


APPENDIX

Appendix 1.

Instrument of this study.

1. To identify the kinds of English reading materials needed by inclusive students at SD N 2 Bengkala:

a. Observation



**PROGRAM TAHUNAN
BAHASA INGGRIS**

Satuan Pendidikan : SD Negeri
Kelas/ Fase : IV (Empat) / B
Tahun Pelajaran : 2024/2025

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

No	Lingkup Materi	Alur Materi Pembelajaran		Alokasi Waktu
1	Unit 1 What Are You Doing?	Membuat kalimat dengan menggunakan verb ing	1. Peserta didik mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kalimat berdasarkan aktivitasnya. 2. Peserta didik mampu membuat kalimat dengan menggunakan verb ing	
2	Unit 2 There are 67 English Books	Menghitung benda dengan menggunakan angka 50- 100	1. Peserta didik dapat mengidentifikasi angka 50-100 dalam Bahasa Inggris. 2. Peserta didik dapat menghitung benda dengan menggunakan angka 50- 100 dalam bahasa Inggris	
3	Unit 3 My Living Room is Beside Kitchen	Membuat kalimat dengan menggunakan preposisi	1. Peserta didik mampu mengidentifikasi preposisi dalam konteks ruangan-ruangan yang ada di dalam rumah dan dapat membuat kalimat dengan menggunakan preposisi.	
4	Unit 4 Cici Cooks in The Kitchen	Kegiatan yang dilakukan beserta waktu	1. Peserta didik mampu merespon pertanyaan serta berbicara tentang kegiatannya sehari-hari di rumah. Kegiatan yang dilakukan beserta waktu pelaksanaannya, example: every morning, every night, every day, etc.	
5	Unit 5 Where is My Pencil?	Benda – benda di dalam ruangan	1. Peserta didik mampu menyebutkan benda – benda di dalam ruangan dengan baik dan lancar. 2. Peserta didik dapat menulis kalimat yang berkaitan dengan benda di ruangan	
6	Unit 6 The Stove is In The Kitchen	Benda-benda di dapur dan di kamar mandi	1. Peserta didik mampu mengenal benda-benda di dapur dan di kamar mandi 2. Peserta didik mampu merespon pertanyaan tentang pertanyaan tentang aktifitas di ruangan	
Cadangan				
7	Unit 7 I Can Make Fried Egg in The Kitchen	Aktivitas di dalam rumah dengan modal auxiliary can	1. Peserta didik mampu mengenali aktivitas-aktivitas di dalam rumah dikaitkan dengan modal auxiliary can. 2. Peserta didik mampu membuat teks singkat tentang aktivitas di dalam rumah dikaitkan dengan modal auxiliary can.	
8	Unit 8 Be On Time!	Penggunaan waktu dengan menggunakan jam analog	1. Peserta didik mampu mengidentifikasi waktu dengan menggunakan jam analog. 2. Peserta mampu berdialog tentang penggunaan waktu	
9	Unit 9 I Go to School after Having Breakfast	Kegiatan sehari-hari menggunakan simple present	1. Peserta didik mampu menyebutkan kegiatan sehari-hari menggunakan simple present dan mampu berbicara tentang kegiatan sehari – hari dalam hubungannya dengan waktu.	
10	Unit 10 He Always Gets Up at 5 O'clock	Kegiatan sehari-hari dengan menggunakan adverbs of frequency	1. Peserta didik mampu mengungkapkan dan menuliskan kegiatan sehari-hari dengan menggunakan adverbs of frequency (always, usually, sometimes, never)	
11	Unit 11 How Do You Go to School?	Jenis-jenis kendaraan	1. Peserta didik mampu mengidentifikasi jenis-jenis kendaraan. 2. Peserta didik mampu membuat kalimat sederhana tentang kendaraan	
12	Unit 12 He Goes to School by Bike	Trasportasi	1. Peserta didik mampu mengidentifikasi jenis-jenis transportasi. 2. Peserta didik mampu menyebutkan kembali kalimat yang berkaitan dengan transportasi yang biasanya digunakan dalam kegiatan sehari-hari	
Cadangan				

tahun	pelajaran
2024/2025	di SD N 2 Bengkala.

Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus bahasa	Waktu
Membaca – Membaca dan Menulis – Mengpresentasikan	Unit 6 The Stars Is In The Kitchen	<ul style="list-style-type: none"> • Peserta didik mampu mengenal benda-benda di dapur dan di kamar rumah • Peserta didik mampu merespon pertanyaan tentang pertanyaan tentang aktifitas di rumah 	Benda-benda di dapur dan di kamar rumah	pillow, blanket, wardrobe Where does it live? What, door, sink, floor, bowl, pan, stove, dining table, water, bathtub, soap, tooth paste, tooth brush, shampoo, towel, diaper, do it for me	
Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus bahasa	Waktu
Menyimak – Berbicara dan Menulis – Mengpresentasikan	Unit 7 I Can Make Fried In The Kitchen	<ul style="list-style-type: none"> • Peserta didik mampu mengikuti aktivitas aktivitas di dalam rumah dengan model auditory can • Peserta didik mampu mengutarakan yang mereka lakukan dengan model auditory can 	Aktivitas di dalam rumah dengan model auditory can	What can you do? I can do... fry, a sack, boil, mix, play	
Membaca – Membaca dan Menulis – Mengpresentasikan	Unit 8 Be On Time	<ul style="list-style-type: none"> • Peserta didik mampu mengutarakan/ tulis waktu dengan menggunakan jam analog • Peserta mampu berdialog, tentang menggunakan waktu 	Penggunaan waktu dengan menggunakan jam analog	What do you do at 10 o'clock? I go to school at 7 o'clock	
Menyimak – Berbicara dan Menulis – Mengpresentasikan	Unit 9 I Go to School after Having Breakfast	<ul style="list-style-type: none"> • Peserta didik mampu mengutarakan kegiatan sehari-hari menggunakan jam analog dan berdialog tentang kegiatan sehari – hari dalam berhubungan dengan waktu 	Kegiatan sehari-hari menggunakan jam analog	Go, breakfast, your time, Work, Take a bath, Get up, Go to school, Play, Read books, Play, Prepare to school	
Membaca – Membaca dan Menulis – Berbicara	Unit 10 It's About Time at 5:00 clock	<ul style="list-style-type: none"> • Peserta didik mampu mengutarakan dan menjelaskan kegiatan sehari-hari dengan menggunakan aktivitas of frequency (always, usually, sometimes, never) 	Kegiatan sehari-hari dengan menggunakan aktivitas of frequency	Always, sometimes, usually, never	
Membaca – Membaca dan Menulis – Mengpresentasikan	Unit 11 How Do You Go to School?	<ul style="list-style-type: none"> • Peserta didik mampu mengutarakan/ tulis kegiatan transportasi 	jenis-jenis kendaraan	How do you go to school? Truck, plane, train, bus, Pedicab, motorcycle, helicopter, ship, bike	
Menyimak – Berbicara dan Menulis – Mengpresentasikan	Unit 12 Go to the School by Bike	<ul style="list-style-type: none"> • Peserta didik mampu mengidentifikasi jenis-jenis transportasi • Peserta didik mampu menyebutkan lokasi lokasi yang berkaitan dengan transportasi yang biasanya digunakan dalam kegiatan sehari-hari 	Transportasi	Go to... By... At...	

