



LANGUAGE EDITING TEXTBOOKS CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) BASED

Mira Mirnawati
Supriyadi
Mohammad Karmin Baruadi
Sayama Malabar
Asna Ntelu
Hasanudin Fatsah
miramirnawati4279@gmail.com

Article history:	Abstract:
Received: December 11 th 2022 Accepted: January 11 th 2023 Published: February 20 th 2023	This research was conducted due to the unavailability of textbooks in language editing courses. The research method used is development research which combines the RDR and 4D methods to produce four main stages, namely preliminary study, designing textbooks, developing textbooks, and testing the effectiveness of textbooks. This research data consists of two, namely qualitative data and quantitative data. The data sources for this research were experts, students, lecturers for the course, and the learning process for the <i>Language Editing course</i> . The data analysis techniques in this study are divided into six, namely practitioner data analysis, expert data analysis, data analysis during product trials in small groups, trial data analysis in large groups, and data analysis from effectiveness test results. The results of this development research show that the revised textbook design consists of four parts, namely the cover section, the initial section, the contents section, and the final section. Based on the results of testing by practitioners, experts, trials on small groups, and trials on large groups and testing their effectiveness, <i>Language Editing textbooks</i> were declared suitable for use as teaching materials in language editing courses to improve students' language editing skills in scientific work.

Keywords:

INTRODUCTION

Almost no one writes scientific papers without writing errors, including students. A student who writes scientific papers is possible to make mistakes without realizing it by himself. They often forget that editing needs to be done which makes them have to re-read their writing so they can check for possible mistakes they have written.

The skill of editing scientific papers is very important to instill in students. This skill will help students produce better scientific writing in terms of writing rules. In addition, editing skills spur students to become more adept at writing and thorough.

Editing skills are part of the writing process. One part of the process of writing an effective scientific paper is editing the manuscript. This is in accordance with the opinion of Sutanto Leo (2017: 32) which states that the process of writing an effective scientific work goes through five stages, namely planning the writing, writing the manuscript, revising the manuscript, editing the manuscript, and publishing it. In line with Leo's opinion, Trim (2017:4) argues that writing skills must be accompanied by editing skills. Someone who is able to write and cannot edit, it is certain that the resulting publication has low readability or is even incomprehensible and has the potential to mislead readers.

Seeing the importance of writing skills that must be mastered by students, one of the policies adopted by the Indonesian Language and Literature Education Study Program, Faculty of Letters and Culture, State University of Gorontalo, is to include script editing skills in the curriculum as an elective course, namely language editing courses. This course aims to create students to be able to practice language skills in the field of language, especially language editing.

Based on the results of the preliminary study and teaching experience, several problems can be described in the learning process of language editing courses. First, there is no consistent RPS available. Researchers as teachers in these courses have not been able to compile consistent lesson plans. RPS greatly influences the teaching materials that will be given by lecturers to students. Second, there is no textbook available as the main teaching material in language

editing courses. The need for this textbook, besides being able to support the learning process, is also the hope of students.

Content and Language Integrated Learning Based Language Editing Textbooks ". Consideration of choosing CLIL because CLIL is a learning concept that emphasizes subject matter (*content*) and language (*language*) which are the language of instruction in learning (Salam, 2018: 7). This learning concept is seen as suitable for language learning as in language editing learning.

Language Editing textbooks has never been done to date. However, the development of teaching materials and the development of teaching materials for other CLIL-based courses have been carried out by other researchers. Salam (2018) has developed teaching materials under the title CLIL-Based Reading Teaching Material Model. The concept is that the content on the language editing practice object contains language editing that is adapted to the material of each chapter. This concept has never been done before in *Language Editing* textbooks .

Research on the development of textbooks with different objects has been carried out by previous researchers. First, development research in the form of a dissertation which was conducted by Purwati Zisca Diana (Diana, 2016) . The value of the novelty of this research and development is the success of the researchers in compiling Indonesian language textbooks based on collaborative learning to strengthen student character education when carrying out learning in class.

Second, development research that has been carried out by Solehun, Bambang Yulianto, and Suhartono (Solehun et al., 2017) . The novelty value of this research and development is the creation of quality Indonesian language textbooks in terms of the components of material, presentation, language, and graphics.

