



---

## Students' Perceptions of the Use of Digital Media in English Language Learning at SD Negeri Inpres Kotabaru Nabire

---

Almas Rizkika Nabila<sup>1\*</sup>, Antonius Awan Asta Adhiprana Whisnubrata<sup>2</sup>, Stefani Saboan<sup>3</sup>,  
Immanuel Efata Kafiar<sup>4</sup>, Irawati<sup>5</sup>

<sup>1,2,3</sup>Study Program of English Education, Satya Wiyata Mandala University, Nabire, Indonesia

<sup>4,5</sup>SD Negeri Inpres Kotabaru, Nabire, Indonesia

\*Correspondence e-mail: [almas.nabila@gmail.com](mailto:almas.nabila@gmail.com)

### Abstract

This study aims to examine students' perceptions of the use of digital media in English language learning, particularly in terms of comprehension, attitudes and interest, and student activeness and participation. The study employed a qualitative approach with a descriptive research design. The participants were students of SD Negeri Inpres Kotabaru Nabire selected purposively. Data were collected through observation and interviews. The data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings indicate that the use of digital media has a positive impact on English learning. In terms of comprehension, digital media help students understand learning materials more easily, clearly, and contextually, especially in vocabulary and grammar mastery. In terms of attitudes and interest, students show high levels of interest and motivation because learning becomes more engaging and less monotonous. In addition, in terms of activeness and participation, students become more active in classroom learning, participate in digital-based activities, and demonstrate greater learning autonomy. Thus, the use of digital media in English language learning is proven to be effective in improving the quality of learning. This study contributes to the development of more innovative technology-based learning strategies that are aligned with students' needs in the digital era.

**Keywords:** digital media, students' perceptions, english language learning, learning motivation, student activeness.



© 2026 by the author (s) This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

## INTRODUCTION

Education is a systematic process aimed at developing students' potential optimally in the cognitive, affective, and psychomotor domains. In the context of globalization, education functions not only as a means of knowledge transfer but also as a medium for developing twenty-first-century competencies such as digital literacy, communication, and collaboration (Ulfah et al., 2021). The development of information technology has brought significant changes to the world of education, including the methods and

instructional media used by teachers. This situation requires innovation in learning so that it remains relevant to the needs of today's students, who live in a digital era (Al Fadillah et al., 2024).

English, as an international language, plays a strategic role in enhancing students' competitiveness at the global level. Mastery of English involves not only linguistic aspects but also effective communication skills in various contexts (Whisnubrata et al., 2024). Therefore, the process of teaching and learning English needs to be designed in an engaging, interactive, and contextual manner in order to improve students' motivation and learning outcomes. The use of instructional media is one of the important factors supporting the success of English language learning (Anggraeni et al., 2024).

Based on preliminary observations conducted at SD Negeri Inpres Kotabaru Nabire, it was found that the English learning process was still dominated by conventional methods such as lecturing and textbook use. This condition caused some students to be less active and less motivated in participating in the learning process. In addition, the use of digital media in learning had not been optimized, even though most students were already familiar with digital technology in their daily lives. This condition indicates a gap between the available technological potential and actual classroom practices.

Students' perceptions are one of the important factors influencing the success of the learning process. Perception can be understood as an individual process of interpreting and assigning meaning to lived experiences. Students' perceptions of the use of instructional media affect their level of motivation, engagement, and learning outcomes. Therefore, it is important to understand how students perceive the use of digital media in English language learning (Wardani et al., 2024; Ali et al., 2025).

Digital media in English language learning include various forms of technology such as learning applications, interactive videos, online platforms, and educational games. The use of digital media can increase students' interest in learning, facilitate their

understanding of the material, and create more engaging and interactive learning experiences. Research by Sari and Munir (2024) and Telussa et al. (2024) shows that digital media are able to increase student engagement and help them understand learning materials more effectively.

However, the use of digital media in learning also presents challenges, such as digital distraction, limited access, and insufficient teacher readiness to integrate technology effectively. Technology can be a double-edged sword: on the one hand, it can improve the quality of learning, but on the other hand, it can disrupt students' concentration if it is not managed properly. Therefore, appropriate strategies are needed in the utilization of digital media in learning.

Previous studies indicate that students' perceptions of the use of digital media in English language learning tend to be positive. Students feel more motivated, find it easier to understand the material, and become more active in the learning process when digital media are used. For example, Rajagukguk (2025) found that the use of digital edu-games can increase student engagement, while Irawan (2022) showed that digital platforms are effective in online English learning.

Nevertheless, there remains a gap between ideal conditions and the actual reality of English language learning. Ideally, learning should optimize the use of digital technology to improve the quality of instruction. In reality, however, the use of digital media in schools is still limited and has not been maximized. This gap indicates the need for further research to understand the factors influencing the use of digital media in learning.

