

**APPENDIX**



## Appendix 1. (RQ1)

### Perangkat Pembelajaran, Capaian Pembelajaran (CP) Kurikulum Merdeka.

**PERANGKAT PEMBELAJARAN**  
**CAPAIAN PEMBELAJARAN (CP)**  
**KURIKULUM MERDEKA**

**BAHASA INGGRIS**  
**KELAS FASE C**

Berdasarkan Keputusan Kepala BSKAP Nomor 32 Tahun 2024  
Tentang Capaian Pembelajaran (CP) Kurikulum Merdeka.

**CAPAIAN PEMBELAJARAN KURIKULUM MERDEKA BELAJAR**

Institusi	:	1
Mata Pelajaran	:	BAHASA INGGRIS
Kelas	:	FASE C
Tahun Pelajaran	:	2024 / 2025

**A. Rationale Mata Pelajaran BAHASA INGGRIS**

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

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

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

ini dapat dikembangkan dalam pembelajaran bahasa Inggris karena sifat pembelajarannya yang dinamis dan fleksibel, yaitu memberikan kesempatan bagi peserta didik untuk terlibat dalam pemilihan teks atau jenis aktivitas belajarnya. Pembelajaran bahasa Inggris mendukung pencapaian profil pelajar Pancasila melalui materi teks tertulis, visual, teks lisan, maupun aktivitas-aktivitas yang dikembangkan dalam proses belajar mengajar.

**B. Tujuan Mata Pelajaran BAHASA INGGRIS**  
 Mata pelajaran bahasa Inggris bertujuan untuk memastikan peserta didik dapat melakukan hal-hal sebagai berikut:

1. mengembangkan kompetensi komunikatif dalam bahasa Inggris dengan berbagai teks multimodal (lisan, tulisan, visual, dan audiovisual);
2. mengembangkan kompetensi interkultural untuk memahami dan menghargai perspektif, praktik, dan produk budaya Indonesia dan budaya asing;
3. mengembangkan kepercayaan diri untuk berekspresi sebagai individu yang mandiri dan bertanggung jawab; dan
4. mengembangkan keterampilan berpikir kritis dan kreatif.

**C. Karakteristik Mata Pelajaran BAHASA INGGRIS**

1. Jenis teks yang diajarkan dalam bahasa Inggris beragam dan disajikan bukan hanya dalam bentuk teks tulisan saja, tetapi juga teks lisan (monolog atau dialog), teks visual, teks audio, dan teks multimodal (teks yang mengandung aspek verbal, visual, dan audio), baik otentik maupun teks yang dibuat untuk tujuan pembelajaran, baik tunggal maupun teks ganda, yang diproduksi dalam kerjas maupun digital. Hal ini dipayungi untuk memfasilitasi peserta didik agar terampil menggunakan teknologi (literasi teknologi), sehingga dapat meningkatkan kemampuan mereka dalam menavigasi informasi digital.
2. Guru dapat menentukan jenis teks yang ingin diajarkan sesuai dengan kondisi di kelas. Pembelajaran dapat dimulai dari jenis teks yang memuat topik yang sudah dikenal oleh peserta didik untuk membantu mereka memahami isi teks yang dibacanya dan kemudian mampu menghasilkan teks jenis tersebut dalam bentuk lisan dan tulisan. Selanjutnya, guru dapat memperkenalkan peserta didik dengan jenis teks yang baru diketahui oleh peserta didik. Guru dapat membantu mereka membagi pemahaman terhadap jenis teks baru tersebut, sehingga peserta didik mampu menghasilkan karya dalam jenis teks tersebut baik lisan maupun tulisan. Perilaku jenis teks juga dapat disesuaikan dengan kondisi yang sering dialami oleh peserta didik baik di dalam konteks sekolah, maupun konteks di rumah agar

peserta didik memiliki kesempatan untuk mempelajari dan mempraktikkan teks tersebut dalam kehidupan nyata.

3. Pembelajaran bahasa Inggris berbasis teks menghendaki peserta didik untuk memahami teks sesuai dengan tingkat kesulitannya. Peserta didik perlu memahami tipe teks pendukung untuk mempelajari tipe teks yang lebih kompleks (*prerequisite*). Oleh karena itu, guru perlu memperbaiki gradasi tingkat kesulitan/kompleksitas jenis teks.

4. Proses belajar berfokus pada peserta didik, yakni upaya mengobati perilaku peserta didik dari tidak mampu menjadi mandiri, dalam menggunakan bahasa Inggris pada exam keteknapan berbahasa dalam berbagai jenis teks.

5. Pembelajaran bahasa Inggris difokuskan pada kemampuan berbahasa peserta didik sesuai dengan tahapan perkembangan kemampuan berbahasa. Pembelajaran bahasa Inggris umum mencakup elemen keterampilan respektif (menyimak, membaca, dan memirsing), serta keterampilan produktif (berbicara, menulis, dan mempresentasikan).

**CAPAIAN PEMBELAJARAN BAHASA INGGRIS**  
 Fase C (Kelas V dan VI SD/MI/Program Paket A)

**1. Fase C (Umumnya untuk Kelas V dan VI SD/MI/Program Paket A)**

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

Capaiannya pembelajaran setiap elemen mata pelajaran Bahasa Inggris adalah sebagai berikut:

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

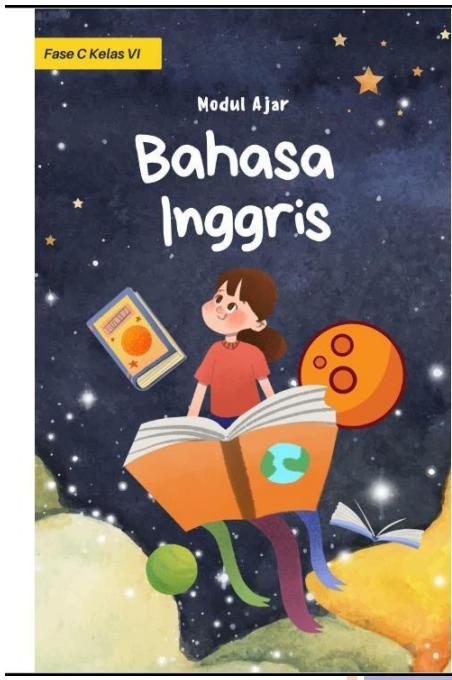


Elemen	Deskripsi
Menbaca-Memirsira (Reading-Viewing)	<p>Peserta didik memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/illustrasi serta kalimat dalam konteks yang dipahami peserta didik. Peserta didik membaca/memirsira dan memberikan respons terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.</p> <p>Peserta didik menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau dianalisis.</p> <p><i>(Students understand familiar and new vocabulary with support from visual cues or context clues. They read/view and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal, or interactive texts. They find basic information in a sentence and explain a topic in a text read or viewed.)</i></p>
Menulis- Menyelesaikan (Writing-Presenting)	<p>Peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Peserta didik</p>
Elemen	Deskripsi



## Appendix 2. (RQ 1)

### Modul Belajar, Bahasa Inggris, Fase C, Kelas Enam, Unit 6.



MODUL AJAR KURIKULUM MERDEKA  
FASE C - KELAS VI SD  
MATA PELAJARAN: BAHASA INGGRIS

INFORMASI MUM

A. IDENTITAS MODUL

Nama Sekolah : .....  
Nama Penyusun : .....  
Mata Pelajaran : BAHASA INGGRIS  
Fase / Kelas / Semester : C - VI / 1  
Alokasi Waktu : 6 JP x 35 Menit  
Tahun Penyusunan : 2024

B. CAPOAAN PEMBELAJARAN

Pada akhir Fase C, peserta didik memahami dan mereproduksi teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/linir rutin. Peserta didik memahami hubungan bantuan dan berakhlak mulia, bermotor kritis dan kreatif, bergotong royong, serta kebhinekaan global.

C. PROFIL PELAJAR PANCASILA (PPP)

- Profil Pelajar Pancasila yang ingin dicapai adalah bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, bermotor kritis dan kreatif, bergotong royong, serta kebhinekaan global.