Third, development research conducted by Ku-Ares Tawandorloh, Islahuddin, and Devita Cahyani Nugraheny (Tawandorloh et al., 2020) . The background for conducting this development research was the lack of BIPA textbooks in Thailand.

Fourth, research that has been conducted by Sri Utami and Lailayatus Sa'diyah with the title "Development of CLIL-Based Panji Story Text Teaching Materials for Vocational High Schools". This research is an innovation that integrates Indonesian culture (Panji stories) with the theory of language development that has been applied in the world, CLIL.

The term textbook is generally used in universities. The term that is synonymous with textbooks is a textbook that is usually used in schools. These two types of books both refer to textbooks which are translations of English *textbooks* .

Textbooks are prepared based on a needs analysis to achieve learning outcomes in accordance with the semester learning plan (RPS). The textbook acts as a guide for students so that it becomes the main guide. It is hoped that guidebooks in the form of textbooks will help students not to get lost in their journey to achieve learning outcomes.

Textbooks in the opinion of Eric Bruillard are the main instruments in learning. Other instruments used in class, for example online dictionaries (Bruillard, 2021) . As the main instrument, textbooks play a very strategic role in the learning process. Santai (2009) explains that textbooks provide valuable information about knowledge that is legitimized, presented, taught, and assessed in learning. This Relaxed Opinion explains that there are four important points in the textbook. First, textbooks provide valuable information about legitimized knowledge. Second, textbooks provide valuable information about the knowledge presented. Knowledge is presented in the form of written words aimed at students so that they are understood to achieve learning objectives. Third, textbooks provide valuable information about the knowledge being taught. The four textbooks provide valuable information about the knowledge being assessed.

According to Muslich (2010) textbooks are books that contain descriptions of material about subjects in certain fields of study, which are arranged systematically and have been selected based on certain goals and are student oriented. As Santai (2009) argues , Muslich associates textbooks with certain subject areas of study. Santai and Muchlis did not mention who wrote the textbook. This is explained in the operational guidelines for scoring credit scores (PO PAK) that textbooks are handbooks for a subject that are written and compiled by experts in their fields and comply with textbook rules and are officially published and disseminated (Director General of Resources for Science and Technology and Higher Education , 2019) . Based on this explanation, there are three things that can be highlighted. *First* , the textbook is a handbook for a course. Each course has a handbook in the form of a textbook. The textbook is tied to one course. *Second* , textbook authors are experts in their fields. Therefore, textbook writers can be written by experts from among the lecturers and may be written by experts who are not lecturers. This understanding provides an opportunity for non-lecturers to participate in writing and compiling textbooks. *Third* , textbooks meet the rules of textbooks. Textbook rules are explained in Permendikbudristek Number 22 Tahun 2022. *Fourth* , textbooks are officially published and disseminated. Automatically, if textbooks are published and disseminated, it involves book publishers so that they cannot only be written, compiled, and printed.

CLIL is an approach to learning content through an additional (foreign or second) language, thereby teaching both the subject and the language. The main role of the teacher in the CLIL class is as a facilitator who helps encourage student learning, both individual and group learning processes, to gain knowledge, perceptual power, communication, and reasoning. CLIL is content-driven because it involves learning content through additional languages that are also related to culture, environment, and learning based on connected pedagogy and using contextual methodologies (Suwannopharat, K. and Chinokul, S., 2015).

A teacher's job in CLIL is to visualize work units and individual lessons using a planning framework. Using a number of frameworks can help prepare lessons and ensure activities that are challenging, but measurable for students to achieve. This framework is based on the 4C approach (*content, communication, cognition, culture*).

The framework for preparing the *Language Editing* textbook adopts three of the four existing elements, namely elements of content, communication, and cognition. This is because textbooks made for language editing subjects are Indonesian. The position of Indonesian in Indonesian society is not the mother tongue or first language. Indonesian for the Indonesian people is a second language, because in general, people acquire regional languages as their first language. The regional language is usually attached to the ethnic group where the community was born and raised.

