based Learning which can be a guideline for curriculum development.
4. Provide an assessment of the feasibility of the "Betawi Cultural Heritage" module in learning to write Indonesian procedural text "Betawi Cultural Heritage" based on Project Based Learning which can contribute to improving the quality of learning at PKBM Negeri 10 Jakarta.

METHOD

The method used in this research is the research and development method or Research and Development (R & D). Sugiyono (2017) in his book entitled Research & Development Methods, Research, and Development suggests that this method is a scientific way to research, design, produce, and test the validity of products that have been produced by forming four research and development activities, namely research, design, production, and testing activities.

Then it is explained in Amir Hamzah's book (2019) that the Research and Development method is a type of research method used to produce a product and test its effectiveness. The product in question can be in the form of hardware such as books, modules, and learning aids in the classroom, or in the form of software such as programs for processing data, learning training, guidance, evaluation, management, and so on.

Meanwhile, statements regarding other research and development methods were put forward by Zakariah *et al*., (2020) by adapting the thoughts of Borg and Gall in which it was explained that there are 4 main characteristics of Research and Development (R & D) which will illustrate that the main characteristics are the initial research steps related to the product to be developed. Based on the results of the study, educational products are designed and developed to then be tested and improved or revised.

From various explanations of research and development (R &D) methods put forward by the experts mentioned above, researchers concluded that the Research and Development (R&D) method is a scientific research method used to test a product in the form of hardware and software to be validated using at least 4 steps of applied activities, namely research activities, design, production, and testing of a product to be improved or revised.

In this study, there are 4 problem formulations with various research instruments, to answer the first problem formulation the researcher uses an interview research instrument. Meanwhile, to answer the second and third problem formulations, researchers conducted observations and analysis. Finally, to test feasibility, researchers used a research instrument by distributing post-tests in the form of questionnaires.

In the Research and Development (R&D) method, there are at least seven types of learning resource development models that are often used by learning designers. According to Amir Hamzah (2019), these types of models include the Kemp model, Dick and Carrey model, ASSURE model, ADDIE model, Hannafin and Peck model, Gagne and Briggs model, and Borg and Gall model. Of the various types of Research and Development (R&D) development models above, researchers chose to use the ADDIE (Analysis-Design-Develop-Implement-Evaluate) model in this study. This is because this model is by the research that researchers will develop regarding the development of teaching materials for Package B students equivalent to junior high school.

Data analysis techniques in this trial use quantitative and qualitative analysis approaches based on the data obtained.
1. Quantitative Data

Material mastery analysis is carried out to determine the effectiveness of the module by conducting a material mastery test after using the developed module. The instrument used to assess the mastery of the material by students is the competency test sheet. The results of the competency test are then analyzed based on the minimum completeness criteria (KKM) set by the school. A module is considered effective if more than or equal to 80% of respondents meet the minimum completeness criteria. Thus, quantitative data from the results of this competency test are analyzed using descriptive statistics (Sugiyono, 2018).
2. Qualitative Data

Qualitative data analysis in this study uses a model proposed by Miles, Huberman, & Saldana (2014), namely data reduction, data presentation, and conclusions. Qualitative data is

obtained from data on the work of students against the results of interviews. The analysis was carried out to describe the level of metacognition of students in solving problems in Indonesian text procedure material.

RESULTS AND DISCUSSION
Result

The results of the study are presented according to the following stages: 1) the analysis stage, namely preliminary studies and initial information collection; 2) module design; 3) development; 4) implementation (application of products); and 5) the product evaluation stage.

Analysis Phase

At the analysis stage, researchers explain the needs of tutors/teachers and students for the material for writing Indonesian procedure texts, through direct observation, and interviews. Observation of student needs in the procedure text should have been carried out since 2022 when the researcher was still a lecturer at PKBM Negeri 10 Jakarta. However, to get concrete results with the times, researchers made direct observations to PKBM on Friday, September 15, 2023, namely attending the learning Indonesian PKBM Negeri 10 Jakarta. The results of the observation are that the tutor/teacher displays a ppt about the text of the procedure with the lecture and question and answer method while sitting in his chair during the study. Such learning looks so monotonous that some students do not respond to what is explained by the tutor/teacher.

