APPENDIX

APPENDIX

Appendix 1

To identify the kinds of english reading media needed by inclusive students at SD N 2 Bengkala:

Observation

	Program Tahunan (PT) dalam pembelajaran Bahasa Inggris fase C, Kelas VI, semester 1 dan 2, tahun pelajaran 2024/2025, di SD N 2 Bengkala.

ALUR TUJUAN PEMBELAJARAN (ATP)
MATA PELAJARAN : BAHASA INGGRIS

Nama Sekolah :
Nama Penyusun :
Mata Pelajaran : Bahasa Inggris
Fase - Kelas : C - VI
Tahun Penyusunan : 2024 / 2025

CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS FASE C (KELAS V&VI)

Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/ rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.

Elemen	Capaian Pembelajaran
Menyimak – Berbicara (*Listening-Speaking*)	Pada akhir Fase B, Peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, serta masih dapat diprediksi atau bersifat rutin. Peserta didik mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar. Peserta didik mengidentifikasi informasi penting/inti teks lisan dalam berbagai konteks dan strategi (meminta pembicara untuk mengulangi, berbicara dengan lebih pelan dan/atau menanyakan arti sebuah kata). Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar. *By the end of Phase B, Students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities. They identify key information from oral texts in various contexts using some strategies (asking a speaker to repeat, to speak slowly and/or asking what a word means). They follow a series of simple instructions related to classroom procedure sand learning activities.*

Alur tujuan pembelajaran (ATP) dalam mata pelajaran Bahasa Inggris, fase C, untuk kelas VI, tahun pelajaran 2024/2025 di SD N 2 Bengkala.

CAPAIAN PEMBELAJARAN KURIKULUM MERDEKA BELAJAR

Institusi :
Mata Pelajaran : BAHASA INGGRIS
Kelas : FASE C
Tahun Pelajaran : 2024 / 2025

A. Rasional Mata Pelajaran BAHASA INGGRIS

Bahasa Inggris adalah salah satu bahasa yang digunakan secara global dalam beberapa aspek pendidikan, bisnis, perdagangan, ilmu pengetahuan, hukum, pariwisata, hubungan internasional, kesehatan, dan teknologi. Kemampuan berbahasa Inggris diharapkan mampu memberikan peserta didik kesempatan untuk berkomunikasi dengan warga dunia dari latar belakang budaya yang berbeda. Dengan menguasai bahasa Inggris, maka peserta didik akan memiliki kesempatan yang lebih besar untuk berinteraksi dengan menggunakan berbagai jenis teks. Dari interaksi tersebut, mereka memperoleh pengetahuan, mempelajari berbagai keterampilan, dan perilaku manusia yang dibutuhkan untuk dapat hidup dalam budaya dunia yang beraneka ragam.

Pembelajaran bahasa Inggris pada jenjang Pendidikan Dasar dan Menengah (SD/ MI/ Program Paket A; SMP/ MTs/ Program Paket B ; dan SMA/ MA/ SMK/ MAK/ Program Paket C) dalam kurikulum memberikan kesempatan bagi peserta didik untuk membuka wawasan yang berkaitan dengan diri sendiri, hubungan sosial, kebudayaan, dan kesempatan kerja yang tersedia secara global. Mempelajari bahasa Inggris memberikan peserta didik kemampuan untuk mendapatkan akses ke dunia luar dan memahami cara berpikir yang berbeda. Pemahaman mereka terhadap pengetahuan sosial budaya dan interkultural ini dapat meningkatkan kemampuan bernalar kritis. Dengan memahami budaya lain dan interaksinya dengan budaya Indonesia, mereka mengembangkan pemahaman yang mendalam tentang budaya Indonesia, memperkuat identitas dirinya, dan dapat menghargai perbedaan.

Pembelajaran bahasa Inggris difokuskan pada penguatan kemampuan menggunakan bahasa Inggris dalam enam keterampilan berbahasa, yakni menyimak, berbicara, membaca, memirsa, menulis, dan mempresentasikan secara terintegrasi, dalam berbagai jenis teks. Capaian Pembelajaran keenam keterampilan bahasa Inggris ini mengacu pada *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* dan setara level B1. Level B1 (*CEFR*) mencerminkan spesifikasi yang dapat dilihat dari kemampuan peserta didik untuk:

Capaian pembelajaran (CP) kurikulum merdeka belajar untuk pembelajaran Bahasa Inggris, fase C, Kelas VI, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.

Nama Sekolah : ....

Nama Penyusun : ....

Mata Pelajaran : **BAHASA INGGRIS**

Fase - Kelas : **C - VI**

Semester : **1**

TahunPenyusunan : **20 ...... / 20 ......**

CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS FASE C (KELAS V&VI)

Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/ rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.

Elemen	CapaianPembelajaran
Menyimak – Berbicara (*Listening- Speaking*)	Pada akhir Fase B, Peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, serta masih dapat diprediksi atau bersifat rutin. Peserta didik mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar. Peserta didik mengidentifikasi informasi penting/inti teks lisan dalam berbagai konteks dan strategi (meminta pembicara untuk mengulangi, berbicara dengan lebih pelan dan/atau menanyakan arti sebuah kata). Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.
	By the end of Phase B, Students use English to interactin a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities. They identify key information from oral texts in various contexts using some strategies (asking a speaker to repeat, to speak slowly and/or asking what a word means). They follow a series of simple instructions related to classroom procedure sand learning activities.
Membaca- Memirsa (*Reading- Viewing*)	Pada akhir fase B, Peserta didik memahami kata- kata yang sering digunakan sehari-hari dan memahami kata- kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Peserta didik membaca/memirsa dan memberikan respons terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Peserta didik menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya.
	By the end of Phase B, students understand everyday vocabulary with support from pictures/ illustration. They read and respond to a range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts.They find basic information in a sentence and explain a topic in a text read or viewed
Menulis- Mempresentasikan (*Writing- Presenting*)	Pada akhir fase B, Peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Peserta didik menunjukkan pemahaman awal bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, peserta didik menghasilkan berbagai jenis teks sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Peserta didik menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalammenulis, peserta didik menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah dengan menggunakan beberapa strategi (menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar dan/atau bertanya bagaimana cara menuliskan sebuah kata. *Students communicate their ideas and experience through copied writing and their own basic writing.*

Program Semester (PROSEM) pembelajaran Bahasa Inggris, fase C, Kelas VI, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.

TUJUAN PEMBELAJARAN (TP) **MATA PELAJARAN : BAHASA INGGRIS** Nama Sekolah : .... Nama Penyusun : .... Mata Pelajaran : **BAHASA INGGRIS** Fase - Kelas : **C - VI** Semester : **1** Tahun Penyusunan : **2024 / 2025** **CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS FASE C (KELAS V & VI)** Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/ rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.	Tujuan Pembelajaran (TP) dalam pembelajaran Bahasa Inggris, fase C, Kelas VI, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.

Elemen	Capaian Pembelajaran
Menyimak – Berbicara (*Listening-Speaking*)	Pada akhir Fase B, Peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, serta masih dapat diprediksi atau bersifat rutin. Peserta didik mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar. Peserta didik mengidentifikasi informasi penting/inti teks lisan dalam berbagai konteks dan strategi (meminta pembicara untuk mengulangi, berbicara dengan lebih pelan dan/atau menanyakan arti sebuah kata). Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar. *By the end of Phase B, Students use English to interactin a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities. They identify key*

MODUL AJAR KURIKULUM MERDEKA **FASE C - KELAS VI SD** **MATA PELAJARAN : BAHASA INGGRIS** **INFORMASI UMUM** **A. IDENTITAS MODUL** Nama Sekolah : .... Nama Penyusun : .... Mata Pelajaran : **BAHASA INGGRIS** Fase / Kelas / Semester : **C - VI / 1** Alokasi Waktu : **6 JP x 35 Menit** Tahun Penyusunan : **2024** **B CAPAIAN PEMBELAJARAN** Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/ rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh. **C. PROFIL PELAJAR PANCASILA (PPP)** • Profil Pelajar Pancasila yang ingin dicapai adalah bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, bernalar kritis dan kreatif, bergotong royong, serta kebhinnekaan global. **D. SARANA DAN PRASARANA** Media : LCD proyektor, komputer/laptop, jaringan internet, dan lain-lain Sumber Belajar : LKPD, Buku Teks, laman E-learning, E-book, dan lain-lain **E. TARGET PESERTA DIDIK** Peserta didik regular dari umur 11-12 tahun (tahap operasional konkret) **F. MODEL DAN METODE PEMBELAJARAN** Pembelajaran dengan tatap muka menggunakan model pembelajaran kontekstual	Modul ajar kurikulum merdeka, dalam pembelajaran Bahasa Inggris, fase C, Kelas VI, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.

|	
  LAMPIRAN 1 **LEMBAR KERJA PESERTA DIDIK (LKPD)** **AKTIVITAS** **Aisyah visited the library** Hello, my name is Aisyah. I have a best friend. Her name is Cici. Yesterday, we went to the school library. We were there after school. We borrowed some books there. Then, we read the books. I read a science book and Cici read a comic book. We were in the library for two hours. We went home at 12.00. We were very happy. 1. Who is Aisyah's best friend? Cici 2. Where did they go? _____ 3. When did they go to the library? _____ 4. What did they borrow? _____ 5. What did Aisyah read? _____ 6. What did Cici read? _____ 7. Were they in the library for three hours? _____ 8. How long were they in the library? _____ 9. When did they go home? _____ 10. Were they happy? _____	Lembar kerja peserta didik (LKPD) dalam modul ajar kurikulum merdeka, untuk pembelajaran Bahasa Inggris, fase C, Kelas VI, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.
F. ASESMEN / PENILAIAN 1. **Asesmen Diagnostik (Sebelum Pembelajaran)** Untuk mengetahui kesiapan siswa dalam memasuki pembelajaran, dengan pertanyaan: 	No	Pertanyaan	Jawaban	
---	---	---	---
		Ya	Tidak
1	Apakah siap untuk belajar?		
2	Apakah siap mengenal kosakata baru dalam bahasa inggris?		

3	Apakah kalian sudah siap melaksanakan pembelajaran dengan berkelompok?		|
			
			2. **Asesmen Formatif (Selama Proses Pembelajaran)**
			Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi, presentasi dan refleksi tertulis.
			1) Teknik Asesmen : Observasi, Unjuk Kerja
			2) Bentuk Instrumen : Pedoman/lembar observasi
			
			3. **Asesmen Sumatif**
			  a. Asesmen Pengetahuan
			  Teknik Asesmen:
			   • Tes : Tertulis
			   • Non Tes : Observasi
			  Bentuk Instrumen:
			   • Asesmen tidak tertulis : Daftar pertanyaan
			   • Asesmen tertulis : Jawaban singkat
			  b. Asesmen Keterampilan
			   • Teknik Asesmen : Kinerja
			   • Bentuk Instrumen : Lembar Kinerja
			Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi, presentasi dan refleksi tertulis.
				Penilaian dalam modul ajar kurikulum merdeka, dalam pembelajaran Bahasa Inggris, fase C, Kelas VI, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.

	Bahan Ajar dalam modul ajar kurikulum merdeka, untuk pembelajaran Bahasa Inggris, fase C, Kelas VI, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.
	Dokumentasi interview wali kelas VI di SD N 2 Bengkala terkait dengan materi dan media pembelajaran yang digunakan dalam belajar Bahasa Inggris.

Dokumentasi interview dengan siswa siswi kelas VI di SD N 2 Bengkala terkait dengan media pembelajaran yang diinginkan dalam belajar Bahasa Inggris.

Dokumentasi interview dengan siswi bisu tuli kelas VI yang didampingi oleh guru bahasa Isyarat di SD N 2 Bengkala terkait dengan media pembelajaran yang diinginkan dalam belajar Bahasa Inggris.
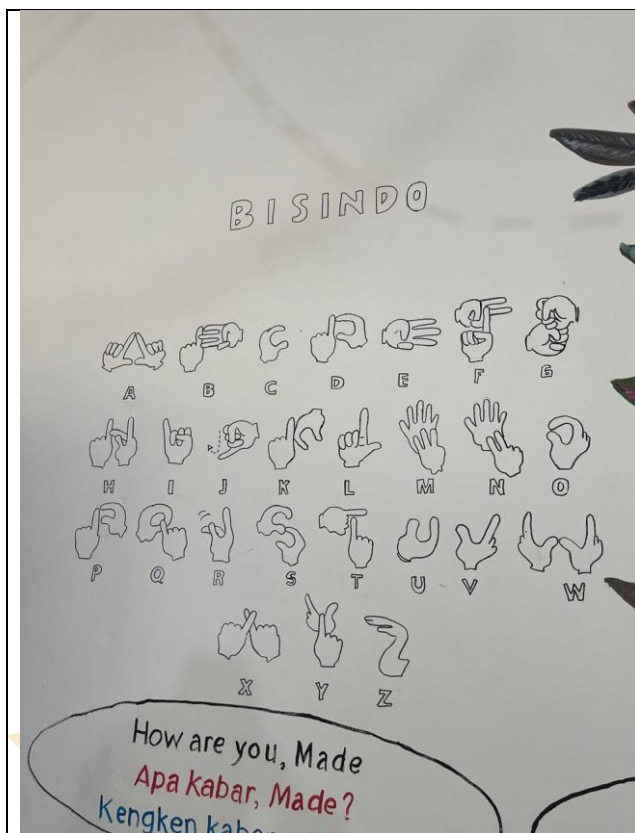
  BISINDO How are you, Made Apa kabar, Made? Kengken kabare... SIBI	Bahasa Isyarat Indonesia (SIBI dan BISINDO) adalalah bahasa isyarat yang digunakan di SD N 2 Bengkala untuk kelas 4-6, sedangkan kelas 123 menggunakan bahasa isyarat lokal.

