

## FOSTERING ENGLISH LEARNING MOTIVATION IN RURAL SCHOOLS: A HUMANISTIC APPROACH THROUGH TRANSLANGUAGING AND PERSONALIZED APPROACH

**Fitika Dian Safitri<sup>1\*</sup>, Nabella Bahitta<sup>1</sup>, Claudya Faradina<sup>2</sup>**

<sup>1</sup>English Department, Magister Program, Universitas PGRI Semarang, Indonesia

<sup>2</sup>Psychology program, Psychology Faculty, Universitas Semarang, Indonesia

\*Email: [fitikads18@gmail.com](mailto:fitikads18@gmail.com)

### Abstract

*English language learning in rural schools faces significant sociocultural barriers, where students often perceive the subject as difficult, irrelevant to their daily lives, and disconnected from their career prospects. This leads to chronic passivity, language anxiety, and low assignment completion. This study explores how translanguaging practices and a personalized instructional approach can enhance active participation and emotional engagement in a rural setting. Using Classroom Action Research (CAR) in a rural school, the study involves two cycles of intervention. Data were gathered through classroom observations, in-depth interviews, and task analysis. The intervention strategies include utilizing the mother tongue as a cognitive bridge and contextualizing materials to the students' local environment. Results indicate that translanguaging significantly reduces affective barriers, fostering student confidence and verbal interaction. Furthermore, the personalized approach enhances task persistence and timely submission by making English more relatable. The synergy of these methods creates an inclusive and meaningful learning environment, bridging the gap between global language requirements and rural realities. This study proposes that validating students' linguistic identities is crucial for fostering resilience in marginalized educational contexts.*

**Keywords:** Translanguaging; Personalized Approach; Student Participation; Rural Education; Classroom Action Research

### INTRODUCTION

English language learning in rural schools faces significant sociocultural barriers, where students often perceive the subject as difficult, irrelevant to their daily lives, and disconnected from their future career prospects. In geographical and culturally isolated contexts, conventional, rigid English-Medium Instruction (EMI) or strictly monolingual policies often exacerbate students' language anxiety, resulting in chronic passivity, emotional detachment, and low assignment completion rates. To counteract these challenges, contemporary English as a Foreign Language (EFL) pedagogy emphasizes the shift toward more humanistic and flexible frameworks. Fostering learner motivation in such constrained environments requires instructional designs that not only accommodate students' cognitive struggles but also provide a supportive and comforting affective environment.

Teaching and learning English in rural settings remains an uphill battle characterized by persistent geopolitical and institutional disparities. Previous scholars have extensively

documented systemic barriers in rural schools, predominantly focusing on material constraints, such as limited technological infrastructure, insufficient funding, and a shortage of qualified teaching staff (Cuong, 2021). Furthermore, recent studies highlight that these macro-environmental limitations directly depress student motivation and restrict the academic atmosphere, making English acquisition a distant and difficult endeavor for rural learners who lack external community or parental support (Daulay et al., 2025).

However, current literature on rural English education suffers from two critical oversights. First, while existing studies comprehensively map the "digital divide" and infrastructural deficits (Cuong, 2021; Daulay et al., 2025), they frequently treat rural environments as static spaces of deficiency. There is a noticeable scarcity of empirical research exploring how micro-level teacher agency and localized pedagogical adaptations operate within these constrained spaces. Specifically, few studies examine how rural educators exercise resilience through "low-tech" or "no-tech" alternatives—such as mobile messaging or localized offline resource hubs—to bridge the digital divide (Daulay et al., 2025). Second, traditional research emphasizes the rigid mismatches between national curricula and rural realities; hence, there is an empirical gap regarding humanistic and identity-affirming pedagogical interventions such as translanguaging and personalized scaffolding, to actively dismantle the affective barriers of rural students. Most studies stop at diagnosing low student motivation and language anxiety as permanent traits of rural learners (Daulay et al., 2025). They fail to investigate how utilizing the students' native language or mother tongue as a cognitive and emotional bridge can reshape active classroom participation and shift their perception of English from an "irrelevant, difficult subject" to a contextualized tool for local empowerment.

