# Evaluating the Alignment of "Splash 1 Smart Path to Learning English" with Curriculum Standards: A Content Analysis for Indonesian Vocational High Schools

Badrus Salam[1*], Jamilah[2]

[1,2]Universitas Negeri Yogyakarta, Indonesia

*Corresponding author: badrussalam1922@gmail.com

## ABSTRACT

**Purpose** – This study aims to evaluate the quality and curriculum alignment of the English coursebook Splash 1 Smart Path to Learning English for SMK/MAK Grade X (K-Merdeka). The background of the study is rooted in the importance of coursebook suitability to support effective English learning outcomes in Indonesian vocational high schools.

**Methodology** – This research employed a descriptive qualitative content analysis design. The sample consisted of the Splash 1 coursebook selected purposively. The analysis procedures included developing research questions, connecting them to theory, defining research design, selecting material, data collection, and data analysis. The instrument used was the BSNP evaluation criteria covering six aspects. Credibility and dependability were ensured through expert consensus and audit trails.

**Findings** – The results indicated that the coursebook was categorized as "good" with an average fulfilment of 85% based on BSNP criteria. Specifically, the appropriateness of materials with the curriculum was 90%, material accuracy was 83%, supporting learning materials were 80%, presentation technique was 85%, teaching and learning technique was 80%, and presentation coverage was 93%. These findings suggest that the coursebook suits Indonesian vocational high schools and can serve as a reliable teaching reference.

**Novelty** – This study contributes to the limited research on English coursebook evaluation for the K-Merdeka curriculum, providing empirical data on aligning commercial textbooks with national educational standards in vocational contexts.

**Significance** – The findings benefit English teachers, curriculum developers, textbook writers, and educational policymakers to ensure that curriculum-aligned learning resources are utilized effectively.

**Keywords**:     BSNP criteria; Content analysis; Coursebook evaluation; English education; Indonesian vocational schools; K-Merdeka curriculum; Textbook analysis.

**How to cite:** Salam, B., & Jamilah. (2025). Evaluating the Alignment of "Splash 1 Smart Path to Learning English" with Curriculum Standards: A Content Analysis for Indonesian

## 1. Introduction

A course book is a tool containing English material skills and components that assist educators and students as their source of content materials and tasks in EFL teaching (Jeong, 2022; Lamo et al., 2023). A course book is also a learning tool that educators and learners need for teaching activities. According to Cortazar and Jin (1999), course books serve several roles in the EFL classroom, i.e., a guide, a reference, a teacher, and an authority. Therefore, it can be said that a course book is an essential tool for a teacher in conducting teaching and learning. According to Harmer (2007), the most crucial aspect of using teaching resources like course books in the teaching process is making students more engaged with the materials they will be dealing with. Then, it is simple for teachers to adopt one or more EFL course books to assist their teaching activity.

Although course books have several advantages during teaching and learning activities, they may also have drawbacks. Inauthentic language use may be found in course books because they are sometimes created to achieve learning points rather than to convey language in its proper context (Patria, 2022; Seda & Cenk, 2023). Sometimes, controversial or sensitive issues that incorrectly represent the facts are included in course books. Furthermore, course books cannot accurately represent the demands of the students because they are typically written for a global audience. Additionally, when teachers embrace course books without first reading them, there is a chance that they may become less skilled educators (Andrew et al., 2018; Oktaviani et al., 2023). As a result, students may be misled during teaching and learning activities if the course book is unsuitable for their needs, level, facts, or preferred learning method. As a result, a key factor in classroom instruction and learning is the course materials' appropriateness.

Course books, by their functions, goals, and benefits, certainly make them the right tool teachers can use to support material delivery in the classroom. So, teachers must be able to choose the best course books that can meet the learning needs of students. Although many publishers offer various course books in different settings and styles, "no course book is perfect" (Alshaiji & Al-Saeed, 2021; Mukminin et al., 2019). Each course book written by each publisher has its advantages and drawbacks. Furthermore, Cunningsworth (1995) underlines that no course materials produced in the education sector will be acceptable for all groups of learners. Each group of learners has different needs based on their respective fields, goals, and objectives. As a result, some teachers may find it challenging to choose a course book that meets their students' needs (Fajariyah et al., 2023; Kania & Kusumah, 2025). Therefore, the course book must be analyzed and evaluated to ensure its appropriateness for the needs of students.

