

PRE-SERVICE TEACHERS' AND TEACHER EDUCATORS' BELIEFS ABOUT TELL AND DIGITAL CITIZENSHIP IN ELT

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ABSTRAK

Teknologi dapat mendorong siswa untuk menjadi pembelajar mandiri, namun siswa mungkin tidak memahami norma dan perilaku yang tepat dalam menggunakan teknologi untuk pembelajaran. Studi ini bertujuan untuk mengeksplorasi keyakinan calon guru bahasa Inggris dan pendidik guru tentang TELL dan Digital Citizenship di Indonesia. Penelitian ini mengikuti pendekatan kualitatif dengan metodologi studi kasus. Data diperoleh dari wawancara semi terstruktur dan dianalisis dengan menggunakan analisis tematik. Setelah menganalisis data, temuan menunjukkan bahwa calon guru bahasa Inggris dan pendidik guru memiliki keyakinan yang kuat tentang penggunaan teknologi untuk mengajar bahasa Inggris di Indonesia. Namun, pemahaman calon guru tentang integrasi teknologi tidak mengacu pada apa yang dapat ditawarkan TELL, melainkan terbatas pada penggunaan kamus digital dan alat terjemahan. Hal ini disebabkan para calon guru belum mengetahui manfaat TELL dalam program pendidikannya. Dalam kaitannya dengan Digital Citizenship, baik calon guru Bahasa Inggris maupun pendidik guru Bahasa Inggris belum mengenal elemen – elemen dari Digital Citizenship. Namun, pendidik guru telah mendorong calon guru bahasa Inggris untuk mencegah tindakan plagiarism yang merupakan salah satu elemen dari Digital Citizenship. Temuan menunjukkan bahwa mungkin bermanfaat untuk mengajarkan TELL dan Digital Citizenship kepada guru bahasa Inggris dan pendidik guru.

Kata kunci: TELL, Digital Citizenship, Calon Guru, Pendidik, Bahasa Inggris.

ABSTRACT

Technology can encourage students to become independent learners, however, students might not understand the norms and appropriate behaviour of using technology for learning. This study aims to explore pre-service English teachers' and teacher educators' beliefs about TELL and digital citizenship in Indonesia. This study follows qualitative approach with a case study methodology. The data were obtained from semi-structured interviews and analyzed by using thematic analysis. After analyzing the data, the findings indicate that pre-service English teachers and teacher educators have strong beliefs about using technology to teach English in Indonesia. However, pre-service teachers' understanding about technology integration does not refer to what TELL can offer, instead it is limited to the use of digital dictionaries and translation tools. This is due to the fact that the pre-service teachers have not learned about the benefits of TELL in their education program. In regards to digital citizenship, all participants are not familiar with the elements of digital citizenship. However, teacher educators have encouraged pre-service English teachers to prevent plagiarism act. The findings suggest that it might be beneficial to teach TELL and Digital Citizenship to pre-service English teachers and teacher educators.

Keywords: TELL, Digital Citizenship, Pre-service Teachers, Educators, English.

INTRODUCTION

In Indonesia, English is spoken as a foreign language, so English is commonly used for business and international purposes. This gives English teachers in Indonesia more challenges than English teachers who teach English in a country where English is spoken as a second language. Since opportunities to use English as a means of

communication are not commonly found in daily life, English teachers in Indonesia are challenged to be creative and innovative so that students can communicate in English as often as possible, and technology can facilitate students to do this.

Technology has many advantages to help students practice their English skills. For

examples, by watching YouTube, by interacting with people on Social Media platforms, by reading e-books, or by taking an online English course. Internet can connect people from different places, and these people can learn beyond the classroom. Several studies indicate that teachers in Indonesia have incorporated technology in their teaching practices (Fithriani et al., 2019; Inayati, 2015; Rafidiyah, 2016). Those studies suggest the benefits of using technology for language learning, however, limited amount of literature focuses on issues related to students' behavior in using the technology and internet effectively to support their learning.

