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The Development of Learning Module Based on Problem Based Learning Observation Result for Class X High School Students

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Abstract

The problem in this research was to identify the process of developing Learning Module Based on Problem Based Learning Observation Result for class X High School students. Based on these problems, this study aimed to produce learning module and describe the feasibility of the learning module developed. The research method used a research and development design that adapts seven of the ten steps in the research and development procedure according to Borg and Gall. Data collecting technique was done by observation, interviews and questionnaires. The results of the study showed that (1) the Learning Module Based on Problem Based Learning Observation Result was successfully developed using seven stages of Borg and Gall development; (2) the learning module developed was suitable to use in learning of Observation Results for ten grades High School students. The test results of content, language, and learning media experts received very good assessments. The product feasibility test by the Indonesian teacher obtained an average score of 84,17 with a very good category. Small-scale product trials obtained an average value of 86,25 with a feasible category and broad-scale trials obtained an average value of 84,69 with a very feasible category.

Keywords: *Learning Module; Observation Report; Problem Based Learning*

Introduction

Teaching materials are an important component to assist teachers and students in carrying out learning activities. Teaching materials include written materials and unwritten materials. Written materials include books, worksheets, learning modules, and etc. Meanwhile, unwritten teaching materials include audio, audio-visual and interactive multimedia teaching materials. The existence of teaching materials will make it easier for students and teachers to understand and achieve learning objectives.

The problems found in learning are the limitations of the use of teaching materials that suit the needs of students. Teachers usually teach based on existing textbooks. The package book was used from year to year without any revision or adjustment. The use of monotonous teaching materials and unsuitable characteristics of the material and students make learning objectives not achieved or hampered. This is what the teacher should pay attention to. One of the teaching materials that can be used by teachers in learning is a module. Module can be used to teach the concept of a theory that is adapted to the

characteristics of the material and students. Teachers must be more creative in developing modules to suit the needs of students.

One of the groups of students who are very creative and critical is class X students. They need interesting modules according to the material they are studying. The suitable module for students at class X is a module that can hone their abilities and creativity in language skills. Writing is a very challenging language skill for them. There is material for writing observations that can hone their skills in language.

Observation report learning is one of the important text-based learning to be understood and mastered by students. Writing observation reports is important to teach because learning to write observation reports sharpens and provides scientific thinking concepts for students. With the learning of observation reports, students are expected to be able to understand and master in constructing an observation report. This makes learning the observation report important for learning and developing teaching materials according to the characteristics of students and the material itself.

Learning certainly must pay attention to the learning model, including the development of teaching materials on the results of observations. The learning model is a series of presentation of teaching materials in the learning process in order to achieve learning objectives. The application of the right learning model will lead students to coherent and systematic learning activities in organizing learning experiences to achieve learning objectives.

One of the learning models that can be used in learning the observation report is the Problem Based Learning (PBL) model. Problem Based Learning model aims to train students to face and solve concrete problems in life. Students are trained in their abilities and skills to overcome a problem.

Learning observation reports is important to teach because the learning model of observation reports can hone and provide students with scientific thinking concepts. This allows students to understand and master in constructing a report of observations. Then, the development of the learning module observation reports for Class X High School using the PBL model as a basis is also important to help students build knowledge concepts independently related to the material for the observation report. Utilization of the PBL model is used to sequence learning activities, facilitate learning, and achieve learning objectives. Therefore, the researchers conducted a study entitled "The Development of Learning Module Based on Problem Based Learning Observation Result for ten grades High School students."

Research on observations reports and Problem Based Learning (PBL) has been carried out by several previous researchers. Previous research and its findings according to Alfiantara, Anggih, et al in 2016, Rizky Dwi Meilan Sari and Lucky Rahmawati in 2017, Mayang Larasati, Anita Fibonacci, and Teguh Wibowo in 2018, Errin Andriyanti, Iing Sunarti, Siti Samhati in 2020, and Risman in 2020. Based on the previous research that has been described, there is vacancy research in the development of Observation Report for Class X High School using the PBL model. These conditions make research important to carry out because it will add to the treasures of research. The use of the PBL model in learning observations results is also in accordance with the characteristics of problem-based observations. Therefore, the research is formulated in two important terms, namely the process of developing the module for writing the Observation Results Report and the feasibility of the module as teaching material.

