

Appendix 1: The Research Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA

Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon 081999446444 Laman www.pasca.unsisksha.ac.id

Singaraja, 04 Agustus 2025

Nomor : **3835/UN48.14.1/PT.02.05/2025**
Hal : **Mohon Ijin Pengambilan Data**
Yth. : **Rektor IAHN-TP Palangka Raya**

di tempat

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Disertasi mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengijinkan mahasiswa kami sebagai berikut :

Nama : Ni Nyoman Tantri
NIM : 2739041002
Program Studi : Pendidikan Bahasa Inggris (S3)
Judul Disertasi : Developing Local Culture Genre Based English Teaching Materials for the Students of Institut Agama Hindu Negeri Tampung Penyang Palangka Raya.

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

Atas perhatian, perkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Menyetujui,

Promotor ,  Ni Nyoman Padmadewi NIP. 196202021988032001	Ko-Promotor I,  Luh Putu Artini NIP. 196407141988102001	Ko-Promotor II,  Dewa Putu Ramendra NIP. 197609022000031001
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Mengetahui,
a.n. Direktur,
Wadit I



Ramendra Putu Amyana
NIP. 1986011005

Appendix 2: The Research Approval Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA HINDU NEGERI
TAMPUNG PENYANG (IAHN-TP) PALANGKA RAYA
 Jalan .G .Obos X Palangka Raya 73112
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SURAT IZIN PENELITIAN
 Nomor: B-2049/Ihn.02/PP.07/09/2025

Yang bertanda tangan di bawah ini Rektor Institut Agama Hindu Negeri Tampung Penyang Palangka Raya:

Nama : Dr. Mujiyono, S.Ag., M.Ag
 NIP : 196602132001121001
 Pangkat/Gol. : Pembina/IV.b
 Jabatan : Rektor Institut Agama Hindu Negeri Tampung Penyang Palangka Raya

Menerangkan bahwa Mahasiswa Pascasarjana yang disebut di bawah ini:

Nama : Ni Nyoman Tanti
 NIM : 2339041002
 Program Studi : Pendidikan Bahasa Inggris S-3
 Instansi : Universitas Pendidikan Ganesha - Bali

Yang bersangkutan diizinkan untuk melakukan penelitian/observasi di Institut Agama Hindu Negeri Tampung Penyang Palangka Raya dalam rangka penyusunan penulisan Disertasi dengan Judul : *Developing Local Culture Genre – Based English Teaching Materials for the Students of Institut Agama Hindu Negeri Tampung Penyang Palangka Raya*.

Demikian surat keterangan dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palangka Raya, 22-September 2025


 Rektor
 Dr. Mujiyono, S.Ag., M.Ag
 NIP: 196602132001121001

Appendix 3: The Needs Analysis Instruments

INSTRUMENT

**NEEDS ANALYSIS OF DEVELOPING LOCAL CULTURE
GENRE-BASED ENGLISH TEACHING MATERIALS FOR THE
STUDENTS OF INSTITUT AGAMA HINDU NEGERI
TAMPUNG PENYANG PALANGKA RAYA**



NI NYOMAN TANTRI

2025

Objective

This questionnaire aims to analyze the needs for English teaching materials that incorporate local cultural content using a genre-based approach. It is used solely to collect comprehensive information for developing English teaching materials (e-book) that reflect local cultural values through a genre-based approach. The results of this questionnaire will be used as a foundation to create teaching materials (e-book) that align with the needs of students, lecturers, and course objectives. The final module will aim to enhance students' four language skills: listening, reading, speaking, and writing, as well as fostering Cultural engagement.

1. Conceptual Definition

- a. Needs analysis is a systematic process aimed at identifying and determining the gaps or differences between the existing and expected situations (Gupta et al., 2007). In this context, the needs do not simply refer to something that is lacking, but rather to the distance between what is currently present and what should be achieved to realize the desired performance or outcomes. The existing or current condition reflects the actual situation that is occurring, such as existing competencies, resources, or processes. Meanwhile, the expected or desired condition describes the standard, goals, or ideal achievements that individuals, groups, organizations, or societies wish to reach. The gap between the two indicates the need for interventions in the teaching materials. In addition, Gupta et al. (2007) assert that the needs analysis encompasses strategic needs (the institutional vision), tactical/operational needs (the resources and teaching conditions), individual performance needs (learners' current skills), and learning needs (what they need to learn).
- b. Local culture refers to the entire system of values, norms, customs, and creations of society that have developed generationally within a particular community. According to Koentjaraningrat (2005), culture consists of three aspects: cultural ideas, cultural practices or actions, and artifacts. In the context of this research, local culture is interpreted more specifically through the concept of *Batang Haring*, which is a representation of the Dayak Hindu Kaharingan culture that reflects the teachings of *Tri Hita Karana*, namely harmony between humans and God (*Parhyangan*), humans and others (*Pawongan*), as well as humans and nature (*Palemahan*). *Batang Haring* becomes the local form of the universal Hindu philosophy that lives in the everyday practices and values of the local community, making it relevant as a basis for developing teaching materials that cultivate Cultural engagement and the spirituality of students.

- c. Genre-based approach is a method of teaching languages that emphasizes the explicit instruction of various text genres that are utilized in certain social and cultural settings. Feez & Joice (1998) illustrate that this method is based on Systemic Functional Linguistics and uses a structured cycle of teaching, which is called as Teaching and Learning Cycle (TLC), to help learners build understanding of text types and their linguistic features. Meanwhile, Hyland (2004) highlights the significance of genre as a social activity, stressing how language is influenced by audience, purpose, and community norms. In this study, the Genre-Based Approach is adopted not only to teach the structure of texts, but also to develop students' awareness of how language functions in the local religious and cultural context of Institut Agama Hindu Negeri Tampung Penyang Palangka Raya.
- d. The CIPP model (Context, Input, Process, Product) is a useful framework for thoroughly and methodically assessing educational programs, which is proposed by Stufflebeam & Zhang (2017). It aids educators and decision-makers in evaluating various program elements, such as planning and results. Context evaluation focuses on finding the program's objectives and comprehending the requirements of the setting or organization where the program is being executed. Input evaluation examines the resources, strategies, and plans used to reach the goals, such as teachers, materials, and budgets. Process evaluation is concerned with the way the program is implemented. It determines whether the activities are being carried out and whether improvements are required throughout execution. Product evaluation focuses on the results or outcomes of the program, such as students' achievement or program impact. In general, educational programs that are relevant, well-planned, well-executed, and capable of yielding significant outcomes are made possible by the CIPP model.
- e. English teaching material is all types of printed or digital resources, tools, and content that support teaching and learning the English language. These resources help students improve their language proficiency in speaking, listening, reading, and writing, as well as their vocabulary, grammar, and communicative competence. According to Tomlinson (2011), Teaching materials are anything that is used by teachers or learners to facilitate the learning of a language; it may include textbooks, worksheets, videos, audio recordings, digital modules, or authentic texts. Effective English teaching materials are pedagogically sound, interesting, contextually relevant, and in line with the requirements, objectives, and language proficiency levels of learners. Additionally, they also help structure instruction, provide meaningful practice, and foster the growth of linguistic and intercultural competence.

2. Operational Definition

- a. The needs analysis in this study serves two interconnected purposes: to analyze the educational aspects of needs, such as the learning context, resources, processes, and expected outcomes through the CIPP model proposed by Stufflebeam & Zhang (2017), and to identify cultural content needs through the framework of cultural elements proposed by Koentjaraningrat (2009).

The aspects analyzed under the CIPP model include:

- 1) Context (Strategic Needs) to identify the learning needs that align with the institution's vision, mission, and policy directions, including the integration of local cultural values into English language teaching.
- 2) Input (Operational/ Tactical Needs) to examine the readiness of resources and instructional strategies, such as teaching methods, media, and the relevance of current teaching materials.
- 3) Process (Learning Needs) to explore students' learning preferences, content requirements, types of text needed, such as descriptive, report, procedure, etc., and the language skills that need to be developed.
- 4) Product (Individual Performance Needs) to analyze students' current English language competence compared to the expected competencies required in academic and professional contexts.

The aspects analyzed under Koentjaraningrat's theory involve three areas:

- 1) Local cultural ideas to identify the ideational dimension of culture, *which encompasses the beliefs, values, norms, philosophies, and worldview shared by a community. In this study, the cultural ideas refer to the belief in the sacredness of Batang Haring and the principle of balance in Tri Hita Karana in the Dayak Kaharingan community.*
- 2) Social practices or actions to identify the observable behaviors, customs, and collective activities that are performed based on its cultural ideas. This includes rituals, traditions, customary laws, and social norms that are transmitted and maintained across generations. In this context, the social practices to analyze are those rituals that reflect *Batang Haring* and the principle of *Tri Hita Karana* in the Dayak Kaharingan community.
- 3) Cultural artefacts to explore the tangible products of a culture, including tools, artworks, clothing, sacred objects, buildings, and ritual equipment. In this study, artefacts are considered the material manifestation of cultural ideas and practices, particularly the sacred objects, buildings, and ritual equipment of the Dayak Kaharingan community.

The needs analysis is operationalized as the process of identifying the gap between the current (existing) condition and the desired (expected) condition, as defined by Gupta et al. (2007). This analysis is carried out using three main data

collection techniques, namely interview, questionnaire, and document analysis, to obtain in-depth and triangulated data.

The respondents for CIPP evaluation consist of various groups, namely the head of the Hindu Education Department, the English lecturers, the first-year students of the Hindu Education Department, and the cultural practitioners. The head of the Hindu Education Study Program is involved in providing essential perspectives related to curriculum alignment, academic goals, institutional supports, and policy decisions. As academic leaders, they have a broader view of students' profiles, proficiency levels, and common difficulties faced in learning, and give a broad overview of the lecturers' profiles, practices, and needs, which is vital in this needs analysis for material development. Both lecturers and students are engaged to ensure the development of effective and relevant English teaching materials. Then, the cultural practitioners are involved as key sources of authentic, lived knowledge about local culture, traditions, values, and practices for the development of local cultural content.

The data obtained from these needs serve as the foundation for designing local culture-based English Teaching materials using the Genre-Based Approach, to ensure that the materials are contextual, communicative, and relevant to the needs of students at IAHN TP Palangka Raya.

Respondent	The Head of the Hindu Education Department
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I. Instrument for the Head of the Hindu Education Department

a. Blueprint of Semi-Structured Interview

No	Aspect	Indicators	Number of Questions	Total Items
1.	Context	Policies and implementation of Local Culture Integration in English instruction	1-4	4
		The urgency of English language learning in the Hindu Education Study Program	5	1
		Curriculum and objectives of English language teaching	6-8	3
		The integration of <i>Batang Haring</i> local culture as a representation of <i>Tri Hita Karana</i>	9	1
		The compatibility of local culture integration with national policies and local wisdom	10-12	3
		Availability and support of digital learning facilities	13	1
2.	Input	The proficiency of the lecturer	14-17	4
		The appropriateness and types of teaching materials used	18-21	4
		Students' competency	22	1

		Students' learning challenges	23-25	3
3.	Process	Teaching strategies and classroom activities used by lecturers	26-28	3
		The integration of culture in the English language learning process	29	1
		The use of technology in learning	30	1
		The effectiveness of the learning process	31	1
4.	Product	Students' learning progress	32-33	2
		Students' involvement in learning materials with cultural content	34	1
		The effectiveness of teaching methods	35	1
	Total			35

b. Semi-Structured Interview Questions for the Head of the Hindu Education Department

No	Interview Questions for Context Aspects
1.	What is the vision and mission of your study program?
2.	Does your program have any policy that encourages the integration of local culture into teaching materials?
3.	What kind of support or policy does your faculty provide to facilitate the implementation of these local culture integration policies?
4.	How does the study program ensure that the policy is effectively internalized and reflected in English language teaching practices?
5.	How important is learning English for the students of the Hindu Education Department?
6.	Is the English course syllabus available?
7.	What competencies are currently aimed to achieve for the English course in your study program?
8.	Do the course goals include spiritual or cultural aspects?
9.	Is there any effort to incorporate local values, such as <i>Tri Hita Karana</i> , into English instruction?
10.	How do you see the integration of local culture in English learning aligning with national education goals?
11.	Have any previous initiatives been made to develop culturally responsive teaching materials in your program?
12.	Why do you think it is important to integrate local wisdom, such as <i>Batang Haring</i> , into English language teaching?
13.	Are learning facilities such as e-learning platforms or digital tools to support English language learning available in your study program?

No	Interview Questions for Input Aspects
14.	Do the lecturers have proficiency in teaching English?
15.	In your opinion, do lecturers need to teach English using culturally relevant sources?
16.	Do lecturers have sufficient knowledge related to Hindu Philosophical concepts?
17.	Do lecturers have sufficient skills in using technology?
18.	What kinds of English teaching materials have the lecturers used so far in this program?
19.	Do you think the current available materials are suitable for the students' needs?
20.	To what extent do these materials support the development of the four English language skills, such as listening, speaking, reading, and writing?

21.	Do the existing English learning materials include elements of local culture in the form of ideas, activities, or artefacts?
22.	Based on your observation, how would you characterize the present level of English proficiency among your students?
23.	What challenges do the students most frequently encounter when studying English?
24.	Is there a noticeable lack of confidence in their English communication?
25.	In your opinion, what skills do the students need to improve to be an excellent Hindu religious teacher?

No	Interview Questions for Process Aspects
26.	How does the study program monitor and ensure the quality of the English teaching conducted by the lecturers?
27.	In what ways does the study program support lecturers in improving their English teaching strategies and classroom practices?
28.	Does the study program provide opportunities for English lecturers to reflect on and share their teaching practices?
29.	How does the study program encourage or facilitate lecturers to integrate students' local cultural elements into the English instruction?
30.	How does the study program support the use of digital tools or learning platforms by lecturers during the English instruction activities?
31.	Based on your observation as the head of study program, how effective is the English language learning process in improving students' proficiency?

No	Interview Questions for Product Aspects
32.	How does the study program assess students' learning outcomes in relation to the achievement of the Program Learning Outcomes (CPLs)??
33.	According to your observation toward the study program's evaluation, to what extent have students demonstrated progress in their English language skills?
34.	Based on your observation, do students show an interest in learning English through topics related to local culture?
35.	According to your evaluation, do you think the current English teaching methods are sufficient to support the achievement of the competencies outlined in the study program' curriculum?

c. Questionnaire Draft

1. Blueprint of CIPP Instrument for the Head of the Hindu Education Department

No.	Indicators	Number of Statements	Total Items
1	Context		
	Syllabus of English course	1.1	1
	The course learning facilities	1.2	1
	The course credit	1.3	1
	Support for genre-based teaching in the syllabus	1.4	1

	Cultural content integration in the English curriculum	1.5	1
2	Input		
	The English proficiency of the lecturers	2.1	1
	The knowledge and skills of the lecturers	2.2	1
	The lecturer's experiences in teaching through local cultural materials	2.3	1
	References	2.4	1
	The availability of media and digital platforms	2.5	1
	The English proficiency of the students	2.6	1
3	Process		
	Planning	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
	Implementation	3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17	10
	The Assessment	3.18, 3.19, 3.20, 3.21	4
4	Product		
	The percentage of students passing the course	4.1	1
	The score of the students	4.2	1
	Course completion for students' language skills	4.3	1
	Total		35

2. The draft of the CIPP Questionnaire for the Head of the Hindu Education Department

No.	Statement	Existing Situation		Expected Situation	
		Yes	No	Yes	No
1	CONTEXT				
1.1	There is a syllabus available for the English subject in the study program				
1.2	The university provides facilities such as classrooms, internet connectivity, and multimedia equipment to support the course.				
1.3	Sufficient credits are assigned to the course.				
1.4	The English syllabus accommodates the application of the genre-based approach.				
1.5	The English syllabus promotes the incorporation of local cultural values into the learning process.				
2	INPUT				
2.1	The lecturers' proficiency is sufficient for teaching an English course at the Hindu Education Department.				
2.2	The lecturer's knowledge and experience are adequate for teaching English through a genre-based approach.				
2.3	The teachers are familiar with the Dayak local cultural topics in teaching English				

2.4	The lecturers have sufficient teaching references and materials for the English course				
2.5	The department provides access to digital platforms to support English language instruction.				
2.6	The students are proficient enough in English to follow the English course				
3	PROCESS				
	Planning				
3.1	The syllabus, course agreement, and students' assignments are made available before the class begins.				
3.2	The syllabus is comprehensive, covering components such as the learning objectives, materials, references, and evaluation criteria.				
3.3	The lecturers develop the teaching materials, classroom activities, and evaluation components.				
3.4	The prepared materials are designed based on the results of a needs analysis conducted with students at the Hindu Education Department.				
3.5	The English syllabus incorporates a genre-based approach.				
3.6	The syllabus promotes the integration of local cultural values.				
3.7	The learning materials are made available online through the Learning Management System (LMS).				
	Implementation				
3.8	The lecturers implement the course following the instructional plans outlined in the syllabus.				
3.9	The lecturers utilize the Learning Management System (LMS) to deliver instruction that supports students in learning independently outside of class.				
3.10	The lecturers provide materials and activities that are relevant to students' real-life contexts.				
3.11	The lecturers use teaching materials that reflect academic genres, as narrative, recount, report, procedure, and exposition.				
3.12	The lecturers utilize various multimedia formats to engage students in the learning process.				
3.13	The lecturers engage students in listening, reading, speaking, and writing on local cultural topics.				
3.14	The lecturers provide space for students to reflect on cultural values during English language learning.				
3.15	The lecturers conduct the English teaching fully in English.				
3.16	The tasks are designed to promote student collaboration.				
3.17	The teaching involves the use of technological tools and platforms.				
	Assessment				
3.18	The evaluation strategies are consistent with the intended learning outcomes.				