Guru Kelas IV

NIP

NIP

**CAPAIAN PEMBELAJARAN BAHASA INGGRIS
FASE B**

Pada akhir Fase B, peserta didik memahami dan merespon teks lisan dan visual sederhana dalam bahasa Inggris. Dalam mengembangkan keterampilan menyimak dan berbicara, peserta didik mengikuti/merespon instruksi atau pertanyaan sederhana dalam bahasa Inggris dan membagikan informasi dengan kosakata sederhana. Peserta didik merespon berbagai teks/gambar secara lisan dan tulisan sederhana dengan alat bantu visual dan komunikasi non-verbal. Pada Fase B, peserta didik dapat berinteraksi dengan menggunakan bahasa Inggris sederhana.

**ANALISIS CAPAIAN PEMBELAJARAN BAHASA INGGRIS PER ELEMEN
FASE B**

ELEMEN	CAPAIAN PEMBELAJARAN
Menyimak - Berbicara	Pada akhir Fase B, Peserta didik menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas, yang dapat diprediksi (rutin) menggunakan kalimat dengan pola yang sesuai dengan konteks yang dibicarakan. Peserta didik mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar. Peserta didik memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosakata sederhana. Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.
Membaca - Memirsa	Pada akhir fase B, Peserta didik memahami katakata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Peserta didik membaca/memirsa dan memberikan respons secara lisan dan komunikasi non-verbal terhadap teks pendek sederhana dan familiar dalam moda tulisan atau digital, termasuk teks visual, multimodal atau interaktif.
Menulis - Mempresentasikan	Pada akhir fase B, Peserta didik mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, peserta Elemen Deskripsi didik menghasilkan beberapa teks sederhana menggunakan kata/frasa sederhana dan gambar. Peserta didik menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam bahasa Inggris menggunakan ejaan rekaan

Mengetahui
Kepala SD Negeri

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Guru Kelas IV

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

Tujuan Pembelajaran
(TP) untuk pembelajaran
Bahasa Inggris, fase B,
Kelas IV, tahun
pembelajaran 2024/2025,
di SD N 2 Bengkala.

Situasi Pendidikan : SD Negeri
 Kelas/Fase : IV (E) dan I / B
 Tahun Pelajaran : 2024/2025
 Profil Pelajar Pancasila :
 Sumber Referensi :

ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS

SD Negeri
 IV (E) dan I / B
 2024/2025
 Bahasa, Berakhlak Kepada Tuhan Yang Maha Esa, Dan Berakhlak Mulia, Mandiri, Berakhlak Kritis Kreatif, Berprestasi, Berkeadilan Global
 Naskah SK BSK-AP No. 33 Tahun 2022 Pendidikan SK BSK-AP No. 8 Tahun 2022 Tentang Capaian Pembelajaran PAUD dan Jenjang Pendidikan Dasar dan Pendidikan Menengah pada Kurikulum Merdeka
 My Next Words Grade 4 Buku Guru untuk SD Kelas 4
 Judi A. al., "Student's Book for Elementary School - My Next Words Grade 4, Penulis: EYLC Team, ISBN : 978-602-244-308-1 (Jilid lengkap), ISBN 978-602-244-310-4 (Jilid 4)
 Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2021
 My Next Words Grade 4 Buku Siswa untuk SD Kelas 4
 Judi A. al., "Student's Book for Elementary School - My Next Words Grade 4, Penulis: EYLC Team, ISBN : 978-602-244-311-1 (Jilid lengkap), ISBN : 978-602-244-313-5 (Jilid 4)
 Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2021
 https://number.bahasa.kemdikbud.go.id
 https://kurikulum.kemdikbud.go.id

Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus Bahasa	Waktu
Menyimak - Berbicara dan Menulis - Mempresentasikan	Unit 1 What Are You Doing?	<ul style="list-style-type: none"> Peserta didik mampu menguraikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kalimat berdasarkan aktivitasnya. Peserta didik mampu membuat kalimat dengan menggunakan verb ing 	Membuat kalimat dengan menggunakan verb ing	What are you doing? What is she/he doing? I am singing, playing, having breakfast, watching, swimming.	
	Unit 2 There are 17 English Books	<ul style="list-style-type: none"> Peserta didik dapat mengidentifikasi angka 50-100 dalam Bahasa Inggris Peserta didik dapat menghitung benda dengan menggunakan angka 50-100 	Menhitung benda dengan menggunakan angka 50-100	How many English books are there? There are 17 books. One hundred Plus minus.	
Menyimak - Berbicara dan Menulis - Mempresentasikan	Unit 3 My Living Room is Beautiful	Peserta didik mampu mengidentifikasi properti dalam konteks ruangan-ruangan yang ada di dalam rumah dan dapat membuat kalimat dengan menggunakan properti	Membuat kalimat dengan menggunakan properti	Where is the kitchen? How is the room? Living room, dining room, bed room, bath room, kitchen, garage, Bed, behind, in front of, between, Clean, dirty, big, large, empty.	
	Unit 4 Chat Chat in The Kitchen	Peserta didik mampu mengonfirmasi pertanyaan serta berbicara tentang kegiatan sehari-hari di rumah. Kegiatan yang dilakukan beserta waktu pelaksanaan, misalnya every morning, every night, every day, etc.	Kegiatan yang dilakukan beserta waktu	What do you do in the dining room? Reads, watches, sleeps, cooks, takes a bath, does, showers, etc, etc. Simple present tense	
Menyimak - Berbicara dan Menulis - Mempresentasikan	Unit 5 Where is My Pen?	Peserta didik mampu menyebutkan benda-benda di dalam ruangan dengan baik dan lancar	Benda-benda di dalam ruangan	What are in the living room? There is a lamp, radiator, a picture, shelf, vase, television, sofa, clock, bed.	

Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus Bahasa	Waktu
Menyimak - Berbicara dan Menulis - Mempresentasikan	Unit 6 The Show is In The Kitchen	<ul style="list-style-type: none"> benda di ruangan. Peserta didik mampu mengonfirmasi pertanyaan tentang aktivitas di dalam rumah Peserta didik mampu mengonfirmasi pertanyaan tentang kegiatan sehari-hari di rumah 	Benda-benda di dapur dan di kamar mandi	pillow, bedsheet, wardrobe Where does it live wall? Plate, spoon, fork, glass, bowl, pan, stove, frying pan, water, bathtub, soap, tooth paste, tooth brush, shampoo, towel, dryer, etc, etc.	
	Unit 7 I Can Make a Fried Egg in The Kitchen	Peserta didik mampu mengonfirmasi aktivitas aktivitas di dalam rumah dilakukan dengan model auxiliary can	Aktivitas di dalam rumah dengan model auxiliary can	What can you do? I can do. Fry, take a rest, boil, rest, play	
Menyimak - Berbicara dan Menulis - Mempresentasikan	Unit 8 Be On Time!	Peserta didik mampu mengidentifikasi waktu dengan menggunakan jam analog	Penggunaan waktu dengan menggunakan jam analog	What do you do at six o'clock?	
	Unit 9 I Go to School after Having Breakfast	Peserta didik mampu menyebutkan kegiatan sehari-hari menggunakan simple present dan mampu berbicara tentang kegiatan sehari-hari dalam hubungannya dengan waktu	Kegiatan sehari-hari menggunakan simple present	Cook, Brush your teeth, Work, Take a bath, Get up, Go to school, Play, Have breakfast, Sleep, Prepare to School	
Menyimak - Berbicara dan Menulis - Mempresentasikan	Unit 10 He Always Gets Up at 6 O'clock	Peserta didik mampu mengungkapkan dan memuliskan kegiatan sehari-hari dengan menggunakan adverb of frequency (always, usually, sometimes, never)	Kegiatan sehari-hari dengan menggunakan adverb of frequency	A always, sometimes, usually, never	
	Unit 11 How Do You Go to School?	Peserta didik mampu mengidentifikasi jenis-jenis kendaraan	Jenis-jenis kendaraan	How do you go to school? Truck, plane, train, bus, Pedal bike, motorbike, helicopter, boat, ship, bike.	
Menyimak - Berbicara dan Menulis - Mempresentasikan	Unit 12 He Goes to School by Bike	Peserta didik mampu mengidentifikasi jenis-jenis transportasi	Transportasi	Go to ... By ... At ...	