Papan nama di depan kelas inklusi yang membuktikan bahwa SD N 2 Bengkala sudah menyelenggarakan sekolah inklusi sejak tanggal 19, bulan Juli, tahun 2007 sampai sekarang.

Kelas inklusi di SD N 2 Bengkala.

	Papan nama perbaikan kelas inklusi
	Visi dan Misi SD N 2 Bengkala
	Papan nama Sekolah Dasar Negeri 2 Bengakala, yang sudah dibuka sejak tanggal 1 Januari, 1978.

	Dokumentasi Pengimplementasian produk video interaktif yang dilakukan oleh guru dan murid
	Foto Bersama dengan murid-murid SDN 2 Bengkala

Appendix 2

Reduction of the data

INSTRUMENT INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES

Research Question: 1

A. **Grand Theory**: This research is based on the **Inclusive Education Theory**, which emphasizes providing equal learning opportunities for all students, including those with special needs. Inclusive education ensures that students, regardless of their abilities or disabilities, can participate fully in the learning process. It aligns with the **Universal Design for Learning (UDL) framework**, which advocates for flexible learning environments that accommodate diverse learners. In this study, inclusive education is examined in the context of **media adaptation for students with special needs**, ensuring accessibility, engagement, and effectiveness in supporting their learning experiences.

B. **Conceptual Definition**

The **need analysis** in this study focuses on understanding the current **learning environment, instructional methods, challenges, and media accessibility** in inclusive classrooms. The research aims to gather insights into:

a. The **implementation of inclusive education** in schools.

b. The **preparation and strategies** used by teachers in inclusive classrooms.

c. The **teaching and learning process** adapted to students with special needs.

d. The **use of media and learning materials** in inclusive education.

e. The **reading comprehension levels** of students, especially those with hearing impairments.

f. The **assessment methods** applied in inclusive learning.

This need analysis serves as the foundation for designing **appropriate and effective learning media** that support students with special needs in achieving better educational outcomes.

C. **Operational Definition**

The research measures various aspects of **inclusive education** through interviews with teachers, focusing on:

a. **Implementation of Inclusive Education** – Understanding how long the school has implemented inclusive education, the number of students with special needs, teacher training, and sign language proficiency.

b. **Preparation for Inclusive Learning** – Examining how teachers prepare lesson plans, curriculum selection, and classroom management strategies.

c. **Teaching and Learning Process** – Exploring teaching methods, approaches, and challenges faced by teachers in inclusive classrooms.

d. **Use of Media in Inclusive Classes** – Assessing the availability and effectiveness of learning media and materials for students with special needs.

e. **Reading Comprehension of Students** – Analyzing the literacy level and reading comprehension abilities of students, particularly those with hearing impairments.

f. **Assessment in Inclusive Classrooms** – Identifying how learning assessments are conducted to accommodate students' diverse abilities.

The findings from this research will help develop **better learning media solutions** tailored to the needs of students in inclusive classrooms.

D. Blueprint

No	Aspects	Indicators	Question Number
1	Implementation of Inclusive Education	The school's experience with inclusive education, student demographics, teacher training, and sign language proficiency.	1,2,3,4,5
2	Preparation for Inclusive Learning	Lesson planning, curriculum adaptation, and classroom management strategies.	6,7,8
3	Teaching and Learning Process	Teaching methods, learning approaches, and challenges in inclusive classrooms.	9,10,11
4	Use of Media in Inclusive Classes	Availability and effectiveness of learning media, variation in media use, and its impact on students.	12,13,14,15,16
5	Reading Comprehension of Students	Students' literacy levels, reading difficulties, and the impact of engaging media.	17,18,19

| 6 | Assessment in Inclusive Classrooms | Methods of evaluating students' learning progress. | 20 | |

Aspects	Descriptors	Questions	Relevant	Not relevant
Inclusive education at school	The questions were about the students in the inclusive class and the implementation of inclusive education in the school. This aspect of the interview provides basic information for analyzing students' learning media needs. This information helped	1. How long has the school been implementing inclusive education?	✓	
		2. How many students with special needs are there in 6th grade?	✓	
		3. Besides mute and deaf (kolok) students, are there any other students with special needs?	✓	
		4. Have you ever attended training or socialization related to the inclusive education program?	✓	

	the researcher understand: The condition of the students, and the potential use of digital media for learning, Available resources indicate that students need media that can be used independently.	5. How many teachers are able to communicate using sign language?	✓	
Preparation for learning activity in inclusive classes	Questions about how teachers prepare for learning activities in inclusive classrooms	6. Is the learning process conducted using lesson plans and syllabi tailored to the needs of the students?	✓	
		7. What curriculum do you use in the inclusive classroom?	✓	

	This aspect of the interview provides information to adapt learning media to the special needs of students in inclusive classes that implement the Independent Curriculum.	8. How do you plan classroom management in inclusive education?	✓	
The learning process in inclusive classes	Questions about learning activities that have been implemented in inclusive classrooms. This aspect of the interview provides information to design more effective strategies in using learning media	9. What teaching methods do you use during learning activities in the inclusive classroom?	✓	
		10. What approach strategies do you apply in the learning activities in the inclusive classroom?	✓	
		11. What challenges do you face while teaching in an inclusive classroom?	✓	

	and adapting learning media to the needs of individual students.			
Media use in inclusive classes	Questions related to the media used during the learning process in inclusive classrooms This aspect of the interview provides information to help researchers maximize the use of existing facilities and overcome the lack of media for students with special needs.	12. How is the availability of facilities and infrastructure to support the learning of students with special needs?	✓	
		13. Does the school have accessible learning media for students with special needs?	✓	
		14. Does the school have various reading materials that can attract students' interest, especially students with special needs, in reading?	✓	
		15. How often do you vary the learning media used?	✓	
		16. Does the use of varied media improve students'	✓	

		understanding in the inclusive classroom?		
Reading Comprehension of the students in inclusive classes	Questions about students' reading comprehension in grade six This aspect of the interview provided information to help researchers adapt learning media to address the reading difficulties experienced by deaf and hard of hearing students.	17. How is the reading ability of the students, especially students with special needs, in 6th grade?	✓	
		18. How high is the literacy level of the students in 6th grade?	✓	
		19. In your opinion, does the use of engaging media increase the reading interest of students with special needs?	✓	
Teaching Assesment	Question about how to conduct assessments in inclusive classes	20. How is the assessment of learning conducted in the inclusive classroom?	✓	

	This aspect of the interview provides information to help researchers adjust learning media that can accommodate the differences in learning abilities of all students			
Total		20		

Singaraja, 2025

Instrument Interview Guide for Need Analysis

Prof.Dr. I G A Lokita Purnamika Utami S.Pd., M.Pd.

NIP 198304022006042001

Aspects	Descriptors	Questions	Relevant	Not relevant
Inclusive education at school	The questions were about the students in the inclusive class and the implementation of inclusive education in the school. This aspect of the interview provides basic information for analyzing students' learning media needs. This information helped the researcher	1. How long has the school been implementing inclusive education?	✓	
		2. How many students with special needs are there in 6th grade?	✓	
		3. Besides mute and deaf (kolok) students, are there any other students with special needs?	✓	
		4. Have you ever attended training or socialization related to the inclusive education program?	✓	

		5. How many teachers are able to communicate using sign language?	✓	
	understand: The condition of the students, and the potential use of digital media for learning, Available resources indicate that students need media that can be used independently.			
Preparation for learning activity in inclusive classes	Questions about how teachers prepare for learning activities in inclusive classrooms	6. Is the learning process conducted using lesson plans and syllabi tailored to the needs of the students?	✓	
		7. What curriculum do you use in the inclusive classroom?	✓	

	This aspect of the interview provides information to adapt learning media to the special needs of students in inclusive classes that implement the Independent Curriculum.	8. How do you plan classroom management in inclusive education?	✓	
The learning process in inclusive classes	Questions about learning activities that have been implemented in inclusive classrooms.

This aspect of the interview provides information to design more effective strategies in using learning media | 9. What teaching methods do you use during learning activities in the inclusive classroom? | ✓ | |
| | | 10. What approach strategies do you apply in the learning activities in the inclusive classroom? | ✓ | |
| | | 11. What challenges do you face while teaching in an inclusive classroom? | ✓ | |

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	and adapting learning media to the needs of individual students.			
Media use in inclusive classes	Questions related to the media used during the learning process in inclusive classrooms This aspect of the interview provides information to help researchers maximize the use of existing facilities and overcome the lack of media for students with special needs.	12. How is the availability of facilities and infrastructure to support the learning of students with special needs?	✓	
		13. Does the school have accessible learning media for students with special needs?	✓	
		14. Does the school have various reading materials that can attract students' interest, especially students with special needs, in reading?	✓	
		15. How often do you vary the learning media used?	✓	
		16. Does the use of varied media improve students'	✓	

		understanding in the inclusive classroom?		
Reading Comprehension of the students in inclusive classes	Questions about students' reading comprehension in grade six This aspect of the interview provided information to help researchers adapt learning media to address the reading difficulties experienced by deaf and hard of hearing students.	17. How is the reading ability of the students, especially students with special needs, in 6th grade?	✓	
		18. How high is the literacy level of the students in 6th grade?	✓	
		19. In your opinion, does the use of engaging media increase the reading interest of students with special needs?	✓	
Teaching Assesment	Question about how to conduct assessments in inclusive classes	20. How is the assessment of learning conducted in the inclusive classroom?	✓	

	This aspect of the interview provides information to help researchers adjust learning media that can accommodate the differences in learning abilities of all students			
Total		20		

Singaraja, 2025

Instrument Interview Guide for Need Analysis

I Ketut Trika Adi Ana, S.Pd., M.Pd.

NIP 198508002023211012

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Interview Guide for Need Analysis Purposes Answer:

1. How long has the school implemented inclusive education?

   SDN 2 Bengkala has been implementing inclusive education since 2007.

2. How many students with special needs are in 6th grade?

   There are eight students in 6th grade, two of whom are deaf and mute.

3. Besides deaf and mute students, are there other students with special needs?

   The school mainly focuses on deaf and mute students.

4. Have you attended training on inclusive education?

   The school has participated in various programs to improve sign language literacy for inclusive students.

5. How many teachers can use sign language?

   SDN 2 Bengkala has one sign language teacher.

6. Is the learning process based on lesson plans and syllabi tailored to students' needs?

   The school follows the Merdeka Curriculum.

7. What curriculum is used in the inclusive classroom?

   SDN 2 Bengkala uses the Merdeka Curriculum (Independent Curriculum), which is genre-based and focuses on contextual learning. It integrates various text types like written, monologue, dialogue, visual, audio, and multimodal texts. However, it does not explicitly include special strategies for students with special needs.

8. How is classroom management planned for inclusive education?

   Classroom management involves personalized learning, considering students' backgrounds and learning styles. Learning is

collaborative, where special needs students and regular students work together. However, there is still a need for more diverse learning resources.

9. What teaching methods are used in inclusive classrooms?

    a. Text-Based Learning: Using different text types to develop language skills.
    b. Student-Centered Learning: Flexibility in choosing texts based on students' needs.
    c. Collaborative Learning: Special needs students learn alongside regular students in group activities.
    d. Digital Media Usage: Tools like projectors, computers, and the internet enhance learning.

10. What teaching strategies are used in inclusive classrooms?

    a. Collaborative Learning: Special needs and regular students work together.
    b. Personalized Approach: Teaching methods are adjusted to individual student needs.
    c. Interactive Media: Videos, animations, and digital materials help explain concepts.

11. What challenges do you face in inclusive classrooms?

    a. Lack of Special Learning Resources: The school relies on YouTube and concrete objects.
    b. Limited Technology Infrastructure: Projectors and laptops exist, but digital resources are lacking.
    c. Need for Teacher Training: More training is needed on digital media and inclusive teaching strategies.

