



A SYSTEMATIC REVIEW OF DIGITAL MEDIA IN ENHANCING ENGLISH LANGUAGE LEARNING IN INDONESIAN SCHOOLS

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ABSTRACT. *This systematic review aims to comprehensively evaluate the extent to which and how the integration of Digital Media and Information and Communication Technology (ICT) has transformed the process of English Language Learning (ELL) in Indonesian schools, and to identify the most effective digital tools for addressing the common challenges of motivation and the limitations of traditional pedagogy. Utilizing the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist, this research systematically evaluated recent peer-reviewed articles, primarily sourced from the ERIC database, to understand the role of digital tools, such as mobile applications, interactive games, and social media platforms. The findings reveal that the integration of digital media significantly promotes student engagement and motivation, offers personalized learning experiences, and effectively improves specific language skills, including vocabulary acquisition and writing proficiency. Furthermore, digital media fosters a collaborative learning environment and enhances accessibility. This research underscores the necessity of adapting pedagogical practices to fully leverage the potential of digital media, thereby providing valuable insights for Indonesian educators, curriculum developers, and policymakers in shaping a more effective and relevant English education system for the digital era.*

Keywords: *Digital Media, English Language Learning (ELL), ICT, Indonesia.*

ABSTRAK. Tinjauan sistematis ini bertujuan untuk mengevaluasi secara komprehensif sejauh mana dan bagaimana integrasi Media Digital dan Teknologi Informasi dan Komunikasi (TIK) telah mengubah proses Pembelajaran Bahasa Inggris (ELL) di sekolah-sekolah Indonesia, dan untuk mengidentifikasi perangkat digital yang paling efektif untuk mengatasi tantangan umum motivasi dan keterbatasan pedagogi tradisional. Dengan menggunakan daftar periksa Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020, penelitian ini secara sistematis mengevaluasi artikel-artikel peer-review terbaru, yang terutama bersumber dari basis data ERIC, untuk memahami peran perangkat digital, seperti aplikasi seluler, permainan interaktif, dan platform media sosial. Temuan ini mengungkapkan bahwa integrasi media digital secara signifikan meningkatkan keterlibatan dan motivasi siswa, menawarkan pengalaman belajar yang dipersonalisasi, dan secara efektif meningkatkan keterampilan bahasa tertentu, termasuk perolehan kosakata dan kemahiran menulis. Lebih lanjut, media digital mendorong lingkungan belajar yang kolaboratif dan meningkatkan aksesibilitas. Penelitian ini menggarisbawahi perlunya mengadaptasi praktik pedagogi untuk sepenuhnya memanfaatkan potensi media digital, sehingga memberikan wawasan berharga bagi para pendidik Indonesia, pengembang kurikulum, dan pembuat kebijakan dalam membentuk sistem pendidikan bahasa Inggris yang lebih efektif dan relevan untuk era digital.

Kata Kunci: Media Digital, Pembelajaran Bahasa Inggris (ELL), TIK, Indonesia.

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INTRODUCTION

The rapid and continuous development of Information and Communication Technology (ICT) has not only fundamentally reshaped numerous sectors, including education, but has also introduced profound sociocultural shifts into the learning environment. This technological integration is particularly prominent in language teaching, where digital media and gamification are increasingly recognized as powerful mechanisms not just for enhancing the learning process but also for driving student engagement and motivation (Arzfi et al., 2025). From a social perspective, this integration is crucial as it simultaneously prepares students to be competent digital citizens mastering essential skills like online ethics, critical thinking, and global collaboration while also democratizing access to authentic language resources and native speakers, thereby transforming language learning into a communal and globally connected experience.

In the Indonesian context, English language education faces challenges in maintaining students' interest and motivation given the structured curriculum and large class sizes. Traditional teaching methods, often relying on textbooks and lectures, can struggle to produce the engaging and enjoyable learning experiences necessary for effective language acquisition (Arzfi et al., 2025). Consequently, there is a growing necessity to adopt innovative pedagogical approaches that are relevant to the digital natives of today's generation.

Recent literature demonstrates the effectiveness of digital media in addressing these challenges. Research has shown that the use of digital game-based learning models can be highly practical and effective in improving student learning outcomes in primary schools, suggesting a strong potential for application in English subjects. Specifically, researches have reported that mobile-based games can significantly increase learning interest in subjects like mathematics, indicating that this medium is sufficiently effective in creating a more stimulating environment (Jayanta et al., 2025). Furthermore, utilizing platforms such as social media and interactive applications is proven to be a feasible and effective way to promote students' vocabulary acquisition.

