

Students' Motivation on Using RuangGuru as Digital Platform in Learning English

Fauzia Sehuddin

fauziasehuddin01@gmail.com

Universitas Negeri Makassar

Fatimah Hidayani Amin

fatimah@unm.ac.id

Universitas Negeri Makassar

Samtidar

samtidar@unm.ac.id

Universitas Negeri Makassar

Abstract

The rapid development of digital technology has changed conventional systems into modern systems, resulting in new products, systems, and platforms that can be more useful for everyone. Likewise, in the field of education, the development of E-Learning can improve the quality of learning or learning media to be more innovative and interactive. One of the most recently established and popular E-learning media is Ruangguru. Ruangguru as a digital platform in industry 4.0 can motivate students to learn English and get a positive response from students. This research examines students' motivation toward Ruangguru as a digital platform for learning English. This research was conducted using survey research, covering both quantitative and qualitative data. Data was collected using questionnaires and interviews. This study can be a reference as well for the English teachers in making learning media such as video in Ruangguru. Then, from the view of practical significance, teachers have had an additional reference to improve the students' motivation to learn English in industry 4.0 era by leading the students to learn English through watching videos in Ruangguru. The results of this study indicate that Ruangguru can motivate students in learning English.

Keyword: Motivation, Ruangguru, Application, Platform, EFL Learners

INTRODUCTION

Several research on parents' and students' perceptions of E-Learning have been published recently. E-Learning has created a lot of interest in the educational community, especially in the context of Industry 4.0. There are several advantages to using E-Learning in education, including improving the quality of teaching and learning material by making them more innovative and engaging. In the sphere of education, technology systems and tools are quite beneficial. It can help students improve their learning process by using E-learning instead of the traditional approach. Today's educational environment necessitates that pupils acquire additional abilities. They should have critical thinking and problem-solving abilities, as well as be more creative and imaginative (Wibawa, 2018). They should also know how to

use technology in their jobs, in addition to having the necessary abilities.

Students that have used E-learning in the past have had a variety of situations and conditions. They will then have a preconceived notion of E-learning. Perception is the process through which persons become aware of objects, which is impacted by both internal and external variables. Personal qualities such as attitudes, personalities, intentions, interests, prior experiences, and expectations all impact perception. As a result, it's critical to understand the students' perspectives on E-learning, which they employed as a learning medium. Several aspects impact students' perceptions of E-Learning, according to studies. Age, gender, previous computer experience, technological acceptability, and individual learning styles are all key predictors of students' adoption of technology in the classroom (Keller & Cernerud, 2002). Students may increase their motivation and perspective in order to be more effective and enjoy learning. Furthermore, having a smartphone or other device might help students stay motivated to learn wherever they desire. Another form of impression is the pupils' sense of security and order in a foreign language learning setting. Using E-learning, however, hard activities boost students' interest and motivation.

In today's educational system, e-learning represents a significant technical advancement. As a result, its techniques and substance bring about new technical and societal developments and problems. Students no longer need to visit the tutoring center twice or even three times a week, thanks to the advancement of e-learning. By taking a laptop or smartphone, individuals can learn anytime they want. Online tutoring is the term for this occurrence. This online tutoring may teach pupils any subject they are learning in school. The government-prepared curriculum, which is often used in schools, is also available in online tutoring (Shoumi, 2019). Ruangguru is one of the newest and most popular E-learning platforms. It is in high demand among users, particularly students, because it makes learning entertaining and fascinating by providing knowledge that is not just in the form of text but also includes videos, animations, and practice questions on each topic. Then, at the end of the class, it shows a report on learning outcomes, complete with fun technologies, so that students can see how far they've progressed on each topic they've worked on. Furthermore, because this program is an online learning platform that gives competent private teachers who can be easily accessed through their learning services (Bhakti, Rahardian, Sidiq & Nugraha, 2019), the functioning is unquestionable. It has improved the efficiency and effectiveness of the pupils' learning. Students may view videos in this program to repeat the subject, making it easier for students who are having difficulty learning English to repeat the learning video until they fully get it. When pupils study in a classroom, the instructor who teaches the content in the learning process can only do it a few times.