12. Are there adequate facilities for students with special needs?

The school has some facilities like projectors and internet access but lacks specialized learning materials for deaf and mute students.

13. Does the school provide accessible learning media for special needs students?

Some accessible media are available, but they are limited. The school often relies on external resources like YouTube.

14. Are there enough reading materials that interest students, especially those with special needs?

The variety of engaging reading materials is still limited.

15. How often do you vary learning media?

Teachers try to use visual aids and concrete objects, but options are limited due to resource constraints.

16. Does using different media improve students' understanding?

Yes, varied media help students, especially special needs students, understand concepts more easily.

17. How well do 6th-grade students with special needs read?

They struggle with reading, especially English texts, and rely heavily on visual media and assistance.

18. What is the literacy level of 6th-grade students?

Literacy levels need improvement, especially for special needs students. The main challenges are low reading interest and a lack of suitable reading materials.

19. Does engaging media increase special needs students' reading interest?

Yes, animated and illustrated media make learning more enjoyable and easier to understand.

20. How is student assessment conducted in inclusive classrooms?

Assessment methods include observation, portfolios, and formative tests to provide flexible evaluation based on students' needs.

INSTRUMENT INTERVIEW GUIDE FOR TEACHER

Research Question: 1

A. **Grand Theory:** This evaluation is based on the Formative Experiment Theory by Reinking and Watkins (2000). This theory emphasizes the integration of technology into education, particularly in literacy learning, to enhance students' learning outcomes. It focuses on improving educational practices through iterative testing and adaptation, ensuring that technology is effectively utilized to support the learning process.

B. **Conceptual Definition**

The interactive learning media being evaluated is designed to enhance the educational experience of sixth-grade students at SDN 2 Bengkala. The evaluation aims to assess the usability, clarity, accessibility, and effectiveness of the media in supporting teaching and learning. The assessment ensures that the media is engaging, user-friendly, and contributes positively to the educational process.

C. **Operational Definition**

The evaluation is conducted based on five key aspects:

a. Ease of Integration: Measures how seamlessly the instructional media can be incorporated into the teaching process.

b. Clarity of Navigation: Assesses whether the structure and navigation of the media are clear and intuitive.

c. Ease of Understanding: Evaluates whether the instructions and features of the media are easy to comprehend.

d. Comfort in Use: Determines the level of comfort and confidence teachers feel when using the media.

e. Operational Efficiency: Examines the effort required to operate the media effectively during teaching sessions.

D. Blueprint

No	Aspects	Indicators	Questions Number
1	Ease of Integration	The instructional media is easy to integrate into teaching.	1,2
2	Clarity of Navigation	The media has clear navigation and structure.	3,4
3	Ease of Understanding	The instructions and features are easy to understand.	5,6
4	Comfort in Use	Teachers feel comfortable and confident using the media.	7,8
5	Operational Efficiency	The media requires minimal effort to operate efficiently.	9,10

Aspects	Descriptors	Questions	Relevant	Not relevant
Ease of Integration	Easy to integrate instructional media into teaching	1. How do you integrate the instructional media into your lessons?		✓
		2. Can you describe challenges in integrating the media?	✓	

Clarity of Navigation	Clear navigation and structure of the media	3. How clear do you find the media's navigation?	✓	
		4. What navigation features are confusing?	✓	
Ease of Understanding	Easy-to-understand instructions and features	5. Are the media instructions easy to follow?	✓	
		6. What instructions were unclear or confusing?	✓	
Comfort in Use	Comfortable using media for teaching	7. How comfortable are you when using the media?	✓	
		8. What factors increase or reduce your comfort using the media?	✓	
Operational Efficiency	Minimal effort required for operation	9. How easy is it to operate the media during class activities?	✓	
		10. Have you faced technical issues with the media?	✓	
Total		10		

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Instrument Interview Guide for Need Analysis

Prof.Dr. I G A Lokita Purnamika Utami S.Pd., M.Pd.

NIP 198304022006042001

Aspects	Descriptors	Questions	Relevant	Not relevant
Ease of Integration	Easy to integrate instructional media into teaching	1. How do you integrate the instructional media into your lessons?	✓	
		2. Can you describe challenges in integrating the media?	✓	
Clarity of Navigation	Clear navigation and structure of the media	3. How clear do you find the media's navigation?	✓	
		4. What navigation features are confusing?	✓	
Ease of Understanding	Easy-to-understand instructions and features	5. Are the media instructions easy to follow?	✓	
		6. What instructions were unclear or confusing?	✓	
Comfort in Use	Comfortable using media for teaching	7. How comfortable are you when using the media?	✓	

		8. What factors increase or reduce your comfort using the media?	✓	
Operational Efficiency	Minimal effort required for operation	9. How easy is it to operate the media during class activities?	✓	
		10. Have you faced technical issues with the media?	✓	
Total		10		

Singaraja, 2025

Instrument Interview Guide for Need Analysis

I Ketut Trika Adi Ana, S.Pd., M.Pd.

NIP 198508002023211012

Interview Guide for Teacher Answer:

1. How do you integrate instructional media into your lessons?

   I make sure the media aligns with the learning goals and students' needs. I match it with the curriculum and use it to support understanding. I also use media for class discussions and interactive activities to keep students engaged.

2. What challenges do you face in integrating media?

   One challenge is the availability of infrastructure, as not all classrooms have projectors or computers. Some students also need time to adapt to new technology, especially in inclusive classes. Another challenge is that teachers need ongoing training to use media effectively.

3. How clear is the media navigation?

   In general, interactive learning media have clear navigation, especially when designed for ease of use. Simple menus and an intuitive layout help me and my students access materials quickly.

4. What navigation features are confusing?

   Too many buttons or unnecessary options can be confusing. Dropdown menus or icons without clear explanations may make it harder for students to find what they need.

5. Are the media instructions easy to follow?

   Instructions are usually easy to understand when they use simple language and visuals. However, if there are no examples or demonstrations, students may struggle to follow them.

6. What instructions were unclear or confusing?

   Instructions that are too technical or lack clear step-by-step guidance can be confusing. Without specific directions, students may have trouble completing activities.

7. How comfortable are you using the media?

   I feel comfortable using media because it makes lessons more engaging and easier for students to understand. However, technical issues like errors or slow loading can reduce its effectiveness.

8. What factors affect your comfort when using media?

   A responsive design, intuitive navigation, and relevant content improve my comfort. Technical problems, lack of training, and designs that are not inclusive for special needs students make it harder to use.

9. How easy is it to use the media during class?

   If the media is user-friendly and has clear navigation, it is easy to use during class. However, if devices or internet connections are unreliable, it can slow things down.

10. Have you faced technical issues with the media?

    Yes, I have experienced issues like internet problems or unresponsive devices. Some media also require updates, which can disrupt lessons. To prevent delays, I always prepare backup materials like printed handouts or alternative teaching methods.

INSTRUMENT INTERVIEW GUIDE FOR STUDENTS

Research Question: 1

A. **Grand Theory:** Technology Acceptance Model (TAM 3) (Davis, 1989; Chau, 1996; Taylor & Todd, 1995; Venkatesh & Bala, 2008; Al-Gahtani, 2016). This model is used to assess how students accept and use technology-based learning media. TAM 3 emphasizes Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) in evaluating technology acceptance in education. This model helps to understand the extent to which learning media supports teaching and learning effectiveness.

B. **Conceptual Definition:**

a. Ease of Use refers to the extent to which learning media can be used easily by students without experiencing significant technical obstacles. Learning media that has a clear layout, simple navigation, and intuitive features will increase the ease of use for students.

b. Speed of Access refers to the ability of students to find information quickly in the learning media. Speed of access is influenced by navigation design, content structure, and the availability of search features that help students obtain the material needed without difficulty.

c. Clarity of Instructions is the extent to which the instructions and instructions contained in the learning media are presented clearly and easily understood. Good instructions should use simple language, accompanied by examples or tutorials so that students can follow the guidelines without feeling confused.

d. Comfort describes the level of student comfort when using learning media. A sense of comfort can arise when the media has an attractive design, is not confusing, and provides a pleasant learning experience without causing frustration or confusion.

e. Independent Learning refers to the ability of students to learn independently using learning media without much help from teachers or peers. Media that support independent learning usually provide easy-to-understand materials, relevant examples, and features that assist students in exploring and understanding the lesson independently.

C. Operational Definition:

a. Ease of Use is measured by looking at the extent to which students find the learning media easy to use, have no difficulty in operating its features, and can perform basic functions with little or no help from others.

b. Speed of Access is operationalized through evaluating the speed of students in finding the information needed in the learning media. Students who can quickly find the material indicate that the media has good navigation and efficient access.

c. Clarity of Instructions is measured based on students' understanding of the instructions available in the learning media. If students can follow instructions without feeling confused and do not need additional help to understand the directions given, then the media can be said to have clear instructions.

d. Comfort is operationalized by measuring students' comfort level in using learning media. If students feel confident, not easily tired, and do not experience frustration or confusion, then the media can be said to provide a comfortable learning experience.

e. Independent Learning is measured through the extent to which students are able to learn independently using learning media without relying much on teachers or friends. If students can understand the material well, complete tasks independently, and use media features effectively, then the media supports independent learning.

D. Blueprint

No	Aspects	Descriptors	Questions
1	Ease of Use	The learning media is easy to use	1,2
2	Speed of Access	Finding things quickly in the media	3,4
3	Clarity of Instructions	Instructions in the media are easy to follow	5,6
4	Comfort	Feeling comfortable using the media	7,8
5	Independent Learning	The media helps to learn without much help	9,10

Aspects	Descriptors	Questions	Relevant	Not relevant
Ease of Use	The learning media is easy to use.	1. Can you describe how easy or difficult it is to use the learning media?	✓	

			✓	
		2. What features help or hinder your experience using the media?	✓	
Speed of Access	Finding things quickly in the media.	3. How quickly can you find what you need in the learning media?	✓	
		4. Can you share an experience when accessing content was easy or difficult?		✓
Clarity of Instructions	Instructions in the media are easy to follow	5. How clear are the instructions provided in the media?	✓	
		6. Have you ever felt confused by any instructions? Why?	✓	
Comfort	Feeling comfortable using the media	7. How comfortable do you feel using the learning media?	✓	
		8. Have you ever felt frustrated while using the media? Why?	✓	

Independent Learning	The media helps learning without much help	9. Can you share an experience of learning something independently through the media?	✓	
		10. What features support your ability to learn on your own?	✓	
Total		10		

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Instrument Interview Guide for Need Analysis

Prof.Dr. I G A Lokita Purnamika Utami S.Pd., M.Pd.

NIP 198304022006042001

Aspects	Descriptors	Questions	Relevant	Not relevant
Ease of Use	The learning media is easy to use.	1. Can you describe how easy or difficult it is to use the learning media?	✓	
		2. What features help or hinder your experience using the media?	✓	
Speed of Access	Finding things quickly in the media.	3. How quickly can you find what you need in the learning media?	✓	
		4. Can you share an experience when accessing content was easy or difficult?	✓	
Clarity of Instructions	Instructions in the media are easy to follow	5. How clear are the instructions provided in the media?	✓	
		6. Have you ever felt confused by any instructions? Why?	✓	

Comfort	Feeling comfortable using the media	7. How comfortable do you feel using the learning media?	✓	
		8. Have you ever felt frustrated while using the media? Why?	✓	
Independent Learning	The media helps learning without much help	9. Can you share an experience of learning something independently through the media?	✓	
		10. What features support your ability to learn on your own?	✓	
Total		10		

Singaraja, 2025

Instrument Interview Guide for Need Analysis

I Ketut Trika Adi Ana, S.Pd., M.Pd.
NIP 198508002023211012

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Interview Guide for Students Answer:

1. How easy or difficult is it to use the learning media?

    I find it quite interesting to use. The clear layout helps me understand the material better, which is very helpful. However, sometimes I struggle, especially when the internet is slow, making it hard to follow the lessons.

2. What features help or hinder your experience with the media?

    Simple, clear, and easy-to-access design helps. Animations and supporting text make learning more engaging. However, complicated navigation or too many steps to access content can be difficult.

3. How quickly can you find what you need in the learning media?

    I'm not sure yet, but if the menu is clear and easy to understand, I should be able to find what I need quickly. Too many buttons or confusing steps might make it harder to adapt.

4. Can you share an experience when accessing content was easy or difficult?

    From past experiences with digital learning materials, I find it easier when navigation is clear and content is immediately accessible without too many steps.

5. How clear are the instructions in the media?

    I hope the instructions are simple and easy to understand. If they are too long or use difficult words, they might be confusing.

6. Have you ever felt confused by any instructions? Why?

    Yes, sometimes when instructions are unclear. If the media provides visual examples or step-by-step guidance, it would help me understand better.

