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RESPONDING TO THE DISRUPTIVE ERA OF DIGITAL NATIVE CENTENNIALS WITH CULTURAL HYBRID TEACHING-LEARNING MATERIALS

Ekawati M. Dukut

Technology in a 4.0 and 5.0 society

Becoming a good teacher entails a number of criteria. In following the Javanese culture, one of those criteria is the need for a teacher to become a *guru*. The word *guru* originated from Sanskrit to mean the one having the power and quality, and thus, must be respected highly by others. In Java island, it is popularized as an acronym for *digugu lan ditiru* (Zamtinah, 2014, p. 169), which literally means that a teacher should be someone who is highly respected because her teachings should be obeyed and actions should be followed by her students. A *guru* must, therefore, have no flaws.

When in previous years, most Indonesian, especially Javanese students have the responsibility to listen attentively to lectures and do whatever is assigned by the teacher because of the *guru* concept above, the Revolution Industry of 4.0 has altered the importance of the teacher as the only source of information in the classroom. The easy intrusion of media technology via the internet has influenced students to also use their android or iPhone gadgets to access information and follow their teachings, that attending class could be just for the formality sake of obtaining a grade. Consequently, some teachers find their classrooms are disrupted by students who prefer to keep their eye on their gadgets and play with the keyboards in a classroom, rather than showing their full attention to whatever is being taught by their teacher in front.

Technology gives birth to innovations, but at the same time, those innovations give birth to a disruptive era. The most disruptive technology in today's society is the internet because the internet is creating a fragmented society that no longer has clear borders

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(Karman, p. 186), it is making an intrusion to people's privacy. Nowadays, people's personal secrets are at stake because so many people can tune in to an individual's stories, such as those posted on Instagram, Facebook and WhatsApp social media via the internet. The internet has also affected the culture of reading because technology makes people prefer to have information from content videos rather than textbooks (Karman, p. 189). Although the internet can help make better the relationship of an individual with much wider society, it is at the same time decreasing the face-to-face communication that an individual ought to do to create a good relationship with others.

Centennial or Gen-Z students are born in between 1994-2010. By 2019, the oldest of the generation would be around 25 years old. It is this generation that is currently studying in Indonesian universities. Quoting a Glocal Thinking website (HR, 2016), the Gen-Z are "currently representing more than 50% of the world population". Unlike the previous generation, known as the Millennials (Gen-Y), in the midst of the digital age, the Gen-Z prefer to be "self-educated, loyal, creative", and in favor of "financial security". For this reason, 3% of the generation have either launched their own start-up or become boss at a business corporation. Because of the easiness of using the internet for their lives, media technology for Gen-Z is used as a tool to earn money and not only as a consumer item. This becomes reason for them to be referred as the "true digital natives" to understanding and using future innovations (HR, 2016). Life for Gen-Z is, therefore fruitful, only if they can use technology daily to not only find information to be skillful and creative but to also be innovative in securing their financial situation for their better future.

Taking into account the encroaching Society 5.0, where humans should have the ability to take control over technology, and the characteristics of the Gen-Z university students – teachers from a Gen-X, like myself are, therefore, greatly challenged to provide interesting lecturing methods to fulfill the Gen-Z's needs of actively using the internet. In order to keep the Gen-Z students to respect and

focus on my lecturing, I need to also use the internet, so I can be creative and innovative in my teaching methods.

As a Gen-Xer, my generation is characterized by “high levels of skepticism” in life but is “arguably the best-educated generation with 29% [of them] obtaining a bachelor’s degree or higher” (Generation X, Y, Z, and the others, 2014). I find this to be true, in that many undergraduate teachers in Indonesia are urged to not only have a Master’s Degree but more importantly have obtained a Doctorate Degree. This means that having a high education is important for Gen-X. Because of this, Gen-Xers are also considered “resilient survivors” in the workplace due to a big concern in one’s own family’s welfare (Sandeem, 2008, p. 16). In a way, this is similar to Gen-Z’s believe for being in favor of financial security. With this knowledge of who the Gen-Z and Gen-Xers are, I am then encouraged to devise interesting teaching methods that will make me and my students match up because we are both challenged with producing a creative and innovative teaching-learning environment.

