

# Development of Digital Teaching Materials for Explanatory Texts: Integration of Genre Pedagogy, Literacy, and Critical Thinking for Junior High School

Elly Sofiar<sup>1</sup>, Nani Solihati<sup>2</sup>, Zamah Sari<sup>3</sup>

<sup>1</sup> Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia; [ellysofiar@uhamka.ac.id](mailto:ellysofiar@uhamka.ac.id)

<sup>2</sup> Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia; [nani\\_solihati@uhamka.ac.id](mailto:nani_solihati@uhamka.ac.id)

<sup>3</sup> Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia; [zamahsari@uhamka.ac.id](mailto:zamahsari@uhamka.ac.id)

## ARTICLE INFO

### Keywords:

Digital Teaching Materials;  
Genre Pedagogy Model;  
Literacy;  
Critical Thinking Skills

### Article history:

Received 2024-07-14  
Revised 2025-01-28  
Accepted 2025-06-30

## ABSTRACT

This study investigates student needs as the initial stage in developing digital teaching materials for Indonesian explanatory texts. The materials are designed using an integrated genre pedagogy that enhances both literacy skills and critical thinking. The research employed a descriptive quantitative approach using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. Data were collected from 65 eighth-grade junior high school students using a validated and reliable questionnaire. The instrument underwent validation and reliability testing to ensure data accuracy. Analysis was conducted using SPSS version 27. Findings revealed that 80% of students (28% strongly agree, 52% agree) support the development of digital teaching materials integrating genre pedagogy and critical thinking. Only 2% of respondents expressed disagreement. These results indicate a strong student preference for instructional content that promotes both literacy and critical thinking through structured genre-based approaches. The data suggest a significant demand among students for digital teaching materials that align with contemporary literacy and thinking skill development. The results will guide the next phases of teaching material design and development in the larger research project.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



## Corresponding Author:

Elly Sofiar  
Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

## 1. INTRODUCTION

Language learning that emphasizes text has been introduced by Australia by implementing genre-based pedagogy in schools and other educational institutions (Khansir et al., 2021; Nushi & Eqbali, 2017; Willyarto et al., 2021). According to (Mahayani et al., 2018; Yaroslavova et al., 2020), genre-based pedagogy views language as an open dynamic system; language knowledge is taught explicitly; and genre (text type) is used as a starting point for modeling, deconstructing, and understanding language. Text in the genre-based approach does not refer to articles. Text is a social activity and social purpose. There are seven types of text as social purposes, namely: report, recount, explanation, exposition (exposition: discussion, response or review), description, procedure, and narrative. Social purposes

through language vary according to purpose. The achievement of this purpose is accommodated by the characteristics of how to express social purposes called rhetorical structure, word choice that is appropriate to the purpose, and grammar that is appropriate to the purpose. For example, the social purpose of exposition (argumentation) has a thesis-argument rhetorical structure. Text also refers to the means of communication. Communication can be written, spoken, or multimodal. Multimodal texts combine language and other means of communication such as visual, sound, or spoken as presented in films or computer presentations. At all educational levels, including primary school, teaching Indonesian is essential (Muslem et al., 2022). Students who learn Indonesian at school are better able to communicate both orally and in writing, which helps them succeed in other courses (Febiyanti et al., 2021). One of the many components of Indonesian language proficiency is the ability to write explanations. Since many thoughts cannot be expressed in writing, writing is still regarded as the most challenging skill (Nashruddin & Al-Obaydi, 2021). Nonetheless, it is necessary since it can increase students' productivity based on their thinking outcomes (Wahidah, 2023). Students need to write because it can help them think more clearly.

