Constructivism For English Language Teaching In The 21st Century In The Indonesian Context: Library Research

[1]Dedi Jasrial, [2]M. Zaim

[1,2]*Language Pedagogy Doctoral Program, Faculty of Languages and Arts*
State University of Padang, Padang, West Sumatera, Indonesia
Corresponding *e-mail: dedijasrial@student.unp.ac.id mzaim@fbs.unp.ac.id*

ABSTRACT

In Indonesia's English language education, adapting constructivist principles for the 21st century involves acknowledging the diversity of learners' backgrounds, learning styles, and the impact of technology. This study aims to explore the impact of technology integration in the implementation of constructivist approaches, ways constructivist principles be adapted or modified to cater to the diverse students' backgrounds, and innovative and effective assessment methods that align with constructivist philosophy in English language teaching in Indonesia in the 21st century. This research used library research in which the data were collected using library materials, and ten article journals. The data were analyzed qualitatively using the content analysis technique. The results show that the impact of technology integration in the implementation of constructivist approaches in English language teaching in Indonesian classrooms in the 21st Century included a vast array of authentic and diverse English language materials, enabling teachers to create immersive and engaging learning environments. Additionally, The ways in which constructivist principles can be adapted or modified to cater to the diverse students' backgrounds in Indonesian English language classrooms include acknowledging and valuing linguistic diversity, incorporating various learning styles, sociocultural experiences, and collaborative and cooperative learning strategies. Moreover, innovative assessments applied included authentic assessment, formative assessment, project-based assessment, and technology-enhanced assessment. In conclusion, constructivist philosophy highly benefits English language teaching in the Indonesian context in the 21st Century.

Keywords: constructivism, English language teaching, technology integration, diverse students' background, innovative assessment system.

ABSTRAK

Dalam pendidikan bahasa Inggris di Indonesia, penyesuaian prinsip konstruktivis untuk abad ke-21 melibatkan pengakuan terhadap keragaman latar belakang, gaya belajar, dan dampak teknologi pada para pembelajar. Studi ini bertujuan untuk mengeksplorasi dampak integrasi teknologi dalam pelaksanaan pendekatan konstruktivis, cara prinsip konstruktivis disesuaikan atau dimodifikasi untuk menyesuaikan dengan latar belakang siswa yang beragam, serta metode penilaian inovatif dan efektif yang sejalan dengan filosofi konstruktivis dalam pengajaran bahasa Inggris di Indonesia pada abad ke-21. Penelitian ini menggunakan studi pustaka di mana data dikumpulkan menggunakan materi perpustakaan dan sepuluh jurnal artikel. Data dianalisis secara kualitatif dengan menggunakan teknik analisis konten. Hasil penelitian menunjukkan bahwa dampak integrasi teknologi dalam pelaksanaan pendekatan konstruktivis dalam pengajaran bahasa Inggris di kelas-kelas Indonesia pada abad ke-21 meliputi berbagai materi bahasa Inggris yang autentik dan beragam, memungkinkan guru untuk menciptakan lingkungan pembelajaran yang mendalam dan menarik. Selain itu, cara prinsip konstruktivis disesuaikan atau dimodifikasi untuk menyesuaikan dengan latar belakang siswa yang beragam di kelas-kelas bahasa Inggris Indonesia termasuk pengakuan dan penghargaan terhadap keragaman linguistik, menggabungkan berbagai gaya belajar, pengalaman sosial budaya, dan strategi belajar kolaboratif dan kooperatif. Selain itu, penilaian inovatif yang diterapkan meliputi penilaian autentik, penilaian formatif, penilaian berbasis proyek, dan penilaian berbasis teknologi. Sebagai kesimpulan, filosofi konstruktivis sangat bermanfaat dalam pengajaran bahasa Inggris di konteks Indonesia pada abad ke-21.

Katakunci: konstruktivisme, pengajaran bahasa Inggris, integrasi teknologi, latar belakang siswa yang beragam, system penilaian inovatif

INTRODUCTION

Constructivism, as a pedagogical theory, revolves around the idea that learners actively construct their understanding and knowledge through their experiences, interactions, and reflections (Kristiawan, 2016). This learning theory was proposed by Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980) (Golder & Bengal, 2018). In the context of English language teaching in Indonesia, this approach has historically encouraged students to engage in collaborative activities, discussions, and hands-on experiences to comprehend and utilize the language effectively. It has emphasized the importance of context and real-life application in learning, aligning with the essence of language acquisition as a communicative tool rather than a mere set of rules and vocabulary.