D. SARANA DAN PRASARANA

Media : LCD proyektor, komputer/laptop, jaringan internet, dan lain-lain  
Sumber Belajar : LKPD, Buku Teks, laman E-learning, E-book, dan lain-lain

E. TARGET PESERTA DIDIK

Peserta didik regular dari umur 11-12 tahun (tahap operasional konkret)

F. MODEL DAN METODE PEMBELAJARAN

Pembelajaran dengan tatap muka menggunakan model pembelajaran kontekstual



#### KOMPETENSI INTI

##### A. TUJUAN PEMBELAJARAN

- Peserta didik mampu memahami gambar.
- Peserta didik mampu membaca kalimat dengan pelafalan yang benar.
- Peserta didik mampu mempraktikkan dialog secara bergantian.
- Peserta didik mampu membaca teks dengan pelafalan dan intonasi yang tepat.
- Peserta didik mampu menjawab pertanyaan sesuai teks.
- Peserta didik mampu melafalkan kembali kosakata dengan pengucapan yang tepat.

##### B. PEMAHAMAN BERMATERI

Peserta didik mampu tampil mampu berbicara dan merencanakan pengalaman dalam bentuk kalimat lampau (past tense).

##### C. PERTANYAAN PEMANTIK

- Peserta didik mampu menyimak cerita yang menggunakan kata kerja bentuk lampau.
- Peserta didik mampu menjawab pertanyaan guru yang berhubungan dengan isi cerita.

##### D. KEGIATAN PEMBELAJARAN

###### KEGIATAN PENDAHULUAN

- Guru membuka pembelajaran dengan mengucapkan salam.
- Melakukan pembiasaan beraudio, memeriksa kehadiran, kerapuhan pakaian, posisi tempat duduk peserta didik dengan mengucapkan selamat datang.
- Guru memberi tahu tentang tujuan, memberikan pertanyaan pemantik materi yang akan diajarkan.
- Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila (berakhlak kepada Tuhan Yang Maha Esa dan berakhlak mulia, bernalar kritis dan kreatif, bergotong royong, serta kebhinekaan global)
- Guru melakukan asesmen awal dengan bertanya tentang tema *My friends experience* dalam kehidupan sehari-hari dan bertemu dengan teman-teman dengan cara *ice breaking*.
- Guru memberi tahu tentang *My friends experience* yang akan dijelaskan dengan kalimatnya.
- Guru memotivasi peserta didik untuk semangat mengikuti pembelajaran dengan melakukan *ice breaking*.
- Guru menyampaikan tujuan pembelajaran dan memberikan gambaran terkait manfaat pembelajaran dalam kehidupan sehari-hari.

###### KEGIATAN INTI

###### Listen to the story

- Guru menyampaikan kepada peserta didik bahwa mereka akan mempelajari kalimat. Contoh kalimat: "Today we are going to learn how to use past tense in a sentence."
- Guru meminta peserta didik membuka buku halaman 53 dan bertanya jawab dengan peserta didik. Contoh: "Please open page 53." "Last Sunday Anyah went to the beach." "Did Anyah go with mom and dad?" Peserta didik: "Yes" Guru: "What did Anyah do there?" Peserta didik: "She took a picture."
- Guru meminta peserta didik membuka halaman 54 dan 55. Contoh instruksi: "Please open your book to page 53-54."

###### Look and Read

- Guru meminta peserta didik memberi contoh membaca halaman 54-55 diikuti oleh seorang peserta didik. Contoh instruksi: "... (nama peserta didik) please read page 53-54, and all of you repeat after ... (nama peserta didik)"
- Guru memberi contoh cara melafalkan kata kerja yang digunakan dalam bentuk lampau (drove, took, prepared, looked for, had lunch and bought) dan peserta didik menirukan seluruh kalimatnya.
- Guru memberikan kartu bergambar pada halaman 53-54 kepada peserta didik agar saling bergantian membalut kalimat dalam bentuk lampau.
- Contoh instruksi: "Show the picture to your friend, and another student will say the activity in para form..." (kegiatan dapat diulang dengan saling bertukar kartu antar peserta didik).

###### Read and Answer

- Guru meminta peserta didik untuk membuka halaman 56 dan membaca percapakan pada halaman tersebut.
- Guru meminta peserta didik untuk berpapasan dan melakukan percapakan pada halaman 56. Contoh instruksi: "Find a friend and do the conversation on page 56." (kegiatan dapat diulang dengan peserta didik bergantian pasangan dengan teman yang lain).

###### Red and Answer

- Guru meminta peserta didik membuka halaman 57 dan membaca nyaring dengan bergantian membaca setiap kalimat. Contoh instruksi: "Please open your book to page 57, and read the text. Listen carefully as your friend is reading the text."
- Guru bertanya kepada peserta didik apakah ada kosakata yang tidak dipahami. Contoh pertanyaan: "Do you find any difficult words?"
- Guru meminta peserta didik menjawab pertanyaan pada halaman 57. Contoh instruksi: "Answer the questions on page 57."
- Guru dan peserta didik mendiskusikan hasil kerja peserta didik.
- Guru meminta peserta didik mengambil kartu bergambar yang terdiri dari kalimat pada teks pada halaman 58. Contoh pertanyaan: "I have some flashcard, and we are going to arrange the sentence in the card."
- Guru meminta peserta didik berkelompok yang terdiri dari 3 orang dan mengamati gambar pada halaman 58. Contoh: "3 friends and look at the pictures on page 58."
- Guru meminta peserta didik untuk mengurutkan kartu bergambar sesuai gambar 58 dan teks pada halaman 59. Contoh instruksi: "Arrange the flashcards based on the text on page 59."
- Guru meminta peserta didik untuk menulis urutan hasil susunan kartu bergambar. Contoh instruksi: "Read the arrangement of your flashcards."
- Guru meminta peserta didik mengamati dan menjawab pertanyaan pada halaman 58 dan 59. Contoh instruksi: "Answer the questions on page 59."
- Guru dan peserta didik mendiskusikan hasil kerja peserta didik.

###### PENUTUP

- Guru mengimbuh peserta didik menjalankan pembelajaran yang telah dilakukan.
- Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan.
- Guru mengakir kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.



#### E. PEMBELAJARAN DIFERENSIASI

- Untuk siswa yang sudah memahami materi ini sesuai dengan tujuan pembelajaran dan mengeksplosi topik ini lebih jauh, disarankan untuk membaca materi menganalisis tema *My friend experience* dari berbagai referensi yang relevan.
- Guru dapat menggunakan alat-alat media dan media pembelajaran sesuai dengan kondisi masing-masing agar pemahaman peserta didik menjadi lebih menyenangkan (*joyful learning* sehingga mudah pembelajaran bisa tercapai).
- Untuk siswa yang kesulitan belajar topik ini, disarankan untuk belajar kembali pada pembelajaran di dalam dan atau di luar kelas sesuai kesepakatan antara guru dengan siswa. Siswa juga disarankan untuk belajar kepada teman sebaya.

#### F. ASESMEN / PENILAIAN

##### 1. Asesmen Diagnostik (Sebelum Pembelajaran)

Untuk mengetahui kesiapan siswa dalam memasuki pembelajaran, dengan pertanyaan:

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah siap untuk belajar?		
2	Apakah siap mengenal kosakata baru dalam bahasa inggris?		
3	Apakah kalian sudah siap melaksanakan pembelajaran dengan berkelompok?		

##### 2. Asesmen Formatif (Selama Proses Pembelajaran)

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi, presentasi dan refleksi tertulis.

1) Teknik Asesmen : Observasi, Unjuk Kerja

2) Bentuk Instrumen : Pedoman/lembar observasi

##### 3. Asesmen Sumatif

###### a. Asesmen Pengembahan

Teknik Asesmen:

- Tes : Tertulis
- Non Tes : Observasi

Bentuk Instrumen:

- Asesmen tidak tertulis : Dafur pertanyaan
- Asesmen tertulis : Jawaban singkat

###### b. Asesmen Keterampilan

- Teknik Asesmen : Kriteria
- Bentuk Instrumen : Lembar Kinerja

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi, presentasi dan refleksi tertulis.

#### G. PENGAYAAN DAN REMEDIAL

##### Pengayaan

- Peserta didik membaca kembali materi dalam Unit 6 dan melakukan tanya jawab dengan teman menggunakan kalimat tanya yang menggunakan wh-questions.

##### Remedial

- Peserta didik yang belum memahami materi dalam Unit 6 diberikan penjelasan tambahan terkait materi yang belum dipahami berikut latihan soal tambahan mengenai kalimat tanya yang menggunakan whquestions.

