DISSERTATION

SYNCHRONIZING ENGLISH TEACHING MATERIALS WITH OBE IN REFERENCE TO 21ST CENTURY EDUCATION

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STUDY PROGRAM OF S3 LINGUISTIC SCIENCE

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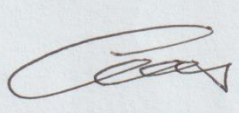Written and Submitted by:

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(RESEARCH AND DEVELOPMENT)

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SITI TUTI ALAWIYAH

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STUDY PROGRAM OF S3 LINGUISTIC SCIENCE

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2023

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I solemnly declare that the dissertation that I have written is truly my own work, not an expropriation of the writings or thoughts of others. If in the future it is proven or can be proven that part or all of this dissertation is the work of others, I am willing to accept sanctions for my actions.

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ABSTRACT

SITI TUTI ALAWIYAH. *Synchronizing English Teaching Materials with OBE in Reference to 21st Century Education* . (Supervised by Abdul Hakim Yassi, Nasmilah, and Abidin Pammu).

The background of this research is the fourth industrial revolution, the independent learning program for independent campuses, and the demand for English textbooks that meet the needs of FISIP students in the political science study program, international relations, public administration, sociology, and communication science. The goal of this research is to determine what English skills FISIP students at UNAS need to improve, what kind of teaching material model is oriented to the twenty-first century and refers to the OBE principles to be applied to English classes at FISIP, and how to implement teaching materials with the blended learning method to improve FISIP students' English language skill.

This study included 386 FISIP students from various majors who had taken this course the previous semester. The theory of principles for developing teaching materials, 21st century education, and Jolly and Bolitho's model of developing teaching materials were used to answer the research questions. Field observations, reviewing relevant academic documents, distributing questionnaires to students, and interviewing English lecturers, student representatives, and program heads were used to collect data. According to the findings of this study, all English skills that need to be improved are all English skills namely listening, speaking, reading, and writing. However, reading and writing skills take precedence in this course. The second research finding is that appropriate teaching materials are teaching materials and skills that are required in the twenty-first century. And the last finding is the recommendation of new RPS, Syllabus and English book used for FISIPs' students.

Keywords: English teaching material, 21st century themes, 21st century skills, FISIP, MBKM, OBE.

ABSTRAK

SITI TUTI ALAWIYAH. *Synchronizing English Teaching Materials with OBE in reference to 21st Century Education.* (dibimbing oleh Abdul Hakim Yassi, Nasmilah, dan Abidin Pammu).

Penelitian ini dilatarbelakangi oleh revolusi industri keempat, program pembelajaran mandiri untuk kampus mandiri dan permintaan buku teks bahasa Inggris yang memenuhi kebutuhan mahasiswa FISIP pada program studi ilmu politik, hubungan internasional, administrasi publik, sosiologi, dan ilmu komunikasi. Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan mahasiswa FISIP di UNAS dalam pembelajaran bahasa Inggris yang perlu ditingkatkan, model bahan ajar seperti apa yang relevan dan berorientasi pada abad 21 serta mengacu pada prinsip-prinsip OBE untuk diterapkan pada kelas bahasa Inggris di FISIP, dan bagaimana mengimplementasikan bahan ajar dengan metode blended learning untuk meningkatkan kemampuan bahasa Inggris mahasiswa FISIP. Penelitian ini melibatkan 386 mahasiswa FISIP dari berbagai jurusan yang telah mengambil mata kuliah ini pada semester sebelumnya. Prinsip teori pengembangan bahan ajar, pendidikan abad 21, dan model pengembangan bahan ajar Jolly dan Bolitho digunakan untuk menjawab pertanyaan penelitian ini. Observasi lapangan, meninjau dokumen akademik yang relevan, penyebaran kuesioner kepada mahasiswa, dan wawancara dengan dosen bahasa Inggris, perwakilan mahasiswa, dan ketua program yang digunakan untuk mengumpulkan data. Menurut temuan penelitian ini, semua keterampilan bahasa Inggris meliputi keterampilan berbicara, mendengar, membaca, dan menulis perlu ditingkatkan. Namun yang perlu diutamakan dalam mata kuliah ini adalah keterampilan membaca dan menulis. Temuan penelitian kedua adalah bahwa bahan ajar yang tepat adalah yang memuat tema-tema dan keterampilan yang dibutuhkan pada abad kedua puluh satu. Dan temuan ketiga adalah panduan membuat langkah - langkah RPS berbasis OBE, dan contoh silabus dan buku ajar untuk mahasiswa FISIP.

Kata kunci: Bahan ajar bahasa Inggris, tema abad 21, keterampilan abad 21, FISIP, MBKM, OBE.

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Istilah	Arti Istilah
MBKM	Merdeka belajar kampus merdeka
Graduate Profile/ PL/ pr	Profil lulusan
CPL	Capaian pembelajaran lulusan / graduate learning outcome
CPMK	Capaian pembelajaran mata kuliah / course learning outcome
SUB-CPMK	Kemampuan akhir sesuai tahapan belajar/ final ability based on the learning stage
P21 Century learning	Kemitraan pembelajaran abad 21
4C's / 4C'skills	Critical thinking - problem solving, communication, collaboration, creativity, and innovation
BL	Blended learning/ pembelajaran bauran
KKNI	Kerangka Kualifikasi Nasional Indonesia
OBE	Outcomes Based Education/ pendidikan berbasis hasil
RPS	Rencana Pembelajaran satu semester
SN DIKTI	Standar Nasional Pendidikan Tinggi
FISIP	Fakultas Ilmu Sosial dan Ilmu Politik
MODULE	Materi/ bahan ajar
LMS	Learning Management System
Moodle	E-Learning Platform

CHAPTER I

INTRODUCTION

A. Background of the Study

The term of industrial revolution four point zero (4.0) is an issue that is very common to us. Anywhere, anytime we see and hear news about industrial revolution four point zero (4.0). All politicians, academics, teachers, practitioners, entrepreneurs, functionaries, and previous Minister of Higher Education (MENRISTEK DIKTI) were talking about how to facing industry 4.0 in millennium era. Industry four point zero emerges as a trending topic currently in national seminar, public lecturing in campus, President's speech and also most of rector in universities delivering his speech in graduation day. Former Minister of Higher Education Mohammad Nasir (MENRISTEK DIKTI), said in national conference opening (Rakernas) 2018 that conducted in Unversitas Sumatera Utara (USU), Medan said that the challenge of industrial revolution 4.0 should be responded by entire functionaries in Ministry of Research, Technology and Higher Education in order to improve Indonesian competitiveness in the globalization era. In his speech he also mentioned KEMENRISTEK DIKTI needed to prepare strategies ways in order to anticipate world changing that dominated by digital device. "Strategies policy has to be formulated in any aspects starting from institutional department, any disciplines curricula, resources, and development of Cyber University, research and development to innovation. I hope in this national conference can gain

recommendation of development of science and technology in facing industrial revolution 4.0"

In line with what was stated by the previous Minister regarding industrial revolution 4.0, current Education and Culture Minister, Nadiem Anwar Makarim in National Symposium raised the theme "Innovative School Leadership to Improve Student Learning and Well-being" which were attended by Principals and School Supervisors held by the Directorate of Educational Personnel Development of the Directorate General of Teachers and Education Personnel at the Grand Sahid Jaya Hotel, Jakarta, Friday, November, 29th 2019 said that as challenges cannot be predicted so the government must be able to prepare what needs are needed by students so that when they graduate they can grow and be successful. He added, "we are facing an extraordinary challenge. The era of technology changes so fast and it is impossible for us to predict all kinds of changes that will be faced. With the challenges in the future-oriented world of education, we must be smart in guessing the challenges about what their needs are, so when students enter the professional world, they can grow and be successful". Furthermore, he explained more "What I believe is that the competencies that will and are most useful for any change are Creativity, Collaboration, Communication, Critical Thinking, Computational Logic, and Compassion, and these are also the most important competencies that must be formed also for teachers, principals, school supervisors as well as the leader of our education system".

Nadiem Anwar Makarim who is also called as Mas Menteri has made a new breakthrough in the educational revolution which is less than one year since he was appointed as Education and Culture Minister in *Indonesia Maju Cabinet*. The program is known Merdeka Belajar (freedom to learn), which focuses on student performance assessments, semester course based plan (RPS/ rencana pembelajaran semester) and school zoning. Particularly, in higher education the program called Kampus Merdeka (Freedom Campus) Merdeka Belajar (Freedom to Learn).

Additionally, Nizam, the Task Executor of Director General of Higher Education also affirms, "Merdeka Belajar-Kampus Merdeka (MBKM) policy is launched by the Minister of Education and Culture and its purpose is to provide students of becoming strong scholar, the graduates are considered relevant to the needs of the times, and they are ready to be leaders with high national spirit. Minister Education and Culture's regulation, No. 3, year of 2020 (Permendikbud) gives the rights for university students in order to learn for three semesters in other departments at the same university or they can take courses in different universities. Through this program, students have great opportunity to enrich and increase their knowledge as well as their competencies in the real life which is appropriate to their passion and wishes". Guidance book of MBKM, April 2020.

In another Nadiem Anwar Makarim's presentation in front of the Rectors, head departments, Lecturers, and college students regarding the

main points of the independent learning policy (merdeka belajar) namely opening of new study programs, higher education accreditation system, state universities legal entities, and the right to study three semesters outside the study program. He explained that higher education (universities) has the fastest potential impact in building superior human resources. Higher education in Indonesia should be the spearhead, moving the fastest because it is so close to work. It must be the one that innovates, faster than all educational units. Therefore, universities must be adaptive and change agilely. He also said that the contents in many curriculum of study program are still theoretical implementation and most of them are not link and match with the needs in the real life. In fact, many study programs have curricula, content, and materials that cannot compete on a global scale. As a result, the ministry offers collaboration or called ***pernikahan massal*** among universities and other parties outside universities such as world class companies like Facebook, Traveloka, Amazon, or world class non-profit organization like United Nation, NGO, USAID, etc. University can also build relationship with Badan Usaha Milik Negara (BUMN), and QS Top 100 World University and Badan Usaha Milik Daerah (BUMD). He affirmed that innovation is the main purpose of higher education. Innovation in learning, innovation in community service, innovation in research and those can be achieved if the ecosystem is not restricted. He explained, the programs cover internships program, teaching at schools, research, village projects, student exchanges,

entrepreneurship, and independent study/projects. Since they have experiences learning outside of their university, then they are used to solving the real problems. In addition, he added that students who join internship program will have learning experiences to collaborate with employers and it will influence the way of their thinking and also will build their positive character. He also explained, in order to get ready facing 4.0, subjects are needed to learn are science, technology, art, math and art. Thus, the benefits in participating internship program students will be able to see how important working in a team, there will appear competitiveness within themselves, they are more confident, and be ready to face the real world. Then he stated that it is the essential of freedom campus and freedom to learn. (Merdeka Belajar- Kampus Merdeka).

Meanwhile, Nuryartono (2018) a lecturer of Faculty of Economics and Management, IPB, stated in public lecturing said that information and communication technology (ICT) advancement would have change many things in the world. Sophistication of internet of things technology and artificial intelligence will replace any existed works. He added, the advanced of technology also gave impact to education field. As a result, universities were required to redesign curriculum that is in accordance with the times, for example by applying blended learning for students who are known as Z generation or digital native.

In relation to the learning system, UNAS has implemented the blended learning method. Face-to-face learning method is implemented in

the first or odd weeks, and online learning method is carried out in the second or even weeks. Consequently, lecturers are required to create detailed course semester based plan/RPS so that the implementation of blended learning can run smoothly and learning objectives can be achieved.

Referring to both statements of former and current Educational Ministers, the writer concluded that older or youth, students, lecturers, practitioners, and entrepreneurs must be ready for living in digital era. Indeed, in this era people are forced to be friendly to technology because all aspects need technology's help. In addition, having skills such as critical thinking and problem solving, communication, collaboration, and creativity are essential for everyone.

In align with the era of the fourth industrial revolution marked by global access and disruptive technology, thus the quality improvement of human resources also become government's main concern. It is important to realize as we live in 21st century, consequently we need to learn how to survive and function successfully in this rapidly evolving, global, and complex world. Hence, the minister of Education and Culture Nadiem Makarim requires Universities to implement MBKM (Merdeka Belajar-Kampus Merdeka) program. The purpose of this program is to give students learning experiences outside of their campus. In addition, they will learn and practice how to think critically and solve the problems, how to build communication with their colleagues, client, or boss, how they

collaborate in a work team, and how to think creatively. These would be valuable experiences for them since they engage with new people in a new environment. In a nutshell, students need to be prepared becoming graduates who are well – applied, well-organized, and well-prepared for their future. https://www.youtube.com/watch?v=xoQSlZSUUhI. In essence, students have a strong foundation in facing the direction that is expected in 21st century education as clearly mentioned above, if they are able to adapt the number of indicators of the skills of 21st century education, such as being able to think critically and solve problems, able to communicate and collaborate, have sense of creativity and innovation, able to show their ability on information literacy, media and ICT literacy, have sense of flexibility and adaptability, initiative and self- direction, able to interact socially and inter culturally, have sense of productivity and accountability, and able to show strong leadership and responsibility, they would have opportunity to be succeed in their life (Frietas & Yapp, 2005; Trilling & Fadel 2009).