Over the years, Indonesian educational institutions have integrated constructivist principles into their English language curriculum (Alfaruki, 2022; Suhendi et al., 2021), promoting student-centered learning environments (Latif et al., 2020) where learners actively participate and contribute to their learning process. Strategies such as project-based learning, group work, and problem-solving activities have been employed to encourage critical thinking, creativity, and language proficiency among students (Sari & Prasetyo, 2021).

However, rapid technological advancements and the pervasive influence of digital resources have significantly transformed the educational landscape (Gkrimpizi et al., 2023; Haleem et al., 2022). Silvhiany et al. (2021) claim that 21st-century learners in Indonesia are exposed to a myriad of online platforms, multimedia tools, and instant access to vast information, altering their learning preferences and expectations. This shift prompts a re-evaluation of the traditional constructivist approaches to ascertain their continued relevance and effectiveness in meeting the evolving needs of English language learners.

Furthermore, the global interconnectedness and multicultural nature of today's world require English language teaching methodologies to embrace diversity and inclusivity. Anggraini et al. (2021) and Mappaenre et al. (2023) argue that Indonesian classrooms are increasingly diverse, comprising students with varied linguistic backgrounds, learning styles, and socio-cultural experiences. As such, educators must reassess how constructivist principles can be adapted to accommodate this diversity and ensure equitable learning outcomes for all students.

Moreover, the discussion on the appropriateness of constructivism for English language teaching in Indonesia in the 21st century involves exploring ways to integrate technology seamlessly into the constructivist framework, acknowledging and leveraging the benefits of digital resources while preserving the essence of active student engagement and collaborative learning. It also necessitates a review of assessment methods, ensuring they align with the constructivist philosophy by emphasizing understanding, application, and reflection rather than rote memorization or standardized testing.

Several studies have explored constructivism in English and other foreign language teaching such as Mvududu and Thiel-Burgess (2012), Sharma and Poonam (2015), Vu (2020), and Aljohani (2017). These studies explore the potential benefits of applying constructivist learning principles in foreign and English language learning, particularly in diverse or non-diverse classrooms. The results show that the integration of the constructivist philosophy in English language teaching could improve the quality of language learning, teachers' and students' knowledge, and the appropriateness of learning materials based on students' needs.

Based on the problems and previous studies, to the best of the researchers' knowledge, no studies explore the constructivism for English language teaching in Indonesia in the 21st century. It is viewed from the influence of technology in applying constructivist methods, adapting these principles to diverse student backgrounds, and using innovative assessments in 21st-century English teaching in Indonesia. This is because the constructivism is believed a robust educational theory and its application in English language teaching in Indonesia

requires recalibration to harmonize with the contemporary learning landscape. This recalibration should account for technological advancements, cultural diversity, and the evolving needs of learners, thereby ensuring that constructivist principles continue to empower students to become proficient, adaptable, and critical users of the English language in the dynamic 21st-century context. Thus, regarding the issue, the research questions are addressed as follows; a) How has technology integration impacted the implementation of constructivist approaches in English language teaching in Indonesian classrooms in the 21st century?; b) In what ways can constructivist principles be adapted or modified to cater to the diverse students' backgrounds in Indonesian English language classrooms? and c) What innovative assessment methods align with constructivist philosophy and effective evaluation in English language education in Indonesia's contemporary context?

METHODOLOGY

Research Design

This research was library research with a qualitative approach because this research explored the issue through literature review results so the data for this research were qualitative taken from secondary materials. It is in line with Nazir's (2003, p. 27) theory who state that "library research is a data collection technique involving an examination and study of books, literature, notes, and reports related to the issue being addressed".