Language teaching materials include everything that can help the language learning process, such as linguistic, visual, auditory, or kinesthetic. Language teaching materials can be presented in print, display, or cassette, CD-ROM, DVD, or internet. Teaching materials must (a) have an impact; (b) make students comfortable; (c) foster self-confidence; (d) demand and facilitate students to invest independently. The material taught must be relevant and useful to students, (a) students must be ready to acquire the material; (b) students' attention must be directed to the linguistic characteristics of the language in question; (c) provide opportunities for students to use the language in question to achieve their communicative goals; (d) demonstrate authentic language use; (e) demonstrate the positive impact of teaching that is usually given to students; (f) recognize that students' learning styles vary; (g) recognize that students' affective attitudes vary; (h) give students time to relax at the beginning of class; (i) increase learning potential by encouraging intellectual, aesthetic and emotional involvement that stimulates right and left brain activity; (j) do not rely too much on controlled exercises; and (k) provide opportunities for students to provide feedback on the results according (Nurhikmah et al., 2022a; Saputra & Kristiawan, 2022a)

In addition, Indonesian language teaching materials with learning objectives need to include critical thinking skills (Febriati et al., 2022; Nazarov, 2023). Digital Teaching materials are teaching materials delivered or accessed through digital platforms or electronic media. Digital teaching materials are used by teachers using digital or electronic applications or media for presentation and assessment purposes (Carrete-Marín & Domingo-Peñafiel, 2022; Ribosa & Duran, 2022b)

Explanatory text is a type of non-fiction text that is explanatory based on its function. In general, this text functions to convey factual information objectively, increase the insight and knowledge of the listener or reader. The structure of the explanatory text is standard, consisting of general statements, explanations or sequences of cause and effect or the process of natural, social, cultural phenomena, and so on, and ends with a conclusion or interpretation of the entire process that has been explained previously. Explanation is a text that explains a natural, social, and cultural event (phenomenon), or a personal event, based on its development pattern. The explanatory text is divided into two, namely chronological patterns and clause patterns.

Teachers' choice of learning models or strategies in teaching is related to what teachers believe are students' needs and what teachers consider important for students' progress in language skills. (Ribosa & Duran, 2022a). The results of an initial survey conducted by researchers on 127 Indonesian language teachers at junior high schools in Bogor Regency and Depok City in implementing learning models. Although several researchers have also studied research on digital book media, no one has used digital book media in the Indonesian language learning process, precisely students' writing skills in explanatory texts. Such as research on the use of digital book media in Arabic subjects (Muhammad et al. al., 2017), history subjects (Romadhoni et al., 2020), electrical lighting installation subjects (Kurnia & Ismayati, 2019), electric motor installation subjects (Wulandari, 2019), fiqh subjects (Syafuruddin, 2019),

multimedia development courses (Mawarni & Muhtadi, 2017), mathematics subjects (Zaini et al., 2019). So that the results of this research are something new has novelty value in the development of students' writing skills in explanatory texts

The survey results showed that 22.7% of teachers had implemented the genre pedagogy learning model, 20% discovery-based learning, 20.7% scientific approach, 19.3% project-based learning, and 19.3% problem-based learning. Although teachers have implemented the genre pedagogy learning model, teachers have not implemented it optimally. Although 22.7% of teachers adopted the genre pedagogy model, its implementation is still not optimal, indicating the need for increased resources and training. In line with research conducted by Aini and Amrilla (2023) in textbooks related to the genre pedagogy model, the results of the study indicate that the application of the genre pedagogy model is not perfect in language textbooks, there are still some patterns that have not been presented in textbooks. Among them, the discussion of text types, text structures, social purposes of texts, and the placement of exercises are still not right. The genre pedagogy model supports students' ability to write explanatory texts with appropriate assistance and feedback (Nekondo, 2017). The effectiveness of digital book media as learning media is explained by a number of research findings. Digital books can give pupils psychomotor stimulation (Syafruddin, 2019), boost learning motivation (Romadhoni et al., 2020), and enhance reading skills (Muhammad et al., 2017). Digital books have the advantage of being more portable, allowing you to carry them with you wherever you go. All you need to do is turn on your smartphone or tablet. In order for digital books to be valued higher than printed ones. Students can communicate all of their thoughts and essays using digital book media, which also encourages students to be interested in taking part in the educational process. New resources and inspiration for technology-based student writing skills are available. Given the problem's history, using digital book media is imperative to enhance the ability to write explanatory text

The Greatest Showman (2015) stated that the meaning of literacy in Indonesian language subjects focuses more on information skills. Related to the development of modules or teaching materials, the following Himawan and Fathonah (2020) which develop Indonesian language modules based on 4C skills as an effort to instill a literacy movement that is suitable for use to meet students' needs. This study aims to develop digital teaching materials for Indonesian language explanatory texts that are in line with the genre pedagogical model, which addresses linguistic and critical thinking skills.