Kepala SD Negeri

Guru Kelas IV

Tujuan Pembelajaran
 (TP) untuk pembelajaran
 Bahasa Inggris, fase B,
 Kelas IV, tahun
 pembelajaran 2024/2025,
 di SD N 2 Bengkala.

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Modul ajar kurikulum merdeka, untuk pembelajaran Bahasa Inggris, fase C, Kelas VI, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.

MODUL AJAR - I

Satuan Pendidikan : SD Negeri
 Kelas/Semester : IV (Empat) / Ganjil
 Fase : B
 Tahun Pelajaran : 2024/2025
 Mata Pelajaran : Bahasa Inggris
 Unit 1 : What Are You Doing?
 Alokasi Waktu : 2 x 2 x35 Menit

KOMPETENSI AWAL

- ▲ Siswa mampu mengungkapkan kegiatan menggunakan verb ing
- ▲ Siswa mampu mengubahkan kalimat tentang kegiatan mereka

PROFIL PELAJAR PANCASILA

- ▲ Beriman, Bertakwa Kepada Tuhan Yang Maha Esa, Dan Berakhlak Mulia;
- ▲ Mandiri;
- ▲ Bernalar Kritis;
- ▲ Kreatif;
- ▲ Bergotong royong;
- ▲ Berkebhinekaan Global

SARANA DAN PRASARANA

- ▲ Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021
 My Next Words Grade 4-Buku Guru untuk SD Kelas 4
 Jaidi Adil, Teacher's Book for Elementary School - My Next Words Grade 4
 Penulis : EYLC Team
 ISBN 978-602-244-508-1 (Jilid lengkap), ISBN 978-602-244-510-4 (Jilid 4)
- ▲ Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022
 My Next Words Grade 4-Buku Siswa untuk SD Kelas 4
 Jaidi Adil, Student's Book for Elementary School - My Next Words Grade 4
 Penulis : EYLC Team
 ISBN : 978-602-244-511-1 (Jilid lengkap), ISBN : 978-602-244-513-5 (Jilid 4)
- ▲ Lembar Kerja Siswa, Laptop, Handphone, LCD Proyektor
- ▲ Alat atau Gambar Peraga
- ▲ Alat Tulis, Spidol, Crayon, Buku Gambar

A. TUJUAN PEMBELAJARAN

Capaian Pembelajaran :

- Menimak - Berbicara
 - ▲ Peserta didik menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas, yang dapat dipinilasi (rutin) menggunakan kalimat dengan pola yang sesuai dengan konteks yang dibicarakan. Peserta didik mengubah/menganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar. Peserta didik memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosakata sederhana. Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.

Mendesk - Mengkomunikasikan

- ▲ Peserta didik mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, peserta Elemen Deskripsi didik menghasilkan beberapa teks sederhana menggunakan kata/frasa sederhana dan gambar. Peserta didik menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam bahasa Inggris menggunakan cjan rekan .

Tujuan Pembelajaran :

- ▲ Siswa mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kalimat berdasarkan aktivitasnya.
- ▲ Siswa mampu membuat kalimat dengan menggunakan verb ing

B. PEMAHAMAN BERMAKNA

- ▲ Pada tahap ini siswa diajak untuk mengungkapkan menghasilkan kalimat tentang kegiatan mereka

C. FOKUS BAHASA

- What are you doing? - Apa yang sedang kamu lakukan?
- What is she/he doing? - Apa yang dia lakukan?
- Going, singing, playing, - Pergi, bernyanyi, bermain,
- having breakfast, watching, swimming. - Sarapan, menonton, berenang,

D. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN

- ▲ Guru menyapa dan memberi salam, mengecek kehadiran, kebersihan dan kerapian siswa
- ▲ Kelas dilanjutkan dengan do'a dipimpin oleh salah seorang siswa.
- ▲ Guru memastikan bahwa semua siswa dalam keadaan sehat

KEGIATAN INTI

Let's Sing

- ▲ Guru menyapa siswa
- ▲ Guru mengajak siswa untuk menyanyikan lagu pada halaman 2.
- Ok children, today we are going to sing. Do you like singing?
 Ok anak-anak, hari ini kita akan bernyanyi. Apakah kamu senang bernyanyi?
- ▲ Guru memberi contoh menyanyikan lagu pada halaman 2.
- ▲ Siswa menyanyikan lagu
- ▲ Guru mengajak siswa untuk menebak apa yang sedang dilakukan guru di depan kelas.
- What am I doing? Singing.
 Apa yang saya lakukan? Nyanyian

Look and Say

- ▲ Guru meminta siswa mengamati gambar pada halaman 3-5.
- ▲ Look at the picture on page 3-5. What are they doing?
 Perhatikan gambar di halaman 3-5. Apa yang mereka lakukan?
- ▲ Guru meminta siswa untuk membacakan kalimat yang ada pada halaman 3-5.
- ▲ Guru membetulkan beberapa pengucapan yang belum benar.
- ▲ Guru meminta siswa untuk menirukan pengucapan kata yang benar.
- ▲ Siswa diminta mengulang pengucapan secara mandiri untuk hal 3 – 5.
- Contoh kalimat guru :
 Let's read and say together
 Mari kita baca dan ucapkan bersama

Pair work

- ▲ Guru memeragakan satu kegiatan di depan kelas.
 "Let's guess what am I doing?" "Ayo tebak apa yang aku lakukan?"
 Siswa : "You are singing" "Kamu sedang bernyanyi"
- ▲ Guru meminta beberapa siswa memeragakan kegiatan yang sedang mereka lakukan. Siswa yang lain menebak kegiatan yang diperagakan teman di depan kelas
- ▲ Guru membagikan kartu bergambar pada masing-masing siswa.
- ▲ Guru meminta dua anak melakukan tanya jawab dengan memperhatikan gambar pada kartu dan bertanya
 "What is he/she doing?"
 "apa yang dia lakukan"
- ▲ Siswa melakukan tanya jawab secara berpasangan dengan menggunakan kartu.

Look and Write

- ▲ Guru menunjukkan gambar sebuah kegiatan dan bertanya, "What is he doing?" "Apa yang dia lakukan?"
- ▲ Siswa mengamati gambar dan menjawab, "Dimas is swimming" "Dimas sedang berenang"
- ▲ Guru meminta siswa mengamati gambar pada halaman 7 dan melakukan kegiatan berikut
 "Look at the picture! Write what are they doing"
 "lihat gambarnya! tuliskan apa yang mereka lakukan"

Listen and Write

- ▲ Guru mengajak siswa mengamati gambar Cici yang sedang sarapan di kantin.
 "Look at the picture, listen to my sentence and write"
 "Lihat gambarnya, dengarkan kalimatku dan tuliskan"
- ▲ Guru membacakan kalimat sesuai dengan gambar, siswa menuliskannya di bawah gambar
 "Number one, Lili is having breakfast."
 "Nomor satu, Lili sedang sarapan."
- ▲ Guru melanjutkan membacakan kalimat selanjutnya.
 Number two, They are baking cakes.
 Nomor dua, Mereka sedang membuat kue.
- Number three, Joshua and friends are playing football.
 Nomor tiga, Joshua dan kawan-kawan sedang bermain sepak bola
- Number four, Aisyah is studying Math.
 Nomor empat, Aisyah sedang belajar Matematika
- Number five, they are reading book.
 Nomor lima, mereka sedang membaca buku.
- Number six, they are studying English.
 Nomor enam, mereka sedang belajar bahasa Inggris
- Number seven, Made is washing his hands.