Indonesia was ranked as the 4th highest country with most internet users in the world (Muller, 2020). Even though such high number of internet users describes the importance of Internet for people in Indonesia, this data cannot explain the understanding of people in using the internet effectively and wisely.

A research conducted by UNICEF (Beger et al., 2012) reports that adolescents and youth in Indonesia have been exposed to the risks of accessing pornography contents, and becoming victims of internet trafficking, software piracy, and identity theft. These findings are supported by Safaria's study (Safaria et al., 2016) that discusses the impact of cyberbullying among junior high school students in Indonesia in that 80% of 102 seventh grade students have experienced cyberbullying.

In dealing with challenges and issues related to technology, the government and private sector in Indonesia has been actively involved in dealing with online safety issue (Beger et al., 2012). This proves that the Indonesia government has realized the risks of using technology, for example, by blocking access to pornographic contents, collaborating with UNICEF to conduct research about "digital citizenship and safety among children and adolescents in Indonesia", as well as initiating a program called "Internet Sehat" which can be accessed on <http://internetsihat.id/>. These efforts aim

to build public awareness about online safety through campaigns and SNSs.

In relation to how internet can facilitate language learning has been discussed widely. Walker and White (Walker & White, 2013) argue that current technology is not assisting language learning anymore, but it has become language learning environment. This is why the previous Computer Assisted Language Learning (CALL) has turned into Technology Enhanced Language Learning (TELL) in that technology provides new learning context and can be accessed through many technological devices which are normally used every day, such as computers, game consoles, smart phones and tablets (Walker & White, 2013). Therefore, language cannot only be learned by using computers, but also by using other digital tools.

Such understanding implies that language learners can enhance their language learning by connecting and communicating with English speakers using these technological devices. TELL gives opportunities to learn from different places, encourages autonomous learning and student-centered pedagogy, and supports language learners to work at their own pace (Walker & White, 2013).

In its implementation, TELL can accommodate different roles in language learning and teaching, however, there are some considerations before implementing TELL. First, teachers and students should be familiar with self-directed learning and students-centered approach (Wong & Benson, 2006).

TELL gives students who have the access to the Internet more opportunity to improve their listening, reading, writing, and speaking skills. Language learning is not limited within a classroom anymore in that students can learn beyond the classroom via various platforms and Apps which can be accessed on their smart phone from anywhere and at anytime.

However, such opportunities come with drawbacks in that students could use the internet unwisely. For examples, the internet can give students the possibility to conduct

plagiarism act, students can fall into internet scam or identity theft from meeting strangers online, students cannot manage their time well in using the internet so they become very addicted, and etc.

Technological devices can expose language learners to virtual learning environment that enable them to communicate in a network of language-exchange community (Walker & White, 2013). Within this community, however, students could easily share their personal information to people they just met online (Ribble & Miller, 2013). In response to such issue, Ribble and Bailey (Ribble & Bailey, 2007) suggest educators to teach digital citizenship to their students at school.

There are nine digital citizenship elements, namely:

- 1) Digital access
- 2) Digital commerce
- 3) Digital communication
- 4) Digital literacy
- 5) Digital etiquette
- 6) Digital law
- 7) Digital rights and responsibilities
- 8) Digital health and wellness,
- 9) Digital security

Despite the popularity of digital citizenship elements, Ribble (Ribble, 2012) mentioned that digital citizenship skills were not taught to pre-service teachers, so he suggested that there is a need to prepare both technological tools and training on educational technology including digital citizenship to support teacher candidates. Ribble and Bailey (Ribble & Bailey, 2007) divided digital citizenship elements into three categories, namely elements affecting students' learning and academic performance, elements affecting the overall school environment and students' behavior, and elements affecting students' life outside school environment.