7. How comfortable do you feel using the learning media?

   If the design is engaging and easy to use, I will feel comfortable. If it is too complicated, it might be harder to follow.

8. Have you ever felt frustrated while using the media? Why?

   Yes, when the media is slow, has errors, or lacks clear explanations. A stable and user-friendly platform would improve my learning experience.

9. Can you share an experience of learning something independently through the media?

   I often learn through books or online videos. I hope this media provides an engaging experience that helps me understand the material without always needing to ask a teacher.

10. What features support your ability to learn on your own?

   Visuals, readable text, and practice exercises are helpful. A feature that allows me to revisit difficult sections would boost my confidence in learning independently.
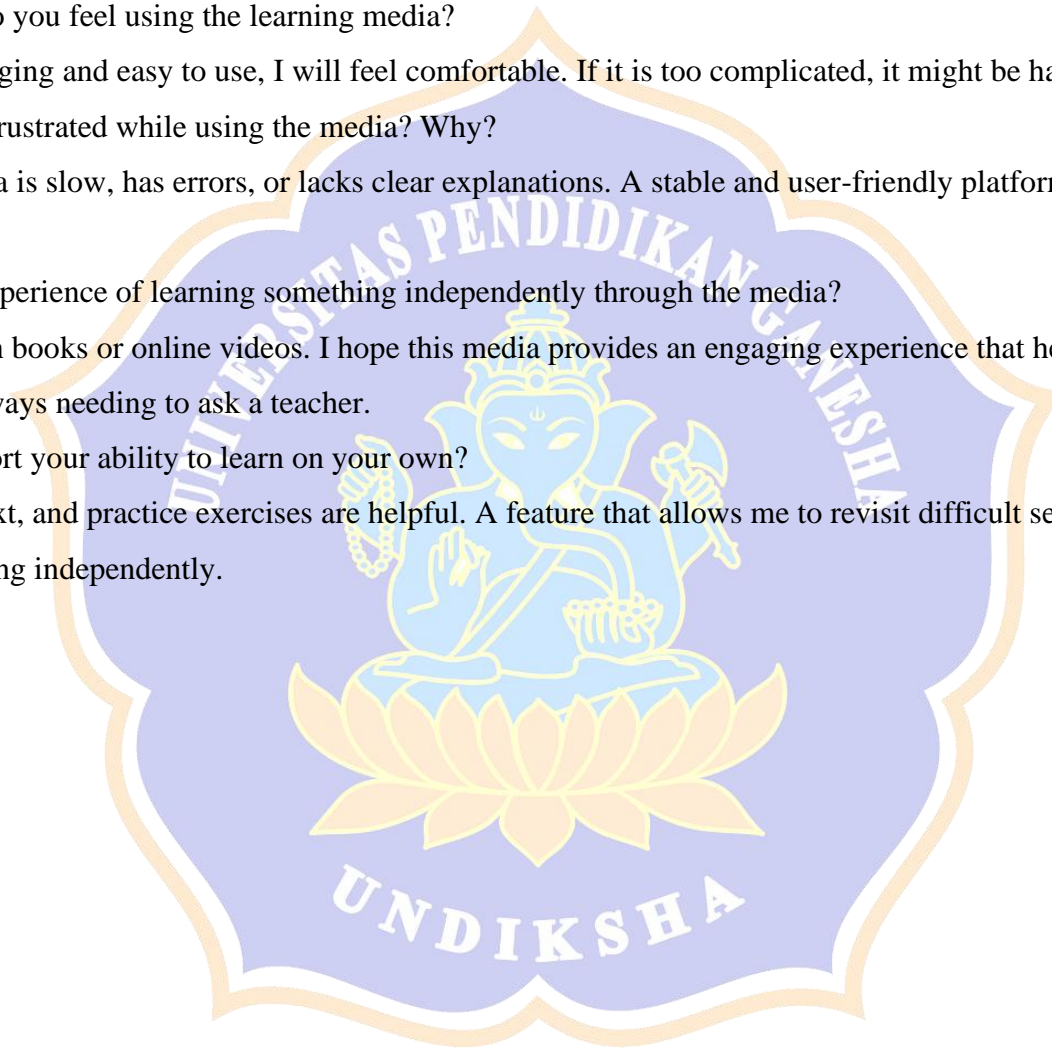
RESEARCH JOURNAL INTERACTIVE VIDEO

In the researcher's journal, the author uses Blueprint Interactive Video media for teaching past tense and a Product development progress sheet to identify interactive video design as English learning material for inclusive class students grade 6 at SDN 2 Bengkala.

No.	Topics	Learning Objectives	Activities	Media Information	Design
1	Past Tense	Students understand past tense usage	Identifying past tense sentences, filling blanks, and discussing their usage	Interactive video explaining past tense concepts and examples	Simple and colorful visuals with examples and keyword cues
2	Unity	Students learn about unity in a story	Analyzing sentences related to unity and creating examples of their own	Videos showcasing unity-based sentences and illustrations	Story-based narration with subtitles
3	Humanity	Students appreciate values of humanity	Reading stories about empathy, identifying past tense verbs	Narration of humanity-themed stories	Visual storytelling with highlighted past tense words
4	Justice	Students understand fairness and justice	Listening to examples and role-playing fair actions	Videos with justice-related actions and text descriptions	Role-play simulations with simple animated graphics

5	Democracy	Students learn democratic principles	Watching scenarios of democratic processes, answering quizzes	Animated video on classroom democracy	Decision-making activities embedded within the video
6	Belief in One God	Students understand gratitude and belief	Writing sentences in past tense to express gratitude	Narrated video showing gratitude through prayer and actions	Subtitled visuals of family and belief practices

<h1 style="text-align:center">PRODUCT DEVELOPMENT PROGRESS SHEET</h1>

Research Question: 2

A. **Grand Theory:** The development of this instrument is based on Mayer (2012) which asserts that people learn more effectively when words and pictures are presented together rather than separately. Mayer's theory is built on three key principles:

a. Dual-channel assumption: Learners process verbal and visual information through separate cognitive channels.

b. Limited capacity assumption: Each channel has a limited processing capacity.

c. Active processing assumption: Meaningful learning occurs when learners actively select, organize, and integrate information.
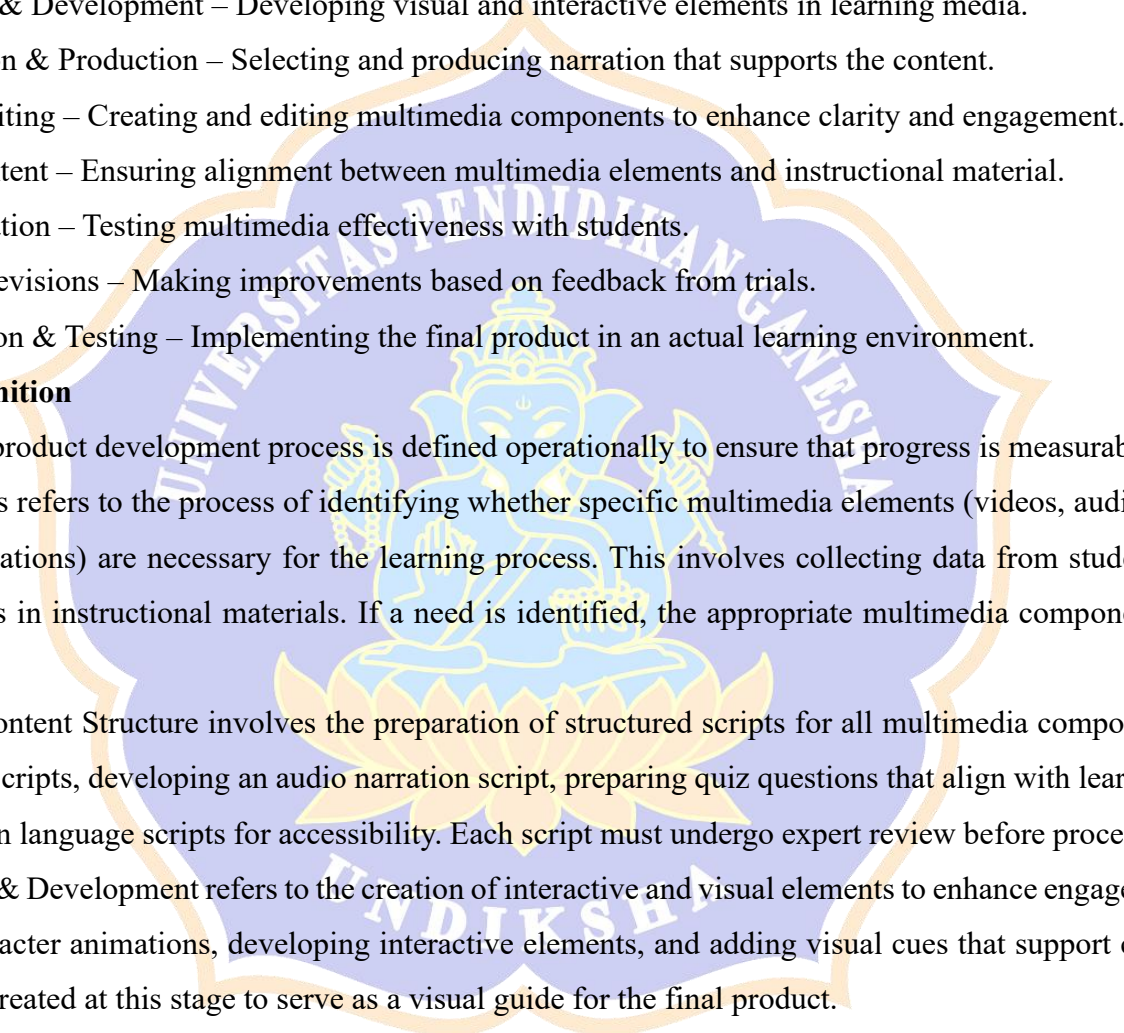
Applying this theory to multimedia product development, the Product Development Progress Sheet ensures that each component—video, audio, quiz, and sign language animation—is developed in a structured manner to enhance learning effectiveness. The structured process ensures that media elements are not only present but also well-integrated to support meaningful learning.

B. **Conceptual Definition**

The "Product Development Progress Sheet" is an instrument designed to track and evaluate the development progress of a multimedia-based learning product. It functions as a monitoring tool to ensure that each phase of development, from needs analysis to final integration, follows a systematic approach aligned with instructional goals.

The main dimensions covered by this instrument include:
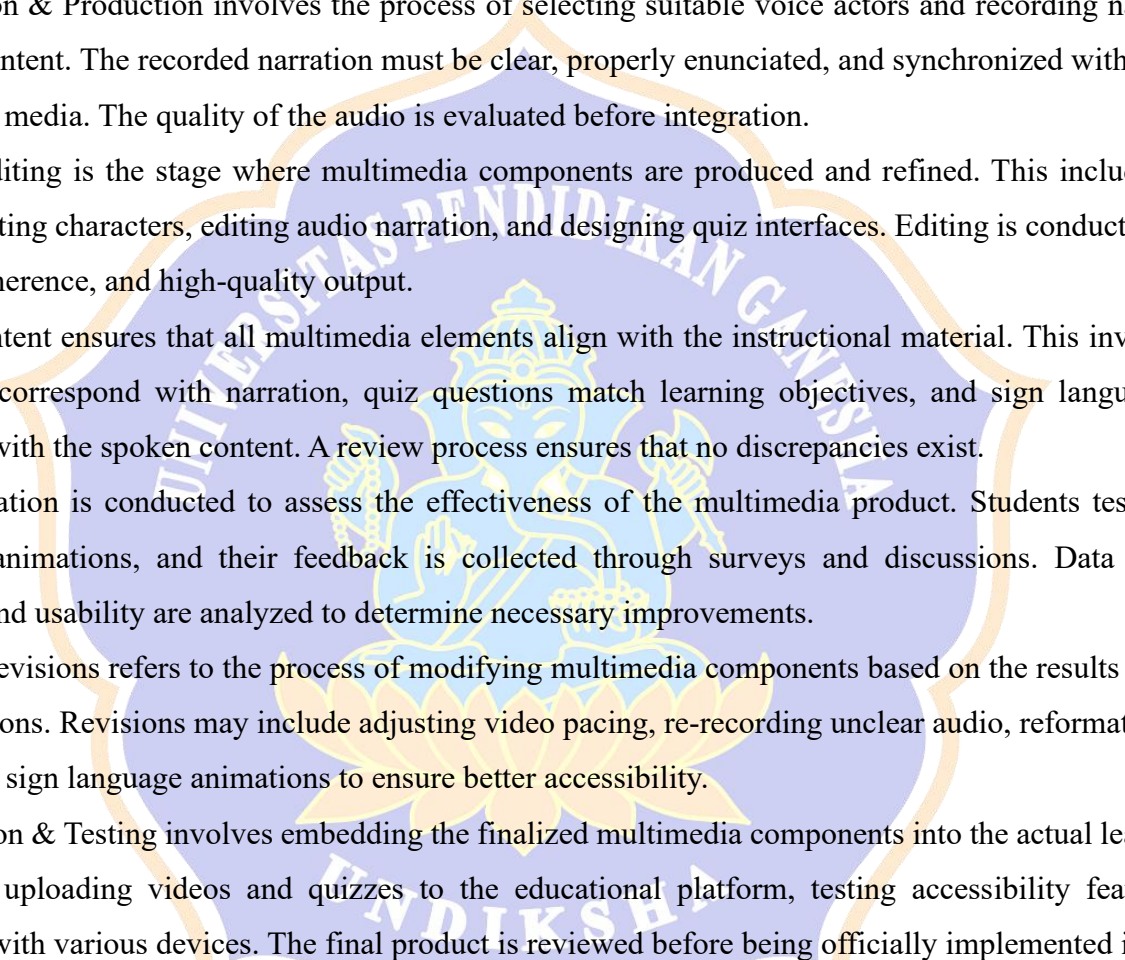
a. Needs Analysis – Identifying the necessity of videos, audio, quizzes, and sign language animation in learning.

b. Scripting & Content Structure – Preparing scripts and structuring multimedia content.

c. Visual Design & Development – Developing visual and interactive elements in learning media.

d. Audio Selection & Production – Selecting and producing narration that supports the content.

e. Creation & Editing – Creating and editing multimedia components to enhance clarity and engagement.

f. Sync with Content – Ensuring alignment between multimedia elements and instructional material.

g. Trial & Evaluation – Testing multimedia effectiveness with students.

h. Feedback & Revisions – Making improvements based on feedback from trials.

i. Final Integration & Testing – Implementing the final product in an actual learning environment.

