



Strategies of English Lecturers in Facilitating Interactional Communication of English Students During the New Normal Period of the Covid 19 Pandemic at Fatmawati Sukarno State Islamic University Bengkulu for the 2021-2022 Academic Year

Ferri Susanto¹, Patricia Pérez Ramos², Muhammad Abdul Ali Sayyid Ibrahim³

¹ Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Bengkulu

² University of Havana, Cuba

³ University of Al-Azhar, Egypt

Corresponding Author: Ferri Susanto E-mail: ferrisusanto@iainbengkulu.ac.id

Received: Sep 27, 2023

Revised: Oct 06, 2023

Accepted: Oct 08, 2023

Online: Oct 08, 2023

ABSTRACT

This research aims to describe the strategy of English lecturers in facilitating interactional communication of English students at the English Tarbiyah Faculty during the new normal Covid-19 pandemic at Fatmawati Sukarno Bengkulu State Islamic University in 2021-2022. This qualitative research aims to describe and analyse the ability, form, uniqueness, and variety of strategies produced by English lecturers in the classroom. The results of this study indicate that there are several strategies used by English lecturers, especially in facilitating student interactional communication. The strategies are providing a new learning environment with students, providing two-way communication with students, facilitating communication media between students (student peer feedback), and activating role play models in the classroom and contextual teaching processes. Several obstacles to facilitating student interactional communication at Fatmawati Sukarno Bengkulu State Islamic University include limited teaching time due to social distance, the learning process is only 60% offline and 40% online so that face-to-face learning is not optimal. English lecturers can improve their teaching competence through several online trainings, online seminars, and online workshops. In fact, the results of the research, it can be concluded that the strategy in facilitating student English interactional communication is very important to be applied in the English class to achieve the aims and objectives of teaching English.

Keywords: Corona Virus, English Lecturers, Interactional Communication

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/alhijr/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite:

Susanto, F., Ramos, P. P., & Ibrahim, M. A. A. S. (2022). Strategies of English Lecturers in Facilitating Interactional Communication of English Students During the New Normal Period of the Covid 19 Pandemic at UIN Fatmawati Sukarno Bengkulu for the 2021-2022 Academic Year. *Al-Hijr: Journal of Adulearn World*, 1(2), 127-140. <https://doi.org/10.55849/alhijr.v1i2.513>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

Teaching Process, Lecturers need to think about strategies which of course aim to maximize student achievement with their teaching skills, especially to provide significant improvements (Min dkk., 2019; W. Pratolo, 2019). In addition, lecturers must also determine appropriate and useful strategies that have effective and reliable power in the

teaching and learning process, have the right analysis to consider situations and conditions, especially in the selection of teaching strategies in the form of learning resources and learning needs to achieve learning objectives. According to Gerlach & Ely (2021) "learning strategies are the chosen ways to deliver learning materials in a particular learning environment, including the nature, scope, and sequence of activities that can provide a learning experience to students". The use of learning strategies in the classroom is very important. The suitability of the learning strategy must also be considered in its use. If the use of learning strategies in the classroom is not appropriate, it will have a negative impact on students and their learning outcomes (Costa & Mair, 2022). Learning strategies can also be interpreted as a pattern of learning activities that are selected and used contextually by lecturers, according to the characteristics of students, school conditions, the surrounding environment and the specific learning objectives that will be formulated.

Cultivating the process Communication interaction in the classroom is an important part of the teaching and learning process. Interaction is a process in which two or more people interact with each other in a reciprocal action (Economidou-Kogetsidis dkk., 2021; Mahmud & German, 2021). Class interaction cannot be separated between lecturers and students. Interactions certainly have different patterns and components depending on when the communication interaction takes place. McCroskey (1978) stated that "effective communication is the basis for the success of students and lecturers / teachers in the classroom". Effective communication has two implications. The first is about a pleasant classroom atmosphere with friendly relations between students and lecturers in the teaching and learning process, while the second is involving students to get effective communication in the use of English. This can be achieved in several ways; by applying the different roles of students and lecturers according to their respective functions so that they can synergize, use various activities, and help students express themselves. If the two implications are combined, we will have a good atmosphere where students try to communicate in a foreign language (Sánchez-Pérez, 2020). Therefore, lecturers can offer several strategies to promote effective interactions in the classroom so that interactions in debating something in class really need to be raised. Namely interaction, classroom behaviour, timing, and seating arrangements. This study focuses on the strategy of the English lecturer at UIN Fatmawati Sukarno Bengkulu in facilitating communication and interaction between English students, which is one of the most important aspects of classroom management. The strategy of English lecturers in learning greatly affects class interaction and can be related to classroom management such as teaching, class interaction, group formation, supervision, maintaining discipline, a conducive classroom atmosphere for student development and learning, and others. irregular classes, can affect other aspects of the class. It also becomes difficult to attract students' attention if learning strategies are not applied (Auliani dkk., 2023; Mustafiyanti dkk., 2023; Wanti dkk., 2023). With the application of interactional communication, it shows that lecturer's teaching strategies can have a positive impact on how lecturers communicate with students and how students interact with others, affecting engagement, motivation, focusing.

