



## Pragmatism in Learning Negotiation Texts: A Philosophical Analysis of Indonesian Language Teaching Modules for TJKT Vocational High School Students

Auliyah Niswa<sup>1</sup>, Anas Ahmadi<sup>2</sup>

<sup>1,2</sup> Universitas Negeri Surabaya, Indonesia

Corresponding Author: ✉ [auliyahniswa12@gmail.com](mailto:auliyahniswa12@gmail.com)

### ABSTRACT

The teaching of negotiation texts in Indonesian language learning at Vocational High Schools plays a crucial role in developing students' communicative competence for the workplace; however, classroom practices tend to remain academically oriented and emphasize textual structure rather than functional and contextual language use. This study aims to analyze the Indonesian language negotiation text teaching module for Grade X students of the Computer and Telecommunications Network Engineering program from a pragmatist perspective, particularly in relation to principles of experiential learning, action-based learning, and problem-solving. This research employed a qualitative descriptive approach, with data collected through document analysis of the teaching module, interviews with Indonesian language teachers, and classroom observations of module implementation. The analysis focused on four main components of the module: learning objectives, learning materials, learning activities, and learning assessment. The findings indicate that the negotiation text module has not consistently reflected pragmatist principles. The learning objectives remain oriented toward normative academic achievement, the learning materials are general and insufficiently contextualized to the workplace environment, learning activities are dominated by writing tasks with limited opportunities for authentic communicative action, and assessment practices primarily focus on written products rather than the negotiation process and communicative strategies. These results suggest that negotiation text learning risks losing its meaningfulness for vocational students, highlighting the need for the development of teaching modules that are more contextual, functional, and aligned with real-world vocational communication demands.

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## INTRODUCTION

Indonesian language learning in Vocational High Schools occupies a strategic position in equipping students with communication competencies that

are relevant to the demands of the workplace. Within the context of vocational education, language is no longer viewed merely as a set of structural rules but as a functional communication tool used to interact, collaborate, and solve professional problems effectively (Suyanto, 2018). Previous studies have demonstrated that language learning which emphasizes contextual use and communicative functions significantly enhances vocational students' communication skills (Pratiwi & Rohmadi, 2021; Silvia Marni et al., 2024). Therefore, Indonesian language instruction in Vocational High School is expected not only to focus on linguistic forms but also to develop students' ability to use language appropriately in authentic workplace situations.

One learning material that directly reflects these demands is negotiation text. Negotiation texts require contextual, persuasive, and goal-oriented language use. In this type of text, students are exposed to communicative situations involving differing interests, divergent perspectives, and the process of reaching mutual agreement through appropriate linguistic strategies (Nurzafira et al., 2025). Research conducted in vocational schools indicates that teaching negotiation texts by integrating real-world and workplace-related problems is more effective in developing students' professional communication skills than purely text-based instruction (Ikhsan et al., 2025).

In the context of Vocational High School particularly in the Computer and Network Engineering and Telecommunications Program, negotiation skills constitute an essential competency. Students in this program are prepared to face a professional environment that requires effective communication, such as technical services, teamwork, and interactions with clients. Studies on vocational education highlight that negotiation and communication competencies are integral components of generic workplace skills and should be developed through contextual and experiential learning processes (Wardani & Widyastono, 2025). However, in classroom practice, negotiation texts are still frequently taught in a normative and decontextualized manner, detached from students' vocational fields.

This phenomenon indicates a fundamental problem in Indonesian language learning in vocational schools, particularly regarding perspectives on language and learning processes. Instruction tends to emphasize formal mastery of text structures and linguistic features, while experiential aspects, workplace contexts, and the social functions of language are not optimally integrated (Saptadi et al., 2025). In contrast, empirical evidence suggests that problem-based and experience-oriented learning approaches significantly improve student engagement and communication competence in vocational

education (Robbani, 2025). Consequently, negotiation text learning often fails to provide meaningful learning experiences for vocational students.