Data Sources

The data for this research were gathered through secondary data such as relevant books and journals. Therefore, the data collection technique used for this research was the library or literature technique. The data taken from the literature are presented in the following table;

Table 1. Data Sources of the Research

Research Question (RQ)	No	Data Sources
RQ 1	1	Kaya, H. (2015). Blending technology with constructivism: Implications for an ELT classroom. *Teaching English with Technology*, *15*(1), 3–13.
	2	Ghasemi, B., & Hashemi, M. (2011). ICT: Newwave in English language learning/teaching. *Procedia - Social and Behavioral Sciences*, *15*, 3098–3102. https://doi.org/10.1016/j.sbspro.2011.04.252
	3	Mandarsari, P. (2023). Online authentic materials in teaching English for EFL students. *IJRETAL: International Journal of Research on English Teaching and Applied Linguistics*, *4*(1), 65–78.
RQ 2	4	Singh, H. (2014). Differentiating Classroom Instruction to Cater to Learners of Different Styles. *Indian Journal of Research*, *3*(12), 58–60. https://doi.org/10.15373/22501991 /December2014/25
	5	Cheng, Y. (2021). Cross-cultural differences in collaborative learning and relevant factors. *Proceedings of the 2021 3rd International Conference on Literature, Art and Human Development (ICLAHD 2021)*, *594*(Iclahd 2021), 689–696
	6	Harianto, G. P., Rusijono, R., Masitoh, S., & Setyawan, W. H. (2020). Collaborative-cooperative learning model to improve theology students' characters: Is it effective? *Cakrawala Pendidikan*, *39*(2), 409–421. https://doi.org/10.21831/cp.v39i2.31272
RQ 3	7	Zeng, J., & Huang, L. (2021). Understanding Formative Assessment Practice in the EFL Exam-Oriented Context: An Application of

	the Theory of Planned Behavior. *Frontiers in Psychology*, *12*(December), 1–13. https://doi.org/10.3389/fpsyg.2021.774159
8	Daud, A., Azhar, F., Isjoni, I., & Chowdhury, R. (2023). Complexities of Authentic Assessment Implementation in English Learning at Rural Areas-Based High Schools. *International Journal of Language Education*, *7*(3), 494–510. https://doi.org/10.26858/ijole.v7i3.41345
9	Widiana, I. W., Tegeh, I. M., & Artanayasa, I. W. (2021). The project-based assessment learning model that impacts learning achievement and nationalism attitudes. *Cakrawala Pendidikan*, *40*(2), 389–401. https://doi.org/10.21831/cp.v40i2.38427
10	Luthfiyyah, R., Aisyah, A., & Sulistyo, G. H. (2021). Technology-enhanced formative assessment in higher education: A voice from Indonesian EFL teachers. *EduLite: Journal of English Education, Literature and Culture*, *6*(1), 42. https://doi.org/10.30659/e.6.1.42-54

As presented in Table 1, the data for this research were gathered from nationally accredited and internationally reputable journals. The number of articles involved as data for this research was 10 articles. They covered the impact of technology or technology for language learning, constructivist principles be adapted or modified to cater to Students' background in Indonesian English language classrooms, and constructivist principles be adapted or modified to cater to students' background in Indonesian English language classrooms.

Data Analysis

This research utilized content analysis as a data analysis technique in this literature-based study where the data sources consist of books, documents, and other forms of literature. The stages of content analysis undertaken by the researcher included: 1. Defining the issue, 2. Constructing a conceptual framework, 3. Developing the methodological framework, 4. Data analysis, and 5. Data interpretation (Bungin, 2011).

Data Validity

The data validity applied in this research was a credibility test with a peer review technique. This activity involves discussing research findings with peers. Through these discussions, valuable feedback and honest input are obtained to rectify any unintentional errors that may have occurred in the research

FINDINGS AND DISCUSSION

Findings

The Impact of Technology Integration in the Implementation of Constructivist Approaches in English Language Teaching in Indonesian Classrooms in the 21st Century

Technology integration has fundamentally transformed the landscape of education, significantly impacting the implementation of constructivist approaches in English language teaching within Indonesian classrooms during the 21st century. The advent of digital tools, online resources, and interactive platforms has presented both opportunities and challenges in the application of constructivism. It is in line with Ghasemi and Hashemi (2011) and Kaya (2015), technology empowers language learners to 1) access, select, and interpret information effectively, 2) review and refine their work for enhanced quality, 3) engage in communication and presentation of information, 4) evaluate their own work critically, 5) enhance efficiency in learning processes, 6) foster creativity and encourage risk-taking, and 7) cultivate confidence and independence in their learning endeavours.

