

ENHANCING EXAM READINESS: A COMMUNITY SERVICE INITIATIVE TO DEVELOP AN ENGLISH QUESTION BANK MODULE

Safera Pua Yuniarti¹, Lemmuela Alvita Kurniawati²

^{1,2}Pendidikan Bahasa Inggris, Fakultas Kependidikan dan Humaniora, Universitas Kristen Duta Wacana, Jl. dr. Wahidin Sudirohusodo 5-25, Yogyakarta, Indonesia

²e-mail pipitkh@staff.ukdw.ac.id

Abstract

This community service aims to develop an English question bank module based on the Merdeka Curriculum for 6th-grade elementary school students to prepare for the national exam. The development of this module was carried out using the ASSURE model, which includes stages such as analyzing students' needs (A), stating learning objectives (S), selecting methods, media, and materials (S), utilizing the module as an instructional model (U), and evaluating the module through expert assessment (E). The step of requiring student participation during module implementation (R) was not conducted due to time constraints. The development results show that this question bank module is effective in enhancing students' understanding of national exam materials through varied exercises tailored to the students' ability levels. The module is designed with engaging visual components and a variety of question types to support student learning and assist teachers in preparing for exams. The implications of this community service include providing relevant and effective teaching materials to improve students' readiness for the national exam.

Keywords: *question bank module, ASSURE, exam preparation, elementary school, Kurikulum Merdeka*

Abstrak

Pengabdian kepada masyarakat ini merupakan kegiatan service learning untuk mengembangkan modul bank soal Bahasa Inggris berbasis Kurikulum Merdeka untuk siswa kelas 6 SD dalam rangka mempersiapkan ujian nasional. Pengembangan modul ini dilakukan dengan menggunakan model ASSURE, yang meliputi tahapan melakukan analisis kebutuhan siswa (A), merumuskan tujuan pembelajaran (S), melakukan pemilihan metode, media, dan materi (S), menyiapkan modul sebagai model instruksi pembelajaran (U), serta evaluasi modul melalui penilaian oleh ahli (E). Tahapan partisipasi siswa dalam implementasi modul (R) tidak dilakukan karena akan dilakukan oleh pihak sekolah. Hasil pengembangan menunjukkan bahwa modul bank soal ini efektif dalam meningkatkan pemahaman siswa terhadap materi ujian nasional melalui latihan soal yang bervariasi dan disesuaikan dengan tingkat kemampuan siswa. Modul ini dirancang dengan komponen visual yang menarik serta tipe soal yang beragam untuk mendukung pembelajaran siswa dan membantu guru dalam mempersiapkan ujian. Implikasi dari pengabdian kepada masyarakat ini adalah penyediaan bahan ajar yang relevan dan efektif bagi siswa dalam meningkatkan kesiapan mereka menghadapi ujian nasional.

Kata Kunci: modul bank soal, ASSURE, persiapan ujian, sekolah dasar, Kurikulum Merdeka

INTRODUCTION

The current community service initiative was conducted in SDN Sukorejo, Wedi, Klaten, Jawa Tengah that has adopted the “Merdeka curriculum” and has collaborated with *Kampus Mengajar* in the Klaten district. As part of the *Merdeka* Curriculum framework, the *Kampus Mengajar* program aims to provide undergraduate students with hands-on teaching experience while supporting schools in improving the quality of education (Fatonah et al., 2023; Ya & Noordin, 2024; Sabat et al., 2025). *Kampus Mengajar* is part of the flagship programs organized nationally by the Ministry of Education and Culture's MBKM initiative (Kemendikbud, 2024). Introduced in 2021, this curriculum emphasizes independence, creativity, and student-centered learning, underscoring critical skills while providing schools with the flexibility to modify their teaching strategies to accommodate the developmental stages of their students. These approaches ensure that instruction aligns with the individual needs of each student, thereby fostering engagement and comprehension (Kurniawati & Kristianti, 2022; Sari & Fatmawati, 2024).

