



Designing English Learning Materials Based on Hots Integrated Hypertext at Senior High School Level

Tatu Munawaroh^{1*}, Yayat Ruhiat², Yudi Juniardi³, Rizdki Elang Gumelar⁴

^{1,2,3}Doctoral Program in Education, Universitas Sultan Ageng Tirtayasa

⁴Universitas Mathla'ul Anwar Banten

Corresponding Author: Tatu Munawaroh, tatumunawaroh8@gmail.com

ARTICLE INFO

Keywords: English Learning Materials, Hots Integrated Hypertext, Senior High School

Received : 17, November

Revised : 1, December

Accepted: 15, December

©2024 Munawaroh, Ruhiat, Juniardi, Gumelar: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Teaching materials is a set of teachers learning guidelines to make learning more effective. Through hypertext as a learning medium and Hots as a thinking method that directs students to be critical in thinking, teaching materials based on Hots integrated with hypertext can be applied to class X at the high school level. The purpose of this study was to develop English teaching materials. The research method used was the ADDIE model with a qualitative research type. Through three experts, namely material experts, learning design experts, and media experts, the results of the study showed that based on the results of a limited trial of 35 students at SMAN 10 Pandeglang showed an average value of 95.29%, while a broad trial of 105 students from the three schools produced an average value of 95.76%, which indicates that the acceptance of teaching materials is very good. So, in other words this teaching material is able to create a conducive learning atmosphere.

INTRODUCTION

Education has a profound philosophical role in transforming humans for the better, turning ignorance into knowledge. In this context, Ki Hajar Dewantara stated that education must be oriented towards the success of students by providing freedom of thought and prioritizing ethics. The goal of education is to develop students' potential and character through love and patience from educators. Moreover, education is a crucial component in the progress of a country, as it can create intelligent, disciplined, and well-charactered individuals. In this regard, learning media becomes an important factor in supporting student learning success. According to Febrian (2022), low student learning outcomes can be directly related to the learning media used. Additionally, students' learning styles have a significant influence, as each student has a different way of understanding information (Adawiyah, 2020). The success of education does not only depend on the teacher's role as an instructor but also on the use of teaching media and learning styles applied in the classroom. Law No. 20 of 2003 Article 3 states that education aims to develop students' potential so they possess good skills and character. However, the development of students' potential is often hindered because students themselves are unaware of their own potential. In this regard, secondary education plays an important role in guiding students to develop competencies and determine the direction of their future education (Utama et al., 2019).

Brown (2015) defines assessment as the process of measuring students' progress and learning outcomes, while Moshinsky (1959) states that assessment is the process of collecting data that reflects learning development. The quality of education in various countries such as Finland, China, and Indonesia show significant differences, with varying ranks in global education rankings. Finland, which ranks 8th in the global education ranking, shows a high quality of education compared to Indonesia, which ranks 54th. This indicates that factors such as teaching quality, evaluation methods, and the use of learning media play a major role in educational outcomes. The success of education should not only be viewed from the perspective of students' grades or the teacher's point of view but also from the students' own perspective. A study conducted by Tambunsaribu G (2021) shows that many students struggle with learning English due to various internal and external factors. Most students find English difficult to understand, especially because of difficulties in interpreting vocabulary and solving problems.

In addition, teaching materials serve as a foundation to improve and develop students' quality during the learning process. The development of teaching materials includes both printed and electronic materials that have been tested to see how engaging they are for students (Azizah, 2022). Thus, effective teaching materials are those that are systematically organized, starting from the content to the evaluation, and are developed by teachers to support the achievement of learning goals. Overall, the development of teaching materials is an activity that must be integrated with the learning process to ensure that the materials used can optimally support the learning experience.

Teaching materials serve various functions for both educators and students. According to Mufidah (2014), for educators, teaching materials help save time, serve as a guide for evaluating learning outcomes, and assist teachers in staying focused as facilitators. For students, teaching materials help them be more disciplined with time, increase independence, and provide guidance in completing tasks. Kosasih (2021) adds that teaching materials also reflect the educator's perspective, provide easily understood reading materials, and offer motivation and evaluation tools for students. Teaching materials are important to guide teaching activities and serve as tools for evaluating learning outcomes (Magdalena et al., 2020). The types of teaching materials include modules, student worksheets (LKS), handouts, and presentations. A module is a printed teaching material that can be studied independently, while LKS contains programmed activities for students. A handout compiles material from various sources, and a presentation includes teaching materials in the form of visual media. Based on their nature, teaching materials can be classified into printed materials (such as books and pamphlets), technology-based materials (audio, video, multimedia), materials for practical use or projects (such as science kits), and those for human interaction (such as telephones or video conferencing) (Magdalena et al., 2020). The steps in developing teaching materials involve important components such as title, subject, competency standards, basic competencies, indicators, learning objectives, learning instructions for students and teachers, supporting information, worksheets, and evaluation. The teaching materials referred to in this context are modules, which are tools for carrying out a systematic and directed learning process. A module serves to guide students in learning independently by providing analysis of findings that can be used to solve learning problems (Harahap, 2018; Mufidah, 2014).

