

THE EFFECTIVENESS OF TASK-BASED LEARNING IN HISTORICAL AND CULTURAL RESEARCH METHOD CLASSES

Yessy Harun ¹, Febi Nur Biduri ¹

¹ Universitas Darma Persada, Indonesia

*Corresponding Address: 02yessyharun@gmail.com

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Abstract: This study analyzes the effectiveness of task-based learning in the History and Culture Research Methods class. This approach focuses on engaging students through goal-oriented assignments that are relevant to real life. This study aimed to see the effectiveness of task-based learning on students' abilities in the Historical and Cultural Research Methods class and to find an effective implementation strategy. This study used a descriptive qualitative approach to collect data through observation and research on ten Japanese Language and Culture Study Program students, semester 6, Darma Persada University, academic year 2021/2022. The research outcomes suggest that using the task-centered approach proves efficient in augmenting student involvement and active involvement in the educational process. The use of tasks that are relevant to the learning objectives increases student interest and facilitates learner-centered learning. This study underscores the importance of a task-based approach in learning Historical and Cultural Research Methods. In conclusion, this strategy can improve learning outcomes by stimulating active student involvement, supporting the introduction of historical and cultural concepts, and encouraging greater participation in the learning process.

Keywords: Method, Task-Based, Practical, Learning Success

INTRODUCTION

Being acknowledged as a fundamental cornerstone in attaining high-quality educational objectives, proficient learning has garnered substantial recognition (Didham & Ofei-Manu, 2020). A relentless endeavor to elevate the caliber of education propels the incessant exploration and refinement of diverse learning strategies and methodologies to harness their utmost potential across diverse realms of study (Zhang et al., 2020). Significantly, within the purview of Historical and Cultural Research Methods, the judicious selection of a fitting learning approach is paramount in engendering students' comprehensive grasp and dynamic involvement in this intricate subject matter.

One approach that is receiving increasing attention is task-based learning. This approach offers an effective method of encouraging student engagement by providing assignments that have real-world relevance and practical application (Wenas et al., 2023). An effective learning approach can facilitate quality teaching and learning processes in Historical and Cultural Research Methods classes, where an in-depth understanding of historical and cultural aspects is essential.

Using the task-based learning method furnishes students with active engagement in comprehending and implementing historical and cultural principles. By assigning tasks that harmonize closely with their academic sphere, students encounter not only theoretical constructs and notions. Still, they are also galvanized to employ this understanding in practical, real-life situations. This pedagogical approach contributes to developing indispensable analytical skills, surmounting intricate quandaries, and articulating effectively – all of which bear noteworthy significance in historical and cultural investigation and its subsequent interpretation.

The utilization of task-based learning can additionally incentivize students to delve deeper into the subject matter. When students recognize the link between their studies and practical applications in everyday life or historical and cultural settings, their enthusiasm for learning is heightened. This potentiality contributes to establishing an educational milieu that is both dynamic and infused with importance, motivating students to embark on more thorough exploration and foster heightened understanding.

Within the curriculum of Historical and Cultural Research Methods, where meticulous scrutiny and comprehensive comprehension hold primacy, the role of effective learning methodologies assumes central significance. These methodologies play a vital role in aiding students' grasp of historical contexts, cultural transformations, and the interpretations of historical data. Through assignments grounded in research, students are confronted with framing research inquiries, accumulating and scrutinizing sources, and constructing well-founded arguments.

The task-based learning approach presents significant potential in facilitating a productive teaching and learning process within Historical and Cultural Research Methods. This approach fosters active participation by students and forges a connection between theoretical concepts and their practical applications, creating a stimulating learning atmosphere. In intricate domains like history and culture, productive learning approaches can be instrumental in guiding students toward comprehending, dissecting, and valuing the broader backdrop of societal and cultural evolution.

The spotlight has been cast on task-based learning methods, subjecting them to thorough scrutiny regarding their efficacy across a spectrum of educational realms, thereby illuminating their potential to amplify the efficacy of instructional practices (Sholeh, 2020). Multiple research endeavors have probed the merits and repercussions associated with task-based approaches within the educational sphere, unveiling their capability to nurture heightened engagement and a more profound grasp of concepts among students (Santoso et al., 2022). Nonetheless, the seamless incorporation of task-based learning within the Historical and Cultural Research Methods course framework has unique hurdles. This study aspires to navigate these obstacles and contribute meaningfully to this academic domain.