In teaching and learning EFL, analyzing course books has many advantages. It helps educational institutions, teachers, course book authors, and researchers determine the course

book's advantages and drawbacks and its suitability in teaching and learning. According to Cunningsworth (1995), understanding a course book's advantages and drawbacks is frequently used as a consideration in using that course book. The strong aspects of the course book are frequently utilized to their fullest potential, and the weak points are frequently substituted or adapted from other books (Kania, Suryadi, et al., 2024).

Analysis of course books used in teaching and learning activities will help teachers and educational institutions choose the appropriate course book they apply (Ramdhani & Adawiyah, 2023; Rismayani, 2024). Bugler (2017) mentioned that several factors must be considered when choosing a course book. First, the course book should be excellently written and engaging, regarding its accuracy and design. Second, the materials in every chapter should be coherent and deliver depth of knowledge. Further, the contents should be supportive and straightforward to understand (Repuya et al., 2024). In addition, the material in the course book must be engaging for the learners and suitable for their aptitudes and cultural upbringing. One may argue that a course book accurately reflects the curriculum and includes all previous topics is compelling. Course books are books that are prepared for learning by national education standards and the applicable curriculum, according to regulations issued by Indonesia's Minister of Education, Culture, Research, and Technology (2022) regarding book quality standards, The procedure standards and rules for document acquisition, and process standards and rules for book publishing.

To facilitate the success of the teaching and learning processes, several publishers produced new course books under the name "Curriculum Merdeka," or "Merdeka Curriculum (Independent Curriculum, as the Indonesian government tried to use it. Romadhon (2024) state that the Merdeka Curriculum is a curriculum that aims to restore learning.  It offers three criteria: focusing on central and important materials, a more flexible framework of curricula, and a program using project-based learning that helps students develop their soft skills and character, representing the Pancasila student profile (Ningrum et al., 2020; Putri et al., 2021). The Merdeka Curriculum was designed to assist students in preparing for the intense global competition for human resources in the twenty-first century. According to Indarta et al. (2022), learning should rely on developing three abilities. The first is a cognitive capacity, which encompasses creative, critical, and problem-solving thinking. The second is action ability, which encompasses communication, technological, digital, and literacy in technology. The final one is the capacity for worldly existence, which encompasses social responsibility, initiative, self-direction, and understanding of the world. As a result, using the course book is required to meet all of the goals for learning listed in the curriculum.

For this to be clearer, there has been specific research that is closely tied to the course book and content analysis. Firstly, Suryani (2018) attempted to find out whether the English course book entitled When English Rings the Bell met the criteria of the course book evaluation. Findings show that the English course book investigated fulfilled 79.86% of % criteria of the course book evaluation adapted from some experts. Nonetheless, the course book still falls short of meeting 26% of the requirements, particularly regarding language proficiency and design. Widiyawati (2020), the course book has a content and presentation feasibility score of 71.66%, making it consistent with the 2013 curriculum. It suggests that the English course book "Pathway to English" for tenth graders can be utilized as a learning resource.

The previous studies may have different views on defining a good or standard course book. The problem is choosing appropriate course books and making an informed decision. The English course book is crucial to successfully implementing the current curriculum, in this instance, the Merdeka Curriculum. Thus, based on the explanations above, the researcher analyzes the English course book "Splash 1 Smart Path to Learning English SMK/MAK Grade X (K-Merdeka)" published by Erlangga. The researcher selects the book for several reasons. First, the English course book "Splash" is one of the books appropriate for the Merdeka Curriculum. Second, The English Course book "Splash 1 Smart path to Learning English SMK/MAK Grade X (K-Merdeka)" is mainly used for teaching English at Vocational high School which research on course books used in vocational high schools is rarely researched and more researchers do research on the course books for general senior high schools. Then, it is important to analyze whether the course book is appropriate for the needs of the students. Therefore, the researcher is interested in conducting research entitled "Content Analysis on English Course book for The Tenth Graders Entitled Splash 1 Smart path to Learning English SMK/MAK Grade X (K-Merdeka)"

## 2.    Methods

On the other hand, there are various ways to define credibility when discussing trustworthiness in content analysis.  The researcher is free to apply the same principles as in quantitative investigations, even though this is not an approved choice when employing the other qualitative approaches for analysis (Long & Johnson, 2000). Downe-Wambolt (1992) highlights that content analysis requires more than merely a counting procedure in order to relate the results to their context or the circumstances in which it was produced: A study technique called content analysis offers a methodical and objective way to draw reliable conclusions from written, spoken, or visual data in order to characterize and measure particular events.

