Feasibility and Effectiveness of the Results of the Development of a Teaching Module for Writing Biographical Texts Based on Project Based Learning

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ABSTRACT

The teaching module for writing biographical texts made by teachers at SMK Negeri 3 Kota Bengkulu is still not student-centered, making it difficult for students to write biographical texts. Therefore, it is necessary to develop a teaching module for writing biographical texts based on project-based learning. Therefore, the purpose of this study was to develop a teaching module for writing biographical texts based on project-based learning that is feasible and effective for use by teachers and students. This type of research was Research and Development model ADDIE with the following stages: Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques in this study used documentation techniques, interviews, questionnaires, observations, and test techniques. The results of the study showed that the teaching module needed by teachers and students is a learning activity based on project-based learning. The design developed in this study consists of three important components, namely learning objectives, learning activities, and assessments. The characteristics of the development of this teaching module are at the project-based learning stage starting from determining basic questions, compiling project planning, compiling project schedules, implementing and monitoring projects, assessing project results, and evaluating experiences. The teaching module has been implemented and the results are effective to use with the results of the t-test value tcount>ttable, namely 20.66>1.68 with a Sig. value (2-tailed) of 0.001<0.05.

Keywords: *Development, Teaching Module for Writing Biographical Texts, Project Based Learning, Vocational High School Students*

INTRODUCTION

The independent curriculum requires students to be active, creative and think creatively to achieve learning objectives, especially in essential materials (Marlina, 2023). Learning outcomes, especially for Indonesian language subjects, are divided into various phases according to the level of student competency. These phases are formulated according to the level of education. At the Senior High School level, Indonesian language subjects are in phases E and F. Phase E is the phase used by grade X students and phase F is used for grade

XI and XII students (Kemendikbudristek, 2022). Learning outcomes are achieved through learning planning in the teaching module.

The teaching module is one of the teaching tools used in the independent curriculum. The teaching module is a very important learning tool for teachers in planning the learning process. Teachers must be able to develop and design teaching modules so that the learning process can run well so that students can behave actively, independently, and creatively. Teaching modules help organize information and learning materials systematically. With a planned structure, students can more easily understand the concepts being taught.

According to Daryanto (2013), a teaching module is a learning plan that aims to enable students to achieve their learning objectives. Teaching modules created by teachers can be arranged based on the character of the students so that the learning process runs well. Teaching modules provide flexibility for teachers to adjust teaching materials and methods according to class characteristics and student needs. Teachers can create modules that are specifically designed to support student-centered and contextual learning.

The results of initial observations conducted at SMKN 3 Kota Bengkulu, especially on the material of writing biographical texts, many teachers have not shown their understanding in compiling teaching modules. This is because one of the teaching modules is not developed by Indonesian language teachers but only relies on teaching modules that have been provided by the government. The lack of understanding of the teachers causes the learning process to not be planned systematically and well. Teaching modules must be prepared well, otherwise teachers tend to provide materials that are not interesting. In addition, strengthening the material in the teaching module is important, especially biographical texts as texts that contain stories or tales of a figure who during his life has many values that are worthy of being emulated by readers (Knapp & Watkins, 2005; Syafani, & Tressyalina, 2023.

In addition, researchers saw that the teaching modules that were written, especially in learning activities, did not show the steps of the model used, namely the PjBL model. Teachers only carry out the learning process using the lecture method. This makes students not interested in following the learning process which results in students having difficulty in expressing their ideas to form writing. This makes the average score of students in the material on writing biographical texts not meet the minimum completion criteria. In fact, in the learning process, a model is needed that can influence students' biographical text writing skills.

For this reason, it is important to develop a writing teaching module, one of which is writing biographical texts according to the demands of the Merdeka curriculum. The Merdeka curriculum requires biographical text material at level 6 Create (C-6) based on Project Based Learning (PjBL). PjBL is a learning model that produces a product in the learning process. PjBL will provide students with high-order thinking practice, where participants are invited to express opinions, investigate, analyze, create, and draw unique conclusions (Muiz and Dewi, 2022).

According to Nurohman (2007) and Mulyasa (2014), the steps (syntax) of Project Based Learning, namely students are given essential or basic questions, determine the project planning design, prepare a schedule, monitor student work and project progress, assess student work results, and evaluate student experience. The advantages of PjBl are 1) increasing motivation in the process of achieving the project; 2) increasing problem-solving skills; 3) increasing collaboration; and 4) increasing resource management skills (Daryanyo & Syaiful, 2017). Some of the successes of using PjBL in relevant research results are by Sunarsih (2016) on the application of the PjBL learning model with the results of students' abilities increasing in writing news texts. Then, Irfadila & Martin (2022) also conducted research on the application of PjBL to high school students which showed that PjBL can increase students' motivation and creativity in the learning process.