- Nomor tujuh, Made sedang mencuci tangannya.
Number eight, they are playing marbles.
 Nomor delapan, mereka sedang bermain kelereng.
 Nomor nine, Cici is borrowing some books.
 Nomor sembilan, Cici sedang meminjam beberapa buku.

▲ Guru mengajak siswa mendiskusikan hasil dari kegiatan listening.

Look and Write

- ▲ Siswa diminta mengamati gambar dan contoh kalimat tentang kegiatan yang dilakukan serta tempat kegiatannya. Guru menuntut siswa untuk mengungkapkan kalimat berdasarkan gambar.
 Contoh kalimat guru: "Look at the picture, what is Joshua Doing?/what are they doing?"
 "Lihat gambarnya, apa yang Joshua lakukan?/apa yang mereka lakukan?"
- ▲ Guru mengajak siswa mengamati gambar pada halaman 11-12.
 "Look at the picture, what are they doing?"
 "Lihat gambarnya, apa yang mereka lakukan?"
- ▲ Siswa menuliskan kalimat yang sesuai dengan gambar yang ada di buku siswa halaman 11-12.
 Contoh kalimat guru: "Let's write the sentence on your book."
 "Ayo tulis kalimatnya di bukumu"

My New Words

- ▲ Pada tahap ini siswa diajak untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar.
 "Let's say together : going, eating, etc."
 "Mari kita pergi, makan, dll"

KEGIATAN PENUTUP

- ▲ Guru memberikan pengujian dari kesimpulan
 ▲ Siswa diberikan kesempatan berbicara, bertanya dan menambahkan informasi dari siswa lainnya.
 ▲ Menyanyikan salah satu lagu daerah untuk menumbuhkan nasionalisme, persatuan, dan toleransi.
 ▲ Salun dan do'a penutup di pimpin oleh salah satu siswa.

E. ASESMEN / PENILAIAN

a) Asesmen Penguasaan

Rancor Jawaban

IKPD-1

Look and Write

Look at the picture and write your friend's activities.

1. Joshua is swimming.
 Joshua sedang berenang.
 2. Cici is eating.
 Cici sedang makan.
 3. Joshua is sleeping.
 Joshua sedang tidur.
 4. Cici and her friends are playing skipping.
 Cici dan teman-temannya sedang bermain lompat tali.
 5. Aisyah is watching TV.
 Aisyah sedang menonton tv.
 6. Made is walking.
 Made sedang berjalan.
 7. Made is writing.
 Made sedang menulis.
 8. Made and Joshua are drawing.
 Made dan Joshua sedang menggambar.

IKPD-3

Look and Write

1. The students are playing in the schoolyard.
 Para siswa sedang bermain di halaman sekolah.
 2. Made is eating at the canteen.
 Made sedang makan di kantin.
 3. The students are reading book in the library.
 Para siswa sedang membaca buku di perpustakaan.
 4. They are studying math in the classroom.
 Mereka sedang belajar matematika di ruangan kelas.
 5. Joshua and friends are playing football in the schoolyard.
 Joshua dan teman-temannya sedang bermain bola di halaman sekolah.
 6. Aisyah and Cici are singing a song in the classroom.
 Aisyah dan Cici sedang menyanyikan sebuah lagu di ruangan kelas.

IKPD-3

Listen and Write "What are They Doing?"

Example :

1. Cici is eating in the canteen.
 Cici sedang makan di kantin.
 2. They are buying cakes.
 Mereka sedang membeli kue.
 3. Joshua and friends are playing football.
 Joshua dan teman-temannya sedang bermain bola.
 4. Aisyah is studying math.
 Aisyah sedang belajar matematika.
 5. They are reading the book.
 Mereka sedang membaca buku.
 6. They are studying English.
 Mereka sedang belajar bahasa Inggris.
 7. Made is washing his hands.
 Made sedang mencuci tangannya.
 8. They are playing marbles.
 Mereka sedang bermain kelereng.
 9. Aisyah is borrowing some books.
 Aisyah sedang meminjam beberapa buku di perpustakaan.

b) Asesmen Keterampilan

Instrumen : IKPD-3

- Siswa menuliskan kalimat yang sesuai dengan gambar

Rubrik Penilaian Menulis

Nama & Keterangan Siswa		Aspek									Rata-Rata
No.	Nama Siswa	Akurasi (grammar)			Ketuntasan			Mekamik (tanda baca, ejaan, kapitalisasi)			
		1	2	3	1	2	3	1	2	3	
1											
2											
3											
4											
5											
dst											

F. PENGAYAAN DAN REMEDIAL

Pengayaan

- ▲ Pengayaan adalah kegiatan pembelajaran yang diberikan pada siswa dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial

- ▲ Remedial diberikan kepada siswa yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

G. REFLEKSI

Refleksi Guru

- ▲ Bagaimana reaksi siswa dalam mengikuti pembelajaran pada unit ini?
 ▲ Apa yang menjadi kendala dalam pembelajaran pada unit ini?
 ▲ Bagaimana pencapaian keberhasilan dalam pembelajaran unit ini?
 ▲ Poin penting apakah yang perlu menjadi catatan dalam menyelesaikan permasalahan pembelajaran ini?
 ▲ Tuliskan satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik

- ▲ Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini.

H. GLOSARIUM

Let's sing

Dalam kegiatan Let's sing guru mengajak siswa untuk bernyanyi bersama untuk mengingat konsep tertentu yang sudah dipelajari.

Listen and answer

Dalam kegiatan Let's write, guru mengajak siswa mengamati gambar, dan kemudian siswa menuliskan kata atau kalimat yang sesuai dengan gambar.

Look and answer

Dalam kegiatan Look and answer, siswa melihat gambar atau membaca sebuah teks dan kemudian menjawab pertanyaan.

Look and say

Dalam kegiatan Look and say, siswa memperhatikan gambar, dan kemudian siswa menirukan kata atau kalimat yang guru ucapkan.

Look and write

Dalam kegiatan Look and write, siswa melihat kata atau kalimat dan menuliskannya.

My new words



















Dalam kegiatan My new word guru dapat melakukan kegiatan penguatan dengan mengajak siswa mengucapkan dan mengingatkan kembali konsep yang siswa telah pelajari.

