ENGLISH PROFICIENCY MATRICULATION MODULE REJUVENATION BASED ON CRITICAL DIGITAL PEDAGOGY

Mohammad Fikri Nugraha Kholid[1*], Mohammad Ridho Kholid[1],
UIN Raden Intan Lampung[1]

Corresponding email nugrahakholid@radenintan.ac.id[*]

Abstract

The English proficiency matriculation program is a mandatory requirement for all new students at UIN Raden Intan Lampung. This program aims to equip students with foundational English knowledge and skills. However, both the modules and the teaching process have thus far been conducted in a conventional, monotonous manner, with limited innovative developments introduced. Therefore, this study seeks to develop an English matriculation module based on critical digital pedagogy a technology-based module that emphasizes not only mastery of basic English language skills but also cultivates students' critical awareness of the importance of English in today's technological era. This research employs a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The participants in this study are first-semester students from the English Education program at UIN Raden Intan Lampung. Each stage of the module development will be tested to evaluate its efficiency, effectiveness, and quality standards. This critical digital pedagogy-based English matriculation module is expected to serve as an alternative approach that aligns with the current digitalization trends within Islamic State Universities.

Keywords: ADDIE model, critical digital pedagogy, English proficiency matriculation, learning module

INTRODUCTION

One of the strategies undertaken by Islamic State Higher Education Institutions (PTKIN) in Indonesia to support students' English proficiency is the Foreign Language Matriculation Program, which includes both English and Arabic. All new students are required to participate in this Matriculation Program for one year or two semesters. This program serves as an equalizing course aimed at equipping new students with basic English language skills. Completion of this program is often a prerequisite for students to be eligible for thesis defense or final examinations. Each PTKIN institution has its own policies regarding the structure and mechanisms of this program. However, generally speaking, the matriculation program does not carry academic credit like regular courses, and its sessions are conducted outside of regular class hours (UIN Raden Intan Lampung, 2019)

Despite its implementation, numerous fundamental challenges persist in the English teaching and learning processes within PTKIN environments, hindering substantial progress. Studies have shown that socio-cultural barriers affect English learning practices within PTKIN. These challenges stem from prevailing perceptions among students and faculty alike that English is less relevant within PTKIN's Islamic studies focus, and some even view learning English as unnecessary or inappropriate within an Islamic educational context (Brega & Kruglyakova, 2022; Motallebzadeh et al., 2018; Salmiah & Fitriyani, 2022). Some hold the view that studying English, as a foreign language associated with non-Muslim cultures, is undesirable (Roinah, 2019).

Furthermore, these socio-cultural barriers can lead to more serious, underlying philosophical-epistemological challenges concerning the core foundations, paradigms, and objectives of English instruction at PTKIN. Many PTKIN institutions have transformed into Islamic State Universities (UIN). Following Presidential Decree No. 31 of 2002 on the development of the "IAIN with a wider mandate," the Ministry of Religious Affairs reported that 29 IAIN institutions have since transitioned to UIN (Ministry of Religious Affairs, 2022). This shift necessitates not only holistic reforms in administrative and human resource quality but also the need to reinforce

educational paradigms and epistemological foundations within these institutions (Sardar & Henzell-Thomas, 2018; Suprayogo, 2006).

In the era of technological revolution 5.0, PTKIN faces increasingly dynamic and complex challenges. Digitalization, which utilizes technological tools to enhance teaching and learning effectiveness, has been widely promoted, especially during the COVID-19 pandemic when classes were conducted online. Utilizing tools like Zoom, Google Classroom, and Google Meet, distance learning was fully implemented. While such technology has proven valuable for learning continuity during the pandemic, questions remain regarding the effectiveness and learning outcomes of virtual tools in educational contexts.

