

PEDAGOGICAL TRANSFORMATION OF ENGLISH LANGUAGE TEACHING AT JUNIOR HIGH SCHOOLS IN THE DIGITAL AGE: A CASE STUDY IN REMOTE AREA OF SAMBAS

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ABSTRACT

Pedagogical transformation in the digital age aligns with the digitalization program from the Indonesian Ministry of Education and Culture. The policy emphasizes using information technology tools such as tablets, computers, and home learning portals as operational support for performance schools. Learning enhanced through digitalization will bring about a variety of new learning methods that directly facilitate the learning process between educators and pupils. The topic of the study is the pedagogical transformation of English language teaching at junior high schools in the digital age in remote areas of Sambas. It was to describe the change of pedagogy in English language teaching using digital devices in a remote area. The research used a qualitative case study. The researcher used observation, interviews, and document analysis to collect data. The data were taken from remote schools in Paloh and Sejangkung. Based on the findings, the pedagogical transformation can be implemented with limited resources in remote schools of Sambas. Implementing pedagogical transformation in English language teaching gives benefits and challenges. It helps the students and the teachers in teaching and learning activities. However, no electricity line, limited internet access, and limited digital devices become the challenges for educational providers in remote areas.

Keywords: *Pedagogical Transformation; English Language Teaching; Junior High School; Digital Age*

INTRODUCTION

The pedagogical transformation of English language teaching at junior high schools in the digital age needs to be implemented in education today. It is not only influenced by advancements in technology and the changing needs of learners. But it is also changing how teaching and learning are delivered, facilitated, and assessed to meet the needs of learners in the 21st century. In the digital age, globalization, and technological advancements have reshaped the education landscape, emphasizing the importance of integrating technology into teaching practices. Equipping students with the skills and competencies is crucial to thrive in an increasingly interconnected world. It is not only for students in the city but also for students in remote areas. Furthermore, pedagogical transformation offers

opportunities to enhance learning experiences and expand access to educational resources in geographical limitations.

Integrating digital tools and resources into language instruction holds significant promise for overcoming geographical barriers and expanding access to quality education in remote areas of Sambas, West Kalimantan, Indonesia. This district borders Malaysia directly. There are two places on the Sambas border directly to Kuching Malaysia. These are Aruk village in Sajingan Besar and Temajuk village in Paloh. It is important to understand English to communicate with foreign communities as a border community. While local communities predominantly use the local language for everyday communication. Some places in Sambas are located in remote locations and have no electricity line, which serves as a compelling case study for exploring the dynamics of pedagogical transformation in English language teaching. Despite the challenges posed by inadequate technology infrastructure and limited access to digital media, Sambas educators increasingly recognize the importance of integrating technology to enhance language instruction and prepare students for success in the digital age. By examining the experiences, strategies, and outcomes of pedagogical efforts in Sambas, this research seeks to shed light on the complexities of integrating technology into language teaching practices in remote areas.

Sejangkung is one of the places in Sambas which is separated by the river, so reaching this area is hard. It is located on the bank of the Sambas River and it is vulnerable to flood disasters at the end of the year. The main transportation is water transportation. The transportation operates only once a day. In the morning pick up the passengers and take them back. It is difficult to reach this place due to no water transportation operating anytime.

One of the significant problems in remote areas is the need for access to digital media. Remote areas often need better infrastructure due to no electric line and poor signal. The schools use solar power and electric generators. The use of solar power depends on the weather. It can be used maximum on a sunny day. In terms of using electric generators, schools sometimes face problems; these are unexpected damage and a barrier to fuel availability. Besides, the number of laptops

in remote schools is limited. They get fifteen chrome books for all students. Access to computers, laptops, and other technological devices can be limited.

The pedagogical transformation of English language teaching at junior high schools in the digital age needs to be implemented in education today. It is not only influenced by advancements in technology and the changing needs of learners. But it is also changing how teaching and learning are delivered, facilitated, and assessed to meet the needs of learners in the 21st century. In the digital age, globalization, and technological advancements have reshaped the education landscape, emphasizing the importance of integrating technology into teaching practices. Equipping students with the skills and competencies is crucial to thrive in an increasingly interconnected world. It is not only for students in the city but also for students in remote areas. Furthermore, pedagogical transformation offers opportunities to enhance learning experiences and expand access to educational resources in geographical limitations.

