

# AN INTEGRATION OF PROPHETIC ECO-LITERATION VALUE AS AN ELABORATION OF ENVIRONMENTAL LOVE EDUCATION IN INDONESIAN LANGUAGE TEACHING MATERIALS

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**Abstract:** This study aims to substantially discuss the principles of integrating prophetic eco-literacy values in Indonesian Language teaching materials. Particularly, this research will analyze the principle of integration aimed at a low-quality class of elementary school students as a form of elaboration of environmental love education, so that students have a moral spirit to conserve the environment. This research uses the R and D research procedures from Borg and Gall. This research focuses on the first and second steps, namely (a) research and information collecting and (b) planning. The results of the adaptation of this research step are, 1) an initial study that includes a needs analysis and 2) the development of principles of integrating prophetic eco-literacy values as a form of elaboration of environmental love education in Indonesian Language teaching materials for a low-quality class of elementary schools. The results showed that there were values of tauhid, khilafah, syariah, and amanat in the basic competencies contained in the low-quality class of elementary school curriculum. The principles of preparing Indonesian Language teaching materials containing prophetic ecological values are manifested in several indicators, including: 1) analysis of teaching material needs, 2) preparation of teaching materials, 3) structure of teaching materials, and 4) preparation of teaching materials.

**Keywords:** prophetic eco-literacy, environmental love education, teaching materials

The environment is an element that cannot be separated from human life. The interaction between humans and their environment occurs naturally every day. This interaction takes place because all the needs of human life are fulfilled by the environment, ranging from air, water, food sources, and various materials from nature that are processed into products (Akhadi, 2019). Therefore, issues that occur in the environment must also be a concern to humans.

One of the issues that are currently being considered is the issue of saving the environment. This is confirmed by Suwandi (2019) who stated that environmental problems have become an integral part of the world's problems. Entering the 21<sup>st</sup> century, the most significant source of conflict comes from environmental issues. In Indonesia, environmental problems have become a multidimensional problem that involves many groups. Based on the official website of

Greenpeace Indonesia (Pratama, 2021) accessed on April 13, 2021, several environmental problems that occur in Indonesia include: 1) the decline in quality and damage to coral reefs caused by fishing using bombs and rising water surface temperatures due to the crisis climate; 2) the problem of plastic waste that causes soil and water pollution, thereby contributing to carbon emissions into the air; 3) air pollution is the biggest; and 4) deforestation which puts Indonesia in the third position as the country with the most primary rain forest loss, which is 324 thousand hectares.

Although it looks small, these four environmental problems have become a source of disasters that occur continuously. From year to year, the number of accumulated disasters is always increasing, starting from the damage to coral reefs, forests, water, land, and air pollution that has reached a very worrying level. The presence of this environmental problem arises from the human desire to dominate the environment. This is strengthened by Absori's statement (Absori, 1989, 2014; Absori et al., 2017) states that human behavior that places nature as an exploitation commodity regardless of the carrying capacity of the environment can cause an environmental crisis. Therefore, environmental conservation efforts must be a shared responsibility, including elements of education.

In the context of education in Indonesia, environmental conservation efforts can be carried out by integrating the values of love for the environment through learning in schools, one of which is with Indonesian Language Subjects. Following Permendikbud No. 38 of 2018 concerning Content Standards for Primary and Secondary Education (2018), the core competencies of Indonesian Language Subjects are in line with 21<sup>st</sup>-century learning needs, namely critical thinking and problem-solving, creativity and innovation, collaboration, and communication. Solving these problems, one of which is the ability to solve environmental problems.

Environmental literacy has a very important role in 21<sup>st</sup>-century learning (Sari et al., 2021). However, not many students still do not understand the importance of environmental literacy. Environmental literacy or eco-literacy is one of the efforts made to bring back environmental awareness through education by

instilling ecological principles (Ihsan & Hanami, 2020). This is done to derive a complete understanding in the form of environmental awareness which is realized in an integrated manner through education. The achievement of environmental love education competencies is manifested in the attitudes, knowledge, and skills of graduates. The embodiment of attitude is shown by ethics that reflect the attitude of believers and are responsible for carrying out roles and functions in independent work in society so that they can improve their quality of life (Juwitaningsih et al., 2019).