#### H. REFLEKSI GURU DAN PESERTA DIDIK

##### Refleksi Guru:

Refleksi Peserta Didik: ~~~~~

Saya senang	😊	😊	😊
1. melafalkan kosakata baru yang menyatakan kegiatan di waktu lampau.			
2. bermain peran.			
Saya dapat	😊	😊	😊
1. menjawab pertanyaan dari teks pendek.			



## Appendix 3.

### Instrument interview guide for need analysis purpose (RQ 1) Expert 1

#### 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	<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 need media that can be used independently.</p>	<p>1. How long has the school been implementing inclusive education?</p> <p>2. How many students with special needs are there in fourth-grade?</p> <p>3. Besides mute and deaf students, are there any other students with special needs?</p> <p>4. Have you ever attended training or socialization related to the inclusive education program?</p> <p>5. How many teachers are able to communicate using sign language?</p>	✓	

Preparation for learning activity in inclusive classes	Questions about how teachers prepare for learning activities in inclusive classrooms  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.	6. Is the learning process conducted using lesson plans and syllabi tailored to the needs of the students?  7. What curriculum do you use in the inclusive classroom?  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?	✓  ✓  ✓	
	Questions related to the media used during the	12. How is the availability of facilities and infrastructure to	✓	

Media use in inclusive classes	<p>learning process in inclusive classrooms</p> <p>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.</p>	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	<p>Questions about students' reading comprehension in grade four</p> <p>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.</p>	17. How is the reading ability of the students, especially students with special needs, in 4th grade?	✓	
		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  This aspect of the interview provides information to help researchers adjust learning media that can accommodate the differences in learning abilities of all students	20. How is the assessment of learning conducted in the inclusive classroom?	✓	
Total		20	19	1

Singaraja, 2025

Instrument Interview Guide for Need Analysis



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

**NIP 198304022006042001**

## **Instrument interview guide for need analysis purpose (RQ 1)**

### **Expert 2**

#### **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	<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 need media that can be used independently.</p>	<p>1. How long has the school been implementing inclusive education?</p> <p>2. How many students with special needs are there in fourth-grade?</p> <p>3. Besides mute and deaf students, are there any other students with special needs?</p> <p>4. Have you ever attended training or socialization related to the inclusive education program?</p> <p>5. How many teachers are able to communicate using sign language?</p>	✓ ✓ ✓ ✓ ✓	

Preparation for learning activity in inclusive classes	Questions about how teachers prepare for learning activities in inclusive classrooms  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.	6. Is the learning process conducted using lesson plans and syllabi tailored to the needs of the students?  7. What curriculum do you use in the inclusive classroom?  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?	✓	

	<p>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.</p>	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?	✓	
<p>Reading Comprehension of the students in inclusive classes</p>	<p>Questions about students' reading comprehension in grade four</p>	17. How is the reading ability of the students, especially students with special needs, in 4th grade?	✓	
	<p>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.</p>	18. How high is the literacy level of the students in 4th grade?	✓	
Teaching Assesment	<p>Question about how to conduct assessments in inclusive classes</p> <p>This aspect of the interview provides</p>	19. In your opinion, does the use of engaging media increase the reading interest of students with special needs?		✓
		20. How is the assessment of learning conducted in the inclusive classroom?	✓	

	information to help researchers adjust learning media that can accommodate the differences in learning abilities of all students			
Total		20	19	1

Singaraja, 2025

Instrument Interview Guide for Need Analysis



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

**NIP 1985080022023211012**

## Instrument interview guide for the teacher (RQ 1)

### Expert 1

#### 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 Bengkala. The evaluation aims to assess the usability, clarity, accessibility, and effectiveness of the media in supporting teaching and learning. The assessment ensures that the media is engaging, user-friendly, and contributes positively to the educational process.

#### **C. Operational Definition**

The evaluation is conducted based on five key aspects:

- a. Ease of Integration: Measures how seamlessly the instructional media can be incorporated into the teaching process.
- b. Clarity of Navigation: Assesses whether the structure and navigation of the media are clear and intuitive.
- c. Ease of Understanding: Evaluates whether the instructions and features of the media are easy to comprehend.
- d. Comfort in Use: Determines the level of comfort and confidence teachers feel when using the media.
- e. Operational Efficiency: Examines the effort required to operate the media effectively during teaching sessions.

#### **D. Blueprint**

No	Aspects	Indicators	Questions Number
1	Ease of Integration	The instructional media is easy to integrate into teaching.	1,2

2	Clarity of Navigation	The media has clear navigation and structure.	3,4
3	Ease of Understanding	The instructions and features are easy to understand.	5,6
4	Comfort in Use	Teachers feel comfortable and confident using the media.	7,8
5	Operational Efficiency	The media requires minimal effort to operate efficiently.	9,10

Aspects	Descriptors	Questions	Relevant	Not relevant
Ease of Integration	Easy to integrate instructional media into teaching	1. How do you integrate the instructional media into your lessons?	✓	
		2. Can you describe challenges in integrating the media?	✓	
Clarity of Navigation	Clear navigation and structure of the media	3. How clear do you find the media's navigation?	✓	
		4. What navigation features are confusing?	✓	
Ease of Understanding	Easy-to-understand instructions and features	5. Are the media instructions easy to follow?	✓	
		6. What instructions were unclear or confusing?	✓	
Comfort in Use	Comfortable using media for teaching	7. How comfortable are you when using the media?	✓	
		8. What factors increase or reduce your comfort using the media?	✓	
Operational Efficiency	Minimal effort required for operation	9. How easy is it to operate the media during class activities?	✓	

		10. Have you faced technical issues with the media?	✓	
Total		10	10	

Singaraja, 2025

Instrument Interview Guide for Teacher



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

**NIP 198304022006042001**

## Instrument interview guide for the teacher (RQ 1)

### Expert 2

#### 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 Bengkala. The evaluation aims to assess the usability, clarity, accessibility, and effectiveness of the media in supporting teaching and learning. The assessment ensures that the media is engaging, user-friendly, and contributes positively to the educational process.

#### **C. Operational Definition**

The evaluation is conducted based on five key aspects:

- a. Ease of Integration: Measures how seamlessly the instructional media can be incorporated into the teaching process.
- b. Clarity of Navigation: Assesses whether the structure and navigation of the media are clear and intuitive.
- c. Ease of Understanding: Evaluates whether the instructions and features of the media are easy to comprehend.
- d. Comfort in Use: Determines the level of comfort and confidence teachers feel when using the media.
- e. Operational Efficiency: Examines the effort required to operate the media effectively during teaching sessions.

#### **D. Blueprint**

No	Aspects	Indicators	Questions Number
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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	10	

Singaraja, 2025

Instrument Interview Guide for Teacher



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**NNIP 1985080022023211012**

## Instrument interview guide for The Students (RQ 1)

### Expert 1

#### 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	10	
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Instrument Interview Guide for Students



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## Instrument interview guide for The Students (RQ 1)

### Expert 2

#### 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		9. Can you share an experience of learning something	✓	

	The media helps learning without much help	independently through the media?		
		10. What features support your ability to learn on your own?	✓	
Total		10	10	

Singaraja, 2025

Instrument Interview Guide for Students



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

**NIP 1985080022023211012**

## APPENDIX 4 (RQ 2)

### Instrument Product Development Progress Sheet

#### Expert 1

#### 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—video, audio, quiz, and sign language animation—is developed in a structured manner to enhance learning effectiveness. The structured process ensures that media elements are not only present but also well-integrated to support meaningful learning.

##### B. Conceptual Definition

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

The main dimensions covered by this instrument include:

- a. Needs Analysis – Identifying the necessity of GIF animation, audio background, 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. Creation & Editing – Creating and editing multimedia components to enhance clarity and engagement.
- e. Sync with Content – Ensuring alignment between multimedia elements and instructional material.

- f. Trial & Evaluation – Testing multimedia effectiveness with students.
- g. Feedback & Revisions – Making improvements based on feedback from trials.
- h. 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 (GIF animations, audio background, 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 narrative scripts, developing an audio narration background, 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. Creation & Editing is the stage where multimedia components are produced and refined. This includes GIF animating characters and editing audio narration. Editing is conducted to ensure smooth transitions, coherence, and high-quality output.
- 5. Sync with Content ensures that all multimedia elements align with the instructional material. quiz questions match learning objectives and sign language animations are synchronized with the spoken content. A review process ensures that no discrepancies exist.

