
Integrating genre-based approach in designing English syllabus for Islamic education study program

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A B S T R A C T

Keywords:
English Syllabus, ESP, Genre Based Approach

Reaching decisions about what should be taught and how is highly crucial when designing a syllabus such as English syllabus regarding a number of issues. One of the issues is the demand to design a syllabus that meet with the students' need. Thus, this paper aims to construct a prototype of an English syllabus for the Islamic Education Study Program as a response to the issue. In order to promote students' writing skill, the developed prototype incorporates a genre-based approach in designing writing syllabus. This research employed Dick and Carey's model of Research and Development in designing a prototype syllabus. The prototype of English syllabus design refers to the component of syllabus provided by SN-Dikti article 12 toward the syllabus components. The stages of GBA covers Building Knowledge of the Fields, Modelling, Independent Construction, Developing and Presenting the Task, and Analyzing and Evaluating the Written Text. The students are also familiarized with various genres to compose the text and relate it with Islamic values in daily life. The designed prototype syllabus then validated by expert judgements through forum group discussion. The experts' feedback was used to refine and finalize the prototype syllabus.

1. INTRODUCTION

It is undeniable that English has largely been used in education. One evident is the obligation to take English course as the compulsory subject (MKDU) in practically every study program in Indonesia such as Islamic Education Study Program. The teaching of English courses in non-English departments, such as the Islamic Education Study Program, has begun to be questioned. One of the issues arisen is the implementation of English syllabus by lecturers for non-English department such as Islamic Education Study Program. It is confirmed by Zakaria (2021) stated that English syllabus does not meet the requirements as it was not designed based on field demands. The existing syllabus is only based on the lecturers' English knowledge. Lecturers face limits in selecting materials that align with students' interests and needs, leading to general teaching materials. To address this, a developed and relevant English syllabus for students in Islamic Education study program is necessary.

Syllabus contains a description of learning planning all competencies that must be achieved by students in certain educational units (Widiati & Mukminatien, 2019). Syllabus is different from the curriculum and is one of the components in the curriculum. Referring to the Guidebook provided by Ministry of Education, Culture, Research, and Technology (*Kemendikbud*) in 2020, it is stated that a syllabus must contain at least; course identity, credit weight (sks), course description, program learning

outcomes (*capaian pembelajaran program studi*), intended learning outcomes (*capaian pembelajaran mata kuliah*), material, method, criteria or indicators, and references (Junaedi et al., 2020).

The syllabus format takes various forms according to what is determined by the respective study program or university. It should meet the minimum elements as stipulated by article 12, paragraph (3) SN-Dikti. To reiterate, it needs to be emphasized that universities can develop their own syllabus format (Junaedi et al., 2020). This is in line with Dick et al (2005) stating that the novice instructional designer or lecturer may need to modify the model or perform non-sequential phases depending on the specific situation and level of experience in designing learning. Thus, the format of syllabus in certain courses taught by certain lecturers vary and differ according to the situation, conditions, and needs of students in each university.

The syllabus is the primary foundation for growth process through designing, executing, and overseeing. It plays central role in delivering teaching and learning activity across various levels and kinds of learning. It also serves as a roadmap for coordinating all learning activities to reach established objectives (Latif et al., 2024). Regarding the previous issue, the designed syllabus is insufficient to address learning objectives if the lecturers' learning model does not suit the present needs of education and students. By releasing the policy of "Merdeka Belajar Kampus Merdeka (MBKM)" or freedom to learn-independent in higher education", the Indonesian Minister of Education and Culture (*Kemendikbud*) has also made critical thinking and problem-solving abilities a priority. Critical thinking and problem solving skills must be addressed in today's educational environment.