The state of the art of this study lies in its focus on students' perceptions of the use of digital media in English language learning at the elementary school level, particularly in Nabire, where similar studies are still limited. The novelty of this study is that it examines contextually how students interpret the use of digital media in English learning and identifies the factors influencing those perceptions in a local context. This study is

expected to contribute to the development of more effective digital-based learning strategies.

Based on the above explanation, this study is important to conduct in order to investigate students' perceptions of the use of digital media in English language learning at SD Negeri Inpres Kotabaru Nabire. The findings are expected to provide recommendations for teachers in developing more innovative learning practices that are aligned with students' needs. In addition, this study may serve as a basis for educational policy development that supports the integration of technology in English language learning.

## **METHOD**

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study aims to gain an in-depth understanding of students' perceptions of the use of digital media in English language learning. Descriptive research was used to describe phenomena factually and systematically in accordance with actual conditions in the field. Through this approach, the researchers were able to obtain rich and in-depth data regarding students' experiences, views, and responses to the use of digital media in the learning process.

The participants in this study were students of SD Negeri Inpres Kotabaru Nabire who took part in English language learning. The participants were selected purposively by considering students who actively participated in learning and had experience using digital media both inside and outside the classroom. The study was conducted at SD Negeri Inpres Kotabaru Nabire, which was selected based on preliminary observations showing that the use of digital media in English language learning was still not optimal, even though students were already familiar with digital technology.

Data collection techniques in this study included interviews. Observation was conducted to directly examine the English learning process in the classroom as well as the use of digital media by teachers and students. Interviews were conducted with students to explore their perceptions of the use of digital media in learning, including the benefits, challenges, and learning experiences they perceived. Documentation was used to complement the data in the form of photographs of learning activities, instructional devices, and other notes relevant to the study.

The data were analyzed using the interactive analysis model consisting of three stages: data reduction, data display, and conclusion drawing. Data reduction is the initial stage of analysis aimed at simplifying, selecting, and focusing the raw data obtained from the field. In this study, the data were obtained through observation, interviews, and documentation related to students' perceptions of the use of digital media in English language learning. Data display was intended to organize the reduced information so that it could be easily understood and analyzed further. In this study, the data were presented in descriptive narrative form complemented by simple tables or matrices. The final stage was conclusion drawing, which aimed to identify meaning from the analyzed data. Conclusions in qualitative research are initially provisional and are continuously verified until valid and consistent findings are obtained.

## **RESULTS AND DISCUSSION**

### **1. Students' Understanding of Digital Media**

Based on the findings, most students at SD Negeri Inpres Kotabaru Nabire stated that the use of digital media helped them understand English materials. Media such as learning videos and digital applications were considered easier to understand than textbooks because they presented material through visual and audio modes. Students reported that explanations delivered through videos enabled them to grasp the meanings of vocabulary

items and sentence structures more quickly. This indicates that digital media play a role in improving students' understanding of basic English concepts.

In addition, in terms of clarity of content delivery, students stated that digital media provided more structured and engaging explanations. Teachers who used digital media such as interactive PowerPoint presentations or instructional videos were able to explain the material more clearly and systematically. Students also mentioned that direct examples presented through conversation videos helped them understand language use in real contexts. This finding reinforces the view that digital media support clarity in classroom communication.

Furthermore, in the area of vocabulary and grammar understanding, students showed a fairly significant improvement. Digital media allow students to review materials independently, enabling them to understand new vocabulary and grammar rules more effectively. Some students stated that digital applications helped them memorize vocabulary through interactive practice. Thus, digital media not only support comprehension but also strengthen language mastery in a sustained manner.

These findings are in line with Bachrudin et al. (2023), who found that digital media can improve students' understanding of English materials because of their interactive and multimodal nature. The use of media such as YouTube, learning applications, and digital platforms has been proven to help students understand the material more easily than conventional methods. In addition, digital media offer learning flexibility, allowing students to revisit the material according to their needs (Al Fadillah et al., 2024).

Moreover, Irawan (2022) found that digital platforms are effective in improving English skills, particularly reading, writing, listening, and speaking. This strengthens the findings of Ubaidillah et al. (2025) that digital media not only improve comprehension but also support the overall development of language skills.

## **2. Students' Attitudes and Interest toward Digital Media**

The findings show that students had a high level of interest in the use of digital media in English language learning. They felt that learning became more engaging because of the variety of media used, such as videos, educational games, and interactive applications. Students stated that learning was no longer monotonous and was more enjoyable than lecture-based instruction.

