

# Development of the Learning Management System-Based Übungtest Schreiben at Level A1 for Students of PASCH School SMAN 1 Malang

DOI: <https://doi.org/10.47175/rielsj.v4i3.762>

| Lutfi Anastia Ardiningrum<sup>1,\*</sup> | Dewi Kartika Ardiyani<sup>2</sup> |

<sup>1,2</sup>Universitas Negeri Malang,  
Indonesia.

[lutfianastia18@gmail.com](mailto:lutfianastia18@gmail.com)

## ABSTRACT

*This research and development aim to understand the process of developing Übungtest Schreiben to improve the writing skills of PASCH A1 students using the Learning Management System (LMS) and to find out the effectiveness of its use. By improving students' writing skills, it is hoped that the LMS-based Übungtest Schreiben can assist students in preparing for the German A1 exam. The background of this research and development is the situation of the PASCH A1 students who need a lot of writing exercises before taking the German language exam Goethe-Zertifikat A1 which corresponds to the Common European Framework of Reference for Languages (CEFR). This research and development uses the ADDIE model (Analyze, Design, Develop, Implement, Evaluate) and the product is Moodle-based Übungtest Schreiben that consists of a module, Schreibübungen, and Schreibtest/Modelltest for PASCH students at SMA Negeri 1 Malang. The type of data in this development is qualitative data and supported by quantitative data. Qualitative data is obtained in the analysis, design, development, and evaluation phases with a logbook and a questionnaire for material validation and the data is analyzed using the descriptive analysis technique. Quantitative data is obtained through the adequacy test in the implementation stage and the effectiveness test of Übungtest Schreiben. Based on the results of the material validation, test, and student questionnaires, LMS-based Übungtest Schreiben is very adequate and effective as a digital learning media to improve writing skills.*

## KEYWORDS

*Übungtest Schreiben; Learning Management System (LMS); PASCH.*

## INTRODUCTION

In 2017, the German Ministry of Foreign Affairs spent 183.5 million euros on the budget of the German Academic Exchange Service (DAAD), an organization that supports academic exchanges and the introduction of German language and culture in various countries, including Indonesia (Bischoff et al., 2018). More and more schools in Indonesia are offering German language classes, which are supported by the Federal Republic of Germany through its cultural institution that promotes German language and culture, the Goethe-Institut. The German Ministry of Foreign Affairs entrusted the Goethe-Institut to implement the Schulen: Partner der Zukunft (PASCH) program. PASCH has 2000 partner schools worldwide and 29 partner schools across Indonesia ([www.pasch-net.de](http://www.pasch-net.de)). Several programs were established to achieve the goals of the PASCH initiative, such as scholarships for the Goethe-Zertifikat A1, A2, and B1 German Certification Exams,

scholarships for international youth courses (Jugendkurs) held in Germany, and other activities that can support the German language competence of students and alumni.

SMA Negeri 1 Malang is one of the PASCH partner schools involved in this program, and the school offers additional German classes outside of school hours. Students are intensively prepared to take the Goethe-Zertifikat German competency exams at levels A1, A2, and B1 in a class called the PASCH class using the European language standard, the Common European Framework of Reference (CEFR). The exam covers receptive skills such as reading (Lesen) and listening (Hören), as well as productive skills such as writing (Schreiben) and speaking (Sprechen).

Based on the results of interviews with PASCH A1 teachers and students at SMAN 1 Malang in November 2022, students need a lot of practice writing exams (Schreiben), and the class schedule often changes. In addition, the current post-pandemic transition has made changes to PASCH class learning from online to offline by still using digital media as a medium for independent and collaborative learning in the classroom in the odd semester of the 2022/2023 academic year. With the advancement of technology, there are many offers and options to support the learning process in education. One example of the application of technology is an electronic learning system or better known as e-learning (Hidayatullah et al., 2015).

One of the e-learning media that can be used for learning is the Moodle Learning Management System (LMS). This e-learning medium has attracted the attention of the world of education by helping the implementation of education with all its advantages (Satriani et al., 2021). Moodle's features allow students to learn independently, collaboratively, and actively. Moodle is also easily accessible anywhere and anytime through various devices, including PCs and smartphones (Fikriyah & Sukmawati, 2022). Based on the presentation of PASCH classroom learning at SMA Negeri 1 Malang and the development and use of current technology, researchers developed *Übungtest Schreiben*, which is connected to the Moodle-based e-learning platform to suit student needs by utilizing various features owned by LMS Moodle. *Übungtest Schreiben* aims to be an alternative learning medium that can help students improve their writing skills in the A1 level German exam.