The researcher uses a document analysis as a method of collecting the data. Analyzing the data of "Splash 1 Smart path to Learning English SMK/MAK Grade X (K-Merdeka)", the researcher uses the following procedures proposed by Maying (2014):

1.  The first step is to formulate concrete research questions. The researcher develops research questions in this step based on the identified field problems.
2.  Second, connecting the research issue to the theory. The researcher drew the theoretical framework relevant to the study's topic in this step to support the results from the analysis. In this research, the researcher analyzed the complete data collected in the following steps.
3.  Third, a description of the research design. The researcher described the research methodology applied in this study, which is detailed in Chapter 3. The concepts of content analysis were provided by putting out ideas from experts, such as outlining the procedures in content analysis.
4.  Fourth, provide the sample or materials and the sampling method. The resources (texts, directions, and illustrations) from an English course book were employed by the researcher as a sample and item of analysis in this study.
5.  Fifth, the procedure for gathering and analyzing data. The researcher collected data in this step by analyzing the course book using the instruments.
6.  The processing of the study (display of findings about the research question) comes in at number six. In this stage, the researcher presented the study's findings to draw conclusions.

The seventh is a discussion of the criteria of course book quality. The researcher connected the data analysis findings and expert theories in the findings section. This stage was intended to determine whether the findings fulfilled the study's research questions.

Moreover, data obtained from the material analysis in the course books is assessed based on the assessment criteria of the instrument. The total average score divided by the number of assessment aspects was used to calculate the data, which was then multiplied by 100% to get the total points. The calculating formula was given as follows.

$$P = \frac{\sum X}{N} \times 100\%$$

Note:  P: Percentage

$\sum X$: The total of average scores in the course book assessment

N: The total number of assessment aspects in each point

The formula was used to determine the course book quality and the result of the course book evaluation. According to BSNP (2014), the results contained four categories, which are presented in the following table.

**Table 1 - BSNP Coursebook Evaluation Categories and Score Ranges**

| Category(s) | Total Score (%) |
|---|---|
| Very poor | 10-29 |
| Poor | 30-59 |
| Good | 60-89 |
| Very Good | 90-100 |

## 3.    Results and Discussion

### 3.1.  Results

The quality of the English course book entitled Splash 1 Smart Path to Learning English SMK/MAK Grade X (K-Merdeka), based on BSNP.

**Table 1 - Evaluation Results of Splash 1 Smart Path Based on BSNP Criteria**

| No | Evaluation Aspects | Score |
|---|---|---|
| 1 | The suitability of the material with the curriculum | 85% |
| 2 | Material accuracy | 83% |
| 3 | Supporting learning material | 77% |
| 4 | Presentation technique | 83% |
| 5 | Teaching and learning techniques | 80% |
| 6 | Presentation Coverage | 88% |
| Average all aspects | | 83% |
| Criteria | | Good |

This study was done to assess the publisher Erlangga's English course book for the tenth grade, which is used by several vocational schools in Semarang and is considered a best seller in education. Penerbit Erlangga received a nomination for best brand in 2019 in the

category of publishers of instructional course books. The assessed course book offers the reader/students several benefits, such as encouraging students to read a variety of text kinds, encouraging them to utilize English in context in everyday situations, igniting class debate, and fostering communication in the classroom. Additionally, the course book introduces students to various moral principles outlined in the PPP, or Pancasila Profile Student/Profile Pelajar Pancasila. The course book assessment features from BSNP were used in this study to assess the course book's quality. There are six criteria used to assess the course book's quality. These include the content's alignment with the curriculum, its accuracy, the learning resources supporting it, and how it is presented, taught, learned, and covered.

## 3.2. Discussion

The first consideration is how well the content fits within the curriculum. This term, the course book has met the indications based on the current curriculum's Learning Outcomes (CP) and Learning Objectives (TP), which are determined by Capaian Pembelajaran (CP) and Learning Objectives (TP). It gives pupils the information and resources to explore texts to discover and comprehend a specific communicative expression.  This is evident in every course book section when students study several text formats. Every lesson includes a challenge and a set of materials on various phrases that students can utilize to produce text.

The second aspect deals with the accuracy of the material. According to BSNP (2014), texts covering social function, components, structural meaning, and linguistic aspects should be included in English course books so students can learn how to use language correctly and appropriately. Based on the findings, the course book's materials have addressed every material correctness indicator from BSNP. There are enough exercises in the course book to let students explore texts, either in dialogue or monologue, and then let them respond to questions about the texts. Some discussion activities help students improve their communication skills.

