THE STUDENTS' INTEREST IN LEARNING INTERCULTURAL COMMUNICATION USING THE INTEGRATION OF MOBILE LEARNING TECHNOLOGY

Saiful
Universitas Muhammadiyah Makassar, Indonesia

Article Info	ABSTRACT
	The objective of this study is to describe students' interest in learning intercultural communication through local wisdom, specifically Makassar ethnicity, integrated with mobile learning technology. This study uses a quantitative descriptive method. The researchers chose one class, which consisted of 27 students in the English Education Department at Muhammadiyah University of Makassar. The researchers used two research instruments, namely questionnaires and documentation. With the following process: Creating questions After creating questions for the questionnaire, the researcher comes to class and distributes participant questionnaires. The researcher gives students 30 minutes to answer the questionnaire, adding up the plated questionnaire data. Data analysis was carried out through descriptive analysis by calculating the frequency, mean score, percentage, and average using SPSS. From the results of the descriptive analysis, it is known that the average score of interest in learning intercultural communication through the local wisdom of Makassar Ethnic using mobile learning integration is 74.55, which indicates that there is a lot of interest. This outcome is similarly related to the average percentage of survey responses, where 35.49% of students said that they were interested. This means that students in the English Education Department of Muhammadiyah University of Makassar are interested in learning English intercultural communication through the local wisdom of Makassar ethnicity.

Corresponding Author:

Saiful
Universitas Muhammadiyah Makassar, Indonesia
Email: saiful@unismuh.ac.id

1. INTRODUCTION

Naturally, one culture will relate to another culture when studying cross-cultural knowledge and intercultural communication (Aririguzoh, 2022). These exchanges will be related to one another because one language will relate to other languages in an integrated way. It is hoped that the potential for intercultural communication exchanges will be favorable, but occasionally it can also be detrimental. This is where an understanding is needed that intercultural communication is dynamic so various

approaches and efforts are needed, including understanding cross-cultural communication itself, which can be in the form of assimilation and integration (Sjøen, 2023). In this research, a mobile learning approach will be implemented in cross-cultural communication learning. Understanding cross-cultural communication is very important for reducing culture shock, stereotypes, prejudice, and racism. In addition, Mulyana & Rahmat (2009) states that the purpose of understanding cross-cultural communication studied in a review of cognition and affection is (1) to be aware of bias in one's own culture. (2) instill a sense of cultural sensitivity. (3) placing oneself as a unit that plays a role in enlivening other cultures. (4) growing understanding of raising one's own culture (5) increasing one's knowledge and experience. (6) having communication skills as something meaningful to the community. (7) provide knowledge of models, concepts, and intercultural applications. (8) provide awareness if the value system that becomes a differentiator can be used as a comparative learning of intercultural communication knowledge.

The approach to studying the four ethnicities in the Province of South Sulawesi is very relevant to the multiculturalism that exists in Indonesia as an ancestral asset of the Indonesian nation. Even though students lack an understanding of the four ethnic cultures in their own area, they need to learn in the form of four ethnic local wisdom models that contain products consisting of literature, folklore, art, music, and artifacts. The ideas section consists of beliefs, values, and institutions, and the last part, namely behavior, consists of customs, habits, dresses, foods, and leisure. Of the three main studies, it will serve as a research focus for four ethnicities, which will be integrated into mobile learning applications.

The Intercultural Communication course is a new course taught in the IQF curriculum from the previous course, namely Cross-Cultural Understanding. As one of the MBKM programs at Unismuh Makassar, student exchanges have been realized between universities where UKI Toraja students have attended and programmed the Intercultural Communication course for a full semester of the English Education study program. With the existence of MBKM learning, it is deemed necessary to follow up by creating a special learning model for the Intercultural Communication course as a reflection of the lack of teaching materials based on local wisdom, even though South-West Sulawesi already has four ethnicities that allow local cross-cultural studies with a global vision. With the intercultural learning model based on the local wisdom of these four ethnicities, it will create values that can be accepted by other cultures, and in the end, these four ethnic groups will understand each other, create good communication, strengthen human ties, and realize that these four ethnicities are a unique gift. True God. With this learning model, it will add to the harmony of the lives of the four ethnic groups in Sulselbar. By presenting IT in the midst of learning where distance and hybrid learning are still the main choice in the midst of a post-pandemic or endemic atmosphere and the distance from Toraja and Makassar is far away, it really supports the learning process with mobile learning applications.

