Heutagogy and cybergogy strategies in Indonesian language learning at higher education institutions

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Abstract
This research investigates how the combination of heutagogy and cybergogy can enhance students' abilities in understanding, speaking, reading, and writing in the Indonesian language. Through the General Basic Course (MKDU), the Indonesian language plays a crucial role in education in Indonesia as it is the official language in all fields. The Indonesian language course aims to improve students' communication skills in Indonesian effectively and correctly. In addressing these issues, the discussion context focuses on alternative ideas for teaching approaches in higher education to encourage Indonesian language educators to present learning in an effective and enjoyable manner. To achieve this, the author proposes two strategies: heutagogy, which involves educating by encouraging students to have self-directing skills, and cybergogy, a strategy that incorporates learning by utilizing information technology. The implications of this research can be used as a foundation for the development of language learning methods in higher education institutions.

Keywords: Cybergogy, Heutagogy, Indonesian Language

1. Introduction

Language plays a central role in the intellectual, social, and emotional development of learners. It serves as a support for the success of learners in studying all fields of study. Language learning is expected to help learners understand themselves, their culture, and the culture of others. Additionally, through language, learners are expected to express ideas and feelings, participate in societies that use that language, and discover and utilize analytical and imaginative abilities within themselves (Depdiknas, 2007: 177).

The learning of the Indonesian language holds a crucial role in education in Indonesia as it is the official language in all fields. The learning of the Indonesian language is directed towards enhancing learners' communication skills in Indonesian effectively and correctly, both orally and in writing. Furthermore, understanding the Indonesian language is expected to cultivate the ability to write scholarly works and foster appreciation for the literary works of the Indonesian nation.

Competency standards for learning the Indonesian language represent the minimal qualifications of learners that demonstrate mastery of knowledge, language skills, and a positive attitude towards the Indonesian language and literature. These competency standards serve as the basis for learners to understand and respond to local, regional, national, and global situations.

The General Basic Indonesian language course is a compulsory university course. So far, Indonesian language students majoring in non-Indonesian languages have faced various problems. These include the availability and competence of teaching staff, minimal learning time for one meeting, and learning materials that change as the curriculum changes. Apart from that, the challenges of 21st century competency and the era of industry 4.0 society 5.0 have resulted in changes in the learning process approach models (Hotimah, 2020). This change is influenced by innovation in technology, population mobility, and rapid changes in economic, political and cultural systems. Technology that continues to develop and improve will increase opportunities for learning innovation related to newer information and communication technology systems. As technology develops, improving the quality of human resources is also needed so that the world of education needs to take steps to innovate learning strategies.

Another specific problem is differences in students' interests and talents in learning. Apart from that, an unsupportive physical or social environment is also a problem in the practice of teaching Indonesian in higher education. Of course, these various problems are not expected to continue continuously. There should be an attitude with wise understanding in order to determine better solutions.

This presentation is a perspective on the importance of learning Indonesian so that it is carried out effectively and enjoyable. Regarding various problems in Indonesian language learning, the context of the discussion will focus on problems that can be overcome, at least internal ones to stimulate educators' ability to teach better. What learning strategies can be developed in order to present Indonesian language material optimally, so that the various functions and goals of language education can be reached by students?

2. Research Method

The research method used is literature review. According to Winarno Surakhmad (1990: 140), in literature review, researchers attempt to find information regarding everything relevant to their issue, including theories, expert opinions, and research relevant to the problem being studied. The primary sources for conducting a literature review include searching databases of search engines/publisher journals, such as Springer, Google Scholar, Scopus journals, and ResearchGate. Based on the previous statement, literature review will serve as the basic method for researchers to develop and strengthen the researcher's framework of thinking in drawing conclusions related to heutagogical and cybernetic strategies in Indonesian language learning in higher education.

3. Findings and Discussion
a. Indonesian Language Learning Strategy

The 21st century learning strategy also places great emphasis on students being able to think critically, be good at communicating, be able to collaborate and have high creativity. 21st century learning strategies can be used by educators later in implementing the independent learning curriculum in higher education. The independent learning curriculum gives educators the freedom to create learning that is educational and fun. Educators must be able to develop strategies and carry out the learning process so that they can choose the right learning strategy. Not only that, educators and students are also required to be able to utilize technology with the aim of finding learning resources.