6. Trial & Evaluation is conducted to assess the effectiveness of the multimedia product. Students test the GIF animations, audio background, quizzes, and sign language animations, and their feedback is collected through surveys and discussions. Data on comprehension, engagement, and usability are analyzed to determine necessary improvements.
7. Feedback & Revisions refers to the process of modifying multimedia components based on the results of student trials and expert evaluations. Revisions may include re-recording unclear audio, reformatting quiz structures, and improving sign language animations to ensure better accessibility.
8. Final Integration & Testing involves embedding the finalized multimedia components into the actual learning environment. This includes uploading online Flipbooks 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	GIF animation of an online flipbook (Before)	GIF animation of an online flipbook (After)	Video (Before)	Video (After)	Audio (Before)	Audio (After)	Quiz (Before)	Quiz (After)	Sign Language (Before)	Sign Language (After)	Relevant	Not Relevant
1	Needs Analysis	No GIF animation needs analysis	Analyze GIF animation needs by student	No video needs analysis	Analyze video needs by student	No audio background	Analyze the audio background	No problem needs analysis	Analyze the needs of the question	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 gif animation	No scripts and content structure	Structuring the script and structure of the video	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 GIF animation for an online flipbook elements	No visual and interactive elements	Add visual and interactive elements	No audio background	Add audio narration and sound effect of the button	No visual assistance and sound effect of the button	Add visual aids for quizzes	No character design and storyboard	There is a character of the sign language	✓	
5	Creation & Editing	The GIF animation in the Flipbook has not been created	Create and edit GIF animation for Online Flipbook.	The video has not been created	Create and edit interactive videos	Audio has not been edited	Edit audio for optimal quality	Questions not yet created	Create different types of questions	Sign language animation has not yet been created	There is sign language animation	✓	



		created and edited		and edited									
6	Sync with Content	GIF animation for the online flipbook is not syncing with the material	Align the GIF animation for the online flipbook	Align the online Flipbook	Video not syncing with material	Align video with material	Audio narration is not synchronized with the sign language	Audio narration synchronized with the sign language	-	-	Animations are not aligned with the material	Adapt animations to materials	✓
7	Trial & Evaluation	No trial with students	Testing the effectiveness of GIF animation in the online Flipbook with students	No trial with students	Testing the effectiveness of videos with students	No audio trial	Testing audio background quality with students	No trial question	Test your understanding of the question	No sign language understanding of the question	Test your understanding of sign language animation	✓	

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

Singaraja, 2025

Instrument Product Development Progress Sheet



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**NIP 198304022006042001**

## Instrument Product Development Progress Sheet (RQ 2)

### Expert 2

#### 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—video, audio, quiz, and sign language animation—is developed in a structured manner to enhance learning effectiveness. The structured process ensures that media elements are not only present but also well-integrated to support meaningful learning.

##### B. Conceptual Definition

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

The main dimensions covered by this instrument include:

- a. Needs Analysis – Identifying the necessity of GIF animation, audio background, 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. Creation & Editing – Creating and editing multimedia components to enhance clarity and engagement.
- e. Sync with Content – Ensuring alignment between multimedia elements and instructional material.

- f. Trial & Evaluation – Testing multimedia effectiveness with students.
- g. Feedback & Revisions – Making improvements based on feedback from trials.
- h. 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 (GIF animations, audio background, 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 narrative scripts, developing an audio narration background, 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. Creation & Editing is the stage where multimedia components are produced and refined. This includes GIF animating characters and editing audio narration. Editing is conducted to ensure smooth transitions, coherence, and high-quality output.
- 5. Sync with Content ensures that all multimedia elements align with the instructional material. quiz questions match learning objectives and sign language animations are synchronized with the spoken content. A review process ensures that no discrepancies exist.



6. Trial & Evaluation is conducted to assess the effectiveness of the multimedia product. Students test the GIF animations, audio background, quizzes, and sign language animations, and their feedback is collected through surveys and discussions. Data on comprehension, engagement, and usability are analyzed to determine necessary improvements.
7. Feedback & Revisions refers to the process of modifying multimedia components based on the results of student trials and expert evaluations. Revisions may include re-recording unclear audio, reformatting quiz structures, and improving sign language animations to ensure better accessibility.
8. Final Integration & Testing involves embedding the finalized multimedia components into the actual learning environment. This includes uploading online Flipbooks 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	GIF animation of an online flipbook (Before)	GIF animation of an online flipbook (After)	Video (Before)	Video (After)	Audio (Before)	Audio (After)	Quiz (Before)	Quiz (After)	Sign Language (Before)	Sign Language (After)	Relevant	Not Relevant
1	Needs Analysis	No GIF animation needs analysis	Analyze GIF animation needs by student	No video needs analysis	Analyze video needs by student	No audio background analysis	Analyze audio background analysis	No problem needs analysis	Analyze the needs of the question	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 gif animation	No scripts and content structure	Structuring the script and structure of the video	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 GIF animation for an online flipbook elements	No visual and interactive elements	Add visual and interactive elements	No audio background	Add audio narration and sound effect of the button	No visual assistance	Add visual aids for quizzes	No character design and storyboard	There is a character of the sign language	✓	
5	Creation & Editing	The GIF animation in the Flipbook has not been created	Create and edit GIF animation for Online Flipbook.	The video has not been created	Create and edit interactive videos	Audio has not been edited	Edit audio for optimal quality	Questions not yet created	Create different types of question	Sign language animation has not yet been created	There is sign language animation	✓	



		created and edited		and edited									
6	Sync with Content	GIF animation for the online flipbook is not syncing with the material	Align the GIF animation for the flipbook	Align the GIF for the flipbook	Video not syncing with material	Align video with material	Audio narration is not synchronized with the sign language	Audio narration synchronized with the sign language	-	-	Animations are not aligned with the material	Adapt animations to materials	✓
7	Trial & Evaluation	No trial with students	Testing the effectiveness of GIF animation in the online Flipbook with students	No trial with students	Testing the effectiveness of videos with students	No audio trial	Testing audio background quality with students	No trial question	Test your understanding of the questions	No sign language animation trials	Test your understanding of sign language animation	✓	



8	Feedback & Revisions	No revision s based on feedbac k	Revise the GIF animation in the online flipbook based on feedback	No revision s based on feedbac k	Revise videos based on feedbac k	No audio revision	Revise audio based on feedbac k	No revision of question s	Revise question s based on the results of the trial	No animation revisions	Revise animations based on feedbac k	✓	
9	Final Integration & Testing	GIF animation of an online flipbook has not been integrated into learning	Integrating GIF animation of an online flipbook in learning	Video has not been integrated into learning	Integrating video in learning	Audio background is not integrated yet	Integrating audio background into media	Unused quiz	Using quizzes in learning	Animations are not yet integrated into media	Integrating animation in learning	✓	

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Instrument Product Development Progress Sheet



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## Research Journal of Digital Flipbook (RQ 2)

### RESEARCH JOURNAL AN ONLINE FLIPBOOK

In the researcher's journal, the author uses Blueprint an online flipbook media for teaching narrative text and to identify online flipbook design as English learning material for inclusive class students grade 6 at SDN 2 Bengkala.

No.	Topics	Learning Objectives	Activities	Media Information	Design
1	Narrative text using past tense	Students understand how to past tense in narrative text	Students listen watch, and read the video material about how to use past tense in narrative text	Interactive video about how to use past tense in narrative text	Interactive Video with sign language, translation and backsound
2	Unity	Students learn about unity in a story	Students listen to the story, look and Read the narrative text story, and Answer the quiz	Short GIF animation video about unity. And the unity text story and translation.	Short gif animation video with sign languange and audio narration. Narrative text and translation.
3	Humanity	Students appreciate values of humanity	Students listen to the story, look and Read the narrative text story, and Answer the quiz	Short GIF animation video about humanity. And the humanity text story and translation.	Short gif animation video with sign languange and audio narration. Narrative text and translation.
4	Justice	Students understand fairness and justice	Students listen to the story, look and Read the narrative text story, and Answer the quiz	Short GIF animation video about justice And the justice text story and translation.	Short gif animation video with sign languange and audio narration. Narrative text and translation.
5	Democracy	Students learn democratic principles	Students listen to the story, look and Read the narrative text story, and Answer the quiz	Short GIF animation video about democracy And the democracy text	Short gif animation video with sign languange and audio narration.

				story and translation.	Narrative text and translation.
6	Belief in One God	Students understand gratitude and belief	Students listen to the story, look and Read the narrative text story, and Answer the quiz	Short GIF animation video about belief in one god And the belief in one god text story and translation.	Short gif animation video with sign languange and audio narration. Narrative text and translation.