A strong reason for integrating mobile learning into local wisdom-based learning models is the practicality and flexibility of its use, which can be accessed anytime and

anywhere (Calimag 2014). Another reason is that operating an Android mobile that has open sources makes it easier to source code on an Android mobile where developers can customize various existing and appropriate features and applications (Hakim, 2015). According to Neier & Zayer (2015), Android-based mobile learning will make it easier for students because it will involve them directly in the learning process. Another advantage of using a mobile-based model is that it is more affordable than a personal computer or PC. However, when viewed from its function, it is the same because it can play multimedia in the form of video, sound, and animation. Sharples et al. (2009); Berge & Muilenburg (2013) divides the design stages of mobile learning production into several stages: (1) preparation of flowcharts; and (2) preparation of material from teaching materials to be developed. (2) storyboards; designing tutorial models, pattern training, and models of four ethnic local wisdom products, ideas, and behaviors. (3) Graphics and animation; need to add supporting material in the form of moving pictures and videos that have sound adopted from four multi-ethnic groups in South Sulawesi. (4) programming; merging all items in teaching materials into one m-learning item. (5) finish and publish mobile products. (6) A trial is given to small-scale users, and the results are in the form of suggestions and considerations from software experts to evaluate the product. (7) Product Revision; according to the validator's suggestion, if the product has been revised, then it meets the criteria.

Based on previous findings on the results of research using mobile learning applications, it was found that learning using mobile learning is very efficient for improving student learning outcomes and is a powerful method for improving the quality of writing results (Aripin, 2018). Therefore, this study will examine in depth the learning model of local wisdom for four ethnicities using a mobile learning application. Furthermore, the researcher will develop the design of teaching materials in the intercultural communication course based on the findings of four ethnic local wisdom studies on three research focus indicators: products, ideas, and behavior. The main objective of this research is to increase student knowledge of communication and cross-cultural learning through the development of learning models and teaching materials.

Referring to the problems stated above, this study aims to apply the four ethnic local wisdom learning models, but in this publication, the results will concentrate on Makassar ethnic integrated mobile learning in the intercultural communication course by taking three main components: products, ideas, and behavior. The research question is: What is the average student's interest in learning intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning technology at the Unismuh Makassar English Education Department?

2. METHOD AND DISCUSSION

The researcher used descriptive and quantitative methods. According to Gall et al. (2014), descriptive quantitative (statistics) is research that uses a numerical summary of the distribution of a sample's score on a scale. According to Sugiono (2014), quantitative descriptive methods can be interpreted as research methods based on the philosophy of

positivism that are used to research a certain population or sample; data collection uses research instruments; and data analysis uses quantitative or percentage-based statistics to test established hypotheses. This research design aims to determine students' interest in learning intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning technology. The researchers took the population of the English Education Department at Unismuh Makassar, and the sample is in class VI C students of the English Education Department at Unismuh Makassar for the academic year 2022-2023, with a total of 27 students. The researcher took a sample from the population as a participant. Participants were selected using purposive sampling. The reason for using this purposive sampling technique is because it is suitable for quantitative research, or research that does not generalize.

The researchers used two instruments in this research, including the following: In this research, the researcher distributes questionnaires directly. According to Sugiyono (2016), a questionnaire is a series of data collection techniques in which researchers provide a list of questions or written statements to be answered by respondents. The research instrument used to collect data was a questionnaire in which students had to honestly answer what they felt about the statement. The questionnaire consisted of 12 items and was used to determine students' interest in learning English through reading narrative text using digital literature. In this research, an instrument with a Likert scale was used. Questionnaires that use a Likert scale are given to students as responses to positive assessments; responses indicate positive attitude objects in high scores, and indications of negative responses to attitude objects produce low scales. The second is documentation, which, according to Sugiyono (2016), is a record of events that have occurred. The document in question is a photograph of research evidence. The researcher used photos as evidence that this research has been carried out. Data collection was carried out by the researcher to obtain information in accordance with the research objectives. In collecting data, the researcher used a questionnaire as the main tool. Before distributing the questionnaire to the participants, aspects of the questionnaire were explained to them to ensure that they understood what the intent and purpose of the questionnaire itself were. There are four steps in the data collection procedure for the questionnaire: 1) Creating questions for the questionnaire, 2) The researcher comes to class and distributes questionnaires to the participants; 3) The researcher gives the students 30 minutes to answer the questionnaire; 4) The researcher administers the completed questionnaire.

The researcher used a Likert scale as an item for students to choose on the questionnaire. According to Sugiyono (2017), the Likert scale is a scale for measuring the opinions, attitudes, and perceptions of a person from a group of people about the phenomenon that occurs (social). The following is a Likert scale rating table that will be used by researchers as a reference for collecting data.

