

THE IMPLEMENTATION OF ENGLISH TEACHING-LEARNING IN THE CONTEXT OF THE *MERDEKA* CURRICULUM AT THE SEVENTH GRADE OF MADRASAH TSANAWIYAH NEGERI (MTsN) 3 PONOROGO

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ABSTRACT

In the process of *Merdeka* Curriculum, English teachers participate in a number of technical consulting activities, but there are still some issues that need to be improved along the way. This study focuses on the discussion related to the implementation of English Subjects in the context of the *Merdeka* Curriculum at MTsN 3 Ponorogo. This type of research is a descriptive research in seventh grade with a qualitative approach through observation, interviews, and documentation. Data analysis using WS Winkle's Theory with data reduction, presentation, and conclusions. Based on data analysis found that (1) The lesson plan was based on the learning outcomes to be achieved (CP) of *Pancasila* Student Profile considering the goals to be achieved, what tools are used, what material is taught by evaluating and planning lessons using text book and not text. (2) The implementation was carried out differentiated and curricular through projects to strengthen *Pancasila* Student Profile. Teacher uses the implementation of learning activities based on the lesson plan that has been prepared by the teacher and uses learning methods adapted to the conditions of the students. The methods used are lecturing, presentation and discussion methods. In addition to conveying learning, this method was also used to hone students' skills, namely, listening, speaking, reading, and writing. (3) The evaluation of English Subject in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo is carried out by sumatif and formatif assesment.

Keywords: Teaching-Learning, English, *Merdeka* Curriculum.

ABSTRAK

Dalam proses Kurikulum Merdeka, guru bahasa Inggris mengikuti sejumlah kegiatan konsultasi teknis, namun dalam perjalanannya masih ada hal-hal yang harus diperbaiki. Kajian ini berfokus pada pembahasan terkait implementasi Mata Pelajaran Bahasa Inggris dalam konteks Kurikulum Merdeka di MTsN 3 Ponorogo. Jenis penelitian ini adalah penelitian deskriptif pada siswa kelas VII dengan pendekatan kualitatif melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan Teori WS Winkle dengan reduksi data, penyajian, dan penarikan kesimpulan. Berdasarkan analisis data ditemukan bahwa (1) Rencana pembelajaran didasarkan pada hasil belajar yang ingin dicapai (CP) Profil Siswa Pancasila dengan mempertimbangkan tujuan yang ingin dicapai, alat apa yang digunakan, materi apa yang diajarkan dengan evaluasi dan perencanaan pembelajaran menggunakan buku teks dan bukan teks. (2) Pelaksanaannya dilakukan secara berdiferensiasi dan bermakna kurikuler melalui proyek penguatan Profil Mahasiswa Pancasila. Guru menggunakan pelaksanaan kegiatan pembelajaran berdasarkan modul ajar yang telah disusun oleh guru dan menggunakan metode pembelajaran yang disesuaikan dengan kondisi siswa. Metode yang digunakan adalah metode ceramah, presentasi dan diskusi. Selain menyampaikan pembelajaran, metode ini juga digunakan untuk mengasah keterampilan siswa yaitu *listening, speaking, reading, writing*. (3) Penilaian mata pelajaran Bahasa Inggris dalam konteks Kurikulum Merdeka di MTsN 3 Ponorogo dilakukan dengan penilaian sumatif dan formatif.

Kata Kunci: Pembelajaran, Bahasa Inggris, Kurikulum Merdeka.

Introduction

Nowadays, at the current education system reform in Indonesia, various issues related

to the processes and dynamics of the education sector itself need to be discussed. Educational reform follow-up is educational innovation, where there is an opportunity to review and improve the curriculum, taking into account the needs and characteristics of each learner, hence the curriculum change is open and flexible. This curriculum is called *Merdeka* Curriculum. These changes are regulated in Kepmendikbudristek No. 56 of 2022 describes the Guidelines for Curriculum Implementation in the Framework of Learning Recovery. Contains 3 curriculum options that can be used in educational units in the context of learning recovery along with the structure of the *Merdeka* Curriculum, rules related to learning and assessment, and teacher workload. *Merdeka* Curriculum has the concept of *Merdeka* learning. *Merdeka* Learning is recognized as a solution to reduce learning loss, teacher loss, and character loss. WS Winkel in his book *Teaching Psychology* (1996), stated that, the concept of learning is a mental/psychological activity that takes place in positive interaction with the environment, leading to changes in knowledge, understanding, skills, and attitudes, also lasts for a long time.