In language learning, especially Indonesian, several things are needed that encourage individuals or groups so that learning objectives can be achieved according to the target. Various kinds of learning techniques, methods, and strategies require a lot of thought and analysis to explain them one by one. Effective language learning is based on the right strategy. Planned strategies play an important role in the learning process. Strategy is closely related to technique in carrying out this learning. So that the strategy does not move away from the targets to be achieved, more understanding is needed. This understanding begins with the stimulus for each individual to encourage or motivate so that they provide a response in language learning activities.

Learning strategies are the main factor in improving the learning process and language skills. Planned strategies play an important role in the learning process. So that this strategy does not move away from the targets to be achieved, a better understanding of language learning activities is needed. Strategies that have direct contact between teachers and students, thereby generating stimulus and response, play a very important role. Teaching program components that are centered on teachers, students, and teaching materials also need to be implemented so that learning can be carried out well. Student-centered strategies are learning strategies that provide opportunities for students to be active so that teachers only act as facilitators and motivators. In learning strategic language skills, listening skills, speaking skills, reading skills and writing skills are supported by appropriate teaching techniques and the need to assess language skills with various skills tests to determine the results of the learning process so that it can improve the quality and quality of each individual's language skills.

Learning strategies are the methods used by educators to establish relationships with students during learning (Sudjana, 2014). Learning strategies can also be interpreted as an activity that must be carried out by educators and students so that learning objectives can be achieved effectively and efficiently (Sanjaya, 2016). Thus, it can be concluded that a learning strategy is a method that educators will use to convey learning material in order to achieve the goals and benefits of learning. Conceptually, this article recommends several relevant strategies that can be used in learning Indonesian in higher education.

Through heutogogy and cybergogy strategies, students can learn independently and solve problems easily, one of which is the problem in learning Indonesian. Heutogogy and cybergogy are learning innovations based on information and communication technology with three factors that influence each other: cognitive, emotional and social. This strategy encourages students to be more active and independent and to have wider access to learning and communication. This can give students the freedom to determine their own learning style and time so that students can study comfortably.

b. Heutagogi (*Self-Determined Learning*)

Traditional education has often been viewed as a pedagogical relationship between lecturers and students, with lecturers predominantly holding control and deciding what will be learned and how knowledge and skills should be taught. The results of scholarly reports over the past few decades have been significant enough to spark a revolution in education regarding how people learn. These findings empower educators to further work on teaching strategies and outcomes (Danim, 2015). Hase and Kenyon propose a learning strategy that contrasts with the pedagogical approach. This strategy posits that learners themselves can determine the content and objectives. This approach is known as the Heutagogy strategy. Heutagogy is a learning strategy that encourages learners to have self-directed skills. It applies a holistic approach to develop learners'

abilities through active and proactive learning, positioning learners as the main agents in the classroom (Hase & Kenyon, 2007)

Heutagogy is grounded in how learners play a central role in the learning process, drawing from the transformational learning theory by Mezirow, the constructivist approach by Vygotsky, andragogy by Malcolm Knowles, self-determination by Deci and Ryan, capability theory by Stephenson, humanism by Abraham Maslow, and the concept of reflection and double-loop learning by Visser. Heutagogy has basic principles that include the concept that learners are the main agents of learning, relying on the development of self-efficacy, being oriented toward capabilities in conjunction with competencies. It involves metacognition (knowing how to learn) and reflection (Blaschke, 2012; Hase & Kenyon, 2001). Heutagogy is interpreted as a holistic learning approach, based on principles of humanistic and constructivist educational theory, and it integrates various past learning principles and theories, adapting them to the needs of the current digitally-based education system (Blaschke & Hase, 2016).

The holistic application of heutagogy provides extensive opportunities to develop students' abilities and potentials. Through active and proactive learning strategies or models, learners can understand and regulate themselves as the main agents in the learning process, both from and for themselves, as a result of their personal experiences and learning environments (Hase & Kenyon, 2001). The learning environment for Generation Z learners, especially in the online environment, is highly conducive and effective for independent learning and resource exploration (Sumarsono, 2020).