As an initial study, several studies related to similar topics that have been studied before, namely: 1) Weber and Ruch (2011) in their research entitled "The Rule of a Good Character in 12-Years-Old School Children: Do Character Strengths Matter in the Classroom?" which discusses the role of character education in schools that can increase positive behavior for students; 2) Absori et.al. (2017) in his article entitled "The Meaning of Environmental Management from a Prophetic Ethical Perspective" which discusses the perspective and Islamic moral-ethical offer (prophetic) on the meaning and management of the environment; 3) Muti'ah et.al. (2019) in his article entitled "Learning Indonesian Language Through Texts With Ecological Education Based on Using Local Wisdom" which discusses the adaptation of ecologically charged text forms in Indonesian Language lessons; 4) Suwandi (2019) in his article entitled "Ecological Literacy-Informed Indonesian Language Learning as an Effort to Create Environmentally Literate Humans" who explained the importance of developing Indonesian Language textbooks or materials with ecological literacy perspective as an effort to make students environmentally literate; and 5) Nursalim (2020) in his article entitled "Children's Reading Model Based on Local Wisdom" which discusses the adaptation of a text model based on local wisdom.

Based on the literature review, it is concluded that the concept of eco-literacy has a very large role in improving the ability to solve environmental problems through knowledge, behavior, and attitudes (Nadiroh & Siregar, 2019). One of the environmental conservation activities through Indonesian Language Subjects can be conducted by integrating prophetic eco-literacy values through teaching materials that

are realized through text. Students who are equipped with spiritual intelligence as a moral spirit in protecting the environment can cultivate a point of view that places nature as a mandate from God. Therefore, nature that is used for human problems must be preserved.

In addition, the benefits of introducing eco-literacy into teaching have been tested in previous studies, for instance, Monaghan dan Curthoys (2008), Gunawan, Diarta, dan Surata (2011), Rusmana and Akbar (2017), Nadiroh and Siregar (2019), and Anh (2019). From these several studies, it is concluded that the implementation of eco-literacy in literary education can raise students' awareness of their environment. Implementation and techniques for teaching and providing effective eco-literacy-based programs have also been comprehensively described by Jacobson, et al. (2015).

Based on those explanations, substantially, this study aims to discuss the principles of integrating prophetic eco-literacy values in Indonesian Language teaching materials. Particularly, this study will explore the principle of integration aimed at low-quality class elementary school students because students in this concrete operational period have increasing memory and logical thinking abilities. In addition, children at this age have a rational and systematic concept of cause and effect (Sarumpaet, 2010). Therefore, the development of principles in integrating prophetic eco-literacy values becomes an important essence as a form of elaboration of environmental love ability so that students have a moral spirit in an effort to conserve the environment.

## **METHOD**

This study used the R and D research procedure of Borg and Gall (Gall et al., 1983). For the needs of this research, it is adjusted to the actual research objectives and conditions. This research will focus on the first and second steps, namely (a) research and information collecting and (b) planning. The results of the adaptation of this research step are 1) an initial study that includes needs analysis which includes: a) an analysis of prophetic eco-literacy values that can be elaborated on as environmental love ability and b) an analysis of the theory of developing Indonesian Language teaching materials at the lower grade elementary

school level. 2) Development of the principles of integrating prophetic eco-literacy values as a form of elaboration of environmental love ability in Indonesian Language elementary school teaching materials for low-quality classes.

The variables in this study are the independent variable and the dependent variable. The independent variables in this study are prophetic eco-literacy values. The dependent variable in this study is the principles of integrating prophetic eco-literacy values in Indonesian Language elementary school teaching materials for low-quality classes.

The data and data sources in this study include (1) research data and (2) needs analysis data sources. In developing the principles of portfolio assessment based on the value of independent learning, two different data are needed, namely (a) prophetic eco-literacy values in the form of a description of the results of the analysis and (b) an analysis of the theory of the development of Indonesian Language teaching materials at the low-quality class of elementary school level in the form of theoretical analysis descriptions.

Sources of the data to meet the needs of making principles of integrating prophetic eco-literacy values in Indonesian Language teaching materials of elementary school for a low-quality class are: 1) prophetic ecotheological values derived from in-depth analysis and literature review of related sources and 2) theory of developing teaching materials that derived from in-depth analysis and literature review of related sources, particularly Indonesian Language subject at the low-quality class of elementary school level.