The tutor displays slides containing the linguistic rules of the procedure text, but in the slides, there are no examples and understandings of the language rules. The tutor didn't explain it in detail, just read what's in the slideshow. Students are not critical by asking what the tutor displays. In the next stage, the tutor sends the procedure text e-module file to the students, but there are problems there are some students who cannot open the e-module. The teacher/tutor instructs students to write the material on the slide and then collect it at the tutor's desk. At the end of the lesson, the tutor gives an evaluation to the students via Google which the teacher sends through the class group with a total of five questions, with details of two multiple choices, one brief description, one essay number, and one complex multiple choice number.

Figure 1. Text Learning Procedure Indonesian Seen from the Back, Side, and Front

Based on direct observation, the thing that needs to be underlined is that every year students are not given modules one by one, only limited to e-modules distributed by teachers, so that students who do not have devices have difficulty in following lessons. Secondly, neither modules nor teachers do not explain the language rules contained in the procedure text, so the concept of language rules owned by students is minimal.

During recess, researchers interview teachers and students to find out what the needs of students and teachers are for the procedure text module. Researchers asked three students out

of seventeen students who attended that day. Of the three students, two of them did not like the Indonesian lesson, because the lesson was difficult to understand. After all, the long text made students lazy to read it. As stated by Alvin Alvaro Indonesian is quite difficult, because it is more about arriving at an answer. However, a student named Jesline Fatwa considered that Indonesian lessons were easier to understand than English.

Not only that, economic differences also affect Indonesian learning because teachers only provide e-modules in their group app wats link, because not all children hold cellphones at school, such as Alvaro's statement, that teaching and learning activities are only centered on power points displayed by teachers while in class and the distribution of e-modules through links is very detrimental to students who do not have cellphones like him. Alvaro hopes that every student will get modules to learn both at home and at school. He also hopes that the writing of the Indonesian module will be more varied such as the existence of interesting images so that students are interested in reading them, because at this time students both in formal and non-formal schools prefer comics as the most popular reading because of the visual images of the comics. Jesline also believes that at least students get teaching modules that can be used as additional learning materials or tools.

As for the text of the procedure, the three students agreed that this text is easy to understand because we can find the text of the procedure in everyday life such as in the wrapper of noodles or coffee. But to write a procedural text according to Alvano is a difficulty in itself because many vocabulary words are in his mind or his mind cannot be poured into writing.

Figure 2. Researcher Interview with PKBMN 10 Jakarta Students

In learning procedural texts, teachers prepare teaching materials in the form of PowerPoint material summaries. Teachers also prepare competency standards that must be accepted by students in learning procedural texts, because in the modules distributed competency standards, core competencies, and basic competencies have not been listed. This makes teachers have to open and research KI and KD in the syllabus to find out the learning objectives to be achieved, said Mrs. Siti Nurjannah, M.Pd., an Indonesian lecturer at PKBM Negeri 10 Jakarta.

As for supporting the competencies that must be achieved by students, teachers look for examples of procedural texts that exist in everyday life so that students are familiar with the text. However, this is an obstacle because most PKBM Negeri 10 students do not know the culture in the environment, because of their lack of knowledge and insight, as well as their habits that are only at school and home. Teachers must also take more initiative to find other teaching materials to support the achievement of the learning goal of writing procedure texts.

Teachers argue that to create a module intended for PKBM students, they must look at the environmental conditions and background of students first because students in PKBM are

not only school-age students, eight students are workers/employees so it is hoped that the revised module can eliminate existing gaps and make it easier for teachers to teach. Further reviewing the environmental conditions of students on average entering PKBM Negeri 10 Jakarta due to their age and ability which is less than junior high school students in general, so it is hoped that the modules that will be made by researchers can include language that is easily understood by PKBM Negeri 10 students.

In learning activities to write procedure texts, the response of students is good or enthusiastic because they in addition to knowing the procedure text also like to know new cultures. Bu Nurjannah also said that the lesson of writing procedure texts is easy for students to understand because concretely they can look for it in everyday life. However, when they are required to write a procedural text, they find it difficult. This is because the vocabulary they have is not qualified and still have to learn to use standard language.