## APPENDIX 5 (RQ 3)

### CONTENT EXPERT JUDGMENT

#### EXPERT 1

#### CONTENT EXPERT JUDGMENT

Research Question: 3

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

**B. Conceptual Definition:**

- a. Structure** refers to the organization of learning materials in a systematic and logical manner. A well-structured instructional design includes definitions, key terms, examples, and moral values that provide a strong foundation for learners.
- b. Context and Moral Values** relate to how the learning material integrates cultural and ethical principles to make lessons more meaningful. The incorporation of values such as unity, humanity, justice, democracy, and belief in God helps students connect learning with real-life moral aspects.
- c. Interactivity** is the extent to which learning materials encourage active participation. The inclusion of quizzes and interactive elements helps learners test their understanding in an engaging and practical way.
- d. Language Accessibility** refers to the clarity and simplicity of the language used in the learning materials. Ensuring that all example sentences are translated into Indonesian makes the material more inclusive for students with varying levels of English proficiency.
- e. Visual Design** focuses on the presentation of the learning materials, ensuring they are clear, easy to read, and visually appealing. Well-designed visuals enhance comprehension and reduce cognitive overload.

- f. **Examples** emphasize the relevance of illustrations used in the material. When examples are drawn from everyday life, learners can better relate to and apply grammatical concepts in real-world contexts.
- g. **Grammar Explanation** pertains to how grammar rules are explained within the learning material. A focus on practical applications of the past tense in meaningful contexts ensures that students can use grammar naturally and effectively.
- h. **Quiz Section** refers to the interactive assessment component designed to reinforce learning. By engaging students in testing their knowledge, quizzes provide an opportunity for review and self-evaluation.

### C. Operational Definition

- a. **Structure** is measured by evaluating whether the learning material follows a clear and systematic progression. The presence of well-defined sections—such as definitions, key terms, examples, and moral values—indicates a structured approach.
- b. **Context and Moral Values** are assessed based on how well the material integrates ethical principles. The inclusion of Pancasila values in grammar learning and the ability of students to relate these values to their everyday lives demonstrate effective contextualization.
- c. **Interactivity** is observed through the presence of quizzes, exercises, and activities that encourage learner engagement. If students actively participate and find the material stimulating, it indicates a high level of interactivity.
- d. **Language Accessibility** is evaluated by analyzing the clarity and simplicity of the text. If students can understand the instructions and examples without difficulty, and if translations are available for better comprehension, the material is considered accessible.
- e. **Visual Design** is assessed by examining the organization of text, images, and layout. A well-structured visual presentation, free from clutter, with an emphasis on readability, contributes to effective learning.
- f. **Examples** are analyzed by reviewing their relevance and familiarity to students. If learners can relate the examples to their daily lives, the effectiveness of the instructional material is enhanced.

- g. **Grammar Explanation** is measured by the clarity of the grammar rules presented. If students can apply the past tense in various meaningful contexts after reading the material, the explanation is deemed successful.
- h. **Quiz Section** is evaluated by the extent to which it reinforces learning. If students engage with the quizzes and demonstrate improved understanding, it indicates that the assessment is effective in reinforcing key concepts.

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

**Scale:**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

**D. Blueprint**

No	Aspects	Indicators	Likert Scale (1-5)
1	Structure	Systematic presentation: definition, keywords, examples, and moral values	1-5
2	Context and Moral Values	Integration of Pancasila values in grammar learning	1-5
3	Interactivity	The presence of quizzes that engage students and test their understanding	1-5
4.	Language Accessibility	Use of simple language and translation into Indonesian	1-5
5.	Visual Design	Clear and Straightforward presentation	1-5
6	Examples	Relevant examples from daily life	1-5

7	Grammar Explanation	Focus on the practical use of Past Tense in meaningful contexts	1-5
8	Quiz Section	Interactive knowledge assessment	1-5

No	Aspect	Topics	5	4	3	2	1
1	<b>Structure</b> (Provides a strong foundation for learners)	Clear and systematic structure, starting with the definition of <i>Past Tense</i> followed by keywords, examples, and moral values such as Unity, Humanity, Justice, Democracy, and Belief in One God.	✓				
2	<b>Context and Moral Values</b> (Make the material more relatable and meaningful)	Effectively ties grammar learning with cultural and moral education by incorporating values from Pancasila.	✓				
3	<b>Interactivity</b> (Test understanding in a fun and practical way)	Includes quizzes that engage the audience and encourage them to apply the knowledge gained.		✓			
4	<b>Language Accessibility</b> (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	<b>Visual Design</b>	The slides are straightforward, focusing	✓				

		primarily on text, ensuring clarity.				
6	<b>Examples</b>	Examples are relatable and drawn from everyday life, which helps learners connect the grammar concept with familiar contexts.	✓			
7	<b>Grammar Explanation</b>	Focuses on the practical usage of <i>Past Tense</i> in meaningful contexts.	✓			
8	<b>Quiz Section</b> (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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## CONTENT EXPERT JUDGMENT (RQ 3)

### EXPERT 2

#### CONTENT EXPERT JUDGMENT

Research Question: 3

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

**B. Conceptual Definition:**

- a. Structure** refers to the organization of learning materials in a systematic and logical manner. A well-structured instructional design includes definitions, key terms, examples, and moral values that provide a strong foundation for learners.
- b. Context and Moral Values** relate to how the learning material integrates cultural and ethical principles to make lessons more meaningful. The incorporation of values such as unity, humanity, justice, democracy, and belief in God helps students connect learning with real-life moral aspects.
- c. Interactivity** is the extent to which learning materials encourage active participation. The inclusion of quizzes and interactive elements helps learners test their understanding in an engaging and practical way.
- d. Language Accessibility** refers to the clarity and simplicity of the language used in the learning materials. Ensuring that all example sentences are translated into Indonesian makes the material more inclusive for students with varying levels of English proficiency.
- e. Visual Design** focuses on the presentation of the learning materials, ensuring they are clear, easy to read, and visually appealing. Well-designed visuals enhance comprehension and reduce cognitive overload.

- f. **Examples** emphasize the relevance of illustrations used in the material. When examples are drawn from everyday life, learners can better relate to and apply grammatical concepts in real-world contexts.
- g. **Grammar Explanation** pertains to how grammar rules are explained within the learning material. A focus on practical applications of the past tense in meaningful contexts ensures that students can use grammar naturally and effectively.
- h. **Quiz Section** refers to the interactive assessment component designed to reinforce learning. By engaging students in testing their knowledge, quizzes provide an opportunity for review and self-evaluation.

### **C. Operational Definition**

- a. **Structure** is measured by evaluating whether the learning material follows a clear and systematic progression. The presence of well-defined sections—such as definitions, key terms, examples, and moral values—indicates a structured approach.
- b. **Context and Moral Values** are assessed based on how well the material integrates ethical principles. The inclusion of Pancasila values in grammar learning and the ability of students to relate these values to their everyday lives demonstrate effective contextualization.
- c. **Interactivity** is observed through the presence of quizzes, exercises, and activities that encourage learner engagement. If students actively participate and find the material stimulating, it indicates a high level of interactivity.
- d. **Language Accessibility** is evaluated by analyzing the clarity and simplicity of the text. If students can understand the instructions and examples without difficulty, and if translations are available for better comprehension, the material is considered accessible.
- e. **Visual Design** is assessed by examining the organization of text, images, and layout. A well-structured visual presentation, free from clutter, with an emphasis on readability, contributes to effective learning.
- f. **Examples** are analyzed by reviewing their relevance and familiarity to students. If learners can relate the examples to their daily lives, the effectiveness of the instructional material is enhanced.

