

Digital Media in Indonesian Language Learning: Teachers' Practices, Students' Responses, and Implementation Challenges

Nopri Ani*, Arwindi Safitri, Siti Fauziah

Department of Indonesian Language and Literature, Faculty of Teacher Education and Educational Sciences,
Muhammadiyah University, North Lampung, Indonesia

inopolshop@gmail.com*

*Corresponding author

Article Info

Article history:

Submission Jul 02, 2026
First Revised Aug 20, 2026
Accepted Sep 20, 2026
Published Oct 20, 2026

Keywords:

Digital Media
Indonesian Language Learning
Teachers' Practices
Students' Responses
Implementation Challenges

ABSTRACT

Digital technology has transformed Indonesian language learning in schools, but its classroom use depends on how teachers apply it, how students respond to it, and the obstacles schools face. This qualitative descriptive study examined teachers' practices, students' responses, and implementation challenges related to digital media in Indonesian language learning at the junior high school level. Data were collected through in-depth interviews with an Indonesian language teacher and open-ended questionnaires completed by 32 students and were analyzed through data reduction, data display, and conclusion drawing. Regarding teachers' practices, the teacher integrated PowerPoint, instructional videos, Canva, Google Classroom, WhatsApp, laptops, projectors, and smartphones and selected them according to the characteristics of the material. Regarding students' responses, students reported that digital media made the material easier to understand and increased their learning interest, activeness, intrinsic motivation, and confidence. Regarding implementation challenges, unstable internet connections, limited supporting devices, and uneven digital literacy hindered optimal use, which the teacher addressed by adapting media, limiting data-intensive applications, and rotating school devices. These findings suggest that teachers' digital competence and school support for infrastructure and training are needed to optimize digital media in Indonesian language learning.

© 2026 Authors.

This is an open-access article distributed under the terms of
the [Creative Commons Attribution License \(CC BY-SA\)](#)



How to cite:

Ani, N., Safitri, A., & Fauziah, S. (2026). Digital Media in Indonesian Language Learning: Teachers' Practices, Students' Responses, and Implementation Challenges. *Pedagonal: Jurnal Ilmiah Pendidikan*, 10(2), 85–94. <https://doi.org/10.55215/pedagonal.v10i2.75>

Introduction

Learning is, in essence, a dynamic, two-way interaction between teachers and students within a learning environment to achieve predetermined educational goals. In the modern educational paradigm, students are no longer viewed as passive recipients of information; they are expected to actively engage in understanding, processing, constructing, and applying knowledge in real-life situations. The learning process must therefore be designed creatively and innovatively so that it is not only active but also meaningful, and digital technology has increasingly become part of such efforts in Indonesian classrooms (Hanifah et al., 2024; Prastiyo et al., 2026).

Success in achieving learning objectives is influenced by several interrelated instructional components, and one of the most important is instructional media. Learning media are tools or resources that carry messages and lesson content and can stimulate students' attention, emotions, and willingness to learn (Hasan et al., 2021). Appropriate media allow complex subject matter to be presented in a systematic and easily digestible form (Haptanti et al., 2024). From the perspective of multimedia learning, combining words with pictures and audio helps learners process information more effectively than words alone (Çeken & Taşkın, 2022; Mayer, 2021).

Advances in information and communication technology have driven a shift in learning media from conventional formats to digital media. Since 2020, digital learning media in Indonesian language instruction have moved from relatively simple formats, such as PDF modules and instructional videos, toward more interactive formats, including online learning platforms and gamified media (Prastiyo et al., 2026). The development of digital-based media has been regarded as an urgent need in Indonesian language learning (Maisarah et al., 2022), because such media make learning more flexible and no longer limited to the classroom and class hours.