In developing the principles of integrating prophetic eco-literacy values in Indonesian Language teaching materials for low-quality class elementary schools, instruments are needed in the form of 1) analysis of prophetic eco-literacy values that can be elaborated on as environmental love ability and 2) theoretical analysis of developing Indonesian Language teaching materials at the low-quality class of an elementary school in the form of an analysis table. To collect the data, a literature review analysis table was used which was taken from various sources, namely books, research articles, and journals.

## RESULTS AND DISCUSSION

### Research Results

#### **The Form of Identification of Prophetic Eco-Literacy Values as a Form of Elaboration of Environmental Love Ability in Indonesian Language Teaching Materials for Low-Quality Class of Elementary Schools**

The first thing to get the principles in integrating prophetic eco-literacy values is to identify the form of prophetic values as a form of elaboration in measuring environmental love ability in Indonesian Language teaching materials for a low-quality class of elementary school. There are three signs in the realm of environmentally friendly theology introduced by Parvez Mansoor (Hanafi, 1989). The signs are made with the aim that humans can be wiser and wiser to the environment. The three signs are monotheism, caliphate and mandate, and sharia. These signs were then adapted into prophetic ecotheological values.

The first prophetic eco-literacy value is monotheism. Tawhid contains the meaning of unity between God, humans, and nature so that the relationship between the three must be balanced and harmonious (Fatah, 2018). The omission of one of the poles will cause disharmony. The removal of God's pole will lead to secularism that exploits nature and leads to an ecological crisis. Meanwhile, the removal of the natural poles will make humans poor in knowledge and civilization. The principle of monotheism contains the concept that the entire universe, the heavens, the earth, and all of its contents are the desire of Allah (Absori et al., 2017). Every human action that relates to other creatures, must be based on the belief in the oneness and absolute power of Allah. Therefore, a person's faith is considered imperfect if he does not care about the environment. Activities that damage the environment are the same as denying the greatness of Allah (Rodin, 2017).

The second prophetic eco-literacy value is the caliphate and the mandate. This second principle implies that the presence of humans on earth is to carry out the function of caliphs (leaders) who are given a mandate (trust) by Allah to prosper and preserve the natural environment (Absori et al., 2017). As servants of Allah, humans are obliged to serve Him so that environmental conservation is part of one's

devotion (worship) to Allah. As for God's caliph (leader) on earth, humans are tasked with representing God to take care of and prosper the earth with all its contents (Rodin, 2017). This principle makes man must be fully aware that he is the person in charge of managing the universe, even though he is allowed to take advantage of it, but still must maintain and preserve it and is prohibited from destroying it.

The third prophetic eco-literacy value is sharia. Sharia principles can be interpreted as anything humans do in life in the world must be based on Sharia provisions (Absori et al., 2017). Nature and the environment are part of Allah's signs (verses) in the universe. Therefore, natural phenomena in the scriptures are known as "verse" which means "sign", which is a sign of the existence of God and a sign of His greatness. Both humans and nature (environment) are signs from Allah, which are interrelated and interdependent. Not a few verses in the holy book invite people to research and investigate the sky, earth, and everything that can be seen in the environment (animals, clouds, moon, sun, mountains, rain, wind, and so on) as well as all-natural phenomena. Therefore, humans must have adequate knowledge of managing the universe (Rodin, 2017).

The three prophetic eco-literacy values are then realized as a form of elaboration of environmental love ability in Indonesian Language teaching materials for a low-quality class of the elementary school. Literally, elaboration is defined as a diligent and careful cultivating activity. In the learning activities, elaboration is defined as student activities in concluding a science concept based on the results of exploration. Through this elaboration activity, students were invited to understand and examine a concept logically so that they were able to conclude a scientific concept. The elaboration stage in the learning process was important in learning. This is confirmed by Miswadi et al. (2009) who revealed that elaboration activities in learning can facilitate the student's learning process in receiving new knowledge because there is an analogous process to the knowledge that students already have.

Based on the results of the mapping that had been conducted for core competencies class I, It can be seen that the values of monotheism can be integrated into the knowledge of the

greatness of Allah through the perfection of His creation concerning the five senses given to humans, objects in the surrounding environment, and events that occur day and night. By studying the material, students could better understand the greatness of God and be more grateful for His creation. In addition, gratitude for the greatness of God was also through poetry about expressions of admiration, pride, respect for parents, affection, or friendship.

