

Development of Essen und Trinken Theme Learning Materials Based on Problem Based Learning for Schreiben A1 Course

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Abstract: This study aims to produce learning materials based on problem based learning to improve writing skills (Schreiben A1) on the theme Essen und Trinken, besides that this study aims to produce teaching materials based on problem based learning that are valid, practical, and effective. This research is a development with ADDIE (Analysis, Design, Development, Implementation and Evaluation) which consists of 3 steps : the steps of defining/analyzing the required steps, development and evaluation steps. Validation was carried out by linguists and media experts. This learning material is made for student modules and worksheets. The data in this study were analyzed descriptively. The results of this study indicate that PBL-based learning materials were valid and practical to use in the Schreiben A1 course.

Keywords: Development, Essen und Trinken Theme, Problem Based Learning, Schreiben

Introduction

Education cannot be separated from its attachment to the curriculum and learning. Education is an activity carried out with efforts to develop quality, skilled, innovative and creative human abilities. Law number 20 of 2003 concerning the national education system states that education is carried out in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism. Education is organized as a systemic unit with an open and multi-meaning system. Curriculum improvement is an effort to improve the quality of Indonesian education.

The Schreiben A1 course is a course that aims to provide knowledge and A1 writing skills according to the material contained in the Studio Express A1 book. learning activities include lectures with an integrated system using communicative acquisition.

Teaching materials that are usually carried out in learning activities in lectures are usually in the form of an explanation of the material from the lecturer followed by giving assignments according to the material. Achieving effective aspects can be done with problem-based learning-based teaching materials to develop social skills such as communication, social responsibility, and cooperation. The adjustment of suitable teaching materials provides good learning facilities for students in achieving the expected educational competencies. Problem-based learning is designed in groups to solve the problems presented, analyze, and make reports. Based on the background that has been described. the formulation of the problem posed in this study is as follows: 1. What is the resulting problem-based learning-based teaching materials for the printed Schreiben A1 course that are in accordance with the characteristics of students. 2) What material can be memorized and used based on a problem based learning model related to the theme "Essen Und Trinken".

Theoretical Review

1. Understanding Learning According to Experts

Learning is a process of interaction between students and educators and learning resources in a learning environment that includes educators (teachers) and students (students) who exchange information with each other. According to Oemar, learning is a combination composed of all human elements, facilities, procedures that influence each other in achieving the objectives of learning. In addition, Oemar Hamalik also put forward 3 formulations that were considered important regarding learning, :

- Learning is an effort to organize an educational environment to create learning situations and conditions for students.
- Learning is an important effort to prepare students to become good and expected citizens of society.
- Learning is a process to help students in dealing with life or plunge in the community.

2. Development of Learning Materials

Education is a conscious effort made by a person in adding insight, knowledge, skills and shaping personality. While the meaning of education according to general provisions, Chapter 1 Article 1 of the Law on the National Education System Number 20 of 2003, explains that "education is a conscious effort to prepare students through guidance, teaching and/or training activities for their role in the future.

There are some teachers who do not understand about the development of learning materials, the following is an explanation that the results of the development of learning materials are grouped into four categories:

- Facts, : events or events that can be seen, heard, read, touched, or observed
- Concepts are ideas that unite facts or in other words the concept is a link between interconnected facts. Examples of the concept of liquids (groups of objects such as water, oil, alcohol, gasoline, and spirits) are substances that have the characteristics of a shape that always changes according to the shape of the container/place it occupies, the volume and weight are always constant, can flow from place to place. higher to the lower, it cannot be compressed. Concepts are crystallizations of defined facts.
- Principles are generalizations about the relationship between related concepts. The science principle is analytic, because it is an inductive generalization drawn from a number of examples. An example that is a principle is water when heated will evaporate. The connecting principle is the concept of water, the concept of heat, and the concept of evaporation. Included in the principle category are law, theory, and principle.
- Procedures are a series of gradual and systematic steps in applying the principles. The procedural step is part of the competence in the skills aspect. In Mathematics, scientific work is an integral part of every subject matter.