While the global utility of digital media in education is well-established, and its benefits have been noted across various subjects in Indonesia, a comprehensive and focused analysis on its specific application and impact on English Language Learning (ELL) outcomes and



engagement in Indonesian schools remains limited. Specifically, there is a gap in synthesizing current findings to provide clear, actionable recommendations for educators regarding the most effective types of digital media for ELL in the local context.

Therefore, this reasearch aims to analyze and synthesize the current research concerning the use of digital media for English language learning in Indonesian schools. By examining the types of digital tools employed, the research methodologies, and the key findings from recent researches, this paper seeks to provide a clearer understanding of the pedagogical value of technology integration and to offer practical recommendations for Indonesian teachers and curriculum developers. The subsequent sections of this article will detail the systematic review methodology, present the key thematic findings, discuss the implications, and conclude with the reasearch's contribution to the field.

METHODOLOGY

This research utilizes the Systematic Literature Review (SLR) method to comprehensively synthesize and evaluate the current body of research regarding the utilization of Digital Media for English Language Learning (ELL) in Indonesian educational contexts. The Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist was used to conduct this systematic literature review. The PRISMA checklist includes 27 criteria to help with transparency in a systematic review. The comparative research approach, namely descriptive comparison, was used in this systematic literature review (Creswell & Creswell, 2018)

Research Approach and Objective

The research approach used in this systematic literature review is the descriptive comparison approach. As this paper aims to describe and explain the use of digital media in enhancing students' English skills, this review serves as a systematic effort to demonstrate the role of digital tools in the Indonesian ELL context. The main research question guiding this review is:

"What is the role of Digital Media in Enhancing English Language Learning in Indonesian Schools?"



This research aims to conceptually explore the key components of how digital media adds to the efficacy of teaching and learning the English language, particularly in the Indonesian educational landscape.

Literature Search Strategy

The information accessed for this review consisted exclusively of electronic journals. This research focused on articles sourced from the ERIC database, which served as the main database, as shown in Table 1.

The processing of the literature was restricted to journals published between 2020 and 2025. This temporal scope was chosen to ensure the evaluations are aware of the most recent findings and avoid becoming out-of-date. A combination of various keywords was used in this process:

Table 1. Source of Journals

Journal Sources	Quantity	Keywords
ERIC	1260	Digital Media, ICT in Education, English Language Learning Indonesia

Selection Process: The Four Phases of PRISMA

The researchers utilized four phases to carry out the analysis: Identification, Screening, Eligibility, and Inclusion.

Phase 1: Identification

This stage involved collecting relevant articles based on the inclusion and exclusion criteria. The research was focused on analyzing journals that are peer-reviewed. This process specifically excluded the analysis of literature from sources other than journal databases, such as book chapters, white papers, and technical reports.

Phase 2: Screening

As the suitable papers were chosen, duplicates were discovered and removed. The remaining articles were then re-examined to ensure they met the initial research requirements.

Phase 3: Eligibility

The gathered papers were reviewed for eligibility in this third phase. This is a critical step in ensuring that the collected data were of high quality and dependability.



Table 2. Inclusion Criteria

Topic/ Focus	Digital Media/ICT in English Language Learning (ELL)
Context	Researches focused on the Indonesian educational setting
Research Methodology	Quantitative, qualitative, or mixed-method researches
Publication Date	Journal Articles published on 2025

The papers chosen focus on researchers who utilized Digital Media to enhance students' English skills in an Indonesian context.

Phase 4: Exclusion

After checking the articles for eligibility, the remaining irrelevant articles were excluded from this systematic literature review.