3.19	The assessment has potential for students to develop English language competence.				
3.20	The lecturers provide students with information about their scores.				
3.21	The lecturers give timely feedback to the students				
4	PRODUCT				
4.1	More than 80% of students pass the course				
4.2	Most students pass the English course with a score above 75				
4.3	Students can produce the local cultural texts in a variety of genres, both in written and oral forms.				

Respondent	The Lecturers of English
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II. Instrument for English Lecturers

a. Blueprint of Semi-Structured Interview Questions for Lecturers

No	Aspect	Indicators	Number of Questions	Total Items
1.	Context	English language teaching policy	1	1
		The urgency of English language teaching	2	1
		The existence and relevance of the syllabus to the Program goals	3-4	2
		The integration of <i>Batang Haring</i> local culture through the teachings of <i>Tri Hita Karana</i>	5-7	3
		The availability and support of digital learning facilities	8	4
2.	Input	The Qualification of the Lecturer	9	1
		The relevance and types of Teaching Materials used	10-11	2
		Lecturer's experience in using the genre-based approach in English language teaching	12	1
		Readiness to teach local culture-based materials	13-14	2
		Students' characteristics and challenges	15-16	2
3.	Process	Teaching strategies and activities	17-19	3
		The use of local culture in English language teaching	20-21	2
		Challenges in the implementation of teaching	22	1
4.	Product	The level of progress and improvement in students' English language skills	23-24	2
		Achievement in each language skill	25	1
		The effectiveness of teaching methods	26	1
		Students' motivation	27	1
		Expectations for students' learning outcomes through the use of local cultural content	28-29	2
		Total		29

b. Semi-Structured Interview Questions for Lecturers

No	Interview Questions for Context Aspects
1.	Are there any particular rules governing English instruction that align with the Hindu Education Department's vision?
2.	How important is learning English for students in the Hindu Education Department?
3.	Do you actively use the syllabus when planning your English lessons? Are its objectives realistic?
4.	In your opinion, to what extent do the current goals reflect the real needs of the students?
5.	Does your current syllabus include local cultural elements, such as the values of <i>Tri Hita Karana</i> ?
6.	Does the integration of local cultural materials include the local culture of <i>Batang Haring</i> that is represented through ideas, social activities, and artefacts?
7.	In your opinion, why is it important to integrate aspects of <i>Tri Hita Karana</i> (<i>Parahyangan</i> , <i>Pawongan</i> , and <i>Palemahan</i>) through <i>Batang Haring</i> into English language learning?
8.	Are learning facilities such as e-learning platforms or digital tools to support English language learning available in your study program?

No	Interview Questions for Input Aspects
9.	How would you describe your qualifications and experience in teaching English at the Hindu University, particularly for the Hindu Education Department?
10.	What kinds of English teaching materials have you used so far in this department?
11.	Do you think the current available materials are suitable for your students' needs?
12.	Do you have experience teaching English with a genre-based method?
13.	Do you feel equipped (in terms of media, knowledge, resources) to teach using local culture-based materials?
14.	What teaching materials do you prefer for teaching English? Printed or digital materials?
15.	Based on your observation, how would you characterize the present level of English proficiency among your students?
16.	What challenges do your students most frequently encounter when studying English?

No	Interview Questions for Process Aspects
17.	Can you describe how you carried out the English teaching in your class?
18.	What kinds of learning activities do you usually employ?
19.	How do you organize the teaching of four English skills (listening, speaking, reading, and writing)?
20.	Have you ever included materials related to local culture, such as Dayak traditions and Hindu values, in your English instruction?
21.	How do you integrate the local culture of <i>Batang Haring</i> that represents ideas, social activities, and artefacts in your English instruction?
22.	What challenges do you usually face in the teaching process?

No	Interview Questions for Product Aspects
23.	How would you describe your students' progress in learning English?
24.	Have your students improved in the four skills—listening, speaking, reading, and writing?
25.	What is the most improved skill among students? Which one improves the least?

26.	Do you think the current teaching methods help students achieve the expected learning outcomes?
27.	Do your students show interest in learning English?
28.	What kind of improvement or change do you expect if a local culture-based teaching material is developed?
29.	Which genre would you prioritize for each <i>Tri Hita Karana</i> value through <i>Batang Haring</i> ?

c. **Questionnaire Draft**

1. Blueprint of CIPP Instrument for Lecturers

No.	Indicators	Number of Statements	Total Items
1	Context		
	Syllabus of English course	1.1	1
	The course learning facilities	1.2	1
	The course credit	1.3	1
	Support for genre-based teaching in the syllabus	1.4	1
	Cultural content integration in the English curriculum	1.5	1
2	Input		
	The English proficiency of the lecturers	2.1	1
	The knowledge and skills of the lecturers	2.2	1
	The lecturer's experiences in teaching through local cultural texts	2.3	1
	References	2.4	1
	The English proficiency of the students	2.5	1
3	Process		
	Planning	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	7
	Implementation	3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17	10
	The Assessment	3.18, 3.19, 3.20, 3.21	4
4	Product		
	The percentage of students passing the course	4.1	1
	The score of the students	4.2	1
	Course completion for students' language skills and Cultural engagement	4.3, 4.4	2
	Total		35

2. Draft of CIPP Questionnaire for the Lecturers

No.	Statement	Existing Situation		Expected Situation	
		Yes	No	Yes	No
1	CONTEXT				
1.1	There is a syllabus available for the English subject in the study program				
1.2	The university provides facilities such as classrooms, internet connectivity, and multimedia equipment to support the course.				
1.3	Sufficient credits are assigned to the course.				
1.4	The English syllabus accommodates the application of the genre-based approach.				
1.5	The English syllabus promotes the incorporation of local cultural values.				
2	INPUT				
2.1	My English proficiency is sufficient for teaching an English course at the Hindu Education Department				
2.2	My knowledge and teaching experience are adequate for teaching English.				
2.3	I have enough experience delivering an English course through various local cultural texts.				
2.4	I have sufficient teaching references and materials for the English course				
2.5	The students are proficient enough in English to follow the English course				
3	PROCESS				
	Planning				
3.1	The syllabus, course agreement, and students' assignments are made available before the class begins.				
3.2	The syllabus is comprehensive, covering components such as the learning objectives, materials, references, and evaluation criteria.				
3.3	I develop the teaching materials, classroom activities, and evaluation components.				
3.4	The prepared materials are designed based on the results of a needs analysis conducted with students at the Hindu Education Department.				
3.5	The English syllabus incorporates a genre-based approach.				
3.6	The syllabus promotes the integration of local cultural values into English instruction.				
3.7	The learning materials are made available online through the Learning Management System (LMS)				
	Implementation				
3.8	I implement the course following the instructional plans outlined in the syllabus.				
3.9	I utilize the LMS to deliver instruction that supports students in learning independently outside of class.				
3.10	I provide students with tasks that promote intercultural understanding through local content.				

3.11	I use teaching materials that reflect various academic genres, including narratives, reports, recounts, descriptions, procedures, and expository texts.				
3.12	I utilize various multimedia formats to engage students in the learning process.				
3.13	I engage students in listening, reading, speaking, and writing on local cultural topics.				
3.14	I provide space for cultural value reflection during English language learning.				
3.15	I conduct my teaching activities in English.				
3.16	The tasks are designed to promote student collaboration.				
3.17	My teaching involves the use of technological tools and platforms.				
	Assessment				
3.18	The evaluation strategies are consistent with the intended learning outcomes.				
3.19	The assessment offers students opportunities to develop their English language competence.				
3.20	I provide students with information about their scores.				
3.21	I give timely feedback to the students				
4	PRODUCT				
4.1	More than 80% of students pass the course				
4.2	Most students pass the English course with a score above 75				
4.3	Students can produce the local cultural texts in a variety of genres, both in written and oral forms.				
4.4	Students demonstrate increased appreciation for local culture after learning English with culturally integrated materials.				

Respondent	Hindu Education Students
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III. Instrument for Hindu Education Students

a. Blueprint of Semi-structured interview questions for students

No	Aspect	Indicators	Number of Questions	Total Item
1.	Context	The urgency of learning English and expectations for instruction	1	1
		The relevance of objectives to needs and curriculum	2-4	3
2.	Input	Students' level of ability and confidence	5-6	2
		The easiest and the most challenging language skills	7-8	2
		Learning preferences and experiences	9-12	4
		Genre-and culture-based learnings	13-15	3
3.	Process	The process of learning implementation	16-17	2
		Learning focus and engagement	18-19	2
		Genre-and culture-based learning	20-21	2
4	Product	Improvement of English language skills	22-24	3

	Learning effectiveness and self-confidence	25-26	2
	Relevance to future profession	27	1
	Total		27

b. Semi-structured interview questions for students

No	Interview Questions for Context Aspects
1.	In your opinion, is learning English important? Why?
2.	Is there already a syllabus for the English course?
3.	In your opinion, to what extent do the current goals reflect your real needs?
4.	Do the course goals include spiritual or cultural aspects?

No	Interview Questions for Input Aspects
5.	How would you describe your current English ability?
6.	Do you feel confident when using English in classroom activities?
7.	Which English skills do you find easiest—listening, speaking, reading, or writing?
8.	Which English skill do you find most difficult?
9.	What kind of English tasks do you usually enjoy?
10.	What learning materials do you prefer? Printed or digital materials?
11.	Do you think the topics of English learning materials should be relevant to your field in the Hindu Education Program?
12.	Have you ever learnt various genres, such as narrative, descriptive, procedural, and explanatory text for learning English?
13.	Do you need text-based materials (genres) such as text for telling stories, describing and explaining steps, or explaining something?
14.	Currently, what types of texts or genres do you think would support the improvement of your English?
15.	Have you ever used English to explain your culture and religion?

No	Interview Questions for Process Aspects
16.	What activities are your favorite in English class?
17.	What activities do you usually do when learning English?
18.	Does your English class focus only on grammar, or does it also practice the four language skills?
19.	Do you feel actively involved during English lessons?
20.	Have you ever been taught different types of texts, such as narrative, descriptive, procedural, and explanation texts?
21.	Has your English lecturer ever introduced local cultural materials during English learning activities?

No	Interview Questions for Product Aspects
22.	Do you feel your English skills have improved after taking the course? In what way?
23.	Which English skill—speaking, listening, reading, or writing—has improved the most?
24.	Which skill do you still feel needs more practice?

25.	Do you feel more comfortable speaking English now than before? Why?
26.	Has the English class helped you in doing other academic tasks?
27.	Do you think the English course has helped prepare you for the future as a Hindu education teacher?

c. Questionnaire Draft

1. Blueprint Questionnaire for Students of the Hindu Education Department

No.	Indicators	Number of Statements	Total Items
1	Context		
	Syllabus of English course	1.1	1
	The course learning facilities	1.2	1
	The course credit	1.3	1
	Support for genre-based teaching in the syllabus	1.4	1
	Cultural content integration in the English curriculum	1.5	1
2	Input		
	The English proficiency of the students	2.1	1
	The students' need for cultural content	2.2, 2.3	2
	Students' preferences for genre-based texts	2.4, 2.5, 2.6	3
	Students' readiness	2.7, 2.8, 2.9, 2.10, 2.11	5
3	Process		
	Planning	3.1, 3.2, 3.3, 3.4,	4
	Implementation	3.5, 3.6	2
	The Assessment	3.7, 3.8, 3.9	3
4	Product		
	The score of the students	4.1, 4.2	2
	Course completion for students' language skills and Cultural engagement	4.3, 4.4, 4.5	3
	Total		30

2. Draft Questionnaire for Students of the Hindu Education Department

No.	Statement	Existing Situation		Expected Situation	
1	CONTEXT	Yes	No	Yes	No
1.1	There is a syllabus available for the English subject in the study program				
1.2	The university provides facilities such as classrooms, internet connectivity, and multimedia equipment to support the course.				

1.3	Sufficient credits are assigned to the course.				
1.4	The English syllabus accommodates the application of the genre-based approach.				
1.5	The English syllabus promotes the incorporation of local cultural values, such as <i>Batang Haring</i> , into the learning process.				
2	INPUT				
2.1	I am proficient enough in English to follow the English course				
2.2	I have learned English using texts related to local culture.				
2.3	I am interested in learning English with materials based on <i>Tri Hita Karana</i> values (<i>Parahyangan, Pawongan, Palemahan</i>).				
2.4	I prefer Descriptive texts to describe local cultural sites.				
2.5	I prefer Narrative and report texts to tell stories from local culture.				
2.6	I prefer Exposition and Procedure texts to explain ideas from local values				
2.7	I have the tools and internet access to use a digital e-module.				
2.8	I am eager to use an interactive e-module to enhance my English and Cultural engagement.				
2.9	I have sufficient English vocabulary to understand local cultural texts.				
2.10	I am confident in both written and oral presentations related to local cultural topics.				
2.11	I am confident in reading and understanding different types of English texts				
3	PROCESS				
	Planning				
3.1	I clearly understand the learning objectives before each lesson begins.				
3.2	The topics and activities are introduced in a structured and organized way.				
3.3	I am informed about the types of texts (genres) that I will study in each unit.				
3.4	The integration of local culture in the lessons is explained before the learning starts.				
	Implementation				
3.5	The lecturers use various genres (e.g., descriptive, report, procedure) during the learning process.				
3.6	I enjoy learning when the topics are related to the value system, social system, and artifacts of local culture.				
	Assessment				
3.7	I get useful feedback that helps me improve my English skills.				
3.8	The tasks and evaluations include aspects of both English language and cultural content.				

3.9	I feel that the tests and assignments reflect my real understanding of the materials.				
4	PRODUCT				
4.1	I believe I have improved my English performance after the course				
4.2	I got a score above 75 for the English course				
4.3	I can produce a well-structured narrative/ report/ recount/ descriptive/ procedure/ exposition text related to local culture clearly in English.				
4.4	I can listen and express local cultural values (such as <i>Batang Haring</i>) in English language texts.				
4.5	I can increase my appreciation for local culture after learning English with culturally integrated materials.				

Respondent	The Cultural Practitioners/ Experts
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IV. Instrument for the Cultural Practitioners

a. Blueprint of Semi-Structured Interview

No	Koentjaraningrat's Three Cultural Focus	Purpose	Number of Main Questions	Total Items
1.	Cultural Ideas/ value system	To explore the philosophical, moral, and spiritual values of the local community that can be integrated into English learning materials.	1,2,3	3
2.	Social Practices/ social system	To identify social and cultural practices, traditions, or rituals that embody educational and moral values suitable for learning materials.	4,5,6	3
3.	Cultural Objects/ Material system	To explore meaningful cultural objects, symbols, or artifacts that can be used as contextual sources for English learning.	7,8,9	3
	Total			9

b. Semi-Structured Interview Questions for the Cultural Practitioners

No	Questions
1.	In your opinion, what cultural values should be introduced to students through English learning?
2.	Are there any local concepts or symbols with deep philosophical or spiritual meanings that you think could be used as educational themes in English learning?
3.	What kinds of local wisdom values do you think would be most meaningful for students if included in English learning materials?

4.	Are there any traditional or religious practices in the Dayak Ngaju or Hindu Kaharingan community that could be interesting as the materials for teaching English?
5.	What moral or social principles can be drawn from those practices?
6.	What lessons or vales do these practices teach that would be helpful for students to learn?
7.	According to you, which local cultural artifacts or symbols best represent our identity and should be taught to students of IAHN-TP Palangka Raya?
8.	In what ways can these cultural artefacts be used as resources for English learning?
9.	What kinds of cultural artifacts would be most suitable to be explained or described in English learning materials?

V. Document Review Checklist (Curriculum & RPS)

No	Aspect	Indicators	Availability		Findings & Notes
			Available	Not Available	
1.	Curriculum Alignment	The syllabus is aligned with the graduate learning outcomes (CPL) of the study program and the national curriculum.			
		The syllabus includes a text-based or genre-based learning approach.			
		The learning materials and activities support the strengthening of character and local cultural values.			
2.	Learning outcomes	The learning outcomes reflect communication skills and Cultural engagement.			
		The learning outcomes can be achieved through the use of genre-based texts and local content.			
3.	Learning Objectives	The learning objectives reflect the achievement of language skills: listening, speaking, reading, and writing.			
		The learning objectives support the development of knowledge and local cultural values.			
4.	Materials & Activities	The learning materials clearly state the types of texts used, such as descriptive, narrative,			

		procedural, and explanatory.			
		The learning materials cover topics or activities relevant to the culture and values of the Dayak Kaharingan community.			
5.	Learning Strategy	The learning method aligns with the genre-based or contextual teaching approach.			
		The learning strategies are designed to enable students to actively and meaningfully integrate local cultural content into the learning process.			
6.	Learning Resources	The learning resources include digital materials, visual media, and local content.			
		The existing resources can be adapted or developed into a local cultural-based e-module based on learning needs.			
7.	Technological learning support	Learning is supported by the use of technology such as LMS, and digital media.			
		The materials and document formats support the development of interactive digital e-module.			
8.	Assessment/Evaluation	Assessment includes both the process and outcomes of learning, and evaluates text-based language skills.			
		Assessment includes evaluation of cultural understanding demonstrated through activities such as projects, presentation, or other creative assignment.			

Appendix 4: The Evidence of Instrument Validation

LEMBAR VALIDASI INSTRUMEN ANALISIS KEBUTUHAN

Judul Penelitian	Developing Local Culture Genre-Based English Teaching Materials for the Students of Institut Agama Hindu Negeri Tampung Penyang Palangka Raya
Peneliti	Ni Nyoman Tantri
Tujuan instrumen terhadap penelitian	Menganalisis kebutuhan pengembangan bahan ajar untuk pengajaran mata kuliah Bahasa Inggris berbasis konten budaya lokal dengan pendekatan genre.