One of the most transformative pedagogical advancements in addressing linguistic diversity and effective foreign language teaching is translanguaging. Moving beyond traditional code-switching, translanguaging treats a multilingual individual's languages not as separate systems, but as a single, integrated linguistic repertoire utilized dynamically to maximize communicative and cognitive potential (García & Wei, 2022). In the global EFL landscape, a burgeoning body of empirical studies has substantiated the extensive benefits of translanguaging. Bibliometric and systematic analyses confirm that incorporating students' home languages serves as an essential cognitive bridge, enhancing vocabulary acquisition, clarifying complex instructions, and ensuring deep content understanding (Mahayanti et al., 2024a; Padchonga et al., 2025).

Beyond its cognitive utility, recent literature highlights the role of translanguaging as a critical form of emotional scaffolding. By validating students' native languages and cultural identities, translanguaging actively dismantles classroom hierarchies, mitigates speaking anxiety, and fosters an inclusive learning atmosphere conducive to social-emotional learning (SEL) competencies such as self-awareness and relationship-building (Sangeetha & Dhivya, 2025; Indah & Asari, 2025). Furthermore, researchers have noted that flexible multilingual practices enhance students' engagement, psychological comfort, and instructional joy, directly tackling learner anxiety and passivity (Efendi & Syafryadin, 2024).

Despite the growing body of literature celebrating the benefits of translanguaging, current empirical studies exhibit several crucial gaps that this research aims to address. First, a comprehensive systematic review by Huang & Chalmers (2023) highlights that the vast majority of translanguaging research in EFL classrooms remains predominantly small-scale, qualitative, and descriptive. There is a noticeable dearth of structured, intervention-

based research—such as action research—that measures how pedagogical translanguaging works systematically across cycles to transform student engagement. Furthermore, they note that translanguaging practices have historically been skewed toward passive literacy skills (reading and writing), leaving its direct impact on dynamic oral participation and classroom talk largely under-explored. Second, existing studies that bridge students' psychological constructs with translanguaging are heavily concentrated in urban or highly developed higher education settings, particularly within well-funded English-Medium Instruction (EMI) frameworks. For instance, Liao & Tsai (2026) demonstrated that students' academic self-efficacy and self-regulated learning strategies directly shape their acceptance and adaptation of translanguaging practices in universities.

Similarly, in the Indonesian context, Berlianti & Pradita (2021) confirmed that deploying local languages alongside English serves as an effective discursive tool to foster engaging classroom dialogue, yet their locus of investigation was strictly confined to a university lecture environment. Consequently, there is a profound empirical void regarding how a practical, cycle-based intervention can intentionally synthesize a humanistic, personalized approach with pedagogical translanguaging within the sociocultural ecosystem of rural secondary schools. Students in remote areas face a unique combination of severe language anxiety, low self-efficacy, and lack of immediate English relevance. Monolingual dogmas often exacerbate their withdrawal, while previous higher-education models fail to address their foundational affective barriers. By examining the scaffolding effects of translanguaging through a deeply personalized lens over systematic action research cycles, this study directly fills these gaps, offering a localized pedagogical framework for underprivileged classrooms.

A burgeoning body of literature on personalized learning has heavily focused on the integration of advanced digital technologies. Recent systematic reviews and empirical studies emphasize the deployment of Machine Learning (ML) algorithms, adaptive learning systems, and automated data analytics to map student learning styles and predict personalized academic pathways (Anwer, 2024; Martinez-Lopez et al., 2024; Prasetya et al., 2024). For instance, technological frameworks utilize digital logs and algorithmic behaviors to dynamically adjust content delivery without direct human intervention (Prasetya et al., 2024; Anwer, 2024). However, this technocentric paradigm in current literature suffers from a significant geographical and ecological blind spot.