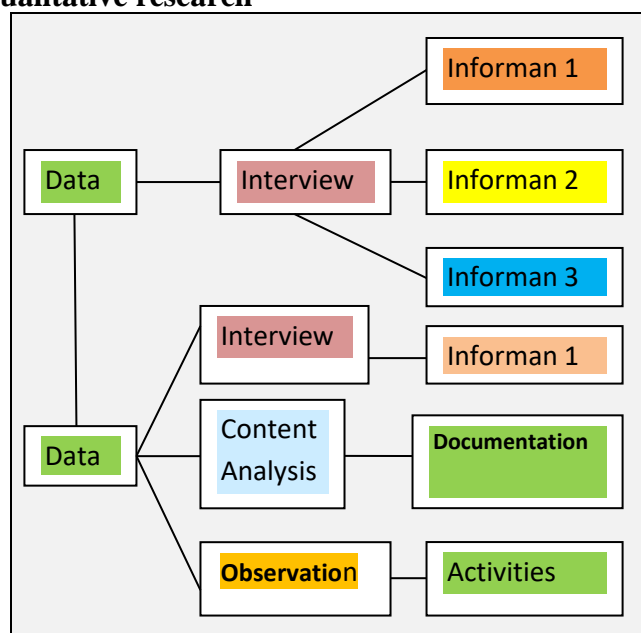
Meanwhile, the management of the physical environment where the teaching and learning process takes place is very important because good development and effective interaction between lecturers and students cannot occur without a good atmosphere and a well-managed environment. Based on initial observations made by researchers from Monday, February 6 to 20, 2021. Researchers managed to collect some data at the State Islamic University of Fatmawati Sukarno Bengkulu. Researchers observed the strategy of English lecturers in facilitating student interaction communication during the learning process, by identifying problems, including First, there are still many lecturers who teach using lecture and discussion methods so that they are less effective in teaching English in the new normal era during the Covid- 19 pandemic. It is clear that students do not interact with each other using English. Third, there are still many lecturers who have not implemented strategies.

With the application of interactional communication, it shows that lecturer's teaching strategies can have a positive impact on how lecturers communicate with students and how students interact with others, affecting engagement, motivation, focusing (Mulyasari dkk., 2023; Noer dkk., 2023). Meanwhile, the management of the physical environment where the teaching and learning process takes place is very important because good development and effective interaction between lecturers and students cannot occur without a good atmosphere and a well-managed environment. Based on initial observations made by researchers from Monday, February 6 to 20, 2021. Researchers managed to collect some data at the State Islamic University of Fatmawati Sukarno Bengkulu Researchers observed the strategy of English lecturers in facilitating student interaction communication during the learning process, by identifying problems, including First, there are still many lecturers who teach using lecture and discussion methods so that they are less effective in teaching English in the new normal era during the Corona Virus disease-19 pandemic (Al Maarif dkk., 2023; Ranal dkk., 2023; Utami dkk., 2023). It is clear that students do not interact with each other using English. Third, there are still many lecturers who have not implemented strategies especially facilitating communication interactions and there are lecturers who tend to prioritize contextually by doing assignments in class so that strategies in facilitating communication interactions between lecturers and students are not created, lecturers only deliver learning materials that are in accordance with university lecturer standards. Therefore, based on this phenomenon, the researcher is interested in doing research with the title "Strategies of English Lecturers in Facilitating Interactional Communication of English Students during the new normal period of the Corona Virus disease-19 pandemic at UIN Fatmawati Sukarno Bengkulu for the 2021-2022 Academic Year.

RESEARCH METHODOLOGY

This study is a descriptive qualitative approach, which is used to describe the strategies used by English lecturers at the State Islamic University Fatmawati Sukarno Bengkulu and the problems faced by English lecturers when facilitating classroom interactional communication.