Pengantar

Lembar validasi ini disusun untuk memperoleh masukan dan penilaian Bapak/Ibu terhadap instrumen analisis kebutuhan yang dikembangkan dalam rangka memastikan bahwa instrumen ini memiliki validitas dari segi substansi (materi), konstruksi, dan penggunaan bahasa. Saya mengucapkan terima kasih atas kesediaan Bapak/Ibu menjadi validator dan meluangkan waktu untuk mengisi lembar ini.

Petunjuk

1. Peneliti memohon kesediaan Bapak/Ibu untuk memberikan tanda centang (✓) pada kolom skala penilaian yang paling sesuai dengan pandangan Bapak/Ibu terhadap setiap aspek instrumen.
2. Peneliti juga memohon Bapak/Ibu untuk memberikan komentar, koreksi, atau saran perbaikan terhadap bagian-bagian pertanyaan yang dirasa kurang tepat, serta memberikan komentar umum dan saran terhadap kuesioner analisis kebutuhan yang akan digunakan dalam penelitian ini.

PENILAIAN KUESIONER KETUA PROGRAM STUDI

No	Aspek yang diamati	Indikator	Pernyataan	Skala Penilaian		Saran/Perbaikan
				Relevan	Tidak Relevan	
1.	Konteks					
		Silabus mata kuliah Bahasa Inggris	Mata kuliah Bahasa Inggris dilengkapi dengan silabus.	✓		
		Fasilitas belajar	Program studi menyediakan fasilitas yang	✓		

			lengkap, seperti ruang kelas yang memadai, koneksi internet, dan perlengkapan multimedia yang mendukung pelaksanaan mata kuliah Bahasa Inggris.			
		Jumlah sks mata kuliah	Mata kuliah Bahasa Inggris memiliki satuan kredit semester (SKS) yang memadai.	√		
		Dukungan terhadap pengajaran berbasis genre	Silabus mata kuliah Bahasa Inggris mengakomodir penggunaan pendekatan berbasis genre.	√		
		Integrasi konten lokal dalam kurikulum	Silabus Bahasa Inggris mendorong pengintegrasian nilai-nilai budaya lokal, seperti <i>Batang Haring</i> , ke dalam proses pembelajaran..	√		
2.	Input					
		Kecakapan dosen dalam berbahasa Inggris	Dosen memiliki kemampuan yang memadai untuk mengajar mata kuliah Bahasa Inggris di program studi Pendidikan Agama Hindu.	√		
		Pengetahuan dan pengalaman dosen	Dosen memiliki pengetahuan dan pengalaman yang cukup untuk mengajar Bahasa Inggris dengan pendekatan berbasis genre.	√		
		Pengalaman dosen dalam mengajar melalui budaya lokal	Dosen familiar terhadap topik-topik budaya lokal dalam pengajaran Bahasa Inggris.	√		
		Referensi	Dosen memiliki referensi dan materi yang cukup untuk	√		

			mengajar Bahasa Inggris.			
		Ketersediaan media dan platform digital	Program studi menyediakan akses terhadap platform digital untuk mendukung pengajaran Bahasa Inggris.	√		
		Kemampuan Bahasa Inggris mahasiswa	Mahasiswa memiliki kemampuan Bahasa Inggris yang cukup untuk mengikuti mata kuliah Bahasa Inggris.	√		
3.	Proses					
		Perencanaan	Silabus, kontrak perkuliahan, dan tugas-tugas mahasiswa disediakan sebelum perkuliahan dimulai.	√		
			Silabus mata kuliah Bahasa Inggris komprehensif, mencakup komponen seperti tujuan pembelajaran, materi, referensi, dan kriteria evaluasi.	√		
			Para dosen mengembangkan materi ajar, aktivitas kelas, dan komponen evaluasi.	√		
			Materi yang disiapkan dirancang berdasarkan hasil analisis kebutuhan yang dilakukan bersama mahasiswa di program studi Pendidikan Agama Hindu.	√		
			Silabus Bahasa Inggris mengintegrasikan pendekatan berbasis genre.	√		
			Silabus yang ada mendorong integrasi nilai-nilai budaya lokal.	√		

			Materi pembelajaran disediakan secara daring melalui <i>Learning Management System</i> (LMS)	√		
		Implementasi	Para dosen melaksanakan perkuliahan sesuai dengan rencana pembelajaran yang tercantum dalam silabus.	√		
			Para dosen memanfaatkan <i>Learning Management System</i> (LMS) untuk menyampaikan pembelajaran yang mendukung mahasiswa dalam belajar secara mandiri di luar kelas.	√		
			Para dosen menyediakan materi dan aktivitas yang relevan dengan konteks kehidupan nyata mahasiswa.	√		
			Para dosen menggunakan materi ajar yang mencerminkan genre akademik, seperti naratif, deskriptif, dan prosedur.	√		
			Para dosen memanfaatkan berbagai format multimedia untuk melibatkan mahasiswa dalam proses pembelajaran.	√		
			Para dosen melibatkan mahasiswa dalam kegiatan menyimak, berbicara, membaca, dan menulis dengan	√		

			topik-topik budaya lokal.			
			Para dosen memberikan ruang bagi mahasiswa untuk merefleksikan nilai-nilai budaya selama pembelajaran Bahasa Inggris.	√		
			Para dosen melaksanakan pengajaran Bahasa Inggris sepenuhnya dalam Bahasa Inggris.	√		
			Tugas-tugas dirancang untuk mendorong kolaborasi antar mahasiswa.	√		
			Pengajaran melibatkan penggunaan alat dan platform teknologi.	√		
		Penilaian	Strategi evaluasi selaras dengan capaian pembelajaran yang diharapkan.	√		
			Penilaian memiliki potensi untuk membantu mahasiswa mengembangkan kompetensi berbahasa Inggris.	√		
			Para dosen memberikan informasi kepada mahasiswa mengenai nilai mereka.	√		
			Para dosen memberikan umpan balik kepada mahasiswa secara tepat waktu.	√		
4.	Produk					
		Persentase mahasiswa lulus mata kuliah	Lebih dari 80% mahasiswa lulus dari mata kuliah Bahasa Inggris.	√		
		Nilai mahasiswa	Sebagian besar mahasiswa lulus	√		

			mata kuliah Bahasa Inggris dengan nilai di atas 75.			
		Penyelesaian mata kuliah untuk keterampilan berbahasa mahasiswa	Mahasiswa dapat menghasilkan teks-teks budaya lokal dalam berbagai genre, baik dalam bentuk lisan maupun tulisan.	√		

KUESIONER DOSEN BAHASA INGGRIS

No	Aspek yang diamati	Indikator	Pernyataan	Skala Penilaian		Saran/Perbaikan
				Relevan	Tidak Relevan	
1.	Konteks					
		Silabus mata kuliah Bahasa Inggris	Mata kuliah Bahasa Inggris dilengkapi dengan silabus.	√		
		Fasilitas belajar	Program studi menyediakan fasilitas yang lengkap, seperti ruang kelas yang memadai, koneksi internet, dan perlengkapan multimedia yang mendukung pelaksanaan mata kuliah Bahasa Inggris.	√		
		Jumlah sks mata kuliah	Mata kuliah Bahasa Inggris memiliki satuan kredit semester (SKS) yang memadai.	√		
		Dukungan terhadap pengajaran berbasis genre dalam silabus	Silabus mata kuliah Bahasa Inggris mengakomodir penggunaan pendekatan berbasis genre.	√		
		Integrasi konten budaya lokal dalam kurikulum Bahasa Inggris	Silabus Bahasa Inggris mendorong pengintegrasian nilai-nilai budaya lokal, seperti <i>Batang Haring</i> , ke dalam proses pembelajaran.	√		

2.	Input					
		Kemampuan berbahasa Inggris Dosen	Saya memiliki kemampuan yang memadai untuk mengajar mata kuliah Bahasa Inggris di program studi Pendidikan Agama Hindu.	√		
		Pengetahuan dan keterampilan dosen	Saya memiliki pengetahuan dan pengalaman yang cukup untuk mengajar mata kuliah Bahasa Inggris.	√		
		Pengalaman dosen dalam mengajar melalui teks-teks budaya lokal	Saya memiliki keahlian yang cukup dalam mengajar mata kuliah melalui berbagai teks budaya lokal.	√		
		Referensi	Saya memiliki referensi yang cukup untuk mengajar mata kuliah Bahasa Inggris.	√		
		Kemampuan Bahasa Inggris mahasiswa	Mahasiswa memiliki kemampuan Bahasa Inggris yang cukup untuk mengikuti mata kuliah Bahasa Inggris.	√		
3.	Proses					
		Perencanaan	Silabus, kontrak perkuliahan, dan tugas-tugas mahasiswa disediakan sebelum perkuliahan dimulai.	√		
			Silabus komprehensif, mencakup komponen seperti tujuan pembelajaran, materi, referensi, dan kriteria evaluasi.	√		
			Saya mengembangkan materi ajar, aktivitas kelas, dan komponen evaluasi.	√		

			Materi yang disiapkan dirancang berdasarkan hasil analisis kebutuhan yang dilakukan bersama mahasiswa di Program Studi Pendidikan Agama Hindu.	√		
			Silabus Bahasa Inggris mengintegrasikan pendekatan berbasis genre.	√		
			Silabus tersebut mendorong integrasi nilai-nilai budaya lokal ke dalam pengajaran Bahasa Inggris.	√		
			Materi pembelajaran disediakan secara daring melalui Learning Management System (LMS)			
		Implementasi	Saya melaksanakan perkuliahan sesuai dengan rencana pembelajaran yang tercantum dalam silabus.	√		
			Saya memanfaatkan LMS untuk menyampaikan pembelajaran yang mendukung mahasiswa dalam belajar secara mandiri di luar kelas.	√		
			Saya memberikan tugas kepada mahasiswa yang mendorong pemahaman antar budaya melalui konten lokal.	√		
			Saya menggunakan materi ajar yang mencerminkan genre akademik, seperti naratif, deskriptif, prosedur, dan eksplanasi.	√		

			Saya memanfaatkan berbagai format multimedia untuk melibatkan mahasiswa dalam proses pembelajaran.	√		
			Saya melibatkan mahasiswa dalam kegiatan menyimak, berbicara, membaca, dan menulis dengan topik-topik budaya lokal.	√		
			Saya menyediakan ruang untuk refleksi nilai-nilai budaya selama pembelajaran Bahasa Inggris.	√		
			Saya melaksanakan kegiatan pengajaran saya dengan Bahasa Inggris.	√		
			Tugas-tugas dirancang untuk mendorong kolaborasi antar mahasiswa.	√		
			Pengajaran saya melibatkan alat dan platform teknologi.	√		
		Penilaian	Strategi evaluasi sesuai dengan capaian pembelajaran yang diharapkan.			
			Penilaian memberikan kesempatan kepada mahasiswa untuk mengembangkan kompetensi berbahasa Inggris mereka.	√		
			Saya memberikan informasi kepada mahasiswa mengenai nilai mereka.	√		
			Saya memberikan umpan balik kepada	√		

			mahasiswa secara tepat waktu.			
4.	Produk					
		Persentase mahasiswa lulus mata kuliah	Lebih dari 80% mahasiswa lulus pada mata kuliah Bahasa Inggris.	√		
		Nilai mahasiswa	Sebagian besar mahasiswa lulus mata kuliah Bahasa Inggris dengan nilai di atas 75.	√		
		Penyelesaian mata kuliah untuk keterampilan berbahasa dan kesadaran budaya mahasiswa	Mahasiswa dapat menghasilkan teks-teks budaya lokal dalam berbagai genre, baik dalam bentuk lisan maupun tulisan.	√		
			Mahasiswa menunjukkan peningkatan apresiasi terhadap budaya lokal setelah mempelajari Bahasa Inggris dengan materi yang mengintegrasikan budaya lokal.	√		

KUESIONER MAHASISWA

No	Aspek yang diamati	Indikator	Pernyataan	Skala Penilaian		Saran/Perbaikan
				Relevan	Tidak Relevan	
1.	Konteks					
		Silabus mata kuliah Bahasa Inggris	Mata kuliah Bahasa Inggris dilengkapi dengan silabus.	√		
		Fasilitas belajar	Program studi menyediakan fasilitas yang lengkap, seperti ruang kelas yang memadai, koneksi internet, dan perlengkapan multimedia yang mendukung pelaksanaan mata kuliah Bahasa Inggris.	√		

		Jumlah sks mata kuliah	Mata kuliah Bahasa Inggris memiliki satuan kredit semester (SKS) yang memadai.	√		
		Dukungan terhadap pengajaran berbasis genre dalam silabus	Silabus mata kuliah Bahasa Inggris mengakomodir penggunaan pendekatan berbasis genre.	√		
		Cultural content integration in the English curriculum	Silabus Bahasa Inggris mendorong pengintegrasian nilai-nilai budaya lokal <i>Batang Haring</i> , ke dalam proses pembelajaran.	√		
2.	Input					
		Kemampuan Bahasa Inggris mahasiswa	Saya memiliki kemampuan Bahasa Inggris yang cukup untuk mengikuti mata kuliah Bahasa Inggris.	√		
		Kebutuhan mahasiswa terhadap konten budaya	Saya telah belajar bahasa Inggris menggunakan teks-teks yang berkaitan dengan budaya lokal.	√		
			Saya tertarik belajar Bahasa Inggris dengan materi yang berbasis nilai-nilai <i>Tri Hita Karana (Parahyangan, Pawongan, Palemahan)</i> .	√		
		Kebutuhan mahasiswa terhadap teks-teks berbasis genre	Saya perlu mempelajari teks deskriptif untuk menggambarkan situs-situs budaya lokal.	√		
			Saya perlu mempelajari teks naratif untuk menceritakan tentang cerita dan pengalaman terkait budaya lokal.	√		
			Saya perlu mempelajari teks	√		

			prosedur dan eksplanasi untuk menjelaskan gagasan-gagasan dari nilai-nilai lokal.			
		Kesiapan mahasiswa	Saya memiliki perangkat dan akses internet untuk menggunakan e-modul.	√		
			Saya antusias menggunakan e-modul interaktif untuk meningkatkan kemampuan Bahasa Inggris dan kesadaran budaya saya.	√		
			Saya memiliki kosakata Bahasa Inggris yang cukup untuk memahami teks-teks budaya lokal.	√		
			Saya percaya diri dalam berbahasa Inggris untuk menjelaskan topik-topik berkaitan dengan budaya saya baik lisan maupun tulisan.	√		
			Saya percaya diri dalam membaca dan memahami berbagai jenis teks Bahasa Inggris.	√		
3.	Process					
		Perencanaan	Saya memahami dengan jelas tujuan pembelajaran sebelum setiap pelajaran dimulai.	√		
			Topik dan aktivitas diperkenalkan secara terstruktur dan terorganisir.	√		
			Saya mendapatkan informasi mengenai jenis-jenis teks (genre) yang akan saya pelajari di setiap unit.	√		

			Integrasi budaya lokal dalam pelajaran dijelaskan sebelum dimulai.	√		
		Implementasi	Para dosen menggunakan berbagai genre, seperti naratif, deskriptif, prosedur, dan eksplanasi selama proses pembelajaran.	√		
			Saya menikmati pembelajaran ketika topiknya berkaitan dengan sistem nilai, sistem sosial, dan artefak dari budaya lokal.	√		
		Penilaian	Saya menerima umpan balik yang bermanfaat yang membantu saya meningkatkan keterampilan Bahasa Inggris saya.	√		
			Tugas dan evaluasi mencakup aspek Bahasa Inggris sekaligus konten budaya lokal.	√		
			Saya merasa bahwa tes dan tugas mencerminkan pemahaman saya yang sebenarnya terhadap materi.	√		
4.	Produk					
		Nilai mahasiswa	Saya mendapatkan nilai di atas 75 untuk mata kuliah Bahasa Inggris.	√		
		Penyelesaian mata kuliah untuk keterampilan berbahasa dan kesadaran budaya mahasiswa	Kemampuan Bahasa Inggris saya meningkat setelah mengikuti mata kuliah	√		
			Saya dapat menghasilkan teks naratif, deskriptif, prosedur, dan teks eksplanasi yang terstruktur dengan baik dan berkaitan	√		

			dengan budaya lokal secara jelas dalam Bahasa Inggris.			
			Saya dapat menyimak dan mengungkapkan nilai-nilai budaya lokal <i>Batang Haring</i> dalam teks berbahasa Inggris.	√		
			Saya dapat meningkatkan apresiasi saya terhadap budaya lokal setelah belajar Bahasa Inggris dengan materi yang terintegrasi dengan budaya.	√		

A. Penilaian Terhadap Materi Kuesioner

No	Kriteria Penilaian	Skala Penilaian		Saran/ Perbaikan
		Setuju	Tidak Setuju	
1	Pernyataan pada kuesioner dapat menggali aspek-aspek kebutuhan pengembangan bahan ajar (e-modul) untuk pengajaran bahasa Inggris berbasis budaya lokal dengan pendekatan genre di Program Studi Pendidikan Agama Hindu	√		
2	Pernyataan pada kuesioner dapat menggali informasi untuk mendeskripsikan karakteristik bahan ajar (e-modul) yang akan dikembangkan	√		

B. Penilaian Terhadap Konstruksi Kuesioner

No	Kriteria Penilaian	Skala Penilaian		Saran/ Perbaikan
		Setuju	Tidak Setuju	
1	Pernyataan kuesioner dirumuskan dengan jelas	√		
2	Pernyataan kuesioner mencakup aspek:	√		
	a. Context			
	b. Input			
	c. Process			
	d. product	√		
3	Batasan pernyataan kuesioner dapat menjawab tujuan penelitian	√		

C. Penilaian Terhadap Penggunaan Bahasa

No	Kriteria Penilaian	Skala Penilaian		Saran/ Perbaikan
		Setuju	Tidak Setuju	
1	Pernyataan kuesioner disusun sesuai kaidah kebahasaan yang baik dan benar	√		
2	Pernyataan kuesioner menggunakan bahasa yang mudah dipahami dan dimengerti	√		
3	Pernyataan kuesioner menggunakan bahasa yang komunikatif	√		
4	Pernyataan kuesioner bebas dari pernyataan yang dapat menimbulkan penafsiran ganda	√		

D. Komentar Umum dan Saran

Sudah bagus

.....