While adaptive digital pathways thrive in well-funded, high-tech environments, there is a profound empirical void regarding how a personalized approach operates when stripped of algorithmic infrastructure. Specifically, existing research heavily overlooks the role of human-driven personalization—manifested through micro-level teacher agency and humanistic personal interactions—within under-resourced and remote rural schools. Most personalized learning models assume baseline digital literacy and stable connectivity, thereby alienating marginalized educational ecosystems where students grapple with acute language anxiety, severe rural disparities, and agricultural socio-economic pressures. Therefore, this study fills this critical gap by investigating how a humanistic, interaction-based personalized approach—rather than an algorithmic one—can systematically foster student task persistence in a technology-constrained rural setting.

Therefore, this study aims to fill this gap by investigating how integration of translanguaging practices and a personalized instructional approach can systematically enhance student active participation and emotional engagement in a rural school setting.

## METHOD

This study adopted a Classroom Action Research (CAR) design to systematically address and improve classroom practice in a rural educational setting. Following the action research model, the investigation was structured into two continuous cycles, with each cycle consisting of four essential phases: planning, acting, observing, and reflecting. This approach allowed for immediate pedagogical adjustments based on the ongoing evaluation of the interventions. The research was conducted at a junior high school located in a rural area within the Pekalongan Regency, Central Java, Indonesia.

The participants involved in this study were secondary school students who predominantly come from families working in the agricultural, tailoring, textile, and plantation sectors. This specific demographic was selected due to the prevalence of low student motivation, language anxiety, and chronic passivity during conventional English-Medium Instruction (EMI) or monolingual English lessons.

Data were gathered from multiple sources to ensure a comprehensive understanding of the intervention's impact: First are human sources; the primary data sources included the students as the research subjects and the classroom English teacher who acted as a collaborator during the observations. The second are Artifactual sources; student task submissions, assignment completion records, and classroom attendance logs were utilized to measure task persistence and engagement.

To achieve robust data triangulation, three main techniques were employed to collect qualitative and quantitative data: 1) Classroom Observations: Systematic observations were performed during every session using structured observation checklists and field notes. This technique aimed to monitor student verbal interaction, active participation, and emotional responses when translanguaging and personalized approaches were implemented. 2) In-depth Interviews: Semi-structured interviews were conducted with selected students at the end of each cycle. These interviews explored their psychological comfort, instructional joy, self-efficacy, and any remaining affective barriers toward learning English. 3) Task and Document Analysis: Quantitative data regarding student task persistence, assignment completion rates, and timely submissions were gathered by analyzing the students' daily work portfolios.

The collected data were analyzed using a combination of qualitative and quantitative approaches, aligned with CAR protocols: 1) Qualitative Data Analysis: Data obtained from field notes, observation checklists, and interview transcripts were analyzed using thematic analysis. The process involved data reduction, data display, data codification, and concluding to capture shifts in student confidence, motivation, and engagement. 2) Quantitative Data Analysis: Simple descriptive statistics were applied to calculate the percentages of student active participation during discussions and the overall rates of assignment completion across the two cycles. Success indicators were established based on a minimum threshold of classroom active engagement and task persistence targets.

## RESULTS AND DISCUSSION

The implementation of Classroom Action Research (CAR) spanning two continuous cycles yielded substantial enhancements in student learning motivation, active participation, and task persistence. The quantitative findings and qualitative observations reveal that

shifting from a rigid, monolingual policy to a humanistic, identity-affirming framework effectively dismantled the affective barriers traditionally embedded in rural educational settings.

## RESULTS

The primary quantitative success indicators targeted in this study were classroom active participation and assignment completion rates. Data gathered through systematic observations and portfolio analysis during the pre-cycle, Cycle 1, and Cycle 2 demonstrate a progressive and upward trajectory.

### 1. Academic Engagement and Student Participation

Before the intervention (pre-cycle), the classroom was characterized by chronic passivity and language anxiety. Monolingual English instruction severely limited student verbal interaction. However, the strategic introduction of translanguaging practices altered the classroom dynamics by validating the students' linguistic repertoires. The quantitative evaluation of classroom participation is detailed in Table 1.

