

Conference Paper

Using ADDIE Approach to Design English Language Teaching Material for Islamic Economics

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ABSTRACT

This study aimed at producing English language module for the Islamic economics by using ADDIE approach. In collecting data, the researchers used two instruments that consisted of an interview and an evaluation checklist. In this study, data collection procedures included analyzing the students' needs through the result of previous research and the result of interview that discussed need analysis of English for Islamic Economics department, designing syllabus and prototype material 1, developing English materials and evaluating or validating the materials by experts. The result indicated that the students of Islamic Economic department need English instructional material that integrated with English skills and contains material about Islamic Economics, such as income distribution and consumption. Based on the result of expert evaluation, it determined that the syllabus and each part of the material in the module had been well developed and following the students' needs, and the product can be used as a guide for learning English in Islamic Economics department.

Keywords: ADDIE approach, designing module, ELT material, islamic economics

Introduction

The instructional material plays an essential and significant role in teaching and learning. The availability of instructional material can support English learning effectiveness (Nureffendhi, 2013), increase the student's performance, create teachers' efficiency (Ajoke, 2017), and enrich relevant English language learning resources (Bulusan, 2019). The instructional material also enables both the teachers and students to participate actively and effectively in lesson sessions. Instructional material includes textbooks, modules, worksheets, articles, journals, handouts, newspapers, comics, posters to anything used to help language learners, including publication (Yaumi, 2021). Those are used to help language learning. Thus, instructional material is a fundamental factor in creating a high level of educational quality. Providing module, learning can reach out to students including the various characteristics they have.

It is apparent from the prior studies supplied that the use of an interactive learning module on learning outcomes is more effective than learning without using an interactive module (conventional), which is the increase in learning outcomes using an interactive module being 51.38% higher than without using the module at 38.62% (Dizza et al., 2021). The result is that modules in learning can have a highly significant impact on students' achievement. Even though instructional material has a significant impact on the development of a high-quality educational level, Indonesian teachers and lecturers are still struggling to provide appropriate English learning material for major vocational students. Tomlinson argues that materials effectively help learners notice features of the authentic language as they are exposed to facilitate and accelerate

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language acquisition. Hence materials should provide accurate use of English through spoken and written texts to engage the learners cognitively and affectively (Nureffendhi, 2013). Based on the primary research conducted with the initial student of the Islamic Economic department at UIN Alauddin Makassar, the findings showed matters: there is no introductory module as a learning package; there are no uniformity materials; there is no English-specific material related to their major and the quality of curriculum and syllabus which are designed without need analysis.

The students of Islamic Economics emphasize that they do not have a primary module as a specific instructional material, and there are no uniform materials. In preliminary research, an Islamic Economics lecturer said that the main module's unavailability leads to the Islamic Economics department, and every lecturer who teaches English in every class provides their module from various sources resulting in no uniformity of learning material. Given the importance of modules to improve the learning process quality, a module that leads to the Islamic economics department is needed so that learning is carried out according to student needs. Besides, the uniformity of learning materials is essential to make every student get the same learning objectives.

Modules are an essential part of the learning process; therefore, the content of learning materials must be relevant to the scientific disciplines, and the curriculum syllabus must be designed according to needs analysis. Preliminary research, Islamic economics students said that they do not have suitable instructional material relevant to their major and only learn about English in general. In contrast, they consider that they need English influence on the prospects of the Department they take (Rahim, 2011). This problem is supported by preliminary research; an Islamic economic lecturer said that there is no curriculum and syllabus design suitable for the analysis of student needs (Sulasteri, 2013). The curriculum is an essential guideline in the learning process, which contains objectives, content or material, implementation strategies, and evaluation. The curriculum has a vital role as a benchmark for achieving learning goals in the Islamic Economic Department. Likewise, the module provided should be relevant to the discipline of Islamic economics as a learning objective (Adiguzel et al., 2023).

The right instructional materials follow the standard criteria. The criteria of useful instructional material, for instance, (1) provide opportunities for students to use existing knowledge and skills, (2) suitable materials should give a clear and coherent unit structure to maximize learning opportunities, (3) must seek impact and help students in their scientific discipline. Based on the several problems above, the researcher decided to overcome and design the English module by using English for Specific Purposes (ESP) and Analysis Design Development Implementation and Evaluation (ADDIE) (Branch, 2009). Based on the background, this research develops an appropriate and suitable English material for income distribution and consumption of Islamic economics. The focus of this study is to analyze whether the materials are acceptable to the student needs of students of the Islamic Economics Department, the design process of English Language Teaching material for students of the Islamic Economic Department, and the validity rate of English Language Teaching material for students of Islamic Economic Department.

