

# BRINGING MALL BEYOND THE WALL: RETHINKING ONLINE LEARNING PRACTICES IN INDONESIAN HIGHER EDUCATION

**Adriani Yulia Purwaningrum**

*Universitas Negeri Yogyakarta, Yogyakarta, Indonesia*

Email: adrianiyulipurwaningrum@uny.ac.id

Received: 16 October 2024

Accepted: 4 December 2024

## Abstract

MALL implementation in online learning practice has raised discussion on the possibility of developing learning beyond the classroom. However, online learning circumstances in Indonesia require special attention since this sudden shift of learning methods poses various challenges for teachers and students unfamiliar with this agenda. Therefore, this study reviews related and significant studies on online learning practice in Indonesian higher education. The selected samples were categorized and analyzed to understand the current circumstances of online learning in the Indonesian EFL context and examine the feasibility of learning beyond the classroom (LBC) to be developed in Indonesia. The results indicate that the online learning situation in Indonesia opens a wide opportunity for the development of LBC. Still, several aspects need further consideration and examination to achieve quality English language learning in an online environment. It is recommended for future researchers in the same field to further investigate LBC activities during online learning practice in Indonesia with the help of MALL.

**Keywords:** *Online learning, Mobile-related language learning, Self-directed learning, Learning beyond the classroom*

## INTRODUCTION

Implementation of mobile technology in the educational realm has emerged significantly in Indonesia, particularly after online learning became a “new normal” due to the Covid-19 pandemic. This situation leads to the arising discussion on the possibility of developing learning beyond the classroom with the help of mobile technology (Nugroho & Atmojo, 2020). Mobile technology has been used worldwide due to its flexibility, accessibility, and portability (Almadhady et al., 2021; Kukulska-hulme, 2021). Moreover, students nowadays who are considered as “digital natives” generation (Stockwell, 2013) are more likely to use mobile technology in their

daily activities. Students are also observed to use mobile technology to learn language mostly outside of the classroom (Nugroho & Triana, 2021). As a result, bringing Mobile-assisted language learning (MALL) beyond the confined classroom wall has become a rising topic in a recent shift in learning situations. Online learning is believed to support students in experiencing learning beyond what traditional classroom-confined learning can offer (Zeng, 2018).

Since the Indonesian government announced a social distancing regulation in March 2020, students were directed to study from home (SFH), which started the rising topic of learning beyond the classroom. The demand for the use of technology has increased extensively during SFH since it is commonly referred to as online learning (Ariyanti, 2020; Nartiningrum & Nugroho, 2020). This kind of learning initially provides an opportunity for students to learn anytime and anywhere since the learning can be conducted asynchronously (Reinders & Benson, 2017). However, it is reported that commonly, the online learning activities carried out by the teachers were quite similar to the traditional learning activities in general (Atmojo & Nugroho, 2020). This situation is influenced by various factors, including the need to adapt to the use of emerging technology to manage online learning activities efficiently (Krishan et al., 2020).

Learning activities in an online environment mostly occur in the out-of-class setting where students and teachers feel convenient. In this kind of environment, the learning strategy offers notable benefits, including accessibility, flexibility, and the improvement of digital literacy skills for the students. In addition, online platforms that can be accessed anytime and anywhere accommodate the diverse needs of the students and support continuous education. This out-of-class setting is included as one of the dimensions of LBC, namely location, although it is not the only dimension to be considered (Reinders, 2021). In addition to the dimension of location, other dimensions of LBC proposed by Reinders (2021) include formality, pedagogy, and control. Although technology is not the key element for LBC, its implementation on LBC may encompass a broader “location” span, cover formal learning situations, entail both self-instruction or teacher-instruction and may be autonomous or directed learning. Among all technologies, mobile technology proposes plenty of perspectives to support learning beyond the classroom due to its unique features (Reinders & Benson, 2017).