Starting from the low student interest in engaging in learning activities (Wei & Chou, 2020; Yousof et al., 2021), to the less-than-optimal effectiveness of learning processes (Muzammil et al., 2020; Yaseen et al., 2021), to shifts in student attitudes and behaviors marked by reduced social awareness (Mitasari et al., 2021; Su & Guo, 2021), and even leading to mental and psychological disturbances among students (Bird et al., 2022; Hidalgo-Camacho et al., 2021). Nonetheless, given the rapid technological advancement today, the use of technology in learning processes cannot be entirely eliminated. Instead, it has become an indispensable element whose role cannot be overlooked. The real challenge, therefore, does not lie in reducing technology usage in learning due to its adverse effects, but rather in how we can utilize it to align with intended learning objectives.

This study thus focuses on the development of instructional materials, specifically an English matriculation module based on critical digital pedagogy. The critical digital pedagogy paradigm emphasizes not only using digital platforms as learning resources but also seeks to build students' critical awareness of the importance of English proficiency in today's era of technological revolution 5.0. Critical self-awareness is a key element of critical digital pedagogy (Traxler & Crompton, 2020; Zeng, 2018). The development of an English matriculation module based on critical digital pedagogy is urgently needed, as the current matriculation program still follows conventional methods and has not fully utilized available technological media. This critical digital learning innovation aims to create a more enjoyable English learning environment and attract students' interest, particularly as they are accustomed to technology in their daily lives. This approach is expected to enhance both students' motivation and learning outcomes, especially within the context of UIN Raden Intan Lampung.

RESEARCH METHOD

This research undertakes a Research and Development (R&D) methodology, a systematic and rigorous approach designed to create and refine educational resources (Griliches, 2009). R&D is not just about crafting a product; it is about a comprehensive process of designing, developing, and evaluating educational processes, outcomes, and programs. The ultimate aim is to produce a refined final product that has undergone multiple trials to validate its effectiveness and suitability for its intended purpose. In the context of this study, R&D is an ideal fit for the intricate task of designing and developing an English matriculation module rooted in the principles of critical digital pedagogy. This methodological choice also provides a robust framework for assessing the efficiency and effectiveness of the developed teaching materials, ensuring they meet the pedagogical goals.

To ensure the utmost accuracy and relevance of the research outcomes, this study meticulously adopts the ADDIE development model. ADDIE, an acronym for Analysis, Design, Development, Implementation, and Evaluation, is a widely recognized and respected instructional design framework. Among the various research models available, the researcher firmly believes that ADDIE is exceptionally well-suited for the complex process of designing, developing, and evaluating an English matriculation module that integrates critical digital pedagogy. The sequential and iterative stages of the ADDIE model enable a detailed and in-depth assessment of the feasibility and efficacy of the interdisciplinary teaching materials as they are rigorously tested. This structured approach ensures that every phase of the module's creation is thoroughly examined and refined.

The research procedure is systematically organized into three distinct stages: preliminary study, model development, and model testing. The preliminary study serves as the foundational stage, meticulously conducted to observe existing conditions and perform a comprehensive needs analysis. This initial phase is crucial for identifying gaps and requirements that the module aims to address. Following this, the model development stage commences, encompassing several critical steps: initial model design, rigorous validation by experts, limited trials with a small group of participants, and subsequent further development based on the invaluable feedback and results garnered from these trials. Finally, the model testing phase involves large-scale trials to assess the module's broader applicability and effectiveness. This stage also includes thorough effectiveness testing, ultimately culminating in the production of a refined, validated, and ready-to-use critical digital pedagogy-based English matriculation module. This comprehensive procedure ensures that the module is not only theoretically sound but also practically effective.

FINDINGS AND DISCUSSION
A. The Urgency of Critical Digital Pedagogy: A Theoretical Review

Brian Tomlinson, in his book Materials Development in Language Teaching, posits that there are at least six principles to consider when designing foreign language teaching materials, with one of the most important being the principle of relevance. According to Tomlinson, learners are more likely to master a language when they can access learning resources closely related to their environment ("language learners can benefit from using those mental resources which they typically utilize when acquiring and using their L1") (Tomlinson, 1998). Tomlinson's relevance principle underscores that social and cultural factors cannot be overlooked when designing foreign language materials, as language is inherently a cultural product embedded within a community's way of life.