RESEARCH METHODS

This research method is development research. The research and development method used is the RDR method from Borg and Gall combined with the 4D method from Thiagarajan et al. The RDR method and 4D method used in this study are adapted to the needs of development research. So, the combined 4D and RDR methods gave birth to four main stages, namely preliminary studies, designing textbooks, developing textbooks, and testing the effectiveness of textbooks.

The product development process is carried out in three stages, namely (1) testing by experts relevant to the field of study, (2) testing on small groups (5 students), (3) testing on large groups (1 class = 26 students).

This research data consists of two, namely qualitative data and quantitative data. Qualitative data in the form of descriptive data and reflective data. Descriptive data in the form of comments, criticisms, suggestions, corrections, and ratings given by experts on *Language Editing textbook products* . In addition, descriptive data is also in the form of utterances (oral and written) from lecturers, students, the behavior of lecturers and students, and the attitudes of lecturers and students in the learning process. Reflective data in the form of comments and interpretations or interpretations of the descriptive data by researchers. Quantitative data is the score of the initial test and the final test of students' language editing abilities obtained from carrying out the effectiveness test of language editing textbooks (Supriyadi, 2012: 81).

The data sources for this research were experts, students, lecturers for the course, and the learning process for the *Language Editing course* . Data from experts are in the form of comments, criticisms, suggestions, corrections, and assessments of *Language Editing* textbook products . Data from students are in the form of speech, (oral and written), behavior, student attitudes in the learning process, and language editing scores before and after learning.

The data analysis techniques in this study are divided into six, namely practitioner data analysis, expert data analysis, data analysis during product trials in small groups, trial data analysis in large groups, and data analysis from effectiveness test results. The analysis technique from the expert is done by domain analysis technique. This technique is by grouping data based on the curriculum domain, teaching materials, and the bookkeeping system (anatomy) of the *language editing textbooks* developed. Each data domain is reflected in order to make conclusions as a result of the analysis. The conclusions of the analysis results are used as the basis for revising the *Language Editing textbook* .

RESEARCH RESULTS AND DISCUSSION

Results

The RPS that has been prepared is used as the basis for compiling a Language Editing textbook . The textbook design consists of four parts, namely the cover, the beginning, the contents, and the end. The following describes each part.

1. The front cover contains the title, author name and publisher logo. The front cover can be designed by designers using illustrations or images that are relevant to the title of the book. *Language Editing* textbooks have spines because the thickness of the book reaches more than 0.5 cm. The information written on the back of the book is the author's name, book title, and publisher. The back cover contains the book title, color, publisher logo, publisher name, publisher address.
2. The initial part of the language editing textbook consists of a full title page, publication page, table of contents page, introduction page, and introduction page.
3. The contents of the *Language Editing textbook* in each chapter are written and arranged consistently. Each chapter consists of part A of the sub-CPMK indicators, part B of the material, part C of the summary, and part D of evaluation questions. The following is the draft part 1 design presented per chapter.
4. The final part of the book consists of a bibliography, glossary, index, and biographical pages of bookmakers. Compile a bibliography according to the chosen *style* . For example APA styles. The glossary is written by choosing terms that are considered complicated by the target reader so that they need to be explained using the author's language, not the language of the dictionary. The index is arranged alphabetically and the words chosen are key words that are considered to be searched by the target readers.

Language Editing Textbook Development

The product developed is a *Language Editing textbook*. The product development process is carried out in three stages, namely (1) practitioner testing, (2) testing by experts relevant to the field of study, (3) product trials in the field on a small scale (5 students), (4) product trials in field on a large scale (1 class = 26 students).

The development of textbooks for *Language Editing* was carried out based on textbook anatomy, textbook designs, languages, design standards, and graphic standards. The products produced are then tested by practitioners and experts, followed by trials on small and large groups and finally tested for effectiveness.

Test Practitioners and Experts

The results of the practitioner and expert tests are in the form of input or suggestions which are used as the basis for revising the product. The practitioner test is carried out by the language editing teaching team. Practitioner testing was carried out using in-depth interview techniques, discussions, and assessment questionnaires on *Language Editing* textbooks. The test results from practitioners are used as a basis for revising textbooks. Revising the textbook begins with revising the lesson plan first because there are findings that need to be corrected for the learning outcomes of the course.