Research on MALL implementation to facilitate online learning has been widely reported in Indonesia since the distance learning mandate was enacted. Most studies explore the perspectives of both teachers and students on the benefits and drawbacks of MALL implementation in online learning (Ali, 2021; Hermanto et al., 2021; Kusuma, 2022; Laili & Nashir, 2021; Lusiyani & Dara Anindya, 2021). However, only a few directed attention to the potential of MALL implementation to enhance LBC (Nugroho & Atmojo, 2020). Hitherto, LBC remains regarded by teachers as a complementary or an extension of classroom learning (Reinders & Benson, 2017), while it promotes autonomous learning in a more authentic context (Viberg & Kukulska-Hulme, 2022). In this light, the present article reviews significant and relevant articles on the MALL implementation in the online learning practice in Indonesian higher education published following the enactment of distance learning regulation. It aims to explore opportunities for LBC to be developed by implementing MALL in online learning practice in Indonesia.

### **MALL implementation in Indonesian EFL online learning practice**

Online learning is widely defined as a learning practice with the help of digital technologies,

including mobile technology. Unsurprisingly, mobile technology has gained more popularity in online learning due to its flexibility, accessibility, and portability (Ali, 2021; Kukulska-Hulme & Viberg, 2018; Solihin, 2021). In this vein, MALL is believed to be a suitable strategy to support a recent educational shift in Indonesia. Moreover, in addition to providing social interaction in a wider context (Ali, 2021; Burston, 2014; Jeong, 2018), MALL also encourages students to enhance their noticing ability, enables them to learn from their mistakes (Krishan et al., 2020) that can be useful to support self-regulated learning.

Self-regulated learning, or in many cases termed autonomous learning, is commonly involved in the practice of online learning. However, the online learning practice in Indonesia is not considered to be aligned with that agenda. It is most likely to only shift the offline learning activities into fully online activities, with fixed schedules and teacher-led instruction (Nartiningrum & Nugroho, 2020). Online learning practice in Indonesia is conducted in a similar way to traditional offline learning or merely moves the activities into an online setting. In this light, the learning material, strategy and outcomes remain the same despite shifting the learning dimension. Students are also found to keep relying on the teacher's instruction during online learning activities (Atmojo & Nugroho, 2020), hindering self-regulated learning ability development.

Appropriate use of ubiquitous technology is an effective strategy for constructing a quality online learning practice in Indonesia to maintain its efficacy for self-regulated learning. Shadiey, Hwang, and Liu (2018) and Subekti and Kurniawati (2022) have pointed out the potential of mobile technology utilization to facilitate autonomous learning, highlighting its unique features, including access to a wide range of resources and flexible time and space to access learning materials. Mobile technology is best incorporated into MALL to aid language learning in an online environment. In the Indonesian setting, MALL implementation is believed to direct online learning practice to its optimal potential by providing students with opportunities to learn beyond the bounded space and restricted time of the classroom (Alotumi, 2020; Tragant et al., 2021).

A hanging question on the MALL implementation in the Indonesian EFL online learning practice lies within the opportunities to bring MALL beyond the confined classroom "wall". Since online learning practice in Indonesia is unplanned and implemented with no adequate training for the teacher and students (Nartiningrum & Nugroho, 2020), changing this practice into a learning dimension beyond the classroom is quite challenging. Although previous studies reported that mobile technology proposes plenty of perspectives to support learning beyond the classroom due to its unique features, its affordances and influences to encourage LBC have yet to be recognized completely (Reinders & Benson, 2017). Therefore, this study attempts to seek the opportunity to bring MALL beyond the classroom by scrutinizing the online learning practice in Indonesia during the pandemic period.

### **Learning beyond the classroom: Is it feasible?**

Utilizing MALL to support the online learning practice in Indonesia creates room for the development of learning beyond the classroom. Many scholars define LBC as a learning strategy that takes place outside of a traditional classroom setting (Reinders & Bailey, 2021). In the current technological advancement, mobile technology is considered to bring additional benefits to language learning with its flexibility to access materials anytime and anywhere (Godwin-Jones,

2021), thus facilitating learning beyond classroom activities.