Elements that affect students' learning and academic performance are digital access, digital literacy and digital communication. Digital access is understood as ability to participate in digital society. In teaching with technology, digital access become an issue due to socio-economic factor, disability, or

physical location. To address this issue, teachers are encouraged to suggest students using digital tools that can be accessed without internet access or downloading learning materials at school before going home (Ribble, 2012). Meanwhile, digital literacy is defined as "the capability to use digital technology and knowing when and how to use it" (Ribble & Bailey, 2007). To teach students in using specific digital tools for learning, teachers are encouraged to provide instructions or students can share their knowledge about how to operate the tools for learning in the classroom (Ribble, 2012). Finally, digital communication is about "the electronic exchange of information (Ribble & Bailey, 2007). Without understanding digital communication, students might use informal language when writing an email to teachers and bullying friends on SNSs. Digital communication can be taught by engaging students in discussion about empathy and cyberbullying (Ribble & Bailey, 2007)

Elements that relate to school environment and students' behavior are digital rights and responsibilities, digital etiquette, and digital security. Digital rights and responsibilities relate to "the privileges and freedom extended to all digital technology users, and the behavioral expectations that come with them" (Ribble & Bailey, 2007). Understanding this element would prevent students from conducting plagiarism act and cheating on tests. Meanwhile, digital etiquette is "the standards of conduct expected by other digital technology users" (Ribble & Bailey, 2007). This relates to the appropriate behavior of using technology, such as understanding rules of socializing and communicating positively within the network of digital society. Digital security is defined as "the precautions that all technology users must take to guarantee their personal safety and the security of their network" (Ribble & Bailey, 2007). Students who understand digital security will take precautions to ensure their online safety, such as from phishing, viruses and scamming.

Elements that concern on students' life outside school are digital commerce, digital law, and digital health and wellness. Digital

commerce is “the buying and selling of goods online” (Ribble & Bailey, 2007). To help students become good digital consumers, it is considered important to teach digital commerce at school. Meanwhile, digital law is “the legal rights and restrictions governing technology use” (Ribble & Bailey, 2007). Teaching digital law is important so that students can be careful in using copyright materials and photos (Courous & Hildebrandt, 2015). Teacher can introduce royalty-free content sites that students can access to support their learning process, such as free images, free music, and free video. Finally, digital health and wellness is about “physical and psychological well-being related to digital technology use” (Ribble & Bailey, 2007). Since overusing technology and internet addiction can cause physical and psychological issues, such as insomnia, personal well-being, eyestrain and poor posture (Courous & Hildebrandt, 2015), it is important for teachers to remind students about managing their time in using technology.

It can be seen that it is imperative for teachers and students to learn about digital citizenship elements to become good digital citizens. Many studies of digital citizenship in education discuss about teachers’ beliefs of digital citizenship, for instance Yang and Chen (Yang & Chen, 2010) who explore teachers’ beliefs about digital citizenship using NETS-T 2008 Standard VI. Other researchers focus on digital citizenship in middle school (Snyder, 2016) and elementary school (Walters, 2018). However, little attention is given to pre-service English teachers’ and teacher educators’ beliefs about TELL and digital citizenship elements in ELT specifically. This study tried to address this gap by focusing on pre-service English teachers and teacher educators in Indonesia EFL teaching context.

RESEARCH METHOD

The main objective of this study is to explore pre-service English teachers’ and teacher educators’ beliefs about TELL and digital citizenship in ELT, especially in Indonesia EFL teaching context. Accordingly, the

research questions were formulated as follows:

1. What are final-year pre-service English teachers’ beliefs about integrating TELL in EFL teaching context?
2. What are final-year pre-service English teachers’ beliefs about digital citizenship and teaching digital citizenship elements through ELT?
3. What are teacher educators’ beliefs about the role of TELL in language teacher education?
4. What are teacher educators’ beliefs about digital citizenship and promoting digital citizenship in their practices?