E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, instrumen kuesioner ini dinyatakan:

- | |
|---|
| ☒ v Layak Digunakan
☐ Layak Digunakan dengan Revisi
☐ Tidak layak digunakan |
|---|

Singaraja, 2 Juli 2025

Validator



(Dr. Dewa Putu Ramendra, S.Pd., M.Pd.)



INSTRUMEN VALIDASI PEDOMAN WAWANCARA

PRAKTISI BUDAYA

A. Pengantar

Lembar validasi ini disusun untuk memperoleh masukan dan penilaian Bapak/ Ibu terhadap instrumen pedoman wawancara. Saya mengucapkan terima kasih atas kesediaan Bapak/Ibu menjadi validator dan meluangkan waktu untuk mengisi lembar ini.

B. Petunjuk

1. Peneliti memohon kesediaan Bapak/ Ibu untuk memberikan tanda centang (√) pada kolom skala penilaian yang paling sesuai dengan pandangan Bapak/Ibu terhadap setiap aspek instrumen.
2. Peneliti juga memohon Bapak/ Ibu untuk memberikan komentar secara umum dan saran terhadap pedoman wawancara yang akan digunakan dalam penelitian ini.

C. Penilaian

No	Aspek Budaya	Indikator	Butir Pertanyaan	Relevan	Tidak Relevan
A.	Gagasan budaya/ Sistem Nilai	▪ Teridentifikasi tema dan topik nilai filosofis, moral, atau spiritual Dayak/ Hindu Kaharingan yang relevan dan potensial untuk bahan ajar Bahasa Inggris bagi mahasiswa IAHN-TP Palangka Raya	1		√
			2		√
			3		√
B.	Praktik sosial/ Sistem sosial (Ritual dalam Tradisi	▪ Teridentifikasi tema dan topik praktik sosial, tradisi, atau ritual Dayak/ Hindu Kaharingan yang mengandung nilai Pendidikan dan	4		√
			5		√
			6		√

	Hindu Kaharingan)	moral yang potensial dijadikan bahan ajar Bahasa Inggris.			
No	Aspek Budaya	Indikator	Butir Pertanyaan	Relevan	Tidak Relevan
C.	Benda Budaya/ Sistem Material	Teridentifikasi daftar tema/ topik artefak, simbol, atau objek budaya Dayak Kalimantan Tengah yang representative dan relevan untuk dijadikan bahan deskripsi atau bacaan Bahasa Inggris	7		√
			8		√
			9		√

D. Komentor dan Saran

Pedoman wawancara yang telah di buat pada hakikatnya telah merepresentasikan substansi topik penelitian. Namun, secara empiris pedoman pertanyaan ini harus pula dipahami sebagai dasar dalam mengungkap fenomena yang lebih spesifik di lapangan (misalnya, jawaban-jawaban yang bisa saja muncul dan membutuhkan eksplorasi lebih mendalam berkaitan dengan *Batang Haring* dan *Tri Hita Karana*).

Berdasarkan hal itu, saran yang dapat saya berikan adalah memberikan pertanyaan lanjutan agar diperoleh informasi yang lebih spesifik. Artinya, pedoman ini hanya sebagai ide-ide pokok atau garis besar pertanyaan yang masih bersifat terbuka dan dapat disesuaikan dengan konteks (situasi dan kondisi di lapangan), bukan pertanyaan-pertanyaan yang kaku.

E. Kesimpulan

Berdasarkan penilaian yang telah dilakukan, lembar wawancara untuk praktisi budaya ini dinyatakan:

1. √ Layak digunakan untuk diuji coba tanpa revisi
2. Layak digunakan untuk uji coba setelah revisi
3. Tidak layak untuk digunakan untuk uji coba

Mohon dilingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu.

Palangka Raya, 6 Agustus 2025

Validator,



Appendix 5: Content Validity Ratio (CVR) of the Instrument

Data Penilaian Judges Kuesioner Ketua Program Studi

Item No	Judge 1	Judge 2	Judge 3	Jumlah Judge memberikan penilaian relevan	CVR
1	Relevan	Relevan	Relevan	3	1.0
2	Relevan	Relevan	Relevan	3	1.0
3	Relevan	Relevan	Relevan	3	1.0
4	Relevan	Relevan	Relevan	3	1.0
5	Relevan	Relevan	Relevan	3	1.0
6	Relevan	Relevan	Relevan	3	1.0
7	Relevan	Relevan	Relevan	3	1.0
8	Relevan	Relevan	Relevan	3	1.0
9	Relevan	Relevan	Relevan	3	1.0
10	Relevan	Relevan	Relevan	3	1.0
11	Relevan	Relevan	Relevan	3	1.0
12	Relevan	Relevan	Relevan	3	1.0
13	Relevan	Relevan	Relevan	3	1.0
14	Relevan	Relevan	Relevan	3	1.0
15	Relevan	Relevan	Relevan	3	1.0
16	Relevan	Relevan	Relevan	3	1.0
17	Relevan	Relevan	Relevan	3	1.0
18	Relevan	Relevan	Relevan	3	1.0
19	Relevan	Relevan	Relevan	3	1.0
20	Relevan	Relevan	Relevan	3	1.0
21	Relevan	Relevan	Relevan	3	1.0
22	Relevan	Relevan	Relevan	3	1.0
23	Relevan	Relevan	Relevan	3	1.0
24	Relevan	Relevan	Relevan	3	1.0
25	Relevan	Relevan	Relevan	3	1.0
26	Relevan	Relevan	Relevan	3	1.0
27	Relevan	Relevan	Relevan	3	1.0
28	Relevan	Relevan	Relevan	3	1.0
29	Relevan	Relevan	Relevan	3	1.0
30	Relevan	Relevan	Relevan	3	1.0
31	Relevan	Relevan	Relevan	3	1.0
32	Relevan	Relevan	Relevan	3	1.0
33	Relevan	Relevan	Relevan	3	1.0
34	Relevan	Relevan	Relevan	3	1.0
35	Relevan	Relevan	Relevan	3	1.0

Data Penilaian Judges Kuesioner Dosen Bahasa Inggris

Item No	Judge 1	Judge 2	Judge 3	Jumlah Judge memberikan penilaian relevan	CVR
1	Relevan	Relevan	Relevan	3	1.0
2	Relevan	Relevan	Relevan	3	1.0
3	Relevan	Relevan	Relevan	3	1.0
4	Relevan	Relevan	Relevan	3	1.0
5	Relevan	Relevan	Relevan	3	1.0
6	Relevan	Relevan	Relevan	3	1.0
7	Relevan	Relevan	Relevan	3	1.0
8	Relevan	Relevan	Relevan	3	1.0
9	Relevan	Relevan	Relevan	3	1.0
10	Relevan	Relevan	Relevan	3	1.0
11	Relevan	Relevan	Relevan	3	1.0
12	Relevan	Relevan	Relevan	3	1.0
13	Relevan	Relevan	Relevan	3	1.0
14	Relevan	Relevan	Relevan	3	1.0
15	Relevan	Relevan	Relevan	3	1.0
16	Relevan	Relevan	Relevan	3	1.0
17	Relevan	Relevan	Relevan	3	1.0
18	Relevan	Relevan	Relevan	3	1.0
19	Relevan	Relevan	Relevan	3	1.0
20	Relevan	Relevan	Relevan	3	1.0
21	Relevan	Relevan	Relevan	3	1.0
22	Relevan	Relevan	Relevan	3	1.0
23	Relevan	Relevan	Relevan	3	1.0
24	Relevan	Relevan	Relevan	3	1.0
25	Relevan	Relevan	Relevan	3	1.0
26	Relevan	Relevan	Relevan	3	1.0
27	Relevan	Relevan	Relevan	3	1.0
28	Relevan	Relevan	Relevan	3	1.0
29	Relevan	Relevan	Relevan	3	1.0
30	Relevan	Relevan	Relevan	3	1.0
31	Relevan	Relevan	Relevan	3	1.0
32	Relevan	Relevan	Relevan	3	1.0
33	Relevan	Relevan	Relevan	3	1.0
34	Relevan	Relevan	Relevan	3	1.0
35	Relevan	Relevan	Relevan	3	1.0

Data Penilaian Judges Kuesioner Mahasiswa

Item No	Judge 1	Judge 2	Judge 3	Jumlah Judge memberikan penilaian relevan	CVR
1	Relevan	Relevan	Relevan	3	1.0
2	Relevan	Relevan	Relevan	3	1.0
3	Relevan	Relevan	Relevan	3	1.0
4	Relevan	Relevan	Relevan	3	1.0
5	Relevan	Relevan	Relevan	3	1.0
6	Relevan	Relevan	Relevan	3	1.0
7	Relevan	Relevan	Relevan	3	1.0
8	Relevan	Relevan	Relevan	3	1.0
9	Relevan	Relevan	Relevan	3	1.0
10	Relevan	Relevan	Relevan	3	1.0
11	Relevan	Relevan	Relevan	3	1.0
12	Relevan	Relevan	Relevan	3	1.0
13	Relevan	Relevan	Relevan	3	1.0
14	Relevan	Relevan	Relevan	3	1.0
15	Relevan	Relevan	Relevan	3	1.0
16	Relevan	Relevan	Relevan	3	1.0
17	Relevan	Relevan	Relevan	3	1.0
18	Relevan	Relevan	Relevan	3	1.0
19	Relevan	Relevan	Relevan	3	1.0
20	Relevan	Relevan	Relevan	3	1.0
21	Relevan	Relevan	Relevan	3	1.0
22	Relevan	Relevan	Relevan	3	1.0
23	Relevan	Relevan	Relevan	3	1.0
24	Relevan	Relevan	Relevan	3	1.0
25	Relevan	Relevan	Relevan	3	1.0
26	Relevan	Relevan	Relevan	3	1.0
27	Relevan	Relevan	Relevan	3	1.0
28	Relevan	Relevan	Relevan	3	1.0
29	Relevan	Relevan	Relevan	3	1.0
30	Relevan	Relevan	Relevan	3	1.0
31	Relevan	Relevan	Relevan	3	1.0
32	Relevan	Relevan	Relevan	3	1.0
33	Relevan	Relevan	Relevan	3	1.0
34	Relevan	Relevan	Relevan	3	1.0
35	Relevan	Relevan	Relevan	3	1.0

Appendix 6: The Existing Curriculum Document

STRUKTUR KURIKULUM KKNI &KKNI MBKMTAHUN 2023
PROGRAM STUDI PENDIDIKAN AGAMA
FAKULTAS DHARMA ACARYA
IAHN TAMPUNG PENYANG PALANGKA RAYA



STRUKTUR KURIKULUM KKNI & KKNI MBKM TAHUN 2023
PROGRAM STUDI PENDIDIKAN AGAMA
FAKULTAS DHARMA ACARYA
IAHN TAMPUNG PENYANG PALANGKA RAYA

A. IDENTITAS

1. Nama Program Studi : Pendidikan Agama Hindu
2. Ijin Penyelenggaraan Program Studi : SK Direktur Jenderal Bimbingan Masyarakat Hindu Nomor: DJ.V/45.a/2015
3. Akreditasi Program Studi : Baik Sekali
4. Gelar Akademik Beserta Singkatannya : Sarjana Pendidikan (S.Pd)
5. Jenis Pendidikan : Akademik
6. Program Pendidikan : Sarjana
7. Bahasa Pengantar : Bahasa Indonesia
8. Masa Kuliah : 6 Semester

B. PENDAHULUAN

Program studi Pendidikan Agama Hindu Jurusan Dharma Acarya IAHN Tampung Penyang Palangka Raya berdasarkan Surat Keputusan Direktur Jenderal Bimbingan Masyarakat Hindu Nomor: DJ.V/45.a/2015. Pendirian program studi ini ditujukan untuk peningkatan kualifikasi dan kompetensi tenaga kependidikan, khususnya Guru mata pelajaran Agama Hindu di sekolah formal maupun non formal, Peneliti, Pengelola Pendidikan, dan Instruktur Keagamaan Hindu.

C. VISI PROGRAM STUDI

VISI:

"Profesional, Unggulan, Inovatif, Religius Bidang Pendidikan Berbasis IT 2028"

MISI:

1. Melaksanakan Pendidikan dan pengajaran yang profesional dan religius berbasis IT.
2. Mengembangkan penelitian Unggulan di Bidang Pendidikan Berbasis IT
3. Melaksanakan Pengabdian Masyarakat yang inovatif dan berkualitas.
4. Membangun Kerjasama dibidang Pendidikan Agama Hindu

D. TUJUAN

Tujuan pendirian Program Studi Pendidikan Agama Hindu IAHN Tampung Penyang Palangka Raya adalah :

- (a) Menghasilkan pendidik Hindu yang menguasai ilmu pengetahuan, teknologi, agama yang dilandasi falsafah Tri Hita Karana;
- (b) Menghasilkan sumber daya manusia yang profesional dalam bidang Pendidikan Agama Hindu;
- (c) Menghasilkan penelitian yang menunjang pengembangan pendidikan agama dan pengajaran, ilmu pengetahuan, teknologi, dan seni dalam bidang pendidikan agama Hindu;
- (d) Menghasilkan program-program kegiatan pengabdian kepada masyarakat di bidang pendidikan agama Hindu;
- (e) Menghasilkan kerja sama dengan berbagai lembaga dalam dan luar negeri terkait dengan pengembangan pendidikan agama Hindu.

E. SASARAN

- a. Meningkatkan kualitas dan daya saing Sarjana Pendidikan Agama Hindu.
- b. Terciptanya sistem pembelajaran yang sinergis yang mampu menjawab tantangan zaman.
- c. Tercapainya reputasi Program studi Pendidikan Agama Hindu pada level nasional dan internasional.
- d. Terwujudnya Pendidikan Agama Hindu dalam rangka menghasilkan lulusan yang lebih bermutu.



F. PROFIL LULUSAN

Profil Lulusan S-1 Prodi Pendidikan Agama Hindu Fakultas Dharma Acarya Institut Agama Hindu Negeri Tampung Penyang (IAHN-TP) Palangka Raya dan Deskripsi.

NO	PROFIL	DESKRIPSI
1	Pendidik Pendidikan agama Hindu	Pendidik Agama Hindu yang berkepribadian dan profesional memiliki kemampuan pedagogik dan keilmuan bidang studi Keagamaan yang tinggi, serta mampu mengelola pembelajaran secara kreatif, inspiratif, inovatif, menantang, dan memotivasi
2	Peneliti bidang pendidikan keagamaan Hindu	Peneliti yang kompetitif, kolaboratif dan inovatif untuk pengembangan dan penerapan ilmu Pengetahuan dan Teknologi yang bersumber pada nilai agama dan budaya Hindu
3	Instruktur Keagamaan.	Instruktur Keagamaan yang berkompeten di bidang Acara Agama Hindu (ritual) dan Seni Keagamaan Berbasis agama dan budaya Hindu serta Kearifan Lokal

G. CAPAIAN PEMBELAJARAN LULUSAN

No	Profil Lulusan	Capaian Pembelajaran Lulusan (CPL)
1	Pendidik Pendidikan agama Hindu,	Sikap
2	Peneliti bidang pendidikan keagamaan Hindu, dan	S1 Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;
3	Instruktur Keagamaan.	S2 Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;
		S3 Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila;
		S4 Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa;
		S5 Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;

No	Profil Lulusan	Capaian Pembelajaran Lulusan (CPL)
		S6 Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan; S7 Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara; S8 Menginternalisasi nilai, norma, dan etika akademik; S9 Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri; dan S10 Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan. S11 Memperkuat karakter dengan memanfaatkan nilai kearifan lokal
		Pengetahuan
		P1 Menguasai konsep dasar teoretik dan pengetahuan dalam bidang ilmu pendidikan dan Agama Hindu; P2 Menguasai konsep dasar pedagogi dan adragogi serta pengetahuan bidang studi yang terkait dengan lingkup tugasnya sebagai pendidik Agama Hindu; P3 Menguasai konsep, prinsip dan aplikasi berbagai model pembelajaran inovatif dan kreatif yang berbasis aktivitas khususnya yang berorientasi pada kecakapan hidup (<i>life skill</i>) dalam pendidikan Agama Hindu; P4 Menguasai prinsip, konsep dan teknik perencanaan, pelaksanaan, Asesmen dan evaluasi pembelajaran dalam Pendidikan Agama Hindu. P5 Menginternalisasi semangat kewirausahaan
		Ketrampilan Umum
		KU1 Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya; KU2 Mampu menunjukkan kinerja mandiri, bermutu, dan terukur; KU3 Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka

No	Profil Lulusan	Capaian Pembelajaran Lulusan (CPL)
		menghasilkan solusi, gagasan, desain atau kritik seni, menyusun deskripsi saintifik hasil kajiannya dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi; KU4 Menyusun deskripsi saintifik hasil kajian tersebut di atas dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi; KU5 Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data; KU6 Mampu memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega, sejawat baik di dalam maupun di luar lembaganya; KU7 Mampu bertanggungjawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggungjawabnya; KU8 Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri; dan KU9 Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi
		Ketrampilan Khusus
		KK1 Mampu mengelola pembelajaran berdasarkan kemampuan pedagogik dan andragogi terkait dengan lingkup pembelajaran dan pendidikan agama Hindu; KK2 Mampu mendesain pembelajaran yang saintifik, inspiratif, inovatif, menyenangkan dan memotivasi baik kurikuler, ko-kurikuler maupun ekstra kurikuler, dengan memanfaatkan berbagai sumber belajar, media pembelajaran berbasis ipteks, dan potensi lingkungan setempat, sesuai standar proses dan mutu dalam bidang pendidikan Agama Hindu; KK3 Mampu mengelola sumberdaya dalam penyelenggaraan kelas, sekolah, dan lembaga pendidikan yang menjadi tanggung jawabnya, dan mengevaluasi aktivitasnya secara komprehensif; KK4 Mampu menjunjung tinggi nilai spiritual, kemanusiaan, patriotisme, dan objektif dalam menjalankan swadharmanya;