## RESEARCH METHODS

This development research uses qualitative methods supported by quantitative data. The development model used is the ADDIE model (Analyze, Design, Develop, Implement, Evaluate) which includes the stages needed in this development research. In this study, the data obtained at the Analyze, Design, Development, and Evaluation stages are qualitative data, while the data obtained in testing the feasibility of the product at the implementation stage Implement and in testing the effectiveness of using *Übungtest Schreiben* in the classroom are quantitative data. The following is a detailed explanation of the stages of this development research:

**1. Analyze.** This stage is carried out to analyze the needs and constraints of students during the learning process. Pre-observation interviews with A1 students and PASCH teachers from SMAN 1 Malang were used to collect data at this stage. After knowing the data from the interview, the researcher analyzed the media and materials according to the needs. The analysis is in the form of identifying learning objectives, identifying content, analyzing media needs, and evaluating existing materials and media through logbook instruments.

**2. Design.** The purpose of this stage is to conceptualize the *Übungtest Schreiben* to be developed. The concept can be seen through the research diary instrument (logbook) which

contains the planning or design of each ADDIE stage. The method used in this stage is a qualitative method. The design of *Übungtest Schreiben* includes the creation of sites and courses in the Moodle LMS, the design of material content in *Übungtest Schreiben*, procedures for implementation in schools, and notes on obstacles and their solutions.

**3. Development.** This stage includes making and testing the product that has been designed, namely *Übungtest Schreiben*. The material expert validation sheet instrument validated by Dr. Dudy Syafruddin, S.S., M.A. was used to test the feasibility of the material. The material feasibility test includes testing aspects of the quality of the material content, such as the suitability of the material with language standards, the proportion of types of exercises and levels of difficulty, the suitability of sentence structure and grammar, the clarity of work instructions, and the coverage of learning outcomes. The results of the material validation were then analyzed using descriptive analysis techniques.

**4. Implementation.** After material validation, the *Übungtest Schreiben* based on the Moodle Learning Management System (LMS) was implemented by being tested on 21 PASCH A1 class students at SMA Negeri 1 Malang. This research and development were conducted in three stages. In the first stage, students took the pretest by doing the *Schreiben Modelltest* on the paper that the researcher had made. The researcher then introduced Moodle and gave students account access offline in the classroom. In the second stage, students worked on the *Schreibübungen* online at home and in the third stage, students worked on the *Schreibtest/Modelltest* and completed the questionnaire on Moodle offline in class. In the Moodle LMS, students get the *Tipps zum Schreiben* module, practice writing questions (*Schreibübungen*), and practice writing tests (*Modelltest/Schreibtest*) which are used as posttest data. To see the improvement of students' abilities before and after being given the *Übungtest Schreiben*, the results of the pretest and posttest trials were calculated using the following N-Gain formula.

$$g = \frac{\text{posttest} - \text{pretest}}{\text{maximum value} - \text{pretest}}$$

The results of the formula are then categorized with the N-Gain category in table 1.

**Table 1. N-Gain Category**

Interval	Category
$G \geq 0,7$	High
$0,7 > G \geq 0,3$	Average
$G < 0,3$	Low

(Sugiyono, 2013)

**5. Evaluate.** This stage ensures that the research and development objectives are met. Evaluation is needed at every stage of ADDIE to improve the materials created. The results of the evaluation will be presented with the data in the research diary (logbook) using a descriptive qualitative method.

This research and development also look at the effectiveness of the *Übungtest Schreiben* product developed using quantitative methods and questionnaire instruments for students. The scoring technique of the questionnaire instrument uses a Likert scale with a range of numbers one to five as in table 2.

**Table 2. Likert Scale**

Response Categories	Numerical Value
Strongly Agree	5
Agree	4
Neutral	3

Disagree	2
Strongly Disagree	1

(Sugiyono, 2013)

The results of the student questionnaire will be calculated using the formula in table 3.

**Table 3.** Percentage Formula

$$p = \frac{f}{N} \times 100\%$$

Description:

*p* : Percentage Answer

*f* : Average Score Earned

*N* : Number of Respondents x Maximum Score

The percentage results from the formula in table 3 are then categorized with the effectiveness criteria in table 4.