1. Triangulation qualitative research

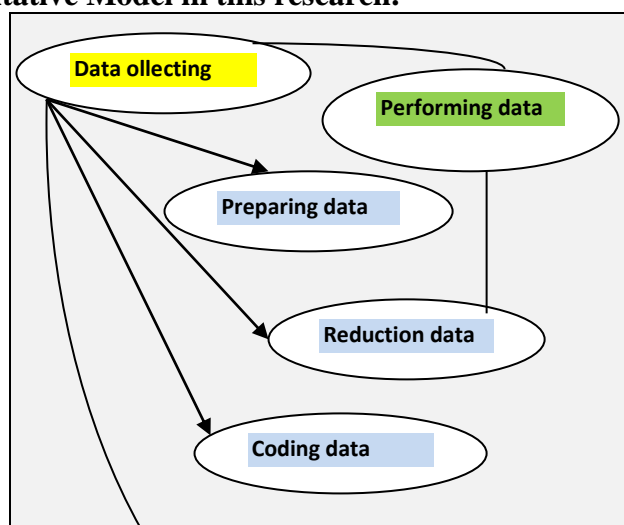


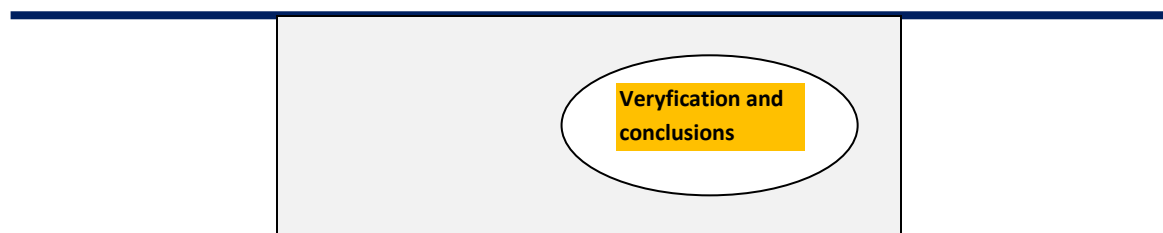
Qualitative research is used to describe and analyse the ability, form, uniqueness, variety of words produced by the teacher in the classroom. According to Creswell (2014), qualitative research is research with an approach to understanding the meaning of individuals or groups and exploring social or human problems. Furthermore, Sutopo and Arief wrote that qualitative research is research that aims to describe and analyse a phenomenon, event, and social activity, and attitude, perception of each individual or certain group (Fadiyah dkk., 2023; Fiqih dkk., 2023; Hermansyah dkk., 2023). In fact, descriptive method is a type of method that tries to emphasize the picture of something and interprets the object as it. So it can be said that this type of research is more inductive in nature, where all data obtained at the location. It will be the main source of phenomena and problems in the observation process. So it can be concluded in detail that descriptive qualitative moves at a single focal point of observation that seeks to describe social phenomenon in detail in the form of words. According to this definition, it encourages researcher to choose a qualitative descriptive research design because researcher wants to describe the conditions that will be observed in the field more specifically, in detail, transparently, and depth which cannot be represented by statistical figures because they are more empirical facts in the field. If this research subject is converted into statistical numbers, the researcher will lose the objective subjective nature of human behaviour (Pamuji & Limei, 2023). So in fact, through this qualitative descriptive method, researchers can get to know people (subjects) personally and see them develop their own definitions of the strategies of English lecturers at UIN Fatmawati Sukarno Bengkulu in facilitating student interaction communication during the learning process and also qualitative descriptive research, of course, prioritizing perspective. emic, which means prioritizing the respondent's point of view, namely how he perceives and interprets the world and the aspects of its formation. The main purpose of qualitative descriptive

research is to describe the current state of view. Simply put, this is a fact-finding investigation on the ground. In descriptive qualitative research, definite conclusions can be accepted, but do not establish a causal relationship (Azizah dkk., 2022; Nicholas dkk., 2023). The type of descriptive qualitative research used in this study is to obtain information about rural teachers' strategies in facilitating student communication interactions in learning English in depth and comprehensively. In addition, the qualitative approach is expected to reveal the situations and problems faced by English students at UIN Fatmawati Sukarno Bengkulu when teaching English in class. The sample in this study was taken from 3 (three) English lecturers at UIN Fatmawati Sukarno who were selected by purposive sampling, namely the snowball sampling technique. This technique is used by the first sample as information to find out other samples that meet the criteria. The criteria determined by the researcher are someone who is related to English. Because the researcher will analyse the strategy of English lecturers in facilitating student English interactional communication, it is clear that the subjects are English lecturers. The subjects of this research are 6 English lecturers who taught English at UIN Fatmawati Sukarno Bengkulu from 12 English lecturers who teach. The instruments are the following: 1. Classroom Observation Guidelines, Observations were made during the actions of the English lecturer in teaching English lessons in class. Notes are written based on activities and situations on the observation checklist. This study used an observation sheet as an observation instrument that contains a list of activities that may appear in language class and an observation checklist in the form of answers (Yes/No). 2. Interview Guidelines. Guided interviews were developed in this study to assist and guide the conduct of the interview section. There are three types of interviews that are common in qualitative research including structured interviews, semi-structured and unstructured interviews (Chen dkk., 2020). This study used semi-structured interviews. This study prepared several questions related to the topic and then follow-up questions depending on the interview response. In making the interview guide question sheet, this research refers to the main points in the classification of teaching strategies and problems in facilitating interactional communication in the classroom. 3. Recorder of this study used two kinds of records to assist the data collection process (Putri dkk., 2023; Vicky dkk., 2023). The first is a video recorder; it was used in the observation section during the lecturer teaching English class to record all activities and situations that occur in the class during the observation while the second is an audio recorder, used during the interview section with an English lecturer to record the answers to questions. The purpose of using this recorder is to obtain solid evidence in the transcription of the English Lecturer's answers to the questions asked. 4. Documentation, It is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agenda, and so on. Especially the documentation of the learning process that has taken place (Holly dkk., 2023; Levan's dkk., 2022; Saputra dkk., 2022). Data collection aims to obtain relevant and necessary data to complete the research. The supporting of the data to answer the first research question, namely the strategy of an English Lecturer at UIN Fatmawati Sukarno Bengkulu in facilitating interactional communication, this study used