While the *Merdeka* Curriculum and the *Kampus Mengajar* program offer strategies to enhance educational quality, national data highlights some challenges, particularly in literacy and numeracy, that underscore the urgent need for targeted interventions at the school level. According to the 2023 Program for International Student Assessment (PISA) rankings, Indonesia continues to rank low, with an average numeracy and literacy score of 366, which is 106 points below the global average (Yuda & Rosmilawati, 2024). Some researchers assert that literacy and numeracy are crucial competencies for Indonesian students (Nugroho & Narawaty, 2022). In this context, sixth-grade elementary school students are expected to develop foundational English skills, such as reading, writing, and pronunciation to strengthen literacy competencies.

However, despite these expectations, many students still struggle with basic literacy skills in both their native language and English, highlighting the need for practical, school-based interventions. These challenges may impede their ability to acquire proficiency in learning a second language. Consequently, the *Kampus*

Mengajar initiative is established, concentrating on schools that exhibit deficiencies in numeracy and literacy. One of the primary responsibilities of undergraduates participating in the *Kampus Mengajar* program is to develop engaging, innovative, and creative learning experiences that enhance elementary school students' interest in learning (Hakim, 2023; Madinah & Anggraeni, 2024). To gain a deeper understanding of these challenges at the classroom level, the service learners in this community service conducted interviews during the *Kampus Mengajar* program to gather insights directly from school stakeholders. Based on interviews conducted on 5 October 2024, in SDN Sukorejo, Wedi, Klaten, Jawa Tengah, during the *Kampus Mengajar* program (MBKM), the service learners obtained data from the school principal and the homeroom teacher. The interview questions were carefully crafted to examine the students' needs, desires, and necessities regarding English language acquisition. The homeroom teacher remarked, "On a scale of 10, they are around 6 to 7." The findings indicate that only 40% of the students exhibited proficient English skills. Due to the limited instructional time allocated for English, the students are unable to meet the expectations set by their teachers. "Yes, the problem is, English is only taught for 2 hours a week, so there is very little time to cover everything," stated the homeroom teacher. Concerning this issue, the development of a structured and accessible question bank module was identified as a necessary tool to help improve students' English skills and their overall language proficiency through consistent and focused practice.

During teaching activities and the observation of classroom dynamics as part of the *Kampus Mengajar* program, the service learners noted the procedural methodologies employed by the English teacher. The teaching materials, particularly the student worksheets, lacked appeal. These worksheets were predominantly in black and white, featuring a scarcity of imagery and presenting limited diversity in the types of questions posed. Moreover, the exercises frequently proved overly complex for students who exhibit slower learning paces. Acknowledging these shortcomings, the principal and educators emphasized the need for more stimulating and varied English-language practice questions to adequately prepare students for the national examinations. Consequently, in response to the school's requirements,

the service learners developed a new format that incorporates a greater number of visuals and a wider range of question types, aligning with the formats of national exam questions and the capabilities of elementary school students. The “Questions Bank Module” or *Modul Bank Soal* (henceforth, MBS) is introduced to enhance students’ readiness for examinations within that institution. These modules are specifically crafted to serve as a motivational enhancement to their abilities.

Several researchers have examined the development and effectiveness of question bank modules in improving learning outcomes. According to Hamad (2019) and Alnuzaili (2020) question banks are valuable tools that assist teachers in evaluating students, meeting learning objectives, and continually enhancing their teaching methods and strategies. A study by Senthilkumar and Nandhini (2023) found that using Automatic Question Generation (AQG) along with the Bloom Taxonomy approach to design questions automatically can address the challenge of creating questions that accommodate a range of student skill levels. It serves as a form of “machine” that facilitates question development and can be utilized in both primary and higher education. Conversely, another study investigated an online student question-generation strategy to enhance students’ English learning. It revealed that students who generated their questions in the online learning system obtained better learning outcomes and exhibited higher motivation than the group using the drill-and-practice method. Hamad (2019) and Yusefzadeh et al. (2019) underscore the importance of test preparation, highlighting that educators should consider crucial elements such as the framework (Bloom's Taxonomy), question types, reliability, specifications, and question difficulty levels.

