

**THE STUDENTS' ENGAGEMENT IN LEARNING ENGLISH
THROUGH DIGITAL MEDIA SYNCHRONISED WITH
MERDEKA CURRICULUM**

THESIS

**This thesis is submitted to fulfill the requirement for 'Sarjana'
degree in English Tadris Study Program**



**By :
RARA MARETA
NIM : 19551050**

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF ISLAMIC EDUCATION
INSTITUT AGAMA ISLAM NEGERI CURUP**

2026

Pengajuan Sidang Skripsi

Kepada:

Yth. Dekan Fakultas Tarbiyah IAIN Curup

Di

Curup

Assalamu'alaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudara Rara Mareta (19551050) mahasiswi IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul: **“The Students’ Engagement in Learning English Through Digital Media Synchronised with Merdeka Curriculum”** sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan. Terima kasih.

Wassalamu'alaikum Wr. Wb.

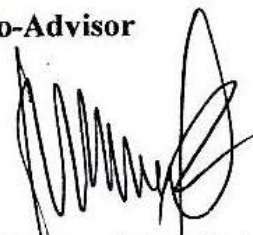
Curup, Juli 2026

Advisor



Jumatul Hidayah M.Pd
NIP. 197802242002122002

Co-Advisor



Meli Fauziah, M.Pd
NIP. 199405232020122003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH**

Jl. Dr. AK Gani No. 01 PO 108 Telp (0732) 21010-21759 Fax 21010 Kode Pos 39119
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id

APPROVAL

Nomor: 545 /In.34/I/FT/PP.00.9/08/2026

Name : **Rara Mareta**
NIM : **19551050**
Department : **English Tadris Study Program**
Title : **The Students' Engagement In Learning English Through Digital Media Synchronised With Merdeka Curriculum**

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day/Date : **Thursday, August 13th 2026**

Time : **13.00 PM–15.00 PM**

At : **TBI Room 1 IAIN Curup**

Has been received to fulfill a partial requirement for the degree of Strata I in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, August
2026

Examiners,

Head

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Secretary

a. n. Ka Prodi TBI

Meli Fauziah, M.Pd
NIP. 19940523 202012 2 003

Examiner I

Hadi Suhermanto, M.Pd
NIP. 19741113 199903 1 003

Examiner II

Khoirunnisa, M.Pd
NIP. 19930404 202403 2 001

**Dean
Faculty of Tarbiyah**

Dr. Bakti Komalasari, S.Ag., M.Pd
NIP. 19706107 200003 2 004

THE STATEMENT OF OWNERSHIP

The writer who signs bellow:

Name : Rara Mareta

NIM : 19551050

Faculty : Tarbiyah

Study Program: Tadris Bahasa Inggris

State the thesis under the title **“The Students’ Engagement in Learning English Through Digital Media Synchronised with Merdeka Curriculum”**.

This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with regulation.

Curup, July 2026

Writer



Rara Mareta

NIM. 19551050



PREFACE

First and foremost, the researcher would like to express her deepest gratitude to Allah SWT for His blessings, guidance, and strength, which have enabled her to complete this thesis entitled **“The Students’ Engagement in Learning English Through Digital Media Synchronised with Merdeka Curriculum”** as one of the requirements to obtain a Bachelor of Education degree in the English Tadris Study Program, Faculty of Tarbiyah IAIN Curup.

The author realizes that this thesis is still far from perfect. Therefore, the author sincerely welcomes all constructive criticism and suggestions for future improvement. It is hoped that this thesis will provide valuable contributions to readers, especially in teachers’ strategies in motivating students and students’ motivation in learning English.

Curup, July 2026

Writer



Rara Mareta

NIM. 19551054

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Bismillahirrahmanirrahim...

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The researcher finished this thesis entitled “The Students’ Engagement in Learning English Through Digital Media Synchronised with Merdeka Curriculum”. This thesis is presented in order to fulfill of the requirement for the degree of Strata 1 in English Tadris Study Program of IAIN Curup. However, the researcher will not be able to finish this thesis well without the help, guidance, contribution, support, and motivation from others. Here the writer would like to present her deepest appreciation to:

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Finally, the author realizes that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of this thesis. The author hopes that this research will contribute to the development of education, particularly in the field of English Language Education. For acknowledgement above and those are not mentioned, may Allah SWT give them the best reward. Aamiin.

Curup, July 2026

Writer



Rara Mareta

NIM. 19551054

DEDICATION

Allah SWT is the only reason the researcher could finish this thesis. The Researcher deeply grateful to Allah SWT for allowing me to complete this thesis as the researcher had hoped. There is no miracle except by the will of Allah SWT. In the name of Allah SWT and His Messenger, Prophet Muhammad SAW, the researcher would like to dedicate this thesis to:

1. My beloved parents, to my beloved papa, Alm. Saparudin though you are no longer here to witness this moment, your dreams have never ceased to live within me. This thesis is dedicated to you, the father who always believed that his children should one day earn a university degree. Today, the researcher fulfilled a dream that was once yours. To my dearest mama, Asriati Raudah, no words could ever express the depth of my gratitude for everything you have done for me. Thank you for carrying life's burdens with extraordinary courage, for every sacrifice made in silence, for your endless love, and for every prayer whispered on my behalf. With all my love and deepest gratitude, I dedicated this work to both of you. Whatever become, the researcher always be your daughter.
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11. Last but not least, to myself, thank you for holding on until this moment. Thank you for choosing not to give up despite all the challenges along the way. This journey has taught me that dreams are not about who reaches the finish line first, but about who keeps going even when the steps are slow. Every tear, every moment of exhaustion, every failure, and every prayer have become part of the journey that brought me here. There were times when the researcher did not feel good enough, when the phrase “people come and go” truly became part of my life. From every meeting and every farewell, the

researcher learned that not everyone is meant to stay until the end. In the end, the researcher realized that the one who stayed with me throughout this journey was *myself*. This thesis is not only about earning a Bachelor's Degree, but also proof that I was able to overcome every challenge despite all the limitations the researcher faced. To myself, be proud of this achievement, because not everyone knows how long this journey has been. May every step ahead be filled with happiness, blessings, and the opportunity to become the best version of myself.

Finally, the author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for its improvement. It is hoped that the findings of this study will be beneficial to English lecturers, students, future researchers, and readers, particularly within the English Tadris Study Program.

MOTTO

Fa Inna ma'al usri Yusra. Inna ma'al 'usri Yusra.

Qur'an 94:5-6

“this journey took longer than I had imagined, but every delay became a lesson, every obstacle became a teacher, and every step brought me closer to the person I was meant to become”

ABSTRACT

RARA MARETA 2026 : The Students' Engagement in Learning English Through Digital Media Synchronised with Merdeka Curriculum.
(A Qualitative Study of the Eighth Grade Students at SMP N 07 Rejang Lebong in academic year 2025/2026)

Advisor : Jumatul Hidayah, M. Pd

Co-Advisor : Meli Fauziah, M. Pd

This study aims to describe the types of digital media used in English learning, to explore eighth-grade students' experiences of academic, behavioral, emotional, and cognitive engagement when using digital media, and to describe how this engagement is contextualised within the implementation of the Merdeka Curriculum at SMPN 7 Rejang Lebong. This study employs a qualitative case study design. Data were collected through semi-structured interviews with ten students and one English teacher. The findings show that the most frequently used digital media are instructional videos, PPT/presentations, and interactive online quizzes. Students reported academic, behavioral, and emotional engagement at near-unanimous positive levels, while cognitive engagement showed greater variability in the data. Behavioral engagement was found to be an actively self-regulated process against digital distraction, independently corroborated by the teacher. The study also found that students' preference for face-to-face interaction remained strong despite high digital media engagement, and that the teacher's account revealed passive students not represented in the largely positive student interview sample. Digital media was found to align with Merdeka Curriculum principles of guided student autonomy and project-based learning (P5). This study concludes that digital media contributes positively to students' multidimensional engagement in English learning, though these findings are limited by the absence of classroom observation data and the small teacher sample (one of the 2–3 targeted). This study recommends that teachers maintain clear digital media usage rules, design content-creation-based tasks, and provide individualised support for less-engaged students.

Keywords: *Digital Media, Student Engagement, Merdeka Curriculum, English Learning, Qualitative Case Study*

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CHAPTER 1

INTRODUCTION

A. Background of the Research

In the digital era, the integration of digital media has become a catalyst in revolutionising education systems globally. In Indonesia, this transformation is particularly significant in English language learning. The transformation aligns with the Merdeka Curriculum, Indonesia's educational framework that fundamentally reimagines the role of technology in achieving learning outcomes¹. Merdeka Curriculum positions digital media not merely as supplementary tools, but as essential platforms that facilitate students in achieving their learning goals and gaining broader insights beyond traditional classroom boundaries. This curriculum explicitly recognises that digital media provides students with access to authentic English language materials, diverse cultural perspectives, and real-world communication contexts that are crucial for developing 21st-century competencies².

As an innovation in the Indonesian education system, Merdeka Curriculum is designed to create an ideal learning environment that is enjoyable, student-centered, and relevant to contemporary needs³. One of the main principles of this curriculum is to give students the freedom to think critically, creatively, and independently. Within this framework, digital media serves as a crucial facilitator that enables students to exercise this freedom effectively. Through digital platforms, students can explore diverse learning resources, collaborate with peers across geographical boundaries, and engage with authentic English language

¹ Rossa Anjalina Soraya et al., "Implementation of Digital English Learning Toward Junior High School Students Based on Merdeka Curriculum," *Journal of Culture, Arts, Literature, and Linguistics* 9, no. 2 (2023): 185–96.

² Gilmore, A. (2007). *Authentic materials and authenticity in foreign language learning*. *Language Teaching*, 40(2), 97–118.

³ Nur Azmi Rohimajaya and Welliam Hamer, "Merdeka Curriculum for High School English Learning in the Digital Era," *KLAUSA (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)* 6, no. 2 (2022): 1–15

content that reflects current global communication practices⁴. The curriculum emphasises that digital media should be synchronised with learning objectives to ensure that technology integration supports, rather than distracts from, the achievement of learning competencies and the development of Pancasila student profiles.

In the context of Merdeka Curriculum, digital media functions as a comprehensive learning platform that facilitates multiple dimensions of language acquisition. Digital platforms enable students to access a myriad of authentic English language resources from across the globe, including educational videos, interactive applications, online articles, and multimedia presentations⁵. This access is particularly significant for English language learning, as students can engage with native speaker models, contemporary language use, and diverse cultural contexts that would be difficult to replicate in traditional classroom settings⁶. Moreover, digital media supports the curriculum's emphasis on differentiated learning by allowing students to learn at their own pace, revisit challenging materials, and explore topics of personal interest, thereby personalising their English learning experience according to individual needs and learning styles.

The integration of digital media in Merdeka Curriculum directly supports the achievement of learning outcomes through several mechanisms. First, digital platforms facilitate collaborative learning experiences where students can work together on projects, share ideas, and provide peer feedback⁷. Second, interactive digital media such as language learning applications and gamified platforms increase student motivation and engagement⁸ by providing immediate feedback, progress tracking, and

⁴ Aas Siti Sholichah et al., "Digitalization of Education and Its Impact on Urban Society: A Study on Junior High School Teachers," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (2023): 2895–2905

⁵ Chapelle, C. A. (2009). *The relationship between second language acquisition theory and computer-assisted language learning*. *The Modern Language Journal*, 93, 741–753.

⁶ Reinders, H., & Benson, P. (2017). *Research agenda: Language learner autonomy in digital contexts*. *Language Learning & Technology*, 21(3), 1–8.

⁷ Dooly, M., & Sadler, R. (2020). *Collaborative learning in the digital age*. *System*, 90, 102–115.

⁸ Hung, H. T. (2018). *Gamifying the flipped classroom using game-based learning*. *Computers & Education*, 126, 1–15.

achievement recognition. Third, digital media enables authentic assessment opportunities where students can demonstrate their English language competencies through digital presentations, video projects, podcasts, and multimedia portfolios that reflect real-world communication skills⁹. These digital approaches align with Merdeka Curriculum's emphasis on competency-based assessment and the development of practical, applicable skills rather than mere rote memorisation.

Furthermore, digital media in Merdeka Curriculum serves as a gateway for students to gain broader insights and develop global perspectives essential for 21st-century citizenship. Through digital platforms, students can engage with current global issues, access diverse viewpoints, and participate in cross-cultural exchanges that expand their worldview. In English language learning specifically, digital media enables students to explore how English functions as a global *lingua franca*, understand cultural nuances in language use across different contexts, and develop intercultural communication competencies. This exposure to diverse perspectives and authentic materials helps students develop critical thinking skills as they evaluate information, compare different sources, and construct their own understanding of complex topics. Consequently, digital media transcends the role of a mere supporting instrument and becomes an indispensable platform for holistic English language learning that prepares students to be globally competitive, culturally aware, and technologically literate individuals.

In the context of Merdeka Curriculum, student engagement is prioritised as a fundamental indicator of effective learning¹⁰. The curriculum emphasises a project-based learning approach that provides students with opportunities to develop critical thinking, problem-solving,

⁹ Kearney, M., Perkins, T., & Kennedy-Clark, S. (2019). *Using self- and peer-assessment for summative purposes*. *Assessment & Evaluation in Higher Education*, 44(4), 1–15.

¹⁰ Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59-109

and creativity skills through authentic, meaningful tasks¹¹. Digital media plays a pivotal role in fostering this engagement by offering interactive, dynamic, and student-centered learning experiences. When students are actively engaged with digital platforms, they demonstrate higher levels of participation, persistence in challenging tasks, and deeper cognitive processing of learning materials. The curriculum recognises that engaged students are not only recipients of information but also active creators of knowledge who contribute their ideas, collaborate with peers, and take ownership of their learning journey¹². By providing freedom for students to determine how to learn according to their needs and interests through various digital platforms, Merdeka Curriculum encourages a more inclusive, adaptive, and enjoyable learning environment that maximises student engagement and learning outcomes.

In this study, the pre-observation stage included direct observations and initial interviews with teachers and students in English teaching and learning activities in junior high schools that have implemented the Merdeka Curriculum. This initial observation aimed to explore the current conditions regarding the use of digital media in English learning and how this contributes to student engagement. The researcher conducted pre-observation in three junior high schools in Rejang Lebong Regency from October to December 2024. Out of three schools implementing Merdeka Curriculum, only two schools (67%) actively integrated digital media in English learning. Among these, SMPN 7 Rejang Lebong showed the most comprehensive implementation.

The pre-observation results show that although Merdeka Curriculum has been implemented in most schools, only a small number of schools have actually integrated the optimal use of digital media in English learning. Many schools still rely on traditional methods, such as

¹¹ Wiwik Pratiwi, Sholeh Hidayat, and Suherman, "Kurikulum Merdeka Sebagai Kurikulum Masa Kini," *Jurnal Teknologi Pendidikan Dan Pembelajaran* 10, no. 1 (2023): 80-90

¹² Johnmarshall Reeve and Ching Mei Tseng, "Agency as a Fourth Aspect of Students' Engagement during Learning Activities," *Contemporary Educational Psychology* 36, no. 4 (2011): 257-67

direct lectures, despite the policy to use digital media. However, schools that have truly embraced digitisation in English language learning have made significant progress, particularly SMPN 7 Rejang Lebong. Teachers reported that the use of applications such as YouTube, Google Classroom, and WhatsApp, as well as online quizzing and digital gamification applications, have been adapted to support more interactive and enjoyable learning. Teachers also explained that under the Merdeka Curriculum, which emphasises project-based learning, the use of digital media greatly supports the achievement of learning objectives. Digital media helps students to be more active and creative in producing final projects that are appropriate to the topics they study.