C. Operational Definition

Each stage of the product development process is defined operationally to ensure that progress is measurable and structured.

1. Needs Analysis refers to the process of identifying whether specific multimedia elements (videos, audio, quizzes, and sign language animations) are necessary for the learning process. This involves collecting data from students and teachers to determine gaps in instructional materials. If a need is identified, the appropriate multimedia components are planned for development.

2. Scripting & Content Structure involves the preparation of structured scripts for all multimedia components. This includes writing video scripts, developing an audio narration script, preparing quiz questions that align with learning objectives, and composing sign language scripts for accessibility. Each script must undergo expert review before proceeding to production.

3. Visual Design & Development refers to the creation of interactive and visual elements to enhance engagement. This includes designing character animations, developing interactive elements, and adding visual cues that support comprehension. The storyboard is created at this stage to serve as a visual guide for the final product.

4. Audio Selection & Production involves the process of selecting suitable voice actors and recording narrations that match the learning content. The recorded narration must be clear, properly enunciated, and synchronized with the visual elements of the learning media. The quality of the audio is evaluated before integration.

5. Creation & Editing is the stage where multimedia components are produced and refined. This includes recording video content, animating characters, editing audio narration, and designing quiz interfaces. Editing is conducted to ensure smooth transitions, coherence, and high-quality output.

6. Sync with Content ensures that all multimedia elements align with the instructional material. This involves verifying that video visuals correspond with narration, quiz questions match learning objectives, and sign language animations are synchronized with the spoken content. A review process ensures that no discrepancies exist.

7. Trial & Evaluation is conducted to assess the effectiveness of the multimedia product. Students test the videos, audio, quizzes, and animations, and their feedback is collected through surveys and discussions. Data on comprehension, engagement, and usability are analyzed to determine necessary improvements.

8. Feedback & Revisions refers to the process of modifying multimedia components based on the results of student trials and expert evaluations. Revisions may include adjusting video pacing, re-recording unclear audio, reformatting quiz structures, and improving sign language animations to ensure better accessibility.

9. Final Integration & Testing involves embedding the finalized multimedia components into the actual learning environment. This includes uploading videos and quizzes to the educational platform, testing accessibility features, and ensuring compatibility with various devices. The final product is reviewed before being officially implemented in learning sessions.

No	Development Stage	Interactive Video (Before)	Interactive Video (After)	Audio (Before)	Audio (After)	Quiz (Before)	Quiz (After)	Sign Language (Before)	Sign Language (After)	Relevant	Not Relevant
1	Needs Analysis	No video needs analysis	Analyze video needs by student	No audio needs analysis	Analyze audio narration needs	No problem needs analysis	Analyze the needs of the questions	No gesture animation needs analysis	Analyze your gesture animation needs	✓	
2	Scripting & Content Structure	No scripts and content structure	Structuring the script and structure of the video	No audio script	Compose an audio script	No questions prepared	Preparing quiz questions	No sign language scripts	Putting together sign language scripts	✓	
3	Visual Design & Development	No visual and interactive elements	Add visual and interactive elements	-	-	No visual assistance	Add visual aids for quizzes	No character design and storyboard	There is a character and storyboards	✓	

4	Audio Selection & Production	No narration in the video	Record and add narration	No voice actor selection	Choose a voice actor and record a narration	-	-	No narration recording	Record narration for gesture synchronization	✓	
5	Creation & Editing	The video has not been created and edited	Create and edit interactive videos	Audio has not been edited	Edit audio for optimal quality	Questions not yet created	Create different types of questions	Sign language animation has not yet been created	There is sign language animation	✓	
6	Sync with Content	Video not syncing with material	Align video with material	Audio not visually adjusted	Tailor your narrative to visuals	-	-	Animations are not aligned with the material	Adapt animations to materials	✓	
7	Trial & Evaluation	No trial with students	Testing the effectiveness	No audio trial	Testing audio quality	No trial questions	Test your understandin	No sign language	Test your understanding of sign	✓	

			of videos with students		with students		g of the questions	animation trials	language animation		
8	Feedback & Revisions	No revisions based on feedback	Revise videos based on feedback	No audio revision	Revise audio based on feedback	No revision of questions	Revise questions based on the results of the trial	No animation revisions	Revise animations based on feedback	✓	
9	Final Integration & Testing	Video has not been integrated into learning	Integrating video in learning	Audio is not integrated yet	Integrating audio into media	Unused quiz	Using quizzes in learning	Animations are not yet integrated	Integrating animation in learning	✓	

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Instrument Interview Guide for Need Analysis

Prof.Dr. I G A Lokita Purnamika Utami S.Pd., M.Pd.

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No	Development Stage	Interactive Video (Before)	Interactive Video (After)	Audio (Before)	Audio (After)	Quiz (Before)	Quiz (After)	Sign Language (Before)	Sign Language (After)	Relevant	Not Relevant
1	Needs Analysis	No video needs analysis	Analyze video needs by student	No audio needs analysis	Analyze audio narration needs	No problem needs analysis	Analyze the needs of the questions	No gesture animation needs analysis	Analyze your gesture animation needs	✓	
2	Scripting & Content Structure	No scripts and content structure	Structuring the script and structure of the video	No audio script	Compose an audio script	No questions prepared	Preparing quiz questions	No sign language scripts	Putting together sign language scripts	✓	
3	Visual Design & Development	No visual and interactive elements	Add visual and interactive elements	-	-	No visual assistance	Add visual aids for quizzes	No character design and storyboard	There is a character and storyboards	✓	

4	Audio Selection & Production	No narration in the video	Record and add narration	No voice actor selection	Choose a voice actor and record a narration	-	-	No narration recording	Record narration for gesture synchronization	✓	
5	Creation & Editing	The video has not been created and edited	Create and edit interactive videos	Audio has not been edited	Edit audio for optimal quality	Questions not yet created	Create different types of questions	Sign language animation has not yet been created	There is sign language animation	✓	
6	Sync with Content	Video not syncing with material	Align video with material	Audio not visually adjusted	Tailor your narrative to visuals	-	-	Animations are not aligned with the material	Adapt animations to materials	✓	
7	Trial & Evaluation	No trial with students	Testing the effectiveness	No audio trial	Testing audio quality	No trial questions	Test your understandin	No sign language	Test your understanding of sign	✓	

		of videos with students		with students		g of the questions	animation trials	language animation		
8	Feedback & Revisions	No revisions based on feedback	Revise videos based on feedback	No audio revision	Revise audio based on feedback	No revision of questions	Revise questions based on the results of the trial	No animation revisions	Revise animations based on feedback	✓	
9	Final Integration & Testing	Video has not been integrated into learning	Integrating video in learning	Audio is not integrated yet	Integrating audio into media	Unused quiz	Using quizzes in learning	Animations are not yet integrated	Integrating animation in learning	✓	

Singaraja, 2025

Instrument Interview Guide for Need Analysis

I Ketut Trika Adi Ana, S.Pd., M.Pd.

NIP 1985080022023211012
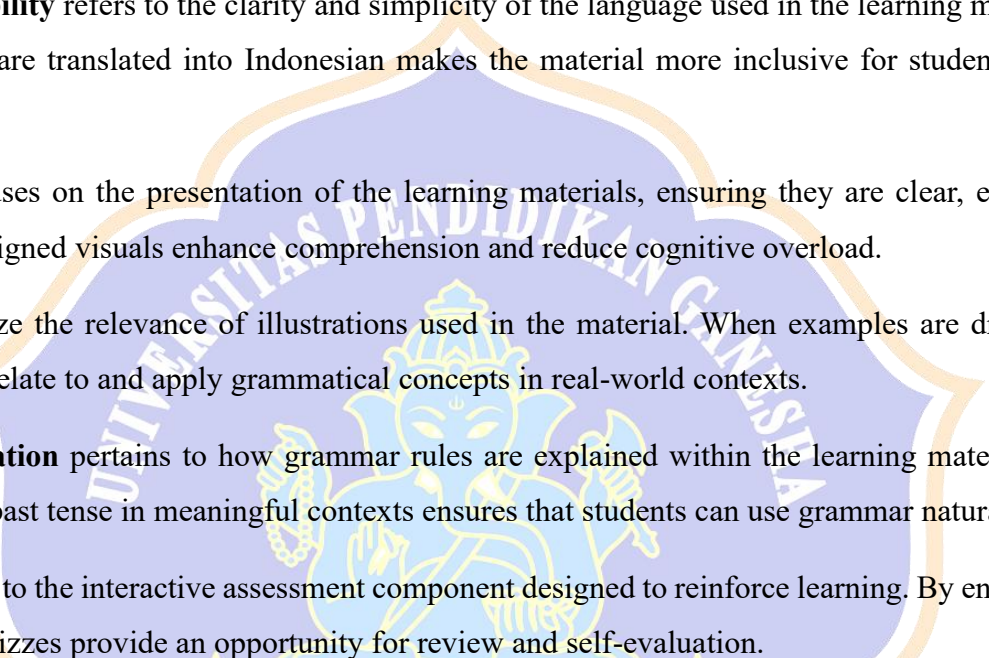
CONTENT EXPERT JUDGMENT