This study will focus on discussing the development of a teaching module for writing biographical texts based on PjBL for class X at SMK Negeri 3 Bengkulu. This study will use the ADDIE development model. The researcher chose this ADDIE development model because it is suitable for research on the development of teaching modules where the development steps start from analyzing the needs of the teaching module, developing the design of the teaching module, determining the feasibility of the teaching module, implementing the teaching module, and determining the effectiveness of the teaching module. It is hoped that the development of a teaching module for writing biographical texts based on PjBL with ADDIE is feasible and effective for use by teachers and students at SMK Negeri 3 Bengkulu City.

From the description above, the formulation of the problem in this study is, (1) How are the results of the analysis of the needs of the teaching module for writing biographical texts based on Project Based Learning at SMK Negeri 3 Bengkulu City? (2) How is the design of the development of the teaching module for writing biographical texts based on Project Based Learning at SMK Negeri 3 Bengkulu City? (3) Is the development of the teaching module for writing biographical texts based on Project Based Learning at SMK Negeri 3 Bengkulu City feasible to use? (4) How is the implementation of the teaching module for writing biographical texts based on Project Based Learning at SMK Negeri 3 Bengkulu City? (5) Is the teaching module for writing biographical texts based on Project Based Learning effective for use by teachers and students at SMK Negeri 3 Bengkulu City?

The benefits of this study are: (1) theoretical benefits, namely the results of the study are expected to be able to develop knowledge about the development of teaching modules for writing biographical texts based on PjBL, (2) Practical benefits, namely: a) For students, it can increase interest and motivation to learn through the products developed. b) For Indonesian Language Teachers, this research can be used as an example of a reference for teaching modules to improve and attract students' interest in learning, and c) For researchers, this research is useful for other researchers so that they can continue developing teaching modules because this research is only limited to developing a teaching module for writing biographical texts and can be used as a reference for developing a teaching module for the independent curriculum for Indonesian language subjects for other classes and levels of education.

METHOD

1. Type of Research

The research to be conducted uses research and development (R&D) with a quantitative and qualitative approach using the ADDIE development model, namely Analysis, Design, Development, Implement, and Evaluate (Branch, 2009; Sites & Green, 2014).

2. Data Source

The research will be conducted on class x students of SMK Negeri 3 Kota Bengkulu. While the implementation time will be carried out in the even semester starting from February until finished. The research subjects consist of validators, teachers, and students. The first is a validator consisting of two people, namely a language expert lecturer and a material expert to assess the results of the product. The validators or experts will provide comments, criticisms, suggestions, corrections, and evaluations on the teaching module to be developed. The second is the teacher and class X students of SMK Negeri 3 Kota Bengkulu to test the product to determine the feasibility and effectiveness of its use in the learning process.

3. Data Collection Techniques

Data collection techniques in this study used documentation techniques, interviews, questionnaires, observations, and test techniques.

4. Research Instruments

This research instrument is a questionnaire for material experts and language experts. This research instrument has a grid in the form of needs analysis, interviews, validation of material experts, validation of language experts, and performance tests. The needs analysis instrument is in the form of an analysis sheet of the advantages and disadvantages of the teaching modules used by teachers and students. The interview guideline asks about the impact and disadvantages of the teaching modules used by teachers and students. Validation of the development of the teaching module is carried out in the form of a questionnaire related to the quality of the material, language, and design given to validators who are experts in the field of biographical text material, Indonesian language experts, and teaching module design experts. The test is in the form of a performance test for writing biographical texts given in the pre-test and post-test.

5. Data Analysis Techniques

The analysis used is qualitative and quantitative. Qualitative data is data obtained from the product development process that is ready to use and has obtained conclusions. Quantitative data is data obtained from the results of validation by material and language experts, and product trial results. The data obtained will be described. The assessment format of the expert validation questionnaire to determine the feasibility of the teaching module that has been developed using a Likert scale with the criteria, 5 = Very Good, 4 = Good, 3 = Sufficient, 2 = Less, and 1 = Very Less. Then, the results of the experts will be calculated using the average formula and the level of validity is calculated with the following criteria.