Higher Order Thinking Skills (HOTS) refer to the thinking abilities of students that emphasize higher-level cognitive processes. HOTS involves various cognitive concepts and methods such as problem-solving, Bloom's taxonomy, and the taxonomy of learning, teaching, and assessment (Pramesti et al., 2018; Benjamin, S, 1983). Critical thinking, which is also part of HOTS, aims to link language with logic, enabling students to analyze, critique, and support ideas to reach factual conclusions (Juniardi, 2016). Overall, HOTS enables students to differentiate ideas, argue effectively, solve problems, construct explanations, and understand complex matters. This ability leads to the improvement of critical, logical, reflective, and creative thinking. Higher Order Thinking Skills (HOTS) require students to think at higher levels, such as analyzing, evaluating, and creating. Based on the revised Bloom's taxonomy by Anderson and Krathwohl (2001), HOTS focuses on more complex thinking skills, namely the ability to analyze information, evaluate ideas, and create new solutions or products. Indicators for measuring HOTS abilities include analyzing information, assessing solutions or methodologies, and making generalizations and designs to solve problems.

Taxonomy was first introduced by Benjamin (1956) in the study of biological taxonomy, which classified organisms into specific categories. This taxonomy was later developed further for classifying educational objectives and

tests in education. The classification aimed to facilitate communication between assessors and assist in designing curricula and tests that align with educational objectives. The taxonomy of learning consists of three main domains: cognitive, affective, and psychomotor (Nafiati, 2021:152). The cognitive domain relates to the development of knowledge and intellectual skills, involving processes such as remembering, recognizing, critical thinking, and analysis, and is an important aspect of curriculum development and learning assessment. The affective domain focuses on changes in students' interests, attitudes, values, and appreciations, which are related to internal feelings and emotions, making its objectives often difficult to describe and measure explicitly. Meanwhile, the psychomotor domain includes the development of physical and motor skills that require direct practice, such as practical skills applied in real-life situations. These three domains complement each other in creating holistic learning, encompassing students' intellectual, emotional, and physical aspects.

Media refers to tools or means used to convey messages or information, including in an educational context as an intermediary between the teacher and students. Learning media functions as a stimulus that stimulates attention, interest, and facilitates the learning process for students to be more effective and conducive. Media can smooth the interaction between teachers and students, increase motivation, and stimulate students' creativity and thinking ability (S & Rohani, 2018; Jayanti, 2020). In addition, learning media can enhance understanding, overcome spatial and temporal limitations, and provide an active and diverse learning experience (Rasagama, 2020). Types of learning media include non-projected media (such as books and images), projected media (such as projectors), audio media, video media, and computer-based media and multimedia kits (Nurdiana et al., 2019). Visual-based media, such as images and graphics, are essential in facilitating understanding and reinforcing students' memory, while audio-visual media combine sound and images to provide a more engaging learning experience. Computer-based media, such as Computer-Assisted Instruction (CAI), also plays an important role in managing and enriching the learning process with applications that support student interaction.

English language learning plays a vital role in education as it supports the intellectual, social, and emotional development of students. The goal of English language learning is to develop communication skills (listening, speaking, and writing), raise awareness of the importance of English as an international language, and broaden cultural horizons. In the development of English teaching materials, the applied concept should be oriented towards the development of Higher Order Thinking Skills (HOTS), which are the abilities to analyze, evaluate, and create new ideas based on the material being studied. HOTS-based English teaching materials aim to enhance students' understanding through critical and creative thinking processes. In addition, the use of hypertext in teaching materials can stimulate and expand students' thinking, making learning more interactive and comprehensive, and encouraging students to become more independent in understanding the material. Hypertext also supports the development of reading skills, which are closely related to other language skills.