an observation checklist. It is where the researcher makes field notes about the behaviour and activities of individuals at the research site (Dimova, 2021). The researcher observed the whole process of teaching and learning English. Therefore, the second research question looks for problems faced by English teachers when facilitating interactional communication. In this case the data obtained through interviews. Data analysis technique, this research used descriptive analysis. The data are analysed and described in a narrative manner. After collecting data from both instruments, the data will be analysed. Creswell (Nguyen dkk., 2019) states that there are several steps in analysing the data obtained from observations and interviews. 1. Organize and prepare data for analysis, this step involves transcribing interviews and typing field notes and/or sorting and organizing the data into different types depending on the source of the information. In this step, the data from class observations are rearranged based on the research problem while the interview recordings are transcribed into a summary. After collecting data through observational interviews, the results of both instruments were transcribed and then typed the results depending on the source. 2. Data reduction this step is to obtain a general understanding of the information from the data that has been organized (Fathia dkk., 2022; Maryati dkk., 2022). After generalizing the data from the source, the data are selected based on relevant information and discard irrelevant information. Then the data ends with general information about the strategies of the English Lecturer at UIN Fatmawati Sukarno Bengkulu in class interaction. 3. Coding process of the data is entered into the concept of aspects of each communication interaction used and the problems that occur in it. The results of class observations are codes based on research topics and ideas, while the results of interviews are codes from general to specific topics and or ideas. Then the findings are represented in the form of a qualitative narrative. The findings were collected from interviews and class observations. 4. Make an interpretation or meaning of the findings Research results confirm past information or deviate from it. In this step, the findings are compared or contradicted with the related theory used by the research in the theoretical framework as the final result.

2. Analysis Qualitative Model in this research.





Validity refers to the ability of data collection instruments to measure what has to be measured, to get data relevant to what is being measured (Moncada-Comas & Block, 2021). In other words, an instrument is considered to have validity high if the instrument can be used as a tool to measure something precisely. Validity is a characteristic that must be owned by the measurement instrument because it is directly related to whether the data can be trusted or not. In this study, the researcher tries to acquire data validity. The researcher chooses triangulation to check the validity. “Triangulation is interpreted as a data collection technique that combines various data collection techniques and existing data sources” (Zhiyong dkk., 2020). The purpose of the data collection technique with triangulation is to find out the data obtained widespread, consistent, and certain. According to Patton on Sutopo(Nhan & Nhan, 2019) stated that were four triangulation techniques, namely:

1. Triangulation of data is the same or similar data. It will be more steady the truth when excavated from several different data sources.
2. Triangulations researchers are the results of research both data or conclusions about certain parts or as a whole can be tested for validity from several researchers.
3. Triangulation methodology is carried out by a researcher by collecting similar data but by using different techniques or data collection methods.
4. Triangulation of theoretical is carried out by researchers using more than one theory in discussing the problems studied.

In this study, the researcher used triangulation data. They were carried out by comparing the results of observation analysis, interviews, and also documentation.

RESULT AND DISCUSSION

Based on research data, observations, and interviews that have been conducted as research instruments and then the data are analysed to answer research questions. 1. Strategies of English lecturers in Facilitating Student Interactional Communication at Fatmawati Sukarno Bengkulu State Islamic University, the learning process in the classroom are an activity that has educational value and meaningful interaction as an important part of an effective teaching environment. Based on the results of interviews conducted by researchers with English lecturers at UIN Fatmawati Sukarno Bengkulu, researchers classified the meaningful interactions carried out by English lecturers in facilitating students to be active in the teaching and learning process and understanding the material presented by the lecturer in accordance with the Syllabus and Teaching Plans provided (Amrina dkk., 2022; Saskia dkk., 2023). The results of the interviews, one of the English lecturers said that the process of facilitating student communication interactions