## 2. METHODS

This study uses a research and development method with a 4D model. This model is used because it is suitable for developing teaching materials. The strength of the 4D model lies in determining the media and selecting the right format at the design stage (Gustiani, 2019a; Jayanthi, 2019; Zakariah et al., 2020). The advantage of the 4D model is that researchers can understand students' learning needs and then immediately decide on the selection of media and the format for designing teaching materials, so that they are in accordance with what students need ((Gustiani, 2019b). Basically, the design of the 4D Model is intended for teacher training, for children with special needs (exceptional children) and the emphasis is on the development of teaching materials (material development) (Nurhikmah et al., 2022a; Sulaiman et al., 2019).



**Figure 1.** The stages of using the 4D method

The primary purpose of this teaching material is to assist readers in designing, developing, and disseminating educational resources (Murphy et al., 2020). The study was conducted with 65 students from SMP Al Azhar BSD@Metland. Data were collected through interviews, observations, and questionnaires, and then analyzed using percentage analysis techniques and N-Gain effectiveness tests (Gustiani, 2019b).

In the initial phase of the study, the researchers identified challenges related to the learning process, including the use of instructional media and the teaching methods employed in schools. This stage provided insight into existing issues that needed to be addressed through the development of new learning tools.

During the design phase, the goal was to create a structured framework for a game-based learning medium. This involved outlining the program flow, designing input and output interfaces, preparing educational content, and formulating questions to support the learning process.

In the development phase, the focus shifted to producing instructional materials that could serve as effective learning tools. The design of the application framework was converted into functional educational content and media, forming the basis for a usable instructional product.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Define

##### 3.1.1 Front-end analysis (Initial and Final Analysis)

Based on observations and interviews with teachers at SMP Al Azhar BSD@Metland, it was found that students face significant challenges in the learning process, particularly regarding the use of learning materials. One key issue is students' lack of interest in writing simple explanatory texts. Many students struggle to articulate their ideas effectively in written form. This difficulty becomes especially apparent when they are asked to compose explanatory texts in their own words, despite performing better when analyzing the structure of published texts.

Nurhikmah et al. (2022b) also observed that writing skills tend to receive minimal attention in students' everyday academic routines. This lack of emphasis is largely due to students' limited reading habits and their struggles with articulating ideas in writing, which is compounded by inadequate language proficiency. Supporting this, Hafner (2014) and Saputra & Kristiawan (2022b) noted that students often find it difficult to write explanatory texts, particularly when required to answer questions such as what, why, when, and how in written form. These challenges are further exacerbated

by students' limited understanding of different text types, the stages of the writing process, and a lack of effective teaching methods.

### 3.1.2 Learner Analysis

Junior high school students, typically aged 12 to 14, are generally in the formal operational stage of cognitive development, as outlined by Endahati & Margana (2024) and Lidawan & Alshlowi (2020). At this stage, students are capable of abstract and logical thinking and can reason about hypothetical situations beyond direct, observable experiences.

According to an interview with Mrs. Yuyun Yuniarti, S.Pd., an Indonesian Language teacher at SMP Al Azhar BSD@Metland, the integration of digital teaching materials combined with a collaborative learning approach aligns well with the cognitive and social characteristics of students at this stage. However, she also noted that the use of digital teaching materials is still relatively new for many of them, making it both an opportunity and a challenge in the learning process.

### 3.1.3 Concept Analysis

The concept formation process is carried out by determining the main topics contained in the teaching materials, which are developed by collaborating the curriculum and learning program framework in the Indonesian Language subject implemented at SMP Al Azhar BSD@Metland. The material developed is explanatory text material. In order for the learning objectives to be achieved, the concept is prepared based on the KI and KD of the 2013 curriculum.

