

**DEVELOPING AN ENGLISH FOR FRONT OFFICE
MODULE BASED ON THE 6CS OF THE 21 CENTURY
SKILLS FOR TERTIARY LEVEL STUDENTS**

**OLEH
RIMA ANDRIANI SARI
NIM. 2139021012**

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**PROGRAM STUDI PENDIDIKAN BAHASA
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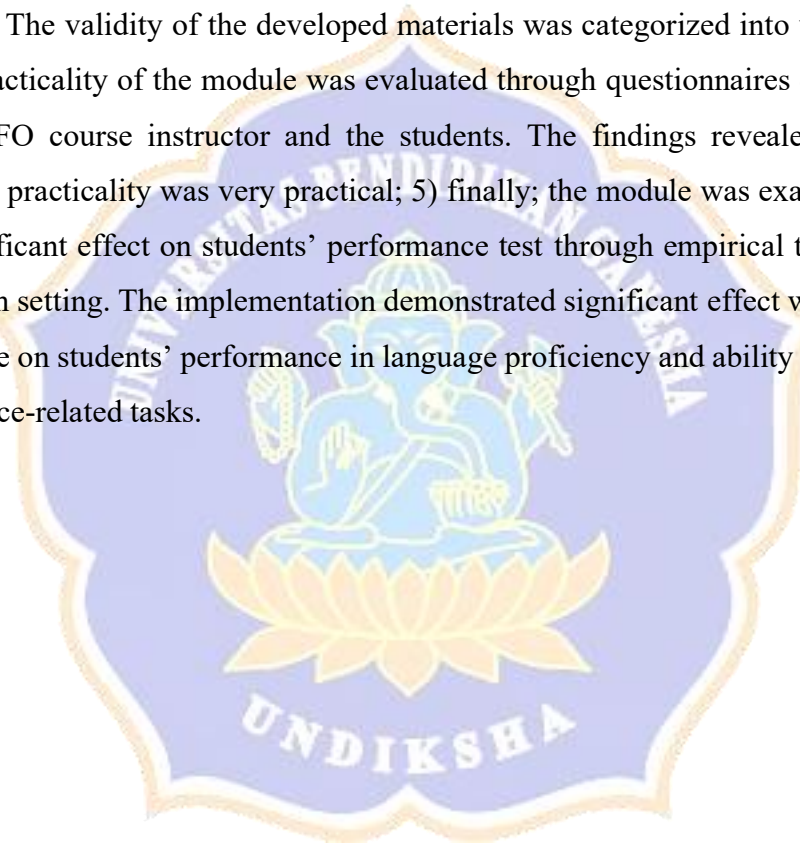
SUMMARY

Higher educations in Indonesia are to impart the 6Cs of 21st-century skills to produce graduates who do not only possess literacy and learning skills but also life skills, as mentioned in the guidelines for the preparation of higher education curriculum. These skills are Communication, Collaboration, Critical Thinking, Creativity, Computational Thinking, and Compassion. This research aims to develop an English for Front Office module based on the 6Cs of the 21st-century skills for tertiary level students. It aims specifically to: 1) identify the needs in developing English for Front Office Module for tertiary level students based on the 6Cs of the 21st-century skills; 2) design a prototype of the developed module; 3) evaluate the module's validity; 4) evaluate the module's practicality; and 5) examine if there is any significant effect and its effect size of the developed module on students' performance test. The theories used in the needs analysis are ESP by Hutchinson and Waters (1987), OEM Model by Kaufman (1992) and Gupta (2007), and CIPP model by Stufflebeam (2015). The development of the product includes 6Cs by P21, Ministry of Education and Culture (2022), Material Development by Tomlinson (2011), and Standards for Textbook Development by *Departemen Pendidikan Nasional* (2008).

An ADDIE development model was employed. The study was conducted in English for Business and Professional Communication (EBPC) study program of Universitas Pendidikan Ganesha in 2024/2025 academic year. The research subjects were students, course instructor, practitioners, graduate users, and experts in language teaching and technology in education. The research instruments included questionnaires, a document analysis checklist, interview guides, a test, and scoring rubrics, which were tested for validity and reliability. The data from questionnaires, a document analysis, interview, were analyzed qualitatively and the data from the test were analyzed quantitatively using descriptive statistics, normality distribution test, and non-parametric test.

The findings revealed that: 1) the current condition showed that the module and teaching learning process applied in the study program have not integrated the

6Cs skill; however, students and course instructors demanded the skills to be integrated in the course. Practitioners, graduate users, and the experts suggested some teaching methods and modes, and some topics to be developed. The analysis highlighted the importance of integrating the 6Cs to better prepare students for real-world challenges; 2) there were 14 topics developed in the module. The module was designed to incorporate the 6Cs, authentic materials, the elements of ESP course, and teaching methods; 3) the validity of the module was assessed through expert validation, involving specialists in ESP and content, and English language teaching. The validity of the developed materials was categorized into very valid; 4) the practicality of the module was evaluated through questionnaires distributed to the EFO course instructor and the students. The findings revealed that the module's practicality was very practical; 5) finally; the module was examined if it has significant effect on students' performance test through empirical testing in a classroom setting. The implementation demonstrated significant effect with a large effect size on students' performance in language proficiency and ability to perform front office-related tasks.