**Table 4.** Effectiveness Level Category

Percentage	Category
0 – 20%	Very Ineffective
21% - 40%	Ineffective
41% - 60%	Effective Enough
61% - 80%	Effective
81% - 100%	Very Effective

(Sugiyono, 2013)

## RESULTS AND DISCUSSION

### **Development Process of Übungtest Schreiben Based on Learning Management System**

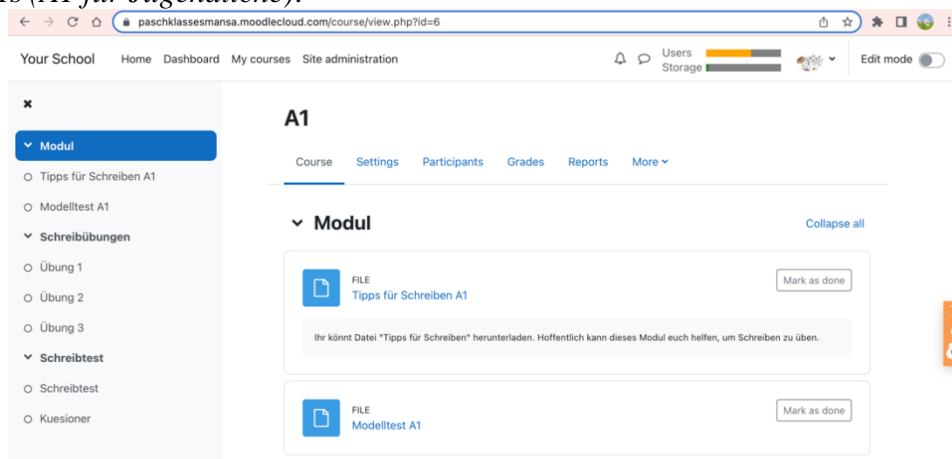
This research and development produced *Übungtest Schreiben* level A1 based on Learning Management System (LMS) Moodle for PASCH class students at SMA Negeri 1 Malang. The results of this study are described in each stage of ADDIE development.

#### **Analyze**

At this stage, researchers analyzed the needs and constraints of students from the results of interviews with teachers and PASCH A1 students of SMA Negeri 1 Malang. The interview results show that of the four language skills, students need a lot of practice for writing skills because students have not practiced writing for the A1 exam. In addition, there is limited learning time, so students need the right learning media to practice. Based on the results of the analysis, the researcher designed an A1 writing practice test (*Modelltest*) using the Common European Framework of Reference for Languages (CEFR) standards. The *Übungtest* was created through the Learning Management System (LMS) Moodle media as a learning platform to assist students in improving their writing skills both independently at home and collaboratively in the classroom. According to Prasetya (2021), language learning practices using Moodle-based e-learning will enable language learners to change from inactive to active learners.

## Design

The researcher made a design in the form of creating a class in the Moodle LMS with the site <https://paschklassesmansa.moodlecloud.com>. The materials in the *Übungtest Schreiben* are organized and designed to suit the needs of students with the A1 exam standard for teenagers (*A1 für Jugendliche*).



**Figure 1.** Dashboard view on Übungtest based on Moodle LMS

The Übungtest in figure 1 consists of the *Tipps zum Schreiben A1* module, three types of practice questions (*Schreibübungen*), and a writing test (*Modelltest or Schreibtest*). The researcher designed the *Tipps zum Schreiben A1* module with a pdf document format added attractive images and examples and contains material that refers to the source <https://dein-sprachcoach.de/deutsch-schreiben> regarding the parts of formal and informal letters or emails such as opening greetings, main parts of the letter, closing, closing greetings, tips for composing letters and examples of formal and informal emails according to the A1 exam. The results of the writing module development have the potential to improve students' ability to learn to write through examples provided to help students understand the material and exercises to improve student learning outcomes (Awalludin & Lestari, 2017).

The *Schreibübungen* in *Übungtest Schreiben* are designed into three types of practice questions. *Schreibübung 1* includes multiple choice exercises to differentiate formal and informal email texts and matching exercises (drag and drop) to differentiate communicative expressions (*Redemittel*) based on formal and informal letter or email sections. *Schreibübung 2* contains practice questions to fill in the missing text (cloze) about verbs and nouns that are adjusted to the sentence and conjugated and by paying attention to the size and size of the writing. *Schreibübung 3* contains multiple choice exercises to choose a role. Students can choose a specific role and write an email in the form of a practice essay question according to their role.