3. Characteristics of Learning Material Development

In carrying out learning, the teacher is fully responsible for the material or teaching materials that will be delivered to students. Teaching materials are an important part of the teaching and learning process. Therefore, the selection of learning materials needs to get careful preparation and consideration. Slameto stated that teachers as teaching designers should have sufficient knowledge in designing teaching and learning activities, such as formulating goals, selecting materials, selecting methods, setting evaluations, and so on 1995: 98. Referring to this opinion, sufficient knowledge in designing teaching and learning activities aims at to achieve quality learning.

Winarno Surakhmad 2009: 354-355 reveals that there are five main components of quality learning: quality learning combines at least students as quality learners, facilitated by qualified teachers, through quality learning programs, with the support of a quality learning ecosystem. , in the context of quality learning institutions. Only quality learning is able to provide quality learning outcomes. One of the main components of the quality of learning as stated by Winarno Surakhmad is a quality learning program. Quality learning programs cover two main aspects, : material and process. The criteria for good learning materials according to Iskandarwassid and Dadang

Sunendar 2008: 171-172 are as follows: 1) relevant to competency standards and subject competencies as well as basic competencies that must be achieved by students. 2) teaching materials are the content of learning and the elaboration of these competency standards and basic competencies. motivate students to study further. 3) practical. 4) useful for students. 5) attract students' interest.

Therefore, teachers should be careful and thorough in choosing learning materials for their students by paying attention to predetermined criteria. The criteria for learning materials are not limited to those stated above, but there are other criteria in the selection of learning materials, especially the study of literary works.

4. Stages of Development of Learning Materials

According to Gatot (2008), there are four stages of developing teaching materials which include:

- Identify aspects of basic competencies and competency standards that become references in the selection of teaching materials.
- Identify the types of teaching materials needed
- Choose teaching materials that are in accordance with the basic competencies and desired competency standards
- Choose the appropriate source of teaching materials.

The Ministry of National Education (2008) itself also mentions that there are six stages in the development of teaching materials :

- Identify and develop competency standards
- Identify and develop basic competencies
- Identify and develop learning indicators
- Select and arrange learning materials in accordance with the curriculum
- Designing learning activities or activities
- Select and arrange appropriate teaching materials.

5. Learning Materials based on problem based learning (understanding and how it works)

a. What is PBL

Problem Based Learning model is a learning model with a student learning approach to authentic problems so that students can construct their own knowledge, develop higher skills and inquiry, make students independent and increase self-confidence (according to Arends in Abbas, 2000:13).

b. How PBL Works

This model is characterized by the use of real-life problems as something that students must learn to train and improve critical thinking and problem solving skills and gain knowledge of important concepts, where the teacher's task must focus on helping students achieve self-direction skills. Problem-based learning is used in higher levels of thinking, in problem-oriented situations, including how to learn.

Research Method

This research and development was carried out from September to October 2022. The research carried out in this paper is a Research and Development-based research. Kharisma & Asman (2018:38) in Lestari et al (2021:397) state that research and development is research that aims to produce products with valid and practical quality in terms of problem-solving abilities and student learning achievements. The subject of this research is the curriculum of the Schreiben A1 course. While the object under study is problem-based learning- based printed teaching materials.