Moreover, Mandarsari (2023) argues that technology has enhanced access to a vast array of authentic and diverse English language materials, enabling teachers to create immersive and engaging learning environments. Students can now explore authentic language usage through multimedia resources, interactive websites, and communication platforms, aligning with the constructivist emphasis on real-life contexts for language learning. Additionally, technology has facilitated collaborative learning beyond physical classroom boundaries, allowing students to engage in virtual discussions, peer reviews, and global connections, fostering the constructivist principle of social interaction and knowledge construction through dialogue.

However, the impact of technology integration on constructivist approaches in Indonesian English language classrooms also poses certain challenges. The digital divide persists in some regions, where access to technology and reliable internet remains unequal among students, potentially exacerbating disparities in learning opportunities. Furthermore, while technology offers diverse resources, its abundance might overwhelm educators, making it challenging to curate suitable materials aligned with constructivist principles. There is also the risk of passive consumption rather than active construction of knowledge if technology is not used purposefully to promote critical thinking and problem-solving.

Moreover, the rapid evolution of technology requires continuous teacher professional development to effectively integrate these tools into constructivist pedagogies. Suman (2023) suggests that teachers must navigate through the ever-changing landscape of educational technology. It aims to select, adapt, and employ tools that support the essence of constructivism in English language teaching.

In conclusion, while technology integration has brought about significant advancements in facilitating constructivist approaches in Indonesian English language classrooms by enhancing access, collaboration, and authentic learning experiences, it simultaneously presents challenges related to equity, overwhelming choices, and the need for ongoing teacher development. Balancing the utilization of technology to support active learning while ensuring inclusivity and purposeful application in alignment with constructivist principles remains crucial for the effective integration of technology in English language education in Indonesia.

Ways of Constructivist Principles Be Adapted or Modified to Cater to Students' Background in Indonesian English Language Classrooms

Based on the data analysis results, adapting constructivist principles accommodates the diverse linguistic backgrounds, learning styles, and socio-cultural experiences of students in English language classrooms (Muna Aljohani, 2017; Vu, 2020). It occurs in Indonesian English language classrooms that require a nuanced approach that prioritizes inclusivity, flexibility, and student-centered methodologies. Therefore, ways to apply constructivist principles be adapted or modified to cater to students' backgrounds in Indonesian English language classrooms are as follows;

Firstly, acknowledging and valuing linguistic diversity is paramount. Constructivism can be adapted by encouraging the use of multiple languages within the learning process and recognizing students' home languages as valuable resources for learning English. This approach promotes a positive language attitude, validates students' identities, and fosters a supportive learning environment where diverse linguistic backgrounds are seen as assets rather than barriers.

Furthermore, Sing (2014) claims that incorporating a variety of learning styles is essential to ensure that constructivist teaching methods cater to the individual needs of students. Teachers can employ diverse instructional strategies such as visual aids, auditory resources, kinesthetic activities, and collaborative projects. By offering multiple avenues for engagement, constructivist principles can be adapted to accommodate different learning preferences,

ensuring that students with varied learning styles can actively construct their understanding of the English language.

Additionally, socio-cultural experiences play a pivotal role in shaping students' perspectives and learning processes. Mvududu and Thiel-Burgess (2012) state assert that adapting constructivism involves integrating culturally relevant materials, contexts, and examples into the English language curriculum. By incorporating literature, discussions, and topics that resonate with students' cultural backgrounds, educators can create meaningful connections and foster a sense of relevance and ownership in the learning process.

Moreover, Harianto et al. (2020) suggest collaborative and cooperative learning strategies or collaborative-cooperative learning models within a constructivist framework can be adapted to encourage cross-cultural interactions among students. For example, Cheng (2021) believes that group projects, peer teaching, and cooperative learning activities allow students from diverse socio-cultural backgrounds to share experiences, perspectives, and knowledge, promoting mutual understanding and respect.

However, adapting constructivist principles to cater to diverse backgrounds requires careful consideration and ongoing reflection by educators. It involves creating a learning environment where cultural differences are respected, and teaching practices are continually adjusted to meet the evolving needs of students. Training and professional development programs for teachers (Pitsoe & Maila, 2012) focusing on culturally responsive teaching within a constructivist framework can significantly contribute to enhancing the adaptation of constructivism to diverse contexts in Indonesian English language classrooms.

In essence, adapting constructivist principles to accommodate diverse linguistic backgrounds, learning styles, and socio-cultural experiences involves recognizing and embracing the richness of diversity, employing flexible instructional strategies, incorporating culturally relevant content, and fostering inclusive and collaborative learning environments. This adaptation ensures that constructivist approaches in English language teaching in Indonesia are not only effective but also equitable and culturally responsive.