In summary, the aims of MBKM program and KKNI curriculum correspond to the orientation of 21st century learning, which is based on attitudes and mastery of knowledge and skills. Since learners are equipped knowledge and specific skills adequately, they will be able to compete with others to gain their success. Overall, the 21st century learning concerns about student's ability to think critically, to connect the knowledge they already have with the real world, master information and

technological literacy, able to communicate and collaborate. Obviously, education is an absolute option to ensure that students have the skills to learn and innovate, the skills to use technology and information media, as well as being able to work, and survive by using life skills. Accordingly, MBKM implementation in universities should be followed by curriculum improvements that adopt the Outcome Based Education/ OBE principle.

Considering the phenomenon of Industry 4.0, which affects all aspects including education, youth must have the knowledge and skills required in the twenty-first century, and MBKM program required by the government, the writer feels the need to develop teaching materials for students of the Faculty of Social and Political Sciences that are in accordance with the needs of students from different study programs namely political science, international relations, public administration, sociology, and communication science, as well as teaching materials that oriented toward the 21st century education.

It is also in line with the thought of Richards, 2003; Tomlinson, 2007; Howard & Major, 2004, that teachers as developers are required to be able to design ideal teaching materials that support the achievement of the desired skills, such as being useful for learners, contextual, stimulating learner interaction, offering opportunities to use language in an integrated manner, using authentic language, having learning procedures for the material that can maximize learners' desires and needs for knowledge and language skills to be achieved, and providing sources of language

knowledge and stimulating relevant ideas in the classroom in starting classroom activities.

Based on the findings of previous research, which were only concerned with the development of teaching materials aimed at improving student learning outcomes, did not look into the specific themes and skills required in 21st century education. While this study will focus on development teaching materials by employing themes and skills related to 21st century education, and where this development has not been widely studied, particularly at the higher education level. Furthermore, to strengthen this research, an initial study need to be conducted as a foundation for subsequent development stages.

As a result, before conducting this study, the writer has carried out a preliminary research pertaining to similar topic. The research aims to find out students' target needs in learning English, what they are preferences in learning English, and what kind of teaching materials they like to study. The writer employed Present Situation Analysis (PSA), Target Situation Analysis (TSA), and Learning Situation Analysis (LSA) proposed by Dudley-Evans and St John (1998, pp. 123-124). The results of the study are students want to able to master English skills, students like to study via zoom when the online session, they prefer learning through YouTube, Facebook, Instagram, and Twitter as the media to increase their English skills. Lastly, they prefer discussing trends topics

and relevant to the demands of 21st century education, (Alawiyah, Yassi, Nasmilah, & Pammu, 2022).

The results of this preliminary study should be followed up with a more comprehensive and in-depth study to ensure that they contribute significantly to the needs of the users of these teaching materials. As a result, this research was proposed by incorporating all of the components target the needs and learning needs of a teaching material model, with the goal of having a positive impact on the needs of all stakeholders. In this study, the teaching material development design of David Jolly and Rod Bolitho's framework, the McGrath (2002, p. 90) model, was used and modified according to the needs of this study.

With the issuance of Permendikbud No. 3 of 2020 concerning National Higher Education Standards consisting of 24 standards divided into 3, namely 8 educational standards, 8 research standards, and 8 PkM standards, Universitas Nasional responded by issuing a policy to make improvements to educational standards in the form of evaluating the curriculum in each study program by referring to 8 standards on education where standard 1 talks about graduate competency standards, standard 2 about learning content, standard 3 about the learning process, standard 4 about the assessment process, standard 5 about educators and education personnel, standard 6 about facilities and infrastructure, standard 7 about management, and standard 8 about financing.

At the same time, Universitas Nasional is committed to organizing MBKM and requiring all study programs to make improvements to the education standards, particularly standards one to standards four. To improve Standard 1, namely the standard of graduate competence, the writer employs the OBE (outcome-based education) principle, namely how the learning outcomes that have been determined can be achieved by students at the end of the semester through the learning design that the writer will implement. Standard 2 regarding learning content, Standard 3 regarding the learning process, and Standard 4 regarding assessment.

As a matter of fact, the writer intends to make English teaching materials for FISIP students by referring to the four educational standards, which are: graduate competency standards, learning content standards, learning process standards, and educational assessment standards.

Before developing teaching materials, the writer will first make a semester learning plan, where the RPS or semester course-based plan is adopted from the Regulation of the Minister of Education and Culture No.3 of 2020 in the standard learning process, which includes:

1. name of study program, course name and code, semester, credits, lecturer's name.
2. Course Learning Outcomes (CLO)/ (CPMK)
3. Lesson learning outcomes (sub CPMK)
4. Subject matter
5. Learning method

6. time allowed to achieve the skills at each stage of learning

7. student learning experiences that are realized in the descriptions of tasks that must be done by students during one semester

8. criteria, indicators, and assessment weights and

9. a list of references used

B. Research Questions

Based on the background as previously stated, the problems will be discussed in this research are as follows:

1. What are the needs of FISIP students in learning English?

2. What kind of teaching materials relevant to be applied to English class for FISIP's students that are oriented towards 21st century learning ?

3. How designed English teaching materials are implemented in improving the learners of English skills in blended learning method and refer to OBE principles?

C. Research objective

The purpose of this research is divided into two, namely general objectives and specific objectives. The two objectives are described as follows: In general, this study aims to generate a guideline to create a semester course based plan that adopt the OBE principle and it refers to the designed semester course based plan, lecturers can develop an

English teaching material or a teaching module for English students in FISIP. While the specific purposes of this research are:

1. To explore the needs of FISIP students in Universitas Nasional.

2. To develop English teaching materials geared toward 21st century learning and aligned with the outcome-based education principle.

3. To design the implementation English teaching material in improving the learners English skills in blended learning method

D. Significance of the study

The results of this study are expected to be useful theoretically and practically; 1) Theoretical Benefits; The results of this study are expected to contribute to the existence of language learning theories such as behaviorism theory, constructivism, Bloom's taxonomy, teaching material theory, teaching material development theory, and 21st century education theory. In addition, the results of this study are expected to provide useful contribution to those interested in conducting research and development, particularly in the areas of curriculum development and English teaching materials.

and 2) Practical benefits; the results of this study are expected to be useful for lecturers, students, and curriculum devlopers.

a. For Lecturers:

1. The results of this study is a recommendation for the development of teaching materials that make it easier for teachers of English

courses at FISIP to implement a learning process that is oriented towards 21st century learning.

2. The results of this study can spur the creativity of lecturers to make teaching modules oriented towards 21st century learning by making OBE-based RPs and then continuing with making teaching modules.

b. For students:

Recommendations the development of this teaching material can stimulate students to learn independently, effectively, and be motivated to learn in groups, which can increase knowledge and skills in critical thinking, problem solving, communication, collaboration, and creativity.

c. For the developer themselves;

This teaching material development model can be used as a reference in developing teaching English module that is oriented towards achieving 21st century education indicators, namely issues related to health literacy, civic literacy, global awareness literacy, environmental literacy, and entrepreneur literacy and skills such as communication and collaboration, critical thinking and problem solving, creativity, and collaboration.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

1. The Main Issues of Research on the Development of Teaching Material Models

The primary focus of this study is the research and development of teaching materials. Research and development is a scientific method that aims to describe the phases of producing a model of English teaching materials for specific students and goals in structured ways.

Research in education and development according to Borg and Gall (1983) is also often called research-based development. Borg and Gall said "Educational research and development (R&D) is a process used to develop and validate educational products". That is, research and development must follow a certain procedure. The procedure involves the development and validation of a product in the sector of education.

Setyosari (2012), an Indonesian research and development specialist, stated that research and development is a process or processes to generate a new product or improve an existing one that can be accounted for. Hardware, like as books and modules, can be used to develop the product. This idea implies that the product being

created is not always a new one, but rather an existing one that has been improved.

Some of the earlier studies' findings were pivotal in furthering this research. A number of theories have emerged that are interconnected. Some previous study results are included for comparison and to fill gaps left by previous researchers. Previous research will undoubtedly be used as a reference for future research on the research and development of English teaching materials gear toward 21st century education.

The ADDIE (Analyze, Design, Develop, Implement, and Evaluation) model, the Dick, Carey, and Carey model, the Borg and Gall model, and the Jolly and Bolitho model are just a few of the models that make up the research and development model. Those models of research and development have their own characteristics. Each of the researchers may use one of the development models, according to his or her research needs, though they can combine a particular model with another one. The outcomes of education research and development might take the form of textbooks, curricula, or recommendations for developing teaching materials that are better aligned with the requirements of students.

2. Several Related Research

In this study, a total of seventeen pieces of literature—one dissertation and sixteen research articles—were evaluated. This section examines the seventeenth library in great depth.

Menggo (2020) has conducted research and created English teaching materials to satisfy the objective demands and instructional needs of students. Dick and Carey's (1990) instructional materials creation paradigm was adapted to meet the needs of this study (Gagné, Briggs, & Wager, 1992; Gall, Gall, & Borg, 2003; Tomlinson, 2007; Widanta, 2017). The availability of course teaching materials for 25 English education study programs dispersed throughout Indonesia's Bali and Nusa Tenggara regions is an advantage of this study. These resources can be used to assist students in this department in developing the knowledge and skills necessary for the 21st century, allowing them to work on a wider range of subjects.

The significance of both studies is that they focus on creating English teaching materials that are in line with the requirements of 21st century capabilities. Additionally, some studies propose certain themes, including civic engagement, financial literacy, entrepreneurship, health literacy, digital literacy, and environmental literacy. The difference is in the backgrounds of the participants, since Menggo's study involved students from the English department and was intended for students in the fourth semester and above. While the participants in this research are students in five different

majors at FISIP, the subject being studied is English, which places equal emphasis on speaking and other abilities including listening, reading, and writing. The course is also offered to students in their first semester.

A Turkish English teacher named Erdoan (2019) also examined which particular students' skill sets needed to be updated to keep up with the rapidly changing technologies in the global workforce. He discovered that the primary abilities for learning and innovation in the Partnership 21st Century are four skills: communication, cooperation, creativity, and critical thinking. In this dissertation, the author discusses the 4C skills in relation to education, draws parallels between them and language learning and their integration into the 4 language skills (reading, writing, listening, and speaking), and suggests teaching strategies to help students in EFL classes develop these skills. The research by Vacide is relevant to this study since it highlights crucial abilities for the twenty-first century.

The 2019 study by Menggo, Susastra, Budiarsa, and Padmadewi was titled "Needs Analysis of Academic-English Speaking Material in Promoting 21st Century Skills." In order to develop instructional materials for the academic English course, the research tries to look at the learning demands and goal needs of the different types of learners. The survey for this study included 312 English majors from six institutions in three Indonesian provinces.

The findings revealed that the learners' primary needs are desires, lacks, and necessities. In the meantime, learning requirements encompass input, protocol, context, and learner role. The needs of students made it clear that material design needed to support 21st-century abilities. Speaking professionals should modify their content based on the requirements analysis.

The study's conclusions have the advantage that they can be used to develop academic English-speaking resources that aid in the development of 21st-century skills. The research involved six universities from three regions of Indonesia. Their analysis of how educational resources have evolved to address the skills needed for the twenty-first century is relevant to this study. The course's enrollment of students will also have an effect. While our study involved students from non-English departments, their research was conducted with English students. Another difference between the two studies is that one uses blended learning and the other conventional classroom instruction.

Nurhidayati and Kustini conducted a literature review on the creation of English teaching materials for high vocational schools based on 21st century skills (2018). This article describes the creation of course materials within the context of English for Specific Purposes (ESP) in vocational higher education in an effort to provide students with current resources that are applicable to their

requirements and characteristics. The proposed course materials have been created with the 4Cs, which stand for communication, collaboration, creativity, and critical thinking, in mind as a foundation for 21st-century learning and innovation. This study's advantage is that it provides educators with fresh viewpoints on how to design and produce English teaching materials, particularly for English for Specific (ESP) Fields. It provides a thorough explanation of the procedures involved in developing ESP teaching materials, including the guiding principles, models, and design teaching materials.

At the Salatiga International Class Program, Karyawati, Alif, and Ashadi (2018) did a study entitled "Innovation in the classroom: Engaging English as a Foreign Language Students Using Project-Based Learning." The study provided an explanation of the instructional methodologies used in English theater class employing project-based learning. The results show that ICP students pre-dominated the class, particularly to improve their speaking ability, and the lecturer created a new learning environment in teaching English by assigning them some activities as communication, critical thinking, collaboration, and creativity, or known as the 4Cs skills. She explained that she began class by asking her students key questions to help them develop their critical thinking, and that the lecturer also took part in establishing the project's strategy and scheduling in order to help them build their communication and

teamwork skills. Additionally, in order to foster students' creativity, the professor reviewed their projects and provided criticism, as seen by their theatre performance. Another conclusion from this study is that PBL is used in English theater class to encourage students to be more creative.

The use of project-based learning, critical thinking, communication, cooperation, and creativity in the teaching of English, as well as the relevance of Karyawati and colleagues' research to this study. While the class participants are where these studies diverge. Participants in their study are English Department students taking an English Drama course. Contrarily, the participants in this study are FISIP students enrolled in English classes from five different disciplines.

Incorporate 4C's abilities in EFL teaching and learning to tackle education difficulties in the 4 Industrial Revolution is the title of a study written in collaboration by Rumina and Gayatri (2018). Incorporating the 4Cs into EFL teaching and learning, as well as critical thinking into reading activities, is one of the topics covered in this essay on the issues facing education in the fourth industrial revolution. To be more precise, this study offers educators empirical practice suggestions for incorporating the 4C's into EFL teaching and learning in order to foster students' preparedness for the 4IR. The paper is pertinent to our study since it discusses both the

abilities that students should be proficient in during the Fourth Industrial Revolution and how those skills are incorporated into English classes. It is unmistakably stated that graduates must be collaborative, communicative, critical thinkers and creative in order to succeed in the fourth industrial revolution.