The implementation of digital media in these schools not only increases students' cognitive engagement but also creates a more dynamic and enjoyable classroom atmosphere. Digital media is used efficiently to support collaboration between students, facilitate access to learning materials, and enable more varied teaching. In addition, applications such as Padlet and Google Classroom allow students to share ideas, discuss, and work on tasks together in real time. This makes the learning experience more collaborative and integrated. All of this shows that the right integration of digital media can create learning that is more interactive, efficient, and in line with the principles of Merdeka Curriculum.

To better understand the initial condition of student engagement in English learning, the researcher also conducted interviews with students from SMPN 7 Rejang Lebong. Initial interviews with 15 students revealed that 87% (13 students) reported increased motivation when digital media was used in learning activities. The results of the interviews revealed that the use of digital media in English learning has had a positive impact on student engagement. Students feel that they understand the material more quickly because the digital media used is more interesting and can clarify difficult concepts. In addition, students also reported that the use of digital media, such as learning videos and interactive platforms, made the classroom atmosphere more dynamic and less boring. Therefore, this

demonstrates that there is great potential in the use of digital media to increase student engagement. However, further efforts are still needed to optimise the use of technology in English language learning in accordance with the principles of Merdeka Curriculum.

Despite growing research on digital media in education and digital literacy, there remains a significant gap in understanding how digital media specifically enhances student engagement within the Merdeka Curriculum framework. Previous studies have examined digitalisation implementation in the Merdeka Curriculum and digital competencies in 21st-century education, yet neither explored the direct relationship between digital media use and multidimensional student engagement in the context of project-based learning. This study addresses this gap by investigating the types of digital media utilised in English learning and how these media relate to students' academic, behavioral, emotional, and cognitive engagement, contextualised within the Merdeka Curriculum's emphasis on student-centered, project-based learning. By exploring how different types of digital media relate to these four dimensions of student engagement, this research provides practical insights for teachers to integrate digital media more effectively in English learning within the Merdeka Curriculum framework.

B. Limitation of the Research

The scope of this study is identified based on the subject and purpose of the research. This research is limited to the following aspects:

a. Participants

This research focuses on eighth-grade students at SMPN 7 Rejang Lebong. Grade 8 students were selected because they have one year of experience with Merdeka Curriculum implementation and have developed adequate digital literacy to utilise various digital media platforms. This experience provides them with sufficient familiarity with both the curriculum's principles and

digital tools, making them ideal participants for examining the relationship between digital media use and student engagement.

b. Location

The study is conducted exclusively at SMPN 7 Rejang Lebong. SMPN 7 Rejang Lebong was selected based on pre-observation findings, which revealed that this school demonstrates the most comprehensive integration of digital media in English learning among schools in Rejang Lebong Regency. The school has adequate digital infrastructure, teachers who actively implement digital media, and students who regularly engage with various digital platforms in their English learning activities.

c. Variables

This study focuses on three main variables: (1) types of digital media utilised in English learning, (2) students' experiences of engagement when using digital media, and (3) the contextualisation of this engagement within the Merdeka Curriculum. Rationale: The first variable identifies and describes the various digital media tools and platforms used by teachers in English lessons. The second variable explores how students experience engagement through their own perspectives and descriptions, encompassing four interrelated dimensions: academic (investment and effort in digital learning tasks), behavioral (participation, attendance), emotional (interest, enjoyment), and cognitive (effort, understanding) aspects. The third variable examines how students' agency, project-based (P5) learning, and personalised learning experiences under the Merdeka Curriculum shape and are shaped by their engagement with digital media. Rather than measuring engagement quantitatively, this study seeks to understand and describe how students experience these different aspects of engagement when learning English through various digital media. This descriptive approach provides rich, contextual

insights into the relationship between digital media use and student engagement within the Merdeka Curriculum framework at SMPN 7 Rejang Lebong.

d. Data Collection Method

Given the time constraints of the thesis research timeline, this study relies on semi-structured interviews as its data collection method: interviews with student participants, and an interview with one English teacher. Classroom observation, while considered during the design of the research instruments, is not conducted within the scope of this study. In addition, only one teacher was interviewed rather than the 2–3 originally targeted (see Chapter III, Section 3.3), which limits the extent to which the teacher's perspective can be generalised across teachers at the research site. Findings and interpretations presented in Chapter IV therefore combine students' self-reported accounts with a single teacher's perspective, without independent verification through classroom observation, and should be read with this limitation in mind.

e. Time Frame

Data collection will be conducted during one semester (February–April 2025). *Rationale:*. This duration provides adequate time to build rapport with student participants, conduct in-depth semi-structured interviews, and, where needed, follow up for member-checking, ensuring comprehensive data gathering while remaining feasible within the constraints of a thesis research timeline.

C. Research Questions

Based on the background and scope of the study, this research addresses the following questions:

1. What types of digital media are utilised in English learning for eighth-grade students at SMPN 7 Rejang Lebong?

2. How do eighth-grade students experience academic, behavioral, emotional, and cognitive engagement when using digital media in English learning activities?
3. How is students' engagement with digital media in English learning contextualised within the implementation of the Merdeka Curriculum at SMPN 7 Rejang Lebong?

D. Research Objectives

In accordance with the research questions, this study aims to:

1. To identify the types of digital media utilised in English learning for eighth-grade students at SMPN 7 Rejang Lebong.
2. To explore and describe eighth-grade students' experiences of academic, behavioral, emotional, and cognitive engagement when using digital media in English learning activities.
3. To describe how students' engagement with digital media in English learning is contextualised within the implementation of the Merdeka Curriculum at SMPN 7 Rejang Lebong.

E. Definition of Key Terms

To ensure clarity and consistency throughout this study, the following key terms are defined as they are used in this research:

a. Student Engagement

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning, which extends to the level of motivation they have to learn and progress in their education. According to Fredricks, Blumenfeld, and Paris, student engagement is a multidimensional construct that encompasses behavioral, emotional, and cognitive dimensions, supplemented in this study by the academic dimension identified by Nguyen, Cannata, and

Miller¹³. In this study, student engagement encompasses four interrelated dimensions: academic engagement (investment, effort, and dedication in digital learning tasks), behavioral engagement (observable participation, task completion, and on-task behavior), emotional engagement (interest, enjoyment, confidence, and sense of belonging), and cognitive engagement (strategic thinking, self-regulation, and deep processing).

In the context of this research, these four dimensions are manifested through students' participation in digital media-based learning activities, their investment in digital academic tasks, their emotional responses to technology-enhanced lessons, their cognitive strategies when processing digital content, and their overall active involvement in English learning processes that utilise digital media.

b. Digital Media

Digital media refers to any form of electronic media that uses digital encoding to store, transmit, and present information. In educational contexts, digital media encompasses various technological tools and platforms used to facilitate teaching and learning processes. According to Stanley, digital media in language learning includes interactive applications, online platforms, multimedia resources, and communication tools that enable students to access, create, and share content digitally¹⁴. For the purposes of this study, digital media specifically refers to the technological tools and platforms utilised in English learning at SMPN 7 Rejang Lebong, including but not limited to: (1) content delivery platforms such as YouTube and educational websites; (2) interactive learning applications such as Kahoot, Quizizz, and

¹³ Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.

¹⁴ Stanley, G. (2013). *Language learning with technology: Ideas for integrating technology in the classroom*. Cambridge University Press

language learning apps; (3) communication and collaboration platforms such as Google Classroom, WhatsApp, and Padlet; and (4) digital creation tools such as Canva, PowerPoint, and video creation applications.

c. Merdeka Curriculum

Merdeka Curriculum (Kurikulum Merdeka) is Indonesia's newest curriculum framework launched by the Ministry of Education, Culture, Research, and Technology in 2022. According to Pratiwi, Hidayat, and Suherman, Merdeka Curriculum is designed to provide greater flexibility and autonomy in the learning process, emphasising student-centered learning, project-based learning, and the development of Pancasila student profiles. The curriculum prioritises competency-based learning where students can explore concepts deeply and strengthen their abilities according to their talents and interests¹⁵.

In this study, Merdeka Curriculum refers to the specific educational framework implemented at SMPN 7 Rejang Lebong, characterised by: (1) flexible learning approaches that allow students to learn at their own pace; (2) project-based learning that encourages critical thinking, creativity, and problem-solving; (3) integration of technology and digital media in teaching and learning processes; (4) focus on developing students' character alongside academic competencies; and (5) emphasis on authentic assessment that evaluates students' learning processes and products. The implementation of Merdeka Curriculum in English learning at the research site provides the contextual framework within which digital media use and student engagement are examined.

¹⁵ Pratiwi, S. D., Hidayat, M. L., & Suherman, A. (2023). Understanding Merdeka curriculum: Opportunities and challenges in English language teaching. *Journal of English Language Teaching and Linguistics*, 8(1), 65-78.

d. Dimensions of Student Engagement

Following Fredricks, Blumenfeld, and Paris, supplemented by Nguyen, Cannata, and Miller's academic dimension and Reschly and Christenson's operationalisation, student engagement in this study is defined through four interrelated dimensions¹⁶:

1. Academic engagement, referring to students' investment, dedication, and active participation in digital academic tasks, including completion of digital assignments and engagement in digital project-based (P5) learning;
2. Behavioral engagement, referring to students' observable participation in digital media-based English learning activities, including active participation in online discussions and interactive quizzes, task completion, on-task behavior, and positive conduct in digital learning sessions;
3. Emotional engagement, referring to students' affective responses to digital-mediated learning, including interest, enthusiasm, confidence, sense of belonging, and enjoyment when using digital media; and
4. Cognitive engagement, referring to students' psychological investment in learning, including strategic thinking, self-regulation, metacognition, and deep processing of digital content. These four dimensions are further contextualised within the Merdeka Curriculum's emphasis on student agency, project-based learning, and personalised, differentiated instruction.

¹⁶ Reschly, A. L., & Christenson, S. L. (2012). Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 3-19).

F. Significance of the Research

This research is expected to provide valuable contributions to various stakeholders in education, particularly in understanding the role of digital media in enhancing student engagement within the Merdeka Curriculum context. The significance of this study can be categorised into theoretical and practical benefits:

a. Theoretical Significance

This research contributes to the existing body of knowledge on student engagement theory by providing empirical evidence on how digital media relates to students' academic, behavioral, emotional, and cognitive engagement in English as a Foreign Language (EFL) context within the Merdeka Curriculum framework. The findings add to the understanding of the relationship between technology integration and multidimensional student engagement in project-based learning environments

b. Practical Significance

The practical benefits of this research extend to multiple stakeholders in educational settings:

1. **For Teachers:** The findings provide English teachers with evidence-based insights into effective digital media selection and implementation strategies to enhance student engagement. Teachers can use the research outcomes to make informed decisions about which types of digital media are most suitable for their teaching contexts and learning objectives. The study also offers practical examples of how digital media can be integrated into classroom activities to increase student participation, task completion, and active involvement in learning processes.

2. **For Curriculum Developers:** The research contributes to the ongoing refinement of Merdeka Curriculum guidelines regarding digital media integration in English language teaching. Curriculum developers can use the findings to enhance instructional frameworks, develop more comprehensive guidelines for technology use, and create materials that better support teachers in implementing digital media effectively. The study provides empirical evidence that can inform policy decisions about digital literacy requirements and technology integration standards within the curriculum.
3. **For Future Researchers:** This study establishes a foundation for further research on digital media and student engagement in various educational contexts. Future researchers can build upon these findings to investigate different educational levels or subject areas, examine long-term effects of digital media use on learning outcomes, explore additional dimensions such as agentic engagement, or conduct comparative studies across different curriculum frameworks.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. Student Engagement

a. Conceptualization of Student Engagement

Student engagement is a concept that encompasses important dimensions that are interrelated and contribute to effective learning.¹⁷ Building upon this foundational understanding, Fredricks, Blumenfeld, and Paris conceptualize student engagement represents as a multidimensional construct that encompasses the degree of attention, curiosity, interest, optimism, and passion that students demonstrate when they are learning¹⁸. This expanded definition advances the discourse by emphasizing that engagement represents students' active involvement in learning activities and extends to the level of motivation they have to learn and progress in their education. Significantly, both perspectives converge on the understanding that engagement is not merely about physical presence in the classroom, but rather encompasses behavioural, emotional, and cognitive dimensions that interact dynamically to influence learning outcomes. However, when the focus is shifted to student engagement in the context of learning, attention is more directed towards specific situations where students are deeply involved in the teaching-learning process of a particular subject.

¹⁷ Jeremy D. Finn and Kayla S. Zimmer, *Student Engagement: What Is It? Why Does It Matter?* (Berlin: Springer Science+Business Media, 2018)

¹⁸ Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74, no. 1 (2004): 59-109

Further operationalizing this concept, Nguyen, Cannata, and Miller, distinguish four main aspects of engagement: academic, behavioural, cognitive, and affective¹⁹. Their taxonomy provides a more granular framework for understanding how academic engagement can be conceptualized as the level of effort, dedication, and active involvement that students demonstrate in their learning processes. This includes their investment in instructional activities, active participation in classroom discussions, and consistent effort in completing academic tasks such as assignments, projects, and assessments. This dimension reflects the degree to which students commit their time and energy to engage meaningfully with the educational content and objectives provided by their instructors. As Nguyen et al. emphasize, this type of engagement is crucial for fostering deeper understanding, improving academic outcomes, and cultivating lifelong learning habits²⁰.

b. Dimensions of Student Engagement

Discussing student engagement is remarkable because it resonates as an essential element in classroom teaching and learning activities. The practical significance of this construct becomes particularly evident when considering that it is the lack of engagement, sometimes referred to as disengagement or disinterest, that is particularly noticeable by educators who describe students in the classroom, especially at the middle and

¹⁹ Nguyen, T. D., Cannata, M., & Miller, J. (2018). *Understanding student behavioral engagement: Importance of student interaction with peers and teachers*. The Journal of Educational Research, 111(2), 163–174.

²⁰ Nguyen, T. D., Cannata, M., & Miller, J. (2018). *Understanding student behavioral engagement: Importance of student interaction with peers and teachers*. The Journal of Educational Research, 111(2), 163–174

high school levels, as disinterested, disengaged and unmotivated.

From a theoretical standpoint, Fredricks, Blumenfeld, and Paris have characterized student engagement as a meta-construct, noting that it brings together a range of previously disparate research studies related to schools and students, such as connectedness, attendance, motivation, and extracurricular participation²¹. This integrative approach has proven valuable because student engagement also brings together scholars from different disciplines. Advancing this multidimensional perspective into practical assessment, Reschly and Christenson identify four interrelated dimensions for assessing student engagement: Academic Engagement, Behavioural Engagement, Cognitive Engagement, and Affective Engagement²². This framework operationalizes the theoretical concepts discussed by earlier researchers into measurable constructs.

1) Academic engagement

Academic engagement may be thought of in terms of investment and participation in instruction, work, and academic tasks²³. Elaborating on this conceptualization, students' engagement in academic activities refers to their active participation in various activities that are directly related to learning tasks and processes²⁴. This includes activities such as completing homework responsibly, actively contributing to class discussions, completing projects that require collaboration and critical thinking, and preparing for and taking exams with dedication. This

²¹ Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.

²² Reschly, A. L., & Christenson, S. L. (2012). Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct. In S. L. Christenson, A. L. Reschly

²³ Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.

²⁴ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2018). *Student engagement with school: Critical conceptual and methodological issues*. Handbook of Student Engagement Interventions. Academic Press.

dimension reflects students' level of commitment to achieving their academic success, as well as demonstrating their tangible efforts in achieving the set learning goals²⁵. By consistently engaging in academic activities, students not only improve their understanding of the material but also develop important skills such as time management, problem solving and the ability to work collaboratively.

2) Behavioral Engagement

Behavioral engagement refers to students' observable participation in learning activities, including active involvement in classroom tasks, completion of assignments, adherence to classroom norms, and absence of disruptive behavior. According to Reschly and Christenson, behavioral engagement encompasses both positive conduct and participation in academic and social activities within the school environment²⁶.