prepared by the English lecturer were divided into three categories, namely: communication between lecturers and students with learning resources in achievements. Learning objectives that are set, especially in English courses (Integrated Skills: Reading, Speaking, Listening and Writing) which have a very large and very important role. The hope that exists in every English lecturer is how the English course material delivered to students that can be understood in its entirety. In detail the strategy of English lecturers in facilitating interactional communication at UIN Fatmawati Sukarno Bengkulu, can be explained as follows: A) Provide a new learning environment in order to live a new era during the Corona Virus Disease-19. Making a positive first impression and building self-confidence is the key to creating a successful classroom experience for students and lecturers themselves. Students told that lecturers are open to listening to their concerns and problems, reassuring them and giving them the confidence to overcome the challenges of the new era during the Corona Virus Disease-19. The learning environment is one of the factors that come from outside (external factors) that affect student learning outcomes. A) comfortable and effective learning environment will support conducive learning activities. The creation of an effective learning environment is one of the most important aspects of success in learning. Such an environment is able to make students in order to focus on lessons, avoiding negative things such as smoking, drugs and promiscuity. Campus environment that affects student learning outcomes obtained from campus such as interactions with lecturers, the way lecturers teach in class, and student attitudes towards lecturers and their learning environment (Liam dkk., 2023). The campus environment is also a place for students to get formal education to create a quality young generation. In learning activities, especially learning English, a conducive learning environment is needed that makes students comfortable in learning so that the knowledge conveyed by the lecturer will be more easily accessible. Meanwhile, according to student's perspective, a new and good learning environment. The results of research compiled by researcher's shows that the learning environment affects student achievement and motivation. This is accordance with the description of the theory's function of the educational environment according to Hamalik, O, namely: a) Psychological functions, namely stimuli originating from the environment which are stimuli to individuals so that a response occurs, which shows certain behaviour. b) Pedagogical function, the environment provides educational influence, especially the environment that is deliberately prepared as an educational institution, for example families, schools, training institutions, social institutions, and geographical location of the region. c) Instructional function is a specially designed teaching environment. Lecturers, who teach, subject matter, teaching facilities and infrastructure, teaching media, and classroom environmental conditions, are deliberately developed to develop student behaviour (Curd-Christiansen dkk., 2021; Olivier dkk., 2020). B) Delivering two-way communication with students, the teaching and learning process in the classroom meets the lecturer and the same direction as the main learning source, but students as learning only listen to what the lecturer says. This classical method does not allow students to understand and remember the topics presented by the lecturer because the classroom environment is not lively. Students are not actively involved in

interactions with lecturers or between students. Based on the times, the classical method is no longer effective. Lecturers are no longer subjects, but the main source of learning, and students are no longer the subject of listening to lecturers, but lecturers with a mission and main role as educators are as facilitators of learning activities and as motivators. Competent students are free to develop their thinking, creativity and innovation. The interaction between lecturers and students, and between students, is more intertwined. As a result, the teaching and learning process becomes more dynamic. Learning activities can be more visible results. Interaction is very important in the education and learning process. Students not only receive benefits, but also feedback. Lecturers know that whether their materials communicate is acceptable to their students. Lecturers know various problems, experiences, and student imaginations that can be implemented in learning activities. Good interactions facilitate the creation of active, innovative, creative, effective and fun learning methods. With good interaction, lecturers and students inspire and encourage each other. The lecturer designs and reviews the material given to students before the activity takes place. Lecturers monitor and guide the teaching and learning process. Lecturers can immediately find out the final results (results) which are the learning objectives. In addition, lecturers evaluate and acknowledge that the material provided is appropriate and necessary for their students. Finally, students feel satisfied and understand and remember all the material they received. C) Facilitating communication media between students (peer student feedback) Peer feedback is an activity in which lecturers ask students to be tutors among their peers. At the same age, it certainly allows more intensive interaction between students. Because by seeing their friends can become tutors, it creates a sense of healthy competition in teaching and learning activities. Because this model is more student-cantered. With increasing age of peers between tutors and others, acceptance of learning will be easier to understand. Because peer tutors will use language that is understandable and easy to understand between students. So, other students can accept the explanation. Peer language is easier to understand, and friends who don't know are more willing to ask questions or provide feedback, because they are friends. Select the student with the highest average score of the other students. Determine the number of peer tutors according to the number of groups to be formed. From the brief explanation above, it can be concluded that the Peer Tutor Learning Model is a learning model that maximizes intelligent students as tutors in one group. D) Enabling the Role Play model in the classroom and the Contextual Learning Process. The role playing model is a learning model that emphasizes motor and cognitive aspects that prioritize group discussion activities in the form of acting/staging on real situations that occur in the student environment. This means that role play models can help students to understand, think, and act like other people do. Thus, students are able to learn the differences and similarities in the behaviour of others and are expected to be able to apply the learning outcomes to real-life situations.

The findings are: 1. the strategy of English lecturers used in facilitating student interactional communication is when learning takes place interaction between students and lecturers and learning resources in a learning environment. In learning, the most important

task is to condition the environment to support student behaviour change. Lecturers provide direction so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs can occur in students. In the context of education, lecturers teach so that students can learn and master the content of the lesson to achieve a certain goal (cognitive aspect), can also influence changes in attitudes (affective aspect), and skills (psychomotor aspect) of students. . In line with Hamruni (Sahan, 2020), teaching gives the impression that it is only the work of one party, namely the work of the teacher/lecturer, while learning implies an interaction between teachers/lecturers and students. An important factor for the success of teaching is the process of implementing the teaching. Teaching is based on the interaction between lecturers and students or vice versa between students and lecturers in the teaching and learning process. In this interaction process, lecturers carry out teaching activities and students learn. The teaching and learning activities are not two separate things but are one unit; the two things that unite them are interaction. A harmonious relationship between lecturers and students is needed in the teaching and learning process. To support Brown's theory (2001), effective interaction activities between lecturers and students will make it easier for students to receive and learn the subject matter well. In addition, the completeness of student learning facilities also determines student success in learning, as well as an effort to increase student learning motivation. The provision of campus facilities and infrastructure, one of which is the completeness of classroom facilities. Good interaction between lecturers and students can increase student potential optimally. In the interaction of learning implementation there are many factors that influence the success or failure of changes that occur in students for the better. According to (Rowland & Murray, 2020), this can be caused by internal factors originating from within the individual, as well as external factors originating from the environment. Which includes individual factors, among others, factors of maturity, intelligence, training, motivation and personal factors?