In this time, parents have a significant effect or play a significant role in their children's home learning, particularly when it comes to the use of learning media in industry 4.0. There are several options for parents to assist their children in home-studying by employing the smartphone. One of the alternative apps that might assist students in the learning process using visual media is the online tutoring program. It is more engaging and can encourage kids to study more. Parents may also access this program after installing it and control their children by seeing the contents offered by Ruangguru. This application, known as media online tutoring, may be used by parents who are unable to supervise their children in school due to a lack of time, but who can devote time to studying together at home. They can assist their children in completing the homework assigned by the instructor. On the other hand, while Ruangguru provides many benefits, one of the application's drawbacks is its cost. The majority of parents and students said that this application is very useful to them. Especially for the features that allow pupils to communicate with Ruangguru tutors.

Many parents use this application as their children's learning medium because of the

benefits it provides. It implies that there is a reason why parents make this decision. Why don't they enroll their children in an English language program? Is it more efficient for their children to learn using it, particularly when it comes to learning English? For the researcher, the parents' perspectives are equally crucial. She investigated the parents' perceptions of this program in order to determine why they chose it as a learning medium for their children. The answers to the preceding questions reveal the impact of utilizing Ruangguru to learn English. The features and content of this application are more likely to have influenced students' motivation to learn English. Students that are motivated will devote a significant amount of time and effort to mastering their preferred activity. As a result, motivation is critical for pupils to enhance their abilities. However, the students' motivation to utilize this tool to supplement their English study is questionable.

Concerning the research questions above, the objectives of this research: Providing a descriptive account of the students' motivation towards the use of Ruangguru in the students' English learning. The research questions are formulated in the form of questions. Thus, the researcher develops research questions in this research as follow: What are the students' motivations towards the use of Ruangguru application in learning English?

RuangGuru

The teaching and learning process in Indonesia has advanced significantly thanks to the emergence of e-learning platforms such as Ruangguru. One of Indonesia's education marketplaces is Ruangguru. In April 2014, Adamas Belva Devera and Muhammad Iman Usman founded a technology-based education service and content company. Ruangguru is a website that connects students with instructors. Teachers may provide information about where students may locate teachers who meet their needs, and vice versa. This application promotes teaching and learning activities in a virtual classroom by offering a learning management system that students and teachers may use to manage learning activities. This package includes hundreds of question banks with content adapted to the Indonesian curriculum as well as test results analyzing equipment.

Ruangguru also offers a mobile app that allows students to complete homework while connecting with online instructors who are available 16 hours a day. When a mobile application is released on demand and aided by the teacher, distance learning becomes more intensive for students, allowing them to take advantage of the use of smartphones. As a result, private learning is now possible at any time and from anywhere. The Ruangguru-parents application, which was launched in September 2016, also allows parents to keep track of their children's growth. The Ruangguru-parents program allows parents to view their own calendar, analyze learning records, and provide ratings and criticism. It is the teacher's obligation to make the learning process as easy as possible for the students.

METHOD

In this study, a survey research approach was employed. It is a research the kind of research collects the information from the individuals as sample through their answers or responses of the questions (Check & Schutt, 2012). It can use quantitative research strategies using questioners and qualitative research strategies using opened-ended question, or both of them (Mixed-Method). The questionnaires may be in paper form and mailed to participants or it can be in Internet-based program such as Google Form, and interviews may be conducted by phone, computer, or in person and have the benefit of visually identifying the nonverbal responses of the interview being able to clarify the intended question (Ponto, 2015). Survey research is a useful approach to research that has clear benefits to help the researchers describe and explore variables and constructs of interest. This research aimed to describe the

students' motivation, to find out and describe the way of the students are motivated through Ruangguru in learning English. In this research, the qualitative data on the students are motivated through Ruangguru in learning English will be presented.

The research participants in this study were the students in MAN 1 Makassar. A purposive sampling method is employed to select the participants. Purposive sampling enabled the researcher to choose the people to be studied using a small sample size based on the people meeting certain characteristics (Cresswell & Plano, 2011). The advantage of this method is that it allows the researcher to choose people from the group being studied who had specific characteristics. The reason for selecting purposive sampling technique because of the consideration or certain criteria that must be met by the sample used in this research and the criteria are students who use Ruangguru. The total sample of this research was 15 students to answer the questionnaire. From the total sample only 4 and 4 parents to interview. 4 students that researcher interview because the other participant of this research not willing to be interviewed.

In order to collect data, the researcher applied two instruments. They are questionnaire and interview. Both instruments were used to obtain the depth and rational data and answer the research questions in the problem statement.

