

MULTIEDUCATIONALISM IN THE DIGITAL REALM: CYBER CULTURE DEVELOPMENT AND INTEGRATING 4C PERFORMANCE IN EFL LEARNING

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Abstract: This research reveals how multieducationalism in the digital realm influences the development of cyber culture and the integration of 4C skills (Communication, Critical Thinking, Collaboration, Creativity) in learning English as a Foreign Language (EFL) in the English master's study program. With a basic development design (DDR), this research finds the benefits of digital technology in EFL learning in integrating diverse cultural perspectives and developing important skills needed in the global era based on localized wisdom that is relevant in border areas. This research also reveals the challenges and opportunities faced in this process.

Keywords: cyber; culture; efl; digital; multieducationalism;

Introduction

In the context of English education, multieducationalism includes the integration of diverse cultural content as well as the development of skills for communicating and collaborating in a multicultural environment. English Language Education can serve as an effective tool for developing cultural understanding. An English language curriculum that is integrated with global cultural material allows students to explore various cultural perspectives through text, media, and interaction. For example, teaching literature from various English-speaking countries, such as works by American, British, Australian, and African authors, can provide insight into the values, traditions, and experiences of different cultures (Kramsch, 1993). At the same time, it is also essential to incorporate local cultural issues from West Kalimantan, such as the traditions of the Dayak and Malay communities, environmental concerns in the Kapuas River area, and the multicultural interactions among indigenous and migrant groups. By embedding these local contexts into English learning materials, students not only gain global cultural exposure but also strengthen their awareness and pride in their local identity, making English a bridge between the global and the local.

Moreover, in the era of increasingly advanced globalization, understanding and respect for cultural diversity has become very important. English education, as one of the main instruments in international communication, has a crucial role in promoting multieducationalism. By integrating elements of multiculturalism in the curriculum and teaching practices, English Language Education not only teaches language as a communication tool but also as a bridge to understanding and appreciating cultural diversity. English Language Education can facilitate the development of cultural understanding and prepare students to live in a multicultural society. Appreciation for cultural diversity can be strengthened by introducing students to cultures with which they were previously unfamiliar. Research by Gay (2010) shows that integrating cultural content in English learning helps students develop empathy and appreciate cultural differences. Activities such as class discussions about cultural celebrations, international films, and research projects on other cultures can facilitate deeper

understanding and enhance students' cultural skills. In the context of the English Master Education Program at FKIP UNTAN, this effort can be enriched by integrating local issues from West Kalimantan, such as the linguistic diversity of Malay, Dayak, and Chinese communities, as well as cross-cultural interactions that shape the province's unique identity. For instance, students can conduct classroom projects comparing local oral traditions like *pantun* or *folklore* from the Kapuas and Landak regions with English literary forms, or critically analyze environmental issues such as deforestation and river pollution in West Kalimantan through English academic writing. Embedding these local perspectives in ELT not only strengthens students' global competencies but also affirms their local cultural identity, positioning English as a tool to voice regional wisdom in the global arena.

According to Byram (1997), intercultural communication skills involve the ability to understand and respond to different cultural norms and communication conventions. Learning experiences that involve interaction with native speakers from various cultures and participation in international communication simulations can prepare students to face multicultural situations with confidence.

Activities that develop cultural sensitivity and awareness are essential in English education. English language teaching that involves cultural analysis and personal reflection allows students to evaluate and overcome their own stereotypes and prejudices. According to Bennett (1993), developing cultural awareness can increase students' ability to adapt to diverse social and professional contexts, which is a much needed skill in an increasingly multicultural society. Berman (2007) notes that the experience of working in a multicultural team can help students develop the ability to negotiate, solve problems creatively, and appreciate the contributions of others.

Digital technology provides a platform for global interaction and cultural exchange. Social media, online forums, and virtual collaboration platforms allow students to interact with individuals from various cultural backgrounds. For example, Wang and Wang (2020) show that the use of platforms such as Zoom and Google Meet in language learning can broaden students' learning experiences by presenting an international perspective. Digital technology has changed the way students interact and communicate in a deep and inclusive way. According to Warschauer (2004), digital technology allows access to information and cultural experiences that were previously difficult to access, making it easier for students to interact with individuals from various cultural backgrounds.

The main way digital technology supports multieducationalism for students is through global communication platforms such as social media, online forums, and instant messaging applications. The platform allows users to connect and communicate with individuals from different parts of the world in real-time, creating opportunities to share cultural experiences and different perspectives. For example, social media such as Facebook and Twitter not only provide global news but also allow users to participate in cultural and social discussions involving various international perspectives (Rheingold, 2012).