The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is a systematic approach to instructional design consisting of five main stages: Analysis (analyzing problems and student needs), Design (determining competencies, methods, and teaching materials), Development (developing teaching materials), Implementation (conducting the lesson), and Evaluation (evaluating the program and learning outcomes). This model helps create effective and efficient learning through structured steps that focus on students' needs.

THEORETICAL REVIEW

Hypertext originated from the concept of the memex introduced by Vannevar Bush in 1945, which was a device capable of linking various pieces of information associatively, similar to the way the human mind works. This concept inspired Doug Engelbart, who in the 1960s developed the Augment system to solve complex problems using computers. Engelbart introduced key ideas, including the mouse, multi-window screens, and text-graphic processing. Although Bush and Engelbart played significant roles, Ted Nelson in the 1960s coined the term "hypertext" and developed its initial design to link text flexibly. Nelson introduced the chunk-style hypertext design, where users select sections of text to read next. In 1965, Nelson incorporated this concept into a third, more mature design. By the end of the 1960s, Nelson collaborated with Brown University to further develop this technology, which eventually led to the development of modern hypertext systems. Hypertext is non-sequential text that allows readers to jump from one part of the text to another without a fixed order. The term was first coined by Ted Nelson to describe documents composed of text, audio, and visuals stored in a computer, where this information could be linked through active cross-referencing. According to Shneiderman and Kearsley, hypertext enables readers to jump to different parts of a database as desired. The reading process in hypertext is non-linear, meaning that readers can open different texts randomly, depending on their needs or interests in specific information. Nielsen also supports this view by emphasizing that hypertext does not follow a fixed order in presenting text. Therefore, hypertext provides flexibility for users to explore information in a more free and interactive way.

Hypertext is an interactive multimedia system based on computers that allows users to explore information non-sequentially through links connecting various types of media, such as text, images, audio, and video, within a single information network. This concept makes it easier for users to jump from one part to another, introduce new discoveries, and cross-references that can enrich the learning process. The basic elements of hypertext include nodes, which are collections of data organized around a specific topic and interconnected in a network; links, which are connections that link one node to another, enabling access to additional information; and navigation, which includes tools like hypertext browsers that help users move easily between nodes. Thus, hypertext creates a more flexible, interactive, and dynamic learning experience, allowing the exploration of information without following a specific sequence.

METHODOLOGY

The product trial design in this research aims to produce English teaching materials based on Higher Order Thinking Skills (HOTS) integrated with the hypertext model. The development process begins with discussions between the researcher, supervisor, and co-supervisor to gather input, as well as consultations with experts or validators to ensure the feasibility of the teaching materials. After revisions are made based on the feedback, the researcher will conduct limited discussions with teachers, school principals, and other relevant parties, such as the curriculum team, to refine the teaching materials. The results of this refinement will become the HOTS-based English teaching materials with the hypertext model, ready to be trialed in senior high schools in Pandeglang District, which will also fulfill the objectives of developing these teaching materials.

In the development of HOTS-based English teaching materials integrated with the hypertext model in senior high schools in Pandeglang District, the researcher uses the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model is a method that emphasizes the characteristics of directed intervention, is iterative in nature, process-oriented, utility-based, and theory-driven. The intervention characteristics are conducted to ensure that the developed design is directed according to the objectives, while the iterative approach allows for evaluation and revision in each cycle to facilitate assessment and subsequent planning. This model also focuses on understanding the process and improving utility in the learning context, and is oriented toward theory to produce an applicable and innovative product.

The development procedure in this research follows a systematic approach consisting of five main stages: Analysis (analyzing needs and problems), Design (designing competencies, materials, and methods), Development (development and production of teaching materials), Implementation (implementation of the trial in the field), and Evaluation (evaluation of learning outcomes and teaching material development). By following this procedure, the researcher will develop effective and relevant teaching materials for students in Pandeglang District, and provide solutions to existing English learning problems.

This research develops HOTS-based English teaching materials integrated with the hypertext model using the ADDIE stages. The first stage, Analysis, involves a field study at a senior high school in Pandeglang District, where the researcher collects documents, conducts observations on the learning process, and interviews with teachers, school principals, and curriculum developers to explore the issues and learning needs. The second stage, Design, focuses on designing teaching materials based on the analysis results, with an emphasis on the HOTS elements integrated with the hypertext model. This design includes components such as the cover, materials, exercises, and glossary. The third stage, Development, involves organizing the materials according to the relevant competencies and learning indicators. The fourth stage, Implementation, applies the designed teaching materials at the school. Finally, Evaluation is conducted to

assess the effectiveness of the teaching materials through formative evaluation that focuses on revisions based on feedback from previous stages.