To collect data, the researcher used questionnaire for collecting the data from the students. A questionnaire is a written collection of self-report question to be answered by a selected group of research participants. Likert Scale is one kind of questionnaire which has the same function as questionnaire. According to Gay (2006) "Likert scale (a summated rating scale) assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondent to indicate for each whether they strongly agree, agree, disagree or strongly disagree". The questionnaire contains of statements about students' motivation on Ruangguru application in their English learning.

This study used interview to get more specific data to complete data that cannot be obtained from the students about their perception of Ruangguru Application. To verify the students' motivation, interview has been administered.

In this research, the researcher analyzed data from questionnaire and interview descriptively through the following procedures. In analyzing data, the researcher used Likert scale which consists of five-point scales: strongly agree, agree, undecided, disagree and strongly disagree. The items of perception consisted of 10 items, 5 positive statements and 5 negative statements. If the student chose all statements with Strongly Agree, the students got 50 score and if the student chose all statements with Strongly Disagree, the students got 5. So, $50 - 5 = 45$ because the questionnaire used five scales, so the interval was $45 : 5 = 9$.

After collecting data from questionnaire, the researcher also collecting data from interview. The voice recording from interviews, the researcher analyzed the data as follows; the researcher collected the raw data, the researcher transcribed the recording data, the researcher made conclusion of the result of the interview data.

FINDINGS AND DISCUSSION

Based on the data analysis from the questionnaire of student motivation, it was found that students' motivation on the use of Ruangguru application in their English learning is highly motivated. It can be seen from the result of mean score in table 1 below:

Table 1. Mean score of students' motivations														
No.	Name	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	MFA	4	3	4	4	4	4	4	4	4	4	5	4	48

2	PT	4	4	4	4	4	4	4	4	4	4	4	4	48
3	AR	5	4	4	4	5	5	4	4	4	4	4	4	51
4	R	5	5	5	5	5	5	5	5	5	5	5	5	60
5	N	4	4	4	4	4	4	4	4	4	4	3	4	47
6	S	5	4	4	3	3	4	4	4	4	3	3	3	44
7	SR	4	4	4	4	4	4	4	4	4	4	3	4	47
8	DL	5	5	5	5	5	5	5	5	5	5	5	5	60
9	NH	5	5	4	5	5	4	4	4	5	5	4	4	54
10	MR	5	4	5	5	5	5	5	5	5	5	5	5	59
11	I	4	4	4	4	4	4	4	4	4	4	3	3	46
12	M	3	4	3	4	3	4	3	4	3	4	3	5	43
13	ARR	5	4	4	4	5	5	4	4	4	4	4	4	51
14	NI	4	4	4	4	4	4	4	4	4	4	4	3	47
15	NMJ	5	5	5	5	5	5	5	5	5	5	5	5	60
Total		67	63	63	64	65	66	63	64	64	64	55	62	765
Mean Score		4.4	4.2	4.2	4.3	4.3	4.4	4.2	4.3	4.3	4.3	3.7	4.1	51

The total score from questionnaire was 765 with the total sampling 15. It shows that the mean score of the students' motivation on the use of Ruangguru application in their English learning is 51 which is classified Highly Motivated. The result of the mean score was supported by the frequency and the percentage in table 2 below.

Table 2. Frequency and percentage of students' motivation

Range	Frequency	Percentage	Students' Motivation
45-60	13	86.7%	Highly Motivated
34-44	2	13.3%	High Motivated
23-33	0	0%	Medium Motivated
12-22	0	0%	Low Motivated
1-11	0	0%	Very Low Motivated
Total	15	100%	

From the table above, it can be seen that most students are highly motivated on the use of Ruangguru application in their English learning. Specific items of the students' motivation can be seen in table 3 below:

Table 3. Items of students' motivation

1	<i>Saya termotivasi belajar bahasa Inggris karena ingin memahami materi pembelajaran di Ruangguru.</i> (I am motivated to learn English because I want to understand the learning material at Ruangguru)	4 (26.7%)	10 (66.7%)	1 (6.7%)	0 (0%)	0 (0%)	15 (100%)
2	<i>Saya termotivasi belajar bahasa Inggris dengan menggunakan Ruangguru karena ingin membuat orangtua dan Tutor saya bangga.</i> (I am motivated to learn	5 (33.3%)	9 (60%)	1 (6.7%)	0 (0%)	0 (0%)	15 (100%)