Methods

Research on the development of PBL observation report learning module follows the steps of Borg and Gall development research. (Sugiyono, 2016), The stages of the Borg and Gall research have 10 stages, but this research was carried out until the 7th stage due to limited time, energy, and research costs. The seven stages of the research are 1) preliminary study (potential problems), 2) data collection (needs analysis and literature study), 3) product design (design development/initial product draft), 4) design

validation by experts, 5) main product revision (revision of products resulting from initial field trials), 6) Main field testing (testing of products), and 7) Operational product revision (improvement of products resulting from field tests), learning module Observation Results Based on Problem Based Learning for class X High School students.

The research data for the preparation of this module includes a) the results of the preliminary study, b) the development of the learning module, and c) the product or the result of the learning module. The evaluation of the development of the sentence learning module in the Observation Report was carried out in several stages, namely (1) expert testing relevant to the field of study, covering material, language, and layout design, (2) peer assessment covering material, linguistic and layout design, (3) small scale, (4) wide scale., and (5) feasibility test.

Data on the feasibility assessment of the development of learning modules number 1 with the score range of 0% - 20% or very poor, number 2 with the score range of 21% - 40% or poor, number 3 with the score range of 41% - 60% or quite good, number 4 with the score range of 61% - 80% or eligible, and number 5 with the score range of 81% - 100% or very feasible. The data obtained were analysed based on student assessment scores on a wide-scale trial. The results of the questionnaire assessment are then calculated based on the following formula:

$$\text{Attraction value} = \frac{\sum \text{Generated value}}{\sum \text{max value}} \times 100$$

Data collection techniques are closely related to the research methods used. The results of data collection are then reviewed and included in the results of the writing. This development research uses data collection techniques of observation, interviews, and questionnaires.

Result and Discussion

The results of the research starting from the design to the implementation of the learning module on the observation report based on Problem Based Learning in Basic Competencies 3.2 analyse the content and linguistic aspects of at least two texts of the observation report and Basic Competence 4.2 construct the text of the observation report by paying attention to the content and linguistic aspects that have been implemented. The stages carried out in the development of the learning module on the observation results based on Problem Based Learning include: (1) preliminary studies in the form of analysis of potential problems, (2) data collection on the development of learning modules, namely curriculum analysis and literature study, (3) product design (early product draft development), (4) validation of learning modules by material, media, linguistic, and practitioners experts, (5) product revision, (6) learning module trials, both small-scale and large-scale trials, (7) final product, (8) the feasibility of the learning module in its application in High School.

1. **Potential for Learning Module Development**

The potential that has been collected through interviews and observations is analysed so that the resulting product is in accordance with learning needs. Observations were made at SMAN 1 Banjar Agung, Tulang Bawang Regency and SMAN 1 Banjar Baru, Tulang Bawang Regency. The development of learning modules refers to the learning objectives and national education goals and is adjusted to the development of student competencies. Observations and interviews were conducted with Indonesian language teachers and students. Observations and interviews that have been carried out show that the teaching materials used as learning media are in accordance with the Core Competencies and Basic

Competencies, but the available teaching materials do not contain complete materials to support the achievement of basic competencies.

a. Interviews Results with Teachers about Learning Module Needs

The results of interviews with Indonesian Language teachers of Class X at SMAN 1 Banjar Agung, Tulang Bawang Regency and SMAN 1 Banjar Baru, Tulang Bawang Regency revealed that there were already teaching materials used in the learning process in the classroom. The teaching materials used are textbooks that have been used from year to year. The teaching materials used are also printed books that are in accordance with the learning objectives (Core Competencies and Basic Competencies).

there are still some obstacles in the available teaching materials. These constraints include not having a learning syntax or only in general. Moreover, the user guide is not yet complete, both for teachers and students. This can be an aspect that hinders the achievement of learning outcomes from observation reports. In addition, the evaluation and competency tests in teaching materials still do not accommodate learning objectives in Basic Competence 3.2 analyse the content and linguistic aspects of at least two observational report texts and Basic Competence 4.2 construct the text of the observation report by paying attention to the content and linguistic aspects that have been implemented.

Besides teachers, interviews were also conducted with students to determine the need for learning media in the form of teaching materials as a learning guide for observation reports. Interviews were conducted in class X at SMAN 1 Banjar Agung, Tulang Bawang Regency and SMAN 1 Banjar Baru, Tulang Bawang Regency. Interviews were conducted with three respondents (students) in each school. Interviews were conducted randomly. Following are the results of interviews that have been summarized with some of students in Class X at SMAN 1 Banjar Agung, Tulang Bawang Regency and SMAN 1 Banjar Baru, Tulang Bawang Regency.