In terms of learning motivation, digital media were proven to increase students' enthusiasm for learning English. Students became more eager to participate in learning because of the visual and interactive elements provided. Some students revealed that they were more motivated to study when digital media were used because they could also learn independently outside the classroom.

In addition, students felt that learning with digital media prevented boredom. The variety of media and digital activities made the learning atmosphere livelier and more dynamic. Students felt more comfortable and relaxed during learning, which made them more active in participating in the learning process. This shows that digital media contribute to creating enjoyable learning experiences.

These findings are supported by Handina et al. (2025), who stated that digital media can enhance students' motivation and engagement in English language learning. Students tend to respond positively because digital media provide more engaging and interactive learning experiences. This shows that integrating technology into instruction can increase students' interest in learning (Hasnawiyah & Maslena, 2024).

In addition, the use of electronic media such as videos and digital platforms has been shown to increase learning motivation and make students more active in the learning process. Digital media provide enjoyable learning experiences so that students do not become easily bored. Thus, the use of digital media is an effective strategy for fostering students' positive attitudes toward English language learning.

### **3. Students' Activeness and Participation**

Based on the findings, the use of digital media also had an impact on increasing students' activeness in learning. Students became more active in participating in classroom activities, such as answering questions, engaging in discussions, and participating in learning tasks. Digital media provided stimuli that made students more involved in the learning process.

In terms of participation during classroom learning, students' involvement was generally visible through direct interactions such as asking and answering questions, participating in discussions, and expressing opinions orally. These activities reflect students' enthusiasm and attention to the material being taught and also serve as indicators of the teacher's success in creating an active and conducive learning atmosphere. However, because students had not yet been given digital-based assignments, their participation was still limited to face-to-face classroom activities. As a result, their contributions tended to be spontaneous and dependent on classroom dynamics rather than on independent activities that could be carried out flexibly through digital platforms. Thus, student participation placed greater emphasis on direct interaction, group work, and emotional engagement in the learning process, even though the opportunity to develop digital skills and learning autonomy had not yet been fully utilized.

In addition, digital media encouraged students' learning autonomy. Students were able to access learning materials independently outside the classroom, so they did not rely entirely on the teacher. Some students stated that they often learned independently through videos or digital applications to understand material they had not yet mastered. This indicates that digital media play a role in fostering students' autonomous learning. These results are in line with Raudah et al. (2024), who showed that the use of digital media can increase student engagement and participation in learning. Digital media

provide opportunities for students to become more active and involved in the learning process through various interactive activities. This indicates that technology can serve as a means of creating participatory learning (Resti et al., 2024).

In addition, another study by Sudewi et al. (2025) stated that the use of digital media encourages students to learn independently and increases their confidence in using English. Thus, digital media not only increase students' activeness in the classroom but also encourage them to become autonomous learners.

## CONCLUSION

Based on the findings of this study, it can be concluded that the use of digital media in English language learning at SD Negeri Inpres Kotabaru Nabire has a positive impact on students' comprehension, attitudes, and activeness. Digital media help students understand the material more easily, particularly vocabulary and grammar, through visual and interactive presentation. In addition, students demonstrate positive attitudes as reflected in increased interest, motivation, and enjoyment in learning, making the learning process more engaging and less monotonous. The use of digital media also promotes students' activeness and participation in the learning process, both through involvement in classroom activities and through autonomous learning outside the classroom. Therefore, this study contributes to reinforcing the importance of integrating digital media as an effective, adaptive, and relevant innovation in English language learning in response to the demands of education in the digital era.

## REFERENCE

Al Fadillah, Y., Akbar, A. R., & Gusmaneli. (2024). Strategi desain pembelajaran adaptif untuk meningkatkan pengalaman belajar di era digital. *Jurnal Pendidikan Sains dan*

