TRAINING TO BECOME CREATIVE ENGLISH TEACHERS AND MILLENNIALS: TEACHING AND LEARNING INTO THE DIGITAL ERA

Amiruddin[1], Muhammad Hasbi[2], Fatmawati Latif[3], Ema Lerfiana[4], Besse Sri Widistari[5]

[1*, 2, 3, 4, 5] Institut Agama Islam As'adiyah Sengkang, Indonesia
amiruddinn1@gmail.com

Abstract

This commitment is inspired by the instructors in Wajo Regency, who are still many who have not been affected by technology and their English teaching methods are regarded as monotonous. As a result, training is required to impart knowledge about creative and millennial teachers. The goal of this service activity is to train and execute the habit of English teachers in Wajo Regency to become creative and millennial instructors as part of the industrial revolution 4.0 implementation. Creative is not only skilled in the use of media, but also in the application of proper English teaching methods or strategies. The service method is used to carry out this activity in the form of teaching, training, and evaluation. This trial project is associated with the Education Office in South Sulawesi Province and educational institutions in Wajo Regency, particularly the Sengkang Junior High School. The education office and allied organizations have the same objective as the team performing this community service project, which is to educate the Indonesian nation's life. This community service evaluation activity is related to everything that happens during the implementation process. This begins with preliminary planning, which includes field observations at Wajo District Junior High Schools.

Keywords: Creative teachers, Digital Era, Millennial teachers, Training

Introduction

The digital era has transformed all parts of existence. All fields of work must unavoidably adapt to current trends or the term for the millennial generation (Postelnicu & Câlea, 2019; Arriscado, Quesado, & Sousa, 2019). This reality motivates the education industry, especially English teachers, to tailor each learning process to the advancement of information technology and communication (Nariyati & Pratiwi, 2020; Nugroho & Mutiaraningrum, 2020). Teachers are currently dealing with millennial or Generation Z students. Millennial students differ from previous generation students in that they are more familiar with digital technology, as a result, teachers must adjust to changes in methods and strategies, as well as learning material (Considine, Horton, & Moorman, 2009; Keengwe, & Georgina, 2013; Montiel et al., 2020). English teachers must be innovative in order to become professional teachers when dealing with millennial students. Professionalism will be built by creativity in mastering learning, such as the utilization of learning methods and media.

English teachers in the millennial era must also be able to understand the degree of educational attainment so that the outputs or alumni created are capable of facing future issues (Musa et al., 2011; Bahmad, 2020; Bao & Feng, 2022). To develop unique and innovative thoughts or concepts in learning English, English teachers must become accustomed to thinking forward. Thinking habits, cognitive exams that encourage thinking skills, thinking skills, and content are the four stages of educational performance that can be implemented. The curriculum, methodologies, and learning media can all benefit from these four elements. English teachers are currently working in a fast-changing society. This may have an impact on the learning process in the classroom, as

Correspondent Author: amiruddinn1@gmail.com

well as the schools where teachers educate (Kosnik et al., 2016; Suherdi, 2019; Fansury, Januarty, & Ali Wira Rahman, 2020). In order for students to think and act creatively in carrying out the teacher's lesson assignments, a teacher, must be able to motivation student in carrying out learning activities, so as not to cause anxiety in students (Thoonen et al., 2011; Ehsan, Vida, & Mehdi, 2019; Kruk, 2019; Hasbi et al., 2021).

Teachers must use innovative approaches and media when teaching languages, including English. The evolution of the contemporary millennial period has undoubtedly adapted creative ways and media. Teaching millennial students necessitates specific objectives, content, and teaching and learning methodologies (Chaudhuri, 2020; Hatmanto & Purwanti, 2020). As a result, in order to achieve the creative potential of millennial pupils, creative English teachers are also required. English teachers in Indonesia have yet to properly comprehend or execute this fact (Son, Robb, & Charismiadji, 2011; Panggabean, 2015; Zein, 2017). As a result, the quality of education in Indonesia is not evenly spread; certain schools have advanced, while others are still lagging behind in terms of developing millennial teachers who are creative, bright, and inventive. The absence of gadgets or resources, as well as the fact that teachers rarely employ multimedia as a means of learning English, are some of the challenges faced by English teachers in the millennial era.

This was clear when the team from IAI As'Adiyah Sengkang English Education conducting community service activities in Wajo Regency performed initial observations at multiple Junior High Schools. According to information collected from local English teachers, the majority of them are still uninformed. Some of them still employ old learning media that do not keep up with the times, such as the present industrial revolution 4.0 age. These educators have little knowledge of how the world of education is changing in the digital age.