Based on interviews that have been conducted with teachers and students, the limitations of the presentation of teaching materials used in the learning process as described previously, it is found that there is a need for a learning module based on the results of observations. The importance of developing teaching materials in the form of learning modules for observation reports, especially in Basic Competencies 3.2 analysing the content and linguistic aspects of a minimum of two observational report texts and Basic Competencies 4.2 constructing observational report texts by paying attention to the content and linguistic aspects, making the development of learning modules for observation reports necessary in order to achieve learning objectives on those basic competencies.

2. Early Product Development

Learning modules are arranged based on the physical structure of the book which includes cover, french page, title page, table of contents, introduction, content, glossary, and bibliography. The content of the learning module accommodates the competencies to be achieved, namely Basic Competence 3.2 analysing the content and linguistic aspects of a minimum of two observational report texts and Basic Competence 4.2 constructing the text of the observation report by paying attention to the content and linguistic aspects. In order to achieve this goal, the learning module includes work steps, materials, and assignments.

The physical learning modules that will be developed are as follows:

a. The developed learning module is B5 (18.2 cm x 25.7 cm).
b. The cover paper used is Art Carton Laminating and coloured.
c. The cover is brightly coloured and the pictures shown are children observing wearing masks.
d. The pictures used are the author's personal documentation.

e. The contents of the book use B5 paper (18.2 cm x 25.7 cm) 70gr with a Lampung motif frame with a total of v + 47 pages.
f. Supporting information presented in the Basic Competence 3.2 Analysing the content and linguistic aspects of a minimum of two observational report texts and Basic Competence 4.2 constructing the text of the observation report by paying attention to the content and linguistic aspects containing an overview and scope of the material to be studied. Materials are also taken from various sources, such as books and relevant research results.

The product has been compiled, the next activity is to analyse basic competencies, analyse learning resources, and design products. The following is described in more detail each step.

3. **Evaluation and Revision**

The evaluation and revision stages are the next stage after formulating learning objectives and designing learning modules on design and content. These stages aimed to assess the feasibility of the learning module before it is used in learning process. In assessing the feasibility of the learning module, the researchers collaborated with experts to validate the Problem Based Learning Observation Report Learning Module for Class X High School Students that had been designed. These experts include peer assessments, namely Indonesian language teachers, media and graphic experts, content experts, linguistic experts, and the students themselves. The following are the results of the assessment of the experts.

1) Expert Test Results

The test was carried out by experts through filling out the learning module eligibility questionnaire by Dr. Mulyanto Widodo, M.Pd. as a material expert and linguist who is a lecturer in Indonesian Language and Literature Education, FKIP, University of Lampung. Meanwhile, the media expert is Bayu Saputra, M.Pd. who is also a lecturer at the University of Lampung. He is used to validating development products on media and graphics fields.

a) Material Expert Validation Results

Learning Module Based on Problem Based Learning Observation Report for Class X High School Students that has been designed is feasible to be applied in learning. Material experts categorize learning modules as feasible to be produced after revisions and improvements according to expert advice. Dr. Mulyanto Widodo, M.Pd. suggested improvements in the form of 1) pay attention to the steps in compiling the module, such as instructions, summaries, training, and answer keys, and 2) pay attention to the syntax of Problem Based Learning.

b) Linguistic Expert Validation Results

Learning Module Based on Problem Based Learning Observation Report for Class X High School Students which has been designed using good and appropriate language to be applied in learning. Linguists categorize learning modules as feasible to be produced after revisions and improvements according to expert advice. Dr. Mulyanto Widodo, M.Pd. suggested improvements to several 1) punctuation improvements; and 2) improvement of words writing. Those suggestions were then followed up by the researcher to be fixed.

c) Learning Media Expert Validation Results

Learning Module Based on Problem Based Learning Observation Report for Class X High School Students which has been designed is classified as feasible and very good in the field of learning media, which includes aspects of graphic quality and paper quality. The learning module is considered feasible to be applied in learning. Learning media experts categorize learning modules as feasible to be produced after revisions and improvements according to expert advice. Bayu Saputra, M.Pd. suggest improvements in the form of 1) improvement of the front cover which is more relevant to the title of the

book, 2) technical improvement of layout, 3) frame using Lampung motifs, 3) improvement of numbering on sub-chapter pages in the table of contents, 4) fixing the background colour on syntax, 5) writing the main material on the next page, 6) writing the GPA aligned, 7) writing the title of the chart/picture under the chart/figure, 8) giving the head of the table for each broken table, and 9) the table of problems experienced when analysing is placed on the page next.