The key point of learning beyond the classroom lies within the location of learning that can happen outside of the traditional classroom setting. However, Reinders and Benson (2017) stated that LBC is not only confined to one dimension (location) but rather needs to consider four dimensions. Reinders (2021) proposed four dimensions of LBC: location, formality, pedagogy, and control of the decision-making related to learning. MALL, by enabling learning anytime and anywhere in both formal and informal learning environments and supporting self-directed learning, provides an encouraging environment for LBC development. Reinders and Benson (2017) further highlighted the importance of self-directed learning ability for effective engagement in LBC activities. Thus, making LBC and self-directed learning an intertwined element in online learning.

MALL implementation in online learning allows students to access various learning resources that accommodate their needs and preferences. Among all accessible resources in mobile technology, social networking sites (SNSs) are observed to be a potential tool to facilitate learning beyond classroom activities since they are mostly free and easy to access (Nugroho & Triana, 2021). Students nowadays can be said to be attached to SNSs since they use it every day, especially messenger applications such as WhatsApp, Telegram and Line. They use those SNSs for various reasons, but it is dominated by the opportunity to engage in communication and social interaction in an authentic environment (Amin & Sundari, 2020; Shariffuddin et al., 2017). Teachers are also found to take advantage of the SNS's popularity among students by using it as a tool to share materials, manage learning, and interact with their students outside of the classroom (Atmojo & Nugroho, 2020). It is inferred that MALL implementation supports LBC activities that engage students in an authentic environment that encourages the use of real language, thus facilitating the students to learn language more efficiently (Shanthi & Jaafar, 2020).

Although many studies have reported the efficacy of MALL to support learning beyond the classroom (Alotumi, 2020; Atmojo & Nugroho, 2020; Birdsong, 2006; Mutiaraningrum & Nugroho, 2021; Tragant et al., 2021), literature covering its feasibility in Indonesian EFL online learning context remains limited. Reflecting on the real condition of online learning in Indonesia, there is a need to rethink the online learning practice in Indonesia to accommodate LBC activities for quality online language learning. The following research questions are proposed to guide the present study:

1. What are the trends of online learning in Indonesia?
2. To what extent does MALL facilitate online learning in Indonesia?
3. What is the feasibility of learning beyond the classroom in the Indonesian EFL context?

This article specifically aims to investigate empirical or conceptual studies on online learning in Indonesia. A sample of published articles on the relevant topic was identified and analyzed to answer the research questions comprehensively. Several measures to avoid arbitrariness and subjectivity were taken in selecting the sample. The publication period was narrowed down between the 2020-2022 period during the enactment of online learning regulations in Indonesia. The keywords used to search the publications were related to online learning and the Indonesian EFL context (i.e., mobile technology, MALL, self-regulated learning, and online learning in Indonesia). To formulate the review to be more contextual, another boundary was set by considering only the publications in the context of Indonesian Higher Education. Higher

education context is chosen because the research in this area reported a higher level of readiness for implementing online learning from the students and teachers.

Since hundreds of publications were found within the bounded period, keywords, and context, only articles published in journals indexed by SCOPUS, SINTA, DOAJ and Google Scholar were included. A total of 40 articles were initially collected after comparing the title and abstract with the determined criteria. Then, after further investigation of the methodology and discussion sections of the articles, only 18 articles were selected as the final sample. The sample was categorized into two key groups: the online learning situation in Indonesia and MALL implementation in online learning.

## **DISCUSSION**

This study aims to investigate the online learning practice in Indonesia and examine the feasibility of LBC development in MALL implementation during online learning. The study found that this area was limitedly explored by scholars when researching online learning in Indonesia. Three major topics are discussed in the following subsections to answer the research questions.

### **Trends of online learning in Indonesian**

Shifting the learning from a conventional face-to-face activity into a full online activity is very unexpected and challenging for both teachers and students in many countries. In Indonesia, this sudden change of learning method is not only challenging but also bringing along various problems given that teachers and students are unfamiliar with online learning activities. This study found that the circumstances of online learning in Indonesia are complicated. The implementation of online learning was considered as the only option in the learning situation amidst unexpected circumstances, such as the global pandemic (Rosyada, 2020). However, the readiness of both teachers and students in Indonesian higher education remains unclear, particularly those in rural areas (Kusuma, 2022).