In relation with the statement above, Emilia (2016) stated that the genre-based approach within the framework of English as a Foreign Language (EFL) in Indonesia underscores the significance of employing both the native language and the target language to elucidate the instructional content. Genre-based approach has many similarities with contextual teaching and learning in several ways, such as the development of critical thinking. The genre-based approach has been widely adopted in various foreign language teaching contexts due to its ability to develop critical thinking skills, written communication, and understanding of complex text structures. Zhai and Razali (2023) in a systematic review stated that the genre approach proved effective in improving writing competence through structured pedagogical stages and based on learners' contextual needs. Reading and writing, which are very strong with GBA, is the most powerful way to develop critical thinking skills (Yuniar et al. 2019). In response to this policy, this research is intended to design English course syllabus by infusing genre-based approach for students of Islamic Education Study Program.

In recent times, educators of the English language across nations including Singapore, South Africa, the USA, Italy, Hong Kong, Australia, the UK, China, Canada, Sweden, and Thailand, have increasingly adopted the Genre Based Approach in the formulation of its syllabus, instructional materials, and curricular frameworks. The fact that the genre-based approach has been adopted in the context of English as a second language or foreign language shows that GBA is also relevant to the context of English teaching in Indonesia, with English as a foreign language (Emilia, 2016)

Language skills teaching is incorporated with GBA. As a result, the genre-based approach emphasizes the development of all language skills, not only writing. This pedagogical approach asserts that individuals aspiring to acquire proficiency in English should engage with a variety of literary genres (Basori, 2020). The genre-based approach is implemented in four stages: Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction. Building Knowledge of the Field aims to increase students' understanding or background in the topic on which will be written. Modeling is the stage at which teachers provide or demonstrate to students the texts that will be the subject of the

lesson. Joint Construction is the stage where students begin to implement the understanding and abilities to write the texts presented (Emilia 2016). The GBT model aims to organize instruction, develop English language skills, and incorporate mandated content from the Indonesian EFL curriculum (Triastuti et al., 2022).

In terms of previous research, there have been many studies investigated about genre based approach in teaching, especially for language learning(Hyland, 2024; Kartika-Ningsih & Gunawan, 2019; Liu & Chen, 2023). Specifically, a study conducted by Yuniar, examined how UIN Malang used project-based learning to adopt a genre-based approach to teach writing (Yuniar, 2023). The second study carried out by Triastuti et al., (2022) whose outcomes of the research reflect the need of Indonesian EFL teachers for being able to sufficiently teach and explore texts while being obliged to incorporate such additional curriculum contents as character values, higher order thinking skills, and the 21st century learning skills (communication, collaboration, critical thinking and creativity) into their instruction. Moreover, the proposed GBT model in the research is to serve as a GBT innovation for accommodating EFL curricula. The third research conveyed by Zakaria in 2021 who also designed English Course Syllabi for Islamic Education Study Program. It is found that it is still uncommon to discover an English syllabus whose content or topics are relevant to Islamic concerns, or more commonly known as English for Islamic Purposes, it is crucial that the English syllabus for the Islamic Religious Education (PAI) study program be designed and implemented (Zakaria 2021). Regarding the research gap, no studies have specifically designed an English syllabus using a Genre-Based Approach tailored for Islamic Education students in Indonesia.

This research aims to provide a prototype of English syllabus for non-English department which has been integrated with Genre Based Approach in order to meet the new policy of The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to improve students' critical thinking skill. By incorporating GBA, this study presents phases and materials that could be utilized as recommendations or references by other researchers and lecturers for teaching and learning English as a compulsory or required subject (MKDU) at non-English study program.

2. METHOD

This research employed Research and Development model. According to Zais in Risal et al (2022) argued that R&D model proposed by Dick and Carrey consists of four stages, namely; (1) Define instructional requirements, where researchers conduct a needs analysis which includes literature studies and field surveys. (2) Design prototypical instructional model, which aims to create a prototype learning model where researchers conduct expert validation (experts judgements) of the prototype model, and make improvements to the prototype model based on the results of expert judgment validation. (3) Develop tested and reliable instructional model, which aims to develop the learning model along with its devices in order to get a valid, tested, and reliable model which is carried out by limited tests. (4) Disseminate instructional model, which is a dissemination trial in a wider sample to get improvements and refinements and ready to be promoted to users as the final stage.