The *Schreibtest* in the *Übungtest* was also designed by the researcher as a posttest in the form of a writing test in the form of essay questions. The scores on the posttest are used as a comparison to the students' pretest scores to determine the feasibility results and determine the improvement of students' writing skills between before and after students work on the LMS Moodle-based *Übungtest Schreiben*. The pre-test was designed by the researcher in the form of a writing test in the form of essay questions on paper. The pre-test and posttest followed the standard A1 level writing test for teenagers (*A1 für Jugendliche*) by evaluating the learners' ability to write simple sentences and understand basic vocabulary in German. The exam involves writing letters or short messages on everyday topics, such as family, friends, or daily activities. Various exercises in Moodle such as matching, short answers, numeric answers, cloze, drag and drop, arranging fragments in

texts, true/false, diagram description, as well as combinations of these types make tests not only more complex and realistic but also more interesting and appropriate (Horea & Abrudan, 2021).

### Development

*Übungtest Schreiben* which has been designed into a prototype is then validated by material experts with the following results.

**Table 5.** Material Validation Results

No	Question	Yes	No	Advice
1.	Are the materials in line with The Common European Framework of Reference (CEFR A1 für Jugendliche) standards?	✓		
2.	Are the instructions for each A1 writing exercise clear?		✓	For Übung 1, 2, 3, the instructions need to be clarified.
3.	Are the types of writing exercises in Moodle PASCH-Klasse varied?	✓		
4.	Does the coverage (breadth/depth) of the material in Moodle PASCH-Klasse achieve the learning objectives?	✓		
5.	Are the practice questions on Moodle PASCH-Klasse coherent and relevant to the A1 writing exam for teenagers?	✓		
6.	Is the difficulty level of the questions in Moodle PASCH-Klasse balanced?	✓		
7.	Are the grammar and sentence structure in the <i>Übungtest</i> Moodle PASCH-Klasse correct?		✓	There are some words or sentences that need to be corrected.

#### Conclusions

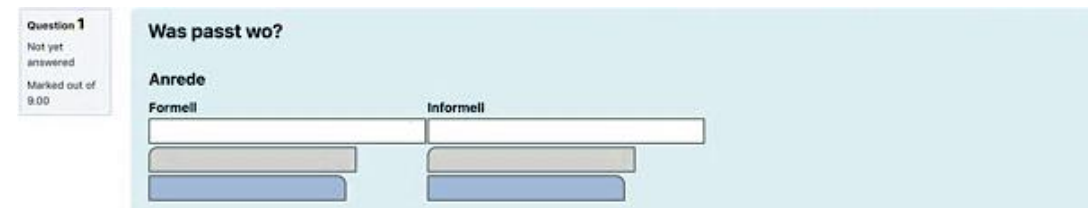
I think that based on the material assessment list above stated:

- suitable for use without revision.
- is suitable for use with minor revisions.
- suitable for use with many revisions.
- not yet feasible.

#### Comments/Suggestions for Improvement:

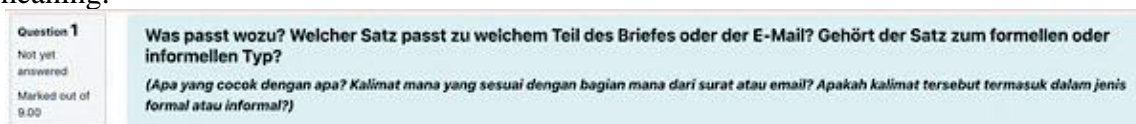
The material is in accordance with the CEFR, but there is still something that needs to be improved both in the selection of instructions and diction.

The material expert stated that the materials developed in the module, Schreibübungen, and Schreibtest have met the standards of the Common European Framework of Reference for Languages (CEFR A1 für Jugendliche). The working instructions for each A1 writing exercise are still unclear and the working instructions on *Schreibübung* 1, 2, and 3 still need to be clarified.



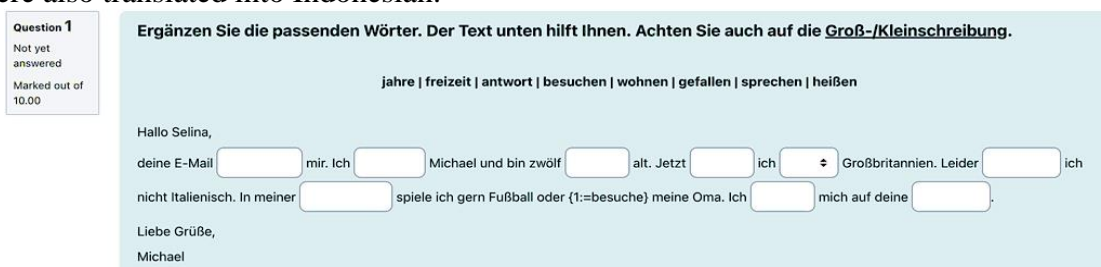
**Figure 2.** Instructions for *Schreibübung 1* before Revision

The instructions for *Schreibübung 1* in figure 2 only say "Was passt wo?". Literally, the sentence means 'What fits where?'. The working instructions have a vague intent or meaning.