In keeping with the use of the 4Cs in curriculum building, Maulidin (2016) conducted research with the title Curriculum Creation in Teaching Writing: Content Under the 4Cs. They relate to Tyler, the most well-known educational development. Tyler said that learning experiences indicated student engagement in the learning process, leading to the conclusion that the pressure to participate in the learning process was one of the aspects of the Tyler model's curriculum. Tyler in Nasution, (1993) also asserts that curriculum creation must diverge from objectives, teaching materials, the teaching and learning process, and assessment. Meanwhile, this study there are two primary stages for curriculum creation, according to Nasution (2012, p. 8): (1) production of curriculum guidance, and (2) development of instructional advice (learning).

The advantage of this study is that the 4Cs can be integrated with teaching writing through Bruner's 5E lenses educational paradigm to improve instructional design and curriculum development. The application of the 4Cs talents as necessary abilities that need to be acquired since the skills are vital in the 21st

century is where Maulidin's research in this study has value. In addition to the significance of Maulidin's and my studies, there are differences between them. His study focuses on the creation of learning activities, whether Tyler or Zais, which is a fundamental principle in curriculum development. As a result, the author attempts to integrate the 4Cs in curriculum development through teaching writing in this work. On the other hand, my study focuses on the necessity of integrating the four C skills into English language proficiency, including speaking, listening, and reading.

A study on pre- service EFL teachers' attitudes regarding language learning through social media is also available (Basöz, 2016). This research is one example of how social media may be used to learn English. However, the focus of this study is on examining how EFL teachers feel about language learning through social media as well as the impact that social media plays in language acquisition, particularly in speaking ability. Other than that, my research uses YouTube as a vital tool for creating educational materials, such as to monitor students' performance whether they are working on a group or individual project.

The researchers are more focused on discussing specific ways to incorporate critical thinking through reading activities and creativity, collaboration, and communication skills through poster craft and Piktochart, while the study focuses on speaking, listening,

and writing as well as other English skills in addition to reading. The paper has the advantage of giving EFL teachers ideas and motivation to use educational or platform web resources and applications, such as Newsela.com and Newsademic.com, piktochart, and viva video, as media for teaching and learning that can foster and encourage students' collaboration and creativity.

Çakir (2015) investigated the creation of optimum instructional resources. Regarding a specific resource, it must adhere to all the standards for the creation of ideal teaching materials, including being visually appealing, interactive, integrative, contextual, and having a positive multi-impact on both teachers and students. The importance of teaching materials in learning English as a foreign language is revealed by Çakir using Tomlinson's (2012) theory, specifically those materials that are created to help students master the target language, promote students' interest in learning, grab students' attention, and can inspire teachers' creativity.

According to Çakir (2015), a benefit of Tomlinson's idea is that the way educational materials are designed influences how well students attain the abilities that prospective product consumers demand. The development of engaging, pleasant, and interactive teaching resources for English that maximize student learning outcomes as well as the design of integrated teaching materials are where this research's importance resides. The research respondents

and research focus are different between this study and Çakir's study. 38 English instructors from 14 Turkish primary schools participated as the responders for Çakir's creation of an integrated English teaching resource. But in this study, there were 345 students from different departments at a university, together with 10 teachers and department heads.

Manurung (2015) discovered that students majoring in English in Indonesia can enhance their speaking abilities by creating contextual teaching materials based on online readings. The many sources of information needed to create instructional materials must be filtered by developers, who play a crucial part in this process. Furthermore, Manurung expresses the idea of creating a model of teaching materials that can enhance students' proficiency in English speaking skills using the theory of Richards, et al., (2002), specifically the design of teaching materials, they are in accordance with the target needs of students, presenting a pleasant learning environment, all components in teaching materials according to the interests of students, and can overcome the real difficulties experienced by students.

The report focuses how crucial internet literacy is to helping students develop their English-speaking abilities. Manurung's research is pertinent to this study since it contributes to the construction of instructional materials aimed at enhancing the

English-speaking abilities of Indonesian students in the English department. The key distinction between these two studies is the use of PTK (classroom action research) design in Manurung's research, which also places a strong emphasis on product implementation. The design of the teaching materials used in this study, however, is in keeping with the goal objectives and learning needs of the students' perception of English, as well as those of the lecturers and faculty.

The essay by Aismail and McGuire (2015), titled "21st Century Standards and Curriculum: Current Research and Practice," was presented. This article defines 21st century talents and explains techniques that let students improve these skills. The essay by Aismail and McGuire (2015), titled "21st Century Standards and Curriculum: Current Research and Practice," was presented. This article defines 21st century talents and explains techniques that let students improve these skills.

The advantages of reading this article include The Partnership for 21st Century Skills has produced a framework for 21st century education, and Aismail and McGuire have specifically outlined how it is incorporated (P21). The article also looks at how The Partnership for 21st Century Skills created educational standards for the following generation in order to offer a suitable application strategy

and explain how to create curriculum that is in line with 21st century expectations.

Suherdi (2015), examines 21st century world and the new demands of communication in our today's life, and the nature and roles of English in this century communication. To be specific, this paper is aimed at answering questions on how English is to be best learned and taught, how English is to be best utilized, and how the English curriculum is to be best oriented. The advantage of his research is his explanation that deal with optimizing ICT for the sake of creating excellence in all aspects of students' life involving communication in all settings (local, regional, or international). The development of LMSs and open sources such as MOODLE, MOOCS, SPOT, etc, provides teachers and educators with a wide range of creative opportunities to develop both 21st century skills, including multimodal and multi-semiotic communication which is the heart of 21st century success (Cf. Freeman, 2010; Graddol, 2010). The relevance of this study with this research is this study also discuss the implementation of blended learning by using MOODLE LMS, which makes it relevant to this research.

Another research and development has been conducted by Suratni (2014), her research has several purposes, namely know the current syllabus; get the data and conclusions about the syllabus; find out theoretical syllabus developed nowadays; draft and develop

a new syllabus to suit the needs of students, faculty, and industry; get the validity of the test results by getting experts to the syllabus; get the limited field test results against the syllabus; and get the eligibility of the syllabus. The research uses research and development proposed by David Jolly and Rod Bolitho in Nurhayati (2008:97-99).

The advantage of her research is the researcher simplifies the seven stages according to the research needs of syllabus development. Thus, the research step consists of two main stages as follows. First, the research toward ongoing English syllabus through document study, learning observation, and needs analysis for syllabus development. Second, development of English learning syllabus in the Publishing Study Program.

There are similarities between the two studies in that both are concerned with the study and development of the English curriculum, but this study also discusses the teaching materials. The R&D concepts put forth in Nurhayati by David Jolly and Rod Bolitho (2008:97-99) are used in these studies. Despite the fact that Suratni's research aims to find a suitable curriculum for English courses that are offered over multiple semesters, such as English I, II, III, and IV, it differs from my research in that the learner backgrounds and goals are somewhat different. However, this study only applies to first-semester English class that are offered for a

single semester or without levels. The syllabus was developed with the needs of students, teachers, and the publishing industry in mind, which makes this study unique. However, the objective of my research is to create English curricula and instruction that take into account the needs of students, teachers, and faculty. Additionally, it ought to be aligned with a 21st-century learning orientation and pertinent to the expected needs of the century.

A Blended Learning Study on Implementing Video Recorded Speaking Tasks in Task-Based Classroom Instruction is another intriguing study that blends task-based English speaking research with the blended learning methodology (Kirkgoz, 2011). By assigning the job of filming students speaking English at home and having them debate the videos they created in class, this researcher hopes to build an English-speaking learning model. It demonstrates that using a video camera as a technological tool has great effects since it allows students to critically assess their own speaking assignments. They are making technology integration and face-to-face instruction very promising for language acquisition. As a result, the films play a crucial part in documenting and assessing students' speaking abilities. The outcomes of the video recording can be utilized as research materials to examine pupils' proficiency with the English language (Bajrami & Ismaili, 2016; Kirkgoz, 2011). The study closely resembles mine in that it makes use of YouTube as a

medium to provide students practice assignments for their English language abilities.

The expectations of the target audience and the user context must be taken into consideration while creating a teaching resource, according to Pardo and Téllez's 2009 study. Using Tomlinson's (1998) theory, Pardo and Téllez examine the development of a model of instructional materials. The brilliance of Tomlinson's theory is in the creation of a model of instructional materials that is in accordance with the target demands by fusing concise concepts, instructions for creators, and the content of the components in the learning process.

According to Pardo and Téllez (2009), the fundamental elements of all educational materials have a good effect on both teachers and pupils. They said, "Developers are urged to adopt acceptable development principles, appropriate development processes, and appropriate and quantifiable development stages." According to Pardo and Téllez, this research is relevant to the development of English teaching materials based on needs analysis, the context of the users of teaching materials, the idea of developing a teaching material, and the components in teaching materials based on the needs of potential users.

The discrepancy arises from the fact that Pardo and Téllez do not explicitly list the components of a development of teaching

materials, such as the required language ability, types of activities, types of exercises, language themes, and subjects appropriate to the user's learning objectives. Additionally, they make no mention of the media or educational tools used to develop English speaking skills. While in my research, subjects, language competency, and educational activities are all explored in detail.

Pardo and Téllez (2009) investigated how developers are able to design a teaching material that must be in accordance with the target needs and user context of developing a teaching material. Pardo and Téllez use Tomlinson's (1998) theory in dissecting the development of a model of teaching materials. The superiority of Tomlinson's theory according to Pardo and Téllez is the development of a model of teaching materials that is in accordance with the target needs by integrating clear concepts, principles that must be followed by developers and the essence of the components in the learning process.

Furthermore, Pardo and Téllez (2009) stated that in developing a model of teaching materials, developers are encouraged to follow appropriate and measurable development steps, acceptable development concepts and the essence of all components contained in teaching materials have a positive impact on teachers and students. The relevance of Pardo and Téllez's research with this research is the development of English teaching materials based on

needs analysis, the context of the users of teaching materials, the concept of developing a teaching material and the components in teaching materials based on the needs of potential users.

The difference is that Pardo and Téllez (2009) do not explicitly describe the components of a development of teaching materials, such as required language knowledge, types of activities and exercises, and language themes and topics that are appropriate to the user's learning outcomes. Besides, they do not explain which media or learning tools were used in order to improve English-speaking practices. Whereas, in my research is explained specific language knowledge, themes and class activities.

3. The Distinction between this Research and Previous Research

After reviewing related literature of numerous relevant data from prior studies, the writer developed the following framework of the overall research and development and the purpose of previous writers conducting research and development such as (1) What are model of teaching materials applied, (2) What the researchers want to develop, a curriculum/ syllabus, RPS, or teaching materials, (3) What skills are needed to improve, (4) What supporting theories have been used by previous researchers, (5) Are there past studies on the model of teaching materials geared toward 21st century education, (5) Has previous research discussed blended learning, OBE, and MBKM programs concurrently, and (7) Was previous research based

on the needs of students, lecturers, and head of study programs/ stake holders on campus.

Based on the findings of the preceding research, it appears that no comprehensive study has been conducted on developing teaching materials oriented toward 21st century education and in accordance with the MBKM program, as well as on compiling teaching materials for blended learning classes using OBE principles. There is one research objective in common between the previous research and this research, namely, to develop English language teaching materials oriented towards 21st century education. However, the difference between previous research and this research clearly explained that the previous research did not make lesson plans or RPS before creating an English textbook, and the writer did not employ OBE principles in creating the book. In addition, the teaching materials and the book will be used for students at English department, and the class does not apply the blended learning method. During this study, the writer initially made the steps for developing a lesson plan or RPS by adopting the OBE principles, which could be implemented in the blended learning method. Furthermore, the writer developed an example of an English teaching module based on an RPS designed for FISIP students.

Given these points, the writer chose the research topic pertaining to teaching materials model entitled Synchronizing English Teaching Materials with Outcome Based Education in reference to 21st Century Education.

To put it briefly, the writer is motivated and challenged to conduct developmental research in order to create teaching materials. The study's findings include guidelines for developing RPS based on OBE principles, as well as a syllabus and an example of teaching material modules based on the needs of students, lecturers, and head of study program. Another critical aspect is that the teaching module must represent themes related to 21st century learning and skills that students must possess in the 21st century.

B. Concept

The concept defines boundaries for the terms used in the research title and clarifies terminology. In this study, a number of terms related to the research title are defined, including; (1) teaching materials, (2) 21st century education, (3) Blended Learning, (4) MBKM (Merdeka Belajar Kampus Merdeka), and (5) OBE (Outcome Based Curriculum). The following terms are explained in detail;

1. Teaching materials

The teaching materials referred to here are text-based teaching materials organized for the benefit of the learning process of English courses geared toward 21st-century education. Text-based teaching

materials are one of the learning tools that play an important role in promoting the success of a learning process. The availability of teaching materials has a positive impact on both teachers and students. Consequently, in order for a teaching resource to significantly aid in achieving the desired learning outcomes, teachers or material developers are encouraged to complete all substantive components in it.

The idea put forth by Richards and Rodgers (2002: 30) that teaching materials are significant factors in the learning process is supported by the idea that they can increase students' knowledge in accordance with their cognitive development, accommodate their various learning styles, promote student independence, and offer opportunities for learners themselves to reflect on their own learning progress.

Similar to how Belawati (2003:10) claims that teaching materials are among the elements of learning that are systematically ordered and have a significant part in the learning process, in this case serving as a guide for instructors and students to enhance learning orientation.

Brown revealed that teaching materials are everything related to a description systematically regarding the techniques and exercises used in learning. This definition includes the textbooks

used, audio and audiovisual materials, games, or various activities that take place in the classroom (J. D. Brown, 1995).