In the context of Indonesian language instruction, learning should not merely focus on linguistic theory or grammar rules but must develop language proficiency in listening, speaking, reading, and writing. Digital media can be implemented in various forms, including audiovisual videos, multimedia presentations, e-books, interactive quizzes, and learning management systems. Previous studies have associated such media with higher interest in learning Indonesian (Sari et al., 2024), better literacy among junior high school students (Yulianti et al., 2024), better learning outcomes (Topuha et al., 2025), and stronger learning motivation (Rusdi et al., 2025). Other media, such as comics, have also been examined in relation to writing skills in Indonesian lessons (Sumirat et al., 2024). In addition, TPACK-based digital teaching resources have been reviewed systematically in primary education (Sundari & Bintoro, 2025), and interactive digital worksheets have been reported to be feasible and effective while supporting teachers' competence in integrating digital tools within the Merdeka Curriculum (Sundari et al., 2025).

Despite this potential, the use of digital media in real educational settings still faces tangible challenges, including limited access to devices, uneven access to stable internet connections, and varying levels of teachers' competence and readiness (Isna Firmani, 2026; Jamilah et al., 2021; Kusyana et al., 2024; Salam et al., 2024). These conditions indicate that the use of digital media still requires further study, particularly to map its role and concrete benefits for Indonesian language learning among junior high school students.

Although many studies have examined technology and digital media in education in general, studies that examine the role of digital media in Indonesian language instruction at the junior high school level through a combination of in-depth teacher interviews and

open-ended student questionnaires remain relatively limited. Based on this gap, the present study aims to provide an in-depth description of the role of digital media in supporting Indonesian language learning among junior high school students, including the teacher's patterns of media use, students' responses and perceived benefits, and the challenges encountered. The findings are expected to contribute theoretically and practically by offering an overview of the benefits of digital technology and a reference for teachers in designing and implementing more effective technology-based learning strategies.

Method

This study employed a qualitative approach with a descriptive method to provide an in-depth description of the role of digital media in Indonesian language learning at the junior high school (SMP) level. The participants consisted of one Indonesian language teacher and 32 junior high school students. Research data were collected through two main techniques: in-depth interviews with the teacher to explore the implementation of teaching, and open-ended questionnaires distributed to the students to gather their perceptions of the media used.

An open-ended questionnaire was deliberately chosen so that students could freely express their responses, views, and personal experiences regarding the use of digital technology throughout the learning process. The information from the interviews and the questionnaires was compared and integrated during the analysis so that the findings reflected both the teacher's and the students' perspectives.

The data were analyzed using the interactive model of qualitative data analysis (Miles et al., 2020). The analysis consisted of data reduction to identify relevant information, data display to present the findings systematically, and conclusion drawing and verification to answer the research objective.

Results and Discussion

Based on the interview with the Indonesian language teacher and the questionnaires completed by 32 junior high school students, the findings are organized around the three focuses stated in the title of this study: teachers' practices in using digital media, students' responses to digital media, and the challenges of implementing digital media together with the teacher's strategies for addressing them. Figure 1 presents the relationships among these focuses, and Table 2 summarizes the main findings and the supporting evidence for each of them.

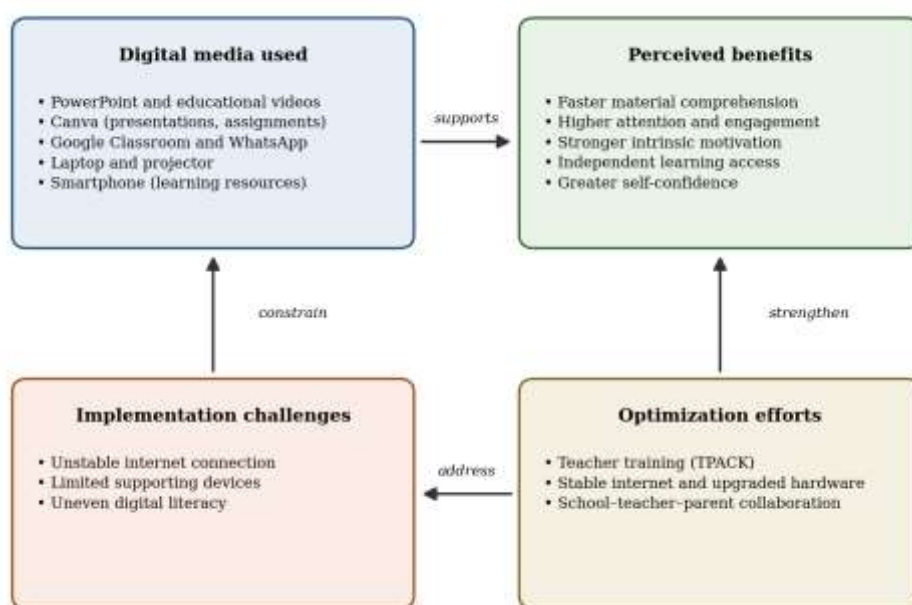


Figure 1. Thematic Map of the Role of Digital Media in Indonesian Language Learning in Junior High School

