Analysis of Factors that Influence Indonesia's Foreign Exchange Reserves

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Abstract

This research aims to develop teaching modules for negotiation texts by assessing the existing condition of teaching modules at SMA Negeri 1 Baturetno and identifying students' needs. The method utilized is Research and Development, aiming to create supplementary products that refine previous versions. Data collection involves interviews with educators, student needs surveys via questionnaires, and observation of the current teaching module. The findings indicate that the previous teaching module was imperfect due to its separate arrangement and various shortcomings, such as lacking identity, learning outcomes, structured flow, motivation, and adaptation to contemporary times and technology. Results from the student needs survey demonstrate that 80% of students strongly agree, and another 20% agree that the teaching modules used are engaging and alleviate learning tension. Moreover, 60% strongly agreed with the necessity of motivation provision before learning, and 80% strongly agreed with incorporating ice breakers. Students' preferred learning styles are visual and auditory, with 45% strongly agreeing and 55% agreeing that the teaching module adequately adapts to modern times. Validation was conducted by Indonesian language teachers using nine assessment indicators, resulting in a 94% rating, categorizing it as "very valid." Based on the validation outcomes, it can be concluded that the development of negotiation text teaching modules focused on online buying and selling at Shopee is successful.

Keywords: teaching modules, negotiation texts, learning outcomes, online buying and selling

Introduction Section

Teaching modules play a crucial role in supporting the success of the learning process. However, the primary teaching module is often too broad, making it challenging to apply directly to teaching without prior adjustments. The ideal teaching module should be tailored to match the learning indicators and the students' abilities (Haristah et al., 2019). Unfortunately, many teachers use teaching modules without customizing them or considering the students' needs first, leading to a lack of student engagement with the material. This occurs because educators may not always perceive the development of teaching modules as a challenging task (Wahyudi, 2022). It's important to remember that each school in different regions has unique characteristics, and every student possesses different competencies.

Teaching modules necessitate development aimed at fostering efficient, effective, and innovative learning. Educators should be adept at crafting teaching modules tailored to student characteristics and the school environment, serving as crucial elements supporting the success of the learning process (Pratiwi, 2015). Utilizing various media can enhance the quality of learning and aid in achieving learning objectives. It's essential for teaching modules to evolve alongside advancements in technology, catering to students proficient in its usage. Educators should anticipate changes in learning tools corresponding to curriculum revisions, with the primary goal of enhancing learning quality (Zahir, 2022). The implementation of an independent curriculum introduces flexibility for educators to align learning materials with desired learning outcomes and student needs, facilitating the creation of coherent learning flows within teaching modules (Y. Ardianti & Amalia, 2022).

Teaching modules must be adaptable to technological advancements, including the emergence of online buying and selling platforms. The popularity of online buying and selling is attributed to the expanding reach of marketing efforts (Ardianti & Widiartanto, 2019). Shopee, a widely utilized online marketplace, resembles offline buying and selling systems in its negotiation capabilities. Negotiations on Shopee occur through interactions between sellers and potential buyers, facilitated by features such as live comments, reviews, and chat functionalities (Haerunnisa et al., 2021).

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This research aims to assess the current condition of e-modules used for teaching negotiation text in Class X at SMA Negeri 1 Baturetno, identify student needs, and develop teaching modules for negotiation text. E-modules are perceived as more engaging than printed modules due to their ability to incorporate visuals such as pictures or videos, offering flexibility for students to study anywhere and anytime (Puspitasari et al., 2020). The development of negotiation text teaching modules will emphasize the importance of effective negotiation strategies, including the use of polite language. Many negotiation challenges arise from the use of impolite language that does not adhere to proper structural norms.

The negotiation text intended for use as a teaching module derives from interactions in live, review, and chat features on Shopee. Previous research conducted by Wijayanti (2019) focused on developing learning media for writing negotiation texts using the Prezi application. The study found that the Prezi application enhanced students' writing skills. Additionally, relevant research by Utami and Rahmawati (2020) involved the development of the "Gemar Berbahasa Indonesia A1" module, which serves as teaching material for BIPA (Indonesian Language for Foreign Speakers). The results highlighted the necessity of developing BIPA teaching modules to enrich content and enhance interactivity, thereby improving the effectiveness of BIPA instruction.