Therefore, based on the needs explained earlier, this community service activity is a service-learning project for students, in the form of designing a question bank module that supports the preparation of 6th-grade students' English exam, following the *Merdeka Curriculum*, to prepare them for their English exam. By integrating a variety of question types, scaffolded difficulty levels, and engaging visual elements, the MBS seeks to make exam preparation more accessible and stimulating for students with diverse learning needs. Through this community service, the service learners aim to bridge the gap between curriculum standards and

actual classroom implementation, ultimately promoting improved learning outcomes and increased student motivation in English language learning.

METHOD

This community service is focused on a service learning activity for students at SDN Sukorejo, Wedi, Klaten. After discussions and a needs analysis at the beginning of this community service activity, the service learning is focused on creating an English question bank module for 6th-grade students using the ASSURE model as its instructional framework (Kim & Downey, 2017). This activity involves students directly in contributing to the development of teaching materials relevant to their needs, while also providing an opportunity for them to apply the knowledge and skills they have gained during their university studies into real-world contexts at school. The creation of this question bank module aims to improve the quality of English education at SDN Sukorejo, particularly in preparing students for the national exam. In addition, this activity also benefits the students as a means of strengthening their competencies in developing educational materials that align with the applicable curriculum.

In developing the MBS, the service learners used the ASSURE framework. In the context of the community service at SDN Sukorejo, only five stages of the ASSURE model were applied, namely: Analyzing Learners (A), Stating Objectives (S), Selecting Methods, Media, and Materials (S), Utilizing Materials (U), and Evaluating (E). The Requiring Learner Participation (R) stage was not included in this process because the school requested to implement the module independently. An explanation of each stage is elaborated as follows.

The first step involved analyzing the students, focusing on their characteristics, needs, and learning styles (Ibrahim, 2015; Kurniawati & Malasari, 2022). To ensure the module was practical and effective, the service learners observed English lessons and closely monitored the teacher's instructional methods and responses. In the subsequent observation, the service learners managed the class and conducted three to four meetings from October to November 2024 during *Kampus Mengajar*. The service learners interviewed teachers and the principal in Wonosari, Klaten, to

understand students' learning difficulties and teachers' expectations regarding the skills students should acquire.

The second step involved stating the objective (S). The service learners reviewed existing English textbooks and curriculum guidelines to align the module with standard learning objectives (Altın, 2021). Learning objectives in MBS are adapted from the students' worksheets written by Yudha Nirmata, S.S. This book serves as a daily handbook for the students' English learning process, and other learning objectives are derived from the interview transcript. The findings from this analysis informed the development of the final version of the English question bank module.

The third step involved selecting methods, media, and materials (S) (Tangjitnusorn, 2023). The questions in the MBS were based on the students' worksheets from the first semester, which only covered past tense topics. Based on observations, the service learners selected various kinds of questions to align with the students' different cognitive levels, choosing content from sources such as students' English textbooks, websites, and the English E-book by Kemendikbud for reference. Multiple-choice, fill-in-the-blank, matching, and short-answer questions were available to accommodate different learning styles.

The next step involved utilizing materials (U) (Huda, 2022). The service learners checked the module carefully and asked the homeroom teacher some feedback to ensure the suitability of the module for the 6th-graders. The 'Requiring Learner Participaton (R) step was done by conducting informal training for the teachers on how to use MBS. The final step involves evaluating (E) the module by assessing its quality and practicality through expert judgement (Altın, 2021; Bajracharya, 2019; Huda, 2022; Ibrahim, 2015; Tangjitnusorn, 2023). After the service learners asked for feedback from the expert, the module was revised to improve its clarity, enhance the variety of question types, and ensure better alignment with the competencies outlined in the *Merdeka Curriculum*.