Innovative Assessment Methods Align with Constructivist Philosophy in English Language Teaching in Indonesia's Contemporary Context

Innovative assessment methods that align with constructivist philosophy and effectively evaluate students' understanding, application, and reflective learning in English language education in Indonesia's contemporary context are vital to fostering holistic learning experiences. The innovative assessment methods that can be applied aligned with constructivist philosophy in English language teaching in Indonesia are as follows;
Firstly, Daud et al. (2023) suggest that authentic assessment methods can be employed, such as performance-based assessments and portfolios. These assessments focus on real-world tasks, projects, or demonstrations that mirror practical language use
(Wajdi, 2017). They allow students to apply language skills in meaningful contexts, reflecting the constructivist belief in learning through active engagement and application rather than mere memorization of information. Portfolios, in particular, enable students to compile evidence of their progress, including samples of their work, reflections, and self-assessments, fostering metacognition and reflective learning.

Furthermore, Zeng and Huang (2021) argue that formative assessment strategies, including peer and self-assessment, align with constructivist principles by involving students in the evaluation process. Peer assessment encourages collaboration and peer feedback, fostering a supportive learning community where students actively engage in evaluating and providing constructive criticism to their peers. Self-assessment, on the other hand, promotes metacognition and self-reflection, enabling students to assess their progress, identify strengths and weaknesses, and set goals for improvement—a cornerstone of constructivist learning where

students take ownership of their learning journey.

Another innovative approach aligning with constructivist philosophy involves project-based assessments. This assessment model was proposed by Widiana (2021). These assessments task students with extended, interdisciplinary projects that require critical thinking, problem-solving, collaboration, and creativity (Jasrial et al., 2023). Projects encourage students to delve deeply into topics, apply language skills in authentic contexts, and showcase their understanding through presentations, reports, or multimedia creations. They emphasize the process of learning rather than solely focusing on outcomes, aligning with constructivism's emphasis on active exploration and discovery.

Additionally, technology-enhanced assessments can be utilized to align with constructivist principles which was proposed by Luthfiyah et al. (2021). Online platforms, interactive quizzes, multimedia presentations, and digital storytelling allow students to demonstrate their language proficiency in diverse formats, catering to different learning styles and preferences. Technology integration in assessments not only engages students but also enables educators to gather multifaceted evidence of student learning, reflecting the constructivist approach of valuing varied perspectives and forms of expression.

However, implementing these innovative assessment methods within a constructivist framework requires thoughtful planning, clear criteria, and ongoing support for both teachers and students. Teachers need professional development to design, implement, and evaluate these assessments effectively, ensuring they align with learning objectives and provide meaningful feedback. Moreover, assessment practices should prioritize the development of essential skills and understanding rather than solely focusing on standardized testing or grading.

In conclusion, innovative assessment methods aligned with constructivist philosophy in English language education in Indonesia's contemporary context prioritize authentic, formative, and technology-enhanced approaches. These methods not only evaluate students' understanding, application, and reflective learning but also promote active engagement, collaboration, and critical thinking, fostering a comprehensive and student-centered learning experience.

Based on the results of this research, the pedagogical implication can be taken is the integration of technology in English Language Teaching within Indonesia's educational landscape has undeniably revolutionized constructivist methodologies, offering both unparalleled opportunities and significant challenges. While technological advancements have widened access to diverse English language resources, enabling collaborative learning and empowering student engagement, they also pose challenges, including disparities in access and the potential for passive consumption. For English teachers in EFL contexts, adapting constructivist principles becomes imperative, demanding strategies that cater to linguistic diversity, diverse learning styles, socio-cultural contexts, and collaborative learning environments. Innovative assessment methods, aligned with constructivist principles such as authentic, formative, project-based, and technology-enhanced assessments, are pivotal for comprehensive learning experiences. However, their effective implementation requires a shift from traditional grading-focused approaches to emphasizing skill development and meaningful feedback. Balancing the assimilation of technology while upholding core constructivist principles is pivotal to ensure equitable, inclusive, and effective English language education in Indonesia's contemporary context.