This research was conducted by using qualitative research approach with case study methodology. In regards to the type of case study chosen, in this research project, the case study is single (Cohen et al., 2018) or specifically related to Indonesia EFL teaching context, and it focuses on final year pre-service English teachers’ and teacher educators’ beliefs about TELL and digital citizenship.

To strengthen the validity of this research, respondent triangulation (Bush, 2007) was implemented. (McFee, 1992) explains that in respondent triangulation, considering different viewpoints can reflect the reality of a situation. In this study, two pre-service English teachers and two teacher educators were considered sufficient to provide different beliefs about TELL and digital citizenship due to their different length of teaching experiences. After analyzing different viewpoints from pre-service English teachers and teacher educators, a clearer answer for the research questions emerged.

Purposive sampling technique was used in selecting the participants of this research. This technique allows the researcher to select participants based on specific criteria that are in accordance with the aims of study (Miles et al., 2014). The criteria that I set were as follows; 1) the pre-service English teachers should be interested in using technology for teaching English, 2) the pre-service English teachers should be in their final year of studying in an English

education department in Indonesia, 3) the teacher educators should have experiences in using technology for teaching English in Indonesia.

There were two final year pre-service teachers and two teacher educators from a particular university in North Sumatra, Indonesia participated in this study. The data were collected through semi-structured interviews and analyzed by using thematic analysis. To maintain ethical standards, every participant is given a pseudonym so that their information can be protected and remained anonymous. The pre-service teacher participants were named Molly and Ginny whereas the teacher educators were named George and Fred.

HASIL DAN PEMBAHASAN

Integrating TELL in Indonesia EFL Teaching Context

During the interviews, the pre-service English teachers were asked about integrating TELL in EFL teaching context. Meanwhile, the teacher educators were asked about the role of TELL in language teacher education.

Walker and White (Walker & White, 2013) mention that a characteristic of TELL is that technology can become language learning environment in which learning happens through many technological devices. During the semi-structured interviews, both pre-service teachers believe that technology can enhance language learning because they have used technology for learning English. Such positive beliefs about technology and language learning might be developed from their positive experiences when learning English with technology. However, the examples the participants provided indicate that their understanding about TELL is still limited to the use of digital tools to assist learning, not as an environment to learn English as what White and Walker (Walker & White, 2013) highlight.

For instance, Molly and Ginny use digital dictionaries and translation tools to learn new vocabularies, improve their spelling and pronunciation. Although realizing that they have few opportunities to

communicate in English, they did not consider the possibility of creating English learning environment by using technology, for example practicing English skills through blogs, SNSs or multiplayer games (Walker & White, 2013).

“For writing...it is less effective with technology because in learning to write we should know the correct way to write...we need teacher or the expert...learning to write with technology without teacher seems unlikely”.

Although pre-service English teachers lack understanding of TELL they believe that integrating TELL into EFL teaching context can be both beneficial and challenging. Although pre-service English teachers have not considered TELL as language learning environment to collaborate (Ally et al., 2014), they can see that technology allow them to offer innovative teaching forms (Gaible & Burns, 2005) and provide access to learning resources (Ally et al., 2014). It can be proven from the participants' beliefs about the benefits of using technology to learn aspects of English language, part of speech and to improve students' enthusiasm to learn English. In addition, pre-service English teachers also realize that technology integration can help the process of managing class administration (Lightfoot, 2019) in which students can submit task online. More importantly, pre-service English teachers are aware that integrating technology into teaching can improve digital literacy or ability to use technology (Ally et al., 2014).

The findings also reveal that digital access (internet and smart phone ownership) and digital literacy (ability to navigate technology) are some challenges to integrate technology in ELT in Indonesia EFL teaching context. These findings are in line with UNICEF's (Beger et al., 2012) that found limited access to internet and computer ownership are some key issues faces by adolescents and youth in Indonesia. The findings about some constraints of integrating TELL in this research project are also in line with Lightfoot (Lightfoot, 2019) who mention that digital access, digital skills and motivation are some factors that can become the constraints of using technology

in teaching. Interestingly, teacher educators also mention the same constraints of integrating TELL in Indonesia teaching context.