The revision of the RPS was carried out on the selection of study program CPL which was charged with language editing courses, thereby changing the CPMK, sub-CPMK, assessment indicators, and materials. The following presents the results of the revision.

The initial revision is in the introduction section. Revisions were made because the RPS was revised. The introductory section provides information about the learning outcomes of the courses that students must achieve.

Revision of the content section, namely adjusting the number of chapters according to the number of meetings that carry out the learning process and two chapters are presented for summative evaluation (UTS and UAS). The content section of each chapter consists of five sections. Part A is filled with the expected final ability taken from the learning activity plan in the sub-CPMK column. Part B material. The method of compiling the material consists of four steps. First change each meeting indicating the presence of material with the order of the chapters. Second, make questions sequentially according to the material contained in the assessment indicators. Third, answer each question completely and clearly. Try not to answer questions briefly. Answers can be several sentences so that they can form paragraphs by presenting one main sentence and several explanatory sentences. If the answer refers to expert opinion or government regulations, then include the reference source using the help of an application such as Mendeley or the like to make it easier to prepare a bibliography. Fourth, after answering the questions, all answers are put together starting from answer number one to the last number. Edit the answer to ensure cohesion and coherence. The answers that are put together from all the numbers are transferred to the next column, namely the answer development column in the form of paragraphs. The collection of answers is given a subtitle according to the sub-CPMK.

After the answer is obtained, it is edited. Furthermore, the answers in the form of paragraphs are transferred to part B in Chapter 1. After completing part A and part B for chapter 1, then, make a summary or reflection. The summary is an overview of the material in section B. The overview in chapter 1 is made by taking the essence of the material. After compiling the summary, proceed with moving it to section C in chapter 1.

After incorporating section C into chapter 1, the next step is to structure the exercises. Exercise is optional. Exercises are used in chapters that contain practice, so that in chapter 1, the material is basic concepts, they do not use exercises. Therefore, the exercises in chapter 1 were omitted. The next part is chapter 1 is part D practice. Then fill in part E, namely evaluation questions. This question was prepared before the material was made. Therefore. The evaluation questions are only a matter of moving from the formulation of the questions to the preparation of the material. After completing the revision of the textbook, an effectiveness test was carried out.

Test the Effectiveness of Language Editing Textbook Products

From the statistical test results, information was obtained that there was a difference between the *pretest scores* and *posttest scores* in the learning process in language editing courses that utilized *language editing textbook products*. The difference in scores that occurs is significant. The average pretest score was 38.65 and the posttest average score was 97.12. The difference in scores from the treatment (utilization of product development) was 58.46. The results of the paired sample T test (single group) showed significance (2 tails) $p = 0.000, = \alpha 0.005$.

Based on the results of the effectiveness test, it can be seen that there is a significant difference in the score results between the pretest and posttest. This shows that *language editing textbooks* can improve students' ability to edit language in scientific work.

Language Editing Textbook Products

Language Editing textbooks are not yet available so that the learning process does not use textbooks. The teaching materials used are slides and several source books that are considered relevant to language editing courses. Using slides and several resource books does not meet the needs of students so that they are not optimally effective in achieving learning outcomes in the course.

The ineffective use of slides and resource books can be seen from the incompleteness of the content in the two forms of teaching materials. In the slides and source books, no course learning outcomes (CPMK) were found, let alone the sub-CPMK indicators. Source books are not always relevant to the material at each course meeting. In contrast to textbooks which contain the completeness needed by students. Textbooks contain learning outcomes up to the learning achievement indicators; there is material in accordance with the sub-CPMK indicators; there are evaluation questions to measure the achievement of the material; if you do not understand some of the terms contained in the contents of the book, a list of terms (glossary) is provided; and there is an index (list of keywords) to make it easier for students to find the object they want to read. Therefore, research and development of *Language Editing textbooks* is feasible with the aim of presenting textbooks that can meet student needs and improve students' ability to edit language.