In the context of digital media use in English learning, behavioral engagement manifests through several observable indicators. First, active participation includes students' involvement in digital platform interactions, such as contributing to online discussions, responding to polls or quizzes, engaging in collaborative digital projects, and interacting with multimedia learning materials. Second, task completion involves students' consistency in submitting digital assignments, completing online exercises and activities, and following through with project-based learning tasks that utilize digital tools. Third, attendance and access refer to students' regular participation in digital learning sessions, consistent logging into learning

²⁵ Schindler, L. A., et al. (2017). *Computers in education: A meta-analysis of student engagement*. International Journal of Educational Technology in Higher Education, 14(1), 1–33.

²⁶ Reschly, A. L., & Christenson, S. L. (2012/updated synthesis in recent literature). *Jingle, jangle, and conceptual haziness*. Handbook of Research on Student Engagement.

management systems, and timely access to digital learning resources. Finally, on-task behavior encompasses students' focused engagement with digital learning materials, appropriate use of digital tools for educational purposes, and sustained attention during technology-mediated learning activities.

3) Emotional Engagement

Emotional engagement encompasses students' affective reactions to learning experiences, including feelings of interest, enthusiasm, belonging, enjoyment, and connection to the learning environment. According to Skinner and Pitzer, emotional engagement reflects students' emotional responses to teachers, peers, academic tasks, and the school itself, which significantly influences their willingness to participate in learning activities and persist through challenges²⁷.

In the context of digital media use in English learning, emotional engagement is manifested through several key dimensions. First, interest and enthusiasm involve students' excitement about using digital media for learning, positive anticipation of technology-enhanced lessons, and genuine curiosity about digital content and activities. Second, sense of belonging and connection includes feeling included in online learning communities, experiencing positive relationships with peers in digital collaborative activities, and feeling comfortable participating in virtual learning spaces. Third, confidence and self-efficacy encompass students' belief in their ability to use digital tools effectively, confidence in participating in technology-mediated learning activities, and positive attitudes toward their English learning progress when using

²⁷ Skinner, E. A., & Pitzer, J. R. (2012). Developmental dynamics of student engagement, coping, and everyday resilience.

digital media. Finally, enjoyment and satisfaction refer to finding pleasure in digital learning experiences, experiencing reduced anxiety when engaging with English through digital media, and developing positive associations between technology use and English learning.

Emotional engagement is crucial in digital learning environments as it affects students' motivation to continue engaging with technology-enhanced learning activities. When students experience positive emotions while using digital media for English learning, they are more likely to voluntarily seek out additional learning opportunities, persist through difficulties, and develop lifelong learning attitudes.

4) Cognitive Engagement

Cognitive engagement involves students' psychological investment in learning, characterized by their willingness to exert effort to comprehend complex ideas and master difficult skills. According to Greene, cognitive engagement includes strategic thinking, self-regulation, and the use of deep processing strategies to make sense of and master academic content²⁸.

In the context of digital media use in English learning, cognitive engagement manifests through several key aspects. First, strategic thinking and problem-solving involves using digital resources to explore different approaches to language learning challenges, applying critical thinking when evaluating online information and materials, and making strategic decisions about which digital tools to use for specific learning purposes. Second, self-regulation and metacognition include planning and

²⁸ Greene, B. A. (2015). Measuring cognitive engagement with self-report scales: Reflections from over 20 years of research. *Educational Psychologist*, 50(1), 14-30.

monitoring one's own learning when using digital platforms, adjusting strategies based on feedback from digital learning activities, and reflecting on learning processes and outcomes facilitated by technology. Third, deep processing and comprehension encompasses analysing and synthesizing information from multiple digital sources, making connections between digital content and prior knowledge, and engaging in higher-order thinking activities enabled by digital media. Finally, goal-oriented behaviour refers to setting personal learning goals when using digital media, persisting in challenging digital learning tasks, and seeking deeper understanding rather than mere completion of digital activities.

Cognitive engagement in digital learning environments is essential for meaningful learning as it determines whether students are merely passively consuming digital content or actively constructing knowledge through technology-mediated experiences. Digital media can support cognitive engagement by providing scaffolding, immediate feedback, opportunities for exploration, and multiple representations of concepts that facilitate deeper understanding.

c. Student Engagement in English Language Learning

Student engagement plays a particularly critical role in English as a Foreign Language (EFL) learning context. Language learning is fundamentally a social and interactive process that requires sustained effort, active practice, and willingness to take risks in communication. Engaged students in EFL classrooms are more likely to participate in speaking

activities, complete language practice tasks, and seek opportunities to use English outside formal instruction²⁹.

In traditional classroom settings, maintaining student engagement in English learning can be challenging due to limited exposure to authentic language use, restricted opportunities for individualized practice, and potential anxiety associated with public speaking in a foreign language. Digital media offers unique affordances that can address these challenges and enhance engagement across all three dimensions. Behaviourally, digital platforms provide multiple channels for participation beyond traditional classroom interaction. Emotionally, technology can create lower-anxiety environments for practice and offer personalized, interest-based content that increases motivation. Cognitively, digital media enables access to authentic materials, supports differentiated learning strategies, and facilitates metacognitive reflection through various tools and feedback mechanisms.

The Merdeka Curriculum's emphasis on student-centered, project-based learning aligns well with the use of digital media to foster multidimensional engagement in English learning. By providing students with autonomy to choose digital tools, explore topics of personal interest, and collaborate in technology-mediated environments, educators can create conditions that simultaneously support behavioral participation, emotional connection, and cognitive investment in English language learning.

²⁹ Philp, J., & Duchesne, S. (2016). Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics*, 36, 50-72.

2. Digital Media in Education

a. Conceptualization of Digital Media

Digital media refers to any form of electronic media that uses digital encoding to store, transmit, and present information. In educational contexts, digital media encompasses a broad range of technological tools and platforms used to facilitate teaching and learning processes. According to Stanley, digital media in language learning includes interactive applications, online platforms, multimedia resources, and communication tools that enable students to access, create, and share content digitally³⁰.

The evolution of digital media has transformed educational landscapes, moving from static, one-way transmission of information to dynamic, interactive, and collaborative learning experiences. Digital media offers unique characteristics that distinguish it from traditional instructional materials: interactivity that allows for personalized learning pathways, multimodality that presents information through text, audio, video, and graphics simultaneously, connectivity that enables communication and collaboration across distances, and adaptivity that responds to individual learner needs and preferences.

b. Digital Media in English Language Learning

Digital media has become increasingly central to English language teaching and learning, offering diverse opportunities for authentic language exposure, interactive practice, and creative production. The types of digital media commonly utilized in English language learning contexts can be categorized into several functional groups.

- a. Content delivery platforms include websites and portals that provide access to educational resources such as BBC Learning English, British Council, and various educational websites; video-

³⁰ Stanley, G. (2013). *Language learning with technology: Ideas for integrating technology in the classroom*. Cambridge University Press.

sharing platforms, particularly YouTube, which offers tutorials, authentic materials, and educational content; and podcasts and audio resources that provide listening practice and language input. These platforms serve as rich sources of authentic English language materials that expose students to varied accents, contexts, and communicative purposes.

- b. Interactive learning applications encompass gamified learning platforms such as Kahoot and Quizizz that transform language practice into engaging game-based activities; language learning applications like Duolingo, Quizlet, and specialized vocabulary apps that provide structured practice and immediate feedback; and assessment tools including Google Forms and online testing platforms that enable formative and summative evaluation. These applications increase engagement through immediate feedback, progress tracking, and game-like elements that motivate continued practice.
- c. Communication and collaboration platforms include learning management systems such as Schoology, and Microsoft Teams that organize course materials, assignments, and communication; and collaborative workspaces such as Padlet, Google Docs, and shared presentation tools that enable real-time collaborative creation. These platforms support both synchronous and asynchronous communication, allowing for extended interaction beyond classroom time constraints.
- d. Digital creation tools comprise presentation software including Canva, PowerPoint, and Prezi that enable students to create multimedia presentations; video creation and editing applications that allow students to produce vlogs, tutorials, and creative projects; and audio recording tools for pronunciation practice, podcasts, and oral presentations. These tools empower students to become content creators rather than merely consumers, fostering deeper engagement with language and content.

c. Benefits of Digital Media for Student Engagement

Digital media offers numerous benefits that can enhance student engagement across all three dimensions examined in this study. Understanding these benefits provides theoretical justification for integrating technology in English language teaching within the Merdeka Curriculum framework.

d. Enhancing Behavioral Engagement

Digital media can significantly enhance behavioral engagement through several mechanisms. First, increased participation opportunities arise as digital platforms provide multiple channels for student involvement, including text-based discussions, audio responses, video presentations, and interactive activities³¹.

Second, task variety and flexibility are enhanced as digital media offers diverse activity types that can accommodate different learning preferences and styles. Interactive quizzes, collaborative projects, creative productions, and exploratory tasks provide varied ways for students to demonstrate engagement. The flexibility of digital platforms also allows students to work at their own pace and revisit materials as needed, supporting sustained behavioral engagement over time.

Third, monitoring and feedback systems inherent in many digital platforms enable both teachers and students to track participation, completion rates, and progress. This visibility can motivate students to maintain consistent behavioral engagement while allowing teachers to identify and support students who may be disengaging. Real-time feedback on digital activities provides immediate reinforcement that encourages continued participation and task completion.

³¹ Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *Educause Quarterly*, 31(4), 51-55.

e. Fostering Emotional Engagement

Digital media can foster emotional engagement through several pathways. First, personalized and interest-based content becomes readily accessible through digital platforms, allowing students to explore English language materials related to their personal interests, hobbies, and career aspirations. This personalization increases intrinsic motivation and creates positive emotional associations with English learning³².

Second, reduced anxiety and increased confidence can result from digital media use, particularly for language learners who experience apprehension about oral communication. Digital platforms can provide safer spaces for practice, where students can record and re-record responses, receive private feedback, and gradually build confidence before engaging in public communication.

Third, social connection and community building are facilitated through digital collaborative platforms. Online discussion forums, group projects in digital spaces, and social media-style educational platforms help students develop relationships with peers and feel part of a learning community. This sense of belonging is a crucial component of emotional engagement that influences students' overall attitudes toward school and learning³³.

³² Chen, C. M., & Huang, S. H. (2014). Web-based reading annotation system with an attention-based self-regulated learning mechanism for promoting reading performance. *British Journal of Educational Technology*, 45(5), 959-980.

³³ Garrison, D. R., & Arbaugh, J. B. (2007). Researching the community of inquiry framework: Review, issues, and future directions. *The Internet and Higher Education*, 10(3), 157-172.

f. Supporting Cognitive Engagement

Digital media supports cognitive engagement through multiple affordances. First, access to authentic and diverse resources enables students to encounter English language use in real-world contexts, explore multiple perspectives on topics, and engage with current, relevant information³⁴.

Second, scaffolding and differentiation are facilitated through adaptive digital tools that provide appropriate levels of challenge and support for individual learners. Multimedia presentations can convey concepts through multiple modalities, supporting different learning styles and cognitive processing preferences. Hyperlinked resources and embedded support tools allow students to access additional explanation or practice as needed, promoting self-regulated learning and metacognitive awareness.

Third, opportunities for creation and critical thinking expand significantly through digital media. Rather than passively consuming information, students can create original content, remix existing materials, and share their work with authentic audiences. These production-oriented activities require higher-order thinking skills including analysis, synthesis, and evaluation. Digital collaborative tools also enable students to engage in knowledge co-construction, building understanding through interaction and negotiation of meaning with peers.

Fourth, reflection and metacognition are supported through digital portfolios, learning journals, and self-assessment tools integrated into learning platforms. These features encourage students to monitor their own progress, reflect on learning strategies, and make intentional decisions about their learning approaches. The data and

³⁴ Lee, L. (2016). Autonomous learning through task-based instruction in fully online language courses. *Language Learning & Technology*, 20(2), 81-97.

artifacts collected in digital environments provide concrete evidence of learning that students can review and reflect upon, fostering metacognitive awareness and self-regulated learning³⁵.

3. Merdeka Curriculum

a. Overview of Merdeka Curriculum

Merdeka Curriculum (*Kurikulum Merdeka*) represents Indonesia's most recent educational reform, officially launched by the Ministry of Education, Culture, Research, and Technology in 2022³⁶³⁷. The curriculum is designed to address longstanding challenges in Indonesian education, including overloaded content, limited teacher autonomy, and insufficient emphasis on character development. Merdeka Curriculum prioritizes flexibility, student-centred learning, and the development of students' character alongside academic competencies.

The philosophical foundation of Merdeka Curriculum rests on the concept of '*merdeka belajar*' or 'freedom to learn,' which emphasizes giving students autonomy in their learning process while ensuring they develop the competencies needed for future success. The curriculum is structured around several key principles: competency-based learning that focuses on deep understanding rather than rote memorization, differentiated instruction that accommodates diverse student needs and learning styles, authentic assessment that evaluates learning processes and products, and project-based learning that connects classroom learning with real-world applications.

³⁵ Zheng, B., Niiya, M., & Warschauer, M. (2015). Wikis and collaborative learning in higher education. *Technology, Pedagogy and Education*, 24(3), 357-374.

³⁶ Kemdikbudristek. (2022). *Kurikulum Merdeka* [Merdeka Curriculum]. Ministry of Education, Culture, Research, and Technology, Republic of Indonesia.

³⁷ This study refers to the curriculum framework in force at SMPN 7 Rejang Lebong during the research period (2025–2026), officially termed "Kurikulum Merdeka" by the Ministry of Education, Culture, Research, and Technology at that time. Should the national curriculum nomenclature be revised subsequent to this research, the empirical findings and analysis remain grounded in the policy framework as implemented during the study period.

A distinctive feature of Merdeka Curriculum is its emphasis on developing Pancasila student profiles, which encompass six key dimensions of character: faith and devotion to God, global diversity, cooperation, independence, critical thinking, and creativity. These character dimensions are integrated throughout the curriculum and are explicitly addressed through project-based learning activities called 'Projek Penguatan Profil Pelajar Pancasila' (P5)³⁸.

a. Digital Media Integration in Merdeka Curriculum

Digital media integration is explicitly recognized and encouraged within the Merdeka Curriculum framework to support flexible, differentiated, and engaging learning experiences. The curriculum acknowledges that technology is not merely a tool but an integral component of 21st-century learning that can enhance both the learning process and outcomes.

The Merdeka Curriculum promotes digital media use in several ways. First, flexible learning resources are encouraged, with teachers having autonomy to select and utilize appropriate digital platforms and materials that align with learning objectives and student needs. This flexibility allows for adaptation to local contexts, available infrastructure, and students' technological proficiency. The curriculum does not mandate specific digital tools but rather emphasizes purposeful selection based on pedagogical goals.

Second, technology for differentiation is promoted to address diverse student needs within heterogeneous classrooms. Digital platforms can provide varied content, multiple learning pathways, and adaptive practice opportunities that allow students to learn at their own pace and according to

³⁸ Pratiwi, S. D., Hidayat, M. L., & Suherman, A. (2023). Understanding Merdeka curriculum: Opportunities and challenges in English language teaching. *Journal of English Language Teaching and Linguistics*, 8(1), 65-78.

their individual strengths and challenges. This aligns with the curriculum's emphasis on recognizing and accommodating student diversity.

Third, collaborative digital environments are valued as spaces for student interaction, group work, and project development. The curriculum's emphasis on collaborative learning and social skill development is well-supported through digital platforms that enable both synchronous and asynchronous collaboration, peer feedback, and knowledge co-construction.

Fourth, authentic assessment through digital portfolios is encouraged to document student learning processes and products over time. Digital portfolios allow students to showcase varied competencies, reflect on their growth, and take ownership of their learning journey. This approach aligns with the curriculum's emphasis on holistic, competency-based assessment rather than reliance solely on standardized testing.

b. Student-Centered Learning in Merdeka Curriculum

The Merdeka Curriculum's fundamental commitment to student-centered learning creates a natural synergy with effective digital media integration. Student-centered learning in this context means that students are active participants in constructing their knowledge, making choices about their learning, and taking responsibility for their progress³⁹.

