

## TRANSFORMING EDUCATIONAL CHANGES IN THE DIGITAL AGE TO FOSTER MORE ENGAGING LEARNING EXPERIENCES

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### Abstract :

*The advancement of information and communication technology has profoundly altered educational models. The engagement between teachers and learners is no longer limited to traditional classrooms but expands to various online platforms. A qualitative method utilizing a descriptive-analytical approach has been implemented in this study. Information was gathered through detailed interviews with teachers, observations within academic environments, and reviews of existing literature. The analysis reveals trends in how teachers are adapting to technological advancements. The findings indicate that digitalization has redefined the role of teachers as the leading providers of knowledge, reducing their authority from students' perspective. While technology enhances accessibility to learning resources, it also brings ethical challenges, including a rise in consumer-oriented attitudes and a preference for instant gratification. Teachers must effectively integrate technology into their teaching, devise innovative strategies, and reconcile technological progress with character education to stay relevant. Therefore, transformations in education can serve as opportunities to enrich the overall quality of learning.*

**Keywords :** Digital, engaging, learning, experiences

### Abstrak :

Kemajuan teknologi informasi dan komunikasi telah mengubah model pendidikan secara mendalam. Keterlibatan antara guru dan peserta didik tidak lagi terbatas pada ruang kelas tradisional, tetapi meluas ke berbagai platform daring. Metode kualitatif yang memanfaatkan pendekatan deskriptif-analitis telah diterapkan dalam penelitian ini. Informasi dikumpulkan melalui wawancara terperinci dengan guru, observasi dalam lingkungan akademis, dan tinjauan literatur yang ada. Analisis tersebut mengungkap tren dalam cara guru beradaptasi dengan kemajuan teknologi. Temuan tersebut menunjukkan bahwa digitalisasi telah mendefinisikan ulang peran guru sebagai penyedia pengetahuan terkemuka, mengurangi otoritas mereka dari perspektif siswa. Sementara teknologi meningkatkan aksesibilitas ke sumber belajar, teknologi juga membawa tantangan etika, termasuk peningkatan sikap berorientasi konsumen dan preferensi untuk kepuasan instan. Guru harus secara efektif mengintegrasikan teknologi ke dalam pengajaran mereka, merancang strategi inovatif, dan menyelaraskan kemajuan teknologi dengan pendidikan karakter agar tetap relevan. Oleh karena itu, transformasi dalam pendidikan dapat berfungsi sebagai peluang untuk memperkaya kualitas pembelajaran secara keseluruhan.

**Kata Kunci:** Digital, menarik, pembelajaran, pengalaman

## INTRODUCTION

Education is the most serious instrument and is the main focus of each country. The level of educational quality often measures a country's progress.



Education in various parts of the world has different styles and characteristics. However, as time goes by, these differences are increasingly being eroded. At least developing countries are currently racing to catch up with developed countries. This effort has greatly influenced the educational models and patterns produced by countries worldwide. This dynamic can be felt in Indonesia, seen by implementing various service standards in education. The changes to this curriculum show that the Indonesian nation always follows the dynamics of education that continue to develop in the world (Hunaepi & Suharta, 2024).

With curriculum changes and technological sophistication, it is hoped that Indonesian students can achieve at the world level (Hidayat et al., 2025). This noble ideal does not mean it is without challenges; with every change and improvement that is made, new challenges always arise. In this era of globalization, humans can easily use existing technology, not only adults but also children. Technology is used in education because it helps the learning process and scientific development. Apart from that, technology can also be used as a communication tool between educators and students. However, technology has both positive and negative impacts in the realm of education (Hutahaean et al., 2024)

In the last 10 years, Indonesia's educational system has experienced rapid changes. The changes that emerge in classroom teaching come not only from internal teachers as educators due to changes in the curriculum and standards imposed by the school but also from other factors. Teaching, which used to be an activity dominated by teachers considered sources of knowledge, now needs to be corrected again. This change has resulted in changes in time allocation, which continue to develop rapidly (Syahrir et al., 2024). If the teacher initially planned to teach a specific theme for a particular duration, the teaching timing needs to be reallocated again. The allocation of teaching time needs to receive significant attention because students, as students today, are no longer as passive as they were in the digital era (Allman et al., 2024).