Mengetahui
Kepala SD Negeri

2024
Guru Kelas IV

.....
NIP

.....
NIP

<p style="text-align: center;">LEMBAR KERJA PESERTA DIDIK – 1</p> <div style="display: flex; justify-content: space-between; align-items: center;">  <div> <p>Look and Write</p> <p>Look at the picture and write your friend's activities.</p> </div> </div> <div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div style="text-align: center;">  <p>1</p> <p>Joshua is _____</p> </div> <div style="text-align: center;">  <p>5</p> <p>Aisyah is _____</p> </div> <div style="text-align: center;">  <p>2</p> <p>Cici is _____</p> </div> <div style="text-align: center;">  <p>6</p> <p>Made is _____</p> </div> <div style="text-align: center;">  <p>3</p> <p>Joshua is _____</p> </div> <div style="text-align: center;">  <p>7</p> <p>Made is _____</p> </div> <div style="text-align: center;">  <p>4</p> <p>Cici and her friends are _____</p> </div> <div style="text-align: center;">  <p>8</p> <p>Joshua and Made are _____</p> </div> </div>	<p>Lembar kerja peserta didik (LKPD) dalam modul ajar kurikulum merdeka, untuk pembelajaran Bahasa Inggris, fase B, Kelas IV, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.</p>
<p style="text-align: center;">LEMBAR KERJA PESERTA DIDIK – 1</p> <div style="display: flex; justify-content: space-between; align-items: center;">  <div> <p>Look and Write</p> <p>Look at the picture and write your friend's activities.</p> </div> </div> <div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div style="text-align: center;">  <p>1</p> <p>Joshua is _____</p> </div> <div style="text-align: center;">  <p>5</p> <p>Aisyah is _____</p> </div> <div style="text-align: center;">  <p>2</p> <p>Cici is _____</p> </div> <div style="text-align: center;">  <p>6</p> <p>Made is _____</p> </div> <div style="text-align: center;">  <p>3</p> <p>Joshua is _____</p> </div> <div style="text-align: center;">  <p>7</p> <p>Made is _____</p> </div> <div style="text-align: center;">  <p>4</p> <p>Cici and her friends are _____</p> </div> <div style="text-align: center;">  <p>8</p> <p>Joshua and Made are _____</p> </div> </div>	<p>Lembar kerja peserta didik (LKPD) dalam modul ajar kurikulum merdeka, untuk pembelajaran Bahasa Inggris, fase B, Kelas IV, tahun pembelajaran 2024/2025, di SD N 2 Bengkala.</p>



drove



took pictures



prepared lunch



played

Bahan Ajar dalam modul ajar kurikulum merdeka, untuk pembelajaran Bahasa Inggris, fase B, Kelas IV, tahun pembelajaran 2024/2025, di SD N 2 Bengkulu.



Dokumentasi interview dengan Kepala sekolah dan wali kelas IV di SD N 2 Bengkulu terkait dengan materi dan media pembelajaran yang digunakan dalam belajar Bahasa Inggris.

 	<p>Dokumentasi interview dengan siswa siswi kelas IV di SD N 2 Bengkala terkait dengan media pembelajaran yang diinginkan dalam belajar Bahasa Inggris.</p>
	<p>Dokumentasi interview dengan siswi bisu tuli kelas IV yang didampingi oleh guru bahasa Isyarat di SD N 2 Bengkala terkait dengan media pembelajaran yang diinginkan dalam belajar Bahasa Inggris.</p>

**DATA SISWA KELAS IV
SD NEGERI 2 BENGKALA**

NO	NAMA	KETERANGAN
1	KOMANG DEVI SEPTIANAWATI	
2	KADEK DWI ANGGA PUTRA	
3	I GEDE JANUARTA WIGUNA	
4	KADEK JULI ARTINI	
5	I PUTU JUNA SAPUTRA WISESA	
6	KOMANG OKTAPIA W.	
7	I PUTU RISKY SUDARMA W.	
8	NI KADEK SATI PRASETIA DEVI	✓
9	NI KOMANG SITA PRASETIA D.	✓
10	I WAYAN SENTANA JULI A.	
11	GEDE WARSANA	
12	KADEK WIKAN DINATA PUTRA	
13	NI LUH YULIANTARI	
14		

Data Siswa kelas IV di SD N 2 Bengkulu yang berjumlah 13 siswa dengan 2 siswa yang mengalami keterbatasan yaitu bisu dan tuli.



Bahasa Isyarat Indonesia (BISINDO) adalah bahasa isyarat yang digunakan di SD N 2 Bengkulu untuk kelas 46, sedangkan kelas 123 menggunakan bahasa isyarat lokal.

	<p>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.</p>
	<p>Kelas inklusi di SD N 2 Bengkala.</p>

	<p>Papan nama perbaikan kelas inklusi</p>
	<p>Visi dan Misi SD N 2 Bengkulu</p>
	<p>Papan nama Sekolah Dasar Negeri 2 Bengkulu, yang sudah dibuka sejak tanggal 1, Januari, 1978.</p>

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.	1. How long has the school been implementing inclusive education?	✓	
		2. How many students with special needs are there in 4 th grade?	✓	

	<p>This aspect of the interview provides basic information for analyzing students' learning media needs. This information helped 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.</p>	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?	✓	
Preparation for learning activity in	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?	✓	

inclusive classes	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.	7. What curriculum do you use in the inclusive classroom?	✓	
		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 and adapting learning media to the needs of individual students.	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?	✓	

Media use in inclusive classes	Questions related to the media used during the learning process in inclusive classrooms	12. How is the availability of facilities and infrastructure to support the learning of students with special needs?	✓	
	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.	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	Questions about students' reading comprehension in grade fourth	17. How is the reading ability of the students, especially students with special needs, in 4th grade?	✓	

in inclusive classes	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.	18. How high is the literacy level of the students in 4th grade?	✓	
		19. In your opinion, does the use of engaging media increase the reading interest of students with special needs?	✓	
Teaching Assesment	<p>Question about how to conduct assessments in inclusive classes</p> <p>This aspect of the interview provides information to help researchers adjust learning media that can accommodate the differences in learning abilities of all students</p>	20. How is the assessment of learning conducted in the inclusive classroom?	✓	
Total		20		

Singaraja, 2025

Instrument Interview Guide for Need Analysis



Prof.Dr. I G A Lokita Purnamika Utami S.Pd., M.Pd.
NIP 198304022006042001



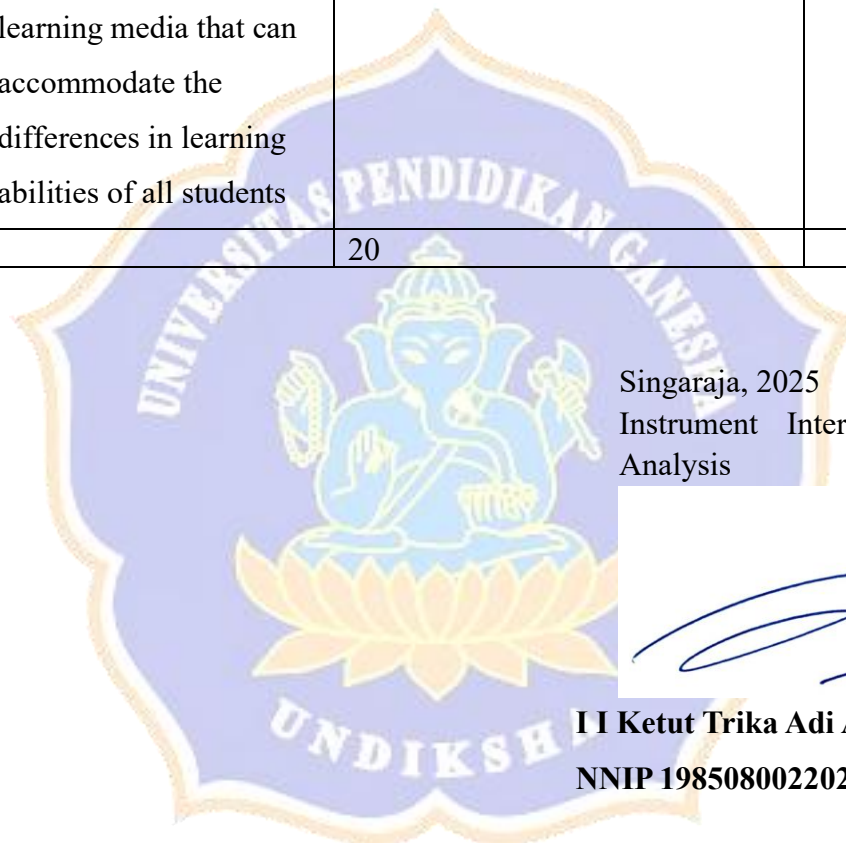
Aspects	Descriptors	Questions	Relevant	Not relevant
Inclusive education at school	<p>The questions were about the students in the inclusive class and the implementation of inclusive education in the school.</p> <p>This aspect of the interview provides basic information for analyzing students' learning media needs. This information helped the researcher understand: The condition of the students, and the potential use of digital media for learning, Available resources indicate that students</p>	1. How long has the school been implementing inclusive education?	✓	
		2. How many students with special needs are there in 4 th 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?	✓	

	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?	✓	
	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.	7. What curriculum do you use in the inclusive classroom?	✓	
		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.	9. What teaching methods do you use during learning activities in the inclusive classroom?	✓	

	This aspect of the interview provides information to design more effective strategies in using learning media and adapting learning media to the needs of individual students.	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?	✓	
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 4	17. How is the reading ability of the students, especially students with special needs, in 4th grade?	✓	
	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.	18. How high is the literacy level of the students in 4th 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

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

NNIP 1985080022023211012

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 4th grade?