In a relevant study conducted by Putri et al. (2022), negotiation text learning media was developed using Powtoon videos, resulting in effective learning outcomes and increased student engagement in understanding negotiation text concepts. The development of negotiation text teaching modules based on online buying and selling in Shopee differs from previous teaching module developments due to variations in data sources and technological applications. Unlike previous approaches, this study utilizes the Shopee application as an example of negotiation in online media, a platform not previously explored in negotiation text teaching modules. The selection of Shopee stems from its wide user base across various age groups, including students who frequently engage with the platform for buying and selling activities. By leveraging a familiar application like Shopee, this teaching module aims to facilitate better understanding among students by aligning with their everyday experiences.

Literature Review

Theoritical Review

Teaching Module

Teaching modules serve as systematically organized instructional materials that guide the implementation of learning activities. It is imperative that teaching modules utilized in education align with the curriculum adopted by the school to ensure consistency between the instructional material and the curriculum's stipulations (Ariana, 2016). The development of teaching modules holds significance as these modules serve as essential tools for educators to deliver instructional content in alignment with the intended learning objectives.

Rahmawati et al. (2017) emphasize that teaching modules can come in written and non-written formats, serving as tools to aid educators in structuring a coherent learning flow that aligns with the topic, competencies, and curriculum. On the other hand, Susilawati (2020) highlights that government-provided teaching modules are often overly comprehensive, containing sections that educators find challenging to comprehend and implement in the classroom. This underscores the significance of developing teaching modules tailored to the specific needs, abilities, and subject matter of students, thereby ensuring educators encounter no obstacles in utilizing them effectively during the teaching and learning process.

Teaching modules are meticulously crafted with consideration for the curriculum in use. It's crucial for teaching modules to evolve alongside the constantly changing curriculum, reflecting ongoing development efforts aimed at creating optimal and effective instructional resources (Rahimah, 2022). Maulida (2022) emphasizes that teaching modules form an integral part of curriculum implementation. Within the framework of an independent curriculum, teaching modules are diverse and systematically structured, encompassing various instructional methods and evaluation techniques. As such, teaching modules serve as indispensable learning resources, guiding students through the learning process and facilitating the attainment of educational objectives (Nesri & Kristanto, 2020).

Negotiation Text

Negotiation text serves as a means to reconcile differences and prevent misunderstandings (Farhan, 2019). It aims to equip students with the skills to negotiate effectively, adhering to a specific structure comprising orientation, proposal, offer, and agreement. During the negotiation process, key features include identifying each party's interests, absence of standard rules, and the use of persuasive language by negotiating partners (Nursolihah M., 2020). Sufanti (2015) notes that negotiation texts share similarities with drama texts, characterized by dialogue. However, in negotiation texts, dialogue involves multiple parties with differing opinions striving to reach a mutual agreement.

According to Qadafi (2018), negotiation text involves interaction among multiple parties aimed at reaching a mutually beneficial agreement, ensuring that no party feels disadvantaged. Indriani et al. (2021) support this perspective, viewing negotiation text as a means to foster mutual agreements and understandings. They assert that negotiation text can serve as

a valuable tool for training students in both writing and speaking skills. Within the framework of negotiation text, various learning stages are incorporated to guide students in conducting effective and appropriate negotiations.

Shopee

Shopee is an e-commerce application utilized for online buying and selling activities. It holds the top position in terms of user numbers in Indonesia, as evidenced by its consistent growth, as indicated by Similarweb data. Shopee was first introduced in Indonesia in 2015. According to Sulistiawati & Widayani (2020), Shopee provides a broad marketing platform, making it an effective tool for introducing and promoting micro, small, and medium enterprises (MSMEs) to a wider audience.