Hence, many studies have started to explore teachers' and students' beliefs and perceptions on their readiness to learn a language in an online environment. It is important to understand teachers' and students' readiness for online learning implementation since it will greatly affect the effectiveness of the learning activities (Mutiaraningrum & Nugroho, 2021; Syafryadin et al., 2022). Studies exploring their perspectives mainly reported positive perceptions of teachers and students on implementing online learning in Indonesia (Mulyani et al., 2021; Nugroho & Triana, 2021; Omar et al., 2021). However, challenges and negative perceptions of its implementation were inevitable since online learning was a new experience for many of them (Mulyani et al., 2021).

Syafryadin et al. (2022) addressed this issue in their article. They reported that although teachers were perceived to be ready to construct autonomous learning in online English learning, they preferred face-to-face activities. It was revealed that teachers mostly desired to interact directly with their students and perceived that online learning did not accommodate direct interaction in the same way as offered by traditional face-to-face learning. A similar disparity was also experienced by the students toward online learning. Mulyani et al. (2021) particularly investigated the perception of online learning from the students' lenses. Students who participated in this study

argued that learning English using online learning platforms was attractive and challenging at the same time. Some students mentioned that online learning offered an opportunity for new learning experiences and an opportunity to experience technology advancement, as well as foster critical thinking. However, some others reported that they were unfamiliar with the learning materials and had difficulty adapting to the technology use, which hindered the acquisition of language learning.

The conflicting perspectives of online learning implementation in Indonesia, especially during the strict enactment of study from home (SFH) period, required further investigation on what the teachers and students need to make online learning more effective. A strategic solution is required to accommodate both teachers' and students' needs in implementing online learning since it remains the best alternative for learning amidst unpredictable situations due to unexpected reasons such as the global pandemic. It can be in the form of preferred devices or tools to be used in online learning that teachers and students can easily access in any circumstances. In this regard, Amin and Sundari (2020) investigated students' preferred applications and platforms during online learning. Based on the survey conducted on 140 university students, it was found that WhatsApp was the most preferable tool among other tools for online learning. It further explained that WhatsApp was included as a handy mobile application and easy-to-use tool both synchronously and asynchronously. This study also reported that students mostly use WhatsApp outside of the classroom, and inferred that technology used outside of the classroom was beneficial to support English learning and autonomous learning.

WhatsApp application was also preferred by teachers in rural areas of Indonesia as reported by Kusuma (2022). Teachers in this study mentioned some considerations in selecting technological devices used for online learning, such as ensuring the technology ownership by their students. Therefore, WhatsApp is preferred over other technological tools as it is believed to be a familiar tool by students who owned and used WhatsApp even before the implementation of online learning. In addition, teachers also benefitted from the use of WhatsApp since they could interact with the students outside of the classroom, which was helpful for their teaching management.

Therefore, answering the first question about online learning trends in Indonesia, the teachers were found to have attempted various measures to facilitate online learning. Conflicting perceptions were observed, especially related to the unequal access to technology. In addition, the trend of online learning practice in Indonesia leans towards the use of familiar, daily use of social networking platforms such as WhatsApp in facilitating learning activities.

### **MALL to facilitate online learning in Indonesia**

Online learning is not merely moving offline activities into the online environment. It requires technological knowledge in addition to the content and pedagogical knowledge. Technological knowledge includes selecting the most effective technological tool that suit the needs and preferences of teacher and students. Previously, WhatsApp was reported as the most preferable application to support online learning. Considering that WhatsApp is one of the mobile applications, MALL is inextricable from the online learning practice in Indonesia. Its affordances and challenges have been explored to ensure its feasibility in establishing effective online learning (Lusiyani & Dara Anindya, 2021; Santoso, 2021).

In regard to MALL implementation in online learning, Maulina, Nasrullah, and Wanci (2022) study reported that students preferred cheap and user-friendly social media platforms to aid their English learning by watching and listening to English videos. Social media platforms were preferred as they can be easily accessed from mobile devices and provide real-life language experience to help students learn English autonomously outside of the classroom. In addition, social media also enabled the students to connect and communicate with others at ease and in a more accessible way in flexible time and space.