Roles of TELL in Language Teacher Education

Compared to pre-service English teachers, English teacher educators have more experiences in ELT practices. After analyzing the data from interviews conducted with the teacher educators, it was found that they have different beliefs about TELL. George believes that technology can enhance language learning while Fred does not. Although Fred has used technology as an environment for learning and teaching English, such as using Google classroom, he is in doubt about the word “enhance” in TELL. According to Fred, technology cannot enhance language learning, human can because technology is only a tool that human uses to assist language learning. This finding indicates that there is a need to provide a clear definition between “assisted” in CALL and “enhance” in TELL.

Although teacher educators have different point of view about TELL. They believe that technology facilitates language learning and teaching. Following are some roles of TELL in language teacher education according to teacher educators:

- 1) Technology as a tool to improve English, for example by using recording to record and assess pronunciation and grammar usage in speaking
- 2) Technology as an environment to practice English, for example by uploading speaking video to SNSs.
- 3) Technology facilitates language learning and teaching practices by allowing teachers to save time in preparing lesson and managing class activities
- 4) Technology motivates language learners to use English in SNSs

These findings are in line with Taylor (1980) who mentions that computer can function as a tutor and as a tool to complete language learning tasks, and as learning environment (Walker & White, 2013). These

findings indicate that English teacher educators realize that the role of TELL as environment in teacher education program. Interestingly, it was found that technology can function as motivator to language learning, in a sense that it can be used to gain students’ enthusiasm in language learning In the implementation of TELL in teacher education program, teacher educators mention the same constraints echoed by pre-service English teachers, namely; internet access, smart phones ownership, and digital skills or digital literacy (Lightfoot, 2019).

However, in addition to these constraints, positive or negative beliefs toward technology can also become factors which influence pre-service teachers’ motivation to learn with technology. This coincides with Carlson and Gadio (Carlson & Gadio, 2002) and Walker and White (Walker & White, 2013) who mention that teachers might not use technology if they cannot see the benefits of using technology for learning and teaching. Further, teacher educators in this research project also believe that understanding the connection between technology and ELT is crucial in using technology for teaching English. This is consistent with several authors (Kumar and Vigil, 2011; Angeli and Valanides, 2005; Koehler et al., 2007) who highlight the importance of understanding the relationship between technology, pedagogy and the subject when using technology for educational purposes.

Teaching Digital Citizenship Elements through ELT

With access to technology, English learners can expose themselves to authentic English learning sources and interact with English speakers on the internet. (Ribble & Bailey, 2007) encouraged educators to teach digital citizenship at school so that students become more prepared in dealing with issues related to technology usage. Despite the popularity of this concept, little attention is given to teaching digital citizenship in ELT.

After analyzing the data, the study reveals that pre-service teachers and teacher educators are not sure about what “digital citizenship” entails before participating in this research project. After reading the

information sheet, they believe that digital citizenship is important to be taught in English classroom. Although digital citizenship is not taught to pre-service teachers (Ribble, 2012) in Indonesia, pre-service English teachers want to teach the nine elements of digital citizenship to their future students. According to pre-service English teachers, the most important digital citizenship elements to be taught in ELT are digital rights and responsibilities, digital literacy, digital communication and digital health and wellness.

Digital rights and responsibilities is “the privileges and freedoms extended to all digital technology users, and the behavioural expectations that come with them (Ribble & Bailey, 2007). Understanding digital rights and responsibilities allow learners to prevent plagiarism act and cheat on tests. The pre-service English teachers suggested that they would explain this digital citizenship element in order to prevent students from conducting plagiarism when they notice that students conduct plagiarism act.