Research Question: 3

A. **Grand Theory:** Mayer's Multimedia Learning Theory (2001) highlights that learning is more effective when combining visuals and verbal explanations, leveraging the brain's dual channels for processing information. Effective multimedia materials, such as those for teaching Past Tense, should integrate clear visuals and concise explanations to enhance understanding while avoiding cognitive overload. Active engagement, through interactive exercises or quizzes, further reinforces learning. Key principles like the multimedia principle, coherence principle, and segmentation principle ensure content is clear, focused, and easy to absorb, making learning structured and impactful.
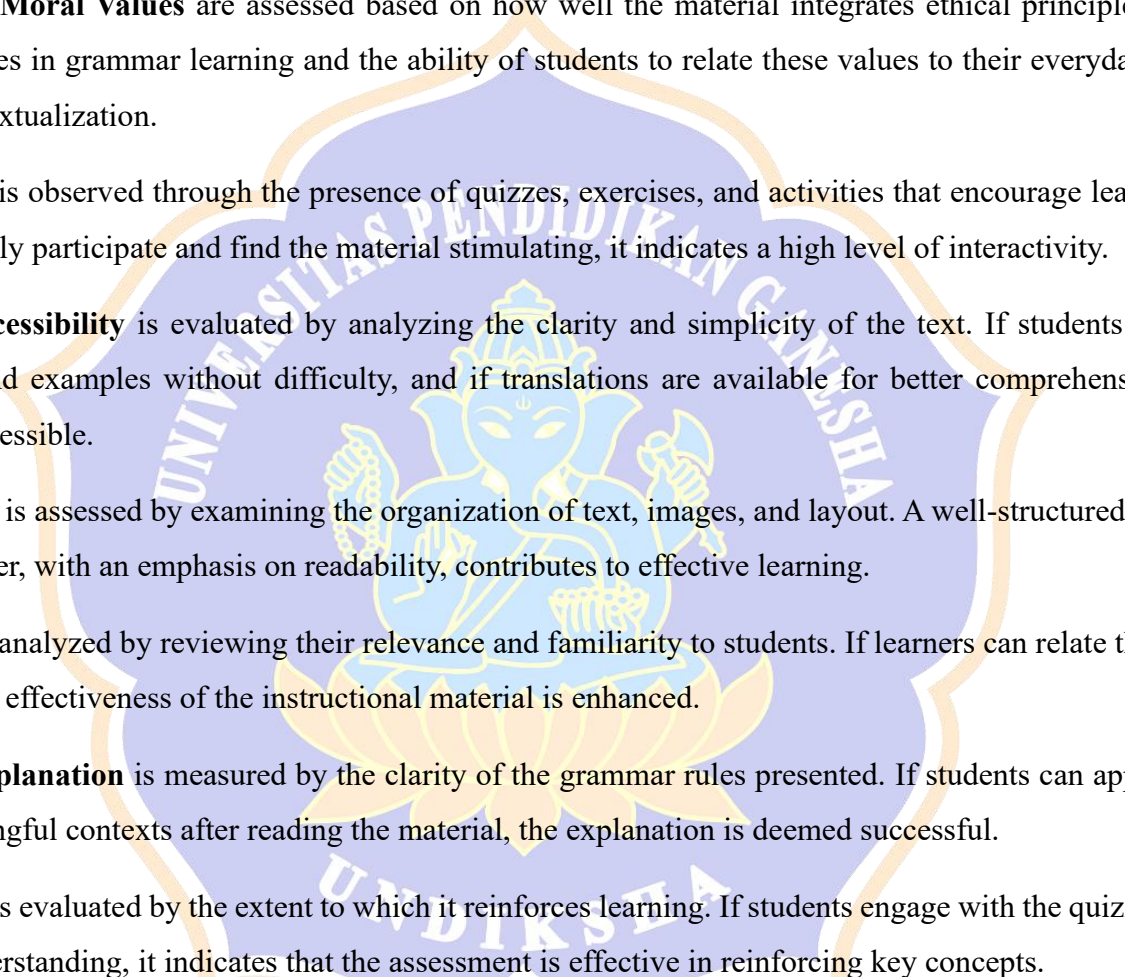
B. **Conceptual Definition:**

a. **Structure** refers to the organization of learning materials in a systematic and logical manner. A well-structured instructional design includes definitions, key terms, examples, and moral values that provide a strong foundation for learners.

b. **Context and Moral Values** relate to how the learning material integrates cultural and ethical principles to make lessons more meaningful. The incorporation of values such as unity, humanity, justice, democracy, and belief in God helps students connect learning with real-life moral aspects.

c. **Interactivity** is the extent to which learning materials encourage active participation. The inclusion of quizzes and interactive elements helps learners test their understanding in an engaging and practical way.

d. **Language Accessibility** refers to the clarity and simplicity of the language used in the learning materials. Ensuring that all example sentences are translated into Indonesian makes the material more inclusive for students with varying levels of English proficiency.

e. **Visual Design** focuses on the presentation of the learning materials, ensuring they are clear, easy to read, and visually appealing. Well-designed visuals enhance comprehension and reduce cognitive overload.

f. **Examples** emphasize the relevance of illustrations used in the material. When examples are drawn from everyday life, learners can better relate to and apply grammatical concepts in real-world contexts.

g. **Grammar Explanation** pertains to how grammar rules are explained within the learning material. A focus on practical applications of the past tense in meaningful contexts ensures that students can use grammar naturally and effectively.

h. **Quiz Section** refers to the interactive assessment component designed to reinforce learning. By engaging students in testing their knowledge, quizzes provide an opportunity for review and self-evaluation.

C. **Operational Definition**

a. **Structure** is measured by evaluating whether the learning material follows a clear and systematic progression. The presence of well-defined sections—such as definitions, key terms, examples, and moral values—indicates a structured approach.

b.   **Context and Moral Values** are assessed based on how well the material integrates ethical principles. The inclusion of Pancasila values in grammar learning and the ability of students to relate these values to their everyday lives demonstrate effective contextualization.

c.   **Interactivity** is observed through the presence of quizzes, exercises, and activities that encourage learner engagement. If students actively participate and find the material stimulating, it indicates a high level of interactivity.

d.   **Language Accessibility** is evaluated by analyzing the clarity and simplicity of the text. If students can understand the instructions and examples without difficulty, and if translations are available for better comprehension, the material is considered accessible.

e.   **Visual Design** is assessed by examining the organization of text, images, and layout. A well-structured visual presentation, free from clutter, with an emphasis on readability, contributes to effective learning.

f.   **Examples** are analyzed by reviewing their relevance and familiarity to students. If learners can relate the examples to their daily lives, the effectiveness of the instructional material is enhanced.

g.   **Grammar Explanation** is measured by the clarity of the grammar rules presented. If students can apply the past tense in various meaningful contexts after reading the material, the explanation is deemed successful.

h.   **Quiz Section** is evaluated by the extent to which it reinforces learning. If students engage with the quizzes and demonstrate improved understanding, it indicates that the assessment is effective in reinforcing key concepts.

Purpose: In the content expert judgment, the author employs Interactive Video media to facilitate the teaching of past tense and utilizes a Product Development Progress Sheet to assess and refine the design of the interactive video as English learning material. This study specifically aims to support inclusive class students in grade 6 at SDN 2 Bengkala.

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

D. Blueprint

No	Aspects	Indicators	Likert Scale (1-5)
1	Structure	Systematic presentation: definition, keywords, examples, and moral values	1-5
2	Context and Moral Values	Integration of Pancasila values in grammar learning	1-5

3	Interactivity	The presence of quizzes that engage students and test their understanding	1-5
4.	Language Accessibility	Use of simple language and translation into Indonesian	1-5
5.	Visual Design	Clear and Straightforward presentation	1-5
6	Examples	Relevant examples from daily life	1-5
7	Grammar Explanation	Focus on the practical use of Past Tense in meaningful contexts	1-5
8	Quiz Section	Interactive knowledge assessment	1-5

No	Aspect	Topics	5	4	3	2	1
1	**Structure** **(**Provides a strong foundation for learners)	Clear and systematic structure, starting with the definition of *Past Tense* followed by keywords,		✓			

		examples, and moral values such as Unity, Humanity, Justice, Democracy, and Belief in One God.					
2	**Context and Moral Values** (Make the material more relatable and meaningful)	Effectively ties grammar learning with cultural and moral education by incorporating values from Pancasila.		✓			
3	**Interactivity** (Test understanding in a fun and practical way)	Includes quizzes that engage the audience and encourage them to apply the knowledge gained.	✓				
4	**Language Accessibility** (Translates all example sentences into Indonesian,	It uses simple and clear language, making the material accessible to	✓				

			✓				
	ensuring clarity for the audience)	learners of varying English proficiency levels.					
5	**Visual Design**	The slides are straightforward, focusing primarily on text, ensuring clarity.	✓				
6	**Examples**	Examples are relatable and drawn from everyday life, which helps learners connect the grammar concept with familiar contexts.	✓				
7	**Grammar Explanation**	Focuses on practical usage of *Past Tense* in meaningful contexts.	✓				

| 8 | **Quiz Section**

(Helps reinforce learning concisely and practically) | Engages the audience by testing their knowledge interactively. | | ✓ | | | |

Singaraja, 2025

Instrument Content Expert Judgment

Prof.Dr. I G A Lokita Purnamika Utami S.Pd., M.Pd.

NIP 198304022006042001

No	Aspect	Topics	5	4	3	2	1
1	**Structure** (Provides a strong foundation for learners)	Clear and systematic structure, starting with the definition of *Past Tense* followed by keywords, examples, and moral values such as Unity, Humanity, Justice, Democracy, and Belief in One God.		✓			
2	**Context and Moral Values** (Make the material more relatable and meaningful)	Effectively ties grammar learning with cultural and moral education by incorporating values from Pancasila.		✓			
3	**Interactivity** (Test understanding in a fun and practical way)	Includes quizzes that engage the audience and encourage	✓				

			✓				
		them to apply the knowledge gained.					
4	**Language Accessibility** (Translates all example sentences into Indonesian, ensuring clarity for the audience)	It uses simple and clear language, making the material accessible to learners of varying English proficiency levels.	✓				
5	**Visual Design**	The slides are straightforward, focusing primarily on text, ensuring clarity.	✓				
6	**Examples**	Examples are relatable and drawn from everyday life, which helps learners connect the grammar concept with familiar contexts.	✓				

7	**Grammar Explanation**	Focuses on practical usage of *Past Tense* in meaningful contexts.	✓				
8	**Quiz Section** **(**Helps reinforce learning concisely and practically**)**	Engages the audience by testing their knowledge interactively.		✓			

Singaraja, 2025

Instrument Interview Guide for Need Analysis

I Ketut Trika Adi Ana, S.Pd., M.Pd.

NIP 198508002023211012

MEDIA EXPERT JUDGMENT SHEET

SDN 2 BENGKALA

Media Expert Judgment Sheet

Quality Evaluation of the Teacher Interview Guide

Research Question: 3

A. **Grand Theory**: The foundation of this study is based on Anderson & Krathwohl's Revised Bloom's Taxonomy (2001), which provides a structured framework for evaluating cognitive processes such as understanding, applying, analyzing, and evaluating. This taxonomy is essential for assessing how farmers comprehend the concept of a planting index, apply it in practice, analyze its outcomes, and innovate for improved results. In alignment with this framework, effective instructional tools and extension services are critical for facilitating farmers' learning and decision-making processes. By ensuring clarity, relevance, and usability, these interventions help farmers navigate each cognitive stage, thereby enhancing their ability to adopt innovative agricultural practices such as the planting index of 200.

Key Aspects Derived from Anderson & Krathwohl (2001):

1. **Clarity:** Ensuring questions are specific, understandable, and directly assess values-based learning outcomes.

2. **Relevance:** Aligning questions with curriculum needs and Pancasila values integration.

3. **Usability:** Making the guide practical for teachers in evaluating students' application of values.

4. **Comprehensiveness:** Covering aspects of instructional design, including value integration, strategy analysis, and assessment.

5. **Feedback Mechanisms:** Incorporating ways to refine the guide based on teachers' and students' input.

B. **Conceptual Definition:**

   a. **Clarity** refers to how well the teacher interview guide presents questions in a structured, specific, and understandable manner. Questions should be straightforward, free from ambiguity, and designed to elicit meaningful responses from students.

   b. **Relevance** is the degree to which the interview guide aligns with curriculum needs and effectively integrates **Pancasila values** in the learning process. The questions should be meaningful and reflect real-life applications of moral principles.

   c. **Usability** describes the practicality of the interview guide in classroom settings. A well-structured guide should assist teachers in assessing student values efficiently without adding excessive workload.

   d. **Comprehensiveness** refers to the extent to which the interview guide covers various aspects of instructional design, including the evaluation of **student values, learning strategies, and ethical decision-making**. A comprehensive guide ensures a well-rounded assessment.

   e. **Feedback Mechanisms** relate to how the interview guide facilitates the continuous improvement of instructional materials. The guide should allow for modifications based on teacher and student feedback to enhance the learning process.

C. **Operational Definition**

a. **Clarity** is measured by analyzing whether the questions in the interview guide are **direct, specific, and free from confusion**. If teachers find the questions easy to understand and relevant to student evaluation, the guide is considered clear.

b. **Relevance** is assessed by determining whether the guide's questions correspond to **educational objectives and Pancasila values**. If the questions reflect real-life moral dilemmas and ethical decision-making, the guide is deemed relevant.

c. **Usability** is evaluated by observing how effectively teachers can implement the guide in classroom discussions. If teachers can apply the guide **without difficulties** and use it as a practical tool for assessment, it is considered usable.

d. **Comprehensiveness** is measured by examining whether the guide **covers all essential aspects** of value-based learning. If the guide includes questions about **various dimensions of ethical decision-making**, it is comprehensive.

e. **Feedback Mechanisms** are assessed by determining whether the guide allows for **continuous improvement**. If teachers can refine questions based on student responses and learning outcomes, the guide is considered effective in facilitating feedback.

Purpose: To evaluate the quality of the teacher interview guide in terms of its clarity, relevance, usability, and alignment with values in the learning process.

Please rate the following aspects of the teacher interview guide based on your experience and perception. Use the scale below to indicate your response:

1. Strongly Disagree

2. Disagree

3. Neutral

4. Agree

5. Strongly Agree

D. Blueprint

No	Aspects	Indicator
1	Clarity	The guide contains clear, specific, and understandable questions.
2	Relevance	The questions align with curriculum goals and the integration of Pancasila values.
3	Usability	The guide is practical and can be effectively used by teachers.