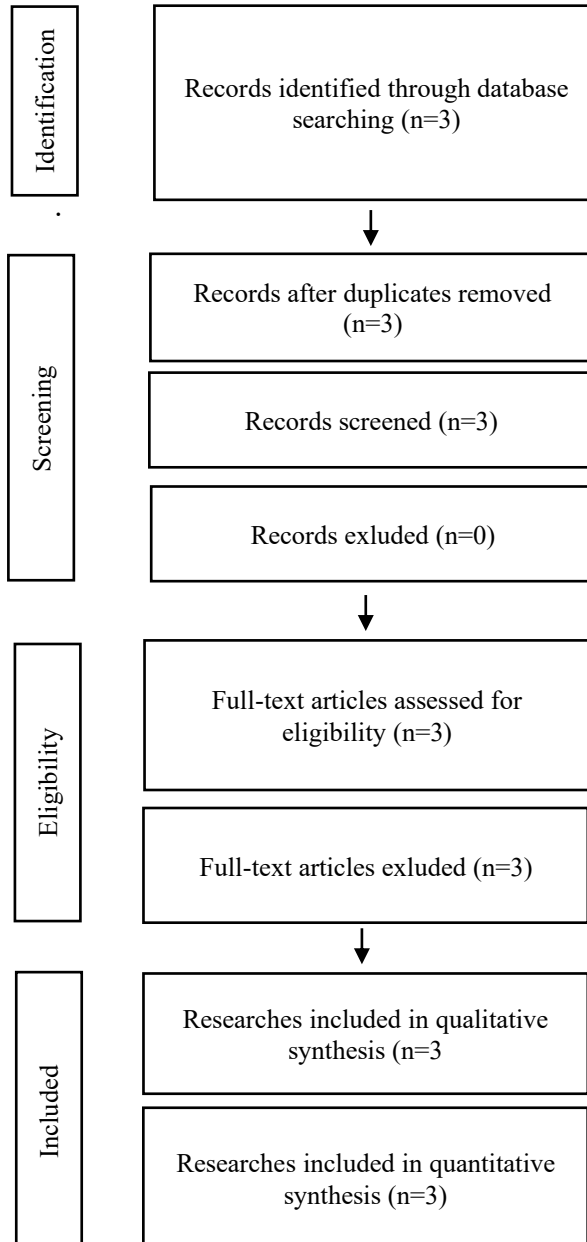
Table 3. Exclusion Criteria

Exclusion Criteria
Digital Media/ICT was not implemented in English language learning
The Researches did not access and evaluate the use of digital tools
Teaching and learning which did not use digital media
Articles not published on 2025

The full selection procedure from Phase 1 through Phase 4 will be depicted in a Stream Chart (similar to Figure 2) within the final manuscript to clearly detail the article selection process based on the PRISMA 2020 checklist.



Figure 1. Stream Chart of the Research Article Selection Process



RESULTS

Table 4. Main Characteristics, Perspectives, and Perceptions of using Digital Media in Enhancing English Language Learning in Indonesian Schools

Authors	Territory	Research Purpose	Participants	Discussion
EJ1475867	Indonesia (Padang, West Sumatra)	This research aims to develop digital game-based learning model teaching materials to improve learning outcomes in elementary schools.	3 fifth grade teachers, 80 fifth grade students, 5 expert validators	The results of the development of digital game-based learning model teaching materials to improve learning outcomes in elementary schools were declared very valid, very practical, and very effective. The validity score was 91.20%, practicality score was 93.20%, and effectiveness score was 91.20%. Based on the effectiveness test, the average score of student learning outcomes increased from 64.12 in the pretest to 87.88 in the posttest. The N-gain score was 0.76, which is in the high category. This shows that digital game-based learning model teaching materials are very effective in improving student learning outcomes.
EJ1475926	Indonesia (Bali)	This research aims to determine the effectiveness of environment-based science practicum guide integrated with Catur Pramana in improving students' science process skills.	94 fifth grade students	The results showed that the environment-based science practicum guide integrated with Catur Pramana was effective in improving students' science process skills. The average score of students' science process skills in the experimental group was 77.25, while in the control group it was 68.50. The N-gain score was 0.30, which is in the medium category. The indicator with the highest increase was observation, while the lowest was prediction. This indicates that the practicum guide can train students' science process skills through direct experience with their environment.
EJ1477348	Indonesia (Bali, Jembrana Regency)	This research aims to evaluate the effectiveness of digital storybooks based on Balinese culture in	114 fifth grade students (57 experimental, 57 control)	The results of the research show that digital storybooks based on Balinese culture are effective in improving students' cultural citizenship literacy and Civics learning outcomes. The effect size test results show that the digital storybook has a very strong influence (effect size >0.80).