English using Ruangguru because I want to make my parents proud to me							
3	Saya termotivasi belajar bahasa Inggris dengan menggunakan Ruangguru karena ingin mendapatkan pujian dari Tutor. (I am motivated to learn English using Ruangguru because I want to get praise from my parents and tutors)	5 (33.3%)	5 (33.3%)	5 (33.3%)	0 (0%)	0 (0%)	15 (100%)

In statement 1, 8 (53.3%) students strongly agree, 6 (40%) students agree, and 1 (6.7%) student choose undecided if Ruangguru can make the students feel motivated. In statement 3, 4 (26.7%) students choose strongly agree and 10 (66.7%) students choose agree, and only 1 (6.7%) choose undecided. It means that the Tutor in Ruangguru can help the students to learn English in Ruangguru. In statement 5, 7 students (46.7%) strongly agree, 6 students (40%) agree, and only 2 (13.3%) are undecided. It means that the exercises in Ruangguru can make the students motivated. In statement 7, 4 (26.7%) students choose strongly agree, 10 (66.7%) choose agree, and only 1 (6.7%) choose undecided. It means that the material in Ruangguru motivate students to learn English. Then, 5 students (33.3%) strongly agree, 9 (60%) agree, and 1 (6.7%) student choose undecided for the statement if they learn English because they hope they can make their parents and tutor proud of to them. The last statement, 5 (33.3%) students strongly agree, agree and undecided. It means that most students agree if they use Ruangguru because they get praise from their parents and tutor.

Based on the questionnaire results above, it can be seen most students agree that Ruangguru is an application that can motivate students to learn English, with the highest number of frequency 10 and the lowest frequency is 5. It is proven by the results of interviews with students who also expressed their agreement to the use of Ruangguru as seen below:

Extract 1

“Iya kak setuju.” (Yes, I agree) (S1.5)

Extract 2

“Setuju Kak, bisa bantu2 belajar di rumah” (Yes Agree, it can help me study at my home. (S2.5)

Extract 3

“ehh termotivasi karena apa, senang begitu liat ki animasinya jadi terhibur ki, jadi termotivasiki untuk liat ki.” (I feel happy because the animation makes me comforted). (S3.5)

Extract 4

“setuju karena Ruangguru sudah memiliki segala yang dibutuhkan oleh para siswa. Dimana pun kita bisa belajar dengan Ruangguru” (I agree, because Ruangguru have all the students need, and it can be used in everywhere” (S4.5)

Extract 5

“ehhh iya saya sangat termotivasi jika biasa mendapatkan hadiah karena kalau saya kerjaki kaya’ ada rewardnya begitu, ada hadiahnya jadi kaya’ senangki kerjaki.” (I really feel motivated if I can get a reward, because it can make me happy” (S5.5)

In the interview results, some students in MAN 1 Makassar feel motivated. It shows that there are several explanations that expressed their motivation. It can be concluded as follow:

Extrinsic Motivation

Hygiene factors motivate a person to get out of dissatisfaction, including relationships between humans, rewards, environmental conditions, and so on (extrinsic factors). This is evident from the statements in the questionnaire that “Saya termotivasi belajar bahasa Inggris karena ingin memahami materi pembelajaran di Ruangguru” (The features provided by Ruangguru are complete). Based on the percentage for the statement, 8 (53.3%) students strongly agree, 6 (40%) students agree and 1 (6.7%) student chooses undecided (see table 4.6). The next statement is “Saya bersemangat belajar bahasa Inggris dengan adanya Tutor yang selalu membantu saya di Ruangguru”. 4 (26.7%) students choose strongly agree and 10 (66.7%) students choose agree, and only 1 (6.7%) choose undecided (see table 4.1). Saya bersemangat belajar bahasa Inggris dengan mengerjakan tugas-tugas yang diberikan oleh Tutor di Ruangguru”, 7 students (46.7%) strongly agree, 6 students (40%) agree, and only 2 (13.3%) are undecided (see table 4.1). It was related from the data obtained in interview (see extracts 1, 2, 3, 4, 5, 6, and 7).