Teachers' Practices in Using Digital Media

The interview shows that the teacher has integrated various types of digital media to support the learning process. The hardware and software used include laptops, projectors, PowerPoint presentations, educational videos, and smartphones. To facilitate classroom management and student creativity, the teacher also uses Google Classroom, WhatsApp, and the Canva design application. The media are used selectively and adjusted to the characteristics of the material, such as poetry, speeches, short stories, and linguistic units that require visualization, as summarized in Table 1. This pattern is in line with the trend toward more interactive and platform-based digital media in Indonesian language instruction (Hanifah et al., 2024; Prastiyo et al., 2026).

Table 1. Types of Digital Media Used in Instruction

No	Digital Media	Function
1.	PowerPoint	Presenting material
2.	Educational videos	Facilitating understanding of material
3.	Canva	Creating presentations and assignments
4.	Google Classroom	Collecting assignments
5.	WhatsApp	Communication for learning
6.	Laptop and projector	Displaying content
7.	Smartphone	Accessing learning resources

The teacher stated that visual and audiovisual media, such as contextual instructional videos and digital presentation slides, provided positive stimulation that encouraged students to participate more actively. According to the teacher, these media made theoretical and abstract language material more concrete, so students could absorb the substance of the lesson more quickly and at a deeper level. This finding is consistent

with the argument that appropriately designed digital media help simplify learning material (Maisarah et al., 2022) and with multimedia learning principles stating that combined verbal and visual representations support understanding (Mayer, 2021).

The teacher's practices also show a clear pattern in the stages of learning. At the beginning of the lesson, presentation slides and short videos were used to introduce the topic and attract students' attention. During the core activities, the teacher used videos and illustrative images to model language use, such as examples of reading poetry or delivering speeches, while Canva was used by students to produce presentations and assignments. Outside the classroom, Google Classroom and WhatsApp were used to distribute materials, collect assignments, and maintain communication with students. This pattern indicates that the teacher did not use digital media merely as a substitute for the blackboard but integrated them into the planning, implementation, and follow-up of learning, which reflects the integration of technological, pedagogical, and content knowledge expected of language teachers (Hanifah et al., 2024; Sundari & Bintoro, 2025).

Students' Responses: Perceived Benefits for Understanding the Material

The questionnaire results indicate that most students felt helped by digital media in understanding the material. Multimedia elements such as instructional videos, illustrative images, and digital presentations simplified complex concepts, and the teacher observed that students showed higher enthusiasm, motivation, and focus when audiovisual media were used. These findings are consistent with previous studies reporting that digital media increase interest in learning Indonesian (Sari et al., 2024), literacy among junior high school students (Yulianti et al., 2024), and learning outcomes in Indonesian language subjects (Topuha et al., 2025). One student stated:

"I understand the material faster when the teacher uses instructional videos."

Another student stated:

"Learning can be more interesting and doesn't bore me."

These statements indicate that digital media can support understanding of the subject matter and create a more enjoyable learning environment. Digital media also give students opportunities for independent learning: students can access learning materials at any time through their smartphones or the platforms used by the teacher. This suggests that digital media serve not only as a tool for teaching but also as a means of self-directed learning that fosters students' independence in acquiring knowledge (Rusdi et al., 2025; Salam et al., 2024).

The use of digital media also encourages more active interaction between teachers and students. Teachers are no longer merely conveyors of information but act as facilitators who guide students in searching for, processing, and presenting information through various digital media, which makes learning more student-centered. This is in line with the view that instructional media play a crucial role in making Indonesian language learning active and meaningful (Haptanti et al., 2024).

Students' Responses: Engagement and Motivation

Most students responded positively to the use of digital media in Indonesian language learning. They noted that digital technology made the classroom atmosphere more engaging, interactive, and enjoyable, which prevented boredom. Students' attention and concentration increased when the teacher integrated multimedia elements such as instructional videos, illustrative images, and interactive presentation slides, which indicates that digital media play an important role in enhancing student engagement. Several

students also confirmed that digital media boosted their enthusiasm and intrinsic motivation to participate in lessons, while the visualizations made it easier for them to absorb the language material. From the perspective of self-determination theory, such experiences can foster intrinsic motivation because learning feels more interesting and manageable (Ryan & Deci, 2020), and similar motivational benefits of digital media have been reported among primary school students (Rusdi et al., 2025).

Students' Responses: Learning Interest and Self-Confidence

Digital media were shown to have a positive effect on students' learning interest. Most students stated that they felt more active, responsive, and intrinsically motivated when the teacher integrated digital devices and platforms into the lessons. The visual and auditory stimulation sparked curiosity and created a dynamic learning atmosphere in which students were more enthusiastic about participating and discussing. One student stated:

"Digital media makes me more enthusiastic about learning because the lessons aren't boring."

The findings also indicate that digital media can boost students' self-confidence in Indonesian language lessons. Through videos, interactive presentations, and digital learning platforms, students became more confident in expressing opinions, asking questions, and presenting their work. Digital media thus affect not only the cognitive domain but also students' communication skills, and they support the development of digital literacy that is increasingly needed in language learning (Nugraha, 2022; Prastiyo et al., 2026). The integration of digital media can therefore support the achievement of Indonesian language learning objectives that emphasize comprehensive mastery of language skills.

Table 2. Summary of Main Findings by Theme

Theme	Main finding	Supporting evidence
Types of media	The teacher used laptops, projectors, PowerPoint, educational videos, smartphones, Canva, Google Classroom, and WhatsApp, adjusted to the material.	Teacher interview
Comprehension	Videos, images, and slides made abstract language material more concrete and easier to grasp.	Teacher interview; student statement on instructional videos
Engagement and interest	Students were more attentive, enthusiastic, and less bored.	Student statements; teacher observation
Independence and confidence	Materials could be accessed at any time; students were more confident in expressing opinions and presenting work.	Student questionnaires
Challenges	Unstable internet, limited supporting devices, and uneven digital literacy.	Student questionnaires; teacher interview
Teacher strategies	Adapting media to students' abilities, limiting data-intensive applications, and rotating school computers and projectors.	Teacher interview

Implementation Challenges

Although digital media contribute significantly to classroom dynamics, their implementation still faces several technical and non-technical challenges. The main

obstacles identified in this study were limited internet connection stability, a lack of hardware to support instructional activities, and uneven levels of digital literacy among teachers and students. Several students confirmed that an unstable and slow internet connection often disrupted their focus when accessing digital materials, downloading resources, or interacting on online platforms. These technical issues are compounded by heterogeneous socioeconomic conditions, because not all students have adequate smartphones or laptops, which creates disparities in access to information during learning.

These findings are consistent with previous studies reporting that limited infrastructure and facilities, slow technological adaptation, and gaps in teachers' and students' digital competence are the main factors hindering the effective use of digital learning media (Jamilah et al., 2021; Kusyana et al., 2024; Prastiyo et al., 2026; Salam et al., 2024), and that the effectiveness of digital media also depends on teachers' digital literacy readiness and well-planned management (Isna Firmani, 2026).

Nevertheless, these challenges have not diminished the usefulness of digital media in Indonesian language instruction. The teacher showed strong professional commitment by adapting the types of digital media to students' actual abilities, minimizing the use of data-intensive applications, and using the school's available computers and projectors on a rotating basis so that the curriculum could still be delivered to all students.

Implications of Digital Media Use in Indonesian Language Instruction

The results of this study confirm that the integration of digital media has positive implications for transforming Indonesian language learning in schools. Educators are required not only to master the subject matter but also to possess technological pedagogical content knowledge (TPACK) so that they can use various digital tools effectively (Sundari & Bintoro, 2025). The importance of teacher competence in integrating digital tools within the Merdeka Curriculum has also been emphasized in research on interactive digital learning materials (Sundari et al., 2025). With diverse visual and audio stimuli and interactive activities, student fatigue and boredom, which are often challenges in conventional language learning, can be reduced, and consistent use of digital technology can indirectly help improve students' digital literacy (Nugraha, 2022).

Given both the potential and the real challenges, the success of technology adoption cannot be left solely to teachers' initiative. School administrators need to provide systemic support through adequate investment in classroom technology, expansion of stable internet access, and ongoing training for teachers so that they can design adaptive digital media and implement them optimally and inclusively.

Teachers' Strategies for Addressing Implementation Challenges

Optimizing the integration of digital media into Indonesian language instruction requires synergy among teacher readiness, student motivation, and the availability of school facilities and infrastructure. Teachers are encouraged to continue developing their professional competence and technological literacy so that the media used become more varied, innovative, and tailored to each learning topic, while schools are expected to provide high-speed internet access, upgrade supporting hardware, and conduct ongoing technology training. Collaboration among school administrators, teachers, and parents is also needed to ensure that students' use of digital media remains positive, educational, and purposeful, and that clear guidance and planning accompany its use (Isna Firmani, 2026).

The findings should be interpreted with caution. This study involved one teacher and 32 students and relied on interviews and open-ended questionnaires, so the benefits reported reflect perceptions rather than measured learning outcomes. Future research may

involve more teachers, schools, and classes, and may combine qualitative data with measures of students' language achievement.

Conclusion

This study concludes that digital media play an important role in Indonesian language learning for junior high school students, as reflected in teachers' practices, students' responses, and implementation challenges. In terms of teachers' practices, the teacher integrated laptops, projectors, PowerPoint presentations, instructional videos, Canva, Google Classroom, WhatsApp, and smartphones across the stages of learning and selected them according to the characteristics of the material. In terms of students' responses, students perceived that digital media made the material easier to understand and increased their enthusiasm, attention, active participation, intrinsic motivation, and confidence. In terms of implementation challenges, unstable internet connections, limited supporting devices, and uneven digital literacy still hindered optimal use, although the teacher addressed them by adapting media to students' abilities, limiting data-intensive applications, and rotating school devices. Therefore, schools should provide stable internet access, adequate devices, and continuous teacher training, teachers should diversify digital media in line with students' needs and the learning material, and future research is encouraged to involve more teachers and schools and to measure the effect of digital media on students' language learning outcomes.

Author Contributions

Conceptualization: NA, AS; Methodology: AS, SF; Formal analysis: NA, AS, SF; Investigation: AS, SF; Writing – original draft: NA, AS, SF; Writing – review & editing: NA, AS, SF; Supervision: NA, AS.

Funding

This research received no external funding.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Use of Artificial Intelligence

The authors used Grammarly to assist with English language editing, grammar correction, and improvements in clarity and readability. All suggested revisions were reviewed and verified by the authors, who take full responsibility for the accuracy, integrity, and final content of the manuscript.

References

- Çeken, B., & Taşkın, N. (2022). Multimedia learning principles in different learning environments: A systematic review. *Smart Learning Environments*, 9, Article 19. <https://doi.org/10.1186/s40561-022-00200-2>