One of the key challenges in implementing task-based learning methods in the Historical and Cultural Research Methods class revolves around the thoughtful selection of assignments. Designing tasks that align seamlessly with the learning objectives while engaging and relevant to historical and cultural research requires a careful balance. Moreover, harmonizing these tasks within the curriculum structure requires careful consideration. It ensures that the tasks complement the course content and encourage active participation and critical thinking among students.

Moreover, assessing the impact of task-based learning in augmenting students' grasp of history and culture poses a substantial hurdle. Traditional assessment methods might prove insufficient in fully encompassing the diverse range of proficiencies and aptitudes cultivated through task-based learning. It becomes an intricate endeavor to identify an optimal approach for appraising students' ability to deconstruct historical information, critically analyze cultural elements, and present cogent arguments stemming from their research.

Within the Historical and Cultural Research Methods domain, an absence of research still explicitly employs and appraises the ramifications of task-based learning. The scarcity of empirical studies dedicated to scrutinizing the implementation of this approach in this precise context underscores the pressing need for ongoing research. By delving into the intricacies of integrating task-based learning into the Historical and Cultural Research Methods course framework, this study endeavors to contribute insightful perspectives and bridge a pre-existing void in knowledge.

This investigation aspires to furnish educators and curriculum developers with systematically substantiated strategies to effortlessly embed task-based learning into the educational structure by addressing the unique challenges ingrained in this domain. The discoveries arising from this study hold the potential to steer instructional methodologies, facilitate the formulation of meticulously crafted assignments, and extend counsel on the evaluation of students' advancements and proficiencies in historical and cultural exploration. This research establishes the bedrock for more enlightened and effective pedagogical methods within Historical and Cultural Research Methods.

Research by Yundayani et al. (2019) highlights the significance of task-based teaching, which strongly emphasizes engaging students through real-life tasks that tap into their existing knowledge and skills. This approach leverages tasks that resonate with students, effectively capturing their attention and fostering active participation. By utilizing tasks that align with students' practical experiences, task-based teaching contributes to the meaningful application of classroom knowledge within real-world contexts. This approach has yielded positive outcomes as students develop essential skills and competencies beyond theoretical learning (Darmaji et al., 2020).

The prominence of task-based teaching methods has grown considerably, with an expanding body of research dedicated to their application and effectiveness (Mulyadi et al., 2021). These approaches have garnered acknowledgment due to their ability to bridge the divide between scholarly content and practical implementation, rendering education more pertinent and captivating for learners. The emphasis on task-centered endeavors fortifies students' conceptual grasp. It endows them with invaluable proficiencies in addressing challenges, cultivating discerning thought, and honing adept communication methods that can be transferred across diverse life situations.

Considering the escalating attention toward task-based pedagogy, the present inquiry investigates its effects on classroom research methodologies and cultural studies. The objective is to intricately examine how task-based language teaching techniques can shape students' capacities and proficiency in these specific realms. Through a meticulous investigation into the interplay between task-based methodologies and the augmentation of students' research prowess within the classroom milieu, this study aims to offer noteworthy perspectives to educational application.

The aspirations of this study surpass mere inquiry, encompassing the aspiration to pinpoint efficacious tactics for applying task-based instructional methodologies. The scrutiny of strategies to seamlessly infuse task-based approaches into the contours of research methodologies and cultural education seeks to furnish educators with pragmatic instruments to elevate their pedagogical techniques. The revelations of this study hold the potential to provide insights into the curation of

tasks that resonate with students, ensuring that assignments are not solely intellectually demanding but also captivating and pertinent to their personal lives and areas of interest.

Integrating goal-oriented tasks within the educational framework has yielded a surge in student engagement and motivation. This distinctive approach departs from conventional teaching methods, prioritizing learning through hands-on activities and practical applications (Makri et al., 2021). This research centers on probing the effectiveness of task-based methods and the sequential steps of assignments within historical and cultural research methods.

Past studies have consistently showcased the intrinsic capacity of task-based learning methodologies to amplify diverse proficiencies, capture learners' attention, and bestow them with meaningful avenues for practice (Dewi et al., 2022). This educational approach holds substantial relevance, especially in cultural education, where it functions as a conduit for intensifying students' grasp of and admiration for the subject culture. Integrating task-based learning into cultural education has proven particularly efficacious in harmonizing theoretical knowledge with hands-on learning, thereby nurturing a more comprehensive and intricate comprehension of cultural subtleties.