Table 1. Validity Criteria from the Results of the Validation Questionnaire of Material Experts and Language Experts

Category Interval	Category
4,3 – 5	Very Valid
3,5 - 4,2	Valid
2,7 - 3,4	Quite Valid
1,9 - 2,6	Less Valid
1 – 1,8	No Valid

Source: Rachmawati, et al. (2019)

In the product test using data obtained from the pretest and posttest scores of students. The results of the scores obtained by students will be processed using the one group pretest-post test design t-test. The t-test formula used is as follows.

$$t_{count} = \frac{\bar{x}_D}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$ Source: Lestari & Yudhanegara (2015)

Information:
D = Difference in test scores (pre test – post test)
$\bar{x}_D$ = Average of the test differences
d = D - $\bar{x}_D$
N = lots of data

RESULTS AND DISCUSSION
Results
1. Results of the Analysis of the Needs for the Teaching Module for Writing Biographical Texts

Analysis of the needs of the teaching module for writing biographical texts using two activities, namely document analysis and interviews. The results of the analysis of the teaching module documents used by Indonesian language teachers show several components that must be improved, namely completing general information on the teaching module, such as the name of the compiler, initial competencies, explanation of the Pancasila profile, and detailing the learning model used. Furthermore, in core competencies, the components that must be improved are located in learning objectives, learning steps, assessments, and enrichment and remedial. Finally, there are attachment components located in the PjBL-based LKPD, glossary, and bibliography. Furthermore, the analysis of the needs of the teaching module for writing biographical texts with interview activities, teachers still have difficulty in compiling them. In the implementation of the learning process, teachers only use the lecture method, then provide examples of biographical texts, and give assignments to write biographical texts, as well as teaching materials that do not interest students in writing biographical texts.

2. Design of Teaching Module for Writing Biographical Texts Based on Project Based Learning

After conducting the analysis of the needs of the teaching module, the next stage is to carry out the design stage of the teaching module. This stage explains the design framework of the teaching module before being developed and revised by experts. The teaching module that is balanced in this study is the teaching module for writing biographical texts based on PjBL. The following is the design carried out to develop a teaching module for writing biographical texts based on PjBL.
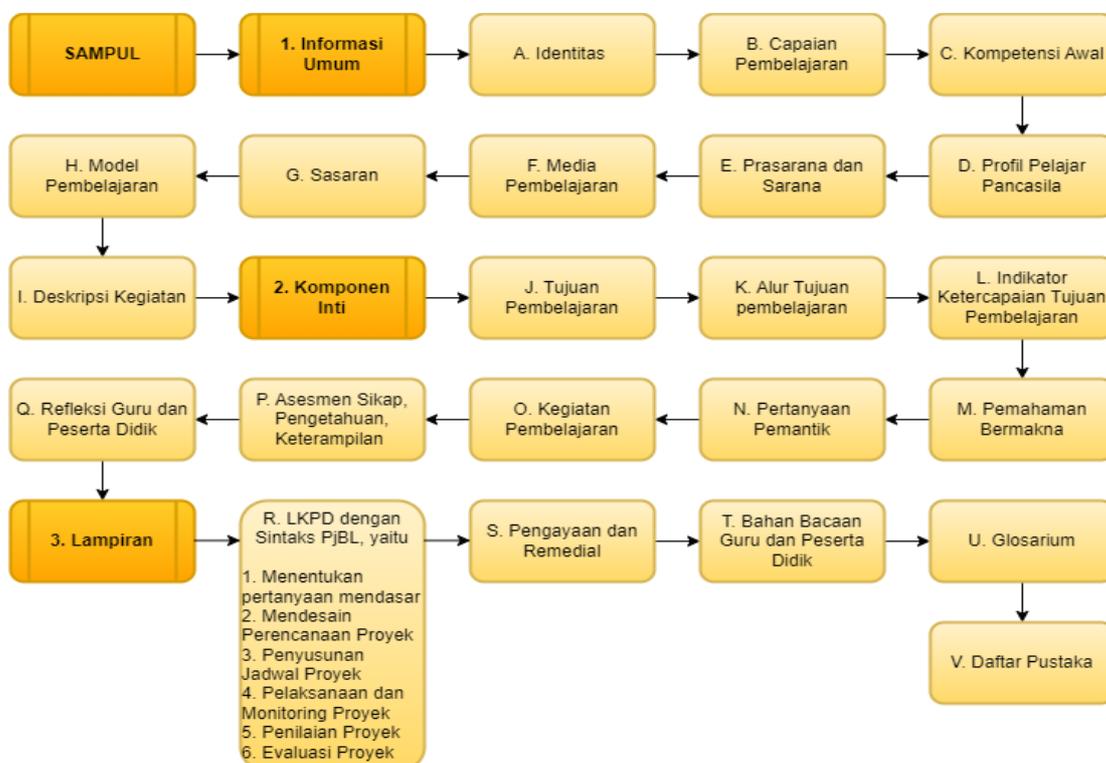
Figure 1. Design for Developing a Teaching Module for Writing Biographical Texts Based on Project Based Learning