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Sejangkung is one of the places in Sambas which is separated by the river, so reaching this area is hard. It is located on the bank of the Sambas River and it is vulnerable to flood disasters at the end of the year. The main transportation is water transportation. The transportation operates only once a day. In the morning pick up the passengers and take them back. It is difficult to reach this place due to no water transportation operating anytime. One of the significant problems in remote areas is the need for access to digital media. Remote areas often need better infrastructure due to no electric line and poor signal. The schools use solar power and electric generators. The use of solar power depends on the weather. It can be used maximum on a sunny day. In terms of using electric generators, schools sometimes face problems; these are unexpected damage and a barrier to fuel availability. Besides, the number of laptops in remote schools is limited. They get fifteen chromebooks for all students. Access to computers, laptops, and other technological devices can be limited.

As a remote area, it certainly faces various problems in implementing digitalization in learning. Based on observations and reviews of several studies that reveal the use of digital technology in learning, it shows the importance of maximizing the use of digital technology in facilitating and improving the learning process with the hope of achieving better learning outcomes. It can be emphasized that although digitalization has been touched upon, none of the studies specifically examine the implementation of digital technology in educational institutions in remote and border areas. Therefore, the research to be conducted is relatively different from previous studies, but it is a study that aims to continue and explore some aspects that have not been touched upon and dug deeper by previous research

METHODS

This research design is a case study of the qualitative research approach. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2014). Three types of case study research designs include *exploratory*, *explanatory*, and *descriptive* (Hancock & Algozzine, 2006). The case study is a widely used research tool that advances our understanding of social, political, organizational, individual,

and group phenomena (Yin, 2014). The research explored a case study on the pedagogical transformation used by English teachers in remote areas of Sambas at the junior high school level.

RESULTS AND DISCUSSIONS

RESULT

This section contains the research results on implementing the pedagogical transformation of English language teaching at junior high schools in the digital age in remote areas of Sambas, including the benefits and challenges. The researcher found that the English teachers and students of the four schools were all in good health during the observations. They followed English teaching and learning activities according to their school schedules.

Table 1. Schedule of Classroom Observation

Name of School	Date of Classroom Observation
SMP Negeri 6 Satu Atap Paloh	February 6 th , 2024
SMP Negeri 8 Satu Atap Paloh	February 13 th , 2024
SMP Negeri 3 Satu Atap Sejangkung	February 21 st , 2024
SMP Negeri 4 Satu Atap Sejangkung	February 22 nd , 2024

It shows the observation conducted on different days. The purpose of observation is to know the implementation of the pedagogical transformation of English language teaching in remote areas of Sambas. The observations were carried out for 80 minutes. The implementation of pedagogical transformation is different among the schools located in Paloh and Sejangkung. There is no electricity line at two schools in Paloh. The use of digital devices depends on the conditions of electric generators and solar power. Before the class begins, the English teacher should prepare an electric generator. Make sure it works well. Then, the teacher turns on the electric generator and puts it outside the classroom so that its sounds do not interfere with learning. The teacher turns on a laptop and a projector in the

classrooms. Then, he opens teaching and learning activities by saying greetings and the learning goals. Next, the teacher divided students into groups consisting of four students each group, due to the number of chromebooks is limited. A school only got fifteen chromebooks from the government. Then, the teacher explains the material by showing some slides and pictures. The English teacher gives a chromebook for each group. The students were very enthusiastic about using the chromebooks. Then, the teacher assesses by using quizzes. He walked around the groups to provide help. When the time is running out, the teacher closes the class with a reflection, and student's preparation for the next meeting.

Implementing pedagogical transformation in English language teaching is different from schools in Paloh. The observations show there is an electricity line for the schools in Sejangkung. The English teacher can use digital devices every day. Internet connection is also easier than in remote schools in Paloh. However, there is unstable connectivity in the bad weather. Before the class begins, all students must join the morning ceremony to have guidance from the teacher in the school field. Next, the students come into the classroom. English teacher opens the class by saying greetings and the learning goal. The teacher uses a projector as teaching media and explains the material. The students were divided into groups. They use smartphones to do the tasks. After that, each group presents the result of the discussion. Then, the teacher assesses by using Google Forms. The class was closed by the teacher with a reflection. The pedagogical transformation of English language teaching at junior high schools in the digital age is the change of pedagogy from textbook-oriented to digital devices in teaching and learning activities. Digital devices support it in schools. They have digital devices even though in limited numbers.

