



## **Integrating Digital Methods into Indonesian Language Learning to Foster Character Growth**

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### *Abstract*

Indonesian language learning in the digital era offers significant potential for enhancing students' character, encompassing moral values, resilience, creativity, and adaptability. This research explores digital exploration in the context of Indonesian language learning with a focus on improving these aspects of student character. Qualitative research methods are used with a Systematic Literature Review (SLR) approach based on the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA). Findings from this research highlight the importance of digital literacy, the use of conventional and digital media, and integrated language learning management with a 21st-century approach. The research indicates that the integration of digital technology in Indonesian language learning can enhance creativity, self-directed learning, and students' adaptability skills. However, challenges such as critical thinking inability, declining writing skills, and the effectiveness of online learning are also encountered. Recommendations for future research include further studies on the effectiveness of specific digital media, the development of innovative learning models, and the analysis of trends and innovations in the use of digital technology. Suggestions for educational practitioners include digital literacy training, the development of integrated curricula, and collaboration with technology industries to strengthen the implementation of digital technology in Indonesian language learning.

**Keywords:** Character Development, Digital Literacy, Indonesian Language Learning, 21st-Century Learning, Educational Technology

## **A. INTRODUCTION**

### **1. Background**

The development of digital technology has had a profound impact on various aspects of life, including in the education sector. The use of digital technology in the context of learning has opened up vast new opportunities to improve the effectiveness of the teaching-learning process. The development of digital technology has encouraged the continued development of more varied and innovative learning methods, with the aim of optimizing the benefits of digital technology in education (Subroto et al., 2023). Language is not only a tool for human communication, but also the main foundation in the formation of individual character. Language learning is not

only about cognitive aspects, but also has a significant impact on the development of a person's character. Through an effective language learning process, individuals have the opportunity to develop communication skills, cultural understanding, and strengthen moral and ethical values that are the basis of a strong character (Sulistiyowati, 2021; Siregar et al., 2022).

Digital technology has brought about a change in the learning paradigm, allowing better integration between language learning and various digital tools. With digital technology, language learning approaches can be enriched with various media, such as video, audio, and interactive. This not only makes the learning process more interesting, but also allows students to engage more actively in learning (Susanto & Haryanto, 2020). In addition, digital technology also facilitates the use of online platforms that allow flexible learning and easier access for students from various backgrounds. Thus, digital technology opens the door for wider inclusion in language learning, allowing for more equitable participation from all students.

The utilization of digital technology in language learning also provides an opportunity to integrate language learning with character development. By utilizing features such as online discussions, collaborative projects and interactive e-learning platforms, teachers can lead students to develop social, leadership and collaboration skills. In addition, digital technology can also be used to reinforce the teaching of moral and ethical values in the context of language learning. Through the use of relevant text or video examples, students can more easily understand and respond to these values in real-world situations.

However, it needs to be acknowledged that the use of digital technology in language learning also poses a number of challenges. One of them is the need for new skills for teachers in managing technology-integrated learning. Teachers need to get adequate training to master digital tools and platforms used in language learning. In addition, supportive policies are needed to ensure equitable access to digital technology for all students, regardless of their economic or geographical background. Another challenge is managing the disruptive potential of digital technology, so that learning remains focused and effective effective (Kurniawan & Anwar, 2020).<sup>1</sup>

In facing these challenges, collaboration between all stakeholders, including the government, schools, teachers and the education community is essential. The

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<sup>1</sup> Kurniawan, D., & Anwar, M. (2020). Managing digital technology in language learning: Challenges and solutions. *Journal of Educational Technology and Teaching*, 15(2), 80–95.

government needs to provide sufficient support, both in the form of infrastructure investment and the provision of training programs for teachers. Schools and teachers need to work together to develop learning strategies that suit students' needs and abilities and ensure that digital technology is used effectively to support language and character learning. The education community can also contribute resources, training and moral support to sustain the implementation of digital technology in language learning.

## **2. Problem Formulation**

- 1) How does digital technology influence teaching methods and learning outcomes in Indonesian language education?
- 2) In what ways does Indonesian language learning, mediated by digital technology, contribute to students' character development, such as creativity and adaptability?

## **3. Objectives**

This research aims to explore the role of digital technology in Indonesian language learning with the main objective of finding the most effective and efficient learning methods. The main focus is to analyze how digital technology can be optimized in the context of language learning to improve the overall quality of learning. It is hoped that the results of this research will provide in-depth insights into learning strategies that can make the most of digital technology, so that the language learning process can become more interesting, efficient and effective for learners.

