

## Providing English Village Training for Students and Boat Rowers at Rammang-Rammang World Geopark Tourism

Rina Asrini Bakri<sup>1</sup>, Saiful<sup>2</sup>, St Asriati. Am<sup>3</sup>, Hamid Ismail<sup>4</sup>, Ibrahim H Ahmad<sup>5</sup>

STKIP YPUP Makassar; [rinaasrini@stkip.ypup.ac.id](mailto:rinaasrini@stkip.ypup.ac.id)

Universitas Muhammadiyah Makassar; [saiful@unismuh.ac.id](mailto:saiful@unismuh.ac.id)

Universitas Muhammadiyah Makassar; [sittiasriati@unismuh.ac.id](mailto:sittiasriati@unismuh.ac.id)

STKIP KIE Raha Ternate; [hamidismail1961@gmail.com](mailto:hamidismail1961@gmail.com)

STIE YPUP Makassar; [ibrahimahmad3112@gmail.com](mailto:ibrahimahmad3112@gmail.com)

---

### ARTICLE INFO

#### *Keywords:*

Boat Rower;  
Perspective;  
English Village Training;

#### *Article history:*

Received 2021-08-14  
Revised 2021-11-12  
Accepted 2022-01-17

---

### ABSTRACT

This study aims to provide English Village training for high school students and boat rowers at Rammang-Rammang World Geopark Tourism. This activity is expected to attract the enthusiasm of students and boat rowers to learn English as a foreign language. The researchers conducted a study in Salenrang Rammang-Rammang Maros Village. The population of this study amounted to 98 people consisting of 20 high school students and 78 boat rowers. The cluster sampling technique was used in selecting samples that had prior knowledge of English so that only 33 were selected as respondents, namely 20 high school students and 13 boat rowers. The instrument used by researchers in this study is a questionnaire. questionnaires are used to collect information about current conditions identify respondents' needs in learning English in English Village and find out the problems encountered in speaking. The results reported that 33 respondents expressed enthusiasm to welcome the program and they were well motivated to join the training, they were also happy to empower English language training because English is essential to their work as boat rowers. The same goes for the students because they can increase their knowledge of English in addition to what they get from school.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

### Corresponding Author:

Rina Asrini Bakri

STKIP YPUP Makassar; [rinaasrini@stkip.ypup.ac.id](mailto:rinaasrini@stkip.ypup.ac.id)

---

## 1. INTRODUCTION

English is the most widely used as the global language in communicating internationally in the world of tourism. The use of English in the tourism industry will facilitate communication between tourism actors and tourists who come from all over the world (Saiful, Firman, Maharida, Saiful, Firman, Maharida, & Bakri, 2022). One of the main focuses and priorities of the current government is the development of the tourism sector (Oktarin, Syahrial, & Harahap, 2019). The tourism sector is experiencing rapid development in recent years (Muslimin, 2020). In 2013, the tourism ministry noted that tourism is a sector that ranks 4th after oil and gas, coal, and palm oil which contribute greatly to the country's foreign exchange. In this case, the tourism sector can absorb a lot of labour and of course, the contribution of the country's foreign exchange is quite large (Sri Widiastuti, Astawa, Mantra, & Susanti, 2021). This means that tourism has great potential in increasing the economic sector. Therefore to

support tourism, we need to teach English to all actors of tourism such as boat rowers, the community in the tourism area, and of course all the young generation especially students.

To support the tourism industry, it is imperative to improve human resources by equipping themselves with the necessary skills (Soemanto, 2010). This is related to the Independent Learning Policy - Independent Campus initiative which was developed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia to increase access to higher education and strengthen connections between higher education and the world of work during the industrial revolution. 4.0. The MBKM program is by Permendikbud No. 3 for the year 2020 concerning the National Standard of Tertiary Education, which states that students shall have the opportunity to study for up to one semester or two years with 20 students per year at the same institution of higher learning, and up to two semesters or two years with 40 students per year at the same institution of higher learning.