The values of the caliphate and the mandate could be integrated into the achievement of competence that manifests devotion to Allah through the mandate to care for and protect the environment by knowing themselves, family members, and the community. With the ability to recognize the natural surroundings, students are expected to be able to protect the environment by the provisions set by Allah.

Then, Sharia values were integrated into the achievement of competencies that teach etiquette and how to sit fairly and well, the distance between the eyes and the book, how to hold a book, how to turn the page of a book, eye movements from left to right, choosing a place with bright light, and the ethics of reading books properly. By understanding various ethics in using the eyes, and hands, and how to read according to sharia, students are expected to be able to manage their limbs well as a form of gratitude for the blessings that God has given them.

Based on the results of the mapping of competencies class II, it can be seen that the values of monotheism could be integrated through the achievement of competence that teaches the values of monotheism about the greatness of Allah. This could be inserted through various expressions, invitations, orders, and rejections contained in the text of the story or song that describes the attitude of living in harmony and polite language. In addition, the values of monotheism could also be instilled through animal tales (fables) about the attitude of living in harmony. Understanding the values contained in these events, can certainly increase students' gratitude and strengthen students' faith.

The values of the caliphate and mandate could be integrated through the achievement of competencies that teach the forms and ways of expressing apologies and help through texts about polite culture as an illustration of the attitude of living in harmony in the plurality of

Indonesian society. It is hoped that through this competence, students can maintain harmony in the community around where they live.

Related to Sharia values, it could be integrated through the achievement of competencies that teach about: 1) how to use vocabulary and concepts about the diversity of objects based on their shape and form, 2) how to use vocabulary and concepts about the geographical environment, economic, social and cultural life in the surrounding environment, and 3) how to using vocabulary and concepts about a healthy environment and an unhealthy environment in the surrounding environment and how to maintain a healthy environment. By studying the material, it is hoped that students can understand various ethics in maintaining and maintaining the environment around their residence.

Based on the results of the analysis of core competencies of class III, several competencies can be integrated with the value of monotheism, including knowledge skills regarding the steps of deciphering and demonstrating messages in fairy tales that were presented orally, in writing, visually, and/or environmental exploration could be filled with the values of monotheism so that students understand the oneness and greatness of Allah. These tales could be a means to instill the value of monotheism so that students always understood their position as God's creatures.

The values of caliphate and mandate could be integrated through competency achievement regarding the achievement of material competence about expressions or sentences of suggestions, input, and problem-solving (simple) as a form of self-expression, students could learn to be able to maintain good relations with the community in the surrounding environment as a form of devotion to God.

For sharia values, it could be integrated through the achievement of competence regarding some manners and ethics that are in the environment where they live, so that they can increase their role in caring for the environment by the Shari'a and Allah's decrees. Some of these materials are 1) the concept of changing the shape of objects in everyday life, 2) information about the concept of sources and forms of energy, 3) information about the concept of weather change and its effect on human life, 4) the concept of characteristics, needs (food). and places to live), growth and development of

living things in the local environment, 5) ways of caring for plants and animals, 6) development of production, communication, and transportation technology in the local environment, 7) the eight cardinal directions and their use in the blueprint, and 8) signs/symbols (traffic signs, scouts, and state symbols) and their meanings. All of these materials were presented through oral, written, and visual texts, as well as environmental exploration. That way, students are expected to be able to understand directly their role as God's creatures to care for the environment, and not only take the benefits.

The age range of the low-quality class of elementary school students who entered the concrete operational period was very appropriate to be given the integration of divine values, one of which is the value of prophetic eco-theology. Children at this age have increased memory and logical thinking abilities. In addition, children at this age have a rational and systematic concept of cause and effect (Sarumpaet, 2010). This will have a positive impact on his mindset. In the long term, this mindset will also have a positive impact on the principles of life and social behavior based on God's values.

### **Principles of Integrating Prophetic Ecotheology Values as a Form of Elaboration of Environmental Love Education in Indonesian Language Teaching Materials for Low-Quality Class of Elementary Schools**

To obtain the principles of integrating prophetic eco-literacy values into Indonesian Language teaching materials, an analysis of basic needs is needed. This basic needs analysis was obtained from two things, namely 1) the results of the analysis of the value of prophetic eco-literacy in Indonesian low-quality class of elementary school teaching materials compared to 2) the theory of developing Indonesian Language teaching materials for a low-quality class of elementary schools. Based on the results of the two analyzes, it would be seen what components did not exist or had not been maximized in the existing teaching materials so that they could maximize the process of integrating the prophetic values elaborated in the teaching materials.

