

APPENDICES

Appendix I

TRANSLATIONS OF VERSE

<p>Al – ‘Alaq verse 1-5</p>	<ol style="list-style-type: none"> 1. Recite in the name of your Lord who created 2. Created man from a clinging substance 3. Recite, and your Lord is the most Generous 4. Who taught by the pen 5. Taught man that which he knew not
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Appendix II

LIST OF ABSTRACTS WRITTEN BY INDONESIAN AND INTERNATIONAL WRITERS

1. Indonesian Writers (A)

A1: Siti Zulaiha & Herri Mulyono. (2020). Exploring junior high school EFL teachers' training needs of assessment literacy, *Cogent Education*, 7(1).

<https://doi.org/10.1080/2331186X.2020.1772943>

A2: Mustaqim Pabbajah, Irwan Abdullah, Ratri Nurina Widyanti, Hasse Jubba & Nur Alim. (2020). Student demoralization in education: The industrialization of university curriculum in 4.0. era Indonesia, *Cogent Education*, 7(1).

<https://doi.org/10.1080/2331186X.2020.1794495>

A3: Leli Halimah, Robandi R. M. Arifin, Margaretha S. Yuliaratiningsih, Fauzi Abdillah & Ai Sutini. (2020). Storytelling through “Wayang Golek” puppet show: Practical ways in incorporating character education in early childhood, *Cogent Education*, 7(1).

<https://doi.org/10.1080/2331186X.2020.1794495>

A4: Nadia Sigi Prameswari, Muhammad Saud, Joko Lulut Amboro & Novita Wahyuningsih. (2020). The motivation of learning art & culture among students in Indonesia, *Cogent Education*, 7(1).

<https://doi.org/10.1080/2331186X.2020.1809770>

A5: Agus Rianto. (2021). Examining gender differences in reading strategies, reading skills, and English proficiency of EFL University students, *Cogent Education*, 8(1).

<https://doi.org/10.1080/2331186X.2021.1993531>

A6: Muhaemin Latif & Erwin Hafid. (2021). Multicultural attitudes in an Islamic boarding school of South Sulawesi – Indonesia, *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1968736>

A7: Sri Kusuma Ningsih, Herri Mulyono, Rafikah Ar Rahmah & Nurul Aprilia Fitriani. (2021). A Rasch-based validation of EFL teachers' received online social support scale, *Cogent Education*, 8(1).
<https://doi.org/10.1080/2331186X.2021.1957529>

A8: Imam Machali, Agus Wibowo, Ali Murfi & Bagus Shandy Narmaditya. (2021). From teachers to students creativity? the mediating role of entrepreneurial education, *Cogent Education*, 8(1).
<https://doi.org/10.1080/2331186X.2021.1943151>

A9: Heri Yanto, Retnoningrum Hidayah, Ain Hajawiyah, Niswah Baroroh & Agus Wibowo. (2021). Developing operational accounting competencies during the pandemic using emergency online learning, *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1926405>

A10: Herri Mulyono & Regitha Saskia. (2021). Affective variables contributing to Indonesian EFL students' willingness to communicate within face-to-face and digital environments, *Cogent Education*, 8(1).
<https://doi.org/10.1080/2331186X.2021.1911282>

2. International Writers

B1: Addisu Sewbihon Getie. (2020). Factors affecting the attitudes of students towards learning English as a foreign language, *Cogent Education*, 7(1).
<https://doi.org/10.1080/2331186X.2020.1738184>

- B2: Amireza Vakilifard, Saman Ebadi, Mahmood Zamani & Bahador Sadeghi. (2020). Investigating demotivating factors in foreign language learners: The case of non-Iranian Persian language learners, *Cogent Education*, 7(1).
<https://doi.org/10.1080/2331186X.2019.1690232>
- B3: Anita Habók & Andrea Magyar. (2020). The role of students' approaches in foreign language learning, *Cogent Education*, 7(1).
<https://doi.org/10.1080/2331186X.2020.1770921>
- B4: Samira Baghaei, Mohammad Sadegh Bagheri & Mortaza. (2020). Analysis of IELTS and TOEFL reading and listening tests in terms of Revised Bloom's Taxonomy, *Cogent Education*, 7(1).
<https://doi.org/10.1080/2331186X.2020.1720939>
- B5: Reza Abbasian, Bahram Hadian & Mehdi Vaez-Dalili. (2020). Examination of the role of family socio-economic status and parental education in predicting English as a foreign language learners' receptive skills performance, *Cogent Education*, 7(1).
<https://doi.org/10.1080/2331186X.2019.1710989>
- B6: Zahra Zohoorian, Mitra Zeraatpishe & Nader Matin Sadr. (2021). Effectiveness of the picture exchange communication system in teaching English vocabulary in children with autism spectrum disorders: A single-subject study, *Cogent Education*, 8(1).
<https://doi.org/10.1080/2331186X.2021.1892995>

- B7: Jennifer D. Moss. (2020). "I was told to find what broke my heart and fix it:" College students explain why they want to become teachers, *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1734284>
- B8: Andrew M. Guest, Peter Siamoo & Gerald Maige. (2021). Integrating global and local best practices for youth development afterschool: Constructing the Kilimanjaro extracurriculars self-assessment, *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1982600>
- B9: Athanasios Christopoulos & Pieter Sprangers. (2021). Integration of educational technology during the Covid-19 pandemic: An analysis of teacher and student receptions, *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1964690>
- B10: Stacy K. Boote, David N. Boote & Steven Williamson. (2021). Assessing graph comprehension on paper and computer with MBA students: A crossover experimental study, *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1960247>