Blaschke & Hase (2016) outline five principles in designing learning with a heutagogical approach. First, the need for learner engagement in negotiations about what and how they learn. Second, a flexible curriculum that considers proposals, desires, and new knowledge from the learning processes experienced by learners. Third, educators and learners collaborate to determine how learning achievements are evaluated, where the learning evaluation process is conducted participatively (self and peer), allowing learners to learn from each other through self-reflection assessments. Fourth, the role of educators as guides, providing formative feedback tailored to student needs. Finally, creating a conducive and effective learning environment to give learners the freedom to explore and reflect on what and how they learn.

The application of heutagogy in Indonesian language learning in this era can be done by designing a learning contract. Starting by conveying ideas and concepts about how students want to learn to educators. This stage is the process of students and educators collaborating in identifying learning needs and the expected goals of learning. So that every question asked by students must have an answer related to what they want to learn, what results they will obtain, and specifically what curriculum requirements are needed. The activity of preparing a learning contract has a positive impact that can make it easier for students to determine what to learn and the steps to take so that the learning process can be completed.

The final stage in learning after the process is evaluation. The evaluation stage is a crucial step that should not be skipped. This stage aims to measure the achievement of learning outcomes. With heutagogy, learners are allowed to independently assess their learning. They can choose assessments covering cognitive, affective, and psychomotor aspects. It is better to use self-assessment, as this type of assessment encourages learners to be honest and enhances their reflective and self-awareness abilities (Purmanah et al., 2017).

In the closing activity, educators are responsible for confirming the achievement of the learning contract. It is understood that learning strategies are often not easily understood by

educators, making it challenging to apply in the field, as the heutagogy model is typically consumed by academics. Therefore, it is also necessary to convey several alternative strategies that educators can integrate, collaborate on, and develop in elementary school music education.

c.   *Cybergogy*

Another strategy is cybergogy. The general concept of cybergogy is virtual learning, creating an environment for the cognitive, emotional, and social advancement of learners (Septianisha et al., 2021). Another definition of cybergogy interprets it as an educational method in the era of globalization through the empowerment of Information and Communication Technology (ICT) without limitations of space, time, culture, and country (Daud et al., 2019). In line with this, cybergogy strongly influences self-directed learning through internet facilities and social media.

Based on various interpretations of cybergogy strategies, it can be concluded that cybergogy is a learning strategy in the digitization era that utilizes information and communication technology facilities for the cognitive, emotional, and social progress and development of learners. This is done to create engaging online learning. There are three supporting factors in the cybergogy learning strategy, including cognitive, emotional, and social factors.

Cybergogy—Cognitive Factors

Cognitive factors involve the construction of an individual's knowledge by exploring past learning experiences and relating them to the current learning experience by requiring the active participation of learners in the learning process. The achievement of learning goals must be tailored to the learner's learning style. There are four (4) aspects within cognitive factors, namely: (1) Previous learning experiences - the knowledge possessed by learners is an initial asset for acquiring new knowledge. This is closely related to how educators tap into learners' abilities to connect new information with previously acquired knowledge; (2) Achievement goals - it is important to inform learners about the achievement goals in learning, which can serve as motivation in the learning process; (3) Learning activities (assignments and assessments), the quality of Indonesian language teaching can be improved by providing challenging, authentic and multidisciplinary assignments. Challenging tasks related to daily life issues can stimulate a high level of curiosity, prompting learners to actively ask questions and seek more information. After the assignment, assessment is essential for the work done. Effective assessment encourages students to demonstrate attitudes, knowledge, and skills acquired from learning tasks in real-life situations.

Indonesia language learning activities through cybergogy can be conducted in the form of practical presentations of simple works; (5) Learning style - this addresses learners' strategies in acquiring, understanding, and obtaining new information. In this aspect, each learner is unique. Riding and Rayner (2013) classified learning styles into several types. The visual-verbal style involves learning through visual means. Individuals with this style are characterized as neat and orderly, speaking quickly, and not easily distracted by noise because they remember more of what they see than what they hear. In contrast, the wholist-analytic style leans more towards cognitive development concerning learners' abilities to process and organize information. Wholists can process knowledge as a whole and globally. On the other hand, learners with an analytic style tend to study materials by grouping various units into deeper and more detailed information. Through cybergogy, differences in learning styles do not become an issue for educators or learners. Many

sources can be utilized for learning, such as books, videos (YouTube), journal articles, learning applications, and other resources.