This research involves subjects from SMA 10 in Pandeglang District, chosen due to their good performance in English learning. The data collection techniques used include triangulation, member check, peer debriefing, and expert opinion to ensure the validity of the data. Triangulation is conducted by comparing data from observations, interviews, and related documents. Member check is used to confirm data validity through discussions with informants. Peer debriefing involves revising the data by English experts and hypertext model experts. Data are collected through observations, interviews, documents, and questionnaires. Observations record the teacher's teaching patterns and student responses in class, while interviews are conducted with teachers, school principals, and curriculum developers. The collected documents include the curriculum and student learning achievement results. Questionnaires are distributed to evaluate the feasibility of the developed teaching materials. Research instruments are designed according to the data collection techniques to produce teaching materials that align with HOTS principles integrated with the hypertext model.

RESULTS AND DISCUSSION

In the initial product development results, based on the preliminary study analysis, it was found that the teaching model applied in high schools in Pandeglang Regency is still conventional, with a lack of student interaction and creativity. This affects students' ability to understand the material and express critical opinions. Therefore, there is a need to develop English teaching materials based on Higher Order Thinking Skills (HOTS) integrated with a hypertext model to enhance students' critical and creative thinking skills.

The development of the teaching materials began with the creation of a learning design that included problem identification, instructional objectives, instructional analysis, and relevant learning materials. These teaching materials integrate HOTS and hypertext concepts, referring to the theory of Anderson and Krathwohl (2001), to improve students' reading skills while maintaining other language skills. The developed product design.

Picture I
A Guidebook on HOTS and Hypertext



After the development of the teaching materials, validation was carried out by experts (media, content, and instructional design experts), and revisions were made based on feedback from the validators. A limited trial was conducted at SMAN 10 Pandeglang, followed by a broader trial at SMAN 10 and SMAN 4 Pandeglang. The instruments used in the trial included questionnaires and tests to measure the validity and reliability of the materials, with analysis using N-gain score techniques to measure the effectiveness of the learning process. The trial of the English teaching materials based on HOTS integrated with the Hypertext model was conducted in two stages: a limited field trial and a broader field trial, after the product underwent validity testing and revision based on expert feedback. This process followed the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation).

The validation of the teaching materials was conducted by experts in content, instructional design, and media. Based on the assessment, the product validation results showed excellent percentages, with an overall average score of 96.53%, indicating that the teaching materials are very suitable for use, though some improvements are still needed. Here are the validation results by aspect:

Table 1. Teaching Materials Validation

No	Validation Aspect	Validation Expert						Total	
		Material		Learning Design		Teaching Media			
		Score	%	score	%	score	%	score	%
1	Learning Outcomes	10	100,00	9	90,00	10	100,00	29	96,67
2	Relevance	14	93,33	15	100,00	15	100,00	44	97,78
3	Content Feasibility	38	95,00	39	97,50	38	95,00	115	95,83
4	Presentation	29	96,67	28	93,33	28	93,33	85	94,44
5	Language	15	100,00	15	100,00	15	100,00	45	100,00
6	Evaluation	19	95,00	19	95,00	19	95,00	57	95,00
7	Instructional Design	34	97,14	34	97,14	33	94,29	101	96,19
8	Graphics	44	97,78	43	95,56	43	95,56	130	96,30
	Total		96,87		96,07		96,65		96,53

This table shows the validation results for various aspects of educational materials, including instructional design, content, and media. Each aspect was evaluated by different experts, and the scores reflect how well the materials met the criteria. The limited trial of the HOTS-based English teaching materials integrated with the Hypertext model was conducted with 35 students from Class X at SMAN 10 Pandeglang, who had already studied descriptive texts, recount texts, and procedure texts. The results from the student responses to the questionnaire showed very positive feedback across all three aspects: interest (94.86%), content (95.57%), and language (95.43%), with a total score of 2001, which translates to an average of 95.29%. This indicates that the students responded very well to the materials. In the next phase, the materials were implemented with a teacher for further feedback. The teacher's responses to the same aspects – interest (90%), content (95%), and language (90%) – resulted in an overall score of 55 out of 60, or 91.66%, reflecting a very positive reception to the materials.

