

INITIAL DEVELOPMENT OF KITABOOKA AS A COLLABORATIVE ENGLISH LEARNING PLATFORM THAT INTEGRATES CULTURAL LITERACY AND SOFT SKILLS THROUGH A WEB-BASED MENTORING PROGRAM USING THE R&D ADDIE MODEL

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Abstract

The digital era demands innovation in English language learning that not only focuses on linguistic competence but also integrates cultural literacy and soft skills. Web-based collaborative learning platforms become a solution to create an authentic and interactive learning environment. This study aims to develop the initial KITABOOKA platform as a collaborative English learning medium that integrates cultural literacy and soft skills through a web-based mentoring program using the Research and Development (R&D) ADDIE model. The research uses an R&D approach with the ADDIE model. However, in this study, we only use the first three stages (Analysis, Design, Development). Data were collected through surveys, interviews, and observations from 25 respondents consisting of students, university students, lecturers, and English teachers. Based on the analysis of user needs, this platform needs to be equipped with key features such as a learning module, English language learning activities, cultural literacy features, soft skills enhancement features, digital mentoring system features, and other general supporting features. Additionally, validation by seven experts showed that the initial design of the KITABOOKA platform received an average score of 4.55, categorized as very valid, covering aspects of content, appearance, technical, pedagogical, and usability. The analysis of the needs from users and experts indicates that the KITABOOKA platform already meets the feasibility standards as a collaborative digital learning platform and is ready to proceed to the limited testing phase in the next study.

Keywords:KITABOOKA Platform; Cultural Literacy; Soft Skills; Digital Mentoring; Collaborative Learning; Madrasah English Mentoring

1. INTRODUCTION

The development of digital technology has shifted the paradigm of English language learning from traditional approaches to more interactive and collaborative learning [1]. One of the methods used is the R&D method with the ADDIE model, where the synergy between technology and the ADDIE model produces a versatile and powerful approach, enriching educational practices, fostering innovation and meeting diverse learning needs across various domains [2]. Advancements in educational technology have brought revolutionary

changes in language teaching and learning, with numerous applications or websites supporting the language teaching and learning process, both inside and outside the classroom[3]. In the context of globalization, English language learning is no longer solely focused on mastering linguistic aspects, but must also integrate cultural literacy and the development of essential soft skills for effective intercultural communication [4].

Web-based digital learning platforms have been proven to contribute significantly to enhancing engagement and the effectiveness

of language learning. Research shows that collaborative platforms that integrate project-based learning and task-based learning can simultaneously improve language skills, cultural awareness and digital skills [5][6].

Although the number of innovations in digital learning for English is increasing, there is still little research on platforms with a mentoring approach that integrates cultural and social skills, especially in Indonesia. Most existing platforms prioritize language proficiency and general e-learning interactions rather than focusing on mentoring activities that are contextually relevant and culturally sensitive. This gap is particularly significant in rural schools and religious-based schools such as madrasahs, where the learning process is greatly influenced by local culture, community participation and character education values.

The existing initiative of university–madrasah collaboration, such as the Madrasah English Mentoring Program (MEMP) has shown the potential to enhance students' Initiatives related to cooperation between universities and madrasahs have demonstrated the ability to improve students' English skills through peer mentoring programs: however, this initiative still lack adequate digital tools to ensure continuity and intercultural interaction between mentors and mentees. Therefore, a specialized web platform is highly needed, one that not only supports language learning but also incorporates elements of local culture and 21st-century skills into its structure and activities. In response to this need, this study introduces the development of KITABOOKA — a collaborative English learning platform designed to integrate digital mentoring, cultural understanding and life skills within the context of the English Mentoring Program at madrasahs in Lombok, Indonesia.

This research aims to develop the initial *KITABOOKA* platform as a collaborative English language learning medium that integrates cultural literacy and soft skills through a web-based mentoring program using the Research and Development (R&D) ADDIE model. *KITABOOKA*, as an English learning platform, has great potential to be optimized into a comprehensive collaborative learning medium.

2. RESEARCH METHODOLOGY

Web-based collaborative learning in the context of English refers to a pedagogical approach that utilizes digital technology to facilitate interaction and cooperation among learners in achieving language learning objectives [7]. This approach is based on Vygotsky's social constructivist theory, which emphasizes the importance of social interaction in the learning process.

Research shows that collaborative learning platforms that integrate project-based learning and task-based learning can significantly improve language skills [8]. Platforms such as online discussion forums with a peer-contributor system have been proven to enhance grammar understanding and student engagement in learning English [9]. Cultural literacy in English language learning refers to the ability to understand, analyze and appreciate the cultural aspects contained in the target language [10]. For this study, cultural literacy is defined as students' ability in understanding and appreciating cultural aspect both in the target language and the students' home culture.

