
THE ROLE OF TECHNOLOGY IN SUPPORTING ENGLISH LEARNING IN ELEMENTARY SCHOOLS

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Abstract

Currently, teachers face many challenges in teaching. This is due to the times, which causes a teacher to need to innovate in teaching methods. Learning to use technology is one of the steps that can be used by teachers in this era to be able to face these challenges, especially English teachers. This research will then be carried out using descriptive qualitative research. The data used in this study comes from the results of previous research and studies that still have relevance to the research content. The results of this study then found that learning English using multimedia technology can increase students' motivation and interest in learning. Of course, this must be done by providing open access to teaching materials and information. In the future, multimedia technology will become more common as a learning aid. Even though there are still limitations in using technology in learning, with proper computer knowledge on the part of the teacher, learning using this technology can be carried out correctly.

Keywords: Technology, Learning, English, Elementary School.

A. INTRODUCTION

The 21st century is the era of globalization, and it is crucial to be able to communicate in multiple foreign languages. In this scenario, English comes first. Teaching English has been practiced for many years, and its significance continues to expand, in part due to the internet's effect. In 2000, there were approximately one billion English learners, but ten years later, that number had more than doubled. This data demonstrates an increase in English language study that peaked in 2010. Almost 80% of online content is in English, according to the same study (Rao, 2019).

With the rapid advancement of science and technology, the emergence of multimedia technology and its application to teaching, displaying audio, visual, and animation effects adds color to English instruction and provides a solid foundation for the reform and exploration of English instruction models in the new era. It is proven that multimedia technology positively promotes student activities and initiatives in learning English in class (Szymkowiak et al., 2021). Dockstader claimed that technological innovation had facilitated the expansion of the English language and altered the manner in which students communicate. It is reasonable to argue that the expansion of the Internet has aided the expansion of the English language, and this occurs at a time when computers are no longer the exclusive property of a few, but are increasingly accessible to the masses. Larsen Freeman underlined that there has been a substantial increase in the amount of literature concerning the use of technology in English instruction. Most scientific research published in Journals unequivocally accepts technology as the most critical part of teaching (Zhang, 2022). In other words, there is a tendency to stress the learning process in terms of the unavoidable role of technology in pedagogy. Hence, if we disregard technical advancements, our lag will remain, and it will be difficult to catch up, regardless of the disciplines or fields of study pursued. For this reason, it is crucial for English teachers to comprehend and master the most recent and exceptional technology, as well as have a thorough understanding of what is offered in each specific circumstance. Instructors can

employ multimedia technologies to present lectures that are more visually engaging and vibrant (McGarr & Ó Gallchóir, 2020).

Many levels of language learning conditions can be addressed by a variety of strategies. Some are beneficial for testing and distance learning, while others can be used for teaching English, speaking English, reading, listening, or interpreting. The teaching concept should be to respect new technology and deliver what is most valuable, but never allowing computers to assume the position of the teacher or restrict functions where more conventional methods are superior (Fitria, 2020). There are a variety of reasons why all English learners and teachers must be familiar with modern technology. Furthermore, we must emphasize that new technologies are advancing and disseminating so swiftly that we cannot in any way avoid their influence and intrigue (Ayu & Pratiwi, 2021).

Conventional instruction impedes pupils' ability to comprehend specific languages and the structure, meaning, and purposes of language, rendering them passive recipients of information. So, it is more difficult to achieve the communication objective. With instructor instruction guiding students' attitudes and inspiring them to learn, multimedia technologies facilitate the integration of teaching and learning and expand students' prospects (Heringer, 2020). Hence, educating multimedia technology fosters uniquely positive thinking and social communication abilities in pupils. Multimedia-based learning can provide students with copious knowledge, much more than a textbook, and enables them to present a transparent cultural context, rich content, and authentic language resources that are much more natural and authentic. Learners can not only enhance their listening abilities, but they also gain cultural knowledge. Understand information through multiple channels (Suhail, 2022).