English Language Teaching (ELT) Material in this study is an independent learning package that is systematically arranged to facilitate the learning experience of students to achieve learning objectives. Santyasa describes six main criteria for a good learning module, as follows; Proceeded by a statement of learning objectives, Knowledge is arranged in such a way, that it can make the students participate effectively, Contains a rating system based on mastery, Contains all elements of subject matter and all lesson assignments, Provide opportunities for differences between individuals, Leads to a goal of complete learning (Ginting & Hartoyo, 2021).

Materials development is a field of study or knowledge that helps teachers improve their teaching practices (Botero & Galeano, 2022). Material development is divided into two aspects, both an interactive field of study and a practical undertaking. As a field of study, materials development studies about the design, implementation, and evaluation principles and procedures.

Meanwhile, it refers to everything that a writer, teacher, or student contributed to promoting language learning as a worthwhile undertaking (Tomlinson, 2012).

The material developed can be discovered in everything that is used in the learning process such as linguistics, visuals, auditory, cassette, CD ROOM, textbook, video, handout, newspapers, paragraphs written on the whiteboard, or anything that presents or informs language being learned (Yaumi, 2017). In other words, materials development refers to the material developed which related to the teaching practices with certain principles that can be used to determine learning. Another Research is There was a positive relationship between students' perceptions of using video OBS learning media on social studies learning outcomes for students 55% (Fikrianto, 2023).

The need analysis is summarized at the end of the process as a consistent and quantitative set of design requirements. The objective during need analysis is to maximize the solution space's size, so the designer must refrain from inventing a solution while defining the boundaries. Indeed, thinking in solution-independent and generic terms is one of the most challenging aspects of the entire design process. Such abstract thinking benefits include a more extensive solution space, better potential for innovation, and greater flexibility (Anar & Widodo, 2021).

Need analysis is concerned with two main aspects of the design: *functions* and *constraints*. The purpose of the product to be designed has already been recognized during the need identification stage. However, this function needs to be further studied, refined, quantified, and perhaps broken down into sub-functions. The brief and qualitative task statement will turn into more elaborate and quantitative descriptions of what particular characteristics the product is required to have. An intricate design may require the division of the overall task into smaller, more manageable subsystems assigned to several designers or design teams.

English for specific purposes (ESP). In English Language Teaching, ESP is an approach to language learning based on designing courses to know the students' needs (Rahman, 2015). In other words, ESP is concerned with English learner's needs and has been innovative since its inception. The course design of ESP involves ways of describing language, models of learning, and need analysis. The structure, vocabulary, and discourse of ESP must be adapted from English-specific English because the ESP content must correlate with the specific primary and different from the English for general purposes (Agustina, 2014).

On the other hand, English for Specific Purposes (ESP) is divided into absolute and variable characteristics. Based on definitive factors, ESP is designed to meet the learner's specific needs, uses the underlying methodology and activities of the disciplines it serves, and is centered on language, skills, discourse, and genres. Based on variable characteristics ESP is related or designed for specific occupations, use in particular teaching situations, a different methodology from general English, intended for adult learners, and generally intermediate or advanced students (Enesi et al., 2021).

Methods

The researcher designed by using Research and Development (R&D) as the research design. Research and Development (R&D) was a process of researching the learners' needs and then designing products to comply with those needs. The efforts of R&D were generally really extensive in terms of objectives, personnel, and time to completion (Laws et al., 2013). Another meaning, R&D is a name of research designs involving classroom problems, studying recent theories of educational product development, developing educational products, validating the product to experts, and field testing the product (Dick et al., 2015).

To design and develop English language teaching materials in the context module, the researcher adopts the ADDIE approach. ADDIE is an acronym that stands for Analysis, Design, Development, Implementation, and Evaluation. ADDIE approach is an abbreviation for the five phases in order of analysis, design, development, implementation, and evaluation, but it has a role during each stage to ensure of rising, developing, and rebuilding of the design (Branch & Dousay,

2015; Gall et al., 2008). Meanwhile, the ADDIE approach is one of the most common models used in the instructional design field as a guide to producing an effective design. The ADDIE elements can be used in any environment online or face-to-face, and the phases of the ADDIE approach provide dynamic and flexible guidelines that are used for efficient and effective instruction (Richey et al., 2011).