Regarding the limitation and aims of the research, this research only conducted stage one and two. What is clear from the various stages and processes of R&D is that these stages and processes are not single and uniform. Several are simple, while several are complex and highly complex. Some are linear, cyclical, and a combination of both. Researchers are free to choose according to their respective goals and fields (Putra 2019). It coincides with Sa'adah and Wahyu (2020) argued that the implementation of research and development in the sphere of education can be reinvented and modified.

2.1 Participant

The participant of this research consisted of three English lecturers and three English courses syllabus from Islamic Education department from three different universities in Indonesia that provided authority and allow the researchers to conduct an interview and analyze the syllabus. The data of this study were any information in the form of words or descriptions that are relevant and could answer the research problems in this study. To facilitate the understanding and organization of the data, the researchers created a code for the lecturers as the research's informant and its universities that have contributed to this research as follows:

Table 1. Informant and Syllabus Code

Name of university	Code
University A	Informant A, Syllabus A
University B	Informant B, Syllabus B
University C	Informant C, Syllabus C

In addition, interviews with three English lecturers were conducted to answer the research's questions. The questions distributed to the lecturers were also reviewed by experts previously.

2.2 Data Collection

In terms of collecting data, Research and Development take various forms depending on the focus and purpose of the research. In the stage of Define Instructional Requirement proposed by Dick and Carey, the researchers conducted Needs Analysis (Sa'adah & Wahyu, 2020). The researchers conducted literature review on 21st century learners' needs including its learning outcomes, materials, and learning models that are appropriate to the needs of the students. The second stage is conducting interview with 3 English lecturers from different universities. The researchers also obtained access to analyze the syllabus utilized by the lecturers to teach English as compulsory subject.

2.3 Data Analysis

Data analysis in Research and Development tends to be descriptive data presentation, and qualitative data analysis uses data from documents, interview, or observations. This research employed Miles and Huberman's Data Analysis model which includes Data Condensation, Data Display, and Drawing/Verifying Conclusion (Hamzah 2020).

The first step is analyzing existing syllabus to determine whether the components of the syllabus that had been collected were in accordance with the standards referred to SN-Dikti. The researchers also examine model or method of learning employed by the lecturers in the classroom which stated in the existing syllabus. Following a review of the gathered syllabus, the researchers then interviewed three English lecturers from various universities. Regarding the research's ethic, confidentiality and anonymity are research's ethical standards that assist in obtaining informed consent from participants, thus guaranteeing the data of the participants will be protected private. As such, the researchers only disclose the data that relevant with the research's focus. The second step was to design an English syllabus integrated with Genre based approach that has been modified in order to be in line with the standards and accommodate the relevancy with students' needs for Islamic Education Study Program. The third step is to conduct internal testing. Internal testing is testing based on the experts and practitioners on the product design (Sugiyono 2015). In this step, researchers conducted experts' judgment by experts in relevant fields to consider, validate, and assess the first prototype that had been

made by researchers. The fourth step is designing the prototype of English syllabus integrated with Genre based approach for students of Islamic Education Study Program that has been internally tested based on feedback from experts' judgment.

3. RESULTS AND DISCUSSION

3.1 The Analysis of Syllabus Components in Existing Syllabus

Table 1. shows the analysis of syllabus component in existing English syllabus. The existing English syllabus obtained from three different universities in Indonesia. The syllabus component referred to SN-Dikti article 12 regarding the component of syllabus (Junaidi et al., 2020)

Table 2. The analysis of syllabus components in existing English syllabus

Num.	Syllabus Components	Syllabus A	Syllabus B	Syllabus C
1	Course identity	✓	✓	✓
2	Credit weight	✓	✓	✓
3	Course description	✓	✓	✓
4	Learning outcomes	-	✓	-
5	Course learning outcomes (CPMK)	✓	✓	✓
6	Material	✓	✓	✓
7	Method	✓	-	✓
8	Criteria, indicators	✓	-	✓
9	References	✓	✓	✓

According to the table above, the syllabus component that meets SN-Dikti standards has not yet been included in the syllabus compiled. First, syllabuses A and C lacked information on learning outcomes. Second, syllabus B did not include its method as well as criteria and indicators to assess students during teaching and learning activity explicitly. The 3 compiled syllabus are all consistent in terms of course identity, credit weight, course description, course learning outcomes, materials, and references. As a result, it is possible to conclude that the three syllabus components have yet to achieve the criteria-based standards completely.