Furthermore, there are also English teachers in their forties and fifties who believe they are having problems implementing new learning and millennials. This is because they are limited by their lack of technological and information skills and understanding. They are also hesitant to approach other teachers who are innovative in their approach to learning English. The lack of educators or mentors who can help them become innovative and young English teachers exacerbates the problem. As a result, the level of their English learning remains low, and their professionalism falls short of expectations. The poor level of English instruction has a negative impact on the quality of the students' output, which is likewise poor (Suryadarma et al., 2006; Maulana et al., 2011; Sirait, 2016). Of course, if this situation is not addressed, it will have a negative impact on educational quality.

Considering the state of Generation Z, or the millennial generation, and the issues they face, educators, including English teachers, must be creative, analytical, and imaginative. According to the facts discovered, English teachers, particularly in junior high school, are not yet creative and do not follow the development of the millennial age to develop English learning, which would, of course, slow down the attainment of the national education that is desired. As a result, the difficulty raised in this service activity is how to formulate the beneficial influence of Wajo Regency Junior High School's training to become a creative and millennial English teacher. As part of the industrial revolution 4.0, the goal of this service activity is to train and actualize English instructors in Wajo Regency to become innovative and millennial teachers. This activity will also have a good impact on students' accomplishment as qualified, innovative, critical thinkers, and creators of findings or creative works as millennials. Finally, this action will benefit the quality of education in Wajo Regency Junior High Schools in particular, as well as the quality of education in Indonesia as a whole.

All methods of developing human potential to become more enthusiastic, motivated, and creative are referred to as training or training. If there is synergy between the trainer and the training participants, the training objectives can be attained. As part of this service activity, Wajo Regency Junior High Schools will receive training to develop creative and millennial English teachers as a

means of educating the millennial generation. In addition, creativity is a riddle, a conundrum, and an enigma. Scientists and artists are rarely aware of the origins of their inventiveness. However, students' demands in terms of mastery of 21st century abilities must be considered, and one of the 21st century qualities that must be developed in students is creativity (Malik, 2018; McGunagle & Zizka, 2020; Muzaini et al., 2021). As a result, a teacher with an innovative approach to learning management is required. Some believe that a scientific explanation of creativity will never be developed since science has yet to address the originality of the concept of creativity. However, innovation, or works that are more sophisticated and valuable, is relevant to the definition of creativity. Furthermore, creative English teachers are those who are capable of developing pedagogical abilities, life skills, values, and professionals in accordance with the globalization or millennial era's development (Hashim, 2018; Fansury, Januarty & Ali Wira Rahman, 2020; An-Nisa, Astika, & Suwartono, 2021; Wirantaka & Wahyudianawati, 2021).

The millennial generation is defined as those born between 1982 and 2002, when technological advancements began to emerge (Carver & Candela, 2008; Trembach & Deng, 2018). The millennial generation grew up in a technologically advanced era in which they were constantly and swiftly connected to their classmates, families, and society. Cell phones, beepers, blogs, and social networking sites are among the texts and instant messaging used by millennials. In other words, their daily lives are enriched by the use of technology media, which can be accessed at any time and from any location, particularly in the classroom. Furthermore, for the millennial generation, a good learning approach is one that incorporates student life (Considine, Horton, & Moorman, 2009; Seemiller & Clayton, 2019; Wiradendi Wolor, 2020). This will undoubtedly inspire students' creative thinking in order for them to be able to pay attention to the learning material. As a result, millennial English teachers must adapt to contemporary technology changes in order to teach millennial students (Fansury, Januarty, & Ali Wira Rahman, 2020; Atmowardoyo, Weda, & Sakkir, 2021; An-Nisa, Astika, & Suwartono, 2021). In this millennial era, the utilization of digital technology as a learning medium, such as animation tools, can help educators increase their expertise. Furthermore, millennial English teachers can employ blended learning, direct learning, audio-lingual learning, audio-visual learning, and are equipped with digital technology-based learning material (Barani, Mazandarani, & Rezaie, 2010; Demirezen, 2010; Hughes & Berry, 2011; Sari & Wahyudin, 2019; Wu et al., 2021).

