

# Empowering language learning with personalize technology-driven workbook in English club

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## ABSTRACT

E-workbook is a digital workbook that contains exercises and tasks to help students practice and master the subject independently. The workbook is accessible through electronic devices that are often accompanied by interactive learning features such as video learning, web links, and automatic evaluation. This study aims at investigating the need of workbook and how it would be beneficial to students of the English club at e one of the high schools in Cirebon. This study applied descriptive qualitative design with data reduction, data analysis and data conclusion stage. The data were collected through an interview and questionnaire. One teacher and five students were involved in this research Based on the results of the research carried out at the school, the teacher and students lack materials that can make them study English better. They need a workbook to assist their study. The workbook could empower learning and engage students' enthusiasm. It also could create enjoyable learning.

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## 1. Introduction

### 1.1. Background of The Study

In its implementation in high school in Indonesia, learning involving the active role of students can be supported by using workbooks that can facilitate to build the skills of the process. These students are required to more actively dig their knowledge by finding appropriate learning sources and information related to the learning material, to support students by dissecting the concepts into manageable chunks of knowledge, workbooks can also help teachers become more creative in their education. Studies on the impacts of their use have demonstrated that they are a successful strategy for teaching language and reading comprehension (Merkley, 2006). The use of workbooks in language learning has currently evolved into a more individualized and intelligent strategy. These days, workbooks are frequently customized to meet the needs and skill levels of the user and can be automatically updated via technology. The integration of digital workbooks with mobile applications or online learning platforms is growing in popularity as it provides convenient access to learning materials and flexibility. Furthermore, students can now access digital workbooks using computers or mobile devices at any time and from any location to their expanded accessibility.

The researchers conducted a preliminary study during a short talk event about education with English club extracurriculars at SMAN 9 Kota Cirebon. The result of this sharing can be concluded that students have difficulty learning English because they feel bored even though they are interested,

but when studying with a very monotonous method, they feel that they lose their interest in English, and it becomes increasingly difficult for them to understand English material topics they also do not have a special module for their learning materials that further hone their English and digital skills.

The purposes of this study are to investigate the need of workbook and how it would be beneficial to student enthusiasm and enjoyment of the English club at a high school and by finding out whether the utilize of technology-based exercise manuals might increment the level of excitement of understudies and give extra bolster for teacher in their educating prepare. Through the application of innovation in learning, it is anticipated that students will be more locked in and inquisitive about the learning fabric displayed. In expansion, innovation can moreover give a assortment of apparatuses for instructors, such as intelligently highlights, robotized assessment, and get to to broader instructive assets. The points is to investigate the potential of utilizing technology-based exercise manuals as a implies of moving forward learning viability within the classroom.

This research should be carried out because although many studies have investigated the technical features and user satisfaction of e-workbooks, not many studies specifically evaluate their impact on learning outcomes, especially in non-native English speakers such as Indonesia. The education system and learning needs of students in Indonesia are different than in other countries, so this study will provide a more relevant and contextual insight into the use of e-workbooks in improving students' English language skills in Indonesia. In addition, the research will gather qualitative feedback from students and teachers, provide in-depth understanding of how e-workbooks are accepted and used in real contexts, as well as identify strengths and weaknesses that may be invisible.

Thus, this research is expected to find a more effective way to use technology in education, in learning English, providing greater benefits to students and the education system as a whole. This gap highlights the need for a deeper exploration into the pedagogical effectiveness and contextual adaptability of e-workbooks in varying educational environments.

## 1.2. Literature Review

The study focuses on how a workbook can enhance student enthusiasm and a sense of enjoyment in students.

### a. Workbook Based on Technology Through English Club

The English Club is an organization or extracurricular for understudies to channel their interface and information gifts within the field of English. The point of setting up the English Club is to move forward person capacities with respect to English, particularly aptitudes and capability in open talking exterior customary school ponder hours. In Indonesia, there are many schools utilize English Club as an extracurricular to bolster additional time learning. English Club gives different benefits for its members.

To begin with, it makes a steady environment to hone talking English without weight. Through dialogs, dialect recreations and other exercises, members can move forward their talking abilities in a fun and intuitively way. Moment, the English club permits members to grow their lexicon and move forward their understanding of English linguistic use. By collaboration in a loose setting, members can learn modern lexicon and see linguistic use in genuine utilize. Third, the English club encourages social and information trade between members. Through different discussion points, members can pick up distant better much better higher stronger improved stronger understanding of the culture and existence in English-speaking nations and the English club moreover makes a difference construct certainty in communicating in English. Therefore, researchers are curious about whether workbooks will be needed for this English club activity.