This view is echoed by Douglas Brown. In his book Teaching by Principles: An Interactive Approach to Language Pedagogy, Brown argues that "when we teach language, we also teach about the complexities of culture, values, ways of thinking, feelings, and actions." Therefore, according to Brown, foreign language textbooks must consider the principle of contextualization. This means that a language textbook should aim to connect with the values, customs, and thought processes of the learners. For Brown, in the effort to develop When learning a foreign language, language learners are often bound by the rules of their first language (interference). Without acknowledging the cultural influences of the first language, no matter how high-quality the learning materials are, they may have limited impact on improving second-language proficiency (Brown, 2007).

Conceptually, the formulation and development of learning materials are always intertwined with the learning theories used. Behaviorism is one of the most studied learning theories, having emerged in 19th-century Europe. Its main thesis is that learning is a process of behavioral change that can be observed and lasts relatively long as a result of an individual's experience and interaction with their environment (Kwon & Silva, 2020). One of the leading proponents of this theory is Edward L. Thorndike, who, through his book Animal Intelligence: An Experimental Study of the Associative Processes in Animals, conducted experiments using animals like chickens, dogs, and cats to find behavioral similarities between animals and humans. Thorndike concluded that humans are an advanced development of animals, where both human and animal behavior arise from stimuli and responses through learning and practice (Thorndike, 1898)

Behaviorism's emphasis on behavior change as a result of learning has a significant impact when designing modules focused on practical, observable benefits. According to behaviorist theory, if the materials do not lead to changes in attitude or behavior, the learning process is deemed unsuccessful. This heavy emphasis on behavioral change became a target of criticism by cognitive theorists. Cognitive theory, which emerged in the 1950s, was largely a response to behaviorism's perceived neglect of cognitive aspects, perception, and understanding. A key figure in cognitive theory is Albert Bandura, who, in his book Social Learning Theory, proposed that knowledge processing during learning takes place in the brain. Bandura argued that behaviorists overlooked the mental states, such as perception, understanding, and memory, that individuals use to process new information (Bandura, 1976).

While behaviorism focuses on outcomes, cognitive theory emphasizes the learning process. Cognitive theorists believe that one's behavior is influenced by their perception and understanding of situations related to their learning goals. Cognitive theory later evolved into constructivism, with Lev Vygotsky as one of its main figures. In his seminal book Mind in Society: The Development of Higher Psychological Processes, Vygotsky introduced the concept of the "zone of proximal development," which explains that learning is not only about absorbing information from the environment but also involves the individual's ability to construct new knowledge and solve encountered problems (Vygotsky, 1978).

Cognitive and constructivist theories, with their focus on reason, perception, and human ability, also shape learning materials to emphasize the learner's cognitive aspects. Adequate learning materials are those that stimulate and enhance cognitive skills. However, this emphasis has drawn criticism from humanistic theorists, who argue that as whole individuals, people consist of more than cognitive components; they also have an affective side. Humanistic theory holds that learning aims to help individuals understand themselves. Based on this view, Arthur Combs, a humanistic theorist, stated in his book Being and Becoming: A Field Approach to Psychology that affective aspects like motivation and awareness play central roles in successful learning. Without motivation and self-awareness, Combs argued, learning would likely fail (Combs, 2006).

From the above discussion, we can see that behaviorism focuses on behavioral change, cognitive theory on cognition and perception, constructivism on self-ability, and humanistic theory on affective aspects. Each learning theory has its strengths and weaknesses. However, these theories were developed when technology was not yet an essential part of daily life. Unlike several decades ago, technology now permeates every aspect of human life, including education. Therefore, as the theoretical framework of this study, the author applies the concept of critical digital pedagogy, which emphasizes the connectivist learning theory.