Based on the learning of writing procedure texts carried out on Friday, September 22, 2023, the final results of writing procedure text texts can be presented, 50% have mastered, and the other 50% of students have not mastered the correct procedure text writing procedures. This is a challenge for teachers that the level of achievement of learning objectives to write new procedure texts is 50% achieved. The thing that hinders its achievement is that students fail to construct their ideas into writing, some students understand a word but do not know its equivalent in standard language because they are accustomed to writing non-standard language. This problem can be minimized by writing a glossary or small notes in a module related to standard words and non-standard words, or teachers introducing KBBI both online and offline so that students know the correct writing of standard words.

Bu Nurjannah, M.Pd., also believes that the material taught from the teaching modules provided by the government to PKBM institutions is still not to the needs of grade VII students in PKBM Negeri 10, because what has been said before that PKBM students on average lack reading or traveling to cultural heritage places such as Setu Babakan or even the old city so that students do not know which culture, food, drink, clothing, or dance is typical of Betawi. Students have just been introduced to typical Yogyakarta or Sundanese food, even though students at PKBM Negeri 10 have lived for a long time in the Jakarta environment with Betawi culture itself. So a module is needed to describe what cultures Jakarta or Betawi has, as well as modules that can interest students to read such as adding pictures, and modules in which there is a glossary of words that are difficult to understand.

Figure 3. Researcher Interview with Teacher

Based on direct observations and interviews above can be concluded in the following.

**Table 1.** Results of Observation and Interview Aspects

No.	Observation Aspect	Description
1.	Student characteristics	Most of the learners come from low economic levels. Age differences between students vary greatly (ranging from school age to working age).
2.	Number of meetings	Teaching and learning activities in Indonesian are carried out once a week with a duration of 3 times 30 minutes per meeting.

No.	Observation Aspect	Description
3.	Teacher	Have one teacher Indonesian at the Package level B
4.	Reference	Rely on the teacher's PowerPoint. E-module from the government
5.	Study room	It's Adequate
6.	Facilities and infrastructure	Inadequate because students do not have devices. There is no wifi provided to learners to access the e-module. Devices owned by students on average lack support to open them.

Design (Module Design)

The development of project-based learning modules for Indonesian subjects is carried out by analyzing the needs of students and teachers or tutors at PKBM Negeri 10. The next step is to plan (design) the development of the module "Betawi Cultural Heritage", with the following steps.

Based on Prastowo's (2011) presentation, a good module has seven elements, namely the title; instructions for use of the module; competencies to be achieved; teaching materials, practice materials, worksheets, and evaluations. First is the preparation of the module title. This module is entitled Betawi Cultural Heritage because the scope of the content of the module refers to Indonesian lessons about the text of Betawi procedures and culture in the Jakarta area so that students who have lived in Jakarta for a long time know the culture and a little Betawi language in it.
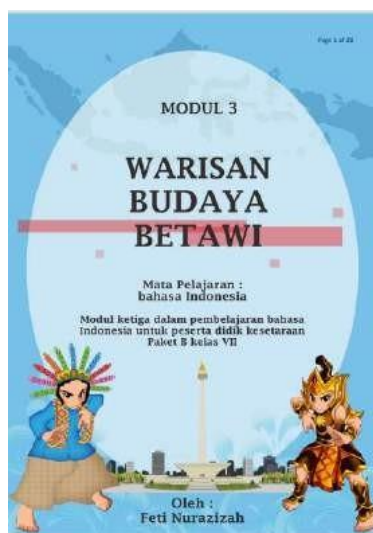
Figure 4. Betawi Cultural Heritage Module Cover

It can be seen on the cover containing the module title, subject, module designation, and author. The images contained in the module also represent typical Betawi ondels represented in a cartoon to attract students and monas (national monument) which is an icon of the city of Jakarta itself. The use of blue on the cover is associated with the sky and open space, so that by seeing the color students can be calm, free to imagine, and happy. The red color of some of the lists contained in the word Betawi is a symbol of courage and is one of the colors of the Indonesian national flag, it is hoped that students can be brave in writing a procedure text and eliminate the fear of being 'wrong' in writing a text.