There are eight students in 4th 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: picture, 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 4th-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 4th-grade students?

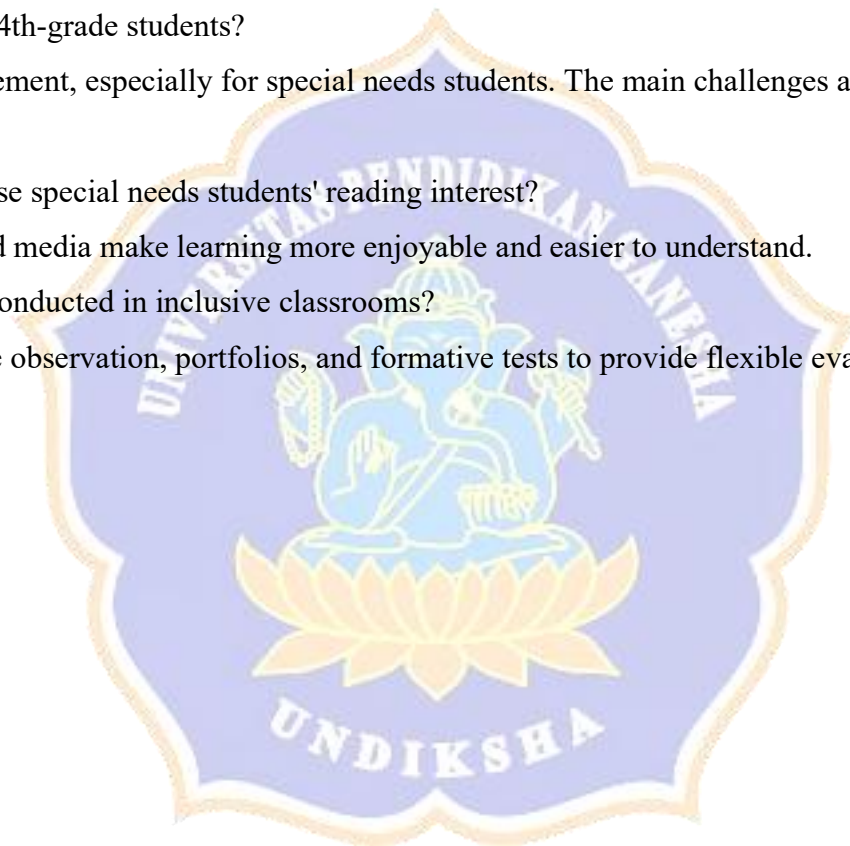
Literacy levels need improvement, especially for special needs students. The main challenges are low reading interest and a lack of suitable reading materials.

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 fourth-grade students at SDN 2 Bengkulu. 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		

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
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		

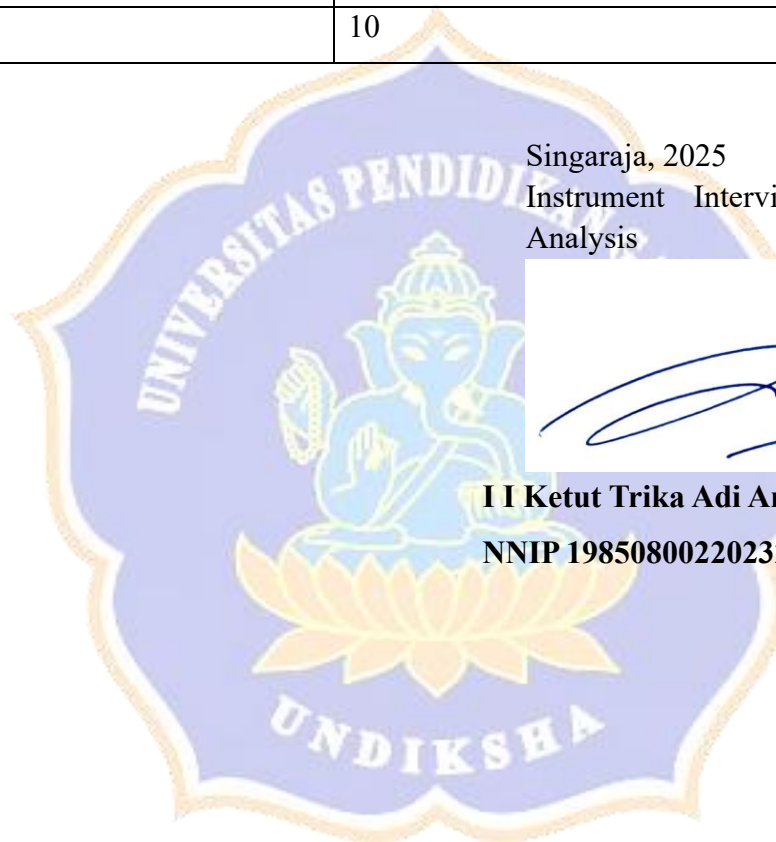
Singaraja, 2025

Instrument Interview Guide for Need Analysis



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

NNIP 1985080022023211012



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.

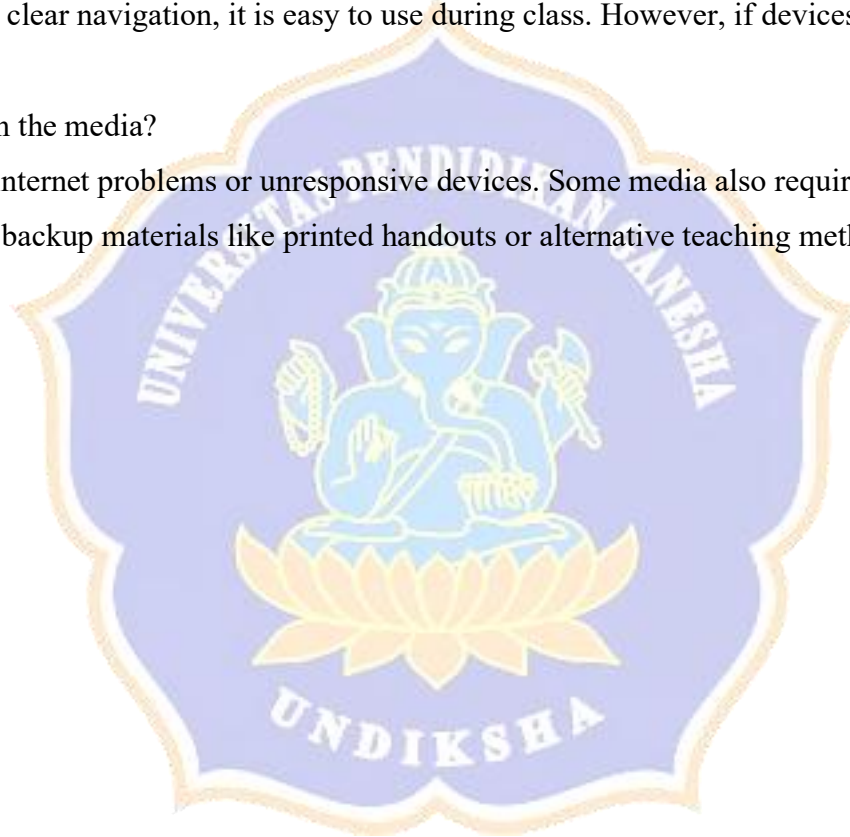
9. How easy is it to use the media during class?

