



The 5th International Conference on Teacher Education and Professional Development (InCoTEPD) in Collaboration with SEAMEO and JETA

“Teacher Professional Development in the Age of AI”

PROGRAM BOOK

UNY Auditorium, Yogyakarta

JUNE 25-26 2024



WELCOMING SPEECH

Welcome to the 5th International Conference on Teacher Education and Professional Development (InCoTEPD), hosted by Universitas Negeri Yogyakarta (UNY). We are delighted to host this significant event in 2024, under the theme "Teachers' Professional Development in the Age of AI."

As we stand at the intersection of education and technological innovation, this year's conference seeks to explore the profound impact of artificial intelligence (AI) on teacher education and professional growth. Our aim is to foster a deeper understanding of how AI can be leveraged to enhance teaching practices, improve educational outcomes, and support continuous professional development for educators.

InCoTEPD 2024 brings together a distinguished assembly of educators, researchers, and practitioners from around the world. Their expertise and experiences will provide invaluable insights into the integration of AI in education, offering a wide range of perspectives on its benefits and challenges. Through keynote speeches, panel discussions, workshops, and paper presentations, we will explore cutting-edge research and practical applications of AI in teaching and learning.

This program book is designed to be your comprehensive guide throughout the conference. Inside, you will find:

Conference Schedule: Detailed information on the timings and venues of all sessions, including keynote address, plenary presentations, and parallel presentations.

Speakers: Information on our keynote speaker, invited speakers and parallel session presenters, highlighting their contributions to the field of education and AI.

Abstracts: Summaries of the research abstracts to be delivered, providing a preview of the topics and presenters.

Venue Information: Maps, floor plans, and logistical details to help you navigate the conference venues.

We extend our deepest gratitude to all contributors, including our participants, sponsors, and volunteers, whose dedication and support have been pivotal in bringing this conference to fruition. We also thank Universitas Negeri Yogyakarta for providing a platform that continues to champion the advancement of teacher education and professional development.

We encourage you to actively participate in the diverse sessions and make the most of the networking opportunities available. This conference is a unique occasion to engage with thought leaders, share innovative ideas, and forge collaborations that will drive the future of education forward.

Thank you for joining us in Yogyakarta for the 5th InCoTEPD. We look forward to a stimulating and productive conference experience.

Warmest regards,

The Organizing Committee

The 5th International Conference on Teacher Education and Professional Development (InCoTEPD)

Universitas Negeri Yogyakarta



MAP OF THE CONFERENCE VENUE

(Click the map above to get connected with Google Map)



ROOM FOR PARALLEL SESSION

1.	Auditorium	Auditorium	AUD	Main Room
2.	Sugeng Mardiyono Building	Theater	THE	3 rd Floor
		Promosi Doktor	PRO	3 rd Floor
3.	Post Graduate Building	Room 4.1	PAS41	4 th Floor
		Room 4.2	PAS42	4 th Floor
		Room 4.3	PAS43	4 th Floor
		Room 4.11	PAS411	4 th Floor
		Room 4.12	PAS412	4 th Floor
		Conference Room	PAS47	7 th Floor
4.	Rectorate Building	Ruang Sidang Utama	RSU	2 nd Floor



**The 5th International Conference on Teacher Education
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**SCHEDULE OF InCoTEPD 2024
Tuesday-Wednesday, 25-26 June 2024**

DAY 1: TUESDAY, 25 June 2024

No	Day and Time	Activities
<i>Tuesday, 25 June 2024</i>		
1.	07.30 – 08.30	Registration
2.	08.30 – 09.00	Opening Ceremony
		National Anthem: Indonesia Raya
		Traditional Dance Performance
		Speech from Committee
		Speech from Rector
		Closing Ceremony
3.	09.00 – 09.30	Keynote Speech Prof. Dr. Ir. Sri Suning Kusumawardani, ST, MT. Director of Directorate of Learning and Student Affairs of Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Topic: Future Development of Educational Technology and Computing



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No	Day and Time	Activities			
<i>Tuesday, 25 June 2024</i>					
4.	09.30 – 09.45	Session Break			
5.	09.45 – 11.45	Plenary Session 1 1) Prof. Chris Ziguras (University of Melbourne, Australia) Topic: Empowering Educators: Navigating Teachers' Professional Development in the Age of AI 2) Dr. A Gumawang Jati (President of iTELL Indonesia) Topic: Current Trends in the Integration of AI in Teachers' Professional Development Programs 3) Assoc Prof. Dr. Hairon Salleh (National Institute of Education, Singapore) Topic: Challenges in Implementing AI-driven Professional Development Initiatives and Strategies of Overcoming Resistance among Educators Moderator: Ella Wulandari, M.A., Ph.D.			
		JETA Business Meeting Room 4.12, Pascasarjana Building	Facilitators: PIC. Ravi 1) Muhammad Eiffel Fernanda 2) Fidelia Genaya Tesalonika 3) Jasmine NurulAsyifaa		
6.	11.45 – 12.45	Break and Lunch			
7.	12.45 – 14.45	Paralel 1 Session 1			
		Room	Topic	Moderator	Facilitators



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No	Day and Time	Activities			
<i>Tuesday, 25 June 2024</i>					
		Auditorium (AUD)	Curriculum Development and Reform Strategies	Suyantiningsih, S.Pd., M.Ed.	PIC. Riefda 1) Rohmat Wibowo 2) Victoria AbigailPrabowo 3) Hasna' Nurfauziah EIFitri
		Theater, Sugeng Mardiyono Building (THE)	Technology Integration in Teaching and Learning	Dr. Priadi Surya, M.Pd., M.Phil.	PIC. Sultan 1) Krisna Wijaya 2) Aura Nabilla MR 3) Risma NovitaSari
		Promosi Doktor, Sugeng Mardiyono Building (PRO)	(1) Technology Integration in Teaching and Learning (2) Language Education and Literacy Development	Yuyun Sri Wahyuni, M.A., Ph.D.	PIC. Mutiara 1) Bernadeta Sylvia Bonita 2) Mafaza 3) AbdullahKafabih
		Room 4.1, Postgraduate Building (PAS41)	Technology Integration in Teaching and Learning	Isti Yunita, M.Sc., Ph.D.	PIC. Bunga 1) Yosua AlauBalang 2) Hestika Putri 3) Risa Ayu Lestari S
		Room 4.2, Postgraduate Building (PAS42)	Pedagogical Innovations and Best Practices in Teacher Education	Dr. phil. Ir. Didik Hariyanto, M.T.	PIC. Alfianita 1) Henk Christiaan 2) Fika Rahma W 3) Djenar Khailla Dzakya B
		Room 4.3, Postgraduate Building	(1) Pedagogical Innovations and Best Practices in Teacher Education	Dr. Lusi Nurhayati, M.App.Ling.	PIC. Gilang 1) Muhammad David S



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No	Day and Time	Activities			
<i>Tuesday, 25 June 2024</i>					
		(PAS43)	(2) Inclusive Education and Diversity in the Classroom		2) Aditya NingRatri 3) Faradina NuriRiyadini
		Conference Room (7 th Floor), Postgraduate Building (PAS71)	Inclusive Education and Diversity in the Classroom	Nila Kurnia Sari, S.Pd., M.Pd.	PIC.Linda 1) Lavira Dewi Ceto R 2) Monica Aurel Ananda 3) Fathur Rayhan
		Room 4.11, Postgraduate Building (PAS411)	(1) Assessment and Evaluation in Teacher Training Programs (2) Technology Integration in Teaching and Learning (3) Language Education and Literacy Development	Sari Hidayati, M.A., Ph.D.	PIC. Rifa 1) Justio Wira P 2) Shinta Candra Dewi 3) Morista Sasi A
		Ruang Sidang Utama, Rectorate Building (RSU)	Professional Learning Communities and Collaboration	Dr. dr. Atien Nur Chamidah, M.Dis.St.	PIC. Gultom 1) Reiona Kristarini 2) Ni Made Ari Candra Asih 3) Anisa PermataZahira
8.	14.45 – 15.15	Session Break			
9.	15.15 – 17.00	Paralel 1 Sesi 2			
		Room	Topic	Moderator	Facilitator
		Auditorium (AUD)	Curriculum Development and Reform Strategies	Suyantiningsih, S.Pd., M.Ed.	PIC. Riefda 1) Rohmat Wibowo 2) Victoria Abigail Prabowo



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No	Day and Time	Activities			
<i>Tuesday, 25 June 2024</i>					
					3) Hasna' Nurfauziah EIFitri
		Theater, Sugeng Mardiyono Building (THE)	Technology Integration in Teaching and Learning	Dr. Priadi Surya, M.Pd., M.Phil.	PIC. Sultan 1) Krisna Wijaya 2) Aura Nabilla MR 3) Risma Novita Sari
		Promosi Doktor, Sugeng Mardiyono Building (PRO)	Technology Integration in Teaching and Learning	Yuyun Sri Wahyuni, M.A., Ph.D.	PIC. Mutiara 1) Bernadeta SylviaBonita 2) Mafaza 3) AbdullahKafabih
		Room 4.1, Postgraduate Building (PAS41)	Technology Integration in Teaching and Learning	Isti Yunita, M.Sc., Ph.D.	PIC. Bunga 1) Yosua AlauBalang 2) Hestika Putri 3) Risa Ayu Lestari S
		Room 4.2, Postgraduate Building (PAS42)	Pedagogical Innovations and Best Practices in Teacher Education	Dr. phil. Ir. Didik Hariyanto, M.T.	PIC. Alfianita 1) Henk Christiaan 2) Fika Rahma W 3) Djenar Khailla DB
		Room 4.3, Postgraduate Building (PAS43)	Language Education and Literacy Development	Dr. Lusi Nurhayati, M.App.Ling.	PIC. Gilang 1) Muhammad David S 2) Aditya Ning Rattri 3) Faradina Nuri R



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No	Day and Time	Activities			
<i>Tuesday, 25 June 2024</i>					
		Conference Room (7 th Floor), Postgraduate Building (PAS71)	(1) Language Education and Literacy Development (2) Technology Integration in Teaching and Learning	Nila Kurnia Sari, S.Pd., M.Pd.	PIC.Linda 1) Lavira Dewi Ceto R 2) Monica Aurel Ananda 3) Fathur Rayhan
		Room 4.11, Postgraduate Building (PAS411)	(1) Curriculum Development and Reform Strategies (2) Technology Integration in Teaching and Learning	Sari Hidayati, M.A., Ph.D.	PIC. Rifa 4) Justio Wira P 5) Shinta Candra Dewi 6) Morista Sasi A
		Ruang Sidang Utama, Rectorate Building (RSU)	Educational Leadership and Policy Implementation	Dr. dr. Atien Nur Chamidah, M.Dis.St.	PIC. Gultom 1) Reiona Kristarini 2) Ni Made Ari Candra Asih 3) Anisa Permata Zahira
10.	17.00	Closing by Moderator			



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DAY 2: WEDNESDAY, 26 June 2024

No	Day and Time	Activities
<i>Wednesday, 26 June 2024</i>		
1.	07.20 – 07.50	Registration
2.	07.50 – 07.55	Opening by MC
3.	07.55 – 08.25	Opera Fun Jeta (OFJ)
4.	08.25 – 08.30	Bridging Plenary Session 2
5.	08.30 – 10.30	Plenary Session 2 1) Dr. Yasemin Yelbay Yilmaz (Hacettepe University, Turkey) - Topic: Building a Culture of Lifelong Learning and Adaptation for Educators in the Age of AI 2) Reza Setiawan, M.T. (SEAMEO QITEP in Science) Topic: Empowering Educators to Embrace AI as a Tool for Professional Growth 3) Prof. Dr. Soni Nopembri, Ph.D. (Universitas Negeri Yogyakarta, Indonesia) Topic: Collaborative Approaches for Teachers' Professional Development in Response to AI Development Moderator: Muslikhin, M.Pd., Ph.D.
6.	10.30 – 10.45	Session Break
7.	10.45 – 12.30	Plenary Session 3 1) Dr. Pelin Derinalp (Gaziantep University, Turkey) Topic: Ethical Considerations and Safeguards in AI-Powered PD



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No	Day and Time	Activities			
<i>Wednesday, 26 June 2024</i>					
		2) Dr. Kokoy Siti Komariah, M.T., M.Eng. (BRIN invited by SEAMEO QITEP in Language) Topic: AI-driven language platforms to facilitate literacy development 3) Dr. Wahyudi (SEAMEO SEAMOLEC) Topic: Fostering Literacy and Numeracy skills in Teaching and Learning in the Age of AI Moderator: Dr. Sukarno, M.Hum.			
8.	12.30 – 13.30	Break and Lunch			
9.	13.30 – 15.30	Paralel 2 Session 1			
		Room	Topic	Moderator	Facilitators
		Auditorium (AUD)	(1) Curriculum Development and Reform Strategies; (2) Assessment and Evaluation in Teacher Training Programs	Fitria Dwi Andriyani, M.Or., Ph.D.	PIC. Gultom 1) Rohmat Wibowo 2) Victoria Abigail P 3) Hasna' Nurfauziah ElFitri
		Theater, Sugeng Mardiyono Building (THE)	Technology Integration in Teaching and Learning	Achmad Arifin, M.Eng., Ph.D	PIC. Linda 1) Krisna Wijaya 2) Aura Nabilla Maharani R 3) Risma NovitaSari
		Promosi Doktor, Sugeng Mardiyono Building (PRO)	Technology Integration in Teaching and Learning	Dr. Dwiyani Pratiwi, M.Hum.	PIC. Ravi 1) Bernadeta Sylvia Bonita 2) Mafaza



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No	Day and Time	Activities			
<i>Wednesday, 26 June 2024</i>					
					3) Abdullah Kafabih
		Room 4.1, Postgraduate Building (PAS41)	Technology Integration in Teaching and Learning	Avi Meilawati, S.Pd., M.A.	PIC. Iva 1) Yosua Alau Balang 2) Hestika Putri 3) Risa Ayu Lestari S
		Room 4.2, Postgraduate Building (PAS42)	Pedagogical Innovations and Best Practices in Teacher Education	Dr. Shely Cathrin, M.Phil.	PIC. Ilya 1) Henk Christiaan 2) Fika Rahma W 3) Djenar Khailla DB
		Room 4.3, Postgraduate Building (PAS43)	Language Education and Literacy Development	Robby Firmansyah, S.Sn., M.Des.	PIC. Aldian 1) Muhammad David S 2) Aditya NingRatri 3) Faradina Nuri R
		Conference Room (7 th Floor), Postgraduate Building (PAS71)	Language Education and Literacy Development	Wulan Tri Puji Utami, M.Pd.	PIC. Gilang 1) Lavira Dewi Ceto R 2) Monica Aurel Ananda 3) Fathur Rayhan
		Room 4.11, Postgraduate Building (PAS411)	Educational Leadership and Policy Implementation	Arum Darmawati, S.E., M.M.	PIC. Bunga 1) Reiona Kristarini 2) Ni Made Ari Candra Asih 3) Anisa PermataZahira



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No	Day and Time	Activities			
<i>Wednesday, 26 June 2024</i>					
10.	15.30 – 16.00	Session Break			
11.	16.00 – 17.30	Paralel 2 Session 2			
		Room	Topic	Moderator	Fasilitator
		Auditorium (AUD)	Assessment and Evaluation in Teacher Training Programs	Fitria Dwi Andriyani, M.Or., Ph.D.	PIC. Gultom 1) Rohmat Wibowo 2) Victoria Abigail Prabowo 3) Hasna' Nurfauziah ElFitri
		Theater, Sugeng Mardiyono Building (THE)	(1) Technology Integration in Teaching and Learning; (2) Pedagogical Innovations and Best Practices in Teacher Education	Achmad Arifin, M.Eng., Ph.D	PIC. Linda 1) Krisna Wijaya 2) Aura Nabilla MR 3) Risma NovitaSari
		Promosi Doktor, Sugeng Mardiyono Building (PRO)	Technology Integration in Teaching and Learning	Dr. Dwiyani Pratiwi, M.Hum.	PIC. Ravi 1) Bernadeta Sylvia Bonita 2) Mafaza 3) AbdullahKafabih
		Room 4.1, Postgraduate Building (PAS41)	Technology Integration in Teaching and Learning	Avi Meilawati, S.Pd., M.A.	PIC. Iva 1) Yosua AlauBalang 2) Hestika Putri 3) Risa Ayu Lestari S
		Room 4.2, Postgraduate Building	Pedagogical Innovations and Best Practices in Teacher Education	Dr. Shely Cathrin, M.Phil.	PIC. Ilya 1) Henk Christiaan



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No	Day and Time	Activities			
<i>Wednesday, 26 June 2024</i>					
		(PAS42)			2) Fika Rahma W 3) Djenar Khailla DB
		Room 4.3, Postgraduate Building (PAS43)	Language Education and Literacy Development	Robby Firmansyah, S.Sn., M.Des.	PIC. Aldian 1) Muhammad David S 2) Aditya Ning Ratri 3) Faradina Nuri R
		Conference Room (7 th Floor), Postgraduate Building (PAS71)	(1) Paradox Technology in Teaching and Learning (2) Teacher well-being and resilience	Wulan Tri Puji Utami, M.Pd.	PIC. Gilang 1) Lavira Dewi Ceto R 2) Monica Aurel Ananda 3) Fathur Rayhan
		Room 4.11, Postgraduate Building (PAS411)	(1) Educational Leadership and Policy Implementation (2) Teacher well-being and resilience	Arum Darmawati, S.E., M.M.	PIC. Bunga 1) Reiona Kristarini 2) Ni Made Ari Candra Asih 3) Anisa Permata Zahira
12.	17.30	Closing by Moderator			



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**LIST OF PARALLEL PRESENTATIONS
DAY 1**

Day/ Date	: Tuesday, 25 June 2024	AUD P1-S1
Time	: 12.45 - 14.45	
Parallel/ Session	: Parallel 1 Session 1	
Sub-Theme	: Curriculum Development and Reform Strategies	
Moderator	: Suyantiningih, S.Pd., M.Ed.	
Room	: Auditorium (AUD)	

No	Author(s)	Title	Institution	Sub-Theme
1	Ahmad Nasir Ari Bowo; Rochmat Wahab; Sugito	Enhancing Pancasila and Civic Education in Central Java: Curriculum Management Strategies	Universitas Cokroaminoto Yogyakarta	Curriculum Development and Reform Strategies
2	Daffa Fakhri Maulana; Muhammad Abdul Aziz	The Effectiveness of Merdeka Mengajar (PMM) Platform in Enhancing Teacher Competence at State Junior High School 8 Yogyakarta	SMP Negeri 8 Yogyakarta	Curriculum Development and Reform Strategies
3	Diah Arini; Muhammad Nur'saban; Sri Amini	Challenges and Innovations Strengthening Pancasila Students Profile (P5) in Yogyakarta's Merdeka Curriculum High Schools	Universitas Negeri Yogyakarta	Curriculum Development and Reform Strategies
4	Eko Makhmud Hidayat Masruri; Nurul Aini	The Perception of PAI's Teacher about "Platform Merdeka Mengajar" and The Significance for Teacher Competence at SMP N 1 Maos	MTs N 7 Kebumen	Curriculum Development and Reform Strategies
5	Dian Andriani; Muhammad Ali	The Influence of Teachers' Eco-literacy Understanding on Environmentally Friendly Behaviour Among Elementary School Students	Universitas Pendidikan Indonesia	Curriculum Development and Reform Strategies
6	Dwi Ajni Shafarwati; Syahrul Bachtiar; Dinn Wahyudin	Training Curriculum for Teacher Competency Development at Miftahul Iman Junior High School: Didactical Situation Analysis	Universitas Pendidikan Indonesia	Curriculum Development and Reform Strategies
7	Izzah Syamilah; Zainal Arifin; Nadila Nurfariza Tahir	Integrating Character Education into Islamic Curriculum Development at SMP IT Menara Fitrah	Universitas Negeri Yogyakarta	Curriculum Development and Reform Strategies
8	Mauliatun Nisa; Mutia Yulita Sari; Sri Marlini; Zetra Hainul Putra Dahnihsyah; Hadriana*	Elementary School Students Ocean Literacy Knowledge: A Preliminary Study	Universitas Riau	Curriculum Development and Reform Strategies

Day/ Date	: Tuesday, 25 June 2024	THE
Time	: 12.45 - 14.45	
Parallel/ Session	: Parallel 1 Session 1	
Sub-Theme	: Technology Integration in Teaching and Learning	





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Moderator : Dr. Priadi Surya, M.Pd., M.Phil.
Room : Theater, Sugeng Mardiyono Building (THE) **P1-S1**

No	Author(s)	Title	Institution	Sub-Theme
1	Ade Dwi Cahyanti; Anisa Tri Utami; Farij Ibadil Maula; and Jaka Nugraha	Machine Learning Bibliometric Analysis of Science Direct Publisher Using VOSviewer	Universitas Negeri Surabaya	Technology Integration in Teaching and Learning
2	Adhan Kholis; Khusnul Harsul Lisan; Ulul Azmi	Empowering Students Through AI: Integrating Artificial Intelligence (AI) in Academic Writing Classes	Universitas Nahdlatul Ulama Yogyakarta	Technology Integration in Teaching and Learning
3	Agatha Christiyanti Manullang; Agus Widyantoro	Teacher's Self Efficacy and Perceived Practices on Technology Enhanced Differentiated Instruction (TEDI) in English Language Teaching	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
4	Agus Widyantoro	The Benefits of Multimodal Teaching in Foreign Language Education	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
5	Amrih Bektu Utami	Opportunities and Challenges: English Language Pre-service Teachers' Attitude on AI for Microteaching	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
6	Angga Widitama Putra	Enhancing Learners' Speaking Proficiency through Voice-Based AI Chatbots	Satya Wacana Christian University	Technology Integration in Teaching and Learning
7	Anis Handayani; Masyhudi Lathif	University Students' Perspectives on AI-giarism	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
8	Arandha May Rachmawati; Yuyun Yulia	Teachers' Perception on the Implementation of ICT in Project-Based Learning (PjBL)	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning

Day/ Date : Tuesday, 25 June 2024
Time : 12.45 - 14.45
Parallel/ Session : Parallel 1 Session 1
Sub-Theme : (1) Technology Integration in Teaching and Learning;
(2) Language Education and Literacy Development
(3) Technology Integration in Teaching and Learning
Moderator : Yuyun Sri Wahyuni, M.A., Ph.D.
Room : Promosi Doktor, Sugeng Mardiyono Building (PRO) **P1-S1**

PRO

No	Author(s)	Title	Institution	Sub-Theme
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1	Fitriana Rahmawati; Triesninda Pahlevi	Project-based Learning Model in Electronic Records Management Courses	Universitas Negeri Surabaya	Technology Integration in Teaching and Learning
2	Hadi Prayitno; Dimas Hari Cahyo	The Indonesia Civil Pilot Academy's Development Model for Using Flight Simulator to Improve Flight Performance for Flight Cadets	Akademi Penerbang Indonesia Banyuwangi	Technology Integration in Teaching and Learning
3	Nur Hayati; Mumpuniarti	Development of Beginning Module with Phonics Method in Children with Mild Intellectual Barriers	Universitas Negeri Yogyakarta	Language Education and Literacy Development
4	Herwin Dyastuti; Sukarno	Will ChatGPT Take Over? An Exploration at Yogyakarta State University	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
5	I Made Rian Irwanto; Syafuddin; Yuyun Yulia	Acceptance of Artificial Intelligence in Language Teaching: Teachers' Perspective on Using Chat GPT in ELT	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
6	Ihtiara Fitriarningsih	Revolutionizing EFL Writing: Harnessing AI for Enhanced Proficiency and Innovative Learning	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
7	Intan Fatma Sari; Yuyun Yulia	Teachers' Implementation of Artificial Intelligence Based-Tools in Teaching Writing in EFL Classroom	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
8	Imada Cahya; Rhoma Dwi Aria Yuliantri	The impact of implementing student profile strengthening project policy on character education" dg sub tema Educational leadership and policy Implementation	Universitas Negeri Yogyakarta	Educational Leadership and Policy Implementation

Day/ Date : Tuesday, 25 June 2024
Time : 12.45 - 14.45
Parallel/ Session : Parallel 1 Session 1
Sub-Theme : Technology Integration in Teaching and Learning
Moderator : Isti Yunita, M.Sc., Ph.D.
Room : Room 4.1 (4th Floor), Postgraduate Building (PAS41)

PAS41

P1-S1

No	Author(s)	Title	Institution	Sub-Theme
1	Nurul Inayah Khairaty; Kurnia; Leah Wardle; Muhammad Nur Alauddin	Enhancing Cultural Engagement and Understanding: Integrating Virtual Reality and AI to Connect Australian Students with Toraja Culture (A Case Study of the School Partnership Between MAN Insan Cendekia Gowa and St John Grammar School)	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
2	Pebria Dheni Purnasari	Gaps in Implementation and Management of Blended Learning in Border Areas	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning





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3	Pelin Derinalp; Gulay Agac	Juxtaposition of Technology in Education and Teacher Professional Development	Gaziantep University	Technology Integration in Teaching and Learning
4	Pipit Novita; Mat Rahimi Yusof; Zaitun	From textbooks to AI: Indonesian and Malaysian student views on ChatGPT for learning and academic tasks	Universitas Muhammadiyah Jakarta	Technology Integration in Teaching and Learning
5	Prisilia Joyceline Atmojo; Nadhifah; Farij Ibadil Maula; Triesninda Pahlevi	The Role of Digital Marketing in Influencing Service Quality on Customer Loyalty through Intervening Customer Satisfaction (Case Study at SPC FEB UNESA)	Universitas Negeri Surabaya	Technology Integration in Teaching and Learning
6	Erika Kurniawati; Putri Beny Mawarsih; Ananda Wahyu Puspa Widuri; Hidayatun Nadzifah; Fahlulia Rahma Shofiana	Effectiveness of E-Learning Ruang Guru for the Digital Native Generation	Universitas Negeri Surabaya	Technology Integration in Teaching and Learning
7	Restu Wahyu Utami; Nisrina Imtinan; Mundilarto	The Integration of Technology in Learning : Problem Based Learning Liveworksheet to Improve Students' Critical Thinking Skill	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
8	Thedy Hardi Manafe	Voice From The Field: Exploring the Beliefs, Practices, and Challenges in The Implementation of AI in Research-based Learning (RBL): A Case Study of Indonesian English Education Master Students	Yogyakarta State University	Technology Integration in Teaching and Learning

Day/ Date : Tuesday, 25 June 2024
Time : 12.45 - 14.45
Parallel/ Session : Parallel 1 Session 1
Sub-Theme : Pedagogical Innovations and Best Practices in Teacher Education
Moderator : Dr. phil. Ir. Didik Hariyanto, M.T.
Room : Room 4.2 (4th Floor), Postgraduate Building (PAS42)

PAS42

P1-S1

No	Author(s)	Title	Institution	Sub-Theme
1	Anisa Wilujeng; Agung Purnomo; Anita Ekantini	The Effectiveness of Personalized Training in Enhancing Year 7 Understanding and Confidence in Basic Mathematics Classes	SMP Islam Terpadu LHI	Pedagogical Innovations and Best Practices in Teacher Education





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2	Arrisma Delimasari; Arrisma Delimasari; Dhania Puspita Anjarsari; Lilia Indriani	Comparing the Democratic Vote and Modeled Teaching in Enhancing Reading Using 'Let's Read' Application	Universitas Tidar	Pedagogical Innovations and Best Practices in Teacher Education
3	Dinar Martia Azizah	Ki Hadjar Dewantara's Tri N "Niteni, Nirokke, Nambahi" as an Approach in Teaching Writing	Universitas Sarjanawiyata Tamansiswa	Pedagogical Innovations and Best Practices in Teacher Education
4	Dita L. Ari Wulan	Guru Penggerak: Managers of Programs that Impact Students	SMP Negeri 8 Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
5	Edi Susanto	Didactical Design and Learning Trajectory of Empirical Probability using the Context of "Jemparingan"	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
6	Erica Ikramunnisa	Trends in Local Culture-based ELT Materials Development in Indonesia: A Systematic Literature Review	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
7	Fikky Dian Roqobih; Dhita Ayu Permata Sari; Elok Sudibyo; Aris Rudi Purnomo; Wahyu Budi Sabtiawan; Beni Setiawan; Mohammad Budiyanto	Exploring Preservice Science Teacher Proficiency in Developing Assessment Instruments	Universitas Negeri Surabaya	Pedagogical Innovations and Best Practices in Teacher Education
8	Finita Dewi	Preparing Educators for the Future: Evaluating TPD Programs for AI-supported Digital Storytelling Project	Universitas Pendidikan Indonesia	Pedagogical Innovations and Best Practices in Teacher Education

Day/ Date : Tuesday, 25 June 2024
Time : 12.45 - 14.45
Parallel/ Session : Parallel 1 Session 1
Sub-Theme : (1) Pedagogical Innovations and Best Practices in Teacher Education;
(2) Inclusive Education and Diversity in the Classroom
Moderator : Dr. Lusi Nurhayati, M.App.Ling.
Room : Room 4.3 (4th Floor), Postgraduate Building (PAS43)

PAS43

P1-S1

No	Author(s)	Title	Institution	Sub-Theme
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1	Suyato; Akmal Firmansyah; Muhamad Yudha	Improving numeracy literacy skills through the campus teaching program at Clumprit Public Elementary School: preparing the critical thinking character of citizens	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
2	Syefriani Darnis	Peace Education in Montessori Preschool	Trilogi University	Pedagogical Innovations and Best Practices in Teacher Education
3	Yuni Hartati Eliya Rosa; Yuninda Adumiranti; Resty Utami	Teacher Strategies to Improve Literacy in High School Chemistry Learning Based on Socio-Scientific Issues Using the MERDEKA Flow	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
4	Yuninda Adumiranti; Yuni Hartati Eliya Rosa	Systematic Literature Review: Improving HOTS And Students' Communication Ability In Learning Using A Combination of PBL And Brainwriting Learning	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
5	Ali Muthahhari Rahim; Ahmad Nasrulloh	Knowledge and Understanding of the Healthy Association Of Adolescents Among Vocational High School Students in Yogyakarta	Universitas Negeri Yogyakarta	Inclusive Education and Diversity in the classroom
6	Arfin; Oriza Stepanus	Learning Motivation in Calculus Among Civil Engineering Students at UNPAR: A Qualitative Study in the Mathematics 2 Course	Universitas Katolik Parahyangan	Inclusive Education and Diversity in the classroom
7	Dien Nurmarina Malik; Swasto Imam Teguh Prabowo	Aisiyah Early Childhood Education Trajectory in the Inclusive Education Movement	Muhamadiyah University of Jakarta	Inclusive Education and Diversity in the classroom
8	Eka Rachmawati; Titik Sulistyani; Lina Mufidah	Effectiveness of Fruit and Vegetable Carving Creator Video Content on Students with Learning Barriers	Akademi Kesejahteraan Sosial Yogyakarta	Inclusive Education and Diversity in the classroom

Day/ Date : Tuesday, 25 June 2024
Time : 12.45 - 14.45
Parallel/ Session : Parallel 1 Session 1
Sub-Theme : Inclusive Education and Diversity in the Classroom
Moderator : Nila Kurnia Sari, S.Pd., M.Pd.
Room : Conference Room (7th Floor), Postgraduate Building (PAS71)

PAS71

P1-S1

No	Author(s)	Title	Institution	Sub-Theme
1	Sindi Novianti; Febri Rahmanto	The Effect of Self-Efficacy on the Academic Resilience of Students at PKBM Al-Fattah	Universitas Negeri Yogyakarta	Inclusive Education and Diversity in the classroom



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2	Haryanto; Pujaningsih	Improving Appropriate Behaviour for a Student with Emotional and Behavioural Problems Through a Learning Support Team Collaboration: Action Research Study	University of Sydney	Inclusive Education and Diversity in the classroom
3	Kumala Windya; Komarudin	Who Are Our Students? Understanding Psychological Skills Profile of Students-Athletes Beach Volleyball	UGM	Inclusive Education and Diversity in the classroom
4	Nuryansyah Adijaya; Yumna Rasyid; Ifan Iskandar	Enhancing learning Outcomes through Multimedia Learning Materials for Students with Intellectual Disabilities	Universitas Negeri Jakarta	Inclusive Education and Diversity in the classroom
5	Silfi Melindawati; Itsna Oktaviyanti	The Effects of Reward and Punishment on Social Studies Learning Outcomes in Elementary School Students	Universitas Adzkia	Inclusive Education and Diversity in the classroom
6	Siti Nurjannah; Fahrur Rosi; Hermanto	Challenges to Inclusive Leadership in Developing School Climate in Indonesia	Universitas Negeri Yogyakarta	Inclusive Education and Diversity in the classroom
7	Sukarno; Megan Jinabe; Maria Vineki Riyadini	Unlocking Potential: The Impact of Differentiated TEFL Instruction in Indonesia	Yogyakarta State University	Inclusive Education and Diversity in the classroom
8	Theodore Oduro-Okyireh; Budi Mulyati; Dedi Rohendi; George Oduro-Okyireh	Predicting Mathematics Competence Effects on Telecommunications Study in Electrical and Electronic Engineering Students using ANN	Universitas Pendidikan Indonesia	Inclusive Education and Diversity in the classroom

Day/ Date : Tuesday, 25 June 2024
Time : 12.45 - 14.45
Parallel/ Session : Parallel 1 Session 1
Sub-Theme : (1) Assessment and Evaluation in Teacher Training Programs;
 (2) Technology Integration in Teaching and Learning;
 (3) Language Education and Literacy Development
Moderator : Sari Hidayati, M.A., Ph.D.
Room : Room 4.11 (4th Floor), Postgraduate Building (PAS411)

PAS411

P1-S1

No	Author(s)	Title	Institution	Sub-Theme
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1	Aris Rudi Purnomo; Elok Sudibyo; Beni Setiawan; Mohammad Budiyananto; Dhita Ayu Permata Sari; Wahyu Budi Sabtiawan; Fikky Dian Roqobih	An Analysis of Literacy Questions Formulated by Pre-service Science Teachers During Teacher Professional Education Programs	Universitas Negeri Surabaya	Assessment and Evaluation in Teacher Training Programs
2	Dhita Ayu Permata Sari; Fikky Dian Roqobih; Aris Rudi Purnomo; Elok Sudibyo; Beni Setiawan; Wahyu Budi Sabtiawan	Implementation of Formative Assessment in Science Classroom: Teacher Perspectives and Experiences	Universitas Negeri Surabaya	Assessment and Evaluation in Teacher Training Programs
3	Ersa Izmi Safitri; Irma Suryani	A Literature Review of the Impact of AI Chatbots on English Language Learners' Speaking Proficiency and Perceptions	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
4	Ismail Fikri Natadiwijaya	PULBIN PEDIA: An Interactive Dynamic Web as A Bioconservation Learning Resource for Preservice Science Teacher	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
5	Muliana GH; Irma Suryani	Analysis of E-Module Usage in Ecology Courses: A Literature Review	Universitas Negeri Makassar	Technology Integration in Teaching and Learning
6	Ratri Maura Isanti; Sayit Abdul Karim; Suryo Sudiro	EFL Teachers' Strategy in Teaching Speaking Classes: A Case Study at The Rumah Inggris Jogja	Universitas Teknologi Yogyakarta	Technology Integration in Teaching and Learning
7	Rr. Hasti Robiasih; Dinar Martia Azizah; Hanandyo Dardjito	Revealing the practice of differentiated instruction to improve students' reading literacy	Universitas Sarjanawiyata Tamansiswa	Language Education and Literacy Development
8	Sarifah Achmad	Comparing the Men Over Machines: A Study of Instructor and AI Feedback on Writing Apprehension	Universitas Tidar	Technology Integration in Teaching and Learning

Day/ Date : Tuesday, 25 June 2024
Time : 12.45 - 14.45
Parallel/ Session : Parallel 1 Session 1
Sub-Theme : (1) Professional Learning Communities and Collaboration
 (2) Inclusive Education and Diversity in the classroom
Moderator : Dr. dr. Atien Nur Chamidah, M.Dis.St.

RSU





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Room : Ruang Sidang Utama, Rectorate Building (RSU) P1-S1

No	Author(s)	Title	Institution	Sub-Theme
1	Erfira Maya Shinta	Developing A Learning Community: Middle School Teachers' Perspective	SMP Negeri 4 Semin	Professional Learning Communities and Collaboration
2	Abdul Kodir Al-Baekani; Sri Harti Widyastuti; Wiyatmi	Exploring the Impact of Workshops and Material Development on EFL Teachers' Professionalism	Universitas Negeri Yogyakarta	Professional Learning Communities and Collaboration
3	Agustina Purwanti	Improving Writing and Reading Poetry Text Skills Through the Flipped Classroom Model	SMP Negeri 8 Yogyakarta	Professional Learning Communities and Collaboration
4	Angelia Pribadi; Choirunnisa Arifa; Suyanto	Role Conflict and Group Sustainability: Exploring Accounting Educators' Switching Behavior in Faultline Groups	Universitas Gadjah Mada	Professional Learning Communities and Collaboration
5	Eko Purwanti	Investigating Teacher's Beliefs about Teacher Professional Development in Higher Education	Universitas Muhammadiyah Yogyakarta	Professional Learning Communities and Collaboration
6	Rusjdy Sjakyakirti Arifin; Fatma Nurmulia; Ilham; Siti Shofiyah; Danish Syifa Anaqi	The Utilization of Platform Merdeka Mengajar (PMM) as a Tool for Teacher Professional Development	Unniversitas Muhammadiyah Jakarta	Professional Learning Communities and Collaboration
7	Salsabila Tulus Rinindra; Atien Nur Chamidah	School Collaboration with Farming Industries in Work Transition Programs for Students with Mild Intellectual Disabilities	Universitas Negeri Yogyakarta	Professional Learning Communities and Collaboration
8	Diah Retno Hapsari	Education for All: Implementation of Inclusive Education at SMP Negeri 1 Yogyakarta	SMP N 1 Yogyakarta	Inclusive Education and Diversity in the classroom





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**LIST OF PARALLEL PRESENTATIONS
DAY 1**

Day/ Date	: Tuesday, 25 June 2024	AUD P1-S2
Time	: 15.15 - 17.00	
Parallel/ Session	: Parallel 1 Session 2	
Sub-Theme	: Curriculum Development and Reform Strategies	
Moderator	: Suyantiningsih, S.Pd., M.Ed.	
Room	: Auditorium (AUD)	

No	Author(s)	Title	Institution	Sub-Theme
1	Mira Mardiyani	Optimizing Enhancing Field Study Activities Management for Master's Program Students at State Islamic University	UIN Sunan Kalijaga	Curriculum Development and Reform Strategies
2	Mochamad Sobari; Rusman	The Five Cornerstones of A New Approach to Developmental Education on Higher Education	Universitas Pendidikan Indonesia	Curriculum Development and Reform Strategies
3	Eko Makhmud Hidayat Masruri; Nurul Aini	PAI Teachers' Perception of "Platform Merdeka Mengajar" and Its Impact at SMP N 1 Maos	MAN 1 Cilacap	Curriculum Development and Reform Strategies
4	Saryono; Joko Nurkamto; Muhammad Furqon Hidayatullah; Komarudin	Opinions of Physical Education Teachers on Disaster Preparedness	Universitas Negeri Yogyakarta	Curriculum Development and Reform Strategies
5	Syahrul Bachtiar; Dwi Ajni Shafarwati; Rusman	Sustainability Competences in the Implementation of Education for Sustainable Development: A Systematic Literature Review	Universitas Pendidikan Indonesia	Curriculum Development and Reform Strategies
6	Mohamed Almabrok	Orientations and Motivations of foreigners in learning Bahasa Indonesia	Libya	Curriculum Development and Reform Strategies

Day/ Date	: Tuesday, 25 June 2024	THE P1-S2
Time	: 15.15 - 17.00	
Parallel/ Session	: Parallel 1 Session 2	
Sub-Theme	: Technology Integration in Teaching and Learning	
Moderator	: Dr. Priadi Surya, M.Pd., M.Phil.	
Room	: Theater, Sugeng Mardiyono Building (THE)	





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No	Author(s)	Title	Institution	Sub-Theme
1	Ariva Luciandika; Kusubakti Andajani; Novi Eka Susilowati	Development of T-MORF Game as a Digital-Based Learning Media for Morpheme Classification	Universitas Negeri Malang	Technology Integration in Teaching and Learning
2	Astina Hotnauli Marpaung; Nurotul Wafiroh	Strategies and Implications of Utilizing AI for Inclusive Informatics Teaching by PPG Pre-Service Informatics PPL Teachers	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
3	Aulia Hidayati; Sucipto	Enhancing Vocabulary Learning: The Power of Gamified Media Design	Universitas Ahmad Dahlan	Technology Integration in Teaching and Learning
4	Binar Winantaka	From Necessities to Aspirations: Leveraging Technology to Improve Business English Education	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
5	Bonifasia Ekta Fima Natalia; Pratomo Widodo; Ashadi	Using Corpus Tools: An Alternative Approach in Teaching Aviation Students	STIE SBI	Technology Integration in Teaching and Learning
6	Begimbetova Guldana Atymtaevna; Haryanto; Heri Retnawati; A.N. Kosherbayeva, Mochamad Bruri Triyono	Applying Unsupervised Possibility Fuzzy C-Means to Cluster	Kazakhstan	Technology Integration in Teaching and Learning

Day/ Date : Tuesday, 25 June 2024
Time : 15.15 - 17.00
Parallel/ Session : Parallel 1 Session 2
Sub-Theme : Technology Integration in Teaching and Learning
Moderator : Yuyun Sri Wahyuni, M.A., Ph.D.
Room : Promosi Doktor, Sugeng Mardiyono Building (PRO)

PRO
P1-S2

No	Author(s)	Title	Institution	Sub-Theme
1	Intan Widora; Muhamad Laudy Armanda; Yuyun Yulia	Teachers' Reflection on The Use of Mobile Learning in Differentiated Learning of Viewing Skill	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
2	Widuri Indah Dwi Jayanti; Maya Ulyani	The Utilization of Canva in Project Based Learning (PjBL) to Enhance the Student Learning	SMK Negeri 6 Yogyakarta	Technology Integration in Teaching and Learning





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3	Joharatil Maknun	Transforming Early Childhood Education with Augmented Reality: Research Trends and Implementation Insights	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
4	Laily Amin Fajariyah; Lusi Nurhayati	Creating Tech-Infused Materials Project to Enhance Students' Digital Literacy Skills	SMP Negeri 5 Panggang	Technology Integration in Teaching and Learning
5	Lia Adila; Hesti Tustarina Handayani; Lilia Indriani	Exploring the Needs for Digital Reading Media for Interactive Reading for English Education Students	Universitas Tidar	Technology Integration in Teaching and Learning
6	Aulia Mutiara Putri	Historical Walking Tour, a varied and interesting history learning innovation for Class XI IPS AL-Farabi SMA Muhammadiyah Ahmad Dahlan Metro	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning

Day/ Date : Tuesday, 25 June 2024
Time : 15.15 - 17.00
Parallel/ Session : Parallel 1 Session 2
Sub-Theme : Technology Integration in Teaching and Learning
Moderator : Isti Yunita, M.Sc., Ph.D.
Room : Room 4.1 (4th Floor), Postgraduate Building (PAS41)

PAS41

P1-S2

No	Author(s)	Title	Institution	Sub-Theme
1	Ricky Sriyanda; Muhammad Farhan; Patri Juliyati	ICT-Based Collaborative Learning Approach to Improve Students' Participation in the Classroom	Yogyakarta State University	Technology Integration in Teaching and Learning
2	Risma Zulfiah Nur Khifdiah	Advancing Environmental Digital Literacy in High School Biology: A Project-Based Approach to Waste Management	Universitas Negeri Surabaya	Technology Integration in Teaching and Learning
3	Rita Destiana	Use of Domino Track Learning Media with Augmented Reality (AR) on Quadratic Equations and Square Functions for Class XI SMPIT LHI Students	SMPIT LHI	Technology Integration in Teaching and Learning
4	Rizka Amin Setiawan	The Use of Elsa-Speak Application in Practicing Student's Speaking Skills	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
5	Rukadah	Enhancing Students' Story Writing Skills through Book Creator: A Mixed-Method Study	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
6	Salsabila Husna; Duwi Susanto; Bayu Setiaji; Kuncoro Asih Nugroho	Development of an Astronomy Bulletin Based on Ethnoastronomy Assisted by Stellarium Integrated with NASE to Enhance the Physics Identity of Astronomy Olympiad Participants	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning



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<p>Day/ Date : Tuesday, 25 June 2024 Time : 15.15 - 17.00 Parallel/ Session : Parallel 1 Session 2 Sub-Theme : Pedagogical Innovations and Best Practices in Teacher Education Moderator : Dr. phil. Ir. Didik Hariyanto, M.T. Room : Room 4.2 (4th Floor), Postgraduate Building (PAS42)</p>	PAS42
	P1-S2

No	Author(s)	Title	Institution	Sub-Theme
1	Ika Budi Maryatun	Can Loose Part Improve Critical Thinking? A Study Experiment in Early Childhood	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
2	Ima Luciany Milansari; Candra Dinata; Putu Sudira	Exploring the Competency Needs of Internet of Things (IoT) Training Instructors: A Systematic Literature Review	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
3	Khoirunnisa Candra Prastiti; Yuyun Yulia	Interactive Multimedia to Improve Vocabulary Learning in The Rural Area Secondary School	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
4	Kusworo	Integrating The 4C Skills into English Language Learning Using Team-based Thematic English Learning Model at the Age of Artificial Intelligence for Senior High School	SMA Negeri 3 Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
5	Lilia Indriani; Herman Dwi Surjono; Nur Hidayanto Pancoro Setyo Putro;Panggih Rahardi	Trying Blended Collaborative Writing Instructional (BCWI) Model in a Real Environment: Does It Really Work?	Universitas Tidar	Pedagogical Innovations and Best Practices in Teacher Education
6	Meisela Hardianti; Nur Hidayanto Pancoro Setyo Putro	Preservice Teachers' Perspectives Towards Culturally Relevant Pedagogy in Their Classrooms	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education

<p>Day/ Date : Tuesday, 25 June 2024 Time : 15.15 - 17.00 Parallel/ Session : Parallel 1 Session 2 Sub-Theme : Language Education and Literacy Development</p>	PAS43
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Moderator : Dr. Lusi Nurhayati, M.App.Ling.
Room : Room 4.3 (4th Floor), Postgraduate Building (PAS43) P1-S2