- g. **Grammar Explanation** is measured by the clarity of the grammar rules presented. If students can apply the past tense in various meaningful contexts after reading the material, the explanation is deemed successful.
- h. **Quiz Section** is evaluated by the extent to which it reinforces learning. If students engage with the quizzes and demonstrate improved understanding, it indicates that the assessment is effective in reinforcing key concepts.

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

**Scale:**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

**D. Blueprint**

No	Aspects	Indicators	Likert Scale (1-5)
1	Structure	Systematic presentation: definition, keywords, examples, and moral values	1-5
2	Context and Moral Values	Integration of Pancasila values in grammar learning	1-5
3	Interactivity	The presence of quizzes that engage students and test their understanding	1-5
4.	Language Accessibility	Use of simple language and translation into Indonesian	1-5
5.	Visual Design	Clear and Straightforward presentation	1-5
6	Examples	Relevant examples from daily life	1-5

7	Grammar Explanation	Focus on the practical use of Past Tense in meaningful contexts	1-5
8	Quiz Section	Interactive knowledge assessment	1-5

No	Aspect	Topics	5	4	3	2	1
1	<b>Structure</b> (Provides a strong foundation for learners)	Clear and systematic structure, starting with the definition of <i>Past Tense</i> followed by keywords, examples, and moral values such as Unity, Humanity, Justice, Democracy, and Belief in One God.	✓				
2	<b>Context and Moral Values</b> (Make the material more relatable and meaningful)	Effectively ties grammar learning with cultural and moral education by incorporating values from Pancasila.	✓				
3	<b>Interactivity</b> (Test understanding in a fun and practical way)	Includes quizzes that engage the audience and encourage them to apply the knowledge gained.	✓				
4	<b>Language Accessibility</b> (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	<b>Visual Design</b>	The slides are straightforward, focusing	✓				

		primarily on text, ensuring clarity.				
6	<b>Examples</b>	Examples are relatable and drawn from everyday life, which helps learners connect the grammar concept with familiar contexts.	✓			
7	<b>Grammar Explanation</b>	Focuses on practical usage of <i>Past Tense</i> in meaningful contexts.	✓			
8	<b>Quiz Section</b> (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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## **MEDIA EXPERT JUDGMENT (RQ 3)**

### **EXPERT 1**

### **MEDIA EXPERT JUDGMENT SHEET SDN 2 BENGKALA**

#### **Media Expert Judgment Sheet Evaluation of Quality of the Online Flipbook Design**

##### **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 theory is in line with the aspects of clarity, relevance, usability, comprehensiveness, and feedback mechanisms because this theory discusses the taxonomy of cognitive learning objectives that focus on students' thinking processes and abilities.

Clarity about learning objectives and the thought processes to be achieved can help students understand what is expected of them. Furthermore, relevance is the relationship between learning objectives and student needs is crucial. In this taxonomy, cognitive learning objectives are designed to meet students' needs and help them achieve desired abilities. Then, usability emphasizes the importance of effective and efficient thinking processes. In this taxonomy, effective and efficient thinking processes can be achieved by providing a clear and logical structure and reducing unnecessary cognitive load. Comprehensiveness encompasses all aspects necessary to achieve learning objectives. In this taxonomy, cognitive learning objectives are designed to encompass all aspects necessary to achieve the desired skills. Last one is feedback mechanisms, in this taxonomy, can help students understand their progress and correct their mistakes.

##### **Key Aspects Derived from Anderson & Krathwohl (2001):**

- Clarity:** The online flipbook content is presented in simple, easy-to-understand language. The navigation structure is clear and intuitive, and the features have clear, easy-to-follow instructions.
- Relevance:** online flipbook content that is in accordance with curriculum needs and integration of Pancasila values.

3. **Usability:** The online flipbook design is responsive and accessible across multiple devices.
4. **Comprehensiveness:** The design features of online flipbooks can meet students' needs comprehensively.
5. **Feedback Mechanisms:** Online flipbooks have a feedback feature that allows students to know their progress.

#### **B. Conceptual Definition:**

- a. **Clarity:** Anderson & Krathwohl's (2001) theory emphasizes the importance of clarity in learning objectives and the thought processes to be achieved. In online flipbook design, clarity in learning objectives and the thought processes to be achieved can help students understand what is expected of them.
- b. **Relevance:** This theory also emphasizes the importance of relevance between learning objectives and student needs. In online flipbook design, the relevance of content to student needs can help increase student motivation and engagement.
- c. **Usability:** Anderson & Krathwohl's (2001) theory emphasizes the importance of effective and efficient thinking processes. In online flipbook design, good usability can help students focus on the thinking and learning process, rather than the difficulties of using technology.
- d. **Comprehensiveness:** This theory emphasizes the importance of covering all aspects necessary to achieve learning objectives. In online flipbook design, comprehensiveness can help ensure that students have access to all the information necessary to achieve learning objectives.
- e. **Feedback Mechanisms** Anderson & Krathwohl's (2001) theory emphasizes the importance of feedback in the learning process. In online flipbook design, feedback mechanisms can help students understand their progress and correct their mistakes.

#### **C. Operational Definition**

- a. **Clarity:** Clarity in online flipbooks refers to the ability of content and features to be presented clearly and easily understood by students.

- b. Relevance:** Relevance in online flipbooks refers to the ability of content and features to meet students' needs and interests.
- c. Usability:** Usability in online flipbooks refers to students' ability to use online flipbooks easily and effectively.
- d. Comprehensiveness:** the ability of content and features to cover all aspects necessary to achieve learning objectives.
- e. Feedback Mechanisms:** the system's ability to provide feedback to students about their progress.

**Purpose:** To evaluate the quality of the online flipbook design in terms of its clarity, relevance, usability, comprehensiveness, and feedback mechanisms that align 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 online flipbook content is presented in simple, easy-to-understand language. The navigation structure is clear and intuitive, and the features have clear, easy-to-follow instructions.
2	Relevance	online flipbook content in accordance with curriculum needs and Pancasila values integration.
3	Usability	The online flipbook design is responsive and accessible across multiple devices.

4	Comprehensiveness	The design features of online flipbooks can meet students' needs comprehensively.
5	Feedback Mechanisms	Online flipbooks have a feedback feature that allows students to know their progress.

No.	Statement	5	4	3	2	1
1	The online content of the flipbook can be easily understood because it is presented in simple language and with a clear navigation structure.	✓				
2	Online flipbooks can be used effectively and efficiently because the online flipbook features have clear and easy-to-follow instructions.		✓			
3	The online flipbook content is relevant to the Merdeka curriculum.		✓			
4	The online flipbook content contains Pancasila values that are in line with learning objectives, namely Indonesian unity, social justice, belief in one god, humanity, democracy.	✓				
5	Online flipbooks can be accessed easily and smoothly via smartphone, tablet, or laptop without experiencing any technical problems.	✓				
6	The online flipbook design is responsive so it can be read and uses content that is easy to understand.		✓			
7	The online features of this flipbook have been well designed to meet the needs of students comprehensively, thereby increasing the effectiveness of learning.	✓				
8	This online flipbook has met students' needs by providing comprehensive and relevant features, so that it can support a better learning process.	✓				
9	This online flipbook has quizzes that contain effective feedback, so students can monitor their progress and make necessary improvements.	✓				

10	The feedback feature in the quiz section is very helpful in monitoring student progress, so that it can provide more appropriate and effective support in the learning process.	✓			
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Instrument Media Expert Judgement



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## **MEDIA EXPERT JUDGMENT (RQ 3)**

### **EXPERT 2**

### **MEDIA EXPERT JUDGMENT SHEET SDN 2 BENGKALA**

#### **Media Expert Judgment Sheet Evaluation of Quality of the Online Flipbook Design**

##### **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 theory is in line with the aspects of clarity, relevance, usability, comprehensiveness, and feedback mechanisms because this theory discusses the taxonomy of cognitive learning objectives that focus on students' thinking processes and abilities.

Clarity about learning objectives and the thought processes to be achieved can help students understand what is expected of them. Furthermore, relevance is the relationship between learning objectives and student needs is crucial. In this taxonomy, cognitive learning objectives are designed to meet students' needs and help them achieve desired abilities. Then, usability emphasizes the importance of effective and efficient thinking processes. In this taxonomy, effective and efficient thinking processes can be achieved by providing a clear and logical structure and reducing unnecessary cognitive load. Comprehensiveness encompasses all aspects necessary to achieve learning objectives. In this taxonomy, cognitive learning objectives are designed to encompass all aspects necessary to achieve the desired skills. Last one is feedback mechanisms, in this taxonomy, can help students understand their progress and correct their mistakes.