Brown (2007) refers to books as instructional resources. Textbooks are books and texts that are utilized in educational programs. There are two kinds of books texts: 1) teacher resource books and 2) student books.

The concept of teaching materials articulated by Brown, particularly the availability of exercises carried out in the classroom, is also contained in Harwood's definition.

Harwood (2010), on the other hand, he stated that the teaching materials included literature and learning assignments assigned to students. Texts and tasks might be in paper (print), audio, or visual formats. Furthermore, as Tomlinson points out, the teaching materials comprise text in print (paper), audio, and visual formats (2007). According to Richards (2001), teaching material is an important component in language learning.

On the basis of the theories put forward by the experts above, it can be concluded. First, teaching materials are all that described or described in the learning process in class. Second, the teaching materials contain text and assignments. Third, teaching materials can be in the form of print (books), audio, and video. More importantly, the learning process is greatly influenced by the teaching materials. Therefore, it is important for the course

designers or lecturers to pay close attention to how each component is placed. This includes creating a semester course based plan, or RPS (Rencana Pembelajaran Semester), which includes learning objectives, discussion topics, learning activities, assignments, and references to learning resources. Each of these steps must be completed methodically in order to create well-designed teaching materials.

2. 21st Century Learning Education

The 21st century education intended here refers to how to create instructional materials for English classes and language use in line with the 21st century education's orientation and its philosophy, which states that students must be able to master specific topic knowledge and possess a set of abilities as a foundation to meet the demands of the 21st Century. This viewpoint is consistent with Trilling and Fadel's (2009) concept, which states that 21st century education is education that prioritizes originality of knowledge and masters several skills from the three main themes of 21st century education, such as learning and innovation skills, digital literacy skills, and life and career skills.

Indeed, connecting knowledge to the real world is an important component of the twenty-first century teaching model. The goal of authentic learning is met. Teachers use this approach to make the classroom more interesting by increasing student participation in

class activities and applying knowledge in real-world situations. Using real-world contexts allows students to conduct research outside of the classroom, such as interviewing experts and specialists to obtain information in a specific field.

Based on the concept put forward by Trilling and Fadel, 21st century education focuses on critical thinking skills, skills in connecting science with the real world, skills in using information technology, and communication and collaboration skills. These abilities can be attained by developing a teaching material model that is tailored to students' target needs and learning needs.
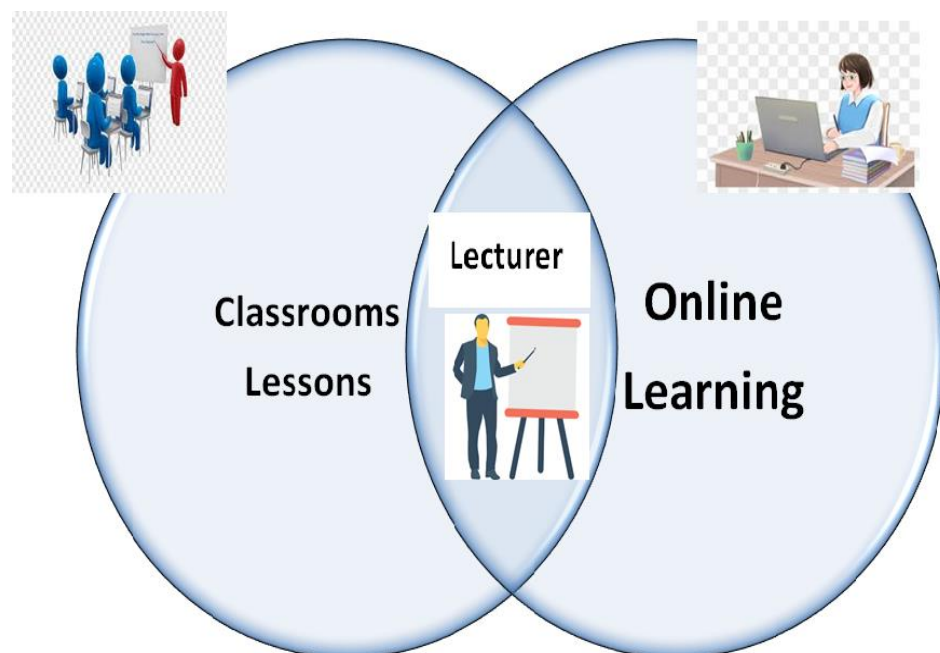
Figure 1. Blended Learning

3. Blended Learning Concept

Blended learning is one of the most recent concerns in education as globalization and technology advance. Blended learning has long been used in developed countries, particularly at the university level. The blended method is commonly utilized because the blended learning technique is thought to be acceptable since it allows students to access the learning process more freely at any time and from any location thanks to enhanced internet technology. This method also changes the paradigm that to obtain the knowledge might occur only if students go to school.

a). Definition of Blended Learning

Blended learning can be defined as giving options for learning at any time and from any location by utilizing suitable electronic equipment. Blended learning, for example, is characterized as having access to learning resources at any time and from any location (Gardner & Bryn, 2006), and by using any electronic device such as a computer or a mobile phone to provide learning materials (Stockley & Derek, 2003). The availability of learning resources has become the primary emphasis of mixed learning. Its varied learning options are available to everyone. This is a fairly wide definition of blended learning to promote the notion of life-long learning.

Blended learning may also be considered as a reaction to technological advancement. It is not merely seen as the merger of online and face-to-face learning. Thorne (2013) mentioned that

blended learning is a combination of e-learning and multimedia technologies, such as video streaming, virtual courses, and online text animations, integrated with conventional types of classroom teaching. In line with thought Thorne, Graham (2005) defined blended learning as "learning that mixes online learning with face-to-face learning" (face-to-face learning).

Driscoll (2002), presented four concept of blended learning namely:

1. To combine or mix modes of web-based technology (e.g., live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, and text) to accomplish an educational goal.

2. To combine pedagogical approaches (e.g., constructivism, behaviorism, cognitivism) to produce an optimal learning outcome with or without instructional technology.

3. To combine any form of instructional technology (e.g., videotape, CD - ROM, web -based training, film) with face-to-face instructor-lead-training.

4. To mix or combine instructional technology with actual jobs tasks in order to create a harmonious effect of learning and working.

Furthermore, the writer views that the emergence of the concept of blended learning is one of the impacts of the 4.0 industrial

revolution. It is believed that the Fourth Industrial Revolution and the twenty-first century are called digital eras in which anything may be produced and transmitted automatically. The advancements were facilitated by the expansion of computer science, hardware, software, and global networks (Morrar, et al., 2017). The changes have an impact on every aspect of human existence, but especially the field of education. a label for the present automation movement, which has pushed computer technology, software, worldwide networks, and development (Morrar, et al., 2017). It is mostly related with artificial intelligence, robotics, internet of things (IoT), virtual reality, 3D printing, cloud computing, and so forth. The omnipresent of technology make it possible to affect the way we live, interact, learn, work and think. Currently, the rapid development of the workforce in the 4IR gives impact to the companies to be more selective in recruiting their prospective workers. One has to be proficient in technology, the internet of things, and other soft skills in order to succeed in the industry 4.0.

According to Ally (2007), asynchronous online learning allows students to access subject content at any time, whereas synchronous online learning allows students to interact with other students in real time, such as during discussions in E-Learning forums. Individualized learning is a type of blended learning model activity in which students can study independently by accessing

information, materials, or online classes through the use of the internet. It does not imply self-study, but rather autonomous learning with or without the assistance of others. In summary, blended learning exists to compensate for the shortcomings of face-to-face learning and to give students the opportunity to expand their knowledge through the use of technology without being bounded by space or time.

In particular, there are many options available in cyberspace for educators to achieve the actual meaning, allowing students to glimpse the real world through their online experience. By way of example, video game technology, role playing in an online simulation learning environment, and video on YouTube can be effective ways of displaying a wide range of topics and realistic problems. Accordingly, teachers in the twenty-first century are expected to be able to motivate their students to broaden their knowledge, experience, and skills by developing ways to comprehend the real world through surfing on the internet.

As stated by Jacobsen (2001), the learning environment, problem solving, critical thinking, and other skills can all be supported by a variety of technological tools. Digital storytelling can be facilitated using a variety of tools, including ePortfolios, Google Sites, WebQuests, quizzes, wikis, portfolios, and SoftChalk LessonBuilder. As the positive impact, students can work in

collaborative groups using technological tools, which may increase student motivation and develop critical thinking. It is believed that multimedia tools encourage deeper understanding to complete class activities.

b). Blended Learning Models

In general, the learning system design paradigm seeks to make learning more effective and efficient. The learning system design paradigm, in general, consists of five main elements: analysis, design, development, implementation, and assessment (Cennamo & Kalk, 2019). The writers discovered various blended learning models by searching the findings of previous studies on blended learning design models. However, the authors only discuss three blended learning models, which may be interpreted as follows:

1. Piskurich Model (Asynchronous & Synchronous Design)

Piskurich (2006) mentioned additional references in developing blended learning, namely Asynchronous & Synchronous Learning Design. The steps of the learning model are described as follows:

Table 1. Piskurich Model (*Asynchronous & Synchronous Design*)

Asynchronous Learning Design	Synchronous Learning Design
➢ Defining a comprehensive e-learning strategy	➢ Designing considerations for synchronous e-learning.
➢ Designing and developing a good program	➢ Doing mini-interactions (modeling)
➢ Developing learning/content	➢ Redesigning the program

management system.	
➢ Preparing institutions for global e-learning	➢ Considering other alternative synchronous activities.
➢ Well-organized implementation planning.	➢ Developing a facilitator guide
➢ Creating an effective evaluation and monitoring plan.	➢ Developing students' learning guide
➢ Design and develop asynchronous learning.	➢ Developing media
➢ Analyze the data.	➢ Creating interactions
➢ Develop teaching materials.	➢ Audience analysis
➢ Developing the interface. - Program evaluation	➢ Evaluating Program

(Source: Piskurich, 2006)

This model has the advantage that it considers every factor that influences how well e-learning works. However, this tactic has the drawback of requiring a team with a wide range of expertise. This will make the design process time-consuming and costly.

2. Multimodal blended learning design model

This model provides a framework for teachers and lecturers to use different types of learning modalities during the learning process. It covers the following topics: 1) online discussion; 2) assessment activities; 3) student collaboration via wiki; 4) reflection activities through individual or group publication via blog, twitter, or another social media; and 5) activities for providing teaching materials via a content management system or other media (Picciano, 2009). This model encourages lecturers and teachers to make the most of

various forms of communication already in use, including email, social media, blogs, video blogs, and other technologies, in order to design effective learning that is more appealing to students and fits with the lifestyle of millennial students.
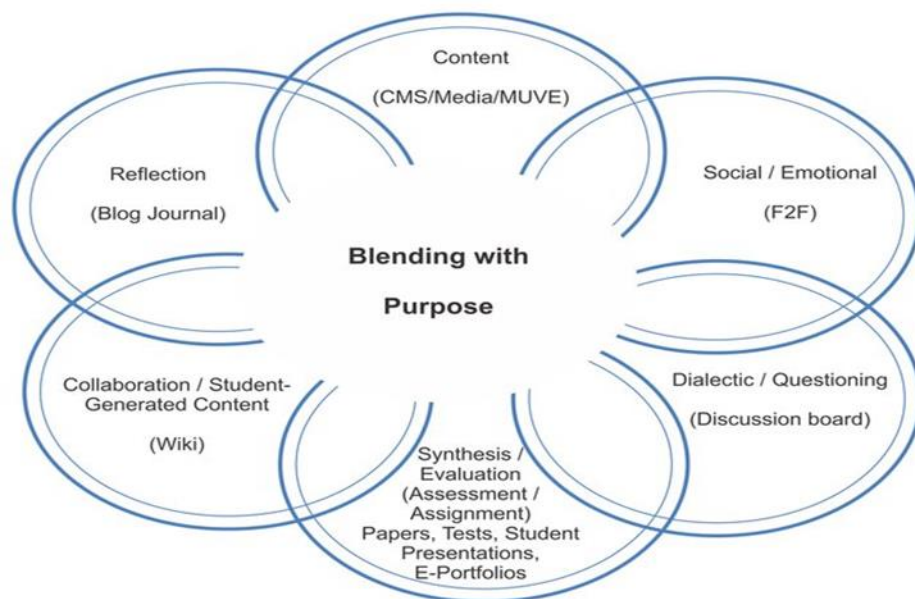
(Source : Picciano, 2009)
Figure 2. Multimodal Blended Learning Design Model

3. Quadrant model of blended learning

Furthermore, Chaeruman, et al, (2018) designed the framework of conceptual model of blended learning, called quadrant of blended learning.