The second part that must be in a module is the instructions, which contain an explanation of the steps for using the module. On page four of the Betawi Cultural Heritage module, there is a brief description of the module that represents what steps or stages students will go through in writing the module.

Figure 5. Betawi Cultural Heritage Module Instructions

The third element, namely the purpose of learning competencies, is found on the fifth page of the Betawi Cultural Heritage module. This page describes the Basic Competencies, Core Competencies, and learning objectives held by PKBM students, especially grade VII.

The competencies held by PKBM students, especially class VII in this module, are as follows.

Table 2. Core Competencies in the Betawi Cultural Heritage Module

Knowledge Core Competencies	Core Skills Competencies
3. Understand knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, and culture related to visible phenomena and events.	4. Try, process, and present in the concrete realm (using, decomposing, stringing, modifying, and creating) and abstract realm (writing, reading, calculating, drawing, and composing) according to what is learned in school and other sources that are the same in point of view/theory.

Table 3. Achievement Indicators in the Betawi Cultural Heritage Module

Number KD	Basic Competencies	Achievement Indicators Competency (GPA)
3.5	Identify procedural texts on how to do things and how to make (how to play regional musical instruments/dances, how to make regional specialties, etc.) from various sources that are read and/or heard.	Explain the content of the procedure text (how to play a regional musical instrument, how to demonstrate regional dances, how to make regional specialties, etc.). Capture the content of the procedure text (clarity of command or sequence).
4.5	Summing up the content of the procedural text on how to play regional musical instruments, regional dances, how to make souvenirs, and/or regional culinary specialties that are read and heard.	Determining the trees of the body of the procedure text read and heard Summing up the content of the procedure text read and heard.
3.6	Examine the structure and linguistic aspects of procedural texts on how to do things and how to make (how to play regional musical instruments/dances, how to make regional specialties, make souvenirs, etc.) from various sources that are read and heard.	Review the structure of the procedure text read and heard. Examine the linguistic aspects of procedure texts read and heard.

4.6	Presenting data on the series of activities in the form of procedural texts (on how to play regional musical instruments, regional dances, how to make souvenirs, etc.) by paying attention to structure, linguistic elements, and content orally and in Writing.	Outline the procedure text and write procedural texts by paying attention to structure, linguistic elements, and content Editing the written procedure text in terms of content, choice of words/sentences/paragraphs, and use of punctuation/spelling.

The learning objectives contained in the module "Betawi Cultural Heritage" are to build an understanding of the procedure text which contains instructions on how to make, use, or present various cultural heritage in the form of regional culinary specialties and traditional musical instruments; understand and be able to explain the structure and linguistic aspects of procedure texts; Review the structure and linguistic aspects of the procedure text; Write procedure text and edit procedure text.

The fourth element is material that is described in a structured manner starting from the introduction of a procedure text, understanding the content of the procedure text, and the structure and linguistic rules of the procedure text. In this module, there are three stages of learning activities. The first activity is to learn to recognize the text of the procedure. At this stage, learners are taught and introduced to examples of procedure texts. The difference between procedure text and narrative or description text is generally so that students can make the same concept about a procedure text.

In the second activity, the author introduced the structure and linguistic rules of the procedure text itself. Students are asked to examine and identify what types of procedure texts and language rules are contained in them, as well as the structure of procedure texts that are not always the same according to the type of procedure text itself. The third activity or the last stage is the peak activity, namely making a project in a learning procedure text.

Discussion

Students are asked to make a text procedure related to Betawi culture which is already found in everyday life. The steps used in creating a project-based learning-based procedure text first determine the fundamental questions related to the procedure text. At this stage, the author directs students to determine the objects they will make related to Betawi culture. The second step in writing a procedure text is to plan activities, so that students can be independent, writing this procedure text is also done independently not in groups, so that teachers also know how far the ability of students' writing skills is. The next stage is for the teacher to give time or a deadline for collecting the text of the procedure text written by each student. Teachers in this fourth stage play an important role because they are tasked with monitoring the progress of student text procedures so that at the final stage of product assessment the text procedures can be guaranteed quality in terms of content and language.