Digital literacy is “the capability to use digital technology and knowing when and how to use it” (Ribble & Bailey, 2007). According to pre-service English teachers good digital literacy skill is needed so that learners can follow the development of educational technology these days, or so that they become digitally literate. Digital communication is “the electronic exchange of information (Ribble & Bailey, 2007). It was suggested that teaching empathy would allow students to have good digital communication skill in which they would understand that cyberbullying is inappropriate behaviour. According to pre-service English teachers, English learners should know how to communicate well on the internet.

Digital health and wellness is an element that relates to students’ life outside school. It is about “the physical and psychological well-being related to digital technology use (Ribble & Bailey, 2007). According to pre-service teachers, English learners should understand the negative effect of overusing technology and internet addiction.

These findings support Ribble and Bailey (Ribble & Bailey, 2007) who mention that digital literacy and digital communication are digital citizenship elements that affect students’ learning and academic performance. Digital rights and responsibilities are digital citizenship elements that relates to school environments and students behaviour. Meanwhile digital health and wellness affect students’ life outside school (Ribble & Bailey, 2007). These findings reflect that as teacher candidates, pre-service English teachers consider the importance to teach all categories of digital citizenship elements.

In teaching digital citizenship, pre-service teachers suggest that it is not enough to only promote digital citizenship in the classroom. They suggest that teachers should remind students about digital citizenship everyday, not specifically in one specific element only.

Promoting Digital Citizenship in EFL Classroom

All teacher educators who participate in this research project have heard about digital citizenship, but they have not paid much attention to this term. After participating in this research project, they realize that they have promoted some of digital citizenship elements in their teaching practices although they did not know the nine elements of digital citizenship before. For instance, allowing students to use smart phones to access digital dictionary, but does not allow students to use social media during class (digital communication).

In teaching digital citizenship, teacher educators believe that it is impossible to teach digital citizenship in one meeting of ELT class, but it is possible to talk slightly about it, such as to prevent plagiarism act. In addition, teacher educators suggest that digital literacy and digital communication should be taught in English teacher education program in Indonesia at the beginning of the course module in order to prevent plagiarism act. This suggestion is in accordance to my experience in learning at the University of Leeds in which all students must take academic integrity test that teach students about academic honesty. Teacher educators

also believe that they need to build students' awareness about digital citizenship by modelling academic honesty to prevent students from plagiarism. Interestingly, teacher educators mention that understanding digital citizenship can create access to the teaching and learning of English, especially access to learning resource and technology. This means by understanding digital citizenship elements, teacher educators will be able to deal with issues related to issues of teaching with technology.

After conducting the study, I found that pre-service English teachers and teacher educators have strong beliefs about using technology to teach English in Indonesia. However, the pre-service English teachers' understanding about technology integration is not as environment of learning English as what TELL can offer, but to facilitate learning by using digital dictionaries and translation tools. The findings indicate that pre-service teachers were not taught about TELL in their teacher education program, so it might be beneficial to include TELL as a module in English education program in Indonesia.

In regards to digital citizenship, all participants are not familiar with digital citizenship elements. However, teacher educators have encouraged pre-service English teachers to prevent plagiarism act when completing their English tasks. This indicates that teacher educators realize the important of digital citizenship elements even though they are not familiar with all of the elements in digital citizenship. The findings also indicate that of the nine elements in digital citizenship, the most important elements are digital rights and responsibilities, digital literacy, digital communication, and digital health and wellness.

The findings reflect that it is important to teach digital citizenship in ELT

CONCLUSION

The development of technology these days has influenced the field of English education. Although many educators have been familiar in using technology for educational

purposes, there is possibility that they have not considered teaching the appropriate norms and behaviour in using technology.

This study found some challenges and benefits of integrating technology in Indonesia EFL teaching context. The study also suggests the most important elements of digital citizenship that teacher educators or English teachers should pay attention to when teaching English with technology. In addition, the study also suggests some ways to promote digital citizenship in EFL classroom. Since this study was conducted with a small number of participants and within a short time, further studies are needed to provide deeper insights about the implementation of TELL and the teaching of digital citizenship elements in English classroom.

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