The final stage of the community service activity is the handover of the MBS in both PDF and printed versions to the school. This handover serves as a commitment to ensure that the materials developed can be directly applied in the

teaching process at SDN Sukorejo. With the presence of this MBS, it is expected to support the preparation process for the national exam for 6th-grade students, as well as provide convenience for teachers in delivering evaluations that align with the curriculum.

RESULTS AND DISCUSSION

The needs analysis conducted at the beginning of the community service activity, through interviews with the school principle and teachers, showed that the school needed service learning in the form of developing an English Question Bank Module. This was due to the limited time available for teachers to create engaging and curriculum-aligned English practice modules, especially for 6th-grade students preparing for the national exam. Based on this need, the development of the MBS was carried out using the ASSURE model as the instructional framework to ensure that the materials produced could meet the needs for effective and enjoyable learning. The explanation of the ASSURE stages carried out is as follows.

Analyzing Learners (A) Step

The initial stage of module development began with a needs analysis (A) through classroom observations, teacher interviews, and participation in the Kampus Mengajar program (Ibrahim, 2015; Kurniawati & Malasari, 2022). Findings revealed that existing English worksheets were visually unappealing (mostly black and white), lacked variety in question types, and were too complex for slower-paced learners. Data from the principal and teachers further emphasized the need for more engaging and varied practice materials to support exam preparation. In response, the service-learning team designed an English Question Bank Module (MBS) featuring rich visuals and diverse question formats aligned with national exam standards and tailored to the needs of 6th-grade students. Figure 1 illustrates the needs analysis activities conducted at the school.



Figure 1 Class Activities during Needs Analysis

Stating Objectives (S) and Selecting Methods, Media, and Materials (S) Steps

In line with the second step of the ASSURE model (Kim & Downey, 2017), stating learning objectives (S) was done to ensure that the module supports students in mastering essential English skills aligned with the *Merdeka Curriculum* for the first semester of Grade 6. These objectives focus on enhancing vocabulary acquisition, sentence construction, and contextual understanding of English usage in order to improve students' readiness for national examinations. To meet these objectives, the third step involved selecting appropriate media and materials (S) that would engage learners and facilitate comprehension. The results was six thematic chapters of MBS, each containing structured subtopics such as "Vocabulary List," "Remember the Word," and "Look at the Sentence." These components were aimed to provide an interactive learning experience, using visually attractive content and scaffolded activities.

The MBS is divided into six chapters, each guiding students through various components of the English language, following the *Merdeka Curriculum* for the first semester of Grade 6. Each chapter includes several subtopics designed to help students learn English effectively. The first sub-topic, "Vocabulary List", introduces essential words related to the chapter's topic and their meanings and pronunciations. Next, "Remember the Word" provides a mini quiz to reinforce vocabulary retention, encouraging students to write down the words they have learned. The "Look at the Sentence" section presents examples of how the words are used in context.

Additionally, “Read the Dialogue” provides conversations to help students understand how vocabulary is applied in real-life situations. The “Assessment” section includes a variety of exercises, such as multiple-choice questions, essays, fill-in-the-blank questions, matching activities, and short-answer questions. Lastly, design practice offers additional activities designed to enhance students' speaking skills through interactive exercises. The module employs a comprehensive strategy, incorporating various learning exercises designed to improve comprehension and the use of the language in both spoken and written contexts. The examples of activities designed in MBS are as follows.

Chapter 1: Vino Studied Last Night, but His Sister Didn't

In this opening chapter, students are introduced to the simple past tense, as illustrated in Figure 2. The chapter sets the stage for understanding simple past tense, focusing on using past verbs (the past tense of verbs). Students will learn to identify and use past-tense verbs through explanations, vocabulary exercises, and multiple-choice questions. This chapter has two important notes that are explained in Indonesian. These notes help explain unique information about past verbs and provide an easy key to changing the simple present to the simple past tense. The objective is to ensure that students understand the simple past tense's function and structure of the simple past tense, so they can confidently express past events.