Critical digital pedagogy promotes the optimistic perspective that technology access can be transformed into a tool to help achieve educational goals despite its potential negative impacts. It opens the doors of education to new concepts of knowledge production and constructive change, emphasizing collaborative learning over individual learning and interdisciplinary knowledge development over dichotomous knowledge production.

Critical digital pedagogy also assumes that in the learning and teaching process, technology serves as a means to broaden educational access and enable collaborative, connected learning (Traxler & Crompton, 2020).

Virtual environments require new skills such as digital communication, self-management and discipline, and independent learning styles where both teachers and students are placed as subjects of learning (Lunevich, 2021). In other words, critical digital pedagogy views technological products as a blessing rather than a disaster for the world of education.

B. Objective Conditions for the Implementation of Critical Digital Pedagogy.

Although the discourse on critical digital pedagogy can be considered relatively new, numerous studies related to this theme have actually been conducted with various perspectives, paradigms, and approaches. Helen Coker, in her research "Why Does Digital Learning Matter?" ("Digital Competencies, Social Justice, and Critical Pedagogy in Initial Teacher Education," for example), poses rhetorical questions as stated in the title of the research. According to Coker, the advancement of digital technology in the education sector is like a double-edged sword. On one hand, this digital technology can be a blessing that helps teachers in the teaching and learning process. However, on the other hand, it can turn into a disaster when we are unable to control and use it wisely. For that reason, according to Coker, in order to utilize technology as a source of blessing for the world of education, competent human resources and adequate competencies are needed for all stakeholders, including teachers, educational staff, and students (Coker, 2020).

Meanwhile, Marwa Mohammad Masood and Mahmudul Haque, in their research "From Critical Pedagogy to Critical Digital Pedagogy: A Prospective Model for the EFL Classrooms," state that post the outbreak of COVID-19 since early 2020, the world of education has undergone significant changes. From initially emphasizing face-to-face (offline) interactions in the classroom, it has shifted to online or distance learning using technological devices. The COVID-19 cases forced teachers and students to make adjustments, including using technology in the learning process. However, Masood and Haque remind us that the shift to using digital learning media also has negative implications for changes in values and norms in society. The demands of instant and rapid digital technology also have the potential to change students' learning patterns and teachers' teaching methods, which are also required to be instant and practical. At this point, Masood and Haque suggest the need for critical digital pedagogy, especially in foreign language learning, by fostering understanding and awareness that no matter how advanced technology is, if not used properly, it will cause harm to humanity itself (Masood & Haque, 2021).

Similar findings were also presented by P. Spence and R. Brandao in their study "Critical Digital Pedagogies in Modern Languages: A Tutorial Collection." Spence and Brandao provided evidence that digital technology platforms such as CALL, MALL, and TELL play a central role in the success of foreign language learning. Various technological devices enable foreign language learners to study the target language using varied, enjoyable, and non-boring methods. Nevertheless, Spence and Brandao remind us that even though technology offers a package of convenience, foreign language learning must include critical thinking skills (Spence & Brandao, 2020).

Slightly different from Spence and Brandao, Amy Collier and Sarah Lohnes Watulak demonstrate that digital technology devices are an effective medium for socializing and fostering ecological awareness at universities. By utilizing the campus podcast space called the "Office of Digital Learning and Inquiry (DLINQ)," issues regarding the ecological crisis, climate change, deforestation, and others are campaigned to gain wide attention. Such environmental issues are then disseminated through other digital platforms that are popular among young people. Collier and Watulak concluded that digital technology devices can be a powerful means to broadly cultivate critical awareness regarding environmental crisis issues (Collier & Watulak, 2023)

However, the interconnected nature of digital technology also influences the teaching and learning patterns that are required to adapt. Lucy Lunevich, in her study "Critical Digital Pedagogy: Alternative Ways of Being and Educating, Connected Knowledge, and Connective Learning," states that the use of digital technology devices in teaching activities requires teachers to implement connective learning. Connectivity allows learners to stay connected not only with the technological devices they use but also with the social environment in which they live. In this context, according to Lunevich, software in the form of critical thinking is needed so that students are aware of the shortcomings and advantages of the digital technology devices used (Lunevich, 2021).

