

Digital Teaching Materials for Negotiation Texts Oriented Towards Creative Thinking for SMA/MA Students

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ABSTRACT

This research aims to develop digital teaching materials for negotiation texts that are attractive, can improve students' creative thinking abilities, and are easy for teachers and students to use, specifically for Class X SMA/MA students. The goal was to design digital teaching materials that enhance creative thinking and are practical for classroom implementation. This study employs a development research method based on the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. Data collection methods included interviews, observations, questionnaires for material experts, assessments from Indonesian language teachers, and material evaluation instruments. The result of the design and development process was a digital module in the form of a flipbook. This Flipbook features a cover page, module introduction with audio, examples of negotiation texts in both written and audio-visual formats, and exercise questions for learning evaluation provided via Google Forms. The module aims to improve students' creative thinking abilities, as assessed through their negotiation text writing processes. The research findings indicated that the digital teaching materials for negotiation texts received an average validation score of 80.6% from experts, categorizing them as worthy. The implementation results showed that students' learning outcomes improved after using the digital materials compared with before their use. Significant differences were noted in students' learning outcomes before and after the implementation of digital teaching materials. Consequently, it can be concluded that these digital teaching materials enhance students' understanding and improve their creative thinking abilities when learning negotiation texts.

Keywords: Digital Teaching Materials, Negotiation Texts, Creative Thinking

I. INTRODUCTION

Learning is a complex interaction process between students, and the material studied is influenced by the teaching materials used. According to Widodo and Jasmadi, teaching materials are content learning materials, methods, and evaluations designed in a systematic way to reach the expected competencies. Daryanto and Cahyono added that creating a teaching material environment is conducive to learning for students. Teaching materials have diverse types, fine prints, and non-prints, including handouts, modules, brochures, audio, video, and teaching materials. In the context of the Revised 2013 curriculum for class X, one Indonesian material is text negotiation, which includes analysis of content, structure, and language text negotiation. The development of technology information has changed pattern education and enabled access to more knowledge quickly and flexibly. Digital teaching materials have become a solution to learning independent students. Educator sued for creativity in developing effective, efficient, and relevant digital teaching materials with curriculum as well as development students. The benefits of digital teaching materials include making them easier for students in the 4.0 era. Current teaching materials not only shape print but also online and integrated with application technology. The optimal use of digital teaching materials requires appropriate instruction from an educator. Preliminary studies have shown that teachers tend to depend on book lessons from private publishers without developing their own teaching materials. Students want to change teaching methods, and incl use more digital teaching materials that are

interesting and varied. A previous study by Syaiful Musaddat (2021) showed the appropriate development of local wisdom digital teaching materials to increase quality learning. The use of text digital teaching material negotiation can increase the creativity and skills of writing students. Based on the development of the 4.0 era, results studies introduction, and previous research, the development of digital teaching materials that can be used by students For Study independence is required. This teaching material was developed with a certain strategy to increase student interest and abilities in writing text negotiations. Teachers are required to be more creative in renewing the current development of teaching materials. Brunner emphasized the importance of active students in learning, encouraging them to study independent and developing concepts. This aim develops text digital teaching materials negotiation oriented think creative For SMA/MA students. Products produced expected can positively change the learning Indonesian process at the SMA/MA level, improving creativity and skills to write text negotiation students.

Based on the background behind the problem being discussed in penalty, this emphasizes the design and development of text digital teaching materials negotiation oriented think creative For SMA/MA students.

1. How? Design text digital teaching materials negotiation creative thinking oriented toward high school/MA students ?
2. How? results in the implementation of text digital teaching materials that negotiate creative thinking oriented toward high school/MA students ?

Industrial era 4.0, has arrived at push digitalization in various fields, including education. Learning has shifted from teacher centered learning (TCL) to student centered learning (SCL), which has had an impact on changing teaching materials from print to digital.

Digital teaching materials are structured learning systematic and can be studied independently by students when just and anywhere through device electronics. This teaching material can be in the form of files stored on a flash disk, laptop, or smartphone, or uploaded to the Internet, such as *YouTube and Linktree*. The development of technological information and communication has shifted the era of print into the digital era, influencing the document and dissemination of method information.

Development of essential digital teaching materials for fulfilling curriculum demands. This process must consider the characteristics of students and the social, cultural, geographical, and development stages of the environment. Effective digital teaching materials combine various media elements such as audio, video, text, and graphics.

In designing digital teaching materials, some aspect need note:

1. Serve examples and illustrations interesting for support material.
2. Give chance for student for give bait come back.
3. Serve contextual and relevant material with environment student .
4. Use simple and easy language understood.

Steps development Digital teaching materials include:

1. Determine title based on competence base or material principal.
2. Give instruction clear learning.
3. Serve information supporter in a way interesting.
4. Designing tasks interactive.
5. Develop an assessment that can be done accessed through computer.