This training of language village program as research in the village was designed to be equivalent to one semester of mentoring implementation. (Saiful, Firman, Maharida et al., 2022). As Pranoto Suprayogi (2020) stated the problem that exists in the community is mostly a lack of experience and self-confidence and this also happened in Salenrang village where the boat rowers lack competence in English communication skills. Based on the results of observations there was a condition, a foreign tourist waited for hours until there was a new or another visitor who could speak English to help convey their meaning regarding the desired boat rental to the boat rowers. Joining boats or boat charter, boat charter is more expensive than joining a boat, while foreign tourists are sometimes alone or together so the cost can be cheaper if the joining boat is chosen to enter the islands in the Salenrang village area. Another problem faced is that the tourism area does not provide sources of information such as brochures and wall information. In addition, the people in the tourism area lack communication ability in English, so it makes it difficult for foreign tourists. (Saiful, Amran, Erwin, & Rina, 2021). In this case, it is needed to note that facilitating the English language for the community in the tourism area is very important to give the best service for visitors, especially foreign tourists. In addition, it can improve the welfare of the Rammang-Rammang community and the sustainability of the tourism world (Basri, Islam, Paramma, & Anas, 2023)

The difficulty of communicating in English caused service users to have problems in service because they do not understand what the customer (foreign tourist) wants meanwhile they should do communication, negotiation, and business transaction). The inability to communicate in English results in the low quality of service. As a result, visitors and foreign tourists felt uncomfortable. The urgency of this village research grant is that English for tourism village communities is related to professional English communication in today's global era. English plays a central role as an international language. Currently, there are various models and designs of learning for the needs of the profession. (Saiful, 2014) states that learning English can be started based on a communicative approach to facilitate the learner's understanding of the context he is studying in both the social and cultural fields. Learning will be easier because of the use of various local cultural terms in daily contexts. With the scope of life of the people in the tourist village and the surrounding culture as input for learning English. (Saiful, Asrini, 2018) has emphasized that foreign languages have the flexibility to fit into various cultural contexts which makes it easier for participants to learn them. Using the above-mentioned background as a guide, the author suggests the following problem of the research; What the boat rower's perception is of holding an English village training at Rammang-Rammang Salenrang?

Similar research has been conducted by Argonawan et al. 2021, it was about facilitating local tour guides in mastering English at Desa Wisata Kandri. As a result, the youth who joined the program become more confident in conveying information related to tourist areas in English, so facial expressions can convince foreign tourists. Moreover, the tourists have benefited impression of the local tour guide of Kandri Village. Suprayogi & Eko (2020) stated that there is an improvement in understanding the use of English for tour guides and being able to describe directions or tourist attractions in English that was applied at Semarang Kaja.

## 2. METHODS

This study used a descriptive research method that aims to provide English Village training for high school students and boat rowers in Rammang-Rammang World Geopark Tourism so it was necessary to collect information about the latest conditions by identifying the needs of respondents in learning English in English Village and identifying speaking problems experienced by respondents in welcoming foreign tourists in Rammang-Rammang. The study was conducted in Salenrang Rammang-Rammang Maros village consisting of 33 respondents. The researchers used cluster sampling to identify individuals who had prior knowledge of the English language. The instruments used in this study were questionnaires and interviews.

A questionnaire is a data collection technique that asks specific questions or provides detailed answers to respondents to elicit a response (Creswell & Creswell, 2018; Dawson, 2002). Questionnaires are given to students and boat rowers. Researchers collected data from questionnaire analysis using the Likert scale: "strongly agree" (SA) with a score of 4, "agree" (A) with a score of 3, "neutral" with a score of 2, "disagree" (D) with a score of 1 (Asriati, Nappu, & Qalbi, 2022). Data collected from respondents were analyzed using percentages and quantitative. Researchers came to the first port in Rammang-Rammang and asked respondents to fill out questionnaires. The procedure for entering data into this study is as follows: 1) Researchers visited samples found around two separate locations in Rammang-Rammang; 2. The researcher asks the respondent for permission to conduct research. 3. The researcher gives the questionnaire to the respondent and explains the procedure for filling out the questionnaire. 4. They filled out questionnaires for ten to fifteen minutes. 5). Finally, researchers collected questionnaires that had been filled out by respondents. According to Muliyah et al., (2020) Data analysis is a process that involves organizing raw data into categories, subcategories, and units of description.

## 3. FINDINGS AND DISCUSSION

This section outlines the discoveries derived from the questionnaire regarding the responses provided by the respondents.

### 3.1. The English Learning Needs of the Rammang-Rammang Community

Based on the results of research that has been conducted through questionnaires to respondents about learning needs in English consists of four things, namely: introduction, greeting, asking, and describing.