Even more than that, Jamilee Baroud and Pooja Dharamshi, in their research "A Collaborative Self Study of Critical Digital Pedagogies in Teacher Education," state that besides emphasizing connectivity in learning, in the current digital revolution era, we also need collaborative teaching and learning patterns. Collaboration in the learning process assumes that the positions between teachers and students are equal; both are subjects of learning. The teacher is not always positioned as the sole source of knowledge in the classroom. More specifically, in collaborative learning, teachers act as partners who complement each other. Even so, in accessing digital technology as a learning resource, teachers must still act as supervisors and guides to avoid the negative impacts that technology may cause (Baroud & Dharamshi, 2020).

Therefore, unlike the previously presented studies, this research focuses on the development of English matriculation modules based on critical digital pedagogy. The epistemological basis underlying this critical digital pedagogy-based teaching module not only utilizes digital platforms as learning resources but also strives to build students' critical awareness of the urgency of mastering English in the current 5.0 technology revolution era. The development of this critical digital pedagogy-based English matriculation module is urgent to formulate, considering that the matriculation program has so far been conducted conventionally and has not fully utilized the available digital technology mediums.

C. Basic Design of the Interdisciplinary-Based PDK Module

According to the ADDIE research model concept (Analysis, Design, Development, Implementation, Evaluation), the first stage in this research is to conduct a needs analysis and curriculum analysis. (curriculum analysis). At this stage, the researchers have conducted a review by observing the objective conditions in the field regarding how the implementation of the English matriculation program teaching module is carried out.

After conducting interviews with the matriculation program managers and instructors at the Language Center of UIN Raden Intan Lampung, this research found that (1) the modules used in the Matriculation program place more emphasis on Reading skills and have not yet optimized other basic skills such as Vocabulary, Basic Grammar, Writing, and Speaking; (2) there is no clear orientation regarding the fundamental goals of implementing the Matriculation program; (3) the learning in the Matriculation program has not yet made much use of digital technology platforms, so the teaching and learning process still relies on conventional methods.

CHAPTER IX
ISLAM, ECOLOGICAL ISSUES, AND THE FUTURE OF EARTH

Today, almost everyone living in the urbanized centres of the Western world feels intuitively a lack of something in life. This is due directly to the creation of an artificial environment from which nature has been excluded to the greatest possible extent. Even the religious man in such circumstances has lost the sense of the spiritual significance of nature. The domain of nature has become a 'thing' devoid of meaning, and at the same time the void created by the disappearance of this vital aspect of human existence continues to live within the souls of men and to manifest itself in many ways, sometimes violently and desperately. Furthermore, even this type of secularized and urbanized existence is itself threatened, through the very domination of nature that has made it possible, so that the crisis brought about through the encounter of man and nature and the application of the modern sciences of nature to technology has become a matter of common concern.

The dangers brought about by man's domination over nature are too well known to need elucidation. Nature has become desacralized for modern man, although this process itself has been carried to its logical conclusion only in the case of a small minority. Moreover, nature has come to be regarded as something to be used and enjoyed to the fullest extent possible. Rather than being like a married woman from whom a man benefits but also towards whom he is responsible, for modern man nature has become like a prostitute-to be benefited from without any sense of obligation and responsibility toward her. The difficulty is that the condition of prostituted nature is becoming such as to make any further enjoyment of it impossible. And, in fact, that is why many have begun to worry about its condition.