Figure 2 Class Activities in Chapter I

Each chapter in the MBS module is designed to progress systematically, ensuring that students first grasp the basic concepts of the past tense before moving on to more complex structures. By the end of the module, students will have developed a solid foundation in using the simple past tense across different contexts, be it for talking about actions, emotions, time, or personal experiences. Through activities such as fill-in-the-blank exercises, dialogues, role-play, multiple-choice questions, and real-life conversations, students will improve their grammar and gain confidence in speaking and writing English. Aligned with previous studies on *Kurikulum Merdeka*, the MBS module encourages active participation, critical thinking, and peer interaction, making it a dynamic and comprehensive learning tool for students and teachers (Hakim, 2023; Kurniawati & Kristianti, 2022; Madinah & Anggraeni, 2024; Sari & Fatmawati, 2024).

Teachers, students, and parents can utilize this MBS in their English learning. Teachers can use it as a reference when preparing daily test questions or semester exams. On the other hand, MBS provides various practice questions for students to master past tense material in the first semester, enhance their vocabulary, and learn independently at home to explore deeper concepts (Alnuzaili, 2020; Hamad, 2019). Parents can also teach their kids because the instructions are easy to understand. In class meetings, MBS will be used once a week in the English subject lesson. In the beginning of class teacher explains the meaning and the essence of past tense and then goes on with fun activities such as drilling, guessing vocabulary, or introducing

past verbs for 20 minutes to make the students familiar with simple past tense and then the teacher spends 25 minutes before the lesson ends to focus on discussing the topic in MBS which is synchronized with the material on that day.

The MBS is planned to be available in PDF format. Therefore, the requirements that should be available are an LCD, a handphone, and stationery. The teachers can display it on an LCD screen or ask students to bring their cell phones to access it. For equitable teaching, every child who does not have a personal cell phone can work on a project in pairs or pay full attention to the LCD screen in front of the class. When working on the exercises, each student provides their stationery to answer the questions in their notebook. Students can explore the MBS at school and at home and ask their parents to guide them because the instructions are presented in Bahasa Indonesia, making it easier for parents to teach. However, there are some challenges in using MBS, such as limited teacher guidance, which can limit the students' understanding. Learning gaps will be noticeable; slow learners may struggle and require more time to complete the activities. In contrast, fast learners will find the activities engaging and challenging. They may even become bored with easier questions because they feel they are too simple. Therefore, adding HOTS questions in MBS is also necessary to meet the needs of all learners. Additionally, less evaluation of the teacher on students' work can make it difficult for them to understand mistakes and correct their thinking patterns when working on problems. Teachers may also have difficulty allocating time for the MBS because it must fit in with the material covered in the student worksheets assigned in class.

In developing this MBS, the service learners optimized the benefits for schools, teachers, students, and parents in Wonosari, Klaten. Firstly, the school also has interesting and colorful MBS that can be applied to the next generation. Additionally, schools save money by not having to hire someone to create English modules. Second, because this MBS was developed by observing students' abilities, the service learners believe it can serve as a booster for understanding the material. Therefore, the teachers can achieve learning objectives more optimally.

Furthermore, teachers are also facilitated in finding inspiration for making daily tests, quizzes, and semester test questions. Third, the benefit for students is that

they can access this module independently at home, work on it in their spare time, or use it as a personal handbook for free, saving money to learn more about English material in their first semester. Last, the parents can guide the children to learn at home because the instructions are easy to understand, and the attractive visuals are easy to explain.