The results of the Rammang-Rammang community needs questionnaire on English learning (figure 1) were analyzed in percentage form

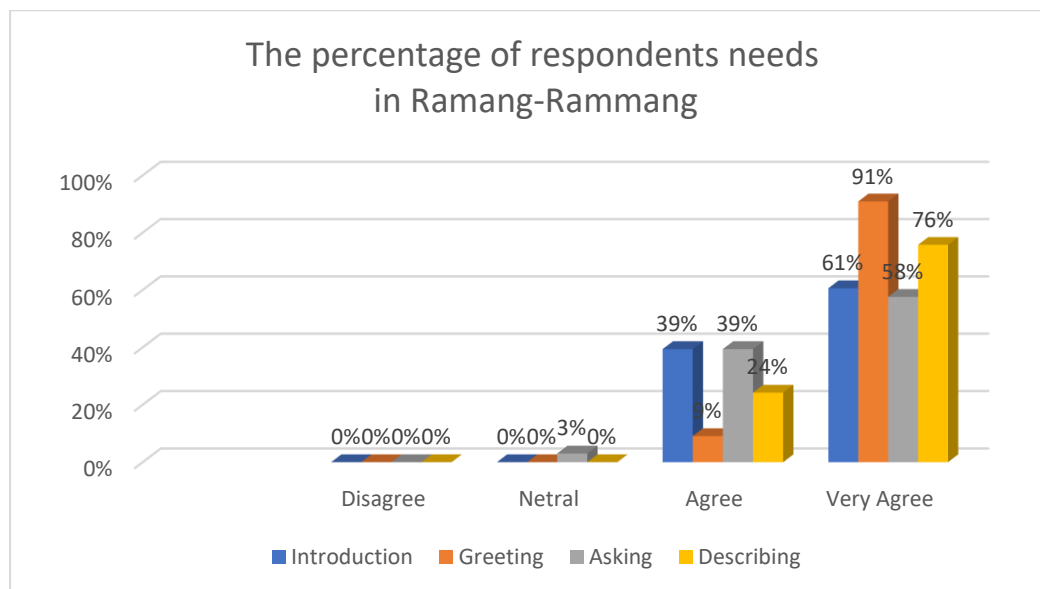


Figure1. The percentage of respondents who need to learn English in Rammang-Rammang

Figure 1 shows that the material that respondents need and complain about the most by respondents is greeting 91%. This can be seen from the number of respondents who cannot give greetings in English. Respondents only know yes or no in English. Even though as a tourist visit area, people should understand how to greet in English. The greeting is part of a very pleasant and polite behaviour (Harsoyo, Wigati Retno Astuti, & Rahayu, 2019). Like greeting strangers appropriately and not asking for personal things (Nindya, Widiati, & El Khoiri, 2022). Greeting is not enough with a smile alone but also needs to speak well and clearly (Rodis & Locsin, 2019). The second need needed by respondents is describing there are 76% of respondents strongly agree to learn material about describing. The level of understanding of describing is very lacking. They don't understand how to explain their surroundings to tourists in English. Meanwhile, 61% of respondents responded that Introduction material is also needed in English language learning. Respondents complained about their weakness in introducing themselves, while one part of good communication is being able to introduce themselves to others. Good communication is part of the introduction and can establish mutual understanding (Octaberlina & Muslimin, 2020). Mutual understanding of language can improve communication and cooperation relationships (Holmes & Illing, 2021). And respondents who answered needed material about asking 58% this ranks lowest. Respondents need knowledge of how to ask good questions in English. This is also part of a good interaction.k (Trujillo & Holler, 2021).

The results of the analysis of the questionnaire data show a clear picture of the needs of English learning materials desired by respondents, especially in the context of four main categories: Greeting, Describing, Introduction, and Asking. First of all, from a Greeting perspective, there is a significant need. Respondents showed a high interest in deepening their skills in welcoming guests or customers in English. This indicates that they recognize the importance of friendly and pleasant initial communication. Furthermore, the Describing category also received significant attention from respondents. This shows their desire to develop the ability to provide clear and comprehensive descriptions, both related to attractions and other aspects of the experience at the destination location. In addition, the Introduction category is also an important focus. Respondents recognized the need to be able to introduce themselves fluently in English, this relates to social interaction and strong first impressions of tourists.

Finally, although at a slightly lower level of importance, the Asking category is still considered important by respondents. This indicates their desire to be able to ask questions correctly and

effectively in situations of interaction with travellers. So it is very appropriate to provide training materials that are to the needs of respondents (Saiful et al., 2021).