No	Profil Lulusan	Capaian Pembelajaran Lulusan (CPL)
		KK5 Berkomunikasi secara efektif, berempati, santun dan tidak diskriminatif dengan sesama pendidik, tenaga kependidikan, orangtua dan masyarakat; KK6 Mampu menunjukkan etos kerja, tanggungjawab, rasa bangga dan percaya diri; KK7 Mampu menggali, mengelola dan mengembangkan kearifan lokal dalam kegiatan pembelajaran; KK8 Mampu membaca dan menulis aksara dalam Bahasa Sanskerta, Jawa Kuno dan bahasa lokal. KK9 Mampu mendokumentasikan, menyimpan, dan menemukan kembali data untuk menjamin kesahihan mencegah plagiasi KK10 Mampu menyusun perencanaan penelitian dan melakukan penelitian secara terbatas (mini riset) dalam bidang pendidikan agama hindu sesuai dengan spektrum penelitian yang berbasis pada logika berpikir ilmiah (logiko-hipotetiko-verifikatif) KK11 Mampu menjadi instruktur Acara dan Upakara Hindu serta pendidikan Agama Hindu

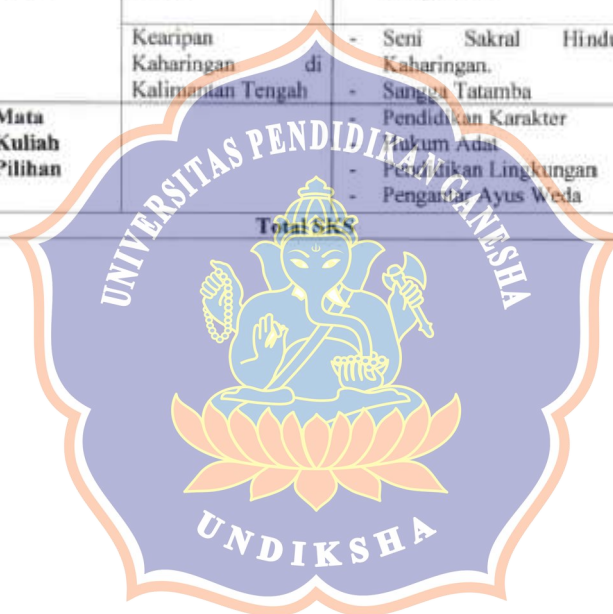
A. BAHAN KAJIAN

Tabel 4. Pemetaan Bahan Kajian

Bidang	Bahan Kajian	Mata Kuliah	SKS MBKM	SKS NON MBKM
MKWU		Agama	2	2
		Bahasa Indonesia	2	2
		Pendidikan Pancasila	2	2
		Pendidikan Kewarganegaraan	2	2
MKWI	Budaya Kaharingan di Kalimantan Tengah	Panaturan	2	2
		Bahasa Sangiang	2	2
		Tawur	2	2
		Tandak	2	2
		Teologi Hindu Kaharingan	2	2
		Acara Agama Hindu	2	2
		Kaharingan	2	2
		Bahasa Daerah	2	2

Inti Keilmuan	Agama Hindu	- Weda - Purana - Dharmagita - Tattwa - Susila - Bahasa Sansekerta - Bahasa Kawi - Darsana - Wariga - Praktek upacara Keagamaan - Yoga - Itihasa - Upanisad - Acara Agama Hindu - Hukum Hindu - Sejarah Agama Hindu	3 2 2 2 2 2 2 3 2 2 2 2 2 2 2 2	3 2 2 2 2 2 2 3 2 2 2 2 2 2 2 2
	Pendidikan Keagamaan Hindu	- Pola pendidikan Keagamaan Hindu - Metode Pengajaran Agama - Pendidikan Anak Berkebutuhan Khusus	2 2 3	2 2 3
Kependidikan		- Media Pembelajaran - Penelitian Tindakan Kelas - Manajemen Pendidikan - Administrasi dan Supervisi Pendidikan - Sosiologi Pendidikan	2 2 2 2 3	2 2 2 2 3
	Profesi Kependidikan	- Profesi Pendidikan - Micro Teaching - Magang - Pengadministrasian Sekolah (Observasi)/PLP1 - Praktikum Sekolah/PLP2 - Filsafat Pendidikan - Wawasan Kependidikan - Psikologi Pendidikan - Strategi Pembelajaran dan Desain Instruksional - Telaah Kurikulum - Asesmen dan Evaluasi Pendidikan - Bimbingan dan Konseling	2 4 2 2 4 2 3 3 3 2 2 3 2	2 4 2 2 4 2 3 3 3 2 2 3 2
Pengabdian profesi		- KKN	4	4
Karya Ilmiah		- Tugas Akhir/Skripsi	6	6

Iptek Pendukung	Teknologi Informasi	- Teknologi Informasi dan Komunikasi	2	2
	Filsafat	- Filsafat Ilmu		2
	Humaniora	- Bahasa Inggris	2	2
	Kajian religi	- Studi Agama – agama		2
	Karya Ilmiah	- Kepemimpinan Hindu		2
		- Metodologi Penelitian	4	4
		- Penelitian Tindakan Kelas	2	2
		- Statistik Pendidikan	3	3
Penciri Prodi	Kajian Budaya dan Religi	- Seminar Proposal Skripsi	2	2
		- Pandehen		2
	Upakara Keagamaan Hindu	- Praktek Yoga		2
Mata Kuliah Pilihan	Upakara Keagamaan Hindu	- Praktek Upakara Keagamaan	2	2
		- Seni Sakral Hindu	2	2
	Kearifan Kaharingan di Kalimantan Tengah	- Kaharingan.		
	Sanga Tatamba	- Sanga Tatamba	2	2
		- Pendidikan Karakter		2
		- Mukum Adat		2
Total SKS				2
				2
		- Pendidikan Lingkungan		2
		- Pengantar Ayus Weda		2



Appendix 7: The syllabus

AGENDA PERKULIAHAN (SILABUS) FAKULTAS DHARMA ACARYA PRODI PENDIDIKAN AGAMA HINDU Semester Genap Tahun Akademik 2023/2024

Nama Dosen : Santang, S.Pd.,M.Hum
NIP : 199001102023212042
Mata Kuliah : BAHASA INGGRIS
Kelas : A
SKS : 2

Pert.	Tanggal	Waktu	Materi	Metode Pembelajaran	Referensi	Paraf
1	19 Maret 2024	08.00-09.40	Personal Pronoun (I, You, We, They)	Demonstratif	https://youtu.be/7UIC4RQhGo54?si=ggag_0gcGp5ww	
2	26 Maret 2024	08.00-09.40	Personal Pronoun (He, She, It)	Demonstratif	https://youtu.be/7UIC4RQhGo54?si=ggag_0gcGp5ww	
3	02 April 2024	08.00-09.40	Auxiliary Verb (To Be) Present (Am, Is, Are)	Mind Mapping	https://youtu.be/M07biX-VH7si?si=98Pxt-V8MKQ5H	
4	16 April 2024	08.00-09.40	Auxiliary Verb (To Be) Past (Was, Were)	Mind Mapping	https://youtu.be/M07biX-VH7si?si=98Pxt-V8MKQ5H	
5	23 April 2024	08.00-09.40	Reflexive Pronoun (Myself, Yourself, Themselves, Oneself)	Tanya jawab	https://youtu.be/NoGoiP72uQ?si=26T85P4b3qh365bv	
6	07 Mei 2024	08.00-09.40	Reflexive Pronoun (His self, Himself, Itself, Oneself)	Tanya jawab	https://youtu.be/NoGoiP72uQ?si=26T85P4b3qh365bv	
7	14 Mei 2024	08.00-09.40	Possessive Adjective (My, Your, Their, Our, His, Her, It)	Tanya jawab	https://youtu.be/QVr0qsvU0m8?si=AjRK17Y9GzCLAEth	
8	28 Mei 2024	08.00-09.40	menyebutkan komponen dasar bahasa Inggris	Mengerjakan soal UTS		

Pert.	Tanggal	Waktu	Materi	Metode Pembelajaran	Referensi	Paraf
9	31 Mei 2024	08.00-09.40	Possessive Pronoun (Mine, Yours, Theirs, Ours, His, Hers, Its)	Tanya jawab	https://youtu.be/-S9m6J-3he-0k?si=0AMx3RUIHMY3V	
10	04 Juni 2024	08.00-09.40	Demonstrative Pronoun (This, These)	igrow	https://youtu.be/8comWHY-xxd?si=9B-LdmsG0a4s-Y3	
11	07 Juni 2024	08.00-09.40	Demonstrative Pronoun (That, Those)	igrow	https://youtu.be/8comWHY-xxd?si=9B-LdmsG0a4s-Y3	
12	11 Juni 2024	08.00-09.40	Verbs	Role Play	https://youtu.be/4c0fyuntSV0?si=CebRPvLjG15XAic	
13	14 Juni 2024	08.00-09.40	Adjectives	Role Play	https://youtu.be/jwlp2gpf7g?si=A2GAB5oH7Xdsng	
14	19 Juni 2024	08.00-09.40	Adverb of Place	Role Play	https://youtu.be/wV9dm0Gad6?si=iQRJatssMwVNegtw	
15	25 Juni 2024	08.00-09.40	Adverb of Time	Role Play	https://youtu.be/wV9dm0Gad6?si=iQRJatssMwVNegtw	
16	02 Juli 2024	08.00-09.40	Intepreasi dan soal Inggris Dasar	Mengerjakan soal UAS		



DITETAPKAN DI
PADA TANGGAL

: PALANGKA RAYA
: 19 Maret 2024

Palangka Raya, 15 Agustus 2024
Dosen Utama

Ketua Prodi



Santang, S.Pd.M.Hum
NIP : 199001102023212042



Drs. Ketut Soter, M.Pd.H
NIP : 196012301992031001

Appendix 8: Existing RPS



RENCANA PEMBELAJARAN SEMESTER (RPS) DHARMA ACARYA Semester Genap Tahun Akademik 2023/2024

Nama Dosen : Santang, S.Pd., M.Hum
NIP : 199001102023212042
Mata Kuliah : BAHASA INGGRIS
Kelas : A
SKS : 2
Capaian : Mahasiswa mampu untuk memahami komponen dasar dalam komunikasi sederhana Bahasa Inggris

Pert.	Kemampuan akhir pembelajaran	Bahan Kajian	Metode Pembelajaran	Waktu	Pengalaman Belajar	Tugas yg hrs diselesaikan	Kriteria, indikator, dan bobot penilaian	Referensi
1	Mampu memahami Personal Pronoun (I, You, We, They)	Personal Pronoun (I, You, We, They)	Demonstratif	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Personal Pronoun I, You, We, They	Mahasiswa mampu menjelaskan dan mendiskusikan Personal Pronoun (I, You, We, They)	https://youtu.be/7UC4HQBGo54?si=rjpaq_0jGcUp5ww
2	Mampu memahami Personal Pronoun (He, She, It)	Personal Pronoun (He, She, It)	Demonstratif	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Personal Pronoun (He, She, It)	Mahasiswa mampu menjelaskan dan mendiskusikan Personal Pronoun (He, She, It)	https://youtu.be/7UC4HQBGo54?si=rjpaq_0jGcUp5ww
3	Mampu memahami Auxiliary Verb (To Be) Present (Am, Is, Are)	Auxiliary Verb (To Be) Present (Am, Is, Are)	Mind Mapping	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Auxiliary Verb (To Be)	Mahasiswa mampu menjelaskan dan mendiskusikan Auxiliary Verb (To Be)	https://youtu.be/f807hXc-VEI?si=yH9jIPa4rVKMKQ5H
4	Mampu memahami Auxiliary Verb (To Be) Past (Was, Were)	Auxiliary Verb (To Be) Past (Was, Were)	Mind Mapping	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Auxiliary Verb (To Be) Past (Was, Were)	Mahasiswa mampu menjelaskan dan mendiskusikan Auxiliary Verb (To Be) Past (Was, Were)	https://youtu.be/f807hXc-VEI?si=yH9jIPa4rVKMKQ5H

Pert.	Kemampuan akhir pembelajaran	Bahan Kajian	Metode Pembelajaran	Waktu	Pengalaman Belajar	Tugas yg hrs diselesaikan	Kriteria, indikator, dan bobot penilaian	Referensi
5	Mampu memahami Reflexive Pronoun (Myself, Yourself, Themselves, Ourselves)	Reflexive Pronoun (Myself, Yourself, Themselves, Ourselves)	Tanya jawab	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Reflexive Pronoun (Myself, Yourself, Themselves, Ourselves)	Mahasiswa mampu menjelaskan dan mendiskusikan Reflexive Pronoun (Myself, Yourself, Themselves, Ourselves)	https://youtu.be/NdGolpFZ5eQ?si=26785PLb3qk36Sbv
6	Mampu memahami Reflexive Pronoun (His self, Herself, Itself, Oneself)	Reflexive Pronoun (His self, Herself, Itself, Oneself)	Tanya jawab	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Reflexive Pronoun (His self, Herself, Itself, Oneself)	Mahasiswa mampu menjelaskan dan mendiskusikan Reflexive Pronoun (His self, Herself, Itself, Oneself)	https://youtu.be/NdGolpFZ5eQ?si=26785PLb3qk36Sbv
7	Mampu memahami Possessive Adjective (My, Your, Their, Our, His, Her, It)	Possessive Adjective (My, Your, Their, Our, His, Her, It)	Tanya jawab	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Possessive Adjective (My, Your, Their, Our, His, Her, It)	Mahasiswa mampu menjelaskan dan mendiskusikan Possessive Adjective (My, Your, Their, Our, His, Her, It)	https://youtu.be/QVn6qsvUFm8?si=AI8R17Y0uGCIAEdh
8	0: UTS	menyebutkan komponen dasar Bahasa Inggris	Mengerjakan soal UTS	2 x 50 menit	Menjawab soal	Ketepatan menyebutkan komponen dasar Bahasa Inggris	Mahasiswa mampu menyebutkan komponen dasar Bahasa Inggris	
9	Mampu memahami Possessive Pronoun (Mine, Yours, Theirs, Ours, His, Hers, Its)	Possessive Pronoun (Mine, Yours, Theirs, Ours, His, Hers, Its)	Tanya jawab	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Possessive Pronoun (Mine, Yours, Theirs, Ours, His, Hers, Its)	Mahasiswa mampu menjelaskan dan mendiskusikan Possessive Pronoun (Mine, Yours, Theirs, Ours, His, Hers, Its)	https://youtu.be/ue_DK3u-QAbis2RIDdKY3V
10	Mampu memahami Demonstrative Pronoun (This, These)	Demonstrative Pronoun (This, These)	Jigsaw	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Demonstrative Pronoun (This, These)	Mahasiswa mampu menjelaskan dan mendiskusikan Demonstrative Pronoun (This, These)	https://youtu.be/BcmWhY-xx87?si=9l8-LdsmG04z-Y3
11	Mampu memahami Demonstrative Pronoun (That, Those)	Demonstrative Pronoun (That, Those)	Jigsaw	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Demonstrative Pronoun (That, Those)	Mahasiswa mampu menjelaskan dan mendiskusikan Demonstrative Pronoun (That, Those)	https://youtu.be/BcmWhY-xx87?si=9l8-LdsmG04z-Y3
12	Mampu memahami Verbs	Verbs	Role Play	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Verbs Ketepatan menyebutkan Verbs	Mahasiswa mampu menjelaskan dan mendiskusikan Verbs	https://youtu.be/4c6PyueTSVo?si=GefbRPvLjG15KAic

Pert.	Kemampuan akhir pembelajaran	Bahan Kajian	Metode Pembelajaran	Waktu	Pengalaman Belajar	Tugas yg hrs diselesaikan	Kriteria, Indikator, dan bobot penilaian	Referensi
13	Mampu memahami Adjectives	Adjectives	Role Play	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Adjectives Ketepatan menyebutkan Adjectives	Mahasiswa mampu menjelaskan dan mendiskusikan Adjectives	https://youtu.be/uv92ap7Tg0u wV66nXrg00u-lQRjathmMwVNe
14	Mampu memahami Adverb of Place	Adverb of Place	Role Play	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Adverb of Place Ketepatan menyebutkan Adverb of Place	Mahasiswa mampu menjelaskan dan mendiskusikan Adverb of Place	https://youtu.be/uv92ap7Tg0u wV66nXrg00u-lQRjathmMwVNe
15	Mampu memahami Adverb of Time	Adverb of Time	Role Play	2 x 50 menit	Menyimak, Mengamati, dan Mendiskusikan	Ketepatan menjelaskan Adverb of Time Ketepatan menyebutkan Adverb of Time	Mahasiswa mampu menjelaskan dan mendiskusikan Adverb of Time	https://youtu.be/uv92ap7Tg0u wV66nXrg00u-lQRjathmMwVNe
16	16 : UAS	kompetensi Bahasa Inggris Dasar	Mengerjakan soal UAS	2 x 50 menit	Menjawab soal	Ketepatan menyebutkan komponen Bahasa Inggris Dasar	Mahasiswa mampu menyebutkan komponen Bahasa Inggris Dasar	

Menyetujui,


 Drs. I Ketut Soter, M.Pd.H
 NIP : 196012301992031001

DITETAPKAN DI : PALANGKA RAYA

PADA TANGGAL : 19 Maret 2024

DOSEN


 Santang, S.Pd., M.Hum
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Appendix 9: The Sample of Interview Transcripts with English Lecturer