Synchronous Learning

- Learning at the same time and space

Live Synchronous

Virtual Synchronous

- Learning at the same time, but diferent space

BLENDED

Self-directed Asynchronous

Collaborative Asynchronouus

- Self-directed learning anytime and anywhere

- Learning anytime and anywhere with other

Asynchronous Learning
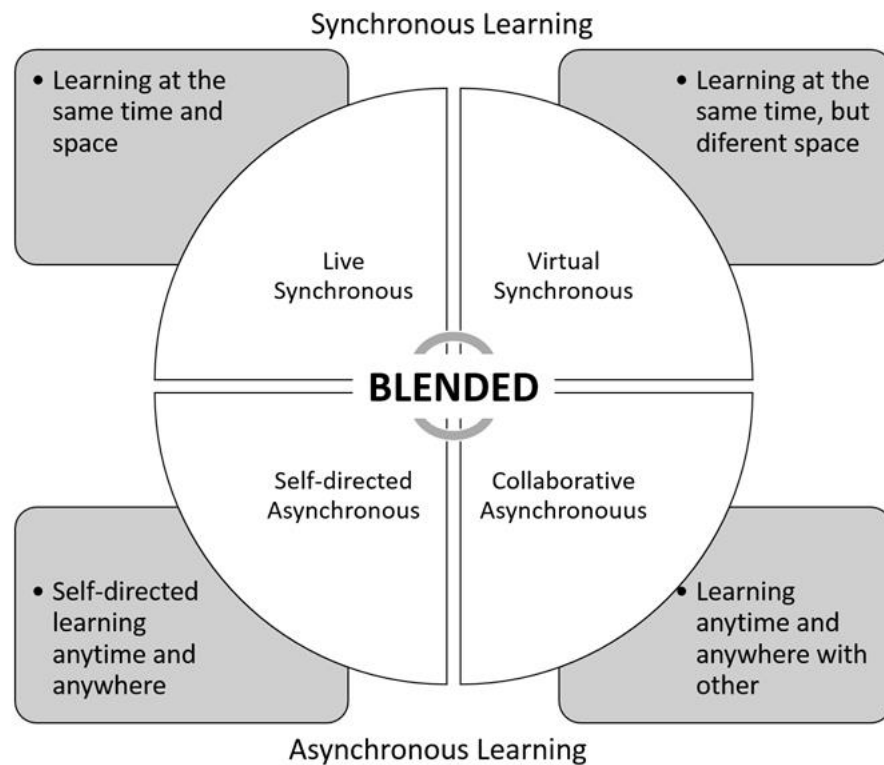
Figure 3. Learning activities

Figure 3 depicts four quadrants of blended learning from the standpoint of a learning context. Learning environments are the contexts or conditions in which learning occurs. Those are classified as synchronous or asynchronous learning. Each category can potentially be divided into two different subcategories, which are outlined below:

a) Live Synchronous Learning (LSL). LSL is learning experience that occurs between the learner and the learning resources at the same time and place. LSL is the same as face-to-face learning, such as lecture, group discussion, lab practice, field study, etc.

b) Virtual Synchronous Learning (VSL) is learning experience that occurs between the learner and the learning resources at the same time, but diferent place. This learning setting can be mediated by synchronous tele-learning technologies such as audio-conference, web-based conference or videoconference.

c) Collaborative Asynchronous Learning (CAL) is learning experience that occurs between the learner and the learning resources at any time or place with other resource persons. CAL can be mediated by asynchronous learning tools such as discussion forum, milling list, online assignment, etc.

d) Self-directed Asyinchronous Learning (SAL) is learning experience that occurs between the learner and the learning resources at any time or place under their own pace and control. SAL can be facilitated by various high quality of learning objects in many forms of appropriate media, such as text, audio, visual, audio-visual, animation, and simulation.

4. Flip Learning Model.

Flip Learning is another blended learning concept (J. Lee, Lim, & Kim, 2017). This strategy is founded on the flipped-classroom idea, which states that students must first study online before learning in class. Starting with the analysis, design, development, implementation, and evaluation stages, this approach is highly complete and methodical.

As mentioned earlier by the author, Universitas Nasional had implemented blended learning methods before the COVID-19 pandemic. The blended learning system is regulated in the decree of the rector of Universitas Nasional No. 65 of 2019. In chapter I regulates the definition, objectives, and functions. Some of the points in the Chancellor's Decree include; 1). blended learning is a learning method that combines e-learning lecture methods that utilize information packages based on information communication technology for learning purposes that can be accessed by students anytime and anywhere with conventional learning. 2) BL learning aims to improve students' learning efficiency and effectiveness by utilizing information and communication technology and other communication media.

BL learning is a learning method that assists students in learning by minimizing time, distance, and space constraints.

The number of BL learning sessions, which consists of 7 sessions of face-to-face learning (onsite) and 7 sessions of online learning.

Technically, the implementation of BL in UNAS is carried out in the form of face-to-face and virtual learning. For example, in the first week/ odd week learning is done by onsite, while in the second week/ even week learning is done by online. UNAS uses MOODLE *(Modular Object-Oriented Dynamic Learning Environment)* platform

as its learning management system (LMS). MOODLE is a software package designed for internet-based learning activities and websites that employs social constructionist pedagogical ideas. The platform consists of many features for instances web course, cyber library, tracer study, and SKPI. Academic information is accessible to students, particularly through the Web, which serves as a channel of communication between lectures and students. Since online classes are conducted, lecturers may welcome students, pose simulation questions, or start a discussion on a specific subject based on the RPS. Students can sign up for the forum and actively engage in the discussion forum. Not only give lecturing via discussion forum, but also lecturers can deliver materials via zoom in addition to using discussion forums.

As stipulated by the rector's decree, lecturers must properly carry out the learning process by applying blended learning method. It is obvious that the lecturer must create a semester course based plan /lesson plan with clear instructions for students so that they know what should be prepared during face-to-face learning as well as during online learning. If the process is carried out correctly, the learning objectives are likely to be achieved. In this study, the author will develop an English lesson plan for blended learning system that will be used in FISIP. The steps in developing the lesson plan will adopt OBE principles and will be explained in the following chapter.

According to Jacobsen (2021), various technological tools can support learning environments, problem solving, critical thinking, and other skills. ePortfolios, Google Sites, WebQuests, quizzes, wikis, portfolios, and SoftChalk LessonBuilder are some tools that can help with digital storytelling. Students can work in collaborative groups using technology tools, which can boost student motivation and help them develop critical thinking skills. Multimedia tools can be used to supplement classroom activities and promote deeper understanding. As a result, mixed learning methods are expected to encourage young people to become self-directed learners. They can get a lot of learning resources from the internet without having to wait for their lecturers to order them. In other words, they can expand their knowledge as much as they want. The goal of mixed learning is to provide students with the opportunity to access many learning resources from the internet, which means they can learn not only on campus but also anywhere in the world. Furthermore, another success factors for blended learning are the discipline of lecturers and students applying the course based semester/ RPS as planned from the beginning until the end of lecturing.

4. MBKM (Merdeka Belajar - Kampus Merdeka)

The launch of the MBKM program represents a new breakthrough in the education revolution. Nadim approved four significant independent campus policies, including the creation of a

new study program, the establishment of a system of accreditation for state universities with legal organizations (PTN Legal Entity), and opportunities for students to take three semesters of coursework outside of their study programs. Regulations number 3, 4, 5, 6, and 7 of the Ministry of Education and Culture for the year 2020 apply to this policy. This program has been in effect since the year 2021. MBKM is required and must be implemented in public and private universities. As a result, Universitas Nasional has been using MBKM concurrently since the 2021-2022 academic year.

There are eight schemes of MBKM program offered namely; (1) exchange students, (2) internship program, (3). teaching assistant in education unit, (4). research, (5), humanitarian project, (6), entrepreneurial activity, (7), independent research/project, (7), build a thematic work village/ community service program.

One of the four MBKM program policy points that has been implemented is that students are allowed to study for three semesters outside of their course of study. For examples, students can study in different study programs but still at the same university for one semester or the equivalent of 20 credits, study in the same study program at different tertiary institutions for one semester, or study at different universities and study programs. Aside from that, students can select one of the MBKM schemes that are offered to students.

Nadim emphasized that those who participate in the MBKM program will gain valuable experience because they will explore what they get on their own campus, they will learn naturally how to solve problems at work, how to build communication with new partners, how to collaborate in a team, and how to build their creativity and innovation skills in a new environment. This expectation is a clear illustration of the MBKM program's objectives, which are as follows: 1. Achieve graduate learning outcomes with additional competencies, both soft and hard skills, based on current needs; 2. Internalization of a professional attitude and work culture appropriate and necessary for the business and/or industrial worlds, resulting in a link and match; 3. prepare graduates to be superior and charismatic future leaders of the nation. Source: Free Learning Guidebook for Independent Campus, Ministry of Culture and Education, 2020 the MBKM program scheme is as follows:

Source: MBKM guide pocket book, 2020

Figure 4. Examples of Learning Activities

Students who have completed at least three semesters of their study program are eligible to participate in the MBKM program, and they may enroll in a maximum of three of the eight existing MBKM program schemes. It was difficult in the early stages of implementing the program, especially for structural members and students as the study program must revise the curriculum, create lesson plans that

should adopt outcome-based education, and adjust the old courses to the new ones.

Almost all study programs are required to revise their course RPS and they must adhere to OBE principles. In this study, not only lesson plan/ RPS will developed by the writer, but also teaching materials based on the needs of FISIP students and the teaching materials should correspond to. However, the writer conducts research,before creating the RPS and the teaching materials that will be used which is covered in more detail in the following chapte.

5. Outcome Based Education (OBE)

Outcome-based education (OBE) is a learning practice that was initiated by William Spady in the 1980s and 1990s. Spady stated in 1994 that OBE is the main focus and organization of everything in education based on what students able to do at the end of their learning experience. OBE consists of four principles. The four principles are as follows: The first principle is the clarity of learning outcomes. According to this principle, teachers need to select wisely when creating lessons that will help students learn. Additionally, teachers should match the objectives with the instructional and assessment activities they use. The second principle is increased opportunity and support for successful learning. In this regard, time is regarded as a valuable resource that contributes to the learners' learning achievement. In order to

cultivate the desired learning outcomes, teachers must utilize a variety of instructional strategies and provide learning opportunities. It is assumed that if students are given more opportunities, they will be able to meet higher standards. The third principle is that everyone should succeed. Instructors must set high standards for all students. Students are expected to excel by reinforcing prior learning, increasing self-confidence, and providing motivation. The final principle is to base instruction on outcomes. Learning outcomes should guide instructional design. Learning activities that help students achieve the desired learning outcomes should then be used to support such design. Additionally, a proposes of Spady (2007) is to concentrate totally (focus) on the education system. OBE is designed to cover the goals with what evidence in the learning outcomes. A strong goal is to orient on the future and ask the lecturer how to imagine the real condition in the future and make students to change themselves at the end after lecturing. Identification of the outcomes allows us to determine the specifications of outcomes.

In line with Spady's perspective that outcome-based education is defined as an educational approach in which curriculum decisions are driven by the outcomes that students should demonstrate by the end of the course-professional knowledge, skills, abilities, values, and attitudes-rather than the educational process. It emphasizes the

importance of knowing your final destination before embarking on your journey Harden, R.M., Davis, M.H. & Crosby, J.R. (1997).

In OBE implementation, the curriculum should be designed so that teaching activities, learning activities and tasks, as well as assessments are coordinated with the learning outcomes. Biggs (2003) points out that in good teaching systems, learning methods, learning activities and means of assessment are all coordinated to support student learning.

The steps of OBE implementation by using curriculum of backward design are shown in the following illustrations:

Delivery LO

Desain LO

Implemented

Left pyramid (Delivery LO)	Right pyramid (Desain LO)
Universitas Mission	7 Universitas Needs
Faculty Mission	6 Faculty Needs
Department Mission	5 Department Needs
Goal & Objective and/or Graduates Competencies	4 Government / Ministry Needs / Accred. Board Needs
Programme Learning Outcomes	3 Employer / Professional Needs
Course Learning Outcomes	2 Students / Alumni Needs
Lesson Learning Outcomes	1 Society Needs

The stage illustration in the curriculum of backward design Source Backward Design Model, by Wiggins and McTighe (2010) There are 7 (seven) steps in learning outcomes design, namely;

1. Review and formulate what is needed by the society

2. Review and formulate what is needed by Students and Alumni

3. Review and formulate what is needed by the Graduate User /employer

4. Translating what is needed by the Government / ministry of education / accreditation body

5. Review and formulate what is needed by the Department

6. Review and formulate what is needed by the Faculty

7. Review and formulate what the University wants

The above stages are the 7 stages / steps of how a program of study in LO design, where the LO as a form of student ability after they learn to meet a number of credits in the curriculum of the Study Program.

In essence, OBE's main principle is to prioritize learning outcomes first, and when determining LO, it is essential to conduct a needs analysis involving stakeholders. The second is a backward curriculum design, in which the needs analysis begins with the community's needs for graduates before moving on to university needs. Third is structured suitability, which consists of learning objectives, learning activities, and assessments. The final principle is to encourage opportunities for learning.

One of the highlights of OBE is that lecturers must know the profile of graduates as well as graduates learning outcomes from

study program in order to develop lesson plan/ RPS. It is critical to understand the profile of graduates in the OBE approach. A graduate profile is a role that graduates in a specific field of expertise or work after finishing his studies can perform (within the scope of work). The learning outcomes of study program graduates can be developed using the graduate profile. In developing graduates learning outcome they should meet international standards and 21st century skills, elements of KKNI, National standard of higher education, as well as the institution's vision, and mission.

The writer obtained information from the program heads of each department for this study, including profiles of FISIP graduate students, graduate learning outcomes, and expected learning outcomes. As a result, the writer only conducts research to find out what are the needs of students and lecturers in learning English, as well as and program directors in terms of the teaching materials that must be provided to them.

C. Theoretical Background

There are several theories are used in this study such as Learning Theory, Bloom Taxonomy, Development of Teaching Material Models, Language Teaching Material Development Models, Procedure for developing teaching materials, Purposes, Functions and Principles of Material Development

1. Language Learning Theory

According to the constructivism theory, learning is something that needs to be built or constructed by the learners themselves rather than a process of knowledge transfer. As a result, the students must complete their own learning independently. Teachers or educators in constructivism theory only act as facilitators. This is what gives rise to numerous approaches, models, and student-centered learning techniques based on this learning theory.