- Teknologi Terapan, 1(4), 354-362.  
<https://jurnal.kopusindo.com/index.php/jpst/article/view/420>
- Ali, A., Venica, S. D., Aini, W., & Hidayat, A. F. (2025). Efektivitas media pembelajaran interaktif dalam meningkatkan minat dan motivasi belajar siswa sekolah dasar. *Journal of Information System and Education Development*, 3(1), 1-6.  
<https://doi.org/10.62386/jised.v3i1.115>
- Anggraeni, G. A. P., Tegeh, I. M., & Sukmana, A. I. W. I. Y. (2024). Multimedia interaktif berpendekatan kontekstual dalam meningkatkan kemampuan bahasa Inggris siswa di sekolah menengah pertama. *Jurnal Media dan Teknologi Pendidikan*, 4(2), 110-121. <https://doi.org/10.23887/jmt.v4i2.63127>
- Bachrudin, S., Drajadi, N. A., & Santosa, E. B. (2023). Pengembangan e-modul berbasis multimodal untuk mendukung keterampilan berbicara bahasa Inggris siswa. *Journal of Education Research*, 4(4), 1723-1730. <https://doi.org/10.37985/jer.v4i4.510>
- Handina, W. P., Kasmawati, & Parisu, C. Z. L. (2025). Pengaruh penggunaan media digital berbasis Quizizz terhadap peningkatan keterlibatan siswa sekolah dasar. *Arus Jurnal Pendidikan*, 5(1), 23-30. <https://doi.org/10.57250/ajup.v5i1.1138>
- Hasnawiyah, H., & Maslena, M. (2024). Dampak penggunaan media pembelajaran interaktif terhadap prestasi belajar sains siswa. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil Penelitian*, 10(2), 167-172.  
<https://doi.org/10.26740/jrpd.v10n2.p167-172>
- Irawan, R. (2022). Persepsi siswa dalam pembelajaran bahasa Inggris secara daring menggunakan platform Google. *Equilibrium: Jurnal Pendidikan*, 10(3), 374-379.  
<https://doi.org/10.26618/equilibrium.v10i3.7465>
- Rajagukguk, R. (2025). Eksplorasi persepsi siswa terhadap pemanfaatan edu-games digital dalam pembelajaran bahasa Inggris: Studi kualitatif di sekolah menengah.

- Jurnal Ilmiah Global Education, 6(4), 3262-3272.  
<https://doi.org/10.55681/jige.v6i4.4794>
- Raudah, S., Suriansyah, A., & Cinantya, C. (2024). Efektivitas penggunaan media pembelajaran interaktif dalam meningkatkan keaktifan dan minat belajar pada siswa sekolah dasar. *MARAS: Jurnal Penelitian Multidisiplin*, 2(4), 2092-2097.  
<https://doi.org/10.60126/maras.v2i4.559>
- Resti, R., Wati, R. A., Ma'Arif, S., & Syarifuddin, S. (2024). Pemanfaatan media pembelajaran berbasis teknologi sebagai alat untuk meningkatkan kemampuan literasi digital siswa sekolah dasar. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 8(3), 1145-1157. <https://doi.org/10.35931/am.v8i3.3563>
- Sari, A. P., & Munir, M. (2024). Pemanfaatan teknologi digital dalam inovasi pembelajaran untuk meningkatkan efektivitas kegiatan di kelas. *Digital Transformation Technology*, 4(2), 977-983. <https://doi.org/10.47709/digitech.v4i2.5127>
- Sudewi, N. K. P. N., Dewi, N. P. S., Satria, C., Sulistianingsih, N., & Syahid, A. (2025). Peningkatan literasi digital dan bahasa Inggris melalui pembuatan konten kreatif. *Jurnal Pengabdian Sosial*, 2(7), 3746-3750. <https://doi.org/10.59837/p9kd0n89>
- Telussa, R. P., Telussa, N., & Tamaela, K. A. (2024, December 31). Implementasi model direct instruction berbantuan media interaktif untuk meningkatkan pemahaman konsep IPA siswa sekolah dasar. *Prosiding Seminar Nasional Pendidikan FKIP UNKRISWINA*, 2(1), 48-54.  
<https://www.ojs.unkriswina.ac.id/index.php/SEMNASDIK-FKIP/article/view/1108>
- Ubaidillah, M. I., Masripah, M., & Holis, A. (2025). Kemampuan menyimak sebagai pondasi pengembangan keterampilan berbahasa siswa kelas rendah pada mata pelajaran bahasa Indonesia. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 5(1), 439-448. <https://doi.org/10.53299/jppi.v5i1.1404>

- Ulfah, U., Arifudin, O., & Kartika, I. (2021). Pengaruh aspek kognitif, afektif, dan psikomotor terhadap hasil belajar peserta didik. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen dan Pendidikan*, 2(1), 1-9. <https://ojs-steialamar.org/index.php/JAA/article/view/88>
- Wardani, N. W., Kusumaningsih, W., & Kusniati, S. (2024). Analisis penggunaan media pembelajaran terhadap hasil belajar siswa sekolah dasar. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 4(1), 134-140. <https://doi.org/10.54371/jiepp.v4i1.389>
- Whisnubrata, A. A. A. A., Dimara, J., Nabila, A. R., & Saboan, S. (2024). Implementasi model pembelajaran project based learning untuk meningkatkan kemampuan komunikasi bahasa Inggris pada siswa kelas VIII di SMP Antonius Nabire. *Pedagogika: Jurnal Pedagogik dan Dinamika Pendidikan*, 12(2), 206-216. <https://doi.org/10.30598/pedagogikavol12issue2year2024>