In light of the foregoing realities, an alternate option for developing innovative and young English teachers in today's digital era is desperately required. As a result, community service activity organizers provide training titled "Training to Become Creative and Millennial English Teachers." This is founded not only on the implementation of the tridhrama of higher education, but also on the moral obligation to jointly educate the nation's and state's intellectual lives through innovative, creative, and synergistic education.

Implementation Method

The service method is used in the form of teaching, training, and evaluation in order to carry out this task. The following is a list of the activities that will be performed as part of this service:

Instruction and Training

This teaching and training includes an introduction to digital technology that millennial English teachers can use, such as blended learning methods, the direct method, audio-lingual method, audio-visual method, and equipped with digital technology-based learning media such as Whatsapp, telegram, zoom, Google classroom, Google meet, and so on. Millennial students can easily get this stuff through the ply shop application on their Android phones.

Evaluation

The practice of employing digital technology-based learning methods and media by English teachers at Junior High Schools in Wajo Regency serves as the basis for this service activity's evaluation. The amount of this practice's impact and influence on the realization of creative and millennial English teachers will be explored based on the findings. Interviews or interviews with training participants will be conducted as part of the evaluation of this service activity to gather more precise information about the benefits and impacts of this innovative and millennial English teacher training activity.

The Education Office in South Sulawesi Province and educational institutions in Wajo Regency are involved in this trial activity. The two institutions have the same objective as the team in charge of performing this community service activity, which is to educate the Indonesian people. This service activity is also an adaptation to tackle the Fourth Industrial Revolution in the millennial age with mastery of digital technology, which English teachers in Wajo Regency must possess. This course will be provided by competent and professional lecturers from IAI As'adiyah Sengkang English Education as part of the tri dharma activities of higher education and the obligation to educate the life of the Indonesian nation in general and society in particular (teachers and students).

Results

The following is the outcome of the training for creative and millennial English instructors in Wajo district junior and senior high schools.

Presentation of resources concerning creative and millennial English teachers

The English Education Study Program's community service implementation team provided material presentations regarding innovative and millennial instructors as the first activity for community service. The content provided is about creative teachers, and the first speaker explains that creative teachers are educators who can foster and promote creativity in their students through the use of creative media, teaching materials, and English learning methods. Furthermore, the first speaker demonstrated what sort of creative instructor he is by doing simulations with the audience. The speaker demonstrated how to be a creative teacher by abandoning traditional teaching methods that are no longer relevant to today's learning.

The presenters also discussed English teaching approaches that instructors can utilize, including Cooperative Learning, Collaborative Learning, Content Language Integrated Learning, Suggestionpedia, Games, Total Phsycal Response, and others. The presenters offered the service participants with a wealth of information and examples. The speakers offered really engaging explanations and made the training atmosphere quite active, so the attendees were very eager.

The second speaker discussed the role of millennial teachers in the classroom. The second speaker in this example offered content that was highly fascinating to the audience, and the speaker gave an overview of millennial teachers. Millennial teachers are capable of updating what they will teach and incorporating technology into the classroom. To put it another way, the instructor has the ability to adapt the content to current events. The lecturer demonstrates how to use Google Classroom, Kahoot, and other online media.

The second speaker not only discussed easy-to-use media and online learning tools for English teachers, but also the creation of easy-to-use learning films for teachers. The second speaker suggested using bandicam, zoom, kinemaster, and videoscribe t o create learning videos. Teachers, on the other hand, prefer to use bandicam and videoscribe. This is due to the fact that bandicam and videoscribe can be used when the user is not connected to the internet, or in other words, the application can be used offline. The teachers were really pleased to participate in these activities during the presentation of the first and second materials. Several teachers have inquired about innovative and youthful educators. The presenters will be able to adequately respond to these queries.

Creative and millennial English teacher practice

The presenters not only gave information about creative and millennial English teachers, but they also asked teachers to participate in exercises involving creative and millennial language teachers. Teachers are among those who engage in the activity of creating instructional videos. Teachers create PowerPoint presentations for the English material that has been created. At the next meeting, which was held in the computer lab room, the practice of making this movie was carried out. This is done to make the job of teachers in the classroom easier.

The presenters equip teachers with applications for creating learning videos as part of this activity. After that, the teachers were shown how to install the application on their own laptops or computers. This session did not start off well because several teachers' laptops were unable to install the program, but the issue was eventually fixed. After ensuring that all of the teachers had installed the application, the speaker demonstrated and practiced how to utilize it. The first application that was used was bandicam, and the teachers were extremely passionate about following the steps in utilizing it, which began with an explanation of the features of bandicam and progressed through how to record to completion.