The tendency of students to always want to be the best in class in all subjects has led them to be more enthusiastic and serious about exploring information outside the classroom. As a result, students may have obtained information about the theme to be studied before the teacher teaches the material in the school (Joshi et al., 2024). The changes that are occurring now are inevitable. Therefore, an educator must have a new paradigm in teaching activities in the classroom and the school environment. With the new paradigm, an educator will be more optimal in facilitating his students in every teaching and learning activity. Teaching innovation must continue to improve to achieve higher-quality learning outcomes. Moreover, the classroom interaction between teachers and students seems seamless, even outside the classroom (Sun et al., 2025).

In the past, educators and school students were far apart and felt even further apart outside the classroom (Godsk & Møller, 2025). If this explosion of change is not carefully anticipated, it will give birth to a learning culture that is not in harmony. The development of technology continues to increase along with the increasing needs of humans, including in the field of education.

Teachers applying technology more appropriately is very much needed to provide a better picture to the younger generation regarding using technology more appropriately and more usefully (Makda, 2025).

Through technology, we can improve the quality of education by opening broad access to knowledge and providing quality education (Alam et al., 2023). Currently, technology cannot be avoided to improve the quality of learning. Learning that is designed and developed using learning technology will be able to improve the quality of learning because students receive optimal services according to their characteristics and learning styles so that they feel happier, more active, and easier to learn. The learning process should be oriented towards the active role of students. In other words, learning is an active process (Al-Said et al., 2023).

Students from various levels can find whatever they want with the eLearning approach. This model has unlimited intensity and seems to be able to penetrate classroom walls and learning materials. The internet now has a magnet that is so strong that its existence appears to outweigh the influence of the teacher's presence in the classroom (Zainuddin, 2023). If you look closely, you will see that more and more students can enjoy classes as long as internet access is available. At that time, teachers were the only factor that was most awaited. It is one of the reasons why teaching models in the digital era must be anticipated by involving various internal and external elements of the school.

Technological progress should be balanced with strengthening other sectors so that the convenience resulting from technological progress does not erode student potential developed using conventional approaches (Shihab et al., 2023). This striking difference deserves equal attention and access. These approaches significantly impact students' knowledge and mastery of skills. However, students need to be trained not to rely entirely on the information they dig up. Moreover, an educator must provide assignments requiring student interaction (Moorhouse, 2023).

Based on the observation of the school learning environment, it was found that the learning process in schools should be designed by utilizing information and communication technology. The role of technology in active learning is quite significant because it can help the course of active learning. Information technology can be said to be a science that is needed to manage information so that the information can be searched quickly and accurately. Technology development is growing rapidly, facilitating various problems, such as information creation, channel maintenance, selective transmission, selective reception, storage and tracking, and use, all of which ultimately result in critical evaluation and feedback. Technology covers two aspects, namely information technology and communication technology.

Previous studies conducted by Cabrera-Solano et al. (2023) showed that in today's learning, teachers are required to use technology as a learning resource, one of which is by using internet access. The internet is an unlimited source of information. Another study conducted by Al-Maashani et al. (2023) showed that teachers should be able to use technology as a learning resource; teachers are also required to create creative and innovative learning integrated with information and communication technology. Creative and enjoyable

learning is essential because it can help students succeed, develop solutions to problems, significantly affect their lives, and create a sense of joy and satisfaction. The teacher's ability to integrate information and communication technology into learning will also considerably affect students' abilities to achieve educational goals.

Therefore, based on the phenomenon described above, this study is considered essential to study comprehensively the transformative changes during the digital age in Indonesia. The digital era will give birth to a digitally native generation, which means a generation that is born, grows, grows up, and interacts with various digital media. This condition will have a direct psychological impact, which affects the cognitive map. Students' needs, changes, and habits will tend to follow what they see through the media they see and use most often. Suppose this mechanism is not anticipated correctly. In that case, it will give birth to a generation that is good at lying, has deviant social behaviour, decreased school performance, and even behaviour that is detrimental to themselves and others.