Professional teacher qualities for Gen-Z students

Wanting to respond appropriately to Gen-Z students, I find an opinion from La Ode (2010) on the kinds of qualities a professional teacher should have. The five qualities are:

- 1) a teacher is committed to the teaching and learning activity for students,
- 2) lessons taught by a teacher is mastered by using the most appropriate methods for students,
- 3) learning activities are monitored by a teacher through various evaluation instruments,
- 4) systematic thinking is used by a teacher for every teaching-learning activity, and
- 5) a teacher ought to be a member of the teaching community of his/her professional environment (Zamtinah, 2014, p. 169).

In actualizing criteria number 1 and 2, I committed myself to learn about my students who are members of the Gen-Z. Knowing

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that Gen-Z is also referred to as digital natives, I deliberately make use of digital facilities and materials to support my teaching. This strategy will help me to blend better with whatever my students are doing with their gadgets. Various evaluation instruments like giving a quiz, test, homework, and filling out questionnaires by use of some kind of media technology can help me actualize criteria number 3, i.e. in evaluating how focused students are in my teachings, due to how appropriate my materials are in meeting the needs of my students. In order to do that, criteria number 4 and 5 must be fulfilled. In other words, my continuous involvement with my teaching community will effectively make me use my systematic way of thinking in my teachings.

In addition to those five criteria of being a professional teacher, Zamtinah also cites Supriadi (1999) who believes that the sixth criteria, is for a teacher to find time to continually brush-up his/ her teaching skills by attending pre-service education, in-service training, institutional professional development training, upholding ethical codes, having a teacher's competence certificate and assisting in the upgrade of would-be-teachers' qualifications. This means that making research, doing community service activities, attending and becoming an invited speaker for conferences, writing and publishing books or journal articles, and renewing teaching materials for eager learners, who are abreast with updated information from the internet becomes an everyday challenge for any teacher like me.

Challenges from the disruptive era of digital natives

Media technology gives society the possibility of being innovative and creative. Yet, when media technology first came to society, it was not welcomed warmly because it created many disruptions. In his article about disruptive innovation in the educational field, Darma (2018) informs a number of things that have caused disruption in society. First, technology has transformed all products into digital services that create a new platform, new marketplace for a new society. As a consequence of technology, a new generation is then created, which is the Millennials or the Gen-Y. In

Gen-Y society, the rapid process of the microprocessor, which has a double capacity of producing products for every 24 months has influenced technology to be even faster and forces people to think and act faster than ever. Technology has forced people to respond quickly without any kind of time frame, that work is a 24 hour a day and 7 days a week activity. Due to this condition, some people are known to live in 'work and no play' condition.

In line with the disruptive society of forever working with technology, then comes forth a disruptive leader, who makes changes and advancements in new ways. As a consequence, new mindsets are produced. For example, some governors are known to have deliberately disrupted their staff to give service to society for 24 hours a day via their smartphones, rather than be in their little corners in the office doing non-constructive work. If people go to their gadgets and access the internet, it is a common sight to see a 'live chat' facility during hours when people would normally have their sleep at night. This surely is proof of the 24 hour 7 days a week kind of work mentioned above.

In the disruptive society, not only is technology developing, but the way to explore success in handling business has made products and services more affordable, accessible, and simple to meet the demands for a better society. With disruption replacing the old marketing style of industries, forms of technology have help created innovations that are creative, efficient and whole. The characteristics of a disruptive era, is thus, fulfilling the 3S, i.e. having speed, surprises, and sudden shift.

In response to the need of becoming a creative and innovative teacher in the area of a disruptive society where students are active digital natives, the business of education thus needs a sudden shift, too, in its maintenance. For example, a student card is no longer an identification of who is which student, but it could also function as an e-money card. In the academic arena, scores of students' tests do not need to be kept until it is time to be announced on blackboards, but it can be seen online in real-time, as soon as the teacher has the chance to post up the scores on a university's academic website. In addition,

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learning materials no longer rely on when books are published but rely on when a teacher is ready to post them online for students.

In meeting the challenges of the disruptive era of digital natives' generation, therefore, teachers have no other choice but to become a digital native, too. It is thus, understandable, for why nowadays, people are never far from their gadgets which are connected to the internet. It is a common sight to, for example, see students, who are lost and have no energy in doing their course work, just because the digital natives forgot to bring their smartphones. What is then the best way to create a digital teaching and learning environment?