3. Development of Teaching Module for Writing Biographical Texts Based on Project Based Learning

After designing the design of the biographical text writing teaching module based on project-based learning, the next stage is the development stage. The development process is carried out in accordance with the design planning of the biographical text writing teaching module. The cover contains the author's name, title of the teaching module, the material to be studied, the model chosen, the author's institution of origin, illustrations are added to make it more attractive, and the choice of colors.

There are four types of fonts used on the cover. The selection of the font is done so that the cover is more attractive and not monotonous. There is an illustration of a school that shows that this teaching module is used for the learning process in schools. Furthermore, there are teachers and students who are discussing a material. The illustration illustrates that teachers and students must interact in the learning process so that it runs well. The choice of yellow was chosen because the school that the researcher studied is identical to the color yellow.

Figure 2. Cover of the Teaching Module for Writing Biographical Texts Based on Project Based Learning

For the balance of the contents of the teaching module, it is done according to the design that has been made. The font used in this teaching module is only one, namely Timeline New Roman. This teaching module is equipped with a yellow header and footer. The reason for the selection is to have the same color as the cover. The components are made in tables to make them look neater and more attractive. Each component of the study is made in the form of a table. The title of the study component is made by adding Bold so that it can distinguish between the title and the contents of the component. The image of the contents of the teaching module can be seen in the image below.
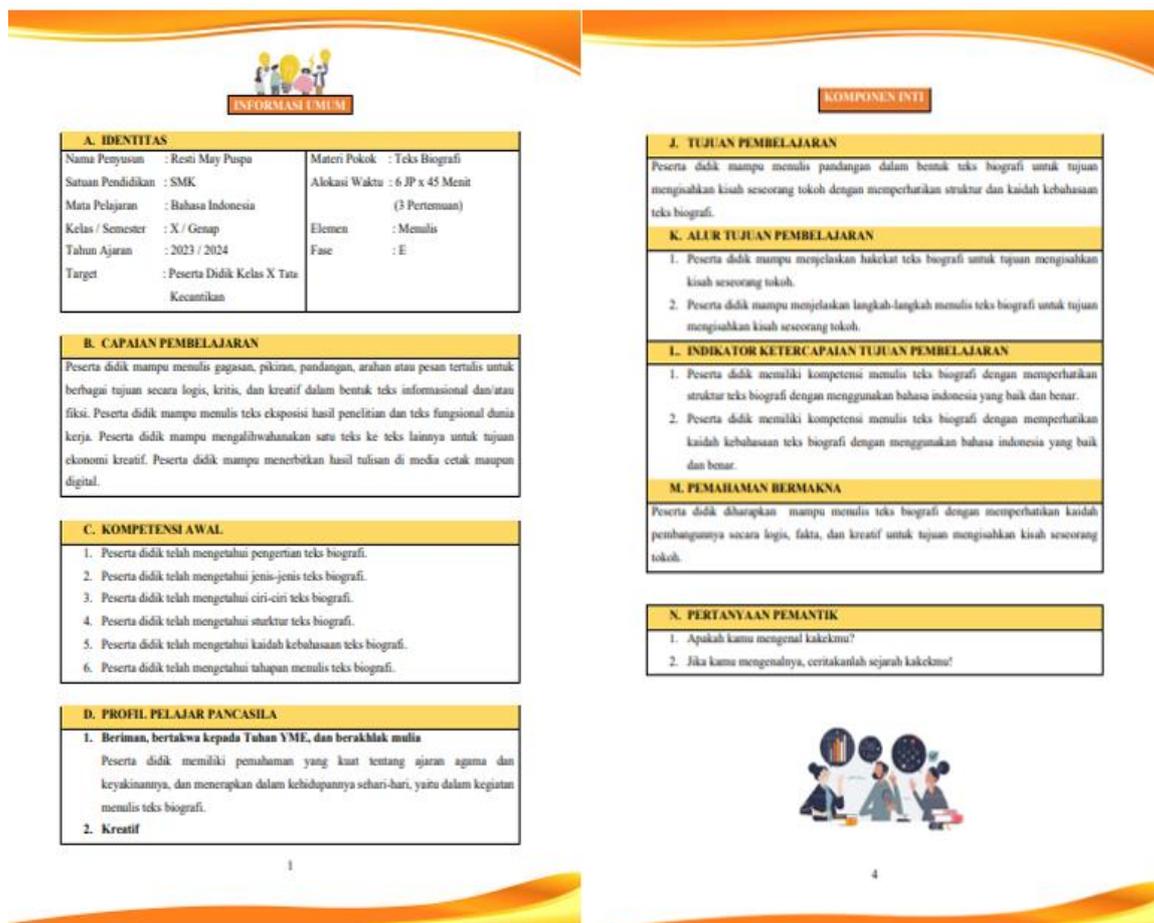
Figure 3. Contents of the Teaching Module for Writing Biographical Texts Based on Project Based Learning