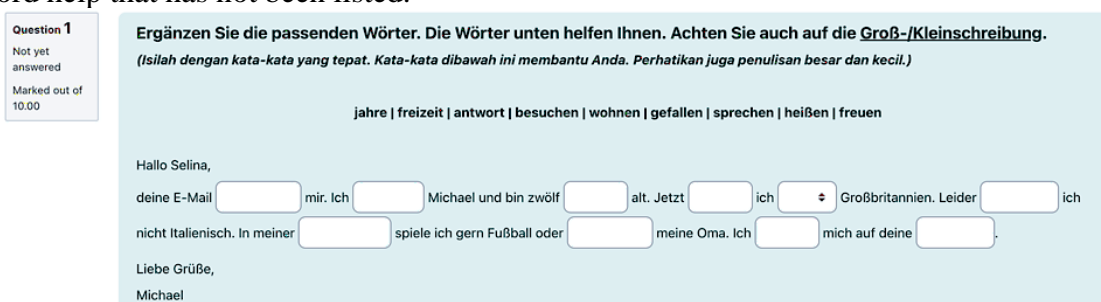
**Figure 3.** Instructions for *Schreibübung 1* after Revision

In figure 3, the instructions for *Schreibübung 1* are clarified to "Was passt wozu? Welcher Satz passt zu welchem Teil des Briefes oder der E-Mail? Gehört der Satz zum formellen oder informellen Typ?". To facilitate student understanding, the instructions were also translated into Indonesian.



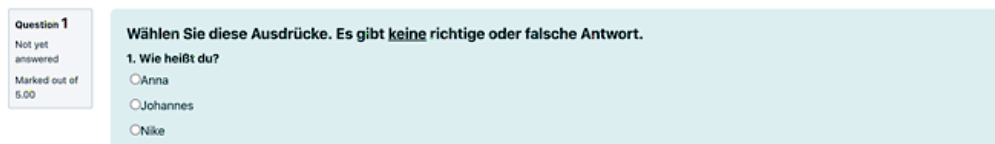
**Figure 4.** *Schreibübung 2* Work Instructions on *Wortschatzübung* before Revision

In Figure 4, the sentence "Der Text unten hilft Ihnen." in the instructions for *Schreibübung 2* has an incorrect meaning. *Der Text* means 'the text' which is singular, while the intention of the work instructions should be the words *Jahre, Freizeit, Antwort, besuchen, wohnen, gefallen, sprechen, and heißen*. In addition, there is one word in the word help that has not been listed.



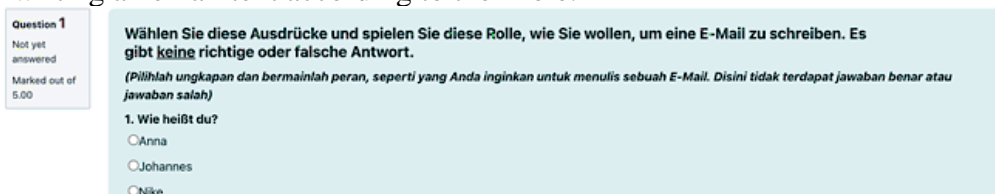
**Figure 5.** Instructions for *Schreibübung 2* on *Wortschatzübung* after Revised

In figure 5, the word *freuen* is added to the help words *Jahre, Freizeit, Antwort, besuchen, wohnen, gefallen, sprechen, and heißen*. In the instructions for *Schreibübung 2* on *Wortschatzübung*, the word 'der Text' is changed to 'die Wörter' which means 'words' in plural form, so the verb 'hilft' is also replaced with 'helfen'. The instructions are also accompanied by an Indonesian translation.



**Figure 6.** Instructions for *Schreibübung 3* before Revision

In figure 6, the instructions for *Schreibübung 3* "Wählen Sie diese Ausdrücke. Es gibt keine richtige oder falsche Antwort." has a very ambiguous meaning. The meaning of the sentence is 'Choose the following expression. There is no right or wrong answer'. The actual intention of the instructions is for students to choose a role according to their wishes before writing an email text according to their role.