The second stage is to design a Language Editing textbook . Based on various revisions of the design results, practitioner tests, expert tests, tests on small groups, and tests on large groups, textbook designs were obtained.

The main element that is important to note in textbooks is the material that lies in the content section. This material section is a derivative of the previous section, namely part A of course learning outcomes. CPMK in textbooks is the final ability of students obtained when they successfully understand the material until they are able to answer evaluation questions. Part A can be obtained from the RPS in the learning activity plan section for the third column of assessment indicators.

The second stage of textbook design is compiling evaluation questions based on indicators. Questions will limit the achievement that must be achieved by students. Without evaluation questions, students' abilities will be unlimited (too broad) and their abilities cannot be measured.

Evaluation questions will provide a road map for textbook writers to develop materials and become a measuring tool for students' achievement in achieving their learning outcomes. This road map must be made by the author before developing it. Making a road map based on the pilot results should be done using the principle of one chapter for one meeting. If the total number of meetings is sixteen, then the number of meetings in the learning process must be analyzed first. After being analyzed, the sixteen meetings were divided into four parts, namely one meeting for lecture contracts; one meeting for midterm exams; one meeting for final semester exams; and thirteen meetings for the learning process. Based on this analysis, thirteen meetings for the learning process must be prepared. Means, thirteen chapters to be prepared.

After the textbook was revised, the effectiveness of the textbook was tested. From the effectiveness test activities it has been proven that the *Language Editing* textbook is successful improve students' ability to edit language so that textbooks are suitable for use by students who teach language editing courses.

CONCLUSION

language editing textbooks, four conclusions can be drawn. *First* , based on the results of a survey conducted in language editing courses, it is known that the learning process in language editing courses does not use teaching materials in the form of textbooks .

Second , the design of the textbook is done by following the anatomy of the textbook which consists of four parts, namely the cover section, the beginning section, the contents section, and the end section.

Third , textbook development is carried out by testing *Language Editing textbooks* by practitioners, experts, in small groups, and large groups. The results of each test are used as a basis for revising the textbook to then be tested again until it is tested in large groups. The result is a textbook with a final design that is feasible to be used as teaching material for language editing students to improve language editing skills in scientific work.

Fourth , based on the results of the effectiveness test, it can be seen that there is a significant difference in the score results between the pretest and posttest. This shows that *language editing textbooks* can improve students' ability to edit language in scientific work.

RECOMMENDATION

First, the results of this research and development can contribute to language editing courses. One of these contributions is the publication of development research products in the form of *Language Editing* textbooks that can be used by students .

Second , the textbook design process that has been carried out in this research and development can be used as a textbook design model so that it can be used by other lecturers who will make textbooks. This model can be used as a reference in writing and compiling textbooks for other subjects.

REFERENCES

1. Aeni, E. S. (2016). *Editlinguistik* (A. N. Utama (ed.)). Media Cendikia Muslim.
2. Agrawal, R., Gollapudi, S., Kannan, A., & Kenthapadi, K. (2011). *Enriching Textbooks with Images*. Association for Computing Machinery. <https://doi.org/10.1145/2063576.2063843>
3. Anastasia Baan, & Resnita Dewi. (2021). Pengembangan Buku Ajar Mata Kuliah Bahasa Indonesia untuk Implementasi Merdeka Belajar Kampus Merdeka. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 7(1), 327–331. <https://doi.org/10.30605/onoma.v7i1.1407>
4. Arifin, S., & Kusrianto, A. (2009). *Sukses Menulis Buku Ajar dan Referensi*. Grasindo.
5. Baan, A., & Dewi, R. (2021). Pengembangan Buku Ajar Mata Kuliah Bahasa Indonesia untuk Implementasi Merdeka Belajar Kampus Merdeka. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 7(1), 327–331. <https://doi.org/10.30605/onoma.v7i1.1407>
6. Badan Pengembangan dan Pembinaan Bahasa. (2016). *Kamus Besar Bahasa Indonesia*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. kbbi.kemdikbud
7. Bruillard, É. (2021). Textbooks and Educational Resources: Overview of Contemporary Research. *IARTEM E-Journal*, 13(1), 1–25.
8. Coyle, D., Hood, P., & Marsh, D. (2010). Evaluating and creating materials and tasks for CLIL classrooms. In *CLIL: Content and Language Integrated Learning* (CLIL, pp. 86-111). Cambridge: Cambridge University Press. [doi:10.1017/9781009024549.005](https://doi.org/10.1017/9781009024549.005)