In one subject, English is the implementation of the *Merdeka* Curriculum in a very complex way. In the unfolding of global issues, English is very necessary when looking at the global world up close. For more information, Linyuan Guo's *Journal* (2014), "*Preparing Teachers to Educate for 21st Century Global Citizenship States: Envisioning and Enacting*" teaches English teachers to help students become global citizens to build a sense of belonging and a general sense of humanity as members of a global community and foster a sense of global solidarity, identity, and responsibility. Of course, all components of *Merdeka's* Curriculum are very important to the learning process. This is because the ultimate goal of the teaching and learning process is to change student behavior.

There is previous studies related to this research. This research finding that was conducted by Berlinda Galuh P. (2020), with the title "Implementation of *Merdeka* Curriculum and *Merdeka* Campus in the Perspective of Constructivism Theory". The results are study program curriculum development model by adapting the MBKM policy including planning, learning processes, assessments, and learning evaluations. Second, previous research finding that is conducted by Susetyo (2020), with the title "Problems of Implementing the *Merdeka* Learning Curriculum for The Indonesian Language Education Study Program". This research focuses on issues arising between national regulations and implemented policies. Third, previous research finding that was conducted by Ineu Sumarsih (2022), with the title "An Analysis of the Implementation of the *Merdeka* Curriculum in Primary Schools". The research was carried out using a phenomenological approach while the research to be carried out by the authors used a field approach. Another difference is regarding the research focus and research variables that produce how the quality of students resulting from the implementation of the *Merdeka* curriculum is positive and significant between the communication of the school principal and teacher performance. Fourth, previous research finding that was conducted by Muhammad Rusli Baharuddin (2021), titled "Adaptation of the *Merdeka* Campus Learning Curriculum (Focus: Study MBKM Model Program)". Rusli's research is a literature study on the adaptation of *Merdeka* Campus learning into the study program curriculum, adjusting the concept of the study program curriculum development model and implementing MBKM program activities for students. Fifth, conducted by I Wayan Numertayasa (2022) with the title "Workshop on the Review and Implementation of the *Merdeka* Curriculum at East Selemadeg 3 Junior High School 3 East Selemadeg". This study used the method of carrying out activities using the PALS method which provided assistance and a review of the *Merdeka* Curriculum at SMP Negeri 3 Selemadeg Timur in the form of workshop activities.

Based on the previous studies above, the teaching profession is under intense scrutiny at both national and local levels. Teachers are a key factor in the success of education, regardless of curriculum changes. Teachers must be taught to motivate students to solve various life problems in a society full of challenges and obstacles and develop their innovative and creative abilities. Teachers are a key factor in the success of education, regardless of curriculum changes. The goals of curriculum change will never be realized unless the professionalism of teachers changes.

In line with this goal, Indonesia organizes education within the national education system. One of them is the implementation of Islamic education which is carried out cooperatively by the Ministry of Education and Culture and the Ministry of Religion which focuses on the implementation of religious education and madrasah religious education. Ponorogo Regency is one of the regencies in East Java Province which organizes Islamic Religious Education. MTsN 3 Ponorogo is one of the leading schools in Ponorogo Regency. One of the things that distinguishes MTsN 3 Ponorogo from other schools is that it has subjects and activities that are inseparable from the framework of Islamic education. General subjects such as Mathematics, Natural Sciences, Social Sciences, and Languages are always directed by the guidance of the Islamic religion. In addition, MTsN 3 Ponorogo is one of the schools that implements the *Merdeka* Curriculum. So far, the government's efforts to implement the *Merdeka* Curriculum only apply to class VII. English subject is one of the compulsory subjects learned from the *Merdeka* Curriculum. In the learning process of the *Merdeka* Curriculum, English teachers take part in several technical consultation activities, but along the way there are still a number of things that need to be improved for teachers through Knowledge, Understanding, Skills, and Attitudes. The purpose of this research is to find out how the implementation of the *Merdeka* Curriculum in MTsN 3 Ponorogo including lesson plans, learning processes and evaluations.