Figure 6. Stages of Learning Activities in the Betawi Cultural Heritage Module

The fifth element that must be present in the learning module is practice material. In each activity in the module, the author has provided practice material briefly as in the first activity, namely 1) Explain the definition of the procedure text!; 2) Are the steps in the next section clear?; 3) From the content, explain what the text of the procedure is about?; 4) What are the general characteristics of the procedural text?; 5) Based on its content, what does the procedure text do?

These practice materials are used to recall their memories of what they learned back then. Practice materials also serve to measure how familiar they are with the ongoing learning process. The test questions in the practice material contain essay questions and short fills so that teachers can give the questions orally to students if their learning time is short, because based on observations that have been made that in learning at PKBM students have very little learning time due to limited space and time, so they only meet Indonesian lessons only once in a duration of 3 x 30 minutes.
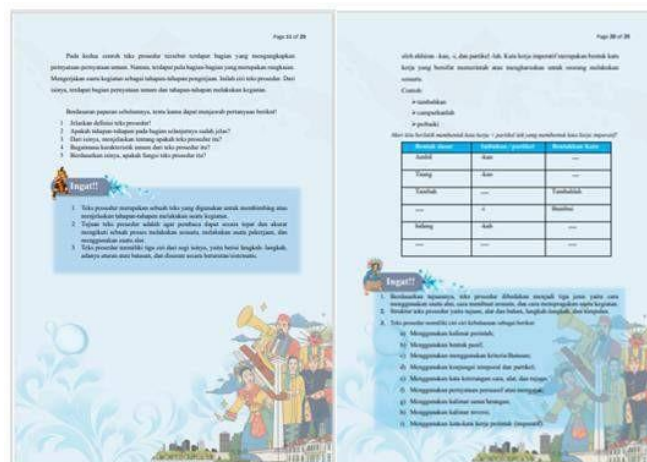

Figure 7. Training Materials in the Betawi Cultural Heritage Module

The sixth element is the student worksheet. In activities, one and two in the learning module, the worksheet used in the provision of ten multiple-choice questions with answers at the end of the module. At the stage of learning activities, the three worksheets assigned are to make the procedure text by the Betawi culture that exists in their lives and follow the structure and linguistic rules contained in the procedure text.

The last element is evaluation or assessment. On the competency test sheet, the author provides procedures for evaluating the final results of student scores, as shown below:

Figure 8. Procedures for Evaluating the Final Results of Student Scores

Development

The third stage is development or development. The development stage includes module creation activities. During the development stage, there are two main objectives to be achieved, namely first, producing and modifying teaching modules that will be used to achieve learning objectives that have been designed previously according to the needs of teachers and students of PKBM Negeri 10 Jakarta. Second, choose the best media that will be used to achieve learning objectives.

Some students prefer to use e-modules because they can be taken anywhere, as long as the amount of KB is not too much and supports all devices, so researchers make two products, namely modules that can be read and carried anywhere as large as A5 with the target that students do not object to the book. Reporting from previous observations that students prefer comics that are small in size and have images, the researcher made a module that is A5 size and full of images and colors to attract the reading interest of PKBM Negeri 10 Jakarta students.

The two researchers will also distribute modules in the form of e-modules in pdf form to provide services to students who prefer to read a module with a device indeed there are no internet network problems because it can be read offline and does not require large data space.

At this stage, the preparation of the elements described in the previous stage is carried out. The module that was completed by the researcher was sent to the supervisor to find out the shortcomings and errors that existed before. There are changes in some parts that are still lacking as follows:

Figure 9. Design Changes Every Stage

Based on the presentation of the picture above, it is known that researchers make changes that are repeated to achieve maximum results. Starting from the cover, writing language, or words that still have magic, a layout that is not right, and finally the selection of icons on each page in the book that originally gatot glass turned into the painting. This change is based on the existing Betawi culture, because Gatot Kaca is a famous hero in Central Java, so the need for change so that students know the hero that the Betawi community is proud of, namely Si Pitung.