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

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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



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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?

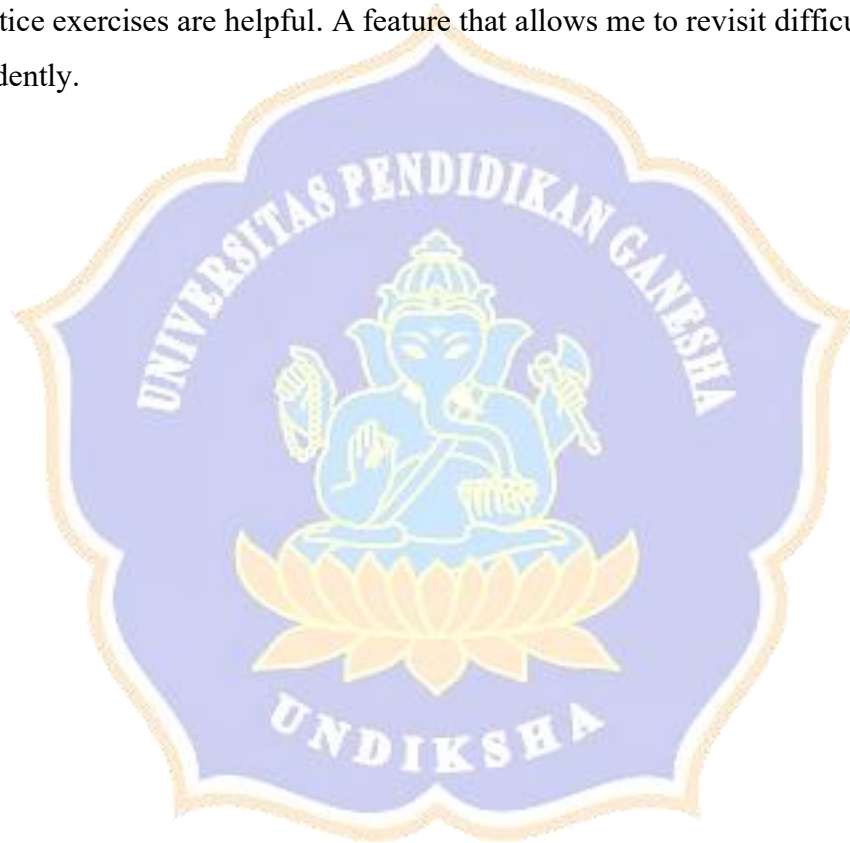
Yes, when the media is slow, has errors, or lacks clear explanations. A stable and user-friendly platform would improve my learning experience.

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

I often learn through books or online flipbook. 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 ONLINE FLIPBOOK

In the researcher's journal, the author uses Blueprint Online flipbook media for teaching past tense and a Product development progress sheet to identify online flipbook design as English learning material for inclusive class students grade 4 at SDN 2 Bengkala.

No.	Topics	Learning Objectives	Activities	Media Information	Design
1	Daily Activity	Students understand Verb-ing	Identifying sentences, filling blanks, and discussing their usage	Online flipbook explaining daily activity concepts and examples	Simple and colorful visuals with examples and keyword cues
2	Unity	Students learn about unity in a story	Analyzing verb-ing related to unity and creating examples of their own	Online flipbook showcasing unity-based sentences and illustrations	Picture with example showing daily activity
3	Humanity	Students appreciate values of humanity	Reading stories about empathy, identifying verb-ing	Narration of humanity-themed stories	Picture with highlighted daily activity
4	Justice	Students understand fairness and justice	Listening to examples and role-playing fair actions	Picture with justice-related actions and text descriptions	Role-play simulations with simple animation graphics
5	Democracy	Students learn democratic principles	See a picture scenarios of democratic processes, answering quizzes	Daily activity on Social environment	Decision-making activities embedded within the picture
6	Belief in One God	Students understand gratitude and belief	Writing sentences in daily activity to express gratitude	A picture howing gratitude through prayer and actions	Belief practices in daily activities

PRODUCT DEVELOPMENT PROGRESS SHEET

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—picture, 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	Online flipbook (Before)	Online flipbook (Before)	Online flipbook (Before)	Online flipbook (Before)	Quiz (Before)	Quiz (After)	Sign Language (Before)	Sign Language (After)	Relevant	Not Relevant
1	Needs Analysis	No online flipbook needs analysis	Analyze online flipbook needs by student	No audio background	Analyze the audio background	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 online flipbook	No audio background	Compose an audio background	No questions prepared	Preparing quiz questions	No sign language scripts	Putting together signs 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	✓	
5	Creation & Editing	The online flipbook has not been created and edited	Create and edit online flipbook	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	Online flipbook not syncing with material	Align online flipbook with material	-	-	-	-	Animations are not aligned with the material	Adapt animations to materials	✓	
7	Trial & Evaluation	No trial with students	Testing the effectiveness of online	No audio trial	Testing audio background	No trial questions	Test your understanding	No sign language	Test your understanding of sign	✓	

			flipbook with students		d quality with students		g of the questions	animation trials	language animation		
8	Feedback & Revisions	No revisions based on feedback	Revise online flipbook 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	Online flipbook has not been integrated into learning	Integrating online flipbook in learning	Audio background is not integrated yet	Integrating audio background 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

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No	Development Stage	Online flipbook (Before)	Online flipbook (Before)	Online flipbook (Before)	Online flipbook (Before)	Quiz (Before)	Quiz (After)	Sign Language (Before)	Sign Language (After)	Relevant	Not Relevant
1	Needs Analysis	No online flipbook needs analysis	Analyze online flipbook needs by student	No audio background	Analyze the audio background	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 online flipbook	No audio background	Compose an audio background	No questions prepared	Preparing quiz questions	No sign language scripts	Putting together signs 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	✓	
5	Creation & Editing	The online flipbook has not been	Create and edit online flipbook	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	There is sign language animation	✓	

		created and edited						been created			
6	Sync with Content	Online flipbook not syncing with material	Align online flipbook with material	-	-	-	-	Animations are not aligned with the material	Adapt animations to materials	✓	
7	Trial & Evaluation	No trial with students	Testing the effectiveness of online flipbook with students	No audio trial	Testing audio background quality with students	No trial questions	Test your understanding of the questions	No sign language animation trials	Test your understanding of sign language animation	✓	
8	Feedback & Revisions	No revisions based on feedback	Revise online flipbook 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	Online flipbook has not been integrated into learning	Integrating online flipbook in learning	Audio background is not integrated yet	Integrating audio background 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



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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 present 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 present 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 present 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 Online flipbook media to facilitate the teaching of present tense and utilizes a Product Development Progress Sheet to assess and refine the design of the online flipbook as English learning material. This study specifically aims to support inclusive class students in grade 4 at SDN 2 Bengkulu.