It is precisely the 'domination of nature' that has caused the problem of over-population, the lack of 'breathing space', the coagulation and congestion of city life, the exhaustion of natural resources of all kinds, the destruction of natural beauty, the marring of the living environment by means of the machine and its products, the abnormal rise in mental illnesses and a thousand and one other difficulties some of which appear completely insurmountable. And finally, it is the same 'domination of nature', limited to external nature and coupled with giving complete freedom to the animal nature within man, that has made the problem of war so crucial, war which seems unavoidable, yet because of its total and almost 'cosmic' nature brought about by modern technology, must be avoided.

Figure 1: One of the main topics of the module on environmental issues

Based on these findings, the design stage then moves on to the development stage, which involves reformulating the Matriculation Program module and making the necessary updates. At this stage of development, the preparation of the Matriculation Program modules must certainly consider several substantial factors: whether the syllabus, teaching materials, and modules meet the required basic English proficiency. Reaffirming the purpose of matriculation is also necessary, considering the lack of a clear understanding of the fundamental objectives of the program. Additionally, it is necessary to consider the vision and mission of UIN RIL holistically, such as the missions of internationalization and digitalization. Thus, through this Matriculation Program, it is hoped to support students' careers in the future.

In addition to conducting a more specific analysis of student needs, the design of this Matriculation Program module must also take into account the overall objective conditions of UIN Raden Intan Lampung. This is important to avoid disorientation in formulation the Matriculation Program module that is feared to be inconsistent with the vision and mission of UIN Raden Intan Lampung. As an Islamic university, UIN Raden Intan Lampung epistemologically has its own scientific paradigm known as the "Integrative-Prismatic Scientific Paradigm." The philosophical foundation of this paradigm is broadly based on the effort to integrate religious sciences with general sciences while simultaneously not neglecting the existence of local culture. Thus, the design of this Matriculation Program module must also adhere to that spirit.

Figure 2: Example of Speaking Skill Development in the Design of the Matriculation Module

Then, the next consideration is the broader development of the world accompanied by increasingly advanced technology and information. That is why one of the main missions of UIN RIL is "digitalization," where digital access from technological and informational advancements can be utilized as a supporting means for the process teaching-learning. The existence of these digital platforms inevitably makes the learning process (methods, strategies, and teaching materials) have to follow these ways. Based on that, the development of this Matriculation Program module will also go through the digitalization phase (the final stage), so it is expected that the learning process will become more interesting and enjoyable. However, it should be noted that digitalization here is not merely a shift from transferring English texts to digital media. Instead, digitalization in this context should also encompass students' critical thinking

Figure 3: Example of Reading Skill Development

Considering the objective conditions as outlined above, the English Matriculation Program module is then structured with an emphasis on the four basic English skills, namely vocabulary, reading, writing, and speaking. Those skills support each other and cannot be separated. The skill of mastering vocabulary is a necessity for a foreign language learner. Without mastery of vocabulary, students will struggle to develop reading, writing, and speaking skills.

The same goes for reading skills. (reading). The ability to read English texts and understand their meanings is fundamental in the Matriculation Program. And writing skills are certainly inseparable from the academic world. In this writing skill, students are equipped with basic grammar knowledge so that, in the process, they do not violate the standard rules of English. Last but not least, in speaking skills, students are trained to articulate ideas and convey them from their respective perspectives. Therefore, as a communication tool, speaking skills are clearly very important.

The design of this Matriculation Program module consists of 10 chapters tailored to the duration of one semester of lectures at UIN Raden Intan Lampung. The themes included in it also do not deviate from the context of the "UIN world." Most of the issues discussed in this Matriculation Program module are themes related to intellectual discourse, tradition, and Islamic civilization. Additionally, in line with the spirit of the UIN interdisciplinary paradigm, this module also covers global issues such as globalization, human rights, terrorism, environmental degradation, and gender equality issues. Thus, this Matriculation Program module is expected not only to support students' mastery of English language skills (vocabulary, reading, writing, and speaking) but also to bring students closer to Islamic discourse and cross-disciplinary global issues.