Web views and buyer reviews play a significant role in determining the perceived quality of products listed on Shopee, consequently influencing trust and the volume of sales. Positive reviews tend to correlate with increased sales, as highlighted by Japarianto & Adelia (2020). On Shopee, buyers and sellers engage in online interactions to facilitate negotiations. These negotiations encompass discussions regarding product pricing, shipping, reviews, and requests for returns in cases where received items do not match the order. Product reviews have a direct impact on both the product's rating and the reputation of the seller's shop. Consequently, sellers place high importance on buyer negotiations, as emphasized by Ardianti & Widiartanto (2019).

According to Nasution et al. (2020), potential buyers on the Shopee application prioritize several factors, including trusted product quality based on reviews, discounted prices, and the convenience of purchasing items remotely. Additionally, Ramdhanni & Firmansyah (2021) contend that the growth in Shopee users can be attributed to the attractive offers provided, such as discounts, competitive prices, cash on delivery (COD) options, accessible discussions, and responsive customer service. Moreover, higher member levels are associated with increased benefits and offers.

Method

This research employs the Research and Development (R&D) method, which is aimed at producing the development of a product. The R&D method is utilized to create or enhance a product based on expertise in the field, with the goal of complementing, improving, or perfecting previous products (Saputro, 2017). The module development technique in this study is based on the theory proposed by Thagarajan et al., as cited in Viska (2021). This technique involves four stages of development: defining, planning, developing, and disseminating.

The resulting product is the Teaching Module for Negotiation Text based on Buying and Selling at Shopee. Data collection techniques included observing the negotiation text teaching module used at SMA Negeri 1 Baturetno, conducting interviews with Grade X Indonesian language teachers to assess the condition of the existing teaching module, and distributing questionnaires to 15 Grade X students to gauge their needs for module development.

The development of teaching modules was tailored to the curriculum and informed by the results of data analysis. Validation was carried out by Indonesian language teachers who had previously developed teaching modules, serving as validators. The validation results are categorized and presented in Table 1.

Table 1. Validation Result Categories

Score Results	Category Validation
1-25%	Highly Invalid
26-50%	Invalid
51-75%	Valid
76-100%	Very Valid

Validation Score Results Formula

$$Validation\ score\ results = \frac{Total\ score\ obtained}{maximum\ score} \times 100\%$$

Result and Discussion

The development of negotiation text products based on online buying and selling on the Shopee application aligns with the stages of developing teaching modules. This research follows the development theory proposed by Thagarajan et al., as

cited in Viska (2021), which comprises four stages: defining, planning, developing, and disseminating. Below are the results of each stage of developing teaching modules for negotiation texts.

Defining

Teaching modules serve as learning support tools that focus and guide the learning process towards achieving specific learning outcomes. They represent tangible evidence of pedagogical competence held by educators to steer the direction of learning within the confines of the curriculum (Maulida, 2022). Teaching modules play a crucial role in ensuring that learning outcomes are well-defined and tailored to suit the conditions, characteristics, and competencies of students. The findings from interviews with informants revealed that "the teaching module for negotiation texts currently used does not integrate learning materials from online sources or modern media platforms, which is essential for group assignments with essay questions." The process of defining teaching modules involves two stages: assessing the effectiveness of previous teaching modules and identifying the specific needs of students.

Teaching Module Condition

Prior to development, the teaching module for negotiation texts used in SMA Negeri 1 Baturetno was fragmented, with separate components for teaching materials, assignments, and assessment instruments. Upon observation of the module, it became evident that it was incomplete and suffered from several deficiencies. These deficiencies included the absence of an initial appearance or cover, lack of identification of the school institution and the author, omission of learning objectives, inadequate learning flow, and failure to incorporate learning outcomes (CP) as a foundational reference in module preparation. Furthermore, the teaching module lacked attractiveness, as it was presented in a simplistic manner without supplementary elements. Additionally, it did not specify the learning model utilized nor did it integrate technological advancements, rendering it unable to adapt to contemporary educational needs.