### 3.1.4 Task Analysis

By organising resources based on concept analysis, tasks are formed. Explanatory texts for SMP Al Azhar BSD@Metland students will be included in digital teaching materials. There are 1 or 2 practice questions that will be collaborated in a collaborative learning approach that must be worked on by students to train students' understanding of the teaching materials.

### 3.1.5 Formulation of Learning Objectives

Learning objectives can be effective in summarizing the findings of concept analysis and task analysis and confirming the behavior of learning objects.

## 3.2 Design

The process began with the development of a benchmark test, which combined both the definition and design stages. This test focused on assessing students' ability to create explanatory texts, specifically within the context of Indonesian language instruction.

To support this learning objective, explanatory text materials were developed using the Padlet platform. The instructional design employed collaborative learning strategies tailored for students at SMP Al Azhar BSD@Metland. In addition to text-based content and PowerPoint presentations, the teaching materials incorporated graphics and video to enhance engagement and encourage active participation. These multimedia elements were intended to foster motivation and enthusiasm for the subject matter.

The chosen format for delivering the material emphasized a collaborative learning approach. Lessons were conducted using the Padlet application, integrating images, written content, and video to facilitate the clear and engaging delivery of the material. This multimedia integration aimed to capture students' interest and improve their overall learning experience.

Before implementation, careful attention was given to the initial design of the digital learning resources. These teaching materials, developed through the Padlet platform, were designed to function as effective educational tools to support students' comprehension and writing skills.

### 3.3 Develop

After undergoing modifications based on input from validators and test data, the development stage is completed until the final form of the product is created.

#### 3.3.1 Expert Assessment

One method to obtain substantive change proposals and validate or evaluate the feasibility of a product concept is expert assessment. The following is an expert explanation of the validation results:

##### 1) Material expert validation

The material expert questionnaire evaluated three key aspects: content, language, and illustrations. The validity result for the material aspect reached 90.9%, which falls into the "Very Eligible" category (Arikunto, 2019). This indicates that the Padlet-based learning media, which focuses on explanatory text, is highly suitable for use in schools.

However, experts noted several suggestions for improvement. First, the written descriptions within the material should align more closely with proper language conventions. In presenting model materials, it is recommended to compare explanatory texts with non-explanatory ones to better stimulate students' critical thinking. Additionally, model examples should be introduced at the beginning of the lesson, followed by an explanation of the structure and features of explanatory texts. The formation of student groups using a collaborative learning approach was also noted to be well-integrated from the outset of the instructional design.

Material experts highlighted several advantages of using Padlet in teaching. These include its user-friendly interface, real-time interaction capabilities between teachers and students, the ability to create more engaging learning experiences, and the convenience for students to access and revisit the material anytime, anywhere. On the other hand, some limitations were also identified. Padlet relies heavily on internet access, and its current features may not fully support comprehensive learning evaluations (Li et al., 2016; Taşpınar & Cubukcu, 2020).

##### 2) Media expert validation

The learning tools integrated into the Padlet media for explanatory text materials were evaluated through validation by a media expert. This validation process involved responding to a 21-item questionnaire and providing feedback on the developed product as a basis for further refinement. The results showed a media validity percentage of 65.5%, which, according to Arikunto (2019), places the product in the "Good" or "Feasible" category. This indicates that the Padlet-based learning media is suitable for use in schools, with some recommended improvements.

One such suggestion was to include clearer information on the main board about who the intended users are and the usage guidelines. Additionally, while the objective of the first material is to engage students through reading and infographics, the media lacks actual infographic content. The absence of study guides to help direct student learning was also noted. Much of the content was sourced from existing materials, and it was recommended that specific instructions be included for group assignments to enhance clarity and collaboration.

Media experts highlighted several strengths of the Padlet platform. Its versatility allows for the integration of various media formats, such as audio, video, and PowerPoint, making content delivery more engaging. The platform also enables real-time interaction between teachers and students through its built-in features. However, one notable drawback is its reliance on a stable internet connection and a high data quota, which may hinder accessibility for some users (Brisk, 2022; Harris et al., 2010).

Overall, the development of digital teaching materials using Padlet for explanatory text instruction has undergone validation by both material and media experts. Based on the combined average percentage score from both evaluations, the learning media received a score of 78.8%, placing it in the "Feasible" category. This confirms that the Padlet-based instructional materials are appropriate for use in educational settings, although some improvements are still necessary to maximize their effectiveness.