The criteria for a successful digital teaching and learning environment according to Juliane, Arman, Sastramihardja & Supriana (2017, pp. 30-31) is having a classroom that bases itself on electronic learning media. This classroom with an electronic learning media must give Gen-Z students access to their smartphones, computers or laptops. This is because in-class teaching materials should be integrated with audio-visual materials that have been prepared on the web. As digital natives, the Gen-Z students are known to like:

- 1) receiving information quickly from many sources at once,
- 2) receiving video learning materials rather than the conventional texts,
- 3) working in groups rather than individually,
- 4) receiving constructive feedbacks with rewards, and
- 5) doing activities that are fun (Juliane, Arman, Sastramihardja, & Supriana, 2017, pp. 30-31).

Juliane, Arman, Sastramihardja & Supriana's research finds that 519 of their respondents agree to the most popular social media used for teaching is in the consecutive order: WhatsApp, Facebook, Youtube, Wordpress/ Blog, and Line. These kinds of social media are used to transfer (86.8% teachers & 91.03% students), ask questions about (88.4% teachers & 93.01% students), and evaluate the teaching-learning process (56.6% teachers & 91.03% students).

The kinds of questions used to evaluate the students' understanding are mostly by using essay, multiple-choice, question-answer, and direct questioning type. By comparison, those using the e-learning facility called the Learning Management System is followed by a Moodle and Edmodo facility by 57.4% (teacher) and 73.85% (student) with the consecutive order of a multiple-choice, essay, question-answer, and direct questioning type. With the kinds of method preferred for the teaching and learning process, the following results are found: blended learning (teachers 58.1%, students 34.1%), face-to-face teaching in class (teachers 27.1%, 42.6%), LMS (teachers 7.8%, students 5.6%), social media (teachers 6.9%, students 14.4%), social media and LMS (teachers 0.1%, students 3.3%).

The research also finds that using social media or e-learning facilities according to 72.1% teacher and 64.8% student respondents, help improve students' scores. Thus, media technology is believed by 99.2% of teachers, and 95.89% students to be a significant contribution to the teaching and learning process - although in the level of material usage, it was confirmed that 60.5% of the students only see it as a media for memorizing materials, and 49.6% of the teachers see it as just a little bit more than memorizing the teaching materials given (Juliane, Arman, Sastramihardja, & Supriana, 2017, pp. 33-34). The research, thus affirms that the best way to teaching digital native or Gen-Z students is by using media technology that combines forms of social media and e-learning facilities.

Hybrid e-learning for the creative and innovative classroom in Soegijapranata Catholic University

As learned by previous paragraphs above, digital natives are known to prefer using learning materials that make active use of media technology, which is connected to the internet. In universities, the e-learning facility is referred to as hybrid learning. Because in its simplest definition, it is a teaching-learning delivery method, which combines face-to-face and online learning, it is also known as blended

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learning. In more detail, hybrid or blended learning can be defined as one that

- 1) integrates traditional learning with web-based online approaches,
- 2) combines media and tools (e.g. textbooks) employed in e-learning environments, and
- 3) combines a number of teaching and learning approaches irrespective of the technology used.

The above details are supporting Al-Humnaiyyan, Al-Huwaii & Al-Sharhan's opinion (2008, p. 18) that cites Valathian, who believes that hybrid learning is a solution to having face-to-face learning that is combined with an e-learning facility that accommodates the self-paced learner. There are two main types of hybrid learning. One is the blending of traditional classroom learning that looks into combining the theories and practices of teacher-centered and student-centered learning. The other one is the blending of synchronous and asynchronous e-learning technology, which enables an off-campus, cross-cultural student to study courses at a distance. Because e-learning projects require a considerable investment of time and resources before a course is taught, each component of the course had to be carefully planned, developed, reviewed and tested by teachers (Cowie & Nichols, 2010, p. 86). In other words, in using hybrid learning materials, there is a need for a flexible and experienced teacher, and a self-regulated or autonomous learner (Klimova & Kacetl, 2015, p. 478)

Accommodating digital natives, who could not be far from their smartphones and other gadgets, Soegijapranata Catholic University has officially instructed all teachers, students, and academic staff to go with their i-connect system. This system among others have forced teachers to connect interactively in order to send and receive academic information through the internet.