Cybergogy—Emotional Factors

There are four (4) emotional factors, namely: (1) self-awareness, which is an individual's ability to explore, feel, and understand emotions within oneself. Self-awareness can be emotional intelligence that includes personality, beliefs, strengths, motivation, and communication skills. Self-awareness can contribute to learning motivation; (2) social awareness, after someone can understand themselves, the next stage is how someone can position themselves in the community. When someone is comfortable with their environment, it will be easy for them to express what they feel. In cybergogy learning, interpersonal relationships can be established using technology. Interpersonal communication can be connected without time and space limitations; (3) feelings about the learning atmosphere, it is important to pay attention to create an easily understandable material when learners feel safe and happy. A pleasant learning atmosphere will occur when learners study according to their individual learning styles without being bound by monotonous learning rules. Cybergogy comes as a solution to overcome differences in learning styles. In cybergogy, learners are free to determine their learning styles, both visually and audio-visually; (4) feelings about the learning process, there are two emotional issues for learners, namely positive emotions and negative emotions. Positive emotions will make learners individuals who are empathetic and caring, while negative emotions will cause confusion, anxiety, boredom, and dissatisfaction. Learners who can adapt and feel comfortable with their classroom conditions will achieve learning goals and optimal results.

Cybergogy—Social Factors

Lastly, there is the social factor, which involves self-interaction with others that influences online learning, as the domain is extensive and affects learners. In higher education Indonesian language learning, cybergogy strategies can be employed as one way to create effective and enjoyable learning. Maximizing the involvement of information technology can break the mindset that Indonesian language learning is only about reading and writing skills or just for literature enthusiasts. Cybergogy can present Indonesian language learning in new formats such as engaging educational games and video animations. Technology-based learning can be conducted through video conferencing, learning applications, social media, and by leveraging social networks such as Instagram, Facebook, YouTube, and similar platforms.

d. Implementation of Heutogogy and Cybergogy

The world of education continues to experience updates both in terms of curriculum and learning media. One of the reforms that is being intensively discussed is the shift in learning media from conventional to technology-based media. By utilizing information and communication technology, students will have more freedom in communicating and accessing information. This is in line with Hartono's opinion in the Unsika Education journal (Hardianto, 2012:1) that computers, which are a system consisting of software and hardware devices, are experiencing rapid growth, and computers are even said to be an early milestone in the digital technology revolution. According to Gordon Dryden & Jeannatte Vos (Hardianto, 2012:2) the increasingly sophisticated computer technology revolution with smaller sizes but greater capacity and speed, its functions are increasingly expanding along with the development of creative software discoveries (software)

will cause revolution in learning. It would be a shame if this rapid technological development is not used as well as possible. Maximum use of information technology will provide a fun and interesting learning atmosphere and be able to break people's mindset that Indonesian is difficult and complicated.

Learning Indonesian with a heutagogical strategy is a study of self-determined learning (Blaschke Lisa Marie, 2012). This approach has a main priority, namely student independence in learning achievement, determining their own learning strategies, and developing their own teaching materials more autonomously (Sumarsono, 2020). Meanwhile, cybergogy is able to package Indonesian in new forms such as games, study rooms, podcasts, conference videos and interesting learning animation videos. Information and communication technology-based learning can be done through video conferencing, learning applications, social media or by utilizing social networks such as Instagram, Facebook, YouTube and the like. Here we group the implementation of online learning into three groups, namely, video conferencing, study rooms, social media, and combining video conferences with study rooms.

Video conferencing

Video conferencing is a form of utilizing technological developments that can be used for communication between two or more people with the support of sound, images and chat rooms connected via internet connectivity. Through video conferencing we can connect with more than one person without having to be in the same room. The use of video conferencing in the world of education can minimize costs and save time. The learning process can take place anytime and anywhere so the learning process is more flexible and efficient. Advances in communication and information technology are increasingly developing, one of which is video conferences, giving rise to various applications such as Google Meet, Zoom Cloud Meeting, and many more.