Learner Needs

The needs of students were assessed through a survey conducted in the form of a questionnaire, revealing that students require teaching modules that foster engaging learning experiences. The survey involved 15 class X students, and the findings are presented in **Figure 1** below.
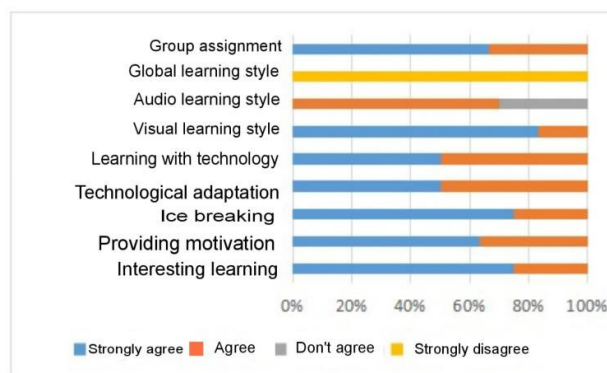
Figur 1. Diagram of Learner Needs Survey Results

Based on the survey results above, it is evident that 80% of students strongly agree, and the remaining 20% agree, that an interesting teaching module contributes to a less stressful learning environment. Engaging learning experiences significantly impact learning outcomes; when learning is dull, students struggle to grasp the material, and educators face challenges in directing learning towards achieving objectives (Nurseto, 2011). Therefore, it's imperative for learning to captivate students' attention, facilitating comprehension and goal attainment.

The survey also revealed a high demand for additional elements in the teaching module, such as motivation and ice-breaking activities. Sixty percent of students strongly agree, while the remainder agree, with the inclusion of motivational activities before learning sessions. Motivation serves as a catalyst, reigniting enthusiasm and fostering a positive mindset conducive to learning (Muhammad, 2017). It enables students to recognize the significance of their studies for future endeavors. Moreover, motivation plays a pivotal role in attaining learning goals, with teachers serving as crucial motivators in cultivating students' desire to learn (Emda, 2018). Enhanced learning motivation positively influences students' psychological disposition, promoting focus and heightened interest in academic pursuits (Febrita & Ulfah, 2019).

Just like motivation, ice-breaking activities are crucial for students, as indicated by the survey results, where 80% strongly agree and the remaining 20% agree, emphasizing the necessity of incorporating ice-breaking activities between

subject matters. These activities aim to prevent students from feeling bored, fatigued, drowsy, or unfocused during lessons. Ice-breaking activities serve to enhance students' focus and enthusiasm in participating actively in the learning process.

Ice-breaking activities play a vital role in averting monotony and enhancing engagement, as they require minimal time to break the monotony and inject a sense of enjoyment into the learning environment (Fanani, 2010). It is imperative to include ice-breaking activities within the flow of learning activities in the teaching module to underscore the idea that learning encompasses more than just instructional materials and assignments; it should also be enjoyable.

The absence of ice-breaking activities can lead to diminished focus and enthusiasm among students, resulting in an unconducive learning atmosphere. However, with the inclusion of ice-breaking activities, students regain their focus and enthusiasm, thereby fostering an effective and conducive learning environment (Khairunnisa et al., 2023). Fun learning experiences facilitate better understanding of the material and prevent learning from becoming tedious.

There's a pressing need for a shift in learning modules to adapt to technological advancements, as previous teaching modules have failed to integrate technology into the learning process. Technology presents a vast opportunity in education, enabling innovative approaches to learning by bridging technology and educational materials (Shalikhah, 2017). Survey results indicate that 45% of students strongly agree, with the remaining students agreeing, on the importance of teaching modules being adaptable to technological advancements. This demand is closely tied to learners' preferences for visual and auditory learning styles, with a unanimous rejection of the global learning style, as evidenced by 100% of survey respondents.

Learning styles significantly impact learners' innate abilities, which can be nurtured according to their individual learning preferences. It is essential for teachers to identify and accommodate these learning styles to effectively tailor the learning experience (Hamidah & Kusuma, 2020).

Group assignments, a key component of the negotiation text curriculum, offer numerous benefits, including fostering teamwork, enhancing communication skills, and promoting appreciation for diverse perspectives, which are resolved through mutual agreement (Yulinda et al., 2020). In line with student preferences, 63% strongly agree, while others agree, with the incorporation of group assignments.