By going to www.unika.ac.id individual teachers, like myself, will have to send in journal and book publication, research and communicative service reports, proof of teaching activities and student scores online. By uploading information to the site each

semester, the academic CV of any teacher at the university is quickly filled out and updated with no real difficulty.

Especially in the digital teaching learning arena, digital native students have the responsibility to not only sign a hardcopy attendance but also scan a barcode facilitated by a teacher through <https://sintak.unika.ac.id> to formally start the class activity. In the facility, students who are successful with their barcode attendance will then be reported directly to the university. This online barcode makes students feel they are using their smartphone in a worthwhile way, and for me, as a teacher, the usual hustle of checking the attendance manually can be shortened in seconds. If other universities may not want students to make use of their smartphones in the classroom, my university has decided to welcome the gadget and put them into good use. The following is some capture screens of the classroom situation I did for one of my classrooms, which is uploaded in <https://www.youtube.com/watch?v=qiLtBEzZ1Ww>



Figure 1.1. Attendance using barcode scan on smartphones

The use of technology in the classroom is not only in having attendances online, like the barcode scan example. In teaching a Phonetics course such as Pronunciation for Accuracy, I make use of a face-to-face lecture and combine it with available YouTube materials to support my hybrid or cyber-teaching. The following are capture screens of the kinds of teaching activity and materials that I use in class.

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Figure 1.2 Face-to-face and use of *YouTube* method of teaching

Before I use these teaching materials for my teaching, I have also uploaded the materials in an e-learning facility provided in <https://cyber.unika.ac.id>. This way, students can see a close-up of the material to download, in addition to the real face-to-face interaction with the teacher.



Figure 1.3 A student experiencing real-life and cyber-learning

Having materials available directly in a real-life classroom and that on hybrid or cyber-learning facility gives opportunities for students to practice again on their own at home, thus providing the autonomous learning digital natives like to have.

Having learning materials at <https://cyber.unika.ac.id> also gives me an opportunity to be creative in giving my students follow-up assignments. In instances where assignments are done outside of the classroom, I am not available to teach them directly how to pronounce words. Thus, in this kind of situation I would make use of the internet facility from www.text-to-speech to insert voices from an English speaking native. Thus, making materials that put into mind the needs of the Gen-Z who likes to have audio-video materials rather than from textbooks is made possible. The following are the process of the follow-up assignment that I created for Pronunciation for Proficiency students to work on individually at home with their laptop or smartphone. First, I would type up a short dialogue for students to listen to like seen below:

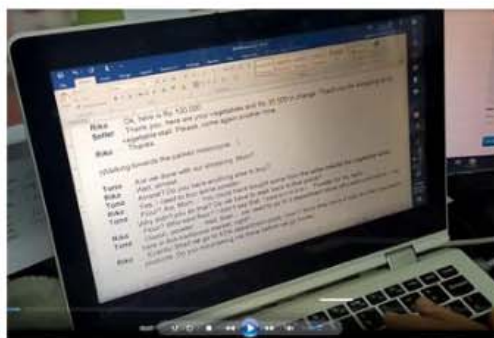


Figure 1.4 Typing up a short dialogue

Then, I would go on to www.text-to-speech to upload the text after submitting a request of having a male/ female voice from an English speaking American or English person. Once the dialogue is fed into the system, the next step is to download the result of the recording as an MP3 like shown in the following:

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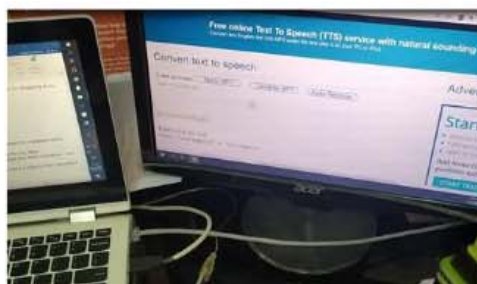


Figure 1.5 Using a text to speech facility for pronunciation lessons

It is this voice recording that is made available on cyber-learning. Another way of doing it is to do the conventional recording of my own voice on my smartphone's voice recorder. Afterward, the recorded voice's file is transferred to my laptop and uploaded to cyber-learning.