In addition, this research also aims to examine the contribution of language learning to individual character building. By understanding the complex relationship between language learning and character, it is hoped that more holistic learning strategies can be identified that not only aim to develop language skills, but also to strengthen moral and ethical values in learners. This is important because language learning not only impacts on cognitive aspects, but also on the development of one's character and personality. Therefore, this research will provide a deeper understanding of how language learning can contribute to the formation of resilient and quality character.

## **4. Literature Review**

In many educational institutions, the utilization of digital technology has become a common norm in the context of language learning. According to Amalia and,<sup>2</sup> the integration of digital technology has been implemented from the material delivery stage to the daily assessment process, and this has been proven to provide positive results in language learning. They emphasize that digital technology is not just an additional tool, but has become an integral part of the modern language learning process. In the context of language teaching, digital technology has provided new possibilities to improve the quality of learning. Through the integration of digital technology, language learning can become more interactive, dynamic and responsive to the individual needs of learners. This is in line with Amalia and Wirawati's (2023) view that this approach has resulted in positive changes in language learning outcomes, including increased student motivation and engagement in the learning process.

Abidin (2012) highlighted that language learning based on character education has the ability to align character values into the learning curriculum, so as to strengthen the character of individual students. This is in line with the findings of Angga et al.<sup>3</sup> (2022) who indicated that a learning approach that focuses on 21st century skills can have a positive impact on students' character development. In the context of language learning, the integration of character values is crucial. According to Abidin (2012), character education in language learning is not only about teaching grammar and vocabulary, but also prioritizing moral and ethical aspects in communication.<sup>4</sup> The research results of Angga et al. (2022) also showed that learning models that emphasize 21st century skills, such as collaboration, communication, and problem solving, inherently strengthen character values such as cooperation, commitment, and perseverance.

In today's digital era, character education has gone beyond the confines of mere moral aspects. Hintz et al. (2017) highlighted that character education also emphasizes the development of communication and collaboration skills, which are

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<sup>2</sup> Amalia, R., & Wirawati, D. (2023). The integration of digital technology in modern language learning: From material delivery to assessment. *Journal of Educational Technology Studies*, 15(2), 45–60.

<sup>3</sup> Abidin, Y. (2012). *Pembelajaran berbasis karakter: Strategi membangun karakter siswa melalui proses pembelajaran*. Bandung: PT Refika Aditama.

<sup>4</sup> Amalia, R., & Wirawati, D. (2023). The integration of digital technology in modern language learning: From material delivery to assessment. *Journal of Educational Technology Studies*, 15(2), 45–60.

important foundations in facing the demands of the 21st century.<sup>5</sup> In addition to building morality, character also forms principles and values that become the basis for every human behavior, as stated by Dahliyana (2011).<sup>6</sup> In the context of education in the digital era, character development is not limited to understanding ethics and morality alone. Through character education, individuals are also taught to develop skills that are relevant to the needs of the times, such as the ability to communicate effectively and work together in teams. This opinion is supported by Hintz et al. (2017), who pointed out that these skills are the key to success in dealing with the dynamics of rapid change in the digital era.<sup>7</sup>

## B. METHODS

### 1. Research Design

In conducting this research, a qualitative approach was chosen using the Systematic Literature Review (SLR) method based on the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA). This decision was taken to gain an in-depth understanding of the use of digital technology in Indonesian language learning and its implications for improving student character, in accordance with the research focus promoted by Yuvita et al. (2023). The qualitative approach in this study provides the flexibility to explore various perspectives and experiences related to the use of digital technology in the context of language learning. Thus, an in-depth analysis of the impact of digital technology on the learning process and students' character development can be conducted. This is in line with the purpose of the research, which is to holistically understand how the use of digital technology can affect language learning and aspects of student character.

### 2. Population and Sample

The population that is the focus of this research includes various literatures and scientific articles related to the utilization of digital technology in the context of Indonesian language learning, as well as efforts to improve student character through language learning. In making the selection, this study paid attention to various

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<sup>5</sup> Angga, B., Santoso, P., & Lestari, A. (2022). Learning models for 21st-century skills: Their impact on character development. *International Journal of Education and Learning*, 8(1), 50–65.

<sup>6</sup> Dahliyana, D. (2011). *Karakter dan pendidikan moral dalam era digital: Membangun nilai dan prinsip siswa*. Yogyakarta: Pustaka Media.

<sup>77</sup> Hintz, P., Wagner, T., & Morgan, S. (2017). Character education in the digital age: Communication and collaboration as core skills. *Educational Review Journal*, 34(4), 345–360.