6. Use various source Study For enrich material.

The design of digital teaching materials must be fulfil a number of principle:

1. Freedom: Characteristic democratic and able followed by whom just.
2. Independence: Possible student Study in a way independent with the teacher as facilitator.
3. Dexterity: Possible student arrange schedule and activities Study in accordance ability.
4. Appropriateness: Relevant with need students and development technology.
5. Mobility: Possible student study in various place.
6. Efficiency: Optimizing use source available power.

Principles: To create effective, easy digital teaching materials accessible and appropriate for students in the digital era. In this regard, the development of digital teaching materials can support a deeper learning process that is dynamic, interactive, and needs-oriented.

II. RESEARCH METHODS

Study Design and Research and Development (R&D). This method aims to generate and test the effectiveness of certain products as explained by Sugiyono (2013). The research design used was the ADDIE (Analyze, Design, Development, Implementation, and Evaluate) model developed by Branch (2009).

The Analyze stage aims to identify the reason gap performance and analyze urgency problemrelated need products that will be developed. The Design stage focuses on designing the competencies and products to be created, as well as verifying the desired performance and method appropriate testing. In research This is the plan design covers scenario learning use text digital teaching materials negotiation for grow ability think creative.

The development stage aims to generate and validate the developed design. The Implementation stage involves application products that have been designed and developed in an environmental study involving students. Implementation after product validation by experts. Finally, evaluate, aim for evaluating quality product learning and the process, good before and after implementation.

The ADDIE model was selected as it provides a systematic and comprehensive framework for the development of digital teaching materials. Every stage in this model is a related and possible researcher, and for improvements, the product is iterative. With the use of R&D methods and the ADDIE model, this study expected to produce effective and appropriate digital teaching materials that require learning, especially in the context of text negotiation and development ability think creative student.

III. RESULTS AND DISCUSSION

This study serves as a basis for the development of digital teaching materials for text negotiation. This focused on the ability to improve creative students and use integrated digital teaching materials with online applications, such as YouTube and Google Forms. Mascita (2021) defines digital teaching materials as material integrated learning digital technology that can access devices such as smartphones, laptops, and computers. Researchers have developed digital teaching materials combining Canva and Flipbook apps, combining print and non-print elements (learning videos) . The goal is to increase students' ability to think of creative students through learning text negotiation, which needs to be done through direct observation and communication with students and teachers. Questionnaires were also used to collect data. Analysis objectives: To identify the characteristics of students, gaps in existing teaching materials, and the need for desired teaching materials. The analysis results were grouped into three main aspects.

1. Characteristics or Profile Student :

- 1) 81% of students look for material learning addition besides book school.
- 2) 62% experienced difficulty learn text negotiation from book text school.
- 3) 65% enthusiastic moment follow learning text negotiation.
- 4) 46% experienced difficulty understand material through teaching materials and methods applied by teachers.

Conclusion: Students show Spirit high learning and active look for source study addition, though they face difficulty with existing teaching materials.

2. Identification Teaching Material Gaps :

- 1) Only 12% of students own book texts/handle additions For Study text negotiation.
- 2) 62% said teachers use it special teaching materials (such as modules, videos, tools display).

Conclusion: The yes gap is significant in terms of the availability of additional teaching materials. Although some teachers have used special teaching materials, This Not yet fully fulfilled the need for study independent students.

3. Identification Teaching Material Needs :

- 1) 73% of students need alternative teaching materials for learn text negotiation.
- 2) 100% agree with development connected digital teaching materials by online.

Conclusion: There is a very high need for support in the development of integrated digital teaching materials with online applications.

Based on the results analysis, it was concluded that students have high learning; motivation however, they face constraints in the availability and effectiveness of existing teaching materials. They are supportive digital teaching materials that can be accessed in a way that is flexible and integrated with online technology. Findings: This confirms the urgent development of digital teaching materials for text negotiation. The developed teaching materials must consider the characteristics of enthusiastic students; however, they face difficulties and utilize digital technology to overcome the limitations of conventional teaching materials. Integration with online applications such as YouTube and Google Forms can increase accessibility and interactivity material teaching, the development of which can bridge existing gaps, fill need students will source flexible and easy learning understood, and support enhancement ability think creative in context learning text negotiation. With Thus, research This No only respond need direct students, but also in line with trend education in the digital era which emphasizes more personal, interactive and based learning technology. Step furthermore in study This is design and develop digital teaching materials based on findings from analysis need This. Development process must notice aspects like developed content is also necessary done for ensure its effectiveness in increase ability think creative student in context learning text negotiation. This study aimed to develop text digital teaching materials to improve the negotiation ability of creative SMA/MA students. The validity test results show that this teaching material is effective and feasible for use in the learning process.