Therefore, the survey results serve as valuable insights and guidelines for the development of teaching modules for class X negotiation texts at SMA Negeri 1 Baturetno, ensuring alignment with students' needs. These modules should prioritize creating a conducive learning environment, integrating technology, and incorporating group assignments. The development process must address and rectify the shortcomings of previous teaching modules to enhance overall effectiveness.

Design

The development project has yielded an Indonesian teaching module focusing on negotiation text material for class X at SMA Negeri 1 Baturetno. According to the informant, "Some parts have been printed, while others are in the form of e-books." This suggests that the teaching module components were previously disjointed. Consequently, the development plan for this teaching module entails creating an e-book format to enhance accessibility for both students and educators, offering greater flexibility in learning anytime and anywhere. Furthermore, transitioning to an e-book format aligns with contemporary trends, as most resources are now readily available online.

The development of teaching modules is crucial for fostering improved learning experiences that can adapt to technological advancements. Interviewees underscored the significance of this endeavor, stating, "Yes, the development of teaching modules is necessary, as it benefits both students and educators. Students gain a deeper understanding of the material, while educators refine their teaching methods to create more engaging and meaningful learning experiences compared to previous methods."

The development of teaching modules is tailored to the specific conditions and requirements of students, ensuring that the resulting products are not only valuable but also aligned with students' learning objectives or competencies. In accordance with the Merdeka curriculum implementation, the focus is on efficient and learner-centered learning methodologies to effectively achieve educational goals (Mutiara et al., 2023). The Minister of Education emphasizes the importance of "Merdeka Belajar" in fostering freedom of thought, aiming to cultivate a positive and enjoyable learning environment for both educators and students (Hutabarat et al., 2022).

The focus of the development project is negotiation text, a subject aimed at instructing communication with external parties to reach agreements or mutual understanding (Patonah et al., 2018). Within this context, negotiation text encompasses four fundamental language skills: reading, writing, listening, and speaking (Nurpadilah & Kartini, 2018). The teaching module's development primarily emphasizes the speaking element.

During the design stage, meticulous attention is paid to ensuring that the resulting products align with both the survey findings and the specific requirements of teaching module development. The characteristics of teaching modules, as outlined by Dwi Rahdiyanta (in Gunawan, n.d.2022), serve as guiding principles in this process, as illustrated in **Figure 2** below.
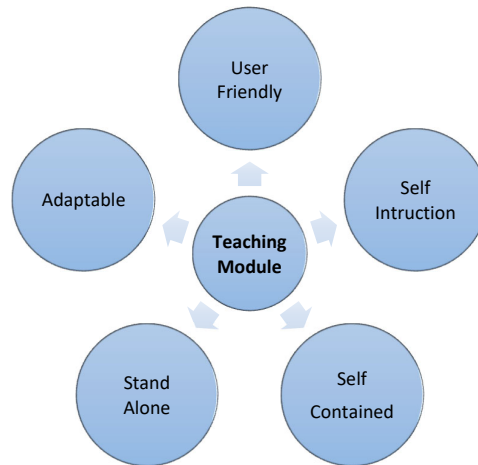
Figure 2. Characteristics of Teaching Module Development
(Dwi Rahdiyanta in (Gunawan, n.d., 2022).

Based on the five characteristics of teaching module development, it can be seen that teaching modules must be able to have the characteristics of self-interaction which teaches an educator or student to try independently to learn to understand the material. Self Contained which directs students to be able to learn more broadly about the material in the module. Stand alone which can be interpreted as the teaching module is sufficient to increase knowledge about the material without having to look for other sources for learning. Adaptable has become a conversation during interviews and surveys that module development must be able to adapt to the development of science in accordance with the times and technology, so that the learning process is not monotonous and lagging behind the times. The last characteristic is user friendly, teaching module users can use it easily by following the instructions or guidelines in the teaching module, so that the teaching module products developed do not make students difficult to use.

The development of teaching modules in addition to paying attention to development characteristics must of course pay attention to other components, namely the applicable curriculum, learning outcomes, learning objectives, flow of activities, assignments, and assessments. The teaching module for negotiation text uses the independent curriculum with phase E learning outcomes of speaking and presenting elements according to the results of the decision of the Education Standards, Curriculum and Assessment Agency (BSKAP) of the Ministry of Education, Culture, Research and Technology.