Research Method

This research is a descriptive research with qualitative methods. This research was conducted at MTsN 3 Ponorogo in the seven semester of the 2022/2023 academic year. In collecting data, the researcher used three instruments, namely documentation in the form of lesson plans and student worksheets, observation of the learning atmosphere, and interviews with the seventh grade English teachers. The data was evaluated using qualitative analysis techniques and described in full according to the results. To check the validity of the data using WS Winkle's theory with the concept of learning is a mental/psychological activity that takes place in positive interaction with the environment, leading to changes in knowledge, understanding, skills, and attitudes, also lasts for a long time to carried out several things, namely data reduction, data presentation, and drawing conclusions/verification.

Result

The result of this study can be describe into three part. Firstly, researchers determine lesson plan for English teaching-learning. In the *Merdeka* Curriculum, there is a process of designing the process of learning activities, namely understanding learning outcomes, compiling learning objectives and designing learning. Teaching module planning is supported by KMA No. 347/2022 concerning Guidelines for Implementation of the *Merdeka* Curriculum. The learning devices used by teachers are the annual program or Prota, The semester program is an elaboration of Prota, The learning achievement (CP), and Teaching Module

Based on the rules of the Independent Curriculum, junior high school level or equivalent for 7, 8, and 9 are included in phase D. In phase D or seventh grade, all materials and learning activities in each phase are designed to meet the needs of students, both those who have not yet received English lessons and those who have previously described them. Learning materials and activities that focus on descriptive text, namely the availability of descriptive text in the form of my class schedule, my online class, and my study habits. The teacher chooses the type of descriptive text based on the school context and the context at home experienced by students. In constructing materials based on curiosity in regard of science, technology, art, and culture related to phenomena and events visible, elements of seventh grade learning outcomes in second semester in the realm of understanding refer to the Viewing Element of *Merdeka* learning.

The achievement of learning English skills refers to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment(CEFR), a determination of various levels of proficiency presented through various kinds of texts such as visual, audio, and

written texts. Learning English is the skill of capturing meaning and critically compiling spoken and written texts through speaking, listening, reading, and writing about what is learned at school and other similar sources. These competencies are merged into learning outcomes in Teaching Module. In this case, the teacher designs learning by paying attention to the profile of Pancasila students with global diversity, cooperation, independence, and critical and creative reasoning as a result of learning.

Secondly, The Implementation of English Subject in the *Merdeka* Curriculum at MTsN 3 Ponorogo, English teacher uses discussion, presentation, and lecture methods. In the implementation of my school activity learning, the teacher builds knowledge in the context of my class schedule, my online class, and my study habits. Each unit begins with activities to explore the knowledge that students already have before that is related to the topic to be studied.

The researcher directly observed the teacher uses simple present tense with giving affirmative, negative, interrogative, and short answers, in my class schedule learning, there is a list showing the time of the week of the certain subjects that being are taught, in learning my online class the teacher explains the modal verb with the word structure (subject, adverb, and main verb), in learning my study habits there are nine adverbs of frequency in daily activities.