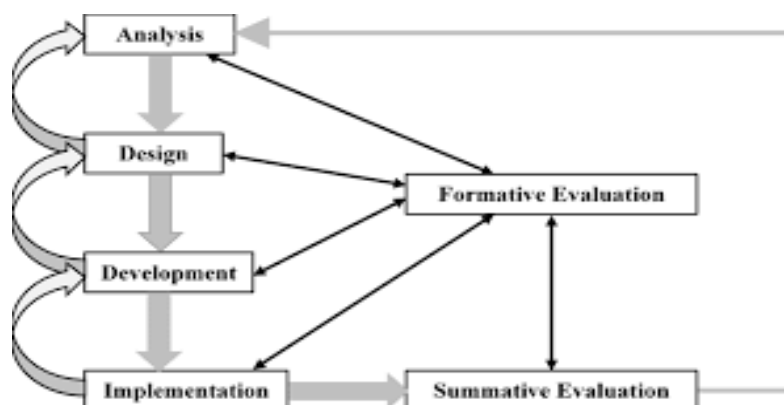


Figure 1. ADDIE approach

The data collection procedures of this research are organized based on the ADDIE approach. Thus, the overall process of collecting the data can be seen as follows;

1. The first is analysis, the data collection procedure begins when the researcher makes a need analysis in the form of interview guidelines. Data collection through interviews will be conducted with the students and the lecturer of the Islamic Economic Department through a focus group discussion. After collecting the results of the interviews, the researcher will analyze the data to determine the student's needs.
2. The second is design, where the researcher will start to design material and produce prototype material 1 based on the inventory need.
3. The third is development, after designing prototype material, the researcher will develop material based on the analysis framework. The output of the developing material is prototype material 2.
4. The last is an evaluation. In this phase, the module material developed will be validated by Expert I and Expert II to ensure that the module has been well and can be used in the classroom.

In this research, the researcher used three Instruments, i.e., interview guidelines, document (English RPS in Islamic Economic Department), and evaluation checklist. The interview was applied to gain information related to the learner's need to design material and develop prototype material. The document was used as additional references for the researcher to complete data in designing material. Then, an evaluation checklist will be applied to ensure whether the prototype materials are suitable to meet the learners' needs or not. An evaluation checklist was used as the expert judgment where it was given to the expert in validation product in this case English module material.

In this research, the researcher used a mixed method. It consists of qualitative analysis and quantitative analysis techniques. The researcher uses the data from interviews with the students as qualitative analysis, while the data from the evaluation checklist is used as quantitative analysis. The result from the data will become an attachment and notes for the researcher in designing materials and exercises in the form of a description of the products, comments, notes, and suggestions. The process of both qualitative and quantitative analysis.

As for quantitative analysis, the researcher used an evaluation checklist to validate the module material design to know the expert's judgment. The questions categories of the evaluation checklist include content and construct validity. It was arranged based on the concept of Likert

scale. Each response to the evaluation checklist contains “yes or no” answer. The sum result of the response to the evaluation was calculated by using Microsoft Excel. The mean score of the respondent’s perception of the ELT Module design is derived by giving each category scores from one to five on the following scale.

Table 1. Categories score (Likert Scale (Gay and Mill, 2016))

Scores	Qualitative Descriptive	Mean score scale	Follow up
1	Very Bad	1—1.80	Replacement needed
2	Bad	1.81—2.60	Revision needed
3	Sufficient	2.61—3.40	Possible revision needed
4	Good	3.41—4.20	No revision needed
5	Very good	4.21—5.00	No revision needed

Results and Discussion

The result of the need analysis

Need analysis is a process of perfecting learning material based on the student's need in their field of academic and professional occupation. Many ESP scholars suggest that TSA (Target Situation Analysis) and PSA (Present Situation Analysis) are essential elements for assessing the language needs of learners. Brown stated that there are three basic systematic steps in need analysis, as follows; making decisions about the need analysis, gathering information, and using information.