CONCLUSION AND SUGGESTION

As mentioned in the previous section, it can be concluded that Indonesia's English language education, adapting constructivist principles for the 21st century involves acknowledging the diversity of learners' backgrounds, learning styles, and the impact of technology. This adaptation requires teachers to embrace students' linguistic diversity by valuing their languages and integrating various learning methods to accommodate individual

styles. Culturally relevant materials should be included in the curriculum to create inclusive classrooms. Innovative assessment methods, such as authentic assessments and technology-enhanced tools, can effectively evaluate students' comprehension, application, and reflective learning within a constructivist framework.

To successfully integrate constructivist principles, ongoing teacher training focusing on culturally responsive teaching and innovative assessment strategies is crucial. Equitable access to technology should be ensured to leverage its potential to enhance diverse learning experiences. The curriculum should reflect cultural inclusivity and student-centered approaches should prevail, fostering collaboration, reflection, and ownership of learning. By embracing diversity, innovation, and inclusivity, educators can effectively adapt constructivist principles, empowering students to become proficient and adaptable users of the English language in today's dynamic worlds

REFERENCES

Alfaruki, A. (2022). The Concept of Merdeka Belajar from the View of Constructivism. *El-Tarbawi*, *15*(2), 225–250. https://doi.org/10.20885/tarbawi.vol15.iss2.art4

Bungin, B. (2011). *Metodologi Penelitian Kualitatif Aktualsasi Metodologi ke Arah Ragam Variasi Kontemporer*. Rajawali Pers.

Cheng, Y. (2021). Cross-Cultural Differences in Collaborative Learning and Relevant Factors. *Proceedings of the 2021 3rd International Conference on Literature, Art and Human Development (ICLAHD 2021)*, *594*(Iclahd 2021), 689–696.

Daud, A., Azhar, F., Isjoni, I., & Chowdhury, R. (2023). Complexities of Authentic Assessment Implementation in English Learning at Rural Areas-Based High Schools. *International Journal of Language Education*, *7*(3), 494–510. https://doi.org/10.26858/ijole.v7i3.41345

Ghasemi, B., & Hashemi, M. (2011). ICT: Newwave in English Language Learning/Teaching. *Procedia - Social and Behavioral Sciences*, *15*, 3098–3102. https://doi.org/10.1016/j.sbspro.2011.04.252

Gkrimpizi, T., Peristeras, V., & Magnisalis, I. (2023). Classification of Barriers to Digital Transformation in Higher Education Institutions: Systematic Literature Review. *Education Sciences*, *13*(7). https://doi.org/10.3390/educsci13070746

Golder, J., & Bengal, W. (2018). Constructivism : A Paradigm for Teaching and Learning. *International Journal of Research and Analytical Reviews (IJRAR)*, *5*(3), 678–686.

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the Role of Digital Technologies in Education: A review. *Sustainable Operations and Computers*, *3*(May), 275–285. https://doi.org/10.1016/j.susoc.2022.05.004

Harianto, G. P., Rusijono, R., Masitoh, S., & Setyawan, W. H. (2020). Collaborative-cooperative learning model to improve theology students' characters: Is it efective? *Cakrawala Pendidikan*, *39*(2), 409–421. https://doi.org/10.21831/cp.v39i2.31272

Jasrial, D., Syarif, H., & Zainil, Y. (2023). English teachers' voices on curriculum change and implementation of the Merdeka Curriculum in Rural Junior High Schools in Indonesia. *Linguists : Journal of Linguistics and Language Teaching*, *9*(2), 178–198. https://doi.org/10.29300/ling.v9i2.12440

Kaya, H. (2015). Blending technology with constructivism: Implications for an ELT classroom. *Teaching English with Technology*, *15*(1), 3–13.

Kristiawan, M. (2016). *Filsafat Pendidikan: The choice is yours*. Valia Pustaka.

Latif, N., Dollah, S., & Weda, S. (2020). Exploring the Implementation of Student-Centered approach: A case study of EFL Teachers' Classroom Management on Junior High School. *S1 Thesis, Universitas Negeri Makassar*. http://eprints.unm.ac.id/16457/

Luthfiyyah, R., Aisyah, A., & Sulistyo, G. H. (2021). Technology-enhanced formative

assessment in higher education: A Voice from Indonesian EFL Teachers. *EduLite: Journal of English Education, Literature and Culture*, *6*(1), 42. https://doi.org/10.30659/e.6.1.42-54

Mandarsari, P. (2023). Online Authentic Materials in Teaching English for EFL Students. *IJRETAL: International Journal of Research on English Teaching and Applied Linguistics*, *4*(1), 65–78.