Sakkir et al. (2021) study reported similar results on the use of social media for online learning. They revealed that generally, the students were perceived to possess a high motivation to learn English in online environment, but the materials provided by their teachers were not fully authentic. Social media, such as Facebook, Instagram, Twitter, and so forth, were perceived by the students to facilitate an authentic language learning environment during online learning practice. Therefore, it recommended that material developers consider Facebook-based learning material that can be accessed easily and provide an authentic language learning environment.

Research on the use of Facebook to support language learning was countless but remains limited in the particular context of the present study. Santoso (2021) attempted to investigate the Facebook closed group utilization for EFL online learning. It reported that students perceived the Facebook close group as a convenient, practical, and beneficial tool for online learning. The flexibility and exclusivity of Facebook closed group makes it as an effective platform to accommodate class interaction, creative work, and ideas expression.

Another important factor in how social media is preferable by students is because it can be downloaded for free. Financial problem is constantly mentioned as a hindrance to online learning implementation in Indonesia (Lai et al., 2021). However, although free-to-use applications were widely preferable in online learning, their efficiency must be investigated to ensure successful online language learning. In this light, Rosyada (2020) attempted to explore the use of one of the free applications, namely Google Classroom, to teach EFL to undergraduates. The survey reported that students perceived that using Google Classroom facilitated the process of learning in an online environment. This application was perceived to be helpful in supporting learning with its unique features, including a simple interface and easy direction.

In another study, Rosyada and Sundari (2021) took the use of Google Classroom even further and investigated its feasibility in supporting the academic writing development of the students. The students were reported to fully support the use of the Google Classroom application since it helps to enhance their ability in academic writing. Despite the students initially perceived to be unfamiliar with the learning activities from home, they were found to have no significant problems after being provided with sufficient time to familiarize themselves with the online learning application, in this case, Google Classroom.

The findings implied that MALL implementation significantly influenced online learning practice in Indonesia. From the use of mobile devices to mobile applications, it can effectively facilitate language learning in an online environment. With adequate support and attention to the teachers' and students' needs, MALL has the potential to take the online learning experience beyond the conventional learning environment.

### **The Feasibility of LBC in the Indonesian EFL context**

Regarding the use of technology outside of the classroom, Nugroho and Triana (2021) reported a contemplative finding that students were found to practice learning less when using digital technology beyond the classroom. Although most students positively perceived the digital technology used for online learning, others argued that digital learning activities were ineffective since they were often distracted during the learning activities. Moreover, some factors, such as limited access to digital devices and internet connections, also hindered students' experience in learning beyond the classroom using digital technology.

Other studies conducted in the Indonesian EFL online learning setting brought along some implications, including for learning beyond the classroom potential development. However, only a few directly examined the feasibility of MALL to bring online learning beyond the classroom "wall". Although studies such as those conducted by Laili and Nashir (2021) and Mulyani et al. (2021) provided evidence that MALL implementation during online learning facilitates the learning to be conducted in flexible time and space, no further investigation on how to take advantage of this flexibility for LBC development.

Learning that can be conducted in a flexible location has met one of the requirements of learning beyond the classroom: the dimension of location. However, other dimensions of LBC also need to be investigated to ensure that it is feasible to be developed in the Indonesian EFL online learning context. Many studies have reported how MALL use in online learning significantly fosters autonomous learning (Amin & Sundari, 2020; Maulina et al., 2022; Syafryadin et al., 2022). It inferred that the students have control over their own learning during online learning. However, Mulyani et al. (2021) in their study denoted that the shifting in learning setting from face-to-face to full online affected the students and teachers to be confused with their roles. Although students were found to be more autonomous in learning online with the help of technology, teachers' support and guidance remain indispensable, particularly for students who are unfamiliar with the technology used for online learning.

To answer the last research question on the feasibility of LBC in Indonesia, it can be concluded that Indonesia is open to opportunities for LBC development in an online learning environment with the help of emerging mobile technologies. Students and teachers were observed to be more familiar with the online learning activities in current situations, although they were reluctant in the beginning. Teachers and students were found to be more comfortable with online learning activities. Students were also provided an opportunity to self-direct their own learning, which is completely different from the usual teacher-directed classroom during offline learning. However, to effectively bring MALL implementation in online learning beyond the classroom, two other LBC dimensions also need to be considered carefully: learning formality and pedagogy. Online learning in Indonesia remains bound with formal education since it is implemented as a substitution for formal face-to-face learning. Considering that LBC is usually bound to happen in an informal context, this dimension needs careful consideration for the future development of LBC in Indonesia. The same goes with the learning pedagogy. In this case, teachers must carefully determine what needs to be achieved by the students during LBC to avoid overlapping learning materials.