Design this digital teaching material developed through a number of stage:

1. Analysis Teaching Material Needs :

- o 63% of students show characteristics Spirit Study tall.

- Only 37% of students own access to additional teaching materials.
 - 87% of students need alternative teaching materials, especially digital- based and integrated ones with online application.
2. Preparation of Teaching Material Design: Digital teaching materials are designed to overcome the limitations of conventional learning, which tends to be text book oriented and teacher centered. Design includes various elements, such as page cover, foreword, table of contents, competencies base, map concept, material learning, exercises, and bibliography.
 3. Designing Teaching Materials: Teaching materials were developed using the Canva app for visual design, presented in flipbook form, with tasks that can be accessed via Google Form. This approach integrates digital technology, making it possible to access various devices such as smartphones, laptops, and computers.
 4. Validation and Assessment: a. Linguist: Provides an average rating of 80% (very good) for aspect appropriateness content, language, presentation, and graphics. b. Indonesian Language Material Expert: Provides an average rating of 88% (very good) for the fourth aspect. c. Media Expert: Deliver average rating of 77% (good) for the fourth aspect. d. Indonesian Language Teacher: Two teachers provided an average rating of 93.5% (excellent), indicating that the teaching materials are worthy of use without requiring revision.

Validation and assessment use Likert scale with intervals:

- Excellent: 80%-100%
- Good: 60%-80%
- Fairly Good: 40%-60%
- Not Good: 20%-40%
- Very Unfavorable: 0%-20%

According to Schorling and Batchelder, the developed teaching materials fulfil the characteristics of good teaching materials.

1. Recommended by experienced teachers.
2. In accordance with objective education, needs students, and society.
3. Load Lots text readings, exercises, and assignments.
4. Be equipped Helpful illustration student Study.

The development of this digital teaching material is a response to the need for more modern interactive and based learning technology. This teaching material designed for overcoming limitations tends to be conventional, not enough to push the development ability of creative students. Deep digital technology integration this teaching material possible student For access material learning When anytime and anywhere, accordingly with needs and style Study they. Use applications such as Canva for visual design, flipbooks for presentation materials, and Google Forms for online assignments create more learning dynamics and interest. The validation and assessment results were very positive from experts, and practicing teachers showed that this digital teaching material has the potential increase effectiveness in learning text negotiations. This teaching material not only fulfills standard appropriateness content, language, presentation, and graphics but also successfully integrates digital technology in a supportive way of objective learning. The development of this digital teaching material is important in modernization education, particularly in the context of learning Indonesian. Combining content quality learning with interactive digital technology, this teaching material is expected to increase motivation; study students develop ability think creative them, and in the end increase understanding they to text negotiation which also shows the importance of collaboration between developer teaching materials, expert materials, media experts, and practicing teachers in creating source effective and relevant learning. With the continue development and perfection of such digital teaching materials, it is expected that quality education can continue to

improve and prepare students to face challenges in the digital era. Research conducted in the three school intermediates above (state, private, and madrasah aliyah) shows positive results in the application text digital teaching materials negotiation oriented think creative. The focus study is on Basic Competency (KD) 3.11 and 4.11, which includes analysis structure and aspects of language text negotiations, as well as the ability to disclose ideas in form text negotiation. For KD 3.11, the results evaluation at Gantar State High School showed an enhancement in average score from 36% on the pre-test to 84% on the post-test, with a 48% increase. At Gantar Vocational School, this rate increased from 44% to 80% and up to 36%. Meanwhile, in MA Aliyah Al-Zaytun Indramayu, the average score increased from 41% to 77%, up to 36%. Overall, the development of this digital teaching material increased the power absorbed by students by 38.5% in the material analysis structure text negotiation. Analysis statistics using the t-test show that the calculated t value (19.730) is larger from the t table (2.001), which means there is a significant difference between the results of the pre-test and post-test. This proves that the influence of the positive use of digital-oriented teaching materials is creative to enhancement results. In aspect language text negotiations, Gantar State High School noted an enhancement of 42.67% to 88%, an increase of 45.33%. Gantar State Vocational School experienced an increase of 38.67 % % from 42.67% to 81.33%. Al-Zaytun Gantar reported an increase from 45.33% to 81.33%, an increase of 36%. The average increase in the power absorbed by students in third school reached 40.33% for the material aspect of language text negotiation.

The t-test for aspect language also shows similar results, with t count (19,730) larger from t table (2.001), confirming the influence of positive digital teaching materials on the results of the study students. For KD 4.11, the focus is on the bility to disclose ideas in form text negotiation, which also becomes an indicator of creativity. The evaluation covered aspect flexibility, fluency, elaboration, and originality.