After the development was carried out, the teaching module for writing biographical texts based on PjBL was assessed by material and language experts. The material assessed included aspects of the feasibility of the content and the feasibility of the structure of the teaching module. The product assessment in this study was carried out and received a score of 4.2 which was categorized as "Valid". By getting comments and suggestions given by material experts, namely 1) it is necessary to add a module page and the number of each question must be in the text position, 2) there is no text source, 3) add visualization to make it more interesting, 4) Instructions for the question-making section need to be added, 4) trigger questions can trigger students' curiosity, 5) Instructions in each stage of learning need to be added. For example, after carrying out the attitude assessment instrument, what do students need to do. That way, after getting the results of the validation score, comments, and suggestions by material or content experts, the product is declared valid and suitable for use with revisions.

Furthermore, the assessment of the language aspects assessed includes Improved Spelling, sentences, and Paragraphs. The product assessment in this study was carried out and received a score of 4.5 which was categorized as "Very Valid". By getting comments, namely the language in the teaching module for writing biographical texts based on project-based learning is good and suitable for use. So, after getting the results of the validation score and comments by language experts, the product is declared valid and suitable for use without any revision. The following are the results of the recapitulation of the assessment by material experts and language experts.

Table 2. Validation Results by Material Expert and Language Expert Validators

No.	Evaluation	Score	Category
1.	Material Expert	4,2	Valid
2.	Language Expert	4,5	Very Valid

4. Implementation of the Teaching Module for Writing Biographical Texts Based on Project Based Learning

The implementation of the teaching module for writing biographical texts based on PjBL was carried out after being declared feasible by experts and had been revised. The implementation was carried out on students at SMK Negeri 3 Kota Bengkulu class X Tata Kecantikan 1 totaling 32 people. The purpose of this implementation was to see whether the teaching module was effectively used by teachers and students in the learning process of writing biographical texts. The implementation process was carried out in three meetings for two weeks according to the learning stages in the teaching module developed, namely on April 23-29, 2024.

The steps for learning to write biographical texts were carried out using the project-based learning model syntax. The syntax of the project-based learning model applied to the learning activity of writing biographical texts is that students are given essential questions about writing biographical texts, determining the design of the planning project for writing biographical texts, preparing a schedule for writing biographical texts, monitoring student work and the progress of the biographical text writing project, assessing the results of student work in writing biographical texts, and evaluating student experiences in the process of writing biographical texts. The students were helped in the project activities of writing biographical texts because they went through the stages of writing starting from determining the topic of the biographical writing, determining the theme, determining the title, writing the outline of the essay, writing a draft of the biographical text, editing the biographical text, and presenting the biographical text product in front of the class.

5. Evaluation of the Teaching Module for Writing Biographical Texts Based on Project Based Learning

The evaluation aims to determine the effectiveness of the developed teaching module. So, to determine the effectiveness, students are given pretest and posttest questions on writing biographical texts. The purpose of giving a pretest is to determine the initial abilities of students before being given treatment in writing biographical texts, namely using a PjBL-based teaching module. After being given treatment in writing biographical texts using a PjBL-based teaching module, the next stage is that students will be given a posttest.

a. Descriptive Data Results

The results of students' ability to write biographical texts using PjBL-based teaching modules were obtained using the SPSS 27 application. The test conducted was writing biographical texts of classmates by paying attention to the structure and language rules of the biographical text. The process of assessing students' writing was carried out based on the rubric for assessing writing biographical texts, namely based on content, structure, language, and language rules. The following is the pre-test score data for students' ability to write biographical texts.

