



Technology Integration In English Language Teaching And Learning

Nasrullah, Elsa Rosalina, Vebrianti Umar, Rahma Pitria
Ningsih, Hidayah Nor, Salsabila Fauziah, Arfa S.N.
Fadillah

Technology Integration In English Language Teaching And Learning

The book "The Research Potpourri of Technology Integration in English Language Teaching and Learning" comprises ten insightful articles that explore the intersection of technology and language education. The first two articles shed light on the impact of the pandemic on education, with the first focusing on how students leverage social media for writing enhancement and connectivity during isolation. The second article examines the response of English lecturers to the shift towards virtual education, detailing the diverse array of technological tools employed to engage students effectively in remote learning settings. The subsequent articles delve into specialized approaches to language education. The third article introduces blended learning as a dynamic strategy tailored for EFL teachers, emphasizing the creation of adaptive learning environments to cater to individual learner needs. Following this, the fourth and fifth articles delve into student perceptions of specific digital learning platforms such as Kahoot and Quizlet, examining their effectiveness in enhancing language acquisition and vocabulary transferability. The challenges faced by educators during the transition to online learning are addressed in the sixth article, which highlights the emotional and mental strain experienced by teachers amidst the complexities of remote instruction. The seventh article offers an analysis of the Technological Content Knowledge possessed by English teachers in vocational high schools, focusing on the integration of technology to enhance content delivery and skill development in vocational education settings. The implementation of Edmodo as a Learning Management System within the classroom environment is explored in the eighth article, highlighting its role in streamlining classroom activities and facilitating personalized learning experiences. The ninth article provides a comprehensive overview of the research landscape surrounding the utilization of the Webtoon application for enhancing English language skills, emphasizing its visual storytelling format and multimedia elements in engaging learners across various skill areas. Lastly, the book concludes with an examination of the effectiveness of YouTube videos in enhancing students' listening comprehension skills, exploring the strategies and outcomes associated with their use in language learning contexts. This book aims to be an invaluable resource for both teachers and learners currently engaged in the delivery of online and face-to-face learning. By providing comprehensive insights, strategies, and techniques, it endeavors to support educators in navigating the complexities of modern teaching environments. Whether adapting to remote instruction or managing traditional classroom settings, the content within this book seeks to empower educators with practical tools and innovative approaches to optimize their teaching practices. This book aims to be an invaluable resource for both teachers and learners currently engaged in the delivery of online and face-to-face learning. By providing comprehensive insights, strategies, and techniques, it endeavors to support educators in navigating the complexities of modern teaching environments. Whether adapting to remote instruction or managing traditional classroom settings, the content within this book seeks to empower educators with practical tools and innovative approaches to optimize their teaching practices.



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TECHNOLOGY INTEGRATION IN ENGLISH LANGUAGE TEACHING AND LEARNING

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FOREWORD

All praise be to Allah, who has bestowed His blessings upon the authors, enabling the completion of this book under the title "Technology Integration in English Language Teaching and Learning" as one of the main references used in higher education context.

In the dynamic landscape of education, the fusion of technology with traditional teaching methodologies has emerged as a transformative force, redefining the contours of English Language Teaching and Learning (ELTL). "Technology Integration in English Language Teaching and Learning" stands as a beacon illuminating the myriad ways in which technology enriches and revolutionizes the teaching and learning of the English language. In this comprehensive volume, readers embark on a journey through the diverse realms of research, practice, and innovation, guided by the collective wisdom of scholars and practitioners at the forefront of ELTL.

As the digital age unfolds, the integration of technology in language education has become not just a desirable addition but a fundamental necessity. This book, through its eclectic collection of research, delves into the multifaceted dimensions of technology integration, offering insights into its pedagogical implications, practical applications, and theoretical underpinnings. From virtual classrooms to adaptive learning platforms, from mobile apps to artificial intelligence, each chapter encapsulates the essence of innovation in language education, empowering educators to navigate the complexities of a technologically-driven world.