These issues are closely related to the paradigms underlying language teaching practices. In many educational contexts, language is still positioned as a structural object of study rather than as a social practice embedded in real-life interaction (Yasin et al., 2024). This perspective influences the design and use of teaching modules, which tend to prioritize content delivery over students' learning experiences. In contrast, workplace communication particularly in the TJKT field requires situational language use for argumentation, negotiation, and collaborative problem solving (Wijaya & Sabda, 2023).

From the perspective of educational philosophy, pragmatism offers a relevant framework for understanding these issues. Pragmatism views knowledge as emerging from human interaction with the environment and being tested through concrete action (Nurzafira et al., 2025). Learning is understood as a reflective process grounded in experience and oriented toward problem solving. In language education, this perspective positions language as a social tool for action, meaning-making, and goal achievement in everyday life (Habibi et al., 2025). Several studies emphasize that pragmatic principles contribute significantly to the development of functional and contextual language learning (Syafei et al., 2025).

In line with this view, teaching modules should not merely function as technical instructional tools but also represent educators' underlying assumptions about language, learning, and learners (Nisa, 2025). Modules designed around experiential learning and real-world problem solving have been shown to be more effective in developing vocational students' communication competencies argues that educational practices are always grounded in certain epistemological and philosophical assumptions, whether consciously or unconsciously adopted (Ittihad et al., 2025). Therefore, Indonesian language teaching modules that remain structurally oriented may produce learning experiences that are less relevant to workplace demands (Khotimah & Suryanto, 2025).

Although previous studies have examined the effectiveness of contextual learning models, problem-based learning, and instructional module development in Indonesian language education at vocational school, most of these studies focus on instructional implementation and learning outcomes. Limited attention has been paid to the philosophical foundations underlying the design of teaching modules (Tishana et al., 2023). Research that explicitly analyzes Indonesian language teaching modules particularly negotiation text

modules from a pragmatist perspective in vocational education contexts remains scarce (Yudianto, 2024).

Based on this research gap, the present study focuses on a philosophical analysis of Indonesian language negotiation text modules used for students in the Computer and Telecommunications Network Engineering program at vocational high schools, employing a pragmatist perspective. This study aims to examine the extent to which pragmatist principles such as authentic experience, action, and real-world problem solving are reflected in the instructional modules. Through a qualitative descriptive analysis, this research is expected to contribute conceptually to the philosophy of language education and to serve as a reflective foundation for educators in redesigning Indonesian language learning in vocational schools to be more meaningful, functional, and aligned with workplace needs (Arsyad & Sauri, 2024).

Through a qualitative-descriptive analysis of the teaching module, this study seeks to conceptually demonstrate how the philosophical foundations of pragmatism are present, ignored, or only partially present in the learning of negotiation texts. Thus, this study is expected to provide a conceptual contribution to the study of the philosophy of language education, while also serving as a reflective basis for educators in restructuring Indonesian language learning in vocational schools to make it more meaningful, functional, and relevant to the needs of the workplace.

## **RESEARCH METHOD**

This study employed a qualitative descriptive approach with a focus on the philosophical analysis of Indonesian language teaching modules on negotiation texts (Nurhaliza et al., 2025). The qualitative approach was selected because the study aimed to understand and interpret the philosophical foundations underlying the development of the teaching modules, rather than to examine effectiveness or measure relationships between variables. Methodologically, this study refers to Creswell's (2014) view that qualitative research seeks to explore the meaning of a phenomenon through in-depth analysis of qualitative data. The research was conducted from October to November at SMKN 1 Sampang, a public vocational high school offering the Computer Network and Telecommunications Engineering (TJKT) program. The research site was purposively selected due to its relevance to vocational education and the availability of teaching modules that were authentically used in classroom practice.

The data sources in this study consisted of primary and supporting data. The primary data were Indonesian language teaching modules on negotiation

texts developed by Indonesian language teachers at SMKN 1 Sampang and used in Grade X TJKT classes during the 2025–2026 academic year. Supporting data were obtained through interviews and classroom observations. Data were collected using documentation, interviews, and observation techniques. Documentation involved collecting and examining the teaching modules, including learning objectives, instructional materials, learning activities, and assessment components. Semi-structured interviews were conducted with the Indonesian language teacher as the main informant to explore pedagogical and philosophical considerations underlying the development and use of the modules. Classroom observations were carried out during negotiation text lessons to obtain contextual insights into the alignment between the module design and actual teaching practices.