At Gantar State High School, this happened to oncrease from 40% to 86%, and up to 46%. The Gantar Vocational School noted an increase of 45% % from 45% to 90%. Al-Zaytun Indramayu pointed out an enhancement of up to 39% %from 41% to 80%. The average increase in orientation suggests that creative students in third school range from 42% to 86%, and up to 44%. Analysis statistics for KD 4.11 shows t count (38.552) more big from t table (2.001), confirming that there is a significant difference between the pre-and post-test results. This demonstrates the effectiveness of digital teaching materials in increasing the orientation of creative students.

Overall, this study demonstrates that the development and implementation of negotiation-oriented text digital teaching materials succeeds in increasing the ability of students to analyze the structure and aspects of language text negotiations, as well as in developing creative skills. Enhancement was significantly visible in all schools studied, showing that this teaching material is effective and feasible for use in learning text negotiations at the SMA/MA level. This emphasizes the importance of innovation in the development of teaching materials, especially those that utilize digital technology and that encourage creative thinking. This not only increases students' understanding of material learning, but also develops their think-level height skills which is necessary in the modern era.

IV. FINAL PRODUCT

The development of technology information has led to a significant change in pattern education. Digital teaching materials make it possible for students to study independently, when just and anywhere. This matter pushes educators for more creative and innovative development of effective, efficient, and relevant digital teaching materials with curriculum, as well as development students. Preliminary studies show that many teachers still depend on book handles from publishers without developing their own teaching materials. Students want to change methods to teach with a switch to digital teaching materials. A previous study also confirmed that technology based on teaching materials can increase quality learning. Text digital teaching materials negotiation was developed as a solution to increase orientation, think creativity, and skills in writing students.

Negotiation Alone is a bargaining process for reaching an agreement between two or more parties. Negotiation text is classified in the form of text discussion, which discusses issues with arguments from various parties. Creativity, which is closely related to innovation and discovery, is the capacity to produce something unique or create an external solution habit. Creative persons have positive characteristics, such as flexibility, self-confidence, motivation height, and sensitivity.

In development text digital teaching materials negotiation, used a number of application:

1. Canva: App designs online graphics that make it easy to make various types of design, such as slides, posters, logos, and e-books.
2. Flipbook: Deliver appearance digital books that can be tossing and turning, giving sensation read books physically and improving motivation.
3. Google Forms: Services for creating and deploying online, used for stage evaluation in teaching materials.

Steps development Digital teaching materials include:

1. Determine title based on competence base or material principal.
2. Give instruction clear learning.
3. Serve information supporter in a way interesting.
4. Organize tasks in interactive programs.
5. Designing possible assessment seen through computer.
6. Use various source Study For enrich material.

The text digital teaching material negotiations developed can be accessed via a link or code stem provided. The instructions for its use are as follows.

1. Student open digital teaching materials via links shared via WhatsApp groups or Google Classroom.
2. After clicking on links, pages cover teaching materials will open.

The development of this digital teaching material can make learning text negotiation more attractive, effective, and efficient, as well as capable of digging imagination and creativity in students. With the use of technology such as Canva, Flipbook, and Google Forms, these teaching materials offer experience to learn more interactively and appropriately with the demands of the digital era.

Through this approach it is expected that student No can only understand material text negotiation with more good, but also develop skills to think of creativity, which is very important in the modern era. Digital teaching materials are also prepared for students to be more adaptive to the development of technology in the learning process.

V. CONCLUSION

Study development text digital teaching materials negotiation-oriented think creative For SMA/MA students show positive results. The design of teaching materials was developed based on analysis needs, preparation design, manufacture, and validation by expert language, materials, and media, as well as evaluation from teachers and students. The validation results show that this digital teaching material is feasible for use in learning. Material experts gave an average rating of 88%, media experts of 77%, and Indonesian language teachers of 93.5%. This indicated that whether the teaching materials were valid or not required revision. The implementation of teaching materials in three schools (State High Schools, Vocational Schools, and Madrasah Aliyah) shows significant enhancement in understanding students' structure and aspects of language text negotiation (KD 3.11).

The average increase marks students ranging from 34% to 48%, with an overall enhancement of 38.5% for structured text and 40.33% for aspect language. For KD 4.11 (construct text negotiation), this teaching material is also successful increase ability think creative student. The average increase ranged from 39 to 48%, with a total increase of 44%. Evaluation of creativity is based on aspects of flexibility, fluency, elaboration, and originality in disclosing ideas. Analysis statistics using the t-test show that the calculated t value for third practice (19,730; 19,730; and 38,552) is larger from the t table (2.001). This proves that there is a significant difference between the pre- and post-test results, confirming the effectiveness of digital teaching materials in increasing the learning and abilities of creative students.

Overall, this study proves that the development and implementation of negotiation-oriented text digital teaching materials succeeds in increasing students' understanding of materials, as well as developing creative skills. This teaching material is considered feasible and effective for use in learning text negotiations at the SMA/MA level.

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