According to the Department of Basic Education website, the workbooks are intended to provide learners with worksheets to practice language and numeracy skills that they have been taught in class. They are also meant to help teachers track the progress of learners and provide extra support if needed. They are a simple way to structure learning activities for learners' (Berg, 2015). Teachers can use the Student Workbook or Lembar Kerja Siswa (LKS) as a learning resource for their students.

A student workbook with an overview of the material helps students understand the material more deeply. Student workbooks containing a variety of exercises are believed to

influence student learning effectiveness. It is stated that student workbooks can develop creative thinking skills (Susantini et al., 2016; Bakirci et al., 2011). According to McGrath (2006), a workbook is helpful since it outlines the lesson's purpose, substance, and, to some extent, how it will be delivered. Additionally, he says that teachers' opinions and beliefs about workbooks are reflected in their visuals, and this will have an impact on the workbooks they choose to utilize. Digital workbook systems frequently come with progress tracking tools that let teachers keep tabs on their students' development in real time and promote communication and cooperation between students and peers or teachers. Based on the theory above, we can conclude that the teaching-learning situation is not complete without the relevant workbook.

With the continuous development and deepening of education and teaching reform, Indonesia is increasingly focusing on promoting students' critical abilities. However, today, traditional educational models are no longer able to meet the requirements of educational goals. In this context, many experts and scholars are seeking educational models that are in line with the developmental trends and educational goals of the times in terms of students' core competencies. Digital technology has become a central aspect of education, inherently affecting all aspects of the student experience (Barak, 2018; Henderson et al., 2017; Selwyn, 2016). By using technology has the potential to make teaching and learning processes more intensive (Kerres, 2013), improve student enthusiasm and enjoyable class. The use of technology in student workbooks makes it easier for students to study without having to adhere to a strict physical workbook. Workbooks based on technology will also be able to improve students' digital literacy in the digital age. Digital books are also seen as more effective teaching tools. We can conclude Currently, in the education field, various online teaching methods that utilize IT technology are being announced to society.

#### b. Student Enthusiasm and Enjoyment

In psychology there's no consistent understanding of excitement. A few researchers consider it within the system of motivational enthusiasm and characterize it as a solid inspiration for accomplishment (Toom, 2015). Investigation of eagerness within the classroom started within the center of the final century, in case not prior. By nowadays, it has been approved that educator excitement advances students' advancement and learning (Sanders & Gosenpud, 1986; Patrick et al., 2000; Wood, 2013, Orosz et al., 2015). That's why the study of enthusiasm in students who are current or prospective school teachers is an important task for student English learning.

English clubs give different benefits to their members. To begin with, it creates a steady environment to hone speaking English without weight. Through talks, dialect diversions, and other exercises, members can make strides in their speaking aptitudes in a fun and intelligent way. Moment, the English club permits members to extend their lexicon and progress their understanding of English language structure. By connecting in a loose setting, members can learn modern lexicon and see linguistic use in genuine context. Third, the English club encourages social and informational trade between members. Through an assortment of discussion subjects, members can pick up a distant better; a much better; a higher; a stronger; an improved" understanding of the culture and everyday life in English-speaking nations. Finally, the English club makes a difference in constructing certainty when communicating in English.

Exercise manuals are fundamental in English club circumstances for a few reasons. To begin with, exercise manuals can give structure and center in each English club session. By selecting important subjects and organizing workbook-based exercises, members can have a clear course in their learning. Exercise manuals can be a valuable reference source for members. They can utilize the exercise manual as a guide when they ponder the exterior of English club sessions or need to return to fabric that has been secured. Third, exercise manuals can give an extra-honed and in-depth understanding of the fabric. By counting language structure exercises, word diversions, and other exercises, exercise manuals can help members strengthen their aptitudes in English. Hence, the availability of exercise manuals in English clubs can increase the viability and learning results of members.

We will conclude that students' sense of eagerness and enjoyment within the English club is exceptionally critical to creating a positive and successful learning environment. Students'

excitement reflects their level of inspiration and interest in learning English, whereas delight appears to indicate that they discover the action pleasant and valuable. When understudies feel eager, they tend to be more involved in learning exercises. They may be more dynamic in taking an interest in discourses, talk English without delay, and attempt modern things with excitement. Excitement can also increase students' tirelessness in confronting challenges in learning English, such as redressing botches or creating higher aptitudes.