In terms of the interview result, the researchers have reduced and simplified the data gathered in order to be in line with the research's focus. Based on the interview with Informant 1, Informant 1 did a needs analysis during the first meeting to determine the students' needs, expected learning results, and instructional models to be used in subsequent meetings. Informant 1 then analyzed and designed the final syllabus in response to the students' needs. Meanwhile, Informant 2 also performed a needs' analysis following multiple discussions with the students. Informant 2 chose to observe and evaluate students throughout teaching and learning activities as part of the process of redesigning the syllabus to meet their needs. Furthermore, Informant 3 undertook adequate preparation in constructing the syllabus by completing a literature review and considering the syllabus components with peers to minimize unanticipated outcomes such as learning loss during teaching and learning activity.

Besides discussing the materials, syllabus components and so forth, the researchers also discussed model of teaching employed by the three English lecturers. Considering the interview results, it appeared that Informant 1 and Informant 2 employed several teaching models used in the classroom, including discovery learning, project-based learning, and inquiry learning. Informant 2 believed that the lecturer should use a variety of teaching methods to fulfill the demands of the students. However, the use of teaching methods has limitations, such as the students' condition and the university's facilities.

In contrast, informant 3 did not specifically explain the models of learning used. It is argued that the ideal teaching method is one that is appropriate for the students' needs.

Considering the interview results with the three informants, it could be summed up that every lecturer has their own belief, and principles toward the curriculum such as teaching and learning activity. It is clear that needs analysis and a variety of English teaching and learning method were employed to reach the needs and relevancy of the students. It coincides with (Alisoy 2024) stated that educators are required to utilize various teaching strategies and methods in the classrooms and adapt these methods to align with the learning outcomes and environments in order to enhance the efficacy of language teaching and ensure inclusivity in the classroom teachers to employ these methods in their classrooms and modify them to fit their specific teaching.

3.2 The Design of English Syllabus Integrated with Genre-based Approach for Students of Islamic Education Study Program

Due to the journal's minimum standard requirement, the designed syllabus is the prototype syllabus which covers a number of syllabus components referring to SN-Dikti standards.

Table 3. The syllabus prototype

LOGO		University and Department's Identity		
Course name	Code	Credit Weight	Semester	Date Recognition
English Language	000	2 credits	2	
Authorization		Lecturer	Course Coordinator	Head of Study Program
Program Learning Outcomes		Program Learning Outcomes (CPL) as below:		
		CPL 1	Internalize academic values, norms, and ethics	
		CPL 2	Able to communicate effectively	
		CPL 3	Mastering English is at least equivalent to the post-intermediate level to create fluent, accurate, effective, and receptive communication both oral and written	
		CPL 4	Demonstrate self-contained, quality, and measurable performance	
		CPL 5	Able to construct written communication appropriately	
Capaian Pembelajaran Mata Kuliah (Learning Outcome)		Course Learning Outcomes (CPMK) as follow:		
		CPMK 1	Able to explain sentence elements and make good and correct sentences according to standard English grammar	
		CPMK 2	Able to explain the elements of paragraphs and develop ideas in the form of paragraphs	
		CPMK 3	Able to speak and convey opinions, arguments, questions, answers in daily conversations	
		CPMK 4	Able to understand conversations/dialogues and monologues in English	
		CPMK 5	Able to understand the content and meaning of text being discussed	
		CPMK 6	Able to construct inferences, paraphrasing and summarizing	
		CPMK 7	Able to identify and determine the structure of reading organizations (text pattern organizations)	
		CPMK 8	Able to recognize the structure of text organizations (text pattern organizations)	
Lesson Learning Outcomes (Sub-CPMK)		Lesson Learning Outcomes (Sub-CPMK):		
		Sub-CPMK 1	Able to identify, define and construct sentences with the correct Subject - Verb	