Development

The product developed is a teaching module for negotiation text for class X. The preparation of teaching modules is in accordance with planning by taking into account the characteristics of development and the structure or design of teaching modules that are in accordance with the needs of students. The developed module is in the form of a soft file or teaching module document in online form instead of print, because it makes it easier for educators and students to use and learn it which can be accessed anywhere and anytime. In the 21st century, it must be more courageous to make development innovations, because times are different and now all use online media as a support or complement (Irman, 2020). E-modules are flexible and concise so that students can easily access them again to learn independently about the material and do the tasks in the teaching module (Nisa et al., 2020). The developed product has been adapted to the times to become a teaching module for negotiation texts based on online buying and selling at Shopee. The use of technology to provide examples of online negotiations through Shopee live videos, and assignments. The following structure of the development teaching module can be seen in **Figure 3**.
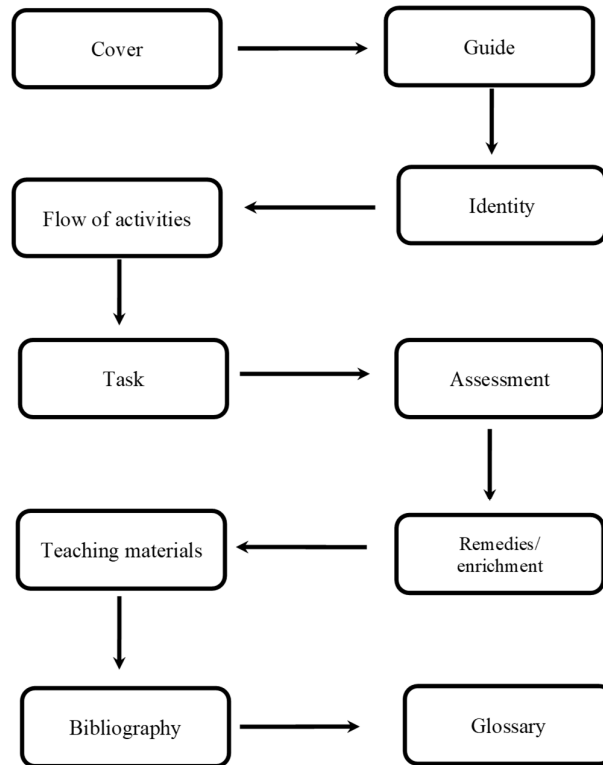
Figure 3. Teaching Module Development Structure

Based on the structure of the teaching module, it can be understood the arrangement of development products. The following are the results of the development of class X negotiation text teaching modules based on buying and selling online on the Shopee application

Cover

The front cover of the teaching module prominently features the subject of study, "Negotiation Text," along with class X information and the school's identity, specifically SMA Negeri 1 Batureno. Additionally, the cover includes supplementary visuals such as school photos to underscore the institution's identity. The choice of colors, including yellow, blue, and white, is deliberate, aiming to evoke a sense of narrative and enthusiasm for reading and learning the module material. This color palette is intended to impart a dynamic and engaging vibe, steering clear of any rigid or formal impressions. The front view can be seen in **Figure 4.**

Figure 4. Cover

Teaching Module Guide

This teaching module guide is made to make it easier for students and educators to use it. Guidelines are grouped into two, namely guidance for students in using the module to get maximum results and the teacher's role in learning. The following teaching module guide can be seen in **Figure 5.**

Figure 5. Teaching Module Guide

Identity

The identity contains the author's name, school level, student year, subject, phase, number of students, initial competence, Pancasila learner profile, learning outcomes, objectives to the facilities and infrastructure used. The module identity can be seen in **Figure 6.**
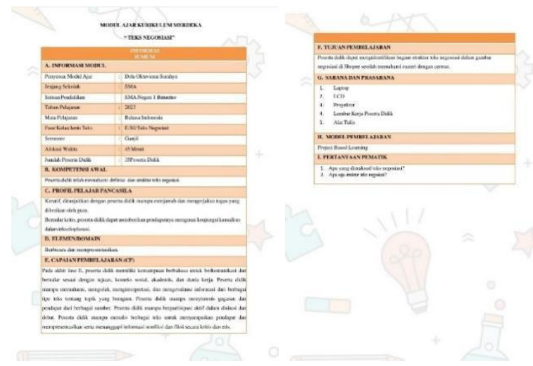
Figure 6. Development Module Identity