4	Comprehensiveness	The guide covers all necessary aspects, including value integration, strategy analysis, and assessment.
5	Feedback Mechanisms	The guide includes ways to refine the teaching process based on feedback from teachers and students.

No.	Statement	5	4	3	2	1
1	The interview guide identifies how students demonstrate Belief in One God through their learning experiences.		✓			
2	The guide evaluates how students apply Unity in collaborative tasks.	✓				
3	It includes questions to analyze students' understanding of Humanity and its application in daily life.		✓			
4	The guide assesses whether students reflect Justice in problem-solving activities.	✓				
5	It helps identify students' readiness to participate in Democracy through discussions and class voting.	✓				
6	The guide effectively aligns learning tasks with the concept of Belief in One God in past events.	✓				

7	It supports instructional goals by incorporating Unity (Persatuan) into group-based learning activities.	✓				
8	The guide integrates Humanity as a value to promote empathy and kindness in peer interactions.		✓			
9	The questions ensure alignment with Justice as a principle in decision-making tasks.	✓				
10	It provides a framework for teachers to prepare materials that reinforce Democracy in classroom management.	✓				
11	The interview guide evaluates how past events influence the development of students' beliefs and values.		✓			
12	It helps teachers analyze how learning strategies reflect students' understanding of values such as Justice in the context of past actions.		✓			
13	The guide incorporates mechanisms to improve the teaching process by using feedback on the application of Pancasila values in learning activities.		✓			

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Instrument Expert Judgment Sheet

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Prof.Dr. I G A Lokita Purnamika Utami S.Pd., M.Pd.

NIP 198304022006042001

No.	Statement	5	4	3	2	1
1	The interview guide identifies how students demonstrate Belief in One God through their learning experiences.	✓				
2	The guide evaluates how students apply Unity in collaborative tasks.		✓			
3	It includes questions to analyze students' understanding of Humanity and its application in daily life.	✓				
4	The guide assesses whether students reflect Justice in problem-solving activities.	✓				
5	It helps identify students' readiness to participate in Democracy through discussions and class voting.	✓				
6	The guide effectively aligns learning tasks with the concept of Belief in One God in past events.	✓				
7	It supports instructional goals by incorporating Unity (Persatuan) into group-based learning activities.	✓				
8	The guide integrates Humanity as a value to promote empathy and kindness in peer interactions.		✓			
9	The questions ensure alignment with Justice as a principle in decision-making tasks.	✓				
10	It provides a framework for teachers to prepare materials that reinforce Democracy in classroom management.	✓				

11	The interview guide evaluates how past events influence the development of students' beliefs and values.	✓				
12	It helps teachers analyze how learning strategies reflect students' understanding of values such as Justice in the context of past actions.		✓			
13	The guide incorporates mechanisms to improve the teaching process by using feedback on the application of Pancasila values in learning activities.		✓			

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Instrument Interview Guide for Need Analysis

I Ketut Trika Adi Ana, S.Pd., M.Pd.

NIP 198508002023211012

PRACTICALITY QUESTIONNAIRE FOR TEACHER AND STUDENTS

Research Questions: 4

Grand Theory: This questionnaire is based on the Technology Acceptance Model (TAM 3) (Davis, 1989; Chau, 1996; Taylor & Todd, 1995; Venkatesh & Bala, 2008; Al-Gahtani, 2016). The model assesses Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) to evaluate technology acceptance. In an educational context, the model helps understand how instructional media supports learning and teaching efficiency.

Purpose: To evaluate the practicality of instructional media from the perspectives of both students and teachers.

Instructions: Please rate the following aspects based on your experience with the instructional media. Use the scale below to indicate your response:

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree
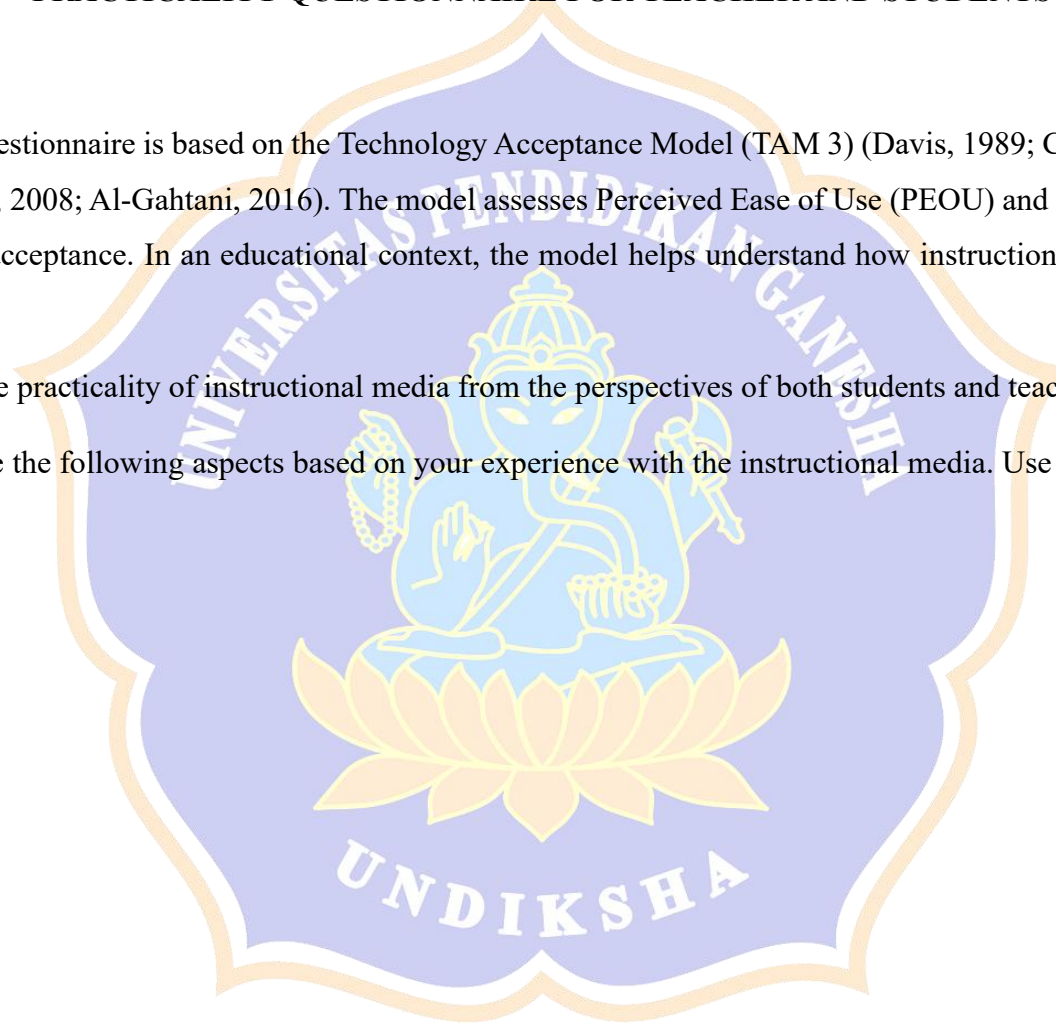
Questionnaire for Teachers

Name	Results
Ibu Putu	

Bapak Made

Questionnaire for Students

Name	Results
Kadek Rosa	

Putu Orchid

KUESIONER KEPRAKTISAN UNTUK MURID

Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang murid.

Petunjuk: Silakan beri penilaian pada aspek-aspek berikut berdasarkan pengalaman Anda dalam menggunakan media pembelajaran. Gunakan skala di bawah ini untuk memberikan jawaban Anda:

Skala:
1 = Sangat Tidak Setuju
2 = Tidak Setuju
3 = Netral
4 = Setuju
5 = Sangat Setuju

No	Aspek	5	4	3	2	1
1	Persepsi Kemudahan Penggunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media pembelajaran ini mudah digunakan. b. Saya dapat menemukan informasi dengan cepat di dalam media. c. Petunjuk dalam media ini mudah diikuti. d. Saya merasa nyaman menggunakan media ini. e. Media ini membantu saya belajar tanpa banyak bantuan dari orang lain.	√				
2	Persepsi Kegunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media ini membantu saya memahami pelajaran dengan lebih baik. b. Media ini membuat pelajaran yang sulit menjadi lebih mudah dipelajari. c. Saya bisa belajar hal baru lebih cepat dengan media ini. d. Media ini membantu saya mengingat apa yang sudah dipelajari. e. Media ini membuat belajar menjadi lebih menyenangkan.	√				
3	Sikap Terhadap Penggunaan Video Interaktif diadaptasi dari (Taylor, S. and Todd, 1995) a. Saya suka menggunakan media ini untuk belajar. b. Saya ingin menggunakan media ini lagi. c. Media ini membantu saya tetap fokus dalam belajar. d. Saya merasa senang saat menggunakan media ini. e. Belajar dengan media ini membuat saya bersemangat.	√				
4	Penerimaan Terhadap Sistem E-learning (Al-Gahtani, 2016) a. Saya bisa menggunakan media ini sendiri. b. Saya memahami kata-kata dan contoh yang ada dalam media. c. Saya bisa menyelesaikan tugas saya menggunakan media ini. d. Saya merasa percaya diri saat menggunakan media ini. e. Media ini membantu saya bekerja sama dengan teman-teman saya.	√				

Made Bagus	

KUESIONER KEPRAKTISAN UNTUK MURID

Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang murid.

Petunjuk: Silakan beri penilaian pada aspek-aspek berikut berdasarkan pengalaman Anda dalam menggunakan media pembelajaran. Gunakan skala di bawah ini untuk memberikan jawaban Anda:

Skala:
1 = Sangat Tidak Setuju
2 = Tidak Setuju
3 = Netral
4 = Setuju
5 = Sangat Setuju

No	Aspek	5	4	3	2	1
1	Persepsi Kemudahan Penggunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media pembelajaran ini mudah digunakan. b. Saya dapat menemukan informasi dengan cepat di dalam media. c. Petunjuk dalam media ini mudah diikuti. d. Saya merasa nyaman menggunakan media ini. e. Media ini membantu saya belajar tanpa banyak bantuan dari orang lain.	✓				
2	Persepsi Kegunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media ini membantu saya memahami pelajaran dengan lebih baik. b. Media ini membuat pelajaran yang sulit menjadi lebih mudah dipelajari. c. Saya bisa belajar hal baru lebih cepat dengan media ini. d. Media ini membantu saya mengingat apa yang sudah dipelajari. e. Media ini membuat belajar menjadi lebih menyenangkan.	✓				
3	Sikap Terhadap Penggunaan Video Interaktif diadaptasi dari (Taylor, S. and Todd, 1995) a. Saya suka menggunakan media ini untuk belajar. b. Saya ingin menggunakan media ini lagi. c. Media ini membantu saya tetap fokus dalam belajar. d. Saya merasa senang saat menggunakan media ini. e. Belajar dengan media ini membuat saya bersemangat.		✓			
4	Penerimaan Terhadap Sistem E-learning (Al-Gahtani, 2016) a. Saya bisa menggunakan media ini sendiri. b. Saya memahami kata-kata dan contoh yang ada dalam media. c. Saya bisa menyelesaikan tugas saya menggunakan media ini. d. Saya merasa percaya diri saat menggunakan media ini. e. Media ini membantu saya bekerja sama dengan teman-teman saya.		✓			

Komang Joni

KUESIONER KEPRAKTISAN UNTUK MURID

Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang murid.

Petunjuk: Silakan beri penilaian pada aspek-aspek berikut berdasarkan pengalaman Anda dalam menggunakan media pembelajaran. Gunakan skala di bawah ini untuk memberikan jawaban Anda:

Skala:
1 = Sangat Tidak Setuju
2 = Tidak Setuju
3 = Netral
4 = Setuju
5 = Sangat Setuju

No	Aspek	5	4	3	2	1
1	Persepsi Kemudahan Penggunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media pembelajaran ini mudah digunakan. b. Saya dapat menemukan informasi dengan cepat di dalam media. c. Petunjuk dalam media ini mudah diikuti. d. Saya merasa nyaman menggunakan media ini. e. Media ini membantu saya belajar tanpa banyak bantuan dari orang lain.		√			
2	Persepsi Kegunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media ini membantu saya memahami pelajaran dengan lebih baik. b. Media ini membuat pelajaran yang sulit menjadi lebih mudah dipelajari. c. Saya bisa belajar hal baru lebih cepat dengan media ini. d. Media ini membantu saya mengingat apa yang sudah dipelajari. e. Media ini membuat belajar menjadi lebih menyenangkan.		√			
3	Sikap Terhadap Penggunaan Video Interaktif diadaptasi dari (Taylor, S. and Todd, 1995) a. Saya suka menggunakan media ini untuk belajar. b. Saya ingin menggunakan media ini lagi. c. Media ini membantu saya tetap fokus dalam belajar. d. Saya merasa senang saat menggunakan media ini. e. Belajar dengan media ini membuat saya bersemangat.		√			
4	Penerimaan Terhadap Sistem E-learning (Al-Gahtani, 2016) a. Saya bisa menggunakan media ini sendiri. b. Saya memahami kata-kata dan contoh yang ada dalam media. c. Saya bisa menyelesaikan tugas saya menggunakan media ini. d. Saya merasa percaya diri saat menggunakan media ini. e. Media ini membantu saya bekerja sama dengan teman-teman saya.		√			

Putu Jasmine

KUESIONER KEPRAKTISAN UNTUK MURID

Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang murid.

