



EFL Reading Materials Revisited: The Role of Teaching Processes, Individual Learning Prerequisites, and Textbook Use

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ABSTRAK

Instruksi modul membaca intensif perlu disesuaikan dengan pedoman kurikulum baru, yaitu pendidikan berbasis capaian (Outcome-Based Education/OBE), yang menekankan pembelajaran berpusat pada siswa. Penelitian ini bertujuan untuk menganalisis kesesuaian antara proses pengajaran, keyakinan belajar mahasiswa, dan prinsip OBE, sebagai bagian dari analisis kebutuhan. Penelitian menggunakan pendekatan metode campuran dengan data yang dikumpulkan melalui kuesioner, wawancara, dan daftar periksa analisis modul. Subjek penelitian melibatkan 164 mahasiswa tahun ketiga dan keempat yang mengikuti kelas membaca intensif serta satu dosen pengajar kelas paralel. Data dianalisis menggunakan teknik kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa mahasiswa memiliki keyakinan epistemik yang canggih dalam mempelajari mata kuliah ini. Namun, strategi membaca dalam kelas belum sepenuhnya sesuai dengan prinsip OBE dan keyakinan belajar mahasiswa. Strategi membaca berbasis Collaborative Strategic Reading (CSR) diusulkan untuk diterapkan karena mendapat tanggapan positif dari mahasiswa. Selain itu, analisis modul menunjukkan beberapa kekurangan yang perlu diperbaiki agar sesuai dengan prinsip OBE. Penelitian ini menyimpulkan pentingnya pengembangan modul membaca yang berbasis kebutuhan mahasiswa dan sesuai dengan prinsip OBE. Implikasinya, pengajaran dapat lebih mendukung pencapaian hasil belajar yang optimal. Penelitian lebih lanjut diperlukan untuk mengeksplorasi penerapan CSR dalam konteks yang lebih luas.

ABSTRACT

The intensive reading module's instruction underscores the need to change based on the new curriculum guidelines, outcome-based education (OBE), which concentrates on student-centered learning. Based on this research's grand theory, this can be achieved by investigating the teaching activity's process and students' individual learning beliefs. This research aimed to analyze these factors as a part of need analysis. The study used a mixed-method approach. The data were collected using questionnaires, interviews, and a module analysis checklist based on OBE principles. The respondents comprised 164 third and fourth-year Indonesian students who took an intensive reading class and one lecturer who taught parallel intensive reading classes. The data were analyzed qualitatively and quantitatively. The study results showed that students have sophisticated epistemic beliefs in learning this course, and there is a significant correlation between the proposed reading strategy and students' epistemic beliefs. Therefore, as the new reading strategy proposed, CSR should be implemented appropriately. Moreover, the findings revealed that the intensive reading classes did not apply the appropriate reading strategy that aligns with students' learning beliefs and OBE principles in its implementation. In addition, students showed positive attitudes toward the proposed reading strategy. Furthermore, the module analysis indicated several poor indications that should be changed to meet the OBE principles and the student's learning needs. These findings are the basis for developing the module analysis based on the needs of students. Due to the study's scope and limitations, further research is recommended.

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1. INTRODUCTION

Ever since the Indonesian Ministry of Education released a new curriculum guideline, outcome-based education (OBE), where the implementation and skills application become the primary objective, higher education has been trying to re-organize its teaching and learning process to support this policy, as previous research highlighted that authenticated curriculum in language teaching is frequently hierarchical and top-down (Glas, 2016; Research, 2019). Outcome-based Education (OBE) instruction emphasizes student learning outcomes, student-centered learning, and cooperation between students and instructors, which is precisely in line with current teaching ideals and appropriate for replacing the traditional teacher-centered curriculum (Manzoor et al., 2017; Yan & Shuyue, 2021). OBE draws attention to fostering high expectations for learners to become independent, self-sufficient, and creative (Shaheen, 2019; Thuy, 2022). Implementing OBE in the education system is believed to have significant benefits for students in their future endeavors as it allows them to understand their learning pace, skills, and competencies. Providing the right learning environment for OBE-based curriculum implementation is important since students will engage in cooperative learning, practice skills in expanded opportunities, and integrate various concepts in practice settings, including enabling the use of a combination of virtual and real learning environments for learning (information and communication) (Damayanti et al., 2021; Khanna & Mehrotra, 2019). In the curriculum, OBE is reflected in graduation profiles, expected learning outputs, and particular learning goals that place inclusive education, cross-cultural collaboration, and information and communication technology (ICT) at the core of educational and training initiatives (Damayanti et al., 2021; Khanna & Mehrotra, 2019).