The data obtained in this study were obtained from the results of the assessment of material experts and media experts, : lecturers and first semester students obtained from interviews, while the data in the form of suggestions and input from lecturers and students of semester 1 German

language education study program Medan State University which will be used as the basis. to revise the learning materials based on problem based learning. The quality assessment sheet for Schreiben A1 learning materials with the Essen und Trinken theme based on problem based learning using a Likert scale with the provision that very good was given a score of 4, good with a score of 3, less with a score of 2, and very less was given a score of 1. . The data from the validation results were then analyzed using the equation:

$$P = F/N \times 100 (1)$$

$$P = F/N \times 100 (2)$$

With P = Final Value

f =
acquisiti
on score
N =
Maximu
m score

Based on these equations, categories or criteria for validity and practicality are made using five modified criteria, : very poor (SK), not good (K), good enough (C), good (B) and very good (SB) Kuncoro & Riduwan (in Rahman & Lati, 2020: 251). The following can be seen from table 1

Table 1. *Criteria for the validity of teaching materials*

No	Value Range	Criteria
1	81 – 100	Very good
2	61 – 80	Good
5	0 – 20	Very not good

Based on the results of data analysis obtained from material experts, lecturers and first semester students and the results are in very good (SB) and good (B) criteria, then the Schreiben A1 learning material with the Essen und Trinken theme based on problem based learning is feasible to use. If it does not meet these categories, : in the category of good enough (C), less (K) and very poor (SK), then the teaching materials will be revised and reassessed by material experts and media experts.

Results and Discussion

Determine the courses developed

The courses that are set to be developed are the Schreiben A1 courses for students of the German language education study program. The consideration in determining the Schreiben course is because Schreiben A1 is a basic ability to speak German which is one of the difficult skills to understand and there are not many teaching materials in the form of problem-based learning that are in accordance with the needs of students' characteristics.

Conducting Analysis According to Learning Needs

Based on the curriculum analysis, identification of objectives and learning analysis were carried out based on the RPS (Semester Learning Plan) for the Schreiben A1 course with the theme Essen und Trinken. After the information is obtained, the next step is to make observations by interviewing several students and also analyzing literature studies, this is done with the aim of

designing problem-based learning-based teaching materials that are in accordance with the learning needs of students in the Schreiben A1 course.

Developing Learning Strategies

At this stage, the design of learning strategies is carried out to achieve the learning objectives that have been determined. This activity includes the preparation of the subject matter, the determination of the concept map, the presentation of information and also testing according to the material that has been discussed. In this case the development uses a Problem based learning model. Preparation and Writing of Teaching Materials for the Schreiben A1 Course with the Essen und Trinken Theme.

Teaching materials were developed based on learning resources, : the Studio Express A1 book (Page 106- 111), the Essen und Trinken theme. The teaching materials have the following components, (1) Introduction: brief description, relevance, and learning instructions, (2) Learning Core: Learning Outcomes, Sub Learning Outcomes, Material Descriptions, and Concept Maps. (3) Evaluation, (4) Reference/ Bibliography.

Developing Teaching Materials

At this stage, the development of teaching materials and the selection of materials included in the development of teaching materials are carried out, making skill grids, making lesson plans and making evaluation grids. The validation test in this study was carried out by two validators: material experts and media experts. Media validation is carried out by a media expert lecturer, while material validation is carried out by a lecturer in the Schreiben A1 course. The material developed only focuses on the theme "Essen und Trinken". The following is the final result of the developed teaching materials.

Test Results of Developed Teaching Materials

Table 2 . Expert advice

	Before Study	After Study
Material Expert	<p>Brief description Essen und Trinken is a very important material for students of the German Education Study Program to understand, in which there is material that trains students' German language skills.</p> <p>In this 12th week of learning materials, learning materials are developed to enrich knowledge and reference materials to enrich knowledge and reference materials for German language education study program students contain learning materials and activities learned during the deepening of the material.</p> <p>By studying this module, students are expected to be able to write words, phrases or dialogue sentences according to the basic level of A1 with the theme Essen und Trinken.</p>	<p>Brief description Writing skills are one of the important skills because writing skills are closely related to one of the main functions of language as a communication tool, especially written.</p> <p>Writing skills in learning German are activities that are able to generate ideas in written form. By studying this module, students are expected to be able to write words, phrases or dialogue sentences according to the basic level of A1 with the theme Essen und Trinken. Writing skills in learning German are activities that are able to generate ideas in written form. By studying this module, students are expected to be able to write words, phrases or dialogue sentences according to the basic level of A1 with the theme Essen und Trinken.</p>
	<p>Change the short description, the short description must explain about the Schreiben A1 course, not the thema of the material being developed.</p>	