However, achieving effective outcomes in task-based learning depends on the precise execution of its implementation. The influence of this strategy is dependent upon the deliberate formulation and execution of precise, meaningful tasks, coupled with the availability of comprehensive instructional support and the development of evaluations that correspond to the targeted educational attainments. The bedrock of prosperous task-based learning resides in establishing meticulously structured tasks. These tasks should be carefully harmonized with the educational objectives, seamlessly entwining theoretical understanding with practical execution to infuse the learning expedition with import and genuine practicality.

Moreover, providing instructional assistance is crucial in guaranteeing the triumph of task-based learning undertakings. Sufficient direction, materials, and channels for feedback are indispensable in underpinning students' advancement as they navigate the intricacies of the assigned tasks. Educators' guidance functions as a guiding light, enabling students to traverse the realms of exploration, revelation, and meaning-making within the framework of historical and cultural research methodologies.

The assessment of task-based learning outcomes completes the pedagogical cycle. The evaluation must be designed to gauge the attainment of desired learning objectives authentically. Effective assessments go beyond mere knowledge recall; they encompass the application of research skills, critical thinking, and an astute evaluation of cultural dimensions. Well-constructed assessments provide valuable insights into students' abilities to understand and apply the content meaningfully.

The novelty of this study lies in its specific focus on the History and Culture Research Methods class. The results of this study are expected to provide new insights into how task-based learning can be applied effectively in subjects that demand deep understanding, such as Historical and Cultural Research Methods.

METHODS

The method applied in this research is a descriptive qualitative method (Kyngäs, 2020). Data were obtained through observation, interviews, and documentation of 10 Japanese Language and Culture Study Program students, semester 6, Darma Persada University, in the 2021/2022 academic year. Data sources were taken from students' responses and participation in learning the Historical and Cultural Research Methods. Data collection techniques were done through direct observation, interviews, and documentation of student interactions with the given research-based assignments. These data were then analyzed using a descriptive analysis technique, which involved an in-depth understanding of student responses to a task-based learning approach. This research explored students' understanding and experiences in implementing task-based learning in the History and Culture Research Methods class with these methods and techniques.

RESULTS AND DISCUSSIONS

The study findings indicate that the Task-Based Learning method proves notably efficient in augmenting student engagement in the pursuit and scrutiny of sources pertinent to the research subject. This strategy enables students to retrieve information and apply analytical proficiencies actively in this setting. Prior research has similarly emphasized the significance of adopting a task-based approach to allow students to play an active role in information exploration and the cultivation of analytical skills (Bhandari, 2020; Ermerawati, 2019).

This discovery aligns with earlier studies indicating that students' proficiency in information retrieval and selection may differ based on their background knowledge and personal experiences (Tohara, 2021; Qureshi et al., 2022). This implies that students do not possess a uniform capability to access and utilize information sources. Aspects such as the depth of comprehension of the subject, previous exposure, and competence in employing research tools and information technology can also influence how students successfully identify relevant sources.

In education, these discoveries underscore the significance of embracing a customized teaching approach, wherein a task-oriented technique can be adjusted to accommodate every individual

learner's distinct requirements and skill levels. Educators should recognize that students possess diverse backgrounds and expertise, necessitating implementing adaptable pedagogical techniques to accommodate these variations. Furthermore, endeavors are required to enhance students' information literacy skills, encompassing the adeptness to locate reputable information sources and efficiently amalgamate information from diverse origins.

Nevertheless, acknowledging the diversity in students' information retrieval abilities underscores the necessity for the contextual implementation of this approach, tuned to the specific requirements of each student. This investigation demonstrates that furnishing students with clear directives and instructions for effective research positively influences their commitment to locating and evaluating pertinent sources aligned with the research subject. These findings propose that students who receive well-defined guidance and explicit instructions regarding the sequential steps in the research process exhibit heightened enthusiasm and involvement in their quest for comprehensive information. This aligns with prior research indicating that delivering concrete direction and organizational framework in research-based assignments plays a pivotal role in assisting students in channeling their information-seeking endeavors (Muller et al., 2020; Mohamed Shuhidan et al., 2020).

In this context, the assistance provided to students enhances their engagement in information seeking. It produces a positive result by stimulating their ability to critically and judiciously assess the sources they come across. Through explicit instructions, students are more adept at recognizing pertinent data, distinguishing high-quality sources, and applying more rigorous evaluation criteria to ascertain the dependability and precision of the information they acquire. Hence, providing guidance can be a significant driver in fostering the advancement of students' analytical proficiencies.