CONCLUSION

Based on the results of data analysis that the English language strategy used in facilitating student interactional communication at UIN Fatmawati Sukarno Bengkulu, in the 2021/2022 academic year, it can be concluded: First, there are several strategies used by teaching English in facilitating student communication, namely providing a new learning environment for students, delivering two-way communication with students, facilitating communication media between students (peer feedback), and activating role play. The model in the classroom and the teaching process is more contextual. These strategies can be applied and implemented in the classroom during the teaching and learning process both in the classical process and the online learning process. The new learning environment will give a positive first impression and build students' self-confidence. A comfortable learning environment will support conducive learning activities. This kind of environment is able to make students for focusing on the material presented by English doesn't. For two-way communication, interactions that occur between lecturers and students, and between students, are more intertwined. Currently,

lecturers are no longer subjects, but the main source of learning, and students are no longer subjects who only listen to lecturers, but lecturers whose mission and main role as educators are facilitators of learning activities and act as motivators. . Through this two-way communication, students are highly motivated to communicate during the teaching and learning process. At the peer-student feedback stage, the learning process is more student-centered. With increasing age of peers between tutors and others, acceptance of learning will be easier to understand. Because fellow students will use language that can be understood and easily understood between students. So, other students can accept the explanation and friends who do not know are more daring to ask questions or provide responses, because they are friends. In addition, the role play model emphasizes motor and cognitive aspects that prioritize group discussion activities in the form of acting/staging on real situations that occur in the student environment. This means that role play models can help students to understand, think, and act like other people do. On the other hand, there are several obstacles faced by lecturers in facilitating student communication, namely: limited teaching time due to social distancing, distance learning processes, and school and learning facilities. This problem can be overcome by increasing teaching competence through several trainings, seminars and workshops.

ACKNOWLEDGEMENT

We would like to thank Causal Productions for permits to use and revise the template provided by Causal Productions. Original version of this template was provided by courtesy of Causal Productions (www.causalproductions.com).

REFERENCES

- Al Maarif, M. F., Afifah, R. A. N., Choirunnisa, A., Jannah, A. M., Zanuar, M. Y., Saddhono, K., & Yingxiang, S. (2023). Integrating and Strengthening National Vision in the Community as an Effort to Prevent Radicalization and Foster Love for the Motherland. *Pengabdian: Jurnal Abdimas*, 1(1), 20–29. <https://doi.org/10.55849/abdimas.v1i1.151>
- Amrina, A., Akhiri, I., Lee, C., & Jansee, J. (2022). Using of Visual Application in Arabic Language Learning Class X MAN 1 Kuantan Singingi. *Sciencetchno: Journal of Science and Technology*, 1(1), 1–14. <https://doi.org/10.55849/sciencetchno.v1i1.1>
- Auliani, R., Suprawihadi, R., & Avinash, B. (2023). Application of Appropriate Technology for Clean Water. *Pengabdian: Jurnal Abdimas*, 1(1), 30–39. <https://doi.org/10.55849/abdimas.v1i1.152>
- Azizah, W., Oktavia, N. A., & Mudinillah, A. (2022). The Use of The Canva Application in The Learning of Maharah Kitabah at The Islamic Boarding School Prof. Hamka Maninjau Class VII. *Sciencetchno: Journal of Science and Technology*, 1(1), 15–24. <https://doi.org/10.55849/sciencetchno.v1i1.2>
- Chen, H., Han, J., & Wright, D. (2020). An Investigation of Lecturers' Teaching through English Medium of Instruction—A Case of Higher Education in China. *Sustainability*, 12(10), 4046. <https://doi.org/10.3390/su12104046>
- Costa, F., & Mair, O. (2022). Multimodality and pronunciation in ICLHE (Integration of Content and Language in Higher Education) training. *Innovation in Language*