## CONCLUSION

According to the previous studies conducted on the topic in the Indonesian EFL context, there is a high possibility of developing LBC within the implementation of MALL during the online learning practice. However, several aspects must be considered and examined further to achieve quality English language learning.

This finding indicated that the online learning circumstances in Indonesia is not in any way near a perfect implementation. Disparity in the readiness and beliefs towards its implementation resulted in less effective implementation of online learning. Although teachers have attempted to use various measures to facilitate online learning, the trend of online learning practice in Indonesia remains leaning towards using familiar social networking platforms to facilitate learning activities.

Furthermore, online learning practice in Indonesia is considerably influenced by MALL. With adequate support and attention to the teachers' and students' needs, MALL has the potential to take the online learning experience beyond the conventional learning environment. However, online learning practice in Indonesia only meets two of the LBC dimensions mentioned by Reinders (2021), namely location and control. In order to bring MALL beyond the wall in Indonesia effectively, two other LBC dimensions (learning formality and pedagogy) need to be investigated further to ensure that online learning circumstances can accommodate LBC development.

This study offers insight into the research conducted in the Indonesian EFL online learning setting, which focuses on the MALL implementation and potential to develop LBC. Although many studies published during an emergency period of SHF enactment have discussed a lot about online learning enactment in English language learning, not many of them particularly addressed the issue of learning beyond the classroom. The circumstances of online learning in Indonesia open a wide opportunity for the development of LBC. Therefore, future studies are suggested to investigate LBC activities during online learning practice in Indonesia with the help of MALL.

## REFERENCES

- Ali, M. M. (2021). The acceptance of mobile-assisted language learning as a primary learning tool for learners in Covid-19 situations. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(12).
- Almadhady, A. A., Rahim, A., Salam, H., & Baharum, H. I. (2021). The use of MALL applications to enhance the English-speaking skills among Arab EFL learners. *Psychology and Education Journal*, 58(4), 3237–3255.
- Alotumi, M. (2020). EFL learning beyond the wall with MALL. In R. Ahmed, A. Al-kadi, & T. Hagar (Eds.), *Enhancements and limitations to ICT-based informal language learning: Emerging research and opportunities* (138–160). IGI Global Information Science Reference. <https://doi.org/10.4018/978-1-7998-2116-8.ch007>
- Amin, F. M., & Sundari, H. (2020). EFL students' preferences on digital platforms during