The data analyzed in this study were qualitative in nature, consisting of teaching module texts, interview transcripts, and observation field notes. Data analysis was conducted using a descriptive-interpretative approach through several stages: (1) reading and comprehending the data holistically, (2) identifying elements of the teaching modules that reflect pragmatic principles, such as experiential learning, communicative action, and real-world problem solving, (3) categorizing the findings into thematic groups based on the framework of educational pragmatism, and (4) interpreting the findings to explain the philosophical foundations underlying the negotiation text teaching modules. Data trustworthiness was ensured through source triangulation by comparing findings from documentation, interviews, and observations to obtain consistent and comprehensive interpretations

## **RESULT AND DISCUSSION**

The findings of this study were obtained through an analysis of the Indonesian language negotiation text teaching module for Grade X students of the Computer and Telecommunications Network Engineering program at SMKN 1 Sampang, interviews with the Indonesian language teacher who implemented the module, and classroom observations of the learning process. The analysis focused on four main components of the teaching module learning objectives, learning materials, learning activities, and learning assessment by relating them to the principles of experiential learning, action-based learning, and problem-solving.

### **Learning Objectives in the Teaching Module**

Based on document analysis, the learning objectives in the teaching module are formulated as competency targets emphasizing conceptual understanding and writing skills in negotiation texts. The objectives employ

operational verbs such as identifying, explaining, and composing negotiation texts according to their structure and linguistic features. This formulation indicates that the learning objectives are primarily oriented toward normative academic mastery of the text.

Interview findings reveal that the teacher perceives these objectives as curricular requirements that must be achieved within limited instructional time. The module is mainly used to ensure that students understand the structure and linguistic characteristics of negotiation texts prior to assessment. The learning objectives are not explicitly designed to train students to apply negotiation texts in professional communication contexts relevant to the Computer and Telecommunications Network Engineering program field.

Classroom observations further support these findings. During instruction, the teacher presented the learning objectives as stated in the module without linking them to workplace experiences, technical service practices, or professional situations related to the Computer and Telecommunications Network Engineering program. Consequently, the learning objectives function more as academic targets than as guides for contextual and experiential learning.

#### **Learning Materials on Negotiation Texts**

The document analysis reveals that the learning materials on negotiation texts in the teaching module are systematically organized, covering the definition of negotiation texts, the communicative purpose of negotiation, text structure, linguistic features, and sample texts. The presentation of the materials is predominantly descriptive and informative, with a strong emphasis on the conceptual and normative aspects of negotiation texts as one of the text genres taught in Indonesian language learning. The materials are delivered through definitions, structural explanations, and descriptions of linguistic features that students are expected to master as prerequisites for producing negotiation texts.

Although academically the materials fulfill the curricular requirements, the analysis indicates that the sample texts included in the module remain largely general in nature and have not been sufficiently conceptualized within a vocational context. The negotiation situations presented are limited to generic everyday social interactions, such as simple bargaining or basic agreements, and do not specifically represent professional communication practices in the field of Computer and Network Engineering and Telecommunications. Consequently, the materials do not explicitly link negotiation texts to workplace communication needs that are relevant to the vocational characteristics of the students.

The findings from teacher interviews further reinforce the results of the document analysis. The teacher stated that the materials in the teaching module are considered helpful in assisting students to understand the basic concepts of negotiation texts, particularly with regard to text structure and linguistic conventions. However, the teacher also acknowledged that the materials have not yet fully reflected communication situations frequently encountered by students in vocational practice. According to the teacher, the limited inclusion of vocational contexts in the materials makes it difficult for students to connect the learning of negotiation texts with professional communication practices, such as negotiating network services, allocating roles in technical projects, or communicating with clients.