	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Mastering basic concepts in the field of science and language teaching orally and in writing in everyday/general and professional contexts. Mastering the concepts and techniques of developing the learning process (models, methods, techniques, media and evaluation of German language learning.) 	<p>Learning Outcomes</p> <p>After completing this course, students are expected to: be able to make simple writing in German according to the basic level of A1. Students are able to think critically in answering questions regarding the theme of Essen und Trinken according to the level of writing in German A1.</p>
<p>Changing learning outcomes into learning outcomes for Schreiben A1 courses in accordance with the applicable RPS.</p>		
	<p>Material Description : Essen Und Trinken</p> <ol style="list-style-type: none"> lebensmittel einkaufen Einkaufen Preise Was man (nicht) gern man/isst/trinkt 	<p>Material Description : Essen Und Trinken</p> <ol style="list-style-type: none"> lebensmittel einkaufen : Contains material about redemittel in grocery shopping. Einkaufen : Contains material about shopping in German. Preise : Contains vocabulary material in asking and answering prices. Was man (nicht) gern man/isst/trinkt : Contains vocabulary material about foods and drinks that a person likes and dislikes.
<p>3. Each sub description of the material should be explained briefly about the topic being discussed</p>		

<p>Medi a Exper t</p>	<p>1. lebensmittel einkaufen</p> <p>lebensmittel einkaufen jika diartikan dalam bahasa Indonesia berarti berbelanja kebutuhan, disini anda akan belajar cara berbelanja kebutuhan sehari-hari dalam bahasa Jerman. Berikut merupakan redemittel (kalimat yang biasa digunakan) pada saat berbelanja kebutuhan dalam bahasa Jerman.</p> <p>Einkaufswortsatz: Schreiben sie, was man möchte.</p> <table border="1"> <tr> <td>Was darf es sein ? Sie waschen ? Bitte schön ?</td> <td>Ich hätte gern Geben Sie mir bitte Ich möchte Ich nehme</td> <td>2. Kilo Kartoffeln / 5 Äpfel / 4 Paprika / einem Liter Milch 200 Gramm Käse / 4 Brötchen eine Flasche Ketchup.</td> </tr> <tr> <td>Haben Sie noch einen Wunsch ?</td> <td>Ja, bitte noch</td> <td></td> </tr> </table> <p>2. Einkaufen</p> <p>Pada bagian ini, anda akan mempelajari cara menanyakan apa yang seseorang inginkan, atau apa yang seseorang ingin beli dalam bahasa Jerman. Kalimat di bawah ini adalah contoh dialog dalam menanyakan apa yang seseorang beli dan harga suatu barang.</p> <p>Redemittel</p> <table border="1"> <tr> <td>fragen , was jemand möchte</td> <td>sagen , was man möchte</td> </tr> <tr> <td>Bitte schön ? / Sie wünschen , bitte ?</td> <td>Ein Kilo / Einen Liter bitte</td> </tr> <tr> <td>Was darf es sein ? / Noch etwas ?</td> <td>Ich hätte gern ... / Ich möchte ... /</td> </tr> <tr> <td>Welchen Käse möchten Sie ?</td> <td>Ich nehme</td> </tr> <tr> <td>Welche Wurst ... / Welches Brot ...</td> <td>Haben Sie ... ? Gibt es (heute) ... ?</td> </tr> <tr> <td>Darf es sonst noch etwas sein ?</td> <td>Danke, das ist alles.</td> </tr> <tr> <td>Möchten Sie eine Tüte ?</td> <td>Ja, bitte./Nein , danke .</td> </tr> <tr> <td>nach dem Preis fragen</td> <td>Preise nennen</td> </tr> <tr> <td>Was kostet ... / Wie viel kosten ... ?</td> <td>100 Gramm kosten 2 Euro 99.98 Cent das Kil</td> </tr> <tr> <td>Was macht das ?