Digital media supports student-centered learning in the Merdeka Curriculum through several mechanisms. Student agency and choice are enhanced as digital platforms offer students options in how they access information, practice skills, and demonstrate understanding. Students can choose digital tools that match their preferences, select topics of personal

³⁹ Suryaman, M. (2023). Implementation of student-centered learning in Merdeka curriculum: Challenges and strategies. *Indonesian Journal of Curriculum and Educational Technology Studies*, 11(1), 23-35.

interest for project work, and determine their own learning pathways within structured frameworks.

Personalized learning pace and pathways become possible through digital media that allows students to progress according to their individual needs. Some students may require more time and practice with certain concepts, while others may be ready to move ahead or explore topics in greater depth. Digital platforms can accommodate this variation in ways that traditional whole-class instruction cannot.

Active learning and knowledge construction are facilitated through interactive digital activities, collaborative online projects, and opportunities to create original digital content. Rather than passively receiving information, students engage in exploration, experimentation, and creation activities that promote deeper understanding and long-term retention.

Feedback and reflection are enhanced through digital tools that provide immediate feedback on practice activities, track progress over time, and facilitate metacognitive reflection through journals, self-assessment, and digital portfolios. These features support students in developing self-awareness about their learning and making strategic decisions about their approaches to study.

B. Review of Previous Studies

Understanding how this research relates to and extends previous scholarship is essential for positioning its contribution to the field. This section reviews relevant previous studies and articulates the gap that this research addresses.

Akpen conducted a systematic review examining the impact of online learning on student performance and engagement. The analysis revealed that interactive elements such as discussion forums and multimedia resources, combined with adequate instructor-student interaction, significantly influence student engagement and academic performance. The study emphasized that technology alone does not guarantee engagement; rather, the quality of pedagogical design and interpersonal interaction mediated through digital platforms determines effectiveness⁴⁰.

While Akpen's review provides valuable insights into factors affecting engagement in online learning generally, it does not specifically address the unique context of English as a Foreign Language learning, nor does it examine the Merdeka Curriculum framework that shapes Indonesian educational contexts. Additionally, the systematic review methodology, while comprehensive, does not provide in-depth qualitative understanding of students lived experiences with digital media.

Novita et al. investigated the digitalization of education in the implementation of Merdeka Curriculum, examining the educational platforms developed by Indonesia's Ministry of Education, Culture, Research, and Technology. The study identified challenges including limited adoption due to technical constraints, insufficient technological infrastructure in many schools, and difficulties teachers faced in adapting to new digital tools and pedagogies⁴¹.

⁴⁰ Akpen, C. N. (2024). Impact of online learning on student's performance and engagement: A systematic review. *International Journal of Educational Technology in Higher Education*, 21(1), 15-32.

⁴¹ Novita, M., Hidayat, S., & Rahman, A. (2022). Digitalization of education in the implementation of Kurikulum Merdeka. *Journal of Education Technology*, 6(3), 345-358.

Novita et al.'s research provides important context about digital implementation challenges in Indonesian schools. However, the study focused primarily on institutional and teacher perspectives regarding technology adoption rather than examining students' experiences of engagement when using digital media. The research also concentrated on specific government-developed platforms rather than exploring the broader range of digital media that teachers and students might utilize in English language learning contexts.

Reddy (2020) evaluated digital literacy levels among first-year university students using a newly developed measurement tool. The study found that the majority of students demonstrated high levels of digital literacy, with computer literacy being the most influential factor in overall digital competence. The research highlighted the importance of digital skills in technology-enhanced learning environments⁴².

While Reddy's research establishes that many students possess foundational digital skills, it does not examine how these skills translate into engaged learning experiences. The study measured competencies but did not explore the emotional, behavioral, and cognitive dimensions of engagement when students use digital media for language learning. Additionally, the focus on university students limits applicability to secondary school contexts where digital literacy levels and learning needs may differ.

CHAPTER III

⁴² Reddy, P., Sharma, B., & Chaudhary, K. (2020). Digital literacy: A review of literature. *International Journal of Technoethics*, 11(2), 65-94.

RESEARCH METHOD

This chapter presents the research methodology, which includes the types of the research, the data collection approach, the research instrument, and the data analysis process.

A. Kind of the Research

This research employs a qualitative research design to explore students' experiences of engagement when using digital media in English learning within the Merdeka Curriculum context. According to Creswell and Poth, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem⁴³.

The qualitative approach allows the researcher to capture the richness, complexity, and contextual nature of student engagement that cannot be adequately measured through quantitative methods alone. Rather than testing predetermined hypotheses or measuring engagement through standardized scales, this research seeks to understand engagement from the students' own perspectives, exploring what digital media tools they use, how they interact with these tools, what emotions and attitudes emerge during digital-mediated learning, and what cognitive processes they engage in when learning English through technology.

This study specifically adopts a case study design, which Yin defines as an empirical method that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. The case in this research is eighth-grade students' engagement experiences with digital media in English learning at SMPN 7 Rejang Lebong, a school implementing the Merdeka Curriculum. The case study design enables in-depth, holistic investigation of digital media use and student engagement within this specific educational context, allowing the researcher to

⁴³ Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications

examine the interplay between curriculum implementation, teacher practices, available technologies, and students' engagement experiences⁴⁴.

The qualitative case study design aligns with the research objectives of:

1. identifying the types of digital media utilized in English learning,
2. exploring students' experiences of academic, behavioral, emotional, and cognitive engagement when using these digital media, and
3. describing how this engagement is contextualised within the implementation of the Merdeka Curriculum. Through this design, the researcher can gather rich, detailed data through semi-structured interviews with students and a teacher, thereby providing comprehensive understanding of the phenomenon under investigation.

B. Population and Sample

1. Population

This research is conducted at SMPN 7 Rejang Lebong, a public junior high school located in Rejang Lebong Regency, Bengkulu Province, Indonesia. The school was selected based on purposive sampling considerations, specifically because it demonstrates comprehensive and systematic implementation of digital media integration in English language teaching within the Merdeka Curriculum framework.

SMPN 7 Rejang Lebong has been implementing the Merdeka Curriculum since the academic year 2022/2023. Pre-observation conducted by the researcher from October to December 2024 revealed that this school shows the most advanced digital media integration among three junior high schools implementing Merdeka Curriculum in Rejang Lebong Regency

2. Sample

⁴⁴ Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.

The primary research setting is eighth-grade English classrooms at SMPN 7 Rejang Lebong. Eighth-grade students were selected as research participants because they have completed one full year of Merdeka Curriculum implementation (having begun the curriculum in seventh grade) and have developed sufficient digital literacy to utilize various digital media platforms effectively. This experience provides them with adequate familiarity with both the curriculum's principles and digital tools, making them ideal participants for examining engagement experiences with digital media.

In total, this study involves ten eighth-grade students (S01–S10) and one English teacher (T01) as the research sample, selected through purposive sampling to obtain information-rich cases directly relevant to the research questions and to minimise selection bias in participant recruitment.

English classes at the eighth-grade level typically meet three to four times per week, with each session lasting approximately 80 minutes. The English curriculum follows the Merdeka Curriculum framework, emphasizing project-based learning, student autonomy, and integration of digital media to support language acquisition. The classroom environment supports both traditional face-to-face instruction and technology-enhanced learning activities, with flexible seating arrangements that facilitate both individual work and collaborative group activities using digital devices.

C. Procedure of the Research

1. Classroom Observation (Instrument Designed, Not Administered)

Classroom observation was designed as part of the original triangulation blueprint (Table 3.1) to allow the researcher to directly observe how digital media is utilized in English learning activities and how students engage behaviorally, emotionally, and cognitively during technology-mediated lessons. As noted above, this instrument is not administered within the scope of the present study due to time

constraints; the design is retained below for transparency and as a basis for future research. According to Merriam and Tisdell, observation enables researchers to notice things that participants themselves may not be consciously aware of or may not think to mention in interviews⁴⁵.

The observation protocol specified that the researcher would conduct non-participant observations of English classes at the eighth-grade level over the course of one semester, with the researcher remaining as unobtrusive as possible by positioning at the back or side of the classroom to minimize disruption to normal teaching and learning activities. The design called for approximately 5-10 class sessions, ensuring coverage of various lesson types, topics, and digital media applications.

Focus of observation was designed to include: (1) types of digital media and platforms utilized during the lesson, (2) observable indicators of behavioral engagement such as active participation in digital activities, on-task behavior when using devices, completion of digital assignments, and interaction patterns during technology-mediated tasks, (3) observable indicators of emotional engagement including facial expressions suggesting interest or boredom, verbal expressions of enthusiasm or frustration, and overall affect during digital learning activities, (4) observable indicators of cognitive engagement such as asking questions about digital content, making connections between digital resources and prior knowledge, and engaging in problem-solving using digital tools, and (5) teacher facilitation strategies that support or hinder student engagement with digital media.

Had it been administered, the researcher would have maintained detailed field notes during and immediately after each observation session, comprising descriptive accounts of activities, direct quotes of student and teacher utterances, sketches of classroom

⁴⁵ Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass

layout and technology setup when relevant, and reflective memos capturing preliminary interpretations and questions. The design specified use of a semi-structured observation protocol to ensure systematic attention to key aspects of engagement while remaining open to unexpected or emergent phenomena⁴⁶.

2. Semi-Structured Interviews

Semi-structured interviews constitute the primary method for accessing students' subjective experiences, perceptions, feelings, and reflections regarding their engagement with digital media in English learning. According to Brinkmann and Kvale, the semi-structured interview allows researchers to pursue topics of interest in depth while maintaining flexibility to follow up on unexpected but relevant ideas that emerge during the conversation⁴⁷.

The researcher conducts individual interviews with 10-12 student participants, with each interview lasting approximately 30-45 minutes. Interviews are conducted in a quiet, private location at the school (such as an empty classroom or library meeting room) to ensure confidentiality and minimize distractions. The researcher audio-records all interviews (with participant consent) to ensure accurate data capture while allowing the researcher to maintain eye contact and engage fully with the participant during the conversation.

The interview protocol is organized around the research questions but remains flexible enough to follow participants' narratives and explore unexpected insights. The protocol includes questions addressing:

- a. types of digital media used: What digital tools, platforms, or applications do you use in English class? Which ones do you use most frequently? Which do you prefer and why?

⁴⁶ Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). University of Chicago Press.

⁴⁷ Brinkmann, S., & Kvale, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.

- b. behavioral engagement experiences: How do you participate in English learning activities that use digital media? How is your participation different when using digital media compared to traditional methods? Can you describe a time when digital media made you want to participate more actively?
- c. emotional engagement experiences: How do you feel when using digital media for English learning? What aspects of digital media make you feel excited or interested? What makes you feel frustrated or bored? Do you feel more confident learning English with digital media?
- d. cognitive engagement experiences: How do digital tools help you understand English better? What strategies do you use when learning with digital media? How do you decide which digital resources to use for different tasks? Do digital tools make you think more deeply about English?
- e. overall engagement: How would you describe your overall experience learning English with digital media? What would make digital media use more engaging for you?

In addition to student interviews, the researcher conducts an interview with one English teacher who teaches eighth-grade classes and regularly incorporates digital media in instruction, lasting approximately 45–60 minutes. This falls short of the 2–3 teacher participants originally targeted in the triangulation blueprint (Table 3.1) due to the time constraints of this thesis research. The teacher interview explores: (1) types of digital media integrated into instruction and rationale for selection, (2) pedagogical approaches for using digital media to support engagement, (3) observations of student engagement patterns in digital versus non-digital activities, (4) challenges and successes in implementing digital media within Merdeka Curriculum, and (5) perceptions of how digital media supports different dimensions of student engagement.

All interviews are conducted in Bahasa Indonesia to ensure participants can express themselves comfortably and fully. Interviews are

transcribed verbatim, and relevant excerpts are translated into English for inclusion in the research report. The researcher maintains reflexive notes after each interview, documenting initial impressions, notable themes, and questions for follow-up.

D. Instrument of the Research

In this research, the researcher uses an interview as an instrument to examine and evaluate the research. It is important to clarify the dimensional framework adopted in this study. While Nguyen, Cannata, and Miller identify four aspects of engagement academic, behavioral, cognitive, and affective this research follows the seminal three-dimensional framework of Fredricks, Blumenfeld, and Paris as its primary organizing structure, supplemented by the academic dimension from Reschly and Christenson to capture task-based investment in digital learning activities. Emotional engagement, which encompasses affective responses including interest, enthusiasm, sense of belonging, confidence, and enjoyment, is treated as equivalent to the affective dimension discussed by Nguyen et al., thereby ensuring full conceptual coverage. This decision is consistent with the literature review in Chapter II and avoids redundancy between overlapping constructs.

Table 3.1 Research Instrument Blueprint

Research Question	Variable / Dimension	Operational Indicators	Theoretical Source (Chapter II)	Data Collection Method	Item Codes
RQ 1 What types of digital media are utilised in English learning?	Types of Digital Media (Stanley, 2013)	Content delivery platforms (YouTube, BBC Learning English, podcasts, educational websites) Interactive learning applications	<i>Stanley (2013) taxonomy of digital media in language learning</i> <i>Kementerian Pendidikan (2022) Merdeka Curriculum</i>	Classroom Observation (Inst. 1) Bagian A Student Interview (Inst. 2) Theme 1	A1–A6 W1.1–W1.4 TW1.1–TW1.3

		(Quizizz, Kahoot, Duolingo, Quizlet, Google Forms quiz) Communication & collaboration platforms (Google Classroom, Padlet, WhatsApp learning groups, Microsoft Teams) Digital creation tools (Canva, video recording, audio recording, Google Slides, digital presentations) Frequency and context of use per category Alignment of media selection with Learning Objectives (TP) and Merdeka Curriculum principles Teacher rationale for media selection and pedagogical decision-making	<i>digital integration</i> <i>Novita, Hidayat, & Rahman (2022) — digitalization in Merdeka Curriculum</i> <i>Rahmawati & Yulianti (2023) — digital media in ELT under Merdeka Curriculum</i>	Teacher Interview (Inst. 3) Theme 1	
RQ 2 How do students experience engagement?	Academic Engagement Investment, dedication, and active	Completion of digital tasks and online exercises assigned by the teacher Consistent and	<i>Nguyen, Cannata, & Miller (2018) — academic engagement as effort,</i>	Classroom Observation (Inst. 1) Bagian B	B1–B4 W2.1–W2.3

— Academic Dimension	participation in digital academic tasks (Nguyen et al., 2018; Reschly & Christenson, 2012)	timely submission of digital assignments Active participation in class discussions facilitated by digital media Serious and dedicated engagement in digital project-based learning (P5, Merdeka Curriculum) Preparation of digital tasks outside class (asynchronous upload, submission, collaboration) Connection between digital activities and Merdeka Curriculum P5 project outcomes	<i>dedication, and active involvement in academic tasks</i> <i>Reschly & Christenson (2012) — academic engagement as investment in instruction, work, and academic tasks</i> <i>Fredricks, Blumenfeld, & Paris (2004) — multidimensional engagement construct</i> <i>Kementrian Pendidikan (2022) — P5 project-based learning in Merdeka Curriculum</i>	Student Interview (Inst. 2) Theme 2 Teacher Interview (Inst. 3) Theme 3	TW3.1–TW3.2
RQ 2 How do students experience engagement? Behavioral Dimension	Behavioral Engagement Observable participation, on-task behavior, task completion, and adherence	Active access and operation of digital media assigned by the teacher On-task behavior: using devices exclusively for learning purposes (not social media or games)	<i>Fredricks, Blumenfeld, & Paris (2004) — behavioral engagement as active participation and on-task behavior</i> <i>Reschly &</i>	Classroom Observation (Inst. 1) Bagian C Student Interview (Inst. 2) Theme 3	C1–C6 W3.1–W3.4 TW3.1–TW3.3

	to classroom norms (Fredricks et al., 2004; Reschly & Christenson, 2012)	Active interaction in digital collaborative activities (Padlet, Google Docs, Google Classroom comments) Asking questions or providing responses related to digital content being studied Following teacher instructions regarding digital media use Absence of disruptive behavior during digital learning sessions Interaction patterns in technology-mediated collaborative tasks	<i>Christenson (2012) — behavioral engagement as positive conduct in academic activities</i> <i>Nguyen, Cannata, & Miller (2018) — importance of peer and teacher interaction in behavioral engagement</i> <i>Finn & Zimmer (2012) — participation and identification as core behavioral engagement components</i>	Teacher Interview (Inst. 3) Theme 3	
RQ 2 How do students experience engagement? — Emotional Dimension	Emotional Engagement Affective responses to digital learning: interest, enthusiasm, belonging, confidence, enjoyment, and anxiety	Expression of enthusiasm and excitement when using digital media Interest in English content presented through digital platforms (not bored/drowsy) Satisfaction and enjoyment when	<i>Fredricks, Blumenfeld, & Paris (2004) — emotional engagement as affective reactions including interest, enthusiasm, and belonging</i> <i>Skinner & Pitzer</i>	Classroom Observation (Inst. 1) Bagian D Student Interview (Inst. 2) Theme 4	D1–D6 W4.1–W4.5