**Figure 7.** Instructions for *Schreibübung 3* after Revision

The instructions for *Schreibübung 3* were then clarified to "Wählen Sie diese Ausdrücke und spielen Sie diese Rolle, wie Sie wollen, um eine E-Mail zu schreiben. Es gibt keine richtige oder falsche Antwort.". The instructions also come with an Indonesian translation.

The material expert also stated that the types of writing exercises in the *Übungstest Schreiben* were varied. The material covered in Moodle PASCH-Klasse is broad and in-depth enough to achieve the learning objective, which is to improve learners' writing skills. The practice questions in Moodle PASCH-Klasse are coherent, starting from the module, *Schreibübungen*, and ending with the *Schreibtest / Modelltest* which corresponds to the A1 writing exam for teenagers (*A1 für Jugendliche*). The level of difficulty of the questions in Moodle PASCH-Klasse is also balanced, but the grammar and sentence structure in the practice questions are still inappropriate, so some words or sentences need to be corrected.

einer Mail können viel über den Absender aussagen! Am besten schreibst du formelle E-Mail oder eine fremde Person mit "Sehr geehrter Herr... / Sehr geehrte Frau..."an.

**Figure 8.** Grammar in the Module before Revision

In Figure 8, the grammar in the *Tipps zum Schreiben A1* module is still not appropriate. The sentence "Am besten schreibst du formelle E-Mail oder eine fremde Person...." requires the addition of the preposition 'an' before the phrase 'eine fremde Person'. The sentence should have the preposition 'to' before the phrase 'a stranger'.

einer Mail können viel über den Absender aussagen! Am besten schreibst du formelle E-Mail oder an eine fremde Person mit "Sehr geehrter Herr... / Sehr geehrte Frau..."an.

**Figure 9.** Grammar in the Module after Revision

Figure 9 shows the result of the grammar correction to 'an eine fremde Person'. The material expert stated that the *Übungstest Schreiben A1* level based on the Learning Management System (LMS) was suitable for use with minor revisions. The material expert commented that the material was in accordance with the CEFR, but the selection of instructions and diction still needed to be improved. Indrastoeti and Istiyati (2017) state



that in doing the test, students must work according to the instructions (provisions), so that the rules or rules for writing questions must be considered.

### Implement

This stage involved 21 PASCH A1 class students at SMA Negeri 1 Malang as respondents with the aim of knowing the feasibility of the developed *Übungtest Schreiben*.

### Pretest and Posttest Results of the Development Results Trial

**Table 6.** Pretest and Posttest Scores of PASCH A1 Class Students

No.	Student Initial	Scores (Scale 12)	
		Pretest	Posttest
1.	A.D.	10	12
2.	A.R.W.	10	12
3.	A.C.L.	10	12
4.	A.N.	8	10
5.	A.S.	8	10
6.	A.R.Z.	12	12
7.	E.N.	10	12
8.	G.I.A.	10	10
9.	I.R.	10	12
10.	J.A.R.	10	12
11.	J.A.S.	8	10
12.	L.T.S.	6	12
13.	M.D.A.	6	10
14.	M.C.A.	8	12
15.	R.A.A.	8	12
16.	S.A.Z.	10	12
17.	T.A.	8	10
18.	T.R.	12	12
19.	W.A.A.	10	10
20.	Z.N.A.	10	12
21.	Z.P.W.	10	12

Table 6 illustrates the changes in students' pretest and posttest scores. The scores that have been obtained are then analyzed to determine the average learning outcomes and N-Gain in summary using the following formula.

$$g = \frac{\text{posttest} - \text{pretest}}{\text{maximum value} - \text{pretest}}$$

$$g = \frac{11,33 - 9,24}{12 - 9,24} = \frac{2,06}{2,76} = 0,74$$

**Table 7.** N-Gain Category

Interval	Category
$G \geq 0,7$	High
$0,7 > G \geq 0,3$	Average
$G < 0,3$	Low

The average pretest score was 9.12 and the average posttest score was higher at 11.33. The result of the N-Gain calculation of 0.74 falls into the high category which shows an increase in understanding or mastery of writing skills on the A1 level exam with the Common European Framework of Reference for Languages (CEFR A1 *für Jugendliche*) standard. These results are in line with the results of Nugroho's research (2020) which states that the Moodle LMS has a good effect on learning and Purmadi's research which shows an increase in student learning outcomes.

The data results above show that the Moodle LMS-based *Übungtest* is feasible to develop and use. In addition, there was a significant improvement in students' writing skills with the A1 standard for adolescents.