### 3.2. The English Speaking Issues Faced by the Rammang-Rammang Community

The results of the questionnaire about the problems faced by respondents in speaking consist of eight question items (Q1-Q8) and are analyzed in percentage form (figure 2).

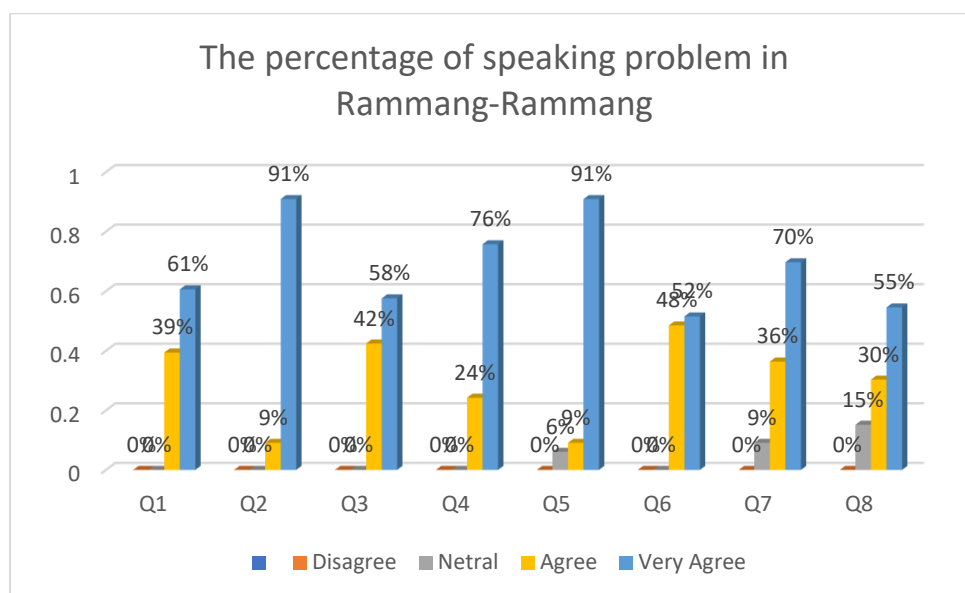


Figure 2. The percentage of speaking problems in Rammang-Rammang Maros

From the results of data analysis in Figure 2, it can be concluded that the majority of respondents showed high awareness regarding difficulties in understanding and using English vocabulary when interacting with tourists in Rammang-Rammang (Q1), with 61% of respondents strongly agreeing and 39% agreeing. However, English vocabulary is very effective in learning English and this is in line with (B. Klimova, 2019) that vocabulary greatly determines a person's performance in speaking. English vocabulary and phrases need to be studied carefully for good interaction to occur (Blanka Klimova & Polakova, 2020). In addition, the majority of respondents also admitted that they felt awkward and lacked confidence when it came to speaking in English (Q2), with 91% strongly agreeing and 9% agreeing. This is understandable considering they rarely practice in English while according to Zeng, Peng, Baležentis, & Streimikiene (2019) Self-confidence can increase familiarity and can be a decision-maker.

Respondents also identified difficulties in pronouncing words or phrases in English correctly and fluently (Q3), with 58% strongly agreeing and 42% agreeing. This is an encouragement for them to continue learning. The difficulty faced should be a transformation of learning that can help respondents communicate fluently (Mutohhari, Sutiman, Nurtanto, Kholifah, & Samsudin, 2021). In the field of tourism, good communication affects income (Crowe, 2020; Suprayogi & Pranoto, 2020)

Furthermore, the majority of respondents also admitted that their accent or accent was a barrier in communicating with English-speaking travellers (Q4), with 76% strongly agreeing and 24% agreeing. Respondents noticed that native English speakers are very different from their English speakers. English used in tourism is certainly different from general English (Radovanović, 2020). The language of tourism is a special discourse that has its structure and function both orally and in writing (Collocations, 2021)

In terms of the influence of English speaking skills on the traveller experience (Q5), most respondents agreed, with 91% strongly agreeing and 9% agreeing. They realize that their ability to

serve in the field of services will affect the next tourist visit. Thus, tourism can become a growing business land (Mualifah, 2018). Along with that, most respondents showed interest in attending training or courses to improve their English speaking skills (Q6), with 52% strongly agreeing and 48% agreeing. High interest in learning and enthusiasm certainly determine success (Guo, 2021; Wijaya, 2021) for example taking a course in the Rammang-Rammang environment. The belief that improving English speaking skills will improve the experience of tourists in Rammang-Rammang also emerged (Q7), with 70% strongly agreeing, 36% agreeing, and only 9% neutral. They firmly believe that with the ability to communicate with tourists, tourists can remember pleasant experiences while in Rammang-Rammang. Lastly, most respondents also showed interest in wanting to get more opportunities to practice speaking English (Q8), with 55% strongly agreeing, 30% agreeing, and 15% neutral. This shows that respondents strongly support English Village Training in Rammang-Rammang.