### 3.3.2 Development Testing

The product is refined using the test results. After the product is refined, it is tested again until effective results are obtained. This trial was conducted by giving a questionnaire containing 16 questions to student respondents. This questionnaire provides several studies starting from the appearance aspect and ease of understanding the explanatory text material.

#### 1) One-on-one trial

A one-on-one trial was conducted with three students representing different ability levels—low, medium, and high. Each student was asked to explore the full range of digital teaching materials developed for the program and to complete a formative evaluation instrument. This tool included several descriptive questions designed to gather feedback on both the content and the media. In addition to the structured evaluation, the researcher also collected open-ended input to gain deeper insights into the students' experiences with the digital teaching materials.

The results of the one-on-one trial indicated that student responses to the Padlet-based digital teaching materials, which focused on explanatory texts and utilized a collaborative learning approach, yielded a positive feedback score of 81.77%. This percentage suggests that the students found the materials engaging and effective, both in terms of the instructional media and the content delivered by the researcher.

#### 2) Small group trials

The researcher then conducted a second trial on 9 students with different characteristics, namely low, medium and high. Based on the findings of the adjustments that had been made at the one-to-one evaluation stage. In this step, the researcher used digital teaching materials that had been refined as a consequence of expert review and one-to-one evaluation to carry out learning activities. Based on the results of the small group trial, it showed that the results of student responses to digital teaching materials based on Padlet on explanatory text material with a collaborative learning approach had a percentage of 88.02%. These results indicate that in the small group trial, students were very interested in both the media and the material presented by the researcher.

#### 3) Effectiveness Test

Individual trials (one-to-one) and small group trials (small group) are effectiveness tests conducted to determine whether the development of Indonesian language learning content using Padlet can improve the skills of writing explanatory texts in students of SMP Al AzharBSD@Metland. This effectiveness test can be seen from the results of the pre-test and post-test of students after the implementation of the development carried out.

Based on the results of the pretest and posttest assessments on students with 30 participants, the pretest score was 42.7, and the posttest score was 75.3. So the effectiveness test uses the N Gain value as follows (Sudyana & Frantius, 2016):

$$NGain = \frac{75,3 - 42,7}{100 - 42,7}$$

$$NGain = 0,57$$

The N-Gain value expressed in percentage, can be used to categorize the N-Gain value. The following table shows the N-Gain value groups, namely:

**Table 1.** Profit Score

N-Gain Value	Category
$g > 0.7$	Tall
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Meanwhile, the table below provides details of the N-Gain acquisition categories in percentage (%).

**Table 2.** Interpretation Categories of N-Gain Effectiveness

Percentage %	Interpretation
<40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective

Based on the results of the N-Gain calculation, a value of 0.57 was obtained, which is included in the moderate category. Thus, the percentage value obtained is 57%. According to Sudyana & Frantius (2016), it can be interpreted that this development is quite effective.

#### 4) Improve Writing Skills

An effectiveness trial was conducted with 30 students to evaluate the impact of Padlet-based digital teaching materials on writing skills. Prior to the implementation, students completed a writing skills questionnaire, yielding an average score of 75.83. After the development and integration of the digital teaching materials, students participated in a follow-up assessment, which included a response questionnaire related to their learning experience. The post-intervention results showed a significant increase in writing performance, with an average score of 86.97. These findings suggest that the integration of Padlet, coupled with a collaborative learning approach, effectively enhanced students' writing abilities.

These results are consistent with the findings of Dollah et al. (2021), whose study demonstrated that using Padlet significantly influenced students' motivation in writing tasks. Similarly, Beltran-Martin (2019) found that the integration of Padlet in collaborative classroom settings increased student satisfaction and positively impacted academic performance. In line with this, Zutiasari and Kuncayono (2021) developed digital teaching materials enriched with videos, animations, images, and graphic elements, which captured students' interest and led to measurable improvements in their writing skills.