The importance of English subject

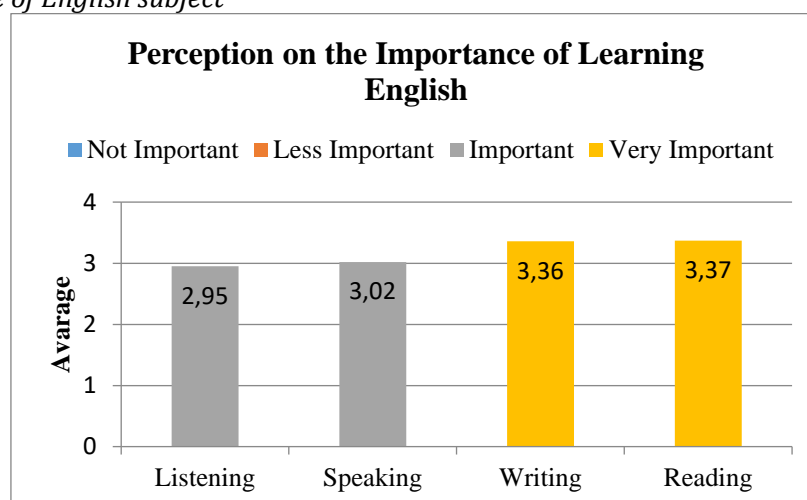


Figure 2. Students' opinion on learning English

The information regarding the English skill and component in the chart above shows that the majority of the highest score is reading with a score of 3.37 which applies very important category. Then, the lowest average score is listening with scores of 2.95 which go to the important category. Hence, these data designate that the English skills and components of the students prefer reading skills.

Students learning ability and problem

Data indicated that there is a learning ability that involves four skills in English. In writing, students are expected to write paragraphs well. In speaking, students are willing that speak fluently. In listening, students are expected that receive easily, and in reading, students are

expected that can learn the material well. The students encountered problems in learning especially about resources, learning strategies, and more theoretical.

Table 2. Students learning ability and problems

Learning Ability	The Encountered Problems
<ul style="list-style-type: none"> • Writing Capable of writing with paragraph • Speaking Capable of speaking fluently • Listening Capable of understanding and listening quite easily • Reading Capable of understanding reading material 	<ul style="list-style-type: none"> • They do not have any relevant resources for learning • Lack of learning strategy • The instruction is more theoretical

English materials for economics

The topics of the students' need in English for economics. Twelve topics are preferred according to informants. The information from the table above reveals that the topic of income distribution and consumption of Islamic economics is very important according to the informants and should be a priority to be more discussed.

Table 3. Informants' opinions about the important topics

No	Topic	Source
1.	The Basic Concept of Islamic Economics	Students and lecturers
2.	System of Islamic Economics	
3.	Principles of Islamic Economics	
4.	Ownership in Islam	
5.	Income Distribution	
6.	Consumption in Islam	
7.	Production in Islam	
8.	Distribution in Islam	
9.	Social Assurance	
10.	Zakat	
11.	Infaq	
12.	Alms	

The components of the module

After doing Interviews with informants about the components that should be included inside the module are exercises, tasks, summaries, glossaries, references, and material. The important exercise in the module is deemed necessary as material for evaluating students' learning. Apart from exercise, the majority of Islamic economics students also thought that tasks must be in every chapter in the module. Placing a summary in an instructional module is very important and needed by students, this is because the existence of a summary can help or make it easier for the students to understand the material presented in a sub-chapter. Glossaries in an English learning module related to Islamic economics material will allow the students to know the meaning of new English vocabulary which can help them to apply English according to their discipline of knowledge.

As with other parts of the module, the placement of references on the last page is also very important. With a reference, it would be easy for the students to find out the source of the material

included in a module and make the material in each chapter more accurate. The topic of "Income Distribution and Consumption of Islamic Economics" in context can help the students to understand English related to Islamic Economics.

The result of the design

The design of the module is based on the ADDIE approach that consists of five phases including analysis, design, development, implementation, and evaluation, but it has a role during each stage to ensure of rising, developing, and rebuilding of the design. After designing, the construction of the module can be illustrated through the following Figure 3.