### 3.3. Discussion

The material needs for English courses, especially those related to tourism, really need to be studied to meet the needs of the Rammang-Rammang community, especially boat rowers and high school students. This is very clear from the results of respondent answers. The material "Greeting" occupies the most desired position by respondents then material about "Describing", "Introduction" and "Asking". "Greeting" is very necessary for them because it is very related to the first impression when meeting (Juma, 2015). A kind and polite greeting will give a deep impression and can make tourists feel appreciated (Cruz, Moral-Cuadra, Tito, & López-Guzmán, 2020). "Describing" is also important to learn in the course according to respondents because it is a basic conversation in English (Juniardi & Humaira, 2022). Communicating with travelers requires knowledge and clear information (Suartama et al., 2020). This provides special benefits for the people of Rammang-Rammang because they no longer need to find translators. "Asking" is also very important to learn in the world of tourism and also based on the results of respondents' answers. The ability to "ask" in English will result in good comprehension and clear delivery of messages (Aulia, Maulida, Kuzairi, & Saputra, 2017). Therefore, learning how to ask questions in English is important in developing speaking skills. In addition, it can also help in building strong relationships, solving problems and improving social relationships (Menggo, Su, & Taopan, 2022).

In addition to the material needed for English courses, respondents were also given questions to find out the problems they faced in speaking. The result is that they are awkward and lack confidence. According to respondents, this will give a bad impression because they cannot speak well to foreign tourists. Positive and friendly interaction is the key to building a good relationship (Granero-Gallegos, Gómez-López, Baena-Extremera, & Martínez-Molina, 2020). Similarly to accent issues, respondents admitted that one of their difficulties in speaking English was communication that was very different from what they often hear in everyday life. A response that is not smooth will make the other person become discouraged in speaking. Thus, it is very necessary to provide training courses for respondents so that they can provide pleasant services to foreign tourists.

## CONCLUSION

To address this need, it is recommended to design a focused and structured English language learning program, placing special emphasis on topics such as Greeting, Describing, Introduction, and Asking. By doing so, this program would be more effective in assisting respondents in developing their English communication skills, crucial for maximizing the tourist experience at the destination. This provides a solid framework for curriculum development and teaching strategies that can have a significantly positive impact on both students and boat rowers in Rammang-Rammang. Furthermore, there is a clear demand for an enhancement in English speaking proficiency among respondents,

particularly in the context of interacting with tourists at Rammang-Rammang. Tailored training programs and courses can offer significant benefits in improving the overall tourist experience and enriching interactions in this destination."