Mappaenre, A., Ruswandi, U., Erihadiana, M., Nuraini, Y., Satria Wiwaha, R., Pesantren Al Azhar Plered Purwakarta, P., Sunan Gunung Djati Bandung, U., & Mappaenre Pondok Pesantren Al Azhar Plered Purwakarta, A. (2023). Multicultural education in Indonesia: Characteristics and urgency. *Jurnal Ilmu Sosial Dan Pendidikan (JISIP)*, *7*(2), 2598–9944. https://doi.org/10.58258/jisip.v7i2.4574/http

Muna Aljohani. (2017). Principles of "Constructivism" in Foreign Language Teaching. *Journal of Literature and Art Studies*, *7*(1), 97–107. https://doi.org/10.17265/2159-5836/2017.01.013

Mvududu, N. H., & Thiel-Burgess, J. (2012). Constructivism in Practice: The case for English language learners. *International Journal of Education*, *4*(3), 108–118. https://doi.org/10.5296/ije.v4i3.2223

Nazir, M. (2003). *Metode penelitian*. Ghalia Indonesia.

Pitsoe, V. J., & Maila, W. M. (2012). Towards Constructivist Teacher Professional Development. *Journal of Social Sciences*, *8*(3), 318–324. https://doi.org/10.3844/jssp.2012.318.324

Sari, D. M. M., & Prasetyo, Y. (2021). Project-Based-Learning on Critical Reading Course to Enhance Critical Thinking Skills. *Studies in English Language and Education*, *8*(2), 442–456. https://doi.org/10.24815/siele.v8i2.18407

Sharma, H. L., & Poonam. (2015). Constructivist Approach for Teaching English: Making Sense of Paradigm Shift from the Traditional Approach. *International Journal of Science and Research*, *5*(10), 789–792. www.ijsr.net

Silvhiany, S., Mirizon, S., & Vianty, M. (2021). Digital Literacy Training for Teachers of English To Support 21 St Century Learning. *Prosiding SENABATRA Ke-1*, *1*(2015), 132–143.

Singh, H. (2014). Differentiating Classroom Instruction to Cater Learners of Different Styles. *Indian Journal of Research*, *3*(12), 58–60. https://doi.org/10.15373/22501991/December2014/25

Suhendi, A., Purwarno, P., & Chairani, S. (2021). Constructivism-Based Teaching and Learning in Indonesian Education. *KnE Social Sciences*, *2021*, 76–89. https://doi.org/10.18502/kss.v5i4.8668

Suman, C. (2023). The Effective Integration of Multimedia in Foreign Language Teaching. *A Peer Review Research Journak of Language and Human Development*, *1*(1), 83–93. https://doi.org/10.13140/RG.2.2.14985.42085

Vu, N. T. (2020). A Case Study of Constructivist Learning and Intercultural Communicative Competence in English-Majoring Pre-Service Teachers. *Journal of English as an International Language*, *15*(2), 52–76.

Wahyuni Anggraini, H., Hayati, R., & Lingga Pitaloka, N. (2021). Students' perceptions in a Diverse Language Classroom: The Case of one Public University in Indonesia. *Indonesian Research Journal in Education |IRJE|*, *4*(2), 433–447. https://doi.org/10.22437/irje.v4i2.10846

Wajdi, F. (2017). Implementasi Project Based Learning (PBL) dan Penilaian Autentik dalam Pembelajaran Drama Indonesia. *Jurnal Pendidikan Bahasa Dan Sastra*, *17*(1), 86. https://doi.org/10.17509/bs_jpbsp.v17i1.6960

Widiana, I. W., Tegeh, I. M., & Artanayasa, I. W. (2021). The Project-Based Assessment learning model that impacts learning achievement and nationalism attitudes. *Cakrawala*

Pendidikan, *40*(2), 389–401. https://doi.org/10.21831/cp.v40i2.38427

Zeng, J., & Huang, L. (2021). Understanding Formative Assessment Practice in the EFL Exam-Oriented Context: An Application of the Theory of Planned Behavior. *Frontiers in Psychology*, *12*(December), 1–13. https://doi.org/10.3389/fpsyg.2021.774159