CONCLUSION

To align with the vision, mission, and scientific paradigm of UIN Raden Intan Lampung, this research highlights the need to revitalize the English learning modules currently in use. While the modules emphasize reading comprehension, they should also incorporate additional English skills. Furthermore, the content should be expanded through an interdisciplinary approach. Each chapter should not solely focus on Islamic discourse but also cover universal issues facing humanity, such as humanitarian concerns, human rights, environmental issues, and gender inequality.

Additionally, the English proficiency in this module encompasses the essential skills every student needs, including vocabulary, reading, basic grammar, writing, and speaking. These skills are designed to be interconnected. For example, proficiency in reading presumes students have a sufficient vocabulary. In writing, students require a foundational knowledge of grammar to adhere to English language rules. Similarly, speaking skills encourage English learners to engage actively in conversations.

In the future, this module will be developed using a digital platform in the form of a learning application. This approach is essential to provide varied learning methods that can avoid monotony and maintain student engagement. Especially for Gen Z students, who are highly familiar with technological devices, this digital approach is likely to enhance learning motivation and outcomes.

REFERENCES

Bandura, Albert. (1976). *Social Learning Theory*. Prentice-Hall.

Baroud, J., & Dharamshi, P. (2020). A Collaborative Self Study of Critical Digital Pedagogies in Teacher Education. *Studying Teacher Education*, *16*(2), 164–182. https://doi.org/10.1080/17425964.2020.1739639

Bird, K. A., Castleman, B. L., & Lohner, G. (2022). Negative Impacts From the Shift to Online Learning During the COVID-19 Crisis: Evidence From a Statewide Community College System. *AERA Open*, *8*(1), 1–16. https://doi.org/10.1177/23328584221081220

Brega, O. N., & Kruglyakova, G. V. (2022). Students' readiness to online English language self-learning module and approaches to its integration into the educational process. *Perspectives of Science and Education*, *57*(3), 311–323. https://doi.org/10.32744/pse.2022.3.17

Brown, D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education.

Coker, H. (2020). Why Does Digital Learning Matter? Digital Competencies, Social Justice and Critical Pedagogy in Initial Teacher Education. *Journal of Teaching and Learning*, *14*(1), 133–141. https://doi.org/10.22329/jtl.v14i1.6259

Collier, A., & Watulak, S. L. (2023). *Critical Digital Pedagogy in Higher Education* (S. Köseoğlu, G. Veletsianos, & C. Rowell, Eds.). Athabasca University Press. https://doi.org/10.15215/aupress/9781778290015.01

Combs, Arthur. (2006). *Being and Becoming: A Field Approach to Psychology*. Springer Publishing Company. .

Griliches, Z. (2009). *R and D, Education, and Productivity*. Harvard University Press.

Hidalgo-Camacho, C., Escudero, G. I., Villacís, W., & Varela, K. (2021). The Effects of Online Learning on EFL Students' Academic Achievement during Coronavirus Disease Pandemic. *European Journal of Educational Research*, *10*(4), 1867–1879. https://doi.org/10.12973/eu-jer.10.4.1867

Kwon, H. R., & Silva, E. A. (2020). Mapping the Landscape of Behavioral Theories: Systematic Literature Review. *Journal of Planning Literature*, *35*(2), 161–179. https://doi.org/10.1177/0885412219881135

Lunevich, L. (2021). Critical Digital Pedagogy and Innovative Model, Revisiting Plato and Kant: An Environmental Approach to Teaching in the Digital Era. *Creative Education*, *12*(09), 2011–2024. https://doi.org/10.4236/ce.2021.129154

Masood, M. M., & Haque, Md. M. (2021). From critical pedagogy to critical digital pedagogy: a prospective model for the EFL classrooms. *Saudi Journal of Language Studies*, *1*(1), 67–80. https://doi.org/10.1108/SJLS-03-2021-0005

Ministry of Religious Affairs. (2022, June 11). *Lagi, Lima IAIN Telah Bertransformasi Menjadi UIN*. 2022.

