

DEVELOPMENT OF SKILLS TEACHING MODULES WRITING (SCHREIBFERTIGKEIT) GERMAN LEVEL A2 *GEMEINSAMER EUROPÄISCHER REFERENZRAHMEN*

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ARTICLE INFO	ABSTRACT
Diterima: 02 Februari 2026 Direvisi: 21 Februari 2026 Disetujui: 14 Maret 2026 Tersedia Daring: 28 April 2026 <hr/> Keywords: Teaching Module; Writing Skills; Writing Skills; Module Development	<p><i>The German language learning process in today's era requires educators to be able to develop better teaching materials. The industrial revolution 4.0 requires educators to be more creative and innovative in implementing the learning and teaching process in the classroom. One of the supports for a good learning and teaching process is innovative teaching materials that increase students' knowledge. Specifically in German language learning, there are four skills that are the focus of learning: speaking, reading, writing, and listening. Speaking and writing skills are included as productive language skills, namely skills that can produce a work/product. Writing skills also require students to think creatively and innovatively. Writing skills (Schreibfertigkeit) cover linguistic material and also discuss various forms of texts/short discourses that at the A2 Gemeinsamer Europäischer Referenzrahmen level correspond to themes that intersect with everyday life. In line with this, the development of teaching modules is one of the urgent matters in improving students' writing skills. Modules can foster student independence, because teaching modules contain materials and learning processes that will help students in understanding the learning. In line with that, it is hoped that this research aims to build students' self-confidence after the learning material can be learned from the module, because the teaching module delivered is very close and can be mastered correctly, and is expected to improve students' abilities in doing assignments related to writing skills. The approach in this study uses a qualitative and quantitative approach. The type of research used is a development research type with a 4D model, namely define, design, development, dissemination. The subjects of this study were all students of the German Language Education Study Program Semester 3 (three) HKBP Nommensen University Pematang Siantar. The data collection technique is by testing learning outcomes in accordance with the teaching material in learning writing skills (Schreibfertigkeit). The targeted output is publication in an accredited international or national journal.</i></p>

	ABSTRACT
Kata Kunci: Modul Ajar; Keterampilan Menulis; Schreibfertigkeit; Pengembangan Modul	Proses pembelajaran bahasa Jerman di era sekarang ini menuntut pendidik agar mampu mengembangkan materi ajar dengan lebih baik. Revolusi industri 4.0 mengharuskan pelaku pendidikan lebih kreatif dan inovatif dalam melaksanakan proses belajar dan mengajar di dalam kelas. Salah satu pendukung proses belajar dan mengajar yang baik terdapat pada bahan ajar yang inovatif sehingga menambah pengetahuan peserta didik. Terkhusus di dalam pembelajaran bahasa Jerman terdapat empat keterampilan yang menjadi fokus pembelajaran yaitu keterampilan berbicara, keterampilan membaca, keterampilan menulis dan keterampilan mendengar. Keterampilan berbicara dan keterampilan menulis termasuk keterampilan berbahasa yang

produktif, yaitu suatu keterampilan yang dapat menghasilkan sebuah karya/produk. Keterampilan menulis juga menuntut peserta didik untuk berpikir kreatif dan inovatif. Keterampilan menulis (*Schreibfertigkeit*) mencakup materi kebahasaan dan juga membahas berbagai bentuk teks/wacana-wacana singkat yang pada level A2 *Gemeinsamer Europäischer Referenzrahmen* sesuai dengan tema-tema yang bersinggungan dengan kehidupan sehari-hari. Seiring dengan hal tersebut, pengembangan modul ajar menjadi salah satu hal yang urgen dalam peningkatan keterampilan menulis peserta didik. Modul dapat menumbuhkan kemandirian peserta didik, karena modul ajar berisikan materi dan proses pembelajaran yang akan membantu peserta didik dalam memahami pembelajaran. Sejalan dengan itu maka diharapkan penelitian ini bertujuan membangun kepercayaan diri peserta didik setelah materi pembelajaran dapat dipelajari dari modul, dikarenakan melalui modul ajar yang disampaikan sangat dekat dan dapat dikuasai dengan benar, serta diharapkan dapat meningkatkan kemampuan peserta didik dalam mengerjakan tugas yang berhubungan dengan kemampuan menulis. Pendekatan pada penelitian ini menggunakan pendekatan kualitatif dan kuantitatif. Jenis penelitian yang digunakan jenis penelitian pengembangan dengan model 4D yaitu define (pendefinisian), design (rancangan), development (pengembangan), dissemination (penyebaran). Subjek penelitian ini adalah seluruh mahasiswa Program Studi Pendidikan Bahasa Jerman Semester 3 (tiga) Universitas HKBP Nommensen Pematang Siantar. Dengan teknik pengumpulan data adalah dengan tes hasil belajar sesuai dengan materi ajar pada pembelajaran keterampilan menulis (*Schreibfertigkeit*). Luaran yang ditargetkan adalah publikasi pada jurnal internasional atau nasional terakreditasi.

