

**Incorporating Global Citizenship Education and Cognitive
Domain Skills into English Reading Materials for Tenth-Grade
Vocational Hospitality Students**



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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Master Program of English Language Education**

MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

2026

ABSTRAK

Rizqika Amalia. (2026). *Menggabungkan Pendidikan Kewarganegaraan Global dan Keterampilan Domain Kognitif dalam Materi Membaca Bahasa Inggris untuk Siswa Kelas X Sekolah Menengah Kejuruan Bidang Perhotelan*. Tesis. Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Pendidikan Kewarganegaraan Global (GCE) semakin penting dalam mempersiapkan siswa untuk memahami isu-isu global, menghargai keragaman budaya, dan mengembangkan kompetensi yang dibutuhkan pada abad ke-21. Namun, materi membaca bahasa Inggris yang digunakan bagi siswa SMK program perhotelan masih menunjukkan keterbatasan dalam mengintegrasikan pendidikan kewarganegaraan global dan keterampilan domain kognitif. Penelitian ini bertujuan untuk (1) mengeksplorasi sejauh mana pendidikan kewarganegaraan global dan keterampilan domain kognitif diintegrasikan ke dalam materi membaca bahasa Inggris yang telah digunakan, (2) mendeskripsikan prosedur pengembangan materi membaca bahasa Inggris yang mengintegrasikan pendidikan kewarganegaraan global dan keterampilan domain kognitif, (3) menggambarkan proses pengembangan materi membaca bahasa Inggris bagi siswa kelas X SMK program perhotelan, serta (4) mengevaluasi validitas dan keterbacaan materi yang dikembangkan. Penelitian ini menggunakan metode Design and Development Research (DDR) yang terdiri dari atas empat tahap, yaitu analisis kebutuhan, perancangan, pengembangan, dan evaluasi. Analisis kebutuhan dilakukan melalui analisis dokumen terhadap buku teks yang digunakan serta wawancara semi-terstruktur dengan guru bahasa Inggris. Berdasarkan hasil analisis tersebut, disusun sebuah *design blueprint* dengan mengintegrasikan tema inti pendidikan kewarganegaraan global, keterampilan domain kognitif, ATP (Alur dan Tujuan Pembelajaran) Bahasa Inggris Fase E, deskriptor membaca CEFR B1, dan konteks perhotelan. Selanjutnya, dikembangkan sebuah e-modul membaca sebagai bahan ajar pendamping yang terdiri atas lima unit pembelajaran. Modul tersebut kemudian dievaluasi melalui validasi ahli dan uji keterbacaan. Hasil penelitian menunjukkan bahwa buku teks yang digunakan masih memiliki keterbatasan dalam mengintegrasikan pendidikan kewarganegaraan global dan keterampilan domain kognitif serta belum menyediakan materi membaca yang kontekstual dengan bidang perhotelan. E-modul yang dikembangkan secara sistematis mengintegrasikan empat keterampilan domain kognitif, yaitu berpikir kritis, berpikir kreatif, pengambilan perspektif, dan pemecahan masalah ke dalam konteks perhotelan yang autentik. Hasil validasi menunjukkan bahwa modul memiliki validitas pedagogis yang baik, dengan hampir seluruh indikator validasi telah terakomodasi secara eksplisit. Selain itu, hasil uji keterbacaan menunjukkan bahwa teks-teks yang disajikan sesuai dengan tingkat kemampuan linguistik siswa kelas X SMK program perhotelan. Temuan penelitian ini menunjukkan bahwa e-modul yang dikembangkan layak digunakan sebagai bahan ajar pendamping membaca bahasa Inggris yang mendukung pemahaman membaca sekaligus mengembangkan kompetensi pendidikan kewarganegaraan global dan keterampilan domain kognitif bagi siswa SMK program perhotelan.

Kata kunci: *Pendidikan Kewarganegaraan Global; Keterampilan Domain Kognitif; Materi Membaca Bahasa Inggris*

ABSTRACT

Rizqika Amalia. (2026). *Incorporating Global Citizenship Education and Cognitive Domain Skills into English Reading Materials for Tenth-Grade Vocational Hospitality Students*. Thesis. Master Program of English Language Education, Faculty of Languages and Arts, Universitas Negeri Jakarta.

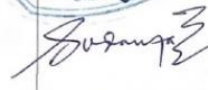
Global Citizenship Education (GCE) has become increasingly important in preparing students to understand global issues, appreciate cultural diversity, and develop competencies required for the twenty-first century. However, existing English reading materials for vocational hospitality students have provided limited integration of global citizenship education and cognitive domain skills. This study aimed to (1) explore the extent to which global citizenship education and cognitive domain skills were incorporated into existing English reading materials, (2) describe the procedures for developing English reading materials integrating global citizenship education and cognitive domain skills, (3) illustrate the development process of English reading materials for tenth-grade vocational hospitality students, and (4) evaluate the validity and readability of the developed materials. This study employed Design and Development Research (DDR), consisting of four stages: need analysis, design, development, and evaluation. The need analysis was conducted through document analysis of the existing textbook and semi-structured interviews with English teachers. Based on the findings, a design blueprint was developed by aligning global citizenship education core themes, cognitive domain skills, English ATP (*Alur dan Tujuan Pembelajaran*) Phase E, CEFR B1 reading descriptors, and vocational hospitality contexts. The prototype was then developed as a supplementary reading e-module consisting of five instructional units. Finally, the module was evaluated through expert validation and readability test. The findings revealed that the existing textbook provided only limited integration of global citizenship education and cognitive domain skills and lacked contextualized hospitality-related reading materials. The developed module systematically incorporated four cognitive domain skills—critical thinking, creative thinking, perspective-taking, and problem solving—within authentic hospitality contexts. The evaluation results indicated that the module was pedagogically valid, with almost all validation indicators explicitly represented. In addition, the readability test demonstrated that the texts were linguistically appropriate for tenth-grade vocational hospitality students. The findings indicate that the developed module is suitable for use as a supplementary English reading module that supports English reading comprehension while fostering global citizenship competencies and cognitive domain skills for vocational hospitality students.

Keywords: *Global Citizenship Education; Cognitive Domain Skills; English Reading Materials*

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praise is due to Allah ﷻ, the Almighty of the universe, for His boundless mercy, blessings, guidance, strength, and love, which have enabled the researcher to complete this thesis entitled “*Incorporating Global Citizenship Education and Cognitive Domain Skills into English Reading Materials for Tenth-Grade Vocational Hospitality Students*”. May peace and blessings be upon the Prophet Muhammad ﷺ, his family, companions, and all of his followers until the end of time.

First and foremost, special appreciation is devoted to her beloved **mother and father**, whose daily calls, sincere encouragement, and constant prayers have been her greatest source of strength, comfort, and hope throughout this journey. The researcher believes that every step toward the completion of this thesis has been made possible by Allah’s mercy and her parents’ prayers. This achievement is not hers alone, but also belongs to her family, whose love and unwavering faith have carried her to this point.

The researcher would like to express her sincere gratitude to her **supervisors**, Dr. Bambang Nur Alamsyah Lubis, S.Pd., M.Hum. and Prof. Dr. Ifan Iskandar, M.Hum., for their invaluable guidance, support, and encouragement throughout the completion of this thesis. The researcher also extends her sincere appreciation to the thesis **examiners**, Prof. Dr. Muchlas Suseno, M.Pd., Dr. Li. Rizdika Mardiana, M.Pd., Dr. Sudarya Permana, S.Pd., M.Hum., and Dr. Siti Drivoka S., M.Pd., for their valuable feedback and constructive suggestions, which contributed significantly to the improvement of this thesis

The researcher is also sincerely grateful to the **English teacher** and everyone involved at the research site for their willingness to participate in this study and for providing valuable information during the data collection process. Their cooperation and support made this research possible.

Heartfelt thanks are also extended to the researcher's beloved **classmates** in Class B, especially Zahra, Aulia, Anggria and Alga for their friendship,

encouragement, meaningful discussions, laughter, and unforgettable memories throughout this journey. Thank you for making every challenge feel lighter and every achievement more meaningful.

Last but not least, the researcher would like to express her deepest appreciation to **herself**. Thank you for choosing to persevere through every uncertainty, exhaustion, and countless revisions. Thank you for believing that every setback was part of the journey and every small step was worth taking. Completing this thesis is not merely an academic achievement, but a reflection of resilience, faith, and personal growth. May this accomplishment serve as a reminder that with patience, determination, and trust in Allah, every dream is achievable.

The researcher hopes that this thesis will extend beyond the completion of an academic requirement and serve as a meaningful contribution to English language education. May this work be useful to teachers, students, researchers, and others who seek to develop more relevant and meaningful English learning experiences that inspire learners to become responsible, empathetic, and engaged global citizens

Jakarta, 19 August 2026

Rizqika Amalia

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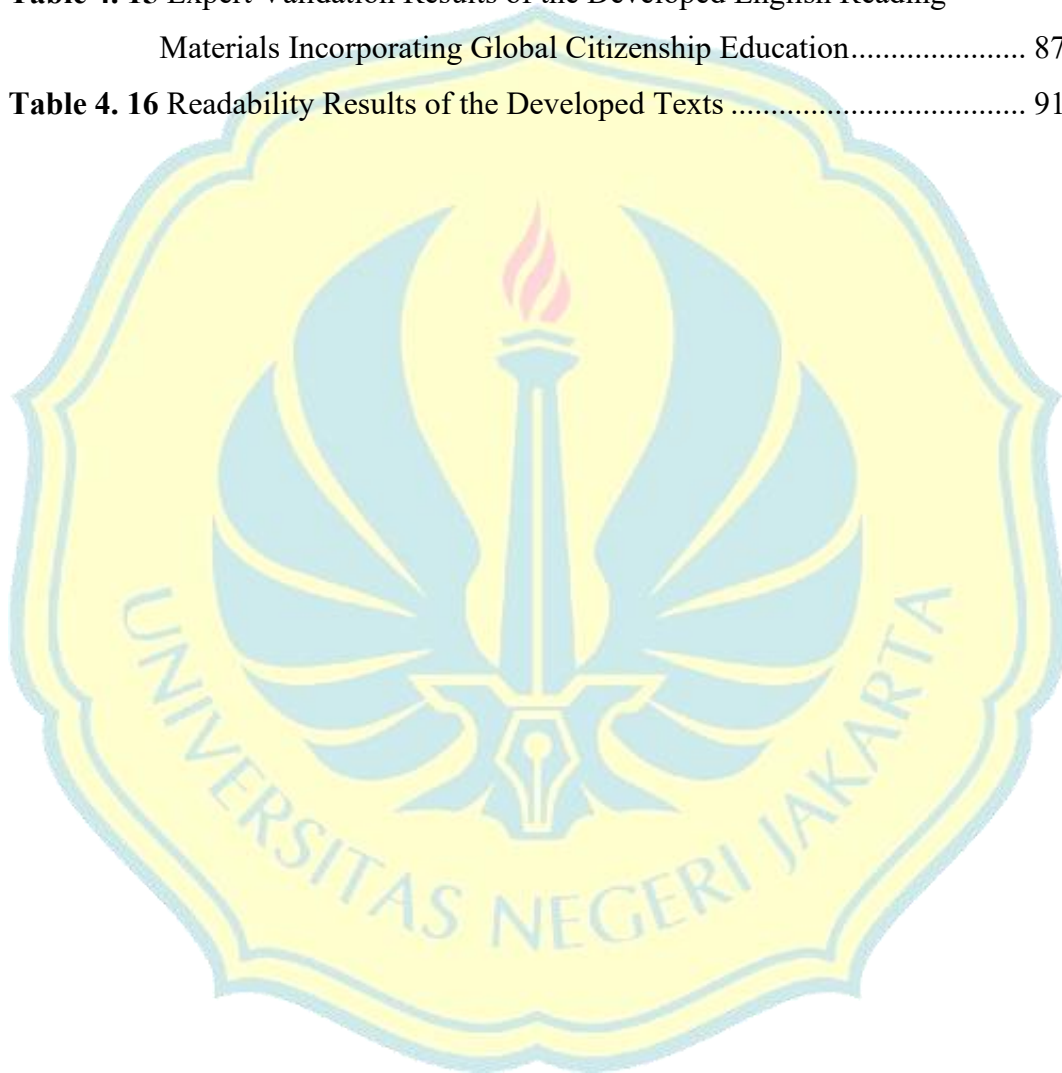
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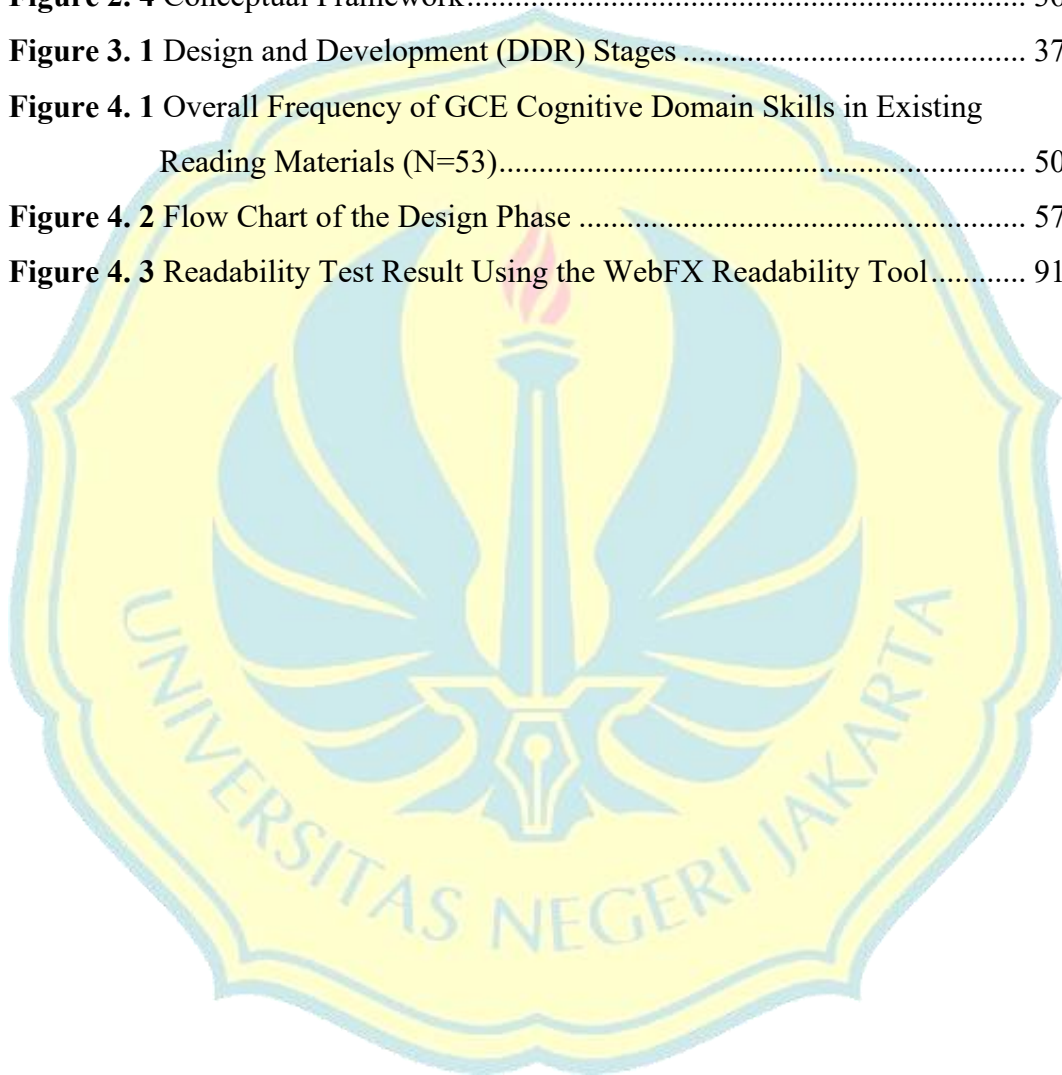
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