Mitasari, Z., Istikomayanti, Y., & Setiawan, R. (2021). Pembelajaran Daring di Perguruan Tinggi: Persepsi dan Faktor Penentu. *BIOEDUKASI (Jurnal Pendidikan Biologi)*, *12*(1), 84. https://doi.org/10.24127/bioedukasi.v12i1.3757

Motallebzadeh, K., Ahmadi, F., & Hosseinnia, M. (2018). Relationship between 21st Century Skills, Speaking and Writing Skills: A Structural Equation Modelling Approach. *International Journal of Instruction*, *11*(3), 265–276. https://doi.org/10.12973/iji.2018.11319a

Muzammil, Moh., Sutawijaya, A., & Harsasi, M. (2020). "Investigating Student Satisfaction in Online Learning: The Role of Student Interaction and Engagement in Distance Learning University. *Turkish Online Journal of Distance Education*, *21*(Special Issue-IODL), 88–96. https://doi.org/10.17718/tojde.770928

Roinah, R. (2019). Problematika dalam Pembelajaran Bahasa Inggris di STAIN Bengkalis. *QUALITY*, *7*(1). https://doi.org/10.21043/quality.v7i1.4966

Salmiah, M., & Fitriyani, F. (2022). The University Students' Anxiety in Learning English Grammar. *English Education : English Journal for Teaching and Learning*, *10*(01), 82–93. https://doi.org/10.24952/ee.v10i01.5658

Sardar, Z., & Henzell-Thomas, J. (2018). *Rethinking Reform in Higher Education*. International Institute of Islamic Thought.

Spence, P., & Brandao, R. (2020). Critical Digital Pedagogies in Modern Languages – a Tutorial Collection. *Modern Languages Open*, *38*, 1–18. https://doi.org/10.3828/mlo.v0i0.343

Su, C., & Guo, Y. (2021). Factors impacting university students' online learning experiences during the COVID 19 epidemic. *Journal of Computer Assisted Learning*, *37*(6), 1578–1590. https://doi.org/10.1111/jcal.12555

Suprayogo, I. (2006). *Paradigma Pengembangan Keilmuan Islam Perspektif UIN Malang*. UIN Maliki Press.

Thorndike, E. (1898). *Animal Intelligence: An Experimental Study of the Associative Processes in Animals*. The Macmillan Company.

Tomlinson, B. (1998). *Material Development in Language Teaching*. Cambridge University Press.

Traxler, J., & Crompton, H. (2020). *Critical Mobile Pedagogy: Cases of Digital Technologies and Learners at the Margins* (1st ed.). Routledge.

UIN Raden Intan Lampung. (2019). *Pedoman Akademik Program Sarjana*. UIN Raden Intan Lampung press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wei, H.-C., & Chou, C. (2020). Online learning performance and satisfaction: do perceptions and readiness matter? *Distance Education*, *41*(1), 48–69. https://doi.org/10.1080/01587919.2020.1724768

Yaseen, H., Alsoud, A. R., Nofal, M., Abdeljaber, O., & Al-Adwan, A. S. (2021). The Effects of Online Learning on Students' Performance: A Comparison Between UK and Jordan Universities. *International Journal of Emerging Technologies in Learning (IJET)*, *16*(20), 4–18. https://doi.org/10.3991/ijet.v16i20.24131

Yousof, S., Eid Alsawat, R., Ali Almajed, J., Abdulaziz Alkhamesi, A. A. A., Mane Alsuhaimi, R., Abdulrhman Alssed, S., & Mohamad Wahby Salem, I. M. W. S. (2021). Impacts of Prolonged Online Learning Practice during COVID-19 Epidemic on Body Functions and Wellbeing: A Review Article. *Journal of Medical Science*, 158–167. https://doi.org/10.20883/medical.e522

Zeng, S. (2018). *English Learning in the Digital Age: Agency, Technology and Context*. Springer Singapore.