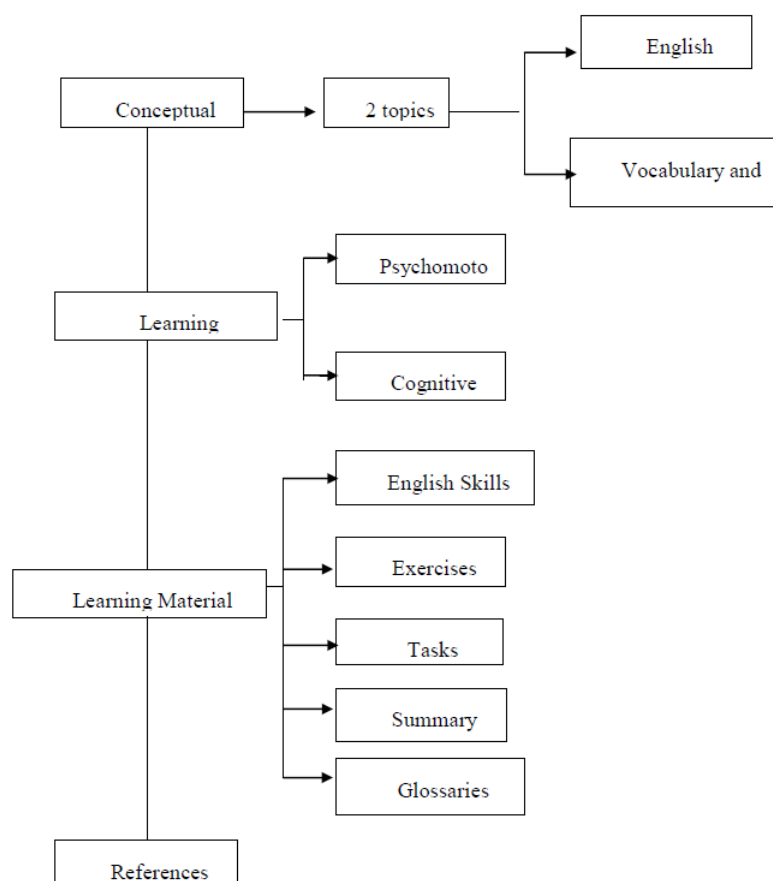


Figure 3. The construction of the module

The construction of the module is shown in Figure 3, but the content is printed out in the form of printed materials.

The result of development

After following the design phase to produce the prototype of the module, this part is developing materials. Initially, the material prototype was designed based on the topic of students' needs which was income distribution and consumption in Islamic economics. The researcher does the following phase, namely selecting from existing materials, writing your material, and modifying existing material. To create learning opportunities based on students' needs, the material must contain three main pedagogical procedures Providing Language Skills, Giving opportunities to use integrated skills, and Reviewing learning outcomes. The result of expert validation will be discussed in the part of the evaluation phase.

The result of the evaluation

Self-evaluation

Self-evaluation that is the researcher evaluates the materials after designing and developing them according to the need analysis. The researcher organized, designed, and developed materials based on the researchers' knowledge that were adjusted to the results of the analysis. This evaluation was conducted to make sure that the materials selected and developed were based on the students' needs as well as the consideration and guidance of research consultants that led to the improvement of prototype materials.

Peer evaluation

Peer evaluation was conducted by the researcher's team who have a similar variable and who are concerned with research of developing module. This evaluation is a process that has to go through before publishing a research. Besides, the comments of suggestions from other researchers a primary to consider and help the researcher build the prototype module materials. In this peer evaluation, the researcher did not give an evaluation sheet but preferred to ask advice from the other parts and other researchers, or colleagues.

Expert evaluation

The result of expert validation indicated that the component of the cover design and title have an average score of 5,0 and the descriptive qualitative was very good. In the components of layout, font, concept maps, learning outcomes, and learning guides, the average score was between 4,5 and 5,0 with the descriptive qualitative being very good. In the component of material organization and exercise the average score was 5,0 and the descriptive qualitative was very good. In the component of task and summary, the average score was between 4,5, and 5,0 with the descriptive qualitative being very good. The last component which includes reference, showed that the average score was 5,0 and the descriptive qualitative was very good. Therefore, based on these data, it can be concluded that the aspect of the organization of the module was appropriate and valid. Therefore, both Expert 1 and Expert 2 provided good assessments, and no revisions were needed.