**Table 1.** Progressive Shifts in Student Active Participation Rates

| Indicators of Active Classroom Engagement                       | Pre-Cycle (%) | Cycle 1 (%) | Cycle 2 (%) |
|-----------------------------------------------------------------|---------------|-------------|-------------|
| Asking questions or spontaneously responding to teacher prompts | 15%           | 45%         | 78%         |
| Initiating ideas during collaborative peer group work           | 20%           | 50%         | 82%         |
| Voluntarily using English (blended with native language)        | 5%            | 35%         | 70%         |
| Average Classroom Participation Index                           | 13.3%         | 43.3%       | 76.7%       |

The data in Table 1 indicate that the baseline classroom participation was exceptionally low at 13.3%. In Cycle 1, as students were explicitly permitted to utilize their mother tongue as a cognitive bridge, the average participation index tripled to 43.3%. By the end of Cycle 2, student willingness to participate voluntarily surged to 76.7%. The dramatic increase in the average classroom participation index from 13.3% at baseline to 76.7% in Cycle 2 clearly demonstrates that rigid, monolingual English-Medium Instruction (EMI) policies impose severe psychological burdens on rural learners. When strict linguistic boundaries were lifted through pedagogical translanguaging, students' communication apprehension was dismantled. This outcome directly validates the conceptual framework of García and Wei (2022), which posits that multilingual individuals process cognitive and linguistic tasks optimally when allowed to draw from a single, integrated linguistic repertoire. Rather than acting as a cognitive hindrance, the strategic blending of Javanese, Indonesian, and English served as a vital affective buffer, transforming a traditionally passive classroom into an interactive and low-anxiety learning environment.

### 2. Task Persistence and Completion Rates

The second dimension of the intervention focused on overcoming low assignment completion rates through a personalized instructional approach. Learning tasks were contextualized to mirror the rural, agricultural, and plantation backgrounds of the students' families, and support was personalized through flexible communication channels. The quantitative metrics regarding task persistence are structured in Table 2.

**Table 2.** Assignment Completion and Timely Submission Metrics

| Assessment and Output Categories               | Pre-Cycle (%) | Cycle 1 (%) | Cycle 2 (%) |
|------------------------------------------------|---------------|-------------|-------------|
| Structural Task Completion (Portfolio Entries) | 40%           | 65%         | 90%         |
| On-Time Assignment Submission Rate             | 30%           | 55%         | 85%         |
| Overall Task Persistence Index                 | 35.0%         | 60.0%       | 87.5%       |

The quantitative surge in the Overall Task Persistence Index from 35.0% to 87.5% (see Table 2) provides empirical evidence that personalization does not strictly require automated algorithmic pathways to be effective. In this study, the personalized approach was operationalized through humanistic, non-digital channels: flexible communication, empathetic negotiation of deadlines, and tailored localized tasks that resonated with the students' agricultural and plantation backgrounds. To complement the quantitative metrics, qualitative field notes and interviews revealed that individual attention from the teacher acted as the primary psychological anchor for the students. When the teacher initiated informal, one-on-one dialogues—asking about their family responsibilities in the fields before addressing their late assignments—the students exhibited a marked shift from emotional detachment to academic accountability. This human-to-human personalization lowered their affective filters, proving that in resource-constrained classrooms, empathetic teacher-student touchpoints successfully substitute for the adaptive feedback mechanisms typically driven by machine learning software in urban educational settings

## DISCUSSION

The findings of this classroom action research challenge the traditional deficit perspective that frequently labels rural EFL learners as inherently passive, anxious, or unmotivated. The progressive upward trajectory observed across the two cycles (see Table 1 and Table 2) demonstrates that these sub-optimal affective states are not static, permanent traits. Rather, they are pedagogical byproducts of rigid, monolithic instructional designs that completely disregard the sociocultural and linguistic realities of marginalized students. By deploying a humanistic dual-scaffolding approach—synthesizing pedagogical translanguaging with personalized contextualization—this study underscores how micro-level teacher agency can effectively subvert systemic institutional and geographical disparities.