Table 2. School Equipment

No.	Name of School	Power Source	Digital Devices
1	SMP Negeri 6 Satu Atap Paloh	Solar-powered devices and electricity generator	Laptop, Chromebooks, Projector

2	SMP Negeri 8 Satu Atap Paloh	Solar-powered devices and electricity generator	Laptop, Chromebooks, Projector
3	SMP Negeri 3 Satu Atap Sejangkung	Electricity available	Laptop, Chromebooks, Projector
4	SMP Negeri 4 Satu Atap Sejangkung	Electricity available	Laptop, Chromebooks, Projector

It shows that all schools have digital devices to support teaching and learning activities, although the number of devices is limited. It means that implementing pedagogical transformation of English language teaching using digital devices is supported by school devices. The schools are not only supported by their school devices but also by their teacher qualifications. Teacher qualifications are important factors. The teachers should have competencies in the teaching and learning process. It is expected the teacher can improve learning outcomes. And the learning goals will be achieved.

Table 3. Teacher qualifications

No.	Name of School	Teacher qualifications
1	SMP Negeri 6 Satu Atap Paloh	Qualified (Bachelor of English education)
2	SMP Negeri 8 Satu Atap Paloh	Qualified (Bachelor of English education)
3	SMP Negeri 3 Satu Atap Sejangkung	Qualified (Bachelor of English education)

4	SMP Negeri 4 Satu Atap Sejangkung	Qualified (Bachelor of English education)
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It shows the qualifications of the English teachers in remote areas of Sambas in line with the requirements of English teachers in junior high school. They graduated from the English language department. They have competencies as good English teachers. Their qualifications support the implementation of pedagogical transformation in English language teaching. Based on the observation, English teachers in remote areas displayed a strong commitment to adapting their pedagogical approaches to enhance English language teaching. They demonstrated teaching activities by using interactive learning platforms and online language learning apps to create engaging and interactive lessons that fit the diverse learning needs of students.

Implementing the pedagogical transformation of English language teaching at junior high schools has benefits and challenges for remote areas of Sambas. The challenges of pedagogical transformation in English language teaching in junior high schools in the digital age are limited internet access, students' difficulty understanding English, teachers can find appropriate materials, and the students' inability to have smartphones. One of the English teachers in the remote area explained that teachers in the remote areas of Sambas do not use digital media every day. They used it once a week and frequently used it in higher grades; eighth grade and ninth grade. For seventh grade, it more frequently using books than digital media. The seventh-grade students have low skills in accessing digital media.

Students are more interested in using digital media in learning activities. According to all English teachers, their attention was more focused on the lesson when the teachers showed some pictures on the projector. The students enjoyed doing learning activities in the classroom. The school supports pedagogical transformation in English language teaching for junior high school. The schools without electricity lines utilize electric generators and solar-powered ones. The devices such as tablets or laptops, charge during daylight hours and use sparingly in the classroom. The students and teachers used the school's chromebooks, laptops, and projectors. The school also input the purchase of digital media into the school's budget plan.

Additionally, the implementation of pedagogical transformation empowers educators in remote areas to stay updated on the latest teaching methodologies, educational trends, and best practices in English language teaching. Through professional development opportunities, teachers can enhance their digital literacy skills, and collaborate with colleagues to share resources. In conclusion, the implementation of pedagogical transformation in English language teaching in junior high schools in remote areas faces numerous challenges. These challenges require concerted efforts from policymakers, educators, and stakeholders to invest in digital media and provide training and support for educators to the diverse needs of students in remote communities. By overcoming these challenges, educators can ensure that all students have equitable access to quality English language education in the digital age.

DISCUSSIONS

As the findings have been shown and presented, it is important to provide a discussion to see whether they answered the proposed research questions. Two questions were raised in this study. They were about how to implement the pedagogical transformation of English language teaching at junior high schools in the digital age, and what the benefits and challenges of implementing pedagogical transformation of English language teaching for junior high schools in remote areas of Sambas.