Classroom observations indicate that students tend to perceive the negotiation text materials as textual knowledge that must be memorized and reproduced, primarily in the form of written assignments. Students rely heavily on the definitions, structures, and linguistic features provided in the teaching module, without demonstrating efforts to relate the materials to their prior learning experiences or to relevant vocational practice. No learning activities were observed that systematically encouraged students to reflect on negotiation experiences they may have encountered, either within the school environment or in workplace-related contexts.

These findings suggest that the learning materials in the teaching module have not yet fully functioned as a bridge between conceptual knowledge and students' authentic experiences as vocational learners. The materials remain positioned as academic content to be mastered, rather than as learning resources that encourage students to use language as a means of action and problem-solving in workplace communication contexts. Thus, although the negotiation text materials are systematically structured and aligned with curricular demands, they have not yet sufficiently provided meaningful, contextualized, and vocationally relevant learning experiences for students in the Computer and Telecommunications Network Engineering program.

### **Learning Activities**

Analysis of the teaching module reveals that learning activities are dominated by reading tasks, comprehension questions, and writing negotiation texts. Activity instructions emphasize the final written product rather than interaction processes or communication strategies employed during negotiation.

Interview findings indicate that the teacher follows the sequence of activities in the module because it is considered practical and aligned with the allocated instructional time. Simulation activities or role-playing are rarely

implemented, as they are not explicitly included in the module and require additional time.

Classroom observations show that learning takes place through two-way interaction between the teacher and students, including group discussions in composing negotiation texts. However, there are no oral negotiation practices or simulations of workplace situations. This suggests that learning activities have not fully reflected the principles of action-based learning and problem-solving.

### Learning Assessment

Based on document analysis, assessment in the teaching module focuses on evaluating written negotiation text products. Assessment criteria include completeness of text structure, accuracy of language use, and relevance of content to the assigned topic. The assessment does not explicitly measure communication processes, negotiation strategies, or students' ability to resolve communication problems.

Interview data indicate that the teacher relies on the assessment rubric provided in the module as the primary reference for evaluating student performance. Process-oriented assessment, such as evaluating argumentation skills or oral negotiation, is not prioritized because the intended learning outcome is the production of written negotiation texts.

Classroom observations show that assessment is conducted after students complete the writing task. Although feedback and reflection on the writing process are provided, they are not experience-based and do not encourage students to evaluate the communication strategies they used. Therefore, learning assessment remains focused on academic written achievement rather than vocational communicative competence.

**Table 1. R**  
**Research Findings Based on Data Sources**

Analyzed Aspect	Module Document Analysis	Interview Findings	Classroom Observation
Learning Objectives	Academically oriented and normative, focusing on conceptual understanding and writing skills	Perceived as curricular targets to be achieved within limited instructional time	Presented without connection to workplace or professional contexts
Learning Materials	General in nature and not specific to the TJKT vocational	Considered insufficiently relevant to real	Understood as theoretical textual knowledge

	context	workplace communication	
Learning Activities	Dominated by writing tasks with no negotiation simulations	Teacher follows the module sequence for practicality	Interaction is limited; no oral negotiation or workplace simulation
Learning Assessment	Focused on written products	Relies on the assessment rubric provided in the module	Conducted without process-based or experiential reflection

Based on the research findings summarized in Table 1, it can be seen that there is a consistency of results between module document analysis, teacher interviews, and classroom observations in describing the learning characteristics of the applied negotiation texts. In general, the four aspects analyzed are learning objectives, learning materials, learning activities, and learning assessments show a tendency that is still oriented towards academic achievement and structural mastery of texts.

In the aspect of learning objectives, the results of the document analysis show that the learning objectives emphasize more on understanding concepts and negotiating text writing skills in accordance with linguistic structures and rules. This finding is strengthened by the results of interviews with teachers who stated that these goals are understood as curriculum targets that must be achieved within a limited learning time. Classroom observations also show that learning objectives are delivered normatively without being associated with work experience or professional context relevant to the field of the Computer and Telecommunications Network Engineering.

In the aspect of learning materials, the module provides a systematic conceptual explanation of the definition, communicative objectives, structure, and linguistic characteristics of negotiation texts. However, both the results of interviews and observations show that the material is still general and does not specifically represent the communication situation related to work practices in the field of computer network and telecommunications engineering. As a result, students tend to understand the material as theoretical knowledge to be learned, rather than as communication skills that can be applied in a professional context.