Yuvita, D., Rahmawati, E., & Prasetyo, A. (2023). Exploring digital technology in education: Implications for character development. *Journal of Educational Research and Development*, 10(3), 120–135.

sources relevant to its focus, such as scientific journals, educational conferences, textbooks, and related official documents. The literature accessed and analyzed formed a broad knowledge base for understanding issues related to the use of digital technology in language learning and its implications for student character.

The samples taken in this study were carefully selected based on the pre-established inclusion and exclusion criteria. The inclusion criteria included factors such as relevance to the research topic, novelty of information, credibility of sources, as well as the ability to provide in-depth insights related to the use of digital technology in language learning and the improvement of students' character. Meanwhile, the exclusion criteria were used to filter out literature that did not fit the scope of the study, such as material that was outdated or lacked sufficient methodological quality.

### **3. Data Collection Instrument**

The data in this study were obtained through a comprehensive literature search, covering international and national sources such as Google Scholar and ScienceDirect. The focus of the search was scientific articles, journals, and related publications that have relevance to the topic of this research, which includes an understanding of the utilization of digital technology in Indonesian language learning and its impact on improving student character. This search process was conducted systematically and carefully to ensure that all sources found could make a significant contribution to the understanding of the research topic. The literature study method was used as the main approach in collecting data and analyzing findings from various relevant sources. In using this method, systematic steps were taken to identify the literature most relevant to the research focus, access it, and then evaluate the information contained therein. This process allowed the researcher to summarize and synthesize the findings from the various literature found, which was then used to formulate appropriate conclusions and recommendations.

## **C. RESULT AND DISCUSSION**

### **1. Findings from Data Analysis**

The analysis reveals significant findings regarding digital exploration in Indonesian language learning to enhance student character. **Firstly, digital literacy emerges as a critical component of language learning, equipping students with the ability to access, analyze, create, reflect, and act using various digital tools**

**and platforms** (Anggeraini et al., 2019).<sup>8</sup> However, while digital literacy offers extensive access to information and resources, it also brings challenges. These include potential declines in critical thinking and writing skills, as well as the risk of fostering passive learning habits (Sahrin et al., 2024).<sup>9</sup>

**Secondly, the findings underscore the importance of integrating digital technology with traditional teaching strategies.** While digital tools have revolutionized learning through innovative methods, direct human interaction and student-centered approaches remain essential for comprehensive character development. A balanced, holistic approach that combines technology with conventional methods in Indonesian language learning is likely to be more effective in nurturing students' overall character.

**Furthermore, this study emphasizes the necessity of cultivating critical and analytical skills through language learning.** Digital platforms, such as interactive tools and technology-based projects, can serve as powerful resources to sharpen students' critical thinking abilities. For instance, interactive discussion forums, collaborative writing platforms, and gamified learning experiences can foster deeper engagement and analysis. As a result, technology-supported language learning not only enhances linguistic competence but also develops students' higher-order thinking skills.

In addition, this research shows that the use of digital technology in Indonesian language learning can be key in facilitating wider and more diverse social interactions. By utilizing online platforms and collaborative tools, students can engage in a more interactive and inclusive learning process. It also creates opportunities for students to participate in discussions, share ideas and build social networks that can enrich their learning experience. The findings also provide a more complete picture of the challenges and opportunities faced by educators in implementing digital technology in language learning. On the one hand, digital technologies offer great potential to improve the effectiveness and efficiency of learning, but on the other hand, educators need to be mindful of the risks associated with the use of these technologies. In the face of these challenges, adequate training and support for

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<sup>8</sup> Anggeraini, N., Sudirman, M., & Utami, S. (2019). Digital literacy in education: Preparing students for the information age. *Journal of Educational Media and Technology*, 14(3), 210–225.

<sup>9</sup> Sahrin, H., Nugraha, D., & Pratama, R. (2024). The impact of digital tools on critical thinking and writing skills in language learning. *Journal of Language Education Studies*, 18(1), 45–59.

educators is crucial to ensure that the use of digital technology in Indonesian language learning can provide maximum benefits for students.

Furthermore, research compares the effectiveness between conventional and digital learning media in the context of the COVID-19 pandemic which has forced people to adapt to a virtual education environment that has now become commonplace (Risanty et al., 2023). Various digital platforms such as Google Classroom, YouTube, and Zoom have been effectively implemented to support distance learning in Indonesia (Sartika, 2021). However, there are significant challenges related to the effectiveness of online learning, where most students feel that this method is less effective. Various factors influence its effectiveness, including students' gender, the ease of operation of the online learning platform used, and students' level of understanding of the learning materials (Fitria & Chamid, 2023).