	(Fredricks et al., 2004; Skinner & Pitzer, 2012)	successfully completing digital tasks Confidence in using digital platforms and participating in digital activities Sense of belonging and comfort in the digital learning community Intrinsic motivation toward digital learning content Emotional response (frustration/discomfort) to technical difficulties and coping strategies	(2012) — <i>emotional engagement as students' emotional responses to teachers, peers, and tasks</i> Wang & Degol (2016) — <i>school climate and belonging as components of emotional engagement</i> Halverson & Graham (2019) — <i>emotional engagement in blended/technology-enhanced learning environments</i>		
RQ 2 How do students experience engagement? — Cognitive Dimension	Cognitive Engagement Psychological investment in learning: strategic thinking, self-regulation, metacognition, deep processing, and goal-	Asking critical questions about English content encountered via digital media Connecting digital content to prior knowledge and experiences (deep processing) Using cognitive strategies during digital learning (note-taking, replaying, comparing	Greene (2015) — <i>cognitive engagement as strategic thinking, self-regulation, and deep processing strategies</i> Skinner & Pitzer (2012) — <i>cognitive engagement as willingness to exert effort and</i>	Classroom Observation (Inst. 1) Bagian E Student Interview (Inst. 2) Theme 5 Teacher Interview (Inst. 3) Theme 2	E1–E6 W5.1–W5.5 TW2.1–TW2.3

	oriented behavior (Greene, 2015; Skinner & Pitzer, 2012)	sources) Monitoring own comprehension and seeking independent solutions (self-regulation & metacognition) Producing creative digital outputs demonstrating higher-order thinking (analysis, synthesis, evaluation) Engaging in knowledge co-construction through interaction on digital platforms Independent digital learning outside class time (goal-oriented self-directed behavior)	<i>master difficult skills</i> <i>Fredricks, Blumenfeld, & Paris (2004) — cognitive engagement as psychological investment in learning</i> <i>Reeve (2012) — self-determination theory perspective: intrinsic motivation and agentic engagement in cognitive processing</i>		
RQ 2 (Contextual Layer) Merdeka Curriculum Context	Merdeka Curriculum Integration Student agency, P5 project-based learning, personalized learning, and student-	Perceived differences in English learning since Merdeka Curriculum implementation Exercise of student agency in choosing digital media and learning approaches	<i>Kementerian Pendidikan (2022) — Merdeka Curriculum: merdeka belajar, P5, student-centered learning</i> <i>Pratiwi, Hidayat, &</i>	Student Interview (Inst. 2) Theme 6 Teacher Interview (Inst. 3) Theme 2 & 4	W6.1– W6.3 TW2.3 TW4.1– TW4.3

	centered differentiation (Kementerian Pendidikan, 2022; Pratiwi et al., 2023)	Engagement in P5 project-based learning facilitated by digital media Experience of personalized and differentiated learning through digital platforms Teacher's pedagogical approach to digital media within Merdeka Curriculum principles Overall experience and suggestions for improvement of digital media use	<i>Suherman (2023) — Merdeka Curriculum as new paradigm in Indonesian education</i> <i>Mulyasa (2023) — implementation of Merdeka Curriculum</i> <i>Suryani, Efendi, & Kusuma (2023) — student engagement in project-based learning under Merdeka Curriculum</i>		
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Note: Theoretical sources are cited in accordance with the literature reviewed in Chapter II. All instruments were designed to produce triangulated data across three collection methods: classroom observation (5–10 sessions), student interviews (10–12 participants), and teacher interviews (2–3 participants). Within the scope of this study, the student interview and teacher interview instruments are administered — the latter with one teacher rather than the 2–3 originally targeted; the classroom observation column documents the original design and is not a source of data presented in Chapter IV (see Section 3.4).

Table 3.1 above presents the complete blueprint mapping each research question to its theoretical sources, operational indicators, and corresponding instruments. The blueprint demonstrates that all indicators are directly traceable to the theoretical framework established in Chapter II, ensuring internal consistency and theoretical validity of the research

design. The emotional engagement dimension subsumes the affective dimension discussed by Nguyen et al. (2018), following Fredricks, Blumenfeld, and Paris's (2004) integrated framework. Halverson and Graham's (2019) framework for learner engagement in blended learning environments provides additional support for the emotional engagement indicators in technology-enhanced contexts.

The blueprint was designed to ensure methodological triangulation across three data sources. Each engagement dimension is captured by at least two instruments, with behavioral and cognitive engagement additionally explored from the teacher's pedagogical perspective. This triangulation structure, cross-referencing classroom observation data with student self-report interviews and teacher perception interviews, was intended to strengthen the credibility and confirmability of findings, consistent with the trustworthiness criteria discussed in Section 3.7.

However, as noted in Section 3.4, classroom observation is not administered within the scope of this study, and the Teacher Interview column is realised with one teacher rather than the 2–3 originally targeted; the Observation column documents the original instrument design and is retained for transparency and as a basis for future research, rather than as a source of data analysed in Chapter IV. Table 3.2 below summarizes the triangulation coverage as originally designed.

Table 3.2 Triangulation Matrix

Dimension / Variable	Observation (5–10 sessions)	Student Interview (10–12 students)	Teacher Interview (2–3 teachers)	Primary Analytic Goal
Digital Media Types (RQ 1)	Bagian A (A1–A6)	Theme 1 (W1.1–W1.4)	Theme 1 (TW1.1– TW1.3)	Identify & categorize media used
Academic Engagement (RQ 2)	Bagian B (B1–B4)	Theme 2 (W2.1–W2.3)	Theme 3 (TW3.1– TW3.2)	Document task investment & P5 participation

Behavioral Engagement (RQ 2)	Bagian C (C1–C6)	Theme 3 (W3.1–W3.4)	Theme 3 (TW3.1–TW3.3)	Observe participation & on-task behavior
Emotional Engagement (RQ 2)	Bagian D (D1–D6)	Theme 4 (W4.1–W4.5)	Theme 3 (TW3.2)	Explore affective responses & motivation
Cognitive Engagement (RQ 2)	Bagian E (E1–E6)	Theme 5 (W5.1–W5.5)	Theme 2 (TW2.1–TW2.3)	Examine strategic thinking & metacognition
Merdeka Curriculum Context	Bagian A (A5–A6) Bagian B (B3)	Theme 6 (W6.1–W6.3)	Theme 2 & 4 (TW2.3, TW4.1–TW4.3)	Contextualize engagement within curriculum

E. Technique of Data Analysis

This research employs thematic analysis as the primary method for analysing qualitative data. According to Braun and Clarke, thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data, offering a flexible and theoretically flexible approach to qualitative analysis that is well-suited for exploring participants' experiences and perspectives⁴⁸.

The data analysis process follows the six-phase framework proposed by Braun and Clarke, adapted to the specific needs of this research:

Phase 1: Familiarization with the Data

The researcher begins by immersing themselves in the data to develop deep familiarity with its content. This involves:

1. transcribing all interview recordings verbatim, including pauses, laughter, and other relevant paralinguistic features,

⁴⁸ Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

2. reading and re-reading all data sources (interview transcripts) multiple times to gain comprehensive understanding,
3. noting initial ideas and potential patterns that emerge during this familiarization phase, recording these as analytic memos. This phase is crucial for moving from surface understanding to deeper engagement with the data's meanings and implications.

Phase 2: Generating Initial Codes

The researcher systematically codes interesting features of the data across the entire dataset. Coding involves identifying and labelling relevant segments of data with descriptive codes that capture their meaning. The researcher uses NVivo software (or similar qualitative data analysis software) to facilitate the coding process, though maintains close engagement with the data through repeated reading and reflection.

The researcher codes all relevant data extracts, often applying multiple codes to the same segment when appropriate, as engagement experiences are often multifaceted. For instance, a student's description of collaborating on a digital project might be coded for both 'behavioral participation' and 'emotional sense of belonging.'

Phase 3: Searching for Themes

Once all data has been initially coded, the researcher shifts focus to the broader level of themes. This involves examining codes to identify patterns and cluster related codes into potential themes. A theme captures something significant about the data in relation to the research questions and represents some level of patterned response or meaning within the dataset.

Phase 4: Reviewing Themes

The researcher reviews and refines the candidate themes identified in Phase 3. This involves two levels of review:

1. Level 1 - reviewing at the level of coded data extracts: The researcher reads all coded extracts for each theme to ensure they form a coherent pattern. If some codes don't fit well, the theme may be reworked, split into separate themes, or the miscoded data reassigned.
2. Level 2 - reviewing at the level of the entire dataset: The researcher reads the entire dataset again with the candidate themes in mind, ensuring the themes accurately reflect the meanings in the dataset.

During this phase, the researcher considers whether themes have sufficient data to support them, whether themes are distinct enough from each other, and whether the thematic structure effectively addresses the research questions. Some themes may be combined if they overlap significantly, while others may be subdivided if they contain multiple distinct ideas. The goal is to develop a thematic map that provides a coherent and meaningful analysis of students' engagement experiences with digital media.

Phase 5: Defining and Naming Themes

Once a satisfactory thematic map is developed, the researcher works to define and refine each theme. This involves identifying the essence of what each theme is about and determining what aspect of the data each theme captures. The researcher writes a detailed analysis for each theme, describing what the theme reveals about students' engagement experiences and how it relates to the research questions.

Themes are given clear, concise names that immediately communicate what the theme is about. For example, rather than simply labelling a theme 'emotional engagement,' a more specific name like 'Digital media as confidence builder in language practice' would better capture the theme's essence. Each theme is supported by compelling data extracts that illustrate its meaning.

The researcher also considers sub-themes within major themes where appropriate. Sub-themes provide structure within a theme and help organize analysis of particularly rich or complex themes. For instance, a major theme about behavioral engagement might have sub-themes addressing different forms of digital participation (synchronous vs. asynchronous, individual vs. collaborative).

Phase 6: Producing the Report

The final phase involves weaving together the analytic narrative and vivid data extracts to tell a coherent story about the data that convinces the reader of the validity and merit of the analysis. The researcher selects particularly compelling extract examples that clearly illustrate each theme. Extracts are embedded within an analytic narrative that goes beyond mere description to interpret what the data reveal about students' engagement experiences with digital media.

The analysis is organized around the research questions, demonstrating how the identified themes address:

1. what types of digital media are utilized in English learning,
2. how students experience academic, behavioral, emotional, and cognitive engagement when using these digital media, and
3. how this engagement is contextualised within the Merdeka Curriculum. The researcher makes explicit connections between the findings and the theoretical framework established in the literature review, while also highlighting unexpected findings or nuances that emerged from the data.

Throughout the analysis and reporting, the researcher maintains reflexivity, acknowledging their own position, perspectives, and potential influence on the research process and interpretations. This reflexive awareness is documented through ongoing analytic memos and is integrated into the final research report where relevant.

F. Trustworthiness of the Research

Establishing trustworthiness is essential in qualitative research to ensure that findings are credible, dependable, and authentic. While qualitative research does not pursue the same notions of validity and reliability used in quantitative research, it must demonstrate rigor through alternative but equally important criteria.

1. Credibility

Credibility refers to the confidence that can be placed in the truth of the research findings—whether the findings accurately represent the experiences and perspectives of the participants. According to Shenton, credibility is arguably the most important criterion for establishing trustworthiness in qualitative research⁴⁹.

This research employs several strategies to enhance credibility:

- a. Prolonged engagement: The researcher spends an extended period (one semester) engaging with the research site and building relationships with student participants, allowing time to build trust and understand the context deeply prior to and during interviews. Prolonged engagement increases the likelihood that the researcher will capture authentic rather than atypical accounts and perspectives.
- b. Triangulation: Whereas the Data Source Triangulation discussed under Data Collection Methods (Table 3.2) describes the original cross-method design, this subsection evaluates how far that design was realised in practice and what it contributes to credibility. The original instrument design (Table 3.1)

⁴⁹ Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63-75.

incorporated methodological triangulation across classroom observation, student interviews, and teacher interviews; however, as noted in Section 3.4, classroom observation is not administered within the scope of this study, and only one of the 2–3 targeted teachers is interviewed. Credibility is therefore supported through a partial form of data-source triangulation, cross-referencing student self-report interviews with one teacher's pedagogical perspective, supplemented by within-method (respondent) triangulation across the ten student participants to identify convergence, divergence, and outlier cases. This is a narrower form of triangulation than originally envisioned: the single teacher's account cannot be assumed to represent the perspectives of English teachers at the research site more broadly, and the absence of classroom observation data as an independent, non-self-reported cross-check is acknowledged as a limitation of this study.

- c. Member checking: The researcher shares preliminary findings with student participants, and where feasible with the teacher participant, to verify whether the interpretations resonate with their experiences. Participants are invited to provide feedback, clarifications, or alternative interpretations. This process helps ensure that the researcher's analysis accurately represents participants' realities rather than imposing external interpretations, thereby helping to reduce researcher bias in the analysis.
- d. Peer debriefing: The researcher engages in discussions with research advisors and colleagues who provide external perspectives on the data and analysis. These peers ask challenging questions, identify potential biases, and suggest alternative interpretations, thereby strengthening the credibility of the analysis.

- e. Researcher reflexivity: Throughout the research process, the researcher maintains reflexive awareness of their own assumptions, biases, and positionality. Regular reflexive journaling documents how the researcher's background, experiences, and perspectives might influence data collection and interpretation. This transparency allows readers to assess potential influence on the findings.

2. Transferability

Transferability refers to the extent to which findings can be applied to other contexts or with other participants. While qualitative research does not aim for statistical generalization, it can provide insights that readers may find applicable to their own contexts. According to Lincoln and Guba, transferability is primarily the responsibility of the researcher to provide sufficient contextual information for readers to make their own judgments about applicability⁵⁰.

This research enhances transferability through thick description—providing rich, detailed descriptions of the research context, participants, processes, and findings. The research report includes detailed information about the school setting and its digital infrastructure, the Merdeka Curriculum implementation context, participant characteristics and selection process, digital media tools and applications used, classroom activities and teacher practices, and the specific nature of students' engagement experiences. This contextual detail enables readers from other settings to assess similarities and differences with their own contexts and determine the extent to which findings might inform their own practice or research.

3. Dependability

Dependability refers to the stability and consistency of the research process. Dependable research demonstrates that if the

⁵⁰ Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

study were repeated in the same context with the same participants and methods, similar findings would emerge. According to Shenton, dependability is established through detailed documentation of research procedures that would allow others to repeat the work or assess its appropriateness⁵¹.