Constructivism is a school of thought in philosophy that emphasizes knowledge as the result of construction or formation. Knowledge, according to constructivism, is the result of a cognitive construction of reality that occurs as a result of one's activities or activities. Whereas constructivism seeks to give students the freedom to discover their own competence and knowledge in order to develop the abilities that already exist within them.

According to Thobroni (2015), constructivism is a theory that allows everyone to find what they want while also providing opportunities for what they need. Because the freedom for humans to learn and find competencies can be obtained through space and opportunity, according to the potential that exists within each of them.

Bruner (1966) is another constructivist figure who popularized discovery learning to help students discover basic principles in their own way. Students are encouraged to learn more in their own way through active involvement with concepts and principles in discovery

learning, and teachers encourage students to gain experiences and conduct experiments.

Constructivism, in which students construct their own knowledge through learning experiences. Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. Constructivism is an educational theory that states learners construct new meanings and understanding by integrating new information with prior knowledge. Constructivist theorists recognize the importance of social interaction and context in the learning process. An example of constructivism in the classroom is the discovery learning method of teaching. Students are encouraged to draw upon their past experiences, discuss possible solutions, and explore their surroundings to find a solution together. Based on the constructive theory, the writer has chosen to use it as a foundation for developing learning strategies that will be used when developing lesson plans and teaching materials for English classes at FISIP.

2. Blomm's Taxonomy

Bloom's taxonomy is a hierarchical structure that identifies thinking skills from low to high levels. This is a classification from teacher to student to achieve various results and skills (learning outcomes). Recently, taxonomy of Benjamin Bloom terminology

updated to include the following six levels of learning. Below is the picture of Bloom's Taxonomy theory;
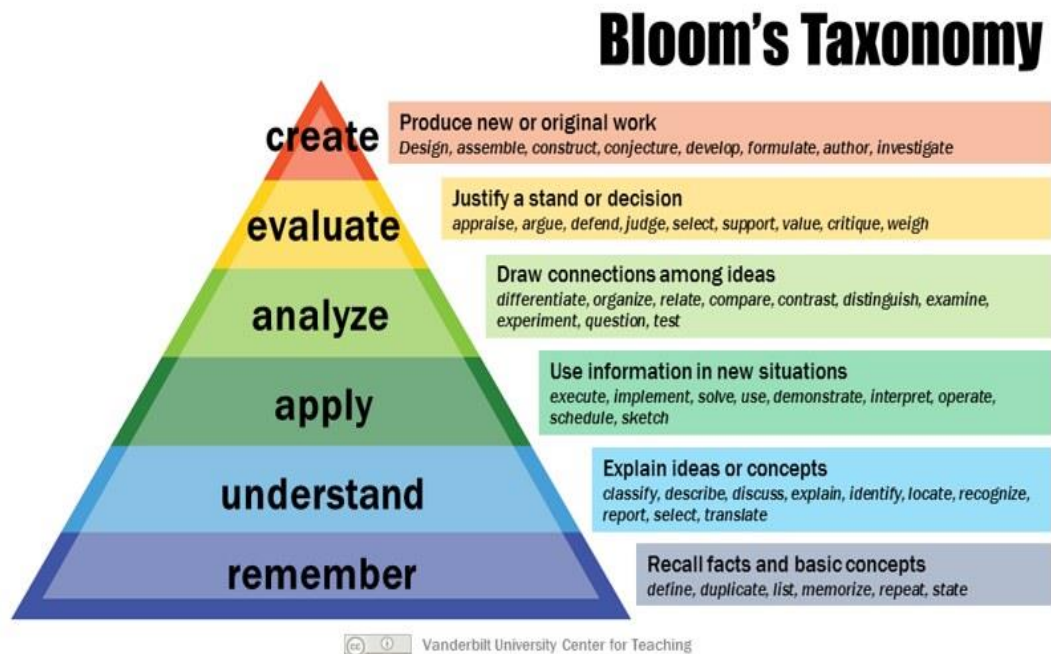
In its development, taxonomy bloom is associated with OBE (Outcomes Based Education). OBE is an education system that places an emphasis on what students can do well at the end of their learning experience. The curriculum is designed so that students can achieve these abilities.

In relation to OBE, Bloom's taxonomy is a hierarchical structure that identifies the thinking skills set by the teaching designer to suit the end of the student's learning experience. With these two relationships must be closely related because both relate to the reciprocal nature of teaching success.

Furthermore, this study applied the OBE principle to develop a semester course-based plan (RPS), and teaching materials. Eventually, the target of this study is to synchronizing English teaching materials with OBE in reeference to 21st century education.

3. Development of teaching materials

There are several professional viewpoints on instructional materials. According to Graves, instructional materials include everything that teachers employ to help students learn, including any efforts made to create, alter, or manage instructional materials through learning activities (Graves & Xu, 2000). In a similar vein, we might suppose that instructional materials are media that teachers employ to facilitate learning. Teachers can modify them using already published books or by creating new resources.

It has been a very essential point for teachers or course developers in order to comprehend material development and its process should be followed regularly due to obtains quality material. Dudley-Evans and St. John in Richards observe that "only a small proportion of good teachers are also good designers of course materials" (Richards, 2001). Hence, it can be concluded that there are still few teachers who design teaching materials for classroom learning that are in accordance with the needs of the learners. Furthermore, Alwright stated in Richards (2001) that, "material can contribute to the purpose and content but cannot determine both.

What is learned, and indeed, can be learned, is the product of interactions between students, teachers, and the material at their disposal" (Richards & Renandya, 2002). So, we can assume that materials provide contribution to the goal achievement and learning content. However, they cannot be a means to learning goals. What is learned denotes a product interaction between the learner and the teacher.

Additionally Graves (Graves & Xu, 2000) mentioned several consideration in developing teaching material as follow:

Table 2. Several consideration in developing teaching material

Learner 1. Make relevant to their experience and background 2. Make relevant to their target needs (outside of class) 3. Make relevant to their affective needs	Social context 1. Provide intercultural focus 2. Develop critical social awarnesse
Learning 1. Engage in discovery, problem solving, analysis 2. Develop specific skills and strategies	Activity/task 1. Aim for authentic tasks 2. Vary roles and groupings 3. Vary activities and purposes
Language 1. Target relevant aspects (grammar, functions, vocabulary, etc) 2. Integrate four skills of speaking, listening, reading and writing 3. Use/understand authentic texts	Materials 1. Authentic (texts, realita) 2. Varied (print, visuals, audio, etc)

The main concern of material teaching development in this study is the development of teaching material in the form of texts in English class and it is 21st century learning education -oriented. There are no available specific studies focus on teaching material development of English course for five different majors at once in one faculty and use blended learning in its implementation. Sugiarta (2007: 11) said that a a development model is a conceptual design process to attempt increasing the function and the beneficial of existing and non-existed model, by doing development steps or adding learning components that are relevance to improve learning outcomes that expected by users.

As the consequence of those concepts, developers are required to fulfill the principles of a model development of teaching materials that are effective in learning, including language learning. The development of a teaching material model can be used as a reference if the teaching material meets all the steps and principles of developing a teaching material model (Dick & Carey,1990; Gagné, Briggs, & Wager, 1992; Major & Howard, 2015; Tomlinson, 2007).

It is clear, from the concept put forward by the experts above, it can be said that the development of a teaching material can be interpreted as an effort to create or expand existing teaching materials to present teaching material model which is more complete

with better conditions for the users of the model. In developing teaching materials in this research, the principles of developing models of teaching materials in learning the language of English are fulfilled by Tomlinson (2007).

Based on those thoughts, the writer assumes, a teaching material development can be regarded as an effort to create or enrich existing teaching material in order to obtain a qualified teaching material sources.

4. Language Teaching Material Development Models

One of the competencies that a teacher needs to have in carrying out their duties is to develop teaching materials that are in accordance with the target needs and learning needs of students. The essence of this development spurs the creativity of teachers, carries out the process learning is more effective, efficient, and in line with the competency standards to be achieved (Sungkono, et al. 2003).

The development of teaching materials is important for teachers to improve their quality and efficiency of learning. The developed teaching materials have an important role for both teachers and students. In developing teaching materials, especially textbooks, teachers/developers need to pay attention to the procedures and components of the model so that it can be used as a standardized

reference. In realizing the intended reference source, developers are required to be able to follow all development procedures, understand the functions, objectives, and fulfill the principles of a model development of teaching materials. (Dick & Carey, 1990; Gagné, Briggs, & Wager, 1992; Richards & Rodgers, 2002; Wharton, 2007).

The model is an alternative form of presentation that can be used as a reference for educational developers as an effort to create a more appropriate learning process. A model is an abstraction of a system that reflects part or all of its characteristics that are used. The modeling or modeling process is often followed by trials carried out on the model made (Pop, 2008).

It can be synthesized that the model describes the process and production used in the learning process which has a certain pattern and can be used to design curriculum, determine learning objectives, and select teaching materials. So the model is an example of a product that is designed according to the wishes and characteristics of the designer. In order to produce the correct teaching material model, there are many choices of teaching material development models that can be utilized. These teaching material development models can be used as a product design guide. They are intended that each part of the product design is ensured in accordance with the steps in development research.

Based on the literature review, there are several models of designing teaching materials suggested by experts. One example is the ADDIE model, a model developed by Florida States University's Center for Educational Technology for the U.S. Army in the 1970s. ADDIE stands for Analysis, Design, Development, Implementation and Flexibility. This model is a model that is often used in the development of teaching materials. The other Development style teaching materials are Dick & Carey Model (1978), Instructional Development Learning System (1970) model, Jolly & Bolitho's Model (1998), and Masuhara's Linear X-Model (1998). In this article, the Jolly and Bolitho (1998) model is used as a reference for the process of developing English teaching materials for FISIP's students because: this model provides a comprehensive and in-depth description of the stages of developing teaching materials and according to the needs of the research. In other words, this model is regarded able to accommodate the writer's needs and students needs.

Jolly and Bolitho (1998) provide instructions for developing dynamic teaching materials that can be used not only for the process of making teaching materials but also for the evaluation process. There are six stages in the development of teaching materials: identification of need for materials that can be done by distributing questionnaires and student feedback; exploration of needs related to

linguistic elements, functions, and skills that will be emphasized; contextual realization of materials which includes the type of text, topic, and level of difficulty of the material; pedagogical realization (pedagogical realization of materials) which discusses appropriate teaching and learning tasks and instructions; physical production consisting of layout, type, size, illustration; and evaluation (evaluation of materials) which contains suggestions and feedback from teachers and students as well as revision actions of the teaching materials.

5. Procedure for developing teaching materials

It is important to realize for a teacher, she or he should be able to develop teaching material that corresponds with students' target and learning needs. The point is, when the teacher can design or develop teaching material, it encourage teacher's creativity, able to run learning process more effective, and in line with the competencies to be achieved (Sungkono, et al., 2003). Additionally, teachers need to carry out teaching material development in order to improve the quality and efficiency of learning for their students. In developing a teaching material especially textbook, teachers also should pay particular attention to the procedures and the components of the teaching material model so that the models can be used as a standard reference. In realizing the intended reference source, developer is required to be able to follow all development procedures, understanding the function, purposes, and fulfilling the

principles of a teaching material model (Dick & Carey, 1990; Gagné, Briggs, & Wager, 1992; Richards & Rodgers, 2002; Wharton, 2007).

Jolly and Bolitho (1998) present six steps in development teaching material models, namely;

Step 1. Identify needs. Identification of needs is carried out through context analysis which in this analysis includes aspects related to the context of the use of these teaching materials. This context analysis will be useful in determining learning objectives, and learning outcomes to be achieved. In this article, it has been clearly explained that the context of the teaching materials to be developed is teaching materials EFL for FISIP students at Universitas Nasional.

Step 2. Exploration of Needs. This stage is the stage of determining the selection of language, functions, and skills that will be emphasized in the teaching materials. Because this teaching material adopts the 4Cs skills in teaching English, the selection of language, function, and she skills to be developed must be designed in such a way according to the goals that have been set and taking into account the competence of students. While documents related to the curriculum and syllabus as well as existing teaching materials are carefully analyzed to identify and determine the use of language, functions, and skills emphasized as comparative material.

Step 3. Contextual realization. Contextual realization relates to the type of text to be used, the topics to be discussed, and the

level of task complexity. Because this teaching material will be used in the context of 21st learning education, the types of texts and topics that will be used are texts related to 21st learning education, as well as current topics that can train students to hone their communication, collaboration, and communication skills, creativity, and critical thinking.

Step 4. Pedagogical realization of materials. In this stage, the activities carried out are determining the tasks, activities, and instructional actions to be carried out.

Step 5. Production process. In this process, activities are carried out to design layouts, determine the type of size of teaching materials, and create illustrations.

Stage 6. Evaluation. This evaluation is carried out after all teaching materials have been completed and using a checklist criteria sheet made by experts.

The theory of the development steps of Jolly and Bolitho (1998) serves as the main basis in answering the first and third problem formulations, namely the relevant teaching material model applied to English courses, oriented to 21st century education.

The steps for developing the Jolly and Bolitho (1998) model above can be illustrated in chart 2.1 below.