Petunjuk: Silakan beri penilaian pada aspek-aspek berikut berdasarkan pengalaman Anda dalam menggunakan media pembelajaran. Gunakan skala di bawah ini untuk memberikan jawaban Anda:

Skala:
1 = Sangat Tidak Setuju
2 = Tidak Setuju
3 = Netral
4 = Setuju
5 = Sangat Setuju

No	Aspek	5	4	3	2	1
1	Persepsi Kemudahan Penggunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media pembelajaran ini mudah digunakan. b. Saya dapat menemukan informasi dengan cepat di dalam media. c. Petunjuk dalam media ini mudah diikuti. d. Saya merasa nyaman menggunakan media ini. e. Media ini membantu saya belajar tanpa banyak bantuan dari orang lain.	V				
2	Persepsi Kegunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media ini membantu saya memahami pelajaran dengan lebih baik. b. Media ini membuat pelajaran yang sulit menjadi lebih mudah dipelajari. c. Saya bisa belajar hal baru lebih cepat dengan media ini. d. Media ini membantu saya mengingat apa yang sudah dipelajari. e. Media ini membuat belajar menjadi lebih menyenangkan.	V				
3	Sikap Terhadap Penggunaan Video Interaktif diadaptasi dari (Taylor, S. and Todd, 1995) a. Saya suka menggunakan media ini untuk belajar. b. Saya ingin menggunakan media ini lagi. c. Media ini membantu saya tetap fokus dalam belajar. d. Saya merasa senang saat menggunakan media ini. e. Belajar dengan media ini membuat saya bersemangat.		V			
4	Penerimaan Terhadap Sistem E-learning (Al-Gahtani, 2016) a. Saya bisa menggunakan media ini sendiri. b. Saya memahami kata-kata dan contoh yang ada dalam media. c. Saya bisa menyelesaikan tugas saya menggunakan media ini. d. Saya merasa percaya diri saat menggunakan media ini. e. Media ini membantu saya bekerja sama dengan teman-teman saya.		V			

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Putu Sandat

KUESIONER KEPRAKTISAN UNTUK MURID

Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang murid.

Petunjuk: Silakan beri penilaian pada aspek-aspek berikut berdasarkan pengalaman Anda dalam menggunakan media pembelajaran. Gunakan skala di bawah ini untuk memberikan jawaban Anda:

Skala:
1 = Sangat Tidak Setuju
2 = Tidak Setuju
3 = Netral
4 = Setuju
5 = Sangat Setuju

No	Aspek	5	4	3	2	1
1	Persepsi Kemudahan Penggunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media pembelajaran ini mudah digunakan. b. Saya dapat menemukan informasi dengan cepat di dalam media. c. Petunjuk dalam media ini mudah diikuti. d. Saya merasa nyaman menggunakan media ini. e. Media ini membantu saya belajar tanpa banyak bantuan dari orang lain.		✓			
2	Persepsi Kegunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media ini membantu saya memahami pelajaran dengan lebih baik. b. Media ini membuat pelajaran yang sulit menjadi lebih mudah dipelajari. c. Saya bisa belajar hal baru lebih cepat dengan media ini. d. Media ini membantu saya mengingat apa yang sudah dipelajari. e. Media ini membuat belajar menjadi lebih menyenangkan.	✓				

No	Aspek					
3	Sikap Terhadap Penggunaan Video Interaktif diadaptasi dari (Taylor, S. and Todd, 1995) a. Saya suka menggunakan media ini untuk belajar. b. Saya ingin menggunakan media ini lagi. c. Media ini membantu saya tetap fokus dalam belajar. d. Saya merasa senang saat menggunakan media ini. e. Belajar dengan media ini membuat saya bersemangat.	✓				
4	Penerimaan Terhadap Sistem E-learning (Al-Gahtani, 2016) a. Saya bisa menggunakan media ini sendiri. b. Saya memahami kata-kata dan contoh yang ada dalam media. c. Saya bisa menyelesaikan tugas saya menggunakan media ini. d. Saya merasa percaya diri saat menggunakan media ini. e. Media ini membantu saya bekerja sama dengan teman-teman saya.	✓				

Ketut Cempaka

KUESIONER KEPRAKTISAN UNTUK MURID

Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang murid.

Petunjuk: Silakan beri penilaian pada aspek-aspek berikut berdasarkan pengalaman Anda dalam menggunakan media pembelajaran. Gunakan skala di bawah ini untuk memberikan jawaban Anda:

Skala:
1 = Sangat Tidak Setuju
2 = Tidak Setuju
3 = Netral
4 = Setuju
5 = Sangat Setuju

No	Aspek	5	4	3	2	1
1	Persepsi Kemudahan Penggunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media pembelajaran ini mudah digunakan. b. Saya dapat menemukan informasi dengan cepat di dalam media. c. Petunjuk dalam media ini mudah diikuti. d. Saya merasa nyaman menggunakan media ini. e. Media ini membantu saya belajar tanpa banyak bantuan dari orang lain.		V			
2	Persepsi Kegunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media ini membantu saya memahami pelajaran dengan lebih baik. b. Media ini membuat pelajaran yang sulit menjadi lebih mudah dipelajari. c. Saya bisa belajar hal baru lebih cepat dengan media ini. d. Media ini membantu saya mengingat apa yang sudah dipelajari. e. Media ini membuat belajar menjadi lebih menyenangkan.	√				
3	Sikap Terhadap Penggunaan Video Interaktif diadaptasi dari (Taylor, S. and Todd, 1995) a. Saya suka menggunakan media ini untuk belajar. b. Saya ingin menggunakan media ini lagi. c. Media ini membantu saya tetap fokus dalam belajar. d. Saya merasa senang saat menggunakan media ini. e. Belajar dengan media ini membuat saya bersemangat.		V			
4	Penerimaan Terhadap Sistem E-learning (Al-Gahtani, 2016) a. Saya bisa menggunakan media ini sendiri. b. Saya memahami kata-kata dan contoh yang ada dalam media. c. Saya bisa menyelesaikan tugas saya menggunakan media ini. d. Saya merasa percaya diri saat menggunakan media ini. e. Media ini membantu saya bekerja sama dengan teman-teman saya.	V				

Made Putra

KUESIONER KEPRAKTISAN UNTUK MURID

Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang murid.

Petunjuk: Silakan beri penilaian pada aspek-aspek berikut berdasarkan pengalaman Anda dalam menggunakan media pembelajaran. Gunakan skala di bawah ini untuk memberikan jawaban Anda:

Skala:
1 = Sangat Tidak Setuju
2 = Tidak Setuju
3 = Netral
4 = Setuju
5 = Sangat Setuju

No	Aspek	5	4	3	2	1
1	Persepsi Kemudahan Penggunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media pembelajaran ini mudah digunakan. b. Saya dapat menemukan informasi dengan cepat di dalam media. c. Petunjuk dalam media ini mudah diikuti. d. Saya merasa nyaman menggunakan media ini. e. Media ini membantu saya belajar tanpa banyak bantuan dari orang lain.	√				
2	Persepsi Kegunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996) a. Media ini membantu saya memahami pelajaran dengan lebih baik. b. Media ini membuat pelajaran yang sulit menjadi lebih mudah dipelajari. c. Saya bisa belajar hal baru lebih cepat dengan media ini. d. Media ini membantu saya mengingat apa yang sudah dipelajari. e. Media ini membuat belajar menjadi lebih menyenangkan.	√				
3	Sikap Terhadap Penggunaan Video Interaktif diadaptasi dari (Taylor, S. and Todd, 1995) a. Saya suka menggunakan media ini untuk belajar. b. Saya ingin menggunakan media ini lagi. c. Media ini membantu saya tetap fokus dalam belajar. d. Saya merasa senang saat menggunakan media ini. e. Belajar dengan media ini membuat saya bersemangat.		√			
4	Penerimaan Terhadap Sistem E-learning (Al-Gahtani, 2016) a. Saya bisa menggunakan media ini sendiri. b. Saya memahami kata-kata dan contoh yang ada dalam media. c. Saya bisa menyelesaikan tugas saya menggunakan media ini. d. Saya merasa percaya diri saat menggunakan media ini. e. Media ini membantu saya bekerja sama dengan teman-teman saya.		√			

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Identify the kinds of English reading media needed by inclusive students at SD N 2 Bengkala:

a. Observation

Findings	Conclusion
Program Tahunan (PT), Alur tujuan pembelajaran (ATP), Capaian pembelajaran (CP), Program Semester (PROSEM), Tujuan Pembelajaran (TP), Modul ajar kurikulum merdeka, Lembar kerja peserta didik (LKPD), Penilaian dalam modul ajar kurikulum merdeka, Bahan Ajar dalam modul ajar kurikulum merdeka.	Based on the documents that have been collected, the English learning media used in SD N 2 Bengkala for grade 6 only uses teaching modules where *Program Tahunan (PT), Alur tujuan pembelajaran (ATP), Capaian pembelajaran (CP), Program Semester (PROSEM), Tujuan Pembelajaran (TP)* are in accordance with *kurikulum merdeka*. The learning material or content in this module can only be used for normal students, because it only contains images and text, so it is not interactive or cannot influence, respond, and contribute to the material presented if used for students with deaf-mute disorders, because they need media that has attractive visuals and contains sign language, so this module cannot be used in inclusive classes.

b. Interview

Learning Media Available at SDN 2 Bengkala to Support Inclusive Classrooms

Aspects	Sources	Description	Summary
1. Curriculum	Ketut (Head Master)	Merdeka Curriculum	Implementing the Merdeka Curriculum

	Putu (Six-grade teacher)	Currently using teaching modules with the Merdeka Curriculum.	
2. Syllabus	Ketut (Head Master)	No special media; only utilizes book materials displayed through a projector.	Independent curriculum teaching modules and additional modules for deaf and mute students with YouTube, video and audio
	Putu (Six-grade teacher)	Currently using teaching modules from the Merdeka Curriculum.	
	Made (Sign language teacher)	Mainly uses YouTube, videos, and audio for deaf and mute students	
3. Assessmet	Ketut (Head Master)	Learning is conducted in the same classroom, but the assessment differs.	The assessment is differentiated between normal students and deaf and mute students, for deaf and mute students only reading and arithmetic skills are assessed, while for normal
	Putu (Six-grade teacher)	Deaf students are assessed based on reading, writing, and numeracy skills, rather than mastering the full material	

	Made (Sign language teacher)	Assessments follow the homeroom teacher's standards.	students it reaches the stage of completing the material.

Conclusion: The learning resources at SD N 2 Bengkala are inadequate to fully support inclusive classes. Interviews with teachers, including the principal, homeroom teacher, and sign language assistant, revealed that the school's materials for inclusive education are divided into two categories. Regular students use a teaching module based on the standard curriculum, while YouTube videos are employed to aid the learning of deaf and mute students. This differentiation is necessary because deaf and mute students require materials with sign language to better understand the content. Additionally, the assessment methods differ: regular students are evaluated based on their progress in completing the material, while deaf and mute students are assessed solely on their reading, arithmetic, and writing skills.

Facilities owned by SD N 2 Bengkala to support learning in inclusive classes

Sources Pseudonyms	Aspects				
	Internet	LCD	Speaker	Laptop	Fasilitas lainnya
Putu (Six-grade teacher)	✔	✔	✔	✔	
Kadek Rosa		✔		✔	Book, TAB, Handphone

(deaf and mute student)					
Putu Orchid (deaf and mute student)		✓		✓	Android, Book, TAB.
Made Bagus		✓		✓	Book, mini whiteboard, TAB, Android.
Komang Joni		✓			Handphone, book
Putu Jasmine		✓		✓	Mini whiteboard, book, TAB, Android,
Putu Sandat		✓		✓	Book and mini whiteboard
Ketut Cempaka		✓		✓	Book and mini whiteboard
Made Putra		✓		✓	Book and mini whiteboard
Conclusion	According to the interview findings, SD N 2 Bengkala has fully equipped facilities to support learning in inclusive classrooms, particularly digital resources like the internet, LCDs, speakers, laptops, tablets, and cellphones, as well as other amenities like books and whiteboards				