Moreover, this discovery's significance underscores educators' crucial function in supplying suitable guidance to students. Instructors can serve as facilitators who offer explicit directions, foster dialogues about efficient information retrieval methods, and furnish evaluations concerning the caliber of sources students have uncovered. Furthermore, this approach also stimulates students to cultivate self-reliant abilities in orchestrating research time and materials, a pivotal element in nurturing more profound research proficiency.

Nonetheless, it is important to acknowledge that furnishing excessively stringent or constricted guidelines may curtail students' scope for unrestricted exploration and inventive thinking during the research endeavor. Hence, the guidelines offered are recommended to maintain a balance, affording students the latitude to cultivate an individualized approach based on their interests and requirements while adhering to the established research structure.

These results lay a strong foundation for promoting the incorporation of clear-cut directives and thorough guidance for students within the context of research-centered education. This strategy not only aids in steering efficient research processes but also promises to boost student involvement, critical reasoning proficiencies, and evaluative aptitudes when discovering and scrutinizing pertinent information sources.

This research underscores the significance of incorporating tasks into research-oriented learning, which is pivotal in enhancing students' competence in scrutinizing discovered information and discerning the trustworthiness and dependability of research sources. These findings suggest that when students are given assignments that guide them to undertake methodical and comprehensive research, they cultivate enhanced proficiency in critically evaluating various information sources. Consequently, research-centered tasks contribute to developing vital skills in meticulously and impartially processing information, with far-reaching implications within and beyond education.

These results align with prior studies that have indicated research-centric tasks can contribute to honing students' capacity for refined evaluation and their aptitude to choose pertinent and high-caliber information sources (Nurtanto et al., 2020; Rashidov, 2020), showcasing a consistent pattern of evidence. In addition, implementing research-based assignments also has a wider impact, namely assisting students in opening a deeper understanding of certain historical and cultural diversity, as exemplified in this study on Japan. By urging students to delve into sources encompassing diverse facets of culture and history, this method serves as a vehicle for expanding students' perspectives on global diversity, fostering a reverence for disparities, and advancing intercultural comprehension.

This approach also reflects best practices in supporting deeper understanding and provides opportunities for reflection and improvement on the research process carried out by students. Via assignments centered around research, students can hone analytical capabilities and be encouraged to introspect on their methodologies, evaluate prior steps, and pinpoint avenues for enhancement. This helps students build valuable metacognitive abilities to critically examine their research process and adopt a constructive, reflective attitude to improve future research results.

The culmination of this study reinforces the crucial role that assignments play within the framework of research-based learning, signifying a notable impact on the cultivation of students' analytical understanding. The application of assignments serves as a catalyst, nurturing students' ability to navigate complex information, discern credible sources, and employ critical thinking to interpret cultural and historical intricacies. The practical engagement of assignments encourages students to grapple with real-world research scenarios actively, honing their capacity to analyze and synthesize information purposefully.

Furthermore, the effectiveness of tasks goes beyond the acquisition of technical competencies. Students can cultivate a more profound comprehension of intricate surroundings by meticulously delving into various sources and comprehending cultural and historical facets. This immersive journey enhances their scholarly insight and nurtures a more encompassing cultural consciousness. It encourages the acknowledgment and admiration of multifaceted viewpoints and historical chronicles.

Furthermore, assignments are powerful instruments for stimulating reflection and promoting self-improvement within the research process. Selecting, analyzing, and interpreting sources necessitates introspection and critical evaluation, encouraging students to assess their methodology, biases, and analytical approaches. This self-reflective component encourages a dynamic growth cycle where students continually refine their research techniques and enhance their interpretative abilities.

The assignment-based approach in research-based learning extends its influence beyond the immediate enhancement of research skills and cultural understanding. Instead, it plays a crucial part in molding students' cognitive and vocational journeys, significantly influencing their comprehensive development and preparedness to navigate the intricate dimensions of the contemporary global landscape.

Fundamentally, the approach centered on assignments stimulates cognitive development, propelling students into an ongoing and vibrant learning expedition. Grappling with assignments compels students to plunge profoundly into subjects, motivating them to investigate varied sources, amalgamate information, and construct logical viewpoints. This persistent involvement with demanding tasks cultivates an eager appetite for knowledge, inspiring students to transcend superficial understanding and plunge into the profundities of exploration.