This research ensures dependability through:

- a. Detailed methodological description: This chapter provides comprehensive description of the research design, participant selection, data collection procedures, and analysis process. This transparency allows others to understand precisely how the research was conducted and to evaluate the appropriateness of methodological decisions.
- b. Audit trail: The researcher maintains systematic records of all research activities, including raw data (audio recordings, interview transcripts), data analysis materials (coding schemes, thematic maps, analytic memos), and methodological decisions (why certain approaches were selected, modifications made during the study). This audit trail allows others to follow the research process from beginning to end.
- c. Data management protocols: The researcher uses systematic procedures for organizing, storing, and managing data. All interview transcripts are labeled with consistent naming conventions and dates. Codes and themes are clearly defined and documented. This systematic approach ensures that data handling is consistent and traceable.

⁵¹ Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63-75.

4. Confirmability

Confirmability refers to the extent to which findings are clearly derived from the data rather than from researcher bias or imagination. It is concerned with establishing that interpretations are grounded in the data and that the research process has been transparent. According to Lincoln and Guba, confirmability is the qualitative parallel to objectivity in quantitative research⁵².

This research establishes confirmability through:

- a. Grounding findings in data: All themes and interpretations presented in the findings are supported by substantial data extracts from interview transcripts. Readers can see the evidence upon which conclusions are based and assess whether interpretations are reasonable given the data.
- b. Acknowledging researcher positionality: The researcher explicitly acknowledges their own background, experiences, and potential biases that may influence the research. This includes the researcher's educational background, experiences with digital media in learning, and assumptions about engagement. By making positionality explicit, the researcher allows readers to understand potential influences on interpretation.
- c. Providing a clear audit trail: As mentioned under dependability, the comprehensive documentation of research decisions and processes allows others to examine how data were transformed into findings, ensuring that interpretations can be confirmed as arising from the data rather than from researcher preconceptions.

⁵² Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

- d. Seeking alternative explanations: During analysis, the researcher actively searches for data that might challenge or contradict emerging interpretations, considering alternative explanations for patterns observed. This prevents premature closure on convenient interpretations and ensures that findings reflect the complexity of the data.

G. Institutional Permissions

Before beginning data collection, the researcher obtains necessary institutional permissions:

1. Research ethics approval: The research protocol, instruments, and consent procedures are submitted to the university's research ethics committee (or institutional review board) for approval. The researcher does not begin data collection until formal ethical approval is granted.
2. School authorization: The researcher requests and obtains formal permission from school administrators (principal) to conduct research at SMPN 7 Rejang Lebong. This request includes detailed information about the research purpose, methods, time commitments, and expected benefits to the school.
3. Teacher and school coordination: The researcher meets with English teachers and school administrators to explain the research and coordinate scheduling so that student interviews, and the interview with the participating teacher, can be conducted with minimal disruption to class time. Teachers whose classes are involved but who are not themselves interviewed facilitate access to student participants and appropriate interview space; their cooperation is sought and confirmed before data collection begins.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of this qualitative case study on eighth-grade students' engagement in learning English through digital media, synchronised with the Merdeka Curriculum, at SMPN 7 Rejang Lebong, followed by a discussion of those findings. Data are drawn from two sources: semi-structured interviews with ten student participants (coded S01–S10) and a semi-structured interview with one English teacher (coded T01). Classroom observation, part of the original triangulation design (Table 3.1), is not administered within the scope of this study (see Chapter III, Section 3.4); the teacher interview strand is also realised with one participant rather than the 2–3 originally targeted. Item codes W1.1–W6.3 refer to student interview themes and TW1.1–TW4.3 to teacher interview themes, following Table 3.1.

Section 4.2 presents findings in tabular and diagrammatic form, with accompanying description; frequency counts refer to the number of the ten student participants whose response could be clearly classified into the stated category, based on systematic coding of the interview transcripts. Where a participant's response was missing or too ambiguous to classify, this is reported explicitly rather than omitted, so that table totals may be fewer than ten. Section 4.3 discusses these findings in relation to the theoretical framework in Chapter II and to prior studies.

A. Findings

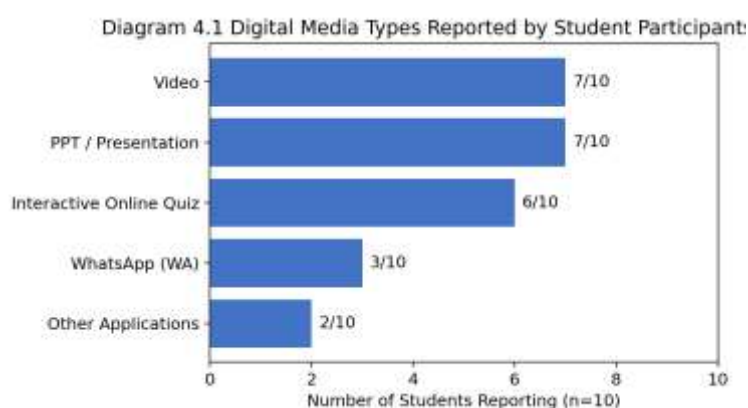
1. Types of Digital Media Utilised in English Learning

Table 4.1 summarises the digital media types spontaneously named by student participants in response to W1.1 ('What digital media do you use in English learning?'). Categories follow Stanley's (2013) taxonomy adopted in the Blueprint (Table 3.1); a participant's response could be coded into more than one category.

Table 4.1 Digital Media Types Reported by Student Participants (W1.1)

Media Type	Students Reporting (n=10)	%
Video (instructional / short videos)	7	70%
PPT / Presentation slides	7	70%
Interactive online quiz (Kahoot, Quizizz, etc.)	6	60%
WhatsApp (WA) group	3	30%
Other applications (unspecified)	2	20%

Diagram 4.1 Digital Media Types Reported by Student Participants (W1.1)



Video and PPT/presentation were the two most frequently mentioned media, each named by 7 of 10 participants, followed by interactive online quizzes (6 of 10). WhatsApp and other unspecified applications were mentioned less frequently (3 and 2 participants respectively), consistent with these being auxiliary rather than primary instructional media.

The teacher interview (TW1.1) independently listed a substantially broader, skill-differentiated set of tools not fully captured in Table 4.1 — including Canva, Google Classroom/Drive, Google Docs, Flipgrid, Liveworksheets, and Google Translate — summarised qualitatively in Table 4.7 (Section 4.2.4).

2. Students' Multidimensional Engagement with Digital Media

a. Academic Engagement (Theme 2)

Table 4.2 summarises students' reported approach to completing digitally-mediated academic tasks (W2.1), and the rate of reported increased participation in digitally-mediated class discussion (W2.3).

Table 4.2 Academic Engagement Indicators (W2.1, W2.3)

Indicator	Category	n (of 10)
Approach to task completion (W2.1)	Independent / self-driven	6
	Teacher-directed	3
	Peer-collaborative	1
Reported more active participation in digitally-mediated discussion (W2.3)	Yes	10
	No / unclear	0

All ten participants reported feeling more actively involved in class discussion when digital media was used (W2.3), a unanimous result. Reported approaches to completing tasks varied: six participants described working independently, three described following teacher direction closely, and one emphasised peer collaboration. S04, who followed teacher direction closely, explained this in terms of shared comfort rather than passivity: "*Lebih aktif, karena tidak hanya dituntut untuk mengerti bahasa Inggris. Jadi semua siswa merasa nyaman dan asik*" ("[I feel] more active, because we are not only required to understand English. So all students feel comfortable and engaged," S04, W2.3).

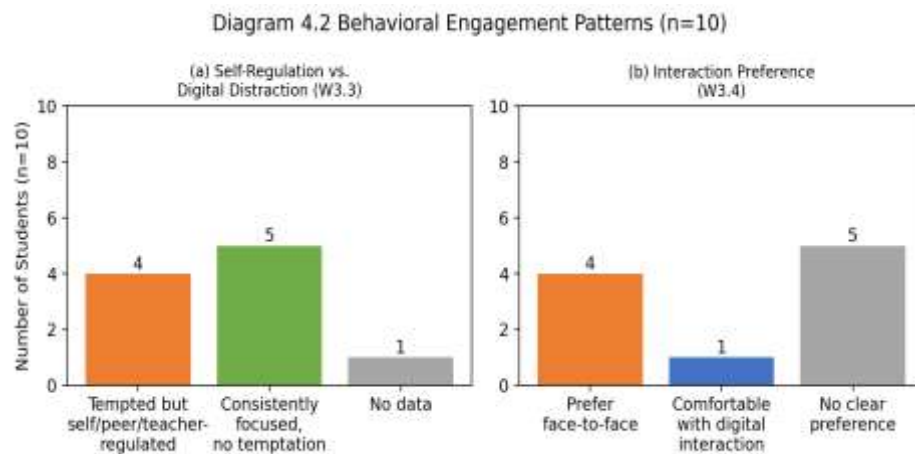
b. Behavioral Engagement (Theme 3)

Table 4.3 summarises two recurring behavioral patterns identified in the data: self-regulation against digital distraction (W3.3) and preference for face-to-face versus digital interaction (W3.4).

Table 4.3 Behavioral Engagement: Self-Regulation and Interaction Preference (W3.3, W3.4)

Sub-theme	Category	n (of 10)
Self-regulation vs. distraction (W3.3)	Tempted, but self-/peer-/teacher-regulated	4
	Reported consistently focused, no temptation	5
	No data	1
Interaction preference (W3.4)	Prefer face-to-face interaction	4
	Comfortable with digital-mediated interaction	1
	No clear preference stated	5

Diagram 4.2 Behavioral Engagement Patterns (n=10)



Four of ten participants explicitly described being tempted to use their devices for non-learning purposes during digital-mediated lessons, but each described a specific regulating mechanism: self-discipline, a peer's reminder, or the teacher's rules. S08 described this dynamic vividly: *"Kadang tergoda dengan buka media sosial (sosmed), hehe. Tapi guru selalu mengingatkan dan membuat suasana seru, dan akhirnya lupa"* ("Sometimes I'm tempted to open social media, hehe. But the teacher always reminds us and makes the atmosphere fun, so eventually I forget [about it]," S08, W3.3). A separate four participants explicitly stated a preference for face-to-face interaction even while describing frequent, comfortable digital media use; only one participant explicitly described comfort with fully digitally-mediated interaction.

c. Emotional Engagement (Theme 4)

Table 4.4 summarises reported confidence gains (W4.3) and negative or uncomfortable experiences (W4.5).

Table 4.4 Emotional Engagement: Confidence and Negative Experience (W4.3, W4.5)

Indicator	Category	n (of 10)
Reported increased confidence (W4.3)	Yes	10
	No	0
Reported negative/uncomfortable experience (W4.5)	None reported	8
	At least one negative experience reported	1
	Unclear / ambiguous response	1

All ten participants reported increased confidence when learning English through digital media (W4.3), a unanimous result matching the unanimous result for academic participation (Table 4.2). S02 linked this confidence directly to a specific digital skill: *"Ya saya lebih PD, saya bisa menunjukan skill edit pada teman teman"* ("Yes, I'm more confident; I can show my editing skills to my friends," S02, W4.3). Reports of discomfort were rare: eight participants reported none, one described difficulty with time-limited quiz formats specifically, and one response was too ambiguous to classify.

d. Cognitive Engagement (Theme 5)

Table 4.5 summarises the independent learning strategies participants described using outside class (W5.2, W5.4) and whether they reported independent, extended learning at home (W5.5); responses could name more than one strategy.

Table 4.5 Cognitive Engagement: Independent Learning Strategies (W5.2, W5.4, W5.5)

Strategy / Indicator	n (of 10)
Re-watching instructional videos	6
Note-taking	6
Asking the teacher for help	6
Searching online / asking AI tools	2
Asking parents for help	1
Discussing with friends	1
Reported independent, extended learning at home (W5.5): Yes	5
Reported independent, extended learning at home (W5.5): Ambiguous	2
Reported independent, extended learning at home (W5.5): No data	3

Re-watching videos, note-taking, and asking the teacher were each mentioned by six of ten participants as strategies for supporting comprehension outside class. On the specific question of metacognitive reflection (W5.3), S04's response illustrates the self-monitoring this study aimed to capture: S04 stated, *"Pernah, sepertinya saya memang lebih cocok dengan metode ini, menonton dan aktif"* ("Yes, I have [thought about it]; it seems I'm indeed better suited to this method, watching and being active," S04, W5.3). Notably, this dimension shows the most missing or ambiguous data of the four engagement dimensions: only five of ten participants gave an unambiguous 'yes' to independent, extended learning at home (W5.5), with three items left blank and two answers duplicating the wording used for a different question (W5.4), a data-quality issue also noted in Chapter III.

3. Contextualisation within the Merdeka Curriculum (Theme 6)

Table 4.6 summarises students' reported perception of how English learning has changed since Merdeka Curriculum-aligned digital media integration (W6.1).

Table 4.6 Perceived Difference in English Learning Since Digital Media / Merdeka Curriculum Integration (W6.1)

Category	n (of 10)
Positive (more enjoyable / engaging / effective)	8
Off-topic or unclear response	1
No data	1

Eight of ten participants described their English learning experience in clearly positive terms relative to before digital media/Merdeka Curriculum-aligned instruction. One participant,

S07, additionally offered a direct account of guided autonomy under Merdeka Curriculum (W6.2):

"Ya, kami bebas memilih metode apa yang paling cocok, namun tetap diarahkan guru. / Yes, we're free to choose whichever method suits us best, though the teacher still guides us."
(S07/W6.2)

4. Teacher Interview Findings

Because the teacher interview strand comprises a single participant (T01), findings are presented qualitatively (Table 4.7) rather than as frequencies, following the themes defined in Table 3.1 (TW1–TW4).

Table 4.7 Summary of Teacher Interview Findings (T01)

Theme	Key Points Raised by T01
Media types & rationale (TW1.1–TW1.2)	Canva, PowerPoint, Google Classroom/Drive, YouTube, Quizizz, Wordwall, Google Translate; skill-specific tools for listening/speaking/reading/writing; selection guided by Capaian Pembelajaran (CP) and Tujuan Pembelajaran (TP) within school platform policy, with retained teacher discretion.
Change since Merdeka Curriculum (TW1.3)	Shift from teacher-centred delivery (PPT, video) toward student-centred, collaborative, creation-oriented media use (Canva projects, Google Docs collaboration, formative quiz tools).
Designing for critical thinking (TW2.1)	Deliberately designs comparison, justification, and error-identification tasks (e.g., descriptive/procedure text

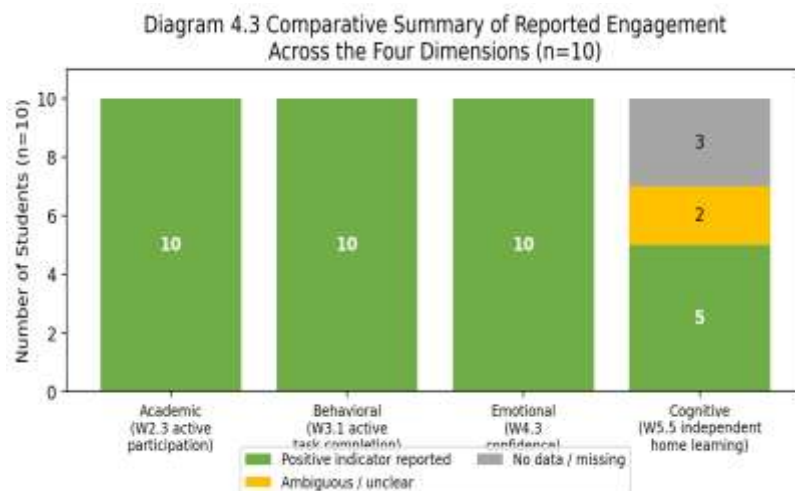
	activities) rather than simple recall tasks.
Reflection practice (TW2.2)	Structured post-activity reflection (via Google Form/Classroom) prompting students to identify understanding, difficulty, effective strategies, and next goals.
Project-Based Learning / P5 (TW2.3)	Digital media embedded across planning, execution, and presentation stages of projects (e.g., Canva tourism poster project with group research, discussion, and peer feedback).
Academic & behavioral observations (TW3.1)	Reports increased question-asking, discussion, task enthusiasm, collaboration, and responsibility; also notes distraction risk, managed through clear rules and guided supervision.
Emotional observations (TW3.2)	Generally positive emotional response; interactive quizzes, creative projects, and digital presentations most consistently associated with enthusiasm.
Passive / disengaged students (TW3.3)	Observes a subset of students who appear passive, attributed to low confidence, limited digital literacy, comprehension difficulty, or technical access issues; addressed via personalised support, defined group roles, and positive reinforcement.
Implementation challenges (TW4.1)	Infrastructure/device limitations, uneven digital literacy, managing distraction, and the teacher's own need for continuous digital-competency development.
Most significant success (TW4.2)	Increased active student

	participation — more students willing to discuss, complete tasks, and present, compared to before digital media integration.
Digital literacy readiness & support needed (TW4.3)	Readiness varies among students; support needed from school (infrastructure, training), parents (supervision, motivation, communication with teacher), and government (equitable infrastructure, continuous training, quality platforms, supportive policy).