Table 1. Questionnaire Item for Students' Learning Intercultural Communication

Statement	Strongly interest	Interest	uninterested	Stongly uninterest
Favorable (+)	4	3	2	1
Unfavorable (-)	1	2	3	4

Table 2. Favorable and Unfavorable Items on the Questionnaire

Statement	Items
Favorable (+)	1,3,5,8,11,12
Unfavorable (-)	2,4,6,7,9,10

The last is documentation. After the researcher gave the questionnaire sheet, the researcher gave the mandate to someone to take a photo of the process of giving and working on the questionnaire. Descriptive analysis is the method of data analysis employed in this study. It includes the average score, frequency, and percentage of the survey's outcomes. The mean score obtained by the students when completing the survey is known as the meanscore. It serves to indicate if the questionnaire's results fall into the very high, high, low, or very low categories. Frequencies, or percentages, are used to describe the percentage of student responses to questionnaires. The researcher utilized SPSS for Windows to determine the mean score, frequencies, and percentage of the questionnaire result. The following table was used by the researcher to classify the questionnaire's scores:

Table 3. Data conversion of students' interest

Scale	Interval	Categories
4	Very high	76 % – 100 %
3	High	56 % – 75 %
2	Low	26 % – 55 %
1	Very low	0 % – 25 %

3. RESULTS AND DISCUSSION

3.1 Understanding Moderation Islam

The percentage of interest based on the items of the questionnaire is presented in the following tables:

Table 4. I am lazy in learning Intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly uninterested	13	48.1	48.1	48.1
	Uninterested	3	11.1	11.1	59.3
	Interested	7	25.9	25.9	85.2

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Interested	4	14.8	14.8	100.0
Total	27	100.0	100.0	

According to Table 4 above, 4 of the 27 students are very interested, 7 are interested, 3 are uninterested, and 13 are strongly uninterested. According to the data, 14,81% of students are very interested, 25,93% are interested, 11,11% are indifferent, and 48,15% are not at all interested. The highest presentation was 48,51%; it can be said that they are interested in learning intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning technology.

Table 5. I am interested in understanding the material better when I learn intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning technology

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Uninterested	1	3.7	3.7	3.7
	Uninterested	1	3.7	3.7	7.4
Valid	Interested	16	59.3	59.3	66.7
	Strongly Interested	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

According to Table 5 above, 9 of the 27 students are very interested in the subject, 16 are interested, 1 is uninterested, and 1 is very uninterested. According to the research, 33,33% of students are very interested in their classes, followed by 59,26% of students who are interested and 3,70% who are very uninterested. The highest presentation was 59,26%. It can be said that they are interested in understanding the learning material of intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning technology.

Table 6. I'm too lazy to read the material on Intercultural communication using local wisdom of Makassar ethnicity with the integration of mobile learning technology

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Uninterested	5	18.5	18.5	18.5
	Uninterested	12	44.4	44.4	63.0
Valid	Interested	5	18.5	18.5	81.5
	Strongly Interested	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

According to Table 6 above, there are 16 uninterested students, 5 very uninterested students, 5 interested students, 5 interested students, and 5 strongly uninterested students out of 27 total students. According to the survey results for this question, 18,52% of

students are very interested, 44,44% are interested, 18,52% are uninterested, and 18,52% are very uninterested. The highest presentation was 44,44%. It can be said that they are interested in reading the material on intercultural communication using the local wisdom of Makassar ethnicity with the integration of mobile learning technology. narrative text using digital literature

Table 7. Are you interested in doing the task of intercultural communication on the Internet using mobile learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Uninterested	1	3.7	3.7	3.7
	Uninterested	3	11.1	11.1	14.8
Valid	Interested	14	51.9	51.9	66.7
	Strongly Interested	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Table 7 over demonstrates that 9 of the 27 understudies are unequivocally interested, 14 are interested, 3 are uninterested, and 1 of the understudies is emphatically uninterested. The rate of the survey in this thing shows that 33,33% of understudies are unequivocally interested, 51,85% are interested, 11,11% are uninterested, and 3,70% are emphatically uninterested. The highest presentation was 51.85%; it can be said that they are interested in doing tasks of intercultural communication using mobile learning technology.