		improving students' cultural citizenship literacy and Civics learning outcomes.		This means that the digital storybook is very effective in improving students' cultural citizenship literacy and Civics learning outcomes.
EJ1464160	Indonesia (Bima, NTB)	This research aims to develop an Islamic Education module based on Maja Labo Dahu culture to strengthen students' character.	18 fifth grade students	The results of the development of the Islamic Education module based on Maja Labo Dahu culture were declared very feasible with an average score of 3.60. The results of the trial showed that the module was effective in strengthening students' character. The results of the character assessment showed that students' character was in the good and very good categories. This indicates that the Islamic Education module based on Maja Labo Dahu culture is effective in strengthening students' character.
EJ1467832	Kuningan, West Java – Indonesia	Analyzing the cognitive level of HOTS questions in the Grade 5 English Achievement Development Learning Module for Elementary/Madrasah Ibtidaiyah using the revised Bloom's Taxonomy. And understanding the perspective of English teachers regarding HOTS questions in the book, namely the Grade 5 English textbook for	1 fifth-grade English teacher with 2 years of experience	The analysis results show that 90.9% of questions labeled HOTS turned out to be LOTS (C1–C3), with only 9.1% truly HOTS (creating). There were no questions in the analyzing and evaluating categories. Teachers also assessed the inconsistency of the HOTS label and improvised in class so that students could continue to practice critical and creative thinking. These findings emphasize the need for valid HOTS questions and the role of teachers in compensating for the shortcomings of textbooks.



		Elementary/Madrasah Ibtidaiyah in Kuningan.		
EJ1470405	Indonesia (SDN Kademangan 5)	This research aims to investigate the role of Augmented Reality (AR) in experiential learning of culture.	100 fifth grade students	The results of the research show that AR is effective in enhancing students' cultural understanding through experiential learning. Students reported that AR helped them visualize and interact with cultural objects more realistically. The most effective feature was the simulation of cultural practices. However, some students experienced difficulties in using the AR application due to limited device compatibility. Overall, AR is a promising tool for cultural learning.
EJ1474245	Indonesia (Palembang)	This research aims to develop Android-based mathematics learning media on geometry using tourist destinations as the context.	35 fourth grade students, 1 teacher, expert validators	The results of the development of Android-based mathematics learning media on geometry were declared very valid with a score of 93.86%, very practical with a score of 93.51%, and very effective with a score of 91.21%. Students reported that the media was interesting and helped them understand geometry concepts better. The teacher also stated that the media was easy to use and integrate into the learning process.
EJ1475686	Indonesia	This research aims to explore the effectiveness of digital-based learning media innovation in improving students' motivation and learning outcomes in science.	Fourth–sixth grade students and science teachers	The results of the research show that digital-based learning media innovation is effective in improving students' motivation and learning outcomes in science. Students' average scores increased from 68 in the pretest to 85 in the posttest. The N-gain score was 0.53, which is in the medium category. Students reported that the media was engaging and made learning science more enjoyable. Teachers also stated that the media was easy to use and helped them deliver the material more effectively.
EJ1475831	Indonesia (Wonosobo)	This research aims to evaluate the effect of	2 classes (6A control, 6B	The results of the research show that AR-assisted project-based learning is more effective than conventional learning in improving students'



		AR-assisted project-based learning on sixth grade students' critical thinking skills.	experimental), total sixth grade students	critical thinking skills. The experimental group scored significantly higher than the control group. The indicator that contributed the most to the improvement was drawing conclusions. This shows that AR-assisted project-based learning can enhance students' critical thinking skills by providing more interactive and engaging learning experiences.
EJ1464143	Indonesia (Jakarta)	This research aims to develop interactive multimedia based on Genially to increase students' learning interest in Civics.	35 fifth grade students (3 for individual trial, 6 for small group trial, 26 for field trial)	The results of the development of interactive multimedia based on Genially were declared feasible with scores of 88%–94%. The effectiveness test showed an N-gain of 0.85, which is in the high category. Students reported that the multimedia was interesting and made learning Civics more engaging. Teachers stated that the multimedia was easy to use and helped them manage students' learning interest. This indicates that interactive multimedia based on Genially is effective in increasing students' learning interest in Civics.
EJ1479003	Bali, Indonesia	Analyzing the level of digital innovation and digital resilience of elementary school students in English language learning. Identifying the need for digital-based learning media. Offering solutions in the form of a gamification-based Smart System Adaptive Mobile Learning (SSAML) with a Tri Kaya Parisudha approach to	120 fifth-grade elementary school students and elementary school teachers in Bali, selected using purposive sampling	The results show that elementary school students' digital innovation and digital resilience skills are still low (more than 60% of students are in the low category). Teachers support the importance of developing digital learning media, but the existing media has not been optimal in improving these skills. The researchers propose gamification-based SSAML with the local wisdom values of Tri Kaya Parisudha (think good, speak good, do good) to build motivation, creativity, and digital ethics. This approach is believed to be able to increase student engagement, innovation, and digital resilience in English language learning.