Based on the results of the limited and extensive trials conducted in three schools in Pandeglang Regency – SMAN 10 Pandeglang, SMAN 4 Pandeglang, and SMAN 8 – it can be concluded that the English teaching materials based on Higher Order Thinking Skills (HOTS) integrated with the Hypertext model received very positive feedback from both students and teachers. The limited trial with 35 students at SMAN 10 Pandeglang showed an average score of 95.29%, while the extensive trial, involving 105 students from all three schools, resulted in an average score of 95.76%, indicating excellent acceptance of the materials.

Following the trial, several revisions were made to the final product based on the feedback received. Key revisions included adding a list of applications with comprehensive features available on websites, which students could use for

learning English, and providing more detailed explanations for each step in creating the HOTS-based teaching materials integrated with the Hypertext model. These revisions aimed to make the teaching materials more accessible and user-friendly for both teachers and students.

However, the study had some limitations. The teaching materials used in the trial had previously been tested by the researcher, and the scope of the subject matter was limited to English for Class X students. Future research could extend the development of teaching materials to other topics. Additionally, the field trial was conducted in only two schools, which may limit the generalizability of the findings. These limitations suggest areas for further development and refinement of the materials in future studies.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research and development results, it can be concluded that the development of HOTS-based English teaching materials integrated with the Hypertext model is highly beneficial. Initial observations through interviews with teachers and students highlighted the need for these materials, which use project-based learning (PBL) as the teaching method and Hypertext as a learning medium to stimulate students' critical thinking and higher-order thinking skills (HOTS) when answering questions. The final product is designed to enhance students' language proficiency. The development process followed the systematic ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. During the analysis phase, field research was conducted to assess real-world needs, and the materials were designed to align with curriculum standards and learning objectives. In the design and development phases, HOTS elements were incorporated into the materials, with Hypertext used to encourage students to explore and engage with additional information. The implementation phase ensured the materials were practical and effective in real classroom settings, while the evaluation phase included feedback from experts and users, ensuring the materials met the desired educational goals.

The results of the field trials across three different high schools—SMAN 10 Pandeglang, SMAN 4 Pandeglang, and SMAN 8—showed that the HOTS-based materials were effective. The materials received an excellent response from both students and teachers, with an average score of 95.29% in the limited trial and 95.76% in the wide trial. Based on expert validation, the materials were deemed highly suitable for English teaching in high schools in Pandeglang. Following the trials, revisions were made to improve the final product, including adding a list of applications with complete features for student reference and providing more detailed explanations of the creation steps.

The research also provides several recommendations. For English teachers, the HOTS-based materials can be applied to other subjects requiring critical thinking skills. Students are encouraged to develop active language skills, which can foster creativity and independence through project-based learning. For schools, the developed materials can serve as a model to enhance the quality of education and stimulate students' creativity in achieving learning goals.

Further research could explore the application of these materials to other language skills, such as writing, listening, and speaking. Additionally, visual elements could be incorporated into the materials, especially for topics like Descriptive Texts, to engage students and motivate them to think critically.

FURTHER STUDY

Future research can explore broader applications of the findings presented in this study. For instance, investigating how these concepts or methods work in different contexts, such as other subject areas, educational levels, or cultural settings, could provide valuable insights.