Intrinsic Motivation

Motivating factors motivate a person to strive for satisfaction, which includes achievement, recognition, progress in the level of life, etc. (intrinsic factor). This is evident from the statements in the questionnaire that “Saya termotivasi belajar bahasa Inggris karena ingin memahami materi pembelajaran di Ruangguru.” (I motivated to learn English because I want to understand the material in Ruangguru), 4 (26.7%) students choose strongly agree, 10 (66.7%) choose agree, and only 1 (6.7%) choose undecided (see table 4.1). In statement “Saya termotivasi belajar bahasa Inggris dengan menggunakan Ruangguru karena ingin membuat orangtua dan Tutor saya bangga.” (I motivated to learn English because I want my parents and my tutors proud of me), there are 5 (33.3%) strongly agree, 9 (60%) agree, and 1 (6.7%) students choose undecided. (see table 4.1). The last statement “Saya termotivasi belajar bahasa Inggris dengan menggunakan Ruangguru karena ingin mendapatkan pujian dari Tutor.” (I feel motivated to learn English using Ruangguru because I hope I can get a praise from the tutor), 5 (33.3%) students strongly agree, agree and are undecided (see table 4.1).

Discussion

Based on the result of the research, this part presented the discussion of research findings which provided evidence to answer the research questions. The students are highly motivated in using Ruangguru application in their English learning. This motivation is encouraged extrinsically and intrinsically. According to Herzberg (1966), there are two types of factors that encourage a person to strive for satisfaction and keep away from dissatisfaction. These two factors are called hygiene factors (extrinsic factors) and motivating factors (intrinsic factors). Hygiene factors motivate a person to get out of dissatisfaction, including relationships between humans, rewards, environmental conditions, and so on (extrinsic factors), while motivating factors motivate a person to strive for satisfaction, which includes achievement, recognition, progress in the level of life, etc. (intrinsic factor).

Based on questionnaire and interview findings, students in MAN 1 Makassar dominantly have highly motivation in English learning through Ruangguru. The application really motivates the students to learn English because it makes the students more active in

learning activity such as watching the videos that Ruangguru has been present in every time and everywhere the students want.

CONCLUSION

Based on the results and discussion of the previous chapter, the researchers concludes that *Ruangguru* application is a platform that can motivate the students in learning English because the animation and the teaching method of the tutor of Ruangguru is fun. The students' motivation on the use of Ruangguru application in their English learning was highly motivated, with 51 mean score. It can be seen also from the questionnaire results, most students agree that Ruangguru is an application that can motivate students to learn English, with the highest number of frequency 10 and the lowest frequency is 5.

In the interview results, some students in MAN 1 Makassar feel motivated. It shows that there are several explanations that expressed their motivation (extrinsic and intrinsic motivations).

ACKNOWLEDGEMENT

The research was supported by Universitas Negeri Makassar as affiliation research for the academic support. We would also like to show our gratitude to teachers and students of MAN 1 Makassar for sharing their perceptions and knowledge for the purpose of this study.

REFERENCES

- Atmowardoyo, H., & Sakkir, G. (2021). Effects of best-practice based materials in receptive language learning behaviours in improving receptive language skills. *Linguistics and Culture Review*, 5(S1), 1313-1334.
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2020). Information Technology used by Millennial Good English Language Learners in an Indonesian University to Improve their English Skills. *Solid State Technology*, 63(5), 9532-9547.
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. *ELT Worldwide: Journal of English Language Teaching*, 8(1), 28-40.
- Bhakti, D. D., Rahadian, D., Sidiq, P., & Nugraha, Y. (2019). Study of Ruangguru application based on human computer interaction principles and paradigm. *Journal of Physics: Conference Series*, 1402(7). <https://doi.org/10.1088/1742-6596/1402/7/077023>
- Check, J., & Schutt, R. K. (2012). *Research Methods in Education*. Sage Publication.
- Cresswell, J., & Plano, C. V. (2011). *Designing and conducting mixed method research*. Thousand Oaks.
- Dollah, S. (2016). THE EFFECT OF SELF-ESTEEM, ANXIETY, AND GENDER ON ORAL COMMUNICATION OF EFL LEARNERS (Penghargaan Diri, Kecemasan, dan Jenis Kelamin terhadap Komunikasi Lisan Pebelajar Bahasa Inggris sebagai Bahasa Asing). *SAWERIGADING*, 15(3), 349-360.
- Dollah, S., Sehuddin, M. F., & Sakkir, G. (2021). Motivating EFL Learners to Write Using Padlet Application. *ELT Worldwide: Journal of English Language Teaching*, 8(2), 240-254.