Table 8. Does intercultural communication with the integration of mobile learning have a lot of media that makes you too lazy to open the application?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Uninterested	2	7.4	7.4	7.4
	Uninterested	16	59.3	59.3	66.7
Valid	Interested	6	22.2	22.2	88.9
	Strongly Interested	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

Table 8 shows that 3 of the 27 understudies are unequivocally interested, 6 are interested, 16 are uninterested, and 2 are emphatically uninterested. The rate of the survey in this thing shows that 11,11% of understudies are unequivocally interested, 22,22% are interested, 59,26% are uninterested, and 7,41% are emphatically uninterested. The highest presentation was 59,26%, so it can be said that they are interested in opening the application to learn because mobile learning technology has a feature that makes students not bored to find the material and tasks based on the local wisdom of Makassar ethnicity.

Table 9. Learning to use the local wisdom of Makassar ethnicity with the integration of mobile learning technology makes it easier for you to find references to behavior, ideas, beliefs, values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Uninterested	1	3.7	3.7	3.7
	Uninterested	1	3.7	3.7	7.4
	Interested	9	33.3	33.3	40.7
	Strongly Interested	16	59.3	59.3	100.0
	Total	27	100.0	100.0	

Table 9 shows that 15 of the 27 understudies are unequivocally interested, 11 are interested, 1 is uninterested, and the rest are emphatically uninterested. The rate of the survey in this thing can be seen as the student's curiosity to memorize and utilize versatile learning that makes it easier for understudies to memorize the behavior, thoughts, convictions, and values of Makassar's nearby shrewdness. The information indicates that 59.3% of understudies are unequivocally interested, 33.3% are interested, 3.70% are uninterested, and 3.70% are emphatically uninterested. The highest presentation was 59.3%; it can be said that they are interested in learning. Intercultural communication with mobile learning because mobile learning makes it easier to find materials of local wisdom.

Table 10. Can the references in local wisdom of Makassar ethnicity with the integration of mobile learning technology attract your interest in learning intercultural communication?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Uninterested	1	3.7	3.7	3.7
	Uninterested	4	14.8	14.8	18.5
	Interested	14	51.9	51.9	70.4
	Strongly Interested	8	29.6	29.6	100.0
	Total	27	100.0	100.0	

Table 10 demonstrates that 5 of the 27 understudies are unequivocally interested, 17 are interested, 4 are uninterested, and 1 of the understudies is unequivocally uninterested. The rate of the survey in this thing can be seen as follows: 29,63% of understudies are emphatically interested, 51,85% are interested, 14,81% are uninterested, and 3,70% are unequivocally uninterested. The highest presentation was 51.85%. It can be said that they are attracted to learning the material of intercultural communication because mobile learning has interesting material.

Table 11. Does the use of local wisdom Makassar ethnicity with the integration of mobile learning technology make you interested in doing your assignments?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Uninterested	1	3.7	3.7	3.7
	Uninterested	1	3.7	3.7	7.4
	Interested	12	44.4	44.4	51.9
	Strongly Interested	13	48.1	48.1	100.0
	Total	27	100.0	100.0	

Table 11 demonstrates that 13 of the 27 understudies are emphatically interested, 13 are interested, 1 is uninterested, and all of the understudies are emphatically uninterested. The rate of the survey in this thing can be seen as follows: 3,70% of understudies are unequivocally interested, 48,15% are interested, 44,44% are uninterested, and 3,70% are emphatically uninterested. The highest presentation was 48.15 percent. It can be said that they are interested in doing assignments because local Makassar ethnicity texts through mobile learning applications can improve students' interest in doing the assignments.

Table 12. Does the task about the local wisdom of Makassar ethnicity with the integration of mobile learning technology make you interested in learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Uninterested	1	3.7	3.7	3.7
	Uninterested	3	11.1	11.1	14.8
	Interested	13	48.1	48.1	63.0
	Strongly Interested	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

Table 12 shows that 10 of the 27 understudies are emphatically interested, 13 are interested, 3 are uninterested, and 1 of the understudies is unequivocally uninterested. The rate of the survey in this thing shows that 3,70% of understudies are emphatically interested, 37,04% are interested, 48,15% are uninterested, and 11,11% are emphatically uninterested. The highest presentation was 48.15 percent. It can be said that they are interested in the task because they are reading using mobile learning application technology.

Table 13. Are you interested in finding the material substances using the local wisdom of Makassar ethnicity with the integration of mobile learning technology?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Uninterested	2	7,4	7.4	7.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uninterested	4	14.8	14.8	77.8
	Interested	4	14.8	14.8	92.6
	Strongly Interested	17	63.3	63.3	100.0
	Total	27	100.0	100.0	

Table 13 demonstrates that 2 of the 27 understudies are emphatically uninterested, 4 are interested, 4 are uninterested, and 17 are unequivocally interested. The rate of the survey in this thing shows that 7,41% of understudies are emphatically interested, 14,81% are interested, 14,81% are uninterested, and 62,96% are unequivocally uninterested. The highest presentation was 62.96%. It can be said that they are interested in finding material substances for intercultural communication because mobile learning has the preparation and complete material of the local wisdom of Makassar ethnicity.

