

EFL PEDAGOGY IN EDUCATION 5.0: EVOLVING TRENDS AND FUTURE OF INDOONESIAN EDUCATION

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Abstract

This study investigates the adaptation of the Education 5.0 framework in English as a Foreign Language (EFL) pedagogy in Indonesia through the use of a narrative literature review. The evaluation looks at how new trends, like gamification, VR applications, AI-driven tools, and mobile-assisted language learning, affect student performance and engagement. It covers important issues like policy alignment, teacher preparedness, sociocultural resistance, and gaps in technology infrastructure. Case studies from current studies highlight the advantages of these creative strategies, which enhance motivation, engagement, and language proficiency. The review's wide scope does, however, suggest the need for more regional research. Future directions include developing AI, increasing the use of VR, improving gamification, and enacting significant policy changes.

Keywords – Education 5.0, EFL, Pedagogy, Indonesia, Current Trends

Introduction

Education, now, comes to a transformative era with the emergence of education 5.0 immersing the latest technologies with human-centred approach. Education 5.0 places a strong emphasis on the application of artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) as well as the development of lifelong, adaptive, and holistic learning (Ahmad et al., 2023; Rochmat et al., 2024). This paradigm shift presents new opportunities and challenges at once for English as a Foreign Language (EFL) learning practice, especially in developing countries like Indonesia in which language proficiency is required to be successful in the global era.

The concern that learning English as a foreign language (EFL) enhances academic performance, career opportunities, and global engagement highlights the importance of EFL in Indonesia. Indonesia, the world's fourth most populated nation, has particular difficulties in raising English proficiency in a variety of socioeconomic and geographical contexts. These issues must be addressed immediately since

proficiency in the English language is becoming more and more necessary for engaging in cross-cultural communication, gaining knowledge across borders, and taking part in the global economy (Pujiani et al., 2022).

Utilizing technology to make learning experiences more individualized and interesting is a key component of modifying EFL pedagogy in Indonesia to conform to Education 5.0 concepts. Given the disparities in the nation's educational systems and degrees of technology accessibility, this adaptability is especially important. Teachers may solve these inequalities and deliver appropriate, better language instruction by incorporating AI, VR, AR, gamification, and mobile learning (Rochmat et al., 2024).

This paper aims to investigate the current shifts in English as a Foreign Language (EFL) pedagogy in the Indonesian setting, determine the potential and obstacles related to applying Education 5.0 concepts into practice, and suggest future directions for improving EFL instruction. This paper seeks to provide a thorough knowledge of how Indonesia might effectively change its EFL teaching practices to suit the

demands of a fast-changing educational environment by evaluating recent research and case studies.

Theoretical Background

From Education 4.0 to Education 5.0

Education 5.0, which demands the integration of advanced technology like virtual reality (VR), artificial intelligence (AI), and personalized learning, requires a paradigm shift in the field of education. It also aims to provide a more adaptable and student-centred learning environment. Unlike earlier iterations of Education 4.0, which prioritized automatization and machine learning, Education 5.0 supports students' overall development while preparing them for a rapidly evolving technology world (Ahmad et al., 2023). This method fosters critical thinking, creativity, and problem-solving skills, which are the workforces of the twenty-first century (Merta et al., 2023).

Evolution of EFL Teaching Strategies

Over the years, EFL teaching approaches and methods have changed dramatically. Traditional method concentrating on the rote of memorization and grammar translation has been replaced by communicative and task-based approaches (Richard & Rodgers, 2001). These more recent approaches place an emphasis on learner participation, real-world communication, and interaction. Technology integration has further changed EFL pedagogy. In order to provide dynamic and interesting learning environments, multimedia technologies, internet resources, and language learning applications have evolved into essential elements of contemporary EFL training.

Influence of Education 5.0 on EFL

By the integration of advanced technologies like AI, VR, and gamification into language learning, the cores of Education 5.0 are revolutionizing EFL education. AI-powered platforms allow for personalized learning by

adapting content to each learner's needs and offering immediate feedback. Immersion language practice environments created by virtual reality (VR) enhance learners' contextual comprehension and reduce their anxiety when speaking a foreign language (Alshumaimeri & Alshememry, 2024; Rochmat et al., 2024). By using game-based elements like leaderboards and points, gamification increases student motivation and engagement (Putu Wulantari et al., 2023).

The transition to Education 5.0 offers Indonesia a critical chance to transform its EFL teaching. By employing innovative instructional techniques and technological tools, Indonesia can raise the level of English proficiency among its students, increasing their competitiveness in the global market and advancing the growth of the country as a whole.