APPROVAL SHEET 1

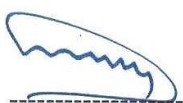
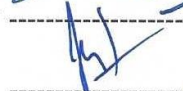
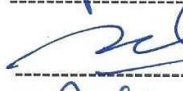
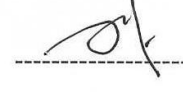
APPROVAL OF THE PROMOTOR/CO-PROMOTOR FOR DISSERTATION OPEN EXAMINATION		
Promotor	Co-Promotor I	Co-Promotor II
		
Prof. Dr. Ni Nyoman Padmadewi, M.A.	Prof. Dr. Ni Made Ratminingsih, M.A.	Prof. Dr. Gede Budasi, M.Ed.
July 14, 2025	July 14, 2025	July 15, 2025
Acknowledged by, Coordinator of Language Education Study Program Postgraduate Faculty Universitas Pendidikan Ganesha  Prof. Dr. Ida Bagus Putrayasa, M.Pd. July 16, 2025		

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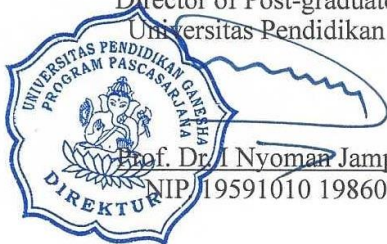
The dissertation, written by Rima Andriani Sari, has been successfully defended in front of the examiner committee of the open dissertation examination. Besides, it has been approved and accepted as partial fulfilment for the Doctoral Degree in Doctorate Study Program of Language Education Majoring English Language Education, Post-graduate Program, Universitas Pendidikan Ganesha.

Approved on: 6 August, 2025

The Examiner Committee

	: Chief Examiner	<u>Prof. Dr. I Nyoman Jampel, M.Pd.</u> NIP. 19591010 198603 1 003
	: Secretary	<u>Prof. Dr. Ida Bagus Putu Arnyana, M.Si.</u> 19581231 198601 1 005
	: Head of Doctorate Study Program	<u>Prof. Dr. Ida Bagus Putrayasa, M.Pd.</u> NIP. 19600210 198602 1 001
	: Promotor	<u>Prof. Dr. Ni Nyoman Padmadewi, M.A.</u> NIP. 19620202 198803 2 001
	: Co-promotor I	<u>Prof. Dr. Ni Made Ratminingsih, M.A.</u> NIP. 19660908 199102 2 002
	: Co-promotor II	<u>Prof. Dr. I Gede Budasi, M.Ed.</u> NIP. 19581231 198503 1 022
	: Internal Examiner I	<u>Prof. Dr. I Nyoman Adi Jaya Putra, M.A.</u> NIP. 19620319 198703 1 001
	: Internal Examiner II	<u>Prof. Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd.</u> NIP. 19830402 200604 2 001
	: Internal Examiner III	<u>Made Hery Santosa, S.Pd., M.Pd., Ph.D.</u> NIP. 19791023 200312 1 001
	: Internal Examiner IV	<u>Dr. I Putu Mas Dewantara, S.Pd., M.Pd.</u> NIP. 19870207 201504 1 001

Acknowledged by
Director of Post-graduate Program
Universitas Pendidikan Ganesha



Prof. Dr. I Nyoman Jampel, M.Pd.
NIP. 19591010 198603 1 003

STATEMENT OF AUTHENTICITY

The researcher hereby declares that the dissertation written as a partial requirement to achieve her Doctoral Degree in Doctorate Study Program of Language Education Majoring English Language Education, Post-graduate Program, Universitas Pendidikan Ganesha is her own writing.

It is true and correct that there is no other's work or statement except the work or statement referred to in the references. All cited works have been quoted following the ethical code of academic writing.

If in the future it is found that all or parts of this dissertation are not her own work or there is plagiarism in certain parts, I would accept the sanction of revocation of the academic degree and other sanctions in accordance with the applicable laws and regulations.

Singaraja, 6 Agustus 2025

The Researcher,



Rima Andriani Sari
NIM. 2139021012

PREFACE

Alhamdulillahirabbil 'aalamiin. All praise and gratitude are due to Allah SWT, who has granted me the strength, perseverance, and wisdom to complete this dissertation as a requirement for obtaining my doctoral degree. This journey has been both challenging and rewarding, and it would not have been possible without the guidance, support, and encouragement of many individuals to whom I am deeply grateful.

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May this work contribute to the field of language education and serve as a meaningful resource for future studies. I humbly acknowledge that this dissertation is not without its limitations, and I welcome any constructive feedback for its further improvement.

Singaraja, July 2025,

Rima Andriani Sari

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