- emergency remote teaching: Video conference, LMS, or messenger application? *Studies in English Language and Education*, 7(2), 362–378. <https://doi.org/10.24815/siele.v7i2.16929>
- Ariyanti, A. (2020). EFL students' challenges towards home learning policy during Covid-19 outbreak. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(1), 167. <https://doi.org/10.21093/ijeltal.v5i1.649>
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! teaching activities and challenges during Covid-19 pandemic in Indonesia. *Register Journal*, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>
- Birdsong, D. (2006). Age and second language acquisition and processing: A selective overview. *Language Learning*, 56(SUPPL. 1), 9–49. <https://doi.org/10.1111/J.1467-9922.2006.00353.X>
- Burston, J. (2014). MALL: The pedagogical challenges. *Computer Assisted Language Learning*, 27(4), 344–357. <https://doi.org/10.1080/09588221.2014.914539>
- Godwin-Jones, R. (2021). Evolving technologies for language learning. *Language Learning and Technology*, 25(3), 6–26.
- Hermanto, Rai, N. G. M., & Fahmi, A. (2021). Students' opinions about studying from home during the COVID-19 pandemic in Indonesia. *Cypriot Journal of Educational Sciences*, 16(2), 499–510. <https://doi.org/10.18844/CJES.V16I2.5627>
- Jeong, K. O. (2018). Developing EFL learners' communicative competence through multimedia-assisted language learning. *Journal of Theoretical and Applied Information Technology*, 96(5), 1367–1376.
- Krishan, I. A., Ching, H. S., Ramalingam, S., Maruthai, E., Kandasamy, P., Mello, G. De, Munian, S., & Ling, W. W. (2020). Challenges of learning English in the 21st century: online vs. traditional during Covid-19. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(9), 1–15. <https://doi.org/10.47405/mjssh.v5i9.494>
- Kukulska-hulme, A. (2021). Reflections on research questions in mobile assisted language learning. *Journal of China Computer-Assisted Language Learning*, 1(1), 28–46. <https://doi.org/https://doi.org/10.1515/jccall-2021-2002>
- Kukulska-Hulme, A., & Viberg, O. (2018). Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 49(2), 207–218. <https://doi.org/10.1111/bjet.12580>
- Kusuma, I. P. I. (2022). EFL teachers' online teaching in rural schools during the Covid-19 pandemic: Stories from Indonesia. *Studies in English Language and Education*, 9(1), 203–221. <https://doi.org/10.24815/siele.v9i1.21239>
- Lai, C. S., Au, K. M., & Low, C. S. (2021). Beyond conventional classroom learning: Linking emotions and self-efficacy to academic achievement and satisfaction with online learning during the Covid-19 pandemic. *Journal of Education and E-Learning Research*, 8(4), 367–374. <https://doi.org/10.20448/JOURNAL.509.2021.84.367.374>
- Laili, R. N., & Nashir, M. (2021). Higher education students' perception on online learning during Covid-19 pandemic. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 689–697. <https://doi.org/10.31004/edukatif.v3i3.422>

- Lusiyani, R., & Dara Anindya, W. (2021). Choosing and using learning media during remote teaching: teachers' thought. *Journal of English Language Teaching and Linguistics*, 6(2).
- Maulina, M., Nasrullah, R., & Wanci, R. (2022). Social media utilization for self-regulated English learning during Covid-19 outbreaks. *Teaching of English Language and Literature Journal*, 10(1), 75–83.
- Mulyani, Fidyati, Suryani, Suri, M., & Halimatussakdiah. (2021). University students' perceptions through e-learning implementation during Covid-19 pandemic: Positive or negative features dominate? *Studies in English Language and Education*, 8(1), 197–211. <https://doi.org/10.24815/siele.v8i1.17628>
- Mutiaraningrum, I., & Nugroho, A. (2021). Smartphone-based mobile-assisted language learning application in higher vocational education in Indonesia. *Journal of English Educators Society*, 6(1). <https://doi.org/10.21070/jees.v6i1.793>
- Nartiningrum, N., & Nugroho, A. (2020). Online learning amidst global pandemic: EFL students' challenges, suggestions, and needed materials. *English Franca: Academic Journal of English Language and Education*, 4(2), 115. <https://doi.org/10.29240/ef.v4i2.1494>
- Nugroho, A., & Atmojo, A. E. P. (2020). Digital learning of English beyond the classroom: EFL learners' perception and teaching activities. *Journal of English Education and Linguistics Studies*, 7(2), 219–243, 7(2), 219–243.
- Nugroho, A., & Triana, Y. (2021). EFL learners' beliefs and practices on informal digital learning of English beyond the classroom. *Indonesian Journal of English Education*, 8(2), 198–212. <https://doi.org/10.15408/ijee.v8i2.19843>
- Omar, S., Shahrudin, W. Y. W., Nik-Azim, N. A. F., Mohd Nawati, N. S., Zaini, N., & Syahfutra, W. (2021). Academic motivation in English online classes: A comparative study of universities in Malaysia and Indonesia. *Indonesian Journal of Applied Linguistics*, 11(2), 477–487. <https://doi.org/10.17509/ijal.v11i2.34538>
- Reinders, H. (2021). A framework for learning beyond the classroom. In M. J. Raya & F. Vieira (Eds.), *Autonomy in language education: Theory, research and practice*. Routledge. <https://doi.org/10.4324/9780429261336-6>
- Reinders, H., & Bailey, K. M. (2021). Assessing and evaluating language learning beyond the classroom. In P. Winke & T. Brunfaut (Eds.), *The Routledge handbook of second language acquisition and language testing* (pp. 371–381). Routledge. <https://doi.org/10.4324/9781351034784-39>
- Reinders, H., & Benson, P. (2017). Research agenda: Language learning beyond the classroom. *Language Teaching*, 50(4), 561–578. <https://doi.org/10.1017/S0261444817000192>
- Rosyada, A. (2020). Promoting learning from home environments through Google Classroom application for EFL undergraduates. *Deiksis*, 12(03), 229. <https://doi.org/10.30998/deiksis.v12i03.6402>
- Rosyada, A., & Sundari, H. (2021). Learning from home environment: Academic writing course for EFL undergraduates through Google Classroom application. *Studies in English Language and Education*, 8(2), 710–725.