Susikaran argued that multimedia-based instruction enriches teaching content, maximizes class time, disrupts the "teacher-centered" teaching pattern, and fundamentally enhances class effectiveness. Due to the size of the class, conversational communication amongst students is challenging. Due to the limitations of the traditional classroom, the traditional teaching paradigm places a heavy emphasis on teacher instruction. On the other hand, multimedia technology transcends space and time, creates a more vivid, visual, and real atmosphere for learning English, promotes students' initiative, saves students' time in class, and increases the amount of information for students in class (Awuor & Okono, 2022).

The importance of "interaction" between teachers and students is increased by the use of multimedia in the classroom. The primary purpose of multimedia-based instruction is to train and improve students' listening and speaking skills, as well as to cultivate their communication competence. During this process, the teacher's position as a facilitator plays a vital role. Utilizing multimedia in context creation gives a good platform for teacher-student interaction while also offering a linguistic environment that is superior to traditional classroom teaching techniques. In this method, the teacher in the classroom no longer passively imparts information and forces students to accept it (Al Hashimi et al., 2019).

Multimedia-based instruction establishes a context for language instruction. This strategy optimizes class structure and makes classes lively and engaging. Multimedia possesses characteristics such as visibility and vitality. Using sounds and images while teaching English helps improve both the teacher's and students' initiative. Teachers utilizing multimedia software can employ graphics to enhance classroom content and provide varied learning contexts (Lisnawati, 2021). Students can utilize multimedia to comprehend the material in class. Over the entirety of the interactive process, it is evident that good use of multimedia in learning English can retain students' interest in learning English and boost teachers' enthusiasm for English instruction. In addition, multimedia instruction is adaptable. Both within and outside of the class, the context can be constructed (Mardievna et al., 2020). Using multimedia to teach English can also create a student-centered learning environment that emphasizes teacher assistance. Students must have some classroom teaching issues that can be resolved with the

aid of the instructor. In such situations, students might utilize technology to their advantage, such as contacting teachers via the network and receiving responses by e-mail (Aidoo et al., 2022).

B. LITERATURE REVIEW

1. Learning

In a learning environment, students, educators, and learning resources engage in an interactive process of learning. Learning is the aid provided by educators in order for pupils to acquire knowledge, develop skills and character, and establish attitudes and beliefs. In other terms, learning is a process that assists pupils in their learning. The learning process is continuous and can occur anywhere and at any point in a person's life (Intania & Utama, 2020). Learning is the transformation of potential into competence. Without assistance, this self-determination action cannot succeed. According to Dimiyati and Mudjiono, "learning is a programmed teacher activity in instructional design, to make learning active, which emphasizes providing learning resources" (Santos et al., 2019).

Law no. 20 of 2003 concerning the National Education System article 1, paragraph 20 states that "learning is a process of interaction between students and educators and learning resources in a learning environment". Concept of learning according to Corey, "learning is a process in which a person's environment is deliberately managed to allow him to participate in certain behaviors in special conditions or produce responses to certain situations" (Thalib & Ahmad, 2020).

Learning refers to any action that helps a person acquire new skills and values. Before the beginning of the learning process, the instructor must assess the fundamental skills of the students, including their fundamental skills, motivation, academic background, socioeconomic status, etc. The teacher's ability to understand students' learning characteristics is the primary asset for providing learning materials and is indicative of the effectiveness of learning implementation. Learning is an intentional effort by the teacher to help pupils learn, specifically the occurrence of changes in behavior in students who learn, where the change is brought about by the acquisition of new abilities that apply over a relatively lengthy period of time and because of effort (Sari & Prasetyo, 2021).