## **RESEARCH METHOD**

The study employs a type of qualitative research. The data obtained is actual data that happened as it was, qualitative data, but there is a meaning behind the data that was seen and said (Wa-Mbaleka & Rosario, 2022). Qualitative research is research with specific settings in natural conditions in real life to understand events (Savin-Baden & Major, 2023). In this research, data was searched, and as much information as possible was sought from sources. The impact of the digital era on education was also examined. Purposive sampling is used as a subject in research. This technique takes samples from data sources with specific considerations. The subject in this research uses primary data and secondary data.

Data collection techniques used to collect data were observation, interviews, documentation, and literature study. Data analysis was conducted systematically and comprehensively by compiling the data obtained from field notes or interviews filtered and arranged into categories that have been determined to solve research problems. The data analysis technique used in this study is a descriptive data analysis technique, namely a research technique that describes the condition of the subject or object of research based on existing facts.

## **FINDINGS AND DISCUSSION**

Based on the interviews with the teachers selected as the sample of this study, it was found that teachers should change their teaching strategies to make their classes more effective. It can be seen clearly in some of the following interview excerpts.

“Technology allows teachers to use a variety of resources, such as video lessons, educational apps, and educational websites, which can make learning more engaging and meaningful for students (Teacher A)

“With the help of technology, teachers can personalize learning according to the individual needs of students. This helps students who may have different levels of understanding in a class” (Teacher B)

“Using technology helps teachers be more organized. Teachers can use classroom management software to organize schedules, notes, and assignments. This helps in optimizing time and planning learning better” (Teacher C)

“Technology allows teachers and students to connect with peers and educational resources from around the world, opening the door to a broader learning experience” (Teacher D)

“Technology also supports ongoing teacher training and development through online courses, webinars, and other learning resources” (Teacher E)

The excerpts above clearly indicate that the teaching models and teacher’s development have changed from conventional to technological-based models. Teachers seemed to have a more positive attitude towards using technology, which may broaden their knowledge and develop their competence.

Based on interviews with students regarding learning using information and communication technology, students said they prefer technology learning because they do not get bored when participating. Information and communication technology include two aspects: information technology and communication technology. Information technology provides everything related to the process, use as a tool, manipulation, and information management.

Moreover, based on the school observation, it was found that their paradigm changes in the learning process must change if previous teaching and learning habits were due to the presence of teachers teaching in the classroom. Now, they must shift to teaching and learning activities to facilitate the growth and development of students' potential. It may have different implications; if the teacher dominates teaching, the targets and strategies will only be limited to the teacher's abilities. However, if the learning process is focused on learning activities, a teacher will work hard to find various methods and techniques so that all students can enjoy the learning process.

By changing the approach and strategies used, the learning approach will produce students who are used to thinking constructively and critically and can find answers to problems encountered during the learning process. Educators can ideally utilize technological advances in learning to increase students' potential, not vice versa. The ability of millennial students to use information technology is certainly different from previous eras. So, with the provision of mastery of information technology, this can be used as added value (Irwan et al., 2024).

In general, the paradigm shift is interpreted pragmatically. For students, it may be that teachers who are present now with the appearance of the past will make them lazy to interact at school. The school is considered unable to accommodate students' needs. If this happens, then schools, especially educators, will lose their spirit in the eyes of students. On the other hand, for educators who are able to display an adaptive attitude, this momentum will be the best encouragement to increase students' knowledge, insight, and skills.

In the learning process, students are the focus of activities during the teaching and learning process. Therefore, the existing curriculum design must be able to be translated by an educator at a practical, easy, measurable level and be elastic and dialectical. If the curriculum is rigid, it will limit students' space for "movement" in developing their cognitive, psychomotor, and affective potential. Students in this position become subjects directed to discover and understand subject matter. With this approach, students no longer have to wait for information from the teacher; instead, students have space to discover new insights through designs and materials the teacher has previously designed. Furthermore, students must develop and internalize the habit of learning independently. With all students' potential and supporting capacity, independent learning needs to be supported and directed by an educator. Independence in learning does not mean giving up the responsibility of educators in guiding and facilitating students in education, but this is intended to stimulate responsibility and creativity and build logical and critical thinking skills. With this approach, student learning activities in the digital era will find a structured pattern that can be continuous with the predetermined curriculum flow (Guay, 2022).