In the pages of this book, readers will encounter not just a compendium of research findings but a catalyst for reflection, innovation, and action. As we navigate the complexities of a rapidly evolving educational landscape, the insights gleaned from these pages will serve as guiding stars, illuminating our path towards a future where technology and pedagogy converge seamlessly to nurture linguistic proficiency, cultural competence, and global citizenship. "Technology Integration in English Language Teaching

and Learning" is not merely a book; it is a testament to the boundless possibilities that await us as we embark on this transformative journey together.

Banjarmasin, March 21st, 2024

The Authors

TABLE OF CONTENT

FOREWORD.....	iii
TABLE OF CONTENT	v
UNIT 1 STUDENTS' TIPS FOR ENHANCING WRITING SKILLS USING SOCIAL MEDIA IN PANDEMIC ERA DIARE PADA ANAK	1
UNIT 2 DO THE ENGLISH LECTURERS USE TECHNOLOGY FOR TEACHING ONLINE CLASS?	13
UNIT 3 BLENDED LEARNING APPROACH FOR EFL IN-SERVICE TEACHERS IN CONSTRUCTING SMART LEARNING ENVIRONMENT: INNOVATION IN EDUCATION PERSONALIZED FOR SELF-INDEPENDENT LEARNING	26
UNIT 4 STUDENTS' PERCEPTIONS OF KAHOOT AS AN ONLINE QUIZ TOOL IN INTENSIVE ENGLISH CLASS	44
UNIT 5 THE IMPACT OF QUIZLET ON THE TRANSFERABILITY OF VOCABULARY IN ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS: STUDENT PERSPECTIVES.....	60
UNIT 6 TEACHER'S CHALLENGES TOWARDS ONLINE LEARNING IN PANDEMIC ERA	77
UNIT 7 AN ANALYSIS OF TECHNOLOGICAL CONTENT KNOWLEDGE (TCK) OF ENGLISH TEACHERS IN VOCATIONAL HIGH SCHOOL	94
UNIT 8 PUTTING EDMODO INTO CLASSROOM: PORTRAYING LEARNING MANAGEMENT SYSTEM (LMS) MANIFESTATION	106
UNIT 9 INVESTIGATING THE USE OF WEBTOON APPLICATION FOR LEARNING ENGLISH SKILLS: A SYSTEMATIC LITERATURE REVIEW	117

**UNIT 10 THE USE OF WATCHING YOUTUBE VIDEOS FOR
ACQUIRING STUDENTS' LISTENING
COMPREHENSION 137**

AUTHORS IDENTITY 149

UNIT 1

STUDENTS' TIPS FOR ENHANCING WRITING SKILLS USING SOCIAL MEDIA IN PANDEMIC ERA

Elsa Rosalina, Nasrullah, Vebrianti Umar, and Rahma Pitria
Ningsih

A. Introduction

Covid-19 spreads fast all over the world. All of the sectors are getting impacted by this situation. Education is one of them. Spread of the coronavirus disease (COVID-19) has impacted all aspects of global citizenship, including Indonesian society and academia (Ajay Kumar & Somani, 2020; Onyema et al., 2020; Susilawati & Supriyatno, 2020). During a Covid-19 pandemic, the concept of social and physical distancing requires everyone to stay at home to prevent the virus from spreading. Lecturers must continue to teach to keep students informed about proper education and teaching (Alchamdani et al., 2020; Bestari et al., 2020; Lapitan et al., 2021). The teaching and learning process conducted in offline learning has changed to online learning. Meanwhile, this situation changes everything in the teaching and learning process. According to previous study online learning is an option that can be used in this day and age when technology and communication are at an all-time high (Pratama et al., 2021). Furthermore, the COVID-19 pandemic emphasizes the importance of using online models and applications to achieve learning objectives (Cicha et al., 2021; Adarsh Kumar et al., 2021; Yao et al., 2022). As a result, learning innovation is required to sustain global education development. This transition has been difficult for both teachers and students because it requires them to embrace the online teaching-learning process (Almaiah et al., 2020; Ganesh et al., 2022; Yuzulia, 2021). The teachers and the

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UNIT 2

DO THE ENGLISH LECTURERS USE TECHNOLOGY FOR TEACHING ONLINE CLASS?

**Vebrianti Umar, Nasrullah, Elsa Rosalina, Rahma Pitria Ningsih,
and Hidayah Nor**

A. Introduction

A pleasant learning activity is closely connected to technology. The lecturers are required modifying a learning process by adapting the learning system development (Almeida & Simoes, 2019; Cahyono & Rahayu, 2020; Hardiyana, 2016). For this reason, they must master the technology. In addition previous study proved that the use of digital media and sophisticated applications are the effort and innovations of teacher applying technology in learning (Cubukcu et al., 2020; Papadakis et al., 2020). Students will be more enthusiastic and interested to learn, particularly during a pandemic which requires learning and teaching activities to be carried out virtually or called online learning (Goeltz & Cuevas, 2021; Putra, 2021).

Online learning assists lecturers to recognize and to use appropriate and advanced technology-based approaches on learning process. Thus, the lecturers possess excellent skill on teaching theoretically and practically. Online learning utilizes synchronous and asynchronous (Palupi, 2022; Pratiwi et al., 2021; Sipatu & Silitonga, 2022). However, using those approaches should be accordanced to the need of pedagogical objective. Synchronous is applied for presenting the material directly through the appropriate application (Çoban & Göksu, 2022; Perveen, 2016), whereas the asynchronous is played since

C. Conclusion

Base on the result of this study digital media and sophisticated learning applications are technologies that really support learning activities, especially during a pandemic covid 19 that requires distance learning. For online learning activities that require face-to-face meetings to make it easier for lecturers to control students, video conferences such as zoom meetings and google meet are the appropriate applications.

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UNIT 3

BLENDED LEARNING APPROACH FOR EFL IN-SERVICE TEACHERS IN CONSTRUCTING SMART LEARNING ENVIRONMENT: INNOVATION IN EDUCATION PERSONALIZED FOR SELF-INDEPENDENT LEARNING

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Faradila, and Raisa Nur Tanziliana**

A. Introduction

Pandemic time and post-pandemic time make many educational practitioners and researchers pay attention to the study of online learning and offline learning in the meantime. In Indonesia, in particular, the ministry of education emphasizes using online applications while carrying on face-to-face learning. A number of studies have been conducted, and a number of evaluations is also done to ensure the system of delivery can be run in the instructional process. Google Classroom, flip learning, moodle, and MOOC are some of the learning management systems which have been used in classroom activities up to now. The learning environment has very much to do with conditions constructed for teaching and learning in specific areas, such as school and classroom space. It is elucidated by that the learning environment can be taken place in a vacuum space; there must be any interaction among the interrelated components, which consist of physical components and human components. This way, it can be specified that elements involve teachers, students, content learning process, and learning situation. Nowadays, as with the development of milieu to nurture the learning process, an updated and well-adjusted environment is so much required especially when it is based on the learners' background today as generations which constantly evolve dynamically. Following the changes, a smart learning environment (SLE) comes with the notion understood by the

willing to adjust to always learn regardless of the learners' diversity and ensure the learning autonomy for learners.

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UNIT 4

STUDENTS' PERCEPTIONS OF KAHOOT AS AN ONLINE QUIZ TOOL IN INTENSIVE ENGLISH CLASS

Elsa Rosalina, Nasrullah, and Rahma Pitria Ningsih

A. Introduction

Nowadays, technology is one of the basic things that teachers and educators must possess. The quick enhancement within the accessibility and reasonableness of intelligent innovations has contributed to the appropriation of diversions in teaching learning to cultivate mixed learning, investigation and invention (Licorish., et al., 2018). Learners are enthusiastic about studying using distinctive innovations to bolster their learning since they are gifted with utilizing versatile innovation and appreciate utilizing mobile applications (Prensky, 2001) This is also in line with Keengwe et al. (2012), as cited in Wiekling (2016) stated that students who are categorized as conventional, risky, or very high achievers all have successful learning experiences because of technology. Using educational games as learning tools (e.g. video games) is found to support students' cognitive, motivational, emotional, and social outlook development. One of the concerns that educators encounter is selecting the proper technology to arrange online course materials for instructional needs in a variety of knowledge disciplines (Salamon, Ali, Miskon, & Ahmad, 2016). Not only does online course deal with course material, but they also should provide the appropriate assessment for their instruction. One of the factors that can increase students' motivation and engagement is the use of educational games in their teaching-learning process (Wang & Lieberoth, 2016; Wang A.I & Tahir, R, 2020). In addition, the situation and conditions where traditional teaching styles are

Hidayati (2019), which states that Quizizz was more effective than Kahoot in fostering students' enthusiasm for learning. This result is because Basuki and Hidayati compared both applications to find out the student's perceptions, while this current research focuses on Kahoot as an online learning tool.

C. Conclusion

Students' perception of Kahoot as an online quiz tool shows a positive effect on their learning way. It can be seen from the score of instruments that the researchers distributed. The score obtains 2.192 from 2.730 as the maximal score. It means that based on the result of students' perceptions, Kahoot is a good application for teaching English in Intensive English classes. Most students agree that teaching and learning via Kahoot as an online quiz tool is fun, motivating, and interesting. They also agree that they feel positive and try to play Kahoot when they do some tests. Researchers also suggest that future researchers investigate another online quiz application. The research knows whether the online quiz application has a good or bad perception from the students; thus, it will be a reference for teachers or lecturers to use the application.

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UNIT 5

THE IMPACT OF QUIZLET ON THE TRANSFERABILITY OF VOCABULARY IN ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS: STUDENT PERSPECTIVES

Rahma Pitria Ningsih, Nasrullah, and Elsa Rosalina

A. Introduction

Proficiency in the English language holds significant importance for students pursuing engineering studies. In order to maintain their proficiency in engineering, it is imperative for students in the field to engage in extensive literature review. A wide range of technical references and literature is accessible in the English language. The majority of theories are available in the English language as well. Consequently, it is imperative for students to possess proficiency in the English language in order to facilitate their comprehension of written material.

In an ESP course, students must inevitably encounter texts in different contexts. To understand those kinds of texts, mostly written in English, engineering students must master many vocabularies. Therefore, technical vocabulary acquisition is a vital issue in English learning for students and enhances their reading skills, especially in reading the manuals or other engineering books which mostly written in English [1].

One of the problems faced by Mechanical Engineering students at Banjarmasin State Polytechnic in understanding English paragraphs or texts is their necessity for sufficient vocabulary. Therefore, the instructors are faced with the difficulty of improving the students' ability to memorize English words quickly and retain them in their long-term memory. At the same time, Students who are learning English place significant importance on mastering vocabulary [2]. It is stated that vocabulary is a crucial component of language skills and

Quizlet is one of the world's best educational websites. Quizlet provides numerous audiovisual features as a supplement to learning media. This means that students can listen to the pronunciation while focusing on the image on the flashcard. Additionally, because students spend so much time with technology, Quizlet is expected to be a more enjoyable way for them to study because it utilizes devices, they are already familiar with.

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UNIT 6

TEACHER'S CHALLENGES TOWARDS ONLINE LEARNING IN PANDEMIC ERA

Elsa Rosalina, Nasrullah, and Eka Puteri Elyani

A. Introduction

The teaching and learning process has a big revolution since Corona Virus Disease 19 (COVID19) has spread out to the world. Education is one of the sectors that have a mostly big impact on its condition. COVID 19 changes everything in the education system. The announcement on the global pandemic of the coronavirus (COVID-19) was taken place on 12 March 2020 and it causes policy to have social distancing which render a problem such the school closing affecting the learning of millions of children and adolescents. COVID-19 has pinpointed the problem of school managements and way of learning between teacher and students. The teaching and learning process which do face to face must be changed to an online system. (Lapada et al., 2020) in their previous study stated that COVID-19 not only causes health crises around the world, but it also affects all aspects of life, including education. This condition has an impact directly in the world of education. Institution formal, informal and education non-formal closed face-to-face learning advance and move on with learning online (online). Transition learning from face to face to be online learning spawns a lot barriers for teachers, given this happened suddenly without being prior preparation Educators have used online platforms to reach out to students, webinars have become temporary classrooms, parents have been asked to monitor home, and students have been deprived of social interaction between peers. In face-to-face learning activities advance, learning media can be people, objects