#### 3.4 Dissemination

The dissemination stage takes place after revisions have been made based on expert feedback and suggestions. Its primary purpose is to share the developed product with individuals, groups, or institutions, introducing it to a broader audience. Dissemination also serves as a means of gathering further input, including suggestions, adjustments, and evaluations, to refine and enhance the product. This stage is essential for ensuring that the final version of the teaching materials is well-received and suitable for users. The development of the final product proceeds once testing results consistently yield positive feedback, signaling that the materials are ready for wider implementation.

## 4. CONCLUSION

This study concluded that students at SMP Al-Azhar BSD@Metland in Bogor Regency demonstrate a clear need for digital teaching materials specifically designed for explanatory texts, utilizing a genre-based pedagogical approach integrated with literacy and critical thinking components. The needs analysis, based on a questionnaire completed by 65 eighth-grade students, showed strong agreement regarding the importance of such materials to support their learning. However, the study is limited to the needs of eighth-grade students and does not yet address the broader applicability of these findings across different grade levels or educational contexts. Future research is encouraged to expand the scope by developing and evaluating digital teaching materials tailored for ninth-grade students, and to explore their effectiveness in improving writing skills, critical thinking, and literacy across diverse student populations.

## REFERENCES

- Brisk, M. E. (2022). *Engaging students in academic literacies: SFL genre pedagogy for K-8 classrooms*. Routledge.
- Carrete-Marín, N., & Domingo-Peñafiel, L. (2022). Textbooks and teaching materials in rural schools: A systematic review. *CEPS Journal*, 12(2), 67–94.
- Endahati, N., & Margana, A. T. (2024). Identifying the Needs for a Learning Model Based on Genre in English Language Teaching: A Mixed Method Approach. *Pakistan Journal of Life and Social Sciences*, 22(2), 6463–6482.
- Febiyanti, K., Srisudarso, M., & Utami, P. P. (2021). The use of google classroom in learning writing descriptive text: students' perceptions. *Journal of Languages and Language Teaching*, 9(4). <https://doi.org/10.33394/jollt.v9i4.4111>
- Febriati, F., Jaya, D., & Nurhikmah, H. (2022). English Teaching Materials with Flipped Learning Model in English Course. *Journal of Education Technology*, 6(4), 643–651.
- Gustiani, S. (2019a). Research and development (R&D) method as a model design in educational research and its alternatives. *Holistics (Hospitality and Linguistics): Jurnal Ilmiah Bahasa Inggris*, 11(2).
- Gustiani, S. (2019b). Research and development (R&D) method as a model design in educational research and its alternatives. *Holistics (Hospitality and Linguistics): Jurnal Ilmiah Bahasa Inggris*, 11(2).
- Hafner, C. A. (2014). Embedding digital literacies in English language teaching: Students' digital video projects as multimodal ensembles. *TESOL Quarterly*, 48(4), 655–685.
- Harris, J., Hofer, M., Blanchard, M., Grandgenett, N., Schmidt, D., Van Olphen, M., & Young, C. (2010). "Grounded" technology integration: Instructional planning using curriculum-based activity type taxonomies. *Journal of Technology and Teacher Education*, 18(4), 573–605.
- Jayanthi, R. (2019). Mathematics in society development-A Study. *Iconic Research and Engineering Journals*, 3(3), 59–64.
- Khansir, A. A., Dehkordi, F. G., & Mirzaei, M. (2021). Learning strategies and english language teaching. *Theory and Practice in Language Studies*, 11(6), 734–741. <https://doi.org/10.17507/tpls.1106.19>
- Li, M., Murphy, P. K., Wang, J., Mason, L. H., Firetto, C. M., Wei, L., & Chung, K. S. (2016). Promoting reading comprehension and critical-analytic thinking: A comparison of three approaches with fourth and fifth graders. *Contemporary Educational Psychology*, 46, 101–115.
- Lidawan, M. W., & Alshlowi, A. S. (2020). Authenticity and digital taxonomy for pragmatic integrative call through three approaches: Teachers' perspectives. *Journal of Linguistics*, 4(1), 15–29.
- Mahayani, T., S., Chodijah, S., & Ainiyah, A. (2018). Improving Syntax Learning Achievement through Lesson Study Based Learning on IV Semester Students of Indonesian Language and Letter Education Study Program Pakuan University. *Jhss (Journal of Humanities and Social Studies)*, 2(1), 12–17. <https://doi.org/10.33751/jhss.v2i1.815>
- Murphy, C., Smith, G., Mallon, B., & Redman, E. (2020). Teaching about sustainability through inquiry-based science in Irish primary classrooms: the impact of a professional development programme on teacher self-efficacy, competence and pedagogy. *Environmental Education Research*, 26(8), 1112–1136. <https://doi.org/10.1080/13504622.2020.1776843>
- Muslem, A., Marhaban, S., Heriansyah, H., & Utama, R. P. (2022). The effects of using blog-assisted language learning (BALL) in improving non-native students' English writing skill in higher education; does it work? *JOTSE: Journal of Technology and Science Education*, 12(1), 21–32.
- Nashruddin, N., & Al-Obaydi, L. H. (2021). Linguistics Politeness in Reinforcing Character During Learning Activities. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 210–217.
- Nazarov, R. (2023). Using video materials in teaching English. *Журнал Иностраных Языков и Лингвистики*, 5(5).