The video scribe application is the second program that is used. Because this was a completely new experience for them, the teachers were quite enthusiastic about following the presenters' instructions when practicing how to use video scribe. The presenters, like bandicam, explain everything from the introduction of features to how to use them. Following demonstrations of how to use the bandicam and video scribe software, the speakers instructed all participants to practice creating learning films using already created teaching materials.

Teacher's Perception of Training

The service implementers handed the instructors a questionnaire after doing creative and millennial teacher training to examine their perceptions of the program. According to the findings of the study, teachers responded well to the training of innovative and millennial English teachers. The questionnaire given to English teachers demonstrates this. On each item in the questionnaire, the majority of the teachers responded strongly agree or agree, resulting in a percentage of 83.3 percent strongly agree and 16.7 percent agree. In summary, the instructors were overjoyed and complimented the service providers for providing them with new information that they could utilize in their classrooms to teach English.

Discussion

This topic incorporates the findings of creative and millennial English teacher training based on the results of community service that has been carried out by service implementers. The presentation of material on creative and millennial teacher training allows English teachers to gain knowledge and a better understanding of how to become creative and millennial teachers, because creative and millennial teachers are teachers who are capable of making English classes come alive rather than just giving students assignments. Students have a better understanding of the content being taught. Teachers have also been educated on effective learning strategies and the use of ICT in English classes. Therefore, teachers and educators must be innovative in their teaching and capable of keeping up with technological advancements (Kukulska-Hulme, 2012; Ellis, Souto-Manning, & Turvey, 2019; Oke & Fernandes, 2020; Yang, Chen, & Hung, 2020; Fernández-Batanero et al., 2020).

Additionally, the instructors were very happy about the video-producing training in the practice of creative and millennial teacher training. During the covid-19 epidemic, the instructors received a great deal of knowledge, and the video was a very beneficial learning medium for English teachers. According to Cakir (2006); Aziz et al. (2018); Nariyati & Pratiwi (2020), using media to help the learning process in the classroom is extremely beneficial for educators. In some ways, teachers use the media as a tool to help clarify the material being taught. Service implementers infer that they are interested in participating in the training of their passion for it. One of the first steps for a teacher to become a creative and millennial educator is to pursue this interest. Therefore, teachers must be creative in order to boost students' learning capacities.

The answers to the questionnaire given to the training participants then revealed that the training had a significant impact on them. The course was well-received by the participants. This is because instructors urgently require this type of training to improve their abilities in the face of the COVID-19 epidemic, in which teachers are forced to use ICT in the classroom. This study is consistent with Alt (2018); Philipsen et al. (2019); Nugroho, Haghegh, & Triana (2021), who found that teachers today require extensive ICT training in order to boost their professional development. Therefore, training is an activity that can help teachers improve their talents in the teaching and learning process.

Conclusions and Suggestions

Based on the outcomes of the service provided by the service providers, it can be determined that creative and millennial English teacher training improves English instructors in Wajo Regency significantly. In short, during the Covid 19 pandemic, this training was able to increase teacher effectiveness. In terms of committee preparation, training objectives, training materials, and instructors who offered training, the teachers also gave positive feedback on how well this activity was implemented.

References

Alt, D. (2018). Science teachers' conceptions of teaching and learning, ICT efficacy, ICT professional development and ICT practices enacted in their classrooms. *Teaching and teacher Education*, *73*, 141-150.

An-Nisa, N., Astika, G. A., & Suwartono, T. (2021). Millennials, Technology, and English Language Teaching. *Tarling: Journal of Language Education*, *5*(1), 15-28.

Arriscado, P., Quesado, H., & Sousa, B. (2019). Employer branding in the digital era attracting and retaining millennials using digital media. In *Communication: Innovation & Quality* (pp. 391-403). Springer, Cham.

Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. *ELT Worldwide: Journal of English Language Teaching*, *8*(1), 28-40.

Aziz, A. A., Hassan, M. U. H., Dzakiria, H., & Mahmood, Q. (2018). Growing trends of using mobile in English language learning. *Mediterranean Journal of Social Sciences*, *9*(4), 235-235.

Bahmad, J. (2020). The Challenges and Future of the English Department in Neoliberal Morocco. In *English Language Teaching in Moroccan Higher Education* (pp. 247-257). Springer, Singapore.

Barani, G., Mazandarani, O., & Rezaie, S. H. S. (2010). The effect of application of picture into picture audio-visual aids on vocabulary learning of young Iranian ELF learners. *Procedia-Social and Behavioral Sciences*, *2*(2), 5362-5369.

Bao, J., & Feng, D. W. (2022). "Doing research is not beyond my reach": The reconstruction of College English teachers' professional identities through a domestic visiting program. *Teaching and Teacher Education*, *112*, 103648.

Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *Turkish Online Journal of Educational Technology-TOJET*, *5*(4), 67-72.

Carver, L., & Candela, L. (2008). Attaining organizational commitment across different generations of nurses. *Journal of nursing management*, *16*(8), 984-991.

Chaudhuri, J. D. (2020). Stimulating intrinsic motivation in millennial students: A new generation, a new approach. *Anatomical sciences education*, *13*(2), 250-271.

Considine, D., Horton, J., & Moorman, G. (2009). Teaching and reaching the millennial generation through media literacy. *Journal of Adolescent & Adult Literacy*, *52*(6), 471-481.

Demirezen, M. (2010). The principles and applications of the audio-lingual pronunciation rehabilitation model in foreign language teacher education. *Journal of Language and Linguistic Studies*, *6*(2).

Ehsan, N., Vida, S., & Mehdi, N. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education*, *5*(3 (19)).

Ellis, V., Souto-Manning, M., & Turvey, K. (2019). Innovation in teacher education: towards a critical re-examination. *Journal of Education for Teaching*, *45*(1), 2-14.

Fansury, A. H., Januarty, R., & Ali Wira Rahman, S. (2020). Digital content for millennial generations: Teaching the English foreign language learner on COVID-19 pandemic. *Journal of Southwest Jiaotong University*, *55*(3).

Fernández-Batanero, J. M., Montenegro-Rueda, M., Fernández-Cerero, J., & García-Martínez, I. (2020). Digital competences for teacher professional development. Systematic review. *European Journal of Teacher Education*, 1-19.Nariyati, N. P. L., & Pratiwi, N. P. A. (2020). EFL Pre-Service Teachers' Perception toward the Use of Mobile Assisted Language Learning in Teaching English. *International Journal of Language Education*, *4*(1), 38-47.

Hasbi, M., Arifanti, D. R., Ratiwi, D., Sapri, H. A., & Satriani, S. (2021). Investigasi kecemasan siswa sekolah menengah pertama terhadap representasi matematis. *Delta-Pi: Jurnal Matematika dan Pendidikan Matematika*, *10*(2), 207-226.

Hashim, H. (2018). Application of technology in the digital era education. *International Journal of Research in Counseling and Education*, *2*(1), 1-5.

Hatmanto, E. D., & Purwanti, E. (2020). Strategies in Teaching and Engaging the Millennial Generation. *International Journal of Language Education and Applied Linguistics*, 81-88.

Hughes, B. J., & Berry, D. C. (2011). Self-directed learning and the millennial athletic training student. *Athletic Training Education Journal*, *6*(1), 46-50.

Keengwe, J., & Georgina, D. (2013). Supporting digital natives to learn effectively with technology tools. *International Journal of Information and Communication Technology Education (IJICTE)*, *9*(1), 51-59.

Kosnik, C., White, S., Marshall, B., Goodwin, A. L., & Murray, J. (Eds.). (2016). *Building bridges: Rethinking literacy teacher education in a digital era.* Springer.

Kruk, M. (2019). Dynamicity of perceived willingness to communicate, motivation, boredom and anxiety in Second Life: The case of two advanced learners of English. *Computer Assisted Language Learning*, 1-27.

Kukulska-Hulme, A. (2012). How should the higher education workforce adapt to advancements in technology for teaching and learning?. *The Internet and Higher Education*, *15*(4), 247-254.

Maulana, R., Opdenakker, M. C., den Brok, P., & Bosker, R. (2011). Teacher–student interpersonal relationships in Indonesia: profiles and importance to student motivation. *Asia Pacific Journal of Education*, *31*(01), 33-49.

Malik, R. S. (2018). Educational challenges in 21st century and sustainable development. *Journal of Sustainable Development Education and Research*, *2*(1), 9-20.

McGunagle, D., & Zizka, L. (2020). Employability skills for 21st-century STEM students: the employers' perspective. *Higher education, skills and work-based learning.*

Montiel, I., Delgado-Ceballos, J., Ortiz-de-Mandojana, N., & Antolin-Lopez, R. (2020). New ways of teaching: using technology and mobile apps to educate on societal grand challenges. *Journal of business ethics*, *161*(2), 243-251.

