

Innovation in Learning Indonesian Language and Literature in the Digital Era: A Technological and Skills-Based Approach

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Abstract

Indonesian language learning in the digital era requires relevant innovations to answer the challenges of the 21st century. This study aims to integrate technology and skill-based approaches in Indonesian language learning to improve language skills. This research uses the literature study method. The findings show that the integration of technology such as social media, digital learning apps and online platforms helps to improve students' motivation, creativity and communication skills. However, challenges such as limited access to technology, ethical use, and teacher competence are still the main obstacles. This research recommends strengthening technology infrastructure, teacher training and education policies that support digital transformation. Innovation in Indonesian language learning is essential to improve the quality of education and students' language skills. Innovation in Indonesian language learning has a significant positive impact on the teaching-learning process. With more creative and interactive approaches, such as the use of digital technology, students become more motivated to learn. Penerapan inovasi dalam pembelajaran, terutama melalui teknologi, memiliki dampak positif dan negatif yang signifikan. Secara positif, teknologi meningkatkan efisiensi waktu dan biaya dengan mengurangi kebutuhan akan materi cetak dan ruang kelas secara fisik, sehingga proses belajar-mengajar dapat dilakukan dari mana saja, namun infrastruktur teknologi yang belum merata di seluruh Indonesia menjadi salah satu kendala utama. Selain itu, kompetensi guru dalam menggunakan teknologi dan memanfaatkan media digital dalam pembelajaran masih terbatas. Penelitian ini bertujuan untuk mengeksplorasi manfaat, tantangan, dan dampak dari inovasi pembelajaran bahasa Indonesia melalui integrasi teknologi dan pendekatan berbasis keterampilan. Penelitian ini juga diharapkan dapat memberikan wawasan yang komprehensif tentang bagaimana teknologi dapat digunakan untuk meningkatkan kemampuan berbahasa siswa sekaligus menjawab tantangan pendidikan di era digital.

Keywords: Educational innovation, Indonesian language, technology, digital era-based skills.

1. Introduction

The rapidly growing digital transformation has brought significant impacts in various fields, including education. The role of information and communication technology (ICT) in learning has been in the spotlight for its ability to transform the way teachers teach and students learn. In the context of Indonesian language education, technology integration not only offers efficiency but also opens up opportunities to improve the quality of learning.

As one of the core subjects in Indonesia, Indonesian language education has a strategic role in building students' communication competencies, both orally and in writing. According to the Ministry of Education and

Culture (2013), the main skills that must be developed in learning Indonesian include listening, reading, viewing, speaking and writing. In addition, this learning also aims to develop appreciation for the nation's literature and culture. However, the implementation of Indonesian language learning still faces major challenges, such as low interest in learning, lack of variety in teaching methods, and limited technological infrastructure in many schools (Yoga Saputra Manihuruk, 2023).

Generation Z, known as digital natives, grew up in an era where digital technology has become an integral part of everyday life. They have a different learning style than previous generations, more responsive to learning that involves technology and interactive media. Unfortunately, traditional approaches that are still widely applied in the classroom often fail to meet the needs and expectations of this generation (Nyayu Lulu Nadya, 2022). Therefore, innovations are needed in Indonesian language learning that are not only technologically relevant but also support the development of life skills.

Innovation in Indonesian language learning can be done by integrating skill-based and technology-based approaches. The skills-based approach, as explained by Slameto (2003), aims to develop students' ability to think critically, creatively and reflectively, and apply these skills in various life contexts. On the other hand, technology can be used as a learning tool to increase student engagement through social media, online learning applications and other digital platforms (Sugiyono, 2017).

However, this innovation also brings challenges. The uneven technology infrastructure in all parts of Indonesia is one of the main obstacles. In addition, teachers' competence in using technology and utilizing digital media in learning is also still limited. These factors demand serious attention from education policy makers to ensure that all students, regardless of their geographical location and socio-economic conditions, have equal access to technology-based learning (Yoga Saputra Manihuruk, 2023).