Methodology

This study employed a Narrative Literature Review to investigate the current trends and future directions of EFL pedagogy toward the education 5.0. Narrative reviews, which explore significant subjects from a theoretical perspective, are regarded as a valuable teaching resource for education. Compared to systematic reviews, narrative reviews adopt a less formal approach because they do not need to include the more rigorous elements of a systematic review, like reporting methodology, search keywords, databases utilized, and inclusion and exclusion criteria (Jahan et al., 2016). Since there is currently no agreement on the typical format for a narrative review, the methodological rigor of a systematic review was applied to the paper's preparation to its advantage. It followed some steps including defining the research questions, conducting literature review by applying literature finding, selecting criteria, and assessing the selected literature, and finally crafting the paper (Ferrari, 2015).

First, the research questions were defined. Acknowledging the literature gap between the new paradigm of education 5.0 and the current practice of EFL in Indonesia, the researcher set out to uncover the theoretical framework of education 5.0 and its implementation in EFL pedagogy. Five questions were formulated: 1) What is education 5.0? 2) What are the current trends in EFL Pedagogy in Indonesia? 3) What are the challenges in adapting EFL pedagogy to education 5.0? 4) Are there any case studies or empirical evidences related to this issue? 5) What are the future directions for EFL Pedagogy in Indonesia? Then, related literatures were overviewed by using literature search engine namely google scholar. Since the purpose of this paper is to provide comprehensive knowledge about a specific issue, namely EFL pedagogy within the framework of education 5.0, the selection criteria were not explicitly specified. The researchers started from the broader are of “education 5.0” or “society 5.0”. Then, it was specified by adding “EFL” and “Indonesia” keywords.

Based on the results of this initial review, the search for articles was then expanded to obtain more comprehensive data. Some keywords related to education 5.0 were applied such as “AI” “VR” “gamification” “MALL” “technology” “Challenges” and “Indonesia”. Finally, these articles were extracted and synthesized to build the conceptual framework of EFL pedagogy within education 5.0 era in Indonesian context.

Finding and Discussion

The Nature of Education 5.0

Japan was the first to introduce the idea of society 0.5 as an improvement on earlier ideas. By placing people back at the centre of the world, society 5.0 seeks to establish a technologically advanced but human-centred structure of communal living. Anticipating the chaos and disruption of the industrial revolution 4.0, the idea of society 5.0 was born. The phenomena of

digital technology's rise, which causes people to shift their routines from the actual world to the virtual one, is what is being referred to as the "era of disruption." Japan developed the idea of society 5.0 as a result of its worries about the invasion of the industrial revolution 4.0, which altered the moral principles that Japan had upheld (Eliwatis et al., 2022).

The demands of society 5.0 emerged a revolution in education called education 5.0. To connect the needs of industry and the education practice as the preparation for industrial life, the framework of education needs to cover some big issues including Sustainable Growth Developments (SGDs), students-centric methodologies, resilience, and the use of technology (Andres et al., 2022). According to Ahmad et al. (2023), the requirements for education 5.0 involves personalized learning, collaboration and connectedness, development of 21st-century skills, flexibility and accessibility, data-driven decision making, security and privacy, high-speed networks, well-being, adaptability, accessibility, gamification and game-based learning. To map the readiness of Indonesian EFL pedagogy for the era of society 5.0, it is necessary to overlook at the current trends of EFL pedagogy in Indonesia as well as the challenges to adapt it to education 5.0.

Current Trends in EFL Pedagogy in Indonesia

According to recent study, there have been notable advancements in Indonesian EFL pedagogy, with a focus on personalization, technological integration, and holistic development that are in line with the values of Education 5.0. Using artificial intelligence (AI) and machine learning to build adaptable learning environments is one such development. For instance, research by Safitri & Fithriani (2024) demonstrated how AI-powered media to enhance the students' writing skills by offering assistance in improving their writing quality, writing process, and creativity.

Other advanced technologies like Virtual reality (VR) are being used more frequently in EFL classes in Indonesia. According to study by Kustandi et al. (2020), these technologies provide authentic language learning environment by replicating real-world interactions in which students can actively participate. Virtual reality (VR) assists contextualized learning and help students become more fluent and culturally competent by providing opportunities for language practice in settings that replicate real-world communication.

Gamification is still a successful teaching method for EFL in Indonesia. According to a Redjeki & Muhajir (2021) study, pupils who learn through games are more interested and motivated. Gamified EFL platforms employ many elements such as badges, leaderboards, and points to establish a lively and captivating learning atmosphere Putu Wulantari et al., (2023). This method encourages students' continuous attention and active participation in addition to making language learning more fun.

In addition, Indonesian EFL settings are progressively implementing the flipped classroom approach, a promising teaching method in the era of education 5.0. It promotes the new paradigm in learning from teacher-centred to student-centred, and also active and collaborative learning. It has numerous advantages for both students and teachers. For students, it reduces anxiety, improves critical thinking and self-efficacy, fosters autonomy, boosts motivation, and increases student satisfaction. For teachers, it supports the creation of creative learning resources that meet the needs of the students, extends and delivers the learning experience beyond the classroom, gives teachers more time to assist students in solving problems during class, encourages students to be independent learners, and assesses their performance (Gustian & Rusmawaty, 2023).