Efforts that teachers and students can make to increase student activity in the learning process through video conferencing include:

a. First impression

The first impression before learning begins is very important. This can determine the course of learning activities. An attractive and impressive first impression can arouse students' enthusiasm for learning. Therefore, supervisors can use the main 3-5 minutes to review the material from previous meetings or simply approach students and teachers so that there are no gaps. In this way, students become more honest with teachers when students face difficulties in learning. Apart from that, the closeness of teachers and students is also able to create a comfortable learning atmosphere.

b. Students must turn on the camera

The main problem in online learning is the lack of student attention to the material being taught. It is not uncommon for students to only attend attendance sessions without paying attention to the ongoing learning process. Therefore, teachers can anticipate this by requiring all students to activate the camera. By activating this camera, the teacher can find out every student who participates and the teacher can also ensure that every student is active in learning.

c. Ice breaking

This term is commonly heard in the world of education, ice breaking is a method taken by teachers to lighten the class atmosphere, with ice breaking students become more relaxed and more comfortable in learning. Teachers provide ice breakers in the form of quick questions, puzzles, or games that are able to develop and understand students' characters. This ice

breaking can also be applied in the distance learning model, it can be a video that lightens the atmosphere such as a comedy video, inspiration, or a video about quick thinking such as guessing songs, connecting song lyrics and so on.

Study Room

A study room is a place or container used for the teaching and learning process which can support the learning process so that it runs well. The requirements for a study room that must be met so that learning can run well include being free from distractions or noise that interfere with concentration in the learning process, good air circulation and temperature, and good lighting. Apart from that, according to Ahmadi and Supriyono (1991: 88), "A place of learning is a means of carrying out learning efficiently and effectively". There are several applications included in the learning space, such as Google Classroom and Moodle, and many more. This application can be used to create learning materials, share learning materials for discussion through quiz comment columns, electronic journals, etc. The Moodle application can also be used in various learning material formats, such as text, portfolio, animation, audio and other videos. This means that teachers can build a system that is in accordance with heutogogy and cybergogy strategies which prioritize an independent learning system that is not limited by space and time.

Efforts that teachers and stu   dents can make to increase student activity in the learning process through study rooms are so many. In the realm of education, the effectiveness of teaching methodologies plays a pivotal role in shaping the learning experiences of students. Various strategies are employed by educators to facilitate comprehensive understanding and active engagement among students. This essay elucidates on several key strategies that contribute to fostering an enriching learning environment.

Firstly, the prompt and responsive nature of teachers significantly influences the dynamism of classroom interactions. A quick response from the teacher not only addresses student queries promptly but also ensures the smooth progression of the learning process. By promptly acknowledging and addressing student questions and responses, teachers foster an environment conducive to active participation and exchange of ideas. Moreover, the assessment aspect forms an integral component of effective teaching strategies. This encompasses various evaluative measures such as participation in discussions, regular quizzes, and attendance. These assessments not only gauge the comprehension levels of students but also encourage consistent engagement and attendance, thereby enhancing overall learning outcomes.

The demeanor of a teacher, characterized by firmness and authority, profoundly impacts classroom dynamics. A firm yet authoritative approach instills discipline and ensures adherence to instructions, thereby fostering a conducive learning environment. Additionally, teachers serve as role models, imparting not only knowledge but also instilling moral values and virtues in their students. Another noteworthy strategy is the collection and discussion of diverse student answers. Recognizing the diverse perspectives and understandings among students, collecting and discussing various responses enriches the learning experience. This collaborative effort promotes critical thinking, problem-solving skills, and encourages peer-to-peer learning, ultimately leading to a deeper understanding of the subject matter.

In addition, fostering a culture where students actively participate in discussions and are encouraged to articulate their thoughts is imperative. By creating a supportive environment where students feel empowered to voice their opinions and engage in collaborative problem-solving,

teachers facilitate active learning experiences. The role of the teacher in guiding and facilitating discussions is paramount in ensuring productive and meaningful interactions.

The process of summarizing and reviewing the material covered serves as a crucial component of effective teaching strategies. By requiring students to summarize key concepts and lessons, teachers reinforce learning objectives and ensure comprehension. This reflective exercise encourages students to consolidate their understanding and reinforces retention of information. In conclusion, effective teaching strategies encompass a multifaceted approach aimed at fostering active engagement, critical thinking, and comprehensive understanding among students. By employing strategies such as prompt responsiveness, comprehensive assessment, firmness, collaborative learning, and summarization, educators play a pivotal role in shaping the learning experiences of their students. Ultimately, these strategies contribute to the cultivation of a vibrant learning environment conducive to academic excellence and personal growth.