- Peneliti : Selamat Pagi, Bu. Apa Kabar, Bu? Semoga sehat selalu ya. Terima kasih banyak ya, sudah bersedia meluangkan waktu. Saya liat akhir-akhir ini Ibu dan teman-teman dosen di kampus lagi sibuk banget. Dari grup juga kelihatan hampir setiap hari ada agenda. Jadi maaf ya, Bu, saya ikut menyita waktu ibu sebentar.
- Informan : Astungkare, Baik Bu Tantri, lama kita tak bertemu ya. Santai aja, Bu., apa yang bisa saya bantu, Bu?
- Peneliti : Saya lagi Menyusun penelitian tentang pengembangan bahan ajar Bahasa Inggris untuk mahasiswa Pendidikan Agama Hindu. Nah, karena Ibu juga mengampu mata kuliah Bahasa Inggris, saya cuma ingin ngobrol sekaligus minta masukan dari ibu tentang pembelajaran bahasa Inggris yang selama ini berjalan di Prodi PAH.
- Informan : My pleasure, Ibu Tantri. Selama saya bisa menjawabnya ya bu, sesuai pengalaman saja ya...
- Peneliti : Baik, Bu, begini, Bu, selama ini pembelajaran di Prodi PAH mengacu pada kebijakan apa, dan menurut Bu Sukra, seberapa penting mata kuliah bahasa Inggris bagi mahasiswa kita?
- Informan : Selama ini pembelajaran mengacu pada kebijakan Kurikulum Merdeka, Bu. Jadi memang seluruh proses pembelajaran mengikuti kebijakan tersebut. Nah kalau Bahasa Inggris menurut saya sangat penting untuk mahasiswa karena banyak referensi, utamanya yang berkaitan dengan ajaran agama Hindu masih menggunakan bahasa Inggris. Jadi kalau kemampuan bahasa Inggris mahasiswa bagus maka semakin mudah mereka memahami berbagai sumber tersebut.
- Peneliti : Untuk penyusunan perangkat pengajaran yang ibu lakukan bagaimana, Bu, maaf ini apakah sudah benar-benar sesuai dengan kebutuhan mahasiswa?
- Informan : Kalau Menyusun perkuliahan saya juga sellau menggunakan silabus sebagai acuan. Secara umum tujuan pembelajarannya sudah cukup baik, hanya saja menurut saya masih ada beberapa bagian yang bisa disesuaikan lagi dengan kondisi mahasiswa. Nah kalau ditanya apakah sudah sesuai dengan kebutuhan mahasiswa, saya akui

memang belum Bu Tantri, karena selama ini saya sendiri belum pernah melakukan analisis kebutuhan secara khusus.

Peneliti : Bu, terkait topik Tri Hita Karana sebagai landasan saya dalam mengembangkan bahan ajar berbasis budaya lokal dalam pengajaran bahasa Inggris, selama ini apakah ibu pernah mengaitkan pembelajaran bahasa Inggris dengan budaya Dayak yang mengandung nilai setara dengan konsep THK ini?

Informan : Kalau terkait dengan Tri Hita Karana memang belum Bu Tantri. Tetapi saya pernah meminta mahasiswa untuk menginterpretasikan bahasa daerah Dayak, kemudian menjadikannya menjadi inspirasi menulis cerita pendek. Jadi unsur budaya lokal sudah pernah disinggung, namun belum secara khusus diarahkan ke nilai-nilai THK.

Peneliti : Bagaimana menurut ibu jika *Batang Haring* dijadikan salah satu konteks dalam pembelajaran bahasa Inggris?

Informan : Kalau *Batang Haring* saya cukup mengenal, ini istilah yang biasa disebut juga Batang Garing oleh Masyarakat umum, namun di dalam ajaran Hindu Kaharingan tertuang dengan jelas itu sebutannya *Batang Haring*. Bagus Bu Tantri... Tema seperti ini menurut saya menarik dan cocok untuk digunakan dalam kegiatan pembelajaran bahasa Inggris, Bu...

Peneliti : Terima Kasih Bu, umm... kalau berkaitan dengan bahan ajar sendiri bagaimana Bu, apakah menurut ibu saat ini bahan ajar yang digunakan sudah sesuai kebutuhan mahasiswa?

Informan : Absolutely, belum menurut saya, Bu, karena selama ini saya masih banyak menggunakan materi dengan topik-topik umum dan belum kontekstual, Bu Tantri. Saya lebih dominan mencari referensi langsung dari internet dan YouTube saja, Bu.

Peneliti : Apakah ibu pernah menerapkan pendekatan berbasis genre? Dan jenis teks apa saja yang ibu sudah perkenalkan ke mahasiswa?

Informan : Untuk penerapan genre-based approach secara utuh belum bu Tantri, tapi saya sudah pernah menggunakan aktivitas berbasis genre, misalnya mahasiswa membuat teks deskriptif atau naratif.

Peneliti : Oh, ya bu terkait kemampuan mahasiswa kita saat ini bagaimana bu?

- Informan : Rata-rata mereka masih setara dengan level pre-intermediate, Bu Tantri. Penguasaan kosakata masih terbatas dan, akibatnya, mereka terkendala dalam menguasai keterampilan berbahasa. Kalau dengan topik budaya yang akan bu Tantri kembangkan ini saya optimis akan lebih engagement mahasiswa dalam belajar bahasa Inggris karena mereka bisa lebih familiar dengan topik yang dipelajari.
- Peneliti : Aktivitas apa yang paling sering Ibu lakukan untuk mengaktifkan mahasiswa belajar di kelas bahasa Inggris selama ini?
- Informan : Saya paling sering selingi dengan permainan atau ice breaking supaya mahasiswa tidak merasa jenuh, lalu saya lanjutkan dengan pembelajaran kolaboratif, karena saya melihat mahasiswa lebih nyaman belajar berkelompok karena masih banyak yang belum percaya diri untuk mengerjakan tugas secara mandiri.
- Peneliti : Bagaimana jika bahan ajar yang saya kembangkan berupa e-book, apakah ibu setuju?
- Informan : Sangat setuju bu, dalam bentuk pdf saja akan sangat membantu mahasiswa tidak perlu untuk mencetak atau fotocopy buku karena e-book berupa pdf bisa langsung diakses oleh mahasiswa dan akan lebih baik jika disertai link atau QR codes untuk menambah pengalaman belajar mahasiswa bu Tantri.
- Peneliti : Baik bu, terima kasih banyak masukan dan juga sharing pengalaman mengajar serta memberi Gambaran saya terkait kondisi mahasiswa saat ini, khususnya di Prodi Pendidikan Agama Hindu. Semoga nanti hasil penelitian ini juga bisa memberikan manfaat bagi kita semua, khususnya untuk pengembangan pembelajaran bahasa Inggris di program studi.

Appendix 10: Blueprint of the Developed Teaching Materials

Theme	Unit	Genre							Local Culture			THK values		
		N	D	R1	R2	P	E1	E2	V	S	A	P1	P2	P3
Batang Haring as Local Wisdom	1. The Myth of <i>Batang Haring</i>	√							√			√	√	√
	2. The Story of Dohong and Tingang	√							√			√	√	√
	3. <i>Batang Haring</i> as the Symbol of Life				√				√			√	√	√
	4. The Parts of <i>Batang Haring</i>		√						√			√	√	√
	5. <i>Batang Haring</i> as a Symbol of Harmony						√		√			√	√	√
Rituals in Hindu Kaharingan	6. <i>Tiwah</i> Ritual				√					√		√	√	√
	7. <i>Manyaki Ehet</i> Ritual									√		√	√	√
	8. <i>Nahunan</i> Ritual							√		√		√	√	
	9. <i>Mamapas Lewu</i> Ritual									√		√	√	√
	10. <i>Basarah</i> Ritual									√		√	√	√
Cultural Objects	11. How to Prepare a <i>Sangku</i> for <i>Basarah</i> Ritual					√				√	√	√	√	√
	12. How to Make Foods for Rituals Offerings					√				√	√	√	√	√
	13. <i>Balai Antang</i>		√								√	√		√
	14. <i>Sapundu</i>		√								√	√		√
	15. <i>Sandung</i>							√			√	√	√	√
	16. <i>Huma Betang</i>						√				√	√	√	√

Notes:

Genre:

N = Narrative Text

D = Descriptive Text

R1= Recount Text

R2= Report Text

P = Procedure Text

E1= Exposition Text

E2 = Explanation Text

Local Culture:

V = Cultural Ideas (values)

S = Cultural Activities (social)

A = Cultural Materials (Artefact)

THK (Tri Hita Karana) values:

P1 = Parahyangan

P2 = Pawongan

P3 = Palemahan



Appendix 11: Course Outline of the Developed Teaching Materials

UNIT ONE

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
1.	Ability to actively listen, comprehend main ideas and details, retell stories fluently, write short narratives, and reflect on cultural and moral values from local narrative texts.	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify the main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell the Myth of <i>Batang Haring</i> fluently and grammatically. <u>Writing:</u> - To write a short narrative text with correct organization and language features. <u>Cultural Awareness:</u> - to identify cultural and moral values from the story	- Theme: <i>Batang Haring</i> as Local Wisdom - Sub-Theme: The Myth of <i>Batang Haring</i> - Genre: Narrative - THK values: Combined (<i>Parahyangan-Pawongan-Palemahan</i>) - Cultural form: Cultural ideas - Learning Outcome - Learning Indicator - Language Focus: - Past tense verbs (e.g., lived, happened, created) - Time connectives (e.g., a long time ago, then, after that, finally) - Abstract Nouns (e.g. balance, harmony, conflict) - Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis)

			j. Let's create together! (Writing and Speaking Practice) k. Show your creativity! (Final task: Writing or Speaking) l. Let's reflect! (Reflection)
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UNIT TWO

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
2.	Ability to actively listen, identify main ideas, details, references, and word meanings, retell a story in monologues fluently, write short narrative texts, and recognize and reflect on moral and cultural values of a local story.	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell the story of <i>Dohong</i> and <i>Tingang</i> fluently and grammatically. <u>Writing:</u> - To write a short narrative text with correct organization and language features.	- Theme: <i>Batang Haring</i> as Local Wisdom - Sub-Theme: The Story of <i>Dohong</i> and <i>Tingang</i> - Genre: Narrative - THK values: Combined (<i>Parahyangan-Pawongan-Palemahan</i>) - Cultural form: Cultural ideas - Learning Outcome - Learning Indicator - Language Focus: - Past tense verb (Regular and Irregular verbs) - Adverb of manner (e.g., angrily, gently, entirely) - Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus

		<u>Cultural Awareness:</u> to identify and reflect cultural and moral values from the story.	on listening and reading) c. Let's break it down! (Text Analysis) d. Let's create together! (Writing and Speaking Practice) e. Show your creativity! (Final task, Writing or Speaking) Let's Reflect! (Reflection).
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UNIT THREE

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
3.	Ability to actively listen, identify main ideas, references, and meanings, perform fluent dialogues describing <i>Batang Haring</i> as a symbol of life, write short report texts, and recognize harmony values among God, humans, and nature reflected in it.	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To perform short dialogue on describing <i>Batang Haring</i> as the symbol of life fluently and grammatically.	1. Theme: <i>Batang Haring</i> as Local Wisdom 2. Sub-Theme: <i>Batang Haring</i> : The Symbol of Life in Dayak and Hindu Kaharingan Tradition 3. Genre: Report 4. THK values: Combined (<i>Parahyangan-Pawongan-Palemahan</i>) 5. Cultural form: Cultural ideas 6. Learning Outcome 7. Learning Indicator 8. Language Focus: - Simple Present Tense - To be (am, is, are) 9. Learning materials:

		<u>Writing:</u> - To write a short report text on <i>Batang Haring</i>: The Symbol of Life in Dayak and Hindu Kaharingan. <u>Cultural Awareness:</u> - To recognize the values of harmony among God, humans, and nature.	a. Let's get started! (Introduction) b. See, Listen, and Read! (Text Exploration, focus on listening and reading) c. Let's break it down! (Text Analysis) d. Let's create together! (Writing and Speaking Practice) e. Show your creativity! (Final task, Writing or Speaking) f. Let's Reflect! (Reflection)
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UNIT FOUR

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
4.	Ability to actively listen, identify main ideas, details, references, and meaning from texts, perform fluent dialogues, write short descriptive texts, and explain the cultural meanings of <i>Batang Haring</i> parts reflecting the harmony with God, people, and nature.	<u>Listening:</u> - To identify specific vocabulary and symbolic meanings from audio. <u>Reading:</u> - To identify the structure of descriptive text and match parts of <i>Batang Haring</i> to their cultural meaning. <u>Speaking:</u> - To describe some parts of <i>Batang Haring</i> (<i>Burung</i>	- Theme: <i>Batang Haring</i> as Local Wisdom - Sub-theme: The Parts of <i>Batang Haring</i> - Genre: Descriptive - THK values: <i>Parahyangan-Pawongan-Palemahan</i> - Cultural form: Cultural ideas - Learning Outcome - Learning Indicator - Language Focus: - Simple Present Tense

		<i>Enggang, Bunu, Duhung, Garantung, etc)</i> orally. <u>Writing:</u> - To compose a paragraph describing <i>Batang Haring</i> using correct text structure. <u>Cultural Awareness:</u> - To explain the cultural meaning of the parts of <i>Batang Haring</i> reflecting the harmony with God, people, and nature	- Concrete and Abstract Nouns 9. Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis) - Let's create together! (Writing and Speaking Practice) - Show your creativity! (Final task, Writing or Speaking) - Let's Reflect! (Reflection)
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UNIT FIVE

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
5.	Ability to actively listen, identify main ideas, details, references, and meanings, perform fluent dialogues explaining it as a symbol of harmony, write exposition texts on its symbolism, and explain the symbolic meaning of <i>Batang Haring</i> .	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage.	- Theme: <i>Batang Haring</i> as Local Wisdom - Sub-theme: <i>Batang Haring</i> as a Symbol of Harmony. - Genre: Exposition - THK values: <i>Parahyangan</i> and <i>Pawongan</i> - Cultural form: Cultural activities - Learning Outcome - Learning Indicator - Language Focus:

		<u>Speaking:</u> - To explain how <i>Batang Haring</i> becomes a symbol of harmony in a monologue fluently. <u>Writing:</u> - To write a short exposition text with correct organization and language features. <u>Cultural Awareness:</u> - To explain the symbolic meaning of the parts of <i>Batang Haring</i> representing harmony among the spiritual, social, and natural realms.	- This is...These are... - Action and relational verbs. 9. Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis) - Let's create together! (Writing and Speaking Practice) - Show your creativity! (Final task, Writing or Speaking) - Let's Reflect! (Reflection)
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UNIT SIX

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
6.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and grammatically, write report text on Rituals in Hindu Kaharingan, and identify and reflect	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of	- Theme: Rituals in Hindu Kaharingan - Sub-theme: <i>Tiwah</i> - Genre: Report - THK values: <i>Parahyangan-Pawongan-Palemahan</i> - Cultural form: Cultural activities - Learning Outcome - Learning Indicator - Language Focus:

	on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practices	vocabulary from the passage. <u>Speaking:</u> - To retell a short monologue fluently. <u>Writing:</u> - To write a report text on rituals in Hindu Kaharingan. <u>Cultural Awareness:</u> - To identify and reflect on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practice.	- Subject-Verb Agreement - Have/ has 9. Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis) - Let's create together! (Writing and Speaking Practice) - Show your creativity! (Final task, Writing or Speaking) - Let's Reflect! (Reflection)
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UNIT SEVEN

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
7.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and grammatically, write report text on Rituals in Hindu	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the	- Theme: Rituals in Hindu Kaharingan - Sub-theme: <i>Manyaki Ehet Ritual</i> - Genre: Report - THK values: <i>Parahyangan-Pawongan-Palemahan</i>

	Kaharingan, and identify and reflect on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practices.	meaning of vocabulary from the passage. <u>Speaking:</u> - To retell a short monologue fluently. <u>Writing:</u> - To write a report text on rituals in Hindu Kaharingan. <u>Cultural Awareness:</u> - To identify and reflect on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practice.	5. Cultural form: Cultural activities 6. Learning Outcome 7. Learning Indicator 8. Language Focus: - Linking verb: is, are, seem - Modal: Can, May, Should. 9. Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis) - Let's create together! (Writing and Speaking Practice) - Show your creativity! (Final task, Writing or Speaking) - Let's Reflect! (Reflection)
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UNIT EIGHT

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
8.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and	<u>Listening:</u> To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u>	- Theme: Rituals in Hindu Kaharingan - Sub-theme: <i>Nahunan</i> Ritual - Genre: Explanation - THK values: <i>Parahyangan-</i>

	grammatically, write explanatory text on Rituals in Hindu Kaharingan, identify and reflect on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practices.	- To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell a short monologue fluently. <u>Writing:</u> - To write an explanation text on rituals in Hindu Kaharingan. <u>Cultural Awareness:</u> - To identify and reflect on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practice.	<i>Pawongan-Palemahan.</i> - Cultural Form: Cultural activities - Learning Outcome - Learning Indicator - Language Focus: - Noun phrases - Adverbial phrases - Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis) - Let's create together! (Writing and Speaking Practice) - Show your creativity! (Final task, Writing or Speaking) - Let's Reflect! (Reflection)
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UNIT NINE