Meanwhile, a sense of delight or fun plays a critical role in keeping understudy intrigued and inspiring in the long term. When understudies appreciate their learning involvement, they tend to be more persuaded to be effectively included and reliably take part in English club exercises. A sense of delight can also increase students' self-confidence in utilizing English since they feel comfortable and loose in talking and making connections with other individuals within the dialect being studied. To create a high sense of eagerness and enjoyment within the English club, it is important to plan exercises that are interesting, varied, and challenging according to the students' interface and capacity levels.

## 2. Method

The research method consists of some sections involved, subject data collection techniques and data analysis techniques.

### 2.1. Subject

The subject population of this study consisted of two main groups, namely the teacher in charge of the English extracurricular and five students registered in the extracurricular. The teacher in charge of the English extracurricular has the main responsibility for managing and teaching the extracurricular; they are responsible for planning and implementing extracurricular activities as well as providing direction and guidance to students. Meanwhile, five students who were members of the English extracurricular were research subjects because they were direct participants in the extracurriculars under study. Through their participation, this research gained in-depth insight into students' learning experiences and the impact of extracurricular English on them. Thus, focusing on these two subject groups allows researchers to comprehensively investigate the effectiveness, benefits, and challenges associated with English extracurriculars, as well as the role of teachers in shaping students' learning experiences in these contexts.

### 2.2. Data Collecting Techniques

In accordance with the qualitative approach, the data collection techniques used by the researchers in this study include the followings.

#### a. Interviewing Participant

In this study, the researchers used asynchronous communication by asking open-ended questions to an English teacher; therefore, the information that was obtained was more comprehensive, in-depth, and related to the research question. This interview is carried out using a recording tool. The results of this interview state that teachers need a second source for student learning media. The participant also said that it would be even better if there were books that suited students' needs

#### b. Delivering Questionnaire

In order to better align with more rigorous quantitative research methods, questionnaires are regularly adjusted. This instrument is used to gather preliminary data or basic information about research topics that will be further examined using descriptive research methods such as observation or interviews. This questionnaire was conducted with five students who attended the English Club. This can assist researchers in gaining a preliminary understanding of the difficulties that participants have throughout a face-to-face learning process.

### 2.3. Data Analysis Technique

#### a. Data Reduction

The researcher used the data reduction provided by Miles and Huberman (1994), taking careful care to organize, analyze, and summarize the data that was collected. This procedure starts with organizing the data into a relevant category or unit of analysis. It then moves on to selecting the most significant and pertinent facts. Subsequently, the aforementioned data are put into an easily analyzed format, and further analysis is done to identify the topic, category, or individual that has emerged. Based on this analysis, researchers may more easily obtain data from more clear data sets and interpret more effective results.

#### b. Data Verification

At this point, the researcher conducts a qualitative data analysis procedure that gives the obtained data top priority for verification, validation, and checking. Researchers can guarantee the validity, correctness, and reliability of study data by using techniques like data triangulation, which are recommended by Miles and Huberman (1994). Crucial first stages include cross-validation, which compares data from many sources, and rechecking original data, such as field notes or interview transcripts. The validity, reliability, and correctness of research findings may be guaranteed by following this set of data verification procedures, supporting compelling conclusions, and providing valuable information for future researchers.

#### c. Data Conclusion

It was evident from the results of the surveys and interviews that the participants expressed a desire for workbooks to be used as an aid in the process of learning English. According to the questionnaire's results, the vast majority of participants roughly 80%—said that having access to a well-structured workbook would increase their motivation and structure for learning. The findings of interviews with English instructors, in which participants frequently indicated a desire for additional materials in the form of workbooks, support this conclusion. They claimed that in addition to offering relevant scenarios and hands-on activities, the workbook would provide them with clear instructions on how to enhance their English. Therefore, it is clear from these two data sources that participants genuinely desire workbooks to aid in their English language learning process.

## 3. Findings and Discussion

### 3.1. Findings

The findings from the interviews highlight several critical aspects that support the introduction of technology-based workbooks in the English Club. The current practice of focusing on practical and creative activities, such as drama and storytelling, is effective in engaging students, but there is a clear need for additional resources to support and diversify learning methods. This need is compounded by the challenges of limited access to traditional learning materials and students' lack of confidence in using English.

The introduction of technology-based workbooks could address these needs by providing interactive and accessible content that aligns with the curriculum. According to the Department of Basic Education, workbooks are designed to offer learners worksheets that reinforce language and numeracy skills taught in class and provide a structured learning path (Berg, 2015). Digital workbooks, therefore, not only facilitate structured learning but also incorporate multimedia elements, such as QR codes for interactive content, which can significantly enhance student engagement and interest.