Based on the assessments of the two validators containing the validation of material, language, and learning media on the Learning Module Based on Problem Based Learning Observation Reports for Class X High School Students, the Learning Module based on Problem Based Learning Observation Reports for Class X High School Students is categorized as feasible to produce. The production still pays attention to the suggestions and revisions that have been submitted by the experts.

2) Practitioner Test Results

Practitioners are Indonesian language teachers who will use the Problem Based Learning Observation Report Learning Module for Class X High School Students which has been developed and validated by experts. The peer-practitioner test was conducted by the Indonesian language teacher in class X at SMAN 1 Banjar Baru and SMAN 1 Banjar Agung. The assessment was carried out by Suyanto, M.Pd. as assessor 1 and Muksin Carito, S.Pd. as assessor 2. Assessment by fellow practitioners aimed to assess the feasibility of the designed learning module, so that it can be used in learning Observation Reports by the teacher.

a) Practitioner Evaluation Results for Learning Module Trial

The value of practitioner 1 is 86,67 and practitioner 2 is 81,67. If the two values are averaged, the score will be 84,17. The results of the assessments from practitioners 1 and 2 indicated that the scores given are in the range of values of 75-100 with a very good category so that the Problem Based Learning Observation Report Learning Module for Class X SMA students is considered feasible to be developed and applied in learning by taking into account some suggestions.

3) Product Trial

Product trials are carried out by conducting learning which is then assessed using a questionnaire by students as users of the learning module. The students who are taught are in class X High School students. The product is assessed based on the attractiveness of the learning module, ease of use, and the usefulness of the learning module in learning. There are four answer choices, namely very interesting (point 4), interesting (point 3), less attractive (point 2), and not interesting (point 1). The results obtained from the assessment of students in the questionnaire were further categorized into the range of assessment percentages. The trial was carried out in 2 stages, namely small-scale trials and wide-scale trials.

a) Small-Scale Product Trial

A small test of teachers and students (10 students) was conducted to determine student responses regarding the feasibility of using a literary learning design. The test was carried out on students in class X at SMAN 1 Banjar Agung. The implementation of the small-scale test is intended to get the initial response of students and the shortcomings of the Learning Module Based on Problem Based Learning Observation Results for Class X High School Students. In addition, the implementation of small-scale tests is carried out before being tested on a wide scale.

1) Small-Scale Learning Module Test Results

The learning module assessment component consists of three components, namely attractiveness, ease of use, and usefulness with a total of 20 questions. The maximum value for the attractiveness component of the learning module is 40 (10x4), while the maximum value for the convenience component is 28 (7x4), and the maximum value for the benefit component is 12 (3x4). The results of the calculation of the small-scale test above showed that the developed Learning Module based on Problem

Based Learning Observation Report for Class X High School Students is feasible to be continued. The feasibility value obtained from the small-scale trial as a whole got a score of 69 with a value of 86,25 with very good criteria or worthy to be tested in learning.

b) Wide-Scale Product Trial

The wide scale was applied to a number of students at SMAN 1 Banjar Agung and SMAN 1 Banjar Baru. The trial was conducted in one class at each school. The test was carried out in Class X MIA 1 at SMAN 1 Banjar Agung and Class X MIA 1 at SMAN 1 Banjar Baru. The scale trial was carried out in Class X MIA 1 SMAN 1 Banjar Agung with a total of 32 students. Meanwhile, the scale trial was carried out in Class X MIA 1 at SMAN 1 Banjar Baru with a total of 32 students. A wide-scale test in two test classes was carried out in order to obtain information about the feasibility of the product developed in classroom learning.

1) Results of the Wide-Scale Test of Learning Modules in class X MIA 1 at SMAN 1 Banjar Agung

The learning module assessment component consists of three components, namely attractiveness, ease of use, and usefulness with a total of 20 questions. The maximum value for the attractiveness component of the learning module is 40 (10x4), while the maximum value for the convenience component is 28 (7x4), and the maximum value for the benefit component is 12 (3x4).

The results of the wide-scale test calculation in class X MIA 1 at SMAN 1 Banjar Agung which are presented in table 4.12 show that the attractiveness component of the learning module has an average value of 84,22; ease of use of learning modules obtained an average value of 86,16, and the usefulness of learning modules with an average value of 86,20. Based on the overall assessment on the wide-scale test in Class X MIA 1 at SMAN 1 Banjar Agung, it was obtained an average feasibility score of 68,16 with a feasibility value of 85,20. The feasibility results show that the trial of using the Problem Based Learning Observation Report Learning Module for Class X High School students in the wide class X MIA 1 at SMAN 1 Banjar Agung overall achieved very good criteria or was suitable to use in learning.

