

EMPOWERING VOICES: DEVELOPING INNOVATIVE PUBLIC SPEAKING MATERIALS FOR UNIVERSITY STUDENTS

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ABSTRACT

The increasing demand for graduates who are able to communicate effectively in English across different professional domains highlights the need for continuous curriculum evaluation and learning material development. This research is related to the learning outcomes of graduates that have been determined in the English Diploma 3 Program curriculum, especially in the special skills points regarding to oral communication skills in the office, tourism and mass media sectors. In the researcher's understanding, the learning outcomes of graduates must be achieved through various efforts; one of which is the preparation of appropriate learning materials for courses related to communication, one of which is Public Speaking. To be able to compile the learning material in question, complete and precise research has been carried out. Based on this, the appropriate research to be carried out is development research because this research puts ideas into practice as an effort to increase knowledge regarding, for example, curriculum and teaching and learning; then the idea was developed to become a standard model. The results obtained from this research are an increase in what happens in the classroom and understanding of the basis of educational practices implemented. This research also presents ideas about learning materials for Public Speaking courses for students in the English Diploma 3 study program. The expected research results are a more complete set of learning plans and textbooks or modules according to the subjects that are the material of this research.

Keywords: *Public Speaking, learning materials, curriculum, students, development research*

INTRODUCTION

Public Speaking is one of the courses offered in the Diploma 3 study program. CPL for General, Specific Skills and Knowledge are included in this course. By the end of the semester, students must have at least four points of General Skills and two points for each of Special Skills and Knowledge. In addition to all of the CPL aspects, the public speaking course is inextricably linked to four different fields of work: public relations, mass media, offices, and tourism. This indicates that by equipping students with specialized abilities relevant to public speaking in English, the Public Speaking course helps them become more equipped for these four areas of employment.

This study brings up the question of how instructors may better package the learning process and course materials for public speaking classes in order to meet the established CPL. Therefore, the findings of this study have helped lecturers who teach public speaking courses or anybody else who wants to teach public speaking courses to their students by enlightening them so they may teach more effectively and with greater focus. The issues brought up in this article include the following: 1) how well the current Public Speaking course's learning materials aligns with the Semester Learning Plan, which was created using the KKNi curriculum; 2) how the current Public Speaking course's learning process works, 3) how to plan the creation of learning resources and the learning procedure for the Public Speaking course in order to reach CPL as specified in the MBKM Curriculum, and based on the Semester Learning Plan that was developed based on the KKNi curriculum.

Based on the discussion above, this research presents a novel approach to addressing the ineffectiveness of the current Semester Learning Plan (RPS) for the subject Public Speaking. This ineffectiveness stems from the existing RPS's failure to incorporate elements related to the latest developments in the world of work's needs regarding communication skills, especially communication in English. This study emphasizes the necessity for a comprehensive revision of the RPS to yield a new learning model that aligns more closely with the integration of all kinds of activities that can stimulate students' speaking skills. Prior research indicates that developing an RPS is a complex undertaking, yet the ability to create an effective RPS is a crucial skill that educators must possess.

MATERIALS AND METHOD

A. Materials

The curriculum serves as a roadmap for putting learning into practice. According to Mustafid in Arofah, the present curriculum is defined as a system that consists of interconnected objectives, material, evaluation, and so forth that are used by schools in an effort to achieve the desired outcomes in both internal and external contexts (Arofah, 2016). The MBKM curriculum is now used in the English Diploma 3 Study Program (Penyusun et al., n.d.). Since 2022, this curriculum has taken the place of the old one, the KKNi Curriculum.

One notable difference between the KKNi and MBKM curricula is the degree of "independence" that pupils are granted through activities that are absent from the

former. "Independence" also refers to the ability of students to enroll in classes that are not part of their current course of study (Sopiansyah et. al, n.d.). Additional modifications include the inclusion or modification of a number of courses, as well as the use of words like Graduate Learning Outcomes or CPL.

The Diploma 3 Study Program in the MBKM Curriculum requires a number of CPLs, or Graduate Learning Outcomes. As the name implies, CPL is a requirement for graduates upon their completion of the course of study (Hastuti et al., 2022). It is the lecturer's responsibility to make sure that every learning process can reach the designated CPL.

However, in order to accomplish this, lecturers need to perform a lot of things, one of which is to choose the best teaching resources to employ in the classroom. It is thought that using the right instructional resources increases the likelihood of reaching learning objectives (Sanosi, 2023). The assessed learning materials will then be modified to fit the process of learning, or the process will be modified to fit the identified learning materials.

It is difficult to choose both the learning process and the learning materials. A foundational understanding of curriculum development is required of lecturers (Anggraini et al., 2022). A lecturer who is well-versed in curriculum development will be aware of the goals of a class. As is well known, the most crucial factor in choosing instructional materials is the learning objectives (Nur Nasution, 2017). Additionally, lecturers must naturally become experts in a wide range of subjects linked to the courses for which instructional materials will be created (Haq, 2023).

Lecturers must have a wide range of knowledge sources, such as books, journal articles, and other sources, in order to be well-versed in a variety of subjects (Alfonsius, 2021). Last but not least, instructors should also learn about the personalities of the students enrolled in the courses for which learning resources will be created (Wismanto et al., 2023). Lecturers can give instructional materials and conduct the learning process in a way that is appropriate for students by getting to know their personalities. A lecturer who is proficient in all of the aforementioned areas will be able to create educational materials and facilitate a more focused, easy, and successful learning process.

B. Method

In general, this research uses qualitative research methods with Research and Development methodology. The qualitative method is employed to explore and describe data in a detailed yet straightforward manner, without involving complex statistical procedures (Hasibuan et al., 2022). In addition, Lim points out that qualitative research delves into the rich textures of human experience and perspective, capturing contexts and nuances often lost in numerical translation (Lim, 2024).

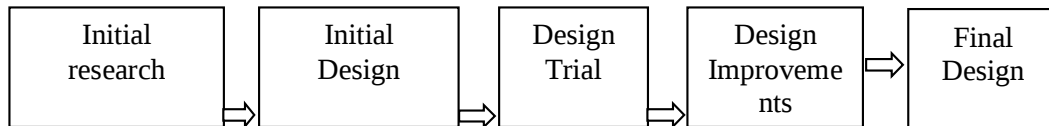
Meanwhile, the definition of a research and development approach in the field of education is a development process that produces an educational product (Hanafi, 2017), "A process used to develop and validate educational products". In other words, Setiawati et al. define the R&D approach in the educational context as "a process used to develop and validate educational products," emphasizing that such research aims to design, test, and refine innovations that enhance teaching and learning practices (Setiawati* et al., 2024). Similarly, McKenny and Thomas describe educational development research as an approach that bridges practical problem-solving with the advancement of scientific knowledge, thus creating a synergy between innovation and theory building (McKenney & Reeves, 2021).

The development of the learning model is carried out in various stages. However, this development stage was inspired by a development model called the ADDIE Model. Bouchrika explains in quite detail on the Research.com website regarding this model (Bouchrika, 2025). It is stated that this development model applies stages according to the initials of the acronym ADDIE, including: Analysis, Design, Development, Implementation, and Evaluation. It is believed that this method is very effective in choosing solutions to problems related to achieving learning objectives.

Another development model that is also inspiring is the 4D Model which is an acronym for the words Define, Design, Develop, and Deploy (or Deliver or Disseminate). According to the article on the website greenmetric.uma.ac.id, the term Define means identifying the learning needs and objectives, Design means creating a blueprint or prototype of the instructional material, Develop means the actual creation of learning materials, and Disseminate means delivering the

finalized materials for the learners and evaluating their effectiveness (Admin, 2025).

Based on the 2 development methods above, the researcher carried out the stages of development research as shown in the following picture:



Picture 1. Stages of development research

From the research design image above, it can be seen that the research includes 5 stages. This research began with a preliminary study in the form of researchers' observations of a phenomenon in the form of finding differences between the RPS or Semester Learning Plan according to the KKN format to the MBKM format. This difference has not been anticipated by the lecturer who teaches the Public Speaking course in the form of activities that support the achievement of learning objectives or CP because both curricula have certain characteristics and emphases. As is known, the essence of MBKM is students' 'independence' in learning, while KKN still places students as learning objects.

Next, after obtaining the required information, the researcher continued to the second stage in the form of preparing a learning model in the form of preparing the latest RPS. In detail, at this stage, the researcher submitted suggestions for several learning materials that were suitable for the Public Speaking course. This learning material includes theoretical and practical material. Apart from that, the learning model is prepared with reference to the conditions and characteristics of students. Related to this, researchers studied several things related to character. In this way, all learning processes will be in accordance with students' interests and mental mood. In general, the model developed focuses on practice rather than theory.

After the learning material has been determined, in the third stage, the researcher proposes a learning process for each scheduled meeting as a trial process carried out in several parallel classes. By testing the model in different classes, the researcher immediately determined the model's weaknesses and immediately improved them in other classes. Apart from this method, the researcher also carried out the third stage in an indirect way, namely by: a) discussions between research members, b) checking the list of advantages of learning materials and the learning

process, and c) presenting the results of discussions and checking. The test results determine the determination of learning materials and the learning process that will become the result of development.

According to the description above, after the researcher found weaknesses in the model that had been prepared at the beginning, the researcher carried out the fourth stage, namely making improvements. The focus of improvement includes more appropriate teaching materials, more efficient learning stages, and the assessment process for each student's public speaking practice. For learning materials, improvements are made by selecting videos of examples of public speaking that are more interesting and appropriate. Meanwhile, improvements to the learning stages include implementing new rules; one of which is that students are not allowed to look at notes when presenting the material. With this change, students become more challenged and serious in preparing their performances. Then, for the assessment process, the changes made were to limit the assessment criteria so that students could focus more on providing assessments for their friends.

The fifth or final stage is the model determination stage. Determination here means that the model will be used for learning activities in the coming semester. Of course, this determination needs to be validated by the authorities or in this case the head of the study program. After validation is obtained, the RPS will be changed to be used by all lecturers who teach Public Speaking courses.

DISCUSSION

Understanding Needs

Understanding the needs of the students is the first stage in creating instructional materials. At the start of this development research process, questions like "what do students really need (theories about public speaking and practices public speaking) and "what is the background to these needs," etc., must be addressed. Additionally, the students' responses will be used as a guide to decide what to do next, particularly when choosing instructional materials.

This first step critiques curriculum creators' preparations in addition to assessing student needs. It is well known that the Public Speaking course already includes learning resources including the curriculum and the Semester Learning Plan, or RPS. To determine whether they meet all of the needs that the students have stated, all of the gadgets must be examined in this initial step.

According to the curriculum analysis, all courses are generally organized around a few fundamental concepts, such as the philosophy of essentialism, the philosophy of reconstructionism, and the intellectual underpinnings of progressivism. The Public Speaking course was developed with the philosophical underpinnings of progressivism in order to train students who are capable of handling obstacles and are ready to operate in the industrial era.

Creative Method: Creating a Public Speaking-Friendly English Curriculum

The development of English language instruction in the context of speaking in front of public can be seen as modifications to the curriculum and resources used to teach the language in order to accommodate the requirements, situations, and conditions of the students—for example, students belonging to generation Z (Boy Jon et al., 2021). However, coming up with new ideas or putting them into practice shows how difficult it is to adjust to change. This is innovation.

Innovative means introducing new ideas; original and creative in thinking. According to this interpretation, the terms "innovative" are "new ideas" and "creative thinking" (Rakhimov, 2023). The difficulty of creating instructional materials in the context of learning how to speak in front of public is to always be creative and incorporate fresh concepts. To keep studying interesting in this situation, lecturers or instructors need to be full of fresh ideas. In order to come up with fresh concepts for every learning process, a speaker or instructor must constantly exercise creativity. Accordingly, the term "fresh ideas" refers to learning process concepts that have never been used before and have been modified to fit the features of contemporary education for all generation.

A Generation Z-Centered Approach to English Language Learning for Public Speaking

The method used to create English teaching materials should take into account the variations among different generations. This indicates that the creation of instructional materials is influenced by age differences. People born between 1997 and 2012 are referred to as Generation Z as has been stated in a number of publications (Dolot, 2018). Moreover, the creation of instructional materials is tailored to the traits of Generation Z, or those born between 1997 and 2012, based

on this generational classification (Maqbool et al., 2020). Among the traits of this generation are:

1. Digital Natives: Generation Z has grown up with a strong command of digital platforms and gadgets, and online interactions and digital culture have a significant impact on their daily life.
2. Entrepreneurial Spirit: Gen Z is seen as resourceful and innovative when it comes to leveraging technology to start their own companies, including producing material for the internet and choosing unusual professional routes.
3. Socially Aware: Concerned about global issues including social justice, equality, and climate change, Generation Z is highly socially aware.
4. Realistic and Pragmatic: Generation Z is thought to be more realistic and pragmatic.
5. Diverse and Inclusive: Gen Z values authenticity and representation in media and supports diversity and inclusivity.
6. Individualistic but Collaborative: Personal expression and originality are valued by Generation Z.

Given the aforementioned traits, the creation of English language instruction materials for the travel industry needs to:

1. Make use of technology
2. Connect all instructional materials to global concerns including social justice, equality, and climate change (in the format of several types of public speaking).
3. Emphasize practicality.

Success Techniques: Creating Successful English Language Courses for Public Speaking

In essence, strategy refers to the approach taken to handle unique situations. The researcher used the following approaches to create English teaching resources for public speaking related materials:

1. Researchers examine the content of the curriculum, but since the curriculum serves as every teacher's primary guide, all learning procedures must adhere to its content (Ten Cate et al., 2015). The learning objectives are what you should focus on. Researchers make sure that the learning objectives stay close to the subjects of generation Z, English, and public speaking.

2. The researcher examined the prepared RPS after looking over the curriculum. The learning process and instructional materials form the foundation of RPS. The goal of the research is to guarantee that all planned instructional materials satisfy both linguistic (English) and public speaking requirements. In the meantime, researchers examined the specifics of the activities by consulting conversations regarding the traits of Generation Z.
3. Critiquing the suggested instructional resources comes next, once the RPS has been deemed satisfactory. The book's content, which ought to align with the RPS and the outcomes of the discussion in this article, is the main target of criticism.
4. The last phase is to decide on the lesson plan for every meeting session based on the RPS and the findings of the reviews of previous books.
5. After that, researchers conduct evaluation stages as part of the development process by getting feedback from students regarding the activities or learning process that have been used. The Google Form that is provided is used to collect input from the questionnaire. The questionnaire's responses will serve as the basis for future studies or developments of a similar nature.

RESULTS

Research results can be grouped into the following things: (1) Results of the initial research questionnaire, (2) The revised version of RPS and proposed learning model, and (3) Questionnaire results at the end of the research. Initial research questionnaire was given in the very beginning of the class. The purpose is to find out the students' background related to their public speaking ability and what they expected in the course. Secondly, the revised version of RPS refers to the new more applicative RPS compared to the formal RPS which has been formulated. The revised version was composed based on the discussion with teams of lecturers as well as result of initial questionnaire. Lastly, questionnaire given at the end of research is the reflection of how the students accept the model of learning.

Initial questionnaire results

The results of the Google Form version of the questionnaire created can be seen in the description below:

- a. All students have had experiences in performing public speaking; this means that Public Speaking as an activity is not new experience.

- b. Only very few students have ever performed public speaking in English; this means that even though all students have had experiences in public speaking, but speaking in English in front of public is something new to most of the students.
- c. All students also agree that oral practices are more important than theoretical practices; this means due to their lack of experiences in delivering speeches in English, the students prefer to have more practices in speaking to studying theoretical.

The revised version of RPS and proposed learning model

The findings of this study include a set of recommendations and the application of educational activities that have been modified to fit the established parameters. A set of guidelines includes educational materials, necessary tools, and learning phases (learning activities). The implementation of learning activities, on the other hand, is a kind of learning activity report that was conducted during 14 off-line meetings. A report on the responses from the Google form that is given to students as feedback on the learning activities that have been completed is included at the end of the learning activity report.

The following is a description of the learning guide that has been created:

1. Tools: a) RPS is available and considered suitable (see the attachment); b) lecturer handbooks are also available and considered suitable for RPS (derived from online books and compiled by foreign speakers); c) tests and assessment rubrics were not available at first but were made available as teaching materials were developed.
2. Comprehensive educational exercises, as shown in the table below:

Table . The revised RPS of Public Speaking Course

NO	LEARNING ACTIVITIES	LEARNING MATERIALS	STEPS BY STEPS OF IMPLEMENTATION
1	Several important points related to courses, for example: assessment components, creating a Google Classroom, using Zoom, etc.	Introduction	Lecturer explains and students pay attention. At the end of the class, the lecturer gives assignment to students for next session.
2	Students present the results of their	The definition, type, and/or	Lecturer reviews the PPT given earlier, then students do the public speaking in

	independent study as assigned in the previous session	structure of a speech	front of partner, in front of small group (3-4 students), in front of larger group, and in front of whole class. The students also do assessment to their friends' performance by filling in the google form provided by lecturer. The lecturer reviews the students' performance. At the end of class, lecturer gives assignment the next session.
3-14	Students present the results of their independent study as assigned in the previous session	Specific materials	The same activities

As we can see in the table, all sessions (2-14) encourage students to do the public speaking performance and try to apply the concept they learn from the PPT from the lecturer (the materials are: 1) styles of speech or internal styles make a speech, 2) techniques and tricks in public speaking or tips for giving a speech, 3) body movements or gestures in public speaking or movements and body expression in speech, 4) how to overcome nervousness and fear in public speech or how to overcome feelings nervous and afraid in giving a speech, 5) steps in Preparation for Public Speech or steps in preparing to make a speech, 6) welcome speech, 7) demonstrative speech, 8) argumentative speech, 9) motivational speech, 10) persuasive speech, 11) storytelling, and 12) Closing Remarks/Speech). In order to get the best result as expected, the students are required to prepare their speech after they learn the specific material from PPT created by the lecturer or watch any video the lecturer has recommended. By doing this so, the students get more opportunity to have public speaking experience.

Furthermore, as stated on the table, the students do the practices several times in different group. Firstly, the students perform in front of his or her partner. After that, the students perform in front of 3 to 4 more friends. In this group, each student performs the public speaking. Finally, the students are asked to perform in front of larger group and also in front of the whole class.

In group, while listening to their friends having performance, the students also do the 'observation' to their friends. They learn something from their friend's performance. In doing this so, the students fill in the google form created by the lecturer to mark their friends' performance by simply choosing range of scores between 60 to 90 on any criterion, such as: fluency, completeness, the usage of vocabulary, the strategies used, and some others. At the end of the completion of

the marking, they submit the google form so that the lecturer can calculate the total score of each student.

Questionnaire results at the end of the research

This questionnaire emphasizes on getting students' perception on the whole activities they have experienced. The questionnaire also asks for the acceptance on any specific learning process, topics and materials. Learning process is about the steps by steps what students do in the classroom. Meanwhile, learning topics include questions whether the students find the topics appropriate to them and or adequate in term of quantity. Learning materials include the students' opinion on whether some videos are perfect models so they can learn from them and or the students need more not only videos. So, after the data collecting and analyzing, we can find the following information:

1. The students find studying theoretical through PPT from lecturer is still needed; they learn something from the PPT and are inspired to make their own of similar material for them to present by oral.
2. The students enjoy having the assignment in which they have to make preparation so they are always ready to have public speaking practice in their class in front of the friends.
3. The students find having performance in every session in front of friends interesting and challenging; firstly, in front of his or her 1 partner, then 3-4 friends, then larger number of friends, till in front of the whole class.
4. The students find the videos the lecturer asks them to watch are inspiring and suitable for specific type of public speaking. This means that watching videos before the discussion and assignment is good for students. What the lecturer has to control is how the matching video activity does not take longer time than it is supposed to be.
5. Finally, in term of doing the assessment or marking their friends' performance, all students enjoy being involved in the process of this assessment. They find the process, in which they just have to fill in the google form for their marking, is simple and acceptable. They understand the goal of the assessment, so they complete the google form without any hesitation.

CONCLUSION

One of the core courses in the English Diploma 3 curriculum is Public Speaking. In this sense, for the course's goals to be met, learning must actually take place as efficiently as possible. In reality, the learning process cannot be solely dependent on the provided RPS. The development of the learning process and learning materials must therefore take into account the current circumstances.

The issue at hand is that the students enrolled in this course are members of Generation Z. In connection with this, education will be more effective if it is tailored to the traits of Generation Z. In order to give students the best possible experience, a number of these traits are examined and used as the foundation for choosing educational resources and exercises. genuine learning in order for each learning exercise to make an impression and be beneficial later on.

One could argue that this study serves as a springboard for further development research on other topics. This research will therefore be the first step of additional research conducted throughout each teaching semester if it is connected to the research road map. Then, as a significant step in the roadmap that will be followed, it is anticipated that this research will result in something significant, like a comprehensive and standard learning plan and a standard learning module for the Public Speaking course.

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