The teachers also instruct to listen to conversations and monologues about one's class schedule to determine specific days and hours, and several words that are incomplete on my online class text, filling study habits in the blanks with the answers provided on snakes and ladders game of worksheet, and then on Speaking Skills that students demonstrating and practicing conversations to explain one of the daily schedules and study tips on worksheets, and also students describing themselves by saying how often their study habits activities were in the adverb of frequency, and Reading Skills confronted in the text about my class schedule, my online class, my study habit can read, specific subject information, infographics about study tips, the structure of modal verb and adverb and Writing Skills there are pair up to create a dialogue about asking and giving schedules using the expressions arranging words that are appropriate in the context of online learning and write down their study habits on board games like snakes and ladders, also the teacher always being polite and insightful by *senyum, sapa, salam, sopan, dan santun* according refers to the profiles of Pancasila and *Rahmatan lil'alam*.

Thirdly, the English learning evaluation technique used at MTsN 3 Ponorogo is by using summative and formative assesment. The assessment used includes competency assessment consist of cognitive, psychomotor, and affective. In learning evaluation, teachers have enrichment and remedial programs. This is a form of evaluation in the realm of student knowledge and understanding. Remedial and Enrichment programs are designed according to the teaching module in PTS and PAS. The researcher saw the teacher directly giving written assignments by writing down their study habits using adverbs of frequency and orally in the form of a pre-test as a form of training for final test (PAS) preparation. Also the teacher has a daily journal to assess student progress.

The researcher also saw the teacher directly giving written assignments, namely making work on LKS in class VII G. In LKS there were simple exercises that students could use to understand per unit. Like filling incomplete sentences in my study habits descriptive text. The assessment at MTsN 3 Ponorogo, it is usually done to find out various student skills into daily assignments. Teachers have a skills assessment journal based on presentations, projects and portfolios for individual assessments and group assessments which included all student skills related to listening, speaking, and writing. In learning activities, during the learning process, there is an assessment carried out by educators to find out the extent to which students understand the attitudes reflected. The teacher has an attitude development journal with behavior notes. In the journal, there is a record of the behavior of students who are full of faith and piety to God Almighty by excelling.

Discussions

First, for lesson plan in phase D is the learning achievement phase of English subjects

for seventh grade of SMP/MTs in the *Merdeka* Curriculum. *Merdeka Learning* refers to learning new frames of reference for thinking, changing perspectives, changing habits, and elaborating current ways of thinking. Therefore some things must be prepared by the teacher carefully including learning tools and planning related to them. English Teachers at MTsN 3 Ponorogo analyze Learning Outcomes (CP) to develop learning objectives and learning objectives flow. This has in line with Permendikbud No. 37 of 2018 concerning core competencies and basic competencies. In determining the scope or scope of learning materials, the teacher needs to pay attention to several aspects, namely: cognitive aspects (facts, concepts, principles, procedures); affective aspects; psychomotor aspects.

So that the teacher has teaching tools in the form of knowledge programs, semester learning achievement programs, learning objectives flow, and teaching modules where learning can be adapted to the learning needs and interests of students. The English Teacher teaching module at MTsN 3 Ponorogo includes learning outcomes are essential; interesting, meaningful, and challenging; relevant and contextual; and continuous. All material and learning activities in each phase are designed to meet the needs of students, both those who have not yet received English lessons in the previous level. Learning materials and activities can be presented and adapted according to student achievement. The teacher determines knowledge according to the descriptive text in the text my class schedule, my online class, and my study habit which will be taught according to the conditions in the class.

The activities presented through various kinds of texts are presented (visual, audio, and written texts) to make students demonstrate critical reasoning, including by observing and answering questions that require not only lateral questions but also inferential and reflective questions. Text-based learning is carried out with text types that students already recognize to make it easier to understand the contents of the text. So that it will make it easier for students to produce text of this type in spoken and written form.

Also, Materials and learning activities are presented and adapted according to student achievement. Achievement of learning English skills refers to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), a determination of various levels of proficiency activities presented through various kinds of texts such as visual, audio, and written texts

In the other hand, Madrasah organize intracurricular learning content in an integrated or simultaneous manner. Strengthening the profile of Pancasila students in madrasah is projected in two aspects namely; the profile of a Pancasila Student and the profile of a *Rahmatan lil alamin*. In this case, the teacher designs learning by paying attention to the profile of Pancasila students with global diversity, cooperation, independence, and critical and creative learning outcomes. From each lesson, it is hoped that students will be able to realize *Merdeka Learning*, namely becoming independent and confident users of English through various learning activities.