9. Diana, P. Z. (2016). *Pengembangan Buku Ajar Bahasa Indonesia Berbasis Pembelajaran Kolaboratif untuk Penguatan Pendidikan Karakter di Perguruan Tinggi* [Universitas Sebelas Maret]. [http://dspace.unitru.edu.pe/bitstream/handle/UNITRU/10947/Miñano Guevara%2C Karen Anali.pdf?sequence=1&isAllowed=y%0Ahttps://repository.upb.edu.co/bitstream/handle/20.500.11912/3346/DIVERSIDAD_DE_MACROINVERTEBRADOS_ACUÁTICOS_Y_SU.pdf?sequence=1&isAllowed=](http://dspace.unitru.edu.pe/bitstream/handle/UNITRU/10947/Miñano_Guevara%2C_Karen_Anali.pdf?sequence=1&isAllowed=y%0Ahttps://repository.upb.edu.co/bitstream/handle/20.500.11912/3346/DIVERSIDAD_DE_MACROINVERTEBRADOS_ACUÁTICOS_Y_SU.pdf?sequence=1&isAllowed=)
10. Dirjen Sumber Daya Iptek dan Dikti. (2019). *Pedoman Operasional Penilaian Angka Kredit Kenaikan Jabatan Akademik/Pangkat Dosen*. http://lldikti12.ristekdikti.go.id/wp-content/uploads/2019/03/PO-PAK-2019_MULAI-BERLAKU-APRIL-2019.pdf
11. Eneste, P. (2017). *Buku Pintar Penyuntingan Naskah* (R. Dewanti (ed.)). Gramedia Pustaka Utama.
12. Farida, Y. E. (2017). Pengembangan Buku Ajar Bahasa Indonesia sebagai Penunjang Perkuliahan FTIK UNISNU Jepara. *Jurnal Pendidikan Dan Profesi Pendidik*, 3(1), 28–35. <https://doi.org/https://doi.org/10.26877/jp3.v3i1.2206>
13. Guswita, R. (2021). Pengembangan Buku Ajar Digital Bahasa Indonesia Berbasis Hots untuk Meningkatkan Kemampuan Pemecahan Masalah Mahasiswa STKIP Muhammadiyahmuara Bungo. *Jurnal Basicedu*, 5(5), 4351–4360. <https://doi.org/10.31004/basicedu.v5i5.1496>
14. Junaidi, A., Wulandari, D., Arifin, S., Soetanto, H., Kusumawardani, S. S., Wastutiningsih, S. P., Utama, M. S., Cahyono, E., Hertono, G. F., Syam, N. M., WY, H. J., Putra, P. H., Wijayanti, & Jobih. (2020). Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. In *Direktorat Jendral Pendidikan TInggi Kementerian Pendidikan dan Kebudayaan*. <http://www.academia.edu/download/61283233/Panduan-Penyusunan-Kurikulum-Pendidikan-Vokasi-201620191120-43633-12k5uv5.pdf>
15. Lauby, S. (2013). *The Difference Between Knowledge, Skills and Abilities - hr bartender*. <https://www.hrbartender.com/2013/recruiting/the-difference-between-knowledge-skills-and-abilities/>
16. Leo, S. (2017). *Mencerahkan Bakat Menulis*. Gramedia Pustaka Utama.
17. Lukman, Ahmadi, S. S., Manalu, W., & Hidayat, D. S. (2017). Pedoman Publikasi Ilmiah. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). Direktorat Pengelolaan Kekayaan Intelektual.
18. Lorenzo, F., Trujillo, F. & Vez, M. (2011). *Educación bilingüe. Integración de contenidos y segundas lenguas*. Madrid: Síntesis.
19. Muslich, M. (2008). *MENULIS BUKU AJAR: Hubungan Buku Teks dan Komponen Pembelajaran*. <http://masnur-muslich.blogspot.com/2008/10/hubungan-buku-teks-dan-komponen.html>
20. Muslich, M. (2009). *MENULIS BUKU AJAR: Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*. <http://masnur-muslich.blogspot.com/2009/03/textbook-writing-dasar-dasar-pemahaman.html>
21. Muslich, M. (2010). *Text Book Writing*. Ar-ruz Media.