##### **Key Aspects Derived from Anderson & Krathwohl (2001):**

- Clarity:** The online flipbook content is presented in simple, easy-to-understand language. The navigation structure is clear and intuitive, and the features have clear, easy-to-follow instructions.
- Relevance:** online flipbook content that is in accordance with curriculum needs and integration of Pancasila values.

3. **Usability:** The online flipbook design is responsive and accessible across multiple devices.
4. **Comprehensiveness:** The design features of online flipbooks can meet students' needs comprehensively.
5. **Feedback Mechanisms:** Online flipbooks have a feedback feature that allows students to know their progress.

#### **B. Conceptual Definition:**

- a. **Clarity:** Anderson & Krathwohl's (2001) theory emphasizes the importance of clarity in learning objectives and the thought processes to be achieved. In online flipbook design, clarity in learning objectives and the thought processes to be achieved can help students understand what is expected of them.
- b. **Relevance:** This theory also emphasizes the importance of relevance between learning objectives and student needs. In online flipbook design, the relevance of content to student needs can help increase student motivation and engagement.
- c. **Usability:** Anderson & Krathwohl's (2001) theory emphasizes the importance of effective and efficient thinking processes. In online flipbook design, good usability can help students focus on the thinking and learning process, rather than the difficulties of using technology.
- d. **Comprehensiveness:** This theory emphasizes the importance of covering all aspects necessary to achieve learning objectives. In online flipbook design, comprehensiveness can help ensure that students have access to all the information necessary to achieve learning objectives.
- e. **Feedback Mechanisms** Anderson & Krathwohl's (2001) theory emphasizes the importance of feedback in the learning process. In online flipbook design, feedback mechanisms can help students understand their progress and correct their mistakes.

#### **C. Operational Definition**

- a. **Clarity:** Clarity in online flipbooks refers to the ability of content and features to be presented clearly and easily understood by students.

- b. Relevance:** Relevance in online flipbooks refers to the ability of content and features to meet students' needs and interests.
- c. Usability:** Usability in online flipbooks refers to students' ability to use online flipbooks easily and effectively.
- d. Comprehensiveness:** the ability of content and features to cover all aspects necessary to achieve learning objectives.
- e. Feedback Mechanisms:** the system's ability to provide feedback to students about their progress.

**Purpose:** To evaluate the quality of the online flipbook design in terms of its clarity, relevance, usability, comprehensiveness and feedback mechanisms that align 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 online flipbook content is presented in simple, easy-to-understand language. The navigation structure is clear and intuitive, and the features have clear, easy-to-follow instructions.
2	Relevance	online flipbook content in accordance with curriculum needs and Pancasila values integration.
3	Usability	The online flipbook design is responsive and accessible across multiple devices.

4	Comprehensiveness	The design features of online flipbooks can meet students' needs comprehensively.
5	Feedback Mechanisms	Online flipbooks have a feedback feature that allows students to know their progress.

No.	Statement	5	4	3	2	1
1	The online content of the flipbook can be easily understood because it is presented in simple language and with a clear navigation structure.	✓				
2	Online flipbooks can be used effectively and efficiently because the online flipbook features have clear and easy-to-follow instructions.		✓			
3	The online flipbook content is relevant to the Merdeka curriculum.	✓				
4	The online flipbook content contains Pancasila values that are in line with learning objectives, namely Indonesian unity, social justice, belief in one god, humanity, democracy.	✓				
5	Online flipbooks can be accessed easily and smoothly via smartphone, tablet, or laptop without experiencing any technical problems.	✓				
6	The online flipbook design is responsive so it can be read and uses content that is easy to understand.		✓			
7	The online features of this flipbook have been well designed to meet the needs of students comprehensively, thereby increasing the effectiveness of learning.	✓				
8	This online flipbook has met students' needs by providing comprehensive and relevant features, so that it can support a better learning process.	✓				
9	This online flipbook has quizzes that contain effective feedback, so students can monitor their progress and make necessary improvements.	✓				

10	The feedback feature in the quiz section is very helpful in monitoring student progress, so that it can provide more appropriate and effective support in the learning process.	✓				
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Singaraja, 2025

Instrument Media Expert Judgement



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## APPENDIX 6 RQ 4

### INSTRUMENT PRACTICALITY QUESTIONNAIRE FOR TEACHER

#### EXPERT 1

#### PRACTICALITY QUESTIONNAIRE FOR TEACHER

**A. Grand Theory:** Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using, and Acceptance of E-learning Systems because these factors are based on the Technology Acceptance Model (TAM 3). A practicality questionnaire from users is used to identify the practicality of the online flipbook as an English learning material for inclusive classes at SD N 2 Bengkala.

#### B. Blueprint

No	Description	Likert Scale
1	<p>Percieved ease of use (Davis et al., 1989) and (Chau, 1996)</p> <ul style="list-style-type: none"><li>a. Easy to integrate into teaching</li><li>b. Clear structure and easy to use</li><li>c. Features and guidance are easy to understand</li><li>d. Comfortable using the media for teaching</li><li>e. Requires minimal effort to operate during lessons</li></ul>	1-5
2	<p>Perceived Usefulness (Davis et al., 1989) and (Chau, 1996)</p> <ul style="list-style-type: none"><li>a. Enhances student interaction</li><li>b. Helps students grasp difficult concepts</li><li>c. Saves time in preparing lessons</li><li>d. Facilitates interactive and efficient teaching</li><li>e. Supports different types of learners</li></ul>	1-5
3	<p>Attitude Toward Using online flipbooks (Taylor, S. and Todd, 1995)</p> <ul style="list-style-type: none"><li>a. Enjoys using the media for teaching</li><li>b. Plans to use the media again</li><li>c. Makes teaching more enjoyable</li><li>d. Encourages active participation</li></ul>	1-5

	e. Willing to recommend it to other teachers	
4	<p>Acceptance actively of E-learning Systems (Al-Gahtani, 2016)</p> <p>a. Supports teaching objectives b. Feels confident using the media c. Allows flexible teaching approaches d. Easy to track student progress e. Helps in student-teacher collaboration</p>	1-5

Aspect	Questions	Relevant	Not relevant
Perceived ease of use	1. Easy to integrate into teaching		✓
	2. Clear structure and easy to use	✓	
	3. Features and guidance are easy to understand	✓	
	4. Comfortable using the media for teaching	✓	
	5. Requires minimal effort to operate during lessons	✓	
Perceived Usefulness	6. Enhances student interaction	✓	
	7. Helps students grasp difficult concepts	✓	
	8. Saves time in preparing lessons	✓	
	9. Facilitates interactive and efficient teaching	✓	
	10. Supports different types of learners	✓	

Attitude Toward Using online flipbooks	11. Enjoys using the media for teaching	✓	
	12. Plans to use the media again	✓	
	13. Makes teaching more enjoyable	✓	
	14. Encourages active participation	✓	
	15. Willing to recommend it to other teachers	✓	
Acceptance actively of E- learning Systems	16. Supports teaching objectives	✓	
	17. Feels confident using the media	✓	
	18. Allows flexible teaching approaches	✓	
	19. Easy to track student progress	✓	
	20. Helps in student-teacher collaboration	✓	
Total	20	19	1

Singaraja, 2025

Instrument Praticality for Teacher



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## INSTRUMENT PRACTICALITY QUESTIONNAIRE FOR TEACHER

### EXPERT 2

### PRACTICALITY QUESTIONNAIRE FOR TEACHER

**A. Grand Theory:** Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using, and Acceptance of E-learning Systems because these factors are based on the Technology Acceptance Model (TAM 3). A practicality questionnaire from users is used to identify the practicality of the online flipbook as an English learning material for inclusive classes at SD N 2 Bengkala.