Given the necessity to support the changing curriculum, examining and evaluating the Intensive Reading course materials used in the English Language Education Study Program is becoming pivotal to meet the appropriateness of the new curriculum standard. OBE, as a reform of the teaching paradigm, serves a constructive function in English language education and research, as well as improving the process of cultivating talent at both the theoretical and practical levels (Manzoor et al., 2017; Yan & Shuyue, 2021). OBE-based curriculum plays a crucial role in building up learners' freedom to think critically, convey their ideas in cooperative learning, and allow them to think creatively. Intensive Reading is a course that needs to implement all those aspects to acquire all the language literacy skills successfully. Therefore, developing effective Intensive Reading material necessitates careful consideration and well-thought-out references and processes.

In higher education, particularly for those majoring in ELT, the diversity of students' English learning characteristics, hence their epistemic beliefs, has become one of the inevitable factors affecting the process of foreign language learning, in addition to the impact of individual differences variables such as aptitude, motivation, and learning strategies on English as a foreign language (EFL) (Merrynda et al., 2022; Rahmiati & Emaliana, 2019). Epistemic beliefs are defined as the beliefs concerning the nature of knowledge, learning, and understanding and concentrate on how students conceptualize their thoughts about knowledge (Madjar et al., 2017; Sandoval et al., 2016). One of the many advantages of considering such personality distinctions is that it aids an important process and achieves the overall aim of EFL learning at the university level. Among these factors, learners' attitudes about learning, learning strategies, and learning participation, i.e., epistemic beliefs, are crucial factors in motivating learners to read English. Students with more advanced epistemic beliefs have higher levels of internal self-efficacy, interest, self-regulated learning, and target focus, which help them attain high academic achievement (Barvarz et al., 2014; Ismail, 2017).

In the context of EFL, besides the output should meet the learning goals that place inclusive education, cross-cultural collaboration, and information and communication technology (ICT), implementing a successful EFL course based on the OBE curriculum can be achieved by considering the meaningful and constructed reading activity and the diversity of students' epistemic beliefs. The teaching concept of OBE, stated that to achieve the concept of student-centered learning as the basis of OBE outcome, EFL teaching classes should consider some perspectives, including "How do students learn?" (epistemic beliefs), teaching process or activity, plans, evaluation, and assessment (Manzoor et al., 2017; Yan & Shuyue, 2021). However, the previous research has not thoroughly examined how all those factors are intercorrelated as a basis for revisiting the Intensive reading module, an essential tool for students' learning process. Therefore, the present study aims to investigate the appropriate Intensive Reading materials by the output of the OBE curriculum amongst EFL students with different epistemic beliefs to accommodate learners' diverse learning characteristics and support the successful implementation of the OBE curriculum in higher education by gathering comprehensive data (need analysis) as the first stage of the research and development process.

In accordance with the study, the researchers selected Collaborative Strategic Reading (CSR) as the reading strategy used because this strategy is expected to have a correlation with students with advanced

epistemic beliefs as it aids students with visible and explicit instruction, opportunities for interactive dialogue between students and teachers, facilitating learning through procedural strategies, and interactive group discussions between students. Additionally, CSR increases students' critical thinking and promotes their responsibility in reading. Which also aligns with the output of the OBE curriculum. This method instructs students on four comprehension techniques, which comprise four distinct reading comprehension strategies: preview, click and clunk, acquire the gist, and wrap up, and equipped with detailed instructions on how to use it independently (Boardman et al., 2015; Rahman, 2015). In addition, the grouping technique in CSR ensures students have their own roles such as leader, clunk expert, and reporter) (Hagaman et al., 2016; Okkinga et al., 2018).

The novelty of this study is that this research focuses on an in-depth exploration of the role of the teaching process, individual learning prerequisites, and the use of textbooks in the development of EFL (English as a Foreign Language) reading materials, which have received less attention in academic literature. This study analyzes how the interaction between the applied teaching process, individual learning characteristics, and textbook design can affect the effectiveness of reading learning in the context of EFL. This study aims to explain the relationship between these three aspects and the achievement of optimal reading learning outcomes. By identifying the challenges and opportunities that arise in the learning process, this research is expected to provide more comprehensive insights into how to improve EFL reading materials to suit students' learning needs. The findings of this study contribute to providing guidance for the development of teaching materials based on student needs and more effective teaching approaches, thus supporting the improvement of the overall quality of EFL learning.

2. METHODS

The study uses a mixed-method design that combines qualitative and quantitative analysis. It is part of the research and development process, which consists of needs analysis, reviewing materials, evaluation, and product trial and revision. This study collected data through interviews, questionnaires, and a module analysis checklist. To get the first data, an interview with a lecturer who teaches parallel classes of intensive reading courses was conducted to explore the lecturer's perceptions of the Intensive Reading course materials and strategy. This interview focused on the lecturer's classroom activities, degree, and kind of lecturer supervision, revealing perspectives on the teaching approach. Then, a questionnaire was administered to 164 third and fourth-year students who took the Intensive Reading class to investigate students' epistemic beliefs level. Along with it, a questionnaire was also distributed to the students to gather students' perceptions of CSR instruction, implementation procedures, learning attitudes, and dilemmas. Before distributing the students' questionnaire, the concept of CSR is described thoroughly, ensuring comprehension and clarity to all the participants. This questionnaire employed a four-point scale (Strongly Disagree to Strongly Agree). Meanwhile, a module analysis checklist, Kurikulum Pebasis 2019 was utilized to assess the previous Intensive reading module. This analysis checklist has been validated and has undergone revisions.

Data analysis involved the application of two analytic techniques: qualitative and quantitative. Interview data was examined descriptively, while the questionnaire data regarding students' epistemic beliefs level was processed using SPSS. Additionally, the correlation technique was applied to examine predictions regarding students' epistemic beliefs and the proposed collaborative learning strategy. The interpretation of the data association was based on Pearson Correlation Interpretation as shown in Table 1.

Table 1. Pearson Correlation Interpretation

The Correlation Coefficient	Interpretation
0.00	No Correlation
0.01-0.09	Weak Correlation
0.10-0.29	Medium Correlation
0.30-0.49	Strong Correlation
0.50-0.69	Very Strong Correlation
0.70-0.89	Perfect
>0.90	Almost Perfect

Moreover, questionnaire data regarding students' perceptions of the Intensive Reading course materials and strategy used strategy were analyzed by calculating the mean for each question to determine

the level of students' agreement. The data were interpreted using a 4-point scale mean range with four levels, as shown in Table 2.

Table 2. 4-Point Scale Mean Range with Four Levels

Mean Range	Interpretation
1.00 - 1.74	Low
1.75 - 2.49	Moderate Low
2.50 - 3.24	Moderate- High
3.25 - 4.00	High

Furthermore, the previous module analysis based on the OBE principle was analyzed by percentage for each dimension, which includes content, language, and presentation expediencies, based on eight sub-dimensions that appeared on the checklist evaluation as criteria, namely material suitability with the curriculum, material accuracy, learning support material, compatibility with students' level, communicativeness, presentation technique, learning presentation, and presentability. Each dimension's % fits into one of four groups shown in Table 3.

Table 3. Module Analysis Interpretation

Percentage	Interpretation
80%-100%	Good
60%-79%	Fair
51%-59%	Sufficient
0%-50%	Very Poor

3. RESULT AND DISCUSSION

Results

The results from SPSS analysis showed that students have sophisticated epistemic beliefs, which indicate they tend to exhibit intrinsic goal orientation in making inferences and comparisons across one or multiple texts, constructing perspectives based on integrated information, and providing evaluations and justifications (Macakova & Wood, 2022; She et al., 2019). The relationship between students' epistemic beliefs and collaborative strategic reading predicts what learning strategy is used in teaching Intensive Reading. Based on Table 4, the correlation was significant between students' epistemic beliefs and Collaboration Strategic Reading (CSR), with a significant value of .000. The correlation value is .420, which means they have a strong correlation.

Table 4. Pearson Correlation Result

		EpistemicBeliefs	CSR
EpistemicBeliefs	Pearson Correlation	1	0.420**
	Sig. (2-tailed)		0.000
	N	117	117
CSR	Pearson Correlation	0.420**	1
	Sig. (2-tailed)	0.000	
	N	117	117

The researcher conducted an interview with a lecturer specializing in teaching intensive Reading classes. The lecturer has 11 years of experience teaching English as a Foreign Language (EFL), specifically focusing on teaching an intensive Reading course for the past three years. Based on the lecturer, the average student's comprehension level ranges from pre-intermediate to intermediate. Based on the information obtained from resource persons regarding the number of credits offered in this course, there are three credits in total, with two credits allocated for the teaching and learning process and one credit for practicum. In addition to the number of meetings, the course comprises 16 meetings, incorporating one meeting for the midterm test and one for the final test. Each meeting allows for 100 minutes for the teaching and learning process. In response to a question regarding the appropriateness of the time allotment, the lecturer claimed that the provided time was insufficient and needed more time to handle the reading section comprehensively. Addressing the next dimension of the teaching approach, the teaching approach utilized is small group discussion. The class activities employed by the teacher spread the material to the supervisor of each group. The supervisor will give the materials to the members of small groups. Then, the material is

supposed to be related to four text types: narrative, descriptive, procedure, and recount text. Those texts are covered by various reading patterns, including skimming and scanning, as well as previewing and predicting. The lecturer uses small group discussions as a teaching approach because of the belief that such a method facilitates mutual assistance so that students can help each other if they encounter difficulties. With a typical of students 3-4 for each group, this method also fosters student interaction, enabling them to solve their difficulties quickly.

Table 5. Students' General Perceptions of CSR Instruction (Statement 1-8)

Statement	Mean	Interpretation
I like CSR in class	3.13	Moderate High
I prefer CSR to a traditional large classroom teaching	3.03	Moderate High
I am actively engaged in group discussion	3.31	High
By discussing with my group members, I understand better about what I read	3.40	High
I enhance my communication ability in CSR	3.25	High
I learn how to cooperate with others in CSR	3.40	High
I am self-motivated for my learning in CSR	3.22	Moderate High
I think it is feasible to implement CSR in the university English class	3.24	Moderate High

The data in Table 5 about students' general perceptions of CSR shows that students agree that CSR positively impacts their skills. Students claim that CSR makes them actively engage in group discussions (High= 3.31), enhances their communication ability (High=3.25), as well as helps them to learn how to cooperate with others (High=3.40). Students' Perceptions of Implementation Procedures of CSR (statement 9-18) showed in Table 6.

Table 6. Students' Perceptions of Implementation Procedures of CSR (Statement 9-18)

Statement	Mean	Interpretation
The reading materials used in the class are suitable for my level	3.24	Moderate High
The assigned roles in groups help group discussions	3.31	High
It is appropriate to have four different roles in a group	3.15	Moderate High
Everyone should take turns to be the group leader in each group	3.11	Moderate High
It is appropriate to rotate the roles every two weeks	2.88	Moderate High
It is a good size to have 5-6 people in a group	3.03	Moderate High
Cue cards help me understand the procedures of CSR	3.18	Moderate High
Learning logs help me keep a record of my English learning	3.20	Moderate High
The reading strategies taught in CSR are useful	3.31	High
I think the implementation procedures of CSR are appropriate in our classroom	3.23	Moderate High

The data in Table 6 about students' perceptions of CSR procedures implementation shows positive responses. Students claim that the assigned role in CSR helps their group discussion (High=3.31), and they also claim that strategies taught in CSR are useful (High=3.31). Following that, students agree that the reading materials used are suitable for them (Moderate-high=3.24). Students' Views on Their Learning Attitudes in CSR (statement 19-32) showed in Table 7.

Table 7. Students' Views on Their Learning Attitudes in CSR (Statement 19-32)

Statement	Mean	Interpretation
CSR increases my interest in learning English	3.18	Moderate High
CSR increases my motivation to read	3.11	Moderate High
I am more concentrated on the class in CSR	3.06	Moderate High
CSR helps me activate my background knowledge about the topics before I read	3.22	Moderate High
CSR helps me understand the main ideas of the articles I read	3.24	Moderate High
CSR helps me distinguish between the main idea and supporting information in the articles I read	3.21	Moderate High
CSR helps me understand difficult words in the articles I read	3.16	Moderate High
CSR helps me summarize the articles I read	3.20	Moderate High

Statement	Mean	Interpretation
After CSR, I can read faster	2.98	Moderate High
After CSR, my oral reading fluency has improved	3.08	Moderate High
After CSR, my vocabulary has improved	3.25	High
After CSR, I don't rely on dictionaries to look up the meaning of unknown words	2.68	Moderate High
After CSR, my grammar has improved	2.94	Moderate High
After CSR, my reading comprehension has improved	3.17	Moderate High

The data in Table 7 about students' perceptions of their learning attitudes in CSR confirm that students have positive attitudes when implementing CSR as their reading strategy. Students claim that CSR helps them activate their background knowledge about topics (Moderate-high=3.22), helps them distinguish between the main idea and supporting information (moderate-high=3.24), and helps them summarize the articles they read (moderate-high=3.20). Dilemmas Students Encounter Results showed in Figure 1.

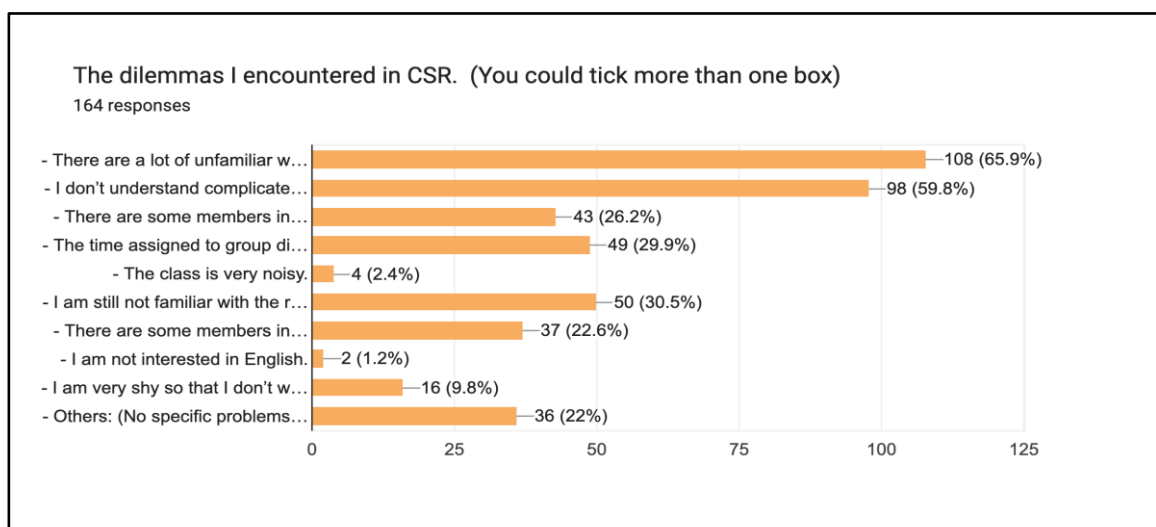


Figure 1. Dilemmas Students Encounter Results

The data in Figure 1 shows students' dilemmas while implementing CSR. Most students claim that there are many unfamiliar words they do not understand (65.9%). Following the second high dilemma, students state that they do not understand complicated grammatical structures (59.8%). In addition, they claim they are still unfamiliar with the reading strategies taught in CSR (30.5%). Result of Intensive Reading Module Evaluation showed in Table 8. Based on Table 8 we can see the result of intensive reading module evaluation.

Table 8. Result of Intensive Reading Module Evaluation

Dimension	Score	Percentage	Interpretation
Content	19	39.5%	Very Poor
Language	11	45.8%	Very Poor
Presentation	18	50%	Very Poor

Discussion

The findings of the relationship between students' epistemic beliefs and the new collaborative learning strategy used, CSR, show a significant correlation among them, where the correlation value is .420. This finding indicates that teachers need to prepare students with sophisticated epistemic beliefs by teaching them to use collaborative strategic reading as their reading strategy in an intensive reading classroom. Based on the characteristics of EFL epistemic beliefs mentioned by previous research stated that students with sophisticated epistemic beliefs can be enhanced through teachers' instructional strategies, notably the communicative approach (Barzilai & Chinn, 2018; Schnaubert et al., 2021). The communicative approach is founded on the notion that mastering EFL requires transmitting meaningful content (Umar &

Irmayanti, 2017; Warner & Dupuy, 2018). When students engage in authentic communication, they use their intrinsic language acquisition mechanisms, which help them learn the language. The communicative approach-inspired classroom activities are differentiated by their emphasis on developing meaningful and authentic communication at all levels. Therefore, Intensive Reading courses may become more learner-centered, skills may be emphasized more than systems, and real resources may be used. These characteristics are closely related to teaching reading using collaborative strategic reading, which emphasizes reciprocal teaching and cooperative learning. In relation to the communicative approach in EFL teaching, previous research stated that this collaborative strategic reading may benefit students in developing their reading skills and help them produce positive outcomes in students' social relationships and interactions in the classroom (Gani et al., 2016; Rahman, 2015). CSR also maximizes students' engagement and promotes their involvement, thus affecting their reading comprehension success (Bermillo & Merto, 2022; Sulistyani et al., 2022).

The interview results regarding the perceptions of the Intensive Reading course materials and the previous reading strategy used in the classroom reveal that the lecturer used small group discussion as a reading strategy. The lecturer divided the students into small groups of 3-4 members, each assigned a supervisor. The supervisor distributed the materials to the members of the small groups, then did the activities such as skimming and scanning, as well as previewing and predicting based on the text. The lecturer said he chose that strategy because he believed it would facilitate mutual assistance so that students could help each other if they encountered difficulties. However, in answering the question regarding the time allocation, the lecturer claimed that the provided time was insufficient, with three credits in total, and needed more time to deal with the reading section comprehensively. These findings suggest that there is a need for further arrangement of the strategy used and improved time management to ensure a meaningful and appropriate learning experience. Although the lecturer claimed that utilizing this method fostered student interaction and quick problem-solving, the small group discussion strategy also had some drawbacks. Previous research identified that there are some disadvantages of utilizing small group discussions, such as time-consuming discussions and the potential for non-participation by some group members (Arisman & Haryanti, 2019; La'biran, 2017). The long series of activities without strategic and detailed activities makes the learning activities take a long time. In addition, the lack of specific roles within small group discussions can sometimes lead to domination by certain members. Therefore, a more strategic, formulated, and detailed strategy should be applied in intensive reading classes to address this issue.

Additionally, the analysis of the questionnaire results of students' perceptions of Intensive Reading course materials and the strategy used indicates a positive attitude towards the four dimensions (high and moderate high). In the dimension, students expressed their general perceptions of CSR. They claim that implementing CSR in their classroom made them actively engage in group discussions, better understand what they read, and learn how to cooperate with others. This result aligns with a previous study which reported that implementing CSR in the classroom encouraged students' participation in discussion and positively impacted their reading performance (Anwar, 2020; Yon et al., 2022). CSR can enhance students' reading comprehension, expand their vocabulary, and encourage them to collaborate effectively with their peers in small groups (Arizah & Claudia, 2020; Ermawati & Hastini, 2023). In the second dimension, which is about their views towards the procedure of CSR, students emphasized the benefits of the assigned roles within groups for facilitating the group discussion; they perceived that the strategic reading of CSR is useful and that the implementation procedures of CSR are appropriate. Additionally, the third dimension, which concerns their learning attitudes in CSR, reveals that CSR helps them improve their vocabulary, understand the main ideas of the articles, and summarize the articles they read. These results are consistent with the study by similar research, which revealed that CSR improved students' reading comprehension, including the ability to conclude the main idea, supporting idea, and sentence structure (Boardman et al., 2015; Rahman, 2015). Furthermore, regarding the dilemmas they encountered in CSR, students claim that there are a lot of unfamiliar words that they do not know, they do not understand complicated grammatical structures, and they are still not familiar with the reading strategies taught in CSR. Despite the existing dilemmas, their positive attitude toward CSR still indicates that students have more meaningful, engaging, and communicative reading strategies compared with what they used previously.

Furthermore, the findings of the three dimensions of the module analysis, which are based on eight subdimensions: material suitability with the curriculum, material accuracy, learning support material, compatibility with students' level, communicativeness, presentation technique, learning presentation, and presentability, reveal that the Intensive Reading module has some weaknesses that make it inappropriate. Each dimension is interpreted as "very low", with the percentage of each dimension: content is 39,5%, language is 45,8%, and presentation is 50%. Following it, the findings of the content dimension showed that the module does not cover the OBE principles, namely cross-cultural collaboration, inclusive education, and information and communication technology (ICT) integration. Therefore, the module content needs to be

improved to correlate with OBE principles. The materials should compile and include students' competencies applicable to real-life situations. Previous research highlighted, the material selection is dependable and matters in teaching languages (Akhdad et al., 2022; Watkins & Ostenson, 2015). In addition to language evaluation, the result shows that the language aspect of the module needs to be improved, as many aspects still do not meet the appropriate qualifications of the OBE principle. Specifically, the module did not provide language for students' cognitive development level and did not provide enough communicative language. Similar research stated that it is important to consider the vocabulary and language structure suitable to their competencies, age, and skill (Myers & Myers, 2015; Trahey & Spada, 2020). Furthermore, the evaluation of the presentation expediencies dimension also shows a poor result, where only half parts of it met the qualifications. The evaluation of this dimension shows that it does not really develop the students' competencies to do the self-evaluation, where most of the tasks have no reflection or evaluation section. A good textbook should contain an evaluation page to elevate their ability to recognize their strengths and weaknesses. In compliance with the Guidelines of the ELT Program 2019, the textbook should cover the learning presentation aspect, including the evaluation page. In addition, it also does not provide glossaries and indexes. A previous study also showed the same results, namely that the textbook evaluation based on OBE resulted in bad outcomes, indicating future improvement (Damayanti et al., 2021; Khanna & Mehrotra, 2019).

The study's findings offer significant implications for educational practice and future research. First, the positive correlation between students' epistemic beliefs and students' engagement with the CSR strategy suggests that integrating CSR into intensive reading courses can enhance learning outcomes and foster collaborative learning environments. This implies a need for curriculum developers and educators to consider implementing CSR as a pedagogical strategy aligned with student-centered learning approaches advocated by OBE. In addition, the study underscores the necessity of revising the intensive Reading module to better align with OBE principles, particularly regarding content relevance, language appropriateness, and presentation effectiveness. Recommendations include updating module content to incorporate cross-cultural collaboration and inclusive education practices and integrating information and communication technology (ICT) to enhance learning experiences. Further research avenues include conducting more in-depth investigations into the application and effectiveness of CSR across more diverse educational settings and student populations. Although this gathered some information as part of the revision process, it also has some limitations. The study primarily focused on a single institution and a specific cohort of students and lecturers, which limited the findings' generalizability to broader contexts. Moreover, during the process of gathering students' perceptions of CSR, students were only given explanations about the whole concept of CSR. Therefore, further research should delve deeper into the practical application of CSR. Additionally, this study's scope only focuses on the need analysis process, suggesting a need for continued research and development.

4. CONCLUSION

A module is essential for students as both a learning tool and a guide to ensure successful learning. The shift to an OBE curriculum highlights the need to align the intensive reading module with OBE's focus on learning outcomes, independent learning, and cooperative learning. As a result of the need analysis, various specifications are made. These changes concern the choice of teaching processes and strategies that should be suitable to students' epistemic beliefs level, as well as the suitability of content, language, and presentation expediencies with the OBE principles and students' needs. As there is a significant correlation between the new strategy used and their attitudes about learning, learning strategies, and learning participation, CSR might be a suitable option that teachers can consider in the reading strategy. The structural and formulated activities in CSR are believed to be suitable for students' competence and performance. In addition, as the intensive reading module shows poor results, some changes should be made to meet the OBE curriculum principles and the needs of the students, which put a place on inclusive education, cross-cultural collaboration, and information and communication technology (ICT). These specifications resulting from this research are used as references for developing intensive reading modules.

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