Diagram labels:

1. Identification of need for materials
2. Exploration of need
3. Contextual realisation of materials
4. Pedagogical realisation of materials
5. Production of materials
Student use of materials
6. Evaluation of materials against agreed objectives

(a)

——— Dynamic path

- - - -▶ Optional steps and feedback loops
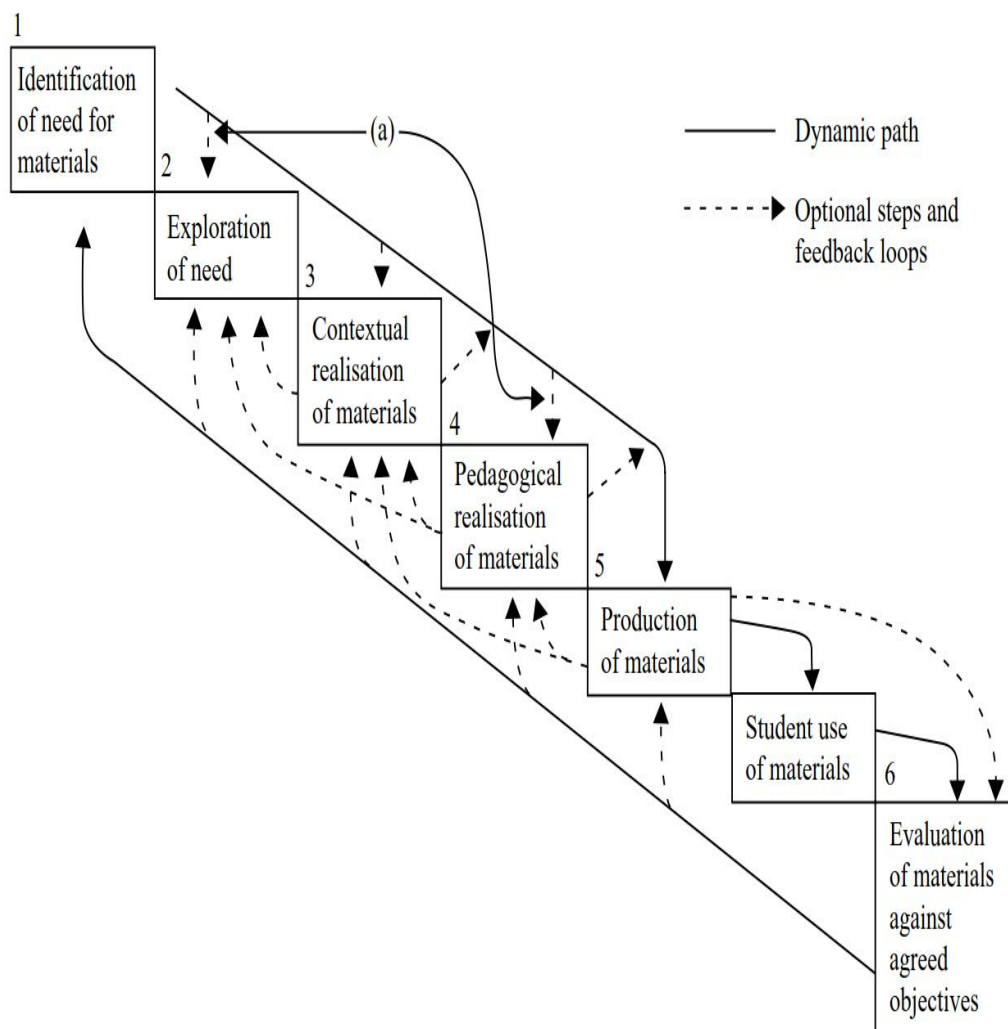
6. Purposes, Functions and Principles of Material Development

Young in Nunan stated "materials as 'legitimate' knowledge, the way materials are organized and presented, as well as the types of content and activities, will help to shape the learners's view of language" (Nunan, 1991). In short, we can say that materials are learning sources that can facilitate language learning process.

According to Tomlinson (1998:2), teaching materials are everything that is utilized by teachers or students in order to facilitate language learning so that they can increase their knowledge and/or language experience. Furthermore, Tomlinson (2007), the forms of teaching materials are distinguished into four types they are; (1) printed such as textbooks, handout, module, students' worksheets, brochure, pictures/ photograph, flyers, newspaper, a description of the writing in a paragraph written on the blackboard, or anything that can be learned; (2) listening teaching materials (audio), such as cassettes, radio, CD-Rom, and audio compact discs;(3) teaching materials for hearing (audio-visual), such as video compact disks and films; and (4) interactive teaching materials, such as compact disks interactive. In the context of this research, the form of teaching materials produced is printed teaching materials, namely textbooks.

Based on the theories above, it is clear that teaching materials in the context of learning English are all printed, non-printed materials and materials derived from several other sources that can be used in an effort to increase the knowledge and/or experience of speaking English of an individual or group of people who are studying English. It is important to realize, teaching materials play an important role in the process of teaching and learning for teachers and learners to increase learning orientation effectively. Based on

that, teaching materials can be designed in accordance with particular needs as well as its purpose.

As a result of this idea, creators of instructional materials, particularly those for language acquisition, must adhere to certain model creation standards. Thus, if the teaching material complies with all the requirements and guidelines for creating a teaching material model (Dick & Carey, 1990; Gagné, Briggs, & Wager, 1992; Major & Howard, 2015; Tomlinson, 2007), the development of teaching material models may be utilized as a reference. Based on the theory advanced by those experts, it can be inferred that teaching material development may be seen as an endeavor to grow and extend not only already-existing teaching materials but also be able to design non-existing materials. As a result, they can contribute to a positive environment for the model user, in this example, English learners. The author utilizes Brian Tomlinson's teaching material creation ideas when creating the teaching materials for this study (2011).

In developing teaching materials there are several things that must be considered, one of which is whether the teaching materials can answer the needs teaching material development by Tomlinson, Brian (2011). Tomlinson (2007: 278) outlines the following as the objective of material growth in language learning:

1. Assisting students in using imagery to improve their comprehension of the things they studied.

2. Increase students' involvement with the lessons.

3. Enhance pupils' comprehension and memory abilities.

4. Bridging the target language's acquisition.

The ability of the instructional materials to meet the needs of students is one of many factors that must be taken into account while producing them. According to Mashura (2003: 351), "teaching materials must be able to draw the interest of learners by selecting appropriate resources for teaching," which is in line with what was mentioned in this statement."

Tomlinson, Brian (2011), Development of Teaching Materials for Languages (2nd Ed.), Identifies a number of guiding principles for creating instructional materials. The following guidelines apply;

1. Materials should have an impact, specifically the design of instructional materials must have an impact that is beneficial for the development of the students' communicative English competency;

2. Teaching materials should make students feel at ease and make it simple for them to practice English;

3. Teaching materials should enhance students' self-assurance by simplifying language in accordance with their qualities. Materials should also assist learners in developing confidence simplification;

4. All components of instructional materials should be pertinent and helpful for the development of students' language knowledge and speaking abilities; students should view what is being taught as relevant and beneficial.

5. Materials should demand and encourage learner self-investment; instructional materials are created to bridge students' learning independence in accordance with the empowerment concept;

6. Instructional materials should be designed to ensure that students are always prepared to communicate in the target language and that learners are ready to understand the concepts being taught;

7. Materials should expose students to language in real-world contexts; they might do this by giving suggestions, outlining how to complete exercises, and include spoken and written texts. Through the activities they advise, they can promote exposure to genuine input (e.g. interviewing the teacher, doing a project in the local community, listening to the radio, etc.). The learners' attention should be drawn to linguistic features of the Input.

8. The resources should provide students opportunities to use the target language for communicative goals; rather than merely practicing it in settings that the instructor and the materials control,

students should be given opportunity to use language for communication.

9. Materials should consider the fact that learning benefits are typically delayed.

10. Materials must to take into account the fact that various students have varied preferred learning styles. Therefore, students who prefer academic learning are considerably more likely to benefit from explicit grammar instruction than students who prefer experiential learning. Furthermore, people who prefer hands-on instruction are more likely to benefit from reading a tale with a dominating grammatical characteristic (such as reported speech) than they are from being explicitly taught that feature.

11. Materials should consider how learners' affective attitudes vary; It's critical for anyone creating learning materials to be aware of how different the users' attitudes will inevitably be.

12. Materials should take into account that learners differ in learning styles; Different learners have different preferred learning styles. So, for example, those learners with a preference for study learning are much more likely to gain from explicit grammar teaching than those who prefer experiential learning. And those who prefer experiential learning are more likely to gain from reading a story with a predominant grammatical feature (e.g.

reported speech) than they are from being taught that feature explicitly.

13. Materials should take into account that learners differ in affective attitudes; it is important for anybody who is writing learning materials to be aware of the inevitable attitudinal differences of the users of the materials.

14. Materials should permit a silent period at the beginning of instruction;

15. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left brain activities

16. Materials should not rely too much on controlled practice

17. Materials should offer chances for result feedback; feedback that prioritizes outcome effectiveness above correctness of the output can turn the output into an advantageous source of information. Or, to put it another way, if the language a learner uses is assessed in light of its intended use, it may develop into a potent and useful source of knowledge about language usage.

As a result, the instructional materials are directly related to what the students need to learn. The interaction between teachers and students as well as the subject matter itself may be seen throughout the teaching-learning process through a variety of learning activities. In essence, the resources serve the learning

requirements of the students. As a result, the resources must be able to inspire students' additional curiosity in addition to imparting knowledge.

Additionally, Tomlinson, Major, and Howard (2015; 105-109) identify eight key criteria for creating successful teaching materials, including (1) context, which includes subject, topic, activity kinds, medium, and other teaching material elements. They ought to be in line with the curriculum's subject matter, learning environment, context, and conditions, first language usage, and goal of target language learning; (2) interaction and generative stimulation, namely the creation of instructional materials that may foster conversation and generate pertinent vocabulary when the target language is spoken. Students have options to keep honing their target language thanks to developers; (3) communicative, that is, encouraging pupils to strengthen their communication and language-learning abilities through the development of educational materials; 4) Integrative, which means that possibilities for students to continue acquiring the language in an integrated way (linguistic knowledge and abilities) must be provided in the design of the instructional materials); (5) authenticity, namely the design of teaching materials must be in accordance with the cognitive level of students; (6) Attractiveness, or the appearance of attractive teaching materials, such as attractive paper choices, skin layout, suitability of cover illustrations with

material content, clarity and legibility of writing, compatibility of color combinations used, accuracy and suitability of illustrations with language concepts and skills, and others. (7) flexibility, specifically in terms of content, themes, subjects, types of activities, and the responsibilities of instructors and students in teaching materials, with expectations for learning objectives oriented.

Furthermore, Major and Howard (2015: 103-104) offer a framework of arguments about the factors that make up a teaching material design. They are;

1). Learner variables. learner factors (learners). Teaching materials that are current, engaging, exciting, and meeting the demands in line with students' abilities may be created by developers. Needs analysis is the only surefire way to meet these needs. The sorts of skill demands can be constrained by using needs analysis as a practical guide, and they should correlate to students' learning objectives.

2). The setting and the curriculum. Context and the curriculum are key considerations when creating instructional materials. Developers must create instructional resources, but they must do it in line with the context of each individual educational unit as well as the orientation of the curriculum. Developers should be able to recognize the curriculum orientation, the type of

competence, and deliver the relevant information, taking the novice level as an example.

3). Resources and facilities. Developers must be realistic about the limited resources and available facilities in designing a teaching material. Access to resources such as computer (with internet or without internet), video player and TV, radio, cassette recorder, CD player, photocopier, language laboratory, digital camera, whiteboard, OHP, scissors, cardboard, laminator, and others can influence developers' decisions.

4). Personal confidence and competence factors, is a factor that determines the developer's decision to start designing a teaching material. Developers' competence and self-confidence is a basic reference in designing teaching materials. Experience and high initiation attitude contribute to the developer's self-confidence and competence

5). Factor for copyright compliance. The creator supports scientific integrity by making all citations to earlier works in instructional materials visible.

6). The developer cannot disregard the variable of time. The developer is to use the time allocation to drive the selection of tasks for learning interactions.

As definition mentioned above, the writer has come to a conclusion that teaching material constitutes all learning resources,

utilized in order to succeed teaching and learning activities. In addition, teaching materials are a series of contents from authentic learning resources for students to use in class. The requirements of the students, which are connected to their circumstances and conditions, must be met by the teaching materials. In other words, they should be able to meet the demands of students' knowledge and skill development as well as their learning experiences. The primary theoretical foundation for addressing the first problem formulation in this study is Tomlinson's (2007; 7-21) theory of the principles of constructing the model of instructional materials. Meanwhile, supporting theories like the theory of aims and the roles of the instructional materials are employed to to improve the results of this study.