-
- Learning and Teaching, 16(4-5), 281-296.
<https://doi.org/10.1080/17501229.2022.2053130>
- Curdt-Christiansen, X. L., Gao, B., & Sun, B. (2021). How to kill two birds with one stone: EMI teachers' needs in higher education in China. *Applied Linguistics Review*, 0(0). <https://doi.org/10.1515/applirev-2021-0178>
- Dimova, S. (2021). Certifying lecturers' English language skills for teaching in English-medium instruction programs in higher education: La certification des compétences langagières des enseignants pour dispenser des cours en anglais dans l'enseignement supérieur. *ASp*, 79, 29-47. <https://doi.org/10.4000/asp.7056>
- Economidou-Kogetsidis, M., Woodfield, H., & Savvidou, C. (2021). Non-native EFL teachers' email production and perceptions of e-(im)politeness. *Journal of Politeness Research*, 17(2), 155-187. <https://doi.org/10.1515/pr-2020-0046>
- Fadiyah, F., Fuadi, A., Nurjannah, N., Irmayanti, I., & Lita, W. (2023). Quizizz Application-Based Interactive Learning Media Development Workshop for Junior High School Teacher. *Pengabdian: Jurnal Abdimas*, 1(2), 59-65. <https://doi.org/10.55849/abdimas.v1i2.157>
- Fathia, W., March, J., & Sie, P. (2022). Utilization of Design Application for Mufradat Class X MTS Baabusalam Learning. *Sciencetechno: Journal of Science and Technology*, 1(1), 58-70. <https://doi.org/10.55849/sciencetechno.v1i1.5>
- Fiqih, M., Thaha, A., Shidiq, S., Nafis, Moch. A., & Martin, W. (2023). The Concept of Internal Quality Assurance in Madrasah Diniyah PP. Al-Hidayah Tanggulangin Sidoarjo. *Pengabdian: Jurnal Abdimas*, 1(1), 40-45. <https://doi.org/10.55849/abdimas.v1i1.150>
- Hermansyah, S., Nasmilah, N., Pammu, A., Saleh, N. J., Huazheng, H., & Congzhao, H. (2023). Socialization Making Media Learning Interactive E-Module based Flipbook in Elementary School 4 Maiwa. *Pengabdian: Jurnal Abdimas*, 1(1), 1-7. <https://doi.org/10.55849/abdimas.v1i1.117>
- Holly, S., Maulik, B., & Samuel, I. (2023). Use of Whatsapp as A Learning Media to Increase Students' Learning Interest. *Sciencetechno: Journal of Science and Technology*, 2(1), 35-48. <https://doi.org/10.55849/sciencetechno.v2i1.57>
- Levan's, O., Tanucan, J. C. M., & Garzozzi-Pincay, R. F. (2022). Used Learning at Al-Irsyad Bulaan Kamba Islamic Boarding School. *Sciencetechno: Journal of Science and Technology*, 1(1), 71-85. <https://doi.org/10.55849/sciencetechno.v1i1.6>
- Liam, L., Hui, H., & Carsten, L. (2023). Utilization of ICT in Learning the History of Islamic Culture. *Sciencetechno: Journal of Science and Technology*, 2(1), 64-79. <https://doi.org/10.55849/sciencetechno.v2i1.49>
- Mahmud, Y. S., & German, E. (2021). ONLINE SELF-REGULATED LEARNING STRATEGIES AMID A GLOBAL PANDEMIC: INSIGHTS FROM INDONESIAN UNIVERSITY STUDENTS. *Malaysian Journal of Learning and Instruction*, 18. <https://doi.org/10.32890/mjli2021.18.2.2>
- Maryati, A., Ameer, A., & Egie, J. (2022). Utilization of Animiz Animation Application in Arabic Class 2 Madrasah Tsanawiyah Lessons at Diniyyah Pasia Modern Islamic Boarding School. *Sciencetechno: Journal of Science and Technology*, 1(1), 25-45. <https://doi.org/10.55849/sciencetechno.v1i1.3>
- Min, Q., Wang, Z., & Liu, N. (2019). Integrating a cloud learning environment into English-medium instruction to enhance non-native English-speaking students' learning. *Innovations in Education and Teaching International*, 56(4), 493-504. <https://doi.org/10.1080/14703297.2018.1483838>
-