At the heart of this strategy is fostering essential critical investigation, a proficiency of utmost significance in academic and vocational realms. When students immerse themselves in assignments demanding analytical thought, they refine their ability to query presumptions, scrutinize entrenched concepts, and assess data from myriad perspectives. This aptitude for critical thinking equips them to confront obstacles with a wise outlook, seek inventive resolutions, and participate substantively in dialogues spanning diverse arenas.

Moreover, the strategy rooted in assignments fosters a deep-seated commitment to analytical exactitude. By meticulously scrutinizing sources, students cultivate a heightened precision in observation and a predisposition for methodical analysis. This rigorous approach not only hones their capacity for scrutinizing information but also equips them with a systematic approach to tackling challenges, an indispensable proficiency in any professional milieu.

The alignment between the assignment-based approach and holistic student development is striking. As students engage deeply with their assignments, they refine their communication skills, effectively honing their ability to articulate complex ideas and findings. This enhancement of communication skills extends beyond academic contexts and prepares students to convey their insights clearly and persuasively in various professional settings.

Equally noteworthy is the readiness that the strategy centered on assignments imparts to meet the perpetually changing requisites of the professional arena. In a period distinguished by swift technological progress and fluid shifts in industries, the aptitude to adjust, learn, and exercise critical thinking holds immeasurable worth. The assignment-based method fosters adaptability by immersing students in intricate tasks akin to real-world predicaments, cultivating the robustness and adaptability indispensable for professional undertakings.

In conclusion, the findings affirm that integrating assignments within research-based learning yields substantial benefits, encompassing the refinement of analytical skills, the discernment of quality information sources, and a profound comprehension of cultural and historical dimensions. This teaching approach goes beyond the boundaries of mere knowledge attainment, serving as a channel for self-reflection, personal development, and diverse expansion. By fostering reflective thinking and analytical adeptness, assignments emerge as potent tools that shape students' research capabilities and contribute to their intellectual and professional maturation.

CONCLUSION

The outcomes of this research illuminate the significant influence of the Task-Based Learning Approach as implemented in the Historical and Cultural Research Methods course. The findings emphasize that this instructional strategy positively affects students' proactive involvement in sourcing and evaluating materials relevant to their research subjects. Through explicit and well-organized guidance throughout the research journey, it becomes apparent that their ability to assess information critically is notably augmented, enabling them to distinguish between trustworthy and untrustworthy research sources more effectively.

Providing explicit instructions proves to be a pivotal element in fostering students' analytical skills. This is particularly crucial in a discipline like Historical and Cultural Research Methods, where the discernment of accurate historical information and cultural insights is paramount. The findings reinforce the notion that task-based assignments serve as catalysts for elevating students' analytical prowess, enabling them to traverse diverse sources of information with a discerning eye and a heightened sense of scrutiny.

Moreover, the tasks underpinning this structure function as a channel to expand students' horizons, facilitating a deeper appreciation of the richness and diversity embedded within Japanese history and culture. Through interaction with a diverse array of sources, students encounter a multitude of narratives and viewpoints, nurturing a comprehensive grasp of cultural nuances and historical complexities. This immersive, experiential approach enhances their understanding of cultural disparities, solidifying the understanding that historical and cultural contexts are intricate and intricately linked to diverse societal dimensions.

When implemented within the realm of learning Historical and Cultural Research Methods, the Task-Based Learning Approach emerges as a potent tool for stimulating students' engagement and nurturing their critical thinking. This approach urges students to grapple with the subject matter by focalizing learning around tangible tasks and real-life applications. It empowers them to derive significance from their learning encounters. Navigating tasks propels students to delve deeper into the complexities of historical and cultural phenomena, fostering heightened curiosity and a more profound grasp of their research subjects.

Thus, the consequences of enacting the Task-Based Learning Approach extend beyond immediate advancements in research abilities. This instructional strategy greatly impacts students' broader learning strategies, fostering an enhanced comprehension of research methodologies and a sensitivity to cultural nuances. As education aims to be more attuned to individual students' needs and adaptable to diverse learning styles, this approach is pivotal in bridging the divide between theoretical knowledge and tangible research proficiencies. By cultivating active engagement, analytical exploration, and cultural awareness, the Task-Based Learning Approach emerges as a potent instrument for propelling research skills and cultural insight within Historical and Cultural Research Methods.

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