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
9.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and grammatically,	<u>Listening:</u> To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u>	- Theme: Rituals in Hindu Kaharingan - Sub-theme: <i>Mamapas Lewu</i> Ritual - Genre: Recount - THK values: <i>Parhayangan-</i>

	write recount text on experiences joining a Hindu Kaharingan ritual, and identify and reflect on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practices.	- To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell personal exposure of joining a Hindu Kaharingan ritual practice. <u>Writing:</u> - To compose a short recount text. <u>Cultural Awareness:</u> - To identify and reflect on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practice.	<i>Pawongan-Palemaham</i> - Cultural form: Cultural activities - Learning Outcome - Learning Indicator - Language focus: - Passive voice (e.g. the incense was burnt) - Time connectives: During vs Before. - Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis) - Let's create together (Writing and Speaking Practice) - Show your creativity! (Final task, Writing or Speaking) - Let's Reflect! (Reflection)
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UNIT TEN

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
10.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short	<u>Listening:</u> To comprehend short audio and complete the passage using appropriate words.	- Theme: Rituals in Hindu Kaharingan - Sub-theme: <i>Basarah</i> Ritual - Genre: Recount

	monologue fluently and grammatically, write a recount text on experiences joining a Hindu Kaharingan ritual, and identify and reflect on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practices.	<u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell personal exposure of joining one of the Hindu Kaharingan ritual practices. <u>Writing:</u> - To compose a short recount text. <u>Cultural Awareness:</u> - To identify and reflect on cultural and spiritual meanings embodied in Hindu Kaharingan ritual practice.	4. THK values: <i>Parhayangan-Pawongan-Palemaham</i> 5. Cultural form: Cultural activities 6. Learning Outcome 7. Learning Indicator 8. Language focus: - Time connectives (e.g. first, then, after that, next) - Descriptive Adjectives, expressing feeling (e.g. excited, nervous, peaceful, spacious, beautiful) 9. Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis) - Let's create together (Writing and Speaking Practice) - Show your creativity! (Final task, Writing or Speaking) - Let's Reflect! (Reflection)
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UNIT ELEVEN

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
11.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and grammatically, write descriptive text on cultural artifacts, identify and reflect on cultural and spiritual meanings embodied in cultural artifacts.	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell a short monologue fluently. <u>Writing:</u> - To compose a descriptive text. <u>Cultural awareness:</u> - To identify and reflect on cultural and spiritual meanings embodied in cultural artifacts.	- Theme: Cultural Artifacts. - Sub-theme: <i>Balai Antang</i>: The sacred Symbol of Protection in Hindu Kaharingan. - Genre: Descriptive - THK values: <i>Palemahan</i> - Cultural Form: Cultural artifacts - Learning Outcome - Learning Indicator - Language Focus: - Action Verbs in Procedure (e.g. heat, let, combine, splash, boil, etc) of frequency (often... usually...) - The use of the sequence markers (first, next, third, fourth, next, finally). - Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis) - Let's create together! (Writing and Speaking Practice)

			e. Show your creativity! (Final task, Writing or Speaking) f. Let's Reflect! (Reflection)
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UNIT TWELVE

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
12.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and grammatically, write exposition text on cultural artefacts, identify and reflect on cultural and spiritual meanings embodied in cultural artefacts.	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell a short monologue fluently and grammatically. <u>Writing:</u> - To compose a short exposition text. <u>Cultural awareness:</u> - To identify and reflect on cultural and spiritual meanings embodied Cultural artefacts.	- Theme: Cultural Artifacts - Sub-theme: <i>Huma Betang</i>: A Symbol of Unity and Togetherness) - Genre: Exposition - THK values: <i>Palemahan</i> - Cultural Form: Cultural artifacts - Learning Outcome - Learning Indicator - Language focus: - Imperative sentences - Adverbial phrase and adverbial clause - Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading) - Let's break it down! (Text Analysis) - Let's create together! (Writing and Speaking Practice)

			e. Show your creativity!! (Final task, Writing or Speaking) f. Let's Reflect! (Reflection)
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UNIT THIRTEEN

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
13.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and grammatically, write descriptive text on cultural artifacts, identify and reflect on cultural and spiritual meanings embodied in cultural artifacts.	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell a short monologue fluently and grammatically. <u>Writing:</u> - To compose a short descriptive text. <u>Cultural awareness:</u> - To identify and reflect on cultural and spiritual meanings embodied Cultural artefacts.	- Theme: Cultural Artifacts - Sub-theme: <i>Sapundu: The Sacred Pole in Tiwah Ritual</i> - Genre: Descriptive - THK values: <i>Palemahan</i> - Cultural Form: Cultural artifacts - Learning Outcome - Learning Indicator - Language Focus: - Simple present tense - Adjectives for description (function & quality) - There are... - Prepositional phrases (with figures, with ritual) - Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text Exploration, focus on listening and reading)

			c. Let's break it down! (Text Analysis) d. Let's create together! (Writing and Speaking Practice) e. Show your creativity!! (Final task, Writing or Speaking) f. Let's Reflect! (Reflection)
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UNIT FOURTEEN

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
14.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and grammatically, write explanatory text on cultural artifacts, identify and reflect on cultural and spiritual meanings embodied in cultural artifacts.	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell a short monologue fluently and grammatically. <u>Writing:</u> - To compose a short explanation text.	- Theme: Cultural Artifacts - Sub-theme: <i>Sandung</i> in the Dayak Hindu Kaharingan Tradition - Genre: Explanation - THK values: <i>Palemahan</i> - Cultural Form: Cultural artifacts - Learning Outcome - Learning Indicator - Language Focus: - Simple present in Descriptive Text (has/have) - Prepositional phrases in Descriptive Text - Conditional sentences in Descriptive Text. - Learning materials: - Let's get started! (Introduction)

		<u>Cultural Awareness:</u> To identify and reflect on cultural and spiritual meanings embodied Cultural artefacts.	b. See, Listen, and Read! (Text Exploration, focus on listening and reading) c. Let's break it down! (Text Analysis) d. Let's create together! (Writing and Speaking Practice) e. Show your creativity!! (Final task, Writing or Speaking) f. Let's Reflect! (Reflection)
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UNIT FIVETEEN

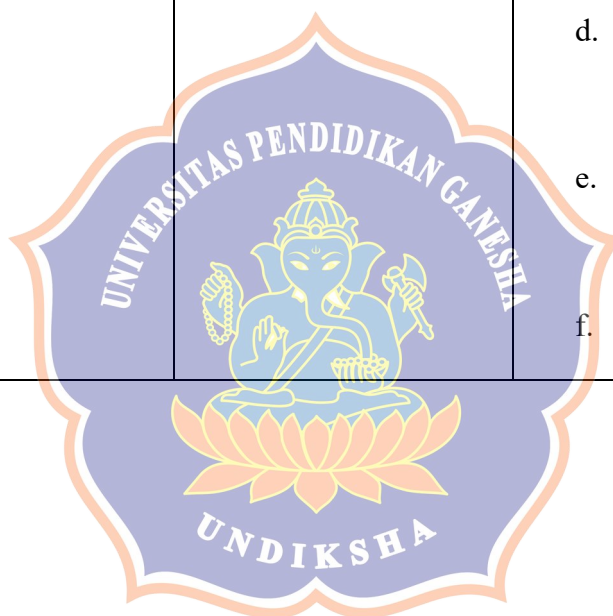
No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
15.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and grammatically, write procedural text on how to make food for ritual offerings, identify and reflect on cultural and spiritual meanings embodied in cultural artefacts.	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell a short monologue fluently and grammatically.	- Theme: Cultural Artefacts - Sub-theme: Lamang, the food for Ritual offerings - Genre: Procedure - THK values: <i>Palemahan</i> - Cultural Form: Cultural artefacts - Learning Outcome - Learning Indicator - Language Focus: - Passive voice in Process Explanation) - Learning materials: - Let's get started! (Introduction) - See, Listen, and Read! (Text

		<u>Writing:</u> - To write a procedure text. <u>Cultural Awareness:</u> - To identify and reflect on cultural and spiritual meanings embodied Cultural artefacts.	Exploration, focus on listening and reading) c. Let's break it down! (Text Analysis) d. Let's create together! (Writing and Speaking Practice) e. Show your creativity! (Final task, Writing or Speaking) f. Let's Reflect! (Reflection)
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UNIT SIXTEEN

No	Learning Outcome	Learning Indicator	Design of Local Culture Genre-Based English Teaching Materials (e-book)
16.	Ability to actively listen, identify main ideas, details, references, and meanings, retell a short monologue fluently and grammatically, write a procedural text on how to make food for ritual offerings, identify and reflect on cultural and spiritual meanings embodied in the Dayak cultural artefacts.	<u>Listening:</u> - To comprehend short audio and complete the passage using appropriate words. <u>Reading:</u> - To identify main ideas, supporting details, textual references, and the meaning of vocabulary from the passage. <u>Speaking:</u> - To retell a short monologue fluently and grammatically. <u>Writing:</u>	- Theme: Cultural Artefacts - Sub-theme: <i>Cucur</i>, the Food for Ritual Offerings: - Genre: Procedure - THK values: <i>Palemahan</i> - Cultural Form: Cultural artefacts - Learning Outcome - Learning Indicator - Language Focus: - Logical Connectives (e.g. as a result, therefore, because of...) - Prepositional phrases (e.g., with banana leaves)

		▪ To write a procedure text. <u>Cultural Awareness:</u> ▪ To identify and reflect on cultural and spiritual meanings embodied in Dayak cultural artefacts.	- Adverbs of frequency (<u>usually</u> boil for 5 minutes) 9. Learning materials: a. Let's get started! (Introduction) b. See, Listen, and Read! (Text Exploration, focus on listening and reading) c. Let's break it down! (Text Analysis) d. Let's create together! (Writing and Speaking Practice) e. Show your creativity! (Final task, Writing or Speaking) f. Let's Reflect! (Reflection)
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Appendix 12: Instrument of Product Quality Judgment by Experts

INSTRUMEN EVALUASI PAKAR KONTEN

JUDUL DISERTASI: *Developing Local Culture Genre-Based English Teaching Material for the Students of Institut Agama Hindu Negeri Tampung Penyang Palangka Raya*

A. PENGANTAR

Penelitian ini bertujuan untuk mengembangkan Bahan Ajar Bahasa Inggris umum (General English) berbasis budaya lokal Dayak Ngaju Kalimantan Tengah dengan pendekatan Genre-Based Approach sebagai materi pembelajaran pada Mata Kuliah Bahasa Inggris di Institut Agama Hindu Negeri Tampung Penyang (IAHN-TP) Palangka Raya. Bahan ajar ini tidak hanya dapat digunakan untuk pembelajaran *online* (daring), tetapi juga dapat digunakan untuk kelas *offline* (luring). Bahan ajar yang dikembangkan merujuk kepada hasil analisis kebutuhan dengan menyajikan pembelajaran berbasis teknologi atau *web-enhanced instruction*, seperti penggunaan *Quick Response Code (QR Code)* untuk aktivitas menyimak dan latihan melalui link audio dan penyajian kuis.

Saya mengharapkan kesediaan Bapak/ Ibu untuk memberikan penilaian dan tanggapan terhadap modul ajar yang saya kembangkan, yang akan digunakan oleh mahasiswa Program Studi Pendidikan Agama Hindu.

B. PETUNJUK PENGISIAN

- Berikan tanda Checklist (✓) pada salah satu pilihan jawaban pada kolom yang tersedia. Kriteria penilaian sebagai berikut:
 - 1 = Tidak Baik
 - 2 = Kurang Baik
 - 3 = Baik
 - 4 = Sangat Baik
- Komentar atau saran secara keseluruhan disediakan pada akhir pernyataan.
- Mohon memberikan tanda tangan pada akhir angket.

C. INSTRUMEN PENILAIAN

No.	Aspek	Pernyataan	Penilaian			
			1	2	3	4
A.	Relevansi Konten	1. Konten pada bagian <i>Let's Get Started</i> relevan untuk mengaktifkan pengetahuan awal mahasiswa.				✓
		2. Materi pada bagian <i>Let's See, Listen, and Read</i> sesuai dengan konteks kehidupan mahasiswa.				✓
B.	Keakuratan dan Kejelasan Informasi	3. Materi pada bagian <i>Let's See, Listen, and Read</i> menyajikan model teks yang akurat.				✓
		4. Penjelasan pada bagian <i>Let's Break It Down</i> disajikan secara jelas dan tidak menimbulkan multitafsir.				✓

		5. Sumber informasi dalam bahan ajar disajikan secara jelas dan dapat dipercaya.				√
C.	Kelayakan Konten	6. Materi pada bagian <i>Let's Create Together</i> sesuai dengan karakteristik mahasiswa.				√
		7. Tugas pada bagian <i>Show Your Creativity</i> sesuai dengan tingkat kemampuan mahasiswa.				√
D.	Kebermaknaan Konten	8. Konten pada bagian <i>Let's Create Together</i> relevan dengan tujuan pembelajaran.				√
		9. Konten pada bagian <i>Show Your Creativity</i> mencerminkan konteks kehidupan nyata.				√
E.	Keterorganisasian Konten	10. Urutan penyajian dari <i>Let's Get Started</i> hingga <i>Let's Reflect</i> disusun secara sistematis dan logis.				√
		11. Konten pada bagian <i>Let's Reflect</i> relevan dengan materi yang telah dipelajari.			√	

D. PERTANYAAN TERBUKA

- Apakah produk bahan ajar ini layak digunakan dari segi konten dalam pembelajaran bahasa Inggris berbasis budaya lokal?
Dari segi konten produk bahan ajar sangat layak digunakan karena memiliki sistematika yang sangat baik, penggunaan bahasa dan kegiatan belajar sesuai untuk mengajar Bahasa Inggris di IAHN dimana mahasiswa bisa belajar bahasa sekaligus budaya lokal yang relevan dengan Prodi mereka
- Saran dan masukan:
Let's reflect sudah bagus tapi akan menjadi lebih bagus lagi apabila diisi dengan self-assessment yang isinya unsur-unsur yang dipelajari dan seberapa mereka belajar.

Singaraja, 25 April 2026

Pakar,



Prof Dra Luh Putu Artini, MA, PhD

INSTRUMEN EVALUASI PAKAR BAHASA

JUDUL DISERTASI: *Developing Local Culture Genre-Based English Teaching Material for the Students of Institut Agama Hindu Negeri Tampung Penyang Palangka Raya*

A. PENGANTAR

Penelitian ini bertujuan untuk mengembangkan bahan ajar Bahasa Inggris umum (General English) berbasis budaya lokal Dayak Ngaju Kalimantan Tengah dengan pendekatan Genre-Based Approach sebagai materi pembelajaran pada Mata Kuliah Bahasa Inggris di Institut Agama Hindu Negeri Tampung Penyang (IAHN-TP) Palangka Raya. Bahan ajar ini tidak hanya dapat digunakan untuk pembelajaran *online* (daring), tetapi juga dapat digunakan untuk kelas *offline* (luring). Bahan ajar yang dikembangkan merujuk kepada hasil analisis kebutuhan dengan menyajikan pembelajaran berbasis teknologi atau *web-enhanced instruction*, seperti penggunaan *Quick Response Code* (QR Code) untuk aktivitas menyimak dan latihan melalui link audio dan penyajian quiz.

Saya mengharapkan kesediaan Bapak/ Ibu untuk memberikan penilaian dan tanggapan terhadap modul yang saya kembangkan, yang akan digunakan oleh mahasiswa Program Studi Pendidikan Agama Hindu.

B. PETUNJUK PENGISIAN

1. Berikan tanda *Checklist* (✓) pada salah satu pilihan jawaban pada kolom yang tersedia. Kriteria penilaian sebagai berikut:
 - 1 = Tidak Baik
 - 2 = Kurang Baik
 - 3 = Baik
 - 4 = Sangat Baik
2. Komentar atau saran secara keseluruhan disediakan pada akhir pernyataan.
3. Mohon memberikan tanda tangan pada akhir angket.

C. INSTRUMEN PENILAIAN

No.	Aspek	Pernyataan	Penilaian			
			1	2	3	4
A.		1. Bahan ajar menggunakan tata bahasa (grammar) yang tepat.				✓

	Akurasi Bahasa (Language Accuracy)	2. Bahan ajar menggunakan struktur kalimat yang benar.				√
		3. Bahan ajar menggunakan bentuk kata yang tepat.				√
		4. Bahan ajar menggunakan ejaan dan tanda baca yang tepat.				√
B.	Kejelasan (Clarity & Comprehensibility)	5. Bahan ajar menggunakan bahasa yang jelas.				√
		6. Bahan ajar menggunakan kalimat yang mudah dipahami.				√
		7. Bahan ajar menggunakan pilihan kata (diksi) yang tepat.				√
		8. Bahan ajar menggunakan instruksi yang jelas dan mudah dipahami.				√
C.	Keautentikan Bahasa (Authenticity)	9. Bahan ajar menggunakan bahasa yang alami.			√	
		10. Bahan ajar menggunakan bahasa yang mencerminkan penggunaan dalam kehidupan nyata.				√
		11. Bahan ajar menyajikan teks model yang autentik.				√
D.	Kesesuaian Tingkat Bahasa (Appropriateness)	12. Bahan ajar menggunakan tingkat kesulitan bahasa yang sesuai dengan tingkat kemampuan mahasiswa.				√
		13. Bahan ajar menggunakan kosakata yang sesuai dengan tingkat kemampuan mahasiswa.				√
		14. Bahan ajar menggunakan struktur kalimat yang sesuai dengan Tingkat kemampuan mahasiswa.			√	
E.	Kebermaknaan Bahasa (Meaningfulness)	15. Bahan ajar menggunakan bahasa yang bermakna dalam konteks komunikasi.				√
		16. Bahan ajar membantu pemahaman makna melalui konteks.				√
		17. Bahan ajar menyajikan bahasa yang relevan dengan konteks kehidupan mahasiswa.				√
F.	Bahasa sebagai Model Pembelajaran (Language as Model)	18. Bahan ajar menyajikan bahasa yang dapat dijadikan contoh penggunaan bahasa yang baik.				√
		19. Bahan ajar menyajikan contoh penggunaan bahasa yang konsisten.				√
		20. Bahan ajar mendukung pemahaman penggunaan bahasa dalam teks.				√

D. PERTANYAAN TERBUKA

1. Apakah produk bahan ajar ini layak digunakan dari segi kebahasaan dalam pembelajaran bahasa Inggris berbasis budaya lokal?