to find out the sensible policy toward the proper ongoing process for online learning.

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UNIT 7

AN ANALYSIS OF TECHNOLOGICAL CONTENT KNOWLEDGE (TCK) OF ENGLISH TEACHERS IN VOCATIONAL HIGH SCHOOL

Salsabila Fauziah, Nasrullah, and Inayati Fitriah Asrimawati

A. Introduction

As it is now in the era of the industrial revolution 4.0, technology is advancing quickly and playing an increasingly significant role in everyday life, including education. In a study by Astini (2019), it was explained that in education, this problem has the effect of shifting the role of the teachers as the only facilitator of knowledge. A teacher is required to improve the quality of teaching and abilities in the realm of technology, which is a challenge for a teacher in the classroom to have high creativity. This is make a teacher is expected to be able to utilize technology and increase creativity in learning activities to improve the quality of teaching in class. The integration of technological innovations in education can improve the process of teaching and learning and pique students' interest in learning materials (Halili, 2019).

Integrating technology in schools is important to make learning activities wellorganized, effective and efficient. Integrating technology can also support school goals (Davies & West, 2014). In addition, teachers need to have a deep understanding of the technology that is suitable for delivering learning content to students, and this ability can be realized by improving the quality of Technological Content Knowledge. Harris et al., (2009) stated that Technological Content Knowledge (TCK) is knowledge that contains a close relationship between technology and learning material content. To be effective in

can apply the concept of TCK, which is the knowledge of applying technology to learning content. All participants recognize many websites and applications that can be used to deliver English learning material content. All participants can also use technology well in learning.

Based on the results of class observations, all participants certainly master the learning materials and can deliver them well. There are no obstacles that occur when participants operate a web or application during learning. However, there are still found the problem such as the network and quota. Therefore, the researchers suggest that these obstacles can be followed up by the school and government by facilitate the internet access so that learning runs smoothly and learning objectives are achieved. The researchers also hope that teachers maintain their TCK knowledge and would be better off improving it.

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UNIT 8

PUTTING EDMODO INTO CLASSROOM: PORTRAYING LEARNING MANAGEMENT SYSTEM (LMS) MANIFESTATION

Nasrullah, Asmi Rusmanayanti, Elsa Rosalina, and Rahma Pitria
Ningsih

A. Introduction

The drive of having technology into classroom rooted to online practice has been developed lately today. The involvement of online application and web tools to present material is also one of the moves that can be seen regularly adopting the spirit of the newest style. Even International Society for Technology in Education (2017), suggests that all teachers better use online community of practice for learning and professional growth prospects.

The study conducted by several scholars emphasizes that teachers are motivated to participate in online spaces because they provide instant access to people, resources, and knowledge that will help them improve their practice (Carpenter & Krutka, 2014; Kelly & Antonio, 2016; Seo, 2015; Trust, 2016). As online learning comes into higher education, it needs managements to be well adapted used as Learning Management System (LMS). LMS are systems that can make the activity of storing, managing, and modifying educational content. In other words, LMS is sets of network and technological tools that enable and facilitate online learning. They allow communication, sharing of information, submission of assignments, and related activities between learners and instructors (Gabrina & Rahmawati, 2019). In this case, Edmodo and other type of web-quests, such as Moodle and Schology, are run based on such a type of that system.