### Evaluation

Evaluation was carried out at each stage of ADDIE to ensure the feasibility of the developed *Übungtest Schreiben*. After analyzing the problem, the researcher sought to improve learning by adjusting the needs and constraints of students by developing *Übungtest Schreiben* based on Learning Management System (LMS). In the evaluation at the design stage, researchers found problems in the form of limitations in the use of the Moodle Learning Management system (LMS) which requires an increase in paid services. Therefore, researchers conducted an evaluation by creating a new site, <https://euebungtestpasch.gnomio.com>, which can be accessed with username: tester and password: Klasse\_a1. In addition, the initial concept of the product, which included a *Modelltest* in the form of a *Schreibtest*, was further developed by adding a module and three types of practice questions (*Schreibübungen*) to stabilize students' understanding.

The product was then developed and validated by material experts and revised by researchers before being implemented to students. At the implementation stage, students had to wait a long time for account creation. Looking at this situation, a suggestion for improvement that can be given for the next implementation is to ask for students' email accounts and full names on the day before they use the Moodle LMS to save time in creating accounts in the classroom. The evaluation results from each ADDIE stage then showed that the *Übungtest Schreiben* was suitable for use.

### **Effectiveness of Übungtest Schreiben Based on Learning Management System (LMS)**

**Table 8.** Student Questionnaire Results

No.	Questions	Score				
		1	2	3	4	5
1.	Learning media in the form of Moodle PASCH-Klasse A1 website is a new learning media for me.		2		8	11
2.	The learning management system media in the form of the Moodle PASCH-Klasse A1 website is easily accessible.		1		15	5
3.	The learning management system media in the form of the Moodle PASCH-Klasse A1 website makes it easy for me to practice writing exams anywhere and anytime.			2	16	3
4.	The learning management system media in the form of the Moodle PASCH-Klasse A1 website motivates me to practice often writing exams.		1		19	1
5.	Practicing writing using the learning management		1	2	12	6

	system media in the form of the Moodle PASCH-Klasse A1 website is more effective than writing on paper.				
6.	The writing tips module in Moodle PASCH-Klasse A1 helps with the practice questions.	1	14	6	
7.	The practice questions given in Moodle PASCH-Klasse A1 help in practicing the writing test ( <i>Schreibtest</i> ).	1	1	13	6
8.	The sentence structure and grammar used in the Moodle PASCH-Klasse A1 practice questions are easy to understand.	2	12	7	
9.	The <i>Schreibtest</i> in Moodle PASCH-Klasse A1 corresponds to a typical writing test exercise.	2	16	3	
10.	The modules, practice questions and <i>Schreibtest</i> presented in Moodle PASCH-Klasse A1 improved my writing skills.		17	4	
	Total	6	10	142	52
	Sum of Scores	12	30	568	260
	$\Sigma$ SCORE	870			
	Percentage	82,86%			

$$p = \frac{f}{N} \times 100\%$$

$$p = \frac{870}{21 \times 50} = \frac{870}{1.050} \times 100\% = 82,86\%$$

Description:

*p* : Percentage Answer

*f* : Average Score Earned

*N* : Number of Respondents x

Maximum Score

**Table 9.** Category of Effectiveness of *E-Modelltest Schreiben*

Percentage	Category
0 - 20%	Very Ineffective
21% - 40%	Ineffective
41% - 60%	Effective Enough
61% - 80%	Effective
81% - 100%	Very Effective

The percentage obtained from the student questionnaire was 82.86%. This percentage shows that the effectiveness of *Übungtest Schreiben* level A1 based on Learning Management System (LMS) is very high. PASCH A1 class students at SMA Negeri 1 Malang revealed that learning media through LMS Moodle is a new learning media that is easily accessible through any device and at any time. Students are motivated to often practice the A1 level writing test with the Moodle LMS and students feel that practicing with the *Übungtest Schreiben* is more effective than conventional writing exercises on paper. According to Mansyur (2020), learning media is said to have an effective function when it can arouse students' interest and motivation to be active in following and listening to learning.

The coverage of practice writing test questions in the form of a writing tips module can help students work on *Schreibübungen* which can also help students complete the

*Schreibtest* in Moodle. The *Schreibtest* made by the researcher corresponds to the writing test exercise (*Modelltest zum Schreiben*) in general. The sentence structure and grammar in the practice writing test questions are easy to understand, so students can learn to understand easily. In addition, students also revealed that their writing skills improved through this LMS Moodle-based A1 level writing exam question practice. Related to this, Putri & Billah (2019) stated that the development of digital learning can create learning effectiveness.