Furthermore, in the aspect of learning activities, module analysis shows the dominance of reading tasks, answering comprehension questions, and

writing negotiation texts. Interviews with teachers revealed that the activities were followed in the order of the modules because they were considered practical and in accordance with the available time allocation. The results of class observations show that learning interactions do occur through group discussions, but there is no practice of verbal negotiation or simulation of work situations that can provide a more authentic communication experience for students.

In the aspect of learning assessment, the research findings show that the evaluation is focused on the final result in the form of written negotiation text products. Teachers use the assessment rubrics available in the module as the main reference in assessing student work results. Class observations show that although there is feedback on students' writings, the assessment process does not emphasize reflection on communication experiences or negotiation strategies used by students during the learning process.

Secara keseluruhan, temuan yang disajikan dalam Tabel 1 menunjukkan bahwa terdapat keselarasan antara desain modul pembelajaran dan praktik pembelajaran di kelas yang masih menempatkan teks negosiasi sebagai objek akademik yang dipelajari secara konseptual. Kondisi ini menunjukkan bahwa prinsip-prinsip pembelajaran berbasis pengalaman, tindakan, dan pemecahan masalah yang menjadi inti dari perspektif pragmatisme belum sepenuhnya terintegrasi dalam modul maupun dalam praktik pembelajaran yang berlangsung.

## **Discussion**

This discussion interprets the research findings derived from document analysis of the teaching module, teacher interviews, and classroom observations of negotiation text learning in Grade X of the Computer and Telecommunications Network Engineering program. The interpretation is framed by principles of experiential learning, action-based learning, and problem-solving within the perspective of educational pragmatism.

### **Learning Objectives as a Representation of Academic Orientation**

The findings indicate that the learning objectives in the negotiation text teaching module are formulated as academic achievement targets emphasizing conceptual understanding and writing skills. The use of operational verbs such as *identifying*, *explaining*, and *composing* suggests that the objectives focus on mastery of textual structure and linguistic conventions in a normative manner.

Interview and observation data reveal that these objectives are perceived by the teacher primarily as curricular targets that must be achieved within limited instructional time. Consequently, the learning objectives do not evolve into guides for contextual learning experiences but function mainly as

indicators of academic attainment. From a pragmatist perspective, learning objectives should direct students toward using knowledge for action and solving real-world problems .

This condition aligns with the findings of Priestley et al. (2015), who argue that administratively framed learning objectives tend to restrict teachers' flexibility in connecting learning to students' lived experiences. Therefore, the learning objectives in the analyzed module have not fully reflected principles of experiential and action-oriented learning.

### **Learning Materials and Disconnection from Vocational Experience**

The negotiation text materials in the teaching module are presented in a descriptive and conceptual manner, focusing on definitions, text structure, and linguistic features. The sample texts are generic and do not specifically represent communicative practices within the Computer and Telecommunications Network Engineering vocational field. This finding is consistent across document analysis, interviews, and classroom observations.

In experiential learning, instructional materials should serve as a bridge between conceptual knowledge and learners' real-world experiences. When materials are not contextualized to workplace settings, students tend to perceive them as knowledge to be memorized rather than tools for action (Kolb, 1984). Classroom observations confirm that students largely understand negotiation texts as theoretical knowledge practiced only through written tasks.

Emphasizes that in vocational education, learning materials detached from work practices risk losing their relevance. Thus, the negotiation text materials in the analyzed module have not yet provided authentic learning experiences that support vocational communicative readiness among Vocational High School students.

### **Learning Activities: Limited Interaction and Minimal Negotiation Action**

The research findings show that learning activities in the module are dominated by reading tasks, comprehension questions, and writing negotiation texts. Although classroom observations reveal two-way interaction between teachers and students as well as group discussions during text construction, these activities remain oriented toward written products.