This research aims to explore the benefits, challenges and impacts of Indonesian language learning innovations through the integration of technology and skills-based approaches. By reviewing the results of the three main journals, this research is expected to provide a comprehensive insight into how technology can be utilized to improve students' language skills while addressing the challenges of education in the digital era.

2. Research Methods

This research uses a descriptive qualitative approach with a literature study method. This approach aims to explore, understand and describe in depth how Indonesian language learning innovations in the digital era are implemented based on data from three main journals.

This research is a library study, which aims to analyze and synthesize findings from various literatures and previous research results. It is used to gain a comprehensive understanding of the concepts, benefits, challenges and impacts of Indonesian language learning innovations in the digital era.

Sarwono (2018) states that a literature study involves collecting data from various secondary sources, such as journals, books, articles and official documents, to develop a solid conceptual framework. This approach is very suitable because the focus of this research is to analyze the results and findings that have been published.

The main data sources in this study came from three scientific journals:

1. Karmila Br Sembiring (2024): This article discusses innovative thinking in the development of speaking and writing skills through technology, such as digital learning applications and social media.
2. Nyayu Lulu Nadya (2022): This research focuses on learning to write rhymes through social media, especially WhatsApp and Instagram, as an innovative method to improve students' writing skills.
3. Yoga Saputra Manihuruk (2023): This article examines skill-based approaches in Indonesian language learning, highlighting the benefits and challenges of technology integration in the learning process.

These sources were chosen for their thematic relevance to this research, as well as their reliability as published academic references. The data collection technique in this study went through the literacy identification step, namely reading and understanding each journal in depth to identify the main concepts, research findings, and relevant theoretical arguments. Then information classification, where information from each journal is grouped into main themes, namely: learning innovation, technology integration, skills-based approach, implementation challenges, and learning impact. And finally, data analysis, where the collected data was analyzed using a descriptive approach, focusing on patterns, relationships between concepts, and the relevance of findings to the research objectives.

The data analysis technique for this research was carried out descriptively qualitative to provide an in-depth understanding of the phenomenon studied. The analysis steps include:

1. Data reduction:

- Eliminating irrelevant or repetitive information to sharpen the focus on significant issues.
- 2. Data Display:
Presenting data in narrative form to facilitate understanding and drawing conclusions.
- 3. Synthesize Findings:
Combining findings from the three journals to produce holistic and integrative insights.

This method of analysis follows Creswell's (2014) approach, which emphasizes the importance of in-depth interpretation in qualitative research to understand context, process, and outcomes.

3. Results and Discussion

Innovation in Indonesian language learning is very important to improve the quality of education and students' language skills. Innovation in Indonesian language learning has a significant positive impact on the teaching-learning process. With more creative and interactive approaches, such as the use of digital technology, students become more motivated to learn. These innovations make learning more relevant to everyday life, thus helping students understand the material contextually. In addition, students can also develop literacy, critical thinking and communication skills through technology innovation and utilization. Here are the benefits of technology in Indonesian language learning.

3.1. Improving Students' Language Skills

Technology provides many benefits in improving students' language skills. Through e-learning applications, students can learn independently and interactively, such as using Duolingo to practice vocabulary or Grammarly to improve grammar. According to research by Green & Sommers (2023), app-based technology can improve students' writing skills up to 30% more effectively than traditional methods. In addition, access to digital learning resources, such as learning videos, online articles or audio materials, helps students understand language contextually and increases their interest in learning.

Technology also supports the development of speaking and listening skills. Video conferencing platforms such as Zoom or Google Meet provide opportunities for students to practice speaking with friends or teachers in real-time. In addition, according to a study from Lee & Lee (2022), students who utilized media such as podcasts and audiobooks showed significant improvements in listening comprehension, especially in the aspects of intonation and pronunciation. With the integration of technology in language learning, students not only get a more flexible and personalized learning experience, but also have the opportunity to develop according to their individual needs.

3.1.1. Increase Student Motivation and Participation

Technology makes learning more engaging and relevant to students' lives. Generation Z, who are already accustomed to the digital world, feel more motivated to learn using media that they are familiar with. For example, students are more interested in writing creative assignments such as rhymes if given the opportunity to publish them on social media (Yoga Saputra Manihuruk, 2023).