Activity Flow

The flow of activities contains a sequence of activities to be carried out in learning, so that it is systematic, cohesive, directed and does not get out of the learning concept. The learning flow is grouped into three sessions, namely opening, core and closing. The flow of activities can be seen in **Figure 7.**
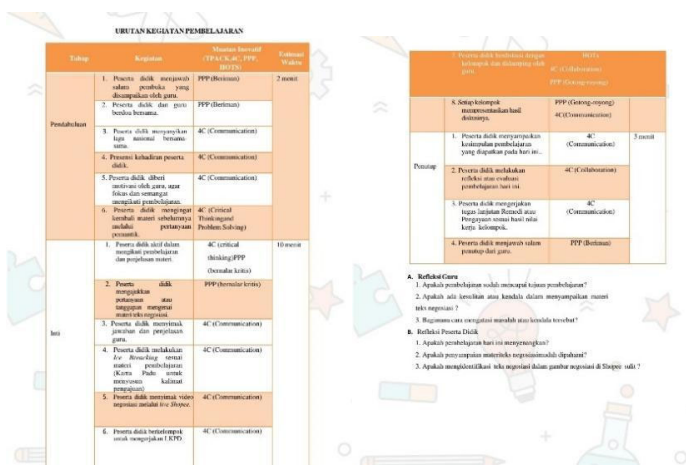
Figure 7. Learning Activity Flow

Learner Tasks or Worksheets

The task or Learner Worksheet (LKPD) is carried out in groups to analyze the parts of the negotiation text structure in the picture of the consumer's response to the seller when negotiating through the Shopee application. The selection of tasks that are done in groups is one of the results of the survey of students' needs. The task can be seen in **Figure 8.**

Figure 8. Learner's Task or Worksheet

Assessment

Assessment contains assessment techniques from the results of students' work in LKPD which is done in group work. Assessment is carried out to determine the level of understanding and mastery of the material by students. The assessment can be seen in **Figure 9.**

Figure 9. Assessment of Learners

Remediation or Enrichment

Remediation or enrichment is carried out as a follow-up task after knowing the results of group work. Learners who score below or less than 75 must take remediation by finding and analyzing parts of negotiation text on the Shopee application in the form of Power Point and collected on Google Drive. Meanwhile, learners with scores of 75 and above are required to work on enrichment by making negotiation videos. Each group working on enrichment must determine a different setting and atmosphere, then uploaded on the Youtube channel of one of the members. Remediation and enrichment can be seen in **Figure 10.**

Figure 10. Remediation and Enrichment

Teaching Materials

Teaching materials contain negotiation texts ranging from definitions, characteristics, language, structure to how to negotiate well. The materials come from reliable sources, namely from books and modules of the Ministry of Education and Culture. The material can be seen in **Figure 11.**

Figure 11. Teaching Materials

In the middle of the material, ice breaking is carried out according to the learning material, namely with *"Kartu Padu"* to arrange the cards into submission sentences. An educator must have the ability and creativity to create ice breaking, activities that last briefly can increase the enthusiasm of students, activities that must be adjusted to the age and material being studied, so that the focus of learning is not distracted (Aniuranti et al., 2021). Ice breaking can be seen in **Figure 12**.