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1. INTRODUCTION

Learning process Language foreign specifically interesting and effective German is one of the elements that can increase results Study participant educate. In learning German language required teaching materials that can enable something technique or creative and innovative learning models (Nurhayati et al., 2022). So educators expected capable designing teaching modules with good, appropriate with objective learning so that can realizing a learning process that is oriented towards to student (*student-centered approach*). Educators one of the element that holds role very important in the learning process teaching. In fact, educators often considered as center success learning with indicator direct participant educate reach objective expected learning (Mahmudah et al., 2024). Therefore that, educator should be own adequate behaviour and competence For develop potential participant educate in a way intact (HAQ, 2023). For carry out his duties in a way Good in accordance with his profession, educator need control various matter especially competence personality social and professional. Educators should also own skills manage classroom learning with develop various teaching modules in

accordance with development current teaching materials. Utilization current teaching module This expected capable increase motivation Study participant educate specifically in understand learning Language foreign, namely German language (Muhafid et al., 2023). In learning German language is available four mandatory skills mastered participant educate, namely skills speaking skills reading skills writing and skills listening. [3] Skills speaking and skills write including skills productive language, namely something skills that can produce A work / product. Skills writing is also demanding participant educate For think creative and innovative skills write (*Schreibfertigkeit*) covers material linguistics and also discuss various form texts / discourses short which is at level A2 *Gemeinsamer Europäischer Referenzrahmen* in accordance with intersecting themes with life everyday. Along with matter mentioned, development teaching modules become one of urgent matters in improvement skills write participant educate (Hasanah et al., 2024). Modules can grow independence participant educate, because teaching module contains materials and learning processes that will be help participant educate in understand learning. In line with That so expected study This aim build trust self participant educate after material learning can studied from module, because through The teaching modules presented are very close and can be mastered with true, and expected can increase ability participant educate in do related tasks with ability writing skills write (*Schreibfertigkeit*) is One from four ability necessary language instilled so that the ability communicative participant educate can developed in a way maximum (., ., Dr. Ketut Agustini, S.Si, et al., 2017). In a way special in learning skills write to participants educate in matter This is in the German Language Education Study Program. Skills write (*Schreibfertigkeit*) in German is one of the element important from four ability speaking that is speak (*Sprechen*), hearing (*Hören*), reading (*Lesen*). In learning Language foreign specifically German language, skills write Still own Lots problem that is lack of it motivation, participants educate Still Afraid write Because Afraid the grammar used is wrong (Yiniar et al., 2024). So one of them techniques that can what the teacher does is designing teaching modules, so that participant educate can Study in a way independent. So that with method This believed participant educate will capable develop with Good Because Already own ability and already responsive to the problems faced [1]. Development this teaching module can in a way practical make participant educate in a way independent. The steps development module as following ; (1) Define stage : At stage This do analysis to teaching materials used in manufacturing teaching materials with gather various information about the teaching materials from books, modules and resources others, so that can find advantages and disadvantages from ordinary teaching materials used, so that need done development For teaching materials that will be developed. (2) Design Stage (Design): This stage do design teaching materials that are developed (., ., et al., 2017). The things that need to be done is : (a) selection of relevant media with characteristics materials and needs student For optimize use teaching materials in the learning process, (b) Selection of format from analysis previous teaching materials so that it becomes lack from results analysis will be fixed so that developed teaching materials become more Good such as layout, images, writing, content materials and others. (3) Development Stage : Development stage This

produce revised module based on input expert. There are 3 steps in the stage This is : (a) instrument evaluation product, (b) validation tests conducted expert learning materials and media, (c) revision module based on input expert material. (4) Dissemination Stage (Ardiansyah et al., 2023): In research This dissemination stage only until the trial limited with use instrument questionnaire or questionnaires and scales used scale Likert. Approach to research This use approach qualitative and quantitative. Types of research used type study development with the 4D model, namely define, design, development, dissemination (Mayassari et al., 2023).

[2] Under development teaching modules exist a number of matter which need noticed namely ; (1) Identifying objective learning from achievements learning that can grouped in One scope material. One teaching module can covers a number of objective learning. (2) Doing assessment beginning For identify mastery competence beginning participant educate. (3) Determine techniques and instruments assessment along with indicator success assessment that will be done at the end scope material. Make sure assessment in harmony with objective learning. (5) Determine period time or the amount of JP required. (6) Determine techniques and instruments assessment formative based on activity learning. (7) Make series activity learning from beginning until end. Make sure activity learning in harmony with objective learning. (8) Prepare attachment like sheet learning, material learning and learning media in accordance with readiness, interest, and profile Study participant educate. (9) Attach instrument assessment like checklist, rubric or sheet required observations, and (10) Check return completeness component teaching module (Alperi, 2020).