APPENDIX III**ABSTRACTS WRITTEN BY INDONESIAN AND INTERNATIONAL
WRITERS****Exploring junior high school EFL teachers' training needs
of assessment literacy****Siti Zulaiha & Herri Mulyono****Abstract**

The training of teachers is one of the most critical factors in improving the quality of teaching and assessment in the classroom. EFL teachers need to be literate in language assessment; this can be achieved through training. A total of 147 Junior High School EFL teachers was surveyed to identify their training needs in assessment. Semi-structured interviews with 10 randomly selected teachers were also conducted, and analysed using thematic analysis. The study identified three competencies that teachers expected to gain from assessment literacy training: the ability to select tests for use, ability to develop tests' specification, and ability to develop test tasks and items. More importantly, the study results suggest that teachers need ongoing practical training in a range of topics with different priorities. These findings offer guidance for planning effective teacher training and the design of modules based on teachers' needs.

Student demoralization in education: The industrialization of university curriculum in 4.0.Era Indonesia

Mustaqim Pabbajah, Irwan Abdullah, Ratri Nurina Widyanti, Hasse Jubba & Nur Alim

Abstract

Industrialization has transformed humans' perspectives and morality. At the same time, government policies have urged students to become innovators. This study argues that these policies have caused demoralization among Indonesian students in the Revolution 4.0 era. It applies a descriptive qualitative approach, using observation, interviews, and reviews of formal and informal policies available online. It objectively illustrates how universities have transformed in response to government policy. As shown in previous studies, higher education processes have ignored morality as they have industrialized and strived for innovation. Educational institutions are unable to act autonomously, being limited by state interests. At the same time, they have failed to dynamically articulate the meaning of Industry 4.0, focusing solely on products and the workplace. Critique and reflection are necessary to imbue students with civility and integrity. Such a constructive response is necessary to curb the demoralization process that has occurred in the Industry 4.0 era.

Storytelling through “Wayang Golek” puppet show: Practical ways in incorporating character education in early childhood

Leli Halimah, Robandi R. M. Arifin, Margaretha S. Yuliaratiningsih, Fauzi Abdillah & Ai Sutini

Abstract

Although moral or character education has been widely documented in early childhood education curriculum, the inclusion of character education through storytelling is scarcely undertaken. To fill the void, the present participatory action research aimed at developing practical steps to empower children character in Indonesian kindergarten schooling framed through storytelling with “*Wayang Golek*” puppet media. Two kindergarten teachers were recruited and 12 kindergarten students ranging from 5 to 6 years old participated in this study. Data of this study were collected primarily from both in and out of classroom observation, classroom interaction record, and photograph analysis. The data of the research were analyzed and interpreted qualitatively through critical discourse analysis as a tool. The findings showcase that practical learning steps including the introduction of themes and character stories, figures of Wayang Golek, storytelling, conversations about character education depicted in the content of the story, actualization of character education through either indoor or outdoor play, and reflection on the character development of children were effective in instilling moral values to generate positive responses from children. Thus, the study suggests that storytelling mediated puppet as a pedagogical approach engages students in communicative activities and character building in the early childhood education context.

The motivation of learning art & culture among students in Indonesia

Nadia Sigi Prameswari, Muhammad Saud, Joko Lulut Amboro & Novita Wahyuningsih

Abstract

This research investigated the effect of learning facilities and learning methods of Art and Culture teachers towards students' learning motivation at Junior High School. Students' low interest in learning Art and Culture is frequently found in Indonesia by stigma, saying that Art and Culture are easier compared to applied sciences. This research becomes important because Art and Culture Learning is the result of work and creativity based on the norms and behavior of the society in Indonesia, which plays roles in preserving the cultural heritage of Indonesia through Art and Culture wisdom. The analysis shows that improvement in learning facilities has a positive effect on motivation improvement in learning Art and Culture. The selection of the right method will make the learning process more conducive and easier to be understood by the students. Learning facilities and learning methods positive and significant effect on students' motivation in learning Art and Culture. Furthermore, the availability of a good learning facility, and strong implementation of the learning method which can affect and strengthen the students' learning motivation.

Examining gender differences in reading strategies, reading skills, and English proficiency of EFL University students

Agus Rianto

Abstract

Many previous studies have examined metacognitive strategy use among ESL students in offline reading settings, but very few have linked them to a gender context, especially among EFL students when reading online English texts. This research, therefore, explored gender differences in metacognitive strategy usage among Indonesian EFL students in relation to online reading abilities and English proficiency. It enlisted the participation of 426 female and 176 male students from the University of Borneo Tarakan. The data was collected using the OSORS (Online Survey of Reading Strategies), a self-rated online reading ability question, and an English proficiency test. An independent sample t-test, Pearson correlation, and simple and multiple linear regression were used to analyze the data. Significant gender differences were discovered in overall, problem-solving, and support strategy usage, despite the small effect size values, with the female students scoring better on average than the males. For self-assessed online reading ability and online English proficiency, no gender difference was identified. Among the less skilled readers, significant gender differences were identified in overall and support strategies, whereas among the skilled readers, no significant gender differences were observed in both overall and category strategies. There were no gender differences in online English proficiency among the less skilled and skilled readers. Overall strategy use among the females predicted online reading abilities and online English proficiency, while among the males only predicted online reading abilities. These findings add to the growing body of research demonstrating female dominance in EFL online reading programs and have pedagogical implications.