Figure 12. Ice Breacking

After the ice breacking, we continued with an example of negotiation through the Live Shopee video. The negotiation example is expected to make it easier for students to understand the material and improve students' language skills in speaking as the example does. Self-confidence affects the learning of negotiation text, learners with a high sense of self-confidence will be more active in understanding negotiation text material than learners who lack confidence (Nasir et al., 2023). An example of a Live Shopee negotiation video can be seen in **Figure 13.**
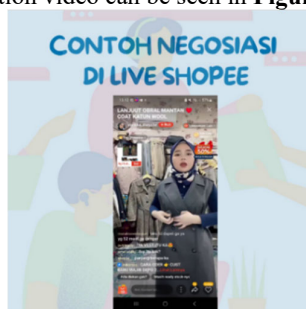

Figure 13. Example of Negotiation in Live Shopee

Bibliography

The bibliography contains references or sources used in the development of teaching modules for grade X negotiation texts. The bibliography can be seen in **Figure 14.**

Figure 14. Bibliography and Glossary

Glossary

The glossary contains explanations of terms that have not been understood to add new knowledge and vocabulary from the terms in the glossary. The glossary can be seen in **Figure 14.**

The product development of negotiation text teaching modules based on buying and selling online in the shopee application has been developed according to the needs of students, the development structure and to complete the shortcomings in the previous teaching modules. This development module has adapted to technological developments applied through the shopee application from material to assignment. Advanced task collection also utilizes technology, namely YouTube, and power point.

Dissemination

The distribution of teaching module development products is submitted to grade X Indonesian language educators at SMA negeri 1 Baruretno. The distribution of teaching modules as well as to determine the quality of teaching modules through validation. The validation stage is carried out to determine the validity of the product development results in the form of teaching modules for negotiation texts. Validation aims to communicate and determine the level of criteria obtained from the product development results carried out by experts in their fields (Khasanah & Nurmawati, 2021). Validation results

are important to know, because they are the key to the success or failure of a development product (Irman, 2020). This validation was carried out by validators who are experts in their fields, namely grade X Indonesian language educators at SMA Negeri 1 Baturetno. The validation results by the validator can be seen in **Table 2.**

Table 2. Validation Results

Number.	Indicator Feasibility Development Module	Score
1.	Suitability of the material to learning outcomes	4
2.	Suitability of examples to learning materials	4
3.	Suitability of teaching modules with the times and technology	4
4.	Learning path accuracy	4
5.	Suitability of design or presentation with students	4
6.	Sentence effectiveness	3
7.	Accuracy of Language Rules	3
8.	Suitability of assignment questions	4
9.	Suitability of advanced assignments in the form of remedies or enrichment	4
	Scores obtained	34
	Maximum score	36
	All validator score results (%)	94%

Validation Score Results Formula

$$Validation\ score\ results = \frac{Total\ score\ obtained}{maximum\ score} \, x \, 100\%$$

$$Validation\ score\ results = \frac{34}{36} x \, 100\%$$

$$=94\%$$

Based on Table. 1 The results of the validation category with a value of 94% indicate that the product development of negotiation text teaching modules based on online buying and selling at Shopee is very valid. This shows that the product development that has gone through four stages starting from defining, planning, developing, and distributing for validation has been successfully implemented.

Conclusion

Based on the discussions, several conclusions can be drawn regarding the development of the negotiation text teaching module:

1. The previous teaching module requires development due to its incomplete nature, lacking essential components such as identity, learning outcomes, learning flow, and adaptation to technology. It was also noted that the previous module components were arranged separately.
2. Students strongly advocate for engaging and interesting learning experiences, with 80% strongly agreeing and 20% agreeing with this notion based on survey results. Additionally, learners express strong agreement towards incorporating motivation, ice-breaking activities, and technology adaptation into the learning process.
3. In response to students' visual and auditory learning preferences, the developed teaching module adapts to technology, specifically by being based on online buying and selling on platforms like Shopee. Moreover, students unanimously reject the global learning style.
4. The developed teaching module is structured comprehensively, including components such as cover, identity, learning flow, tasks, assessment, teaching materials, bibliography, and glossary.
5. The validation process involved Indonesian language teachers as validators, who assessed the module based on nine indicators, including the alignment of learning outcomes with subsequent assignments in the form of enrichment or remediation.
6. The validation results indicate a high level of validity, with 94% of validators affirming that the negotiation text teaching module based on buying and selling in Shopee is highly valid.

Overall, these findings underscore the importance of developing teaching modules that are comprehensive, engaging, and tailored to students' needs and preferences, ultimately enhancing the learning experience and outcomes.

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