According to the data, the pedagogical transformation of English language teaching at junior high schools was implemented by English teachers using digital media in remote areas of Sambas. Digital media used include chromebooks, laptops, projectors, and smartphones. The learning activity begins with the material explanation by the teacher using the projector. Next, the students used chromebooks or smartphones to do the task as an assessment. The use of devices is in groups because of the limited number of devices. The use of digital media is in line with technology development in the 21st century. Teachers' methods are being encouraged by 21st-century pedagogy (Paschal & Gougou, 2022). It can be concluded that English teachers at junior high schools in remote areas of Sambas

have implemented the pedagogical transformation of English language teaching in line with the technological developments of the 21st century.

Implementing pedagogical transformation in English language teaching at junior high schools in remote areas during the digital age shows the benefits and the challenges for educational providers, teachers, and students. Despite geographical barriers and limited resources, the teachers demonstrate their implementation of digital media and resources to make interactive learning experiences for students. It's in line with Rahman et al., (2023) stated that digital literacy is gradually becoming an essential part of almost every aspect of human life, including teaching English. Digital platforms offer access to a wealth of educational materials, multimedia content, and interactive exercises that support teaching methods and meet the diverse learning needs of students in remote communities. Digital media equips teachers with the necessary digital literacy skills, pedagogical knowledge, and technical know-how to use digital media that improves student competence and learning outcomes. One significant benefit identified is student's interest in learning English in remote areas. It offers access to a diverse range of multimedia content, interactive exercises, and online platforms that supplement traditional teaching methods and meet the diverse learning needs of students. This enhances student competence, fosters active learning, and promotes a deeper understanding of English language concepts. learning can be understood as an awarding moment to associate the learning environment with the center of creativity and innovation. It is touching the self-direction and aspects of interaction to maximize (Yuliana, 2022).

Ms. Dewi Novita's research about teaching Metacognitive strategies and culturally familiar text focuses on two research questions. Firstly, the study measures the effectiveness of combining Metacognitive strategies and culturally familiar text in improving the students' reading comprehension. The finding revealed that students treated with Metacognitive strategies and culturally familiar text outperformed those treated with general strategies and culturally unfamiliar text. This finding suggests that combining Metacognitive strategy and culturally familiar text improves students' reading comprehension. The study also revealed

that novice pre-service teachers who participated benefitted the most from the treatment, with a higher post-test result than their pre-test (Dewi Novita, 2023).

Additionally, appropriate learning and support systems enable teachers to share best practices, collaborate on curriculum development, and access ongoing support and guidance in implementing pedagogical transformation. Infrastructure constraints, such as a lack of access to electricity, limited digital devices, and unreliable internet connectivity pose significant barriers to integrating digital media into English language teaching. Educational providers and teachers must face these challenges and find creative solutions to overcome them, such as utilizing offline resources, adapting curriculum materials, and getting community partnerships to access technology infrastructure. Another challenge is the need for teacher training and support. Teachers in remote areas do not have the same level of access to professional development opportunities. Limited internet connection makes some news come late. It can result in a lack of confidence and competence in integrating digital media into their teaching practices.

There is a problem for the schools located on the banks of the Sambas River. Floods occur every year, particularly rainy at the end of the year. When there is a flood, it is not easy to travel around. The teachers and students cannot come to school. They generally have online classes. The online class with technology offers a chance to enhance teaching and learning opportunities during a flood. So that, they can carry out teaching and learning activities effectively for students in remote communities.

Pedagogical transformation empowers teachers to personalize learning experiences and adapt instruction to meet the individual needs and preferences of students in remote communities. Digital media enable teachers to provide differentiated instruction, provide targeted support, and offer enrichment opportunities to the learning styles and student's abilities. This encourages student participation and enhances overall learning outcomes.

The implementation of pedagogical transformation in English language teaching in remote areas fosters the development of 21st-century skills essential for success in the digital age. By integrating digital media into language instruction, educators equip students with digital literacy skills, critical thinking abilities, and

problem-solving competencies that are increasingly valuable in today's globalized society. This prepares students to navigate and thrive in an interconnected world, opening up new opportunities for academic and professional advancement, then refines them within the context of an information environment (Warlick, 2004).

Student background factors also play a crucial role in shaping the implementation of pedagogical transformation initiatives in remote areas. Teachers must consider the relevance of digital resources and instructional approaches, as well as the diversity of students when designing digital lessons. Additionally, the mother tongue may not support students' ability to participate fully in digital learning activities, necessitating responsive pedagogical approaches and language support strategies.