Social Media

Social media is an online media where users can easily participate, share, and create content which includes blogs, social networks, wikis, forums, and virtual worlds. There are several applications included in social media, such as Instagram, Facebook, and YouTube. Language tools like Hello Talk can be used to communicate socially with other people around the world (Arifin et al, 2024). Social media is used as a place to disseminate various information, interact with many people, and as a place for teaching and learning through instructional videos. The use of social media in learning Indonesian is more effective compared to conventional learning. Apart from that, social media can be used as a medium for learning Indonesian so that it can help students interact socially and academically. With learning media on social media, students are trained to learn independently, be responsible, active, work together with others in solving problems, collaborate, develop learning strategies, and also train students in mastering ICT.

Combining Video Conferencing with Study Rooms

Combining video conferencing with study rooms is very useful during exams. This can stimulate students' interest in learning and make it easier for teachers to supervise students during exams. The video conference combination in question is like combining the Zoom Cloud Meeting application with Google Classroom.

The implementation of hetogogy and cybergogy in Indonesian language learning based on information and communication technology has received positive results. This is supported by the easy process of producing and distributing content as well as various ways in which technology can improve the learning experience. In contemporary educational settings, the integration of technology has emerged as a powerful catalyst for transforming learning experiences. This essay delves into the multifaceted advantages of leveraging technology in education, emphasizing its role in enhancing engagement, understanding, language acquisition, relationship-building, and fostering creative thinking abilities among students.

Traditional teaching methods often struggle to capture and maintain students' attention, leading to disengagement and reduced learning outcomes. However, by incorporating technology as a creative source of information, educators can present content in innovative formats that resonate with students' interests and preferences. Whether through interactive applications or multimedia presentations, technology facilitates dynamic and immersive learning experiences that

cater to diverse learning styles, ensuring sustained engagement and fostering a deeper connection with the subject matter.

Moreover, technology serves as a powerful tool for improving comprehension and facilitating language acquisition. Audiovisual mediums such as podcasts and interactive language platforms offer opportunities for students to absorb information through auditory channels, thereby enhancing understanding and retention. Additionally, exposure to authentic language materials and multimedia content aids in honing language skills, including pronunciation, vocabulary acquisition, and contextual understanding, thereby promoting language fluency and proficiency.

Beyond its academic benefits, technology also plays a crucial role in strengthening relationships between teachers and students. As digital natives, today's students are inherently comfortable with technology, and integrating it into educational practices enables teachers to connect with students on familiar digital platforms. By embracing technology, educators demonstrate their willingness to adapt to students' evolving needs and preferences, thereby fostering a sense of rapport and understanding within the classroom.

Furthermore, technology serves as a catalyst for fostering creativity and innovation among students. Through technology-driven projects and initiatives, students are encouraged to explore innovative ideas, think critically, and express themselves creatively. Whether through digital storytelling, multimedia presentations, or collaborative online platforms, technology provides a platform for students to showcase their talents and ideas, thereby nurturing a culture of innovation within the classroom.

The integration of technology into education represents a paradigm shift in teaching and learning practices, offering boundless opportunities for enriching educational experiences and maximizing learning outcomes. By leveraging technology as a creative source of information and interactive learning tool, educators can create dynamic and inclusive learning environments that empower students to succeed in an increasingly digital world.

The role of technology in learning in the future is to enrich learning. Technology can provide benefits for both teachers and students, such as improving listening and understanding skills. If used well, technology can be a powerful and positive learning medium.

4. Conclusions

Learning using heutagogy and cybergogy strategies can be used for the development of cognitive, emotional, and social learning in students. Heutagogy and cybergogy also encourage students to be more active and independent and to have broader access to learning and communication. This can provide students with the freedom to determine their own learning styles and times, allowing them to learn comfortably.

Innovations in Indonesian language learning through heutagogy and cybergogy with the utilization of technology provide a more engaging and enjoyable learning environment. The learning process can be conducted using platforms such as Google Classroom, Zoom Cloud Meeting, Meet, and various other learning platforms. Additionally, teachers can also utilize social media as a learning tool. Thus, learning will be more engaging and enjoyable.

To be able to present Indonesian language learning effectively and enjoyably, especially in the current era, educators must constantly strive to improve their mastery of theory and keep up with the development of knowledge, as well as be proficient in using information technology. With relevant knowledge, educators with broad perspectives can certainly create an effective and

enjoyable learning atmosphere, and facilitate the achievement of the noble goals and functions of Indonesian language learning in higher education.

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