### 1. Translanguaging as Emotional and Cognitive Scaffolding

The substantial surge in the Average Classroom Participation Index from a baseline of 13.3% to 76.7% in Cycle 2 (Table 1) provides robust empirical evidence of the transformative power of translanguaging. When the rigid constraints of English-Medium Instruction (EMI) were dismantled, students were freed from the debilitating psychological pressure of "monolingual perfection". This outcome aligns precisely with the holistic linguistic framework proposed by García and Wei (2022), which posits that multilingual individuals do not operate with isolated linguistic compartments but rather draw dynamically from a single, integrated repertoire to maximize cognitive and communicative potential. In this rural context, allowing students to navigate fluidly between Javanese (their mother tongue), Indonesian (the national language), and English served as a critical socio-emotional buffer. The mother tongue did not act as an interference; instead, it functioned as a cognitive bridge that allowed students to demonstrate their actual comprehension before gradually mapping it onto English structures. To illustrate this cognitive mapping, the following excerpt captures a classroom interaction during Cycle 2.

Example of Translanguaging practise:

**Teacher:** "Can anyone describe how your family prepares the timber or wood before it is sold to the factory?"

**Student A:** "Niku... opo yo bahasane... Kayune dikupas kulitnya dulu, Mom. Terus dipotong-potong biar ukurannya sama. Anu, biar rapi pas dimuat ke truk." (*It's... what's the word... the wood is peeled of its bark first, Mom. Then it's cut into pieces so the size is the same. Well, so it's neat when loaded onto the truck.*)

**Teacher:** "Great observation! Let's learn the terms: peeling the bark is called '**debarking**', and cutting it into specific lengths is '**bucking**' or simply '**cutting**'. Let's try to put those words into your sentence."

**Student A:** "So, first we **debark** the wood, then we **cut** it into pieces for the truck, Mom."

This interaction proves that validating students' native linguistic identities transforms the classroom into an inclusive, joyful, and low-anxiety space. By lowering the affective filter, translanguaging directly stimulates core Social-Emotional Learning (SEL) competencies, particularly self-awareness and relationship-building, which are essential for overcoming long-standing language anxiety in marginalized educational ecosystems. This sharp upward trajectory in active verbal engagement further corroborates contemporary empirical evidence across the region. Specifically, the findings align with the bibliometric insights of Mahayanti et al. (2024) and the regional synthesis by Padchonga et al. (2025), which confirm that incorporating students' home languages provides an essential cognitive bridge that clarifies complex instructions in resource-constrained classrooms. Furthermore, by shifting the focus from rigid linguistic perfection to meaningful dialogue, the intervention successfully reduced speaking anxiety and fostered psychological comfort. This strongly supports the assertions of Indah & Asari, (2025), as well as Sangeetha & Dhivya, (2025), who highlight translanguaging as a powerful tool for emotional scaffolding and social-emotional learning (SEL) in underprivileged educational ecosystems.

## 2. Personalization and Local Empowerment

While translanguaging successfully dismantled oral speaking anxiety, the personalized instructional approach was the primary catalyst behind the drastic improvement in task persistence, with overall completion metrics rising from 35.0% to 87.5% (Table 2). Conventional EFL textbooks are heavily saturated with urbanized, technocentric, or westernized contexts, which feel deeply alienating to students from remote agricultural and plantation backgrounds. By deliberately shifting the instructional lens toward topics centered on local empowerment—such as writing English descriptions of daily harvesting routines or local plantation products—the English language was stripped of its status as an "alienated academic requirement" and reframed as an applicable life skill. When tasks directly mirrored the students' immediate socio-ecological surroundings, their academic self-efficacy naturally strengthened, driving a 50% increase in timely assignment submissions. This substantial 52.5% increase in the overall task persistence index—climbing from 35.0% in the pre-cycle to 87.5% in Cycle 2—proves that the chronic passivity and low motivation observed in rural learners are not permanent or immutable traits. Instead, they are pedagogical byproducts of alienating curricula that fail to resonate with rural realities. While conventional literature extensively diagnoses the "digital divide" and infrastructural deficits as static barriers that inevitably depress rural student motivation (Cuong, 2021;

Daulay et al., 2025), this study offers a counter-narrative. By exercising micro-level teacher agency and shifting instructional design toward familiar agricultural and plantation contexts, the abstract nature of English was repurposed into a tangible life skill. This demonstrates that personalized, socio-ecological scaffolding can successfully bypass systemic institutional limitations and empower marginalized students to persist academically.