-
- Moncada-Comas, B., & Block, D. (2021). CLIL -ised EMI in practice: Issues arising. *The Language Learning Journal*, 49(6), 686–698. <https://doi.org/10.1080/09571736.2019.1660704>
- Mulyasari, D., Noer, R. M., Sari, N., Ermawaty, E., Triharyadi, F., Tampubolon, D., & Catherine, S. (2023). Improving Health Status in The Elderly Through Health Checks and Education at Nuriah Nursing Homes in Karimun. *Pengabdian: Jurnal Abdimas*, 1(2), 75–81. <https://doi.org/10.55849/abdimas.v1i2.183>
- Mustafiyanti, M., Putri, M. P., Muyassaroh, M., Noviani, D., & Dylan, M. (2023). A Form of Independent Curriculum, an Overview of Independent Learning at State Elementary School 05 Gelumbang Muaraenim. *Pengabdian: Jurnal Abdimas*, 1(2), 82–96. <https://doi.org/10.55849/abdimas.v1i2.185>
- Nguyen, B. H., Haworth, P., & Hansen, S. (2019). Challenging ESP teacher beliefs about active learning in a Vietnamese university. *Teacher Development*, 23(3), 345–365. <https://doi.org/10.1080/13664530.2019.1598481>
- Nhan, H., & Nhan, T. (2019). Different Grouping Strategies for Cooperative Learning in English Majored Seniors and Juniors at Can Tho University, Vietnam. *Education Sciences*, 9(1), 59. <https://doi.org/10.3390/educsci9010059>
- Nicholas, T., James, G., & Robert, K. (2023). Moral Aqidah Learning Using Video-Based Technology. *Sciencetechno: Journal of Science and Technology*, 2(1), 1–16. <https://doi.org/10.55849/sciencetechno.v2i1.65>
- Noer, R. M., Silalahi, A. D., Mulyasari, D., Sari, N., Ermawaty, E., Triharyadi, F., Tampubolon, D., & Bevoor, B. (2023). Improving the Degree of Health in the Elderly Through Health Checks and Education. *Pengabdian: Jurnal Abdimas*, 1(1), 8–13. <https://doi.org/10.55849/abdimas.v1i1.139>
- Olivier, B., Verdonck, M., & Caseleijn, D. (2020). Digital technologies in undergraduate and postgraduate education in occupational therapy and physiotherapy: A scoping review. *JBIS Evidence Synthesis*, 18(5), 863–892. <https://doi.org/10.11124/JBISIR-D-19-00210>
- Pamuji, S., & Limei, S. (2023). The Managerial Competence Of The Madrasa Head In Improving Teacher Professionalism And Performance At Mi Al-Maarif Bojongsari, Cilacap District. *Pengabdian: Jurnal Abdimas*, 1(2), 66–74. <https://doi.org/10.55849/abdimas.v1i2.158>
- Putri, N. A., Kamaluddin, K., & Amrina, A. (2023). TikTok Application on Achievement and Learning Motivation at Influence Colleges. *Sciencetechno: Journal of Science and Technology*, 2(1), 80–96. <https://doi.org/10.55849/sciencetechno.v2i1.62>
- Ranal, A., Husniyah, H., Fienti, Y., Putri, S. A., Lenin, F., Musrika, M., Diana, D., & Xin, D. (2023). Physical Activity Training Education for the Elderly at Nursing Homes. *Pengabdian: Jurnal Abdimas*, 1(1), 14–19. <https://doi.org/10.55849/abdimas.v1i1.143>
- Rowland, L., & Murray, N. (2020). Finding their feet: Lecturers' and students' perceptions of English as a medium of instruction in a recently-implemented Master's programme at an Italian university. *Journal of Multilingual and Multicultural Development*, 41(3), 232–245. <https://doi.org/10.1080/01434632.2019.1614186>
- Sahan, K. (2020). ELF interactions in English-medium engineering classrooms. *ELT Journal*, 74(4), 418–427. <https://doi.org/10.1093/elt/ccaa033>
- Sánchez-Pérez, M. D. M. (Ed.). (2020). *Teacher Training for English-Medium Instruction in Higher Education*: IGI Global. <https://doi.org/10.4018/978-1-7998-2318-6>
-

-
- Saputra, A. G., Rahmawati, T., Andrew, B., & Amri, Y. (2022). Using Canva Application for Elementary School Learning Media. *Sciencetechno: Journal of Science and Technology*, 1(1), 46–57. <https://doi.org/10.55849/sciencetechno.v1i1.4>
- Saskia, R., Okuda, M., & Cooney, B. (2023). Utilization of Google Form as a Quiz for Learning Fiqh. *Sciencetechno: Journal of Science and Technology*, 2(1), 49–63. <https://doi.org/10.55849/sciencetechno.v2i1.45>
- Utami, L. D., Amin, M., Mustafiyanti, M., & Alon, F. (2023). Masjid Friendly: Mosque Based Economic Empowerment. *Pengabdian: Jurnal Abdimas*, 1(2), 97–106. <https://doi.org/10.55849/abdimas.v1i2.186>
- Vicky, D., Adrianna, H., & Phan, B. (2023). Use of Gadgets by Early Childhood in the Digital Age to Increase Learning Interest. *Sciencetechno: Journal of Science and Technology*, 2(1), 17–34. <https://doi.org/10.55849/sciencetechno.v2i1.58>
- W. Pratolo, B. (2019). HOW WOULD OUR STUDENTS LIKE TO BE CORRECTED? : A STUDY ON LEARNERS' BELIEFS ABOUT LANGUAGE LEARNING STRATEGY. *Humanities & Social Sciences Reviews*, 7(3), 274–281. <https://doi.org/10.18510/hssr.2019.7342>
- Wanti, L. P., Romadloni, A., Somantri, O., Sari, L., Prasetya, N. W. A., & Johanna, A. (2023). English Learning Assistance Using Interactive Media for Children with Special Needs to Improve Growth and Development. *Pengabdian: Jurnal Abdimas*, 1(2), 46–58. <https://doi.org/10.55849/abdimas.v1i2.155>
- Zhiyong, S., Sidhu, G. K., & Muthukrishnan, P. (2020). College English Language Teaching Reform and EFL Lecturers' Teaching Practice: A Case Study in China. *Universal Journal of Educational Research*, 8(1), 230–237. <https://doi.org/10.13189/ujer.2020.080128>
-

Copyright Holder :

© Ferri Susanto et al. (2022).

First Publication Right :

© Al-Hijr: Journal of Adulearn World

This article is under:

