

Exploring the Role of Neo-Humanism and Local Cultural Values in Digital English Language Learning for Elementary School Students

Ida Bagus Nyoman Mantra¹, I Made Suyasa², I Nyoman Adi Susrawan¹, Ni Wayan Adi Priantini¹, Ida Ayu Praba Iswari Dewi¹, I Kadek Dian Satriawan¹

¹ Universitas Mahasaraswati Denpasar, Indonesia

² Universitas Muhammadiyah Mataram, Indonesia

Received: 15/04/2026

Revised: 19/06/2026

Received: 26/07/2026

Abstract

The rapid development of digital technology into English language teaching has provided new means for interactive learning, but has also raised concerns about safeguarding learners' cultural identity and promoting all-round development. This research aims to investigate the impact of neo-humanistic teachings and local cultural values to the digital English language learning of primary school students. This research was conducted through a qualitative case study approach in public and private primary schools in Bali. The data were collected by semi-structured interviews, classroom observation and document study. The study revealed five main themes: (1) incorporating local culture into English education through traditional ceremonies, folklore, arts, and environmental contexts; (2) incorporating neo-humanistic values such as empathy, cooperation, respect, responsibility, and environmental awareness into classroom activities; (3) effective use of digital technologies; (4) students' holistic development to enhance language confidence, creativity, collaboration, critical thinking, and cultural identity; and (5) implementation challenges related to digital infrastructure, culturally relevant teaching resources, and teacher readiness. This research shows that the integration of neo-humanistic principles and local knowledge turns digital English language teaching into a full learning experience beyond the simple mastery of the language. The results have practical implications for educators, curriculum developers and policy makers interested in designing culturally responsive and technology-enhanced English language teaching in elementary education.

Keywords

neo-humanism; local culture; language learning

Corresponding Author:

Ida Bagus Nyoman Mantra

Universitas Mahasaraswati Denpasar, Indonesia; bagusmantra@unmas.ac.id

1. INTRODUCTION

The advancement of digital technology has transformed the educational landscape and has opened up new possibilities for the improvement of language teaching. In the field of English language teaching, authentic learning resources, customized training and collaborative learning environments have become more intensive with digital platforms, interactive software and artificial intelligence. These technology developments bring with them great opportunities for elementary school kids to improve their linguistic skills in the multimodal and interactive learning experiences (Mantra et al., 2025).



However, while the use of digital technologies has facilitated the teaching of English language, it has also posed serious problems to the preservation of the cultural identity, personal growth and humanistic values of learners (Amini et al., 2025).

The increasing use of technology in education has led educators and scholars to reconsider the major educational goals of language learning beyond linguistic ability. The modern teaching of the English language has been gradually moving away from the idea of the language as a system of grammar and vocabulary to its perception as a method of communication, international understanding and individual progress (Ahmed & Pardaev, 2025). International standards highlight the need to develop learners' communication skills, analytical thinking, creativity, teamwork and intercultural sensitivity so that they can take part in an increasingly interdependent world. Yet many English language courses still focus on quantifiable linguistic results, often to the detriment of learners' emotional growth, moral values, cultural identification and social responsibility (Zabrodskaia & Wang, 2025).

The elementary school period is a crucial period for the development of linguistic proficiency, but also for the acquisition of qualities such as empathy, curiosity, respect for variety and the awareness of one's cultural background. For young students, language acquisition is effective when the learning is meaningful, charged with emotions and directly linked to the daily life of the students. Integrating local cultural settings into English language teaching enables learners to relate new language skills to their own experiences, thus improving motivation, understanding and cultural confidence (Akhir et al., 2026). Culturally responsive education helps students see that they don't have to give up their identity to learn English. It provides students the opportunity to communicate their culture with wider audiences and to appreciate different cultures (Hassan, 2025).

In essence, neo-humanism provides an important pedagogical perspective for rethinking the acquisition of the English language in the digital age. Neo-humanism stresses education beyond academic performance to develop universal compassion, ecological awareness and respect for all forms of life (Wardhani et al., 2022). Neo-humanism is based on the concept that the education should develop the intellectual, emotional, moral, social and spiritual qualities of human beings. Neo-humanistic education views students as whole human beings whose intellectual development should be accompanied by the development of moral responsibility, creativity, emotional intelligence, and social connectedness, rather than as passive recipients of information (Kumari, 2024). These ideas are especially pertinent at the primary school level when basic values and lasting attitudes toward learning are beginning to be formed.

This blending of neo-humanist ideals with indigenous cultural values creates a globally relevant, locally rooted educational system. Local knowledge is the amount of information, belief, tradition, social

norm and cultural practice that makes up the identity of a community and motivates ethical social action. The combination of these themes in the education of English language learners provides an opportunity to experience authentic culture while learning the language in meaningful circumstances. Traditional games, stories, folk stories, local rites, social traditions, native art and environmental conservation are all valuable language resources that improve communication, encourage critical thinking and develop intercultural competency (Yang, 2013). This method turns the learning of English into a cultural exchange where students can create their own identities and at the same time build larger global perspectives.

Digital technology brings greater opportunities of neo-humanism and local culture into English instruction. Interactive multimedia, instructional software, digital storytelling, virtual cultural immersion, online collaboration, and AI-enhanced learning can offer students authentic and engaging settings in which to actively construct knowledge. Digital platforms have made it possible for educators to pass on local cultural history through movies, animations, augmented reality and interactive teaching materials, making traditional knowledge accessible to the younger generation (Godwin, 2013).

Research has shown that interculturally sensitive English teaching increases student interest, engagement and intercultural awareness (Gutiérrez-Santiuste & Ritacco-Real, 2023; Liu & Lee, 2025; Soriya Enny et al., 2025). Technology-supported language instruction, however, can improve students' language competence by increasing interaction and learner autonomy. Research has demonstrated the significance of character education, social-emotional learning and values-based instruction in developing entire students. But these fields of research have developed independently. Research on local knowledge tends to focus on cultural preservation or on the construction of a context-specific curriculum, while research on digital English language learning tends to focus on the effectiveness of the technology and language outcomes. There is a lack of neo-humanistic educational research in the field of teaching English as a foreign language, particularly in primary education. The gap still remains in knowing how to merge neo-humanistic principles, indigenous cultural values and digital technologies into a single educational paradigm for language acquisition and holistic education.

The difference can be seen especially in the field of multilingual and multicultural environment. English is a global language of communication, but native cultures are important in the formation of the learners' identity and social values. Limited instructional time typically challenges elementary educators to balance curriculum demands, technological advancements, and cultural relevance. Many teachers acknowledge the need of integrating local culture into teaching English, but they are often faced with practical challenges associated with the teaching resources, digital literacy, curriculum coherence, and pedagogical skills.

In this context, the present qualitative study explores the impact of neo-humanism and indigenous cultural principles on the digital English language learning of elementary school students. The present study relates to the integration of neo-humanistic notions and local cultural values in technology-enhanced English teaching. It discusses the educational consequences of these practices, the opportunities and obstacles faced in their implementation and how such pedagogical strategies provide opportunities for students' language, character, cultural identification and meaningful engagement. The purpose of the present study is to add to the continuing discussion on holistic English language teaching and learning in the digital age by considering these questions from the point of view of teachers in actual classroom situations.

2. METHOD

In this study a qualitative research design was employed to required data for this study. A qualitative methodology was considered appropriate as it allows for an in-depth understanding of educators' experiences, teaching strategies and interpretations in real education settings (Mantula et al., 2024). Instead of measuring the effectiveness of the intervention with quantitative indicators, the study aimed to understand how educators designed and delivered English teaching that simultaneously fostered language mastery, character development, and cultural identity through the intentional use of digital technology. The case study method allowed the researchers to study these educational techniques in depth in their real classroom settings.

The study was carried out at five public and private primary schools in Bali. The selection of these institutions was purposeful, since they have already integrated digital tools in their English language teaching and actively incorporated local wisdom in their educational practices. The schools participated represented a variety of educational situations offering a broader perspective on the implementation of neo-humanistic and culture-oriented English education. The main informants were 5 English teachers, who have been teaching for at least 5 years and are currently teaching Grade 4 to Grade 6. Around 125 students were indirectly participated through classroom observations, which enabled the researchers to examine classroom dynamics and student participation throughout educational activities. However, students were not interviewed since the research was mainly focused on the educational experience and instructional approaches of educators.

Data of this study were collected through conducting classroom observations, semi-structured interviews, and document analysis over one academic semester. All the educators were observed three times during their English lessons integrated by digital technologies such as interactive presentation software, educational videos, digital storytelling applications, online learning platforms and AI-assisted learning tools. The observations focused on how educators integrated local cultural values into English

language teaching, such as environmental awareness, folklore, local rituals, local arts, and daily community customs. Further, the observations examined how the educators created empathy, collaboration, respect, accountability and intercultural understanding as the products of neo-humanistic education.

Semi-structured interviews lasting approximately 45-60 minutes were conducted individually with each teacher. To complement the interview and observational data, relevant instructional documents were collected and analysed, including lesson plans, teaching modules, digital learning materials, multimedia presentations, students' learning tasks, worksheets, and assessment instruments. Document analysis enabled the researchers to examine the extent to which neo-humanistic principles and local cultural values were embedded within instructional planning and classroom practices.

The data were analysed using thematic analysis. The recorded interviews were transcribed verbatim, while classroom observation notes and instructional documents were organized systematically (Cohen et al., 2018). Second, the researchers repeatedly read the data to gain familiarity and generated initial codes representing meaningful instructional practices and participants' perspectives. The data were coded and were grouped into broader categories that reflected emerging patterns across the different data sources. Fourth, these categories were reviewed, compared, and refined to develop coherent themes representing the integration of neo-humanistic values, local culture, and digital pedagogy in English language learning. Fifth, each theme was clearly defined and interpreted by connecting the empirical findings with relevant theories of neo-humanistic education, culturally responsive pedagogy, and technology-enhanced language learning. Finally, the themes were synthesized into a comprehensive narrative describing teachers' experiences in implementing holistic English language education within elementary schools.

3. FINDINGS AND DISCUSSION

3.1 Findings

The research findings of this study were collected through semi-structured interviews, observations, and document analysis related to the integration of neo-humanistic concepts and local cultural values in English language learning in elementary schools. The findings and the discussion can be presented as the following.

Table 1. Forms of Local Culture Integrated into English Lessons

Cultural Elements	Classroom Implementation	Digital Resources Used
Traditional ceremonies	Students described various ceremonies in English.	Videos, digital presentations
Folklore	Students retold local legends and folktales.	Digital storytelling applications

Cultural Elements	Classroom Implementation	Digital Resources Used
Traditional arts	Vocabulary learning through local dance, music, and handicrafts.	Interactive images and videos
Local environment	Describing temples, rice terraces, beaches, and villages.	Google Earth, digital photographs
Daily cultural practices	Dialogues about family traditions and community activities.	AI-supported speaking applications

Teachers deliberately embedded familiar cultural experiences into English lessons so that learning was more meaningful and relevant. Classroom observations showed that students were very interested in talking about local ceremonies, traditional dances, and community events because these topics were related to their own experiences. Teachers reported that using familiar cultural contexts to introduce English increased students' confidence to communicate and encouraged students to value their cultural heritage. Local stories, cultural holidays, and environmental themes were also constantly integrated as authentic learning materials into the lesson plans.

Table 2. Neo-Humanistic Values in Classroom Interaction

Neo-Humanistic Value	Classroom Evidence
Empathy	Students listened respectfully and encouraged peers during speaking activities.
Collaboration	Regular group discussions and collaborative digital projects were implemented.
Respect	Students appreciated different opinions and cultural perspectives.
Responsibility	Students completed collaborative digital tasks independently and responsibly.
Environmental awareness	English lessons frequently addressed environmental conservation within local communities.

Classroom interaction consistently incorporated neo-humanistic principles, rather than teaching them as isolated concepts. Teachers urged students to work together, to aid classmates who were having trouble learning and to recognize individual differences. In the digital storytelling projects students had shared responsibilities, joint discussions and reflections on positive values presented in local cultural stories.

Classroom observations also showed that teachers often made connections between English learning and environmental responsibility through themes such as conserving beaches, minimizing plastic waste, saving temples and keeping traditional communities. These debates were a reflection of the local philosophy, which emphasized harmonious ties between humans, nature and spirituality.

Table 3. Digital Technology as a Medium for Meaningful Learning

Digital Technology	Learning Activities	Observed Benefits
Interactive PowerPoint	Vocabulary and grammar practice	Improved students' attention and participation
Educational videos	Introducing cultural related topics	Improved comprehension
Digital storytelling applications	Creating English stories based on local folklore	Enhanced creativity
AI-assisted speaking tools	Pronunciation and conversation practice	Increased speaking confidence
Online quizzes	Formative assessment	Immediate feedback and motivation

Digital technology use was more pedagogical supporting meaningful learning than instructionally targeted. Teachers chose digital tools that enabled pupils to discover local culture in English. Interactive multimedia, digital storytelling and educational videos provided authentic cultural content and made abstract language concepts more concrete. During technology-supported learning activities students seemed to be really motivated. Observation data suggested that there was more involvement, longer classroom discussions and more willingness to speak in English when digital media were combined with familiar cultural circumstances. Teachers also mentioned the AI-assisted pronunciation apps provided instant feedback, which helped students to practice speaking more on their own. The analysis of the documents revealed that the digital resources were intentionally connected to the learning objectives and cultural themes, and not merely to increase the exposure to technology.

Table 4. Students' Holistic Learning Development

Aspect of Development	Observation by Teachers
English communication	Students became more confident in expressing ideas.
Cultural identity	Students have greater pride in local culture.
Collaboration	Students participated actively in group activities.
Critical thinking	Students asked more reflective questions during discussions.
Creativity	Students produced original digital stories and presentations.
Character development	Students demonstrated empathy, discipline, and responsibility.

The integration of neo-humanistic ideas and local cultural values was regularly noted by teachers as improving the holistic development of students. The improvements were not just in English language proficiency but also in self-confidence, creativity, collaboration and intercultural awareness. Learning activities were based on students' cultural experiences, which made them more ready to participate in

classroom discussions. Observation data also showed that students increasingly saw English as a means of introducing local culture and not just a foreign school topic. Through several digital storytelling projects, students were asked to write about traditional ceremonies, local heroes, temples and environmental conservation practices in English, helping them to develop linguistic competence and cultural pride at the same time.

Table 5. Challenges in Integrating Neo-Humanistic Digital English Learning

Challenge	Description
Limited digital facilities	Unequal access to devices and internet connectivity.
Time Preparation	Developing culturally responsive digital materials required considerable effort.
Teacher competence	Some teachers required additional training in AI and digital pedagogy.
Limited instructional resources	Few English materials integrated local culture systematically.
Curriculum constraints	Limited instructional time reduced opportunities for project-based learning.

While the outcomes were good, the teachers identified a lot of issues that impeded implementation. Commercial products are rarely discovered to contain local wisdom, so teachers frequently adapt existing English materials to contain local cultural context. Classroom deployment was constrained by infrastructure, as well. Digital facilities were typically available in schools although the stability of internet connections and availability of devices varied from classroom to classroom. Teachers also cited the significance of professional development in artificial intelligence, digital pedagogy and culturally sensitive English instruction. However, participants were optimistic about the future use of neo-humanistic culture-based digital English learning. They felt the system would benefit from increased institutional backing, collaborative production of materials and ongoing professional development for teachers.

The identical findings from all data sources showed that English language learning in primary schools might expand beyond the linguistic proficiency. The integration of neo-humanistic principles, local cultural values and digital technology gave the instructors a platform to create learning settings to improve English communication, cultural identity, ethical values, creativity, teamwork, and environmental responsibility. The findings suggest that technology is most meaningful when it is driven by pedagogical values that put learners, culture and humanity at the centre of the educational process.

3.2. Discussion

The results of this study have shown that the integration of neo-humanistic ideals and local cultural values in digital English language teaching expands the goals of English education beyond the language capabilities. For the participating instructors, English is not simply an academic subject, but a method of developing students' character, cultural identity, empathy, and global awareness. This is a basic principle of neo-humanistic education which stresses the integrated development of the cognitive, emotional, moral, social and cultural aspects of students.

One of the important conclusions is that local culture in Bali is heavily incorporated with English language teaching. Teachers often drew on familiar cultural frameworks such as traditional rituals, storytelling, local crafts, environmental conventions, and community activities to create realistic learning experiences. Such approaches encouraged the students to tie their new English language skills to their own cultures, therefore making the language learning more relevant and meaningful to them.

This finding is in line with the tenets of culturally responsive pedagogy which suggests that students are more intellectually engaged when the curriculum is relevant to their cultural backgrounds and lived experiences. Teachers prompted students to give voice to local customs, cultural practice and local environment in English which enhanced students' cultural identification and improved intercultural communication skills. The teachers in the study did not perceive English as a tool of cultural homogenization but rather as a means of projecting local identities to a wider global audience.

The application of local cultural values is directly tied to the educational aims to promote character education based on local wisdom. Philosophies of local wisdom were not delivered as separate lessons of morality but were woven into collaborative classroom activities, ecological discussion, story sharing and group projects. This helped young people to improve English language skills while at the same time building empathy, mutual respect, teamwork, environmental stewardship and social cohesiveness. The findings suggest that the educational ideals of the region could be utilized as an educational tool to enable language learning and the comprehensive development of young learners. The technique supports the notion that language education should develop not only communicative competence but also responsible and culturally aware individuals (Mantra et al., 2024).

The second major finding has to do with the use of neo-humanistic ideas in everyday class engagement. The schools emphasized collaboration not rivalry, debate not rote learning, respect for the group not individual performance. Educators worked actively to build caring educational cultures in which students learned how to help each other, understand other ideas, and work together to solve problems. The classroom interactions illustrate that neo-humanistic education can be noticed not only in the curriculum material but also in the ways in which educators educate and interact with learners.

The results corroborate educational perspectives that highlight the importance of social-emotional learning as a critical element in successful language teaching, particularly in primary education, when the values and social skills of children are being developed (Saini et al., 2026).

The results also suggest that the most successful use of digital technology was when it was used to assist genuine educational purposes and not for its own sake. Teachers used interactive multimedia, digital storytelling, educational films, web educational platforms and AI-driven apps to boost collaboration, creativity and culture exploration. Technology may make students to visualize regional cultural practices, create digital narratives based on local mythology, and confidently enhance their English communication skills. These results align with earlier research which suggests that technology can increase student engagement when it is embedded within authentic, meaningful, and contextually relevant learning activities. The current findings showed that digital technology may be used for both language learning and cultural preservation, provided educational contexts actively incorporate indigenous knowledge (Widiastuti et al., 2026).

Special attention should be given to the effective use of digital storytelling to highlight how technology can link traditional culture and modern-day education. Students were trained on multimedia tools to construct digital storytelling projects to convert local myths, rituals and shared experiences into English narratives. In this technique students had to draw on their knowledge of vocabulary and language structure as they deciphered cultural meanings, structuring ideas imaginatively and connecting with authentic audiences. These educational experiences boost students' appreciation for their cultural backgrounds and build higher order thinking abilities, creativity and cultural sensitivity. The digital storytelling is a powerful pedagogic tool to integrate language learning, technology use and local culture in elementary school.

Research has proven that neo-humanistic concepts assist the all-round growth of students, in addition to measurable language results. Teachers frequently reported improvements in students' confidence, communication skills, collaboration, creativity, empathy, environmental sensitivity and cultural awareness. The results corroborate the key principle of neo-humanistic education that meaningful learning should foster the integral development of the child and not merely the academic one. Basic education plays an important role in shaping lasting attitudes and values. In particular, effective pedagogic strategies that encompass cognitive, emotional, ethical and cultural components are important. The results indicated students were more willing to speak English while addressing culturally recognized events that were reflective of their identities, hence lessening the dread that is often linked with foreign language learning.

This research also aims to demonstrate the synergistic relationship between the digital literacy and cultural literacy. In educational debates, globalization and technology are usually framed as threats to

the preservation of local traditions. However, results of this study show that digital technology could be a potentially useful means of retaining and enhancing local cultural knowledge. Students were able to improve their digital skills and raise their cultural awareness by recording ancient rites, exhibiting local environmental practices, generating digital folklore and presenting local culture in English. The finding shows that technology in education can be used to sustain local identity when taught in a culturally sensitive way.

But with these excellent results, the research has also found a number of hurdles to implementation. Creating culturally relevant digital instructional resources takes time, creativity and professional skill, said educators. The existing English teaching resources tend to focus on global issues and rarely provide the ability to include Indonesian or local cultural characteristics. Therefore, teachers regularly modified teaching materials or made teaching materials themselves. Participants also raised issues of digital infrastructure inequalities, unequal access to internet and educators skills to employ artificial intelligence and creative instructional technology (Rahmani et al., 2026).

The difficulties described have important implications for educational policy and teacher education. Professional development initiatives should include training in digital technical tools, culturally relevant pedagogy, neo-humanistic teaching philosophies, AI skills, and instructional resource production. Curriculum designers should give more room for the incorporation of local cultural elements in teaching English language and apply project-based and inquiry-based learning approaches to improve the overall development of children. Collaboration between educational institutions, universities, cultural groups and local communities could make for better digital learning resources from local cultural heritage.

The findings add to the increasing body of research calling for a holistic approach to teaching English language in the digital age. The study suggests that the acquisition of language, cultural preservation, teaching morality and creating technology should be viewed as interrelated dimensions of meaningful education rather than contradictory educational aims. Based on neo-humanistic theory and local wisdom, the teachers devised English programs to develop language skills as well as empathy, ethical responsibility, cultural identification, creativity, and global awareness. This educational framework is especially important for primary schools where life-long learning, character development and cultural identity are developed. The study, therefore, advocates for an English language education of the future that goes beyond language proficiency to the development of learners who are culturally aware, digitally savvy, socially responsible and ready to interact critically in an ever-globalizing world

4. CONCLUSION

The study reveals that the combination of neo humanistic principles and local cultural values in digital English learning might make primary education not only to learn the language but also the all-round development of students. The findings reveal that the strong infusion of indigenous knowledge using digital technologies creates real learning experiences that enhance students' English communication skills and encourages empathy, collaboration, creativity, environmental awareness, and cultural identity. By integrating local values into technology-assisted learning activities, teachers effectively connected language learning with students' daily lives and cultural backgrounds. These findings suggest that the digital technology is most effective when it is led by humanistic and culturally sensitive pedagogies instead of just a pedagogical tool.

The study highlights the significance of enabling teachers and institutions to provide holistic and culturally relevant digital English learning by providing sufficient opportunities for professional development, curriculum support and access to culturally relevant digital resources. However, if teachers, curriculum creators, lawmakers and local communities can work together, these issues can be overcome although there are still concerns with infrastructure, education and digital literacy. The study contributes to the continuing discussion on holistic English language education by illustrating how the integration of digital advances and the preservation of local culture can work together to create relevant learning settings. Future study is urged to explore the application of neo-humanistic, culture-oriented digital English teaching in different cultural contexts and educational levels to further examine its effects on students' language growth, intercultural competence and character development.

REFERENCES

- Ahmed, S. Y., & Pardaev, J. (2025). Foreign Language Anxiety and Intercultural Communication: Role of Cultural Intelligence and Linguistic Competence. *Eurasian Journal of Applied Linguistics*, 11(2), 326–341. <https://doi.org/10.32601/ejal.11225>
- Akhir, N. M., Aziz, M. N., Nasrudin, N., Rusli, R., Amran, N. A., & Rahmat, N. H. (2026). The Influence Of Writing Motivation On Writing Anxiety. *Quantum Journal of Social Sciences and Humanities*, 7(2), 116–131. <https://doi.org/10.55197/qjssh.v7i2.1136>
- Amini, M., Qiufen, W., Amini, D., Ravindran, L., Lin, D. T. A., Ganapathy, M., & Singh, M. K. M. (2025). The significance of humanistic approach and moral development in English language classrooms. In *Discover Education* (Vol. 4, Number 1). Discover. <https://doi.org/10.1007/s44217-025-00691-4>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (Eight Edition). Routledge. www.routledge.com/cw/cohen
- Godwin, R. (2013). Integrating intercultural competence into language learning through technology.

- Language Learning & Technology, 17(2), 1–11.
<http://llt.msu.edu/issues/june2013/emerging.pdf><http://llt.msu.edu/issues/june2013/emerging.pdf>
- Gutiérrez-Santiuste, E., & Ritacco-Real, M. (2023). Intercultural communicative competence in higher education through telecollaboration: typology and development. *Education and Information Technologies*, 28(11), 13885–13912. <https://doi.org/10.1007/s10639-023-11751-3>
- Hassan, S. (2025). Intercultural Dynamics in Higher Education: Navigating Institutional Cultural Hubs. *Journal of International Students*, 15(11), 185–200. <https://doi.org/10.32674/8mdz7h78>
- Kumari, Dr. S. (2024). Humanism in Education: Fostering Student-Centered Learning Through Maslow's and Rogers' Theories. *International Journal of Research Publication and Reviews*, 5(7), 2447–2452. <https://doi.org/10.55248/gengpi.5.0724.1911>
- Liu, J., & Lee, J. S. (2025). Enhancing intercultural competence through self-efficacy, grit, and informal digital learning of English. *ReCALL*. <https://doi.org/10.1017/S0958344025100414>
- Mantra, I. B. N., Maba, W., Wedasuwari, I. A. M., & Staupelyte, A. (2024). Empowering Students' Language Competence And Cultural Awareness Through Communicative Approach. *International Journal of Social Science*, 4(4), 509–514. <https://doi.org/10.53625/ijss.v4i4.9254>
- Mantra, I. B. N., Maba, W., & Widiastuti, I. A. M. S. (2025). Role of Sociolinguistics in Shaping Students' Language Use in Multilingual Classrooms. *International Journal of Multidisciplinary Approach Research and Science*, 3(03), 926–935. <https://doi.org/10.59653/ijmars.v3i03.1901>
- Mantula, F., Mpofu, A. C., Mpofu, F. Y., & Shava, G. N. (2024). Qualitative Research Approach in Higher Education: Application, Challenges and Opportunities. *EAST AFRICAN JOURNAL OF EDUCATION AND SOCIAL SCIENCES*, 5(1). <https://doi.org/10.46606/eajess2024v05i01.0343>
- Rahmani, E. F., Afrimonika, Y., Jupitasari, M., & Caiping, Z. (2026). Predicting Metacognitive Engagement in EFL Writing: The Role of Technology Acceptance and Self-regulated Learning. *Jurnal Pendidikan Progresif*, 16(1), 658–674. <https://doi.org/10.23960/jpp.v16i1.pp658-674>
- Saini, J., Kumar, M., Kumar, U., Ronin, R. S., & Vishwakarma, J. P. (2026). Impact of Socio-cultural Aspects and Their Role in Influencing Communication Abilities of Students. In *SpringerBriefs in Applied Sciences and Technology: Part F1138* (pp. 17–27). Springer Science and Business Media Deutschland GmbH. https://doi.org/10.1007/978-3-031-97931-6_3
- Soriya Enny, F., Mannan, M., & Maruf, T. I. (2025). The Impact of Globalization on Intercultural Communication and Education: A Qualitative Study Enny et al.: The Impact of Globalization on Intercultural Communication and Education: A Qualitative Study. In *ABC Journal of Advanced Research* (Vol. 14, Number 1).
- Wardhani, N. K. S. K., Mahendradhani, G. A. A. R., & Putra, K. E. (2022). Cultivating elementary school students' characters through Neo-Humanistic Education. *Kasetsart Journal of Social Sciences*, 43(2),

323–328. <https://doi.org/10.34044/j.kjss.2022.43.2.08>

Widiastuti, I. A. M. S., Sawitri, N. L. P. D., Widhiasih, L. K. S., Maba, W., & Suartama, I. K. (2026).

Exploring the roles of technology and self-regulated learning in enhancing students' English competence. *Journal of Education and E-Learning Research*, 13(1), 150–156.

<https://doi.org/10.20448/jeelr.v13i1.8262>

Yang, Y.-F. (2013). Exploring Students' Language Awareness through Intercultural Communication in Computer-supported Collaborative Learning. In *Educational Technology & Society* (Vol. 16, Number 2).

Zabrodskaia, A., & Wang, J. (2025). Editorial: Intercultural communication and international students.

In *Frontiers in Communication* (Vol. 10). Frontiers Media SA.

<https://doi.org/10.3389/fcomm.2025.1729136>