The product trial was not only applied to Class X MIA 1 of SMAN 1 Banjar Agung, it was also applied to Class X MIA 1 of SMAN 1 Banjar Baru, which consisted of 32 students.

2) The Result of the Wide-Scale Test of Learning Modules in class X MIA 1 at SMAN 1 Banjar Baru

The wide-scale test in X MIA 1 SMAN 1 Banjar Baru which is presented that there is an attractiveness component of the learning module obtaining an average score of 84,22; ease of use of learning modules obtained an average value of 83,82; and the benefits of learning modules with an average value of 84,90. Based on the overall assessment on the wide-scale test in Class X MIA 1 SMAN 1 Banjar Baru, an average feasibility score of 68,16 was obtained with a feasibility value of 84,18. The results of the feasibility showed that the trial of using Learning Module based on Problem Based Learning Observation Report for Class X High School students in the wide class X MIA 1 SMAN 1 Banjar Baru overall achieved very good criteria or was feasible to use in learning.

Based on the details of the average results of the Learning Module assessment, the Observation Result Report Based on Problem Based Learning for Class X High School Students. Assessment through a questionnaire instrument filled out by students containing 20 questions with 4 answer choices.

3) Test Results of Using Wide-Scale Learning Modules

Learning Module Based on Problem Based Learning Observation Results for Class X High School Students on Basic Competencies 3.2 analyse the content and linguistic aspects of at least two texts of observation reports. Basic Competence 4.2 Constructing the text of the observation report by paying attention to the content and linguistic aspects to get the results of calculating the feasibility value of using the learning module through a questionnaire instrument. The components of the learning module

assessment in the broad-scale test class include the components of attractiveness, ease of use, and usefulness, respectively, the results are in the form of a score of 84.22; 84.99; and 85.55. Meanwhile, the average result of the overall feasibility of the learning module from the trial of two large classes obtained a feasibility value of 84.69.

Based on the research, it shows that the attractiveness, convenience, and usefulness of the Learning Module Based on Problem Based Learning Observation Reports are very good and feasible to be used as Indonesian language teaching materials in Class X Senior High Schools, especially in Basic Competence 3.2 analyse content and linguistic aspects from a minimum two texts of observation reports. Basic Competence 4.2 Constructing the text of the observation report by paying attention to the content and linguistic aspects. The feasibility of using the learning modules developed in learning Basic Competencies 3.2 and 4.2 also shows an increase in student achievement in the realm of knowledge and skills in learning the Observation Results Report.

4. Product Specification

The referenced basic competencies were then described as indicators of competency achievement, goals, and learning itself. Learning Module Based on Problem Based Learning Observation Report for Class X High School Students is prepared and assessed for feasibility based on three aspects of feasibility. These aspects include (1) content/material; (2) language; and (3) learning media. Content is developed with relevant, up-to-date and clear references to support learning.

1) Content Aspect

Contents in the Learning Module Based on Problem Based Learning Observation Report for Class X High School Students which was developed.

1. Front cover
2. Preface
3. Table of contents
4. Concept map
5. Chapter 1 Introduction which contains:

a. Description of learning module
b. Learning module syntax
c. Practical instructions for using learning modules for students and teachers
d. The basic competencies to be achieved are Basic Competencies 3.2 Analysing the content and linguistic aspects of at least two texts of observation reports. Basic Competence 4.2 Constructing the text of the observation report by paying attention to the content and linguistic aspects.
e. Indicators of achievement of competencies and learning objectives which are a description of the basic competencies.

6. Chapter 2 Lesson 1 which discusses the concept of content and language of the Observation Result Report
7. Chapter 3 Lesson 2 which discusses the analysis of content and language of the Observation Result Report
8. Chapter 4 Lesson 2 which discusses constructing the Observation Results Report
9. Competency test for students
10. Self-assessment by students independently
11. Glossary to make it easier for students to find difficult words
12. Bibliography.

a) Material Aspect Validation Results

There are four aspects that are assessed, namely (1) the suitability of the material with the Basic Competencies; (2) the accuracy of the material; (3) supporting learning materials; and (4) material updates. The indicator of the suitability of the material with KD gets a calculation result of 75; the accuracy of the meter got an assessment result of 84,375; supporting learning materials get an assessment result of 87,5; and the up-to-date material received an assessment of 75. Overall, the content aspect of the Learning Module Based on Problem Based Learning Observation Report for Class X High School students received an assessment of 84,72. These results when converted are in the range of 75 x 100 with very good criteria.