No	Author(s)	Title	Institution(s)	Sub-Theme
1	Anisa Wahyu Dwi Putri	Upgrading Middle School EFL Students' Skills in Writing Procedure Text with Pair Check	SMP Muhammadiyah 2 Wates	Language Education and Literacy Development
2	Arni Nazira	Analysing the Current Trends of Teacher Profession Development in ELT: Systematic Literature Review	Universitas Negeri Yogyakarta	Language Education and Literacy Development
3	Avicenna Al Qodr; Shendy Destiani; Lilia Indrini	A Corpus-Base Analysis on the Realization of Ideational meaning in Short Stories "Snow White" and "The Selfish Giant"	Universitas Tidar	Language Education and Literacy Development
4	Bukran Habibullah; Samsul Kamarudin; Geby Rahmayani; Nino Chairisa	Analysis of Critical Thinking Research Models in Indonesian Language Journals throughout SINTA based Journals: A Literature Review	Universitas Negeri Yogyakarta	Language Education and Literacy Development
5	Dede Surahman; Erna Andriyanti; Pratomo Widodo	Early childhood's English vocabulary acquisition through YouTube Kids's songs	Universitas Negeri Yogyakarta	Language Education and Literacy Development
6	Dini Renati; Dina Renata; and Lilia Indriani	The Readability Level Of Bahasa Inggris Textbook with Merdeka Curriculum	Universitas Tidar	Language Education and Literacy Development

Day/ Date : Tuesday, 25 June 2024
Time : 15.15 - 17.00
Parallel/ Session : Parallel 1 Session 2
Sub-Theme : (1) Language Education and Literacy Development; (2) Technology Integration in Teaching and Learning
Moderator : Nila Kurnia Sari, S.Pd., M.Pd.
Room : Conference Room (7th Floor), Postgraduate Building (PAS71) PAS71
P1-S2

No	Author(s)	Title	Institution	Sub-Theme
1	Nety; Wiyatmi; Sri Harti Widyastuti	The Portrait of Literacy Culture Movement in Baubau, South East Sulawesi	Universitas Negeri Yogyakarta	Language Education and Literacy Development
2	Noor Qomaria Agustina	Interaction in the classroom instruction for language learning using ACTFL communication modes	Universitas Muhammadiyah Yogyakarta	Language Education and Literacy Development



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4	Puput Fatikhah Nadzari	Improving writing skills of geguritan (Javanese poem) with acrostic writing technique	Universitas Negeri Yogyakarta	Language Education and Literacy Development
5	Radhiyatul Jamilah; Joko Priyana	A Study of Listening-Speaking Supplementary Materials Design Integrated with The Value of Independence and Creativity	Universitas Negeri Yogyakarta	Language Education and Literacy Development
6	Retma Sari	Collaborative-Project Based Learning in Writing Learning for Non English Department Students	Universitas Tidar	Language Education and Literacy Development

Day/ Date : Tuesday, 25 June 2024 Time : 15.15 - 17.00 Parallel/ Session : Parallel 1 Session 2 Sub-Theme : (1) Curriculum Development and Reform Strategies (2) Technology Integration in Teaching and Learning Moderator : Sari Hidayati, M.A., Ph.D. Room : Room 4.11 (4th Floor), Postgraduate Building (PAS411)	<h1>PAS411</h1> <p>P1-S2</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Robbyanto Seahan	Implementation of Construction and Training (Binlat) Noken Polri Teaching Year 2020 using the Method of Experiential Learning	Universitas Negeri Yogyakarta	Curriculum Development and Reform Strategies
2	Elly Nur Rahmawati	Effectiveness mind mapping learning media based canva enhancing students critical thinking and creativity	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
3	Dian Azizah Sadriansyah Wijaya; Bima Purba Tangkas	The Effect of Using Merdeka Mengajar Platform on Improving the Good Practices of Social Studies Teachers in Yogyakarta City	SMP Negeri 8 Yogyakarta	Curriculum Development and Reform Strategies
4	Mokhamad Faris	Teachers' Perceptions in the Use of Technology in ELT and Learning	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
5	Iin Sawitri	Parenting Based Local Wisdom in Yogyakarta Society	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education

Day/ Date : Tuesday, 25 June 2024 Time : 15.15 - 17.00 Parallel/ Session : Parallel 1 Session 2 Sub-Theme : Educational Leadership and Policy Implementation Moderator : Dr. dr. Atien Nur Chamidah, M.Dis.St. Room : Ruang Sidang Utama, Rectorate Building (RSU)	<h1>RSU</h1> <p>P1-S2</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Anggi Puspita Sari	Strategic Planning for the Advancement of Islamic Education in Indonesia's National Education System	Universitas Islam Negeri (UIN) Raden Mas Said Surakarta	Educational Leadership and Policy Implementation
2	Shely Cathrin	Student Self Leadership Overcoming Bullying in Higher Education: Comparative Study of Indonesia and Malaysia	Universitas Negeri Yogyakarta	Educational Leadership and Policy Implementation
3	Belrake Qurrota A'yun Kun Dendiana; Septi Ardhia Angkasa Putri; Gagat Riano	The Analysis of Flight Program Corps Interest in Industrial Management Cadets at IDAFA	Akademi Angkatan Udara	Educational Leadership and Policy Implementation
4	I Gede Sedana Suci	Implementation of Traditional and Modern Leadership in Hindu Educational Institutions in an Era of Disruption	Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar	Educational Leadership and Policy Implementation
5	M Nurul Ikhsan Saleh	Enhancing 21st Century Teachers' Competence: Strategies for Adapting to Socio-Cultural Changes in Indonesian Education	Universitas Negeri Yogyakarta	Educational Leadership and Policy Implementation
6	Marshal Bhakti Ma'ruf	Analysis of Rafale TR3 and F15 EX Eagle II Deployment for Indonesia's Air Defense Optimization Using AHP Method	Indonesian Airforce Academy	Educational Leadership and Policy Implementation





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**LIST OF PARALLEL PRESENTATIONS
DAY 2**

Day/ Date	: Wednesday, 26 June 2024	AUD P2-S1
Time	: 13.30 - 15.30	
Parallel/ Session	: Parallel 2 Session 1	
Sub-Theme	: (1) Curriculum Development and Reform Strategies; (2) Assessment and Evaluation in Teacher Training Programs	
Moderator	: Fitria Dwi Andriyani, M.Or., Ph.D.	
Room	: Auditorium (AUD)	

No	Author(s)	Title	Institution	Sub-Theme
1	Yeni Wijayanti; Wardo; Wasino; Djono	History Learning Based on Local Wisdom Values Sanghyang Siksakandang Karesian Text in High School Ciamis Regency	Universitas Galuh	Curriculum Development and Reform Strategies
2	Dian Azizah Sadriansyah Wijaya; Bima Purba Tangkas	The Effect of the Merdeka Mengajar Platform on Improving Social Studies Teachers' Practices in Yogyakarta City	SMP Negeri 8 Yogyakarta	Curriculum Development and Reform Strategies
3	Taopik Barkah; Rudi Susilana	Character-Building Training Curriculum for Soft Competence Development Through Experiential Learning Approach	Universitas Pendidikan Indonesia	Curriculum Development and Reform Strategies
4	Abdul Haris Pujiantoro; Shawn Asher Caleb Mongan; Gagat Riano	Analysis of Soft System Methodology: Tanggon Aspect of Taruna Gemilang Program at Air Force Academy	Akademi Angkatan Udara	Assessment and Evaluation in Teacher Training Programs
5	Nurdiyanti; Jumadi; Siti Maryam Ulfa; Abidaturrosyidah; Febri Tia Aldila	The Using of Multitier Diagnostic Test in Science Education: A Systematic Review	Universitas Negeri Yogyakarta	Assessment and Evaluation in Teacher Training Programs





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6	Putri Adibatur Rohmah; Sudrajat; Ramdani Salam; Eva Marthinu	Readiness Level of North Ternate City SMPN Teachers in Implementing Merdeka Curriculum in 2024	Universitas Negeri Yogyakarta	Assessment and Evaluation in Teacher Training Programs
7	Rifat Elav Prasatya Ramli; Aditya Kurniawan; Gagat Riano	Designing a Measuring Tool for Lecturer Performance Assessment Based on Workload at Air Force Academy	Akademi Angkatan Udara	Assessment and Evaluation in Teacher Training Programs
8	Lusi Nurhayati; Suciati; Ani Setyaningsih; B. Yuniar Diyanti; Amrih Bekti Utami	Informing In-Service Training: An Analysis of EYL Teacher Competence Needs in Indonesia	Universitas Negeri Yogyakarta	Assessment and Evaluation in Teacher Training Programs

Day/ Date : Wednesday, 26 June 2024 Time : 13.30 - 15.30 Parallel/ Session : Parallel 2 Session 1 Sub-Theme : Technology Integration in Teaching and Learning Moderator : Achmad Arifin, M.Eng., Ph.D Room : Theater, Sugeng Mardiyono Building (THE)	<h1>THE</h1> <p>P2-S1</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Candra Dinata; Ima Luciany Milansari; Mochamad Bruri Triyono; and Galeh Nur Indriatno Putra Pratama	The Potential of Artificial Intelligence (AI) for Vocational Education Research and Development: A Bibliometric Study	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
2	Muhammad Deni Irkhamil Maulana; Annisa Jihan Salsabil; Ilham Saputra	EFL Students' Perception Toward the Use of Besmart E-Learning Platforms as Effective Tools in Learning Activity	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
3	Dessy Seri Wahyuni; I Gede Bendesa Subawa; I Ketut Andika Pradnyana; and Gede Ariadi	Examining the Effect of Flashcard Augmented Reality on Student Learning Outcome in Networking Coursework: Vocational High School Bali Province	Universitas Pendidikan Ganesha	Technology Integration in Teaching and Learning





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4	Destri fitriana; M Muamar Kafani; Naufal Bani Fauzan; Nur Fatih Khanifah; and Childa Azizah	The Development of Early Childhood Education Teacher Professionalism in the Digital Era	UIN Sunan Kalijaga	Technology Integration in Teaching and Learning
5	Dian Firdha Utami	Visually Impaired Students' Perceptions on the Use of Artificial Intelligence (AI) in English Learning	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
6	Diana Monita; Moh. Ferdi Hasan	Artificial Intelligence (AI) in Islamic education: perceptions, trends, and potential academic violations among students	UIN Sunan Kalijaga	Technology Integration in Teaching and Learning
7	Eka Ningrum Rakhmawati	Selasar Innovation as a Teacher Strategy to Develop Student-Friendly Learning	SMAN 3 Yogyakarta	Technology Integration in Teaching and Learning
8	Regina Sinta Wati; Higar Iman Pribadi; Maya Novita Sari	Implementation of International Accreditation in Higher Education	Universitas Negeri Yogyakarta	Educational Leadership and Policy Implementation

<p>Day/ Date : Wednesday, 26 June 2024 Time : 13.30 - 15.30 Parallel/ Session : Parallel 2 Session 1 Sub-Theme : (1) Technology Integration in Teaching and Learning : (2) Assessment and Evaluation in Teacher Training Programs Moderator : Dr. Dwiyani Pratiwi, M.Hum Room : Promosi Doktor, Sugeng Mardiyono Building (PRO)</p>	PRO P2-S1
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No	Author(s)	Title	Institution	Sub-Theme
1	Lilies Youlia Friatin; Margana; Anita Triastuti	A Theatrical Developments: The Role of Digital Media in Boosting Speaking Skills using Drama	Universitas Galuh	Technology Integration in Teaching and Learning
2	Ma'rifatul Halimatus Sa'diyah	Teacher's Implementation of Adaptive Learning Technology for Teaching Speaking in "Jago Bahasa English Course"	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
3	Moh Ferdi Hasan; Diana Monita	Exploring the Digital Footprints of AI Chatbots on Student Academic Performance: Quantitative and Qualitative Analysis	Sunan Kalijaga State Islamic University, Yogyakarta	Technology Integration in Teaching and Learning
4	Muchamad Muchibbuddin Waly; Ashadi Ashadi	ChatGPT, Canva, and DeepL as AI-powered tools in English for Communication Competence of ESP	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning





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5	Muhammad Haikal; Aries Fachriza; Diska Fatima Virgiyanti	A Comprehensive Review of Teachers' Digital Competence in Indonesia Through the Lens of DigCompEdu	Universidad de Córdoba	Technology Integration in Teaching and Learning
6	Muhammad Arsyad	Using Online Learning Websites as A Tool in Teaching Reading for Secondary Students	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
7	Setiyarini	The Level of Knowledge and Utilization of AI (Artificial Intelligence) in Chemistry Learning in Kulon Progo District in the Academic year of 2024/2024	SMAN 1 Wates	Technology Integration in Teaching and Learning
8	Yuyun Yulia; Ari Purnawan; and Margana	Dynamic Assessment: Bridging the Gap Between Teaching and Learning	Universitas Negeri Yogyakarta	Assessment and Evaluation in Teacher Training Programs

Day/ Date : Wednesday, 26 June 2024 Time : 13.30 - 15.30 Parallel/ Session : Parallel 2 Session 1 Sub-Theme : Technology Integration in Teaching and Learning Moderator : Avi Meilawati, S.Pd., M.A. Room : Room 4.1 (4th Floor), Postgraduate Building (PAS41)	<h1>PAS41</h1> <p>P2-S1</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Scolastica Eva Talan; Sari Hidayat	Exploring the Use of Artificial Intelligence in Higher Education: A Scoping Review	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
2	Shafira Baroroh; Miftari Putri Destari; Zetra Hainul Putra; Dahnilsyah; Hadriana	Artificial Intelligence in Elementary School in Indonesia: A Systematic Review	Universitas Riau	Technology Integration in Teaching and Learning
3	Siti Kholifah; Irena Yolanita Maureen	Fostering Metacognitive Development in Geography Students via Technology-Enhanced PBL in Regional Mapping	Surabaya State University	Technology Integration in Teaching and Learning
4	Sri Zakiyah; Irma Rahma Suwarma; Dadi Rusdiana	Designing Physics Mobile Learning to Enhance Critical Thinking and Creative-Problem Solving Skills	Universitas Pendidikan Indonesia	Technology Integration in Teaching and Learning
5	Stella Prancisca	ER Central in Extensive Listening Program: Enhancing Students' Listening Comprehension	Universitas Tanjungpura	Technology Integration in Teaching and Learning





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6	Suhanto Sunanto; Moch Rifai; Julfansyah Margolang; Bambang Driyono; Fachrurrazi Burhanuddin	Artificial Intelligence in Vocational Education: A Bibliometric Approach	Politeknik Penerbangan Makassar	Technology Integration in Teaching and Learning
7	Syabitha Asrilawaly; Dyah Setyowati Ciptaningrum	Need Analysis of Video-Based Flipped Classroom to Promote Students' Speaking Skill	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
8	Reti Sudarsih	The Impact of implementing TPACK in English Language Learning for High School Students of SMAN 1 Wates in the Era of Globalization	SMAN 1 Wates	Technology Integration in Teaching and Learning

Day/ Date : Wednesday, 26 June 2024 Time : 13.30 - 15.30 Parallel/ Session : Parallel 2 Session 1 Sub-Theme : Pedagogical Innovations and Best Practices in Teacher Education Moderator : Dr. Shely Cathrin, M.Phil. Room : Room 4.2 (4th Floor), Postgraduate Building (PAS42)	<h1>PAS42</h1> <p>P2-S1</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Meisela Hardianti; Syabitha Asrilawaly	Elevating students' engagement and academic performance through culturally relevant pedagogy: A study in Indonesia vocational school	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
2	Melania Eva Wulanningtyas; Yudiani Linling	Open-Ended LKPD Assisted Mathematics Learning Needs Analysis to Improve Students' Mathematical Problem-Solving Skills	Universitas Katolik Parahyangan	Pedagogical Innovations and Best Practices in Teacher Education
3	Moch Rifai; Poppy Diana; Suhanto; Dhian Supardam	Evaluation Model for Inquiry Learning Based on David Merrill's First Principles of Instruction	Politeknik Penerbangan Makassar	Pedagogical Innovations and Best Practices in Teacher Education
4	Sayit Abdul Karim; Muna Zainah Wardah; Atina Silmalkarimah; Septi Riana Dewi	The Role of A Professional EFL Lecturer in Performing Teaching Strategies	Universitas Teknologi Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
5	Nabilla Namira Permata Putri; Bambang Saptono	Implementation of A Project to Strengthen the Profile of Pancasila Students through the Production of Eco Enzymes	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
6	Nur Fida Etikasari	CLIL Academy: A School-Based Continuous Professional Development Model for Teachers New to CLIL	SMPIT LHI	Pedagogical Innovations and Best Practices in Teacher Education





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7	Nurika Miftahuljannah; Sugiman	Peer Tutoring to Improve Numeracy Literacy of Students at SMP IT Abu Bakar Fullday School	SMPIT Abu Bakar Fullday School Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
8	Oktina Utami	Best Practices Special Instructional Class Activities with Homeroom Teacher to Build Students' Characters	SMA Negeri 1 Sentolo	Pedagogical Innovations and Best Practices in Teacher Education

Day/ Date : Wednesday, 26 June 2024 Time : 13.30 - 15.30 Parallel/ Session : Parallel 2 Session 1 Sub-Theme : Language Education and Literacy Development Moderator : Robby Firmansyah, S.Sn., M.Des. Room : Room 4.3 (4th Floor), Postgraduate Building (PAS43)	<h1 style="margin: 0;">PAS43</h1> <p style="margin: 0;">P2-S1</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Elvira Afifah; Dwiyani Pratiwi	Student's Actional Competence in Presentation Skills in EFL Classroom	Universitas Negeri Yogyakarta	Language Education and Literacy Development
2	Evi Kasyulita; Al Malikul Ikhwanda Putra; Sri Harti Widyastuti; and Wiyatmi	The Power of Literature in Language Education: Techniques for Effective Integration in the Classroom	Universitas Negeri Yogyakarta	Language Education and Literacy Development
3	Ezra Putranda Setiawan; Kismiantini; and Andika Putri Ratnasari	Does computer use increase reading achievement? Evidence from Indonesian students in PISA 2018	FMIPA Universitas Negeri Yogyakarta	Language Education and Literacy Development
4	Gema Galgani Jumi Sayekti	Improving Students' Reading Comprehension of Analytical Exposition Text by Using Mind Mapping	SMA Negeri 1 Kalasan	Language Education and Literacy Development
5	Haerazi Haerazi; Pratomo Widodo; Bambang Sugeng	The Effectiveness of English Podcasts in Cultivating Preservice English Teachers' Speaking Skills Viewed from Metacognitive-Declarative Knowledge	Universitas Pendidikan Mandalika	Language Education and Literacy Development
6	Hafizah; Nuruddin; Ilza Mayuni	Preliminary Study of Indonesian Language Skills Teaching Materials for Primary School Teacher Education Students	Universitas Negeri Jakarta	Language Education and Literacy Development
7	Iskhak Iskhak; Giena Sitha; and Asep Amam	Celebrating EFL Young Learners' Reader Responses in Ecoliteracy Events: Ecocriticism Pedagogical Theory-into-Practices in Indonesian Context	Universitas Galuh	Language Education and Literacy Development





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8	Jendriadi; Linda Eka Pradita; Mursia Ekawati	The Importance of Local Culture-Based Storytelling for Children to Counteract Negative Effects of Gadget Use	Universitas Tidar	Language Education and Literacy Development
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Day/ Date : Wednesday, 26 June 2024 Time : 13.30 - 15.30 Parallel/ Session : Parallel 2 Session 1 Sub-Theme : Language Education and Literacy Development Moderator : Wulan Tri Puji Utami, M.Pd. Room : Conference Room (7th Floor), Postgraduate Building (PAS71)	<h1 style="font-size: 2em; margin: 0;">PAS71</h1> <p style="font-weight: bold; margin: 0;">P2-S1</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Rini Estiyowati Ikaningrum	The Effectiveness of Critical Literacy-Based Instruction to Teach Reading for Student Teachers of English	Universitas Negeri Yogyakarta and Universitas Tidar	Language Education and Literacy Development
2	Rr. Hasti Robiasih; Dinar Martia Azizah; Titi Lestari; Hanandyo Dardjito	Revealing the practice of differentiated instruction to improve students' reading literacy	UST	Language Education and Literacy Development
3	Shabrina Yumna Azhra; Nur Hidayanto Pancoro Setyo Putro	An Analysis of Students Proficiency in Using Past Tense at Junior High School	Universitas Negeri Yogyakarta	Language Education and Literacy Development
4	Sitti Syakira; Asri Siti Fatimah; Melisa Sri	Indonesian Higher Education Students' Vocabulary Learning Strategies amid Extensive Reading Activities: A Narrative Inquiry	Universitas Siliwangi	Language Education and Literacy Development
5	Suci Annisa Ilmi; Nazri; Asmiah; Zetra Hainul Putra; Dahnlisyah; Hadriana	Literature Review of Local Wisdom in elementary schools in Indonesia	Riau University	Language Education and Literacy Development
6	Velayati Khairiah Akbar; Zuriyati; Syamsi Setiadi	The Value of Local Wisdom in Betawi Children's Literature, Tangerang City (Pangeran Cisadane)	Universitas Negeri Jakarta	Language Education and Literacy Development
7	Winda Widyaningrum; Ninuk Lustyantie; Nuruddin	The Practice of Critical Reading Using Porpe Technique Among EFL University Students in Indonesia	Universitas Negeri Jakarta	Language Education and Literacy Development





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8	Avicenna Al Qodr; Shendy Destiani; and Lilia Indrini	A Corpus-Based Analysis on The Realization of Ideational Meaning in Short Stories "Snow White" and "The Selfish Giant"	Universitas Tidar	Language Education and Literacy Development
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Day/ Date : Wednesday, 26 June 2024 Time : 13.30 - 15.30 Parallel/ Session : Parallel 2 Session 1 Sub-Theme : Educational Leadership and Policy Implementation Moderator : Arum Darmawati, S.E., M.M. Room : Room 4.11 (4th Floor), Postgraduate Building (PAS411)	<h1>PAS411</h1> <p>P2-S1</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Novi Yarmanetti; Sujarwo; Herwin	Policy Analysis of the Mobilizing Teacher Program for Primary School Teachers' Professional Development: Systematic Literature Review	Universitas Negeri Yogyakarta	Educational Leadership and Policy Implementation
2	Novianto Ari Prihatin	Implementing Human Security Principles in Islamic Boarding School Management: A Case Study	Universitas PGRI Yogyakarta	Educational Leadership and Policy Implementation
3	Pratama Ahdi	Harnessing AI for Policy and Documentation Standardization in Education: Benefits and Mitigation of Drawbacks	Language Training Center Universitas Muhammadiyah Yogyakarta	Educational Leadership and Policy Implementation
4	Ella Wulandari; Emy Nur Rokhani; Nila Kurniasari; Asfar Nur Harjanto	Teaching Readiness for Integrating Digital Technology: Preservice and In-service Teachers' Perspectives	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
5	S. Nudia Mastur; Irfan	Leadership Development of Vice Principals at Colombo Sleman High School Through Mentoring Program	Universitas Negeri Yogyakarta	Educational Leadership and Policy Implementation
6	Salma Achzaabi; Gagat Riano	Modelling of Fighter Squadron Deployment System to Optimize the Covering of Indonesian Airspace with Set Covering Problem (SCP) Method and P-Median Problem (PMP) Methods	Akademi Angkatan Udara	Educational Leadership and Policy Implementation
7	Sedem Nunyuia Amedome; Sunaryo kartadinata; Ilfiandra; Uman Suherman	Strategic Policy Enhancements in Educational Leadership: Advancing Guidance and Counseling for Conflict Management in Ghanaian Schools	Universitas Pendidikan Indonesia	Educational Leadership and Policy Implementation





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8	Shawn Asher Caleb Mongan; Abdul Haris Pujiantoro; Gagat Riano	Analysis of the Tanggon Aspect of the Taruna Gemilang Program Using Soft System Methodology at the Air Force Academy	Akademi Angkatan Udara	Educational Leadership and Policy Implementation
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**LIST OF PARALLEL PRESENTATIONS
DAY 2**

Day/ Date : Wednesday, 26 June 2024 Time : 16.00 - 17.30 Parallel/ Session : Parallel 2 Session 2 Sub-Theme : Assessment and Evaluation in Teacher Training Programs Moderator : Fitria Dwi Andriyani, M.Or., Ph.D. Room : Auditorium (AUD)	<h1 style="margin: 0;">AUD</h1> <p style="margin: 0;">P2-S2</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Sri Wening; Emy Budiastuti; Widiastuti; Putu Diah Ari Kusumadewi	Development of Garment Product Innovation Work Assessment Instruments and Fashion Student Boutiques	Universitas Negeri Yogyakarta	Assessment and Evaluation in Teacher Training Programs
2	Suryanto	Teaching and Assessing Critical Thinking to English Language Education Department Students	Universitas Muhammadiyah Yogyakarta	Assessment and Evaluation in Teacher Training Programs
3	Ulfah Khoirotunnisa; Sudiyatno; Nur Hidayanto Pancoro Setyo Putro	Evaluation of Tahfidz Qur'an Program at Ma'had Tahfiz Al-Qur'an As-Sunnah Pangkalpinang	Universitas Negeri Yogyakarta	Assessment and Evaluation in Teacher Training Programs
4	Wahyu Budi Sabtiawan; Elok Sudibyo; Beni Setiawan; Mohammad Budiyanto; Dhita Ayu Permata Sari; Aris Rudi Purnomo; Fikky Dian Rogobih	Evaluation of Project-Based Training for Science Teachers: Assessment Design, Implementation Capability, and Teachers' Responses	Universitas Negeri Surabaya	Assessment and Evaluation in Teacher Training Programs
5	Martha Betaubun; Desy Eva Laila Rokhmah	Online Teacher Professional Education in Papua: Challenges and Approaches for In-Service Teachers	Universitas Musamus Indonesia	Assessment and Evaluation in Teacher Training Programs
6	Benni Setiawan	Science Classroom Interaction: Teacher Questioning and Communicative Approach	Universitas Negeri Surabaya	Assessment and Evaluation in Teacher Training Programs





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Day/ Date	: Wednesday, 26 June 2024	THE P2-S2
Time	: 16.00 - 17.30	
Parallel/ Session	: Parallel 2 Session 2	
Sub-Theme	: (1) Technology Integration in Teaching and Learning (2) Pedagogical Innovations and Best Practices in Teacher Education	
Moderator	: Achmad Arifin, M.Eng., Ph.D	
Room	: Theater, Sugeng Mardiyono Building (THE)	

No	Author(s)	Title	Institution	Sub-Theme
1	Endro Dwi Hatmanto	The Fourth Education Revolution: Will ChatGPT Liberate or Infantilise English Language Teaching?	Universitas Muhammadiyah Yogyakarta	Technology Integration in Teaching and Learning
2	Eni Mulyani; Muhammad Firdaus Al Fikri; Situs Indrawati; Zetra Hainul Putra; Dahnilsyah; Hadriana	A Systematic Literature Review of Realistic Mathematics Education (RME) Integrated Technology for Elementary School Students in Indonesia	Universitas Riau	Technology Integration in Teaching and Learning
3	Eva Musmala Dewi N	Upgrading Teacher Technology : Teacher Asistance by Chat GPT Towards Learning efficiency in Pati Regency	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
4	Febri Wiranda; Dyah Setyowati Ciptaningrum	ICT Integration on ELT and Its Impact on the Students' Creativity	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
5	Febri Susanti	Teacher Innovation in AI-based Learning to Welcome 21st Century Education	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
6	Saniya Bazhenyeva	Teacher Education and Professional Development in Kazakhstan: A Focus on Music Education and Traditional Music Preservation	Kazakhstan	Pedagogical Innovations and Best Practices in Teacher Education

Day/ Date	: Wednesday, 26 June 2024	PRO P2-S2
Time	: 16.00 - 17.30	
Parallel/ Session	: Parallel 2 Session 2	
Sub-Theme	: Technology Integration in Teaching and Learning	
Moderator	: Dr. Dwiyani Pratiwi, M.Hum	
Room	: Promosi Doktor, Sugeng Mardiyono Building (PRO)	

No	Author(s)	Title	Institution	Sub-Theme
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1	Nafisah Endahati; Sri Wiyanah	Technology integration in English learning materials development: do students meet challenges?	Universitas PGRI Yogyakarta	Technology Integration in Teaching and Learning
2	Nining Yusmei	Integration of technology and religion educational values in the development of English language teaching materials	UIN Sjech Mjdamil Djambek Bukittinggi	Technology Integration in Teaching and Learning
3	Nissa Nur Velia; Fitriyani; Dyah Setyowati Ciptaningrum	Exploring English Teachers' Psychological Problems in Integrating ICT: A Narrative Inquiry	State University of Yogyakarta	Technology Integration in Teaching and Learning
4	Nur Cholimah	Technology Integration in Learning: Understanding of Life Value by Students in MARS Film	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
5	Nur Hidayati	Integrating ChatGPT in Teaching English: A Systematic Review	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
6	Haryo Aji Pambudi; Hilma Oktaviana Fajrin	Utilizing Technology-Based Formative Assessment to Support Differentiated Instruction in Junior High School	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning

Day/ Date : Wednesday, 26 June 2024 Time : 16.00 - 17.30 Parallel/ Session : Parallel 2 Session 2 Sub-Theme : (1) Technology Integration in Teaching and Learning (2) Language Education and Literacy Development Moderator : Avi Meilawati, S.Pd., M.A. Room : Room 4.1 (4th Floor), Postgraduate Building (PAS41)	<h1 style="margin: 0;">PAS41</h1> <p style="margin: 0;">P2-S2</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Annisa Nurul Ilmi	English for Nursing:A Need Analysis	Universitas Negeri Yogyakarta	Language Education and Literacy Development
2	Wahyu Purwaningsih; Sugiman; Haryanto	Interactive Multimedia Time Ruler "TiRu": Does it affect the mathematics concept understanding of primary school students?	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning





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3	Irvan Yudha; Ima Luciany Milansari	ChatGPT as a Tool for Professional Growth: A Literature Review Technology Integration in Teaching	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
4	Winda Noor Santi	Innovation of Technology-Integrated Teaching Modules on the Subject of Hydrostatic Pressure at Muhammadiyah 10 Junior High School Yogyakarta	SMP Muhammadiyah 10 Yogyakarta	Technology Integration in Teaching and Learning
5	Wirayoga Abdillah Kurnianto; Haryanto; Arif Sapta Mandala; Yudi Kurniawan; Maria Susanti Menge Sawu; Nadhira Fasya Salsabila; Mughnil Muhtaj; Siti Mualiyah	Development of Computer-Based Media for Learning Number Patterns using Kodu Game to Improve Student Learning Outcomes	Universitas Negeri Yogyakarta	Technology Integration in Teaching and Learning
6	Pelin Derinalp; Gulay Agac	Juxtaposition of Technology in Education and Teacher Professional Development	Gaziantep University	Technology Integration in Teaching and Learning

Day/ Date : Wednesday, 26 June 2024
Time : 16.00 - 17.30
Parallel/ Session : Parallel 2 Session 2
Sub-Theme : Pedagogical Innovations and Best Practices in Teacher Education
Moderator : Dr. Shely Cathrin, M.Phil.
Room : Room 4.2 (4th Floor), Postgraduate Building (PAS42)

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P2-S2

No	Author(s)	Title	Institution	Sub-Theme
1	Panca Lumbantobing; Ernawulan Syaodih; and Wahyu Sopandi	Teachers' Efforts in Enhancing Competencies Responding to Curriculum Changes	Universitas Pendidikan Indonesia	Pedagogical Innovations and Best Practices in Teacher Education





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2	Puri Pramudiani	Exploring Pre-Service Primary School Teachers Strategies in Solving Addition of Fractions	Universitas Muhammadiyah Prof. DR. HAMKA	Pedagogical Innovations and Best Practices in Teacher Education
3	Rahmawati Nur Alim; Fitri Alyani; Maarten Dolk; Alfida Mukti Utami; Marcella Wijayanti	Humanistic approach to early childhood education at TK N 2 Yogyakarta	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
4	Roni Eka Rahmat	Optimizing the Adoption of E-Learning by Vocational High School Teachers: A TAM Approach Study to Understand the Factors Influencing Teacher Participation	UNIVERSITAS NEGERI YOGYAKARTA	Pedagogical Innovations and Best Practices in Teacher Education
5	Rozanah Katrina Herda	Rethinking English Language Instruction for the Modern Classroom	Universitas Negeri Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education
6	Sayit Abdul Karim; Ratri Maura Isanti; Suryo Sudiro	EFL Teacher's Strategy in Teaching Speaking Classes: A Case Study at The Rumah Inggris Jogja	Universitas Teknologi Yogyakarta	Pedagogical Innovations and Best Practices in Teacher Education

Day/ Date : Wednesday, 26 June 2024 Time : 16.00 - 17.30 Parallel/ Session : Parallel 2 Session 2 Sub-Theme : Language Education and Literacy Development Moderator : Robby Firmansyah, S.Sn., M.Des. Room : Room 4.3 (4th Floor), Postgraduate Building (PAS43)	<h1 style="margin: 0;">PAS43</h1> <p style="margin: 0;">P2-S2</p>
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No	Author(s)	Title	Institution	Sub-Theme
1	Lin Wahyuni; Sarwanto; and Idham Ragil Widiyanto Atmojo	Meta-Analysis of Students' Scientific Literacy Skills in Indonesia	Universitas Sebelas Maret	Language Education and Literacy Development





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2	Mansyur Srisudarso; Evi Karlina Ambarwati; Sulis Triyono; Dwiyanto Djoko Pranowo	Empowering Language Learners: Integrating Literature through Participatory Action Research in English Language Education	Universitas Negeri Yogyakarta	Language Education and Literacy Development
3	Megan Jinabe; Elih Sutisna Yanto; Anita Triastuti	Unlocking the Multimodal Texts in Indonesian Secondary English Textbooks: A Social Semiotics Perspective	Universitas Negeri Yogyakarta	Language Education and Literacy Development
4	Mia Febriana	Teachers Voices on Teaching Writing for Students in Lombok Island: Overcoming the Barriers	Universitas Sebelas Maret	Language Education and Literacy Development
5	Mimi Alpian	Internalizing Moderation Values to Strengthen Literacy in Indonesian Language Learning at MAN 5 Sleman	Madrasah Aliyah Negeri 5 Sleman	Language Education and Literacy Development
6	Muhammad Farhan; Silvi Rahmadani Azis; Sukarno; and Ricky Sriyanda	An Analysis of Lecturers' Questioning Strategies in the Advanced Language Skills Classroom	Yogyakarta State University	Language Education and Literacy Development

Day/ Date	: Wednesday, 26 June 2024	<h1>PAS71</h1> P2-S2
Time	: 16.00 - 17.30	
Parallel/ Session	: Parallel 2 Session 2	
Sub-Theme	: (1) Paradox Technology in Teaching and Learning; (2) Teacher Well-being and Resilience	
Moderator	: Wulan Tri Puji Utami, M.Pd.	
Room	: Conference Room (7th Floor), Postgraduate Building (PAS71)	

No	Author(s)	Title	Institution	Sub-Theme
1	Sudiyono	The Dual Impact of Technology in Teaching and Learning: A Balance of Advantages and Disadvantages	UNIVERSITAS NEGERI YOGYAKARTA	Paradox Technology in Teaching and Learning
2	Yuli Ari Sandy	Harnessing The Paradox of AI for Teaching Creativity According to English Education's Master Students	Sanata Dharma University	Paradox Technology in Teaching and Learning





**The 5th International Conference on Teacher Education
and Professional Development (InCoTEPD)
in Collaboration with SEAMEO and JETA**

3	Riza Fatimah Zahrah; Cece Rakhmat; and Turmudi	A bibliometric Analysis Using Vosviewer: Research Trend on Teacher Well Being	Universitas Pendidikan Indonesia	Teacher Well-being and Resilience
4	Rohmatunnazilah; Fitri Sari Sukmawati; Noer Indahyati	Never Give Up on Being a Teacher: Emotional Geography on Female Professional Teachers' Resilience	SMA Muhammadiyah 2 Yogyakarta	Teacher Well-being and Resilience
5	Winarti Dwi Febriani; Riza Fatimah Zahrah	The Effect of Emotional Intelligence on Mathematics Learning Achievement of Undergraduate Students of Primary School Teacher Education	Universitas Perjuangan Tasikmalaya	Teacher Well-being and Resilience
6	Yeri Ekemunajat	Improving Teacher's Wellbeing and Resilience Using PERMAH Elements	SMPN 1 Karangmojo	Teacher Well-being and Resilience

Day/ Date : Wednesday, 26 June 2024
Time : 16.00 - 17.30
Parallel/ Session : Parallel 2 Session 2
Sub-Theme : (1) Educational Leadership and Policy Implementation;
 (2) Teacher Well-being and Resilience
Moderator : Arum Darmawati, S.E., M.M.
Room : Room 4.11 (4th Floor), Postgraduate Building (PAS411)

PAS411

P2-S2

No	Author(s)	Title	Institution	Sub-Theme
1	Aulia Mutiara Putri	The Impact of Implementing the Pancasila Student Profile Strengthening Project Policy on Character Education	Universitas Negeri Yogyakarta	Educational Leadership and Policy Implementation
2	Udik Budi Wibowo; Slamet Lestari; Meilina Bustari; Maria Dominika Niron; Sukirjo; Deny Setiawan Wayoi	Enabler School Program: To what extent can it change the quality of education?	Universitas Negeri Yogyakarta	Educational Leadership and Policy Implementation
3	Anisya Ayu Devinta Firdauzia; Endang Triningsih	Implementation of Social Emotional Learning through Variations of Ice Breaking to Enhance Students' Well-Being	SMP 4 Yogyakarta	Teacher Well-being and Resilience



**The 5th International Conference on Teacher Education
and Professional Development (InCoTEPD)
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4	Muhamad Laudy Armanda; Agus Widyantoro	Revealing Students' Social-Emotional Competence of the English Education Department	Universitas Negeri Yogyakarta	Teacher Well-being and Resilience
5	Novasa Adiyani	Teacher's Belief on The Use of Project Based Learning in Teaching Writing by Integrating With AI	Universitas Negeri Yogyakarta	Teacher Well-being and Resilience
6	Pangkun Ajioko, Mubandjani, Almas	Coping Strategies for Stress Among New Teachers with Non-Educational Background: A Qualitative Case Study in Private Elementary School	Sekolah Tinggi Pendidikan Nonstik Bandung	Teacher Well-being and Resilience





KEYNOTE SPEAKER



Prof. Dr. Ir. Sri Suning Kusumawardani, S.T., M.T.

Director of Directorate of Learning and Student Affairs of
Ministry of Education, Culture, Research, and Technology of the Republic of
Indonesia

Expertise: education, educational technology and computing, specialist studies in
education

INVITED SPEAKERS



Prof. Chris Ziguras

University of Melbourne, Australia

Expertise: international education,
skilled migration, educational
technology



Dr. A. Gumawang Jati

President of i-TELL, Indonesia

Expertise: linguistic, ICT for Education



Assoc. Prof. Dr. Hairon Salleh

National Institute of Education,
Singapore

Expertise: School Leadership,
Professional Learning Communities,
Collective Teacher Learning, Teacher
Professional Learning, Action Research



Dr. Yasemin Yelbay Yilmaz

Hacettepe University, Turkey

Expertise: linguistic, Social Sciences
and Humanities, Philology



Prof. Soni Nopembri, Ph.D.
Universitas Negeri Yogyakarta,
Indonesia
Expertise: Sport Education,



Reza Setiawan, M.T.
SEAMEO QITEP in Science
Expertise: Information Technology



Dr. Pelin Derinalp
Gaziantep University, Turkey
Expertise: learner autonomy, teaching
and learning English for Academic
Purposes, AIEd, and transcultural
communication



Dr. Wahyudi
Director of SEAMEO SEAMOLEC
Expertise: learning environment in
science and mathematics, Action
Research and Lesson Study



Dr. Kokoy Siti Komariah, M.T., M.Eng.
Badan Riset dan Inovasi Nasional (BRIN) invited by SEAMEO QITEP in Language
Expertise: machine learning, artificial intelligence, natural language processing



Abstract Compilation

DAY 1 – 25 JUNE 2024 (PARALEL 1 SESSION 1)

Auditorium (AUD) - Curriculum Development and Reform Strategies

Enhancing Pancasila and Civic Education in Central Java: Curriculum Management Strategies

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Abstract: History learning based on local wisdom values is imperative for instilling character in students amid societal phenomena such as moral decay, individualism, and environmental degradation. This research aims to ascertain the values of local wisdom in the Sanghyang Siksakandang Karesian text and explore history learning based on these values in high schools in Ciamis Regency. Employing qualitative methodology, this study draws data from various sources including informants (school administrators, history teachers, and students), learning activities, and documents (learning materials and the Sanghyang Siksakandang Karesian manuscript). The research is conducted at SMAN 2 Ciamis, utilizing in-depth interviews, observations, and document analysis for data collection. Purposive sampling is employed, and data validity is ensured through triangulation techniques. The findings reveal that Sanghyang Siksakandang Karesian embodies rules and knowledge for Sundanese society, encompassing *dasakreta*, *dasaperbakti*, *karma ning Hulun* (people's behavior towards leaders), and *panimbuh ning twah* (complementary actions). Furthermore, history learning implementation in Ciamis Regency High Schools showcases teacher creativity in presenting and integrating materials on local wisdom values. Teachers ensure students apply these values in daily school life, such as maintaining bodily senses (*dasakerta*), respecting teachers (*dasaperbakti*), and exhibiting proper behavior towards others.

Keywords: curriculum management, Pancasila and civic education, senior high schools, Islamic senior high schools



The Effectiveness of Merdeka Mengajar (PMM) Platform in Enhancing Teacher Competence at State Junior High School 8 Yogyakarta

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Abstract: This study examines the effectiveness of the Merdeka Mengajar Platform (PMM) in enhancing the professional competence of teachers at State Junior High School 8 Yogyakarta. Using a quantitative approach with a survey method, this research involved 35 teachers selected through random sampling. Data were collected using questionnaires that measured accessibility, frequency of access, feature utilization, and the impact of PMM on teachers' professional competence. Data analysis was conducted descriptively and inferentially using SPSS software. The results showed that PMM plays a significant role in helping teachers at State Junior High School 8 Yogyakarta independently develop their professional competence through various features. The platform offers a range of tools and resources designed to support teachers in their professional growth. The aspects of professional competence improved through PMM include subject matter expertise, performance reflection, technology utilization, and teaching skills. Among these, technology utilization showed the most significant improvement, indicating that teachers are becoming more adept at integrating digital tools into their teaching practices. This enhancement not only boosts their technical skills but also enriches the learning experience for students. The study highlights the importance of accessible and comprehensive professional development platforms in fostering continuous improvement and innovation in education. For policymakers and educators looking to implement similar initiatives, the findings of this research offer valuable insights into the benefits and impact of leveraging technology to enhance teacher competence.

Keywords: professional competence development, educational technology integration, teacher training effectiveness



Challenges and Innovations Strengthening Pancasila Students Profile (P5) in Yogyakarta's Merdeka Curriculum High Schools

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Abstract: This research aims to discover the planning, implementation, outcomes, challenges, and innovations of Strengthening the Profile of Pancasila Students (P5) of the Merdeka Curriculum. This research is descriptive qualitative research with the type of field study. Data were collected from one teacher and school in each Yogyakarta Province district. The schools are SMAN 1 Kalasan, SMAN 1 Sentolo, SMAN 7 Yogyakarta, SMAN 1 Panggang, and SMAN 1 Srandakan. The data collection process includes observation, interviews, and supported by documents. The results showed that 1) Before the implementation of Strengthening the Profile of Pancasila Students (P5), teachers must understand the components of the Merdeka Curriculum by attending In-House Training by inviting competent parties in their fields; 2) The implementation of Strengthening the Profile of Pancasila Students (P5) has been carried out in each school using a mutually agreed theme; 3) The final result of the implementation of Strengthening the Profile of Pancasila Students (P5) of the Merdeka Curriculum is in the form of products that are exhibited at the work title activity; 4) The challenge in implementing the Strengthening the Profile of Pancasila Students (P5) of the Merdeka curriculum lies in the role of human resources (teachers and students); 5) Innovations that can be made by utilizing technology as a source of inspiration.

Keywords: merdeka curriculum, P5, teachers



PAI Teachers' Perception of “Platform Merdeka Mengajar” and Its Impact at SMP N 1 Maos

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Abstract: Amid ongoing educational reforms, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek) had launched the Platform Merdeka Mengajar to enhance teachers' competence. This initiative responded to the evolving landscape of education, aiming to equip educators with the necessary skills and resources to adapt to modern teaching practices. However, little was known about its effectiveness, particularly in the context of Islamic Religious Education (PAI) at SMP Negeri 1 Maos. The study aimed to bridge this gap by exploring PAI teachers' perceptions of the Platform Merdeka Mengajar and its influence on their competence at SMP Negeri 1 Maos. Employing a descriptive qualitative method with a case study approach, the research provided a detailed description and explanation of teachers' perceptions of the use of Platform Merdeka Mengajar at SMP N 1 Maos and its significance for improving PAI teachers' competence. Data collection techniques included observation, interviews, and documentation, while data analysis involved procedures of data reduction, display, and verification. The study illuminated the impact of the platform on professional growth, highlighting its role in empowering teachers and enhancing their effectiveness in the classroom. These findings have significant implications for policymakers, educational institutions, and practitioners involved in teacher development programs, offering insights to refine educational initiatives effectively to meet the evolving needs of educators and students alike.

Keywords: perception, PMM, competence, islamic religious education



The Influence of Teachers' Eco-literacy Understanding on Environmentally Friendly Behavior among Elementary School Students

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Abstract: Eco-literacy is a crucial framework in environmental education, emphasizing the interdependence of human life and the natural world. Teachers are pivotal in nurturing students' competencies toward sustainable behaviors, requiring a robust understanding to guide them effectively. This study investigates the relationship between teachers' eco-literacy levels and elementary school students' environmentally friendly behaviors. By employing a mixed methods approach, quantitative data collection involves administering questionnaires to teachers and students, while qualitative methods include in-depth interviews and classroom observations. The findings reveal a significant correlation between teachers' eco-literacy and students adopting environmentally friendly practices. Educators with deeper eco-literacy understanding demonstrate enhanced capabilities to engage students actively in sustainability initiatives. This understanding translates into heightened student awareness, increased participation, and a stronger sense of environmental responsibility. In conclusion, this research highlights the critical role of teachers' eco-literacy in promoting environmentally friendly behaviors among elementary school students. It underscores the importance of integrating eco-literacy education into teacher training programs to equip educators with the knowledge and skills necessary for fostering environmental stewardship in young learners. By enhancing teachers' eco-literacy, educational institutions can effectively contribute to sustainable development goals and cultivate a generation of environmentally conscious citizens.