REFERENCES

- Adawiyah, T. A., Harso, A., & Nassar, A. (2020). Hasil Belajar IPA Berdasarkan Gaya Belajar Siswa. *Science, and Physics Education Journal (SPEJ)*, 4(1), 1–8. <https://doi.org/10.31539/spej.v4i1.1636>
- Anggelina, R., & Sylvia, I. (2021). Efektivitas E-Modul Pembelajaran Sosiologi Berbasis Anyflip dalam Meningkatkan Penguasaan Materi Siswa Kelas XI di SMA. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 3(2), 94–103. <https://doi.org/10.24036/sikola.v3i2.157>
- Azizah, L., & Alnashr, M. S. (2022). Pengembangan Bahan Ajar Tematik Berbasis Kearifan Lokal Guna Meningkatkan Hasil Belajar Kognitif Siswa. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 2(1), 1–12. <https://doi.org/10.35878/guru.v2i1.340>
- Benjamin, S. B. (1983). Taxonomy of Educational Objectives. *Cataloging and Classification Quarterly*, 3(1), 41–44. https://doi.org/10.1300/J104v03n01_03
- Brown, H. D. (2015). *Teaching by Principle*. 438–440.
- Fabiana Meijon Fadul. (2019). *Penerapan Strategi Pembelajaran Afektif Tanggapan Aktif Untuk Meningkatkan Hasil Belajar Pada Materi Pokok Understanding Expression Mata Pelajaran Bahasa Inggris Siswa Kelas VIII-F Semester Ganjil di SMPN 1 Situbondo Tahun Pelajaran 2018/2019*. 10(2), 383–398.
- Farhana, F., Suryadi, A., & Wicaksono, D. (2021). Pengembangan Bahan Ajar Berbasis Digital Pada Mata Pelajaran Bahasa Inggris Di Smk Atlantis Plus Depok. *Instruksional*, 3(1), 1. <https://doi.org/10.24853/instruksional.3.1.1-17>
- Febrian Dela. (2022). *Hubungan Antara Media Pembelajaran Online Dengan Hasil Belajar*. 1.
- Harahap, M. S., & Fauzi, R. (2018). Pengembangan Modul Pembelajaran Matematika Berbasis Web. *Jurnal Education and Development*, 4(5), 13. <https://doi.org/10.37081/ed.v4i5.153>
- Jayanti, T. L. S. (2020). Manfaat Media Pembelajaran Dalam Pemerolehan. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini Volume*, 5(1), 52–59. <http://103.207.96.36:8056/ojs2/index.php/PW/article/view/1359/1086>
- Juniardi, Y., Herlina, L., Lubis, A. H., Irmawanty, & Pahamzah, J. (2020). Computer-vs. mobile-assisted learning to promote EFL students' speaking skills: A preliminary classroom-based research. *International Journal of Instruction*, 13(3), 417–432. <https://doi.org/10.29333/iji.2020.13329a>

- Khotimah, D. K. (2016). Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Kelas Vii Smp Dengan Media Pembelajaran Flash Card. *Jurnal Pionir LPPM Universitas Asahan*, 7(Vol. 7 N0.3), 1-23.
- Magdalena, I., Sundari, T., Nurkamilah, S., Ayu Amalia, D., & Muhammadiyah Tangerang, U. (2020). Analisis Bahan Ajar. *JurnaThis Study Aims to Understand about Teaching Materials That Are Good and Right. This Study Uses a Qualitative Approach and the Research Subjects Are Teachers and Principal. Data Collection Techniques Are the Method of Observation, Interviews and Docu*, 2(2), 311-326. <https://ejournal.stitpn.ac.id/index.php/nusantara>
- Maghfiroh, & Shofia Suryana, D. (2021). Pembelajaran di Pendidikan Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 05(01), 1561.
- Moshinsky, M. (1959). Pengertian dan Esesnsi Konsep Evaluasi, Esesmen, Tes dan Pengukuran. *Nucl. Phys.*, 13(1), 104-116.
- Mufidah, C. I. (2014). Pengembangan Modul Pembelajaran Pada Kompetensi Dasar Hubungan Masyarakat Kelas X APK 2 Di SMKN 10 Surabaya. *Jurnal Administrasi Perkantoran*, 2(2), 1-17.
- Mukhlis, M., Asnawi, A., & Rasdana, O. (2020). Pengembangan Bahan Ajar Teks Eksposisi Berbasis Tunjuk Ajar Melayu. *Jurnal Sastra Indonesia*, 9(2), 97-102. <https://doi.org/10.15294/jsi.v9i2.39120>
- Nafiati, D. A. (2021). Revisi taksonomi Bloom: Kognitif, afektif, dan psikomotorik. *Humanika*, 21(2), 151-172. <https://doi.org/10.21831/hum.v21i2.29252>
- Tambunsaribu G, & Yusniaty Galingging. (2021). Masalah yang Dihadapi Pelajar Bahasa Inggris Dalam Memahami Pelajaran Bahasa Inggris. *Dialektika: Jurnal Bahasa, Sastra Dan Budaya*, 8(1), 30-41. <https://doi.org/10.33541/dia.v8i1.3110>
- Utama, R., & Anriyani, N. (2019). Pengembangan bahan ajar berorientasi penguatan pendidikan karakter dalam pembelajaran matematika SMA pada materi peluang. *Jurnal Penelitian Pendidikan Dan Pengajaran Matematika*, 4(1), 9-14.
- Yudi Juniardi. (2016). ESL Students' Critical Thinking and Their Academic Writing Skill. *Nucl. Phys.*, 13(1), 104-116.