Another developing trend in Indonesia is mobile-assisted language learning (MALL), which is effective in offering accessible and adaptable learning possibilities, according to studies. Darsih & Asikin, (2020) claim that mobile platforms and applications provide convenience and ongoing learning opportunities by allowing language learners to practice their abilities whenever and wherever they choose. By enabling continuous language practice and reinforcement, MALL contributes to Education 5.0's core value of lifelong learning (Nugraha & Aminur Rahman, 2021).

Therefore, there has been a change towards more individualized, technologically advanced, and learner-centred approaches in Indonesian EFL instruction. In addition to supporting the objectives of Education 5.0, the incorporation of AI, VR, gamification, flipped classrooms, and mobile learning caters to the varied demands and preferences of contemporary EFL learners and creates more efficient and captivating language learning opportunities.

Adapting EFL Pedagogy to Education 5.0

There are a number of obstacles to overcome while modifying EFL pedagogy in Indonesia to conform to the concepts of Education 5.0. These include issues with technology infrastructure, teacher preparedness, sociocultural influences, and policy alignment. To fully grasp the opportunities of advanced educational systems, these challenges need to be overcome.

First, the difference in Indonesia's technology infrastructure is one of the major obstacles. Even with metropolitan improvements, rural communities frequently do not have enough access to digital devices and the internet to use AI, VR, and other Education 5.0 technology. Irdianto et al. (2022) state that this gap in technology worsens educational inequality

by limiting the equitable use of contemporary EFL pedagogies.

Second, another crucial issue is how prepared educators are to use new educational techniques and tools. To effectively incorporate AI, VR, and gamification into their teaching techniques, a large number of EFL teachers in Indonesia need further training and professional development. According to a study by Calvin & Mali, (2023), instructors are typically have positive attitude towards new technology, but they often lack the skills needed to successfully implement Education 5.0 initiatives. Thus, further trainings for enhancing teachers' technological skills are suggested.

Third, the process of adaptation is also significantly influenced by sociocultural influences. In the Indonesian educational system, traditional teaching techniques and centralized classroom dynamics are fundamentally rooted. The adoption of the more interactive and student-centred teaching strategies encouraged by Education 5.0 may encounter resistance due to these cultural factors. According to research by Muwaffaq et al., (2024), changing the way that people think about teaching and learning is necessary to break through these cultural barriers.

Fourth, for successful implementation, educational policies and curricula must be in line with the concepts of Education 5.0. However, Indonesia's existing EFL curriculum does not fully accommodate the integration of current technologies and individualized learning strategies. A study by Astriana et al., (2023) claims that education 5.0 in policy and educational strategies for the twenty-first century must adapt education to modernization in general, industrial, and technological advancement. This aims to align education with the potential of technology and its application in education.

In general, there are several obstacles along with the great chance to improve EFL teaching in Indonesia that comes with the shift to Education 5.0. A

comprehensive strategy is needed to address these problems, one that includes enhancing the technology infrastructure, offering specialized teacher training, overcoming socio-cultural resistance, and bringing educational policy into line with contemporary pedagogical frameworks.

Case Studies and Empirical Evidences

Case studies and empirical data offer insightful information about how Education 5.0 principles are really applied in EFL pedagogy in Indonesia. A number of effective efforts and their effects on EFL learning outcomes are highlighted by recent research.

Safitri & Fithriani, (2024) study investigated the usage of AI-powered tools in enhancing the writing skills of English education study program students in Medan. The researchers discovered that students' interest and writing competency were greatly enhanced by AI-powered tools like ChatGPT, Perplexity, Humata, Bing AI, etc. These resources offered assistances in checking their writing quality, accelerate their writing process, and generating ideas.

Another study is a case study on the integration of VR in an ESP program at an Indonesian institution carried out by De Vega & Basri, (2024). Students were able to practice language skills in scenarios rich in context by fully immersing themselves in virtual surroundings through VR-based lessons. The primary findings demonstrated a significant enhancement in student engagement, language skills, and overall learning outcomes. Moreover, students felt that there were major advantages to the technology and reported having favourable experiences with it.

Meanwhile, in a study conducted in 2021, Redjeki & Muhajir investigated how gamification affected Indonesian students' learning of EFL. The study focused on the use of Duolingo in enhancing the second-year students' grammar mastery. Due to the fact that students' scores increased both before and after the treatment, the results demonstrated that Duolingo is a medium

that can be used to implement gamification in language learning. Students also confirmed that the use of Duolingo in grammar lessons produced positive results, such as increasing motivation and encouraging self-directed learning.