## REFERENCES

- Asriati, S., Nappu, S., & Qalbi, N. (2022). Professional Education Program for Junior High School In-Service Teachers' Social Competence. *Jurnal Pendidikan*, 14(2), 2563–2570. <https://doi.org/10.35445/alishlah.v14i1.1342>
- Aulia, V., Maulida, H., Kuzairi, K., & Saputra, I. H. (2017). Pelatihan Penggunaan Bahasa Inggris Untuk Pariwisata (English for Tourism) Bagi Siswa Smkn 4 Banjarmasin. *J-ABDIPAMAS : Jurnal Pengabdian Kepada Masyarakat*, 1(1), 40. <https://doi.org/10.30734/j-abdipamas.v1i1.78>
- Basri, M., Islam, F. S. P., Paramma, M. A., & Anas, I. (2023). The Impact of English Educational Tourism on the Growth of Local Economy: A Systematic Literature Review. *International Journal of Language Education*, 7(2), 304–318. <https://doi.org/10.26858/ijole.v7i2.45783>
- Collocations, N. (2021). *Dragana Vuković Vojnović Key Noun + Noun Collocations in the Language of Tourism : A Corpus-Based Study of English and Serbian Ključne dvoosamostalniške kolokacije v jeziku turizma – korpusna študija angleškega in srbskega jezika*. 18(2), 51–68.
- Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
- Crowe, A. M. L. (2020). Communication skills with children in paediatric anaesthesia: Challenges while wearing a face mask. *BMJ Paediatrics Open*, 4(1), 1–2. <https://doi.org/10.1136/bmjpo-2020-000846>
- Cruz, F. G. S., Moral-Cuadra, S., Tito, J. C., & López-Guzmán, T. (2020). Gastronomic motivations and perceived value of foreign tourists in the city of Oruro (Bolivia): An analysis based on structural equations. *International Journal of Environmental Research and Public Health*, 17(10). <https://doi.org/10.3390/ijerph17103618>
- Dawson, C. (2002). A practical Guide to Research Methods: A user-friendly manual for mastering research techniques and projects. *Chemistry & ...*, 167. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/cbdv.200490137/abstract>
- Granero-Gallegos, A., Gómez-López, M., Baena-Extremera, A., & Martínez-Molina, M. (2020). Interaction effects of disruptive behaviour and motivation profiles with teacher competence and school satisfaction in secondary school physical education. *International Journal of Environmental Research and Public Health*, 17(1), 1–14. <https://doi.org/10.3390/ijerph17010114>
- Guo, Y. (2021). A Study of English Informative Teaching Strategies Based on Deep Learning. *Journal of Mathematics*, 2021. <https://doi.org/10.1155/2021/5364892>
- Harsoyo, Y., Wigati Retno Astuti, C., & Rahayu, C. W. E. (2019). Competency and values of local wisdom of high school principals. *Cakrawala Pendidikan*, 38(3), 565–577. <https://doi.org/10.21831/cp.v38i3.20593>
- Holmes, S. N., & Illing, J. (2021). Breaking bad news: Tackling cultural dilemmas. *BMJ Supportive and Palliative Care*, 11(2), 128–132. <https://doi.org/10.1136/bmjspcare-2020-002700>
- Juma, J. P. (2015). The Importance of Meet and Greet.
- Juniardi, W., & Humaira, Z. L. (2022). Pembahasan Describing Things dari Pengertian Hingga Rumus

Lengkap.

- Klimova, B. (2019). Impact of Mobile Learning on Students. *Education Sciences*, 9(2), 8. Retrieved from <https://www.mdpi.com/2227-7102/9/2/90>
- Klimova, Blanka, & Polakova, P. (2020). Students' perceptions of an EFL vocabulary learning mobile application. *Education Sciences*, 10(2). <https://doi.org/10.3390/educsci10020037>
- Menggo, S., Su, Y. R., & Taopan, R. A. (2022). Pelatihan Bahasa Inggris Pariwisata Di Desa Wisata Meler. *Jurnal Widya Laksana*, 11(1), 85. <https://doi.org/10.23887/jwl.v11i1.34908>
- Mualifah, N. (2018). Pemberdayaan Masyarakat Kampung Inggris Sebagai Destinasi Wisata Edukasi di Kecamatan Pare Kabupaten Kediri. *Jurnal Ilmiah Manajemen Publik Dan Kebijakan Sosial*, 2(1), 168–182.
- Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., Sitepu, S. S. W., & Tryana. (2020). Exploring Learners' Autonomy in Online Language-Learning in Stai Sufyan Tsauri Majenang. *Journal GEEJ Pendidikan Bahasa Inggris*, 7(2), 382–394. <https://doi.org/10.46244/geej.v7i2.1164>
- Muslimin, A. I. (2020). Pemberdayaan masyarakat untuk merintis kampung Inggris di Desa Kalipakem Kecamatan Donomulyo Kabupaten Malang. *Transformasi: Jurnal Pengabdian Masyarakat*, 16(1), 27–42. <https://doi.org/10.20414/transformasi.v16i1.2144>
- Mutohhari, F., Sutiman, S., Nurtanto, M., Kholifah, N., & Samsudin, A. (2021). Difficulties in implementing 21st century skills competence in vocational education learning. *International Journal of Evaluation and Research in Education*, 10(4), 1229–1236. <https://doi.org/10.11591/ijere.v10i4.22028>
- Nindya, M. A., Widiati, U., & El Khoiri, N. (2022). Understanding and Practices of Intercultural Communicative Competence Elements Perceived by English Pre-service Teachers'. *International Journal of Language Education*, 6(3), 297–313. <https://doi.org/10.26858/ijole.v6i3.22747>
- Octaberlina, L. R., & Muslimin, A. I. (2020). Efl students perspective towards online learning barriers and alternatives using moodle/google classroom during covid-19 pandemic. *International Journal of Higher Education*, 9(6), 1–9. <https://doi.org/10.5430/ijhe.v9n6p1>
- Oktarin, R. A., Syahril, & Harahap, A. (2019). Needs Analysis of Esp for Tourism Study Program At Smkn 7 (Senior Vocational School) Kota Bengkulu. *Journal of English Education and Teaching*, 3(1), 14–28. <https://doi.org/10.33369/jeet.3.1.14-28>
- Pranoto Suprayogi, B. E. (2020). A Need Analysis of ESP for Physical Education. *Premise: Journal of English Education and Applied Linguistics*, 9(1), 94–110.
- Radovanović, A. (2020). the Modal Expression of Necessity in English for Tourism. *ESP Today*, 8(2), 275–296. <https://doi.org/10.18485/esptoday.2020.8.2.5>
- Rodis, O. M. M., & Locsin, R. C. (2019). The implementation of the Japanese Dental English core curriculum: Active learning based on peer-teaching and learning activities. *BMC Medical Education*, 19(1), 1–7. <https://doi.org/10.1186/s12909-019-1675-y>
- Saiful, Asrini, I. (2018). EMPOWERING SPEAKING ABILITY FOR EFL STUDENTS USING PSYCHOLOGY GAME TECHNIQUE TO THE SECOND GRADE STUDENTS ' AT SM AN 2 BULUKUMBA. 1(1), 1–7.
- Saiful, Firman, Maharida, A., Saiful, S., Firman, F., Maharida, M., & Bakri, R. A. (2022). Need Analysis in Designing Tourism Instructional Materials Based on Local Objects in South Sulawesi. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 1403–1410. <https://doi.org/10.35445/alishlah.v14i2.1055>
- Saiful, Amran, A., Erwin, A., & Rina, A. (2021). PELATIHAN BAHASA INGGRIS BAGI PEDAYUNG