Learning is conditioned to be able to encourage children's creativity as a whole, making students active in achieving learning objectives effectively and directly in pleasant conditions. Therefore, Munandar explained the basis of learning as follows:

- a. Learning is very important and very fun.
- b. Children should be respected and loved as unique individuals.
- c. Children should be active learners and be encouraged to bring their experiences, ideas, interests and materials to class.
- d. Children need to feel comfortable in class and be always stimulated to learn. There should be no pressure or tension.
- e. Children must have a sense of belonging and pride in the class. This can be done by displaying their work in class.
- f. Teachers are resource persons, not police, not gods. Children must respect teachers, but children feel comfortable with teachers. Children are not robots because small robots will neither learn nor be creative.
- g. The teacher must be competent but not perfect.
- h. Children need to feel free to discuss problems openly with teachers and peers.
- i. Cooperation is worth more than competition, even though they must be personally responsible.
- j. Learning experiences should be close to and come from experiences from the real world (Zaitun et al., 2021).

2. Technology

The advancement of human civilisation is accompanied by the growth of Information Technology, or methods of communicating information. First, humans in prehistoric times established information technology as a mechanism for recognizing the forms they knew, and they detailed the information they discovered on cave walls on hunting and the animals they hunted. Information technology continues to expand, but its distribution and format have become more contemporary (van Biljon & Osei-Bryson, 2020).

According to Bambang Warsita, information technology is the infrastructure and systems (hardware, software, and useware) for obtaining, sending, processing, interpreting, storing, and utilising data in a meaningful manner. Information technology is described as expertise in the realm of computer-based information, and its development is quite quick. Lantip and Rianto also voiced the same sentiment (Handayati, 2022). As stated by Hamzah B. Uno and Nina Lamatenggo, information technology processes data. Processing involves processing, acquiring, combining, storing, and altering data in a variety of ways to provide quality information, namely information that is relevant, accurate, and timely (Sheikh et al., 2021).

According to McKeown in Suyanto, information technology refers to all technologies utilized to create, store, change, and use information in all of its forms. Williams presented a second notion in Suyanto, and information technology is a broad term for any technology that helps generate, alter, store, communicate, and transmit information (Salma & Rachmawati, 2022). According to Behan and Holme in UNESCO, information and communication technology is everything that facilitates the recording, storage, processing, retrieval, transmission/transmission, and reception of information (Wang, 2022).

Information technology is a hardware, software, and useware technology that is used to gather, transmit, process, interpret, store, organize, and utilize data in a meaningful way to obtain high-quality information, according to the perspectives of the aforementioned experts (Nur et al., 2022).

C. METHOD

A qualitative approach is one of the research methods used in the social sciences, especially in understanding social phenomena that are complex and difficult to measure quantitatively. A qualitative approach emphasizes a deep understanding of the experiences and perspectives of the people involved in the phenomenon being studied. In this study, researchers used a qualitative approach to understand the experiences and perceptions of a particular phenomenon, resulting in rich and in-depth data. In literature studies, researchers often use a qualitative approach to analyze and explore data from secondary sources. A qualitative approach to literature study can help researchers understand the social, political, and economic context of a phenomenon being studied. Using a qualitative approach, researchers can collect data from various sources such as books, articles, documents, and reports, enriching and deepening the analysis and understanding of the phenomenon. Therefore, a qualitative approach to literature study is effective for deepening knowledge and understanding of the phenomenon being studied (Sari et al., 2022).

D. RESULT AND DISCUSSION

1. Use of Technology in Teaching English

In a world where the internet governs everything, it is difficult to deny the existence and importance of technology in English instruction. Videos, podcasts, workbooks, e-learning, applications and websites, and other forms of media and technology are useful. Learning English is a challenging aspect of teaching a second language; numerous elements contribute to the success of this endeavor. Teachers must commit a tremendous deal of time and energy

to determining the most satisfying, appropriate, and successful teaching methods in order to achieve success. Not only are the reality of daily life altered by new technology, but the development of language skills is also beginning to depend on them. Fortunately, as the number of English learners rises, more and more modern tools and technology equipment are being integrated into the instructional process. Instructors utilize materials such as movies, podcasts, workbooks, e-learning, programs, and websites that can be accessed on electronic devices such as desktop computers and mobile phones. These insights facilitate and diversify classroom environments and learning activities.