Based on the findings of the data above, students' interest in learning intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning applications in the English education department at Unismuh Makassar for the academic year 2022-2023 is categorized as high. This can be seen from the average mean score of interest in learning English through reading narrative text using digital literature, which is 74.55. The mean score is correlated with the average percentage of the questionnaire filled out by the students. The high percentage of the result questionnaire is 35.49%, which indicates the students of the English education department at Unismuh Makassar are interested in learning intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning technology.

In fact, most students are interested in learning intercultural communication using mobile learning applications. In this case, the data is relevant to the data presented in Table 4, which describes that more than 48.51% of respondents are interested in learning intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning technology. Similarly, students will more easily understand the material if the media used can motivate and attract their' interest. Mobile learning integration can attract students' interest in understanding intercultural communication material better than using a manual or printed book. This can be seen from the student responses in Table 5, which describe students who are interested in having the highest presentation of 59.26 percent. Through these results, it is related to the theory of (Abdulrahaman et al., 2020; Nouri, 2016; van Alten et al., 2020) whiteboard animation containing basic materials and the integration of local wisdom. Learning by providing material before learning in class (pre-class) is more effective using video applications. Learning intercultural communication using the integration of mobile learning applications will make the student's learning process more efficient in finding the substances of material in terms of behavior, ideas, beliefs, and values. This can make students interested in reading and working on intercultural communication material assignments using the integration of mobile learning. This can be seen in the

theory of Murayama et al. (2019), which states that interest is the main driving factor for students in the teaching and learning process. In this case, students will be more enthusiastic to carry out the learning process and understand the material provided by the lecturer. Learning intercultural communication material makes the lecturer think hard about how to attract students' interest in learning, doing assignments, and understanding the material presented by the lecturer. The lecturer thinks that the integration of mobile learning applications is useful for asking students to study values, behaviors, ideas, and beliefs. Therefore, the English lecturers in the English education department at Unismuh Makassar chose mobile learning applications to teach intercultural communication. In addition, the theory of Saiful (2018) states that there are many kinds of inspirational mediums in the form of online media and applications for learning.

The results of the students' motivation are not in vain because, as can be seen from the responses of students who are interested in using mobile learning, websites, and applications, they have a high-interest value. In this case, the relevant data presented in Tables 11 and 12 depicted in these two tables are students' interest in doing assignments through mobile learning and their interest in learning intercultural communication through mobile learning. In Table 12, it is shown that 48.15% of students are interested in learning the task on websites or applications. Then, in Table 13, 63.3% of students are interested in learning intercultural communication using mobile learning. Through these results, the theory of Saiful (2019), which says that interest is a way to express feelings of liking and focus on a particular object, can make someone interested in doing tasks related to objects that can interest them.

4. CONCLUSION

Based on the analysis concludes that the normal score of students' interest in learning intercultural communication through nearby intelligence of Makassar ethnicity utilizing portable learning is 35.49%, whereas there are 23.15% of understudies who are uninterested. Subsequently, the number of understudies who said they were unequivocally interested is approximately 25.93%, and as it were, 15.43% said they were unequivocally uninterested in memorizing intercultural communication. In this manner, the normal score of students' interface in learning intercultural communication through the nearby shrewdness of Makassar ethnicity utilizing portable learning applications is 74.55, which implies that the level of intrigue is high. This result too relates to the normal rate of the results of the survey, where 35.49% of understudies said they were interested. It means that the students of the English education department at Unismuh Makassar are interested in learning intercultural communication through the local wisdom of Makassar ethnicity using the integration of mobile learning applications.

The recommendation of the research is that the students should be aware of their problems in learning intercultural communication in terms of the values, beliefs, ideas, and behaviors of the Makassar ethnicity. They ought to know what makes them fascinated by learning intercultural communication through neighborhood shrewdness

of Makassar ethnicity and utilizing versatile learning so they can exertion to extend their intrigued reason and keep up it. The speakers, as one who supports the students' victory in learning, can utilize innovative smartphones, which bolster web association, to assist them in increasing and keeping up the students' interest in learning intercultural communication or other English subjects. The workforce ought to take an imperative part in assisting their understudies to extend their interest in learning and ought to allow an appropriate classroom and WiFi back that can increase their students' interest in learning utilizing versatile learning innovation or application.

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