In addition, digital technology also facilitates cross-cultural learning through access to diverse educational resources. Educational websites, e-learning platforms, and mobile applications provide teaching materials from various cultures that can be used to enrich the curriculum and student learning experience. According to Selwyn (2016), the integration of digital resources in education allows students to explore and understand various cultures through text, video and interactive media, thereby supporting the development of important intercultural skills.

However, while digital technology offers many benefits, there are also challenges related to the digital divide and privacy. Gaps in access to technology can create inequalities in opportunities to learn and interact internationally (Hargittai, 2010). In addition, privacy and data security issues also need to be addressed to protect users' personal information. According to van Dijk (2020), efforts must be made to ensure that digital technologies are used ethically and inclusively, so that all individuals have equal opportunities to engage in global cultural exchange.

Another challenge in implementing multieducationalism is the gap in access and resources. Not all educational institutions have equal access to diverse cultural materials or technology that supports local and international learning. To overcome these challenges, it is important for educational institutions to invest in developing inclusive curricula and providing training for teachers on multicultural teaching practices (Gay, 2010). Overcoming stereotypes and biases is another challenge in English Language Education that focuses on multieducationalism. Effective education must include strategies to help students recognize and overcome their personal biases. According to Ladson-Billings (1995), a critical and reflective educational approach can help students develop a more just and balanced understanding of different cultures.

Framework

English Language Education has great potential to promote multieducationalism and prepare students to live in a multicultural society. By integrating culturally diverse materials, developing intercultural communication skills, and facilitating collaborative learning, English Language Education can help students understand, appreciate, and function effectively in global cultural contexts. Although there are challenges in implementation, a planned and inclusive approach can ensure that English language education contributes to the development of the cultural competencies necessary for success in a multicultural society.

The following is a table that describes the components of multieducationalism in cyber culture and 4C performance in learning English as a Foreign Language (EFL). This table outlines how each component contributes to the integration of cyber culture and 4C performance.

Table 1: Components of Multieducationalism Description of Integration in Cyber Culture and 4C Performance.

Components of Multiculturalism	Description	Integration in Cyber Culture and 4C Performance
1. Inclusive Curriculum	A curriculum that includes material from different cultures and international perspectives.	- Cyber Culture: Use global digital content that reflects various cultures.

		- 4C Performance: Develop creativity and critical thinking through diverse teaching materials.
2. Adaptive Teaching Methods	Teaching strategies tailored to the needs and backgrounds of diverse students.	- Cyber Culture: Apply technology for learning personalization and adaptation. - 4C Performance: Facilitate collaboration and communication through digital tools that support a variety of learning styles.
3. Culture-Based Assessment	Assessment methods that consider students' cultural backgrounds and reduce bias.	- Cyber Culture: Use digital tools for inclusive and fair assessment. - 4C Performance: Assess critical thinking skills and creativity through multimedia project-based assessment.
4. Global student engagement	Activities that engage students in interactions with peers from different countries and cultures.	- Cyber Culture: Facilitation of international collaboration through online platforms. - 4C Performance: Enhance global communication and collaboration skills through online projects and discussions.
5. Professional Development	Training for educators in understanding and integrating cyber culture and 4C performance.	- Cyber Culture: Provide training in digital technology and global culture. - 4Cs Performance: Train educators in techniques to enhance creativity, communication, collaboration and critical thinking.

Cyber culture refers to the behaviors, practices and values that develop in the digital space. This culture influences the way individuals interact, share information, and build relationships in online contexts. According to Castells (2010), cyber culture creates new spaces for social interaction that transcend physical boundaries, enabling broader cultural exchange. The development of cyber culture in English language learning refers to the integration of aspects of digital culture and information technology to enhance the language learning experience. Digital technology has become an integral part of education, influencing the way we learn and teach English. According to Kern (2014), cyber culture includes the practices, values, and behaviors that develop in digital spaces, and understanding these elements is essential for effective language learning. Through the use of digital technology, students can experience and interact with various forms of communication and culture that broaden their horizons in a global context.

Technology-based learning platforms such as e-learning and educational applications play a major role in the development of cyber culture in English language learning. This technology not only provides innovative teaching materials but also allows students to participate in the global digital community. For example, platforms such as Duolingo and Coursera offer internationally accessible English courses, allowing students to learn from instructors and classmates who come from a variety of cultural backgrounds (Vesselinov & Grego, 2012). Through these interactions, students gain a deeper understanding of English-speaking culture and improve their communication skills.