2. Multimedia: Techniques in the Classroom Teaching Process

Many forms of multimedia can be utilized to enhance the quality of education and the efficacy of English instruction. It is simple to prevent monotony and routine when utilizing textbooks frequently with the same types of activities. Due to the significance of the challenge of understanding spoken language, teachers should utilize a number of resources. Typically, traditional texts provide true or false practice exercises that lack a genuine feeling of communication. Students often complain that learning that only goes along with textbooks seems artificial and fake. On iTunes, YouTube, SoundCloud, etc., language students can now access a selection of free learning materials created specifically for them. Radio is another dependable source that can be used for listening practice. This media outlet provides newscasts and interviews, which may be found on their website. In addition, the teacher can use the music presently playing on the radio, as the majority of pupils will recognize it and be more familiar with the lyrics, even if they do not understand their meaning. Almost everyone today owns a computer or a smartphone. Students are therefore able to create their own recordings, allowing them to practice their pronunciation.

Videos, according to Eady, serve a significant role in removing repetitive classroom activities, which aids vocabulary expansion and the development of listening skills. While younger pupils are more likely to watch cartoons or animated stories, older students are more likely to watch travel documentaries. Videos including the lyrics of a song are highly entertaining and offer a variety of options because the teacher can choose the pupils' preferred songs. As a result of these exercises, kids can engage in both aural and visual language learning. This provides students with a deeper understanding of the context and natural use of English.

The majority of younger pupils have access to as much knowledge as possible via the Internet. In this situation, the instructor has access to many tools for stimulating and enhancing all aspects of language skills. Some internet-based games, for instance, provide a classroom setting with a selection of accessible and free games. These games are intended for students to practice and assess, for example, target vocabulary, certain grammatical structures, and text comprehension. In addition, students can practice their abilities at home by downloading software and games to their computers or mobile devices. This game might be displayed on an interactive whiteboard and played by the entire class. According to Patel, it is also worthwhile to explore encouraging kids to develop online blogs in order to improve their writing skills. Students can blog for free utilizing blogging services such as Blogger or WordPress. Because they can write about anything they find fascinating, some students find blogging to be intriguing and inspiring. Not only may teachers see their virtual work, but anyone with internet connection can as well. This encourages students to exert more effort while writing. Obtaining comments from a bigger audience may also have a good effect on skill development. If weekly or daily blogging is not appealing to students, they can use their blog as a digital portfolio of their best work.

3. Technology Integration in the Classroom

In recent years, revolutionary changes have taken place in classrooms in addition to teaching methods because teaching methods alone are not sufficient to teach English effectively. A well-planned classroom environment teaches students how to study well and effectively. The methods of both teaching and studying English have evolved. It has been demonstrated that technology-based classroom environments are more effective than lecture-based classes. Even if they are not tech-savvy and cannot serve as specialists, teachers must figure out how to use technology as a teaching tool for their students.

According to Baytak, the usage of technology has drastically altered the method of teaching English. Technology provides so many alternatives, such as making instruction more engaging and effective in enhancing students' English proficiency. In a conventional classroom, the teacher often stands in front of the pupils, delivers lectures, and uses the chalkboard to provide explanations and instructions. As a result of technical advancements, this method must be somewhat adjusted. Using multimedia texts in the classroom, according to Gencler, helps students become more familiar with academic vocabulary and linguistic patterns. The stated multimedia uses printed books, films, and the Internet to improve and increase English language abilities and knowledge. Utilizing printed texts, films, and the Internet allows students to obtain knowledge and bring it to a variety of resources for language and context analysis and interpretation. The internet presents students with multiple collections of English texts in many disciplines. According to Costley, Internet use can boost student motivation. In addition, the use of film in the classroom can assist students' understanding and development of their knowledge. Occasionally, teachers urge kids to learn from and about technology, but overlook the most important aspect: learning with technology. When computers, the Internet, and other forms of technology are included into the learning process, students can engage in meaningful learning. As kids use technology to learn, they are able to acquire higher-order reasoning and research skills. Consequently, the appropriate combination of multimedia and teaching approach can engage students in English learning.