Muzaini, M., Rahayuningsih, S., Nasrun, N., & Hasbi, M. (2021). Creativity in synchronous and asynchronous learning during the covid-19 pandemic: a case study. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, *10*(3), 1722-1735.

Musa, F., Mufti, N., Latiff, R. A., & Amin, M. M. (2011). Project-based learning: Promoting meaningful language learning for workplace skills. *Procedia-Social and Behavioral Sciences*, *18*, 187-195.

Nariyati, N. P. L., & Pratiwi, N. P. A. (2020). EFL Pre-Service Teachers' Perception toward the Use of Mobile Assisted Language Learning in Teaching English. *International Journal of Language Education*, *4*(1), 38-47.

Nugroho, A., Haghegh, M., & Triana, Y. (2021). Emergency remote teaching amidst global pandemic: voices of Indonesian EFL teachers. *VELES Voices of English Language Education Society*, *5*(1), 66-80.

Nugroho, A., & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *EduLite: Journal of English Education, Literature and Culture*, *5*(2), 304-321.

Oke, A., & Fernandes, F. A. P. (2020). Innovations in teaching and learning: Exploring the perceptions of the education sector on the 4th industrial revolution (4IR). *Journal of Open Innovation: Technology, Market, and Complexity*, *6*(2), 31.

Panggabean, H. (2015). Problematic Approach to English Learning and Teaching: A Case in Indonesia. *English language teaching*, *8*(3), 35-45.

Philipsen, B., Tondeur, J., Pareja Roblin, N., Vanslambrouck, S., & Zhu, C. (2019). Improving teacher professional development for online and blended learning: A systematic meta-aggregative review. *Educational Technology Research and Development*, *67*(5), 1145-1174.

Postelnicu, C., & Câlea, S. (2019). The fourth industrial revolution. Global risks, local challenges for employment. *Montenegrin Journal of Economics*, *15*(2), 195-206.

Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class. *International Journal of Language Education*, *3*(1), 64-73.

Seemiller, C., & Clayton, J. (2019). Developing the strengths of generation Z college students. *Journal of College and Character*, *20*(3), 268-275.

Sirait, S. (2016). Does teacher quality affect student achievement? An empirical study in Indonesia. *Journal of Education and Practice*, *7*(27).

Son, J. B., Robb, T., & Charismiadji, I. (2011). Computer literacy and competency: A survey of Indonesian teachers of English as a foreign language. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, *12*(1), 26-42.

Suherdi, D. (2019). Teaching English in the industry 4.0 and disruption era: Early lessons from the implementation of SMELT I 4.0 DE in a senior high lab school class. *Indonesian Journal of Applied Linguistics*, *9*(1), 67-75.

Suryadarma, D., Suryahadi, A., Sumarto, S., & Rogers, F. H. (2006). Improving student performance in public primary schools in developing countries: Evidence from Indonesia. *Education Economics*, *14*(4), 401-429.

Thoonen, E. E., Sleegers, P. J., Peetsma, T. T., & Oort, F. J. (2011). Can teachers motivate students to learn?. *Educational studies*, *37*(3), 345-360.

Trembach, S., & Deng, L. (2018). Understanding millennial learning in academic libraries: Learning styles, emerging technologies, and the efficacy of information literacy instruction. *College & Undergraduate Libraries*, *25*(3), 297-315.

Wiradendi Wolor, C. (2020). The importance of work-life balance on employee performance millennial generation in Indonesia. *Journal of Critical Reviews*.

Wirantaka, A., & Wahyudianawati, P. A. (2021). Characteristics of Effective English Teacher for Millenials. *Journal of Foreign Language Teaching and Learning*, *6*(2), 185-206.

Wu, W. C. V., Lin, I. T. D., Marek, M. W., & Ou Yang, F. C. (2021). Analysis of English Idiomatic Learning Behaviors of an Audio-Visual Mobile Application. *SAGE Open*, *11*(2), 21582440211016899.

Yang, Y. T. C., Chen, Y. C., & Hung, H. T. (2020). Digital storytelling as an interdisciplinary project to improve students' English speaking and creative thinking. *Computer Assisted Language Learning*, 1-23.

Zein, M. S. (2017). Elementary English education in Indonesia: Policy developments, current practices, and future prospects: How has Indonesia coped with the demand for teaching English in schools?. *English Today*, *33*(1), 53-59.