Sub-CPMK 2	Able to understand and construct phrases and clauses in sentences correctly
Sub-CPMK 3	Able to create different types of sentences and identify common mistakes in English sentences
Sub-CPMK 4	Able to make sentences in paragraph form with correct English concepts
Sub-CPMK 5	Able to create and conduct presentations and discussions in English
Sub-CPMK 6	Able to identify the content of oral discourse from the types of conversations in English
Sub-CPMK 7	Able to make inferences, paraphrasing and summarizing
Sub-CPMK 8	Able to identify signal words and determine the structure of text organizations (text pattern organizations)
Course Description	In this course, students are guided into successfully producing their own texts through analysis of genres. The texts are demonstrated, modeled, analyzed and constructed in interactive classroom sessions. Students also learn basic English concepts including listening, speaking/presentation, reading and writing skills and be able to apply them to express their ideas and thoughts orally and in writing related to Islamic activities and values as well as everyday life.
Learning Material	<ol style="list-style-type: none"> 1. Subject & Verb : Concept and Application 2. Phrase & Clause : Types and Application 3. Sentences & Error Checking: Types of sentences and errors, identification techniques 4. Paragraphs: Elements, topics, supporting sentences & conclusions, concepts of unity, coherence and cohesion 5. Presentation & Discussion: factors of making, presentation techniques & discussion 6. Inference, paraphrasing and summarizing techniques 7. Signal words and reading organization structure (text pattern organizations)
References	<p>Main references:</p> <ol style="list-style-type: none"> 1. Emilia, E. (2016). <i>Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris</i>. PT. Kiblat Buku Utama. Bandung 2. Kosasih, E. Kurniawan, Endang. (2018). <i>Jenis-jenis Teks</i>. PT Yrama Widya. Bandung

Below is the prototype of weekly meeting activities;

Table 4. The prototype of weekly meeting activities

Course Learning Outcomes	Indicators	Learning Method	Materials
1. To understand the area and the purpose of the subject and the mechanism of the study	<ol style="list-style-type: none"> 1. To mention the area of the subject 2. To mention the purpose of the study 3. To explain the class mechanism 	Focus Group Discussion	Orientation to the Syllabus
Course Learning Outcomes	Indicators	Learning Method	Materials

1. Students are able to become aware of social purpose of descriptive text	1. Students classify linguistic features of descriptive text	1. Building Knowledge of the Field	Describing Islamic Figures such as;
2. Students are able to identify organizational and linguistic features commonly found in descriptive text	2. Students identify unfamiliar words of the text	• The lecturer must explain in detail what the student must do (the students are asked to compose Descriptive text of Islamic Figures for <i>Gen Millennial</i>)	1. Habib Jafar
3. Students are able to establish starting point to write the text.	3. Students describe the meaning and ideas of the text	• Students are given the text of "Islamic Figures for <i>Gen Millennial</i> "	2. Ustd Felix
4. Students are able to construct the meaning of written text	4. Students analyze organizational and linguistic features in descriptive text	• While the students are reading the texts, the students are asked to predict the meaning of the text based on the picture, keywords, title of the text, or the first sentence of the text (topic sentence)	3. Ustd Adi Hidayat
5. Students are able to write descriptive text appropriately	5. Students make drafts, check, and revise the text that has been constructed with peers according to the corrected models	• Students identify words or expressions that they do not understand in the text being discussed, and to guess the meaning of the words or expressions in the text. If they can't guess from the context, they can look at the dictionary about the meaning of the difficult word.	4. Ustzh Haliamh Alaydrus
6. Students are able to learn the values from Islamic figures	6. Students describe the moral lessons that can be drawn from the mentioned Muslim figures.	• -After understanding meaning of the text, students are given a worksheet to see their understanding of the text they have read. The worksheet could contain questions that must be answered related to information relevant to the text that has been read.	5. Ustzh Oki Setiana Dewi
		• Students are asked to recount what they have read, answer questions related to the text orally or ask each other questions with their classmates regarding the text that has been discussed in class.	6. And other Islamic figures based on the students' interest
			7. <i>Jenis-jenis Teks (Fungsi, Struktur, Kaidah Kebahasaan)</i>
			8. Subject & Verb : Concept and Application
			9. Phrase & Clause : Types and Application Sentences & Error Checking.