5. Cross-Dimension Summary

Diagram 4.3 compares one representative positive indicator from each of the four engagement dimensions, illustrating that academic, behavioral, and emotional engagement were reported at ceiling (10 of 10) on the indicators selected, while cognitive engagement, specifically independent extended learning at home (W5.5), shows more variable and incomplete data.

Diagram 4.3 Comparative Summary of Reported Engagement Across the Four Dimensions (n=10)



B. Discussion

This section discusses the findings presented in Section 4.1, organised by research question, drawing on the theoretical framework established in Chapter II and on relevant prior studies. Whereas Section 4.1 reported what the data show, this section addresses why these patterns matter and how they relate to existing theory and research.

1. Types of Digital Media

The prominence of video and quiz-based routines (Table 4.1) is consistent with Stanley's (2013) taxonomy of digital media in language learning, which distinguishes content-delivery platforms, interactive applications, communication tools, and creation tools; all four categories were identifiable in participants' accounts. In the researcher's assessment, the consistency of video and quiz mentions across seven and six participants respectively, despite no shared script among respondents, suggests these two formats are not incidental preferences but constitute the *de facto* default routine at this research site, a pattern that itself may be shaped as much by ease of teacher implementation as by demonstrated learning benefit, a distinction this study's data cannot resolve, since it captures reported use and preference rather than learning outcomes.

This finding extends Novita, Hidayat, and Rahman's (2022) study of digitalisation under the Merdeka Curriculum, which identified infrastructural and technical constraints as key barriers to digital media adoption at an institutional level. Participants in this study reported fluent, routine use of digital tools with no mention of access or infrastructure difficulties, consistent with the purposive selection of SMPN 7 Rejang Lebong in Chapter III precisely because it demonstrated the most comprehensive digital media integration among schools surveyed during pre-observation. In the researcher's view, this suggests Novita et al.'s institutional-level barriers should not be read as

evenly distributed across schools implementing Merdeka Curriculum; site-level variation in infrastructure and teacher readiness remains an important boundary condition that the present single-site design cannot generalise beyond.

The teacher's considerably wider, skill-differentiated media inventory (Table 4.7, TW1.1) compared with students' narrower recall (Table 4.1) is, in the researcher's interpretation, better explained by differential salience than by inconsistency: students are likely to recall the media most central to their day-to-day routine (video, quiz) more readily than tools used occasionally for specific skills (e.g., Flipgrid for speaking practice). This divergence also marks a concrete limit of relying on student self-report alone for a complete inventory of media types — a limit that classroom observation, had it been administered, could have directly resolved.

Although the discussion above centres on media platforms and formats in general, the data also reveal skill-specific patterns worth highlighting. Participants and the teacher both associated particular tools with particular language skills: YouTube, audio recordings, and platforms such as British Council Learn English were most closely linked to listening practice; voice-recording tools and Flipgrid were used specifically for speaking practice, particularly presentations and pronunciation rehearsal; and texts distributed through Google Classroom, together with e-books and online reading materials, supported reading comprehension tasks. This skill-differentiated use of digital media, most explicitly reported by the teacher (Table 4.7, TW1.1), indicates that digital media engagement in this context is not undifferentiated screen time but is deliberately matched to the demands of specific language skills, consistent with the Merdeka Curriculum's emphasis on tailoring learning media to students' *Capaian Pembelajaran* (learning outcomes) for each skill area.

2. Multidimensional Student Engagement

a. Academic Engagement

The unanimous report of increased participation in digitally-mediated discussion (Table 4.2, W2.3: 10/10) is, in the researcher's judgment, one of the more striking results in this dataset precisely because of its uniformity — a pattern this consistent across independently-interviewed participants is more likely to reflect a genuine, shared feature of the classroom environment than an artefact of individual disposition. This is consistent with Nguyen, Cannata, and Miller's (2018) and Reschly and Christenson's (2012) conceptualisation of academic engagement as investment and effort directed at academic tasks, and is independently corroborated by the teacher's account of increased question-asking and task enthusiasm (Table 4.7, TW3.1).

The variation in task-completion approach (six independent, three teacher-directed, one peer-collaborative) is discussed here, rather than treated as noise, because it suggests that 'academic engagement' as measured by task completion may mask meaningfully different underlying processes, independent investment versus compliance with direction, that a purely frequency-based reading of engagement would obscure. A further point, in the researcher's assessment, is the connection between the teacher's structured reflection practice (TW2.2) and the metacognitive awareness of personal learning style that several students independently reported under cognitive engagement (Section 4.3.2, Cognitive Engagement, below; S05, S06/W5.3). This connection is not stated by either data source alone but becomes visible only when the teacher and student accounts are read together, a concrete instance of triangulation adding interpretive value beyond either source in isolation.

b. Behavioral Engagement

The self-regulation sub-theme (Table 4.3a) extends Fredricks, Blumenfeld, and Paris's (2004) and Reschly and Christenson's (2012) formulation of behavioral engagement as active participation and on-task behavior. Rather than depicting on-task behavior as a stable state, the data suggest, in the researcher's reading, that it is an actively managed process requiring ongoing self-regulation against the distraction potential inherent in device-based learning. Critically, this is not a finding resting on student self-report alone: the teacher independently described the same dynamic, including the specific classroom-management strategies (clear usage rules, guided supervision) used to manage it (Table 4.7, TW3.1, TW4.1). The convergence between two independently-interviewed sources describing the same previously undocumented dynamic is, in the researcher's judgment, the most credible finding in this study, precisely because neither party could have coordinated their account with the other.

The interaction-preference finding (Table 4.3b), namely four participants explicitly preferring face-to-face interaction despite otherwise positive digital media engagement, complicates a straightforward reading of Chapter II's claim that digital platforms uniformly broaden participation channels. In the researcher's view, this suggests digital media in this context functions as a supplement to, rather than a substitute for, direct interaction, a distinction with practical implications for teachers designing collaborative tasks under the Merdeka Curriculum's project-based learning approach (P5), discussed further in Section 4.3.4.

A further point requiring cautious interpretation is the divergence between the uniformly positive student sample and the teacher's independent account of passive or disengaged students (Table 4.7, TW3.3). No student described themselves this way. In the researcher's assessment, this is unlikely to reflect genuine full

consensus, and more likely reflects a limitation of the sampling and self-report method: students who are more withdrawn may be less likely to volunteer for, or be selected into, an interview sample, and social desirability may further suppress self-reports of disengagement. This is discussed further as a cross-cutting finding in Section 4.3.4.

c. Emotional Engagement

The unanimous report of increased confidence (Table 4.4, W4.3: 10/10) supports Fredricks, Blumenfeld, and Paris's (2004) and Skinner and Pitzer's (2012) characterisation of emotional engagement as encompassing enjoyment and confidence, and is consistent with Chapter II's proposition that digital media can foster 'reduced anxiety and increased confidence' for language learners apprehensive about oral performance. The teacher's independent identification of creative projects and presentations as the most consistently positive activities (Table 4.7, TW3.2) converges closely with the specific mechanism several students described: reduced performance pressure through asynchronous, revisable video and poster production. In the researcher's view, the closeness of this convergence, obtained from two participants who could not have influenced each other's account, meaningfully strengthens confidence in this interpretation.

The single reported negative experience, discomfort with time-limited quiz formats (Table 4.4, W4.5), nuances rather than contradicts this picture. In the researcher's reading, this points to a boundary condition often underspecified in the literature reviewed in Chapter II: not all interactive, gamified formats have uniformly positive emotional effects, and format-level design choices (e.g., time limits) may moderate emotional engagement even within an otherwise well-received digital media environment.

d. Cognitive Engagement

Cognitive engagement (Table 4.5) is consistent with Greene's (2015) and Skinner and Pitzer's (2012) conceptualisation of strategic thinking, self-regulation, and deep processing: re-watching, note-taking, and teacher-directed help-seeking were each reported by six of ten participants. In the researcher's assessment, the two participants who specifically mentioned consulting AI tools represent a noteworthy addition to this framework: the Blueprint's cognitive-engagement indicators (Bagian E) were developed primarily around Greene's (2015) pre-generative-AI framework, and this study's data suggest the theoretical and instrumental scaffolding underpinning cognitive engagement research may need updating to account for generative AI as an emergent resource, alongside teachers, peers, and search engines.

This dimension also shows the weakest data quality of the four (Table 4.5, Diagram 4.3): only five of ten participants gave an unambiguous affirmative response on independent home learning (W5.5), against a unanimous or near-unanimous positive result on the corresponding indicators for the other three dimensions. In the researcher's judgment, this pattern is worth treating as a substantive finding rather than dismissing as noise: it may indicate either that cognitive engagement is genuinely less consistently present than the other three dimensions in this context, or that the item itself was less clearly understood or less consistently probed during interviews, a methodological ambiguity that this single-instrument study cannot resolve, and that follow-up interviews or observation would be needed to clarify.

Separately, in the researcher's interpretation, reading the teacher's account of deliberately-designed critical-thinking tasks (Table 4.7, TW2.1) alongside students' self-initiated cognitive strategies reveals that these two accounts describe cognitive

engagement at different levels of the same process, one pedagogically engineered and the other individually enacted, a linkage visible only by combining the two data sources.

3. Contextualisation within the Merdeka Curriculum

The predominantly positive perception of change since Merdeka Curriculum-aligned digital media integration (Table 4.6: 8/10 positive) is corroborated independently by the teacher's account of a broader pedagogical shift from teacher-centred delivery toward student-centred, collaborative, creation-oriented media use (Table 4.7, TW1.3), and of embedding digital media throughout Project-Based Learning/P5 stages (TW2.3). In the researcher's view, having both an emic student account and an independent teacher account converge on the same directional shift provides considerably stronger support for Kementerian Pendidikan's (2022) and Pratiwi, Hidayat, and Suherman's (2023) description of 'merdeka belajar' than either account could establish alone.

S07's explicit account of choosing methods 'freely' while remaining 'guided' by the teacher (W6.2) exemplifies, in the researcher's reading, the curriculum's intended model of guided autonomy, neither unstructured free choice nor rigid teacher direction, and directly extends Novita et al.'s (2022) institutional-level findings with first-person, student-voiced evidence. The teacher's candid account of persistent implementation challenges (Table 4.7, TW4.1, TW4.3), namely infrastructure limitations, uneven digital literacy, and the teacher's own need for continuous upskilling, is, in the researcher's judgment, an important qualifier on this generally positive picture: it helps contextualise the pre-observation finding reported in Chapter I that only two of three schools surveyed had meaningfully integrated digital media, and reinforces that the largely positive results reported in this chapter should be read as characteristic of a comparatively well-

resourced, purposively-selected site rather than as generalisable to Merdeka Curriculum implementation everywhere.

4. Cross-Cutting Discussion

a. Digital Media Engagement Coexists with Active Self-Regulation

As discussed in Section 4.3.2, both students and the teacher independently identified device-based distraction as a real risk that engagement-supporting digital routines must actively manage. In the researcher's assessment, this cross-source convergence is one of the more robust findings of this study and argues against models that treat engagement as a simple, automatic by-product of digital media exposure.

b. Digital Media Supplements Rather than Replaces Face-to-Face Interaction and Teacher Guidance

Students' preference for direct interaction (Table 4.3b) despite frequent digital media use, and the teacher's description of digital media operating within a still fundamentally teacher-guided, PjBL-structured environment (Table 4.7, TW2.3), together suggest, in the researcher's interpretation, that digital media in this context functions as a complement to rather than a substitute for in-person, teacher-facilitated learning, a distinction with direct implications for how teachers might design blended digital/face-to-face activities under the Merdeka Curriculum.

c. Student Self Report May Under Represent Less-Engaged Students

The uniformly positive results reported across the ten student interviews (Tables 4.2 and 4.4, several indicators at 10/10) contrast with the teacher's independent account of a subset of students who remain passive, under-confident, or digitally under-

resourced (Table 4.7, TW3.3, TW4.3). In the researcher's judgment, this divergence is itself a finding of practical importance: it suggests that this study's student interview strand describes the experience of relatively engaged students well, but likely understates the range of difficulty some students face, a gap visible only by reading the teacher's account alongside the students', and one that direct classroom observation would be well placed to resolve in future research.

Taken together, these three patterns qualify what would otherwise be a straightforwardly positive picture of digital media's relationship to student engagement, and point toward specific, practically actionable considerations for English teachers implementing digital media under the Merdeka Curriculum, discussed further in Chapter V.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the findings and discussion presented in Chapter IV, drawing on semi-structured interviews with ten eighth-grade student participants (S01–S10) and one English teacher (T01) at SMPN 7 Rejang Lebong, this study concludes the following in relation to its three research questions.

In answer to the first research question, four broad categories of digital media are routinely used in English learning at SMPN 7 Rejang Lebong: content-delivery media (short instructional videos), interactive assessment applications (Kahoot, Quizizz), communication platforms (WhatsApp), and digital creation tools (PowerPoint, Canva, self-produced videos and posters). Video and PPT/presentation were the most frequently reported by students, while the teacher additionally drew on a wider, skill-differentiated toolkit guided by the Merdeka Curriculum's learning objectives. It is concluded that digital media use at this research site follows a consistent video-and-quiz-centred routine for day-to-day instruction, supplemented by a broader toolkit that teachers draw upon less visibly to students.

In answer to the second research question, students reported academic, behavioral, and emotional engagement at or near ceiling levels, with all ten participants describing increased participation and confidence, particularly through content-creation tasks. Behavioral engagement proved to be an actively maintained state rather than a passive outcome: several participants described resisting distraction rather than being naturally focused while cognitive engagement, though evident through strategies such as re-watching videos and consulting AI tools, showed the least complete data of the four dimensions. It is concluded that digital media is associated with strong, multidimensional engagement in this context,

though this positive picture is qualified by ongoing self-regulation demands, a continued preference among some students for face-to-face interaction, and the teacher's independent observation of a subset of students who remain passive or under-resourced.

In answer to the third research question, eight of ten student participants described their learning experience as markedly more enjoyable and effective under Merdeka Curriculum-aligned, digitally-mediated instruction, describing a pattern of guided autonomy that was independently corroborated by the teacher's account of a shift toward student-centred, project-based (P5) digital media use. It is concluded that digital media use at this research site is closely aligned with, and appears to support, the Merdeka Curriculum's principles of student agency and project-based learning, though persistent infrastructural, digital-literacy, and professional-development challenges qualify how fully this alignment is realised in practice.

B. SUGGESTIONS

1. For Teachers

- a. Maintain clear, explicitly stated rules for digital device use during lessons, paired with active monitoring, to support students' self-regulation against distraction.
- b. Continue to favour a mix of content-delivery media (video), interactive assessment (quizzes), and creation-oriented tasks (video/poster/PPT production), given the consistent positive associations with engagement found in this study.
- c. Design opportunities for face-to-face discussion and feedback alongside digital tasks, rather than shifting collaboration entirely online, given students' continued preference for direct interaction.