Communication in a digital environment also contributes to the development of cyber culture. Social media, online forums, and instant messaging applications allow students to practice English in a more dynamic and interactive context. According to Kramsch (2013), participating in online communities and international discussion forums helps students develop communication skills that are relevant to the real world and increases their understanding of the nuances of different cultures.

Platforms such as Reddit and LinkedIn offer opportunities for students to interact with native speakers and understand different digital communication practices.

However, the development of cyber culture in English language learning also faces several challenges. The digital divide, or unequal access to technology, can limit learning opportunities for students from economically disadvantaged backgrounds (Van Dijk, 2020). Apart from that, privacy and data security issues also need to be considered to protect users' personal information. To maximize the benefits of digital technology, educational institutions must ensure that all students have equal access and that the use of technology is carried out with appropriate ethics and security.

Methodology

The approach used in this research is the development research method. This development research aims to produce Cyber Culture-based EFL Learning development products with 4C Integration in the English Masters Study Program. This research will be carried out using Didactical Design Research (DDR). DDR is a research design model that uncovers learning obstacles in the learning process and aims to anticipate and eliminate learning obstacles in learning (Suryadi, 2010). In line with this understanding, Rusdi (2020) underlines that DDR research is multidisciplinary research that combines various fields of science to solve relevant learning problems. In the EFL learning process there must be team performance that exists between lecturers and students and students and students

Findings and Discussion

In the era of Industrial Revolution 4.0, digital technology has not only changed the way we work but also the way we teach and learn. Cyber culture, or culture that develops in the digital space, plays an important role in the learning of English as a Foreign Language (EFL). According to Selwyn (2016), cyber culture involves norms, practices and interactions that emerge in digital contexts, which can provide new opportunities in education. The integration of digital technology in EFL learning allows educators to utilize the performance of the 4Cs—communication, critical thinking, collaboration, and creativity—to create a more dynamic and relevant learning experience.

Communication is an important aspect of digital technology-driven language learning. Platforms such as video conferencing and instant messaging applications allow students to practice English in a more authentic and interactive context. According to Warschauer (2004), the use of digital technology in language learning can improve communication skills by providing opportunities for students to interact with native speakers and peers from various cultural backgrounds. Through frequent and varied communication, students not only improve their language skills but also expand their understanding of different cultural contexts. Communication is a key skill in learning English. In a digital context, communication tools such as email, forums and messaging applications allow students to practice English in a wider and more varied context. According to Kessler (2018), digital technology supports the development of communication skills by providing opportunities to practice

communicating synchronously and asynchronously with native speakers and fellow students from various backgrounds.

Critical thinking in EFL learning can be strengthened through the use of digital technology that allows students to access and analyze information from various sources. Selwyn (2016) argues that technology gives students access to evaluate information in more depth, allowing them to develop the critical thinking skills needed in a digital world where information is abundant. Activities such as online research, digital media analysis, and web-based discussions can facilitate critical thinking and help students understand multiple perspectives and arguments. Critical thinking involves the ability to analyze, evaluate, and synthesize information objectively. In the digital realm, students are faced with a large amount of information that requires critical assessment. According to Facione (2015), developing critical thinking skills in a digital context involves the ability to assess the credibility of information sources and identify bias or errors in arguments.

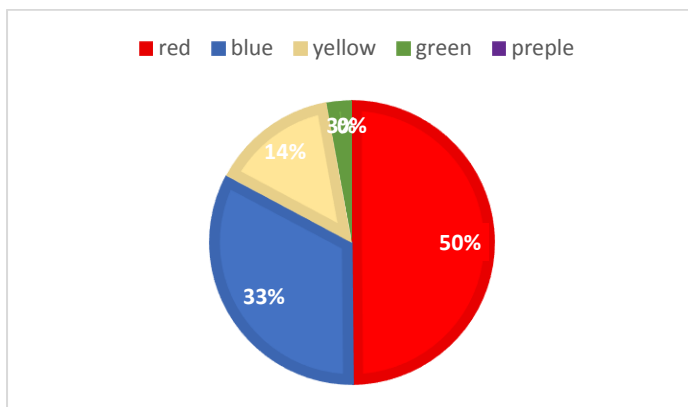
Collaboration in a digital context is also very important in EFL learning. Digital technology supports global collaboration through platforms such as Google Drive and Microsoft Teams, which enable students to work together virtually on language projects. According to Dede (2016), digital collaboration allows students to practice cooperation and negotiation skills in diverse environments, enriching their learning experience and preparing them to function effectively in an international work environment. Collaboration in EFL learning can be enriched by the use of digital tools such as Google Docs, Trello and other project management platforms. Online collaboration allows students to work together on language projects, share ideas, and provide feedback effectively. Kolb (2014) noted that digital collaboration strengthens teamwork skills and allows students to learn from different perspectives.