Multicultural attitudes in an Islamic boarding school of South Sulawesi – Indonesia

Muhaemin Latif & Erwin Hafid

Abstract

This qualitative study examines examples of multicultural attitudes in pesantren (Islamic boarding school) in South Sulawesi, Indonesia. It employs focus group discussions (FGD), in-depth interviews and participatory observations research methods to figure out multicultural life at Pesantren Darul Istiqamah (DI), a non-denominational pesantren in Maros, South Sulawesi—Indonesia. The research subjects were ustad (teacher), students (santri), and kyai (religious leaders) of the pesantren. The data were analyzed, contrasted and compared systematically through an inductive qualitative approach. The researchers conclude that pesantren have their own perspectives about multiculturalism derived from the holy Koran without adopting Western theories. Their views fundamentally reflect an opinion that human beings are created with differences, so, diversities in language, race, and religion are inevitable and therefore people should respect each other. This philosophy underpins curriculum, teaching-learning process and interactions inside/outside of the pesantren which are inclusive and equally valued all diversity.

A Rasch-based validation of EFL teachers' received online social support scale

Sri Kusuma Ningsih, Herri Mulyono, Rafikah Ar Rahmah &Nurul Aprilia Fitriani

Abstract

The primary aim of the study was to examine the validity of the Indonesian version of the 23-item WhatsApp Social Support Scale (WSSC) adapted from an earlier study by Chung, Yang and Chen. A total of 214 in-service English as a foreign language (EFL) teachers across school levels in Indonesia participated in the study. Rasch statistical analyses were performed to validate the adapted questionnaire, including unidimensionality assessment, reliability analysis, Rasch model fit analysis, and differential functioning analysis. The findings of the study showed that WSSC primarily measured a single latent variable, that was, the online social support received by the English as a foreign language (EFL) teachers in the WhatsApp group. The Rasch analysis of the WSSC resulted that the scale fitted the Rasch model with high reliability levels for both person and item levels. Although redefining category 2–3 is required, an evaluation of WSSC items with DIF notes is suggested to improve the scale's reliability.

From teachers to students creativity? The mediating role of entrepreneurial education

Imam Machali¹, Agus Wibowo, Ali Murfi & Bagus Shandy Narmaditya

Abstract

Enhancing creativity is beneficial for students to be involved in entrepreneurial activities and entrepreneurship education to promote students' creative thinking abilities. This paper examines how teacher creativity drives students' ingenuity and investigates entrepreneurship education's pivotal role in explaining this relationship. A quantitative method was involved in obtaining a better understanding of the relationship between variables using variance-based Structural Equation Modeling Partial Least Square (SEM-PLS). Participants in this study were gathered from numerous vocational schools in Yogyakarta of Indonesia undergoing an online survey. The findings indicate that teacher creativity has a positive effect on entrepreneurship education and students' creativity. It also reveals a strong correlation between entrepreneurship education in the schools and their students' creativity. Finally, this study offers to the schools and government to emphasize these variables in enhancing students' creativity which can be used to improve students' entrepreneurial intentions.

Developing operational accounting competencies during the pandemic using emergency online learning

Heri Yanto, Retnoningrum Hidayah, Ain Hajawiyah, Niswah Baroroh & Agus Wibowo

Abstract

The COVID-19 pandemic has forced all the universities in Indonesia to switch their on-campus learning to online learning. Some universities could only provide emergency online learning since they were not ready to conduct proper online learning. This switching may decrease the students' engagement with learning and impact their perceived competencies. Operational accounting competencies (OAC) are important basic competencies which allow accounting graduates to perform generic jobs in their field. Hence, this study attempts to identify the impact of emergency online learning on students' perceived OAC. A survey was used to collect data on the students' engagement with synchronous and asynchronous learning and OAC. The study collected 122 items of data and analysed them using descriptive and path analyses. The students have reported that synchronous learning—online classroom engagement—only had a small impact on improving their perceived OAC. The improvement in the students' perceived OAC was mainly caused by asynchronous learning in terms of active, collaborative and enrichment learning. Lecturers should improve their skills in organising online learning to increase their students' engagement. Accounting departments need to provide a more complete structure, better infrastructure, and other necessary technologies to improve online learning, as the pandemic's duration cannot be predicted.

Affective variables contributing to Indonesian EFL students' willingness to communicate within face-to-face and digital environments

Herri Mulyono & Regitha Saskia

Abstract

Literature has suggested the role of affective variables such as self-confidence, motivation, and anxiety in second and foreign language learners' willingness to communicate in conventional language learning classrooms. However, little has been explored regarding the association of such affective variables inside and outside the classroom and digital environment. To this end, the current study modified the affective variables and replicated the methodological procedure of Lee and Hsieh's study, who examined the relation between second language (L2) learner affective variables (i.e., self-confidence, anxiety, motivation, and grit) and their willingness to communicate in three different environments (i.e., in-class, out-of-class, and digital environment). A convenience sample of 436 secondary school and university students participated in the study and completed a survey that was administered online. Many of the participants were female (N = 323) and male (N = 113) aged between 10- and 25-years old. Quantitative data analyses using correlational and multiple regression were performed using a statistics software. Findings of the study revealed that all three affective variables; self-confidence, speaking anxiety, and motivation, were significant predictors for Indonesian EFL students' WTC in both F2F (i.e., inside and outside classroom) and the digital environment. Students also were reported to have a higher level of WTC when participating in the digital communication than in F2F settings. The findings of the current study confirmed the earlier research on EFL students' WTC in F2F and digital environment. While students' WTC in the digital environment may vary depending on the delivery mode, for example, synchronous and asynchronous and communication discourse, i.e. written and oral communication, further research is needed to address these issues.