22. PP Nomor 75, 1 (2019). <https://peraturan.bpk.go.id/Home/Details/122497/pp-no-75-tahun-2019>
23. Standar Mutu Buku, Standar Proses dan Kaidah Pemerolehan Naskah, Serta Standar Proses dan Kaidah Penerbitan Buku, Pub. L. No. 22, 1 (2022).
24. Permendikbud. (2020). Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi. *Menteri Pendidikan Dan Kebudayaan RI*, 1–76.
25. Rahmat, L. I., & Lestari, R. F. (2021). Pengembangan Buku Ajar Mata Kuliah Bahasa Indonesia Berbasis Pendidikan Karakter Berorientasi Multikultural. *KREDO: Jurnal Ilmiah Bahasa Dan Sastra*, 5(1), 1–18. <https://doi.org/10.24176/kredo.v5i1.5985>
26. Sadjati, I. M. (2020). Pengembangan Bahan Ajar. In *Universitas Terbuka* (Issue 1). Universitas Terrbuka. <http://www.pustaka.ut.ac.id/lib/2016/08/08/idik4009-pengembangan-bahan-ajar/>
27. Salam. (2018). *Model materi ajar membaca berbasis Content and Language Integrated Learning (CLIL) : penelitian pengembangan di Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Sastra dan Budaya Universitas Negeri Gorontalo*. Disertasi.
28. Santai, S. (2009). Textbooks and beyond: Educational media in context(s). *Journal of Educational Media, Memory, and Society*, 1(1), 1–20. <https://doi.org/10.3167/jemms.2009.010101>
29. Sitepu, B. P., & Lestari, I. (2018). Pelaksanaan Rencana Pembelajaran Semester Dalam Proses Pembelajaran Di Perguruan Tinggi. *Perspektif Ilmu Pendidikan*, 32(1), 41–49. <https://doi.org/10.21009/pip.321.6>
30. Solehun, Yulianto, B., & Suhartono. (2017). Pengembangan Buku Ajar Mata Kuliah Bahasa Indonesia Berorientasi Pendekatan Saintifik Untuk Meningkatkan Kompetensi Mahasiswa S1 Pgsd. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 3(1), 329. <https://doi.org/10.26740/jrpd.v3n1.p329-338>
31. Supriyadi. (2012). *Pengembangan Perangkat Pembelajaran Keterampilan Menulis Karya Ilmiah Berpendekatan Konstruktivisme*. Disertasi.
32. Tawandorloh, K.-A., Islahudin, & Nugraheny, D. C. (2020). Pembelajaran BIPA di Era New Normal. In I. Fathurohman, L. Nugraheni, & M. Rosya (Eds.), *Seminar Internasional-Semar BIPA UMK 2020* (pp. 45–52). Badan Penerbit Univeritas Muria Kudus.
33. Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. A joint publication of the Leadership TrainingInstitute/Special Education,

University of Minnesota;The Center for Innovation in Teaching the Handi-capped (CITH), Indiana University; The Council forExceptional Children (CEC), and The Teacher Education Divi.

34. Trim, B. (2017). *200+ Solusi Editing Naskah dan Penerbitan* (Y. N. I. Sari (ed.)). Bumi Aksara.
35. Trim, B. (2018). *Catatan Antibingung Menulis Buku Ilmiah* (Sofa Nurdiyanti (ed.)). Inkubator Penulis Indonesia.
36. Trim, B. (2019). Handout Penulisan Buku Ajar. *Tidak Dipublikasikan*, 1–16.
37. Thompson & McKinley. Integration of content and language learning. TESOL Ensyyclopedia of English Language Teaching.
38. Wibowo, W. (2012). *Langkah Kritis dan Kontemporer: Menulis Buku Ajar*. Bidik-Phronesis Publishing.