7. The Framework for 21st Century Learning

The Partnership for 21st Century Skills also suggests discussing communication, cooperation, creativity, and critical thinking and problem solving. The framework for 21st century learning goes into additional information about all of the competencies. As shown in the image below.
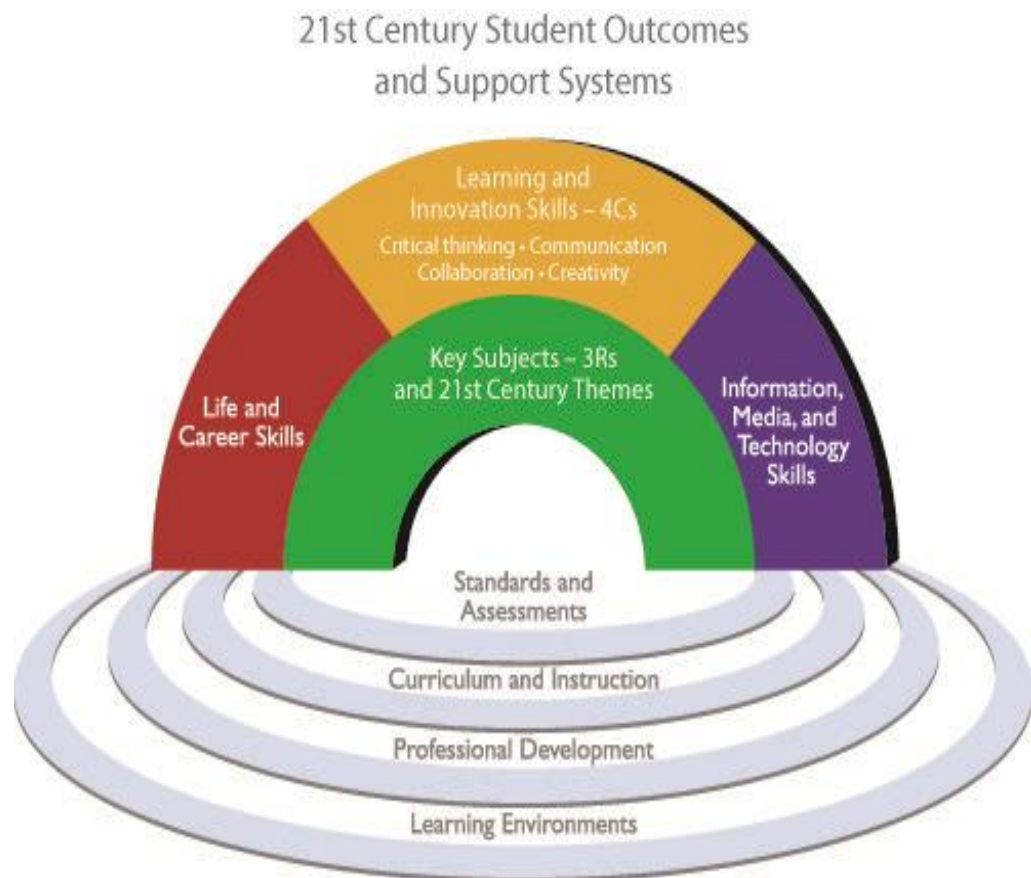
Figure 7. The 21st Century Knowledge-and- Skills Rainbow

The knowledge-and-skills rainbow for the twenty-first century is depicted in the image above. The image shows the ideal student results for the 21st century, which include studying both conventional academic courses and modern content themes while also incorporating 21st century abilities. First off, reading, writing, language arts, global languages, mathematics, science, the arts, social studies and geography, government and civics, and history are among the disciplines that are taught in the majority of schools. Additionally, the concepts are developed by introducing 21st-century new themes that are more pertinent to specific issues and problems

of the 21st century, such as civic literacy, global awareness (multicultural awareness and understanding), financial literacy (knowledge of economics, business, and entrepreneurship), health literacy (knowledge of healthcare, nutrition, and preventive medicine), and environmental literacy (knowledge of ecological awareness and resource sustainability) (civic engagement, community service, ethics, and social justice). Eventually, learning and innovation skills, information, media, and technology skills, and life and career skills are the three types of skills that are most in need in the 21st century. These skills are included into the core courses and 21st century themes. They merge with or become interdisciplinary 21st century topics and foundational concepts. P21 learning is a style of education that places a high value on students' capacity for critical thought, the ability to apply their knowledge to the actual world, communication, collaboration, and creativity. The comments indicate that pupils' education is the major focus. Education is the only surefire way to ensure that kids acquire knowledge, creativity, and technological abilities as well as life and professional skills.

If students can adapt with additional skills like the ability to communicate and collaborate, think critically and solve problems, have creativity and innovation, demonstrate information literacy, have media and ICT literacy, have flexibility and adaptability attitude,

initiative and self-direction, social and cross-cultural skills, etc., they will have a strong foundation for moving in the direction that is desired by 21st century education as mentioned above.

Indeed, students have a solid foundation in facing a direction that is desired by 21st century education as mentioned above if they are able to adapt with another skill include able to communicate and collaborate, able to think critically and solve the problems, have creativity and innovation, display skills in information literacy, have media and ICT literacy, have flexibility and adaptability attitude, initiative and self-direction, social and cross- cultural skills, productivity and accountability, and able to show leadership and sense of responsibility (Frietas & Yapp, 2005: Trilling & Fadel, 2009).

A national organization, The Partnership for 21st Century Learning (P21) brings together business, governmental, and educational leaders from the United States and many other nations to advance evidence-based education policy and practice and make innovative teaching and learning a reality for everyone. Together, they establish the foundation for the educational system that will be used in schools and universities to generate human resources capable of competing and succeeding in a world that is internationally and digitally linked. They all have principles that students need educational experiences in school and beyond, from cradle to career which is known as through their conceptual

framework. The Partnership for 21st century learning intend to facilitate schools and stakeholders to implement fruitful education system by referring The 21st century Knowledge -and Skills Rainbow.

The industrial revolution 4.0, which is explicitly identified as aligning with 21st century education, is characterized by the use of information and communication technology as well as numerous large-scale digital applications, making it important to develop students' knowledge and abilities. It seeks to equip graduates with high levels of competitiveness as a foundation for employment in the social and industrial spheres. As a result, teachers and other education professionals are urged to assess their teaching methods to ensure that they are in keeping with the demands and traits of the modern world. The caliber of the instructional materials utilized throughout the learning process is one factor in the success of teaching strategies. Teaching material has a central role in the teaching and learning process and serves to convey knowledge and develop students' skills and abilities (Hutchinson and Waters, 1987; Dudley-Evans and St John, 1998; Tomlinson, 2008).

Students must acquire a set of talents called "21st century skills" if they are to prosper in modern culture. The Partnership for 21st Century Skills (P21), an American organization that promotes 21st century preparedness for all students, established the

framework for 21st century learning, which identifies three categories of skills, each of which encompasses specific talents, as explained below:

1. Life and Career Skills: • Flexibility and adaptability • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility;

2. Learning and Innovation Skills, including the 4 Cs: • Critical thinking and problem solving • Communication • Collaboration • Creativity and innovation;

3. Information, Media and Technology Skills: • Information literacy • Media literacy • ICT (information, communications and technology) Given these facts, modern education not only focuses on imparting information to students but also on teaching them the necessary skills to thrive in the future. The truth is that the boss or graduate's user will be seeking out those with originality, critical thinking, strong communication, the ability to work with others, and the capacity to be adaptable in unique situations. The ability to read, write, and calculate well no longer ensures success in life or the workplace. As a result, applying such talents in curriculum building is absolutely essential. The writer of this research solely makes use of the aforementioned abilities and incorporates them into the topics of the instructional materials that will be used with FISIP students. Applying critical

thinking, problem-solving, and creative thinking techniques to the topic knowledge will boost motivation and enhance learning outcomes, according to Trilling & Fadel (2009).

Additionally, the author will briefly cover the following four of the eleven talents listed in the P21st book;

a. Critical thinking

According to Lai (2011) critical thinking as reflective thinking which includes the component skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems. In this case, Partnership for 21st century skills formulate critical thinking and problem solving, students should be able to:

Reason effectively

• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use systems thinking

• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make judgments and decisions

• Effectively analyze and evaluate evidence, arguments, claims and beliefs

• Analyze and evaluate major alternative points of view

• Synthesize and make connections between information and arguments

• Interpret information and draw conclusions based on the best analysis

• Reflect critically on learning experiences and processes

Solve problems

• Solve different kinds of non-familiar problems in both conventional and innovative ways

• Identify and ask signifficant questions that clarify various points of view and lead to better solutions.

b. Communication skills

Students should be able to:

Communicate clearly

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

• Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)

• Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

- Communicate effectively in diverse environments (including multi-lingual)

c. Collaboration Skills

Students should be able to:

Collaborate with others

- Demonstrate ability to work effectively and respectfully with diverse teams

- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

d. Creativity Skills

Students should be able to:

Think creatively

- Use a wide range of idea creation techniques (such as brainstorming)

- Create novel, new and worthwhile ideas (both incremental and radical concepts)

- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work creatively with others

- Develop, implement and communicate new ideas to others effectively

- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

Similarly stated by Oxford that a person is demanded to have critical thinking ability about what he or she see and read. Critical thinking requires a creative mindset to look at things differently. In addition, communication and collaboration are very closely interconnected. Collaboration requires effective communication, and certainly communication can be increased when each of them realize that their contribution as participants in a communication will give benefit for themselves. Lastly, we cannot deny that creativity and innovation skills are also very important in the 21st century life. These skills can determine the ones to have a good opportunity in their live.

Regarding the points explained above, it can be concluded that as educators play a significant role in preparing next students to

have those skills so that they able to get ready facing 21st century challenge. Consequently, the educators must be able to integrate the skills into learning process, teach their students how to think critically and creatively by disclosing into real-world problems and problem-solving activity. Besides that, they should be able to encourage students' creativity and collaboration by providing ideas with any kind of activities and various learning media (Ruminar & Gayatri, 2018).

In this research, the researcher refers to the theory from Trilling and Fadel (2009) as the main foundation in the development of teaching materials for English courses. Meanwhile, other concepts such as learning theories, principle of language development will be used as supporting theories.

D. CONCEPTUAL FRAMEWORK

The conceptual framework for the research and development of English instruction materials for FISIP students at Universitas Nasional is described in the sections that follow.

Figure 9. Conceptual Framework

According to the flow of thought in the chart above, the
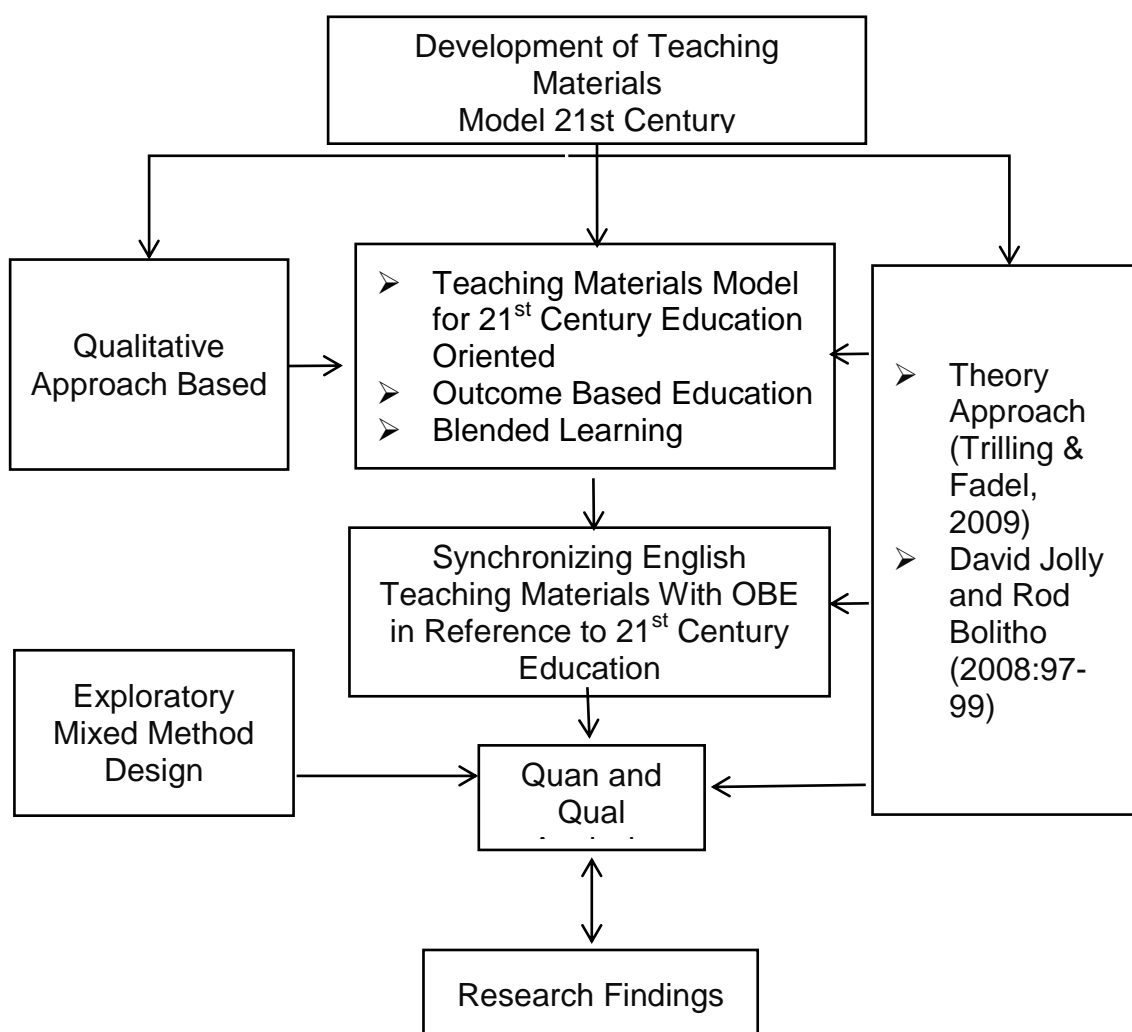
researcher is focused on developing a semester course based plan/ RPS design, and English teaching materials focused on themes and four skills relevant to 21st century learning, namely themes related to health literacy, global awareness, civic literacy, environmental

literacy, and financial, economic, business, and entrepreneurial literacy. While four skills need to be improved are Critical thinking and problem solving, communication and collaboration, creativity and innovation.

The aims of the research are to explore the needs of FISIP students in Universitas Nasional, to develop English teaching materials with OBE principles in reference to 21st century education and to design the implementation English teaching material in improving the learner English skills in blended learning method. To achieve the expected goals, the researcher employs a research and development approach with an exploratory mixed method design in developing a model of teaching materials for English subject based on 21st century education. In order to meet all of the expectations of this type of research, the writer used Jolly and Bolitho's research and development theory, Trilling and Fadel's (2009) 21st Century Education, and OBE principles.

The data were analyzed qualitatively and quantitatively to develop an English teaching materials for FISIP students that is oriented toward the themes and demands of 21st century educational skills and refers to the OBE principles.