3.1.2. Enriching Creativity

Digital media is not only a learning tool, but also a means of expression. Students can use apps like Canva to create visual poetry designs or use blogs to write short stories. These innovations not only hone language skills but also foster broader creativity (Karmila Br Sembiring, 2024).

3.1.3. Collaboration Between Students

Online platforms such as Google Docs and Microsoft Teams facilitate collaboration between students, allowing them to work on language projects together. With real-time editing features, students can give each other feedback and learn from each other, which improves the quality of their learning outcomes (Lankshear & Knobel, 2008).

In this modern era, technology has become an integral part of education, offering various opportunities to improve the teaching-learning process. However, behind this great potential, there are challenges that must be faced in its application. These challenges are not only related to technical aspects, but also to mental readiness, culture and values underlying learning. Here are some of the challenges of implementing technology in learning.

3.2. Technology and Accessibility Limitations

Many schools in remote areas do not have adequate technological infrastructure, such as internet access or computer devices. In addition, not all students have personal devices that can be used for online learning, creating a gap in access to technology-based education (Yoga Saputra Manihuruk, 2023).

3.2.1. Teacher Competence

There are still many teachers who do not have the technical ability to utilize technology in learning. Ignorance about learning applications or how to design digital-based interactive materials is a significant obstacle in the application of technology (Nyayu Lulu Nadya, 2022).

3.2.2. Ethics in Technology Use

Social media, while extremely beneficial, also carries the risk of misuse, such as plagiarism or cyberbullying. Students who do not understand digital ethics may misuse the platform for things that are not relevant to learning (Sugiyono, 2017).

The use of the internet has changed the pattern of life and human culture in learning, working, communicating, shopping and other aspects. Nowadays, people use the internet more to communicate such as electronic mail (e-mail), and social networking which is considered more effective and efficient. At the same time, the negative impact of the internet from cybercrime has reached the hacking of important domestic sites. The healthy and safe use of the internet needs to be instilled from an early age through learning healthy internet ethics (cyber ethics). This needs to be conveyed to avoid bad habits in the real world will be carried in the virtual world and cause negative effects in the real world again. The examples of internet ethics according to Regina Pasy (2023) include: 1) Respect privacy and security by keeping other people's personal information confidential and avoid sharing information without their permission. 2) Maintain communication ethics by being polite and respectful when communicating with others on the internet. 3) Not writing and posting anything that is untrue or invalid. 4) Avoid writing or uploading content that may harm others. 5) Not posting something that will cause social uproar. 6) Not stealing other people's data. 7) Respect copyright and other people's work, one of which is by not sharing or using other people's work without permission.

3.2.3. Knowing time management and digital life balance

The digital age is characterized by the rapid advancement of information and communication technology. The internet, social media, and mobile devices have become an integral part of our daily lives. However, the impact of this digital era is not only limited to easy access to information and global connectivity, but also affects our life balance. We tend to spend a lot of time in front of screens, especially in the use of social media and online work. This can disrupt our life balance, whether in terms of time spent on work, social interaction, or even adequate sleep.

Here are tips for maintaining balance in the digital age: 1) Organize your time wisely, make a daily schedule that includes time for work, leisure, and family time. 2) Limit the use of social media Switch to direct social interaction, reading books, or other activities without using technology.

3.2.4. Lack of Focus in Digital Learning

The presence of many digital distractions, such as social media and online games, can reduce students' focus on learning. This difficulty poses a big challenge for teachers to keep students engaged during online learning (Newport, 2016).

The implementation of innovation in learning, especially through technology, has significant positive and negative impacts. Positively, technology increases time and cost efficiency by reducing the need for printed materials and physical classrooms, allowing the teaching-learning process to take place from anywhere. In addition, students can enjoy a broader learning experience through access to global learning resources, such as materials from native speakers or international literature, which enrich their perspectives (Suryani, 2018). Technology also supports the development of life skills such as critical, creative and reflective thinking, which are essential for future success (Eveline & Hartini, 2010).