Utilizing Materials (U) Step

Although the MBS was not directly implemented in classroom instruction due to the limited time of the community service, the "Utilize (U) Media and Materials" step in the ASSURE model was addressed through careful preparation of the module implementation. The MBS underwent a thorough internal review to ensure its suitability for 6th-grade learners in terms of its content accuracy, alignment with the *Merdeka Curriculum*, visual design, and clarity of instructions (Kim & Downey, 2017). The careful preparation was done by asking the homeroom teacher to do a thorough perusal to ensure its suitability. The service learners explained the actual classroom application to the homeroom teacher, and a simulated walkthrough of the module's use was prepared, demonstrating how teachers might guide students through vocabulary activities, contextual sentence exploration, and varied question types modeled on national exam formats.

Requiring Learner Participation (R) Step

Based on interviews with the school principal and teachers, the school will implement the MBS independently. However, the timeline for implementation has not been determined, as their primary focus at the moment is preparing 6th-grade students for the national exam. As a substitute, the service learners or students provided a brief training session for the teachers on how to use the MBS in teaching. The training session was conducted informally due to the teachers' busy schedules but was still attended by the headmaster and several other teachers. In this training, the teachers were taught how to utilize the MBS as a structured practice material by selecting questions according to the topics being studied and the level of difficulty that matches the students' abilities, ensuring that the learning process is more focused and effective. Figure 3 shows a photo taken before the training session began.



Figure 3 Informal Training Session

Evaluating (E) Step

In the final stage of the ASSURE model, “Evaluate” the service learners focused on assessing the quality and practicality of the MBS through expert validation (Kim & Downey, 2017). The homeroom teacher was invited to review the module in terms of content relevance and alignment with the *Merdeka Curriculum*, instructional design, visual design, and clarity of the language. The feedback indicated that the module was well-structured and suitable for 6th-grade learners, especially in supporting exam preparation. However, the homeroom teacher suggested minor improvements, such as refining instructions for specific tasks and incorporating more varied question formats to better align with national exam patterns. Based on these insights, revisions were made to enhance the module’s usability. Although classroom implementation was not conducted in this stage, the evaluation process ensured that the module was suitable for future use.

CONCLUSION

This community service activity was a student service-learning project focused on developing an English question bank module (MBS) for 6th-grade elementary students, designed based on a school needs analysis using the ASSURE model. The module successfully provided relevant, simple, and accessible practice materials that helped improve students' comprehension and exam readiness. While challenges such as the need for teacher guidance and effective time management remain, overall, the objective of this activity—to create an effective learning tool—has been achieved. The outcomes of this project offer practical contributions to

teachers, students, and parents, and serve as a reference for other institutions in developing similar learning materials, while also enriching the literature on successful English assessment instruments at the elementary school level.

REFERENCES

- Altın, M. (2021). Evaluation of the effectiveness of English language instruction based on the ASSURE Model. *E-International Journal of Educational Research*, 12(5), 195–211.
- Bajracharya, J. R. (2019). Instructional design and models: ASSURE and kemp. *Journal of Education and Research*, 9(2), 1–8. <https://doi.org/10.3126/jer.v9i2.30459>
- Fatonah, N., Permana, J., & Syaodih, E. (2023). Improving numeracy literacy skills of elementary school students through the kampus mengajar (kampus mengajar) program policy. *Jurnal Cakrawala Pendas*, 9(2), 298–308. <https://doi.org/10.31949/jcp.v9i2.4597>
- Hakim, N. F. A. (2023). Literacy and numeracy through Kampus Mengajar in elementary schools to support the merdeka belajar curriculum. *Abdi Dosen: Jurnal Pengabdian pada Masyarakat*, 7(3), 790-801.
- Hamad, M. M. (2019). Basis of designing test questions of english language that reflect intended learning outcomes (ILOs). *Journal of Language Teaching and Research*, 10(3), 627–640. <https://doi.org/10.17507/jltr.1003.27>
- Hamad, M. M., & Alnuzaili, E. S. (2020). Steps of designing a personal questions bank in a pedagogical way. *Theory and Practice in Language Studies*, 10(6), 638–646. <https://doi.org/10.17507/tpls.1006.03>
- Huda, S. Al. (2022). Development of ASSURE-based digital learning modules in English subject at SMP islam al azhar 13 Surabaya. *INTENSIVE JOURNAL*, 5(2), 92–103.
- Ibrahim, A. A. (2015). Comparative analysis between system approach , kemp , and ASSURE instructional design models. *International Journal of Education and Research*, 3(12), 261–270.
- Kemendikbud. (2024). *Buku Panduan Kampus Mengajar*. 1(69), 5–24.
- Kim, D., & Downey, S. (2017). Examining the use of the ASSURE model by K – 12 teachers. *Computers in the Schools*, 33(3), 153–168. <https://doi.org/10.1080/07380569.2016.1203208>
- Kurniawati, L. A., & Kristianti, V. (2022). ‘Freedom to Learn-Independent Campus’and pre-service teachers professional identity development. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 7(8), 290-298.
- Kurniawati, L. A., & Malasari, S. (2022). Local wisdom in designing ESP for community-based tourism practitioners: A study of needs analysis. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 3(2), 147-