- PERAHU JOLLORO DI OBJEK WISATA RAMMANG-RAMMANG MAROS. *Martabe: Jurnal Pengabdian Masyarakat*, 4(2), 696–706.
- Saiful, M. (2014). *The Application of Communicative Approach in Improving The Students Speaking Ability*. 2(3), 333–346.
- Soemanto. (2010). *Pengertian Pariwisata, Sosiologi, dan Ruang Lingkup Sosiologi Pariwisata*.
- Sri Widiastuti, I. A. M., Astawa, I. N. D., Mantra, I. B. N., & Susanti, P. H. (2021). The Roles of English in the Development of Tourism and Economy in Indonesia. *SOSHUM: Jurnal Sosial Dan Humaniora*, 11(3), 305–313.
- Suartama, K., Usman, M., Triwahyuni, E., Subiyantoro, S., Abbas, S., Umar, ... Salehudin, M. (2020). Development of E-learning oriented inquiry learning based on character education in multimedia course. *European Journal of Educational Research*, 9(4), 1591–1603. <https://doi.org/10.12973/EU-JER.9.4.1591>
- Suprayogi, S., & Eko, P. B. (2020). The Implementation of Virtual Exhibiton Project in English for Tourism Class for University Students. *Academic Journal Perspective: Education, Language, and Literature*, 8(2).
- Suprayogi, S., & Pranoto, B. E. (2020). THE IMPLEMENTATION OF VIRTUAL EXHIBITION PROJECT IN ENGLISH FOR TOURISM CLASS FOR UNIVERSITY STUDENTS. *Academic Journal Perspective*, 8(2), 87–97.
- Trujillo, J. P., & Holler, J. (2021). The kinematics of social action: Visual signals provide cues for what interlocutors do in conversation. *Brain Sciences*, 11(8). <https://doi.org/10.3390/brainsci11080996>
- Wijaya, T. T. (2021). How chinese students learn mathematics during the coronavirus pandemic. *International Journal of Educational Research and Innovation*, 2021(15), 1–16. <https://doi.org/10.46661/ijeri.4950>
- Zeng, S., Peng, X., Baležentis, T., & Streimikiene, D. (2019). Prioritization of low-carbon suppliers based on Pythagorean fuzzy group decision making with self-confidence level. *Economic Research-Ekonomska Istrazivanja*, 32(1), 1073–1087. <https://doi.org/10.1080/1331677X.2019.1615971>