#### a. Current Practices in English Club

The English Club at SMAN 9 Kota Cirebon, currently managed by Miss Ade, focuses on practical activities such as drama and storytelling rather than utilizing traditional textbooks. This approach aims to make the learning experience more engaging and interactive for the students,

*“Selama satu tahun ini kami di ECE tidak menggunakan buku. Kami lebih fokus pada latihan langsung dan implementasi, seperti drama atau storytelling.” (Miss Ade Interviews)*

This statement indicates an emphasis on experiential learning, which aligns with modern educational theories advocating for more hands-on and immersive experiences in language acquisition. Experiential learning theory, pioneered by David Kolb, posits that knowledge is created through the transformation of experience. By engaging in activities that require active participation, such as drama and storytelling, students can develop their language skills in a more natural and meaningful context.

b. Use of Traditional Learning Materials

In contrast to the English Club's approach, classroom learning still relies on traditional materials like LKS (student worksheets) and occasionally package books. However, these resources are not sufficiently available to all students, which can impede consistent access to necessary learning materials,

*“Untuk pembelajaran di kelas, kami menggunakan LKS. Ada juga yang menggunakan buku paket, tapi buku paket itu tidak digunakan oleh semua siswa.” (Miss Ade Interviews)*

This scarcity underscores the need for more accessible and equitable learning tools. The reliance on shared resources may result in unequal learning opportunities, where some students may not have the same level of access to comprehensive educational materials, potentially widening the achievement gap.

c. Student Engagement and Enthusiasm

Journals have been highlighted as effective tools in increasing student engagement. Students are encouraged to personalize their journals with creative elements such as photos and quotes, which enhances their motivation and interest in learning,

*“Karena di dalam jurnalnya bukan hanya tulisan, ada juga gambar. Kami memberi kebebasan untuk membuat jurnal sekreatif mungkin.” (Miss Ade Interviews)*

Moreover, practical activities such as quizzes and performances during school events significantly boost student enthusiasm. This suggests that interactive and practical learning methods are effective in maintaining student interest and participation:

*“Mereka lebih antusias langsung ke praktik, seperti kuis. Ketika ada acara khusus di sekolah, mereka sangat antusias untuk tampil.” (Miss Ade Interviews)*

By engaging in collaborative and practical activities, students can enhance their language skills through meaningful social interactions.

d. Challenges in Learning English

One significant challenge identified is students' fear of making mistakes and their lack of confidence in speaking English. This fear is often exacerbated by a lack of vocabulary and the pressure to adhere strictly to grammatical rules.

*“Satu, mereka kurang percaya diri untuk berbicara dalam bahasa Inggris. Kedua, mungkin karena lack of vocabulary. Ketiga, mereka takut salah.” (Miss Ade Interviews)*

This highlights the need for a supportive learning environment that encourages practice and reduces the fear of making errors. According to Krashen's (1986) Affective Filter Hypothesis, negative emotions such as fear and anxiety can hinder language acquisition. Creating a low-anxiety environment is crucial for effective language learning.

#### e. Potential of Technology-Based Workbooks

Teachers express a strong interest in integrating technology-based workbooks into their curriculum. Such resources are expected to provide additional material and help break the monotony of traditional learning methods, thereby increasing student engagement,

*“Jika ada yang mau menyediakan e-workbook, kami dengan senang hati akan menerimanya. Jadi, kami bisa memiliki tambahan materi.” (Miss Ade Interviews)*

Technology-based workbooks that include multimedia elements like QR codes for interactive content can be particularly beneficial. This aligns with the need for diverse and engaging learning materials that cater to different learning styles.

*“Di LKS mereka sudah ada scan barcode untuk listening, tapi kadang suka error. Tapi, itu menarik sih, jadi bisa digunakan.” (Miss Ade Interviews)*

The integration of technology in learning can provide interactive and personalized experiences, which can cater to different learning preferences and enhance overall engagement.

#### f. Adaptation to Curriculum Needs

For the technology-based workbooks to be effective, they must align with the current curriculum and be easily understandable by students. This includes integrating visual elements and simplifying explanations to make the content more accessible.

*“Workbook bisa diselengi gambar atau penjelasan yang tidak terlalu ribet.” (Miss Ade Interviews)*

Adapting the workbooks to the curriculum ensures that they meet educational standards and support students in achieving learning objectives. Simplified explanations and visual aids can make complex concepts more accessible, thereby enhancing comprehension and retention.

#### g. Flexibility and Accessibility

One of the key advantages of technology-based workbooks is their flexibility and accessibility. They can be accessed from anywhere, allowing students to continue learning outside of classroom hours. This can also help sustain learning activities even when facilitators are not present.