The third element deals with supplementary educational resources. This aspect encompasses three components: the development of diversity insight (Wawasan Kebhinekaan), life skill improvement, and novelty. In terms of these, the course book has given students access to resources supporting their intellectual, social, and personal growth. This result is consistent with the BSNP indicator of a good course book mentioned in the previous chapter. According to this indicator, the course book's learning resources, such as texts, tables, and images, should be pertinent to the subject matter and encourage students to advance their academic, social, and personal development (BSNP, 2014).

According to Litz (2003), how the language elements and learning activities are presented in the course book should be considered while designing and organizing its layout. The statement is consistent with the study's findings, which demonstrate how the course book has presented its content by giving students access to materials in the form of text as language input, some communicative acts, images, and symbols as learning activities (Mukminin et al., 2019; Padmanabhan et al., 2013).  Five indications must be included in the course book's instructional and educational strategies sections. The instructional resources and activities address students' concerns, genre-based strategy, the development of learners' imagination, initiative, and critical thinking, the enhancement of autonomous learning, and the

development of students' abilities for reflection or self-evaluation (Kania, Kusumah, et al., 2024).

The English course book has met the teaching and learning techniques requirements by presenting materials in line with the student-centered principle, following the genre-based approach's stages, and offering materials and learning activities that encourage students' initiative, creativity, and critical thinking (Alshaiji & Al-Saeed, 2021; Nourdad et al., 2018; Stevenson, 2020). Additionally, the course book encourages independent learning and allows students to reflect and evaluate their progress during teaching and learning activities. This aspect has three indications: an introductory section, a content section, and a closing section. In the introduction section, BSNP (2014) states that a course book should have a preface and a table of contents. The course book should include information about its purpose in the preface. Meanwhile, a piece of information that helps students find specific information, like the page number of units, should be included in the table of contents.

An introduction section outlining the course book's organization and map should be included at the beginning. The course book should comprehensively explain all the lessons taught about the text, topic, speaking, listening, reading, and writing (Chero, 2021; Hastings et al., 2006; Zainuddin et al., 2019). The results show that, as BSNP requires, parts regarding the course book's structure and map are included. Regarding the learning loads, the course book provides many opportunities for practice through face-to-face activities, exercises, and self-directed activities. The course book also includes a list of identities in the references section, indicating where the writings and images were taken. For instance, it can be observed that the reading sources are adopted from websites, publications, and the Jakarta Post. These results are consistent with the BSNP (2014) course book evaluation requirements regarding the course book's learning loads.

The closing section is the final part of this aspect. This section is divided into three sections: the index, references, and glossary (BSNP, 2014). Based on the findings, the course book has a glossary section on page 214. Glossaries are important because they make it easier for students to look up the definition of unfamiliar vocabulary within the course books. Even if the course book's presentation coverage requirement set by BSNP was not entirely met this term, the presentation of the material overall was well-organized. Most national standards have been implemented into the course book's design to accommodate students' need to learn a foreign language.

This course book's appropriateness level is categorized as "good". However, according to researchers, for the language content component, which has been assessed as good but with the lowest score, teachers must have a way to use this course book and overcome the deficiencies in this course book. In using this course book, teachers have to motivate students as much as possible by presenting up-to-date and interesting examples and illustrations to foster students' enjoyment of learning the material. This will encourage students to study the material in the course book thoroughly. Teachers must provide sufficient stimulus related to vocabulary and pronunciation to compensate for the deficiencies in this course book. Additionally, a qualified course book is a course book that has good and correct language quality, so that it can provide an enjoyable reading experience for the reader. A qualified course book must have good and correct language quality. This includes grammar, spelling,

and proper use of words. Course book writers must understand and master the language well to write quality course books.

A qualified course book must have an attractive writing style. The author must be able to get the reader involved in the story and experience the emotions expressed in the course book. An engaging writing style will keep readers from getting bored and keep them interested in reading the course book until the end. A qualified course books must have a meaningful story. Good and meaningful stories will provide a pleasant reading experience and increase the reader's knowledge. A good story can provide a moral message and inspire readers to do better things. A qualified course books must have a storyline that is not monotonous. A good storyline will keep readers interested in what happens next. A monotonous storyline will make readers feel bored and no longer interested in continuing to read the course book. A qualified course book must be tailored to the target reader. Writers must understand the intended audience and write in a style and language that suits them. Course books that are tailored to the target reader will be more easily accepted and liked by readers