Figure 1. State Of The Art Researchers

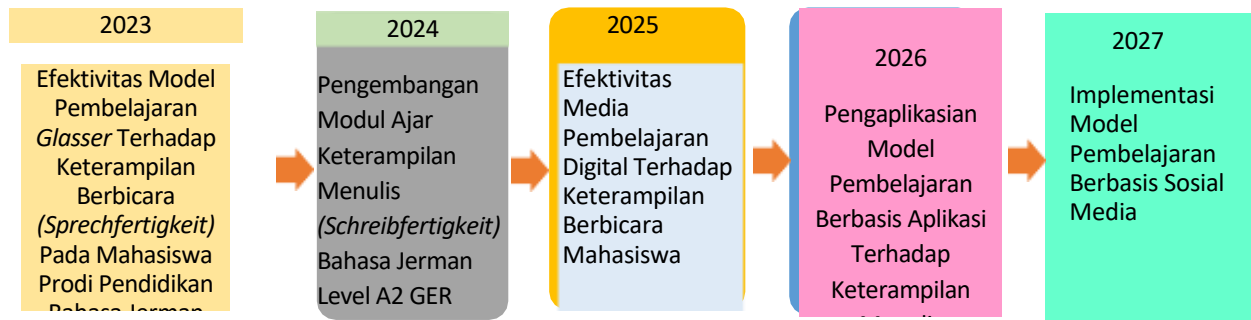


Figure 2. Researcher's Research Roadmap

2. METHOD

Approach to research This use approach qualitative and quantitative. The type of research used type study development with the 4D model, namely define, design, development, dissemination (Kurniawan et al., 2018). The following steps development module as following ; (1) Define stage : At stage This do analysis to teaching materials used in manufacturing teaching materials with gather various information about the teaching materials from books, modules and resources others, so that can find advantages and disadvantages from ordinary teaching materials used, so that need done development For teaching materials that will be developed. (2) Design Stage (Design) : This stage do design teaching materials that are developed (Aisyah et al., 2020). The things that need to be done is : (a) selection of relevant media with characteristics materials and needs student For optimize use teaching materials in the learning process, (b) Selection of format from analysis previous teaching materials so that it becomes lack from results analysis will be fixed so that developed teaching materials become more Good such as layout, images, writing, content materials and others (Iqbal, 2024). (3) Development Stage (Shobrina et al., 2020): Development stage This produce revised module based on input expert. There are 3 steps in the stage This is : (a) instrument evaluation product, (b) validation tests conducted expert learning materials and media, (c) revision module based on input expert material. (4) Dissemination Stage : In research This dissemination stage only until the trial limited with use instrument questionnaire or questionnaires and scales used scale Likert. Research results This expected will published in journal international or journal national reputable (Wafiroh et al., 2024).

Instruments used in evaluate validity teaching module is sheet evaluation validity. The instruments used For evaluate practicality teaching module is sheet evaluation practicality in the form of questionnaire response participant educate. (Nurdyansyah, 2018) Data analysis regarding validity teaching modules using formula as following :

$$V_{Tsh}^{Tse} \times 100$$

Information :

V = Validity

TSe = Total score validation from the validator

TSh = Total score maximum expected

Table 1. Validity

Score	Validity	Information
85%-100%	Very Valid	Can used without revision
70%-<85%	valid	Can used However need revision small
50%-<70%	Less valid	Not used Because need revision big
0.1%-<50%	Invalid	Should not used

Data analysis regarding practicality of learning media module electronic (e- module) based on Flip PDF Professional is obtained from questionnaire participant educate use formula (Harningrum et al., 2022):

$$Vp = \frac{TSEp}{s-maks} \times 100\%$$

Table 2. Data Analysis Regarding Practicality

Score	Validity	Information
75%-100%	Very Practical	Can used without revision
50%-<75%	Practical	Can used with revision
25%-<50%	Less practical	Recommended For No used
0.00%-<25%	Not practical	Can not used

Information:

Vp = Validity of practicality

TSEp = Total score empirical practicality

- max = Expected maximum score

3. RESULT AND DISCUSSION

Product results from research and development This is skills teaching module Write (*Schreibfertigkeit*) German Language Level A2 *Gemeinsamer Europäischer Referenzrahmen*. Learning Module skills Write (*Schreibfertigkeit*) German Language Level A2 *Gemeinsamer Europäischer Referenzrahmen* more clear and effective its use. This module is as teaching materials used For teaching materials / subject matter studying Writing A2 (*Schreiben A2*). In the module This containing content materials, exercises questions, and also evaluation with various type question (Hikmah, 2021).