*“Kalau workbook ini sendiri makin bisa kali ya jadi, apa namanya? Ketika miss yang gak ada. Iya gak ada.” (Miss Ade Interviews)*

The ability to access learning materials at any time and from any place can provide students with additional learning opportunities. This flexibility supports independent learning and allows students to explore topics in greater depth. Moreover, technology-based workbooks can offer features such as automated assessments and interactive exercises, which can provide instant feedback and keep students motivated.

### 3.2. Discussion

The findings from the interviews highlight several critical aspects that support the introduction of technology-based workbooks in the English Club. The current practice of focusing on practical and creative activities, such as drama and storytelling, is effective in engaging students, but there is a clear need for additional resources to support and diversify learning methods. This need is compounded by the challenges of limited access to traditional learning materials and students' lack of confidence in using English.

The introduction of technology-based workbooks could address these needs by providing interactive and accessible content that aligns with the curriculum. According to the Department of Basic Education, workbooks are designed to offer learners worksheets that reinforce language and numeracy skills taught in class and provide a structured learning path (Berg, 2015). Digital workbooks, therefore, not only facilitate structured learning but also incorporate multimedia elements, such as QR codes for interactive content, which can significantly enhance student engagement and interest.

This aligns with McGrath's (2006) assertion that workbooks should reflect teachers' opinions and beliefs, which are often expressed through visual elements. By integrating similar creative elements into digital workbooks, students can continue to engage in a way that is both educational and enjoyable. Additionally, technology-based workbooks can incorporate interactive exercises, such as language games and quizzes, which are shown to increase enthusiasm and participation. One significant challenge highlighted in the interviews is students' fear of making mistakes and their lack of confidence in speaking English. This fear is often exacerbated by a lack of vocabulary and the pressure to adhere strictly to grammatical rules.

Krashen's Affective Filter Hypothesis posits that negative emotions such as anxiety and fear can hinder language acquisition. By creating a supportive and low-anxiety environment through technology-based workbooks, educators can help reduce these barriers. The workbooks can include features such as instant feedback and adaptive learning paths, which can boost confidence by providing timely support and reinforcement.

The flexibility and accessibility of digital workbooks are among their most significant advantages. These workbooks can be accessed anytime and anywhere, allowing students to learn at their own pace and according to their individual needs. The ability to access learning materials outside of regular classroom hours can provide students with additional learning opportunities and reinforce concepts learned during club activities. This flexibility supports independent learning and allows students to explore topics in greater depth, thus enhancing their overall understanding and retention of the material.

For technology-based workbooks to be effective, they must align with the current curriculum and be easily understandable by students. Aligning the workbooks with the curriculum ensures that they meet educational standards and support students in achieving learning objectives. Additionally, by incorporating digital elements, these workbooks can enhance students' digital literacy, a crucial skill in the modern world (Barak, 2018; Henderson et al., 2017; Selwyn, 2016). The use of digital technology in education has been shown to improve teaching and learning processes (Kerres, 2013), making them more intensive and effective.

#### 4. Conclusion

The analysis and discussion of the interviews conducted with the English Club facilitators at SMAN 9 Kota Cirebon reveal several critical insights aligned with the objectives stated in the introduction. The current teaching practices, which emphasize experiential learning through drama and storytelling, are effective in engaging students but are constrained by the lack of accessible and diverse learning materials. The introduction of technology-based workbooks could significantly address these challenges by providing interactive, accessible, and curriculum-aligned resources that cater to different learning styles.

Technology accessibility issues pose a significant challenge, as not all students have equal access to necessary devices and reliable internet connections. Schools should ensure equitable access to technology and develop offline versions of e-workbooks to accommodate students with limited online access. Addressing these limitations and implementing the recommendations can enhance the effectiveness of technology-based workbooks, providing a more inclusive and engaging learning experience for students. Integrating technology-based workbooks with the existing curriculum and ensuring they complement traditional teaching methods can be challenging. Collaboration between teachers, curriculum developers, and technology experts is essential to create e-workbooks that align seamlessly with the curriculum. Regular feedback from teachers and students should be solicited to continuously improve and adapt the workbooks to meet educational standards and learning objectives. This will contribute to the ongoing development and improvement of English language education, particularly in regions with diverse educational needs and technological infrastructure.

In conclusion, the study underscores the potential of technology-based workbooks to enhance the effectiveness of English learning at SMAN 9 Kota Cirebon. By aligning with the curriculum and leveraging digital innovations, these workbooks can support a more dynamic and engaging learning environment, ultimately fostering a greater enthusiasm and enjoyment in students' educational journeys. This alignment of technology and education presents a promising avenue for future research and practical application, contributing to the ongoing development and improvement of teaching methodologies.



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