</td> <td>Das macht zusammen 23 Euro 76.3 Euro 80, bitte .</td> </tr> </table> <p style="text-align: right;">3</p>	Was darf es sein ? Sie waschen ? Bitte schön ?	Ich hätte gern Geben Sie mir bitte Ich möchte Ich nehme	2. Kilo Kartoffeln / 5 Äpfel / 4 Paprika / einem Liter Milch 200 Gramm Käse / 4 Brötchen eine Flasche Ketchup.	Haben Sie noch einen Wunsch ?	Ja, bitte noch		fragen , was jemand möchte	sagen , was man möchte	Bitte schön ? / Sie wünschen , bitte ?	Ein Kilo / Einen Liter bitte	Was darf es sein ? / Noch etwas ?	Ich hätte gern ... / Ich möchte ... /	Welchen Käse möchten Sie ?	Ich nehme	Welche Wurst ... / Welches Brot ...	Haben Sie ... ? Gibt es (heute) ... ?	Darf es sonst noch etwas sein ?	Danke, das ist alles.	Möchten Sie eine Tüte ?	Ja, bitte./Nein , danke .	nach dem Preis fragen	Preise nennen	Was kostet ... / Wie viel kosten ... ?	100 Gramm kosten 2 Euro 99.98 Cent das Kil	Was macht das ?	Das macht zusammen 23 Euro 76.3 Euro 80, bitte .	<p>2. Einkaufen</p> <p>Pada bagian ini, anda akan mempelajari cara menanyakan apa yang seseorang inginkan, atau apa yang seseorang ingin beli dalam bahasa Jerman. Kalimat di bawah ini adalah contoh dialog dalam menanyakan apa yang seseorang beli dan harga suatu barang.</p> <p>Redemittel</p> <table border="1"> <tr> <td>fragen , was jemand möchte</td> <td>sagen , was man möchte</td> </tr> <tr> <td>Bitte schön ? / Sie wünschen , bitte ?</td> <td>Ein Kilo / Einen Liter bitte</td> </tr> <tr> <td>Was darf es sein ? / Noch etwas ?</td> <td>Ich hätte gern ... / Ich möchte ... /</td> </tr> <tr> <td>Welchen Käse möchten Sie ?</td> <td>Ich nehme</td> </tr> <tr> <td>Welche Wurst ... / Welches Brot ...</td> <td>Haben Sie ... ? Gibt es (heute) ... ?</td> </tr> <tr> <td>Darf es sonst noch etwas sein ?</td> <td>Danke, das ist alles.</td> </tr> <tr> <td>Möchten Sie eine Tüte ?</td> <td>Ja, bitte./Nein , danke .</td> </tr> <tr> <td>nach dem Preis fragen</td> <td>Preise nennen</td> </tr> <tr> <td>Was kostet ... / Wie viel kosten ... ?</td> <td>100 Gramm kosten 2 Euro 99.98 Cent das Kil</td> </tr> <tr> <td>Was macht das ?</td> <td>Das macht zusammen 23 Euro 76.3 Euro 80, bitte .</td> </tr> </table> <p>Contoh Dialog</p> <p>Verkäufer : Hallo, was darf es sein? Kunden : Guten Tag, ich hätte gern sechs Bananen und 1 Kg Orangen Verkäufer : Noch etwas? Kunden : Ja, ich nehme noch zwei Äpfel. Verkäufer : Darf es sonst noch etwas sein? Kunden : Danke, das ist alles. Verkäufer : Das macht zusammen 60 Euro, bitte.</p> <p style="text-align: right;">4</p>	fragen , was jemand möchte	sagen , was man möchte	Bitte schön ? / Sie wünschen , bitte ?	Ein Kilo / Einen Liter bitte	Was darf es sein ? / Noch etwas ?	Ich hätte gern ... / Ich möchte ... /	Welchen Käse möchten Sie ?	Ich nehme	Welche Wurst ... / Welches Brot ...	Haben Sie ... ? Gibt es (heute) ... ?	Darf es sonst noch etwas sein ?	Danke, das ist alles.	Möchten Sie eine Tüte ?	Ja, bitte./Nein , danke .	nach dem Preis fragen	Preise nennen	Was kostet ... / Wie viel kosten ... ?	100 Gramm kosten 2 Euro 99.98 Cent das Kil	Was macht das ?	Das macht zusammen 23 Euro 76.3 Euro 80, bitte .
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<p>4. There are additional examples of dialogue in each discussion material</p>																																																