However, there are also negative impacts that need to be considered. Dependence on technology can reduce students' basic skills, such as handwriting or memorization, as everything is instantly available through digital devices (Yoga Saputra Manihuruk, 2023). In addition, the risk of misusing technology, such as copying assignments or looking for shortcuts, is potentially detrimental to student learning. Digital distractions, such as social media notifications or gaming apps, also often disrupt students' focus during learning. Therefore, while technological innovation brings many benefits, its use needs to be managed wisely so that its negative impact can be minimized.

Media utilization in teaching should be a part that should receive attention from educators as facilitators in every learning activity. With the media, students will be more motivated to learn, encourage students to write, speak, and imagine more stimulated (Tafonao, 2018). The use of application-based media in learning will greatly help the effectiveness of the learning process and the delivery of messages and lesson content as well as efficient processing of learning evaluation results.

One form of media and evaluation with the use of ICT is with web-based applications. Some of the advantages of web-based applications are that they do not need to be installed on the device so that they do not burden the device and can also be easily accessed on students' devices. In addition, with the help of web-based applications, learning can not only be carried out synchronously but also asynchronously.

3.3. Learning Media Development Application Based on Technology Innovation

3.3.1. Canva

Canva Audio visual content is an important part of a presentation to make it more interesting. To create audio visual content requires its own expertise, especially in designing attractive learning media. One of the graphic design and publication content creation platforms that can be an alternative is Canva. Canva is free and paid online-based that is easy to use in creating learning media. For the website, please visit www.canva.com. In Canva, there are many templates that can be used, namely for infographics, graphics, posters, presentations, brochures, logos, resumes, flyers, A4 documents, 320 instagram posts, cards, newspapers, comic strips, magazine covers, invitations, photo collages, business cards, desktop wallpapers, reports, certificates, book covers, social media animations, announcements, menus, videos, graphic organizers, your story, letters, letter heads, proposals, labels, worksheets, class schedules, calendars, ID cards, CD covers, planners, ebook covers, and storyboards.

a. How to Use and Operate Canva

The initial stage in using Canva is to visit the www.canva.com page then log in using the account that has been registered. In addition, you can also log in with a belajar.id account, Facebook, or a previously created email address. After that, designing learning media on Canva can be done. Second, choose create new and select presentation, name the design, then specify the template to be used. There are many templates provided by Canva, choose a technology template, or use a template with other keywords as needed. Next, we can use 1 page or all pages and start editing as needed.

Third, on the design menu there are options including elements, uploads, text, and images. Elements to create graphics and shapes, uploads in the form of image, video and audio files that we have uploaded before. The image menu is for creating writing like colored pencils. Adding text is used two ways, either from a template or choose manually. Select the text to be edited then adjust the menu bar to change the font, size, color, effect, animation and so on. The same applies to images that will be edited. The elements menu will give many recommendations for graphic choices and other assets. If you are finished, you can move to page 2 until you are finished.

b. How to Start a Presentation with Canva

The next activity, if the material is complete, select the show menu to start the presentation. This activity can be carried out in screen sharing in virtual face-to-face meetings, or shown directly using a projector in the room. There are four display options including:

- Show full screen: Displays the presentation full screen.
- Presenter view: Presenters can interact with participants in a Canva live stream.
- Show and record: Make a video recording of the presentation
- Autoplay: A timed presentation play feature.

Here's how to host an interactive presentation using the presenter view menu, first go to the show menu, click presenter view, select Canva live and start a new session. Direct participants to access canva.live and provide the access code.

Participants who have joined can submit feedback in the form of statements or questions that will appear in the left column. Presenters can then respond to the feedback.

On the show and record menu, we can record our own voice and share the video link with peers/students. The first step is to enter the recording studio, set up the camera and microphone, then start recording. The finished recording will generate a shareable link. There are 2 options to save the recording or download it as an MP4 file.