The learning approach in the digital era should provide space for students to learn immediately. This can reduce the gap between inside and outside school. It is essential to pay attention to the learning style of digital-era students, not only researching and observing objects that only exist in the classroom but are also used to store and collect various information obtained from spaces other than the classroom. Students in the millennial era are also accustomed to expressing their knowledge directly without needing to conceptualize or prepare beforehand, like students in the past. This combination of new abilities certainly requires the right approach concept so that student's presence in class is considered necessary to have high enthusiasm and enthusiasm to complete their learning tasks better (Mantra, 2024).

With the right learning strategy, it is possible to present the lesson material more widely. This is because there is a link and machination between teachers as educators and students as students, so with the accuracy of the patterns developed, students' potential can accelerate and even penetrate rare knowledge spaces. With the flexibility of the learning model developed by teachers for their students, they will be able to penetrate scientific geographic spaces that previously could only be discovered and obtained by visiting them directly. Still, this approach allows scientific, geographic spaces to be penetrated without being visited directly. Once again, teaching and learning models have different focuses and loci, so teachers as educators need to take their roles and utilize them carefully (Mantra et al., 2023)

The difference in teacher quality shows that the national teaching program is running well and is genuinely successful. The optimal place for Indonesian education is a school with high-quality teachers. This availability must also be strictly enforced to ensure that all Priority Programs can be completed successfully. The national education program runs smoothly and without stopping, as evidenced by the superior quality of teachers. In an ideal world, the education system in Indonesia should be run by a reputable

educational organization. In addition, these needs must be met so that all programs included in the Priority Program can be implemented well. Differentiation in education levels in Indonesia can have detrimental consequences in several areas.

This issue must be a priority and a joint consideration between education administrators, teachers, and students to improve education quality by establishing needs and requirements. The principal and faculty are fully committed to achieving the school's goals. The school principal is expected to act as a school principal and a reformer. Therefore, the principal's role in its internal operations cannot be overstated. The aspirations and aspirations of the Indonesian people are increasingly advancing day by day, and this is marked by the development of facilities and infrastructure in education and other fields to quell problems that can give rise to social conflict. The moral potential of the Indonesian nation must be perfected and strengthened to fight and weaken social conflict by prioritizing virtuous people (Maba & Mantra, 2017).

The world of education in Indonesia is experiencing very rapid changes. Changes in teaching are caused by internal factors such as teachers, curriculum, school standards, and other factors. Teaching, which used to be a teacher's activity that was considered a source of knowledge, now needs to be improved. These changes have led to changes in time that continue to develop rapidly. Teaching times must be changed if all teachers intend to teach a subject for a certain period. Class time allocation requires a lot of attention because today's students are not the passive learners they were before the digital era (Maba, 2024).

The tendency of students to always be the best in their class in all subjects makes them more enthusiastic and serious about exploring knowledge outside the classroom. As a result, students may have learned about the topics discussed before the teacher presented the material in class. Apart from teaching innovation, this must be developed further to achieve higher-quality learning outcomes. Socially, there is interaction between teachers and students inside and outside the classroom as if there are no boundaries. In the past, the distance between teachers and students outside the school looked and felt greater. If this explosive change is not anticipated carefully, it will lead to losing a learning culture. Today, all types of students can find what they want through online learning (Widiastuti et al., 2021)

The internet's widespread use in society has become a magnet so strong that its presence seems to outweigh the influence of a teacher's presence in the classroom. More specifically, if there is an Internet connection, students will begin to enjoy classes that feel different from those of five or ten years ago. This is one of the reasons why digital era learning models must now be anticipated by integrating various elements inside and outside school. Every technological advancement must be integrated with related business fields so that its benefits do not interfere with society's ability to comply with conventional practices. The similarities and permutations of these striking benefits are undeniable. Therefore, the second approach has a dampening effect on knowledge management and women's empowerment. However, students must be trained not to rely solely on their gathered information (mantra et al., 2023).