Course Learning Indicators	Learning Method	Materials
Outcomes		

- Students are given a second or third text and repeat the same activity to deepen their understanding (*these second and third texts are optional and given depending on the student's condition and needs*)

2. Modelling

- At this stage, the lecturer explains the type of text to be written, including its purpose, benefits and social context where the text can be found in daily life
- The lecturer explains the stages or organizational structure of the text and its functions.
- The lecturer shows a single text completely. The text should be presented in a chart consisting of 3 columns, each of which contains the *structure of the text* organization, its linguistic characteristics, and character education or the values based on the text they have read.
- Lecturer and students identify the organizational structure and linguistic features of the text (Tenses, Conjunction, action verbs, adverbs, and so forth)
- Students are asked to begin to implement their understanding and ability to write descriptive text
- The lecturer provides a plan for the type of text that will be written by the student. The plan consist of; *Thesis* (point of view), *Argument 1, 2, and 3* (supported by data, facts, and other references), *Restatement of Thesis* (restatement of the opinion that has been expressed in the thesis).

3. Independent Construction

- Students are asked to compose descriptive text that have been studied. At this stage, the lecturer's role is as a guide, but

Course Learning Indicators	Learning Method	Materials
Outcomes		

students have begun to participate more actively in the process of learning to write. The first aspect that must be considered is the organizational structure, its linguistic characteristics, then the mechanics of writing such as punctuation, capital letters and so on.

- In this stage, students can also exchange writings to give each other feedback on the writing.

4. Developing and presenting the task

- Students take turns telling what they have written while other students give comments or feedback on what has been written.

5. Analyzing and evaluating the written text

- Lecturer assists students to reflect or evaluate the written text. Students conduct peer-review of the text that has been composed.

Regarding the table above, the stages in implementing Genre Based Approach consist of Building Knowledge of The Field, Modelling, Independent Construction, Developing and Presenting the Task, Analyzing and Evaluating Written Text. The stages were modified regarding the students' needs, and time allocation. This is in line with Emilia (2016) who stated that the existing GBA stages may also be passable, depending on the student's condition. In certain situations, there is a possibility that modelling and joint construction can be skipped. Additionally, the syllabus component above has been in line with SN-Dikti standards article 12 toward the syllabus component such as course identity, program learning outcome, lesson learning outcome, course learning materials, indicators, teaching and learning method, assessment, and so forth (Junaidi et al., 2020).

In terms of assessment, the lecturer might provide an assessment sheet or rubrics for writing task. The lecturer may clarify the criteria for assessment including aspects such as relevance originality, and creativity. In Independent Construction phase, students are allowed to discuss, monitor, and observe students' writing progress. Skills in writing and presenting were evaluated by considering the outcomes of projects and the presentations of discussions. Consequently, investigating the research of Genre-based Approach within the context of writing instruction might improve students' abilities in English writing, ultimately aiding students' progress in this area (Zhai and Razali 2023).

7. CONCLUSION

The changes and demands of the students in this modern require teachers, or lecturers, to apply teaching strategy, technique, and materials in order to be relevant with the students' needs. Teachers should maintain studying and improving teaching abilities to fulfill National Education Goals notably teaching English subject as one of the mandatory subjects required in all higher education institutions in

Indonesia. One of the ways to achieve these goals is by infusing an approach or model of teaching that suits with students' needs. One of the approaches is known as genre-based approach. As such, this research has successfully designed an English syllabus integrated with Genre-based Approach for Islamic Education Study Program since the research in this focus is still rare. Regarding the research's limitation, additional investigation is needed to identify unresolved issues, and gaps during the research such as evaluating the students' writing skills in classrooms, and measuring students' outcomes.

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