Factors affecting the attitudes of students towards learning English as a foreign language

Addisu Sewbihon Getie

Abstract

This study aimed at investigating on factors affecting the attitudes of grade 10 students towards learning EFL in Debremarkos Comprehensive Secondary School in Debre Markos town, Ethiopia. The researcher randomly selected 103 sample students (10%) out of the total population (1030) for the study. In order to gather data, a questionnaire was carefully and systematically adapted and designed. Nine sample students were also selected purposely for focus group discussion, and Grade 10 English teachers were selected for the interview. Then, the data were analyzed quantitatively and qualitatively. The findings of the study mainly showed that the attitudes of grade 10 students towards learning EFL is positive. There are social factors (e.g., English native speakers, peer groups and learners' parents) affecting students' attitudes positively. On the other hand, educational context factors like English language teachers, the English language learning situations (e.g., the classrooms, arrangements of seats and the physical learning environment) had negative impacts on students' attitude. However, the findings showed that target language learners have positive attitudes towards the other educational context factor that is the English textbook of grade 10 which means English as a foreign language teaching materials in the study's context affect students' attitudes positively. By lowering the psychological variables (i.e. affective filters) for the target language learners, it is possible to aid the language learning process. Thus, as the implication of this study considers, the physical learning environment should be improved, and to achieve this, the government should work in conjunction with the school principals, teachers and societies.

Investigating demotivating factors in foreign language learners: The case of non-Iranian Persian language learners

Amireza Vakilifard, Saman Ebadi, Mahmood Zamani & Bahador Sadeghi

Abstract

Learners' motivation has been widely accepted as a key factor which influences the rate, success, and failure of second/foreign language learning. On the other hand, demotivation is regarded as a flip side of motivation which has negative effects on language learning processes and outcomes. This study intended to examine what factors may demotivate Persian language learners in a classroom. It also investigated the frequency and order of significance of the demotivating factors to find out which factors are the most influential and also explore their relations to gender and level of education of the learners. In order to achieve the objectives of this study, approximately a hundred learners were asked to complete a questionnaire, which included background questions concerning sex, age, level of the study, and the nationalities of the participants on the basis of which five demotivating factors were identified. The findings indicated that while there were no significant differences between male and female participants in terms of some demotivating factors, significant differences were observed between learners at different levels of education with regard to some other demotivating factors. Implications for non-Iranian Persian language learners are discussed.

The role of students' approaches in foreign language learning

Anita Habók & Andrea Magyar

Abstract

The purpose of the study is to analyse how second language learning is supported by language learning strategies (LLS) and various learning approaches, namely, self-efficacy, instrumental motivation, effort and perseverance, and preferences for cooperative or competitive learning. The sample of the research was composed of students in Hungary in Years 5–8 (10–14-year olds, N = 1600). Two questionnaires were used to collect the data: an adapted version of Oxford's "Strategies Inventory for Language Learning" (SILL) questionnaire and the "Student Characteristics as Learners" questionnaire. A path analysis showed that learning components can be explained differently via language learning strategies and learning approaches. Our results have confirmed our hypotheses that strategy use significantly influences several learning approaches in the sample. Students, who willingly apply their language learning strategies set their learning goals more confidently, plan their learning process more consciously as they learn, and develop more self-efficacy and motivation towards language learning.

Analysis of IELTS and TOEFL reading and listening tests in terms of Revised Bloom's Taxonomy

Samira Baghaei, Mohammad Sadegh Bagheri, & Mortaza Yamini

Abstract

The main purpose of this quantitative-qualitative content analysis study was to compare IELTS and TOEFL listening and reading tests based on the representation of the learning objectives of Revised Bloom's taxonomy. To this end, 12 Academic IELTS listening and reading tests and 12 TOEFL iBT listening and reading tests were analyzed qualitatively and quantitatively. The contents of these tests were codified using a coding scheme developed by the researcher. To ensure the reliability of the coding, the test items were coded twice by the main researcher with a two-week time interval. Three coders (the researchers in this study) also independently codified the test items. The inter-coder and intra-coder reliability of the coding turned out to be .68 and .83, respectively. The Fisher-Freeman-Halton and Monte Carlo tests were used to analyze the data. Our results revealed that IELTS listening test items mainly revolved around Understanding and Remembering Factual Knowledge, respectively, while TOEFL listening test items drew on Understanding, Analyzing, and Remembering Factual Knowledge, respectively. Furthermore, the results demonstrated that lower-order thinking skills featured more prominently in IELTS listening tests than TOEFL listening tests. A significant difference was also found between IELTS and TOEFL reading tests in terms of learning objectives. That is, IELTS and TOEFL reading tests covered three and seven learning levels, respectively with the former overwhelmingly assessing lower-order thinking skills and the latter drawing on both lower-order and higher-order thinking skills. The implications of the findings are also delineated.