The absence of oral negotiation practice or workplace simulations indicates that learning activities have not sufficiently allowed students to learn through communicative action. Within pragmatism, action and interaction constitute the core of learning, as students test and reconstruct their knowledge through practice (Biesta & Burbules, 2003).

This finding corresponds with Hyland's (2016) assertion that language instruction overly focused on written texts tends to overlook the development

of oral and strategic communicative competence. Accordingly, despite the presence of interaction and discussion, negotiation text learning activities in the module do not yet fully embody principles of action-based learning and real-world problem-solving.

### **Learning Assessment and the Dominance of Written Product Evaluation**

Assessment in the teaching module primarily focuses on evaluating written negotiation text products using the provided rubric. Interview and observation data indicate that while feedback and reflection on the writing process are offered, assessment is not directed toward evaluating students' communicative experiences or negotiation strategies.

In experiential learning, assessment should measure not only final outcomes but also learning processes and students' ability to apply knowledge in authentic situations (Gulikers et al., 2004). Assessment practices that prioritize written products alone risk neglecting essential aspects of vocational learning, such as argumentation skills, adaptability, and contextual negotiation competence.

Therefore, the assessment of negotiation text learning in the module still reflects an academic paradigm rather than a pragmatist paradigm that emphasizes functional communicative competence.

### **Theoretical and Practical Implications**

Theoretically, this study affirms that teaching modules serve as concrete representations of underlying views on language and learning. The analyzed negotiation text module reflects a structural-academic paradigm more strongly than a pragmatist paradigm oriented toward experience, action, and problem-solving.

Practically, the findings recommend that the development of Indonesian language teaching modules in vocational schools should formulate learning objectives oriented toward vocational communicative action; contextualize negotiation text materials to the Computer and Telecommunications Network Engineering workplace practices; expand learning activities to include simulations and oral negotiation practice; and develop authentic assessment strategies that evaluate communicative processes and strategies.

## **CONCLUSION**

This study aimed to examine the philosophical foundation of pragmatism in the Indonesian language negotiation text teaching module for Grade X students of the Computer and Telecommunications Network Engineering program by analyzing the extent to which principles of experiential learning, action-based learning, and problem-solving are reflected in learning objectives,

materials, activities, and assessment. Based on the analysis of the teaching module documents, teacher interviews, and classroom observations, it can be concluded that the module has not consistently and comprehensively represented pragmatist principles.

The findings indicate that the learning objectives in the module remain oriented toward normative academic achievement and the fulfillment of curricular demands, without explicitly directing students to apply negotiation texts in the Computer and Telecommunications Network Engineering related workplace communication contexts. As a result, learning objectives function more as targets for textual mastery than as guides for contextual learning experiences relevant to vocational needs. The learning materials on negotiation texts are presented in the form of general concepts and generic examples, which do not sufficiently reflect authentic professional communication situations in the Computer and Telecommunications Network Engineering field. Consequently, students tend to perceive learning as an activity of understanding and reproducing texts rather than as a means of developing functional communicative competence required in the workplace.

Learning activities designed in the module are dominated by reading and writing practices, while action-based activities, interaction, and real-world problem-solving remain limited. This condition indicates that the learning process has not fully provided opportunities for students to experience and practice negotiation as a dynamic and contextual social communicative action. Furthermore, learning assessment in the module primarily focuses on evaluating written products, emphasizing textual structure and linguistic accuracy. Assessment practices have not optimally measured communication processes, negotiation strategies, or students' ability to address communication problems relevant to vocational contexts. Therefore, assessment has not yet supported the holistic development of communicative competence.

Overall, this study confirms that the negotiation text teaching module in the TJKT vocational program still positions language as an academic object to be mastered rather than as a social practice used for action and problem-solving in workplace contexts. These findings reinforce the need to redesign teaching modules based on pragmatist principles so that Indonesian language learning in vocational schools becomes more meaningful, functional, and aligned with students' vocational communication needs. Future studies may focus on developing pragmatism-based negotiation text modules and examining their effectiveness in enhancing vocational communication competence among Vocational High School students. In addition, classroom action research or small-scale experimental studies could provide more comprehensive insights

into the impact of experiential learning approaches in vocational education contexts.

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