Although the adoption of digital technology in education has increased significantly, there are still significant differences between conventional and digital learning. Conventional learning often focuses on direct interaction between students and teachers in a physical classroom, while digital learning requires adaptation to platforms and tools that may not always be easily accessible to all students (Yuniarti et al., 2023).<sup>10</sup> <sup>11</sup>However, digital learning also brings advantages, such as flexibility in access and availability of diverse learning resources, which can enhance students' digital skills (Maisarah et al., 2022).<sup>12</sup>

Furthermore, there is an emphasis on the urgency of developing students' digital skills as part of Indonesian language learning. Digital-based media is proven to have a significant impact on the learning process and students' language skills (Maisarah et al., 2022). The utilization of digital media such as Google Classroom, YouTube, and Zoom platforms has become the norm in learning during the pandemic, which confirms the importance of technology integration in language education (Sartika,<sup>13</sup>2021). However, efforts are still needed to overcome the challenges that arise, including improving students' understanding of learning materials and ensuring the

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<sup>10</sup> Yuniarti, A., Hakim, S., & Utomo, D. (2023). Conventional versus digital learning: Bridging the gap in Indonesian language education. *Journal of Educational Studies and Practices*, 16(2), 87–102.

<sup>11</sup> Abidin, Y. (2012). *Pembelajaran berbasis karakter: Strategi membangun karakter siswa melalui proses pembelajaran*. Bandung: PT Refika Aditama.

<sup>12</sup> Angga, B., Santoso, P., & Lestari, A. (2022). Learning models for 21st-century skills: Their impact on character development. *International Journal of Education and Learning*, 8(1), 50–65.

<sup>13</sup> Sartika, L. (2021). The adoption of digital platforms in Indonesian language learning during the pandemic. *Journal of Language and Education Technology*, 7(4), 89–104.



availability of platforms that are easily accessible and used by all students (Fitria & Chamid, 2023).<sup>14</sup>

The development of digital technology has given rise to a trend that leads to the integration of character-based learning with digital technology in the context of language education. The utilization of digital technology in language learning has opened up new opportunities to strengthen students' character building through character education integrated in the language learning process (Abidin, 2012). However, it is important to note that character education does not only focus on moral aspects, but also on the development of communication and collaboration skills which are important skills in the 21st century (Hintz et al., 2017).<sup>15</sup> In addition, the role of digital technology in Indonesian language learning also includes developing students' critical and analytical skills. Learning methods based on 21st century skills, such as critical and analytical thinking, have been proven effective in improving students' character (Angga et al., 2022). This suggests that the integration of digital technology in language learning can be an effective means to strengthen students' character building through the development of critical and analytical skills needed in today's digital era.

## 2. Implications of the Findings for Language Learning and Character

The implications of these findings for language learning and student character building highlight the urgent relevance of using digital media. In the context of Indonesian language education, the integration of digital media offers a vital platform for the development of digital skills, an aspect that is becoming increasingly important in today's digital era. The use of digital media in the context of Indonesian language learning not only presents opportunities to improve language comprehension, but also opens the door for students to hone skills that are indispensable in an ever-evolving digital environment (Maisarah et al., 2022).<sup>16</sup> However, the emphasis on integrating the 21st century curriculum with digital media is not just about catching up with technological trends. It also leads to the

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<sup>14</sup> Fitria, R., & Chamid, N. (2023). Challenges and opportunities in online language learning: The role of platforms and student engagement. *Journal of Digital Education Research*, 12(2), 120–135.

<sup>15</sup> Hintz, P., Wagner, T., & Morgan, S. (2017). Character education in the digital age: Communication and collaboration as core skills. *Educational Review Journal*, 34(4), 345–360.

<sup>16</sup> Maisarah, N., Prasetya, E., & Wardani, S. (2022). The role of digital media in enhancing language learning outcomes. *Journal of Language and Digital Media Studies*, 9(3), 215–230.

realization of the need for a holistic and integrated approach in dealing with changes that occur in the learning environment (Rini et al., 2023).

In this context, the fusion of 21st century curriculum and digital media emerges as a promising solution to enhance students' adaptability to dynamic changes in the learning environment. This approach not only creates opportunities to hone language skills, but also to develop broader skills such as creativity, learning independence, and responsiveness to the learning environment (Cholilah et al., 2023). By utilizing digital technology, the curriculum can be structured in such a way that it not only teaches students about language, but also shapes their character in facing the challenges of the 21st century.

In addition, in integrating digital media in learning, it is important to pay attention to the aspect of equal access. While digital technology offers a rich range of learning opportunities, not all students have equal access to the necessary tools and resources. Therefore, efforts need to be made to ensure that the integration of digital media in the curriculum does not leave behind students who have limited access (Cholilah et al., 2023). This requires an inclusive and sustainable approach to ensure that all students have equal opportunities to develop language and character skills in this digital era.