#### B. Blueprint

No	Description	Likert Scale
1	<p>Percieved ease of use (Davis et al., 1989) and (Chau, 1996)</p> <ul style="list-style-type: none"><li>a. Easy to integrate into teaching</li><li>b. Clear structure and easy to use</li><li>c. Features and guidance are easy to understand</li><li>d. Comfortable using the media for teaching</li><li>e. Requires minimal effort to operate during lessons</li></ul>	1-5
2	<p>Perceived Usefulness (Davis et al., 1989) and (Chau, 1996)</p> <ul style="list-style-type: none"><li>a. Enhances student interaction</li><li>b. Helps students grasp difficult concepts</li><li>c. Saves time in preparing lessons</li><li>d. Facilitates interactive and efficient teaching</li><li>e. Supports different types of learners</li></ul>	1-5
3	<p>Attitude Toward Using online flipbooks (Taylor, S. and Todd, 1995)</p> <ul style="list-style-type: none"><li>a. Enjoys using the media for teaching</li><li>b. Plans to use the media again</li><li>c. Makes teaching more enjoyable</li><li>d. Encourages active participation</li></ul>	1-5

	e. Willing to recommend it to other teachers	
4	<p>Acceptance actively of E-learning Systems (Al-Gahtani, 2016)</p> <p>a. Supports teaching objectives b. Feels confident using the media c. Allows flexible teaching approaches d. Easy to track student progress e. Helps in student-teacher collaboration</p>	1-5

Aspect	Questions	Relevant	Not relevant
Perceived ease of use	1. Easy to integrate into teaching		✓
	2. Clear structure and easy to use	✓	
	3. Features and guidance are easy to understand	✓	
	4. Comfortable using the media for teaching	✓	
	5. Requires minimal effort to operate during lessons	✓	
Perceived Usefulness	6. Enhances student interaction	✓	
	7. Helps students grasp difficult concepts	✓	
	8. Saves time in preparing lessons	✓	
	9. Facilitates interactive and efficient teaching	✓	
	10. Supports different types of learners	✓	

Attitude Toward Using online flipbooks	11. Enjoys using the media for teaching	✓	
	12. Plans to use the media again	✓	
	13. Makes teaching more enjoyable	✓	
	14. Encourages active participation	✓	
	15. Willing to recommend it to other teachers	✓	
Acceptance actively of E- learning Systems	16. Supports teaching objectives	✓	
	17. Feels confident using the media	✓	
	18. Allows flexible teaching approaches	✓	
	19. Easy to track student progress	✓	
	20. Helps in student-teacher collaboration	✓	
Total	20	19	1

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Instrument Praticality for Teacher



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## INSTRUMENT PRACTICALITY QUESTIONNAIRE FOR STUDENTS

### EXPERT 1

#### PRACTICALITY QUESTIONNAIRE FOR STUDENTS

**A. Grand Theory:** Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using, and Acceptance of E-learning Systems because these factors are based on the Technology Acceptance Model (TAM 3). A practicality questionnaire from users is used to identify the practicality of the online flipbook as an English learning material for inclusive classes at SD N 2 Bengkala.

#### B. Blueprint

No	Description	Likert Scale
	<p>Percieved ease of use (Davis et al., 1989) and (Chau, 1996)</p> <ul style="list-style-type: none"><li>a. Simple and easy to operate</li><li>b. Quickly find content within the media</li><li>c. Instructions are clear and easy to follow</li><li>d. Comfortable using the media</li><li>e. Can learn with minimal help from others</li></ul>	1-5
	<p>Perceived Usefulness (Davis et al., 1989) and (Chau, 1996)</p> <ul style="list-style-type: none"><li>a. Makes lessons easier to understand</li><li>b. Helps in learning difficult topics</li><li>c. Helps students learn faster</li><li>d. Aids in remembering lessons</li><li>e. Makes learning more enjoyable</li></ul>	1-5
	<p>Attitude Toward Using online Flipbooks (Taylor, S. and Todd, 1995)</p> <ul style="list-style-type: none"><li>a. Likes using the media for learning</li><li>b. Wants to use it again</li><li>c. Helps maintain focus on lessons</li><li>d. Feels happy using the media</li><li>e. Learning with media is exciting</li></ul>	1-5

	<p>Acceptance of E-learning Systems (Al-Gahtani, 2016)</p> <p>a. Can use the media alone</p> <p>b. Understands words and examples in the media</p> <p>c. Can complete assignments using the media</p> <p>d. Feels confident using the media</p> <p>e. Supports teamwork with peers</p>	
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Aspect	Questions	Relevant	Not relevant
Perceived ease of use	1. Simple and easy to operate		✓
	2. Quickly find content within the media	✓	
	3. Instructions are clear and easy to follow	✓	
	4. Comfortable using the media	✓	
	5. Can learn with minimal help from others	✓	
Perceived Usefulness	6. Makes lessons easier to understand	✓	
	7. Helps in learning difficult topics	✓	
	8. Helps students learn faster	✓	
	9. Aids in remembering lessons	✓	
	10. Makes learning more enjoyable	✓	
Attitude Toward Using	11. Likes using the media for learning	✓	
	12. Wants to use it again	✓	
	13. Helps maintain focus on	✓	

online flipbooks	lessons		
	14. Feels happy using the media	✓	
	15. Learning with media is exciting	✓	
Acceptance actively of E- learning Systems	16. Can use the media alone	✓	
	17. Understands words and examples in the media	✓	
	18. Can complete assignments using the media	✓	
	19. Feels confident using the media	✓	
	20. Supports teamwork with peers	✓	
Total	20	19	1

Singaraja, 2025

Instrument Practicality for Students



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## INSTRUMENT PRACTICALITY QUESTIONNAIRE FOR STUDENTS

### EXPERT 2

#### PRACTICALITY QUESTIONNAIRE FOR STUDENTS

**A. Grand Theory:** Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using, and Acceptance of E-learning Systems because these factors are based on the Technology Acceptance Model (TAM 3). A practicality questionnaire from users is used to identify the practicality of the online flipbook as an English learning material for inclusive classes at SD N 2 Bengkala.

**B. Blueprint**

No	Description	Likert Scale
	<p>Percieved ease of use (Davis et al., 1989) and (Chau, 1996)</p> <ul style="list-style-type: none"><li>a. Simple and easy to operate</li><li>b. Quickly find content within the media</li><li>c. Instructions are clear and easy to follow</li><li>d. Comfortable using the media</li><li>e. Can learn with minimal help from others</li></ul>	1-5
	<p>Perceived Usefulness (Davis et al., 1989) and (Chau, 1996)</p> <ul style="list-style-type: none"><li>a. Makes lessons easier to understand</li><li>b. Helps in learning difficult topics</li><li>c. Helps students learn faster</li><li>d. Aids in remembering lessons</li><li>e. Makes learning more enjoyable</li></ul>	1-5
	<p>Attitude Toward Using online Flipbooks (Taylor, S. and Todd, 1995)</p> <ul style="list-style-type: none"><li>a. Likes using the media for learning</li><li>b. Wants to use it again</li><li>c. Helps maintain focus on lessons</li><li>d. Feels happy using the media</li><li>e. Learning with media is exciting</li></ul>	1-5

	<p>Acceptance of E-learning Systems (Al-Gahtani, 2016)</p> <p>a. Can use the media alone</p> <p>b. Understands words and examples in the media</p> <p>c. Can complete assignments using the media</p> <p>d. Feels confident using the media</p> <p>e. Supports teamwork with peers</p>	
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Aspect	Questions	Relevant	Not relevant
Perceived ease of use	1. Simple and easy to operate		✓
	2. Quickly find content within the media	✓	
	3. Instructions are clear and easy to follow	✓	
	4. Comfortable using the media	✓	
	5. Can learn with minimal help from others	✓	
Perceived Usefulness	6. Makes lessons easier to understand	✓	
	7. Helps in learning difficult topics	✓	
	8. Helps students learn faster	✓	
	9. Aids in remembering lessons	✓	
	10. Makes learning more enjoyable	✓	
Attitude Toward Using	11. Likes using the media for learning	✓	
	12. Wants to use it again	✓	
	13. Helps maintain focus on	✓	

online flipbooks	lessons		
	14. Feels happy using the media	✓	
	15. Learning with media is exciting	✓	
Acceptance actively of E- learning Systems	16. Can use the media alone	✓	
	17. Understands words and examples in the media	✓	
	18. Can complete assignments using the media	✓	
	19. Feels confident using the media	✓	
	20. Supports teamwork with peers	✓	
Total	20	19	1

Singaraja, 2025

Instrument Practicality for Students



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