Table 3. Results of the Student Pretest in Writing Student Biography Texts

Description	*Pretest Value Data*
The Number of Students	32
Average	32,5313
Highest Score	46
Lowest Score	20
Standard Deviation (SD)	6,57456

Then, the post-test score of students' biographical text writing ability increased from an average score of 32.53 in the pre-test to 66.96 in the post-test. The following is the post-test score data of students' biographical text writing ability.

Table 4. Posttest Results of Students in Writing Student Biography Texts

Description	*Pretest Value Data*
The Number of Students	32
Average	66,9688
Highest Score	87
Lowest Score	40
Standard Deviation (SD)	13,93646

b. Results of Data Analysis Prerequisite Tests

The normality test aims to determine whether the data obtained is normal or not. The data normality test uses the SPSS 27 application with the criteria Sig>0.05, then the data is normally distributed using the Shapiro-Wilk test. The following are the results of the pretest and posttest normality tests of students.

Table 5. Normality Test Results

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.944	32	.097
Posttest	.939	32	.070

a. Lilliefors Significance Correction

It can be seen in table 5 that the pretest value is obtained with sig = 0.097> α = 0.05, which means that H0 can be accepted because the results show that the data is normally distributed. While the posttest value is obtained with sig = 0.070> α = 0.05, which means that H0 can be accepted because the results show that the data is normally distributed.

c. Hypothesis Test Results

Hypothesis testing or primary data testing uses the T-Test formula to determine the conclusion of the effectiveness of the PjBL-based biographical text writing teaching module for students at SMKN 3 Bengkulu City. Hypothesis testing is carried out with the criteria, namely if the sig. value > 0.05 then H0 is accepted and if the sig. value ≤ 0.05 then H0 is rejected. The following is a data analysis using the T-Test with the help of the SPSS 27 application.

Table 1. Paired Samples Test

|		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Posttest	-34.43750	9.42521	1.66616	-37.83565	-31.03935	-20.669	31	<.001

From the calculation of the hypothesis test or primary data using the SPSS 27 application, the t-count result is 20.669 with a t-table value of 1.69389 so that t-count> t-table which means H1 is accepted. It can also be seen that the Sig. (2-tailed) value is 0.001 <0.05

which means H1 is accepted. From the results of the hypothesis test conducted, it can be concluded that the teaching module for writing biographical texts based on project-based learning is effectively used by teachers and students of class X at SMK Negeri 3 Bengkulu City to improve the ability to write biographical texts of class X students of SMK Negeri 3 Bengkulu City.

Discussion

The results of the study indicate that the teaching module for writing a biography based on a project-based learning is feasible and effective for use by teachers and students at SMK Negeri 3 Kota Bengkulu. Feasibility can be proven from the assessment given by the validators, namely material experts and language experts. In the material aspect, the product is declared "Valid" with a value of 4.2 and can be applied by conducting a revision. While in the language aspect, it gets a value of 4.5 which is categorized as "Very Valid" and is feasible to use without revision.