<p>Evaluation Mr Schmitt has a friend who was from India, Mr Schmitt invites him to dinner at his house. He plans to make a typical German dish. Mr Schmitt made the decision to make Falscher Hase. He immediately looks for Falscher Hase's recipe on YouTube. With the following information: Title : Falscher Hase Rezept Klassischer Osterbraten im Speckmantel EDEKA Link : https://youtu.be/-OV7eYiOroE</p> <p>Determine the ingredients used in the "Falscher Hase" recipe and write down the method based on the video in German.</p>	<p>Evaluation Mr Barack is a Turkish citizen, he just moved to Germany a week ago. Mr Barack needs German language to buy his necessities at the Market. He immediately looks for references on YouTube. With the following information : Title : Auf dem Markt, Einkaufen (Deutsch lernen)Lehrbuch A1/2 Kapitel 9 Übung 8 Link : https://youtu.be/pySysZ7HmBM</p> <p>Determine which redemittel can help Mr Barack in shopping based on the video.</p>
<p>The first evaluation refers to the students speaking ability (Sprechen A1) while this teaching material is intended for writing courses (Schreiben A1).</p>	

Numbering Individual Test Results Developed Learning Materials

At this stage, the learning materials that have been validated and revised are then tested on a limited basis to a small group involving 5 students of the German Language Education Study Program, Medan State University. The practicality test is intended to determine whether the learning materials developed are easy to use in the learning process by students. The practicality assessment instrument is made based on indicators on the ease of use component, the benefit component, the attractiveness component, and the clarity component of learning materials. Individual test results can be seen from table 2.

Table 3. *Individual Test Results of Schreiben A1 Learning Materials Based on PBL*

No	Assessment Component	Rating Score	Category
1	Ease of Use	78	Good
2	Benefits	80	Good
3	attractiveness	80	Good
4	Utility	82	Very Good
	Average	80	Good

Based on the results of individual tests tested by students, it can be said that the learning of the Schreiben A1 subject with the Essen und Trinken theme based on Problem Based learning that can be used and is in the good category with a score of 80.

Conclusion

Based on the research that has been done, there are three steps in developing learning materials, : needs analysis, development of learning materials, and evaluation of learning materials. Based on the research findings and data analysis above, it can be concluded that the problem based learning Schreiben A1 learning material can be used to improve the writing ability of A1 level students in the essen und trinken theme, the validity value is included in the high

category so that this teaching material is feasible to use. The results of the feasibility test of problem-based learning materials based on the assessment of material experts and media experts in terms of the feasibility of the material and the attractiveness of the learning material. The results obtained based on validation with material experts get a good category while the scores obtained based on validation with media experts fall into the very good category with a score of 89.3

Suggestion

Problem-based learning materials are considered effective in implementing learning activities, but not many learning materials have been developed specifically for the Schreiben A1 course. Therefore, it is hoped that future research will develop problem-based learning materials that are centered on the Schreiben A1 course.

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