Creativity in EFL learning can be stimulated through the use of digital tools that enable students to create multimedia content and interactive projects. Tools like Canva, Adobe Spark, and blogging platforms give students the opportunity to express their ideas in innovative and creative ways. Kramsch (2013) states that digital technology facilitates the development of creativity by providing various media and formats for presentations, allowing students to explore and present their ideas uniquely. Creativity in English learning can be increased through the use of digital tools that allow students to create multimedia content, such as videos, presentations and blogs. According to Pink (2006), digital technology gives students access to a variety of creative tools that can expand the way they express themselves and develop language skills.

Curriculum development for the Master of English Study Program must consider the integration of cyber culture and 4C performance to prepare students to face global challenges and digital technology. By designing a curriculum that accommodates the need for communication skills, critical thinking, collaboration and creativity through digital technology, study programs can provide relevant and innovative learning experiences. In the current digital era, developing cyber culture and 4C

performance (communication, critical thinking, collaboration and creativity) are important keys in designing the curriculum for the English Master's Study Program. Cyber culture, which includes interactions and practices that develop in digital spaces, must be integrated into the curriculum to prepare students to face global challenges and evolving technology. According to Selwyn (2016), understanding digital culture is very important for higher education so that students can adapt to an increasingly complex digital environment. In this context, the curriculum must be designed to accommodate the need for digital skills and global interaction.

The following diagram represents the meaningful setting of the respondents' data about their perception on this issues.



Integrating cyber culture and 4C performance in the Master of English Language Education Program can significantly improve the quality of education by preparing students for global and technological challenges in the 21st century. Through the adaptation of curriculum design, innovative teaching methods, authentic assessment, active learner engagement, and continuous professional development, the program can provide more relevant and effective learning experiences. Cyber culture integration allows students to utilize digital platforms for collaborative projects, online discussions, and creative production, thereby strengthening their critical thinking, creativity, collaboration, and communication skills. Empirical data from program participants further supports this approach: 50% of respondents expressed strong motivation to benefit from implementing cyber approaches in the multicultural learning process, while 30% strongly agreed with its positive impact. Additionally, 14% showed supportive attitudes but admitted doubts due to technical barriers such as limited internet access or digital literacy gaps. Meanwhile, only 3% dismissed the benefits of cyber integration, primarily because they lacked both access and knowledge of technology use. These findings highlight not only the strong potential of cyber culture in enhancing multicultural English education but also the urgent need to address digital inequality, provide adequate training, and ensure equitable access to technology for all students.

For those who perceive the positive benefits, they are able to think comprehensively by integrating local issues into the process of English learning through cyber culture. For instance, students

can critically examine local wisdom from West Kalimantan—such as Dayak oral traditions, Malay pantun, Chinese-Indonesian cultural festivals, and environmental issues related to the Kapuas River—and present them in English using digital platforms. This not only enhances their cultural awareness but also promotes creativity in transforming local knowledge into global narratives. Moreover, the integration of local contexts allows students to collaborate in research projects, produce bilingual digital resources, and engage in intercultural dialogue that strengthens their communication competence. Through such practices, cyber culture becomes a bridge that connects global knowledge with local identity, ensuring that learners do not merely consume foreign cultural content but also contribute meaningfully by showcasing their own heritage in the international arena. Thus, English education embedded with local wisdom and supported by cyber culture and 4C performance creates a holistic learning experience that fosters global readiness while affirming regional cultural pride.

The integration of 4C performance in the Master of English curriculum in the original sense of local wisdom provides significant benefits in developing skills relevant to the world of work and international communication. Communication, as one of the main components of 4C, can be improved through the use of digital technology in web-based projects and online presentations. Warschauer (2004) states that digital technology provides platforms that support more effective and authentic communication, such as online group discussions and international collaboration, which can be integrated into the curriculum to improve students' communication skills. This research leads to an understanding of how the development of cyber culture and the integration of 4C skills in English as a Foreign Language (EFL) learning can be optimized in the Master of English Language Education program amidst the rapid development of the digital field.

The development of digital technology has produced various web-based learning platforms that allow access to teaching materials, interaction with teachers and fellow students, as well as the use of interactive learning tools (for example, Google Classroom, Zoom, Moodle, etc.). This platform facilitates EFL learning in a more flexible and interactive way, which is highly relevant to the development of 4C skills. Platforms such as YouTube, Instagram, or applications such as Duolingo provide opportunities for students to learn English outside the formal classroom. The use of social media as a means of discussion or informal learning is increasingly becoming an important trend in the development of cyber culture, which can also be used to improve students' communication and collaboration skills in EFL contexts.