The effectiveness of the teaching module for writing biographical thesis based on project-based learning is obtained from the pretest and posttest scores of the participants in writing biographical thesis. The results of the scores obtained by the participants were processed using the pretest-posttest design group test. The average pretest score of the participants was 32.53 and the average posttest score of the participants was 66.96. The data were then processed using the SPSS 27 application with a calculated result of 20.669. The result of the calculation > t test which means H1 is accepted, namely it can be said that the teaching module for writing biographical thesis based on project-based learning is effective in being used by teachers and students at SMK Negeri 3 Kota Bengkulu. Data on the increase in the value of pre-test to post-test students in writing biographical thesis can be seen in the following graph.
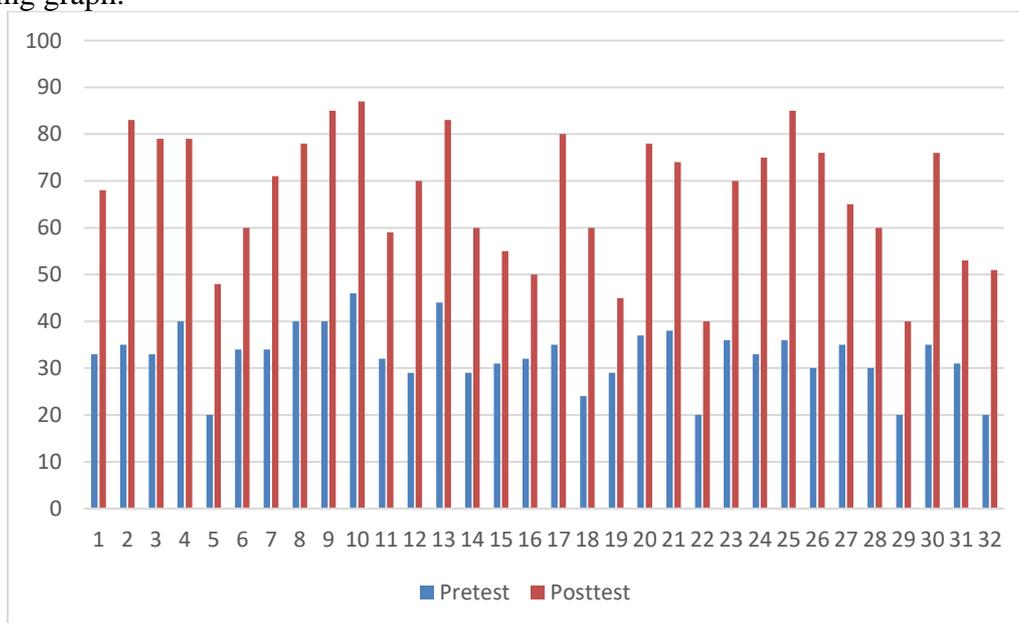
Figure 4. Comparison Graph of Students' Pretest and Posttest

The results of the study conducted by Owon (2017) showed that students still experienced difficulties in writing texts. The difficulties experienced by students in expressing ideas or thoughts in written form can be caused by internal factors, such as reluctance to write, or external factors, such as lack of training in writing and lack of supporting learning resources. In addition, the teacher only uses the lecture method and produces results that do

not achieve maximum results due to the dependence of students on direct explanations from teachers in class as the only source of learning.

Owon (2017) research is in line with the research conducted by the researcher. From the initial observations made when conducting the learning process of writing biographical texts, the teacher only uses the lecture method and does not use interesting models. This is what underlies the researcher to balance the project-based learning module in order to create a more interesting learning process. The learning module needs to be arranged in an interesting, meaningful, and contextual way, so that the reader is interested and can easily understand the material presented (Fitriyah, et al. 2023).

The main characteristic of the balanced biography learning module is the PjBL stages in the learning stages. This learning module is made with three meetings in accordance with the PjBL syntax, namely with six activities. LKPD in the teaching module is balanced to make students interested in following the learning process of writing a project-based biography thesis that aims to attract students to work together in completing the biography thesis writing project. The final product created by students is writing a biography thesis of teachers at SMK Negeri 3 Kota Bengkulu. According to Aulia & Gumilar (2021) the steps in writing a biographical thesis are choosing a character, looking for information about the character, compiling a biographical thesis framework, balancing the framework into a complete biographical thesis, and revising the biographical thesis that has been written.

In the PjBL-based learning activities in this teaching module, the first stage carried out by the students is to provide basic questions related to writing a biographical thesis. After that, the students are given examples of biographical texts and are given concepts of understanding by the teacher regarding the concept, characteristics, structure, types, linguistic rules, and steps in writing a biographical text. Furthermore, the students are given questions to see their ability to understand the concept of a biographical text. At this stage, the students are asked to work individually.

After completing the first activity, participants were asked to form small groups to work on a project to write a biographical thesis. Each group was asked to design a project plan to create a biographical thesis. In this activity, each group determines the person in charge of each activity, namely 1) observation, determining the figure to be written, and interviews, 2) making a title for a biography, 3) making an outline for writing a biography, 4) making a draft of a biography, 5) editing a biography, and 6) preliminary activities for the results of the biography.

The third stage after making a draft is to prepare a schedule for the biography writing project. Participants are asked to determine the person in charge, time, and place where the project will be carried out. After completion, the next stage is the implementation and monitoring of the biographical thesis writing project. The implementation of the project is made according to the format that has been determined. The teacher is also tasked with monitoring the participants in the project creation process.