## 4. Conclusions

This study sought to ascertain whether publisher Erlangga's English course book, SPLASH (Smart Path to Learning English), for grade X students at vocational high schools met the requirements for course book evaluation. It was determined based on the aforementioned results and analysis of the research (that have been discussed in Chapter IV), it was found that the course book entitled SPLASH Smart path to Learning English SMK/MAK Grade X was categorized as "good" by achieving an average score of 85% of the six proposed criteria established by Badan Standar Nasional Pendidikan/Education National Standardization (BSNP). The seven criteria categorized as "good" which consist of: the appropriateness of materials with curriculum (90%), the material accuracy (83%), supporting learning materials (80%), presentation technique (85%), teaching and learning technique (80%), and presentation coverage (93%).

In conclusion, the English course book investigated was relatively relevant to the criteria determined by the National Education Standardization. This course book is provided for vocational school students based on the Merdeka Curriculum. The government also has Badan Standard Nasional Pendidikan/Education National Standardization (BSNP) that already has several criteria to evaluate the appropriateness of the English course book used in teaching and learning. Considering the results above, this course book is suitable for students at vocational high schools in Indonesia based on the criteria suggested by BSNP. Therefore, the course books can be a reference for the teacher to teach the students at the vocational high school level. However, some improvements were necessary to compensate for the shortcomings.

## Conflict of Interest

The authors declare no conflicts of interest.

## References

Alshaiji, H. K., & Al-Saeed, S. J. (2021). Effect of Instructions in Course Book Tasks on

Promoting Higher-Order Thinking Skills. *English Language Teaching*, *14*(12), 218. https://doi.org/10.5539/elt.v14n12p218

Andrew, M., Taylorson, J., J Langille, D., Grange, A., & Williams, N. (2018). Student Attitudes towards Technology and Their Preferences for Learning Tools/Devices at Two Universities in the UAE. *Journal of Information Technology Education: Research*, *17*, 309–344. https://doi.org/10.28945/4111

Chero, C. A. C. (2021). Proposal for Need Analysis in an Exam Preparation Course: A Descriptive Study. *English Language Teaching*, *15*(1), 144. https://doi.org/10.5539/elt.v15n1p144

Fajariyah, L. A., Retnawati, H., & Madya, S. (2023). Exploring Students' Diversity in a Differentiated Classroom. *LEARN Journal: Language Education and Acquisition Research Network*, *16*(2), 205–219.

Hastings, N. B., Gordon, F. S., Gordon, S. P., & Narayan, J. (2006). A fresh start for collegiate mathematics: Rethinking the courses below calculus. In *A Fresh Start for Collegiate Mathematics: Rethinking the Courses Below Calculus*. Mathematical Association of America. https://www.scopus.com/inward/record.uri?eid=2-s2.0-84926261296&partnerID=40&md5=706fb1664860a1624092712a839da342

Jeong, K.-O. (2022). Facilitating Sustainable Self-Directed Learning Experience with the Use of Mobile-Assisted Language Learning. *Sustainability*, *14*(5), 2894. https://doi.org/10.3390/su14052894

Kania, N., & Kusumah, Y. S. (2025). The Measurement Of Higher-Order Thinking Skills: A Systematic Literature Review. *Malaysian Journal of Learning and Instruction*, *22*(1), 97–116. https://doi.org/10.32890/mjli2025.22.1.6

Kania, N., Kusumah, Y. S., Dahlan, J. A., Nurlaelah, E., Gürbüz, F., & Bonyah, E. (2024). Constructing and providing content validity evidence through the Aiken's V index based on the experts' judgments of the instrument to measure mathematical problem-solving skills. *REID (Research and Evaluation in Education)*, *10*(1), 64–79. https://doi.org/10.21831/reid.v10i1.71032

Kania, N., Suryadi, D., Kusumah, Y. S., Dahlan, J. A., Nurlaelah, E., & Elsayed, E. E. (2024). Comparative Praxeology: Assessing High-Level Cognitive Skills in TIMSS and Indonesian National Examinations. *International Journal of Applied Learning and Research in Algebra*, *1*(1), 25–47. https://doi.org/10.56855/algebra.v1i1.1160

Lamo, P., Dhuli, R., & Larsari, V. N. (2023). Perspectives of ESL Learners on the Integration of Technology in English Language Learning Process: An Evidence-Based Research. *International Journal of Contemporary Studies in Education (IJCSE)*, *2*(1). https://doi.org/10.56855/ijcse.v2i1.254