2) Language Aspect

The language aspect is also a very important aspect to consider in the development of learning modules. Problem Based Learning Observation Results Report Learning Module for Class X Senior High School Students was developed by accommodating a straightforward and communicative language, so that users of the learning module, namely teachers and students, can understand well the learning steps and descriptions of the material contained in the learning module developed.

3) Aspect of Learning Media

Aspects of learning media that are considered are the quality of graphics and paper quality. The first indicator covered in the aspect of learning media is the quality of graphics. The graphic quality in the Problem Based Learning Observation Report Learning Module for Class X High School students is the layout of text and images, selection of background, selection of font size and type, colour suitability, and attractiveness of image presentation. Meanwhile, indicators of paper quality in the learning module include the paper used is not easily torn and the paper used is clean and not opaque.

Selection of the image put on the cover in accordance with the intent of the title, namely the Observation Report. The pictures shown are children observing something in the school environment. The picture is also placed as the centre accompanied by the title of the book. The pictures shown are also original, the result of the author's personal documentation. Pictures are also presented in the learning module as a medium to attract attention and not to make students bored when using the learning module. In addition, the typeface used is Arial 11 with 1.5 spacing, so that learning module users can read clearly.

The second indicator is paper quality. Paper quality is a very important component in the development of teaching materials, in this case learning modules. Good and clean paper is the main support for the learning module, so that students can achieve learning goals effectively. With the clean paper and hard to tear, students can freely and longer use the learning module. Then, the paper size used in the Problem Based Learning Observation Report Learning Module for Class X High School Students is B5 (18.2 X 25.7 cm). The selection of B5 paper size (18.2 X 25.7 cm) in the Learning Module Report Based on Observation Results Based on Problem Based Learning for Class X High School Students aimed that the learning module can be easy to grip and easy to carry by the users. The paper on the book cover were made of Carton Laminating. Laminating Carton Paper for the cover is very good and is hard to tear or damaged when exposed to water. The cover is covered with the existing laminating.

a) Validation Results of Learning Media Aspects

There are two indicators assessed, namely (1) graphic quality and (2) paper quality. The graphic quality aspect gets a calculation result of 95 and the paper quality aspect gets an assessment result of 100. Overall, the learning media aspect in the Problem Based Learning Observation Report Learning Module for Class X SMA students gets an assessment of 96.43. These results when converted are in the range of 75 x 100 with very good criteria.

5. The Interesting of Learning Module

Learning Modules Based on Problem Based Learning Observation Results Reports for Class X High School Students are assessed and responded by learning module users, namely students and teachers/practitioners. The teacher responds to the assessment questionnaire on the learning module.

1) Teacher's Response to the Attractiveness of Learning Module

These results showed that the 1st teacher rating is 81,25, while 2nd teacher gives an attractiveness rating of 75. Overall, the attractiveness rating of practitioners gets an assessment of 78,125. These results when converted are in the range of 75 x 100 with very good criteria.

a) Learning Module Attractiveness Test Results

The results of using the Learning Module Based on Problem Based Learning Observation Results for Class X High School Students on the attractiveness component obtained a score of 33,69 and a value of 84.22. These results when converted are in the range of 75 x 100 with very good criteria. These results also indicated that the learning module developed is very interesting and feasible to use.

Conclusion

The development of Learning Modules Based on Problem Based Learning Observation Report for Class X High School Students, specifically on Basic Competencies 3.2 analysed the content and linguistic aspects of at least two texts of observation reports. Basic Competence 4.2 Constructed the text of the observation report by paying attention to the content and linguistic aspects carries out on several stages, namely preliminary studies, initial product development, evaluation and revision based on the results of the validity test of experts and practitioners, conducting trials on the developed products, conducting trials on product developed. In the results of the assessment of the feasibility of using learning modules, including the attractiveness component, were 84,22; ease of use obtained 84,99; and the benefit obtained 85,55. Meanwhile, the average result of the overall feasibility of using the two wide class trials obtained a feasibility value of 84,69. This shows that the attractiveness, convenience, and usefulness of the learning module are in the very good category and are suitable to be used as Learning Modules Based on Problem Based Learning Observation Reports for Class X High School Students in the learning process.

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