Examination of the role of family socio-economic status and parental education in predicting English as a foreign language learners' receptive skills performance

Reza Abbasian, Bahram Hadian, & Mehdi Vaez-Dalili

Abstract

Although non-native English speakers have been defined as a single distinct group in the most research literature, it has been relatively recently argued that they extensively vary in socio-cultural background, socio-economic status (SES), and parental education background wherein they grow cognitively. The present research, therefore, was designed to investigate the potential role of SES and parental education background in predicting Iranian English as a foreign language (EFL) learners' performance on reading and listening comprehension tasks. A non-experimental, correlational design was adopted and data were gathered from a total number of 300 Iranian senior high school EFL learners. Reading and listening comprehension was examined via a modified TOEFL reading comprehension subtest and a short listening test. The results indicated that correlations between the learners' SES and parental education background as well as between their reading and listening comprehension scores were meaningful statistically. Furthermore, based on multiple regression calculations, it was found that the highest parental education level was the strongest predictor of listening and reading comprehension. Implications for policies and practices were discussed.

Effectiveness of the Picture Exchange Communication System in Teaching English Vocabulary in Children with Autism Spectrum Disorders: A single-subject study

Zahra Zohoorian, Mitra Zeraatpishe & Nadeer Matin Sadr

Abstract

The number of children with autism is increasing worldwide. These children like all other children should be provided with equal chances for learning and education. Thus, English language education is not an exception as the need to learn it in today's world is inevitable. The present study sought to investigate the effect of employing Picture Exchange Communication System (PECS) on English as a foreign language vocabulary learning relying on its effectiveness in first language communication. As a single-subject study an experimental A-B design was employed through repeated measurement. The participants were two high-functioning children with autism aged 9 and 12 at a school for students with special needs. The treatment phase included 15 sessions. An analysis of visual inspection and graphic representation revealed performance improvement in both cases after the intervention. Moreover, some problems while educating the two participants for English vocabulary including lack of cooperation in phase 2, lack of attention and cooperation in mid-intervention, sense problems such as proprioceptive and vestibular are reported through qualitative analysis of the reports made of weekly sessions.

“I was told to find what broke my heart and fix it:” College students explain why they want to become teachers

Jennifer D. Moss

Abstract

Using the open-ended question from the FIT-Choice scale, this study presents an examination of why college students choose teaching as a career, in their own words. Over 100 responses were analyzed with two coding systems: thematic coding from the text and a coding system generated from the FIT-Choice survey questions. Two raters reliably coded independently. Across the two coding systems, students reported choosing teaching as a career because they want to teach and want to help children. They were motivated by the ability to make a difference in the world through teaching. The coding system based on FIT-Choice provided similar results to the students' responses to the quantitative FIT-Choice measure, with social utility value and intrinsic career value being ranked highest. Open-ended responses support the survey responses and suggest that these pre-service teachers are choosing teaching for altruistic reasons.

Integrating global and local best practices for youth development afterschool: Constructing the Kilimanjaro extracurriculars self-assessment

Andrew M. Guest, Peter Siamoo & Gerald Maige

Abstract

School extracurricular activities are an important site for positive youth development in low-resource international contexts due to their relative accessibility and community relevance. Such activity programs can simultaneously illuminate local best practices and learn from research in other contexts where positive youth development research is more prevalent. This article draws on action research with secondary schools in the Kilimanjaro Region of northern Tanzania to offer a process for integrating local and global best practices into a self-assessment tool for extracurricular activity program leaders. The collaborative process involved exploratory case study research on local best practices and focus group workshopping with local practitioners to adapt existing tools created elsewhere. A main purpose of the research was to create a tool that would be concise and appropriate for use in Kilimanjaro, while also conceptualizing a process that could be used to understand the potential value of extracurricular activities in other low-resource international contexts. The final Kilimanjaro Extracurriculars Self-Assessment (KESA) is offered as an open-access resource, but the main result is an approach for integrating the global and the local to promote constructive reflection for youth development practitioners in low resource settings.

Integration of educational technology during the Covid-19 pandemic: An analysis of teacher and student receptions

Athanasios Christopoulos & Pieter Sprangers

Abstract

This study analyzes the integration of an educational technology platform and relates the difficulties faced amidst the Covid-19 pandemic. Initially, we sought to identify the chief barriers educators face when considering the adoption of Information and Communication Technology (ICT). Factors influencing primary and secondary education teachers' ($n = 15$) and students' ($n = 335$) perspectives on ICT integration for mathematics instruction were identified and analyzed from the perspective of different contexts (school vs home) and circumstances (in-person vs remote learning). Although we acknowledge the need for immediate decisions by educational stakeholders to facilitate online learning, our findings indicate the necessity of (a) careful examination of the features of potential platforms or tools and (b) a trial of such features prior to integration within an educational system. From an instructional design perspective, educational technologists should pay special attention to the degree of gamification, especially beyond the primary school level, as it may negatively impact incentives for student interaction and engagement. Where possible, the integration of technology should be driven by pedagogical goals and not technological pressures.

Assessing Graph Comprehension on Paper and Computer with MBA Students: A Crossover Experimental Study

Stacy K. Boote

Abstract

Several decades of research suggesting differences in test performance across paper-based and computer-based assessments have been largely ameliorated through attention to test presentation equivalence, though no studies to date have focused on graph comprehension items. Test items requiring graph comprehension are increasingly common but may be especially prone to format effects. A crossover experimental design was used to compare paper-based (PBT) with computer-based test (CBT) formats in a sample of 28 MBA students answering 6 items requiring comprehension of Venn diagrams, scatterplots, and divided bar charts. Data analysis using a 2x2x2x2 ANOVA revealed that participants' better performance on CBT, $\eta^2 = .07$, was not statistically significant, $p = .23$. While DIF analysis suggested no difference by gender in total score or individual items, interaction analysis between gender and format showed the overall format effect was due mainly to males performing better on CBT, $p = .02$, $d = 0.91$. Females performed about the same in both formats. For scatterplot questions, participants also performed better on CBT, $p < .005$, $\phi = 0.41$. Finally, participants were more likely to answer an easier question requiring attention to fewer graph components correctly after answering a more challenging question that required attention to all graph components, $p = .02$, $\phi = 0.5$. Interaction analysis also revealed a large carryover effect from the research design ($\eta^2 = .48$, $p = .000$), which we interpreted as a learning effect.