3.3.2. Padlet

Padlet is a collaborative platform that allows users to create interactive digital bulletin boards. In Padlet, users can create and organize "boards" that serve as virtual workspaces where they can add various types of content, such as text, images, videos, links, files, and more. Some of the advantages of Padlet that can be used as learning media include:

- It is easy to use and does not take long to understand how it works. In addition, padlet also has an attractive appearance. It has room to be creative by adding picture, voice, note and video.
- Learning results in the form of material explanations with this padlet can be exported into images (with .jpeg format) or pdf.

- It has a comment feature that can be activated so that there can be two-way interaction between teachers and students.
- Live Chat, where teachers and students can find out directly at that time what the students are typing.

a. How to use Padlet

The first step is to go to the website <https://padlet.com/> then register using a Google, Microsoft, Apple, or email account. After successfully entering the dashboard, you can create from scratch a blank board, or use AI features such as discussion boards, event timelines, assessment polls, lesson plans, reading lists, rubrics, class activity lists, historical event maps, special boards, and so on. After successfully logging in to the dashboard, you can create from scratch a blank board, or use AI features such as discussion boards, event timelines, assessment polls, lesson plans, reading lists, rubrics, class activity lists, historical event maps, custom boards, and so on.

b. Creating a Discussion Room

Padlet starts with a blank board and specifies the discussion topic to be covered, select the format and click finish. Next select open the sharing panel, then select copy link to clipboard for direct interaction and allow the audience to start filling in the discussion to provide feedback.

Other options to share and enable are as follows:

- Group work links, will allow groups of users to work together on one section of the padlet without being able to see the other sections.
- Submission request link allows anyone with the link to post to the padlet without viewing the padlet, regardless of the padlet's permissions. participants must be logged in to access it.
- The auto-recreate link allows anyone who clicks on the link to create a duplicate of this padlet.

Padlets provide a follow-up experience with AI features such as discussion boards, event timelines, assessment polls, lesson plans, reading lists, rubrics, class activity lists, historical event maps, and custom boards.

3.3.3. Quizizz

Quizizz is a web tool that allows educators to evaluate learning through interactive quiz games that involve students. Quizizz presents an exciting and fun learning atmosphere, practice questions, exams or assessments for learners. Quizizz can train learners' skills and concentration to focus and understand the questions on the quiz. The implementation in the classroom will be more exciting and fun, where students will express when answering quizzes. Even if learners do not have devices, by using Quizizz, they can still do in-class exercises through paper mode, which allows them to learn offline without using devices.

Here are the steps to use and operate Quizizz in learning:

a. Create / register a Quizizz account

The Quizizz platform can be accessed anywhere either on a laptop or smartphone via a web browser. If you access it on a smartphone, you can install the application via Playstore. Open or visit the quizizz website by typing www.quizizz.com on the browser page or download and install the application in the playstore.

- Select/click register/sign up if this is your first time using Quizizz. If you have used it before just click log in.
- Select the account registration option, you can use a regular email address, with a cellphone number or with other social media accounts.
- Then after that click accept the terms and conditions of Quizizz, then click continue.
- Finally click the option to use for School (school) and continue as a Teacher (Teacher) or as a student (student).

b. Creating a Quiz in Quizizz

There are two types of accounts on quizizz. namely super (paid) and ordinary (free) accounts. The difference is in the feature facilities and types of questions that can be used. This will differentiate the types of questions that can be created with these accounts are usually the types of questions created with super accounts.

Many types of questions can be created with quizizz, not only multiple choice, but also fill in the blank, analysis (comprehension), drawing (draw), essay (open ended), video response (video response), voice response (audio response), survey/poll, word cloud, match, drag and drop, reorder, categorize, dropdown, labelling, and many other types of interactive quizzes.

When creating questions, you can take advantage of the Teleport feature which makes it easier for us to find questions from the quizizz library and questions that have been created by other users. In using this teleportation, we can type in keywords and adjust the class, subject, number of questions and language filters we want. If we have found the questions you want, you can add questions one by one or all questions in the quiz.

3.3.4. Liveworksheet

One of the platforms that can help teachers in creating e-worksheets or Learner activity sheets (also called LKPD) is Liveworksheet. This Liveworksheet platform is not only interactive but also has an attractive appearance and is easy to use.