The integration of cultural literacy into digital platforms can be implemented through: 1. Multicultural Content (Integrating learning materials that reflect cultural diversity), 2. Intercultural Projects (Collaboration among learners from different cultural backgrounds), 3. Cultural Reflection (Activities that encourage reflection on cultural differences and similarities). Research shows that platforms integrating local wisdom and cultural literacy can significantly enhance cultural understanding [11].

Soft skills are interpersonal and intrapersonal abilities that are essential for success in communication and collaboration [12]. In the context of digital language learning, relevant soft skills include Digital Communication (The ability to communicate effectively through digital media), Virtual Collaboration (skills to collaborate within virtual teams), Digital Literacy (the ability to use technology for learning), Critical Thinking (the ability to think critically in analyzing information) and Adaptability (the ability to adapt to new technologies and learning methods).

Web-based mentoring programs are guidance systems that utilize digital



technology to facilitate mentor-mentee relationships [13]. In a language learning plan, support programs can consist of Peer Mentoring (A system of assistance among students), Expert Guidance (Assistance provided by professionals or language practitioners), Cross-Cultural Mentoring (Mentoring involving various cultures to enhance intercultural interaction skills).

The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is a systematic and iterative instructional development framework [14]. The application of the ADDIE model in the development of language learning platforms has been proven effective in producing valid, practical, and effective products [15]. The stages of the ADDIE model include Analysis (Analysis of needs, learner characteristics and learning context), Design (Design of structure, content and learning activities), Development (Development of materials, features and platform components), Implementation (Implementation and trial of the platform) and Evaluation (Evaluation of effectiveness and continuous improvement).

This study uses a Research and Development (R&D) approach by referring to the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) as proposed by Branch [16]. However, this study is limited to only the first three stages, namely Analysis, Design and Development. These three stages were chosen because the research focuses on the initial design and development (mock-up) of the KITABOOKA platform, which will be validated by experts (expert judgment).

The analysis stage is carried out to identify user needs and the context of implementing the Madrasah English Mentoring program, which involves university students as mentors and madrasah students as mentees. The analysis activities include distributing questionnaires and conducting interviews with 25 participants, consisting of 15 madrasah students (mentees), 5 university students (mentors), 3 English education lecturers, and 2 English teachers. This analysis is used to map the required features, learning content and technical support needed for the implementation of digital mentoring. In addition, an analysis of the user context is conducted regarding digital readiness and

interaction models in hybrid mentoring activities between universities and madrasahs, as well as an analysis of the online media that has been used, such as Google Forms, WhatsApp and Google Drive, to identify existing limitations.

The design phase aims to develop the conceptual structure and user interface of the KITABOOKA platform based on the results of needs analysis. The platform design is developed with the principles of user-centered design and the characteristics of collaborative learning based on cultural literacy. The products produced at this stage include the design of four main modules, namely: (1) Collaborative English Learning Module to facilitate the learning of four language skills (listening, speaking, reading and writing) collaboratively. (2) Cultural Literacy Module that integrates local Sasak cultural values into English language learning. (3) Soft Skills Development Module that nurtures communication, cooperation, responsibility and leadership abilities and (4) Digital Mentoring System Module which functions to manage interactions, reporting and evaluation of mentoring activities. The visual design was created in the form of wireframes and mock-ups using digital tools such as Figma and Canva, which were then consulted with media and English education experts before formal validation was conducted.

The development phase focused on creating an initial prototype (mock-up) of the KITABOOKA platform according to the design results, which was then validated by seven experts with expertise in learning technology, English education, cultural literacy and soft skills development. Experts were specifically selected based on their education and professional experience: two experts in learning technology, two in English language teaching, one in cultural literacy, and two in digital platform development. All of these experts hold at least a master's degree and have a minimum of five years of experience in their respective fields. This arrangement ensures that the validation process covers pedagogical, technical and contextual aspects related to the KITABOOKA platform.

The validation instruments covered five aspects: content, appearance, technical functionality, pedagogical benefits and user applicability. The validation data were



analyzed using a quantitative and qualitative descriptive approach, calculating the average score for each aspect using a 1–5 Likert scale to determine the validity level of the *KITABOOKA* platform design.

3. RESULT AND DISCUSSION

3.1 User Need Analysis

Needs analysis was conducted in the early development stage to identify user requirements for the *KITABOOKA* platform as a digital medium supporting the Madrasah English Mentoring Program. There were 25 participants in this activity, consisting of 15 madrasah students as mentees, 5 university students as mentors, 3 English education lecturers and 2 English teachers.

Data were collected through user needs questionnaires and semi-structured interviews focusing on technical, pedagogical, and cultural aspects. The analysis results indicate that all participants share the same perception regarding the importance of an integrated digital platform that can facilitate mentoring activities in a collaborative and contextual manner.