Appendix IV

CHECKLIST OF RHETORICAL MOVES & HEDGES AND BOOSTERS

1. Rhetorical Moves

No	Indonesian group (A)	I	P	M	Pr	C	Pattern
1.	A1	✓	✓	✓	✓	✓	I – M – P – Pr - C
2.	A2	✓	✓	✓	✓	✓	I – P – M – Pr - C
3.	A3	✓	✓	✓	✓	✓	I – P – M – Pr - C
4.	A4	✓	✓	✓	✓	✓	P – I – M – Pr - C
5.	A5	✓	✓	✓	✓	✓	I – P – M – Pr - C
6.	A6		✓	✓	✓	✓	P – M – Pr - C
7.	A7		✓	✓	✓	✓	P – M – Pr - C
8.	A8	✓	✓	✓	✓	✓	I – P – M – Pr - C
9.	A9	✓	✓	✓	✓	✓	I – P – M – Pr - C
10.	A10	✓	✓	✓	✓	✓	I – P – M – Pr - C

No	International group (B)	I	P	M	Pr	C	Pattern
1.	B1		✓	✓	✓	✓	P – M - Pr - C
2.	B2	✓	✓	✓	✓		I – P – M - Pr
3.	B3		✓	✓	✓	✓	P – M – Pr - C
4.	B4		✓	✓	✓	✓	P – M – Pr - C
5.	B5	✓	✓	✓	✓	✓	I – P – M – Pr - C
6.	B6	✓	✓	✓	✓	✓	I – P – M – Pr - C
7.	B7		✓	✓	✓	✓	P – M – Pr - C
8.	B8	✓	✓	✓	✓		I – P – M - Pr
9.	B9		✓	✓	✓	✓	P – M – Pr – C
10.	B10	✓	✓	✓	✓	✓	I – P – M – Pr - C

2. Hedges and Boosters

Abstract by Ina writers (A)	M	Hedges	Boosters
A1	I	Can	
	P		
	M		
	Pr	Suggest	
	C	Offer	
A2	I		
	P	Argues	
	M		
	Pr		
	C		Necessary (-ly) Necessary (-ly)
A3	I	Widely	
	P		
	M	Primarily	
	Pr		
	C	Suggest	
A4	I	Frequently	
	P		
	M		
	Pr	Will Significant	Shows Strong
	C	Can	
A5	I		
	P		
	M		
	Pr	Significant Significant Significant Small	Predicted Predicted
	C		
A6	I		
	P		
	M		
	Pr	Conclude Should	Fudament-ally Inevitable
	C		
A7	I		
	P		
	M		

	Pr	Primarily	Showed
	C	Suggested	
A8	I		
	P		
	M		
	Pr	Indicate	Strong
	C	Offer Can	
A9	I	Could May	
	P	Attempt	
	M		
	Pr	Reported Small Mainly	
	C	Should	
A10	I	Suggested	
	P		
	M		
	Pr	Significant Reported	Confirmed
	C	May	
Abstract by Inter writers (B)	M	Hedges	Boosters
B1	I		
	P		
	M		
	Pr	Mainly Possible	Showed Showed
	C	Should Should	
B2	I	Widely	
	P	May	
	M		
	Pr	Indicate Significant Significant	
	C		
B3	I		
	P		
	M	Can	Showed
	Pr	Significant-ly	Confirmed
	C		

B4	I		
	P		
	M		
	Pr	Mainly Significant	Demonstrated Found
	C		
B5	I	Relatively Argued	
	P		
	M		
	Pr	Indicate	Found Strong
	C		
B6	I	Should	Inevitable
	P		
	M		
	Pr	Reported	
	C		
B7	I		
	P		
	M		
	Pr	Reported	
	C	Suggest	
B8	I	Relative Can	
	P	Offer	
	M	Could	
	Pr		
	C	Offered	
B9	I		
	P	Consider (-ing)	
	M		
	Pr	Indicate	
	C	Should Should May Possible	
B10	I	Largely May	
	P		
	M		
	Pr	Significant Suggested	Showed
	C		

Appendix V



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 040 TAHUN 2021
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP
TAHUN AKADEMIK 2020/2021**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang** : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat** : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan** : Usul Ketua Jurusan TBI Tanggal 26 Februari 2021
- MEMUTUSKAN:**
- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2020/2021**
- Pertama** : Menunjuk dan menugaskan kepada:
1. Nama : Puj Sri Rahayu, MA
NIP/NUP : 197701182008012013
Pangkat/Golongan : Penata Tingkat III/d
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Konten dan Metodologi
2. Nama : Alfiah Linda Sari, S.S., M.Pd
NIP/NUP : 198711102015032004
Pangkat/Golongan : Penata/III/c
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan
- Untuk membimbing mahasiswa penyusun skripsi:
- Nama : Rina
NIM : 170102030649
Jurusan/Prodi : TBI
Judul Skripsi : An Analysis Of Rhetorical Moves And Linguistic Realization (Stance Markers; Hedges And Boosters) In English Research Abstracts Written By Indonesian And International Writers
- Kedua** : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga** : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 26 Februari 2021
DEKAN