Muhamad Romadhon. (2024). Meningkatkan Hasil Belajar Keterampilan Membaca Puisi dengan Menggunakan Media Audio Visual pada Siswa Kelas IV SDN Sunter Jaya 03 Tahun Pelajaran 2023/2024. *Progressive of Cognitive and Ability*, *3*(2), 145–156. https://doi.org/10.56855/jpr.v3i2.1010

Mukminin, A., Habibi, A., Prasojo, L. D., Idi, A., & Hamidah, A. (2019). Curriculum reform in indonesia: Moving from an exclusive to inclusive curriculum. *Center for Educational Policy Studies Journal*, *9*(2), 53–72. https://doi.org/10.26529/cepsj.543

Ningrum, H. U., Mulyono, M., & Isnarto, I. (2020). Mathematical Connection Ability Based on Self-Efficacy in IDEAL Problem Solving Model Assisted by ICT. *Unnes Journal of* .... https://journal.unnes.ac.id/sju/index.php/ujmer/article/view/32797

Nourdad, N., Masoudi, S., & Rahimali, P. (2018). The Effect of Higher Order Thinking Skill Instruction on EFL Reading Ability. In *International Journal of Applied Linguistics and English Literature* (Vol. 7, Issue 3, p. 231). Australian International Academic Centre. https://doi.org/10.7575/aiac.ijalel.v.7n.3p.231

Oktaviani, A., Prasetyo, T., & ... (2023). Implementasi Pembiasaan Profil Pelajar Pancasila pada Aspek Beriman Bertakwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia di Sekolah Dasar. *Indonesian Journal of Teaching and Learning, 2*(4), 538–548. https://journals.eduped.org/index.php/intel/article/view/709

Padmanabhan, G., De Saram, D. D., Schanandore, T. C., Schanandore, J., & Pieri, R. V. (2013). A surveying course as a summer experience. *ASEE Annual Conference and Exposition.* https://www.scopus.com/inward/record.uri?eid=2-s2.0-85029034669&partnerID=40&md5=0362f492dc25b2a09f3ba38fec5a391a

Patria, R. (2022). Critical Literacy and Its Challenges in Education in Indonesia. *Journal of Literature, Language and Academic Studies*, *1*(01). https://doi.org/10.56855/jllans.v1i01.141

Putri, R. I. I., Zulkardi, Z., Setyorini, N. P., Meitrilova, A., Permatasari, R., Saskiyah, S. A., & Nusantara, D. S. (2021). Designing a healthy menu project for indonesian junior high school students. *Journal on Mathematics Education*, *12*(1), 133–146. https://doi.org/10.22342/jme.12.1.13239.133-146

Ramdhani, M. R., & Adawiyah, R. (2023). Strategi Peningkatan Kompetensi Guru Sekolah Kejuruan (SMK) Islam Swasta pada Era 4.0. *Progressive of Cognitive and Ability*, *2*(3), 180–191. https://doi.org/10.56855/jpr.v2i3.510

Repuya, C., Balderama, J. F., Cerillo, J., Dorol, K. R., & Mapusao, J. (2024). Local Language Explanation-Infused Learning Material (LLE) and Activity-Based Formative Assessment (AFA): Enhancing Mathematics Learning. *Participatory Educational Research*, *11*(6), 242–261. https://doi.org/10.17275/per.24.88.11.6

Rismayani, R. (2024). Against Bullying through Cultural Awareness: Establishing a School Environment that Promotes Respect and Inclusivity. *Journal of Literature Language and Academic Studies*, *3*(02), 81–86. https://doi.org/10.56855/jllans.v3i02.1177

Seda, Ö., & Cenk, A. (2023). Mobile assisted language learning of students: A qualitative meta-synthesis by ENTREQ statement. *I-Manager's Journal on School Educational Technology*, *18*(3), 38. https://doi.org/10.26634/jsch.18.3.19363

Stevenson, M. (2020). Growth of pedagogical content knowledge and 'understanding mathematics in depth': conceptions of pre-service teachers. *Teacher Development*, *24*(2), 165–183. https://doi.org/10.1080/13664530.2020.1730944

Zainuddin, Z., Hermawan, H. D., Nuraini, F., & Prayitno, S. M. (2019). Students' Learning Experiences With LMS Tes Teach In Flipped-Class Instruction. *Elinvo (Electronics, Informatics, and Vocational Education)*, *4*(1), 1–11. https://doi.org/10.21831/elinvo.v4i1.24405