161. <https://doi.org/10.21460/saga.2022.32.135>
- Madinah, T., & Anggraeni, A. W. (2024). Meningkatkan literasi dan numerasi siswa di SDN 5 Kalibarumanis melalui pembelajaran kreatif dalam program kampus mengajar. *Morfologi : Jurnal Ilmu Pendidikan, Bahasa, Sastra dan Budaya*, 2(5), 220-228. <https://doi.org/10.61132/morfologi.v2i5.953>
- Nugroho, T., & Narawaty, D. (2022). Kurikulum 2013, kurikulum darurat(2020-2021), dan kurikulum prototipe atau kurikulum merdeka (2022) mata pelajaran bahasa Inggris: suatu kajian bandingan. *Sinistra: Prosiding Seminar Nasional Bahasa, Seni, Dan Sastra*, 1(1), 373–382. <https://proceeding.unindra.ac.id/index.php/sinistra/article/view/6099>
- Sabat, A., Bien, Y. I., Uki, N. M., Ndun, L. M., Sabat, A. O., Liunokas, S. M., & Banu, A. B. W. (2025). Pendampingan implementasi kurikulum merdeka untuk guru TK-PAUD di klaster II kecamatan Mollo Selatan. *Gervasi: Jurnal Pengabdian Kepada Masyarakat*, 9(1), 670-686. <https://doi.org/10.31571/gervasi.v9i1.7873>
- Sari, A. A., & Fatmawati, N. L. (2024). The implementation of merdeka curriculum in English teaching learning. *Yavana Bhāshā: Journal of English Language Education*, 7(1), 81–89.
- Senthilkumar, P., & Nandhini, K. (2023). Comprehensive analysis of automatic question generation and bloom 's taxonomy - mapping techniques. *Recent Trends in Computer Sciences (RTCS)*.
- Tangjitnusorn, K. (2023). Effects of online Instruction using the ASSURE model with scenario-based learning on listening skill in English for airline business of undergraduate students. *NIDA Journal of Language and Communication*, 28(43), 1–25.
- Ya, Z., & Noordin, Z. B. M. (2024). Research on the influence of teaching skilltraining on the improvement of teaching abilities: A case study of student-teachers at Normal University in Sichuan province. *International Journal of Academic Research in Progressive Education and Development*, 13(2), 528-537. <http://dx.doi.org/10.6007/IJARPED/v13-i2/21318>
- Yuda, E., & Rosmilawati, I. (2024). Literasi numerasi di sekolah dasar berdasarkan indikator PISA 2023 ; systematic literatur review. *Journal of Instructional and Development Researches*, 4(2), 172–191. <https://doi.org/https://doi.org/10.53621/jider.v4i3.326>
- Yusefzadeh, H., Iranagh, J. A., & Nabilou, B. (2019). The effect of study preparation on test anxiety and performance: A quasi-experimental study. *Advances in Medical Education and Practice*, 10, 245-251.