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 daily activity in meaningful contexts	1-5
8	Quiz Section	Interactive knowledge assessment	1-5

No	Aspect	Topics	5	4	3	2	1
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1	Structure (Provides a strong foundation for learners)	Clear and systematic structure, starting with the definition of daily activity 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 <i>present tense</i> in meaningful contexts.	✓				
8	Quiz Section (Helps reinforce learning concisely and practically)	Engages the audience by testing their knowledge interactively.	✓				

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Instrument Content Expert Judgment

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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 <i>present tense</i> 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	Includes quizzes that engage the audience and encourage		✓			

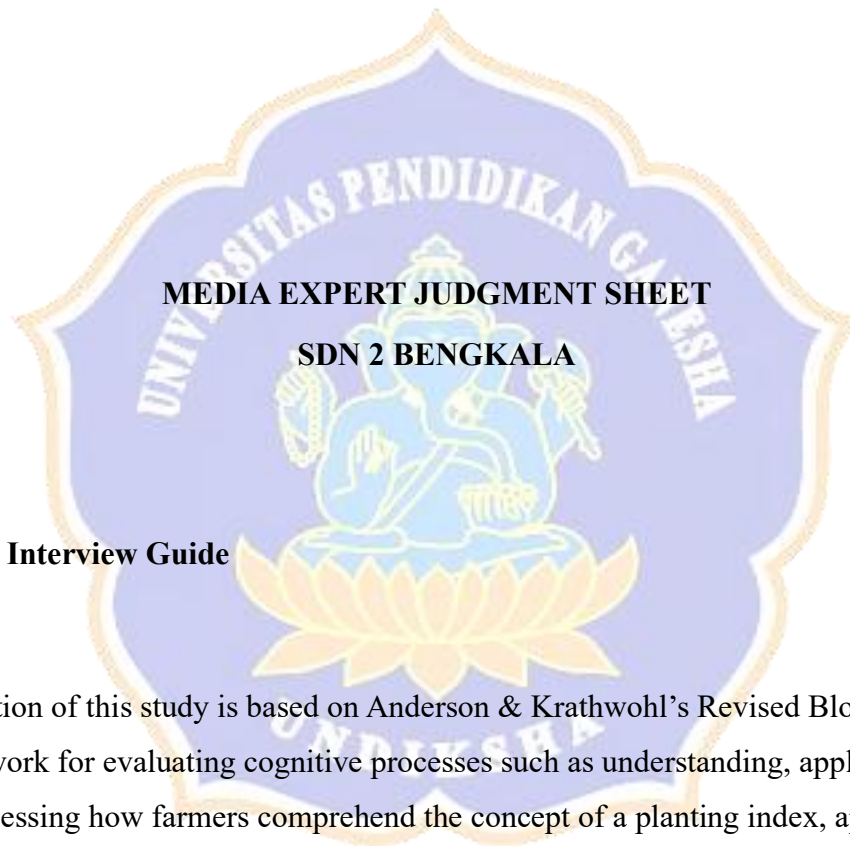
	(Test understanding in a fun and practical way)	them to apply the knowledge gained.					
4	Language Accessibility (Translates all example sentences into Indonesian, ensuring clarity for the audience)	It uses simple and clear language, making the material accessible to learners of varying English proficiency 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 <i>present tense</i> in meaningful contexts.	✓		Singaraja, 2025	Instrument Interview Guide for Need Analysis
8	Quiz Section (Helps reinforce learning concisely and practically)	Engages the audience by testing their knowledge interactively.	✓			

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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 Pancasila values in learning activities.		✓			

Singara, 2023
Instrument Expert Judgment Sheet



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.		✓			

Instrument Interview Guide for Need Analysis



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

NNIP 1985080022023211012

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	<div> <p>KUESIONER KEPRAKTISAN UNTUK GURU</p> <p>Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang guru.</p> <p>Petunjuk: Silakan beri penilaian pada aspek-aspek berikut berdasarkan pengalaman Anda dalam menggunakan media pembelajaran. Gunakan skala di bawah ini untuk memberikan jawaban Anda:</p> <p>Skala:</p> <p>1 = Sangat Tidak Setuju 2 = Tidak Setuju 3 = Netral 4 = Setuju 5 = Sangat Setuju</p> <table border="1"> <thead> <tr> <th>No</th> <th>Aspek</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Persepsi Kemudahan Penggunaan diadaptasi dari (Davis et al., 1989) and (Chau, 1996)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>a. Media pembelajaran ini mudah diintegrasikan ke dalam pengajaran saya.</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>b. 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Bapak Made

KUESIONER KEPRARTISAN UNTUK GURU

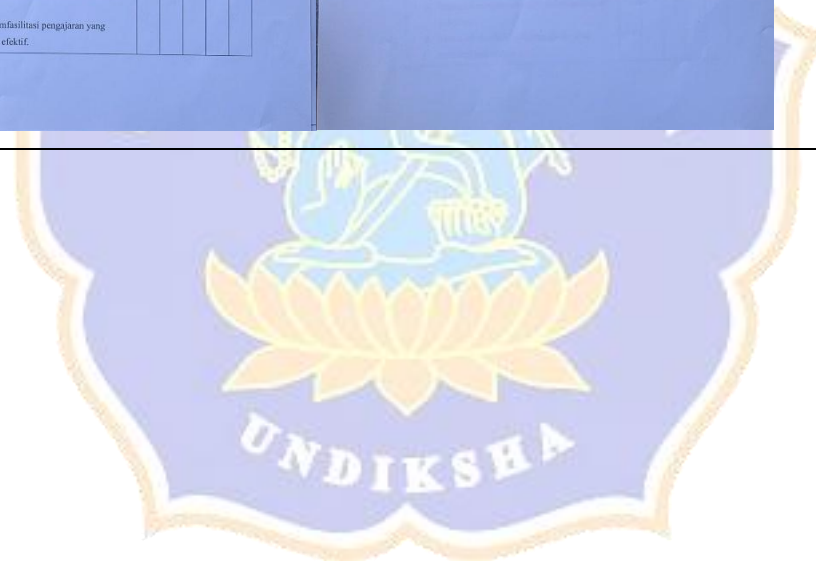
Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang guru.

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 diintegrasikan ke dalam pengajaran saya. b. Navigasi dan struktur media ini jelas. c. Petunjuk dan fitur dalam media ini mudah dipahami. d. Saya merasa nyaman menggunakan media ini untuk mengajar. e. Media ini memerlukan sedikit usaha untuk dioperasikan selama pelajaran.		✓			
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Questionnaire for Students

Name	Results																																										
Kadek Rosa	<p>KUESIONER KEPRAKTIKAN UNTUK MURID</p> <p>Tujuan: Menilai kepraktisan media pembelajaran dari sudut pandang murid.</p> <p>Petunjuk: Silakan beri penilaian pada aspek-aspek berikut berdasarkan pengalaman Anda dalam menggunakan media pembelajaran. Gunakan skala di bawah ini untuk memberikan jawaban Anda:</p> <p>Skala: 1 = Sangat Tidak Setuju 2 = Tidak Setuju 3 = Netral 4 = Setuju 5 = Sangat Setuju</p> <table border="1"> <thead> <tr> <th>No</th> <th>Aspek</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>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.</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>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.</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>No</th> <th>Aspek</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>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.</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>4</td> <td>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.</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	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	5	4	3	2	1	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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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 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 KEPRAKTIKAN 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.					



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-Ghaltani, 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.		✓			



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 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.		✓			
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, 2010) 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.		✓			
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 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-Gahitani, 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.					

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

a. Observation

Findings	Conclusion
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<p>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.</p>	<p>Based on the documents that have been collected, the English learning media used in SD N 2 Bengkala for grade 4 only uses teaching modules where <i>Program Tahunan (PT)</i>, <i>Alur tujuan pembelajaran (ATP)</i>, <i>Capaian pembelajaran (CP)</i>, <i>Program Semester (PROSEM)</i>, <i>Tujuan Pembelajaran (TP)</i> are in accordance with <i>kurikulum merdeka</i>.</p> <p>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.</p>
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