The fifth stage, namely each group interprets the results in front of the class. Each group must determine the task of the presentation, namely the group leader, the moderator who is tasked with guiding the presentation and discussion, and the notary who is tasked with recording questions, suggestions, and criticisms. Furthermore, the results of the assignment and presentation will be assessed by the teacher.

The final stage, namely the evaluation and feedback of the biographical thesis writing project. At this stage, the teacher provides an announcement of the results of the group's work and the advantages and disadvantages of the group's presentation. In the LKPD in this module, there is also a group reflection that becomes an evaluation for the participants and the teacher. The reflection contains information about experience, comments, comments, and a

question column if there is something that the participants do not understand about writing a biographical thesis.

The success of improving students' ability to write biographical texts using this project-based learning module is in line with the research conducted by Alotaibi (2020) who conducted a study on the effect of PjBL on the ability to write persuasive texts on students at Meiningah School in Saudi Arabia with the results of students' persuasive text writing abilities showing significant changes after using PjBL. The study showed that there was a significant difference between students' persuasive writing scores in the experiment and control groups. In addition, PjBL supports students in selecting projects that suit their interests and needs, while teachers provide examples of how to write persuasive essays through PjBL. The project helps students reflect on their learning by using authentic assessments, thereby increasing student motivation, cooperation, and involvement in the learning process.

Salsa & Amalia (2023) also conducted a study on the influence of the implementation of PjBL on the ability to write folk stories with the results before using PjBL, the average score of the students was beautiful and after using PjBL, the students got a good score. In the study conducted, before using the PjBL model, the average score of the students was 59.71, while after using the PjBL model, the average score of the students increased to 84.29. This shows that students like PjBL more than the learning model used previously.

Irfadila & Martin (2022) also conducted a study on the implementation of PjBL in high school students which showed that PjBL can increase student motivation and creativity in the learning process. This can be proven from the value of the creativity and learning outcomes obtained by the students. The value obtained after the implementation of PjBL in Indonesian language learning was 86.73% which was categorized as very good.

The weakness of the balanced teaching module lies in the determination of the character written by the students. The chosen character should be a character related to the character of beauty, but due to the constraints of licensing and school location, the chosen character must be replaced. Furthermore, in the LKPD, namely in the activities of designing project planning and compiling a project schedule. Students are confused about determining the person in charge of the project activity. They are afraid that the project activity will only be carried out by themselves. Then, the weakness is also found in the material section, namely in the language rules. There are readers who are still confused in understanding the linguistic rules of the biographical text.

The alternative that is done on the weaknesses of the determined figure is because of the obstacles, the chosen figure is a teacher of SMK Negeri 3 Kota Bengkulu. Then for the next weakness, namely by using simpler language so that the readers can better understand the material provided. Finally, the provision of maximum material explanation to the readers so that they can understand the task given.

CONCLUSION

The teaching module for writing biographical texts based on Project Based Learning is feasible and effective for use by teachers and students at SMK Negeri 3 Bengkulu City. So specifically the conclusion of this study, namely 1) The Teaching Module for Writing Biographical Texts Based on Project Based Learning really needs to be developed to facilitate teachers and students in the learning process to make it more interesting, systematic, and increase students' creativity in writing biographical texts; 2) The design for developing a teaching module for writing biographical texts has three important components, namely learning objectives, learning activities, assessments equipped with LKPD based on PjBL; 3) The Teaching Module for Writing Biographical Texts Based on Project Based Learning that has been developed gets a "valid" assessment result from material experts and "very valid"

from language experts; 4) The implementation process was carried out in class X Tata Kecantikan 1 SMK Negeri 3 Bengkulu City to determine the effectiveness of the teaching module that has been developed. The use of the project based learning model in the learning process cannot be done in just one meeting; 5) The effectiveness of the teaching module is assessed from the results of the pretest and posttest of students using the T-Test with the results of tcount>ttable which means that H1 is accepted, which means that the teaching module for writing biographical texts based on project based learning is effectively used by teachers and students of class X at SMK Negeri 3 Bengkulu City to improve students' biographical text writing skills.

Based on the results of the research that has been conducted, the suggestions that the researcher can convey are: 1) For Indonesian language teachers, this research can be used as an example of a reference for compiling independent curriculum teaching modules based on project-based learning and teachers can also develop teaching modules on other Indonesian language materials: and 2) For other researchers, they can continue developing teaching modules according to their needs because this research is only limited to developing a teaching module for writing biographical texts and can be used as a reference for developing independent curriculum teaching modules for Indonesian language subjects for other classes and levels of education.

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