As many as 88% of participants stated the need for a direct communication feature between mentors and mentees in the form of chat rooms and discussion forums. Furthermore, 84% of participants considered digital English learning modules important,

covering the four main skills: listening, speaking, reading and writing. Previous study suggested that comprehensive digital learning modules was able to support language development through independent and guided learning [17]. From the learning context perspective, 80% of participants emphasized the need to integrate local cultural values (Sasak) into the learning content so that the material is more contextual and relevant to the environment of madrasah students.

In addition, 76% of participants want features that enhance soft skills, such as communication, responsibility and collaboration in group projects that can strengthen 21st-century competencies. Soft skills development through digital mentoring platform has been found effective to develop 21st century skills development such as communication, collaboration, and responsibility [18]. Some participants also highlighted the need for a simple user interface that is easily accessible via mobile devices, so the platform can be used flexibly in hybrid mentoring activities (offline and online). In tune with that, Alabbas[19] argued that successful implementation of digital mentoring platforms are results of easiness of access to the device and the presence of a user-friendly interface. A summary of user needs regarding the main features of the *KITABOOKA* platform is presented in Table 1 below.

Table 1: Results of User Needs Regarding the Main Features of The *KITABOOKA* Platform

No	Needs Aspect	User Requirements Description	Participant Percentage (%)	Development Priorities
1	Integrated Digital Mentoring System	Features to connect mentors and mentees, schedule activities and monitor progress	88	★★★★
2	Digital English Learning Module	Interactive materials based on listening, speaking, reading and writing	84	★★★★
3	Integration of Local Cultural Literacy	Learning content that highlights the values and cultural context of the Sasak	80	★★★
4	Soft Skills Enhancement Features	Collaborative activities to practice communication, responsibility and teamwork	76	★★★
5	User-Friendly and Multi-Device Design	Easy access via mobile, bilingual navigation and a simple interface	82	★★★★

The results of this needs analysis indicate that users expect *KITABOOKA* not only to function as an English learning tool but also as a collaborative and reflective platform that can strengthen mentor–mentee interactions, foster

local cultural literacy and develop participants soft skills. These findings form the basis for designing the four main modules of *KITABOOKA*, namely the Collaborative Learning Module, Cultural Literacy Module,



3.2 Expert Validation of the Initial KITABOOKA Platform Design

The validation process was conducted by seven experts consisting of specialists in the fields of learning technology, English education, cultural literacy and soft skills development. The purpose of the validation is to assess the feasibility of the initial design (mock-up) of the *KITABOOKA* platform before proceeding to the field-testing stage. The assessment was carried out using a Likert

scale of 1–5, with category 1 = not valid to 5 = very valid.

The assessment results show that the initial design of the *KITABOOKA* platform received an overall average score of 4.55, which falls into the category of very valid. This score indicates that *KITABOOKA* has met the validity criteria from various aspects, including content, user interface design, technical functionality, pedagogical benefits and user applicability. More specifically, the results of the expert validation are presented in Table 2 below.

Table 2: Expert Validation Results

No	Assessed Aspect	Assessment Indicators	Average Score	Category
1	Content (Content Validity)	The suitability of the material with the learning objectives, integration of language, culture and soft skills	4,6	Very valid
2	Interface Design	Text readability, navigation clarity, color consistency and layout	4,5	Very valid
3	Technical Functionality	Clarity of features, interactivity, access speed and system stability	4,5	Very valid
4	Pedagogical Benefits (Pedagogical Utility)	Support for collaborative, reflective and project-based learning	4,6	Very valid
5	Usability	Ease of use, visual comfort and cross-device access	4,5	Very valid
Overall Average			4,55	Very valid

The results indicate that all assessment aspects received scores above 4.5, which fall into the very valid category. The experts also provided several suggestions for improvement, including simplifying the main menu layout, incorporating elements of local Sasak culture into the learning content and developing a lite mode for access in areas with limited internet connectivity.

In general, the results of this expert judgment confirm that the initial design of *KITABOOKA* has met the feasibility criteria as a collaborative digital learning medium that integrates English proficiency, cultural literacy and the enhancement of soft skills. Therefore, the *KITABOOKA* platform is declared ready to proceed to the limited trial phase in the next study.

4. CONCLUSION

The results of this research, based on needs analysis, show that users expect *KITABOOKA* not only to function as a medium for learning English, but also as a collaborative and reflective platform that can strengthen mentor–

mentee interactions, foster local cultural literacy and develop participants' soft skills. These findings form the

basis for the design of *KITABOOKA*'s four main modules, namely the Collaborative English Learning Module, the Cultural Literacy Module, the Soft Skills Development Module and the Mentoring System Module.

Meanwhile, the results of the expert validation analysis showed that all assessment aspects received scores above 4.5, which fall into the very valid category. The experts also provided several suggestions for improvement, including simplifying the main menu layout, adding local Sasak cultural elements to the learning content and developing a lite mode for access in areas with limited internet.

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