- Fatimannisa, A., Dollah, S., & Abduh, A. (2020). Students' Perception on The Use of Ruangguru Application in Their English Learning. *Journal of Language, and Literature*. 1(2), 134–140.
- Handayani, R., Sakkir, G., & Kasman, R. (2021). The Influence of Verbal-Linguistic Intelligence on Students Learning Outcomes in English at SMA Negeri 1 Sidrap. *EduLine: Journal of Education and Learning Innovation*, 1(2), 141-148.
- Keller, C., & Cernerud, L. (2002). Students' Perceptions of E-learning in University Education. *Journal of Educational Media*, 27(1–2), 55–67. <https://doi.org/10.1080/1358165020270105>
- Kilis, S. (2013). Impacts of Mobile Learning in Motivation, Engagement and Achievement of Learners: Review of Literature Mobil Öğrenmenin Öğrencilerin Motivasyon, Başarı ve Derse Katılımına Olan Etkisi: Literatür Taraması. *Gaziantep University Journal of Social Sciences*, 12(2), 375–383. <http://jss.gantep.edu.tr>
- McCloskey, M., Johnson, S. L., Benz, C., Thompson, D. A., Chamberlin, B., Clark, L., & Bellows, L. L. (2018). Parent Perceptions of Mobile Device Use Among Preschool-Aged Children in Rural Head Start Centers. *Journal of Nutrition Education and Behavior*, 50(1), 83-89. e1. <https://doi.org/10.1016/j.jneb.2017.03.006>
- Na, J. C., & Chia, S. W. (2008). Impact of online resources on informal learners: Parents' perception of their parenting skills. *Computers and Education*, 51(1), 173–186. <https://doi.org/10.1016/j.compedu.2007.05.006>
- O'Hara, M. (2011). Young children's ICT experiences in the home: Some parental perspectives. *Journal of Early Childhood Research*, 9(3), 220–231. <https://doi.org/10.1177/1476718X10389145>
- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, R. P., Küpper, L., & Kupper, L. (1985). Learning Strategy Applications with Students of English as a Second Language. *TESOL Quarterly*, 19(3), 557. <https://doi.org/10.2307/3586278>
- Ponto, J. (2015). Understanding and Evaluating Survey Research. *Journal of the Advanced Practitioner in Oncology*, 6(2), 168–16871.
- Ririantika, R., Usman, M., Aswadi, A., & Sakkir, G. (2020). PENERAPAN MODEL PEMBELAJARAN TIPE “MAKE A MATCH” TERHADAP HASIL BELAJAR BAHASA INDONESIA SISWA KELAS VIII SMP NEGERI 1 BARANTI KABUPATEN SIDENRENG RAPPANG. *Cakrawala Indonesia*, 5(1), 1-6.
- Sáinz, M., Pálmen, R., & García-Cuesta, S. (2012). Parental and Secondary School Teachers' Perceptions of ICT Professionals, Gender Differences and their Role in the Choice of Studies. *Sex Roles*, 66(3–4), 235–249. <https://doi.org/10.1007/s11199-011-0055-9>
- Sakkir, G., & Dollah, S. (2019). FACEBOOK-BASED WRITING INSTRUCTIONAL MATERIAL IN ENGLISH CLASS: LECTURERS' PERCEPTION. *Seltics*, 2(2), 76-83.

- Sakkir, G., & Dollah, S. (2019). Measuring students' writing skills using Facebook group application in EFL context. *International Journal of Humanities and Innovation (IJHI)*, 2(3), 69-72. <https://doi.org/10.33750/ijhi.v2i3.43>
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Favorite E-Learning Media in Pandemic Covid-19 Era. *Jurnal Studi Guru Dan Pembelajaran*, 3(3), 480-485.
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). CHARACTERISTICS OF A GOOD EFL TEACHER: INDONESIAN EFL STUDENTS PERSPECTIVES. *JURNAL NALAR PENDIDIKAN*, 9(1), 52-59.
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). E-Learning in COVID-19 Situation: Students' Perception. *EduLine: Journal of Education and Learning Innovation*, 1(1), 9-15.
- Sakkir, G., Dollah, S., Arsyad, S., & Ahmad, J. (2021). Need Analysis for Developing Writing Skill Materials Using Facebook for English Undergraduate Students. *International Journal of Language Education*, 5(1), 542-551.
- Shoumi, A. Z. (2019). Peran Multimedia Dalam Pendidikan Pada Aplikasi Ruang Guru. Prosiding Seminar Nasional Cendekiawan, 2. <https://doi.org/10.25105/semnas.v0i0.5809>
- Syatriana, E., & Sakkir, G. (2020). Implementing Learning Model Based on Interactive Learning Community for EFL Students of Muhammadiyah University. *ELT Worldwide: Journal of English Language Teaching*, 7(1), 24-30.