Implementation

At this stage, trials or applications of products that have been developed, namely the Betawi Cultural Heritage module in Indonesian learning activities at PKBM Negeri 10 Jakarta. PKBM Negeri 10 only has 22 students consisting of 18 students who are still of school age, although the 18 students have various ages, namely from the age of 12- to 19 years. Based on the situation in the field, researchers look at the implementation of module feasibility by pretest (or before using the Betawi Cultural Heritage module) and post-test (or after using the Betawi Cultural Heritage module) and distributing questionnaires to students to get impressions and students as subjects of this study.

The results of the project of writing procedural texts before and after learning using the Betawi Cultural Heritage module are as follows:

Table 4. Results of Learning to Write Text Procedures with Betawi Cultural Heritage Module

No.	Full Name	Before	After
1	ANGELINA	75	88
2	ANI	75	85
3	ANISA NUR SAFITRI	70	85
4	ARVIN ALVARO	73	80
5	AURA DEWINTA	78	88
6	JESSLYN. FATRUA	77	88
7	NABILA BRIMAWATI	31	-
8	PUTRI AMELIA	53	75
9	REFAN ANDI NURDIANSYAH	73	85
10	REVITA ANGGRAINA WIDODO	84	85
11	SYABANA ARTAMA SUKMA	72	78
12	TUBAGUS ALFARIZI	73	88
13	AMANDA AMELIA PUTRI	-	83
14	M. FAUZI	-	80

Based on the table above, the teacher assessed that there was an increase in the results of the project to write the text procedure for package B students at PKBMN 10 Jakarta. Before using the Betawi Cultural Heritage module, the success rate of student writing was only five students who had met the criteria for completeness in learning to write procedural texts, seven others still received incomplete scores.

After the use of the Betawi Cultural Heritage module, all students who attended on that day were completed although, in general, there was no significant increase from each student. One of the values that stole the attention of researchers was the value of Princess Amelia which was previously 53 to 75. Although the students' grades include KKM, there are still some ambiguous sentences in the steps to make a mayang shawl text, such as sentence 9. Line

color; The 10 steps are not yet included in a sentence, but the teacher emphasizes that although there are still some errors in writing the procedure text, students can make a procedure text according to the structure of the procedure text itself.

Figure 10. PKBM Negeri 10 Students Write Procedure Text before Using the Betawi Cultural Heritage Module

It can be seen that students are confused at the beginning when the teacher instructs them to write the text of the procedure before using the module, so students see and search for it on Google and copy what they find. Unlike when they were given the Betawi Cultural Heritage learning module, their enthusiasm for learning was more enthusiastic. There is enthusiasm for students to ask questions about the preparation of procedure texts or things they still do not understand, and reduce "copy-paste" from Google. Students learn to write on their own according to their respective abilities even though there are still errors in standard Indonesian writing.

Figure 11. The enthusiasm of PKBMN10 Jakarta Students towards the Betawi Cultural Heritage module

After the teaching and learning activities of writing procedure texts were carried out, researchers distributed questionnaires related to procedural text learning activities using the Betawi Cultural Heritage module using Google form with the following link Betawi Cultural Heritage Module Assessment Questionnaire (google.com).

The results of the distribution of questionnaires through from are as follows:

Table 5. Results of the Questionnaire Deployment

Name	Suitability of content to material	The module view makes it interesting to read	The content of the material in the Betawi Cultural Heritage module is easy to understand	The content of the material in the Betawi Cultural Heritage module is according to the rules of the Indonesian	The suitability of presenting examples of problems in everyday life	The Betawi Cultural Heritage module is easier to understand than the e-module from the actual teacher.
Amanda Amelia Putri	3	3	4	4	3	3
Angelina SP.	3	2	4	4	2	2
Anisa Nur Safitri	3	4	3	3	3	3
Arvin Alvaro	3	4	4	3	2	4
Aura Dewinta	3	3	3	3	3	2
Fauzi	3	3	4	3	3	4

Jesslyn fatrua	3	3	3	3	3	3
Nabila Brimawati	3	3	3	3	3	3
Ani	3	3	3	3	3	3
Putri Amelia	1	2	2	2	2	2
Refan Andi Nurdiansyah	1	2	3	4	1	4
Revita Anggraina Widodo	4	3	4	4	3	3
Tubagus Alfarizi	4	3	3	3	3	3

The results of the gfrom that has been distributed show that students broadly agree that the Betawi Cultural Heritage module is easy to understand in terms of content, language, and language rules, and of 13 students 10 of them said that this module was interesting to read. Students of PKBM Negeri 10 Jakarta also argue that learning to write procedural texts is easier using the Betawi Cultural Heritage module than the e-module from the Ministry of Education and Culture given by the teacher.