4. The Role of Technology in Improving English Skills

The application of various media involving the use of new technology is increasingly getting support from multiple parties and is often carried out in private schools and public schools, where digital materials more often support English lessons. Use of the various media described above is subject to the availability of technological devices. Starting from an essential thing, namely a computer that allows it to display images for all students to see, for example, with the help of a projector, interactive board, or a TV set. Internet connectivity is not always required, but it makes lesson preparation and engagement faster and easier. A teacher using such a gadget can effectively utilize digital materials and technologies. By utilizing modern technological gadgets, students can review and experience the actual information provided by the teacher in class or at home. This, of course, tries to increase student engagement and satisfaction with the outcomes. Hence, students and teachers must have access to a range of multimedia resources via a variety of technical devices.

5. Benefits of Using Technology in Teaching English

The profitability of employing multimedia is deemed essential, particularly by the younger generation and English teachers who comprehend and promote ideas linked to the use of technology in the classroom, whereas the older generation critiques and minimizes its existence. In the first place, the introduction of digital materials can satisfy the particular needs of students and adopt a variety of ways and approaches. This enables for adaptability to the individual interests, expectations, and needs of language learners. These activities enable students to practice the language in and out of the classroom, as well as stimulate creative

thought. In addition, they expose kids to language exercise in a setting that is familiar to them. This will assist them overcome the language barrier because they will no longer feel alone.

Bialystok stated that English lessons could be personalized and directed outside of textbooks. Students get the opportunity to encounter authentic language material. They are exposed to real-world realities related to language skills, making them more likely to meet multiple communities. In addition, students are familiar with gathering helpful information and materials because the majority of them use cellphones, personal computers, and tablets at home. Also, students are more motivated to learn and are able to concentrate for longer periods of time in class due to the fact that the variety of content prevents monotony and boredom. Their learning process becomes increasingly independent and efficient. By using the Internet at home, students improve their language-learning pace and gain access to extra teaching platforms that aid in knowledge review and consolidation. In the end, modern technology in the classroom enables students to acquire the skills necessary for their future careers. In this day, investigation and critical thinking are crucial practical abilities that they develop.

6. Teaching English in Elementary Schools

As a result of the importance of English as a global language, English language education is increasing at a rapid rate. English was first officially introduced at the primary level in Indonesia in 1994 (Decree of the Minister of Education No. 060/U/Kurikulum 1993 and 1994). Schools have the authority to include English as a local content subject by considering the conditions of the school, parents and community. According to the Ministry of Education, the goals and objectives of teaching basic English are as follows: 1) to improve students' basic English communication skills in the school context; 2) to motivate students' interest in learning English; and 3) to broaden students' perspectives on the significance of learning English in order to increase their competitiveness in a global society. The learning area encompasses all areas of English skills, including listening, speaking, reading, and writing, in order to improve English-spoken communication abilities. The purpose of writing and reading skills is to support speaking skills. As a result of English's position as a global language, English language education is rapidly growing. The introduction of foreign language studies at such an early age is justifiable as a technique to provide children with additional learning materials and strategies to promote their cognitive development and comprehension of various languages and cultures.