- Hanifah, D. N. R., Saputri, N. D., Yulisetiani, S., & Suwandi, S. (2024). Inovasi pembelajaran bahasa Indonesia berbasis digital dalam implementasi Kurikulum Merdeka di SMP Tiga Bahasa Bina Widya Surakarta. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 10(2), 1305–1319.
- Haptanti, F. S., Hikmah, M., & Basuki, I. A. (2024). Peran media pembelajaran dalam pendidikan bahasa Indonesia. *JoLLA: Journal of Language, Literature, and Arts*, 4(9), 972–980. <https://doi.org/10.17977/um064v4i92024p972-980>
- Hasan, M., Milawati, Darodjat, Harahap, T. K., Tahrim, T., Anwari, A. M., Rahmat, A., Masdiana, & Indra, I. M. (2021). *Media pembelajaran*. Tahta Media Group.
- Isna Firmani, S. (2026). Opportunities, challenges, and implications of social media in Indonesian language learning in the digital era: Systematic literature review. *Caraka Olah Pikir Edukatif*, 30(1), 7–16. <https://doi.org/10.21831/cope.v30i1.88353>
- Jamilah, J., Sukitman, T., & Fauzi, M. (2021). Opportunities and challenges of digital learning media during the Covid-19 pandemic in primary school. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 11(2). <https://doi.org/10.30998/formatif.v11i2.9732>
- Kusyana, K., Muzfirah, S., & Haryadi, R. N. (2024). Efektivitas dan kendala penggunaan media digital dalam pengajaran bahasa. *Wistara: Jurnal Pendidikan Bahasa dan Sastra*, 5(1), 92–102.
- Maisarah, M., Lestari, T. A., & Sakulpimolrat, S. (2022). Urgensi pengembangan media berbasis digital pada pembelajaran bahasa Indonesia. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)*, 2(1), 65–75. <https://doi.org/10.30821/eunoia.v2i1.1348>
- Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781316941355>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Nugraha, D. (2022). Literasi digital dan pembelajaran sastra berpaut literasi digital di tingkat sekolah dasar. *Jurnal Basicedu*, 6(6), 9230–9244. <https://doi.org/10.31004/basicedu.v6i6.3318>
- Prastiyo, A., Wardani, S., Subali, B., & Widiati, N. (2026). Trends in the development of digital literacy-based learning media for Indonesian language instruction in elementary schools from 2020 to 2025. *Jurnal Penelitian Humaniora*, 31(1), 43–55. <https://doi.org/10.21831/hum.v31i1.92307>
- Rusdi, H., Ervianti, R., Adrias, A., & Zulkarnaini, A. P. (2025). Pengaruh media pembelajaran digital terhadap motivasi belajar siswa sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 347–360. <https://doi.org/10.23969/jp.v10i2.23991>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Salam, N., Suyanto, S., & Ningsih, S. N. (2024). Maximizing the potential of digital learning media in primary education: Insights from a systematic literature review.

- Indonesian Journal of Educational Research and Review*, 7(3), 615–629. <https://doi.org/10.23887/ijerr.v7i3.80617>
- Sari, M., Nandita, E. D., Natasya, A., Felicia, D. R. S., & Aurelita, N. (2024). Media pembelajaran berbasis digital untuk meningkatkan minat belajar pada mata pelajaran bahasa Indonesia. *Warta Dharmawangsa*, 18(1), 205–218.
- Sumirat, D. N., Sundari, F. S., & Nurjanah, S. (2024). Efektivitas penggunaan media komik pada keterampilan menulis lagu gubahan menggunakan rima pada pembelajaran bahasa Indonesia peserta didik kelas IV B SD Negeri Bondongan Kota Bogor. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(2), 722–735.
- Sundari, F. S., & Bintoro, T. (2025). TPACK-based e-textbooks for science literacy: A systematic review in primary school education. In *Proceeding International Conference on Education* (pp. 469–493).
- Sundari, F. S., Gani, R. A., Rahmah, M., Maulidia, N., & Rizky, K. S. (2025). Interactive science learning innovation management through the design of science literacy-based E-LKPD to improve conceptual understanding. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 9(3), 824–839. <https://doi.org/10.33650/al-tanzim.v9i3.11620>
- Topuha, O. K., Rizal, R., Aqil, M., Gagaramusu, Y. B. M., & Fasli, M. (2025). Pengaruh penggunaan media digital terhadap hasil belajar siswa pada mata pelajaran bahasa Indonesia di sekolah dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(1), 174–183. <https://doi.org/10.54069/attadrib.v8i1.866>
- Yulianti, E., Sahredin, S., Marlina, L., & Rayhan, M. (2024). Penggunaan media pembelajaran digital terhadap peningkatan kemampuan literasi bahasa Indonesia siswa SMP. *Edu Sociata (Jurnal Pendidikan Sosiologi)*, 7(2), 41–49. <https://doi.org/10.33627/es.v7i2.2746>