Produk sudah memenuhi standar kebahasaan untuk digunakan sebagai bahasa Inggris dalam konteks general English di perguruan tinggi.

.....

2. Saran dan masukan:

-

Palangka Raya, 28 April 2026

Pakar,



Prof. Dr. Ni Nyoman Padmadewi, M.A.

INSTRUMEN EVALUASI PAKAR PEDAGOGI

JUDUL DISERTASI: **Developing Local Culture Genre-Based English Teaching Material for the Students of Institut Agama Hindu Negeri Tampung Penyang Palangka Raya**

A. PENGANTAR

Penelitian ini bertujuan untuk mengembangkan Bahan Ajar Bahasa Inggris umum (General English) berbasis budaya lokal Dayak Ngaju, Kalimantan Tengah, dengan pendekatan Genre-Based Approach sebagai materi pembelajaran pada Mata Kuliah Bahasa Inggris di Institut Agama Hindu Negeri Tampung Penyang (IAHN-TP) Palangka Raya. Bahan ajar ini tidak hanya dapat digunakan untuk pembelajaran *online* (daring), tetapi juga dapat digunakan untuk kelas *offline* (luring). Bahan ajar yang dikembangkan merujuk pada hasil analisis kebutuhan dengan menyajikan pembelajaran berbasis teknologi atau *web-enhanced instruction*, seperti penggunaan *Quick Response Code (QR Code)* untuk aktivitas menyimak dan latihan melalui link audio dan penyajian kuis.

Saya mengharapkan kesediaan Bapak/ Ibu untuk memberikan penilaian dan tanggapan terhadap modul yang saya kembangkan, yang akan digunakan oleh mahasiswa Program Studi Pendidikan Agama Hindu di Institut Agama Hindu Negeri Tampung Penyang Palang

B. PETUNJUK PENGISIAN

1. Berikan tanda Checklist (✓) pada salah satu pilihan jawaban pada kolom yang tersedia. Kriteria penilaian sebagai berikut:
 - 1 = Tidak Baik
 - 2 = Kurang Baik
 - 3 = Baik
 - 4 = Sangat Baik
2. Komentar atau saran secara keseluruhan disediakan pada akhir pernyataan.
3. Mohon memberikan tanda tangan pada akhir angket.

C. INSTRUMEN PENILAIAN

No.	Aspek	Pernyataan	Penilaian			
			1	2	3	4
A.	Daya Tarik	1. Bahan ajar dirancang untuk menarik penilaian mahasiswa melalui penyajian pembelajaran.				✓
		2. Bahan ajar dirancang untuk menumbuhkan minat belajar melalui aktivitas pembelajaran.				✓
B.	Kenyamanan Belajar	3. Bahan ajar dirancang untuk menciptakan suasana belajar yang nyaman melalui pengelolaan aktivitas pembelajaran.				✓

		4. Bahan ajar memfasilitasi proses pembelajaran yang tidak menimbulkan tekanan bagi mahasiswa				√
C.	Kepercayaan Diri	5. Bahan ajar menyediakan aktivitas pembelajaran yang mendukung peningkatan kepercayaan diri mahasiswa.				√
		6. Bahan ajar memfasilitasi penyediaan tugas secara bertahap sesuai dengan Tingkat kemampuan mahasiswa.				√
D.	Kebermaknaan dan Relevansi	7. Bahan ajar dirancang untuk memfasilitasi pembelajaran yang relevan dengan kebutuhan mahasiswa.				√
		8. Bahan ajar dirancang untuk memberikan pengalaman belajar yang bermakna melalui aktivitas pembelajaran.				√
E.	Keterlibatan dan Scaffolding	9. Bahan ajar menyediakan aktivitas awal (<i>Let's Get Started</i>) untuk membangun kesiapan belajar mahasiswa				√
		10. Bahan ajar memfasilitasi aktivasi pengetahuan awal mahasiswa dalam proses pembelajaran.				√
		11. Bahan ajar menyajikan teks model melalui aktivitas (<i>Let's See, Listen, and Read</i>) sebagai bagian dari proses pembelajaran.				√
		12. Bahan ajar memfasilitasi analisis fitur bahasa melalui aktivitas (<i>Let's Break It Down</i>).				√
		13. Bahan ajar menyediakan Latihan terbimbing melalui aktivitas (<i>Let's Create Together</i>).				√
		14. Bahan ajar memfasilitasi produksi teks secara mandiri melalui aktivitas (<i>Show Your Creativity</i>)				√
F.	Pengembangan Keterampilan Berbahasa	15. Bahan ajar memfasilitasi pengembangan keterampilan menyimak (<i>listening</i>) melalui aktivitas pembelajaran				√
		16. Bahan ajar memfasilitasi pengembangan keterampilan berbicara (<i>speaking</i>) melalui aktivitas pembelajaran.				√
		17. Bahan ajar memfasilitasi pengembangan keterampilan membaca (<i>reading</i>) melalui aktivitas pembelajaran.				√
		18. Bahan ajar memfasilitasi pengembangan keterampilan menulis (<i>writing</i>) melalui aktivitas pembelajaran.				√

G.	Pengembangan Berpikir (Kognitif)	19. Bahan ajar memfasilitasi pengembangan kemampuan berpikir analitis melalui aktivitas pembelajaran.				√
		20. Bahan ajar memfasilitasi pengembangan kemampuan berpikir kritis dalam memahami materi.				√
		21. Bahan ajar mendorong mahasiswa menghasilkan ide secara mandiri melalui aktivitas pembelajaran.				√
H.	Refleksi Pembelajaran	22. Bahan ajar menyediakan aktivitas refleksi pembelajaran (<i>Let's Reflect</i>) sebagai bagian dari proses pembelajaran.				√

D. PERTANYAAN TERBUKA

1. Apakah produk bahan ajar ini layak digunakan dari segi pedagogis dalam pembelajaran bahasa Inggris berbasis budaya lokal?
Produk bahan ajar ini sangat layak digunakan sebagai materi ajar bahasa Inggris di IAHN dengan latar budaya lokal.
2. Saran dan masukan:
Bahasa ajar sudah sangat baik: sistematis, mengikuti format yang jelas dan konsisten, mencakup semua skills berbahasa, sesuai dengan disertasi, yaitu materi berbasis genre, serta ilustrasi yang menarik dan relevan. Saran: pastikan tidak ada kesalahan mekanis seperti misalnya dua kata yang mestinya terpisah tapi menjadi satu (Unit 1, Listening-Task 1: "...namelyJata)

Singaraja, 25 April 2026
Pakar,



Prof. Dra. Luh Putu Artini, MA, PhD.

INSTRUMEN EVALUASI PAKAR BUDAYA

JUDUL DISERTASI: **Developing Local Culture Genre-Based English Teaching Material for the Students of Institut Agama Hindu Negeri Tampung Penyang Palangka Raya**

PENGANTAR

Penelitian ini bertujuan untuk mengembangkan Bahan ajar Bahasa Inggris umum (General English) berbasis budaya lokal Dayak Ngaju Kalimantan Tengah dengan pendekatan Genre-Based Approach sebagai materi pembelajaran pada Mata Kuliah Bahasa Inggris di Institut Agama Hindu Negeri Tampung Penyang (IAHN-TP) Palangka Raya. Bahan ajar ini tidak hanya dapat digunakan untuk pembelajaran *online* (daring), tetapi juga dapat digunakan untuk kelas *offline* (luring). Bahan ajar yang dikembangkan merujuk pada hasil analisis kebutuhan dengan menyajikan pembelajaran berbasis teknologi atau *web-enhanced instruction*, seperti penggunaan *Quick Response Code* (QR Code) untuk aktivitas menyimak dan latihan melalui tautan audio serta penyajian kuis.

Saya mengharapkan kesediaan Bapak/Ibu untuk memberikan penilaian dan tanggapan terhadap modul yang saya kembangkan, yang akan digunakan oleh mahasiswa Program Studi Pendidikan Agama Hindu.

A. PETUNJUK PENGISIAN

4. Berikan tanda checklist (✓) pada salah satu pilihan jawaban pada kolom yang tersedia. Kriteria penilaian sebagai berikut:
 - 1 = Tidak Baik
 - 2 = Kurang Baik
 - 3 = Baik
 - 4 = Sangat Baik
5. Komentar atau saran secara keseluruhan disediakan pada akhir pernyataan.
6. Mohon memberikan tanda tangan pada akhir angket.

B. INSTRUMEN PENILAIAN

No.	Aspek	Pernyataan	Penilaian			
			1	2	3	4
A.		1. Produk bahan ajar mempresentasikan nilai budaya lokal secara akurat				✓

	Akurasi dan Validitas Budaya	2. Penyajian budaya dalam produk bahan ajar tidak mengalami distorsi makna				√
		3. Produk bahan ajar tidak mengandung stereotip budaya.				√
B.	Kedalaman dan Makna Budaya	4. Produk bahan ajar mencerminkan filosofi budaya secara utuh			√	
		5. Nilai-nilai dalam produk bahan ajar disajikan secara jelas.				√
		6. Produk bahan ajar menjelaskan fungsi sosial dari praktik budaya				√
		7. Penyajian budaya dalam produk bahan ajar tidak disederhanakan secara berlebihan.				√
C.	Kontekstualitas Budaya	8. Produk bahan ajar menggambarkan praktik budaya sesuai dengan realitas masyarakat.				√
		9. Praktik budaya dalam produk bahan ajar disajikan secara kontekstual dalam kehidupan sehari-hari.				√
		10. Produk bahan ajar menunjukkan hubungan antara budaya dan kehidupan sosial masyarakat.				√
D.	Representasi Artefak Budaya	11. Artefak budaya dalam produk bahan ajar ditampilkan secara representative dan sesuai dengan bentuk aslinya.				√
		12. Artefak budaya dalam produk bahan ajar dijelaskan maknanya.				√
		13. Artefak budaya dalam produk bahan ajar dijelaskan fungsinya dalam kehidupan Masyarakat.				√
E.	Integrasi Budaya dalam Pembelajaran	14. Budaya terintegrasi secara alami dalam produk bahan ajar.				√
		15. Produk bahan ajar mendukung pemahaman terhadap budaya lokal.				√
		16. Produk bahan ajar mendorong apresiasi terhadap budaya lokal.				√

C. PERTANYAAN TERBUKA

3. Apakah produk bahan ajar ini layak digunakan dalam pembelajaran bahasa Inggris berbasis budaya lokal?

Layak digunakan dalam pembelajaran bahasa Inggris terutama dalam konteks EFL di Perguruan Tinggi/ Sekolah dengan beberapa alasan:

1. kontekstual dan dekat dengan mahasiswa;
4. Struktur pembelajaran sistematis;
5. Menggunakan pendekatan Genre-Based;
6. Mengembangkan keterampilan abad 21;
7. Memiliki nilai karakter dan budaya;

8. Mendukung pembelajaran berbasis local wisdom.
9. Saran dan masukan:
 1. Penguatan sumber akademik;
 2. Variasi aktivitas (project kecil, diskusi kritis dan presentasi budaya lokal);
 3. Visual dan tata letak (terdapat beberapa halaman tampak cukup padat teks)
 4. Integrasi QR Code menjadi nilai tambah yang bagus akan menarik dilengkapi audio native pronunciation dan video ritual budaya.

Palangka Raya, 18 April 2026

Pakar,

Dr. Ervantia Restulita L. Sigai, S.S.,M.Si



Appendix 13: Pre-test and Post-test Instrument

Name:

NIM :

I. Listening

Please, listen to the audio to fill in the blanks (QR code)



Last month, my friends and I (1)to *Mamapas Lewu* ceremony at Disparbudpora Palangka Raya. The ceremony is a ritual of the Dayak Ngaju Kaharingan community and is (2) to clean the city and promote harmony in community life. The ritual lasted for three days and (3) a large number of community members. During the ceremony people (4) ritual items such as rice leaves, traditional cakes, incense, and offerings. These items were used to remove negative influences and to ask for safety and (5) atmosphere was sacred, and smell of incense filled the air. The peak of the ritual (6)the planting of a buffalo head into the ground, which (7) cleansing and protection for the community. As Hindu followers, we were happy to witness the ritual, and this experience helped (8)appreciate local culture and tradition more deeply.

II. Reading

Let's Read the Text!

JOINING MAMAPAS LEWU RITUAL

Last year, I joined the *Mamapas Lewu* Ritual at Pura Sali Paseban Batu Tangkiling, Central Kalimantan. I attended the ritual with my family and several community members. I joined this as part of a community religious events that involved people from different backgrounds. *Mamapas Lewu* is a traditional ritual of the Hindu Kaharingan community. This ritual is held to clean the village and to create harmony between humans, nature, and God.

The ritual was carried out by religious leaders and community members together. Before the ceremony, people prepared ritual items such as leaves, rice, traditional cakes, and offerings. During the ritual, these items were used to remove negative influences and to ask for safety and peace. The community also expressed gratitude to *Ranying Hatalla Langit*. I saw that everyone worked together and respected each other during the ceremony.

Through this ritual, I learned about the values of Tri Hita Karana. This philosophy teaches people to live in harmony with God, with other people, and with nature. The ritual shows how these values are practiced in real life. It also helped me understand the importance of respecting local traditions and environment. Through this experience, I realize that harmony must be maintained through real actions, not only through beliefs.

In conclusion, joining the *Mamapas Lewu* ritual was a meaningful experience for me. It helps me understand local culture and religious values better. The ritual also taught me the importance of harmony and cooperation in community life. This experience encouraged me to respect and preserve local traditions in my daily life.

Read the text carefully and answer the questions below.

1. Where did the writer join the *Mamapas Lewu* ritual?
2. What was the purpose of cleaning the village during the ritual?
3. Mention two items prepared before the ceremony began.
4. What values did the writer learn from the ritual?
5. In the sentence "This experience encouraged me to respect and preserve local traditions. The words **This experience** refer to..."

III. Speaking

Instructions:

Work in pairs. Take turns sharing your experience of attending or participating in a ritual using your own words. Use the guided questions below to help you organize your ideas and conversation. Each student should speak at least 4-5 times during the conversation. Use short notes only. You may add more information if needed.

Guided Questions:

1. What ritual did you attend or participate in?
2. Where and when was the ritual held?

3. Who was involved in the ritual?
4. What activities happened during the ritual?
5. How did you feel during and after the ritual?

Write your dialogue below:



IV. Writing

Instructions:

1. Write a recount text about your personal experience of attending or participating in a ritual. Write the text individually using your own words.
2. Organize your text using the structure of a recount text: Orientation, events, and reorientation.
3. Feel free to add more details or information to make your story clearer and more interesting.

Write your story here:



Appendix 14: The Scoring Rubric for Speaking and Writing Test

Adapted from Harmer's analytical assessment (2007)

Speaking test

Criteria	Rating Scale			
	Excellent (4)	Good(3)	Fair(2)	Poor(1)
Content	Speaks smoothly and confidently with very few pauses.	Speaks fairly smoothly with some pauses or hesitation.	Frequently pauses and hesitates during the conversation.	Has serious difficulty continuing the conversation.
Pronunciation	Pronunciation is clear and easy to understand.	Minor pronunciation problems, but meaning is clear.	Several pronunciation problems sometimes affect understanding.	Pronunciation problems frequently interfere with understanding.
vocabulary	Uses a good range of vocabulary appropriately.	Uses adequate vocabulary with occasional mistakes.	Uses limited vocabulary and repetitive expressions.	Uses very limited vocabulary that makes communication difficult.
Grammar	Uses grammatical structures accurately with very few errors.	Some grammatical errors occur, but meaning remains clear.	Frequent grammatical errors sometimes interfere with meaning.	Persistent grammatical errors make communication difficult.
Interaction	Responds actively, maintains the conversation well, and interacts naturally with the partner.	Participates actively with minor difficulty in maintaining interaction.	Limited interaction and responses are sometimes unclear or incomplete.	Rarely responds or cannot maintain the conversation.

Writing Test

Criteria	Rating Scale			
	Excellent (4)	Good(3)	Fair(2)	Poor(1)
Content	Ideas are clear, relevant, and well developed. The text shows meaningful	Ideas are mostly clear and relevant with adequate development	Ideas are limited or insufficiently developed	Ideas are unclear, irrelevant, or very limited.

	personal experience.			
Organization	The text is well organized and follows the recount structure.	The organization is generally clear with minor problems.	The organization is inconsistent and sometimes confusing.	The text lacks organization and logical sequencing.
Vocabulary	Uses a good range of vocabulary appropriately and effectively.	Uses adequate vocabulary with occasional errors.	Uses limited vocabulary and repetitive word choices.	Uses very limited vocabulary that affects meaning.
Grammar	Uses grammatical structures accurately with very few errors.	Some grammatical errors occur, but meaning is generally clear.	Frequent grammatical errors sometimes interfere with understanding.	Persistent grammatical errors make the text difficult to understand.
Mechanics	Correct spelling, punctuation, and capitalization are consistently used.	Minor errors in spelling, punctuation, or capitalization.	Several mechanical errors distract the reader.	Frequent mechanical errors interfere with readability.

Scoring procedure

Each criterion was assessed using a four-point analytical scale, where 4=Excellent, 3= Good, 2= fair, and 1= poor. The scores for the five criteria were summed to obtain the total raw score, with a maximum possible score of 20.

To ensure consistency with the scoring system used for the listening and reading tests, which were reported on a 100-point scale, the total raw score was converted into a 100-point scale using the following formula.

$$\text{Final score} = \frac{\text{Total raw score}}{20} \times 100$$

Appendix 15: Documentation

Implementation of e-book





Pre-Test and Post-Test