In addition to the values of prophetic eco-literacy, several aspects need to be taken into account in the development of Indonesian

Language teaching materials with an ecological literacy perspective, namely (1) selected discourses according to the interests and cognitive development of students, (3) current and contextual issues or themes related to the environment, (3) adapted to the demands of competencies contained in the curriculum, and (4) an evaluation process that is related to competencies and indicators. In addition, it is also necessary to pay attention to the graphic aspect, which is to display pictures that support and activate students' interest (Suwandi, 2019). The components of the value of ecological literacy that must be considered in the development of teaching materials consist of knowledge, tendencies, attitudes, behavior, and cognitive skills. These components are associated with the theory of the development of teaching materials. The steps for developing teaching materials carried out are as follows.

### **Analysis of Teaching Material Needs**

To get teaching materials that contain prophetic eco-literacy values, an analysis of basic competencies was needed, an analysis of learning resources, and the selection of types and determination of teaching materials. The principles for analyzing the need for teaching materials are described in table 1.

**Table 1. Principles of Teaching Material Needs**

Indicator	Principles
Competencies Analysis	Determine which competencies can be integrated with prophetic eco-literacy values.
Analysis of learning resources	Inventory the availability of learning resources that have current issues and are related to the environment.
Selection and determination of teaching materials	Teaching materials must be interesting, can help students achieve competence, and be made according to the needs and compatibility with the basic competencies that will be achieved by students.

### **Preparation of Teaching Materials Maps**

The map of teaching material needs was compiled after knowing the number of teaching materials that must be prepared through an analysis of the needs of teaching materials. The

map of the need for teaching materials was very necessary to find out the number of teaching materials that must be written and the order of the teaching materials. The principles that must be met in the preparation of this teaching material map are described in table 2.

**Table 2. Principles for Compiling Teaching Material Maps**

Indicator	Principles
Sequence	Determine the order of learning materials based on the priority of ecological literacy values ranging from knowledge, attitude tendencies, behavior, and cognitive skills.
Teaching materials characteristics	Dependent teaching materials must be linked with other teaching materials so that in writing they must pay attention to each other, particularly if they require each other. Independent teaching materials can be independent or do not have to pay attention to or be tied to other teaching materials

### Structure of Teaching Materials

The ideal structure in the preparation of teaching materials consists of titles, study instructions, basic competencies, supporting information, discourse, tasks/work steps, and assessments. The principles in preparing the structure of teaching materials that contain prophetic eco-literacy values are presented in table 3.

**Table 3. Principles of Structure of Teaching Materials**

Indicator	Principles
Title	The title of the material contains terms related to the environment as a form of introduction to environmental issues.
Learning structure	The learning structure contains two basic things, namely instructions for understanding the material and instructions for understanding the concept of ecological literacy contained in the material.

**Continued Table 3.**

Basic competencies	The basic competencies are selected based on the analysis of the value of prophetic eco-literacy.
Supporting information	Supporting information contains additional material regarding the ability of ecological literacy and the value of prophetic eco-literacy that students must know.
Discourse	Contains discourses that have been integrated with prophetic eco-literacy values to strengthen the understanding of environmental concepts.
Tasks/work steps	The task contains two things, namely the main task of knowledge sourced from competencies and supporting tasks in the form of attitudes and skills that are associated with prophetic eco-literacy values.
Assessment	Assessment by the provisions of competencies.

### Arrangement of Teaching Materials

The principles in the arrangement of teaching materials that must be considered are described in table 4.

**Table 4. Principles of Arrangement of Teaching Materials**

Indicator	Principles
Display layout	The easy sequence, the short title, there is the table of contents, a clear cognitive structure, the summary, and the task for the reader.
Language	Flows vocabulary, clear sentences, clear sentence relationships, sentences are not too long
Stimulants	Supporting graphic elements, writing encourages readers to think, and test stimulants.
Readability	Easy on the eyes (the letters used are not too small and easy to read), structured text order, easy to read.
Instructional materials	Selection of texts, study materials, and worksheets.