The other technology integration in education is the application of mobile-assisted language learning (MALL). Its implementation in Indonesian context was examined by Darsih & Asikin, (2020). These mixed methods research examined university students' perceptions toward MALL specifically the use of mobile application in learning English. It was reported that Kamusku, Google Translate, Elsa Speak, Youtube, Zoom, and Google Meet are the six mobile applications that all participants use frequently. The results of the questionnaires also indicated that their perceptions toward the use of MALL were that MALL, in this case the English mobile application, was considered to be useful and helped their learning in addition to being generally easy to use.

An innovative teaching approach was studied by Suparman et al., (2023) who conducted a qualitative study dealt with the implementation of the flipped classroom in English morphology course. Under this strategy, students used the internet to access course materials before to class and participated in interactive exercises in class. According to the study, this strategy promoted learning outcomes, active learning, and students' engagement. However, in order to successfully implement a flipped classroom, students needed to be proficient with technology and have a strong sense of autonomy.

These case studies and empirical evidence demonstrate the benefits of incorporating Education 5.0 ideas into Indonesian EFL education. The flipped classroom paradigm, AI, VR, gamification, MALL, and gamification have all showed potential in improving language learning outcomes and experiences. These results highlight the opportunity of these innovative techniques to revolutionize EFL

instruction in Indonesia by meeting the demands and overcoming the obstacles of the contemporary educational environment.

Future Directions for EFL Pedagogy in Indonesia

The future of EFL pedagogy lies in further capturing modern technology, encouraging creative teaching approaches, and solving systemic difficulties as Indonesia continues to embrace the ideas of Education 5.0. A number of recommended solutions for improving EFL instruction in Indonesia are identified by several recent studies.

Advancements in Artificial Intelligence (AI)

In the future, AI will play a significant role in EFL instruction. Pendy, (2023) and Alshumaimeri & Alshememry, (2024) show how AI-driven platforms can provide highly customized learning experiences. With the use of AI, language learning may be more effectively customized to meet the needs of individual students by analysing individual learner data to discover areas for growth, provide rapid feedback, and modify lessons. As AI technology becomes more widely available, it has the potential to remove performance and engagement gaps in EFL learning (Alshahrani et al., 2024; Rochmat et al., 2024).

Expansion of Virtual Reality (VR)

It is projected that more EFL courses will use VR to create dynamic and engaging learning environments. By allowing students to practice language skills in simulated real-world scenarios, virtual reality (VR) can dramatically improve language acquisition (De Vega & Basri, 2024; Kustandi et al., 2020). More complex virtual interactions and culturally accurate simulations are possible future improvements in these technologies, which will provide students a better knowledge of language use and cultural differences.

Innovations in Gamification

Gamification is still a hot trend in EFL pedagogy, with room for more innovation. The advantages of game-based learning in sustaining student interest and motivation are highlighted by Putu Wulantari et al., (2023). Adaptive learning routes, cooperative online platforms, and more sophisticated and attractive gaming mechanisms may be included in future EFL programs. These advances have the potential to provide more dynamic and fascinating educational possibilities that meet the interests and passions of students who are digital natives.

Mobile-Assisted Language Learning (MALL)

It is anticipated that mobile learning technology will play an even bigger role in EFL instruction. According to Nugraha & Aminur Rahman, (2021), in order to support students' educational development in the 5.0 era, where everyone must possess the ability to think critically and constructively, it is necessary to develop a mobile application for student learning skills. With the rising number of Indonesians owning smartphones, MALL can provide ongoing, flexible language practice, especially in isolated and underprivileged locations.

Strategic Policy and Curriculum Reforms
Changes to the curriculum and strategic policies are required to enable these technological improvements. In order to guarantee that EFL instruction is in line with contemporary pedagogical approaches, research by Astriana et al., (2023) advises Indonesian educational officials to concentrate on incorporating Education 5.0 ideas into the national curriculum. This includes modernizing teacher preparation curricula to provide educators the tools they need to use emerging technology efficiently.

New teaching approaches and technology developments will undoubtedly influence EFL pedagogy in Indonesia in the future. There are lots of interesting prospects to improve language learning with AI, VR, gamification, and MALL. When

combined with careful legislative changes, these advancements have the potential to greatly enhance EFL instruction, increasing its efficacy, appeal, and accessibility for students all around Indonesia.

Conclusions

The adaptation of EFL pedagogy to Education 5.0 principles in Indonesia was studied in this research, with an emphasis on current trends, obstacles, and future directions. Issues with teacher preparation and technology infrastructure continue to exist even with new approaches and technical developments that enhance EFL training. The broad coverage of this assessment is one of its limitations, indicating the need for more regional research. Subsequent investigations need to focus on strategies unique to a certain region and the long-term effects of Education 5.0 technologies on EFL competency. By addressing these issues, EFL instruction in Indonesia will become more equitable and effective, improving learning results for all students.

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