## CONCLUSION

This research and development produced Übungtest Schreiben level A1 with the Common European Framework of Reference for Languages (CEFR) standard based on Moodle Learning Management System (LMS). This product is intended for PASCH A1 class students at SMA Negeri 1 Malang and was developed in accordance with the ADDIE stages. At the analysis stage, the results of the interview showed students' problems in the form of lack of practice for writing skills and irregular class schedules. Based on this situation, a learning innovation was developed in the form of Übungtest which was adjusted to the required material. The design stage was carried out to create material designs in the form of modules, three types of exercise questions (*Schreibübungen*) and *Schreibtest*. The design was then developed, tested for feasibility, and validated by material experts. After the test, the material expert stated that the Übungtest was suitable for use, but the researcher needed to make revisions in the form of improving work instructions and grammar.

The results of the implementation and evaluation of the Übungtest Schreiben on PASCH A1 class students at SMAN 1 Malang show that the learning media is very feasible to use and has achieved the goal of improving students' writing skills. Based on the results of the analysis on the questionnaire to respondents, Übungtest Schreiben based on LMS Moodle proved to be very effective to be used in learning in PASCH A1 class at SMAN 1 Malang. Übungtest Schreiben with the blended learning system can also increase students' motivation to practice writing frequently compared to the conventional way of writing on paper. However, this Übungtest needs to be further tested in several schools and developed to cover different skills (reading, listening, and speaking) and language levels (A2 and B1) to determine the effectiveness of its use.

## ACKNOWLEDGEMENT

aResearchers would like to thank the Institute for Research and Community Service (LP2M) State University of Malang for funding this research.

## REFERENCES

- Awalludin, & Lestari, Y. (2017). Pengembangan Modul Menulis Makalah Pada Mata Kuliah. In *Jurnal Bindo Sastra* (Vol. 1, Issue 2).
- Bischoff, M., Chauvistré, E., Kleis, C., & Wille, J. (2018). *Tatsachen über Deutschland*. Frankfurter Allgemeine Buch.
- Fikriyah, A. N., & Sukmawati, W. (2022). Pengembangan Media Pembelajaran Learning Management System (LMS) Berbasis Moodle pada Materi Perubahan Energi. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(3), 799.
- Hidayatullah, A. H., Yusrihadi, & Wahyuni, S. (2015). Pengembangan Bahan Ajar Berbasis Web Interaktif Dengan Aplikasi E-Learning Moodle Pada Pokok Bahasan Besaran dan Satuan di SMA. *Jurnal Pendidikan Fisika*, 4(2), 111–115.

- Horea, I. C., & Abrudan, C. L. (2021). *Teaching Business English Online. Assignment Activities And Tests In Moodle.*
- PASCH Initiative. (n.d.). Retrieved 31 December 2021, from <https://www.pasch-net.de/de/pasch-initiative/ueber-die-initiative.html>
- Indrastoeti, J., & Istiyati, S. (2017). *The effect of Using Cartoon Animation as Instructional Media toward Students' Writing Ability of Descriptive Test Achievement View project Menulis Narasi Dalam Bahasa Inggris Melalui Teknik Menulis 5 Fase Dan Asesmen Kinerja View project* (Sumarwati, Ed.).
- Mansyur, A. R. (2020). Dampak COVID-19 Terhadap Dinamika Pembelajaran Di Indonesia. *Education and Learning Journal, 1*(2), 113.
- Nugroho, F., & Iqbal Arrosyad, M. (2020). Moodle Multimedia Development in Web-based Integrative Thematic Learning for Class IV Elementary Students. *Cendekiawan, 2*(1), 49–63.
- Prasetya, R. E. (2021). Determining Moodle Self-Efficacy Based On Language Online Learning Environment In Higher Education. *Journal of English Language Learning, 5*(2).
- Purmadi, A., & Sa'di, K. (2021). Pengembangan Kelas Virtual Berbasis Moodle untuk Memfasilitasi Efektivitas Pembelajaran Siswa Di Sekolah Dasar. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran): Kajian Dan Riset Dalam Teknologi Pembelajaran, 8*(1), 11–19.
- Putri, W. N., & Billah, A. (2019). Pengembangan Media Pembelajaran Bahasa Arab berwawasan Sains berbasis Mobile Android. *LISANIA: Journal of Arabic Education and Literature, 3*(2), 163–179. <https://doi.org/10.18326/lisania.v3i2.163-179>
- Satriani, E., Zaim, M., & Ermanto, E. (2021). E-learning moodle: Design and development model of intensive reading. *Linguistics and Culture Review, 5*(S2), 1521–1532.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.