In recent years, there has been a significant shift towards pedagogical transformation in teaching English at junior high schools, especially in the digital age. This transformation has been driven by the need to adapt to the rapidly changing technological landscape and to ensure that students are well-prepared for the challenges of the modern world. However, this transformation has not been without its challenges, particularly in remote areas that have limited access to technology and resources. The benefits and challenges of implementing the pedagogical transformation of English language teaching at junior high schools in remote areas during the digital age provide valuable insights into the complexities of integrating digital into language instruction in underserved communities.

While implementing pedagogical transformation in English language teaching in remote areas during the digital age offers numerous benefits, including expanded learning opportunities, personalized instruction, and the development of 21st-century skills, it also presents challenges related to infrastructure limitations and digital divide disparities. By addressing these challenges and integrating technology strategically, educators and policymakers can create an inclusive and supportive learning environment that empowers students to succeed in the digital age. Further study could go wider to other levels and the different remote areas in Indonesia. Since pedagogical transformation is important, four commonalities of TPACK theory mainly represent the successful implementation of teacher-made teaching applications using the Telegram Bot (Aisyah et al., 2021). This current

study found the pedagogical transformation of English language teaching at junior high schools in the digital age can be implemented in remote areas of Sambas. Its benefits are to improve students' competence in English, helpful for teaching and learning activities, and improve learning results.

There are challenges in implementing pedagogical transformation of English language teaching at junior high schools in remote areas of Sambas. English teachers should face these challenges, such as weak student motivation, limited digital devices, and no electricity line. The students in remote areas of Sambas have a lack of motivation to study English. They stated that English is a foreign language and difficult to study. This aligns with Nugroho & Haghegh (2021) stating that EFL teachers encountered some challenges during remote teaching, such as unfamiliarity with digital platforms, inability to provide quick feedback, and lack of student motivation and engagement. Kemalglue-er & Muazzez Tugce Sahun (2022) also stated that English language teaching (ELT) at remote schools may pose challenges like insufficient resources and a lack of student interest. The study aims to devise a project-based learning (PBL) model for English classes at a remote school and investigate its effects. This study indicates that project-based learning (PBL) can be an effective means to improve the quality of ELT in remote education.

Limited digital devices also become a challenge in implementing pedagogical transformation of English language teaching at junior high schools in remote areas of Sambas. The government only gave limited numbers of digital devices to each school. Besides, some of the students also do not have digital devices at home. Remote communities are not ready to welcome online learning. This aligns with Febrianto et al. (2020) stated that remote communities in Madura Island are hesitant to adopt new learning methods due to technical and human resource constraints. Students find online learning unbeneficial due to geographical barriers, internet access difficulties, and the need for digital devices, particularly for lower-middle-income families. Azubuike et al. (2021) reported that 28% of access to digital devices was the main challenge they faced in Nigerian remote learning. They found that students in government schools were more likely to report that accessing digital tools to learn online was their main challenge with learning. It shows the same challenge with online learning in remote areas of Sambas.

The last challenge in implementing the pedagogical transformation of English language teaching at junior high schools in remote areas of Sambas is no electricity line. Some schools depend on solar power and electric generator resources. It depends on the readiness of the equipment. Electricity is an important thing in developing English language teaching in remote areas. This aligns with Li et al. (2020) about electricity demand is a key for the development of remote areas. Their study aimed to demonstrate the techno-economic feasibility of an off-grid hybrid renewable energy system for sustainable remote rural electrification via a case study of a village in West China. The research concluded that a hybrid power system comprising solar, wind, and biomass is a reliable and cost-effective option for sustainable remote rural electrification whilst achieving environmental benefits.

CONCLUSION

The findings of this research are a deep description of pedagogical transformation in English language teaching at junior high schools in the digital age in remote areas of Sambas. Based on the findings of this research, it can be concluded that pedagogical transformation in English language teaching can be implemented at junior high schools in remote areas of Sambas. It is in line with the Ministry of Education, Culture, Research and Technology's program to digitize schools, as well as following technological developments in the 21st century. There are benefits and challenges in the implementation of pedagogical transformation in remote areas of Sambas. The benefits of the use of digital media are increasing students' interest in learning English, helping the teachers in teaching English, and improving students' learning outcomes. The challenges are limited electricity lines, limited digital devices, and poor internet connection. Therefore, the research has described the implementation of the pedagogical transformation of English language teaching at junior high schools in remote areas of Sambas by their limited resources including its benefits and challenges.

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