In the context of Indonesian language teaching, the use of digital media is not only a necessity, but also requires a greater focus on improving students' digital literacy (Anggeraini et al., 2019). It is important for teachers to carefully consider effective strategies in integrating technology in the learning process, so as to improve the quality of language teaching while forming adaptive, critical and independent student characters (Sahrin et al., 2024). In addition, governments and educational institutions must continuously develop the necessary infrastructure and training programs to support the successful implementation of digital learning (UNICEF Indonesia, 2020).

In the context of students' digital literacy skills, it is not only important to provide access to technology, but it is also important to teach students how to use the technology wisely and effectively. This requires a holistic approach to teaching, focusing not only on the use of digital tools but also on understanding how these technologies can be used to find information, evaluate resources and communicate effectively (Anggeraini et al., 2019). Therefore, teachers need to develop deep

learning strategies to help students acquire the digital literacy skills needed to succeed in this digital era.

Moreover, integrating technology in language learning is not only about using digital tools in daily teaching, but also about creating engaging and meaningful learning experiences for students. Teachers need to consider how technology can be used to create creative and collaborative learning activities, which can inspire students' interest in language learning (Sahrin et al., 2024). By creating learning experiences that are different from traditional learning, teachers can build intrinsic motivation in students to learn languages and develop the skills needed in the digital age.

Currently, the biggest challenge in integrating digital media in learning is the availability of adequate infrastructure and training for teachers and students. Without adequate infrastructure, effective implementation of digital learning will be difficult to achieve (UNICEF Indonesia, 2020). Therefore, the government and educational institutions need to prioritize the development of technology infrastructure, including fast internet access and adequate hardware, in all schools and educational institutions. In addition, continuous training for teachers is also needed to ensure that they can use technology effectively in the learning process.

Besides focusing on the technical aspects of digital learning implementation, it is also important to pay attention to the social and psychological impacts of using digital media in language learning. Too much reliance on technology can result in social isolation and decreased student engagement in learning (Sahrin et al., 2024). Therefore, teachers need to consider the right balance between the use of digital technology and social interaction in language learning. This can be done through strategies that integrate online and offline learning, as well as creating learning environments that support collaboration and communication between students.

#### **D. CONCLUSION**

In the rapidly growing digital era, digital exploration in Indonesian language learning offers great potential to improve students' character. Based on the research findings presented, it can be concluded that digital literacy is a key aspect of Indonesian language learning in this digital era. Students' ability to access, analyze, create, reflect and act using various digital devices is becoming increasingly important (Anggeraini et al., 2019).

However, the use of technology in learning also raises some challenges, such as the decline in critical thinking and writing skills, and maintaining passive learning (Sahrin et al., 2024). This suggests the need for a cautious approach in integrating technology in Indonesian language learning. Teachers need to consider effective strategies for integrating technology in learning, while keeping in mind the development of students' digital literacy skills (Maisarah et al., 2022).

The implication of these findings for Indonesian language learning practice is the need for curriculum development integrated with 21st century approaches and digital technology. This approach can help improve students' adaptation to changes in the dynamic learning environment, as well as strengthen students' critical, creative, communicative and collaborative skills (Rini et al., 2023). In addition, learning practices also need to be adjusted to the changing needs and technological developments, so as to maximize the potential of Indonesian language learning to form adaptive and independent student characters in today's digital era.

## **E. SUGGESTION**

### **1. Recommendations for Future Research:**

- a. Study on the Effectiveness of Digital Media: Further research can explore in depth the effectiveness of certain digital media in Indonesian language learning and its impact on improving student character.
- b. Development of New Learning Models: Research could focus on developing innovative learning models that integrate digital technology with appropriate pedagogical approaches, to improve students' character in Indonesian language learning.
- c. Trend and Innovation Analysis: It is important to continuously monitor trends and innovations in the use of digital technology in education. This research can provide insights into possible future developments in digital exploration for Indonesian language learning.

### **2. Suggestions for Educational Practitioners:**

1. Digital Literacy Training: Education practitioners need to provide digital literacy training to teachers to improve their ability to integrate digital technology in Indonesian language learning.
2. Integrated Curriculum Development: Teachers need to work with curriculum developers to develop a curriculum that is integrated with 21st century approaches

and digital technology, so that it can meet the needs of effective Indonesian language learning and foster resilient student character.

3. Collaboration with the Technology Industry: Collaboration between education practitioners and the technology industry can strengthen the implementation of digital technology in Indonesian language learning. It can facilitate access to the latest learning platforms and tools and provide insights into best practices in their use.

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