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UNIT 9

INVESTIGATING THE USE OF WEBTOON APPLICATION FOR LEARNING ENGLISH SKILLS: A SYSTEMATIC LITERATURE REVIEW

Salsabila Fauziah and Nasrullah

A. Introduction

In this era where technology is increasingly advanced, it demands social beings to be skilled in English. English is like a gateway to all aspects of knowledge and as a means of communication in the era of globalization. It is the main key to one's success in achieving a career with a bright future. The main thing to pay attention to is language skills, especially in mastering vocabulary. Roche and Harrington (2013) mentioned that knowledge of vocabulary is the main requirement for most other language skills.

It is important to instill English language skills, considering that the language of communication in international languages is English. Learning English can be said to be an investment, this is because English language skills are needed in the future in the competition, both in the national and international arena. To be able to speak English well, there must be persistence in learning and actively using it. English is very important, even the government has even made regulations that make English a compulsory subject for elementary to high school students to study. In addition, at a higher level, all study programs also contain English courses. According to Sinaga (2010), this shows how important English is in academic success to support careers.

The reality in Indonesia, learners still have difficulty in learning English. The difficulties are very diverse, such as lack of vocabulary, incomprehension in listening, lack of understanding

attract interest and make students enjoy reading. Besides being able to attract students' interest in reading webtoon can also make students easy in reading comprehension skill, especially in English lessons. The results of the previous study stated that students had difficulty understanding reading texts, but after applying webtoon media in learning to read, it could help students understand reading texts more easily.

It can also be concluded that in addition to reading skill, webtoon can also help writing skill such as writing short stories. Another skill is speaking skill such as speaking using webtoon media which can be used as inspiration for students in telling stories. The use of webtoon can even be used by students to master English vocabulary because there are many vocabularies that may not be known to students. Therefore, the researchers suggest the use of webtoon can be used as a media in learning and has a positive impact on students.

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UNIT 10

THE USE OF WATCHING YOUTUBE VIDEOS FOR ACQUIRING STUDENTS' LISTENING COMPREHENSION

Arfa S. N. Fadillah, Nasrullah, and Elsa Rosalina

A. Introduction

For many years, learning takes place only in the classroom. Typically, the listening sessions were conducted in the language laboratory (Asyiqin et al., 2022). With technological advances in this globalization era, there are many available sources to be used as media in the learning process. One of them is the use of social media. Social media is online media that includes blogs, social networks, and virtual worlds, which are very useful. One of these social media that can be used is YouTube. YouTube is one of the most popular online video websites globally and it offers plenty of authentic material created by people worldwide (Nasrullah, 2021; Rusmanayanti & Nasrullah, 2020).

YouTube is a rich source of cultural authentic material that can motivate students to engage in an educational capacity with popular cultures through English Videos (Alqahtani, 2014). Authentic materials do not come from course books because they are not designed for pedagogical purposes. As Herod states in Yuyun & Simamora (2021) that using authentic materials means using examples of language produced by native speakers for their real purposes rather than using language produced and designed solely for a classroom. YouTube has numerous videos that can be used as English learning materials which can be used as effective learning tools to develop students' listening abilities (Aboudahr, 2020).

Some research shows that the use of YouTube can improve students' listening abilities. Widiyanto et al., (2021) emphasize

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REPUBLIK INDONESIA
KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA

SURAT PENCATATAN CIPTAAN

Dalam rangka perlindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan : EC00202440050, 20 Mei 2024

Pencipta
Nama : **Nasrullah, Elsa Rosalina dkk**
Alamat : Jalan Suteyo S, No. 123 Banjarmasin, Kalimantan Selatan, Banjarmasin Tengah, Banjarmasin, Kalimantan Selatan, 70117
Kewarganegaraan : Indonesia

Pemegang Hak Cipta
Nama : **Nasrullah, Elsa Rosalina dkk**
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Kewarganegaraan : Indonesia

Jenis Ciptaan : **Buku**
Judul Ciptaan : **Technology Integration In English Language Teaching And Learning**
Tanggal dan tempat ditunjukkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia : 8 Mei 2024, di Purbalingga

Jangka waktu perlindungan : Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.

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