One of the advantages of this web is that there are two access options: student access and teacher access. Teacher access allows teachers to create and prepare activity sheets for their students. They can also create daily tests related to the material without disturbing the students. Another advantage of this website is that there are hundreds of activity sheets that can be accessed and downloaded for free without having to log in.

Teachers can use Liveworksheet to display materials with videos, audio images, and interesting symbols. They can also create interactive and engaging LKPDs, as if students are playing a game. Liveworksheet is very suitable to be used in initial assessment activities as well as formative assessment. Liveworksheet has many features to create multiple choice questions, short answers, essays, matching, and other forms as desired by the creator.

We just need to click on the interactive worksheet menu and select the material according to the subject to choose the available activity worksheets.

a. Creating an account in Liveworksheet

Teachers and Learners can create an account on liveworksheet. For teachers, of course, the account is used to create the LKPD and interactive assessments. To create an account, first go to www.liveworksheets.com and look for “Sign Up/Register” on the top right.

Then, click the “Teacher” button. Then, fill in the registration form with your information. Then, open the incoming email that you have registered. Open the incoming email from Liveworksheet and click “Activation Link”. Then return to the Liveworksheet page and click “Teacher Access”. Finally, re-enter your username/email address and password.

b. Steps to Use Liveworksheet

Actually, without creating our own worksheet/LKPD, we can still use the LKPD/Worksheet that is already available in the liveworksheet database. The trick is that the first thing to do is click the Worksheet tab menu at the top. Then select the language filter to Indonesian. For the time being, Liveworksheet is only available in 3 languages as the main language, namely English, Spanish and Thai, however, if we are looking for Indonesian liveworksheets then we can filter the search. Then then you can focus your search by checking the subject filters as well as keywords and also the age of students.

c. Create your own interactive worksheet in Liveworksheet

To create a Learner Worksheet (LKPD) in Liveworksheet you need to create the file first using Google doc, Word, PPT or from Canva and then upload it to Liveworksheet so that it becomes an interactive online LKPD. After you have finished creating the file, then you can access the Worksheet menu, then click the My Worksheet sub tab, then click add worksheet.

After you click the add worksheet button, a display window will appear with three stages, first edit images & info, then edit elements, and finally save and view. In the first stage, you will be asked to upload a document or image that will be used as a worksheet and also complete the info related to the worksheet.

After stage 1 Edit images & info is complete, proceed to stage 2, namely Edit Elements. At this stage, the interesting part is that the worksheet that we uploaded earlier, which was previously two-dimensional and usually printed and done in writing by students, is made into an interactive and online quiz/assessment.

Once done, the last step is to click the Save or Save and view button at the very bottom of our worksheet. After that we can set the link and share it with learners as discussed in the previous steps of using liveworksheet or assign it to a designated class group.

d. Checking the Learner's Work Report on Liveworksheet

One of the advantages of liveworksheet, the report of the students' work can be checked directly from the teacher's dashboard without having to check manually one by one (except for questions with essay answers) and the score can also be evaluated if there are certain considerations. Then how do you see the results of the report? First you have to log in to your account first, then click on the my students menu. Then click on one of the groups whose students you want to see the report. After that, click on the student's name and the results are immediately listed.

4. Conclusion

The use of the internet has changed the pattern of life and human culture in learning, working, communicating, shopping and other aspects. Nowadays, people use the internet more in communicating such as electronic mail (e-mail), and social networking which is considered more effective and efficient.

The digital era is characterized by the rapid advancement of information and communication technology. The internet, social media, and mobile devices have become an integral part of our daily lives. However, the impact of this digital era is not only limited to easy access to information and global connectivity, but also affects our life balance.

Innovating Indonesian language learning through technology integration and language skills-based approaches is a relevant strategic step to improve the quality of education in the digital era. Despite facing various challenges, the resulting benefits, such as improved language skills, learning motivation, and student creativity, show great potential to support the success of Indonesian language education in the future. With the right policy support, teacher training and infrastructure improvements, this innovation can create inclusive, effective and relevant learning for all students in Indonesia.

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