Secondly, the implementation of English Teaching-Learning prioritizes the strengthening of three aspects, such as cognitive, psychomotor, and affective ones. This learning aims to measure students' abilities which include factual knowledge, conceptual knowledge, and procedural knowledge. Through low-level thinking skills to the highest by the surrounding environment and adapted to the themes discussed are included in the teaching module. The teacher uses discussions, presentations, and lecture methods. Schemes, models, and materials in a descriptive text show the knowledge one has about how the subject matter is organized and structured, how the different pieces of information relate to each other and relate systematically, and how these parts function together.

The implementation is carried out by digging up relevant of the materials. This is done by constructing the meaning of descriptive text orally, in writing, and graphically by interpreting, explaining by classifying, summarizing, drawing conclusions, comparing, and explaining. In the case of Listening Skill, Smaldino (2012) stated that hearing and listening is also a process of communication and learning as well as communication and visual learning, a message delivered by the sender and explained its meaning by the receiver. Then, developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999), Burkart &

Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. In terms of teaching speaking for MTsN 3 Ponorogo, the bottom-up approach suggests that we should start with teaching the smallest units - sounds and move through mastery of words and sentences to discourse. This skill gives students the ability to convey information orally or verbally and in a way that can be understood by other people or listeners. The next skill is reading skills, because it assist students to think in English, enlarges students' English vocabulary, improve their writing, and can be a good way to obtain new ideas, facts, and experiences. Therefore, reading skill has been viewed as something that can help students to enrich their insights into the English language especially for descriptive text about my school activities. Then, Harmer (1998) lays stress on the essentiality of the writing skill saying "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right". Researchers have agreed that writing enhances thinking skills; the higher cognitive functions of analysis and synthesis seem to develop most fully with the support of written language.

The implementation in Teaching-Learning for English language habits that are independent and confident to interact and communicate in various contexts and situations, both formal and informal, by prioritizing Pancasila student profiles and Rahmatan Lil Alamin student profiles. This is by the vision, mission, and objectives of MTsN 3 Ponorogo to be able to realize insight, understanding, and taffaquh fiddin behavior as a characteristic of religious competence in madrasah, and to be able to play a role in society as a moderate figure.

Thirdly, The process of evaluating at MTsN 3 Ponorogo for learning outcomes in learning activities is very important, namely to determine follow-up actions from the results achieved to determine the level of student success. Evaluation is making judgements according to a set of agreed and accountable criteria. According to TR Marison, there are three important factors in the evaluation concept, namely judgement, description of the object of assessment, and defensible criteria. So, students will be aware of how they learn, the ability to assess the difficulty of a problem, the ability to observe the level of self-understanding, the ability to use various information to achieve goals, and the ability to assess their own learning progress. An effective evaluation of learning outcomes is reporting that involves students. That is reflected in the values espoused by the material thorough, honest, fair, accountable, clear, and easily understood by them. And then, the evaluation carried out by English subject teachers at MTsN 3 Ponorogo was carried out by combining. Evaluation is in the form of formative tests and summative tests. Each of these evaluations has several advantages and disadvantages. Realizing this, it was found that the items were made which did not only use one evaluation tool.

Conclusion

Based on the findings of the research analysis on the implementation of English Teaching-Learning in the context of *Merdeka* Curriculum at MTsN 3 Ponorogo, the authors conclude as follows: (1) The lesson plan based on the learning outcomes to be achieved (CP) by diagnosing the learning objectives, materials, teaching methods, learning resources, and learning outcomes for Pancasila Student. (2) The process of implementation is carried out differentiated and curricular through projects to strengthen Pancasila uses learning methods adapted to the conditions of the students are lecture methods, presentation methods and discussion methods. (3) The evaluation is carried out by summative and formative assesment. The result of this research could be developed more by further researchers. Then, the researcher expects to further researcher to develop this research better.

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