Educators must organize tasks that require interaction between students trained to use existing learning tools and students trained to recognize views or ideas that emerge in the surrounding community. The purpose of homework is not to prevent learning from studying but to create a balance so that students have an attitude of conscientiousness, patience, and good morals. Today's students can indeed be described as digital natives. The growth of the digital world has sometimes made the teacher-student relationship essential for disseminating new knowledge and information, but this is no longer the case today. Although students can be a tool that offers many benefits, there are also benefits for children.

Global Learning in the Digital Era Learning can be provided through constructive collaboration between teachers as trainers and students as learners. The teacher's ability to present new material is excellent, but students quickly get bored because the material presented is not new. It differentiates how the millennial generation learns from how middle school students learn. In principle, the topic does not change much, but the cases and examples presented in the lesson must be more applicable and innovative. Remember that students' learning styles today tend to be convergent, meaning they search for information randomly and more than they want (Maba et al., 2023).

Students must get used to independent learning, which must be developed and planned so that students with all the opportunities and skills for independent learning need support and guidance from teachers. Confidence in learning does not mean giving up responsibility and creativity and developing logical and critical thinking. With such an approach, student learning activities in the digital era find a structured model that can be sustainable with the curriculum flow found. The paradigm of the teaching and learning process must change. Teaching and learning activities encourage the growth and development of students' potential. Through changes in approach and strategy, learning naturally produces students who are used to thinking constructively and critically and can find answers to problems that arise during the teaching and learning process (Mantra & Staupelyte, 2024).

Education methods in the digital era must allow students to study calmly. It is important to understand that, in the digital age, learning is not just about exploring and understanding objects in the classroom but also about collecting and sharing various information from outside the school. For a newly introduced skill to work well, it must have an appropriate approach to identifying student engagement so that engaged and motivated students can carry out their learning tasks more effectively.

It is essential to understand that, in the digital age, learning is not just about exploring and understanding objects in the classroom but also about collecting and sharing various information that comes from outside the school. Additionally, millennial students are more likely than previous students to talk openly about their knowledge without needing to develop a plan first or speak more slowly. For a newly introduced skill to work well, it must have an appropriate approach to identifying student engagement so that engaged and motivated students can carry out their learning tasks more effectively.

Students of various ages can easily use devices everywhere, in various

places, for various purposes such as playing games, making videos, taking photos, shopping online, or looking for other information. Digital technology is basically the same as media or tools; it has benefits. If not used proportionally and wisely, this technology can be hazardous. The contextual education paradigm in Islam does not mean carrying out a total change process in all aspects and even educational goals, but rather the educational approach educators use. Therefore, digital technology does not substantively change educators

About digital technology, parents are required to be familiar with digital media and use it for the benefit of their children's education. Parents are required to understand the benefits. Parents' understanding of the value of the digital world is the main thing that must be realized. The actual digital era is no longer a choice whether we want to or not, nor is it a matter of being ready or not ready. Still, it is an unavoidable consequence of the rapid pace of technological development that is being held back.

In connection with this digital era, parents need to realize that today's children are faced with the challenges of an era that has different characteristics from those of parents in the past. Therefore, adjusting the educational patterns and approaches used is essential because each era has different educational problems. In this era, parents must understand the environment and the realities and conditions that are different from the era in which they were born. It is mainly because many modern societies use technology not only as a complementary supporting medium but more than that, making it a trend and lifestyle. The various negative influences and impacts of technological media, as explained in the previous discussion, have become a worrying boomerang for children's formation and personal development. Therefore, children need guidance and direction from parents in using digital devices and media wisely.

## **CONCLUSION**

Education is a vital component in the nation's progress. It should be continually improved to be of higher quality. The current educational paradigm has changed from conventional patterns to the digital world. The dynamics of the world of education develop dynamically, and the external and internal factors it creates must be balanced with rational and adaptive steps. Training models and curriculum changes should ideally promote training and not vice versa. Teachers cannot be in the same position simultaneously in the digital era, and teachers must be able to participate in the current round of developments and utilize information technology as a teaching tool. The presence of teachers in classrooms where technological developments must be used as a source of learning with new values so that access to information accompanied by teachers and students as students can be better. Education becomes of high quality for the nation's improvement by making highly dedicated efforts.

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