- Nurhikmah, H., Aris, M., Arismunandar, A., Sujarwo, S., & Sukmawati, S. (2022a). Development of local content teaching material for the history of Wajo. *Journal of Innovation in Educational and Cultural Research*, 3(2), 264–270.
- Nurhikmah, H., Aris, M., Arismunandar, A., Sujarwo, S., & Sukmawati, S. (2022b). Development of local content teaching material for the history of Wajo. *Journal of Innovation in Educational and Cultural Research*, 3(2), 264–270.
- Nushi, M., & Eqbali, M. H. (2017). Duolingo: A mobile application to assist second language learning. *Teaching English with Technology*, 17(1), 89–98.
- Ribosa, J., & Duran, D. (2022a). Do students learn what they teach when generating teaching materials for others? A meta-analysis through the lens of learning by teaching. *Educational Research Review*, 37, 100475.
- Ribosa, J., & Duran, D. (2022b). Student-generated teaching materials: a scoping review mapping the research field. *Education in the Knowledge Society (EKS)*, 23, 27443.
- Saputra, A., & Kristiawan, M. (2022a). Development of E-book Teaching Materials in Improving Student Literacy. *Educational Sciences: Theory & Practice*, 22(1).
- Saputra, A., & Kristiawan, M. (2022b). Development of E-book Teaching Materials in Improving Student Literacy. *Educational Sciences: Theory & Practice*, 22(1).
- Sulaiman, A. I., Chusmeru, C., & Kuncoro, B. (2019). The Educational Tourism (Edutourism) Development Through Community Empowerment Based on Local Wisdom and Food Security. *International Educational Research*, 2(3), p1. <https://doi.org/10.30560/ier.v2n3p1>
- Taşpınar, H. K., & Cubukcu, F. (2020). The impact of critical literacy instruction on adult EFL learners' reading comprehension. *Language Teaching and Educational Research*, 3(1), 34–55.
- Wahidah, N. (2023). Integrating Multiple Intelligence Learning Approach to Upgrade Students' English Writing Skills. *International Journal of Language Education*, 7(2), 199–211.
- Willyarto, M. N., Yunus, U., & Wahyuningtyas, B. P. (2021). Foreign Language (English) Learning in Cross-Cultural Communication in Indonesia. In *Handbook of Research on Institutional, Economic, and Social Impacts of Globalization and Liberalization* (pp. 671–684). IGI Global.
- Yaroslavova, E. N., Kolegova, I. A., & Stavtseva, I. V. (2020). Flipped classroom blended learning model for the development of students' foreign language communicative competence. *Перспективы Науки и Образования*, 1, 399–412.
- Zakariah, M. A., Afriani, V., & Zakariah, K. H. M. (2020). *METODOLOGI PENELITIAN KUALITATIF, KUANTITATIF, ACTION RESEARCH, RESEARCH AND DEVELOPMENT (R n D)*. Yayasan Pondok Pesantren Al Mawaddah Warrahmah Kolaka.