Define Stage (Definition)

At the stage This done For look for problems and needs from student For develop module learning. At this stage This activities carried out analysis beginning Where collection information done through observation. Analysis results early in learning writing level A2 (*Schreiben A2*) namely not enough maximum skills write student in learning at level A2. Analysis participant educate done For know character participant education, results analysis the participant educate difficult understand material, participants educate feel difficult pour out ideas in activity write German and tends to not enough control concepts in learning write according to level A2. Next from results analysis the researchers determine content the material to be displayed on the developed module so that relevant with competence basis and objectives learning contained in the syllabus learning (Debora et al., 2022).

Design Stage (Design)

At the stage This compilation material from various source with source main from books reference write equivalent to level A2. This module designed with using Microsoft Word media and designed such appearance with customized attractive display with discussion material.

Development Stage

At the stage This after product finished developed will done testing products by the team validation expert material. Trial limited to products will done after product tested by the team validation expert. Validation study done by experts learning, expert language and writing. Subject matter expert is competent lecturers in the field learning German language and expert language and writing are competent lecturer in the field of grammar German. Validation results by experts can seen in table I (Akihary et al., 2021).

Table 3. Validation expert German language teaching materials

No	Sub aspects	Validation results
1	Clarity distribution material	3
2	Arrangement module	3
3	Balance between text and modules	3
4	Arrangement space (Text layout)	3
5	Attraction from module	3
	Amount	15
	Max Score	20
	percentage	75%
	Category	Valid

Based on results validation from expert teaching materials especially in learning German language data was obtained that from 5 sub- aspect items with score maximum 20 after done data processing then can concluded that material in the teaching materials is valid.

Table 4. Language and Writing Validation Results

No	Sub Aspects	Score
1	Use communicative language and structure simple sentences	3
2	Using writing, spelling and signs read in accordance with correct German grammar	4
3	Use term precise and easy terms understood student	3
4	Use clear instructions and directions so that No cause interpretation double	4
	Amount	14
	Max score	16
	Percentage	87.5%
	Category	Very Valid

Based on results validation from grammar and writing experts obtained data that from 4 sub- aspect items with score maximum 16 after done data processing then can

concluded that language and writing of the material in the e- module the is valid. Based on results validation obtained from experts in each the aspects have an average category good. This is due to modules created has customized content content with syllabus and materials for students that are included with appearance interesting and easy for user (Gurning, 2021).

Disseminate Stage (Spreading)

Products that have been assessed worthy by the team validation expert will be tested in a way limited to students Language German just as place study carried out. The distribution process products in the form of teaching modules whose use is also shared to lecturers and students in learning write German at level A2 (*schreiben A2*). Results of the trial limited to what is done For see response student to product can seen in table 3 (Tanalinal Khasna & Syahril Muh, 2020).

Table 5. Limited Trial

No	Aspect	Amount Respondents	Item Question	Total Score	Average	Score Max	%	Category
1	Aspect Appearance	10	14	169	33.8	200	84.5%	Very Practical
2	Aspect Presentation content	10	14	132	33	160	80%	Practice
3	Benefit Aspects	10	14	163	32.6	200	81.5	Very Practical

Results of the trial limited show results average is very good (Sardila, 2015). Aspects appearance get acquisition score the highest percentage namely with score percentage of 84.5%, with get acquisition the prove display on the module it's very good and interesting as well as clear can understood for participant educate (Asri et al., 2021). This is very important For give impression beginning for participant educate so that they can interested For Study use e- module application the test results limited show very good response from participant educate in every its aspects (Puspitasati, 2021).

Based on research conducted and results obtained, module learning that has been arranged worthy used as teaching materials for the subject studying write equivalent to level A2 (*Schreiben A2*) Because contains sufficient material complete and in-depth as well as own attractive appearance for students and its very easy to use (Kristiansen, 2024). Learning modules can used When anywhere, anytime, and possible student For used Study in a way independent at home (Mulyati, 2015). Use module learning used in study development This on base beginning initially the model used For develop teaching materials for German language teachers in schools, but this 4D model can used as an idea for procedure development instructional. In addition, the 4D development model is a systematic model, so that its use massage start from definition until distribution (Kristiani, 2024).

4. CONCLUSION

Based on research conducted and results obtained, module learning that has been arranged worthy used as teaching materials for the subject studying write equivalent to level A2 (*Schreiben A2*) because contains sufficient material complete and in-depth as well as own attractive appearance for students and its very easy to use. Learning modules can used When anywhere, anytime, and possible student For used Study in a way independent at home. Use module learning used in study development This on base beginning initially the model used For develop teaching materials for German language teachers in schools, but this 4D model can used as an idea for procedure development instructional. In addition, the 4D development model is a systematic model, so that its use message start from definition until distribution.

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