Evaluation

The final stage of the ADDIE method is an improvement that must be made by researchers related to teaching modules that have been developed based on the assessment or evaluation of the selected validators. The first validator is a lecturer at PKBM Negeri 10 Jakarta, namely Mrs. Siti Nurjannah, M, Pd., the second validator is Mrs. Marliana, S.Pd., as the head of Administration at PKBM Negeri 10 and former head of PKBM Negeri 10 Jakarta. The last validator is Mrs. Hj. Mulyati, M.Pd., who is currently pursuing her Dr. degree, as well as serving as the principal of SMP Negeri 10 Jakarta. The three validators gave value in terms of material aspects 100% because changes in KD, concepts, materials, and objectives were exposed in the Betawi Cultural Heritage module.

Two validators from PKBM Negeri 10 Jakarta on average gave maximum scores, but validator Hj. Mulyanti, M.Pd., has been one of the people in the world of Indonesian for a long time, so in the Betawi Cultural Heritage module there are still some things that need to be improved such as the use of the word 'not / no' in a question should no longer be used. So in the language aspect, researchers only get 90% success.

In the design aspect, all three validators liked the overall design of the module, only they asked that the module size be more or less A4 but why did the researcher print it to A5? Researchers print it into A5 because considering the needs students prefer comics that are A5 size and filled with pictures rather than textbooks, so researchers ventured to print modules with A5 size to be easy to carry and read by students who do not have devices, and attract students' reading interest because by seeing something small, the imagination or streorotip of reading comics can grow by reading the Aspect Assessment module Material on the Betawi Cultural Heritage module.

Based on the post-test results of PKBM Negeri 10 Jakarta students and the results of the distribution of questionnaires to them, as well as the assessment results of the three validators, it can be concluded that the Betawi Cultural Heritage module is suitable for use by students of package B equivalent to junior high school, especially grade VII. Thus, the Betawi Cultural Heritage Indonesian language procedure text writing module based on Project Based Learning is feasible and effective to use. This shows that the Project Based Learning method is able to help students develop the ability to write procedural texts and is contextually assisted by writing on the theme of Betawi Cultural Heritage. Then, the project-based learning method makes students more active by providing activities to provide basic questions and strengthening concepts from various reference sources (Froehlich et al., (2021), exploring interests and talents, as well as applying new knowledge and skills that they have learned

through activities writing projects (Zubaidah, 2016), PjBL can develop critical thinking and problem solving skills through collaborative activities in making decisions at each stage of the project starting from planning the project, creating a project schedule, implementing the project, and presenting project results (Sumardiana et al ., 2019; Sukmana & Amalia, 2021; & Maros et al., 2023).

CONCLUSION

Indonesian language teaching and learning activities are carried out once a week with a duration of 3 times 30 30-minute meetings, having one Indonesian language teacher at the Package B level, E-modules from the government, power points, learning space, and infrastructure. Teachers prepare teaching materials in the form of a summary of PowerPoint material. Teachers also prepare competency standards that students must receive in learning procedural text because in the module distributed competency standards, core competencies, and basic competencies have not been listed. Meanwhile, to support the competencies that must be achieved by students, teachers look for examples of procedural texts that exist in everyday life so that students are familiar with the text.

The development of project-based learning modules for Indonesian language subjects is carried out by analyzing the needs of students and teachers or tutors at PKBM Negeri 10 starting from the preparation of module titles, instructions, learning competencies, material that is described in a structured manner starting from the introduction of procedural text, practical material, student worksheets and evaluation or assessment. Finally, the feasibility of the module to become teaching materials used in learning to write procedural texts at PKBM Negeri 10 is very feasible. This is stated based on the results of the post-test of PKBM Negeri 10 Jakarta students and the results of distributing questionnaires to them, as well as the results of the assessment of the three validators.

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