The findings of this study expand the current horizon of personalized education by offering a humanistic counter-narrative to the prevailing technocentric literature. Modern educational research frequently positions personalized learning as a byproduct of sophisticated digital systems, such as automated study pathways and machine learning frameworks that identify cognitive traits through data mining (Prasetya et al., 2024; Anwer, 2024). However, as demonstrated across the two action research cycles, when learning technologies are non-existent due to structural rural deficits, teacher-led personal interaction serves as an equally potent catalyst for student empowerment. By aligning the instructional scaffolding with the students' immediate socio-ecological surroundings (e.g., harvesting routines and local plantation products), the abstract nature of English was demystified. This aligns with the fundamental core of personalization advocated by Martinez-Lopez et al. (2024), which emphasizes adjusting the educational pace and style to the learner's unique profile. However, while digital adaptive systems personalize learning through cold data parameters (Anwer, 2024), this study proves that in rural ecosystems, personalization must be deeply relational and empathetic to counter severe language anxiety and low self-efficacy. The humanistic approach transforms personalization from a mechanical routine into an identity-affirming dialogue, demonstrating that micro-level teacher agency can successfully bypass technological barriers and foster resilience in marginalized school settings.

## CONCLUSION

This study demonstrates that the chronic passivity, severe language anxiety, and low motivation observed among rural EFL learners are not permanent, immutable traits. Instead, they are pedagogical byproducts of rigid, monolithic instructional designs and technocentric biases that fail to resonate with the sociocultural and infrastructural realities of marginalized students. The integration of pedagogical translanguaging and a humanistic, interaction-based personalized approach within this Classroom Action Research (CAR) successfully dismantled these affective and cognitive barriers across two systematic cycles.

By validating the students' native linguistic identities and utilizing Javanese and Indonesian as a dynamic cognitive bridge, the intervention systematically lowered the students' communication apprehension. This linguistic flexibility transformed the classroom into an inclusive, low-anxiety, and joyful space, resulting in a dramatic surge in the Average Classroom Participation Index from a baseline of 13.3% to 76.7% in Cycle 2. Simultaneously, the personalized approach—which was operationalized through empathetic, one-on-one personal interactions and contextualized tasks rooted in the students' agricultural and plantation backgrounds—profoundly optimized task persistence. This human-driven personalization effectively substituted for the automated feedback mechanisms typically found in high-tech environments, driving the overall assignment completion index from 35.0% to 87.5%.

Ultimately, the synergy of these humanistic frameworks offers a powerful counter-narrative to the prevailing technocentric literature on personalized learning. It proves that micro-level teacher agency and deeply relational, empathetic student-teacher touchpoints can successfully bypass systemic institutional limitations and severe digital divides. The study concludes that in resource-constrained rural ecosystems, transforming English from an alienated academic requirement into a contextualized tool for local empowerment requires an educational shift that prioritizes human connection over algorithmic pathways.

Based on these successful outcomes, several strategic recommendations are proposed: 1) Rural English Educators are highly encouraged to move away from strictly monolingual dogmas and deliberately embrace translanguaging as a legitimate form of emotional and cognitive scaffolding. Teachers should also actively exercise agency by designing learning materials that reflect the immediate local wisdom and daily realities of the students' environment, while maintaining consistent, empathetic personal communication. 2) School Administrators and Local Policymakers in rural regions should support humanistic pedagogical adaptations by integrating flexible multilingual practices, interpersonal communication skills, and Social-Emotional Learning (SEL) principles into teacher professional development programs and localized curriculum design, thereby fostering true educational resilience in marginalized school settings.

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