The results of the evaluation of the English module material indicated that the module material developed was appropriate and could be used as instructional material in English learning for the Islamic Economics department. From the result of the evaluation module materials above, expert 1 and Expert 2 have little different opinions. According to Expert 1, the module material had been very well designed and no revision was needed. According to expert 2, the module material had been very well designed and there were several suggestions for revision from expert 2. The first was about the source of the book or article. That is important for the reader to find where the text took and also we put the reference in every part of the module. Then, the answer key was the second suggestion from the expert. In the module, there were 48 exercises and 12 tasks; which means that at least 192 answer keys for tasks and exercises. The next suggestion was about the writing style in reference. Before the first revision, the module does not follow the writing style of UINAM's academic writing. The last suggestion was regarding the tenses of exercise instruction, the researcher should use the simple present tense. Overall, the module material was very well designed and ready to be used as a learning guide for students of the Islamic Economics department after revision.

The students' need for English module material

To find out the English material needed by the students of Islamic economics, the researcher established a need analysis based on Brown's theory which consists of three stages, namely making decisions about the need analysis, gathering information, and using information. The information was gained in this study of the needs analysis from previous researchers, and data from interviews. The results of the analysis in Figure 2 present that in English skills and

components the prioritized skills are reading, writing, speaking, and listening. All English skills had a range in the level of "important" and "very important". The results of the interview guidelines are seven components. The researcher found the information from the respondents who are the representatives of lecturers and students of Islamic economics.

Students of the Islamic Economics department realize that English skill is important skill and they prioritize reading skills to improve their English skills. Through the information above, students of Islamic Economics need a module as instructional materials. Several components should be applied to create an effective module as instructional material. They include; material that consists of twelve topics related to Islamic Economics, exercises, tasks, summaries, glossaries, and references.

The designing process of the student's English module materials

The designing phase of the English module materials in this study is divided into two phases, that were the designing phase and the developing phase. During the designing phase, the researcher designed the material prototype and syllabus based on the result of the need analysis according to Brown's theory. As for the type of syllabus, the researcher designed a skill-based syllabus. Skill-based syllabus is a syllabus designed based on the fundamental abilities which are involved in speaking, reading, listening, and writing. In designing the syllabus, the researcher paid attention to several points, namely learning goals, learning priorities, skills, materials, activities, competencies, and time allocation. The integrated syllabus can be seen in Table 2.

The researcher developed English language material with the topic of Income distribution and consumption of Islam by adapting material from various sources such as books, journals, the internet, etc. After selecting the material, the researcher then changes, improves, or modifies the material to make it more interesting and not boring before entering the evaluation phase. In addition, the prototype material can be seen in the findings section.

The validation rate of the student's English module material

The researcher conducted an evaluation product to determine the validation rate that has been designed and developed. There are three stages in the evaluation, those are; self-evaluation, peer evaluation, and expert evaluation. First, self-evaluation was validated by the researcher itself. Second, peer evaluation was evaluated by the researcher's consultants and the researcher's fellowship. The last is expert evaluation. The result of the evaluation sheet and some revisions of two products have been processed by using Microsoft Excel and compiled based on the Likert scale concept. The syllabus and prototype have been designed well and are ready to be used as guides and instructional materials in learning English at the Islamic Economics Department.

Conclusion

Students of Islamic Economics have varied answers that were about the organization of the module, the content of the module, and the characteristics of the learner itself. However, the most important thing is that the students need knowledge of the integrated skills in English. respondent perceived that learning and mastering English is one of the fundamental skills due to it could help them to achieve their goals, either continuing to the next level of study, completing the study, developing self-quality, or future career.

The prototype of ELT material for Islamic Economics was developed based on the student's needs by providing 12 topics i.e. Basic Concept of Islamic Economics, System of Islamic Economics, Principle of Islamic Economics, Ownership in Islam, Income Distribution, Consumption, Production in Islam, Distribution in Islam, Social Assurance, Zakat, Infaq, and Alms. Moreover, each topic consisted of an activity that encouraged students to read, write, speak, listen, and communicate in English. In addition, the prototype materials put a QR code in the listening section so that students could be helped to study and it implemented the digitalization era.

The prototype of ELT material or Islamic Economics was validated by two experts through an Evaluation checklist (expert judgment sheets). Based on the result of the expert judgment sheet, the prototype materials developed by the researcher have been well-designed after several revisions.

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