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resilience.

EJ1479000 Lengkanawati Indonesia (university-affiliated elementary school) Investigating the role of metacognitive strategy instruction in fostering learning autonomy in early EFL learners. Implementing the Plan-Do-Review reflective framework in English language learning in elementary schools. Providing insights into how teachers can integrate metacognitive strategies to enhance students' learning awareness and independence.

1 English teacher for children (EYL) and 18 fourth-grade elementary school students (aged 10-11) from the bilingual program

Research shows that explicit metacognitive strategy instruction combined with multimodal scaffolding and structured reflection successfully improves students' metacognitive awareness and learning independence. Teachers act as facilitators by setting goals, activating prior knowledge, using movements/gestures, collaborative activities, and self-assessment. Practical challenges arise from time constraints and students' lack of experience in reflection, but the Plan-Do-Review approach has proven to be effective and worthy of integration into EFL classroom practice.

EJ1457100 Indonesia (South Jakarta) This research aims to develop a mobile game using QuizWhizzer to increase students' learning interest in mathematics.

23 fifth grade students

The results of the research show that the mobile game developed using QuizWhizzer is effective in increasing students' learning interest in mathematics. The N-gain score was 0.49, which is in the medium category. Students reported that the game made learning mathematics more enjoyable and motivated them to participate actively. The pretest and posttest results showed a significant difference, indicating that the mobile game had a positive impact on students' learning interest.

DISCUSSIONS

The first research conducted in Padang highlights that the development of digital game-based learning teaching materials is highly valid, practical, and effective in improving elementary students' learning outcomes. The validity, practicality, and effectiveness scores were all above 91%, with students' average achievement increasing from 64.12 to 87.88 and an N-gain of 0.76 categorized as high. These results confirm that digital game-based learning not only attracts students' attention but also produces significant academic gains, making it a promising innovation for elementary education (Arzfi et al., 2025).

The second research in Bali demonstrates that an environment-based science practicum guide integrated with Catur Pramana effectively improves students' science process skills. The experimental group scored 77.25 compared to 68.50 in the control group, with an N-gain of 0.30 in the medium category. Observation skills improved the most, while prediction showed the lowest increase. These findings emphasize that environment-oriented learning provides students with direct experiences that foster their scientific skills (Darmayanti et al., 2025).

The third research shows that digital storybooks based on Balinese culture significantly enhance cultural citizenship literacy and Civics learning outcomes. With an effect size greater than 0.80, the use of cultural digital storybooks proved very effective. This indicates that integrating local cultural values into digital media not only strengthens cultural identity but also improves academic performance (Dharma et al., 2025).

The fourth research in Bima reveals that the development of an Islamic Education module based on Maja Labo Dahu culture is feasible and effective in strengthening students' character. With an average feasibility score of 3.60 and character outcomes categorized as good to very good, the module demonstrates the potential of local cultural values to support character education at the elementary level (Umar et al., 2025).

The fifth research in Kuningan analyzes the cognitive levels of so-called HOTS questions in a Grade 5 English textbook and finds that 90.9% of the questions labeled as HOTS were actually LOTS (C1–C3), with only 9.1% classified as truly HOTS. No items were found in the categories of analyzing or evaluating. Teachers acknowledged the inconsistency of the HOTS label and improvised in classroom practices to ensure students still engaged in critical and creative thinking. This highlights the need for more valid HOTS questions and better textbook design (Mahardhika et al., 2025).

The sixth research at SDN Kademangan 5 investigates the role of Augmented Reality (AR) in cultural learning and finds that AR effectively enhances students' cultural understanding through experiential interaction. Students reported that AR helped them visualize cultural objects more realistically, with



cultural practice simulations being the most impactful feature. However, some technical difficulties related to device compatibility were noted. Overall, AR shows strong potential as an innovative tool for cultural education (Ahdhianto et al., 2025).

The seventh research in Palembang develops Android-based mathematics learning media using tourist destinations as the context. The product achieved very high scores in validity (93.86%), practicality (93.51%), and effectiveness (91.21%). Students stated that the media was engaging and helped them understand geometry concepts better, while teachers reported that it was easy to use and integrate into classroom practice. These results confirm the usefulness of contextualized digital media in mathematics education (Likurnia Stevani et al., 2025).