By fulfilling these principles, students were expected to be able to understand the values of

prophetic eco-literacy through learning the Indonesian Language in a low-quality class in elementary schools. In addition, through the integration of prophetic eco-literacy values in these teaching materials, an elaboration of eco-literacy abilities could be realized so that students have a moral spirit as an environmental conservation effort

## Discussion

Ecoliteracy is one type of literacy that needs to be taught to elementary school students as a supporter of sustainable development in the current era of globalization (Locke et al., 2013). Based on the results of the analysis that has been carried out, the findings in this study show that the concept of eco-literacy has a very large role in improving the ability to solve environmental problems through knowledge, behavior, and attitudes. This is corroborated by research conducted by Nadiroh & Siregar (2019) and Rosidah C.T. (2022) which revealed that students' understanding and ability to solve environmental problems is one of the higher-order thinking abilities that touch the cognitive realm which includes the ability to analyze, evaluate, and create. The understanding of principles in the process of integrating prophetic ecotheological values as a form of elaboration of environmental love education in teaching materials can Indonesian help the process of solving students' environmental problems by applying various provisions and understanding the process of environmental problem-solving abilities.

Students who are equipped with spiritual intelligence as a moral spirit in protecting the environment can cultivate a perspective that places nature as a mandate from God. Therefore, nature that is used for human problems must be preserved. This is corroborated by research conducted by Sapanca (2012) and Ramos & Ramos (2011) which revealed that an understanding of eco-literacy attitude awareness can increase people's knowledge, attitudes, and behaviors regarding education for sustainable development. It can be interpreted that eco-literacy is a condition where people have understood ecological principles and live in accordance with ecological principles that can organize and build a life with mankind on this earth to realize a sustainable society. In addition,

a good understanding of eco-literacy can help configure the importance of analyzing students' ability to solve environmental problems through their experience.

Through Indonesian Subjects, the introduction of eco-literacy in elementary schools can be done through teaching materials (Nurlaili et al., 2018). This can be done by integrating eco-literacy values through teaching materials that are realized through text. Ecoliteracy skills can help individuals to engage with issues of natural environmental problems and can provide ideas for solving these environmental problems for a sustainable life (OECD, 2013).

The addition of prophetic elements as added value in this study shows that the element of knowledge and understanding of the awareness of loving the environment will be rooted in consistent attitudes and behaviors if followed by a sense of responsibility to God. There are two things that are the basis for the formation of student behavior towards the environment. Pertama, subjective norms atau norma-norma subjektif yang didapatkan individu dari nilai-nilai agama, pemikiran-pemikiran, dan ide-ide dari lingkungan sekitarnya. Second, attitude toward the environment or individual attitude towards the environment that is built from direct experiences in dealing with the environment accumulated during the course of an individual's life interacting with the environment (Ajzen & Fishbein, 1980). Subjective norms are associated with the position of the relationship between God, nature, and humans which describes an ecotheological worldview that makes theology the heart of life that makes humans realize that nature comes from God (Ali, 2007).

In the realization of the meaning of the principles of prophetic eco-theology, man's life by doing anything in the universe must be in accordance with God's will which makes room for diversity (multiplicity) in a unitary frame (unity). Therefore, students must be equipped with prophetic ecotheological intelligence so that they will continue to make religion a moral spirit in protecting the environment and make religious values not subjective but become an objective symptom directed at transcendence through a humanization and liberation approach.



## CONCLUSION

Based on the discussion that has been described, it can be concluded that based on the results of mapping the basic competencies of Indonesian Language subjects for the low-quality class of the elementary school, there are prophetic eco-literacy values in the form of the values of monotheism, caliphate, mandate, and sharia that could be developed into teaching materials containing eco-literacy.

The principles embodied in the steps of preparing Indonesian Language teaching materials containing prophetic eco-literacy values were manifested in several indicators, including 1) analysis of teaching material needs consisting of 3 indicators, namely analysis of basic competencies, analysis of learning

resources, and selection of types and determination of teaching materials; 2) the preparation of teaching materials consists of 2 indicators, namely the sequence and nature of teaching materials; 3) the structure of teaching materials consists of 7 indicators, namely titles, learning instructions, basic competencies, supporting information, discourses, tasks/work steps, and assessments; and 4) preparation of teaching materials consisting of 5 indicators, namely the arrangement of appearance, language, stimulants, ease of reading, and instructional materials.

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