<https://doi.org/10.24815/siele.v8i2.18374>

- Sakkir, G., Dollah, S., Arsyad, S., & Ahmad, J. (2021). Need analysis for developing writing skill materials using Facebook for English undergraduate students. *International Journal of Language Education*, 5(1), 542–551. <https://doi.org/10.26858/ijole.v5i1.14856>
- Santoso, M. N. (2021). Utilizing a Facebook closed group for EFL e-learning environment: Students' views. *Studies in English Language and Education*, 8(3), 1026–1044. <https://doi.org/10.24815/siele.v8i3.2123>
- Shadiev, R., Hwang, W. Y., & Liu, T. Y. (2018). Investigating the effectiveness of a learning activity supported by a mobile multimedia learning system to enhance autonomous EFL learning in authentic contexts. *Educational Technology Research and Development*, 66(4), 893–912. <https://doi.org/10.1007/s11423-018-9590-1>
- Shanthi, A., & Jaafar, Z. (2020). Beyond classroom English activities to generate interest in English among tertiary students. *Asian Journal of University Education*, 16(4), 1–9. <https://doi.org/10.24191/ajue.v16i4.11928>
- Shariffuddin, S. A., Wan Shaaidi, W. R., & Hashim, S. M. (2017). Social networks as instructional tools beyond a classroom. *International Journal of Advanced and Applied Sciences*, 4(12), 185–192. <https://doi.org/https://doi.org/10.21833/ijaas.2017.012.033>
- Solihin. (2021). Using mobile-assisted language learning (MALL) to teach English in Indonesian context: opportunities and challenges. *Voices of English Language Education Society*, 5(2), 95–106. <https://doi.org/http://dx.doi.org/10.29408/veles.v5i2.3150>
- Stockwell, G. (2013). Mobile-assisted language learning. In M. Thomas, H. Reinders, & M. Warschauer (Eds.), *Contemporary computer assisted language learning* (pp. 201–216). Bloomsbury.
- Subekti, A. S., & Kurniawati, L. A. (2022). Indonesian high school English teachers' attitudes towards the use of instructional technology during the Covid-19 pandemic, *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 7(2), 76–88. <https://doi.org/10.25217/ji.v7i2.2394>.
- Syafrayadin, Suherdi, D., Nadya, N. L., Harahap, A., & Astrid, A. (2022). Teacher readiness and challenges in creating learner autonomy in ICT-based English learning activities. *Indonesian Journal of Applied Linguistics*, 11(3), 708–717. <https://doi.org/10.17509/ijal.v11i3.34667>
- Tragant, E., Pinyana, À., Mackay, J., & Andria, M. (2021). Extending language learning beyond the EFL classroom through WhatsApp. *Computer Assisted Language Learning*, 1(30). <https://doi.org/10.1080/09588221.2020.1854310>
- Viberg, O., & Kukulska-Hulme, A. (2022). Fostering learners' self-regulation and collaboration skills and strategies for mobile language learning beyond the classroom. In H. Reinders, C. Lai, & P. Shundqvist (Eds.), *Routledge handbook of language teaching and learning beyond the classroom*. Routledge.
- Zeng, S. (2018). *English learning in the digital age: Agency, technology and context*. Springer Nature Singapore Pte Ltd. <https://doi.org/10.4324/9780203875919-9>