In the English Language Education (EFL) Master's Program, integrating cyber culture and 4C performance (communication, critical thinking, collaboration, and creativity) can enrich the learning experience and prepare students for the challenges of the digital and professional world. The following are several EFL learning components developed with this approach:

1. Curriculum and Teaching Materials

The curriculum should reflect the need for digital skills and the 4Cs, which may include the integration of digital and multimedia materials alongside technology-based content greatly that enhances the quality of English language teaching and learning. By incorporating resources such as e-books, learning videos, and online platforms, teachers can create more engaging and interactive learning experiences that support students' understanding and analysis of texts. Similarly, technology-based content like simulations, language learning applications, and web-based tools provides students with authentic opportunities to practice English in relevant and up-to-date contexts. These innovations make learning more dynamic, accessible, and aligned with the demands of the digital age, while also fostering the development of essential 21st-century skills.

2. Teaching Method

Adapting teaching methods to include cyber culture and 4C, Project-based learning and online collaborative learning are effective approaches to integrate digital technology into the English learning process. Through project-based learning, students are encouraged to apply their knowledge by designing projects that utilize digital tools, such as creating blogs, podcasts, or videos that require research and content production. This not only strengthens their subject understanding but also enhances their digital literacy and creativity. Meanwhile, online collaborative learning, facilitated through platforms like Google Classroom or Microsoft Teams, provides opportunities for students to engage in group assignments and discussions in a virtual setting.

3. Evaluation and Assessment

A digital skills assessment focuses on measuring students' ability to use technology effectively in academic and practical contexts, such as completing web-based projects, designing multimedia presentations, and integrating digital tools into their assignments. This form of assessment ensures that learners are not only consumers of technology but also active and creative users. Complementing this, the 4C performance assessment evaluates students' communication, critical thinking, collaboration, and creativity—skills that are vital in 21st-century learning and professional environments. Through tasks like online discussions, case analyses, and the production of creative projects, students demonstrate how they apply these competencies in real-life contexts.

4. Involvement and Participation

Facilitating students' engagement with cyber culture and the global community meets international forums and discussions, as well as collaboration with industry professionals, that provide valuable opportunities for students to connect learning with real-world contexts. By engaging in online forums with peers from international institutions, students are able to practice English in an authentic global setting while gaining exposure to diverse cultural perspectives that broaden their worldview. At the same time, collaboration with professionals from the education and technology industries through webinars or guest lectures enriches the learning experience by linking classroom knowledge with practical applications. These interactions not only strengthen students' understanding of the 4C skills—

communication, collaboration, critical thinking, and creativity—but also demonstrate how these competencies are applied in professional environments. Such initiatives help bridge the gap between academic learning and the demands of the modern workplace, equipping students with both linguistic and professional skills for their future careers.

5. Professional Development

Preparing students to face professional demands in the digital era: Digital skills training and the development of creativity and innovation are crucial strategies in equipping students for success in the modern academic and professional landscape. Through training and workshops on digital tools, e-learning platforms, and online communication techniques, students gain the necessary competencies to navigate technology effectively, preparing them for future career demands. In addition, fostering creativity and innovation allows students to go beyond routine learning tasks by encouraging them to generate original ideas and solutions in their academic projects. For instance, students may be guided to use graphic design tools for creating engaging presentations or to develop multimedia content that reflects both their knowledge and creativity.

CONCLUSION

Rapid technological advances have transformed the way students live, interact, learn, and work in an accelerated and complex manner, making the concept of multi-educulturalism in the digital realm increasingly relevant. These changes create a future that is both unpredictable and challenging, where success in the 21st century demands far more than knowledge and basic competencies. To thrive in such a world, students must master 21st-century skills, which are commonly categorized into three domains: learning and innovation skills (4Cs), literacy skills, and life skills. Consequently, higher education institutions in general, and EFL classrooms in particular, bear the responsibility of equipping learners with these competencies through intentional curriculum design and pedagogical strategies. Among these, the 4Cs—critical thinking, creativity, collaboration, and communication—are widely recognized as essential for academic and professional success. Language, by its nature, is a fundamental medium of communication, and learning English provides students with an opportunity to develop advanced communication skills that are transferable across contexts. When English is taught in integrated skills classes that employ a collaborative learning approach, students not only improve their linguistic abilities but also enhance their digital communication skills, intercultural competence, and teamwork. Furthermore, such integrative learning environments encourage critical reading and reflective thinking, thereby cultivating the higher-order cognitive skills necessary for engaging with the demands of a digitally interconnected and multicultural world.

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