In Indonesia, English at the elementary level is provided as an elective and is classified as a local content topic. The optional subject is contingent upon the school's preparation, particularly with regard to teacher resources, learning materials, and curriculum. English instruction in elementary school begins in fourth grade. The status of English and Indonesia's political and economic commitment to maintaining contacts with foreign countries through the use of English are the driving forces behind the decision to introduce English to pupils in elementary school. In addition to political factors, parental requests compelled schools to offer an English education. Parents desire that their children reach a high level of English proficiency, and they are aware that studying English from a young age facilitates a more effective learning process at higher levels. Numerous studies indicate that early English instruction is effective. A study conducted in Japan regarding ELT in elementary schools found that early English had a good influence in the country. It was also discovered that early English instruction increases children's interest in the language and motivates them to continue learning it after entering junior high school.

On the other hand, stakeholders continue to have numerous questions regarding the success of English language instruction at this level. Several studies on the topic of English learning have demonstrated that learning English in primary schools, particularly in Indonesia, has been unsuccessful. Since its inception, teaching English in primary schools has experienced

numerous difficulties. Teacher credentials, time availability, the quantity of pupils, and the availability of resources and facilities were recognized as the difficulties. Additionally, teacher qualification is the most contentious educational challenge since it is the most influential element in determining whether a kid will succeed or fail in school. Teaching English to elementary school kids involves both theoretical and practical preparation. It is erroneous to believe that any instructor can handle all aspects of English without further training or expert guidance. English teachers at the primary level must recognize that they play a crucial part in their pupils' academic achievement, as children in this class continue to rely on their instructions. Teachers are expected to present English teaching practices that: 1) increase students' awareness of foreign languages; 2) increase students' interest and motivation in English; 3) encourage students to use the target language in everyday communication; 4) assist students in the development of appropriate strategies; and 5) foster a positive attitude toward learning English.

Age is a factor in the adoption of English in elementary schools. Using the extraordinary plasticity of a young child's brain is one of the most important aspects. Singleton and Ryan presented a survey on the reasons for teaching English at the elementary level based on the claim that the best time to learn the language is: 1) Providing more opportunities for children to understand foreign cultures so that they are more tolerant of others; 2) Maximizing time for language learning, the earlier the child starts, the more time the child gets; and 3) Beginning with the initial foreign language instruction, so that at the text level, the student is already proficient in the language. We can say that youngsters in elementary school have more opportunity to learn languages than adults since they possess more favorable characteristics. The brain adapts more quickly before puberty than after it, according to Brumfit's further advice for improved learning. Language acquisition is feasible without early self-awareness. Youngsters are more driven than adults and have fewer unfavorable views toward foreign languages and cultures. Because it is more dependent on the immediate physical environment than adult language, children's language acquisition is more intimately connected with real communication. Compared to adults, children commit a great deal of time to language learning, and the more time they devote, the better they perform. Although research on language acquisition has produced contradictory findings about children's language acquisition, suggesting that adults are better and faster learners, language development is in fact difficult and requires substantial teacher support over a number of years. Nonetheless, the introduction of a foreign language is seen as a positive step for the advancement of language proficiency. Basic education is regarded a critical starting point for establishing new education policy. Strategically introducing new subjects in schools, such as English as a foreign language, is one of the policies to initiate the implementation of new education policies.

E. CONCLUSION

In fact, one of the ultimate goals of teaching English using multimedia technology is to boost students' desire and interest in studying, which can be an effective strategy to engage them in language acquisition. This activity's context must be based on the availability and transparency of instructional materials and data. In optimizing the teaching of English through the use of multimedia technology, it is envisaged that students will not rely too heavily on their native language and will instead be encouraged and guided to communicate with one another. Regarding technical advancements, experts concur that the usage of multimedia-based technology in English instruction will expand in the future. The English-learning process will become more student-centered but also more time-consuming. Consequently, it is encouraging that students' teaching quality and skills would be enhanced, which will result in their communicative competence being enhanced. In conclusion, this procedure can be optimized to enhance the talents and practical language skills of pupils. Proper computer knowledge on the

side of the instructor allows for the appropriate use of multimedia technology in the classroom, thereby mitigating some of its drawbacks.

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