Prof. Dr. H. Juariah, M.Pd.
NIP. 196001041986032004

- Tembusan:**
1. Rektor UIN Antasari Banjarmasin;
 2. Ketua Jurusan;
 3. Dosen Pembimbing;
 4. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahrad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: fk.antasari@gmail.com Web: www.fk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 408/Un.14/III.1.1/pp.00.9/03/2021

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rina
N I M : 170102030649
Jurusan/Prodi : TBI
Alamat : Jl. Gunung Pandau RT. 05 No. 3 Kelurahan
Paringin Timur Kecamatan Paringin

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:


**AN ANALYSIS OF RHETORICAL MOVES AND LINGUISTIC
REALIZATION (STANCE MARKERS; HEDGES AND BOOSTERS) IN
ENGLISH RESEARCH ABSTRACTS WRITTEN BY INDONESIAN AND
INTERNATIONAL WRITERS**



Pada Hari/Tanggal : Jum'at, 12 Maret 2021

Tempat : Online via Google Meet

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 22 Maret 2021
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004

	<p align="center">KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS TARBIYAH DAN KEGURUAN BIRO SKRIPSI</p> <p align="center">Jalan Jenderal Ahmad Yani KM. 4.5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492 Email: fk.antasari@gmail.com Web: www.fk.iain-antasari.ac.id</p>
	<p>13 Oktober 2021</p>
<p>Nomor : 1376/Un.14/III.1.t/pp.00.9/10/2021 Lamp : - Hal : <u>Perubahan Judul Skripsi</u> Kepada Yth. Sdr (i) Rina NIM. 170102030649 Mahasiswa Jurusan TBI di Banjarmasin</p>	
<p>Assalamu'alaikum. Wr. Wb.</p>	
<p>Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:</p>	
<p align="center">AN ANALYSIS OF RHETORICAL MOVES AND LINGUISTIC REALIZATION (STANCE MARKERS; HEDGES AND BOOSTERS) IN ENGLISH RESEARCH ABSTRACTS WRITTEN BY INDONESIAN AND INTERNATIONAL WRITERS</p>	
<p>Berubah menjadi:</p>	
<p align="center">RHETORICAL MOVES AND LINGUISTIC REALIZATION IN ENGLISH RESEARCH ABSTRACTS WRITTEN BY INDONESIAN AND INTERNATIONAL WRITERS</p>	
<p>Menunjuk :</p>	
<ol style="list-style-type: none"> 1. Dra. Andi Irlina, M. Hum sebagai Dosen Pembimbing Konten dan Metodologi. 2. Alifah Linda Sari, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan. 	
<p>Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.</p>	
<p>Wassalamu'alaikum. Wr. Wb.</p>	
<p align="right">An. Wakil Dekan Bidang Akademik Ketua,</p>	
<p align="right">  Mahmuda A., M.Pd.I NIP. 198708212015032004</p>	

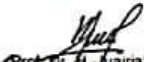


**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 172 TAHUN 2021
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GANJIL
TAHUN AKADEMIK 2021/2022**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang** : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat** : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 Tentang Perubahan Atas Keputusan Rektor No. 72 Tahun 2007 Tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan** : Usul Ketua Jurusan TBI Tanggal 23 September 2021
- MEMUTUSKAN:**
- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GANJIL TAHUN AKADEMIK 2021/2022**
- Pertama** : Menunjuk Dan Menugaskan Kepada:
1. Nama : Dra. Andi Iriana, M.Hum
NIP/NUP : 196901122003122004
Pangkat/Golongan : Penata/III/c
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Konten Dan Metodologi
2. Nama : Alfiah Linda Sari, S.S., M.Pd
NIP/NUP : 198711102015032004
Pangkat/Golongan : Penata/III/c
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Bahasa Dan Teknik Penulisan
- Untuk Membimbing Mahasiswa Penyusun Skripsi:
- Nama : Rina
NIM : 170102030649
Jurusan/Prodi : TBI
Judul Skripsi : Rhetorical Moves and Linguistic Realization in English Research Abstracts Written by Indonesian and International Writers
- Kedua** : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga** : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagai mana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 23 September 2021
DEKAN,


 Prof. Dr. H. Juairiah, M.Pd.
 NIP. 196001061986032004

- Tembusan:**
1. Rektor UIN Antasari Banjarmasin;
 2. Ketua Jurusan;
 3. Dosen Pembimbing;
 4. Arsip.