In making materials, I make it authentic by using local materials. Although the course is for the English Department, using local content. i.e. something about the local Javanese culture rather than an English culture will make students feel more at home more quickly because they face a material that is similar to what they have experienced in life.

For example, in talking about shopping, I make dialogues that get students to reflect the local Javanese traditional market. The dialogue can start with a Javanese mother asking her son to take her to the market, early morning by motorcycle to buy some vegetables:

Rika : Tono, Tono, TONOOO!
Tono : Yes, Mom, here I am! What's up?
Rika : You have to help me.
Tono : Ok... How can I help you, Mom?
Rika : I need to go to the morning market.

- Tono : Alright. I can take you there, by motorcycle. But... I need to have coffee, first to wake me up.
- Rika : Coffee? Ok, I can fix you up with a cup of coffee. Wait.

Although in cities, people would drive cars or get on a bus to work, a motorcycle is the form of transportation that most Indonesians use when going to a morning market. The reason for this mode of transport is because traditional markets usually invite people to shop for daily food in the mornings, where not many spaces are available for big transportation. This condition is often caused due to parts of the parking lot used also to sell fresh vegetables, fruits or meat, thus motorcycle is best used as it only takes a narrower area to park. In addition, buyers with motorcycles can only carry a bagful, thereby, encouraging other motorcycle buyers who have not shopped, come in exchanged for the motorcycle buyer who just left. Number wise, traditional morning market sellers profit from the condition of interacting more with motorcycle buyers rather than those driving cars.

In the dialog sample, the motorcycle driver asked his mom to fix him up with a cup of coffee. The mother responded that she would make him a cup to show that shopping is done early in the morning. In most Indonesian families, a son, like Tono, may have just woken up, thus needed coffee to quickly get him going in supporting his mom who prefers to shop early and have the luxury of choosing the still many fresh materials available at the market.

This kind of situation may only happen in Indonesia and no other countries. This is why the above content material is exposed in the dialog. This surely will make the dialog more livable, in comparison with a material that will deal with the hustle-bustle of going to a flea market, which is usually experienced by Australian citizens rather than the Indonesian ones. Although talking about flea market may give insights to an Indonesian learner a culture from the West; having a storyline about a traditional morning market like in Indonesia, according to me is more appropriately used. This way, Indonesians can keep on revitalizing the idea that shopping fresh food

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is usually in open-spaced traditional markets rather than in small marts, such as Superindo, which is in a closed building with air conditioners on.

Returning to the process of making a cyber-learning material, the writing out of the dialog is followed with finding appropriate audio from the text-to-speech facility to upload a text that needs to be said orally and then saved as an MP3.



Figure 1.6 Inserting an MP3 audio file into a PPT

After a text is successfully transformed into audio, it is then downloaded and inserted into the PowerPoint prepared for the e-learning material platform.

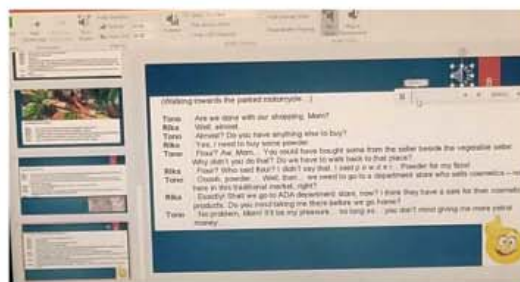


Figure 1.7 MP3 audio is successfully inserted into a PPT and is ready to play

After the material is set, the next step is to have it uploaded as a supplementary file to the exercise I have prepared (see Figure 1.8).

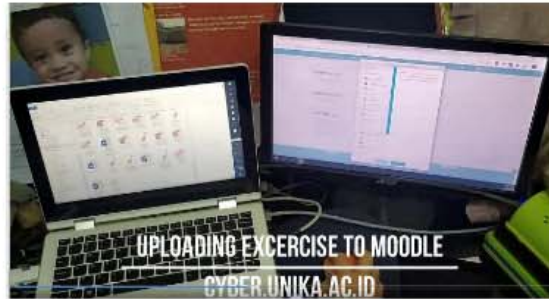


Figure 1.8 Uploading exercises with audio to cyber.unika.ac.id

Once saved, the material can be selected for example into a file named “Ekawati”³ to be later used by students (see Figure 1.9). The process can also be seen in the link below:

<https://www.youtube.com/watch?v=xepoDwkI228>

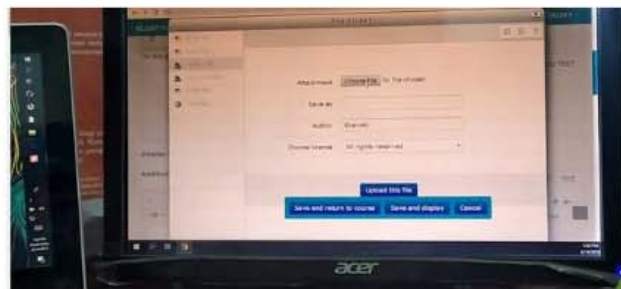


Figure 1.9 Uploading a saved file

Next, the lesson is uploaded in cyber.unika.ac.id as a saved file. This is then followed by having a student attempt to do the exercise, which in this case is using a drag-and-drop facility (see Figures 1.10 – 1.12), which is similar to answering questions that are

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being mixed and needs to be matched accordingly to the chronology of which lines was first heard when playing the dialogue.

The following is what a student learner will be doing when she/ he has successfully logged into the system. First, is clicking on the exercise, next is reading the instructions, and lastly is doing the drag-and-drop facility.

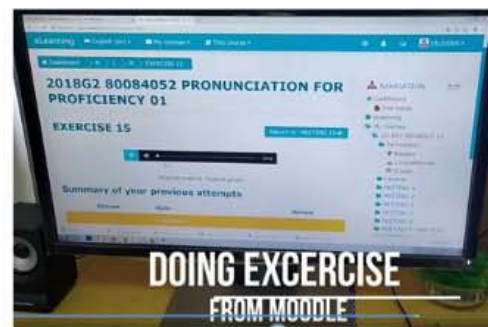


Figure 1.10 Doing an exercise

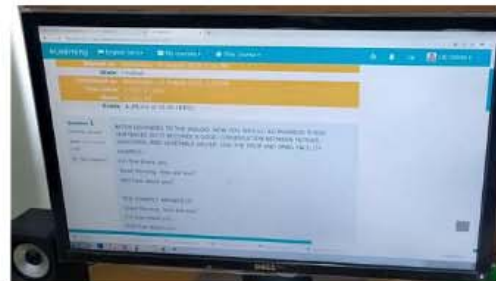


Figure 1.11 Reading the exercise instructions

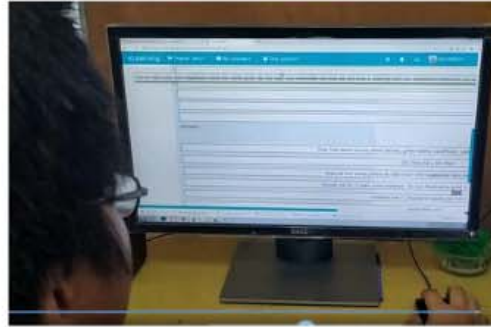


Figure 1.12 Doing a drag-and-drop exercise

As another follow-up exercise, a student can also be downloading a youtube I have prepared for reviewing the 12 phonemic vowels of English. The following is some screenshots of what is found in <https://www.youtube.com/watch?v=ZJFqly8wiig>



Figure 1.13 Showing students how to pronounce /u:/

In this video, students are shown how to make use of the mouth position in order to pronounce the phoneme /u:/ correctly.

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Figure 1.14 Showing the animation of the word “shoot”

Last but not least, the video is then given a moving animated cartoon of a cowboy showing his shooting skills.

Conclusion

Some people may say that teaching digital native students who are from the Gen-Z is difficult to do because these students do not want to follow a traditional classroom where a teacher will be the all-knower and all-material-giver. For me, however, the challenges that I have to face in preparing innovative and creative materials with local content for the English learner is a responsibility that I have to do as a teacher who continually learns and be adaptive to different kinds of situations that I must face. In fact, it is this kind of learning that forces me to continually do research and community service activities, which adds on to the list of books and published academic journals. Although using so much time to prepare and involves a lot of digital technology, as well as the help of other staff as the manpower to produce creative materials, I am happy to say that the cyber learning example, as I have informed in the discussion have supported me to

become a professional and innovative teacher that is ready to face any challenges from the disrupted digital native students.

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