Keywords: eco-literacy, environmental education, elementary school, mixed methods, environmentally friendly behavior



Training Curriculum for Teacher Competency Development at Miftahul Iman Junior High School: Didactical Situation Analysis

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Abstract: Teachers must possess both pedagogical and professional competencies to effectively impart cognitive knowledge and foster students' character development. The 2023 teacher competency test in Bandung City revealed a pedagogical competence rate of 58.79%, slightly lower than the 65.97% for professional competence, highlighting areas for improvement. Miftahul Iman Junior High School reported a teacher learning quality of 61.47% on their report cards, indicating a moderate level of effectiveness. To address these challenges comprehensively, a structured training program was developed to enhance teachers' pedagogical and professional competencies through a didactical situation analysis approach. This qualitative study employed a case study design, utilizing interviews, documentation studies, and classroom observations for data collection, with analysis conducted using an interactive model to ensure thorough examination of teaching practices. The outcomes of the study yielded a series of tailored training modules aimed at equipping teachers with enhanced skills in designing lessons based on didactical situation analysis principles. Central to these modules were innovative methodologies such as Sharing and Jumping Tasks, strategically integrated to foster interactive and engaging learning environments. By focusing on these competencies and methodologies, the program aimed not only to improve teaching effectiveness but also to elevate student engagement and academic performance. Future research may explore longitudinal impacts and scalability across educational contexts, aiming to continuously refine and optimize teacher training initiatives for sustained educational improvement.

Keywords: lesson design, need assessment, sharing and jumping task, teacher competence, training curriculum



Integrating Character Education into Islamic Curriculum Development at SMP IT Menara Fitrah

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Abstract: This research analyses the implementation of an integrated Islamic curriculum based on character education at SMP IT Menara Fitrah, Ogan Ilir Regency, aimed at instilling religious values in students. This study employed a qualitative descriptive approach and focused on key stakeholders, including the principal and deputy principal for curriculum and student affairs. Data collection methods encompassed interviews, observations, and documentation studies, utilizing triangulation techniques to ensure data validity. The findings reveal that SMP IT Menara Fitrah has effectively integrated character education into its curriculum to foster an Islamic environment and instil religious values in students. This integration spans intra-curricular, co-curricular, and extracurricular activities, supported by habitual practices and school culture reinforcement. Teachers play a pivotal role in modelling these values through their conduct. The curriculum development process followed several stages: initial planning involved problem analysis, needs assessment, goal setting, and program design. During the organizing stage, organizational tasks were distributed among school components. Implementation included classroom and extracurricular activities, emphasizing habituation and cultural integration. The control stage ensured ongoing monitoring by school leadership, periodic teacher supervision, and regular evaluation meetings. In conclusion, SMP IT Menara Fitrah's integrated Islamic curriculum has effectively established an environment conducive to nurturing religious values among students. The structured approach to curriculum development and implementation underscores its role in promoting holistic character development aligned with Islamic principles.

Keywords: integrated Islamic curriculum, character education, religious values, qualitative study, curriculum implementation



Elementary School Students Ocean Literacy Knowledge: A Preliminary Study

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Abstract: This study aimed to evaluate the ocean literacy knowledge of elementary school students, specifically fourth-grade students at SDS Cendana Duri, and to understand their perceptions of marine environmental issues. This study employed a qualitative approach. The data were collected through in-depth interviews with ten students to gather data on their understanding of various aspects of ocean literacy. The findings indicated that most students possessed a basic knowledge of the ocean, its benefits, and the importance of maintaining its cleanliness. Awareness of the negative impacts of plastic waste and pollution on marine ecosystems was prevalent among the students, who also demonstrated a positive attitude towards ocean conservation through practical actions. However, their understanding remained superficial and necessitated further depth. Additionally, the students expressed high enthusiasm for learning more about marine ecosystems. These findings highlight the need for deeper integration of ocean literacy topics into the elementary school curriculum, the adoption of interactive teaching methods, and enhanced teacher training. Implementing these strategies is expected to improve students' ocean literacy and prepare them to become environmentally responsible citizens committed to marine conservation. In conclusion, the study underscores the importance of comprehensive ocean literacy education at the elementary level to foster a deeper understanding and commitment to marine conservation among young students.

Keywords: elementary education, marine conservation, ocean literacy, qualitative study, student perceptions



Theater Pasca (THE) - Technology Integration in Teaching and Learning

Machine Learning Bibliometric Analysis of Science Direct Publisher Using VOSviewer

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Abstract: Writing scientific papers plays a vital role in improving critical thinking skills. One of the fields that gained particular attention for research is Machine Learning, an integral part of Artificial Intelligence that can utilize available data to improve the system's intelligence without explicitly defining each step in an algorithm. In conducting research, it is essential to understand the theoretical foundations and fundamental concepts in each category and have access to relevant scientific literature. In the era of emerging information technology, especially in computing and data analysis, VOSviewer has emerged as a tool and method that allows researchers to explore the potential of information in scientific literature more effectively. This paper aims to determine the development of Machine Learning from 2023-2024 in the ScienceDirect international scientific journal database through visual bibliometric interpretation of VOSviewer. This study involved 208 authors connected in a co-authorship network, showing that each author had at least one collaboration with another author. This ensures a strong and collaborative connection between authors, making this network worth depicting in the co-authorship visualization. In the co-occurrence visualization overlay, unconnected concepts indicate a lack of relatedness or relevance to the research topic of Machine Learning. Meanwhile, the unconnected density visualization indicates that the topic or keyword has yet to be widely explored in the relevant literature, showing the potential for new and innovative research development.

Keywords: machine learning, writing, VOSviewer



Empowering Students Through AI: Integrating Artificial Intelligence (AI) in Academic Writing Classes

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Abstract: Employing artificial intelligence tools and resources in education facilitates a more personalized learning experience for students. By utilizing AI, students can receive individualized feedback related to their specific learning needs. Additionally, AI enables access to customized learning materials, which cater to each student's unique pace and style of learning. Moreover, AI can assist students in enhancing their writing skills in a more efficient and engaging manner through personalized support and guidance. This research aims to empower students by providing them with the necessary tools, resources, and guidance to enhance their writing abilities through the incorporation of Artificial Intelligence (AI) technologies into academic writing courses. This study used mixed methods to explore and define the use of AI tools in academic writing classes, even the students' perceptions. The sample used was the students of the English Education Department, Universitas Nahdlatul Ulama Yogyakarta, semester six, joining the academic writing subject. The researchers employed interviews, questionnaires, and documentation techniques to collect the data. The comprehensive analysis presented in the study underscored the various advantages, challenges, and broader implications associated with the integration of Artificial Intelligence (AI) in academic writing instruction. The research aimed to provide valuable insights for educators and researchers interested in using technology to improve students' learning experiences and academic success.

Keywords: artificial intelligence, teaching writing, academic writing, writing skills



Teacher's Self Efficacy and Perceived Practices on Technology Enhanced Differentiated Instruction (TEDI) in English Language Teaching

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Abstract: English language teachers often need help to use differentiated instruction effectively due to challenges like limited resources, varying student abilities, and the complexity of managing individualized learning plans. Research on using technology for differentiated instruction in English language teaching is limited, and there needs to be more information available on how teachers explain their methods and the advantages and difficulties they encounter. Conducting an inquiry to understand instructors' real-world experiences with technology-enhanced differentiated instruction would be necessary for gaining insights and identifying standard practices. This study aimed to explore teacher's Self Efficacy and Perceived Practices on Technology Enhanced Differentiated Instruction (TEDI) in ELT. A sequential explanatory research design was employed to reach the aim. The research participants of this study were 124 English teachers from different provinces in Indonesia for the quantitative phase, and then 6 of them were selected for the qualitative phase. The data were collected through questionnaires and semi-structured interviews, which then were analyzed using percentages, frequencies, and thematic analysis. The findings revealed that challenges in the practices of TEDI in ELT were primarily due to the lack of competence in differentiated instruction, which was caused by the lack of understanding of the concept and strategies of DI implementation, which resulted in teachers' misconceptions. Other challenges were excessive classes and the limited time in preparation as well as in the practices. Moreover, it was revealed that insufficient facilities were one of the hindrances of TEDI practices in ELT.

Keywords: self-efficacy, TEDI, ELT, ICT



The Benefits of Multimodal Teaching in Foreign Language Education

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Abstract: The approach to personalized learning, known as differentiated learning, has become increasingly popular in the past few decades, especially within the framework of teaching foreign languages. This approach recognizes and respects that each learner has unique requirements, skills, and preferences when it comes to their learning process. As a result, the instruction is customized to cater to everyone's specific requirements, ensuring that all learners are effectively supported in their learning journey. One highly effective approach to enacting differentiated learning involves employing multimodal teaching methods. By utilizing a variety of sensory modalities such as visual, auditory, and kinesthetic techniques, educators can cater to diverse learning styles and abilities within the classroom. This approach can help ensure that all students have the opportunity to engage with the material in a way that resonates most effectively with them. This paper examines the advantages of using multimodal teaching in foreign language education. It highlights the potential benefits of enhancing comprehension and retention, increasing student engagement, and fostering cultural immersion through the incorporation of music, videos, and cultural artifacts.

Keywords: benefit, foreign language education, multimodal teaching



Opportunities and Challenges: English Language Pre-service Teachers' Attitude on AI for Microteaching

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Abstract: This qualitative study investigated 11 pre-service English language education students' thoughts and attitudes toward incorporating artificial intelligence (AI) into their microteaching course, where they practiced their teaching abilities. As AI capabilities in education advance, AI tutors, personalized learning tools, and classroom aides can be used during teacher training. However, more research is needed on how future English teachers perceive the role of AI in their professional development. This study used semi-structured interviews to capture the various viewpoints of 11 pre-service English instructors on the potential use of AI in their microteaching sessions. The findings revealed a variety of perspectives, with some participants enthusiastic about AI's ability to improve feedback on their teaching practices, assist individualized education, and provide language learning aids to pupils. Others expressed concern regarding technology challenges, student privacy consequences, and AI's inadequacies in capturing the intricacies of language teaching compared to human instructors. The study emphasizes the need to incorporate pre-service English teachers' opinions when teacher education programs investigate AI integration. The ideas provided by participants offer light on the possible benefits and drawbacks of adding AI into microteaching and other practice-based components of English language teacher training. The findings have ramifications for teacher educators, AI developers, and legislators who want to effectively use AI while addressing future teachers' concerns and incorporating key human elements into their preparation.

Keywords: artificial intelligence, pre-service teachers' attitude, microteaching, language teaching



Enhancing Learners' Speaking Proficiency through Voice-Based AI Chatbots

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Abstract: Speaking plays a pivotal role in language acquisition, as it dictates the effectiveness of communication. Despite being an essential skill developed over the course of learners' journeys, speaking is often considered the most challenging aspect of language learning. Many learners struggle to articulate their thoughts verbally. In response, educators advocate for the integration of authentic materials to provide learners with opportunities to engage in meaningful spoken practice. One promising solution to this challenge lies in AI chatbots, which harness natural language processing to simulate real-life conversational exchanges. This paper aims to showcase the efficacy of voice-based Artificial Intelligence (AI) chatbots in enhancing speaking proficiency. Leveraging platforms like Replika and Elisa Speak, learners can engage in dynamic interactions with virtual tutors, receiving personalized feedback and adapting their learning experiences in real-time. These interactions, facilitated through role-plays and scenarios, emulate authentic communication settings, fostering natural language usage. By incorporating advanced natural language processing and promoting authentic conversational engagement, AI chatbots offer invaluable support to learners striving to master spoken language skills. As we continue to explore and refine the utilization of such technologies, we envision a future where language learners can confidently navigate real-life communication scenarios with fluency and confidence.

Keywords: speaking proficiency, language learning, AI chatbots, natural language processing



University Students' Perspectives on AI-giarism

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Abstract: In recent years, the swift progress of artificial intelligence (AI) in the field of educational technology, especially in higher education, has raised significant concerns regarding the increased potential for plagiarism in academic writing. This is largely due to the substantial automation that AI provides to the writing process, leading to growing apprehension about ensuring the originality and integrity of academic work. While AI-based applications for detecting plagiarism (AI-plagiarism) are widely used, there is a lack of comprehensive understanding regarding students' perspectives on this issue. This mixed-method study investigated the views of 114 university students on the potential for plagiarism when using AI-based applications. Data were collected over a month through an 18-item online questionnaire, followed by semi-structured interviews with eight selected participants. The presentation shared preliminary findings from the questionnaire, exploring students' perspectives on traditional forms of plagiarism and the use of AI in academic writing. This study has significant implications for classroom practices and policymaking concerning the integration of AI in higher education. It emphasizes the need for developing robust strategies to maintain academic integrity in an increasingly automated environment, ensuring that the educational benefits of AI do not come at the cost of ethical academic standards.

Keywords: academic dishonesty, academic writing, artificial intelligence, plagiarism



Teachers' Perception on the Implementation of ICT in Project-Based Learning (PjBL)

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Abstract: The integration of information and communication technology (ICT) in project-based learning (PjBL) is a topic of widespread discussion among educators and researchers. Information and Communication Technology (ICT) in Project-based Learning (PjBL) has proven to be an impactful and efficient tool for supporting teachers in facilitating the teaching and learning process. The research aims to explore into the opinions and experiences of Junior High School teachers regarding the integration of Information and Communication Technology (ICT) in Project-based Learning (PjBL) within the English Language Teaching (ELT) classrooms. It is a descriptive qualitative study involving data collection techniques through questionnaires and interviews. The participants were 30 English teachers at a Junior High School in Yogyakarta. The results highlighted that teachers preferred to select ICT in PjBL, contributing to improving their 21st-century skills. The majority of educators participating in a survey indicated that they found Project-Based Learning (PjBL) with Information and Communication Technology (ICT) to be more beneficial than traditional teaching methods when it comes to instructing students in English. A large number of teachers agreed that PjBL with ICT improves comprehension of English topics and simplifies the material's grasp. Furthermore, it was noted that this approach has a positive impact on communication skills, confidence in communication, effectiveness in information retrieval, as well as the promotion of digital literacy and collaborative skills, all of which are crucial in today's digital age.

Keywords: ICT, project-based learning, 21st century skills



Promosi Doktor (PRO) - (1) Technology Integration in Teaching and Learning, and (2) Language Education and Literacy Development

Project-based Learning Model in Electronic Records Management Courses

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Abstract: This research investigates the forms of student activities and perceptions in the Electronic Records Management course using the Project-based Learning (PBL) model. The background emphasizes the rationale for adopting PBL in educational settings, particularly in courses like Electronic Records Management, to enhance student engagement and the practical application of knowledge. The objective was to explore how PBL is implemented in this context, focusing on student activities and their perceptions of the course. Employing a quantitative descriptive research approach, the study utilized literature review to establish theoretical foundations and survey methods to collect empirical data. The primary activity in the course involved students developing an electronic records storage application using Microsoft Access, which also included registering their products under Intellectual Property Rights (HKI) through a User Manual. Findings indicated that students' perceptions of the Electronic Records Management course with the PBL model were predominantly positive. They appreciated the hands-on learning experience, practical skills acquisition, and the opportunity to create tangible outputs. The implications highlight the effectiveness of PBL in fostering active learning and skill development among students, suggesting its potential for enhancing educational outcomes in similar disciplines. Future research could delve deeper into specific aspects of PBL implementation to optimize its benefits for both students and educators.

Keywords: project-based learning, electronic records management, student perceptions



The Indonesia Civil Pilot Academy's Development Model for Using Flight Simulator to Improve Flight Performance for Flight Cadets

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Abstract: The purpose of this study is to assess how cadets participating in aviation vocational education might enhance their Flight Performance skills through flight simulator practice. Flight performance is crucial for aviation safety and effective decision-making, making it essential for cadets to develop and refine these abilities during their training. This study evaluates the effectiveness of flight simulator training in improving cadets' Flight Performance skills and aims to identify potential areas for enhancing the training program. The research involved a comprehensive analysis of cadet performance data, feedback from instructors, and observations of simulator sessions. By comparing pre- and post-training performance metrics, the study provides insights into the specific aspects of flight skills that benefit most from simulator training. Additionally, the study explores the psychological and cognitive benefits of simulation practice, such as increased confidence and reduced anxiety in real-flight scenarios. The findings suggest that flight simulator training significantly enhances critical flight performance skills, contributing to overall aviation safety. However, the study also highlights areas where the training regimen could be optimized, such as incorporating more varied flight scenarios and integrating advanced simulation technologies. The results of this research offer valuable guidance for improving flight training programs and ensuring cadets are well-prepared for real-world aviation challenges.

Keywords: flight performance, aviation vocational education, flight simulator training, decision-making skills, aviation safety



Development of Beginning Reading Module with Phonics Method in Children with Mild Intellectual Barriers

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Abstract: This study aimed to analyze the necessity, feasibility, and effectiveness of developing an initial reading module using the phonics method tailored for children with mild intellectual disabilities at SLBN 1 Yogyakarta. Employing a Design and Development Research (DDR) framework following Richey and Klein's model, the study engaged with three participants. The research identified a critical need for a structured reading approach among children classified with mild intellectual disabilities through comprehensive needs assessments at SLBN 1 Yogyakarta. Subsequently, the initial reading module, integrating phonics principles, underwent rigorous validation by subject matter experts and media specialists. The evaluation yielded high feasibility ratings: 86.4% overall feasibility, 96% from intellectual disability experts, and 92% from media experts, affirming its suitability for instructional use. Moreover, the intervention's implementation demonstrated notable improvements in the children's reading proficiency. Assessment outcomes indicated significant gains with HN (ability to identify high-frequency words) at 65%, YES (accuracy in reading comprehension) at 73%, and AR (ability to apply reading strategies) at 84%. In conclusion, the developed phonics-based module represents a robust instructional tool that effectively supports the reading development of children with mild intellectual disabilities. This research contributes valuable insights and practical implications for educators and stakeholders in special education, emphasizing the importance of tailored instructional materials in enhancing educational outcomes for diverse learners.

Keywords: phonics method, beginning reading, intellectual disabilities, special education, module development



Will ChatGPT Take Over? A Mixed-Methods Study at Yogyakarta State University

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Abstract: This study explores the use of ChatGPT in the Master of English Education Study program at Yogyakarta State University. It employs a mixed-methods design comprising survey and interview sections to gather comprehensive insights. The study involves random sampling of students enrolled in the Master of English Education program to understand their experiences with ChatGPT in their learning process. Additionally, it investigates their suggestions, concerns, and viewpoints regarding future educational trends and the evolving roles of teachers as artificial intelligence becomes more integrated. The findings provide a detailed understanding of how ChatGPT influences students in English education. By examining student perspectives and attitudes toward ChatGPT usage, this study advances understanding of the potential advantages, challenges, and implications of integrating ChatGPT in educational settings. These results offer valuable insights for educators, policymakers, and curriculum developers seeking to optimize ChatGPT's capabilities to enhance English language learning outcomes. Embracing ChatGPT in educational contexts requires careful consideration of its impact on teaching dynamics and student engagement, paving the way for informed decisions and strategic implementations in future educational practices.

Keywords: ChatGPT, English education, students' perception



Acceptance of Artificial Intelligence in Language Teaching: Teachers' Perspective on Using Chat GPT in ELT

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Abstract: This study explores the attitude and behavioral intention of English teachers toward the adoption of ChatGPT in English Language Teaching in Indonesia. It employs a descriptive methodology using a 4-dimensional Technology Acceptance Model (TAM)-based scale to collect responses from 61 English teachers. The findings indicate a high and positive acceptance level among English teachers toward ChatGPT, significantly influenced by perceived usefulness, attitude, and behavioral intention. However, perceived ease of use did not show a significant positive correlation. The combined dimensions of perceived usefulness, perceived ease of use, and attitudes were able to predict 72% of the variance in teachers' future behavioral intentions regarding the use of ChatGPT in English Language Teaching (ELT). These results underscore the potential of ChatGPT to be embraced as a beneficial tool in ELT, highlighting the importance of addressing usability concerns to maximize its effective integration in educational settings.

Keywords: ChatGPT, English language teaching, technology acceptance model, perceived usefulness, attitude, behavioural intention



Revolutionizing EFL Writing: Harnessing AI for Enhanced Proficiency and Innovative Learning

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Abstract: This research investigates the transformative impact of Artificial Intelligence (AI) on English as a Foreign Language (EFL) writing proficiency within the context of higher education. As global demands for effective language skills grow, integrating AI into EFL education offers promising opportunities and challenges. This study focuses on college-level writing courses, examining how AI tools influence the quality and developmental trajectory of students' writing abilities. By engaging both EFL students and experienced lecturers, the research adopts a comprehensive mixed-methods approach to capture diverse perspectives. The primary objective is to explore the multifaceted implications of AI integration in EFL writing education. Specifically, the study aims to uncover the benefits of AI in enhancing writing skills, identify challenges encountered by educators and learners in AI-augmented classrooms, and assess broader pedagogical shifts catalyzed by technological advancements. Document analysis evaluates the quality and evolution of students' writing skills with AI support, while interviews provide nuanced insights into pedagogical shifts and challenges in AI-augmented classrooms, and finally survey data offers a broad perspective on the perceived effectiveness, ease of use, and potential barriers to AI adoption in writing courses. This research is expected to contribute to the ongoing discourse on educational technology, advocating for balanced and informed AI integration strategies in EFL education.

Keywords: artificial intelligence (AI), English as a foreign language (EFL), writing proficiency



Innovative History Outing Class Method Enhances Critical Thinking for XI Graders at SMA Negeri 4 Magelang

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Abstract: State High School 4 Magelang has pioneered the application of out-class learning methods for historical subjects, an innovative approach aimed at engaging students more effectively by immersing them in historical environments rather than traditional classroom settings. Unfortunately, the implementation of this method has faced several challenges and has not been consistent or optimal. Key factors impacting this include limited execution time, difficulties in student conditioning, and the costs associated with accommodation and logistics. This study employed a qualitative method with a case study approach to thoroughly explore the implementation of the out-class learning method. The participants included a history teacher and 27 eleventh-grade students, providing a comprehensive view of the practice. The findings indicated that students showed a greater interest in visiting historical sites and experienced less boredom during Teaching Learning Activities. These activities, conducted outside the classroom, significantly enhanced students' motivation and fostered critical thinking through active, contextual, and meaningful learning experiences. The study suggests that with routine and consistent execution, out-class learning can greatly improve educational outcomes. The implications of these findings underscore the importance of addressing logistical challenges to enable regular implementation, thereby promoting a more engaging and effective learning environment for students. Ensuring these logistical elements are managed can transform the educational experience, making learning more dynamic and impactful.

Keywords: history learning, outing class, critical thinking



Teachers' Implementation of Artificial Intelligence Based-Tools in Teaching Writing in EFL Classroom

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Abstract: The advances in technology have ushered in a significant increase in the adoption of Artificial Intelligence (AI) within the field of education. AI, characterized by its ability to emulate intelligent human behaviors such as thinking, learning, and problem-solving, is revolutionizing classroom dynamics. Various AI technologies are now employed to automate the assessment of diverse aspects of classroom interactions, from student engagement to performance evaluation. However, despite its transformative potential, the mere presence of AI does not guarantee effective integration into teaching practices or ensure high teaching quality. Addressing these challenges necessitates maintaining open communication and adopting proactive strategies when formulating pedagogical policies and designing teaching strategies, especially in the realm of writing instruction in the era of artificial intelligence. Through narrative inquiry, this study uncovered that educators perceive AI as a tool capable of offering personalized learning experiences and providing crucial support to students with diverse learning needs, thereby enhancing educational equity and accessibility. While the integration of AI in language instruction holds immense promise for improving learning outcomes and fostering student engagement, it also poses significant challenges that must be addressed, including concerns about data privacy, ethical use of AI, and the need for adequate teacher training. This research provides valuable insights into the perspectives and experiences of teachers who engage with AI to teach writing, offering nuanced understandings of the practicalities, potentials, and limitations of AI in educational settings.

Keywords: artificial intelligence (AI), teaching writing, EFL classroom



Pasca Lt 4.1 (PAS41) - Technology Integration in Teaching and Learning

Enhancing Cultural Understanding: VR and AI Connect Australian Students with Toraja Culture in School Partnership

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Abstract: In the age of Artificial Intelligence (AI), the integration of technology in the classroom is inevitable. This study investigates the effectiveness of Virtual Reality (VR) and AI-integrated Google Classroom in enhancing students' cultural engagement and understanding. The use of technology in this context aims to overcome geographical and experiential barriers, enabling students to virtually engage with distant and unfamiliar cultures. The population and sample of this study are students from MAN Insan Cendekia Gowa in Indonesia and St John Grammar School in Australia. Data were collected and analyzed to assess the impact of these technologies on students' learning experiences. The findings reveal that the use of VR and AI significantly enhances cultural learning experiences, promoting deeper and more meaningful cross-cultural interactions. Students reported increased engagement and understanding, facilitated by the immersive and interactive nature of VR and AI. This study highlights the potential of integrating advanced technologies in educational settings to foster global awareness and cultural competence. The results suggest that VR and AI can play a crucial role in bridging cultural gaps, making cross-cultural education more accessible and impactful. Consequently, the integration of these technologies in classrooms can lead to enriched learning experiences and greater student engagement in cultural studies.

Keywords: virtual reality, artificial intelligence, cultural engagement, cross-cultural education, educational technology.



Gaps in Implementation and Management of Blended Learning in Border Areas

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Abstract: The development of education in each region is different. This depends on each school's infrastructure, community sensitivity, and human resources. The current era, where digitalization is not new, makes various life sectors intersect with digitalization, including the education sector. The impact of the education sector due to the development of digitalization encourages the emergence of digital systems that can be used for the learning process, one of which is the Blended Learning learning system, a hybrid system of online and offline learning processes. Blended learning is also a familiar thing. Many schools have implemented the learning process in this way. Many research results review the success of Blended Learning. Still, in several other regions in Indonesia, especially those located on the periphery, borders, or remote areas, they need to become more familiar with Blended Learning, causing gaps. Many factors hinder the implementation of Blended Learning, especially in border areas. Exploring these various factors needs to be studied in depth. An in-depth study of the gap in the management of the Blended Learning-based learning process is presented in this paper.

Keywords: blended learning, border area, teaching and learning



Juxtaposition of Technology in Education and Teacher Professional Development

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Abstract: Meaning plays a crucial role in enhancing communication, especially in the context of English as a Foreign Language (EFL). Reading short stories is a highly effective method for learners to grasp this meaning. Systemic Functional Linguistics (SFL) is a framework that divides meaning into three categories: ideational, interpersonal, and textual. Ideational meaning, which focuses on expressing perceptions of the world, is realized through processes, participants, and circumstances. This research aims to analyze these elements in two short stories from different generations: "The Selfish Giant" by Oscar Wilde from the 18th century and "Snow White" by the Brothers Grimm from the 19th century. The study employed a qualitative method, utilizing Named Entity Recognition (NER) to identify and analyze the processes, participants, and circumstances in both stories. The findings indicated that "The Selfish Giant" features a diverse range of activities undertaken by characters and vivid depictions of the story's environment. In contrast, "Snow White" contains extensive character interactions and emotional expressions. These results underscore the importance of SFL in providing meaning and context within literary works. By examining how language functions convey messages, this research highlights the different ways in which stories from distinct periods utilize language to create meaning. The analysis of processes, participants, and circumstances in these short stories demonstrates the varied narrative techniques and thematic focuses of the authors, contributing to a deeper understanding of how language and meaning evolve in literature.

Keywords: ideational meaning, short story, SFL



From Textbooks to AI: Indonesian and Malaysian Student Views on ChatGPT for Learning and Academic Tasks

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Abstract: Integrating artificial intelligence (AI) tools like ChatGPT is revolutionizing education globally. While many studies have investigated the use of ChatGPT in education, comparative analyses across different cultural contexts remain limited. This research provides a comparative analysis of ChatGPT usage among university students in Indonesia and Malaysia, focusing on their perceptions of its impact on learning and academic performance. A qualitative research approach was employed, collecting data through interviews with 12 students. The data were analysed using thematic analysis to uncover key themes and insights. The findings revealed that students in both countries were introduced to ChatGPT through academic settings and social media. Platforms such as Instagram, X, TikTok, and YouTube significantly raised awareness about AI tools among students. Students generally rated ChatGPT's accuracy at 70-80% but often cross-referenced information with other sources due to concerns about reliability. The tool was noted to improve time management and facilitate assignment completion. However, despite its convenience, the overuse of ChatGPT raised issues regarding reduced critical thinking and potential academic dishonesty. In conclusion, this study highlights the dual-edged nature of ChatGPT's integration in higher education. While it offers substantial benefits regarding efficiency and support for academic tasks, it also poses challenges that require careful consideration and management. The findings underscore the need for balanced and ethical use of AI tools in educational settings.

Keywords: Artificial Intelligence, ChatGPT, comparative analysis, higher education, student perceptions



The Role of Digital Marketing in Influencing Service Quality on Customer Loyalty through Intervening Customer Satisfaction (Case Study at SPC FEB UNESA)

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Abstract: Marketing plays a pivotal role in business by attracting and retaining customers. At SPC FEB, digital marketing strategies are employed to appeal to technologically savvy students, leveraging the Technology Acceptance Model (TAM). This study investigates the relationship between digital marketing-induced service quality, customer satisfaction, and loyalty at SPC FEB UNESA. This research utilized a quantitative approach with path analysis to analyse data from 98 FEB UNESA students. The primary objective was to examine how service quality, mediated by customer satisfaction, influences customer loyalty. Results indicate that while service quality does not directly impact customer loyalty, it significantly enhances customer satisfaction. Subsequently, heightened customer satisfaction plays a crucial role in fostering customer loyalty, demonstrating a substantial mediating effect between service quality and customer loyalty. This study underscores the importance of digital marketing strategies in enhancing perceptions of student service quality. It highlights the pivotal role of customer satisfaction as a mediator, reinforcing the link between service quality improvements and sustained customer loyalty. These findings provide actionable insights for educational institutions like SPC FEB UNESA to strategically enhance customer relationships through targeted improvements in service quality and digital marketing initiatives. In conclusion, understanding these dynamics is crucial for developing effective marketing strategies that promote sustained customer loyalty in educational settings.

Keywords: digital marketing, service quality, customer satisfaction, customer loyalty, path analysis



Effectiveness of E-Learning *Ruang Guru* for the Digital Native Generation

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Abstract: The majority of current students belong to Generation Z, often referred to as digital natives due to their early and extensive exposure to the digital world. The learning process, including language acquisition, differs significantly for this generation compared to previous ones. This research aims to evaluate the effectiveness of the e-learning platform *Ruang Guru* in teaching Bahasa Indonesia to digital natives. Effectiveness is assessed from the perspectives of both students and tutors. A qualitative descriptive method was employed, utilizing data from student survey sheets, interviews with Bahasa Indonesia course instructors at LBB *Ruang Guru*, and literature reviews. The findings indicate that using digital and technology-based e-learning media in *Ruang Guru* simplifies and enhances learning. It makes the content more engaging and accessible for students, facilitating better comprehension. Additionally, it streamlines the material delivery process for teachers, improving overall teaching efficiency. In conclusion, integrating e-learning platforms like *Ruang Guru* proves highly effective in addressing the unique learning needs of digital natives. It offers a more interactive and user-friendly approach to language education, benefiting students and educators.

Keywords: E-learning, Generation Z, digital natives, Bahasa Indonesia, educational technology



The Integration of Technology in Learning: Problem Based Learning Liveworksheet to Improve Students' Critical Thinking Skill

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Abstract: This study aimed to analyse the profound impact of integrating technology in education through Problem-Based Learning (PBL) using Liveworksheet to enhance students' critical thinking skills. The research employed a pre-experimental design with a one-group pretest and post-test model. Data were collected using written tests administered as pretests and post-tests, consisting of five critical thinking questions focused on the topic of global warming. The study population comprised Science Studies XE students at MAN 2 Yogyakarta. Data analysis was conducted using a one-sample t-test for hypothesis testing, which revealed a significant effect of PBL Liveworksheet implementation on improving students' critical thinking skills in the context of global warming. The null hypothesis (H₀) was rejected, indicating a significant improvement. Additionally, the Gain test results showed an average critical thinking improvement score of 0.54, categorized as less effective. Despite this, the integration of technology via Liveworksheet in PBL was found to enhance the quality and effectiveness of learning outcomes. The findings suggest that incorporating digital tools in problem-based learning frameworks can significantly contribute to developing students' critical thinking abilities, thereby improving their overall academic performance and engagement in scientific topics.

Keywords: technology integration, Problem-based Learning, Liveworksheet, critical thinking skills, educational outcomes



Voice From the Field: Exploring the Beliefs, Practices, and Challenges in The Implementation of AI in Research-based Learning (RBL): A Case Study of Indonesian English Education Master Students

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Abstract: Currently artificial intelligence (AI) grows widely and plays an essential part in higher educational settings especially for English Education graduate programs. Furthermore, the aim of this study is to explore the implementation of AI in Research-based Learning (RBL) class through a comprehensive examination of beliefs, practices, and challenges. Employing a case study approach, this study collected the data by employing individual, in-depth, semi-structured interviews and 18 English Education Master students from Yogyakarta State University have been chosen as participants of this research. The study revealed that 1. The utilisation of AI in RBL is important and helpful for students, 2. Various AI tools have been implemented in RBL such as Ask Copilot, ChatGPT, QuillBot, Gemini, Grammarly, and Turnitin. 3 Three key domains of AI in RBL have been revealed such as: 1. Conceptual development and design of research, 2. Producing content and structure, 3. Support for editing, reviews, publications, and outreach. 4. Communication, Outreach, and Ethical Adherence Moreover, various challenges are also highlighted for each key domain. The results will provide insightful information about the complexities, potentials, and challenges related to the implementation of AI in RBL, contributing to a deeper understanding of the intersection between technology and education in the Indonesian, especially integrating AI in doing research in EFL context.

Keywords: artificial intelligence, research-based learning, master students



Pasca Lt 4.2 (PAS42) - Pedagogical Innovations and Best Practices in Teacher Education

The Effectiveness of Personalized Training in Enhancing Year 7 Understanding and Confidence in Basic Mathematics Classes

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Abstract: The learning loss experienced by students after the COVID-19 pandemic and the varying abilities of students under the *Kurikulum Merdeka* pose significant challenges for grade 7 mathematics education at LHI Integrated Islamic Junior High School. This study aims to evaluate the impact of basic mathematics classes on the development of students' mathematical understanding and self-confidence. Additionally, it investigates the effectiveness of the training methods used in these classes. The findings indicate that the implementation of basic maths classes positively influences both mathematical comprehension and confidence among students. Specifically, in the girls' class, there was a 40% increase in students proficient in multiplication and division, while the boys' class saw a 16% increase. Furthermore, 96% of students reported feeling more confident in their mathematical abilities after participating in the basic maths classes. The personalized training method also received positive feedback from students. These results suggest that targeted interventions, such as basic mathematics classes, can effectively address learning gaps and boost student confidence in their abilities. By focusing on foundational skills and providing individualized support, educators can better meet the diverse needs of students and enhance overall educational outcomes. This study highlights the importance of adapting teaching methods to address the specific challenges faced by students in the post-pandemic educational landscape, ensuring that all students can succeed in mathematics.

Keywords: learning loss, mathematical comprehension, student confidence, personalized training methods



Comparing the Democratic Vote and Modeled Teaching in Enhancing Reading Using 'Let's Read' Application

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Abstract: Learning strategies play a crucial role in fostering students' interest and enhancing their reading comprehension skills in the classroom. Effective strategies empower students to think independently, creatively, and adaptively to various learning situations. This study investigates the effectiveness of two distinct strategies, namely Democratic Vote and Modeled Teaching, in improving students' reading comprehension. Data collection involved conducting pre-tests and post-tests to assess students' comprehension before and after implementing these strategies using the "Let's Read" media application. Analysis using the Mann-Whitney test revealed significant differences in the effectiveness of these strategies. Democratic Vote encouraged active student participation and decision-making, promoting deeper engagement with reading materials. Conversely, Modelled Teaching provided clear instructional models, aiding students in understanding complex concepts. Both strategies demonstrated strengths and weaknesses; Democratic Vote fostered collaborative learning environments but required effective facilitation, while Modelled Teaching offered structured guidance but risked limiting student autonomy. These findings underscore the importance of selecting appropriate strategies aligned with learning objectives and student needs. Further research could explore combining these strategies to leverage their complementary strengths and mitigate their respective limitations, thereby optimizing reading comprehension instruction in diverse educational settings.

Keywords: democratic vote, modelled teaching, reading comprehension



Ki Hadjar Dewantara's Tri N "*Niteni, Nirokke, Nambahi*" as an Approach in Teaching Writing

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Abstract: The development of writing skills is not as easy as it may seem. In reality, some writing teaching approaches still have limitations. The aim of this paper is to describe the modification of Ki Hadjar Dewantara's Tri N as a writing teaching approach. This paper is a non-research article. The modification of the Tri N approach is based on the original Tri N approach by accommodating the advantages of the product, process, and genre approaches. The *niteni* stage comprises a series of processes, including (1) understanding the background of the text, (2) studying the language used in the text, (3) identifying the parts and characteristics of the text, (4) revealing values or information in the text, (5) looking for the relation of the text contents to learners' lives, and (6) communicating learners' opinions or views of the text. The *nirokke* process involves (1) exploring ideas based on the text already studied, (2) making outlines based on the parts of the text that have been studied, (3) composing the written draft, (4) applying the form of language learned from the text, and (5) getting feedback from others. The *nambahi* process includes (1) revising based on input and (2) developing the draft into a text from the learners' perspective. The *nambahi* stage in the modification of Tri N also includes *nebarke*, a process which means 'disseminate'. With a wider scope of readers, students will not only receive more input but also develop the character to uphold honesty in writing. Additionally, students will be more motivated to add value to their writing. In short, the concept of Tri N, which was previously only applied in the learning process in Tamansiswa, has the potential to be applied in all schools.

Keywords: Ki Hadjar Dewantara, Tri N, writing teaching approach



Guru Penggerak: Managers of Programs that Impact Students

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Abstract. *Program Guru Penggerak (PGP)* aims to enhance teacher education as part of the Independent Learning Policy, focusing on developing learning experiences that meet teacher needs. This program, designed to impact students, addresses their interests, talents, and adaptability to contemporary demands. Inspired by Ki Hajar Dewantara's "growing rice" philosophy, the program emphasizes the importance of cultivating an ecosystem that supports student-centered learning, enabling students to develop their potential. This qualitative study involved 32 Activator Teachers in the Special Region of Yogyakarta. The findings indicate that the PGP empowers teachers to become innovative learning leaders. This transformation is facilitated through differentiated learning, fostering student agency and leadership, promoting the Pancasila student profile, and encouraging positive self-perception. Teachers reported improvements in their ability to design and implement learning activities that cater to diverse student needs, ultimately enhancing student engagement and motivation. Furthermore, the program has contributed to developing a supportive and inclusive school culture where teachers and students collaborate effectively. The study also highlights the importance of continuous professional development and reflective practice in sustaining these improvements. Overall, the PGP has proven to be a valuable initiative in advancing educational practices and fostering holistic student development.

Keywords: transformational teacher education program, student-centered learning, qualitative research, teacher empowerment, innovative learning



Didactical Design and Learning Trajectory of Empirical Probability using the Context of “*Jemparingan*”

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Abstract: For students to effectively grasp and address empirical probability problems, they need to engage in learning experiences rich in meaning and depth. The study employs the Ethno-Realistic Mathematics Education approach to develop a teaching plan and a sequence of learning activities for understanding empirical probability. The study, which is particularly inspiring for curriculum developers, employed a design research method with two cycles: pilot experiment and teaching experiment, each comprising planning, doing, and reviewing stages. Instruments included activity sheets, field notes, interviews, tests, and documentation, with data analyzed through retrospective analysis. The study established a pedagogical framework to facilitate students' comprehension of empirical probability by engaging them in exploratory tasks deeply embedded in the local cultural tradition of “*Jemparingan*.” The discoveries from this research can be directly utilized to shape educational programs, allowing students to tackle similar problems by applying their skills in reasoning about probabilities.

Keywords: empirical probability, *Jemparingan*, probabilistic reasoning, mathematics education



Trends in Local Culture-based ELT Materials Development in Indonesia: A Systematic Literature Review

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Abstract: This systematic review aimed to investigate the current trends in local-culture-based ELT materials development studies in Indonesia. The review focused on the contents of the developed materials, particularly the most commonly included local-cultural content and how it was integrated. Additionally, the review uncovered gaps in the current development of local-culture-based ELT materials. The PRISMA 2020 model guided the review procedure, analyzing existing studies on local-culture-based ELT materials development published between 2020 and 2024. All reviewed studies were sourced from the Garuda database, the Indonesian government's official academic publication repository. Initially, 2,484 studies were collected, with 79 meeting the analysis criteria. The results reveal the types of local-cultural content commonly utilized in the developed materials. Regarding integration, the review identifies several aspects: target audiences, targeted skills and ELT topics, types of developed materials, and pedagogical approaches used in their development. Lastly, the review identifies gaps in the reviewed studies, highlighting areas for further research and development in local-culture-based ELT materials.

Keywords: local culture, ELT, materials development, PRISMA



Exploring Preservice Science Teacher Proficiency in Developing Assessment Instruments

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Abstract: Assessment is a crucial aspect of education, influencing teaching practices, curriculum development, and student learning outcomes. Teachers need to create effective assessment instruments. This research aims to explore the proficiency of preservice science teachers in developing such instruments. The study employed a quantitative descriptive approach, using an assessment to collect data from 24 university students in the science education department. The research evaluated the preservice science teachers' ability to design assessment instruments that are both valid and reliable. The validity of the instruments was assessed using construct validity with biserial point correlation, while their reliability was evaluated through Kuder-Richardson Formula 20 (KR-20). The results show that 54% of the instruments created by preservice science teachers were deemed valid, indicating that more than half adequately measured the intended theoretical constructs or learning objectives. Additionally, 25% of the assessment instruments were found to be reliable, suggesting consistent and stable measurement outcomes among the items. However, only 17% of the assessment instruments demonstrated both validity and reliability, highlighting a minority that met both criteria. This suggests that proficiency among preservice science teachers in developing assessment instruments is limited.

Keywords: assessment, preservice science teachers, validity, reliability, educational outcomes



Preparing Educators for the Future: Evaluating TPD Programs for AI-supported Digital Storytelling Project

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Abstract: This study aimed to evaluate a Teacher Professional Development (TPD) program designed to equip teachers with the knowledge and skills to integrate digital storytelling into their teaching practices. The study investigates the extent to which the TPD program supports teachers in planning and designing Digital Storytelling activities, utilizing various technology tools, including AI tools. The study focuses on the TPD program's structure, content, and delivery mechanisms. Through semi-structured interviews with participants, extensive analysis of program documentation, and direct observations of training sessions, the study provides a detailed assessment of the program's effectiveness in enhancing teachers' digital storytelling skills. Key findings indicate that while the program successfully introduced innovative AI applications and fostered basic technical competencies, challenges remained in achieving comprehensive integration across diverse teaching scenarios. The study also reveals significant enhancements in participants' confidence and readiness to employ AI tools, though it highlights the need for ongoing support and advanced training modules to fully realize the potential of AI in education. The findings contribute to the discourse on best practices in teacher training for technology integration and offer practical recommendations for curriculum and instructional design improvements. These insights aim to inform future educational policies and program developments aimed at enhancing digital competencies among educators.

Keywords: teacher professional development, AI-supported digital storytelling



Pasca Lt 4.3 (PAS43) - (1) Pedagogical Innovations and Best Practices in Teacher Education, and (2) Inclusive Education and Diversity in the classroom

Improving Numeracy Literacy skills through the Campus Teaching Program: Preparing the Critical Thinking Character of Citizens

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Abstract: This article aims to analyze the impact of the Teaching Campus Program in preparing the critical thinking character of citizens starting early at the elementary school level through literacy and numeracy activities. The research was conducted at Clumprit State Elementary School. The method used was a qualitative approach using observation, interview and documentation instruments. The results showed that the Teaching Campus Program made a significant contribution in improving the numeracy literacy skills of elementary school students to prepare citizens to have critical thinking characters. Teaching Campus students help students understand complex mathematical concepts and increase students' knowledge through literacy accompanied by using interactive and interesting learning methods. In addition to improving numeracy literacy skills, the Teaching Campus Program also has a positive impact on preparing citizens' skills from an early age through the cultivation of the Pancasila student profile character, one element of which is the character of critical thinking.

Keywords: Campus Teaching, Critical Thinking Character, Numeracy Literacy, Citizenship Skills, Primary School.



Peace Education in Montessori Preschool

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Abstract: In response to the rising issue of bullying in educational institutions, there is a growing call for the introduction of peace education, especially for students in the early childhood age group. The idea behind introducing peace education at a young age is to reduce the occurrence of bullying and violence in society. To explore the potential impact of Montessori education on fostering peace, researchers conducted field research and employed a qualitative approach. Their study focused on the Kalyca Azzahra Islamic Montessori Preschool in Depok, West Java, where they conducted semi-structured interviews with teachers. The study uncovered four key factors that play a crucial role in creating the necessary conditions for peace: the Montessori curriculum, the learning environment within schools, the relationships between teachers and students, and the incorporation of natural experiences. Based on the findings, it is suggested that implementing Montessori Peace Education in Early Childhood Education Institutions has the potential to reduce instances of violence related to bullying significantly.

Keywords: Montessori, Peace Education, Early Childhood



Teacher Strategies to Improve Literacy in High School Chemistry Learning Based on Socio-Scientific Issues Using the MERDEKA Flow

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Abstract: Schools have a major role in helping students improve their literacy skills and abilities to be able to compete and face global life. The purpose of this study was to determine how teachers' strategies improve literacy in chemistry learning and also provide 21st century skills (6C) (Character, citizenship, critical thinking, creativity, collaboration, and communication) to students. The type of research used is a literature study. The data sources used in the study were secondary data with a literature review data collection method. The data analysis technique was qualitative descriptive. The results of the study showed that students' chemical literacy skills were still low, and teachers had not presented problem-based learning using SSI. So that the Independent Flow is a method that teachers can use to improve students' chemical literacy and provide 6 skills in the 21st century by implementing the steps of the independent learning flow used, including: 1) starting from oneself, 2) concept exploration, 3) collaboration space, 4) contextual demonstration, 5) elaboration of understanding, 6) connections between material, and 7) real action.

Keywords: Chemistry literacy; SSI; MERDEKA



Systematic Literature Review: Enhancing HOTS and Students' Communication Skills in Learning using a Combination of PBL Model and Brainwriting Learning Method

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Abstract: dy underscores the profound impact of this combined approach on students' cognitive and communication competencies. The prevailing focus of education in schools on imparting theoretical knowledge often leaves students needing more practical understanding and application. Adopting effective and practical teaching models, such as Problem-Based Learning (PBL) and brainwriting, is imperative to enhance higher-order thinking Skills (HOTS) and communication abilities. This review draws on a systematic literature analysis of ten selected articles using the SLR (Systematic et al.) method. The findings underscore the practical significance of combining the PBL learning model with brainwriting to enhance HOTS and communication skills. Through a comprehensive review of prior research, the study highlights the influence of PBL and brainwriting on students' cognitive abilities and communication skills.

Keywords: HOTS, communication skills, PBL, brainwriting



Knowledge and Understanding of Healthy Teenage Relationships Among Vocational High School Students in Yogyakarta

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Abstract: In 2023, the National Population and Family Planning Agency (BKKBN) reported that approximately 60% of children under 17 years old had engaged in premarital relationships. This highlights the urgent need to assess the knowledge and understanding of healthy social behaviour among high school students, particularly those under 17. This study aimed to determine the level of knowledge and understanding of healthy teenage relationships among vocational high school students in Yogyakarta. The research employed a descriptive quantitative design, utilizing multiple regression analysis techniques. Data were collected through questionnaires distributed to 59 students in class X at SMK Bopkri 1 Yogyakarta. The analysis revealed a significant relationship between students' knowledge of drug regulations and their understanding of healthy teenage relationships. The proposed hypothesis, stating that both factors individually and simultaneously influence the level of students' knowledge, was supported. The findings indicated that approximately 68.9% of the variability in students' knowledge could be explained by their knowledge of drug regulations and healthy teenage relationships. This underscores the critical role of these factors in shaping students' understanding. The study concludes that enhancing students' knowledge of drug regulations and healthy relationships is vital for promoting healthy social behavior among high school students.

Keywords: healthy teenage relationships, vocational high school students, knowledge assessment, drug regulations, social behavior.



Learning Motivation in Calculus Among Civil Engineering Students at UNPAR: A Qualitative Study

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Abstract: This qualitative study explores the motivation of Civil Engineering students at Universitas Katolik Parahyangan (UNPAR) in Bandung, Indonesia, in their learning of calculus within the mathematics II course. Data were gathered through an online survey completed by 55 students and in-depth interviews with 6 selected students representing varying levels of motivation—high, moderate, and low. The results reveal that students' motivation is shaped significantly by factors such as perceived course relevance to Civil Engineering practice, teaching quality, availability of academic support, and personal learning experiences. Students who recognize the practical applications of calculus in their field of study and receive high-quality instruction tend to exhibit higher motivation levels. Moreover, effective study strategies, including engaging in group discussions and utilizing online resources, play a crucial role in overcoming learning challenges and further enhancing motivation. The study underscores the importance of emphasizing the real-world applications of calculus and ensuring robust academic support mechanisms to bolster students' motivation and improve their learning outcomes. These findings offer valuable insights for developing future teaching strategies aimed at fostering greater engagement and achievement among Civil Engineering students in calculus courses at UNPAR.

Keywords: learning motivation, calculus, civil engineering



Aisyiyah Early Childhood Education Trajectory in the Inclusive Education Movement

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Abstract: Early childhood education (ECE/PAUD) is a critical foundation for children's future development, with research indicating significant long-term benefits from quality educational programs. The Islamic Women's Organization Aisyiyah has been a pioneer in this field since 1919, starting with the Froebel School, which evolved into the 'Aisyiyah Bustanul Athfal Kindergarten and numerous other institutions across Indonesia. This study investigated the implementation of inclusive education at PAUD' Aisyiyah through both paradigmatic and practical strategic measures. Using qualitative methods, data were collected through observations and interviews during teacher training sessions at various PAUD' Aisyiyah in five provinces. The findings showed a significant increase in teachers' understanding, commitment, and application of inclusive education principles, supported by enhanced community support. Paradigmatic aspects, including belief systems and growth mindset, were significantly reinforced, while adjustments were made to the curriculum, teaching methods, and resources to foster inclusivity. The study concludes that inclusive education at PAUD' Aisyiyah has successfully created a supportive and inclusive learning environment, although challenges for sustainability persist. The study underscores the need for continued collaborative efforts among various stakeholders to achieve adequate inclusive education and align with the vision of a Golden Indonesia 2045.

Keywords: Early Childhood Education, inclusive education, teacher training, paradigmatic aspects



Effectiveness of Fruit and Vegetable Carving Creator Video Content on Students with Learning Barriers

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Abstract: This study aimed to evaluate the effectiveness of fruit and vegetable carving content creator videos on students with learning barriers and to assess changes in their skills when engaging with these videos. A quantitative descriptive approach was employed, focusing on a fruit and vegetable carving art course. The research subjects comprised ten students with learning barriers, selected based on criteria aligning with the study's objectives. Data were collected through interviews and questionnaires. The results of the study underscore the effectiveness of the fruit and vegetable carving content creator videos. The ease of accessing these videos was rated at an impressive 85%, while the clarity of the content creator's videos was rated at a commendable 80.2%. The correlation between the content creator's videos and the lecture material was found to be 81%, further supporting the notion that these videos are effective learning tools for students with learning barriers. The level of skill improvement among students was recorded at 80.6%, as evidenced by their performance outcomes. Additionally, the usefulness of the videos in supporting learning was rated at 82.4%, highlighting their long-term applicability and the ability to be revisited as needed. The study concludes that using fruit and vegetable carving content creator videos in the course positively impacts students' understanding and skill development. These findings suggest that integrating such video content into the curriculum can enhance the learning experience for students with learning barriers, making complex skills more accessible and comprehensible.

Keywords: fruit and vegetable carving, learning barriers, content creator videos, skill development, educational technology



Pasca Lt 7 Aula (PAS71) - Inclusive Education and Diversity in the Classroom

The Effect of Self-Efficacy on the Academic Resilience of Students at PKBM Al-Fattah

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Abstract: This study aimed to analyze self-efficacy's effect on students' academic resilience at PKBM Al-Fattah. A quantitative approach was employed, utilizing stratified random sampling to select a sample of 59 students, determined through the Harry King nomogram graph. Data were collected using a structured questionnaire, and the research data were subjected to classical assumption tests to ensure validity and reliability. Hypothesis testing was conducted using simple linear regression and determination analyses (R-Square). The results indicated a significant effect of self-efficacy on academic resilience, with a probability value of less than 0.05, leading to the rejection of the null hypothesis (H_0). The findings revealed that self-efficacy contributed 89.4% to the variance in academic resilience, while the remaining 10.6% was attributed to other factors. The study highlights that students with higher self-efficacy are better equipped to overcome academic challenges and maintain performance despite setbacks. This underscores the importance of fostering self-belief and confidence in educational settings. Moreover, the findings suggest that interventions to improve self-efficacy could significantly enhance students' resilience, promoting better academic outcomes and overall well-being. In conclusion, this research emphasizes the pivotal role of self-efficacy in academic resilience, suggesting that educational programs should incorporate strategies to build self-efficacy. This could involve mentorship, positive reinforcement, and skills development, ultimately contributing to more resilient and successful students.

Keywords: self-efficacy, academic resilience, quantitative research, PKBM Al-Fattah, educational outcomes



Improving Appropriate Behaviour for a Student with Emotional and Behavioural Problems Through a Learning Support Team Collaboration: Action Research Study

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Abstract: Support for students with emotional and behavioral problems (EBP) in Indonesia remains limited, prompting the exploration of action research as a viable approach to enhance school-wide positive behavior support (SWPBS) interventions. This study investigates the collaborative efforts among classroom teachers, subject teachers, special education teachers, school administrators, parents, and psychologists to address EBP. The research aimed to enhance the appropriate behaviors of a student with EBP through a collaborative learning support team. Thirteen teachers, school administrators, parents, and psychologists participated in this study. Data collection involved teachers' reflections on SWPBS implementation via Google Forms and group discussions, analyzed using statistical descriptive methods. Results indicated significant positive outcomes from the collaborative approach: (i) notable improvements in the student's appropriate behavior and reduction in inappropriate behavior, and (ii) increased positive behavior support among teachers. The findings underscore the effectiveness of SWPBS strategies and collaborative team efforts in fostering a supportive environment for students with EBP. This study contributes empirical evidence supporting the efficacy of collaborative action research in addressing EBP within educational settings. It highlights the role of interdisciplinary teamwork and structured interventions in promoting positive behavioral outcomes for students with complex needs.

Keywords: emotional and behavioral problems, action research, school-wide positive behavior support, collaborative learning, student behavior improvement



Who Are Our Students? Understanding Psychological Skills Profile of Students-Athletes Beach Volleyball

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Abstract: Research on the psychological profile of beach volleyball student-athletes remains sparse, especially regarding those who juggle academic commitments alongside sports participation. Managing these dual roles necessitates targeted psychological support and skills training programs. Beach volleyball, characterized by its team-oriented nature without substitutes and high match pressure, demands effective emotional regulation and resilience. This study aimed to provide a comprehensive description of the psychological characteristics among national-level beach volleyball student-athletes in Yogyakarta. Data were collected from 4 male and 4 female athletes using the Psychological Skills Inventory for Sports (PSIS-R-5). Results indicated that male athletes exhibited high levels of psychological skills (mean = 174.25), while female athletes demonstrated above-average levels (mean = 155.25). Individual analysis revealed variability in psychological skill profiles across athletes, highlighting diverse strengths and areas for improvement. These findings serve as a foundation for developing tailored psychological assistance programs aimed at enhancing student-athletes' mental well-being and performance. Understanding these psychological profiles is crucial for educators and coaches in creating supportive environments that accommodate various learning styles and needs. By addressing these aspects comprehensively, teachers can foster academic and athletic success among student-athletes in beach volleyball. In conclusion, this research underscores the importance of integrating psychological support strategies into athletic and academic training regimes.

Keywords: beach volleyball, psychological skills, student-athletes



Enhancing learning Outcomes through Multimedia Learning Materials for Students with Intellectual Disabilities

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Abstract: This study investigates the efficacy of multimedia learning materials in enhancing educational outcomes for students with intellectual disabilities, a group traditionally underserved by conventional educational methodologies. Intellectual disabilities vary widely, impacting cognitive functions such as memory, problem-solving, attention, and language skills, thereby necessitating more adaptive educational approaches. The research is grounded in Mayer's Cognitive Theory of Multimedia Learning and the Universal Design for Learning framework, which advocate for integrating multiple sensory inputs to reduce cognitive overload and enhance learning accessibility. Through a qualitative research design, the study analyzed various multimedia tools including interactive games, augmented reality, and tailored educational modules, and assessed their impact on learning engagement, comprehension, and retention. Data were collected from previous research and supplemented with interviews from teachers who have implemented these tools in their classrooms. Findings indicate that multimedia materials significantly improve educational outcomes by providing multi sensory, engaging, and differentiated learning experiences that are more aligned with the cognitive needs of students with intellectual disabilities. These materials not only foster better academic performance but also improve life skills and facilitate the integration of these individuals into the broader community. The study emphasizes the necessity of ongoing development and integration of multimedia resources in special education to ensure inclusive educational practices that can accommodate diverse learning needs.

Keywords: learning outcomes, multimedia, students with intellectual disability.



The Effects of Reward and Punishment on Social Studies Learning Outcomes in Elementary School Students

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Abstract: This study aimed to investigate the impact of reward and punishment strategies on fifth-grade students' social studies learning outcomes at SD IT ADZKIA I, where many students' performance remained below the passing grade (KKM). The research focused on assessing the significant effects of these strategies on students' academic achievements in social studies. This study employed an experimental research approach, and a quasi-experimental design with a non-equivalent control group design was utilized. The study encompassed all fifth-grade students, employing random sampling techniques to assign students to either the experimental group (Grade VA) or the control group (Grade VB). The reward and punishment strategies were implemented in Grade VA, the experimental group, while Grade VB served as the control group without intervention. The findings revealed a noteworthy improvement in social studies learning outcomes among students in the experimental group compared to those in the control group. These results suggest that the systematic application of reward and punishment strategies can effectively enhance students' academic performance in social studies. In conclusion, this study provides empirical evidence supporting the positive impact of reward and punishment strategies on elementary school students' learning outcomes in social studies. These findings underscore the potential benefits of integrating such strategies into educational practices to foster greater student engagement and academic achievement. Future research could explore these strategies' long-term effects and sustainability across different educational settings and subjects to further inform teaching methodologies.

Keywords: elementary education, learning outcomes, quasi-experimental design, reward and punishment, social studies.



Challenges to Inclusive Leadership in Developing School Climate in Indonesia

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Abstract: Inclusive leadership is pivotal for nurturing a positive school climate conducive to learning and growth. This study investigates the landscape of inclusive leadership implementation within educational settings in Yogyakarta, Indonesia, focusing on identifying challenges and barriers. This study utilized a descriptive research approach and engaged 78 participants, comprising 59 principals and 19 teachers from five districts. Data collection methods included distributing questionnaires to all participants and conducting focused group discussions (FGDs) involving ten elected representatives. The findings reveal commendable efforts in integrating inclusive leadership practices to cultivate a supportive school environment. However, the study also highlights persistent challenges that impede the comprehensive implementation of inclusive leadership across various dimensions of school management. Addressing these challenges is critical to maximize the effectiveness of inclusive leadership in fostering equity and inclusivity in educational settings. Future research directions could expand this investigation to other provinces, offering comparative insights that could inform nationwide educational policies and practices. Such endeavors would support schools in refining their strategies for implementing inclusive leadership and improving the overall school climate. This study contributes to advancing educational leadership discourse by emphasizing the significance of inclusive approaches in creating an environment that supports all stakeholders' diverse needs in the educational process.

Keywords: inclusive leadership, school climate, challenges.



Unlocking Potential: The Impact of Differentiated TEFL Instruction in Indonesia

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Abstract: In English Language Teaching (ELT), differentiated instruction is recognized for its role in fostering student growth and comprehension. However, a notable gap exists between its theoretical importance and practical implementation, particularly within the Indonesian context. This study aims to bridge this gap by scrutinizing the practice of differentiated instruction in TEFL (Teaching English as a Foreign Language) classrooms across Indonesia. Using a library research methodology, this study explores several key areas: the conceptualization of differentiated instruction, its diverse benefits, current educational demands, the implications of the *Kurikulum Merdeka*, efforts to integrate differentiated instruction into classrooms, practical applications in schools, and the challenges faced in these endeavors. The study sheds light on the intricacies of differentiated instruction implementation, including its conceptualization, benefits, challenges, and alignment with the *Kurikulum Merdeka*. It provides insights into the practical applications of differentiated instruction in TEFL classrooms across Indonesia. By enhancing stakeholders', particularly teachers', understanding of differentiated instruction and its practical application within English language classrooms, this study contributes to improving teaching practices and student learning outcomes in the Indonesian ELT context.

Keywords: differentiated instruction, TEFL, English language teaching, Kurikulum Merdeka, Indonesia, educational reform



Predicting Mathematics Competence Effects on Telecommunications Study in Electrical and Electronic Engineering Students using ANN

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Abstract: This study delves into the critical mathematical competencies essential for success in Telecommunications courses within electrical and electronic engineering education at Ghanaian Technical Universities. Employing a predictive model based on artificial neural networks (ANNs), specifically a multilayer perceptron neural network (MLPNN), the research focuses on Higher National Diploma (HND) students. This study employed random cluster sampling to select 488 final-year HND students from four technical universities in Ghana. Data encompassed scores from mathematics achievement tests and performance metrics in Telecommunications courses. After evaluating multiple ANN architectures, the MLPNN with a 6-2-2 configuration demonstrated superior predictive accuracy. The findings underscore Functions and Algebra as pivotal mathematical domains significantly influencing student achievements in Telecommunications within engineering studies. These areas are crucial for academic success in Telecommunications courses, highlighting their importance in curriculum design and educational strategies aimed at improving student performance. By providing empirical insights into the relationship between mathematical competencies and academic outcomes in Telecommunications, this research informs educational practices and curriculum enhancements tailored to meet the specific needs of electrical and electronic engineering students in Ghanaian universities.

Keywords: artificial neural networks, mathematics competence, telecommunications, engineering education, curriculum development



Pasca Lt 4.11 (PAS411) - (1) Assessment and Evaluation in Teacher Training Programs, (2) Technology Integration in Teaching and Learning, and (3) Language Education and Literacy Development

An Analysis of Literacy Questions Formulated by Pre-service Science Teachers During Teacher Professional Education Programs

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Abstract: This study examines literacy questions developed by pre-service science teachers during their Teacher Professional Education Programs (TPEP). The research uses a multiple-choice format to assess the cognitive levels, contexts, and conceptual depth of these questions across biology, physics, and chemistry topics. Data were gathered from documents accessed through the Learning Management System (LMS). The evaluation utilized a rubric with a Likert Scale (1-5) to measure question quality, complemented by content analysis to scrutinize scope and referencing in question formulation. The findings reveal a spectrum of question complexities formulated by pre-service teachers. Predominantly, questions were categorized at the cognitive level C2 (explaining), comprising 54%, with C3 (applying) and C4 (analyzing) questions making up 17% and 29%, respectively. The distribution of topics encompassed 51% biology, 44% physics, and 5% chemistry, focusing on everyday phenomena such as pollution and electricity. Conceptual understanding was generally rated as good, covering 67% of all items, although challenges were noted with abstract concepts like cellular mechanisms. Furthermore, the study identified issues with the theoretical depth of stimulus readings, often directly copied from online sources. Recommendations underscore the need to enhance scientific and assessment literacy within TPEP to prepare future educators better to promote scientific literacy among students. In conclusion, refining the formulation of literacy questions through enhanced cognitive and conceptual frameworks within TPEP is crucial for fostering effective science education practices among pre-service teachers.

Keywords: pre-service teachers, literacy questions, Teacher Professional Education Programs (TPEP), science education, cognitive levels



Implementation of Formative Assessment in Science Classroom: Teacher Perspectives and Experiences

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Abstract: Formative assessment aims to monitor and improve the teaching and learning process, evaluate student achievements, and collect information regarding student learning progress, obstacles, and difficulties, as it can help develop students' conceptual and knowledge, as well as their scientific inquiry in science class. However, the result of implementing formative assessment in science classes still needs to be explored further. This study explores the impact of formative assessment implementation in science classes on (1) teachers' perspectives and (2) teaching and learning in science classes. Science teachers in Unesa Labschool 2 (n=2) and Unesa Labschool 3 (n=2) participated in the interview exploring practice and understanding of formative assessment. Their experience was captured using reflective journals and interviews. The data were analyzed using inductive content analysis. Interview and observational data were coded into some groups/aspects. Results show that some oral feedback was delivered during the discussion sessions. Meanwhile, written feedback was given on students' assignments. Challenges for the teachers are the limited time and the need to manage assessments properly and differentiate them for different ability levels in the class. It can be concluded that formative assessment can enhance teaching and learning quality in science education. However, it must be prepared well, especially to adjust the timing.

Keywords: formative assessment, Science education, teacher perspectives, student progress, teaching quality



A Literature Review on the Impact of AI Chatbots on English Learners' Speaking Proficiency and Perceptions

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Abstract: Artificial Intelligence (AI) chatbots have become a significant phenomenon not only in the Information Technology field but also in education. The rapid advancements in AI technology have transformed the way students learn English. Numerous studies have explored the use of AI chatbots in English Language Teaching (ELT). This literature review aims to critically analyze how AI chatbots enhance students' speaking skills of English and the implications for developing speaking proficiency. It also investigates students' perceptions of using chatbots to learn English speaking skills. This review examines findings from various experimental studies related to AI chatbot applications in English-speaking educational settings, published between 2018 and 2024. The review is based on the research methodology, including aspects such as the design, participants, countries, and instruments used in the research, alongside the findings. It highlights several benefits of using AI chatbots to improve speaking skills, analyzing the research findings about how the AI chatbots affect learners' speaking skills and their perception of the utilization of AI chatbots for learning speaking. Additionally, the review identifies challenges and limitations faced by educators and students in implementing AI chatbots in language learning. Finally, this paper suggests directions for future research on utilizing AI chatbots to enhance English speaking skills, emphasizing the need for longitudinal studies to better understand the long-term effects of AI chatbot integration in ELT.

Keywords: AI chatbots, English language learners, speaking proficiency



PULBIN PEDIA: An Interactive Dynamic Web as A Bioconservation Learning Resource for Preservice Science Teacher

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Abstract: Conservation learning in Biawak Island is essential, but conducting studies there is challenging due to distance and cost. To address this, a digital encyclopedia called "PULBIN PEDIA" was created at a private university in West Java to provide comprehensive information about conservation on Biawak Island. The research was conducted using a qualitative approach involving 24 students as participants. These students took the bioconservation course and they found PULBIN PEDIA can serve as an integrated learning resource in conservation lectures. The design used is Descriptive Qualitative. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviour. This research was conducted on 24 students who were taking the course of bioconservation in academic years of 2023/2024. The results of the analysis from observations found that PULBIN PEDIA can be implemented as an integrated learning resource in Bio conservation lectures because it contains complete and accurate information about conservation on Biawak Island, and can be implemented in problem-based learning, where students can find conservation problems, investigate them and formulate solutions how to preserve Conservation in Pulau biawak. The results of the analysis from interviews provide findings that PULBIN PEDIA is a practical and economical learning resource for bioconservation lectures, because all the information is available there and students not having to go to a location, as well as students also don't need to print, just open the website and apply it during learning.

Keywords: bioconservation, digital encyclopedia, PULBIN PEDIA, problem-based learning, conservation education



Analysis of E-Module Usage in Ecology Courses: A Literature Review

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Abstract: This research focuses on conducting a systematic literature review (SLR) to investigate the utilization of ecology modules in the context of biology education. The background underscores the growing emphasis on module-based learning approaches within ecology education. Modules are structured educational tools designed to enhance various aspects of student learning, including contextual understanding, independent study skills, critical thinking, and scientific literacy. These modules encompass both traditional formats and modern e-modules, utilizing a range of software such as IDEs, E-Pub, MIT App Inventor, Adobe Photoshop CS6, QR codes, Moodle, Flip Builder, Flip PDF Corporate Edition, and Sigil software. The objective of this study is to synthesize existing literature from scholarly articles and conference proceedings, analyzing how ecology modules have been integrated into classroom settings. The systematic literature review method employed ensures a comprehensive examination of studies exploring the effectiveness and implementation strategies of these modules. Findings indicate widespread adoption of ecology modules across educational institutions. The modules are crafted to cater to diverse learning styles and technological preferences, aiming to foster a deeper engagement with ecological concepts among students. Implications of this review suggest valuable insights for educators and researchers seeking to innovate and refine ecology learning modules in future educational practices. In conclusion, this review serves as a foundational resource for guiding further research and development in the field of ecology education, emphasizing the continual evolution and enhancement of instructional modules to meet the evolving needs of learners in biology education.

Keywords: e-modules, ecology learning, software



EFL Teachers' Strategy in Teaching Speaking Classes: A Case Study at Rumah Inggris Jogja

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Abstract: This research aims to find out English teachers' strategies in teaching English-speaking classes at the Rumah English Jogja (RIJ), explore the challenges faced by two English teachers in teaching speaking classes, and how they solve these problems. The present study utilized qualitative design with descriptive analysis using interactive Model proposed by Miles and Huberman (1994). The respondents were two teachers who teach English speaking classes at the RIJ. Observations and semi-structured interviews were employed to obtain the data. The findings revealed that the teaching strategies used by Mr. A were the question & answer, conversation, drilling, storytelling, and conversation strategy. Each teaching strategy was used to suit the needs of learners and the nature of the topic discussed. Meanwhile, Mr. M, applied translation, repeating, group work, storytelling, drilling, conversation, role play, reporting, game, story completion, interview, and question & answer as his teaching strategies. The result of the interview with Mr. A, and Mr M, revealed that they found it difficult to deal with new students as they were not well prepared to join the speaking class. Mr. A found it hard to stimulate and motivate his students who were not familiar with the topic discussed. Giving a topic, listing simple questions in advance, and grouping them with the active learners would be the solutions to this issue. Meanwhile, Mr. M, pointed out some of his difficulties in handling the speaking class, including the difference in learners' characteristics, and the variety of learners' needs, wants, and lacks in the class. Having a personal approach to students, and being good friends and partners in learning, creating an enjoyable learning atmosphere, and building a good relationship with students are several good efforts to be conducted by EFL teachers.

Keywords: English course, speaking class, teaching English, teachers' strategy



Revealing the Practice of Differentiated Instruction to Improve Students' Reading Literacy

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Abstract: The literacy skills are emphasized as the basis for the development of 'refinement' in various aspects. From year to year, the literacy skills, especially reading skills, of Indonesian students have not significantly improved despite various efforts being made. One of the main causes is that in the learning process teachers tend to ignore student variability in cognitive development, talents, interests, attitudes, learning motivation and learning styles. Differentiated learning implemented by teachers is proven to be carried out partially and less systematic. The aim of this research is to reveal the implementation of the differentiated learning model in English language subjects as a case study involving students and English teachers of classes VII E and F at SMPN 1 Ngaglik Sleman. The objectives of this research are: To reveal literacy differentiation and student characteristics, and to analyse differentiated learning in English language subjects. Data collection is done through the analysis of Rapor Pendidikan documents related to literacy achievement as the result of AKM and lesson plans prepared by teachers, interviews, and student needs questionnaires to reveal student characteristics related to readiness, interests, and learning profiles. and to compile student needs mapping. The results of the research are as follows: 1. The needs mapping does not yet accommodate student readiness aspects. 2. The preparation of lesson plans does not fully utilize the results of pre-assessment. There are differences between the differentiated outlined in the lesson plans and the mapping results. 3. Learning activities have not shown the development of literacy reading competencies, especially in L2 and L3. 4. Content, process, and product differentiation are included in the lesson plans and in the implementation of learning, but are not well-suited to the mapping of student characteristics.

Keywords: differentiated learning, lesson plan, literacy, reading skills, student characteristics



Ruang Sidang Utama (RSU) - Professional Learning Communities and Collaboration

Developing a Learning Community: Middle School Teachers' Perspective

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Abstract: This study delves into the concept of a learning community as perceived by middle school teachers at SMP Negeri 4 Semin, Indonesia. Understanding a learning community involves examining teachers' perspectives on its definition, the essential components they identify as contributing to its formation, and their own experiences of learning within this community. The investigation aims to provide insights into the experiences of teachers at SMP Negeri 4 Semin, encompassing both positive aspects and challenges encountered in fostering a robust learning community. Employing a qualitative research approach, the study utilized interviews and possibly observations to gather data from middle school teachers. These methods allowed for a nuanced exploration of teachers' perceptions and experiences within the learning community context. Findings revealed that teachers emphasized collaboration, shared goals, continuous professional development, and mutual support as crucial elements contributing to a thriving learning community. Teachers perceived their own learning within this community as dynamic and reciprocal, benefiting from collective expertise and collaborative problem-solving. However, challenges such as time constraints, varying expectations, and institutional support were identified as potential barriers to fully realizing a cohesive learning community. The research findings contribute to a deeper understanding of middle school teachers' perspectives on learning communities, offering insights that can inform strategies to enhance collaborative and supportive learning environments for both teachers and students. By highlighting these insights, educators and policymakers can consider how to effectively promote and sustain learning communities within educational settings like SMP Negeri 4 Semin, fostering professional growth and ultimately improving student outcomes.

Keywords: learning community, middle school teachers, professional development.



Exploring the Impact of Workshops and Material Development on EFL Teachers' Professionalism

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Abstract: This study investigates the transformative impact of workshops and English learning material development on the professional development of novice English as a Foreign Language (EFL) teachers. The research examined how participation in the PPG program, particularly through a two-part workshop series on designing learning materials and creating English learning modules, influenced inexperienced teachers' beliefs and instructional practices. The central research question aimed to gauge how these teachers adapted their perceptions and pedagogical strategies toward becoming professional educators. The study involved five novice teachers whose experiences and reflections were gathered through questionnaires and in-depth interviews. The findings indicated notable shifts in teachers' beliefs and instructional practices, particularly in adopting a Genre-Based Approach (GBA) to English language teaching. The workshops and hands-on tasks in material development served as catalysts for enhancing their professional competencies. Participants expressed increased confidence in designing engaging and effective learning materials tailored to student needs, fostering a more student-centered and communicative approach in their classrooms. This research contributes to the field by highlighting the efficacy of targeted professional development initiatives in empowering novice EFL teachers. By equipping them with practical skills and theoretical insights, such interventions enhance teaching quality and nurture a reflective and proactive approach to professional growth.

Keywords: EFL teachers, professional development, teacher training, learning materials, Genre-based Approach.



Improving Writing and Reading Poetry Text Skills Through the Flipped Classroom Model

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Abstract: This study investigates the efficacy of the Flipped Classroom model in enhancing eighth-grade students' (Grade VIII A) writing and reading skills of poetry texts at SMP Negeri 8 Yogyakarta. Employing a Classroom Action Research (CAR) approach, the research aimed to assess the impact of the Flipped Classroom methodology on students' proficiency in poetry writing and reading. The findings revealed significant improvements in writing and reading poetry among the students. Initially, the poetry writing skills were measured at 68.78% during the pre-action phase, which increased to 73.75% in Cycle I and improved to 81.22% in Cycle II, marking a notable 7.47% enhancement overall. Similarly, poetry reading skills started at 61.98%, escalated to 72.29% in Cycle I, and peaked at 81.77% in Cycle II, indicating a substantial 19.79% increase. Furthermore, the observation of the learning process demonstrated similar upward trends. The initial assessment of the learning process was at 68.59%, rising to 74.22% in Cycle I and reaching 87.66% in Cycle II, reflecting a commendable 19.07% improvement. These results underscore the effectiveness of the Flipped Classroom model in fostering students' poetry writing and reading abilities. The study contributes valuable insights into pedagogical strategies for enhancing literacy skills through innovative instructional approaches. Educators and researchers can leverage these findings to optimize teaching methodologies to improve students' engagement and achievement in poetry comprehension and composition.

Keywords: flipped classroom model, poetry reading and writing, literacy skills, classroom action research.



Role Conflict and Group Sustainability: Exploring Accounting Educators' Switching Behaviour in Faultline Groups

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Abstract: This study investigates faultlines within groups of accountant educators, focusing on how social categories influence group dynamics in the absence of formal office requirements. Accountant educators often face role conflicts due to the complexity of their tasks, necessitating high performance while navigating group compatibility. The objective is to explore how these faultlines impact group stability and individual behavior. Using data collected from 103 accountant educators engaged in side jobs, the study reveals that those experiencing significant role conflicts tend to switch groups frequently, often without considering their proactive personality traits. However, individuals who possess a proactive personality are more inclined to remain within their faultline groups and actively seek opportunities to enhance their performance. Findings underscore that faultlines are not fixed entities but rather dynamic group configurations influenced by individual characteristics and situational factors. The study highlights the importance of reciprocity within groups for maintaining a conducive climate and supporting performance improvement initiatives. This research contributes to understanding the nuanced dynamics of group formation and stability among accountant educators, suggesting implications for organizational management and leadership strategies. By recognizing the role of proactive personality traits and the impact of role conflicts, organizations can foster environments that encourage group cohesion and individual growth, ultimately enhancing overall performance and satisfaction among accountant educators.

Keywords: Faultline, accountant educator, role conflict, proactive personality



Investigating Teacher's Beliefs about Teacher Professional Development in Higher Education

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Abstract: This research examines teachers' beliefs about Teacher Professional Development (TPD) in higher education contexts, where educators are entrusted with advancing science, technology, and arts education through teaching, research, and community service—the Three Pillars of Higher Education (Tri Dharma Perguruan Tinggi) in Indonesia. To effectively fulfill these pillars, teachers are required to demonstrate competence in four key areas: professional, pedagogical, social, and personal, as stipulated by Teacher and Lecturers Law no. 14/2005. Continuous professional development through TPD is essential in enhancing the quality of higher education globally, ensuring ongoing improvements in teaching practices and educational outcomes. Despite the demanding nature of their roles, teachers at UMY, an Islamic private university in Yogyakarta, are encouraged to prioritize and integrate TPD into their professional responsibilities. This qualitative study employs a descriptive research design to explore teachers' beliefs about TPD. Data were gathered from three teachers at UMY, focusing on their perceptions of TPD, the activities they undertake to maintain their professional development, challenges encountered during implementation, and strategies used to address these challenges. The findings reveal participants' perspectives on the significance of TPD in fostering professionalism within higher education, particularly in the unique context of an Islamic private university. By examining teachers' beliefs and practices related to TPD, this research contributes to ongoing efforts aimed at enhancing teacher effectiveness and institutional quality in higher education settings. Ultimately, the study aims to cultivate a culture of continuous professional development among teachers, supporting broader initiatives to elevate educational standards and outcomes in higher education.

Keywords: teachers' beliefs, teacher professional development.



The Utilization of Platform Merdeka Mengajar (PMM) as a Tool for Teacher Professional Development

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Abstract: The Covid-19 pandemic in early 2020 disrupted global education, leading to widespread learning loss. To address this challenge, the government introduced the Kurikulum Merdeka (Freedom Curriculum), aimed at empowering teachers and students to freely explore knowledge, attitudes, and skills from their environment. To support the implementation of this curriculum, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) developed the Freedom Teaching Platform, known as Platform Merdeka Mengajar (PMM). This research examines PMM's role in enhancing teacher professionalism. Employing a descriptive qualitative approach, the study utilized interviews, observations, and document analysis at Muhammadiyah High School 25 Pamulang in South Tangerang and Muhammadiyah High School 2 Padang. Findings indicated initial adoption of PMM in both schools, highlighting its potential benefits and challenges. Teachers appreciated PMM for its support in curriculum delivery and professional development. However, challenges such as technological proficiency and resource limitations hindered its optimal utilization. Addressing these obstacles requires collaborative efforts from stakeholders to ensure effective integration and maximize PMM's potential in enhancing teaching practices. Future research could focus on longitudinal impacts and strategies to overcome technological and educational barriers for broader implementation of PMM across diverse educational settings.

Keywords: platform merdeka mengajar (pmm), teacher professional development, educational technology



School Collaboration with Farming Industries in Work Transition Programs for Students with Mild Intellectual Disabilities

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Abstract: This study investigates the involvement of school partners in work transition programs designed for students with mild intellectual disabilities. Employing a qualitative case study approach, the research focuses on two cattle businesses partnered with school and career skill guidance teachers. Data were collected through interviews and documentation methods. The data analysis involved reduction, display, and conclusion drawing. The findings reveal that the cattle industry contributes to the transition program through various forms of collaboration, including discussions, cooperation, provision of practice materials and equipment, specialized training, and continuous dialogue. The involvement of these industry partners is crucial in providing students with hands-on experience and practical skills that are directly applicable in the workforce. The cattle businesses offer specialized training sessions tailored to the student's needs, ensuring they acquire relevant competencies and build confidence in their abilities. Additionally, providing practice materials and equipment allows students to engage in realistic work scenarios, enhancing their preparedness for future employment. This involvement exemplifies how educational partners can create a robust and cooperative community resource network to support the needs of students with intellectual disabilities. Such partnerships facilitate the acquisition of vocational skills and promote social inclusion and community engagement. The study underscores the importance of industry-school collaborations in facilitating effective work transition programs, highlighting the benefits of specialized industry training and resource provision in preparing students for the workforce. The findings suggest that expanding such partnerships can significantly enhance the quality and impact of transition programs for students with intellectual disabilities.

Keywords: intellectual disabilities, transition programs, school-industry collaboration, career skills, community resource network.



DAY 1 – 25 JUNE 2024 (PARALEL 1 SESSION 2)

Auditorium (AUD) - Curriculum Development and Reform Strategies

Optimizing Enhancing Field Study Activities Management for Master's Program Students at State Islamic University

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Abstract: Field Study is a training program designed to prepare students to master educator competencies, specifically for lecturers. One of the core functions and services of the Education Laboratory at the Faculty of Tarbiyah and Teacher Training (FITK) is administering the Field Competency Test (Field Study). This research aims to analyze optimizing the management of the Field Study activities for the master's program at FITK. Utilizing qualitative methods, the research was conducted at the Education Laboratory. Findings indicate that the management of Field Study activities can be well-organized. This is evidenced by the innovative administrative services and digitized archiving through Google Drive, which simplify processes for students. Additionally, video graphics created by the author enhance student understanding of the flow and activities of the Field Study. Preparatory activities, which include inviting speakers from Rumah Jurnal FITK to discuss scientific article writing, further support students. These efforts collectively contribute to an efficient and effective management system for Field Study activities, demonstrating a successful integration of technology and comprehensive preparatory support for students in the master's program at FITK.

Keywords: optimization, field study, master's students



The Five Cornerstones of a New Approach to Developmental Education on Higher Education

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Abstract: Within the realm of global higher education, we analyze studies on educational impact and implementation to consolidate knowledge on how innovations in developmental education might enhance student results. After thoroughly examining the evidence from thirteen papers, we have identified five essential criteria that universities must follow in order to effectively participate in Development education reform. This approach acknowledges that institutions may encounter challenges in replicating treatments precisely as they were studied and emphasizes the importance of implementing them with high quality to achieve success and long-term viability. Furthermore, we evaluate the efficacy of developmental education reforms for students who have traditionally been marginalized in higher education, such as students from diverse ethnic backgrounds, those from low socioeconomic backgrounds, and students with more demanding academic needs. During our review, we depend on the creation of inventive educational solutions that adhere to strict research criteria. Findings highlight the transformative potential of well-executed developmental education reforms in promoting equitable access and improving academic outcomes for underserved students. This research contributes to the discourse on inclusive practices in higher education, advocating for comprehensive approaches that address diverse student needs and foster long-term institutional viability.

Keywords: higher education, development, education reforms



PAI Teachers' Perception of “Platform Merdeka Mengajar” and Its Impact at SMP N 1 Maos

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Abstract: Amid ongoing educational reforms, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek) had launched the Platform Merdeka Mengajar to enhance teachers' competence. This initiative responded to the evolving landscape of education, aiming to equip educators with the necessary skills and resources to adapt to modern teaching practices. However, little was known about its effectiveness, particularly in the context of Islamic Religious Education (PAI) at SMP Negeri 1 Maos. The study aimed to bridge this gap by exploring PAI teachers' perceptions of the Platform Merdeka Mengajar and its influence on their competence at SMP Negeri 1 Maos. Employing a descriptive qualitative method with a case study approach, the research provided a detailed description and explanation of teachers' perceptions of the use of Platform Merdeka Mengajar at SMP N 1 Maos and its significance for improving PAI teachers' competence. Data collection techniques included observation, interviews, and documentation, while data analysis involved procedures of data reduction, display, and verification. The study illuminated the impact of the platform on professional growth, highlighting its role in empowering teachers and enhancing their effectiveness in the classroom. These findings have significant implications for policymakers, educational institutions, and practitioners involved in teacher development programs, offering insights to refine educational initiatives effectively to meet the evolving needs of educators and students alike.

Keywords: perception, PMM, competence, islamic religious education



Opinions of Physical Education Teachers on Disaster Preparedness

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Abstract. This research aims to reveal the opinions of physical education teachers regarding disaster preparedness, recognizing their critical role in ensuring student safety and readiness during emergencies. The study was conducted within the scope of phenomenology, with a qualitative research method. This study focusing on 10 physical education teachers who worked in disaster-prone areas in Sleman Regency during the 2022-2023 academic year. Research data was collected using a semi-structured interview method, which allowed for in-depth exploration of teachers' perspectives, and the collected data was analyzed through content analysis. From the research results, it was found that physical education teachers exhibited a limited understanding of disaster concepts. This highlighted an urgent need for comprehensive disaster education tailored specifically for physical education teachers, emphasizing its necessity for effective disaster preparedness. The findings revealed that teachers had not been provided with sufficient disaster-related materials, underscoring the importance of integrating disaster education into physical education curricula. Furthermore, physical education teachers were identified as key actors in disaster preparedness within schools, necessitating targeted training and resources to enhance their preparedness and response capabilities. These implications suggest that educational policymakers should prioritize disaster education for physical education teachers to foster a safer and more resilient school environment.

Keywords: disaster preparedness, physical education teachers, phenomenological study



Sustainability Competences in the Implementation of Education for Sustainable Development: A Systematic Literature Review

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Abstract: The global urgency surrounding climate change has underscored the imperative for sustainability across all facets of human life. Addressing the current environmental and climate crises necessitates transitioning towards green technologies and sustainable economic practices. This shift emphasizes the need for competencies aligned with sustainability principles to ensure a viable future. This research explores how sustainability competencies are integrated into educational frameworks, explicitly focusing on implementing Education for Sustainable Development (ESD). Utilizing the systematic literature review method, this study synthesizes existing research to examine the role of sustainability competencies within ESD initiatives. The findings underscore the critical importance of embedding sustainability competencies within educational curricula. ESD prepares students for future careers and equips them with essential skills to engage as proactive and responsible global citizens. These competencies empower students to address pressing global challenges such as climate crises and promote democratic participation. The research identifies critical competencies essential for ESD, highlighting their significance in fostering environmental stewardship and sustainable development practices. By synthesizing diverse perspectives and empirical evidence, this study contributes insights into enhancing educational strategies aimed at sustainability education. It advocates for curriculum enhancements that prioritize sustainability competencies to empower students in tackling complex global issues effectively.

Keywords: sustainability competences, ESD, systematic literature review, climate crisis, global citizenship



Theater Pasca (THE) - Technology Integration in Teaching and Learning

Development of T-Morf Game as A Digital-Based Learning Media for Morpheme Classification

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Abstract: Morphology is an important component in the study of linguistics. Morphemes are components of word formation and serve to help understand word classes, sentence structure, and grammatical analysis. Based on preliminary analysis, there was not much media available that focused on learning morpheme classification. The specific objective of the research was to develop the T-Morf game with APK extension as a learning medium for morpheme classification that was feasible to implement in terms of (1) content, (2) systematic presentation, (3) language, and (4) appearance. The development design used in the research was the ADDIE model. The stages in this method consisted of 5 parts, namely (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. Based on the results of expert test validation with Indonesian language learning experts and media experts, the game product was categorized as feasible to implement. The game had an average feasibility score of 85.2% on the content component, 83.2% on the systematic presentation component, 85.5% on the language component, and 87.3% on the appearance component. The product was implemented in learning morphology. Based on expert validation and evaluation scores (content, presentation, language, appearance), the findings demonstrated the game's feasibility and effectiveness, suggesting it could significantly enhance morphology education and deepen understanding of linguistic concepts.

Keywords: T-Morph, morpheme classification, digital learning media, ADDIE



Exploring Strategies and Implications of AI Use in Inclusive Informatics Teaching by PPG Pre-Service Teachers

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Abstract: The study investigated the strategies and implications of integrating AI into the teaching of inclusive informatics by informatics PPL teachers at PPG Pre-service batch one of Universitas Pendidikan Indonesia, utilizing a descriptive qualitative approach. Data collection involved in-depth interviews, participatory observation, and document analysis. The findings underscored the transformative power of AI applications in inclusive informatics, significantly enhancing learning accessibility and personalization. This was particularly beneficial for students with diverse special needs, who could access tailored learning experiences. Informatics PPL teachers were at the forefront of this transformation, utilizing adaptive learning apps, AI-based platforms, and interactive tools to create inclusive and effective learning environments. The implications of AI integration were manifold: it enhanced teachers' digital competencies, facilitated more flexible curriculum development, and boosted student engagement and motivation. This research provided crucial insights for shaping educational policies that promoted the integration of AI technologies in educational practices, aiming to cultivate inclusive and adaptive learning environments. By harnessing AI's capabilities, educators could better address the unique learning requirements of students, thereby improving overall educational outcomes and inclusivity within the informatics education context at Universitas Pendidikan Indonesia's PPG Pre-service program.

Keywords: artificial intelligence (AI), informatics teacher, pre-service PPG



Enhancing Vocabulary Learning: The Power of Gamified Media Design

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Abstract: The objective of the study was to identify the specific requirements of students, create educational materials, such as a Snake and Ladder board game, to facilitate the learning of English vocabulary, and assess the effectiveness and appropriateness of the developed media using a gamification approach. The research used a Research and Development (R&D) methodology, incorporating both qualitative and quantitative data collected through questionnaires and interviews. The procedure followed Morrison's ADDIE model (2010). Quantitative data were analyzed using percentages and intervals, while qualitative data were analyzed through inference. The results indicated a need for engaging learning media among students. During the design and development phase, various media tools such as Canva and Microsoft Word were utilized. The media and material experts conducted a comprehensive evaluation of the developed media, ultimately awarding it a "very good" score. This assessment was based on aggregated interval values for each aspect, indicating high performance across multiple criteria. Students' responses were also very positive, indicating a favorable reception. The ultimate result of this research project was the development of a Snake and Ladder board game using a proven gamification approach. The game was determined to be highly effective for the purpose of teaching English vocabulary.

Key words: research and development, learning media, vocabulary



From Necessities to Aspirations: Leveraging Technology to Improve Business English Education

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Abstract: The existing business English materials are unsuitable for students as they are not yet integrated. This research aimed to explore the necessities, lacks, and wants of business English for university students in Indonesia. This study was a preliminary investigation. The sample consisted of 88 management students from Indonesia. Data were collected using a questionnaire comprising 40 items, which was distributed to the students via Google Forms. The data analysis involved calculating the scores from the students' responses using Likert scales and categorizing them into interval criteria. The findings indicated that the participants rated their necessities for overcoming writing difficulties as high in relation to the four language skills in business English. In terms of lacks, students reported having problems with learning business English and speaking skills. Regarding wants, students expressed a desire for a learning model for business English that includes more activities in speaking, reading, listening, and writing. Furthermore, students highlighted the importance of incorporating technological tools, such as online platforms and interactive software, to enhance their learning experiences. The study's pedagogical implications primarily concern the business English curriculum and the development of technologically enriched learning resources to address writing difficulties.

Keywords: students' needs, business English, technology



Using Corpus Tools: An Alternative Approach in Teaching Aviation Students

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Abstract: The rising need for a high level of English proficiency in specialized fields has highlighted the critical significance of providing effective English for Specific Purposes (ESP) instruction. This emphasizes the necessity for tailored language instruction that meets the specific needs and requirements of learners in various professional or academic contexts. This paper explores the use of corpus tools as an innovative approach to teaching ESP, specifically focusing on English for aviation students. Corpus tools, which analyze authentic language data, provide valuable insights into the specific language patterns and structures used in professional contexts. By incorporating corpus linguistics into ESP curriculum design, educators can create more relevant and practical learning materials that better reflect the linguistic demands of the aviation industry. This study examined the benefits of using corpus tools in ESP education, highlighting their potential to enhance language learning outcomes by offering authentic, contextually relevant language examples. Furthermore, it addresses the challenges of traditional ESP materials and the need for modern, technology-driven approaches to meet the evolving needs of students. The findings suggest that corpus-based ESP instruction not only improves language proficiency but also prepares students more effectively for real-world professional communication.

Keywords: aviation, authentic, corpus, ESP, materials



Applying Unsupervised Possibilistic Fuzzy C-Means to Cluster Teachers' Online Practices

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Abstract: This study explores the digital literacy skills of Finnish basic education teachers using a dataset collected between 2017 and 2019. The dataset encompasses 4,988 teachers, with 24% male and 76% female, aged 24-66 years. The variables include urbanization level, age, self-efficacy, in-service training adequacy, digital activity, gender, information skills, and teacher type. Applying Unsupervised Possibilistic Fuzzy C-Means (UPFCM) to analyze teachers' online practices, the research aims to uncover clusters based on digital literacy skills and reasons for internet usage. current literature lacks comprehensive studies categorizing teachers according to digital competence. The study addresses this gap, employing fuzzy clustering algorithms to automatically identify clusters within a large dataset. Preliminary descriptive statistics and correlation analyses reveal relationships among variables. The findings contribute to the evolving discourse on teachers' digital proficiency, emphasizing the need for nuanced approaches in understanding and enhancing digital skills within the education sector.

Keywords: digital profiles, self-efficacy, training, **competencies**, assessments, fuzzy clustering, UPFCM



Promosi Doktor (PRO) - Technology Integration in Teaching and Learning

Teachers' Reflection on The Use of Mobile Learning in Differentiated Learning of Viewing Skill

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Abstract: The proliferation of mobile learning has fundamentally transformed the educational system, offering a vast array of applications, support systems, and learning opportunities that transcend the limitations of time and physical location. Recent studies indicate that mobile learning effectively motivates students in language acquisition. However, language skills now encompass more than listening, speaking, reading, and writing; they also include digital competencies such as viewing skills. Furthermore, differentiated instruction has emerged as a crucial element in 21st-century learning. This study explores the integration of mobile learning in differentiated instruction, focusing on viewing skills that have not been thoroughly examined in previous studies. The study examines English teachers' reflections on the use of mobile learning to teach viewing skills in secondary education across various provinces in Indonesia. Through qualitative research, supported by semi-structured interviews, focus group discussions, and digital artifacts, an in-depth analysis was conducted. Collected data were systematically analyzed using the thematic analysis method to identify, analyze, and report recurring patterns or themes. The results revealed four main findings: first, mobile learning was effective and acceptable for differentiated viewing instruction; secondly, it increased students' motivation and critical thinking in English learning; thirdly, it enhanced digital literacy in viewing skills; and finally, teachers needed to control distractions often occurring when students used mobile learning. As an implication, mobile learning should be well integrated into lesson plans to promote differentiated viewing learning and reduce distractions. Overall, mobile learning holds significant promise in meeting the diverse learning needs for viewing skills.

Keywords: mobile learning, viewing skill, differentiated learning



The Utilization of Canva in Project Based Learning (PjBL) to Enhance the Students' Writing Skills

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Abstract: This research was intended to find out the utilization of Canva for education to enhance the students' writing skills in a Project-Based learning among the students in Culinary Program Vocational High School. In this research, a PJBL was conducted to close the gap and enhance the students' writing skills in writing an exposition text using Canva for education. A Descriptive qualitative method was proposed to investigate the problem of the research. The data was collected using observation and questionnaire, and the researcher used purposive sampling to select the data. Thirty-six students in grade 11 are in the Culinary Program of SMKN 6 Yogyakarta as the research data. The results show project-based learning by integrating the Canva app successfully and using the Canva application in the PjBL model to enhance the student's writing skills, especially in Exposition text. It is also supported by the questionnaire of students' perception of using the Canva application. Most of the students agree that using Canva in writing Project of Exposition text can ease their understanding of the learning material, explore their idea and creativity and enable them to focus more on the writing project.

Keywords: canva, writing skills, exposition text, project-based learning



Empowering Students Through AI: Integrating Artificial Intelligence (AI) in Academic Writing Classes

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Abstract: This study delves into the transformative potential of integrating Artificial Intelligence (AI) technologies within academic writing classes, aimed at empowering students and augmenting their writing skills. Traditional academic writing instruction often faces challenges in providing timely and personalized feedback to students, which AI tools can effectively address. By utilizing AI, students gain access to tailored learning materials and receive detailed, immediate feedback on their writing, thereby enhancing both efficiency and engagement in the learning process. The background underscores the persistent need in education to adapt to technological advancements, particularly in enhancing pedagogical strategies for writing instruction. Integrating AI tools not only supports educators in meeting these evolving needs but also enriches student experiences by fostering a more interactive and personalized learning environment. Objectives of this study encompassed exploring student perceptions and experiences regarding the integration of AI tools in academic writing classes. By employing a mixed-method approach involving interviews, questionnaires, and documentation analysis, the study sought to comprehensively examine the benefits, challenges, and overall implications of AI integration from the perspective of students enrolled in the English Education Department at Universitas Nahdlatul Ulama Yogyakarta. Findings revealed significant benefits such as improved feedback quality and increased student engagement, alongside challenges including initial adaptation hurdles and the need for continuous technical support. These insights contribute to understanding how AI can be effectively harnessed to optimize writing instruction, offering valuable implications for educators and researchers alike in leveraging technology to advance student success and learning outcomes.

Keywords: artificial intelligence, teaching writing, academic writing, writing skills



Creating Tech-Infused Materials Project to Enhance Students' Digital Literacy Skills

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Abstract: Promoting digital literacy to the preservice English teachers (PETs) is necessary to support the 21st Century learning. This paper reports on a collaborative classroom action research project to enhance students' digital literacy skills through creating tech-infused materials. Taking place in a teacher education university, the project involved the PETs, a junior high school teacher, and a teacher educator. The project consisted of three cycles, done in 13 meetings, comprising the planning, implementation, and reflection/evaluation steps. The activities included discussions, presentations, workshops, and projects. The PETs were involved in defining the learning objectives, exploring the appropriate instructional technologies, planning the materials, and developing and presenting the tech-infused materials on Google Sites in a way that showcased their digital literacy skills. The data were collected through observation, interview, and documentation. Results suggested that the creating tech-infused materials project contributes to the ELT preservice teachers' digital literacy skills by enabling them to (a) align the technology used to the pedagogical needs, (b) choose the right technology to present the content, and (c) create the tech-infused materials for the instruction and assessment; (d) integrate digital tools and resources into teaching and learning activities. During the project, students admitted they were also happy and excited to learn about the new technology used for ELT. They acknowledged that before the project, they knew some of the platforms/apps/technology but did not know how to use the technology to support the teaching and learning process.

Keywords: digital literacy skills, tech-infused materials, preservice teachers



Exploring the Needs for Digital Reading Media for Interactive Reading for English Education Students

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Abstract: This study investigates the potential of interactive digital reading media to enrich English reading skills among students pursuing English education. Recognizing that interactive reading enhances student engagement with content, digital reading media emerges as a promising tool for fostering interactive learning environments. The qualitative approach adopted employs a mixed questionnaire design, incorporating closed-ended and open-ended questions to gather insights from 106 students. The research aims to explore student perspectives on the functionalities needed in digital reading media, particularly emphasizing user-friendly interfaces, accessibility features, and other attributes that support language proficiency, comprehension, and digital literacy skills. By addressing current limitations and identifying desired features, the analysis seeks to inform the development of interactive digital reading materials tailored to meet students' educational needs effectively. The findings underscore the importance of interactive features in digital reading media for enhancing learning experiences and improving English reading skills. Insights gleaned from student perspectives serve as a foundational framework for the future design and implementation of interactive digital resources in English education, ultimately aiming to optimize student engagement and learning outcomes in language proficiency and digital literacy.

Keywords: interactive learning, digital reading media, English education



Historical Walking Tour: a Diverse and Engaging Educational Innovation for High School Students

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Abstract: The history learning implementation in class XI Al-Farabi SMA Muhammadiyah Ahmad Dahlan in Metro City relied heavily on textbooks as the primary teaching material. Although there were various learning methods employed in the class, they were not optimally diverse due to certain constraints. This study utilized a qualitative research method that involved classroom observations, interviews with resource persons, and a Google Form survey to gain insights into the student learning process. The researcher directly observed the dynamics of the classroom environment and conducted interviews with individuals knowledgeable about the subject matter. In addition, a Google Form survey was distributed to collect data from a broader group of participants. This multi-faceted approach aimed to provide a comprehensive understanding of the various factors that contribute to the learning experience. The research involved History teachers and 25 students of class XI IPS at XI Al-Farabi Muhammadiyah Ahmad Dahlan High School. The conclusion of this study was that students would benefit from diverse learning experiences such as field trips, with one suggestion being a historical walking tour in Metro City. Introducing field trips was expected to engage more students in history learning and enhance their critical thinking through direct and immersive experiences.

Keywords: history learning, historical walking tour, outing class



Pasca Lt 4.1 (PAS41) - Technology Integration in Teaching and Learning

ICT-Based Collaborative Learning Approach to Improve Students' Participation in the Classroom

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Abstract: The level of engagement in English language classrooms in modern times is significantly related to the integration of Information and Communication Technology (ICT) to facilitate interaction between teachers and students. This study investigates the impact of incorporating ICT into collaborative learning strategies on enhancing student engagement in English language classrooms. The research involved 36 Grade XII students from Senior High School 6 Yogyakarta, Indonesia, and was conducted using Classroom Action Research (CAR) across two cycles. Data collection primarily relied on classroom observations and the execution of a paired t-test. The findings indicate that the implementation of the Collaborative Learning strategy, supported by ICT, significantly improved student participation. Evidence of this improvement is reflected in the increase in confident students, rising from 33.3% in Cycle 1 to 66.6% in Cycle 2. Additionally, the Paired Sample t-test results revealed a statistically significant difference between pretest and post-test scores, with pretest scores averaging 66.81 and post-test scores increasing to 76.67. These results demonstrate that the use of ICT in collaborative learning not only boosts student engagement but also enhances motivation and participation in the learning process. The study underscores the importance of integrating technology with collaborative teaching methods to create a dynamic and interactive learning environment, ultimately contributing to better educational outcomes in English language learning.

Keywords: collaboration learning, ELT, ICT tools, students' engagement



Advancing Environmental Digital Literacy in High School Biology: A Project-Based Approach to Waste Management

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Abstract: The study of biology encompasses the examination of living organisms and their interactions with the environment, focusing on their benefits. This research emphasizes the critical topics of environmental contamination and waste management, recognizing the challenges high school students face in finding reliable resources and effective methods for organic waste management, even with the availability of digital technology. This study utilized a project-based learning (PJBL) approach, enhanced with digital technologies, to address these challenges and facilitate active learning. Integrating technology, including online resources and biotechnological procedures, within the PJBL framework encouraged students to independently acquire knowledge, analyze data, solve problems, collaborate, and reflect. This method actively engaged students in environmental issues, enhancing their digital literacy and proficiency in managing organic waste. The findings indicated that this approach significantly improved students' digital literacy and practical skills in addressing ecological issues. By immersing students in real-world environmental concerns through a technologically enriched PJBL model, the study fostered a deeper understanding and competence in both digital and environmental domains. In conclusion, integrating digital technologies with project-based learning in biology education is an effective strategy for advancing environmental digital literacy and equipping students with the necessary skills to manage organic waste sustainably.

Keywords: environmental education, digital literacy, project-based learning, waste management, high school biology



The Use of Domino Track Learning Media with Augmented Reality (AR) for Quadratic Equations and Square Functions in Grade XI SMPIT LHI Students

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Abstract: This study examines the implementation of Augmented Reality (AR)-based learning media, specifically titled "Domino Trail with Augmented Reality (AR)," in teaching quadratic equations and square functions to Grade XI students at SMPIT LHI. The objective was to utilize AR-based media as a best practice activity to enhance the interactivity and enjoyment of learning mathematical concepts. A quantitative approach was adopted, assessing the impact of AR media on students' comprehension through pre-tests and post-tests. The average pretest score of 60.7 significantly increased to 82.1 in the post-test, demonstrating a substantial improvement in students' understanding. Additionally, qualitative feedback from students highlighted their positive experiences with the AR media. They reported feeling more motivated, active, and enthusiastic in learning quadratic equations. These findings strongly support the integration of AR technology in teaching mathematical concepts, which can significantly enhance student engagement and learning outcomes. In conclusion, this study provides robust evidence that AR-based learning media can effectively improve students' comprehension and foster a more interactive and enjoyable learning environment.

Keywords: augmented Reality, quadratic equations, interactive learning, student engagement, educational technology



The Use of ELSA-Speak Application in Practicing Student's Speaking Skills

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Abstract: The use of technology is growing significantly and quickly at the moment, providing a fresh opportunity for English language learning. In English learning, achieving adequate and accurate speaking proficiency is very important. ELSA Speak (English Language Speech Assistant) is one of mobile applications designed to help users improve their English pronunciation and speaking skills. There are many studies that discuss the effectiveness of the ELSA Speak application in improving students' speaking skills. This study approach includes an evaluation of the literature, which methodically collects, analyzes, and summarizes academic publications and previous research on the subject. For educators and teachers interested in using ELSA Speak features to enhance the learning process and provide new experiences for students, this paper can be a valuable resource.

Keywords: ELSA Speak, pronunciation, speaking skills



Enhancing Students' Story Writing Skills through Book Creator: A Mixed-Method Study

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Abstract: Integrating digital media into the teaching and learning process is important to enhance writing skills. This study aimed to describe the implementation of the Book Creator application to promote writing skills and gain students' perceptions about the application. The research used purposive sampling, that consisted of 16 students from the ninth grade of junior high school. This research using Mixed methods with sequential explanatory design. First, the quantitative method is a one-group pretest-posttest design to obtain data of the effectiveness of Book Creator in enhancing students' skill. The second, qualitative method to deepen the information about students' perception in using the Book Creator application for story writing. The validity of the questionnaire and test were analysed using the validity of content which was consulted with the experts. The results showed that an increased students' skills in story writing with the normalized gain results $g = 0.69$. Second, the qualitative method was used to gain students' perception in implementing Book creator. The results were presented thematically with positive perception in terms of experience reflection, technology learning, creativity process, and challenges and solutions.

Keywords: enhancing students writing skills, Book creator, mixed-method study



Development of an Astronomy Bulletin Based on Ethnoastronomy Assisted by Stellarium Integrated with NASE to Enhance the Physics Identity of Astronomy Olympiad Participants

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Abstract: This research focuses on the development of learning media for astronomy olympiad participants. The developed media is an astronomy bulletin integrated with the Network Astronomy for School Education (NASE). The material contained within it includes star photometry material that utilizes ethnoastronomy and practical application using the Stellarium app. The development of the bulletin emphasizes the NASE program to attract interest and enhance the physics identity of students. The bulletin development method in this research is Research and Development (R&D) with the 4D model. The 4D model consists of the stages: define, design, develop, and disseminate. The selection of research samples used purposive sampling, with the subjects being astronomy olympiad participants from SMAN 1 Jetis and MAN 3 Sleman. After the data was obtained, descriptive analysis was conducted using SBI and inferential analysis using the Wilcoxon test and Mann-Whitney test. The results showed that the implementation of the ethnoastronomy-based astronomy bulletin assisted by Stellarium integrated with NASE was capable and effective in enhancing the physics identity of astronomy olympiad participants, with moderate to high improvement categories.

Keywords: bulletin, ethnoastronomy, NASE, physics identity, Stellarium



Pasca Lt 4.2 (PAS42) - Pedagogical Innovations and Best Practices in Teacher Education

Can Loose Part Improve Critical Thinking? A Study Experiment in Early Childhood

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Abstract. This study investigated the impact of loose parts play materials on the critical thinking abilities of early childhood learners, specifically children aged 5-6 years. Loose parts are easily accessible materials from the environment that children can manipulate, move, change, and control based on their imagination. The study aimed to determine the effect of loose parts on logical thinking abilities. A quantitative approach with an ex post facto design was employed. The study population consisted of 205 children from nine kindergartens in the Boyolali area, with a sample size of 136 children determined using the Slovin formula at a 5% precision level. Probability sampling with a cluster random sampling technique was used. Data collection involved a questionnaire, and multiple linear regression analysis was applied to interpret the results. The findings indicated that the use of loose parts significantly and positively influenced children's logical thinking skills. The t-test result of 2.219 with a significance value of 0.028 (<0.05) demonstrated that an increase in loose parts play is associated with an enhancement in children's logical thinking abilities. In conclusion, integrating loose parts into early childhood education effectively promotes critical thinking and logical reasoning. These results highlight the importance of incorporating such play materials into learning environments to foster cognitive development in young children.

Keywords: loose parts, critical thinking, early childhood, logical thinking, quantitative research



Exploring the Competency Needs of Internet of Things (IoT) Training Instructors: A Systematic Literature Review

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Abstract: The rapid development of technology in the Internet of Things (IoT) presents significant challenges for instructors preparing workers for these technological changes. IoT training instructors must deeply understand critical concepts before teaching them to job candidates. This study describes the competency needs of IoT training instructors through a Systematic Literature Review (SLR) to ensure they can provide relevant and quality education. The research followed two main SLR steps: planning and conducting, reviewing various competency standards from government and private sector labor institutions, and related articles. The analysis revealed three themes of competency needs for IoT training instructors. First, general instructor competence includes pedagogy-andragogy, technology, professional, personality, and social competence. Second, competence refers to IoT workers' qualifications, covering business strategy, design, development, testing, system integration, connectivity, security, management, and evaluation strategies. Third, competencies required for the Industrial Revolution 4.0 era include information, media, and technology literacy, communication, life skills, innovation, agility, data analytics, leadership, and business models. These findings have significant implications for educators and curriculum designers, providing guidance for developing curricula and training programs to enhance instructor competency. Future research should validate these findings by involving industry and academic experts to ensure comprehensive coverage and relevance to current technological developments.

Keywords: competency needs, instructor, internet of things, systematic literature review



Interactive Multimedia to Improve Vocabulary Learning in The Rural Area Secondary School

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Abstract: Interactive multimedia has increasingly been recognized for its potential to enhance language learning by providing engaging and interactive content. However, its specific impact on vocabulary acquisition in rural secondary schools remains underexplored. This study examined the teacher's perceptions of the effectiveness of interactive multimedia in enhancing vocabulary learning and explored students' perceptions toward its use for improving vocabulary. Adopting a mixed-methods approach, qualitative interviews with the teacher provided insights into pedagogical perspectives, while quantitative measures such as vocabulary tests and student questionnaires gauged their experiences. The study included one teacher and 35 students from Imogiri, Yogyakarta. Data collection involved qualitative interviews with the teacher to understand pedagogical perspectives and quantitative measures like vocabulary tests and student questionnaires to gauge perceptions and experiences. Both teacher and students perceived interactive multimedia as significantly contributing to improved vocabulary learning outcomes. Insights from teacher interviews enriched understanding of effective pedagogical practices in using multimedia tools for vocabulary instruction. This research provides valuable insights into language learning experiences, particularly in rural educational settings, informing pedagogical strategies aimed at optimizing vocabulary development through interactive multimedia. These insights are crucial for enhancing educational outcomes in secondary schools.

Keywords: vocabulary learning, interactive multimedia, rural area secondary school



Integrating The 4C Skills into English Language Learning Using Team-based Thematic English Learning Model at the Age of Artificial Intelligence for Senior High School

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Abstract: This study explores integrating the 4C skills (Communication, Collaboration, Critical thinking, and Creativity) into English language learning using a team-based thematic English learning model tailored for senior high schools in the age of Artificial Intelligence (AI). The research aims to (a) develop an instructional model capable of enhancing learners' 4C skills, (b) validate the effectiveness of the team-based thematic approach in fostering these skills, and (c) examine the role of AI technologies in facilitating this learning model. This study was a collaborative effort, employing a Research and Development (R&D) approach and adopting the instructional design model of the Analysis, Design, Development, Implementation, and Evaluation (ADDIE). Expert judgment and action research validate the developed model, which was implemented at SMA Negeri 3 Yogyakarta. Participants included English teachers and Year XI students. Data collection methods encompassed learning tasks, assessment, reflection, class observation, questionnaires, interviews, and focus group discussions, analyzed through a convergent mixed-method design. The findings indicate that the team-based thematic English learning model effectively enhanced language proficiency and 4C skills among students. Positive feedback from students and teachers alike affirmed the model's practicality and feasibility. Furthermore, AI technologies were integral in supporting collaborative learning activities within the model. This research contributes insights into innovative educational approaches that equip students with essential skills for the AI era. Educators and policymakers can utilize these findings to enhance English language instruction, fostering critical competencies needed for future academic and professional success.

Keywords: 4C skills, English language learning, team-based learning, thematic learning, Artificial Intelligence



Trying Blended Collaborative Writing Instructional (BCWI) Model in a Real Environment: Does It Really Work?

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Abstract: The teaching and learning English as a Foreign Language (EFL) academic writing in higher education, particularly in Indonesia, faces numerous challenges. Despite technological advancements and the increasing importance of collaboration skills in the era of Society 5.0, current educational practices often fail to utilize blended learning environments and collaborative writing processes fully. A novel instructional approach, the Blended Collaborative Writing Instructional (BCWI) Model, has been developed and validated to address this issue. This model integrates collaborative writing theories within blended academic writing classes to enhance student engagement and learning outcomes. The primary objective of this study was to evaluate the effectiveness of the BCWI Model in EFL academic writing classes at a leading state university in Indonesia. To ensure the robustness of our findings, we employed an Experimental Design (Creswell, 2008) as the primary research method, supplemented by various instruments such as documentation and tests. The analysis revealed that implementing the BCWI Model significantly improved students' academic writing skills. These findings suggest that the BCWI Model can effectively enhance the teaching and learning of EFL academic writing by leveraging blended learning and collaborative methodologies.

Keywords: EFL academic writing, blended learning, collaborative writing, BCWI Model, higher education



Preservice Teachers' Perspectives Towards Culturally Relevant Pedagogy in Their Classrooms

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Abstract: Culturally relevant pedagogy (CRP) is a pedagogical theory that integrates students' cultural references into the learning process, promoting academic success, cultural competence, and critical consciousness. Despite its recognized importance, the implementation of CRP in Indonesian teacher education remains limited. This study, with its central research question 'What are preservice teachers' perspectives on CRP and its significance in teaching practice? ', aimed to fill this gap in knowledge. A unique qualitative research design with a single-case study method was meticulously employed to gather data through semi-structured interviews. The study was conducted within a teacher education program at a private university in Yogyakarta, Indonesia, which places a strong emphasis on CRP. The findings underscored the significance of cultural diversity in education, the necessity for institutional support, and the positive impact of CRP on student engagement and learning outcomes. The results suggest that preservice teachers recognize the value of CRP in fostering an inclusive and engaging learning environment. The study aims to inform teacher education programs and promote the integration of CRP, preparing preservice teachers to effectively address the needs of diverse classrooms and enhance educational practices.

Keywords: culturally relevant pedagogy, preservice teachers, teacher education, cultural competence, inclusive education



Pasca Lt 4.3 (PAS43) - Language Education and Literacy Development

Upgrading Middle School EFL Students' Skills in Writing Procedure Text with Pair Check

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Abstract: This classroom action research investigated the impact of the pair check learning model on the writing skills of EFL students on procedure text materials. The study tracked changes in their writing skills over two learning cycles. A qualitative descriptive approach was used, involving 48 EFL students from a middle school in Indonesia. The study employed mixed methods research, including pre-and post-tests, observation sheets, and questionnaires. The data were analyzed descriptively, quantitatively, and qualitatively. The findings revealed a 20.1% improvement in EFL students' skills after two learning cycles using the pair check and changes in their writing level category. The study indicated that these practices contribute to substantial improvements and changes in students' ability to write procedural texts. The study's findings suggest that pair-check activities could be an invaluable strategy for educators to enhance students' proficiency in composing procedural texts in English subjects. This approach supports collaborative learning and provides students with opportunities to actively engage with the material and receive constructive feedback from their peers.

Keywords: procedure skills, EFL, writing skills



Analysing the Current Trends of Teacher Profession Development in ELT: Systematic Literature Review

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Abstract: Teachers' Professional Development is a key strategy for improving their abilities and adapting to current situations. In these mobilized changes, teachers are required to pedagogically and linguistically skilled and what to teach how to teach. Thus, this paper discussed the current trend of teacher profession development mainly in English Language Teaching (ELT) context. This research was a systematic literature review which aims to synthesize the previous research study. The data was collected from previous scientific journals which is relevant with this study about the teacher profession development in ELT context. The criteria selected focused on ELT and teacher professional development. As such, the researcher analysed the data by comparing findings, analysing the results, and drawing conclusions. Additionally, it aimed to investigate some new trends that have been implemented in teacher professions development during and beyond the learning atmosphere. The result of this study showed that contemporary issued in TPD in ELT environments was the use of ICT tools in developing teachers' profession. The implementation of ICT in education innovation plays a crucial role. Additionally, training programs concerning the use of ICT are also necessary due to its important skills in teaching and learning. Put simply, this research also found the integration of technology and community's reflective practice were essential in training the teachers in providing their development profession in ELT. One thing that needed to report was the implication like teacher training is imperative due to its contribution to ongoing development as well as conversation in teaching and learning education.

Keywords: TPD, English, systematic Literature review, Trends



A Corpus-Based Analysis on the Realization of Ideational Meaning in Short Stories “Snow White” and “The Giant Fish”

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Abstract: Meaning is really important in smoothing communication especially using EFL. English as a Foreign Language. Reading short stories is the easiest way to learn it. Systemic Functional Linguistics (SFL) divides meaning into ideational, interpersonal and textual. Ideational meaning has a function to express perception about the world. It is realized through processes, participants, and circumstances. Therefore, this research aims to analyze processes, participants, and circumstances that were realized in two short stories from different generations, namely in the 18th century entitled "The Selfish Giant" by Oscar Wilde and the 19th century entitled "Snow White" by Brothers Grimm. The method is qualitative using NER (Named Entity Recognition). The result shows that "The Selfish Giant" contains various activities carried out by the characters and depictions of the environment in the story. Meanwhile, "Snow White" tends to have a lot of communication between characters and emotional feelings in the story. It reveals the importance of SFL in providing meaning and context and how language functions conveyed the messages in a literary work.

Keywords: Ideational meaning, short story, SFL



Analysis of Critical Thinking Research Models in Indonesian Language Journals throughout SINTA-based Journals: A Literature Review

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Abstract: Critical thinking skills are considered an essential foundation for effective learning and complex problem solving. Students who have good critical thinking skills tend to have better academic outcomes and are better prepared for the changing demands of the world of work. This research aims to conduct a comprehensive literature review on critical thinking skills in Indonesian language journals. This research is a library research or literature study. Although there have been many studies conducted on critical thinking skills, no one has provided a complete analysis of the research results in the context of Indonesian Language Education journals. The data for this study were obtained from Indonesian Language Education journals listed in the Science and Technology Index (SINTA) that have been published in the last six years 2018 to 2023. In this study, six primary aspects will be investigated for content analysis. The variables at issue include: (1) the annual number of publications; (2) the type of research; (3) the subjects of the research; (4) the selection of Indonesian themes for research; (5) the equipment used for data collecting; and (6) the methodologies used for data analysis. The findings of this study revealed that only 7 Indonesian language education journals contained articles on critical thinking and only six articles discussed critical thinking. This study revealed that the most designed type of research was experimental research. Furthermore, as a research subject, it refers to the junior and senior high school levels. While in the realm of the material used the majority focuses on writing skills. The questionnaire is the most widely used instrument and the data analysis methods that are often used are ANOVA and t-test.

Keywords: Indonesian educational journals, critical thinking skills, data analysis



Early childhood's English vocabulary acquisition through YouTube Kids's songs

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Abstract: Children have carried LAD since they were born. They have the ability to speak any language, based on where they live. This study aims to trace the English language acquisition of an early child, Niscala, from Indonesia. This study focused on the process of English vocabulary acquisition of Niscala, the factors of Niscala's interest in English YouTube channels for kids: Cocomelon-Nursery Rhymes and Meowmi Family Show, the impacts of videos in those YouTube channels to her, and the parent's apperception of Niscala's English acquisition. The present study used descriptive research where the data were collected through a questionnaire and video recorded as secondary data to observe Niscala's interest in English songs. The findings revealed that Niscala enjoyed watching the videos and did it with her own intention. The process of English vocabulary acquisition of Niscala began at 25 months. She listened to English songs from this medium for at most 3 hours a day. She can imitate English songs, even though the pronunciation is not clear. She felt happy when she sang the English songs. This media stimulated her brain to absorb the language. So, this media influenced the child and made the subconscious mind to pick up vocabulary in the songs.

Keywords: vocabulary acquisition, nursery rhymes, descriptive research



The Readability Level of *Bahasa Inggris* Textbook with Merdeka Curriculum

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Abstract: In the context of Indonesia's Merdeka curriculum, this study evaluates the readability level of English textbooks for 10th-grade students, recognizing the crucial role of English proficiency in accessing global opportunities. This research used descriptive quantitative methodology by looking at the data of 10th-grade students' English textbooks from the Merdeka curriculum. The reading texts in the book were collected as research data and then analyzed with the Flesch reading ease formula to test the researchers' hypothesis. The results of this study show that the final average calculation of reading texts is complex. These findings underscore the need for aligning educational materials with students' reading abilities to enhance learning experiences and promote effective language acquisition within the evolving educational landscape. In conclusion, the Readability level of English textbooks for 10th-grade students has been categorized as 'fairly difficult.' It is crucial that future research presents students' perspectives to adapt the results of this research to students' needs, highlighting the necessity of this ongoing work.

Keywords: readability, English textbooks, merdeka Curriculum



Pasca Lt 7 Aula (PAS71) - (1) Language Education and Literacy Development, and (2) Technology Integration in Teaching and Learning

Portrait of the Development of Literacy Culture Movement in Baubau, Southeast Sulawesi

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Abstract: The rapid flow of information and technology in the education 4.0 era has had an impact on the development of various efforts and strategies to improve literacy culture in Indonesia such as reading literacy. This article aims to photograph the movement of literacy culture of reading. This research uses a case study design involving local government, literacy activists, both individuals and groups. The data in this research is taken through observation, interviews and document review. The results of the research show that local government has launched several routine activities in order to improve literacy culture, including through Tula-Tula Action or storytelling activities to students. Similar activities are also carried out by Resort Police Department through the distribution of books for students. Collaboration between Reading Community and campus through a campus teaching program in a literacy festival for elementary school students. Mayor's policy to civil servants in their official trip to buy books and donate them to libraries, then GLB will overseeing its human resources through the development of more creative, innovative and fun literacy methods. Local government has built a digital library that can be used by the students and local community in obtaining reference related to their scientific field easily and free. Through various literacy movement programs initiated by the local government in collaboration with existing literacy communities will foster literacy culture, especially reading interest for students and local community.

Keywords: literacy, movement, reading



Interaction in the classroom instruction for language learning using ACTFL communication modes

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Abstract: Instructed Second Language Acquisition (ISLA) examines language learning through instructional processes within classroom contexts, distinct from naturalistic learning in Second Language Acquisition (SLA). The ACTFL communication modes—interpretive, interpersonal, and presentational—form the foundation for promoting language learning during instruction. These modes facilitate the input-process-output interaction model, where learners engage in meaning negotiation and receive feedback crucial for language intake and processing. The interpretive mode offers learners opportunities to absorb and comprehend language input. This means that negotiation occurs as students interact to clarify understanding, supported by feedback from teachers or peers. Language production, the focused output, manifests through interpersonal dialogues or monologic presentations, both oral and written. This paper introduces a groundbreaking conceptual framework elucidating classroom interaction using ACTFL communication modes for language learning. It explores how these modes scaffold learning experiences that foster linguistic competence across interpretive, interpersonal, and presentational skills and underscores the dynamic role of classroom interaction in facilitating language acquisition, emphasizing its significance in instructional settings. This innovative framework holds immense potential for advancing language instruction methodologies. By presenting this conceptual framework, the study contributes to theoretical insights into language instruction methodologies that optimize language learning outcomes. Educators and researchers can leverage these insights to enhance instructional practices tailored to diverse learner needs, promoting effective language acquisition strategies.

Keywords: ACTFL communication modes, classroom interaction, language learning, instructional strategies, second language acquisition



Utilizing Technology-Based Formative Assessment to Support Differentiated Instruction in Junior High School

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Abstract: One key element to succeed in differentiated instruction is monitoring the learning progress by conducting formative assessments of students' knowledge and skills at various points during the instructional process. To improve students' performance on these tests, providing prompt feedback is essential for both teaching and learning. This study investigates how well Plickers, a technology-based formative assessment tool, may enhance student learning in the classroom. Classified as quantitative research employing a quasi-experimental design, the study involves junior high school students divided into two groups: one receiving standard formative assessments and the other using Plickers-based assessments. Pre- and post-tests serve as the data collection instruments. Data analysis software, such as SPSS with the t-test, will be utilized for analysis. The study reveals that technology-based formative assessments, specifically using Plickers, significantly improve students' learning outcomes. These findings underscore the benefits of integrating digital tools like Plickers into classroom practices to assess and enhance students' learning progress effectively. Educators are encouraged to leverage such technologies to facilitate differentiated instruction by continuously assessing students' development and providing timely feedback.

Keywords: formative assessment, Plickers, technology



Improving Writing Skills of Geguritan (Javanese Poem) with Acrostic Writing Technique

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Abstract: This study aimed to describe the learning process of writing geguritan (Javanese poem) in class X.3 SMA Negeri 3 Yogyakarta, using the acrostic writing technique. It also aimed to describe the results of writing a poem using the acrostic writing technique with this class. This research is a Classroom Action Research (CAR). The data analysis technique employed quantitative and qualitative techniques. Based on the study's result, the following conclusions can be drawn. First, their exposition text writing skills have improved after using the acrostic writing technique. The improvement in writing geguritan skills was evident in the pre-cycle, first cycle, and second cycle tests. The average score of their pre-cycle was 53,93. This result belongs to the poor category. Furthermore, for the average score in the result was 67,63 so that it can be said to have increased and is included in the fair category. Thus, this represents a 13,7% increase from the pre-cycle. In the second cycle, the average score achieved was 77,78, which falls into the good category. Second, learning to write geguritan through the acrostic technique has been proven to be able to help students to determine appropriate vocabulary for writing geguritan. These changes can motivate students who struggle with Javanese vocabulary and participation to become more active, enthusiastic, excited, and engaged in learning. Students become more active in practice writing.

Keywords: geguritan, improvement, acrostic technique, javanese poem



A Study of Listening-Speaking Supplementary Materials Design Integrated with The Value of Independence and Creativity

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Abstract: This research aimed to design supplementary materials that integrate the values of independence and creativity for first-grade junior high school students, addressing gaps in current Indonesian secondary school English textbooks. Despite the emphasis on educational values in these textbooks, independence and creativity are not adequately represented, particularly in listening-speaking resources. This study followed a research and development (R&D) approach in education. The initial phase involved conducting a needs analysis through interviews and document analysis, which were qualitatively analyzed. The results identified areas needing improvement, such as vocabulary, pronunciation, and fluency. Teachers highlighted the importance of focusing on vocabulary and pronunciation in listening and speaking activities. Furthermore, the findings demonstrated how English language learning could align with values education in Indonesia's curriculum, particularly emphasizing independence and creativity. Based on these insights, the study proposed the development of targeted supplementary materials designed to enhance listening and speaking skills while integrating values education. The ultimate goal is to foster well-rounded and proficient students. This research contributes to the ongoing discourse on curriculum development and value integration in language education, offering valuable insights for educators and policymakers aiming to enhance English language instruction in Indonesian secondary schools.

Keywords: listening-speaking materials, values education, independence, creativity, curriculum development



Collaborative Project-Based Learning in Writing for Non-English Department Students

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Abstract: This study aimed to develop a learning model that integrates project-based learning with collaborative learning, specifically tailored for non-English department students. The study employed the research and development model proposed by Borg & Gall and was conducted at three universities in Magelang. The research subjects were first-year students of the 2023/2024 academic year. Data collection methods included observation, interviews, questionnaires, documentation, and tests, resulting in both qualitative and quantitative data. Descriptive analysis was used to interpret data supporting the development of the collaborative project-based learning model, while a t-test was employed to assess the model's effectiveness. The findings indicated that the collaborative project-based learning model significantly improved the writing skills of non-English department students. The experimental group demonstrated a higher mean score compared to the control group, confirming the model's effectiveness. Additionally, the study explored the role of collaborative activities in enhancing student engagement and motivation. It was observed that students involved in collaborative project-based tasks developed better critical thinking and problem-solving skills, which are essential for academic success. The research also highlighted the importance of providing real-world contexts in learning activities to make writing tasks more relevant and engaging for students. These results suggest that the developed collaborative project-based learning model is suitable for enhancing the writing abilities of non-English department students. This study contributes to the ongoing discourse on innovative educational strategies, offering valuable insights for educators and policymakers aiming to improve writing instruction and student outcomes in diverse academic contexts.

Keywords: collaborative learning, project-based learning, writing skills, non-English department, educational strategies



Ruang Sidang Utama (RSU) - Educational Leadership and Policy Implementation

Strategic Planning for the Advancement of Islamic Education in Indonesia's National Education System

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Abstract: Education plays a pivotal role in shaping human purpose and providing structure to life, making it indispensable to individual interests. With its capacity to build a comprehensive knowledge base, education stands as a cornerstone of human development. This study aims to explore strategic planning in Islamic education management within Indonesia's national education system. Given the foundational role of Islamic education within the national framework, ensuring its vitality and growth remains paramount. Employing a literature study approach, this research investigates the strategic methodologies employed by Islamic educational institutions. Central to this inquiry is the alignment of institutional direction, objectives, and tactical frameworks to enhance educational quality, expand student enrollment, and foster sustainability amidst globalization pressures. Islamic education's integration into Indonesia's educational landscape underscores its critical importance in meeting the educational needs of Muslim communities. By delineating strategic pathways, this research seeks to bolster the adaptive capacity of Islamic educational institutions, equipping them to thrive in contemporary educational landscapes. This study underscores the necessity of robust strategic planning frameworks tailored to the unique demands of Islamic education, thereby fortifying its role within Indonesia's broader educational agenda.

Keywords: Islamic education management, national education system, strategic planning



The Impact of Implementing the Pancasila Student Profile Strengthening Project Policy on Character Education

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Abstract: The Pancasila Profile Strengthening Project (P5) at 1 Bojong State High School in Tegal district faces challenges in achieving its goals due to students' insufficient adoption of democratic attitudes aligned with Pancasila values. This qualitative study evaluates P5's implementation and its impact on students' character education, involving eleventh-grade students, school administrators, teachers, and parents. Data collected through passive participation observations, interviews, and documentation, analyzed via SWOT analysis, revealed deficiencies in students' adherence to democratic values, highlighting vulnerabilities to potential misconduct. Implementing structured instruments and assessments throughout P5's phases—pre-implementation, during, and post-implementation—is crucial to ensure effective character development and instill ethical behavior among students. Recommendations include integrating interactive workshops and ethical dilemmas in the curriculum to deepen students' understanding and application of Pancasila principles, reinforcing their significance in daily student life. Strengthening partnerships with parents and the community can also enhance support for sustaining positive character development initiatives. Future research could explore additional strategies such as peer mentoring programs and community engagement projects to further enhance P5's implementation and effectiveness in fostering democratic values and ethical conduct among students, addressing the identified challenges comprehensively.

Keywords: character education, Pancasila Profile Strengthening Project (P5), democracy voice



The Analysis of Flight Program Corps Interest in Industrial Management Cadets at IDAFA

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Abstract: Cadets' interest in the Industrial Management Engineering Study Program to join the flight school program was notably lower compared to other programs, influenced by various factors. The objective of this study is to elucidate the factors contributing to the lower interest in the flight school program among cadets enrolled in Industrial Management Engineering. This research employed a descriptive qualitative approach, facilitating a deep exploration of unstructured issues using the Soft System Methodology (SSM). By applying the Soft System Methodology (SSM), the research delved into the subjective perceptions and organizational dynamics influencing cadets' program preferences. Findings revealed multifaceted reasons for the reduced interest in the flight school track, including perceptions of career prospects, program structure, and personal aspirations. Cadets' decision-making processes were influenced by both internal motivations and external perceptions shaped by peers and program reputation. Implications of these findings underscored the need for targeted interventions to address misperceptions and enhance the appeal of the flight school program within the Industrial Management Engineering curriculum. This study contributed to the broader literature on educational program management by highlighting the complexities of student decision-making within specialized academic pathways. Future research could explore interventions to increase program attractiveness and improve student retention within this context.

Keywords: flight program corps, industrial management cadets, soft system methodology



Implementation of Traditional and Modern Leadership in Hindu Educational Institutions in an Era of Disruption

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Abstract: In the current era of disruption or 5.0, the role of leadership in Hindu educational institutions has become increasingly critical. The aim of this study is to determine the leadership role of Hindu educational institutions in the current era of disruption or 5.0. The methodology used in this study is a literature study. Literature research data sources are mainly sourced from literature that is relevant to the theme to be studied. Research findings show that during this period of disruption or 5.0 there are two important components that contradict each other, namely the leadership of this disruption era is related to the impact of technological developments on life, while leadership is related to the skills that must be mastered by leaders in carrying out the scope of the organization both in the macro and micro scopes while still paying attention to aspects of humanism, both traditionally and modernly in managing humans as a supporter of the organization to achieve organizational goals. The Hindu leadership strategy in the 5.0 era is transformative leadership that has a forward-looking vision, is intellectual, honest and has integrity. The impact of this aspect in the implementation of Hindu institution educational leadership in the era of disruption or 5.0 is to combine traditional and modern leadership patterns to keep up with the development of the times.

Keywords: transformative, leadership, hindu education, era 5.0



Enhancing 21st Century Teachers' Competence: Strategies for Adapting to Socio-Cultural Changes in Indonesian Education

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Abstract: The Indonesian educational context is increasingly shaped by diverse socio-cultural factors and the pervasive influence of technology. Teachers are expected to navigate these complexities while delivering effective education. This study examines how strategies can bolster teacher competence across multiple domains such as pedagogy, professionalism, social skills, and personality to meet the demands of contemporary education. The qualitative case study, conducted at Yogyakarta State University, focuses on analyzing effective strategies for improving teacher competence among three doctoral students in the Education Sciences program. It aims to uncover interconnections among these competence domains and their impact on teacher effectiveness in diverse educational settings. Through interviews and observations, data were collected to explore the development of holistic teacher competence. The study investigates how pedagogical practices benefit from technological literacy, influenced by teachers' social competence, and how professional growth is enhanced by fostering positive personality traits. The research underscores the pivotal role of socio-cultural adaptation in strengthening teacher competence. It highlights that technological literacy enhances pedagogical methods, intertwined with teachers' social adeptness. Additionally, cultivating professional competence correlates with nurturing favorable personality traits. This study provides critical insights into equipping teachers with skills to create inclusive, culturally responsive, and adaptable learning environments. It emphasizes the necessity of ongoing professional development tailored to address socio-cultural changes within the Indonesian education system.

Keywords: strategies, teacher competence, 21st century, socio-cultural changes



Analysis of Rafale TR3 and F15 EX Eagle II Deployment for Indonesia's Air Defence Optimization Using AHP Method

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Abstract: Indonesia aimed to strengthen its national defense system, particularly its air defense capability, by planning the procurement of the Dassault Rafale TR3 and Boeing F-15 EX Eagle II multi-role fighters, equipped with diverse weaponry options. The selection of airbases for these aircraft was based on comprehensive criteria and input from questionnaires answered by expert Air Force officials. Several strategic airbases were chosen to accommodate the Rafale, F15, F16, and Sukhoi fighter aircraft, allowing for deployment in various operational scenarios. This strategic placement aimed to enhance Indonesia's defense readiness and its ability to effectively address a range of security challenges. The study outlined the rationale behind selecting specific airbases, highlighting their strategic significance and readiness to host advanced fighter aircraft. The findings underscored the thorough planning and considerations involved in optimizing Indonesia's air defense system, ensuring a balanced and effective deployment strategy. Implications of this strategic decision included strengthening Indonesia's national security posture and promoting regional stability through enhanced defense capabilities. Future research could explore the operational efficiencies and tactical advantages of the selected airbases, offering deeper insights into optimizing Indonesia's air defense infrastructure for long-term defense preparedness.

Keywords: air defense optimization, Dassault Rafale TR3, Boeing F-15 EX Eagle II



DAY 2 – 26 JUNE 2024 (PARALEL 2 SESSION 1)

Auditorium (AUD) - (1) Curriculum Development and Reform Strategies, and (2) Assessment and Evaluation in Teacher Training Programs

History Learning Based on Local Wisdom Values Sanghyang Siksakandang Karesian Text in High School Ciamis Regency

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Abstract: History learning based on local wisdom values is currently essential to instill character in students. Phenomena such as moral degradation, individualism, and environmental damage highlight the importance of revitalizing the local knowledge of past and indigenous communities to improve character. This research aims to determine (1) the values of local wisdom in the Sanghyang Siksakandang Karesian text, and (2) how history learning based on this local wisdom is implemented in high schools in Ciamis Regency. This qualitative study draws on data from informants (school principals, deputy principals, history teachers, and students), places and events (learning activities), and documents (learning tools and the Sanghyang Siksakandang Karesian manuscript). The research was conducted at SMAN 2 Ciamis. Data were collected through in-depth interviews, observation, and document study using purposive sampling. Data validity was ensured through triangulation of data and methods, while data analysis employed interactive analysis, including data condensation, data presentation, and conclusion drawing. The results of the study show that (1) the Sanghyang Siksakandang Karesian text contains rules and knowledge for all Sundanese society, including *dasakerta* (ten actions), *dasaperbakti* (ten devotions), people's behavior (*karma ning hulun*) towards leaders, and complementary actions (*panimbuh ning twah*). (2) In Ciamis Regency High Schools, teachers creatively present and incorporate local wisdom values into their lessons, ensuring that students apply these values in daily life. For example, students are taught to use their senses properly (*dasakerta*), respect teachers (*dasaperbakti*), and maintain proper behavior towards others.

Keywords: history learning, local wisdom, Sanghyang Siksakandang Karesian



The Effect of the Merdeka Mengajar Platform on Improving Social Studies Teachers' Practices in Yogyakarta City

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Abstract: This study investigates the transformative impact of the Merdeka Mengajar Platform (PMM) on enhancing best practices among social studies teachers in Yogyakarta City. Against the backdrop of evolving educational landscapes accelerated by the global COVID-19 pandemic, digital platforms like PMM play a pivotal role in fostering professional development and improving teaching quality. Employing a descriptive quantitative approach, the study encompassed all social studies teachers within Yogyakarta City. Data collection involved questionnaires to gauge perceptions and documentation analysis to triangulate findings. Subsequently, SPSS software facilitated rigorous data analysis, revealing significant correlations between PMM utilization and the enhancement of teaching practices among participants. The PMM platform offers multifaceted resources including inspirational videos, self-paced training modules, and virtual communities. These features empower teachers by cultivating competencies and facilitating the exchange of best practices. However, challenges surfaced, such as varying levels of technological proficiency and a need for deeper comprehension of PMM functionalities among users. Findings from the study, presented in past tense, underscore PMM's effectiveness in elevating educational standards through enhanced teacher competencies and best practices. The implications highlight the platform's potential to bridge educational gaps and improve teaching methodologies in Yogyakarta City and beyond. By enriching teachers' professional skills and fostering a collaborative learning environment, PMM emerges as a promising tool for sustainable educational development in Indonesia.

Keywords: education, best practices, merdeka mengajar platform



Character-Building Training Curriculum for Soft Competence Development Through Experiential Learning Approach

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Abstract: Character building is integral to developing soft skills, crucial for cultivating exceptional human resources. Soft skills, comprising non-academic competencies, serve as foundational assets enabling individuals to achieve career success and thrive within their communities. The character-building training curriculum is designed to foster a more harmonious, productive, and ethical work environment. This study aims to elucidate the character-building training education curriculum through an experiential learning approach aimed at cultivating soft competencies, evaluating its impact on employee competence, and identifying key factors influencing curriculum implementation. Employing descriptive qualitative research, data collection methods encompass interviews, observational studies, and document analysis. The training program aims to instigate changes in soft competencies, enhancing understanding across intrapersonal, interpersonal, organizational, and spiritual realms. Additionally, the effectiveness of the training program is significantly influenced by several factors including curriculum design tailored to situational contexts and participant characteristics, interactive teaching methodologies, adequate infrastructure support, participant motivation, and instructor quality. The implications for trainees following the training are substantial, particularly in enhancing soft skills essential for navigating complex work environments effectively. Thus, this research underscores the critical role of character-building training in nurturing well-rounded professionals equipped with the requisite skills for success and societal contribution, contributing to a positive workplace culture and sustainable organizational growth.

Keywords: curriculum implementation, training curriculum, soft competence, character building



Analysis of Soft System Methodology: Tanggon Aspect of Taruna Gemilang Program at Air Force Academy

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Abstract: The Taruna Gemilang program is a research-based initiative aimed at transforming destructive traditions into constructive ones, fostering a contemporary and positive cultural ethos among future Air Force officers. Recognizing the need for such an ethos, this program emphasized the pivotal role of mentors and cadets in the mentoring process. This study aimed to investigate how SSM could facilitate the shift towards more positive cultural norms and enhance the professional development of Air Force cadets. The program employed a research-driven approach, seeking to transform detrimental traditions and cultivate a modern, conducive culture for positive growth. By using the Soft System Methodology (SSM), a qualitative and descriptive approach was employed to systematically analyze prevailing issues and develop strategies for successful implementation. The program emphasized the integration of academic rigor and practical application to cultivate a new generation of Air Force officers proficient in modern and positive cultural practices. The findings underscored the significant impact of mentorship and structured SSM application in reshaping cultural norms towards a more conducive and progressive environment. This research contributed to understanding the effectiveness of research-driven methodologies in fostering cultural change within military institutions. It also suggests that integrating academic rigor with practical application was crucial for cultivating a new generation of Air Force officers proficient in modern cultural practices, thereby ensuring their readiness and effectiveness in diverse operational environments.

Keywords: research-based transformation, constructive cultural ethos, SSM, Mentor-Cadet



The Using of Multi-tier Diagnostic Test in Science Education: A Systematic Review

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Abstract: This study undertakes a comprehensive review of research conducted on multi-tier diagnostic tests in the field of science education, spanning the period from 2018 to 2023. The primary objective is to systematically analyze and synthesize findings from a range of scholarly articles retrieved from Scopus, focusing specifically on how these diagnostic tests have been utilized and evolved over recent years. Diagnostic tests in education serve a critical function by identifying and addressing student misconceptions, thereby enhancing learning outcomes and instructional effectiveness. In the context of science education, where conceptual understanding is foundational, multi-tier diagnostic tests offer a structured approach to uncovering and remedying students' misunderstandings across various scientific disciplines. The inclusion of technology in diagnostic testing methodologies marks a notable advancement in recent years. Researchers have explored diverse technological applications such as android-based assessment apps, Moodle-based e-learning platforms, digital testing tools, and website. These technologies are designed not only to streamline the diagnostic process but also to provide educators with real-time data and insights into students' learning needs. By synthesizing current literature, this systematic review aims to provide educators, researchers, and policymakers with a comprehensive overview of the trends, methodologies, and technological innovations in multi-tier diagnostic testing within science education.

Keywords: diagnostic test, misconception, multi-tier, science education, students



Readiness Level of North Ternate City SMPN Teachers in Implementing Merdeka Curriculum in 2024

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Abstract: The implementation of the Merdeka Curriculum (IKM) aims to provide flexibility to educational institutions. An evaluation of SMP teachers' readiness is needed to identify areas that require support. This information can serve as a reference for local governments and schools in designing strategies to maximize the impact of IKM on students. This study aims to determine the level of readiness of junior high school teachers in IKM in North Ternate city. This type of research is descriptive quantitative research. The population of this study was junior high school teachers in North Ternate City. The research sample consisted of 76 people. The data collection technique used a questionnaire and the data analysis technique used SPSS 23 facilities. The results showed that the level of teacher readiness was linearly related to IKM, with a significance value of 0.126. Regression analysis confirms that the level of teacher readiness has a significant influence on IKM, with a coefficient of determination of 0.732, indicating that about 72.3% of the variation in implementation can be explained by teacher readiness. In conclusion, teacher readiness has a positive and significant influence on the implementation of the Merdeka Curriculum (IKM), underscoring the importance of enhancing teacher readiness to optimize Merdeka Curriculum implementation effectively.

Keywords: Merdeka Curriculum (IKM), teacher readiness, implementation evaluation



Designing a Measuring Tool for Lecturer Performance Assessment Based on Workload at Air Force Academy

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Abstract: Performance measurement plays a vital role in the success of businesses, regardless of whether they operate in manufacturing, service industries, or the education sector. It is essential to have robust measurement systems in place that take into consideration the diverse needs of stakeholders. The primary aim of the research is to implement the Integrated Performance Measurement Systems (IPMS) method at the Air Force Academy. IPMS is a comprehensive approach that incorporates the requirements of stakeholders and ensures that performance is measured in a holistic manner. The IPMS method involves several key steps, starting with the identification of stakeholders' requirements, followed by the development of external benchmarks, the establishment of objectives, and the identification of key performance indicators (KPIs) to measure performance effectively. Each KPI holds a unique significance in evaluating the overall performance of the system. By implementing the IPMS method, the Air Force Academy will be able to align its performance measurement processes with the needs of various stakeholders, leading to a more comprehensive and accurate assessment of its performance. This, in turn, will contribute to better decision-making and ultimately enhance the Academy's overall performance and effectiveness in fulfilling its mission.

Keywords: performance measurement, IPMS, KPI



Informing In-Service Training: An Analysis of EYL Teacher Competence Needs in Indonesia

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Abstract: This needs analysis investigated the necessity for an in-service English for Young Learners (EYL) teacher training program in Indonesia. Employing a literature review and focus group discussions (FGDs) with academics specializing in EYL teacher education, the study explored the perceived qualities of effective EYL teachers in the Indonesian context. The analysis of existing literature identified established principles of EYL pedagogy and teacher proficiency. The FGDs analyzed the perspectives of academics on the current status of EYL teacher qualifications in Indonesia, identifying potential gaps and areas for improvement. The findings provided a comprehensive picture of the essential qualities needed by EYL teachers in Indonesia, highlighting potential areas where in-service training can provide effective support. The findings also revealed deficiencies in EYL teacher qualifications and curriculum development processes; these limitations are partly due to unclear national EYL policies. The in-service program is proposed to address these gaps and enhance the quality of EYL instruction in Indonesia. The future EYL teacher trainings should equip teachers with the necessary skills and knowledge to deliver high-quality EYL instruction within the Indonesian educational landscape.

Keywords: EYL, teacher, education, needs, competence



Theater Pasca (THE) - Technology Integration in Teaching and Learning

The Potential of Artificial Intelligence (AI) for Vocational Education Research and Development: A Bibliometric Study

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Abstract: Artificial Intelligence (AI) is emerging as a revolutionary force that is changing how we interact and work and redefining the global education landscape, especially vocational education. AI is an opportunity to develop learning research and good vocational education. However, this opportunity has not been properly utilized because not all educators can develop research and AI-based learning content well. This article reveals opportunities for current and future research development related to AI and vocational education through bibliometric analysis. The database used comes from Scopus, and 159 articles were analyzed from 2014 to 2023. Bibliometric analysis of documents, including author name, journal network, country, and keywords, is visualized using the VOSviewer program. The results of the study show that there has been a significant increase in research on the themes of AI and vocational education over the last 10 years. China has the highest level of participation and dominance in research related to this topic. The five core keywords derived from the topic of AI and vocational education focus on the themes of apprentices, students, engineering education, higher vocational education, and e-learning. The network of the five core keywords was also analyzed to learn more about the distribution of themes that could be developed. This bibliometric analysis provides a deeper insight into developing future research strategies related to AI and vocational education.

Keywords: artificial intelligence, bibliometric, education, research, vocational



EFL Students' Perception toward the Use of Besmart E-learning Platforms as Effective Tools in Learning Activity

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Abstract: E-learning is a platform that utilizes information and communication technology to facilitate learning, whether traditional, online, or hybrid, through the application of digital technology. This research examined the perceptions of English Language Education Department students at Yogyakarta State University regarding the use of the Besmart E-Learning platform developed by Yogyakarta State University in the English language learning and teaching development course. The number of respondents in this study were 32 master's students' programs in English language education at Yogyakarta State University who were taking the English language learning and teaching development course in the second semester. Meanwhile, this research used qualitative methods that focus on case studies. The results of this research show that students majoring in English education positively perceive the Besmart E-learning platform at Yogyakarta State University as a learning tool for English language learning and teaching development courses.

Keywords: student's perception, e-learning, effective learning tool.



Examining the Effect of Flashcard Augmented Reality on Student Learning Outcome in Networking Coursework: Vocational High School Bali Province

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Abstract: Exploring the potential of utilizing flashcards in the context of augmented reality (AR) to enrich the learning experience for networking coursework. We conducted a quasi-experimental study with both control and experimental groups, using a post-test-only approach. Our study involved 50 students from Vocational High Schools in Bali Province. The analysis of post-test data revealed a significant improvement in learning outcomes among students in the experimental group, indicating the effectiveness of flashcard AR in enhancing students' knowledge of computer network coursework. Research findings support the idea that using flashcard augmented reality (AR) can effectively enhance learning by creating engaging and collaborative experiences for learners. Moreover, our results underscore the transformative impact of flashcard AR technology on the educational environment, particularly in terms of enhancing the quality of instructional interactions and learning outcomes.

Keywords: flashcard augmented reality; quasi-experimental design; computer network coursework; learning experience.



The Development of Early Childhood Education Teacher Professionalism in the Digital Era

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Abstract. The early childhood education (PAUD) period, encompassing ages 0-6, is a critical phase for children's learning and development, making the role of PAUD teachers crucial for their future. This study investigated the development of early childhood education (ECD) teacher professionalism in the digital era using a library research methodology. The research focused on the competencies required for professional ECD teachers in the digital era, including pedagogic, professional, social, and digital literacy skills and technology integration in teaching. The findings underscored the importance of continuous professional development for ECD teachers, not only to ensure quality early childhood education but also to foster personal and professional growth. Adapting to technological advancements and staying updated with digital literacy is essential for teachers to support and enhance young children's learning experiences effectively. Additionally, the study highlighted the necessity of equipping teachers with the skills to navigate and utilize digital tools, thereby creating more engaging and effective learning environments. The research concluded that ongoing professional development of ECD teachers is vital for maintaining high standards in early childhood education, particularly in the rapidly evolving digital landscape. This approach is essential for realizing the full potential of early childhood education in fostering well-rounded and competent individuals.

Keywords: early childhood education, teacher professionalism, digital literacy, continuous professional development, technology integration



Visually Impaired Students' Perceptions on the Use of Artificial Intelligence in English Learning

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Abstract: This research explores the perceptions of visually impaired students regarding the usage of Artificial Intelligence (AI) in learning English. The study aims to understand how AI tools can support and enhance English language acquisition for visually impaired learners, identifying both benefits and challenges associated with their use. The research was conducted with a sample of fifteen 12th-grade visually impaired students who are part of Edunetra, an educational support institution, and attend various inclusive and public schools in Yogyakarta and its surroundings. A mixed-methods approach was employed to gather comprehensive insights from the participants. The quantitative data were collected through a structured online questionnaire, which included both closed and open-ended questions to assess students' experiences, preferences, and challenges with AI in their English learning process. The qualitative data were obtained through in-depth interviews. The findings indicate that most of the visually impaired students perceive AI as a beneficial tool in learning English. They highlighted several advantages, including personalized learning experiences, immediate feedback, and improved accessibility to educational resources. Students appreciated AI applications that offered text-to-speech functionalities, which significantly aided their learning process. However, some challenges were also noted, such as technical issues, the need for better training in using AI tools, and the occasional lack of user-friendly interfaces customized to their specific needs. In conclusion, the research suggests that while AI has the potential to greatly enhance the English learning experience for visually impaired students, it is essential to address the existing challenges to fully harness its benefits.

Keywords: visually impaired students, artificial intelligence, English learning



Artificial Intelligence in Islamic Education: Perceptions, Trends, and Potential Academic Violations among Students

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Abstract: This research aims to explore the impact of the rapid growth of artificial intelligence (AI) in education, focusing on perceptions, trends in AI use, and potential academic misconduct in Islamic Religious Education courses. The research design used concurrent embedded mixed method, which combined quantitative and qualitative data collection methods. Quantitative data were collected through an electronic survey. Qualitative data were obtained through interviews and document content analysis. The subjects in this study were 32 students from one university in Yogyakarta. The findings showed that most of the students had heard of AI. They see AI-based applications as a time-saving and effective tool in assisting their academic assignments. However, some students expressed doubts about the effectiveness and accuracy of AI. On academic integrity, this research highlights the challenges associated with ensuring honesty and preventing academic misconduct in the AI era. Plagiarism, cheating, and other forms of academic misconduct remain serious problems. This study confirms the relevance of AI in higher education, as educators need to provide guidance on the ethical use of AI in academic contexts to ensure that AI complements rather than replaces students' deep understanding, creativity, and critical thinking. The findings underscore the importance of ethical guidelines in integrating AI into education.

Keywords: artificial intelligence, academic integrity, academic misconduct, Islamic education



Selasar Innovation as a Teacher Strategy to Develop Student-friendly Learning

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Abstract: This study examines the implementation of *Selasar* innovation as a strategic approach by teachers to cultivate a student-friendly learning environment. The initiative underscores educators' irreplaceable role in shaping the younger generation's character and values despite the pervasive influence of technology in education. Recognizing the limitations of conventional teaching methods with Generation Z and Alpha students, the study emphasizes teachers' need to effectively adapt and address students' needs. Through a qualitative research design, the study employed observations and interviews to gather data on the application and impact of *Selasar* Innovation in educational settings. The findings reveal that this approach enhances student engagement and fosters a supportive learning atmosphere. Teachers can guide students in developing good character and values by integrating appropriate media and creating a conducive environment. Additionally, the study identified specific techniques within the *Selasar* Innovation framework, such as collaborative projects and interactive digital tools, which proved effective in maintaining student interest and participation. The research highlights the significance of understanding student preferences and acting as facilitators in their educational journey. The conclusions drawn from this study suggest that innovative teaching strategies, such as *Selasar* Innovation, are essential for effective character education and the holistic development of students in the digital age. These strategies address academic needs and contribute to students' emotional and social growth, preparing them for future challenges.

Keywords: *Selasar* innovation, student-friendly learning, teacher strategy, character development, educational media.



Implementation of International Accreditation in Higher Education

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Abstract: This research aims to find out how international accreditation is implemented in higher education. This research uses a qualitative approach with a study case method on the Education Management Study Program at Universitas Negeri Yogyakarta (UNY) and the Chemistry Education Study Program at Universitas Islam Indonesia (UII) through interviews, observations, and analysis of literature and documents. This research finding reveals that the implementation of international accreditation in the Education Management Study Program at UNY has led to cultural changes. The changes brought by international accreditation require staff and lecturers to adapt quickly and accurately. Furthermore, international accreditation has enhanced the reputation of study programs abroad, improved student comfort, and provided alumni with opportunities to compete on an international stage. The ASIC framework has also been instrumental in assisting the study programs to evolve further by offering IT-based educational services, keeping up with the newest developments. Meanwhile, in the Chemistry Education Study Program at UII, it was found that the implementation of international accreditation has been running well, as proven by the assessment indicators given by ASIIN, which have met the existing standards. In addition, the influence of international accreditation is not only experienced solely by the students but also by the alumni and study programs. The conclusion in this research is that the implementation of international accreditation has been running well in the Education Management Study Program UNY and Chemistry Education Study Program UII, marked by the benefits obtained, namely increased global competitiveness, academic quality, transparency, and accountability.

Keywords: Implementation, International Accreditation, ASIC, ASIIN



Promosi Doktor (PRO) - Technology Integration in Teaching and Learning

A Theatrical Developments: The Role of Digital Media in Boosting Speaking Skills using Drama

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Abstract: This study delves into strategies aimed at enhancing speaking abilities among university-level EFL students through the integration of digital technologies within drama-based pedagogy. Grounded in socio-cognitive theory, the research addresses pivotal challenges such as improving language fluency, mitigating speaking anxiety, and augmenting student engagement in language learning contexts. By strategically employing digital tools like video feedback alongside theatrical techniques, the study explores innovative approaches to fostering confidence and active participation in English language discourse. Methodologically, the research employed a combination of semi-structured interviews, classroom observations, and teacher interviews involving forty students and three instructors. These methods were selected to comprehensively capture the experiences and perceptions of participants, yielding rich qualitative data. The findings from the study underscore the significant impact of digital media, particularly video feedback, in enhancing students' confidence levels and bolstering their overall engagement during speaking activities. The integration of drama and digital technologies emerges as a promising avenue for creating dynamic and effective language learning environments that cater to diverse learner needs and preferences. In conclusion, this research underscores the potential of synergizing drama-based pedagogy with digital tools to create transformative learning experiences in EFL education. The implications highlight opportunities for further exploration and application of these integrated methods to innovate language education practices and maximize student learning outcomes.

Keywords: drama-based pedagogy, digital tools, speaking skills, socio-cognitive, EFL context



Teacher's Implementation of Adaptive Learning Technology for Teaching Speaking in "Jago Bahasa English Course"

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Abstract: This research investigates the integration of adaptive learning technologies (ALT) by instructors to enhance students' speaking skills. Employing a qualitative methodology, the study focuses on how educators implement ALT in teaching speaking and the associated challenges. The research was conducted over the period from March to May 2024, involving observations, interviews, and documentation of instructors and students in an advanced-level English program. Findings reveal that ALT facilitates personalized learning experiences and enhances student engagement through multimedia resources and gamification strategies. However, significant challenges such as the necessity for thorough teacher training and technical issues like unstable internet connections were identified. These challenges are crucial to address for the successful implementation of ALT in language education. The study emphasizes the importance of cultivating an interactive and adaptable learning environment. It advocates for the use of speech recognition software and AI-driven platforms to provide real-time feedback and tailor learning paths according to individual student needs. These technologies are seen as pivotal in improving students' speaking skills and preparing them for effective communication in a globalized context. In conclusion, this research highlights the potential of ALT in revolutionizing language learning practices while emphasizing the need for adequate support and infrastructure to optimize its benefits in educational settings.

Keywords: ALT, speaking skills, qualitative, teacher challenges



Exploring the Digital Footprints of AI Chatbots' on Student Academic Performance: Quantitative and Qualitative Study

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Abstract. Artificial Intelligence (AI) technology is becoming increasingly integrated into the world of education through AI-based virtual assistants called Chatbots, which promise assistance in the learning process. This research aims to uncover the digital footprint of AI Chatbots and measure their impact on students' academic performance. This study employs a mixed methods research approach, combining quantitative and qualitative methods. Data was collected through an online survey and in-depth interviews with active students at one of the universities in Yogyakarta. The research findings show that students use various types of AI Chatbots for various purposes in the learning process. The use of AI Chatbots is proven to influence the duration of task completion and the accuracy of task results. Students generally have a positive perception of the benefits of AI Chatbots, such as helping them learn more effectively and efficiently. However, they are also aware of the potential weaknesses of AI Chatbots, such as excessive dependence and the potential for cheating. AI Chatbots has the potential to become a useful tool in the learning process, but their use must be done wisely and responsibly. This research provides recommendations for students, teachers, and Chatbot developers to ensure the effective and sustainable use of AI Chatbots in education.

Keywords: AI chatbots, academic performance, students, mixed research, survey, interview, benefits, weaknesses, recommendations



ChatGPT, Canva, and DeepL as AI-powered Tools in English for Communication Competence of ESP

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Abstract: The study explored the impact of AI tools—specifically ChatGPT, DeepL, and Canva—on English for Specific Purposes (ESP) learning. Through a quantitative survey involving 31 undergraduate students from an Indonesian university, the research identified several benefits associated with these technologies. Participants reported improvements in interpersonal communication skills, enhanced abilities in business communication, and increased confidence in public speaking as direct outcomes of using AI tools in their learning processes. However, the study also highlighted challenges that accompany the use of AI in educational settings. These include a potential overreliance on AI-generated content, concerns regarding the accuracy of language translation and content creation, and limitations in fostering collaborative and creative skills among students. The findings underscore the potential of AI tools to offer personalized learning experiences tailored to individual educational needs and preferences. Nonetheless, they emphasize the critical need for educators to approach AI integration thoughtfully. This involves addressing issues related to accessibility, ensuring the accuracy of AI-generated content, and maintaining a balance that preserves opportunities for critical thinking and creativity in students' learning journeys. In conclusion, while AI tools like ChatGPT, DeepL, and Canva hold promise in enhancing ESP learning outcomes, their effective implementation requires careful consideration of both their advantages and challenges to maximize their educational benefits.

Keywords: ChatGPT, Canva, and DeepL, English for Communication, English for Specific Purposes (ESP).



A Comprehensive Review of Teachers' Digital Competence in Indonesia Through the Lens of DigCompEdu

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Abstract: The global COVID-19 crisis has profoundly affected various aspects of human life, with education being significantly impacted. Amid these challenges, the continuity of teaching and learning activities necessitated a critical reliance on digital competence for both students and educators. Digital competence, essential for the success of online and distance learning, encompasses not only the ability to operate digital devices but also proficiency in utilizing digital tools and resources effectively. Recognizing this crucial need, the European Commission developed the Digital Competence Framework for Educators (DigCompEdu). This framework delineates 22 competencies across six key areas: professional engagement, digital resources, teaching and learning, assessment, empowering learners, and fostering learners' digital competence. These competencies serve as a guideline for educators to enhance their digital skills and adapt teaching practices to digital environments effectively. The objective of this study is to conduct a literature review focused on teachers' digital competence in Indonesia. The methodology involves a systematic literature search, selection based on predefined criteria, data extraction, and analysis following the DigCompEdu framework. This structured approach allows for the synthesis and comparison of findings across various studies, aiming to identify commonalities, differences, and areas needing further development in teachers' digital competence within the Indonesian context. By applying the DigCompEdu framework, this study seeks to contribute insights into the current state of digital competence among Indonesian educators, thereby informing strategies for professional development and policy recommendations to support effective digital integration in education.

Keywords: digital competence, distance learning, teacher professional development



Using Online Learning Websites as A Tool in Teaching Reading for Secondary Students

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Abstract: The rapid and exponential growth of technology in education has profoundly influenced learning methods, aiming to address challenges such as low student engagement and limited access to diverse resources. One critical area of concern is the development of reading skills among students, where there remains a notable lack of interest. This paper seeks to illustrate the efficacy of online websites as tools for enhancing reading skills and enriching learning experience. Online platforms offer many benefits such as real-time feedback, which enhances phonological awareness and incorporates interactive elements that foster critical thinking. This literature review synthesizes existing research on teaching reading to secondary students using online websites, emphasizing their pivotal role in the educational process. Practical implications and examples of effective online tools are discussed to underscore their potential in improving reading proficiency. Moreover, this paper addresses the challenges teachers encounter when integrating online websites into reading instruction at the secondary level, advocating for strategic use of technological tools to cultivate students' interest and competence in reading. By leveraging these digital resources effectively, educators can create more engaging learning environments and enhance overall reading outcomes for students, thereby fostering a more robust foundation for lifelong learning and academic success.

Keywords: online learning, reading skills, secondary education



The Level of Knowledge and Utilization of AI in Chemistry Education in Kulon Progo Regency Academic Year 2023/2024

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Abstract: The rapid advancement of information and communication technology has brought significant changes in the field of education. This requires educators to not only be skilled in delivering information but also to quickly adapt to changes and utilize advanced technology as a learning tool. Educators in the digital era must align the curriculum with the needs of Industry 4.0, ensuring that students are equipped with skills and knowledge relevant to current technological developments. This includes not only technical aspects but also in developing creative and innovative teaching methods, motivating students to learn, and designing learning experiences that are responsive to technological advancements, one of which is utilizing AI in education. This qualitative research aims to determine the level of knowledge and the utilization of AI-based applications in chemistry education among high school chemistry teachers in Kulon Progo Regency during the academic year 2023/2024. Data collection in this study was conducted using questionnaires. The subjects of this research are high school chemistry teachers in Kulon Progo Regency, all of whom are members of the chemistry subject teachers' association (MGMP) in Kulon Progo, totaling 23 teachers. This study uses descriptive qualitative methods through questionnaire data collection techniques. The data analysis revealed that of the 23 respondents, 82.60% are civil servants, with most having worked for more than 20 years. The analysis results show that 52.20% of the 23 chemistry teachers have used technology in chemistry teaching, but are not confident they have a basic understanding of AI and even do not know how AI works. Among the 23 chemistry teachers, 60.87% have used AI several times in chemistry teaching, but only 34.78% use AI to create chemistry teaching materials. Furthermore, 73.90% of teachers have never used AI-based chemistry simulation software, and 65.20% have never attended workshops or training on AI in education. However, 78.26% of teachers agree to utilize AI in designing chemistry lessons to make them more engaging and relevant to current developments, even though 60.90% of chemistry teachers are concerned that the use of AI may have adverse effects on education. Based on the data analysis results, it can be concluded that high school chemistry teachers in Kulon Progo Regency agree to utilize AI in chemistry teaching. However, the level of knowledge and utilization of AI among high school chemistry teachers in Kulon Progo Regency is still low, indicating the need for training/workshops on the utilization of AI in education, particularly in chemistry.



Dynamic Assessment: Bridging the Gap Between Teaching and Learning

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Abstract: Dynamic assessment (DA), a concept rooted in Vygotsky's Zone of Proximal Development (ZPD), merges assessment with instruction to offer a comprehensive view of student learning. DA addresses various educational challenges such as differing levels of student preparedness, linguistic diversity, and the need for inclusive education, thus fostering a more equitable learning environment. This method aligns with Indonesia's educational objectives that prioritize student-centered learning and competency-based education. A study employing both quantitative and qualitative methods was conducted across three higher education institutions in Indonesia to explore the efficacy of DA. The findings indicate that effective implementation of DA in classrooms necessitates teacher professional development. Educators must be equipped with the skills to perform interactive assessments and provide adequate scaffolding. Additionally, the integration of DA into the curriculum requires policy support and collaboration among educational stakeholders. DA has the potential to significantly improve educational outcomes in Indonesia by facilitating a more adaptive and responsive teaching-learning process, ultimately promoting student growth and achievement.

Keywords: dynamic assessment, Zone of Proximal Development, scaffolding



Pasca Lt 4.1 (PAS41) - Technology Integration in Teaching and Learning

Exploring the Use of Artificial Intelligence in Higher Education: A Scoping Review

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Abstract: Artificial intelligence (AI) has been used massively in all sectors including the academic world. This study explores the utilization of AI in Higher Education (HE), focusing on the AI applications that have been used in teaching and learning processes through systematic literature review. Additionally, it investigates the perceptions of both students and teachers on the use of AI in their learning process. This scoping review contributes to giving practical examples of using AI to support the educational world. It also represents the current issues faced by civitas academics to integrate AI effectively in the higher educational world.

Keywords: utilization of AI, higher education, perception



Artificial Intelligence in Elementary School in Indonesia: A Systematic Review

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Abstract: In today's learning environment, the development of artificial intelligence design is a necessity to support the education system. The involvement of artificial intelligence will help students understand lessons more easily and facilitate interaction between students and teachers. Through the development of the concept of learning design and training, it is expected to encourage the participation of students and teachers to be able to support the learning system in order to obtain better educational output through the utilization of appropriate technology. The method used in this research is a literature study approach, specifically a systematic review. This study collected the data from a biggest database in Indonesia known as Portal Garuda. The total numbers of paper analyzed in this study are 28 research papers. The findings of the study indicated that the implementation of the artificial intelligence support students to learn faster and like to explore new things. It is expected that the design of artificial intelligence learning can help the learning process in the present.

Keywords: AI, elementary school, systematic review



Fostering Metacognitive Development in Geography Students via Technology-Enhanced PBL in Regional Mapping

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Abstract: Regional mapping plays a vital role in Geography education as it enables a comprehensive understanding of land use and facilitates the mitigation of adverse effects on social and natural systems. Advanced metacognitive abilities are essential for high school students who want to explore fields in geography and mapping. These skills have a substantial impact on their competency and academic accomplishment. Nevertheless, students in secondary school frequently encounter obstacles such as insufficient resources, low levels of monitoring and self-regulation, and restricted availability of adaptable learning materials. This study addresses these concerns by employing a problem-based learning (PBL) methodology that is augmented with digital technologies, such as online resources, Google apps, and multimedia presentations. The Problem-Based Learning (PBL) approach promotes active participation and cooperative learning among students, cultivating their sense of accountability and enhancing their ability to make informed decisions. Combining project-based learning (PBL) with educational technology fosters a captivating educational setting, providing students with vital competencies necessary for thriving in the digital era. This technique has the capacity to greatly improve students' metacognitive skills in the field of geography and regional mapping instruction.

Keywords: metacognitive, regional mapping, Problem-Based Learning



Designing Physics Mobile Learning to Enhance Critical Thinking and Creative-Problem Solving Skills: A Storyboard

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Abstract: The paper describes our ongoing research into developing mobile learning instructional resources to enhance critical thinking and creative problem-solving abilities. This study aimed to create a Mobile Learning (M-Learning)-based learning design for high school students in the lesson on soundwaves. The ADDIE process for making this learning media design is divided into five stages: analysing, designing, developing, implementing, and evaluating. However, only two research steps were carried out: analysis and design. The analysis stage comprises a preliminary investigation of the mobile learning teaching materials requirement. In addition, the design stage covers the overall design selection for delivering mobile learning that will be created. During this step of the study, a mobile learning storyboard was created. Three of the five developed subchapters have the potential to integrate CPS features.

Keywords: mobile learning, critical thinking, creative-problem solving skills



ER Central in Extensive Listening Program: Enhancing Students' Listening Comprehension

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Abstract: While Extensive Reading (ER) has gained much popularity in the last decade, Extensive Listening (EL) is relatively under-researched. This study aims to evaluate the influence of the extensive listening program in improving students' listening comprehension. The study also explores the potential of ER Central, a website dedicated to monitoring EL progress, in helping students review their listening practices objectively and efficiently. A quasi-experimental method was employed with a single-group pretest-posttest design. The samples involved 68 students from three classes who took EL as their assignment. Data were collected through several phases: listening comprehension tests before and after implementing the extensive listening program. Since the data proposes two research questions, they were analyzed using two different techniques. First, linear regression analysis was employed to measure how much the EL program improved students' listening comprehension. Subsequently, descriptive statistical analysis was implemented to evaluate the effectiveness of ER Central. ER Central evaluation was conducted by comparing the scores between students' pretest and posttest using the t-test analysis. To date, this research is still in progress. A pretest has been given, and the students have now reached the implementation of the EL stage. The posttest is expected to be delivered by the end of May. Thus, the complete results can be calculated afterward and be presented at the InCoTEPD conference in Yogyakarta. This research provides a deeper understanding of the role of EL programs in language learning development and to what extent technology, like ER Central, improves students' listening comprehension.

Keywords: extensive reading, extensive listening, listening comprehension



Artificial Intelligence in Vocational Education: A Bibliometric Approach

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Abstract: Artificial intelligence (AI) is being integrated into vocational education to overcome various challenges and improve learning experiences and challenges of modern life. This research uses bibliometric methods to provide insight into course structure, research trends, and issues addressing AI in vocational education. A Scopus database search was carried out on June 1, 2024, using the term artificial intelligence in the title. The second search field is in the title, abstract, and keywords of vocational education; the search is limited to journal articles or proceedings in English. This analysis found that 160 articles in journals and proceedings were indexed by Scopus from 2014 to 2024. This research provides insight into the use of AI in vocational education and the importance of integrating AI principles in vocational education programs to improve student learning outcomes.

Keywords: artificial Intelligence, vocational education, bibliometric approach



Need Analysis of Video-Based Flipped Classroom to Promote Students' Speaking Skill

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Abstract: The research focuses on provide objectives and activities that are specifically designed for the implementation of a flipped classroom model, utilizing video resources. The objective is to create impactful speaking exercises by carefully selecting videos, with the aim of attaining the desired results in English language education, particularly in speaking classes. Questionnaires were used to collect data from eleventh-grade beginner students, evaluating their target and learning needs. In addition, interviews were carried out with teachers and selected a chose group of students to ascertain their necessities, lacks, and wants in the learning process, specifically in relation to speaking skills. Additionally, a document analysis was conducted to examine the curriculum and textbooks employed. The researcher findings emphasized the significance of creating video-based resources for implementing a flipped classroom approach.

Keywords: need analysis, video based flipped classroom, speaking skills



Pasca Lt 4.2 (PAS42) - Pedagogical Innovations and Best Practices in Teacher Education

Elevating Students' Engagement and Academic Performance with Culturally Relevant Pedagogy in Indonesian Vocational School

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Abstract: This study is Classroom Action Research (CAR) that examines methods to improve student involvement and academic achievement in Vocational High School, with emphasis on the use of Culturally Relevant Pedagogy (CRP). The study proposes the use of CRP to address common issues in the existing English Education system for vocational students. CRP aims to connect educational material with students' professional interests therefore reducing the gap between the two. The subsequent cycle refines CRP application based on identified successes and challenges. Data collection involves observations, student feedback, and performance assessments, revealing positive outcomes like increased motivation, enjoyment of learning, and improved language skills. Significant progress in students' writing test scores highlights CRP's positive impact on academics. While acknowledging CRP's success, the study identifies areas for improvement, such as addressing apathetic attitudes and enhancing English language proficiency. Findings underscore the need for continuous efforts to align content with students' interests, ensuring sustained engagement and positive outcomes. In conclusion, this research contributes insights into the practical application of CRP, emphasizing its role in elevating student engagement and academic excellence. The study suggests the importance of culturally relevant and interactive pedagogical approaches for creating meaningful and impactful learning experiences.

Keywords: academic achievement, classroom action research, culturally relevant pedagogy, student engagement, vocational high school



Open-Ended LKPD Assisted Mathematics Learning Needs Analysis to Improve Students' Mathematical Problem-Solving Skill

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Abstract: This study aims to measure students' mathematical problem-solving ability through learning using LKPD, which is prepared with an open-ended approach; this research is qualitative research conducted in two private junior high schools in Yogyakarta with research subjects of all grade-8 students in the school totaling 319 students. Data collection in this study was through interviews, observations, tests of students' mathematical problem-solving abilities, and student questionnaires. This study uses research steps, which include (1) collecting data, (2) reducing data, (3) presenting data, and (4) verifying data. Research that has been conducted shows that 217 students fall into the category of problem-solving ability that is less than enough, 80 students fall into the category of students with sufficient mathematical problem-solving ability, and 22 students fall into the category of students with problem-solving ability that is more than enough. The results showed that most students were still unable to solve mathematical problems given to the material of two-variable linear equation systems. This condition is caused by the fact that the learning activities carried out have not been able to facilitate students' mathematical problem-solving skills. Therefore, researchers have suggestions: (1) Teachers should involve students more in the teaching and learning process so that boredom does not occur, (2) Teachers can apply learning activities with the help of learning media so that students can be interested in learning mathematics and understand the learning outcomes of the material given, (3) Teachers can use an open-ended approach to be able to improve students' problem-solving skills because students will be familiar with open-ended contextual problems so that they can focus on solving problems and not on the final result.

Keywords: open-ended LKPD, mathematics learning, problem-solving skills



Evaluation Model for Inquiry Learning Based on David Merrill's First Principles of Instruction

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Abstract: This study aimed to develop an evaluation model for inquiry learning based on David Merrill's First Principles of Instruction using the Systematic Literature Review (SLR) method. The SLR approach was employed to collect, analyze, and synthesize relevant literature from various scientific sources to gain an in-depth understanding of the application of the First Principles of Instruction. These principles include problem-centered learning, activation, demonstration, application, and integration in inquiry-based learning and effective evaluation methods. The study's findings are not only significant in the realm of theory but also in practical application. Applying the First Principles of Instruction in inquiry learning was found to enhance student engagement, conceptual understanding, and critical thinking skills. The literature review results underscored the importance of an effective evaluation model that includes measurement tools to comprehensively assess these five principles. The focus should be on achieving learning goals and improving student performance, thereby benefiting both educators and students. The study concluded that developing an evaluation model based on the First Principles of Instruction provides clear guidance for educators in designing and evaluating more effective and efficient inquiry learning processes. This model is poised to significantly enhance educational practices by offering a structured approach to assessing and improving inquiry learning.

Keywords: learning evaluation model, inquiry learning, first principles of instruction, David Merrill, systematic literature review



The Role of a Professional EFL Lecturer in Performing Teaching Strategies

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Abstract: This study investigated the role of a professional English as a Foreign Language (EFL) lecturer in applying effective teaching strategies. A qualitative research design was employed, utilizing in-depth interviews as the primary data collection method. The participant was an experienced female EFL lecturer with extensive teaching experience across various educational levels, currently teaching at the English Language Education Study Program at Universitas Teknologi Yogyakarta. The findings indicated that a professional EFL lecturer fosters an enjoyable learning environment and enhances student engagement. The lecturer continually updated her teaching methods, integrated technology, and promoted interactive and collaborative learning to address the diverse needs of students. Emphasis was placed on understanding students' learning styles and adapting teaching strategies accordingly. Challenges such as student disinterest in particular topics and the pressure to cover the syllabus were identified. However, effective solutions were implemented to manage these issues. This research underscores the importance of lecturer professionalism, ongoing professional development, and the integration of effective teaching strategies in the digital age. The findings contribute to the broader understanding of how professional EFL lecturers can optimize teaching and learning outcomes in an evolving educational landscape.

Keywords: EFL lecturer, teaching strategies, professional development, student engagement, digital integration



Implementation of A Project to Strengthen the Profile of Pancasila Students through the Production of Eco Enzymes

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Abstract: This research aimed to evaluate the production of eco enzymes from organic waste by 4th-grade students at SD Nurul Fikri Sidoarjo as part of a project to strengthen the profile of Pancasila students. The research employed a descriptive qualitative method, utilizing interviews, observation, and documentation for data collection. The findings revealed that by producing eco enzymes, which can be used as floor cleaning fluid, students were introduced to the practical use of organic waste, fostering environmental awareness and responsibility regarding local waste issues. This activity aligns with the project's goal of enhancing the profile of Pancasila students, particularly in promoting sustainable lifestyle practices. The initiative demonstrated that students could create environmentally friendly alternative products, reducing reliance on chemical-based cleaners. Furthermore, this hands-on experience educated students about waste management and sustainability and instilled a sense of achievement and responsibility in contributing to environmental conservation. By integrating eco-enzyme production into the curriculum, the project provided a practical application of scientific and environmental concepts, making learning more relevant and impactful. The study concludes that incorporating such projects into educational settings effectively cultivates environmental stewardship and aligns with the principles of Pancasila, thereby preparing students to become conscientious and responsible citizens.

Keywords: eco enzymes, organic waste, Pancasila students, sustainable lifestyle, environmental education



CLIL Academy: A School based Continuous Professional Development Model for Teachers New to CLIL

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Abstract: This study examines the impact of the CLIL Academy, a school-based Continuous Professional Development (CPD) model implemented at SDIT LHI, aimed at supporting teachers new to Content and Language Integrated Learning (CLIL). CLIL is recognized as an effective bilingual education approach and is increasingly promoted in Asia for English language teaching. However, pre-service teacher education programs specifically designed to prepare educators for CLIL are generally unavailable. In response, the CLIL Academy was established to address this gap. This research explores the experiences, challenges, and aspirations of participating teachers. This study utilized semi-structured interviews and open-ended questionnaires, and data were analyzed through thematic analysis. Findings indicate that the CLIL Academy effectively supports teachers initially, enabling them to design contextual and cognitively stimulating learning activities. Nevertheless, the inherent complexity and dual focus of CLIL necessitate continuous enhancement of teachers' skills in three critical areas: content-language integration, CLIL methodology, and target language proficiency. The study underscores the importance of ongoing professional development to equip teachers with the competencies required for successful CLIL implementation, thereby contributing to the advancement of bilingual education in the region.

Keywords: CLIL, Indonesia, primary school, English language teaching, bilingual education, young learner, continuous professional development



Peer Tutoring to Improve Numeracy Literacy of Students at SMP IT Abu Bakar Fullday School

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Abstract: This study explores the effectiveness of peer tutoring to enhance numeracy literacy skills among Class IX students at SMPIT Abu Bakar Fullday School. In Indonesia, numeracy literacy is crucial for addressing various societal, economic, and scientific challenges. Despite its significance, Indonesia has experienced a 13-point decline in numeracy literacy, as evidenced by the PISA 2018 results, highlighting the urgent need for effective learning methods. This research employed classroom action research (PTK) to assess the impact of peer tutoring on numeracy literacy. Conducted during the second semester of the 2023/2024 academic year, the study was implemented across two cycles following the stages of planning, action, observation, and reflection. The findings indicated an improvement in average scores from 52.63 in cycle 1 to 56.78 in cycle 2. Additionally, the number of students achieving the minimum passing grade (KKM score of 80) increased from 6 to 8 between the cycles. Despite these improvements, challenges remain, as the number of students meeting the KKM remains low, suggesting limitations in the peer tutoring method's effectiveness at the junior high school level. This research discusses educational methodologies to improve numeracy literacy by focusing on peer tutoring. It addresses the urgent need for innovative and effective educational strategies in Indonesia, highlighting both the potential and limitations of peer tutoring in enhancing numeracy literacy among junior high school students and suggesting avenues for further research and improvement in educational practices.

Keywords: numeracy literacy, peer tutoring, educational methodologies, classroom action research, junior high school education



Best Practices Special Instructional Class Activities with Homeroom Teacher to Build Students' Characters

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Abstract: Homeroom teachers, who double as subject teachers, play a crucial role in fostering a conducive learning environment and overseeing students' academic and personal development. At SMAN 1 Sentolo, homeroom teachers also focus on character building, serving as role models, guides, motivators, leaders, counsellors, and parental figures. Despite their importance, homeroom teachers often face time constraints due to their primary subject teaching responsibilities, which can hinder their effectiveness in character development roles. A specific activity program aimed at character development was introduced to facilitate regular interaction between homeroom teachers and students. The study at SMAN 1 Sentolo aimed to identify the special activities conducted by homeroom teachers during coaching sessions and evaluate their impact on student character development. These activities, including creating Heart Expression Videos, gamifying character development, producing trending social media content, exchanging letters, and creating self-resolution boards, were found to significantly improve student character development. Students reported increased closeness with homeroom teachers and enhanced personal motivation toward positive behaviors. This program not only demonstrates the effectiveness of structured, engaging activities but also serves as a model for other institutions looking to strengthen the role of homeroom teachers in student character development.

Keywords: homeroom teacher, personal counselling, character building, personal character



Pasca Lt 4.3 (PAS43) - Language Education and Literacy Development

Students' Actional Competence in Presentation Skills in EFL Classroom

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Abstract: Actional competence is the response capability and understanding of the communication process in oral or nonverbal communication. Communication aims to use the ability to communicate effectively through vocabulary, words, and utterances particular in 6C's of education. This study explores students' actional competence in presentation skills in EFL classrooms. This research utilized a qualitative research design to know specifically students' actional competence applied in presentation skills. The study involved 18 students in one of the private schools in Yogyakarta. The instruments of this study were observation checklists, interview guidelines, and audio recorder as equipment of the research. The current research involved 18 students in one of private school in Yogyakarta as participants. There were seven models of actional competence in presentation skills that were implicated by the students and presenters, which contains: 1) Information Exchange was 45,75%, 2) Interpersonal Exchange was 24,48%, 3) Expressing opinion was 10,71%, 4) Expressing Feeling was 9,50%, 5) Suasion was 3,15%, 6) Problem was 1,16%, and 7) Future Scenario was 5,25%. In conclusion, students' actional competence is essential to complete academic requirements, particularly in presentation skills, where the students or presenters could be required to give a good presentation.

Keywords: actional competence, presentation skills, EFL classroom



The Power of Literature in Language Education: Techniques for Effective Integration in the Classroom

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Abstract: The inclusion of literary works within language education encompasses a diverse and layered approach that not only improves language skills, but also fosters cultural sensitivity and encourages the development of critical thinking abilities. This article explores into a wide range of techniques for seamlessly integrating literature into language classrooms. Not only does it cover effective approaches, but it also offers educators a thorough and detailed guide to navigate the process. The study was conducted using qualitative research methodology. The data were obtained from fourth English semester students at the University of Pasir Pengaraian, with a sample consisting of 22 students and 1 lecturer. Research data were investigated and acquired using a variety of data sources, including documents, sources (informants), events or activities, places, and objects. The outcomes of the observation, interview, and documentation were the sources of the research data. After carefully analyzing a variety of theoretical frameworks and empirical studies, this article provides an in-depth and exhaustive guide that encompasses every facet of literature integration. This resource aims to equip educators with the knowledge and tools needed to harness the influential impact of literature within their teaching methodologies.

Keywords: teaching methodology, literature, language education, integration



Does computer use increase reading achievement? Evidence from Indonesian students in PISA 2018

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Abstract :The 2018 PISA survey ranked Indonesian students' reading achievement in the sixth lowest ranking. On the other hand, Indonesia is known as a country with many internet users. In this study, we explored the extent to which the availability of ICT devices at home, internet access at home, and the frequency of ICT-related activities affect students' reading achievement based on PISA 2018 data. The research was carried out using a quantitative approach with both descriptive and inferential analysis. From 11,401 students who participated in PISA 2018, we found that almost all had two or more smartphones and a unit personal computer or laptop at home. Most of them also use online chat and look for online information (i.e., browsing) several times a day, read the news and look for practical information several times a week, but read email and do online discussions several times a month. From the regression analysis, we found that students with more computers but no (direct) internet access at home have better achievement in reading. Students who read emails more often tend to have lower reading achievement while reading online news might increase their reading achievement. This finding highlights the potential of reading online news to enhance reading achievement, a topic that warrants further exploration. Last, there is no significant evidence that the frequency of online discussion and looking for practical/daily information on the internet affect students' reading achievement.

Keywords: reading, PISA, ICT



Improving Students' Reading Comprehension of Analytical Exposition Text by Using Mind Mapping

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Abstract: Teaching reading for Senior High School students is conducted to help them get prepared for the examination to register for higher education such as universities or colleges. Therefore reading skill is needed by the students of Senior High School to enable them to comprehend reading texts which are tested in the admission test in higher education. The aim of the research was to improve students' reading comprehension on analytical exposition text. This study was classroom action research using two cycles. This two-cycled action research was conducted to enhance students' reading comprehension by implementing mind mapping. The participants of this study were 35 students of XI MIPA 1 class in SMA N 1 Kalasan. The results show that mind mapping improved students' reading comprehension. It can be seen from the increase of mean scores of the pretest and the post test administered during the action research, i.e. the pretest mean score was 72 and the mean score of the post-test was 83. Moreover, the students' attitudes towards reading comprehension also changed from a negative one to a positive one. Thus, the use of mind mapping has a significant effect on students' reading comprehension. It indicated that the technique can be an alternative technique to teach reading comprehension.

Keywords: reading comprehension, mind mapping



The Effectiveness of English Podcasts: Enhancing Preservice English Teachers' Speaking Skills through Metacognitive-Declarative Knowledge

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Abstract: Podcasting represents a creative strategy for delivering information through digital content directly to mobile phones. Additionally, podcasts can provide language learners with authentic resources that may otherwise be inaccessible in non-English speaking environments. Therefore, the current study was aimed at investigating the effectiveness of English Podcasts in cultivating preservice English teachers' speaking skills viewed from declarative knowledge in Higher education institutions at West Nusa Tenggara. This study was classified as an experimental study. The researcher divided the participants into two distinct learning groups: an experimental group and a control group. The experimental group received instruction through the utilization of English Podcasts, while the control group was exposed to English videos from non-English Podcasts. The research instruments employed speaking tests and a questionnaire. The data were analyzed in descriptive and inferential statistical analysis using SPSS software. Based on the data analysis, this study can be concluded that the utilization of English Podcasts confers significant advantages upon English learners in the cultivation of their speaking skills. Learners seamlessly integrate Podcasts videos into their daily routines, effectively converting idle moments, such as during commutes, breaks, or leisure time, into invaluable opportunities for speaking performances. This study provided actionable strategies to enhance teacher competence in Indonesia, informing policy and practice.

Keywords: English podcasts, preservice English teachers, metacognitive-declarative knowledge.



Preliminary Study of Indonesian Language Skills Teaching Materials for Primary School Teacher Education Students

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Abstract: This study represents an exploratory investigation into the deficiencies observed within the Indonesian Language Skills teaching materials employed by both educators and students in the Primary School Teacher Education Study Program. The objective of this research is to assess the current state of Language Skills teaching materials utilized across universities. The methodology adopted was qualitative, involving observations and interviews with lecturers responsible for Indonesian language skills courses within the Primary School Teacher Education Study Program, complemented by the distribution of questionnaires to students enrolled in these courses. The instruments utilized in this research were an interview guide and a questionnaire. The findings indicate that the teaching materials currently in use primarily consist of slides, handouts, and textbooks that are not tailor-made for Elementary School Teacher Education students. Furthermore, the content of these materials does not align with competency standards outlined in the independent curriculum, lacks certain pedagogical approaches, and fails to incorporate digital technology that includes multimodal components such as images, sound, video, and animation. This study concludes that the teaching materials in use exhibit numerous deficiencies that affect both lecturers and students adversely.

Keywords: teaching materials; indonesian language skills, primary school teacher education.



Celebrating EFL Young Learners' Reader Responses in Ecoliteracy Events: Ecocriticism Pedagogical Theory-into-Practices in Indonesian Context

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Abstract: While studies on the practices of ecocriticism have seen a growing trend in classroom practices in English-speaking country contexts, investigations of real contextualized practices in EFL contexts are still limited. This ecocriticism-based case study addresses this gap by examining negotiated ecoliteracy-driven EFL reading programs that incorporate conservation activities both inside and outside the classroom at an international standard elementary school in Indonesia. The study gathered rich qualitative data, covering observed ecoliteracy events and capturing both students' and teachers' perspectives and self-reflections on digital project development through the online platform 'Canva.' This data highlighted the meaningful integration of literary reading practices and ecoliteracy awareness. More importantly, the ecoliteracy-driven project has enabled young learners to enjoyably celebrate their reading projects, enhancing their engagement and understanding. The implications of this study for research and pedagogical framing are also discussed, providing valuable insights for future educational practices and the development of similar programs. Through this investigation, the study underscores the potential for blending literary education with environmental awareness, promoting a holistic approach to learning that benefits both students and the broader community.

Keywords: ecocriticism, ecoliteracy, digital project, reader response, reflection.



The Importance of Local Culture-Based Storytelling for Children to Counteract Negative Effects of Gadget Use

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Abstract: In the current era of digitalization, children's socio-emotional development is significantly influenced by reduced opportunities for learning within their immediate environments. Rapid technological advancements also pose challenges to a nation's cultural heritage and traditional values. Engaging children through storytelling about diverse and captivating narratives serves to strengthen familial bonds and foster expressions of affection between parents and children. Additionally, storytelling plays a crucial role in imparting noble character values embedded within these tales. Therefore, there is a critical need for scientifically reviewed storybooks that contain such character values to be readily accessible. Despite the benefits, parental engagement in storytelling activities with children has become increasingly rare in today's society. Yet, storytelling not only imparts invaluable life lessons but also provides enjoyable and entertaining experiences for children. This article aims to underscore the importance of storytelling for parents by integrating various Indonesian cultural narratives, which are rich and diverse, to mitigate the growing reliance on gadgets among children. By promoting storytelling as a meaningful activity, this study advocates for the preservation of cultural heritage and values while enhancing parent-child relationships in the digital age. Furthermore, exploring Indonesian cultural narratives through storytelling can foster children's appreciation for their cultural identity and broaden their understanding of diverse perspectives, thus contributing to their holistic development in a globally connected world.

Keywords: local culture-based storytelling, gadget use, children's socio-emotional aspects.



Pasca Lt 7 Aula (PAS71) - Language Education and Literacy Development

The Effectiveness of Critical Literacy-Based Instruction to Teach Reading for Student Teachers of English

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Abstract: In the Indonesian educational context, the focus of reading instruction has traditionally centered on comprehension skills, including literal understanding, reorganization, and inferential thinking. However, there is an increasing recognition of the necessity to develop 21st-century reading competencies, such as critical thinking, effective communication, collaboration, and creativity. These skills are essential for preparing students to navigate complex real-world challenges and enhance their critical thinking abilities. This study investigated students' evaluation and comprehension levels within a Critical Reading class through the administration of 15 essay questions related to critical literacy analysis. Additionally, the research aimed to assess the effectiveness of critical literacy-based instruction in improving students' critical thinking skills. An experimental study was conducted using a single-group pre-test and post-test design. The results indicated a p-value of less than 0.05, leading to the rejection of the null hypothesis (H₀) and the acceptance of the alternative hypothesis (H_a). This outcome demonstrated a significant difference in the average learning scores between the pre-test and post-test. Thus, critical literacy-based instruction significantly enhances students' achievement in reading comprehension and critical literacy skills. This study contributes to the ongoing discourse on educational strategies that foster critical literacy, offering valuable insights for educators and policymakers seeking to improve reading instruction and student outcomes.

Keywords: critical literacy, reading comprehension, critical thinking, 21st-century skills, instructional effectiveness



Portrait of the Development of Literacy Culture Movement in Baubau, Southeast Sulawesi

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Abstract: The literacy skills are emphasized as the basis for the development of 'refinement' in various aspects. From year to year, the literacy skills, especially reading skills, of Indonesian students have not significantly improved despite various efforts being made. One of the main causes is that in the learning process teachers tend to ignore student variability in cognitive development, talents, interests, attitudes, learning motivation and learning styles. Differentiated learning implemented by teachers is proven to be carried out partially and less systematic. The aim of this research is to reveal the implementation of the differentiated learning model in English language subjects as a case study involving students and English teachers of classes VII E and F at SMPN 1 Ngaglik Sleman. The objectives of this research are: To reveal literacy differentiation and student characteristics, and to analyse differentiated learning in English language subjects. Data collection is done through the analysis of Rapor Pendidikan documents related to literacy achievement as the result of AKM and lesson plans prepared by teachers, interviews, and student needs questionnaires to reveal student characteristics related to readiness, interests, and learning profiles. and to compile student needs mapping. The results of the research are as follows: 1. The needs mapping does not yet accommodate student readiness aspects. 2. The preparation of lesson plans does not fully utilize the results of pre-assessment. There are differences between the differentiated outlined in the lesson plans and the mapping results. 3. Learning activities have not shown the development of literacy reading competencies, especially in L2 and L3. 4. Content, process, and product differentiation are included in the lesson plans and in the implementation of learning, but are not well-suited to the mapping of student characteristics.

Keywords: differentiated learning, lesson plan, literacy, reading skills, student characteristics



An Analysis of Students' Proficiency in Using Past Tense at Junior High School

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Abstract: This research aimed to analyze the proficiency of grade eight junior high school students in using the simple past tense when writing recount texts. The study was conducted at a junior high school in a major city in Java, Indonesia. Employing a mixed-method approach, the research utilized a written test to assess students' proficiency in past tense usage and qualitative data from student interviews. Purposive sampling was used to select 31 participants for the study. The findings indicated that students demonstrated a moderate to high proficiency in using the past tense. However, frequent errors were observed in determiners, verb forms, punctuation, and the spelling of past tense verbs. The research identified several key factors influencing these results, including the effectiveness of teaching methods, the adequacy of curriculum content, and the extent of students' language exposure outside the classroom. Furthermore, the study explored the impact of socio-cultural factors and students' attitudes towards learning English on their proficiency levels. Based on these findings, the study proposed recommendations for instructional strategies to improve the teaching of the past tense. These strategies include incorporating more interactive and contextual learning activities, providing additional practice opportunities, and enhancing teacher training programs. The study also suggested that schools should foster a more supportive language learning environment inside and outside the classroom. This analysis contributes to the ongoing discourse on language acquisition and curriculum development in secondary education, providing valuable insights for educators and policymakers.

Keywords: past tense proficiency, recount texts, junior high school students, language acquisition, instructional strategies



Indonesian Higher Education Students' Vocabulary Learning Strategies Amid Extensive Reading Activities: A Narrative Inquiry

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Abstract: This research aims to depict the vocabulary learning strategies employed by Indonesian higher education students during extensive reading practices. Engaging in extensive reading exposes learners to a wide variety of vocabulary due to the abundance of content they consume. Thus, this study aims to describe the students' encounter with novel terminology during lengthy reading activities by employing the perspective of narrative inquiry. The study employed a narrative framework and conducted interviews to collect the data. There were six students from the English education department that participated in the study. The results revealed the utilisation of multiple strategies. Since extensive reading focuses on silent and individual reading, two participants noted that determination methods, such as the ability to endure and keep learning motivation, are crucial for learning vocabulary in extensive reading. It was stated that every student matched their desired learning approach to enhance their language skills. Furthermore, one participant employed social techniques by posing her mother as her tutor in their learning activities. Nevertheless, all the students reported that employing cognitive strategies is an effective approach for acquiring new vocabulary. The pupils will be assisted in comprehending the language context and deducing the meaning from the given clue by making educated guesses. Ultimately, metacognitive methods are employed as the final approach. This refers to pupils' ability to effectively arrange, monitor, and evaluate their own progress in developing their vocabulary.

Keywords: vocabulary learning strategies, extensive reading, narrative inquiry



Literature Review of Local Wisdom in Elementary Schools in Indonesia

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Abstract: The collapse of a nation is generally marked by the erosion of the nation's cultural values and the fragmentation of local wisdom even though physically the existence of the nation still exists and is recognized. With the increasing number of cases of deprivation of character and character of the nation's children, it is necessary to raise awareness not only among educators and the government, but also the awareness of the Indonesian people to uphold good morals and character for the Indonesian nation. Local wisdom is a concept related to the wisdom, understanding or intelligence of people in a place and is used to help them overcome the various life problems they face. This research uses a literature study approach. The research was conducted by collecting and studying various literature and literature studies. The research data used were sourced from various research publications published in journals and downloaded in the Google Scholar online database and Garuda Rujukan Digital (GARUDA). The results of the discussion and conclusions in this article are the results of analyzing various relevant scientific sources to discuss the importance of local wisdom content in building positive character for students in elementary school. There is of 13 articles affiliated with learning based on local wisdom for character education. The most common theme among the 13 articles is thinking skills, with 5 articles dedicated to this topic. The other articles focus on appreciation, nationalism, creativity, and religion, with 2 articles on each of these themes. Through learning local wisdom, students can better understand and appreciate their cultural identity, strengthening their sense of pride and courage to preserve traditions.

Keywords: literature review, local wisdom, elementary schools



The Value of Local Wisdom in Betawi Children's Literature, Tangerang City (Pangeran Cisadane)

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Abstract: Children's literature serves as a source of entertainment and a medium for instilling ethical and moral values and preserving local wisdom essential for guiding community behavior in Tangerang City. Despite its cultural significance, the relevance and influence of such literature have diminished, leading to its marginalization in contemporary cultural practices. This study highlights the pressing need for strategic interventions to preserve Betawi children's literature, ensuring its continued accessibility and relevance for future generations. The research explored the values of local wisdom embedded in Betawi children's literature, focusing on the story "Pangeran Cisadane." A qualitative methodology was employed to analyze the data, including thematic and content analysis of the literature. The findings revealed that the local wisdom presented in this literature is intricately linked to the core characteristics of the Betawi community in Tangerang City—caring, bravery, intelligence, and environmental preservation. These values are essential for maintaining the cultural heritage and identity of the Betawi people and serve as guiding principles for the younger generation. Furthermore, the study identified the role of traditional storytelling methods in reinforcing these values, highlighting the importance of oral traditions and their integration into formal education. The research emphasizes the need for educational policies incorporating local literature into the curriculum to foster cultural awareness and appreciation among students. This study contributes to understanding how literature can reflect and preserve cultural values, offering insights into the cultural and educational significance of Betawi children's literature.

Keywords: Betawi children's literature, local wisdom, cultural preservation, qualitative analysis



The Practice of Critical Reading Using PORPE Technique Among EFL University Students in Indonesia

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Abstract: Reading skills are closely related to the level of literacy comprehension of students. The importance of mastering 21st century skills where students are required to be able to develop life skills and soft skills, including the ability to think critically and solve problems (critical thinking and problem solving) so that learning critical reading is an important thing for students to learn because reading is the main requirement to master science can also improve literacy. The study of reading techniques is an important aspect of reading learning to overcome reading problems and make learning materials easier and faster to understand. In this study, the practice of critical reading using PORPE technique (Predict, Organize, Rehearse, Practice, and Evaluate). The research is done at university in Jakarta with a total sample of 56 students. Researchers use classroom action research consists of the cycle of I, II and III, including observations about student behavior during instruction. Planning the teaching consists of preparing the lesson plans and schedules, then takes action by implementing reading teaching materials using PORPE technique. The results of the tests in each cycle can be described as: an average is 71,3 of 58% (cycle I) becomes 73,6 of 75% (cycle II) and 76,8 of 95% (cycle III). Based on the results of the research, it is necessary to implement critical reading using PORPE technique in universities because it has been shown to significantly improve students' reading comprehension and develop their critical discourse analysis skills.

Keywords: critical reading learning, PORPE technique, reading skills



A Corpus-Based Analysis on the Realization of Ideational Meaning in Short Stories “Snow White” and “The Giant Fish”

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Abstract: The significance of meaning in facilitating effective communication, particularly in English as a Foreign Language (EFL) contexts, is paramount. Reading short stories offers an accessible means for EFL learners to grasp linguistic nuances. Systemic Functional Linguistics (SFL) categorizes meaning into ideational, interpersonal, and textual types, with ideational meaning functioning to express perceptions of the world. This study aimed to analyze the realization of ideational meaning through processes, participants, and circumstances in two short stories from different centuries: “The Selfish Giant” by Oscar Wilde from the 18th century and “Snow White” by the Brothers Grimm from the 19th century. A qualitative method was employed using Named Entity Recognition (NER) to conduct the analysis. The findings indicated that “The Selfish Giant” predominantly features diverse activities performed by the characters and detailed depictions of the environment within the narrative. In contrast, “Snow White” is characterized by extensive dialogues between characters and the expression of emotional states. These results underscore the utility of SFL in elucidating meaning and context, highlighting how language functions convey messages in literary works. This research contributes to understanding how ideational meaning is constructed in literature, providing insights for EFL learners and educators.

Keywords: Systemic Functional Linguistics, ideational meaning, corpus analysis, short stories, EFL learning



Ruang Sidang Utama (RSU) - Educational Leadership and Policy Implementation

Policy Analysis of the Mobilizing Teacher Program for Primary School Teachers' Professional Development: Systematic Literature Review

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Abstract: The purpose of this study is to analyze the policy of the Driving Teacher program towards the professional development of elementary school teachers through systematic literature review. Qualitative research method with systematic literature review. The source of data in this study is scientific journals published online in the period 2020 to 2024, by conducting SLR (Systematic Literature Review) on articles that have similar topics of teacher programs and teacher performance. Data was obtained from Scopus and Google Scholar databases. The results showed that the Guru Mobilizer program has a positive influence on the professional development of elementary school teachers, including: 1) improving teacher competence and skills, 2) encouraging learning innovation, 3) forming teacher learning communities, and 4) creating a culture of collaboration in schools. However, the implementation of the Guru Mobilizer program also faces several challenges, such as: 1) resistance to change from senior teachers, 2) limited infrastructure and resources, and 3) coordination constraints among stakeholders. The conclusion of this study is that the Guru Mobilizer program has great potential to improve the quality of education through the professional development of primary school teachers, but requires adequate policy support and resources in order to be implemented effectively.

Keywords: policy, teacher mobilizer, teacher performance



Implementing Human Security Principles in Islamic Boarding School Management: A Case Study

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Abstract: The application of human security principles is crucial in managing Islamic boarding schools to effectively address issues such as bullying and sexual violence. This qualitative case study investigates the implementation and impact of human security principles at PPM Baitussalam Prambanan. Data was collected through observation, interviews, and documentation analysis. The study reveals that the adoption of human security principles at PPM Baitussalam Prambanan includes initiatives such as a 24-hour Santri Health Clinic, regular counseling sessions, round-the-clock dormitory assistance, and segregated teacher roles for male and female students. These policies have significantly enhanced students' awareness of human security, facilitated prompt responses to student needs, and contributed to the prevention of sexual violence incidents at the school. Consequently, the application of human security principles proves effective both as a preventative measure and in addressing safety concerns within the boarding school environment. This study highlights the importance of integrating comprehensive safety measures into educational institutions, ensuring a supportive and secure environment conducive to students' well-being and holistic development. Future research could further explore the long-term impacts of human security initiatives in diverse educational settings, thereby enriching strategies to promote safer and more inclusive learning environments in boarding schools.

Keywords: human security, Islamic boarding schools, bullying, sexual violence



Harnessing AI for Policy and Documentation Standardization in Education: Benefits and Mitigation of Drawbacks

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Abstract: Artificial Intelligence (AI) has revolutionized educational institutions by streamlining policy and documentation processes and enhancing efficiency, accuracy, and standardization. This paper examines the implementation of generative AI tools in creating job descriptions and Standard Operating Procedures (SOPs) within a Language Centre setting. It explores the benefits of AI in generating essential documents, including time savings, consistency maintenance, and enhanced clarity. Despite these advantages, the paper also highlights typical pitfalls associated with AI-generated content, such as the need for thorough revision and human oversight to ensure contextual appropriateness and adherence to institutional standards. The study underscores the importance of a hybrid approach that combines AI capabilities with human judgment through real-world examples and a detailed analysis of AI's role in documentation standardization. Findings indicate that while AI significantly expedites the drafting process for educational institutions, human intervention remains crucial and irreplaceable. The paper concludes by recommending strategies to optimize AI utilization in educational documentation, emphasizing the ongoing need for human expertise, ethical considerations, and the necessity of balancing AI efficiency with human judgment. This research significantly contributes to the understanding of AI's transformative impact on educational administrative practices, offering exciting insights into how institutions can effectively integrate AI technologies while mitigating inherent challenges.

Keywords: Artificial Intelligence (AI), policy standardization, documentation, educational institutions, hybrid approach



Teaching Readiness for Integrating Digital Technology: Preservice and In-service Teachers' Perspectives

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Abstract: Challenges in implementing AI-enhanced learning include preservice teachers' lack of understanding and skills in integrating digital technology into instructional practices. Therefore, understanding preservice teachers' self-efficacy in utilizing digital technology is imperative. Little research has compared the perspectives of future and practicing teachers regarding their readiness to employ technological advances in teaching. This study aims to explore the gaps between peers' and observers' assessments of preservice teachers' knowledge and skills in integrating digital technology during Microteaching sessions at a public university in Indonesia. Data were collected through recorded focus group discussions with two teacher practitioners and microteaching observation rubrics. The data were analyzed qualitatively and interactively. The findings indicate that preservice teachers perceive practical knowledge of strategies to integrate digital technology into teaching as crucial. This aligns with practitioners' views of the necessity to equip preservice teachers with knowledge about usage before delving into specific digital tools. Practitioners believe that technological skills will improve as preservice teachers develop their teaching competence. Both preservice and practicing teachers agree that microteaching enhances technology integration and teaching readiness when teaching performance criteria are clearly defined and linked to school requirements. Suggestions for curriculum reform in teacher education are provided based on these insights. This research contributes to understanding preservice teachers' preparedness in integrating digital technology into teaching practices, offering insights for improving teacher education programs amid evolving educational technology landscapes.

Keywords: AI-enhanced learning, preservice teachers, digital technology integration



Leadership Development of Vice Principals at Colombo Sleman High School Through Mentoring Program

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Abstract: This study investigates the practice and development of leadership in Colombo Sleman High School, focusing on the principal's efforts to enhance the leadership skills of the vice principal in the curriculum field. Effective leadership is essential in educational settings to achieve school goals and ensure optimal functioning. The objective of this study is to examine how the principal implements leadership development strategies aimed at improving the vice principal's ability to manage and execute curricular responsibilities effectively. The research method employed in this study is descriptive qualitative, using a case study design to provide an in-depth understanding of the leadership development process. Data were collected through interviews, observations, and document analysis to capture the nuances of the mentoring relationship between the principal and the vice principal. The findings revealed that leadership development at Colombo Sleman High School is primarily conducted through unstructured mentoring activities, with the principal acting as both a mentor and coach to the vice principal. This informal approach allows for flexible and responsive interactions, facilitating the vice principal's growth in leadership capacities. The results indicated that the vice principal for curriculum has successfully developed his leadership skills, leading to more effective implementation of activities and improved relationships with educational staff. However, the study suggests that mentoring should be conducted in a more structured manner to enhance the clarity of process indicators and program achievements. By formalizing the mentoring process, the school can better track progress and outcomes, ensuring sustained and measurable improvements in leadership development.

Keyword: Leadership Development, Mentoring, School Leadership



Optimizing Fighter Squadron Deployment for Indonesian Airspace Coverage Using SCP and P-Median Methods

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Abstract. System modeling is generally employed to address complex problems effectively. This research aims to mathematically model the optimal placement of Indonesian Air Force fighting aircraft, including F-16s, SU 27/30s, and Rafale/F-15 EXs, to ensure comprehensive coverage of Indonesian territory. The primary objective is to determine the minimum number of squadrons and their optimal locations to cover the entire region efficiently. To achieve this, the study utilized the Set Covering Problem (SCP) method to ascertain the minimum number of squadrons required. This method helps in identifying the least number of air bases needed to cover all critical points in the territory. Concurrently, the study applied the PMP (Prescriptive Modeling and Planning) method to maximize the coverage ability of the aircraft squadrons, ensuring that the operational reach and strategic effectiveness of the air force are enhanced. The findings of the study revealed that five air bases are essential to optimize the coverage of the entire Indonesian territory. This configuration ensures that all strategic and critical areas are within reach of the air force's operational capabilities. Furthermore, the results indicated a difference of 674 km between the outcomes of the SCP and PMP methods, highlighting a more effective and efficient system model when both methods are combined. The implications of this research suggest that a strategic placement of air bases can significantly enhance national defense capabilities. By utilizing mathematical modeling, the Indonesian Air Force can achieve a more streamlined and effective deployment strategy, reducing redundancies and improving response times across the region.

Keywords: system modeling, indonesian air force, optimal placement, mathematical modeling



Strategic Policy Enhancements in Educational Leadership: Advancing Guidance and Counseling for Conflict Management in Ghanaian Schools

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Abstract: The role of guidance and counseling in conflict resolution and management is crucial in the dynamic educational landscape of Ghana, where academic and personal challenges often intersect. This study aimed to investigate the enhancement of educational leadership through effective guidance and counseling practices. Specifically, it focused on addressing student conflicts arising from peer pressure, academic stress, and challenges related to cultural integration. The research utilized a quantitative methodology, collecting data from professional school counselors across various educational institutions in Ghana through structured questionnaires. The study assessed the perceived effectiveness of existing counseling programs and strategies using statistical analyses, including t-tests, ANOVA, and correlation analysis. The results indicated a notable level of confidence among counselors in their capacity to handle conflicts effectively. However, the findings also highlighted the need for policy intervention in critical areas such as improving counselor qualifications, implementing specialized training programs, and developing culturally sensitive counseling techniques. The impact of gender differences on counselors' perceptions was significant, underscoring the necessity of incorporating gender-sensitive approaches in policy formulation. The purpose of this study was to propose and support the implementation of strong educational policy reforms. These reforms should prioritize comprehensive guidance and counseling services that are culturally relevant and sensitive to gender differences. By optimizing and improving these services, educational leaders can significantly enhance the overall well-being and holistic development of students. This approach aligns with the global trend towards inclusive educational practices in the era of artificial intelligence, addressing immediate conflict resolution needs and equipping students with resilience and adaptive skills crucial for the digital age.

Keywords: guidance and counseling, conflict resolution, educational leadership, policy intervention



Analysis of the *Tanggon* Aspect of the *Taruna Gemilang* Program Using Soft System Methodology at the Air Force Academy

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Abstract: The *Taruna Gemilang* program is a research-based initiative aimed at transforming destructive negative traditions into constructive traditions, thereby forming a new culture characterized by modern and positive life values. This program is essential in the context of the Indonesian Air Force, where there is a need to develop officers who are not only competent but also possess strong character. The objective of this study is to analyze how the *Taruna Gemilang* program facilitates this transformation and prepares individuals for effective leadership roles within the Air Force. The research adopts a descriptive qualitative approach, utilizing the Soft System Methodology (SSM) to examine and understand the problem situation. SSM is particularly suited for this type of research as it allows for a holistic analysis of complex, human-centered processes and helps identify the necessary changes to achieve the desired outcomes. Data were collected through interviews, observations, and document analysis involving both coaches and cadets participating in the program. The findings indicate that the *Taruna Gemilang* program has significantly contributed to the development of a new, positive culture among the cadets. Coaches and cadets alike have shown a strong commitment to adopting and promoting the values and behaviours encouraged by the program. This commitment has resulted in noticeable improvements in discipline, teamwork, and leadership skills among the cadets. Furthermore, the study highlights the importance of continuous support and structured coaching to sustain these positive changes.

Keywords: *Taruna Gemilang* program, Soft System Methodology (SSM), cultural transformation, air force officers



DAY 2 – 26 JUNE 2024 (PARALEL 2 SESSION 2)

Auditorium (AUD) - Assessment and Evaluation in Teacher Training Programs

Development of Garment Product Innovation Work Assessment Instruments and Fashion Student Boutiques

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Abstract: In the context of fashion education, effective evaluation of students' innovation works is crucial for ensuring educational quality and preparing future professionals for the garment industry and boutique clothing sector. However, existing assessment tools may not fully capture the complexities and specific criteria needed to assess garment product innovation and boutique fashion effectively. This development research aimed to achieve three objectives: (1) develop a comprehensive set of assessment instruments for evaluating Garment Product Innovation Works and Fashion Student Boutiques, comprising assessment sheets, assessment criteria (rubrics), and assessment guidelines; (2) assess the characteristics and quality of these assessment instruments; and (3) implement these instruments in evaluating fashion students' work. The development process followed a structured model for assessment instrument development, starting from setting assessment goals to their implementation in assessing fashion students' product innovation work in both garment and boutique fashion sectors. The study developed and validated assessment instruments that included process and outcome assessment tools. Validity was established through content and construct validity, while reliability was assessed using inter-rater reliability and Cronbach's alpha coefficients. The study involved 75 fashion students enrolled in the Fashion Product Innovation Work course, selected via simple random sampling. Data collection utilized assessment sheets and questionnaires, analyzed qualitatively and quantitatively. The validated assessment instruments offer a structured approach to evaluating fashion product innovation works, enhancing the assessment process in fashion education. These tools provide clear criteria for assessing student work, thereby supporting educational quality and the professional development of future fashion industry leaders.

Keywords: garment product innovation, assessment instruments, fashion student boutiques



Teaching and Assessing Critical Thinking to English Language Education Department Students

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Abstract: This paper provides a comprehensive guide on teaching and assessing critical thinking skills within the context of English language education. It emphasizes the paramount importance of developing critical thinking abilities in students of the English Language Education Department (ELED), preparing them for the complexities of language and literature. The paper explores various theoretical frameworks, such as Bloom's Taxonomy, the Socratic Method, and constructivist theories, which underscore higher-order thinking, inquiry, and reflection. Practical teaching strategies, including open-ended questioning, problem-based learning, Socratic seminars, and reflective writing, are outlined to foster critical thinking. Furthermore, the paper highlights the need for critical thinking skills in ELED students, given the dynamic nature of language learning and teaching. These skills are essential for interpreting and critiquing texts, making informed decisions, and solving problems effectively. Critical thinking also promotes personal and professional growth, enhancing effective communication, a core competency for English language educators. To assess critical thinking, the paper discusses traditional methods like essays and written exams, alongside contemporary strategies such as digital portfolios and peer assessments. These diverse assessment methods provide comprehensive evaluations of students' critical thinking abilities and encourage continuous improvement. By integrating critical thinking into the curriculum and employing innovative assessment practices, educators can ensure that students develop the analytical, communicative, and reflective capabilities necessary for academic success and professional excellence in an increasingly complex educational landscape.

Keywords: critical thinking skills, English language education, assessment strategies



Evaluation of Tahfidz Qur'an Program at Ma'had Tahfizh Al-Qur'an As-Sunnah Pangkalpinang

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Abstract: This study aims to evaluate the implementation of the Tahfidz Qur'an program at Ma'had Tahfizh Al-Qur'an As-Sunnah Pangkalpinang. The research subjects consist of 6 people, including a coordinator, a teacher, and four students. This evaluation research uses the CIPP model and focuses on two evaluation aspects: input and process. The method used is descriptive qualitative, which is conducted by conducting in-depth interviews as a data collection method. The validity is checked using checked-on techniques to check the accuracy of information from various sources. The results of the input aspect evaluation are related to the supervisor's duties, facilities and infrastructure, activities, time to memorize the Qur'an, regulations, strategies, implementation systems, and obstacles faced by students and supervisors in the process aspect related to planning, processes, compatibility of the process with the time and schedule made, and also the evaluation process. Overall, the Tahfidz Qur'an activities at Ma'had As-Sunnah have done well. The supervisors met the required qualifications and carried out their duties correctly, and as many as 95% of the supervisors memorized more than two juz. Most of the facilities are available, as much as 85% that needed; the implementation time has been well arranged; 90% of the regulations made have been complied with by the students; the implementation of Tahfidz activities has achieved the expected goals and has been carried out according to the schedule that made.

Keywords: Tahfidz Qur'an, program evaluation, CIPP model, qualitative research, religious education



Evaluation of Project-Based Training for Science Teachers: Assessment Design, Implementation Capability, and Teachers' Responses

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Abstract: In Indonesia, the current challenge is requiring teachers to be able to implement Kurikulum Merdeka (the name of the current curriculum in Indonesia). One of the tools in this implementation is assessment. Based on the results of communication with science teachers in Mojekerto, East Java, they had difficulties implementing assessments in the Kurikulum Merdeka, so they need training and assistance. Based on this, it was necessary to provide training and assistance to implement assessments for the Kurikulum Merdeka. Through this activity, it was hoped that teachers could improve their skills in designing and implementing assessments. The training method used project-based assessment, divided into four stages: preparation, project presentation and orientation, independent work and mentoring, and evaluation. This research was a program evaluation study. The evaluation model used in this study was adapted from the Kirkpatrick Evaluation Model. The parameters of this training evaluation are the teacher's ability to design and implement assessments and the teacher's response. There were 40 participants, science teachers teaching in junior high school in Mojekerto, East Java. The results of the training activities showed an increase in participants' understanding based on the scores obtained during the pre and post-test. The teachers could also design and apply assessment instruments to implement the Kurikulum Merdeka with certain difficulties. Teachers also responded positively to the training. In other words, this training positively impacted the participants regarding designing and implementing assessments in the Kurikulum Merdeka.

Keywords: Tahfidz Qur'an, program evaluation, CIPP model, qualitative research, religious education



Online Teacher Professional Education in Papua: Challenges and Approaches for In-Service Teachers

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Abstract: This research examines the challenges and factors for accelerating learning in the online Professional Teacher Education Program (PPG) for teachers working in remote areas on the Papua border. Significant obstacles are provided, including limited internet access and frequent power outages. Through a mixed approach involving surveys and interviews with 150 participants, the research uncovers key issues and suggests strategies such as offline learning materials, local support networks, and flexible scheduling to mitigate these challenges. These findings underscore the need for infrastructure investment and program design that is flexible and aligned with government policy. Policy and practice recommendations are discussed to improve the effectiveness of online teacher training in remote areas.

Keywords: PPG, Teacher Professional Education, Challenges, Accelerated Learning, Papua.



Theater Pasca (THE) - Technology Integration in Teaching and Learning

The Fourth Education Revolution: Will ChatGPT Liberate or Infantilize English Language Teaching?

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Abstract: This study explores the dual potential of ChatGPT in English language teaching through qualitative interviews with ten lecturers from five English Education Departments in Yogyakarta. The objective was to understand the benefits and risks associated with integrating ChatGPT into pedagogical practices. The findings indicated that ChatGPT offers personalized learning, 24/7 access to resources, and extensive support materials, thereby enhancing the pedagogical impact. However, it also risks fostering over-reliance among students, leading to superficial learning. In terms of cognitive and language skills development, ChatGPT was found to boost engagement and provide instant feedback. Nonetheless, it may limit critical thinking and creativity, risking dependence on AI for language production. For teachers, ChatGPT offers professional growth opportunities and administrative support but could undermine their authority and skills through overuse. Socially and ethically, AI promotes inclusive education and global collaboration yet exacerbates the digital divide and raises privacy concerns. Although it introduces diverse English dialects and cultural contexts, there is a risk of promoting standardized English and reflecting inherent biases. In the long term, ChatGPT supports lifelong learning and educational innovation, but its variable content quality and potential to reduce students' intrinsic motivation present significant challenges. The study concludes that while ChatGPT has the potential to liberate English language teaching by providing substantial benefits, it also carries risks of infantilizing learners and educators. These insights are crucial for educators, policymakers, and developers in educational technology to strike a balance between leveraging AI benefits and mitigating its risks.

Keywords: ChatGPT, English language teaching, pedagogy, AI in education, cognitive skills development.



A Systematic Review of Realistic Mathematics Education Integrated Technology for Indonesian Elementary Students

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Abstract: In the era of the Industrial Revolution 4.0, technological advancements necessitate innovative approaches in education to create efficient, engaging, and meaningful learning experiences. Educators must prioritize skills development and adapt to the needs of the alpha generation to ensure relevance and effectiveness. Realistic Mathematics Education (RME), implemented in Indonesia in 2001, emphasizes the contextualization and application of mathematics in everyday life. This study systematically reviewed research on integrating technology with RME for elementary school students in Indonesia, reflecting the growing interest among researchers in this area. A comprehensive review of research articles from the Garuda Portal, Indonesia's most prominent academic database, was conducted, focusing on studies that explored the use of RME integrated with technology. A total of 27 research articles were identified and analyzed according to five categories: mathematical domain, research objectives, methods, subjects, and research findings. The results of this systematic literature review highlight the diverse ways in which technology has been integrated with RME to enhance mathematics education for elementary students. The analysis revealed various research objectives and methodologies, demonstrating the multifaceted nature of this educational approach. Additionally, the findings provide insights into the challenges and successes encountered in implementing RME-integrated technology. In conclusion, this study offers a comprehensive overview of the current state of RME integrated with technology in Indonesian elementary schools. It underscores the importance of continued innovation and adaptation in educational practices to meet the evolving needs of students in the digital age.

Keyword: educational innovation, elementary education, realistic mathematics education, technology integration, systematic literature review



Upgrading Teacher Technology: Teacher Assistance by ChatGPT towards Learning Efficiency

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Abstract: Digitalization has permeated all sectors, including the education sector. The ease offered by technology in the 5.0 era has had a positive impact on the efficiency of teachers' performance. Efficiency related to space and time is evident among teachers at all school levels. The main objective of this article is to identify the use of an artificial technology product named ChatGPT by teachers to assist in administrative tasks and enhance learning effectiveness. This study uses a descriptive qualitative method with literature review and open interview techniques involving 100 randomly selected teachers. The results show that teachers are not only aware of AI technology and the ChatGPT application but also use it as an assistant for administrative tasks such as creating lesson plans and student assessments. The utilization of AI technology in ChatGPT reduces the time required for teachers to complete administrative work. By leveraging AI technology, it is expected that teachers will focus more on student learning and innovate in their teaching methods. In the future, the use of Artificial Intelligence technology products is expected to expand to other areas of education, enhancing technology-based learning effectiveness for students. This integration may lead to a more personalized and efficient educational experience for both teachers and students alike.

Keywords: artificial Intelligence technology, ChatGPT, teachers, learning



ICT Integration on ELT and Its Impact on the Students' Creativity

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Abstract: Information and communication technology (ICT) integration has significantly transformed education in the 21st century across developing countries, revolutionizing teaching practices in English Language Teaching (ELT) through interactive techniques. While ICT's impact on pedagogy is well-documented, its influence on students' creativity is increasingly recognized as pivotal in modern education. This qualitative case study, conducted in Yogyakarta, involved 10 grade X participants, and utilized observation and in-depth interviews for data collection. The study underscores ICT's predominantly positive effects on students' creativity, empowering them to engage deeply with learning materials and explore innovative ideas. However, one participant voiced concerns about ICT potentially diluting cultural values, suggesting the need for nuanced integration strategies. Thus, while ICT enhances ELT practices by fostering interactive and engaging learning environments, ongoing innovation in teaching methodologies is essential to effectively support students amidst educational advancements. Integrating ICT must prioritize both preserving cultural heritage and nurturing creativity and critical thinking skills among students, ensuring a comprehensive approach to educational progress in the digital era. This study advocates for thoughtful ICT integration that not only enhances educational outcomes but also respects and incorporates cultural values, thereby preparing students to thrive in a globally connected world while maintaining their identity and heritage.

Keywords: 21st-century skills, creativity, ELT, ICT, integration



Teacher Innovation in AI-based Learning to Welcome 21st Century Education

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Abstract: Education in the 21st century is increasingly defined by the integration of technology, presenting both opportunities and challenges for educators. One significant challenge is the varying levels of technological proficiency among teachers, particularly in the realm of Artificial Intelligence (AI). This study aims to provide a comprehensive overview of AI technologies applicable to educational settings, with the goal of supporting educators in effectively utilizing these innovations to enhance learning experiences. Using a qualitative research approach through a library study method, this study synthesizes current insights into the transformative potential of AI in education. The research findings highlight AI's significant utility in fostering pedagogical innovation. AI technologies identified include Classcraft, Classpoint, Kahoot!, Quizizz, and others, each offering unique functionalities such as interactive gamification, personalized quizzes, and AI-driven language learning support. Additionally, tools like Wolfram Alpha and Grammarly facilitate real-time problem-solving and writing enhancement, respectively. The study identifies AI applications across content creation (Canva, Powtoon), language learning (ELSA Speak, Ivy.ai), and assessment (Gradescope, Automated Grading), among others. Moreover, platforms such as Coursera offer continuous professional development opportunities, enabling educators to improve their technological skills. This study emphasizes AI's potential to revolutionize education by providing educators with innovative tools to enhance teaching practices and student engagement.

Keywords: 21st century skills, artificial intelligence, teacher innovation



Teacher Education and Professional Development in Kazakhstan: A Focus on Music Education and Traditional Music Preservation

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Abstract: Music teacher education and professional development in Kazakhstan are crucial for preserving and promoting the country's rich musical heritage, particularly traditional Kazakh music. This article explores the multifaceted landscape of music teacher education, encompassing formal degree programs, apprenticeships with master musicians, and the integration of innovative pedagogical approaches. It also examines the diverse array of professional development opportunities available to music teachers, including workshops, conferences, online courses, and international collaborations. While significant progress has been made, challenges such as equitable access to resources and the effective transmission of traditional music knowledge persist. The article concludes by highlighting future directions for music education in Kazakhstan, emphasizing the need for culturally relevant pedagogical materials, technological integration, and a commitment to fostering diversity and cultural understanding.



Promosi Doktor (PRO) - Technology Integration in Teaching and Learning

Technology Integration in English Learning Materials Development: Do Students Meet Challenges?

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Abstract: This study investigates the challenges encountered by pre-service EFL teachers in integrating technology into the development of English learning materials. Effective integration of technology in educational material development is crucial for enhancing language learning capabilities among students. By fostering active participation and improving learning outcomes, technology plays a pivotal role in modern language education. The primary objective of this research was to identify specific challenges faced by EFL students when incorporating technology into English learning material creation. A survey methodology was employed, utilizing a questionnaire administered to 43 participants enrolled in the English Language Study program. The survey, conducted online via Google Form, consisted of three sections addressing infrastructure limitations, technology familiarity gaps, and insufficient student knowledge. The questionnaire comprised 17 items, utilizing a Likert scale ranging from 1 to 4 for data collection. The findings revealed that infrastructure inadequacies ($M=2.79$; $SD=0.341$) emerged as the most prominent challenge, indicating students' difficulties in effectively integrating technology into material development processes. This underscores the critical need for enhanced technological support and resources in educational contexts. The study contributes valuable insights into the barriers faced by future EFL educators in leveraging technology for instructional purposes. Addressing these challenges is essential for fostering innovative teaching practices and improving educational outcomes in language learning. Educators and policymakers can utilize these findings to develop targeted interventions and support mechanisms to facilitate effective technology integration in EFL education.

Keywords: technology integration, English learning materials, pre-service EFL teachers, educational technology, materials development



Integration of Technology and Religious Educational Values in the Development of English Language Teaching Materials

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Abstract: Educational technology, which applies technological concepts and resources to enhance and facilitate learning processes, has significantly impacted English language education. Over the past three decades, the integration of English for academic purposes has revolutionized English language learning globally. This research aims to develop English language teaching materials for reading instruction that incorporate intensive strategic reading with extensive reading, utilizing Islamic values. The study employed the 4D model (Define, Design, Develop, Disseminate), which is known for its practicality and comprehensive coverage of essential elements in research and development. The core aspect of the developed teaching model is the integration of reading strategies, providing students with ample opportunities to engage in both intensive and extensive reading activities. By embedding Islamic values within the reading materials, the model enhances reading skills and promotes better reading habits among students. The students were exposed to various reading activities incorporating Islamic values, contributing to their overall improvement as readers. The findings indicate that integrating Islamic values in English language teaching materials effectively supports students in developing their reading proficiency and understanding of religious principles. The study concludes that incorporating religious educational values into language learning materials can significantly enhance students' academic and personal growth. Recommendations include further research on integrating religious values in other language skills and the broader application of the 4D model in educational material development.

Keywords: technology integration, English learning materials, pre-service EFL teachers, educational technology, materials development



Exploring English Teachers' Psychological Problems in Integrating ICT: A Narrative Inquiry

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Abstract: The flourishing of ICT integration coupled with the teachers' psychology condition are assumed as the significant factors for the effectiveness of ICT-based learning in English language teaching (ELT). This study aimed to explore the influences of the English teachers' psychological problems, and the teachers' strategy to cope with the issues of psychological problems including motivation, anxiety, and confidence while teaching English using ICT. The study applied narrative qualitative research. There were two English teachers who participated in this study. The interview was used to collect the participants' stories and experiences through the assistance of a video conference application. Then, the data was analyzed through three steps including transcribing, coding, and interpretation. The shared stories were analyzed using Freytag's narrative structure. The result of this study revealed that teachers' psychological problems including anxiety, panic, and lack of confidence influence the teachers' mood, teaching performances, and classroom learning ambiances. Moreover, teachers were also involved in ICT seminars or workshops, and searching information regarding the innovation of learning using ICT from social media as the teachers' strategy to cope with the psychological problems. Likewise, the factors of technical support, teachers' teaching competencies, and stakeholder support are the essential sources for the effectiveness of ICT-based learning.

Keywords: ICT, psychological problems, English teachers



Technology Integration in Learning: Students' Understanding of Life Values in the Film MARS

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Abstract: The integration of technology in education, particularly through film, can significantly enhance students' understanding of essential life values, which is crucial for holistic education. This study aims to evaluate how students comprehend and internalize life values portrayed in the film MARS. The research employed a quantitative approach using an open survey method. Questionnaires were distributed to 93 students, and the data collected were subjected to descriptive analysis. The findings reveal that students identified critical life values in the film, such as hard work, perseverance, and a fighting spirit. Additionally, the film highlights the role of parents in supporting their children's dreams by providing quality education and motivation, emphasizing the importance of familial support in personal development. Moral values such as persistence, respect, and education's importance were also prominently recognized by the students. The study suggests that the film MARS is an effective educational tool, inspiring and motivating students to value education and moral principles. These insights underscore the efficacy of using film as a medium to integrate technology into learning, fostering academic knowledge and the development of essential life values and moral character. The findings support using educational films to create a more engaging and impactful learning environment.

Keywords: technology integration, life values, educational film, student motivation, moral development



Integrating ChatGPT in Teaching English: A Systematic Review

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Abstract: The integration of ChatGPT in teaching English is gaining popularity as a supplementary educational tool. While ChatGPT can significantly enhance the teaching and learning process, it cannot entirely replace the essential role of a teacher. Additionally, many educators remain uncertain about its proper implementation. This systematic review examines 12 published studies to explore the use, challenges, and effective strategies for utilizing ChatGPT to achieve educational objectives. The findings indicate that ChatGPT can benefit various aspects of English language teaching, including material creation, teaching reading and writing skills, conducting assessments, and providing personalized feedback. However, several risks are associated with its use, such as assuming the credibility of AI-generated content, prioritizing AI-generated text over human-created content, exposing personal and sensitive information, violating terms of service, and exacerbating the digital divide. The review also offers practical examples and guidelines to assist educators in effectively integrating ChatGPT into their teaching practices. To maximize the benefits of ChatGPT in teaching English, it should be integrated thoughtfully and strategically, complementing traditional teaching methods and enhancing teachers' skills in managing technology-based learning environments. The study concludes that while ChatGPT presents numerous advantages, it requires careful implementation and continuous evaluation to ensure its effectiveness and address potential drawbacks. This review contributes to the ongoing discussion on the role of AI in education and provides valuable insights for educators seeking to incorporate ChatGPT into their instructional strategies.

Keywords: ChatGPT, English language teaching, AI in education, educational technology, systematic review



Strategies and Implications of Utilizing AI for Inclusive Informatics Teaching by PPG Pre-Service Informatics PPL Teachers

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Abstract: This study aims to examine the strategies and implications of utilizing AI in teaching inclusive informatics by informatics PPL teachers at PPG Pre-service wave one of Universitas Pendidikan Indonesia. This research used a descriptive qualitative approach. Data were collected through in-depth interviews, participatory observation, and document analysis. The results showed that the use of AI in inclusive informatics teaching can improve accessibility and personalization of learning for students with various special needs. Informatics PPL teachers adopt various strategies, including the use of adaptive learning applications, AI-based learning platforms, and interactive aids to facilitate more inclusive and effective learning. The implications of this AI utilization include improved teacher digital competencies, more flexible curriculum development, and increased student participation and learning motivation. This research provides insights for the development of educational policies that support the integration of AI technologies in the learning process to create a more inclusive and adaptive learning environment.

Keywords: artificial intelligence (AI), informatics teacher, pre-service PPG



Pasca Lt 4.1 (PAS41) - Technology Integration in Teaching and Learning

Empowering Students through AI: Integrating Artificial Intelligence (AI) in Academic Writing Classes

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Abstract: This study explores the transformative potential of integrating Artificial Intelligence (AI) technologies into academic writing classes as a means to empower students and enhance their writing skills. By utilizing some AI tools and resources, students can receive personalized feedback, access tailored learning materials, and develop essential writing skills in a more efficient and engaging manner. This study used mix method to explore and define the use of AI tools in academic writing class even the students' perception. The sample used was the students of Department of English Education, Universitas Nahdlatul Ulama Yogyakarta semester six taking academic writing subject. To collect the data, the researchers employed some techniques including interview, questionnaire, and documentation. The results highlighted the benefits, challenges, and implications of integrating AI in academic writing instruction, aiming to provide insights for educators and researchers seeking to harness the power of technology to enrich learning experiences and cultivate student success.

Keywords: artificial intelligence, students, writing classes



Interactive Multimedia Time Ruler “TiRu”: Does it affect the mathematics concept understanding of primary school students?

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Abstract: This study aims to examine the effect of time ruler interactive multimedia in mathematics learning on the understanding of primary school students' concepts; to determine the effectiveness of time bar interactive learning multimedia on concept understanding in grade III students at Primary schools. The research used the of quasi-experiment Third graders conducted the study in the Bantul primary school. The research population is a third graders in Bantul Primary school students, with 120 students. A sample of research taken by stratified random sampling comprises 60 students as an experimental class using multimedia interactive learning "TiRu" and 60 students as a control class without using interactive multimedia learning "TiRu". The data collection techniques were an interview guide, observation, and an understanding concept essay test. This research data analysis uses the normalized gain (n gain) to know increases in the pretest and post-test, independent samples t-test, and paired samples t-test. The results show that: to examine the effect of "TiRu" interactive multimedia in mathematics learning on the understanding of primary school student's concepts; The reliability test is calculated with the formula Cronbach's alpha obtained 0.613 in the pretest and 0.714 in post-test results for understanding students' concepts; the results from Independent Samples t-Test, Paired-Samples t-Test obtains a significant value < 0.05 ; The results of the experiment's with N-gain pretest and posttest class report: 0.45, which means it's effective, the "TiRu" interactive learning multimedia is significantly influential on the interest of students' learning.

Keywords: interactive multimedia "TiRu", understanding mathematical concepts, primary school



ChatGPT as a Tool for Professional Growth: A Literature Review Technology Integration in Teaching

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Abstract: Among AI innovations, ChatGPT, a sophisticated language model developed by OpenAI, has shown promising potential as a tool for enhancing teacher professional development (TPD). This literature review aims to synthesize existing research on the integration of ChatGPT in TPD, focusing on its benefits, challenges, and practical applications. The review highlights that ChatGPT can provide personalized, on-demand support and feedback, making it an effective resource for improving instructional practices and boosting teachers' confidence. The flexibility and accessibility of ChatGPT are particularly advantageous for educators in remote or underserved areas. Key findings indicate that ChatGPT can simulate real-life classroom scenarios, offer tailored professional learning experiences, and facilitate reflective practice, thereby contributing to continuous professional growth. However, the integration of ChatGPT into TPD programs is not without challenges. Concerns about data privacy and the accuracy of AI-generated feedback must be addressed to ensure the effective and ethical use of this technology. The review also emphasizes the importance of providing adequate training and support for teachers to maximize the benefits of ChatGPT. This paper concludes with practical recommendations for educators and policymakers on leveraging ChatGPT in TPD, including ensuring data privacy, integrating ChatGPT with existing professional development methods, and regularly updating AI models. In conclusion, ChatGPT represents a transformative tool for teacher professional development, offering innovative solutions to traditional challenges. By adopting best practices and continuously refining the AI tool, educators can enhance teaching practices and ultimately improve educational outcomes for students.

Keywords: ChatGPT, professional growth, technology integration



Innovation of Technology-Integrated Teaching Modules on the Subject of Hydrostatic Pressure at Muhammadiyah 10 Junior High School Yogyakarta

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Abstract: The current development of education and curriculum in Indonesia has of course had many positive impacts on the world of education, especially in the field of learning, one of which is the development of interesting, creative and innovative learning modules. Global demands force the world of education to always adapt to technological developments to improve the quality of education through classroom learning. In class learning, it cannot be separated from the learning module, where the module acts as a medium for learning and teaching activities. Interactive learning is able to foster creativity and innovation in students. As an educator, you are required to be able to creatively design teaching materials that enable students to directly utilize the available learning resources. In this learning innovation, the author tries to create an innovative teaching module in the science lesson Phase D Hydrostatic Pressure Material at SMP Muhammadiyah 10 Yogyakarta, including an 8th grade Science teaching module innovation with Hydrostatic Pressure Material, Hydrostatic Pressure LKPD Innovation, Teacher and student Assessment Innovation, Simple Experimental Innovation and also simulations using applications, and teaching material innovation.

Keywords: modul ajar, integrasi teknologi, tekanan hidrostatis



Development of Computer-Based Media for Learning Number Patterns using Kodu Game to Improve Student Learning Outcomes

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Abstract: This research focuses on the development of learning media for astronomy olympiad participants. The developed media is an astronomy bulletin integrated with the Network Astronomy for School Education (NASE). The material contained within it includes star photometry material that utilizes ethnoastronomy and practical application using the Stellarium app. The development of the bulletin emphasizes the NASE program to attract interest and enhance the physics identity of students. The bulletin development method in this research is Research and Development (R&D) with the 4D model. The 4D model consists of the stages: define, design, develop, and disseminate. The selection of research samples used purposive sampling, with the subjects being astronomy olympiad participants from SMAN 1 Jetis and MAN 3 Sleman. After the data was obtained, descriptive analysis was conducted using SBI and inferential analysis using the Wilcoxon test and Mann-Whitney test. The results showed that the implementation of the ethnoastronomy-based astronomy bulletin assisted by Stellarium integrated with NASE was capable and effective in enhancing the physics identity of astronomy olympiad participants, with moderate to high improvement categories.

Keywords: computer-based media, learning number patterns, Kodu Game, learning outcomes



The Impact of implementing TPACK in English Language Learning for High School Students of SMAN 1 Wates in the Era of Globalization

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Abstract: This study searched the impact of TPACK (Technological Pedagogical Content Knowledge) on student perceptions, motivation, and achievement in English language learning. In the era of globalization, English proficiency is crucial for accessing information and career advancement. The Indonesian government addresses this need by implementing English language curriculum in high schools. However, effective instruction requires both appropriate pedagogy and technology integration. TPACK offers a framework for integrating these elements to create student-centred learning. Previous research suggests TPACK can support teachers in designing engaging and effective lessons, fostering active student learning. This study explores student perceptions of TPACK implementation in English language learning at SMAN 1 Wates, Indonesia. A qualitative descriptive method was used, utilizing questionnaires given to 45 students in classes X-C and X-D. The analysis showed that a majority of students understood TPACK and agreed that it contributed to a more engaging learning environment. Students mentioned increased motivation and independent learning due to TPACK use in the classroom. These findings suggest that TPACK has the potential to positively impact student learning experiences in English language classrooms. Further research is needed to explore the long-term effects of TPACK implementation on student achievement.

Keywords: TPACK, English language learning, student motivation, student perception



Pasca Lt 4.2 (PAS42) - Pedagogical Innovations and Best Practices in Teacher Education

Teachers' Efforts in Enhancing Competencies Responding to Curriculum Changes

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Abstract: This research explores teachers' responses to challenges posed by the Merdeka Curriculum in Indonesia, focusing on their efforts to enhance competencies amidst technological and curriculum changes. The Merdeka Curriculum, introduced to modernize education, necessitates teachers' adaptation to new technologies and pedagogical approaches. The study adopts a case study design, involving 5 teachers selected to represent diverse educational contexts. Interviews served as the primary data collection method, with thematic analysis employed to extract meaningful insights. Findings indicated that teachers actively pursued self-improvement through various avenues. They engaged in self-training facilitated by the Independent Media Center (Platform Merdeka Mengajar), undertook specific skill-enhancing workshops like Pembatik training, and utilized digital tools such as Canva, Quiziz, and Google Classroom to enrich their teaching practices. Moreover, collaborative efforts within learning communities, such as Teacher Work Groups and Subject Teacher Meetings, played a crucial role in fostering continuous learning and the exchange of best practices among educators. These efforts reflect teachers' proactive responses to educational reforms, demonstrating their commitment to adapting and innovating despite initial challenges. The implications underscore the importance of ongoing professional development and collaborative learning frameworks in supporting teachers' competencies amidst educational transformations. Such insights are invaluable for policymakers and educators seeking to optimize professional growth strategies within evolving educational landscapes.

Keywords: Teacher Competence, Curriculum, Training



Exploring Pre-Service Primary School Teachers Strategies in Solving Addition of Fractions

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Abstract: Fraction is one of the mathematical topics studied in primary school. Current methods of teaching fractions often lack a solid conceptual foundation, leading to the perception that fractions are difficult and confusing. Consequently, it is crucial to understand the strategies employed by prospective teachers in solving fractional problems to enhance pupil comprehension. The aim of this research is to explore the strategies used by pre-service primary school teachers to solve problems involving fractions. This study employs a descriptive qualitative methodology through an exploratory approach, utilizing data collection techniques such as video recordings, observations, and interviews. The subjects of this research were first-year students in the Primary School Teacher Education Program at a private university in Jakarta, Indonesia. By analyzing the written test responses of pre-service primary school teachers, the researchers examined the strategies used to solve basic fraction calculation problems. The findings indicate that pre-service primary school teachers employ various strategies in addressing fraction computation problems, highlighting notable differences in their approaches.

Keywords: fractions, pre-service primary school teacher, strategies



Humanistic approach to early childhood education at TK N 2 Yogyakarta

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Abstract: The foundational stage of early schooling significantly shapes a child's subsequent development, necessitating educators to maximize this critical period by addressing individualized needs and interests. Early childhood education requires a tailored approach to engage students effectively, given their unique learning characteristics. Teachers must adeptly adapt their methods to sustain children's motivation and facilitate meaningful learning experiences. This paper aims to explore the application of a humanistic approach in preschool education at TK N 2 Yogyakarta. Humanistic approaches prioritize the child's autonomy, interests, and intrinsic motivations, fostering a nurturing environment conducive to holistic development. Employing qualitative methods, the researcher conducted observations, document analysis, and interviews to gather comprehensive data. These methods were chosen to capture nuanced insights into how teachers implement humanistic principles in their instructional practices. Findings from the study reveal that teachers at TK N 2 Yogyakarta effectively utilized the humanistic approach to nurture children's interests and needs autonomously. This approach emphasizes creating a supportive atmosphere where children are encouraged to explore and learn at their own pace, without external pressures. Implications of this research highlight the importance of adopting child-centered pedagogies in early childhood settings. By respecting children's individuality and fostering intrinsic motivation, educators can optimize learning outcomes and cultivate a positive attitude towards lifelong learning. This study contributes to the broader discourse on early childhood education, providing practical insights for educators and policymakers aiming to enhance educational practices that cater to children's diverse learning needs and interests effectively. Homeroom teacher which in turn can change them towards a better personal character, who is more motivated to carry out a positive culture at school.

Keywords: Humanistic approach, early childhood education



Optimizing the Adoption of E-Learning by Vocational High School Teachers: A TAM Approach Study to Understand the Factors Influencing Teacher Participation

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Abstract: This study aims to explore the factors influencing the adoption of e-learning by vocational teachers in Vocational High Schools (SMK) using the Technology Acceptance Model (TAM) approach. TAM examines two main variables, namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), with Behavioral Intention (BI) as the primary predictor of Actual Use (Y) of e-learning technology. This research adopts a quantitative approach through survey methodology. The population consists of all productive teachers in four State Vocational High Schools in Tanah Datar Regency, West Sumatra, totaling 190 individuals. A sample of 118 respondents was selected using probability sampling techniques. Data were collected using a Likert scale questionnaire with 4 answer categories. Validity was tested using convergent and discriminant validity, and data were analyzed using Variance-based Structural Equation Modeling (SEM). The results indicate that Behavioral Intention (BI) significantly influences Actual Use (Y) ($\beta = 0.730$, $p < 0.000$). Perceived Ease of Use (PEOU) also significantly affects Behavioral Intention (BI) ($\beta = 0.479$, $p < 0.000$) and Perceived Usefulness (PU) ($\beta = 0.739$, $p < 0.000$). Perceived Usefulness (PU) directly influences Behavioral Intention (BI) ($\beta = 0.342$, $p < 0.006$) and indirectly affects Actual Use (Y) through PU and BI ($\beta = 0.534$, $p < 0.000$). Both PU and PEOU play crucial roles in influencing teachers' behavioral intentions to use e-learning, thereby indirectly impacting actual e-learning usage in SMK. Therefore, to enhance the adoption of e-learning by vocational teachers, it is crucial for policymakers and technology developers to ensure that e-learning platforms provided are not only useful but also easy to use for teachers. The practical implications of this study emphasize the need for developing training and technical support for vocational teachers to improve their perceptions of the usefulness and ease of use of e-learning technology. Additionally, a more proactive approach from schools and governments is required to promote the benefits of e-learning to increase teachers' intention and active participation.

Keywords: Adoption, E-learning, TAM, Teacher Participation



Rethinking English Language Instruction for the Modern Classroom

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Abstract: In response to the changing educational landscape and the growing diversity of learners, this best practice recommends a paradigm shift in English language classes. Traditional methods frequently emphasize rote memorization and grammatical drills, which fail to engage students in meaningful language acquisition or prepare them for real-world conversation. As a result, there is an urgent need to rethink English language education to meet the needs of modern classrooms. Drawing on recent research in linguistics, cognitive psychology, and educational philosophy, this study proposes for a student-centered, communicative approach to English language training. Rather than viewing language as a set of unchanging laws, this approach sees it as a dynamic tool for communication and expression. Teachers can develop immersive learning experiences that promote students' linguistic competence and confidence by focusing on actual language use, meaningful engagement, and cultural relevance. Moreover, this abstract, leading to a best practice provides the chance for the incorporation of technology and multimedia resources to improve English language teaching. Digital tools provide unparalleled chances for individualized study, genuine language practice, and worldwide collaboration. Technology empowers teachers to establish dynamic and inclusive learning environments that accommodate the different requirements and preferences of learners through tools such as interactive language apps and virtual exchange programs. Through the adoption of cutting-edge teaching methods and utilizing the advantages of technology, teachers may enable students to develop advanced skills and self-assurance in English communication, preparing them for achievement in an ever more interconnected global society.

Keywords: Digital Tools, Communicative, language teaching



EFL Teachers' Strategy in Teaching Speaking Classes: A Case Study at Rumah Inggris Jogja

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Abstract: This research aims to find out English teachers' strategies in teaching English-speaking classes at the Rumah English Jogja (RIJ), explore the challenges faced by two English teachers in teaching speaking classes, and how they solve these problems. The present study utilized qualitative design with descriptive analysis using interactive Model proposed by Miles and Huberman (1994). The respondents were two teachers who teach English speaking classes at the RIJ. Observations and semi-structured interviews were employed to obtain the data. The findings revealed that the teaching strategies used by Mr. A were the question & answer, conversation, drilling, storytelling, and conversation strategy. Each teaching strategy was used to suit the needs of learners and the nature of the topic discussed. Meanwhile, Mr. M, applied translation, repeating, group work, storytelling, drilling, conversation, role play, reporting, game, story completion, interview, and question & answer as his teaching strategies. The result of the interview with Mr. A, and Mr M, revealed that they found it difficult to deal with new students as they were not well prepared to join the speaking class. Mr. A found it hard to stimulate and motivate his students who were not familiar with the topic discussed. Giving a topic, listing simple questions in advance, and grouping them with the active learners would be the solutions to this issue. Meanwhile, Mr. M, pointed out some of his difficulties in handling the speaking class, including the difference in learners' characteristics, and the variety of learners' needs, wants, and lacks in the class. Having a personal approach to students, and being good friends and partners in learning, creating an enjoyable learning atmosphere, and building a good relationship with students are several good efforts to be conducted by EFL teachers.

Keywords: English course, speaking class, teaching English, teachers' strategy



Pasca Lt 4.3 (PAS43) - Language Education and Literacy Development

Meta-Analysis of Students' Scientific Literacy Skills in Indonesia

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Abstract: Science and technology play a significant role in enhancing the quality of education in a country. However, Indonesia's low level of scientific literacy has positioned the country at 68th out of 78 countries in an international assessment of scientific literacy. This situation necessitates special attention to improving students' scientific literacy skills, particularly in Indonesia. The aim of this research is to understand the causes of the low level of scientific literacy and identify efforts that can be made to enhance it, with a focus on integrating students' scientific literacy into the curriculum. This research will map the findings of previous studies in the field of science education for both junior high school and senior high school students by employing the Systematic Literature Review (SLR) method. This method involves systematically reviewing and identifying relevant journals, articles, and studies to gather comprehensive data. The results of this analysis will be presented as qualitative descriptions, providing a detailed overview of the current state of scientific literacy and the factors contributing to its low levels. By analyzing these findings, the research aims to offer insights and recommendations for effective strategies to improve scientific literacy among Indonesian students, ultimately contributing to better educational outcomes and global competitiveness.

Keywords: Meta analysis, scientific literacy skills, science education.



Empowering Language Learners: Integrating Literature through Participatory Action Research in English Language Education

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Abstract: This research is motivated by the need to find more effective and interesting English learning methods for students. The integration of literature in English education through Participatory Action Research (PAR) is believed to improve students' language skills and learning motivation. The purpose of this study is to explore the effectiveness of using literature within a PAR framework in improving students' English language skills and learning motivation at the vocational level. This study utilizes a Participatory Action Research design that involves students actively in the learning process. The research sample consisted of two classes at SMK Teknologi Karawang, with a total of 60 students. Data was collected through observations, motivation questionnaires, in-depth interviews, and English proficiency tests before and after the intervention. Data analysis was conducted to identify changes in students' language skills and motivation. The results showed that students who engaged in literature-based learning through PAR showed significant improvements in their class participation, analytical skills, and English test results. Motivational questionnaire data showed an increase in students' interest in literature and English learning as a whole. In-depth interviews revealed that students felt more motivated and had a sense of ownership of their learning process. The conclusion of this study is that the integration of literature through PAR in English education is effective in improving students' language skills and motivation. This approach creates a more dynamic and participatory learning environment, which can result in better learning outcomes compared to conventional methods.

Keywords: language education, literacy development, participatory action research, literature integration, English language acquisition.



Unlocking the Multimodal Texts in Indonesian Secondary English Textbooks: A Social Semiotics Perspective

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Abstract: The aim of this study is to analyze the application of multimodality in Indonesian English textbooks supported by the Ministry of Education and Culture. Using a social semiotics framework, it examines how multimodal texts convey meanings to the readers' texts through different combinations of linguistic (written language), visual (still image) and spatial modes to contribute to the creation of meaning within The analysis focuses on the representational, relational, and social contextual aspects of the texts and examines how they interact with the written text to fulfil ideational, interpersonal, and textual functions as defined by Halliday's systemic functional linguistics. Through the qualitative analysis of a selection of textbooks, the study expects to uncover potential strengths and weaknesses in the use of multimodality. The findings will contribute to pedagogical implications for textbook development and teacher training. It highlights the importance of maximizing the potential of multimodal resources to create engaging and effective learning environments. Limitations may arise from the specific selection of selected textbooks and the scope of the analysis. Future research could explore the integration of other multimodal elements such as audio and video and further examine the effect of these elements on different learning groups.

Keywords: multimodality, social semiotics, systemic functional linguistics, English language textbooks, secondary education, Indonesia.



Teachers Voices on Teaching Writing for Students in Lombok Island: Overcoming the Barriers

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Abstract: This study aimed to explore the challenges faced by teachers in teaching writing. A qualitative narrative approach was employed, gathering data through open-ended questionnaires and transcriptions from various teachers. The data was meticulously analyzed using Glaser and Strauss' Constant Comparative Method, ensuring a thorough examination of the recurring themes and issues. The primary difficulties encountered by teachers include students' limited vocabulary, lack of motivation, and insufficient basic knowledge of grammar. Teachers proposed several solutions to address these challenges. One effective strategy was supplying students with related vocabulary pertinent to the material, thereby giving them a solid foundation to build upon. Additionally, assigning writing themes related to the students' immediate environment was found to significantly stimulate their exploration and creativity. The study revealed that teacher challenges in teaching writing are predominantly rooted in linguistic limitations, student motivation, and understanding of grammar. The findings suggest a need for integrating targeted vocabulary development and contextually relevant materials into the writing curriculum. Emphasizing the importance of aligning teaching strategies with students' linguistic abilities and prior knowledge can greatly enhance their writing skills. Furthermore, incorporating motivational strategies and providing a supportive learning environment can help overcome these challenges, ultimately leading to improved student outcomes in writing proficiency.

Keywords: teaching writing, teacher challenges, teacher voices.



Internalizing Moderation Values to Strengthen Literacy in Indonesian Language Learning at MAN 5 Sleman

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Abstract: The concept of implementing the internalization of religious moderation values in Indonesian language learning is not the same as PAI and KWN subjects. The concrete form of internalization is more about adapting the content of the material in the form of various texts and learning techniques used in Indonesian to strengthen student literacy. For example, when the teacher presents material about literature, in the form of pantun, poetry, prose or novel excerpts, the material chosen will be adjusted to instill or internalize the value of moderation because quite a few literary works also contain religious moral messages, as do other literary works. Apart from that, the learning techniques implemented are adapted to strengthening the value of moderation through the use of artificial intelligence. This study aims to describe the internalization of moderation values to strengthen literacy in Indonesian language learning at MAN 5 Sleman. The method used is descriptive qualitative. The subjects in this research were 30 class X A students. Data collection was carried out using interview and observation techniques. The data obtained was then described qualitatively and the validity of the data was tested using triangulation techniques. The results of the research show that MAN 5 Sleman students understand and practice well the values of religious moderation which are internalized in learning Indonesian language and literature. It is hoped that this research can be an initial study on the development of effective teaching materials and learning methods in implementing the values of moderation in Indonesian language subjects as one of the main characteristics of learning in madrasas and the Ministry of Religion in general.

Keywords: internalization, moderation, literacy, Indonesian language, learning.



An Analysis of Lecturers' Questioning Strategies in the Advanced Language Skills Classroom

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Abstract: The effective use of teaching methods, especially questioning techniques, is crucial for shaping students' learning experiences and results in advanced language skill classes. Educators looking to enhance the teaching and learning processes should comprehend the reasons for employing questioning strategies in English lessons. The main objective of this research is to explore the questioning strategies employed by instructors in an advanced language skill classroom and determine the rationale for using questioning strategies in English lectures. This study employs the interview method, emphasizing English lecturers from the English Department at Ar-Raniry State Islamic University. The sample includes four (four) lecturers who teach the Advanced Language Skill Class. The data is collected through an interview process and analysed using a qualitative method. According to the findings, the lecturers used three different questioning strategies throughout the instructional and educational process, as described by Richard and Lockhart (1994). The lecturers used various questioning techniques, such as procedural, convergent, and divergent questions, throughout the teaching and learning process. The lectures argued that using these questioning strategies in teaching-learning can increase student's cognitive engagement, fostering more profound levels of critical thinking and attention to the subject matter under discussion.

Keywords: lecturers questioning strategies, questioning strategies, advanced language skill classroom.



Pasca Lt 7 Aula (PAS71) - (1) Paradox Technology in Teaching and Learning, and (2) Teacher well-being and Resilience

The Dual Impact of Technology in Teaching and Learning: A Balance of Advantages and Disadvantages

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Abstract: The integration of technology into educational settings has fundamentally transformed pedagogical practices, reshaping both student learning experiences and instructional methodologies. This article explores the multifaceted impact of technology on teaching and learning, analyzing its dual role in fostering advantages and presenting challenges. Technology in education offers numerous benefits, including heightened student engagement, enhanced collaboration opportunities, and improved accessibility to learning materials. Moreover, it facilitates efficient communication among students and educators, reduces costs associated with traditional resources, and prepares learners for future technological demands. Conversely, the widespread use of technology also introduces significant drawbacks. Issues such as student distraction, academic dishonesty through digital means, and technical disruptions pose challenges to effective teaching and learning environments. These challenges necessitate careful management and mitigation strategies to ensure technology enhances rather than detracts from educational outcomes. This study employs a comprehensive review approach to examine existing literature on the impacts of technology in education, synthesizing insights from various scholarly sources. The analysis underscores the importance of educators maintaining a balanced approach to technology integration, combining its benefits with traditional teaching methods to optimize learning outcomes. In conclusion, understanding the dual nature of technology in education is crucial for educators seeking to navigate its complexities effectively. By embracing technology judiciously and addressing its associated challenges proactively, educators can harness its potential to foster inclusive, engaging, and effective learning environments.

Keywords: technology in education, advantages of technology, disadvantages of technology, teaching strategies, educational technology



Harnessing The Paradox of AI for Teaching Creativity According to English Education's Master Students

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Abstract: This study delves into the perspectives of English Education Master's students on leveraging Artificial Intelligence (AI) to foster creativity in teaching, acknowledging AI's dual role of enhancing and potentially inhibiting creativity. The research seeks to address two primary questions regarding the integration of AI in educational settings. Employing a qualitative research method, the study utilizes coding and triangulation to analyze data gathered from ten English Education Master's students from the 2023 batch at Sanata Dharma University. Findings reveal that AI offers innovative possibilities for designing creative lessons, personalizing learning experiences, and generating dynamic educational content. However, concerns arise regarding the risks of excessive reliance on technology, which may diminish spontaneous, human-driven creativity. Students advocate for a balanced approach that capitalizes on AI's strengths while preserving the essential human elements of teaching. This nuanced perspective underscores the importance of thoughtful integration of AI to augment rather than constrain creative teaching practices. This research contributes significantly to the ongoing discourse on AI in education by emphasizing the critical need for educators to navigate the complexities of AI integration wisely. By highlighting student perspectives, the study offers insights that can inform educational policy and practice, fostering a more nuanced understanding of how AI can be harnessed effectively to enrich educational experiences while safeguarding creativity.

Keywords: artificial intelligence (AI), creativity in teaching, educational technology.



A Bibliometric Analysis Using VOSviewer: Research Trend on Teacher Well Being

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Abstract: This study aims to conduct a bibliometric analysis mapping of articles on teacher wellbeing issues sourced from Google Scholar using the VOSviewer application. Teacher wellbeing is an increasingly significant topic, given the mounting pressures and challenges faced by educators in dynamic educational landscapes. Understanding trends and identifying gaps in this area can guide future research and inform policy decisions. The objectives of this study are to identify the volume of research conducted, the trends over time, and the key themes and linkages within the literature on teacher wellbeing. Data collection was conducted using reference manager software, specifically Publish or Perish, which facilitated a comprehensive literature review on the topic. The keywords used for data collection were "teachers" and "wellbeing," and the articles selected for analysis were those published from 2015 to 2024. The bibliometric data was then analyzed using the VOSviewer application to map the research landscape. The results showed that 500 articles relevant to teacher wellbeing issues were published in the last decade. The findings indicated that research trends in this area increased from 2015 to 2020. However, there was a noticeable decline in research output from 2020 to 2024. The bibliometric analysis revealed that the term "teacher welfare" had 152 significant links, highlighting its centrality in the literature. It can be concluded that while research publications on teacher wellbeing have grown, there remains a significant opportunity for further exploration. The decline in research from 2020 onwards suggests a need for renewed focus and investigation into this critical area.

Keywords: teacher wellbeing, bibliometric analysis, research trends, teacher welfare



Never Give Up of Being a Teacher: Emotional Geography of Female Professional Teachers' Resilience

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Abstract: This research delves into the emotional geography of female professional teachers, focusing on their resilience amidst challenges within the educational landscape. The teaching profession is often fraught with stressors and demands that test the emotional fortitude of educators, particularly female teachers who may face unique challenges. Through the lens of Emotional Geographies, this study aims to provide a deeper understanding of the emotional dimensions that shape the experiences of female teachers and contribute to their resilience. The study investigates the experiences of three female educators using qualitative methods. In-depth interviews were conducted to gather detailed accounts of their personal and professional challenges, coping strategies, and the emotional support systems they relied upon. The findings underscored the pivotal role of supportive networks, such as colleagues, family, and friends, in bolstering resilience among these teachers. Additionally, the study revealed that high levels of self-efficacy and effective problem-solving skills were crucial in helping these educators navigate and overcome their challenges. The research highlights the importance of understanding the emotional dimensions of the teaching profession and offers insights into fostering resilience among educators. By emphasizing the need for strong support systems and the development of self-efficacy and problem-solving abilities, the study provides valuable recommendations for educational institutions aiming to support their staff. This research contributes to the broader discourse on teacher well-being and underscores the necessity of addressing emotional and psychological needs to sustain a committed and resilient teaching workforce.

Keywords: Emotional Geography, Professional Teacher, Resilience, Self-Efficacy, Problem Solving Skills



The Effect of Emotional Intelligence on Mathematics Learning Achievement of Undergraduate Students

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Abstract. This research was motivated by the observed difficulty among students in understanding and communicating their mathematical ideas, alongside issues of hard work, self-control, empathy, and social skills at the higher education level. These challenges contribute to the perception that mathematics is a difficult subject to teach and learn. The purpose of this study was to analyze and describe the effect of emotional intelligence on the mathematics learning achievement of elementary school teacher candidates pursuing a bachelor's degree. The study employed a quantitative research approach using a survey method. The independent variable was Emotional Intelligence (X), and the dependent variable was Mathematics Learning Achievement (Y). Data were collected using an emotional intelligence questionnaire, which assessed various dimensions of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills. The findings were derived from correlation and t-tests. The correlation test results indicated a significant relationship between emotional intelligence and mathematics learning achievement, with a P-value of 0.000, which is less than the 0.05 threshold. Similarly, the t-test results showed a significant effect, with a significance level (α) of 0.05 and a sig. value equal to 0.000, leading to the acceptance of the hypothesis. In conclusion, the study demonstrated a positive and significant effect of emotional intelligence on the mathematics learning achievement of undergraduate students in Primary School Teacher Education. This implies that higher levels of emotional intelligence can enhance students' performance in mathematics.

Keywords: emotional intelligence, mathematics learning achievement, elementary school teacher candidates, undergraduate students



The PERMA Model: Improving Teachers' Well-being and Resilience

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Abstract: In a world where education is as much about molding the character of individuals as it is about transferring knowledge and skills, understanding the importance of teachers' well-being and resilience becomes essential. This study explores the application of the PERMA™ model, a groundbreaking approach in positive psychology developed by Martin Seligman, which breaks down the essence of psychological well-being into five core elements: Positive Emotion, Engagement, Relationships, Meaning, and Achievement. The objective of this research is to guide educators through the complexities of the PERMA model, demonstrating how these elements can transform not only personal well-being but also the educational landscape. By delving into each aspect of the PERMA model, this study examines its profound relevance to educational settings. It discusses practical strategies for teachers and administrators to incorporate the PERMA elements into their practices, thus benefiting both themselves and their students. The methodology involved a comprehensive review of literature on the PERMA model and its application in educational settings, supplemented by qualitative interviews with educators who have implemented these principles. The findings indicated that integrating the PERMA model can significantly enhance teacher well-being, leading to a more positive school climate. This positive environment is crucial for improving student outcomes and fostering a supportive and engaging learning atmosphere. The implications of this research suggest that educational institutions should prioritize the well-being of teachers by adopting the PERMA model. Practical resources and techniques for educators to nurture authentic happiness in themselves, their colleagues, and their students are also highlighted.

Keywords: well-being, PERMA, resilience, positive psychology



Ruang Sidang Utama (RSU) - (1) Educational Leadership and Policy Implementation, and (2) Teacher well-being and Resilience

Student Self-Leadership Overcoming Bullying in Higher Education: Comparative Study of Indonesia and Malaysia

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Abstract: Bullying, a pervasive global issue, manifests as aggressive physical or verbal actions by individuals or groups towards perceived inferiors. In 2022, OECD member countries reported 42,540 bullying cases across all educational levels. This research examines bullying at the elementary school level through a self-leadership approach, which emphasizes internal self-control. The Education Policy Study Program at Yogyakarta State University and the Department of Educational Management, Planning, and Policy at the University of Malaya focus on SD N Sinduadi 1 in Yogyakarta, Indonesia, and a counterpart in Malaysia. Using a mixed-methods approach, the study combines quantitative descriptive statistical analysis via Microsoft Excel or SPSS and qualitative data from Focus Group Discussions (FGDs). The quantitative component employs an attitude scale questionnaire to assess the self-leadership profile of students, with construct validity tested through correlation coefficients at a 5% significance level. FGDs with students in both countries further explore self-leadership in the context of bullying. Findings will delineate the self-leadership profiles of elementary students in Indonesia and Malaysia, offering insights into their responses to bullying. The research aims to produce an international journal article indexed by Scopus, a cooperation document for international partnerships, and presentations at scientific forums.

Keywords: self-leadership, bullying, pendidikan dasar



Enabler School Program: To what extent can it change the quality of education?

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Abstract: In 2021, the Ministry of Education and Culture launched the Program Sekolah Penggerak (Enabler School Program), as a program to improve the transformation of previous schools, to realize the vision of an Advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students. In this regard, this research aims to measure the program's achievements in the fourth year, especially in building a stronger educational ecosystem that focuses on improving the quality of learning. The research used the discrepancy model evaluation method for 38 Batch I enabler schools in Yogyakarta Special Region Province, consisting of 7 kindergartens, 15 elementary schools, 4 special schools, 6 middle schools and 6 high schools; which is in the Gunung Kidul Regency area. Data collection was carried out using questionnaires and descriptive analysis. Based on the data collected, it was found that not all driving schools had achieved Stage IV (Great) development as the program target in the fourth year; there are even enabler schools that have only achieved some of the expected characteristic of Stage III (Good) and are also still below the expected level of Stage 2 (Fair). In this regard, more systematic efforts are needed to create schools that are safe and comfortable, inclusive, reflective for planning and improving the quality of learning; and become the initiator of school transformation.

Keywords: enabler school program, school transformation, quality of learning.



Never Give Up of Being a Teacher: Emotional Geography of Female Professional Teachers' Resilience

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Abstract: This research delves into the emotional geography of female professional teachers, focusing on their resilience amidst challenges within the educational landscape. The teaching profession is often fraught with stressors and demands that test the emotional fortitude of educators, particularly female teachers who may face unique challenges. Through the lens of Emotional Geographies, this study aims to provide a deeper understanding of the emotional dimensions that shape the experiences of female teachers and contribute to their resilience. The study investigates the experiences of three female educators using qualitative methods. In-depth interviews were conducted to gather detailed accounts of their personal and professional challenges, coping strategies, and the emotional support systems they relied upon. The findings underscored the pivotal role of supportive networks, such as colleagues, family, and friends, in bolstering resilience among these teachers. Additionally, the study revealed that high levels of self-efficacy and effective problem-solving skills were crucial in helping these educators navigate and overcome their challenges. The research highlights the importance of understanding the emotional dimensions of the teaching profession and offers insights into fostering resilience among educators. By emphasizing the need for strong support systems and the development of self-efficacy and problem-solving abilities, the study provides valuable recommendations for educational institutions aiming to support their staff. This research contributes to the broader discourse on teacher well-being and underscores the necessity of addressing emotional and psychological needs to sustain a committed and resilient teaching workforce.

Keywords: Emotional Geography, Professional Teacher, Resilience, Self-Efficacy, Problem Solving Skills



Revealing Students' Social-Emotional Competence of the English Education Department

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Abstract: Students from the English Education Department must possess the competencies required to teach future generations effectively. Beyond pedagogical competence, the qualities of social-emotional competence (SEC) are paramount in shaping what it means to be a professional educator. While extensive research has been conducted on SEC in foreign language learners, there is a lack of studies that portray English Education students' SEC across both undergraduate and graduate programs. This study aims to fill that gap by investigating the perceived levels of SEC among English Education students and examining how these levels vary by gender and degree level. Using a quantitative survey research design, this study collected data from students through a questionnaire survey of the Social-Emotional Foreign Language Learning Scale (SEFLLS). The survey was distributed to participants from both undergraduate and graduate programs. Descriptive analyses, including mean and standard deviation, were performed alongside inferential statistics, such as the Mann-Whitney U test, to analyze the data. The findings revealed that English Education students exhibit high levels of social-emotional competence across both educational levels. These results suggest that students in these programs are well-equipped with the SEC necessary for effective teaching. The study also highlighted the importance of recognizing and fostering SEC in higher education to support students' well-being and positive mental health. In conclusion, higher education stakeholders need to acknowledge the significance of SEC in the development of future educators. By doing so, they can ensure that students are not only academically prepared but also emotionally resilient, which is crucial for their success in the teaching profession.

Keyword: English education department, social-emotional competence (sec), undergraduate and graduate programs, quantitative survey research, future educators



Teacher's Beliefs on The Use of Project Based Learning Integrating with Canva Magic Write

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Abstract: The Ministry of Education and Culture of Indonesia (Kemendikbud) through the 2013 Curriculum focuses on the essential of 21st century skills. Teachers, as the initiator of education, are expected to be able to facilitate students to have 21st century learning and innovation skills. 4Cs (critical thinking and problem-solving, communication, collaboration, and creativity). To acquire the ability to learn and learn, teachers become aware to apply teaching methods which are more centred on students than on the teacher, stressing not so much the teaching process as the learning process. Learning in a higher education institution is defined as a process of active understanding and building up of meanings and skills, what fully complies with the essential idea of project-based learning (PBL). This study is aimed to explore the English Teacher's belief about teaching writing using Project Based Learning in a Junior High School and to investigate the problems and solutions that the teacher faced in implementing Project Based Learning in the Junior High School. This qualitative case study involved English teacher participants that have been certified in PPG Dalam Jabatan and have teaching experience above ten years. The data were collected using interview, observation, and document analysis. The data were analysed by using Flow Model. The findings showed that the motivation that was driven by teachers in teaching writing using Project Based Learning: teachers' motivation, misunderstanding about how the teachers conduct Project Based Learning in teaching writing for EFL, and teachers' experiences.

Keywords: Teacher's belief, Teaching Writing, Project Based Learning



Coping Strategies for Stress among New Teachers with Non-Educational Backgrounds: A Case Study

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Abstract: Both students and teachers are under significant pressure to adjust to the dynamic changes in the educational landscape, which are being accelerated by rapid social developments and technological advancements. Teachers, as professional educators, are responsible for teaching, guiding, directing, training, assessing, and evaluating pupils at various educational levels. This multifaceted role is outlined in Indonesian Law No. 4 of 2005 on Teachers and Lecturers. Continuous changes in education have shifted the paradigm, necessitating that educators design learning environments that are more inclusive, contextual, and responsive to the needs of their students. This evolving educational landscape poses considerable challenges, particularly for teachers who lack formal educational training. Certain academic credentials, proficiencies, and certifications are essential for professional teaching. New instructors, especially those from non-educational backgrounds, often find it extremely difficult to adapt to the demands of the school system, innovative teaching techniques, and administrative responsibilities. This study aims to explore the specific challenges faced by these teachers and the strategies they employ to overcome them. Through a qualitative approach, data were collected via interviews and surveys with teachers from diverse educational backgrounds. The findings revealed that non-educationally trained teachers struggled significantly with curriculum design, student engagement, and meeting administrative requirements. However, many of these teachers showed remarkable resilience and adaptability by seeking professional development opportunities and collaborating with more experienced colleagues.

Keywords: education landscape, teachers, challenges, professional development



Zoom as Learning Media to Promote Critical Thinking Skills: College Students' Perceptions

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Abstract: This study investigates college students' perceptions regarding the use of Zoom as a learning medium to enhance their critical thinking skills, aligned with the Pancasila Students' Profile in the Merdeka curriculum. Critical thinking is a vital competency emphasized in this curriculum. The research adopts a descriptive qualitative method, employing in-depth interviews to gather insights from participants. Questions for the interviews are structured to leverage engagement, social constructivism, online learning principles, and social cognitive theory. These theoretical frameworks guide the formulation of targeted inquiries aimed at exploring how Zoom specifically contributes to the development of critical thinking skills in English language learning. Participants, selected through purposive sampling from the English Department in the Special Region of Yogyakarta, possess significant experience with Zoom in their online learning activities. The findings aim to deepen understanding regarding the effectiveness of Zoom and similar online platforms in fostering critical thinking among college students. By focusing on perceptions and experiences, the study seeks to uncover specific aspects of Zoom that facilitate critical thinking in the context of language education. Ultimately, this research contributes valuable insights that may inform educators and curriculum developers on optimizing online learning tools to enhance critical thinking skills within the Merdeka curriculum's framework.

Keywords: zoom meeting, online learning media, critical thinking skills, students' perceptions



Implementation of Social Emotional Learning through Variations of Ice Breaking to Enhance Students' Well-Being

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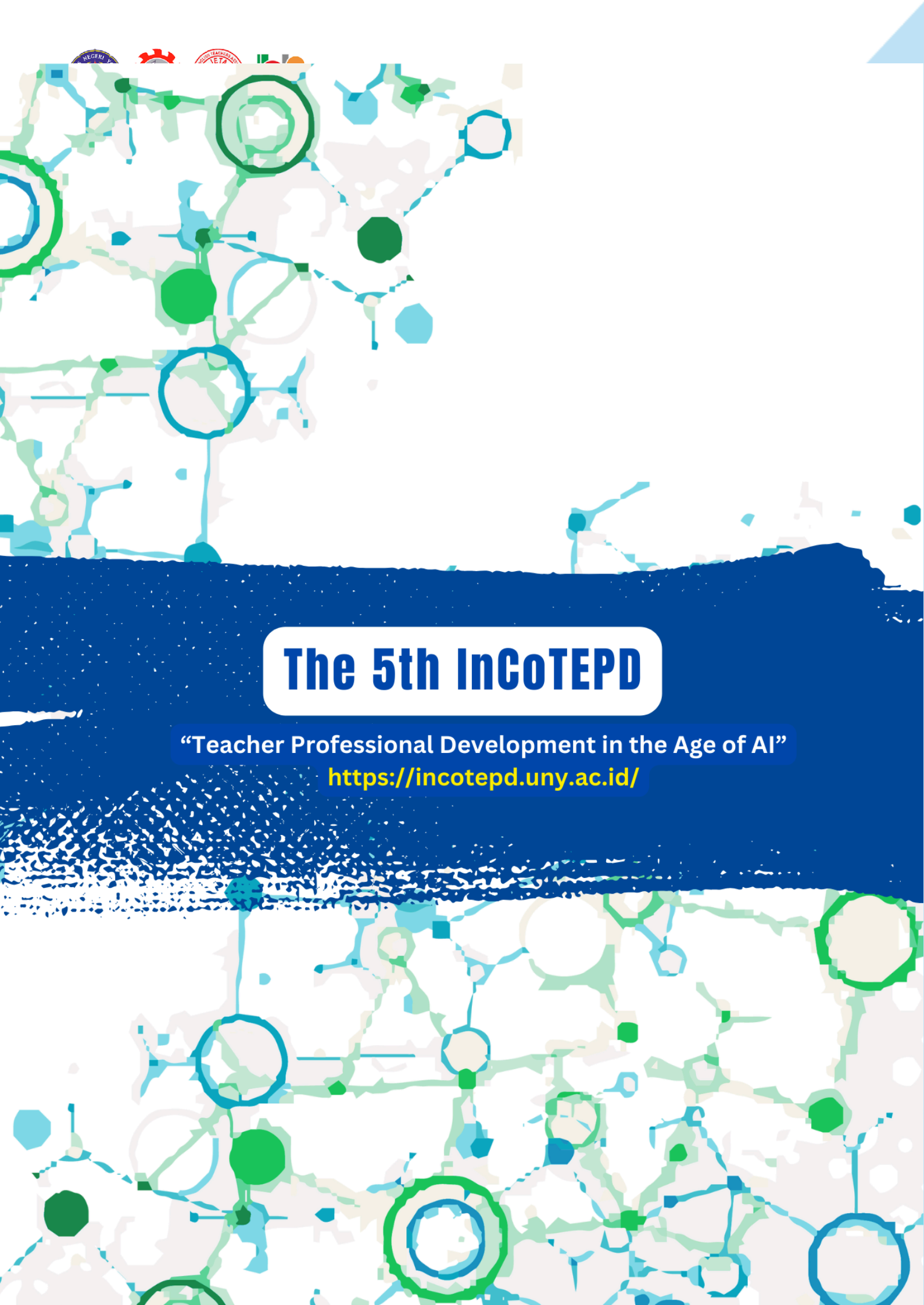
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Abstract. In learning activities, a teacher should be able to create an atmosphere of happiness, low stress levels, learning concentration and students' learning motivation. However, the conditions faced by teachers in the classroom are that students were not enthusiastic about learning; students looked bored and sleepy during the learning process; some students did not focus on lessons and carried out activities that can disrupt the teaching and learning process in the classroom. Therefore, the teacher implemented Social Emotional Learning through variations of Ice Breaking to enhance students' well-being.

This best practice aims to describe the process and challenges of teachers in creating a good mood, positive attitude, and positive relationship between students and teachers (Student's Well-being) by implementing SEL (Social Emotional Learning) through Ice Breaking. It is expected that the results can have an impact on increasing positive behavior, reducing negative behavior, and reducing students' stress levels. The implementation of SEL (Social Emotional Learning) begins with preparation in which teachers must understand the main concepts and competencies of SEL. Then, the selecting variations of Ice Breaking activities that are appropriate to the SEL goals to be achieved and the age of the students. Next steps are time planning, implementing, and reflecting.

The data were obtained from questionnaires, observations, documentation and interviews. The results show that implementing Social Emotional Learning through Ice Breaking can make a conducive learning environment, especially to make students more enthusiastic and passionate about learning, create a pleasant learning atmosphere, and eliminate feelings of boredom in learning.

Keywords: SEL, Ice Breaking, students' well-being



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