Appendix VI

NOTES



CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Rina
2. N I M : 170102030649
3. Program Studi : Tadris Bahasa Inggris
4. Judul Proposal Skripsi : An Analysis of Rhetorical Moves and Linguistic Realization (Stance Markers; Hedges and Boosters) In English Research Abstracts Written By Indonesian and International Writers
5. Dosen Pembimbing : Puji Sri Rahayu, MA
Afifah Linda Sari, M.Pd
6. Catatan Hasil Seminar :

No	Catatan/Saran Penanggap	No	Catatan/Saran Dosen
1.	St. Maulina Berdasarkan proposalmu, akan lebih baik untuk fokus pada satu corpus, abstrak berbahasa Inggris dari penulis Indonesia atau dari penulis internasional, kecuali jika kamu ingin membandingkan kedua hal tersebut. Pertanyaan:	1.	Puji Sri Rahayu, MA - Judul terlalu panjang, sebaiknya dikurangi menjadi lebih pendek. - Perbaiki beberapa informasi yang tidak relevan di latar belakang penelitian. Munculkan alasan mengapa penelitian tentang topik ini penting. - Key terms juga diperjelas untuk bagian abstrak tentang dari mana corpus abstrak diambil. - Lebih baik tidak memakai discourse analysis karena tidak sesuai dengan teori yang digunakan dan findings nya tidak akan menyentuh ke segi pembaca. - Lebih diperdalam lagi dan betul-betul fokus mempelajari teori dan framework Hyland.
1.	Norhaliza Lutfita Mengapa kamu memilih topik ini sebagai topik penelitianmu.		
2.	Fitria Hayani Alam Bagaimana kamu memilih atau memutuskan corpus-corpus yang ada di penelitianmu?		

		<ul style="list-style-type: none"> - Untuk corpus, lebih baik diambil dari satu jenis jurnal saja misalnya fokus di jurnal internasional yang di dalamnya selain terdapat penulis internasional, juga ada penulis Indonesia. Tidak harus mengambil dari dua negara karena walaupun keduanya scopus, tetapi masih agak bias di corpus Indonesia. - Pastikan untuk mengambil corpus yang setara. - Definisikan lebih rinci tentang penulis internasional yang corpus abstraknya akan diteliti. <p>Afifah Linda Sari, M.Pd</p> <p>2.</p> <ul style="list-style-type: none"> - Pastikan untuk selalu menggunakan thesis guide dari jurusan TBI. - Untuk judul lebih disederhanakan lagi agar judulnya efektif. - Perbaiki penulisan dan penamaan tabel, cek kembali thesis guide. - Perbaiki pemakaian teknik numbering, ubah bullet menjadi nomor atau alfabet karena di academic writing tidak dianjurkan penggunaan bullet, strip dan simbol-simbol lainnya. - Di corpus abstrak harus menjelaskan sumber, edisi, dan batasan tahun jurnal yang akan diteliti. - Dilihat lagi di bagian research questions-nya apakah sudah sesuai dengan teori yang disajikan untuk menjawab research questions yang ada agar mempermudah pengerjaan di bagian discussion nanti.
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Banjarmasin, 12 Maret 2021

Moderator,



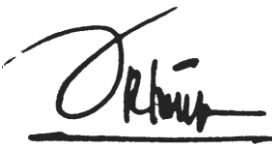
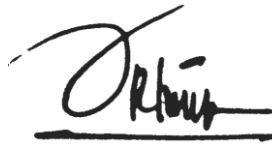
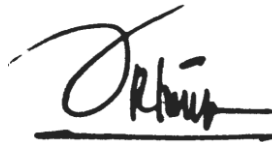
Muhammad Rifqy Rujani, M.Pd



CONSULTATION NOTES

ADVISORS OF CONTENTS AND RESEARCH METHODS

NAME: DRA. ANDI IRLINA, M.HUM


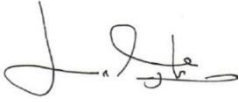
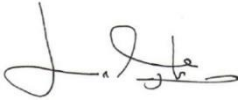
Date	Notes	Signature
24 th September 2021	<ul style="list-style-type: none"> - In chapter 1, fix the Definiton of Keyterms, make it clear about what you mean by that word in your own definition not the definition by expert/theory. - In chapter 2, add material about linguistic realization. - In chapter 2, add more source from other researchers or experts because 70% of source was from Hyland. 	
5 th October 2021	<ul style="list-style-type: none"> - Please continue to chapter 4 and 5 	
17 th December 2021	<ul style="list-style-type: none"> - In chapter 4, do not use the word “frequency” in findings and discussion for first research question because you need to focus on narration. - After fixing that, I accept your thesis, you may consult to Advisor 2. 	



CONSULTATION NOTES

ADVISORS OF LANGUAGE AND WRITING TECHNIQUES

NAME: AFIFAH LINDA SARI, S.S., M.PD

Date	Notes	Signature
22 nd September 2021	<ul style="list-style-type: none"> - In chapter 2, fix the table, you can see and follow the thesis guide, fix the numbering, position, and space. - You may begin your data analysis (chapter 4 &5) 	
20 th December 2021	<ul style="list-style-type: none"> - In chapter 4, the example of hedges and boosters is not supposed to be in discussion section but in findings section, so move it to findings section. Sort it off and in discussion section is only for explanation related to findings and theory. - Add a little bit more narration or example to make the thesis 50 pages (from chapter 1 to 5) 	
23 rd December 2021	<ul style="list-style-type: none"> - Accepted 	

CURRICULUM VITAE

I. Personal Details	
Name	: Rina
Place and Date of Birth	: Paringin, May 19 th 1999
Gender	: Female
Marital Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: Rahmadi, S.Pi, M.M, and Nurkahni
II. Formal Educational Background	
2004 – 2005	TK Islam Al-Istiqamah
2005 – 2011	State Islamic Elementary School Model of Paringin (MIN Model Paringin)
2011- 2014	State Islamic Junior High School of Paringin (MTsN Paringin)
2014 – 2017	State Vocational High School of Batumandi 1 (SMKN 1 Batumandi)
2017 – 2021	English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experience	
2018 – 2019	Member of LPPQ
2019 – 2020	Member and Volunteer Teacher at ELH Uncle Birin