The eighth research explores the effectiveness of digital-based learning media in science and reports significant improvement in both motivation and learning outcomes. Students' average scores increased from 68 to 85 with an N-gain of 0.53 in the medium category. Learners found the media engaging, while teachers noted its practicality in supporting instruction. This indicates that digital innovations in science education can create enjoyable learning experiences that also improve achievement (Nurhasanah et al., 2025).

The ninth research in Wonosobo evaluates AR-assisted project-based learning and shows that it is more effective than conventional methods in enhancing students' critical thinking skills. The experimental group significantly outperformed the control group, with drawing conclusions being the most improved indicator. These results highlight the role of AR-supported project learning in fostering higher-order thinking skills (Atmojo et al., 2025).

The tenth research in Jakarta develops interactive multimedia based on Genially and finds it to be effective in increasing students' interest in Civics. Feasibility scores ranged from 88% to 94%, and the effectiveness test showed a high N-gain of 0.85. Students reported increased engagement, while teachers stated that the multimedia facilitated classroom management. This suggests that Genially-based interactive media can successfully stimulate students' learning interest (Arum et al., 2025).

The eleventh research in Bali analyzes digital innovation and resilience among elementary students and reveals that more than 60% of students were still in the low category. Teachers acknowledged the importance of digital learning media but considered existing tools insufficient to improve these skills. The researchers proposed a gamification-based Smart System Adaptive Mobile Learning (SSAML) incorporating the Tri Kaya Parisudha values (think good, speak good, do good). This approach is expected to foster motivation, creativity, and digital ethics, thereby enhancing engagement and resilience in English learning (Jayanta et al., 2025).



The twelfth research investigates the role of metacognitive strategy instruction through the Plan–Do–Review framework in a bilingual elementary school. The findings show that this approach successfully improved students’ metacognitive awareness and learning autonomy, with teachers acting as facilitators by setting goals, activating prior knowledge, and providing multimodal scaffolding. Despite challenges such as time constraints and students’ limited reflection experience, the Plan–Do–Review framework proved effective and is worth integrating into early EFL instruction (Suharto et al., 2025).

The thirteenth research in South Jakarta develops a mobile game using QuizWhizzer to increase interest in mathematics. Results indicate that the game was effective, with an N-gain of 0.49 in the medium category. Students found the learning process more enjoyable and were more motivated to participate actively. Significant differences between pretest and posttest scores confirm that digital games can foster student engagement and improve academic performance (Sarifah et al., 2025).

In summary, the findings across the thirteen researches demonstrate a consistent trend that technology-enhanced learning Whether through digital games, AR applications, interactive multimedia, or metacognitive strategies has strong potential to improve student engagement, motivation, and learning outcomes. At the same time, the researches reveal challenges such as inadequate digital skills, device limitations, and the need for more valid assessment instruments, which highlight the importance of teacher readiness and contextual adaptation. The integration of cultural values, local wisdom, and reflective practices further strengthens the relevance of digital innovations in education. Collectively, these results suggest that while educational technology provides meaningful opportunities for innovation, its success depends on careful pedagogical design, cultural responsiveness, and sustainable infrastructure support.

CONCLUSIONS

The systematic exploration of digital media and ICT in the context of English Language Learning (ELL) in Indonesia highlights a significant and necessary shift in teaching methodologies. As Indonesian educators increasingly integrate tools such as mobile-based learning and interactive platforms, they are not only enhancing the quality of instruction but are also successfully personalizing the learning journey for students, thereby fostering higher engagement and motivation.

Research analyzed through the PRISMA framework demonstrates conclusively that digital tools are effective in improving specific language skills. The ability of digital media to provide immediate, contextualized feedback and varied exposure to English is key to empowering students to take charge of their learning and develop greater confidence. Furthermore, the necessity of contextual adaptation



is reaffirmed; while digital media offers universal benefits, its successful implementation must consider the cultural, infrastructure, and pedagogical requirements specific to Indonesian schools.

Ultimately, the findings collectively underscore the importance of continuous innovation in Indonesian language education. Embracing digital media not only aligns education with the needs of contemporary digital-native students but also equips them with critical skills necessary for navigating a globally interconnected world. The potential for digital media to redefine ELL is immense, promising to create enriching environments where students can thrive. Future research should focus on developing specific frameworks for teacher professional development to optimize the use of digital tools and explore the long-term impact of these technologies on higher-order thinking skills in the Indonesian classroom.

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