- d. Identify and proactively support students who may be less engaged, using strategies such as personalised check-ins, clearly defined roles in group work, and explicit positive reinforcement.

2. For Students

- a. Take advantage of the flexibility digital media offers for independent review (e.g., re-watching instructional videos, using AI or search tools to clarify difficult material), while remaining mindful of the potential for digital distraction during learning time.
- b. Make use of both digital and face-to-face avenues for discussion and feedback, rather than relying on one exclusively, to support both engagement and comprehension.

3. For Curriculum Developers and the School

- a. Continue investing in stable internet access, adequate devices, and relevant teacher training, which the teacher in this study identified as necessary conditions for sustaining effective digital media integration.
- b. Consider structured, periodic communication with parents regarding students' digital media use for learning, given the teacher's identification of parental supervision and support as a contributing factor to sustained engagement.

4. For Further Researchers

- a. Incorporate classroom observation as an independent, non-self-report data source, particularly to verify behavioral engagement indicators and to directly examine the experiences of less-engaged students not well captured through voluntary interview sampling.
- b. Expand the teacher interview sample to 2–3 or more participants to assess the extent to which the pedagogical perspective identified in this study is shared across teachers at a given school.

- c. Investigate generative AI tools as an emerging cognitive-engagement resource, extending existing engagement frameworks (e.g., Greene, 2015) that were developed prior to their widespread availability.
- d. Consider comparative, multi-site designs to examine how variation in school-level infrastructure and teacher readiness — noted as a boundary condition in this study — shapes the relationship between digital media and student engagement under the Merdeka Curriculum.
- e. Where feasible, purposively include students identified by teachers as less engaged, to complement and cross-check the necessarily self-selected nature of voluntary interview samples.

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APPENDIX I

TRANSKIP HASIL WAWANCARA SISWA

Transkrip berikut merupakan hasil wawancara semi-terstruktur dengan sepuluh siswa kelas VIII di SMPN 7 Rejang Lebong, disajikan dalam bahasa asli (Bahasa Indonesia) sebagaimana dikumpulkan. Kode partisipan (S01–S10) digunakan menggantikan nama asli untuk melindungi kerahasiaan identitas siswa, sesuai dengan prinsip etika penelitian yang dijelaskan pada Bab III. Kode item (W1.1–W6.3) mengacu pada Tabel 3.1 (Research Instrument Blueprint).

S01 (Jenis kelamin: L)

Kode	Jawaban
W1.1	Berupa video dan kuis, membaca dan memahami konteks video bahasa Inggris lalu diberikan kuis.
W1.2	Menampilkan video pendek yang dipilih oleh guru.
W1.3	Semuanya, saya sangat suka jika belajar menggunakan media digital.
W1.4	Ya, kami sering diminta presentasi dan membuat slide.

Kode	Jawaban
W2.1	Saya semangat untuk menyelesaikannya.
W2.2	Membuat video dan persentasi di kelas, tantangannya kami harus lebih kreatif.
W2.3	Ya, karena lebih seru dan menyenangkan.

Kode	Jawaban
W3.1	Aktif saat persentasi dan mengerjakan kuis.
W3.2	Biasanya belajar sangat membosankan terlebih lagi bahasa inggris bukanlah bahasa sehari-hari, tapi saat guru mengenalkan media digital, belajar terasa lebih semangat.
W3.3	Kadang tergoda untuk membuka hal lain, namun saya selalu menuruti aturan dan perintah guru.
W3.4	Ya, kadang kami saling bertanya tugas via WA.

Kode	Jawaban
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W4.1	Merasa senang dan bersemangat.
W4.2	Tampilan video pendek dan kuis.
W4.3	Ya.
W4.4	Ya nyaman, karena lebih menyenangkan.
W4.5	Tidak pernah.

Kode	Jawaban
W5.1	Karena bukan hanya membaca, dengan video, presentasi, maupun kuis belajar tidak terasa begitu berat.
W5.2	Kadang saya kembali mencari video pembelajaran di rumah.
W5.3	Tidak pernah.
W5.4	Bertanya kepada guru.
W5.5	Ya pernah, saya menonton video dan belajar di rumah.

Kode	Jawaban
W6.1	Lebih menyenangkan.
W6.2	Ya saya sangat bersemangat.
W6.3	Saya ingin banyak belajar lagi dalam penggunaan media digital.

S02 (Jenis kelamin: P)

Kode	Jawaban
W1.1	PPT, quiz online seperti Quizizz dan Kahoot.
W1.2	Guru sering menggunakan PPT dan memberikan quiz.
W1.3	Saya suka saat bermain quiz online karena tidak membosankan.
W1.4	Ya, kami membuat video dan PPT untuk persentasi.

Kode	Jawaban
W2.1	Saya selalu menyelesaikan tugas tepat waktu karena menyenangkan.
W2.2	Ya pernah, menurut saya itu sangat seru dan menantang.
W2.3	Tentu saja, karena kami semua dilibatkan.

Kode	Jawaban
W3.1	Dengan cara selalu mengerjakan tugas tepat waktu, jelas lebih seru saat menggunakan media digital.
W3.2	Saya sangat suka membuat PPT yang cantik dan lucu-lucu.
W3.3	Fokus pada pelajaran.
W3.4	Yaa, kami kadang membahas pelajaran di WA grup, namun lebih suka saat berinteraksi langsung.

Kode	Jawaban
W4.1	Senang.
W4.2	Saya suka design, seperti membuat video, poster atau famplet.
W4.3	Ya saya lebih PD, saya bisa menunjukkan skill edit pada teman-teman.
W4.4	Saya suka berinteraksi langsung.
W4.5	Tidak pernah.

Kode	Jawaban
W5.1	Karena bisa belajar sesuka hati, banyak materi yang bisa dicari dan bertanya pada AI.
W5.2	Saya mencatat dan belajar di rumah dengan video.
W5.3	Cara belajar saya sudah cocok.
W5.4	Diskusi dengan teman-teman.
W5.5	Ya saya juga belajar bahasa inggris di rumah.

Kode	Jawaban
W6.1	Ya lebih menyenangkan dan seru.
W6.2	Ya saya sangat semangat.
W6.3	Saya ingin lebih banyak belajar dan ingin bisa berbahasa inggris melalui media digital.

S03 (Jenis kelamin: P)

Kode	Jawaban
W1.1	Banyak, namun yang paling saya ingat adalah quiz online.
W1.2	Quiz online, kami sering meminta pada guru untuk dilakukan quiz karena sangat seru.
W1.3	Ya saat kuis, media yang bukan digital seperti kamus

	karena membosankan.
W1.4	Ya, membuat slide PPT dan video.

Kode	Jawaban
W2.1	Saya mengerjakan sendiri, kadang minta bantuan dengan orang tua juga.
W2.2	Saya mengerjakannya sendiri, kadang minta bantuan dengan orang tua juga.
W2.3	Kami semua diikut sertakan dan berprestasi.

Kode	Jawaban
W3.1	Selalu mengerjakan tugas apa yang diberikan dan aktif saat persentasi, jelas beda karena lebih menyenangkan.
W3.2	(tidak ada respons)
W3.3	Tidak, saya fokus belajar.
W3.4	Tidak terlalu, namun kami aktif saat pembelajaran menggunakan media digital di kelas.

Kode	Jawaban
W4.1	Sangat bersemangat.
W4.2	Saat mencoba berbagai macam aplikasi dan quiz.
W4.3	Ya lebih percaya diri, karena saya jadi lebih mengerti.
W4.4	Nyaman-nyaman saja.
W4.5	Dengan video dan pemahaman yang jelas.

Kode	Jawaban
W5.1	Ya, dengan video pendek yang menarik dan mudah difahami.
W5.2	Mencatat, menonton dan mengerjakan kuis.
W5.3	Ya, saya harus lebih banyak belajar dan memahami materi.
W5.4	Kalau di rumah saya minta bantuan orang tua dan guru saat di sekolah.
W5.5	Pernah, di rumah saya juga menggunakannya.

Kode	Jawaban
W6.1	Ya, terasa lebih bermanfaat dan mudah dipahami.
W6.2	Ya, saya memilih menonton daripada membaca dan

	menghafal.
W6.3	Sangat seru, semua terasa lebih mudah.

S04 (Jenis kelamin: P)

Kode	Jawaban
W1.1	Video, WA, PPT, Aplikasi.
W1.2	Video.
W1.3	Yang paling saya suka video dan menonton.
W1.4	Ya, membuat poster, video, dan presentasi.

Kode	Jawaban
W2.1	Saya kerjakan apa yang diarahkan oleh guru.
W2.2	Iya kami membuat video, presentasi dan kadang poster.
W2.3	Lebih aktif, karena tidak hanya dituntut untuk mengerti bahasa Inggris. Jadi semua siswa merasa nyaman dan asik.

Kode	Jawaban
W3.1	Selalu mengerjakan tugas dan ikut serta saat diskusi dan presentasi.
W3.2	Saya jadi lebih sering diminta untuk maju oleh guru dan itu menyenangkan.
W3.3	Kadang tergoda, tapi ada teman yang selalu mengingatkan.
W3.4	Ya aktif, tapi lebih sering tatap muka.

Kode	Jawaban
W4.1	Senang dan semangat.
W4.2	Mendesain PPT dan mengisi kuis.
W4.3	Ya, karena saya jauh lebih paham.
W4.4	Nyaman.
W4.5	Tidak pernah.

Kode	Jawaban
W5.1	Dengan banyak mencoba hal-hal baru, seperti mengedit dan mengakses aplikasi.
W5.2	Mengulang video.

W5.3	Pernah, sepertinya saya memang lebih cocok dengan metode ini, menonton dan aktif.
W5.4	Mencari di Google atau AI, dan bertanya pada pak guru.
W5.5	(tidak ada respons)

Kode	Jawaban
W6.1	Ya, lebih seru dan teman-teman antusias.
W6.2	Tentu. Saya suka dan lebih bersemangat.
W6.3	Belajar dengan media digital membuat kami semua dilibatkan dalam belajar.

S05 (Jenis kelamin: P)

Kode	Jawaban
W1.1	PPT.
W1.2	Menonton video kemudian ada kuisnya.
W1.3	Video pendek yang menyenangkan.
W1.4	Ya, membuat video, iklan dan PPT untuk presentasi.

Kode	Jawaban
W2.1	Selalu mengerjakan, kalau tidak mengerti bertanya pada guru.
W2.2	Ya, video.
W2.3	Ya, saya lebih aktif.

Kode	Jawaban
W3.1	Saya membuat video, membuat PPT dan mencatat materi agar tidak lupa.
W3.2	Saya pernah mendapat nilai 100 pada kuis Bahasa Inggris dan mendapat pujian dari guru dan teman-teman.
W3.3	Fokus, saya tidak punya waktu untuk memikirkan hal lain.
W3.4	Tidak, kami aktif hanya saat di kelas.

Kode	Jawaban
W4.1	Senang dan excited sekali.
W4.2	Kuis membuat saya lebih semangat belajar dan

	memahami materi.
W4.3	Ya, lebih percaya diri (PD).
W4.4	Nyaman.
W4.5	Tidak pernah, kalau tidak bisa saya bisa minta diajari dan banyak bertanya.

Kode	Jawaban
W5.1	Dengan banyak mengulang (rewatch) video dan mengisi kuis ulang.
W5.2	Rewatch, mencatat, menonton, mengulang kuis dan mencari materi lebih banyak.
W5.3	Ya, saya sering memilih metode yang paling cocok dengan saya (membaca).
W5.4	Mencari tahu sendiri, kalau mentok ya tanya guru.
W5.5	Ya, di rumah juga.

Kode	Jawaban
W6.1	Jauh lebih menyenangkan.
W6.2	Tentu saja, saya jauh lebih semangat.
W6.3	Sangat menarik dan seru.

S06 (Jenis kelamin: P)

Kode	Jawaban
W1.1	Untuk keterampilan berbicara kami menggunakan PPT dan presentasi, lalu untuk mendengar ya video atau backing audio.
W1.2	Video dan presentasi.
W1.3	Video, karena tidak membuat jenuh.
W1.4	Ya, saya menggunakan media digital untuk buat video kita perlu HP/kamera dan aplikasi untuk mengedit. Saya juga menggunakan PPT untuk bahan presentasi.

Kode	Jawaban
W2.1	Banyak bertanya sampai paham dan berusaha selalu tepat waktu.
W2.2	Kami membuat video sebagai tugas.
W2.3	Tentu saja, karena lebih mudah dipahami.

Kode	Jawaban
W3.1	Mengikuti pembelajaran, diskusi, dan selalu mengumpulkan tugas tepat waktu.
W3.2	Saya sulit menguasai bahasa Inggris, namun setelah banyak menggunakan media digital saya lebih semangat dan mau belajar.
W3.3	Fokus.
W3.4	Saya lebih nyaman saat diskusi dan interaksi di kelas, karena lebih dekat dan responsnya cepat.

Kode	Jawaban
W4.1	Sangat semangat.
W4.2	Mencoba mengedit/mendesain poster ataupun video karena bisa berkreasi sendiri.
W4.3	Ya, saya percaya diri karena dengan adanya media pembelajaran jadi lebih mudah dipahami.
W4.4	Nyaman.
W4.5	Tidak pernah.

Kode	Jawaban
W5.1	Mengedit dan mengulang kembali dengan media digital, saya bisa mengerucutkan kemampuan.
W5.2	Tidak hanya soal, di buku.
W5.3	Mencari sumber lain.
W5.4	Efektif.
W5.5	Mencari tahu, bertanya pada guru/orang tua.

Kode	Jawaban
W6.1	Pernah, saya meminta YouTube untuk mencari materi.
W6.2	Pembelajaran terasa lebih menyenangkan.
W6.3	Saya memiliki gaya belajar visual.

S07 (Jenis kelamin: P)

Kode	Jawaban
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W1.1	Menampilkan video setiap materi baru, ada kuisnya kemudian kami juga diberi tugas-tugas online, diminta membuat video untuk tugas juga.
W1.2	Video dan kuis.
W1.3	Video dan kuis yang diberikan karena memang kami suka dan senang minta pada guru.
W1.4	Ya, berupa PPT dan konten video.

Kode	Jawaban
W2.1	Mengerjakannya dengan senang hati bersama teman-teman.
W2.2	Ya, membuat video, mengedit, dan ditampilkan di kelas atau dipost di media sosial.
W2.3	Ya, saya lebih aktif, lebih banyak bertanya karena penasaran dan ingin tahu.

Kode	Jawaban
W3.1	Saya mengerjakan tugas, banyak bertanya, dan mencoba hal-hal baru seperti cara mengisi kuis bahasa Inggris dan membuat desain PPT yang menarik.
W3.2	Kami membuat video konten, di sana saya lebih merasa percaya diri karena tidak ditonton langsung oleh teman.
W3.3	Selalu fokus.
W3.4	Aktif, kami nyaman berinteraksi walaupun hanya semuanya lewat media sehingga lebih mudah karena sebelum kami sudah terbiasa berkomunikasi.

Kode	Jawaban
W4.1	Saya senang, karena selalu ada hal baru yang bisa saya pelajari.
W4.2	Semua sesuatu yang baru selalu menyenangkan untuk saya.
W4.3	Ya, saya lebih percaya diri.
W4.4	Ya, sangat nyaman. Tidak ada perbedaan, di platform digital pun seru.
W4.5	Tidak ada.

Kode	Jawaban
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W5.1	Dengan banyak mengulang materi dan membuka media digital seperti guru memberi untuk mengulangnya di rumah.
W5.2	Saya mempelajari kursus dan tahu saya memang lebih mudah mengikuti gaya belajar saya, banyak bertanya pada aplikasi untuk mencari baca-baca.
W5.3	Ya, saya menggunakan HP untuk mengulang materi dan menonton serta membuat konten.
W5.4	Efektif.
W5.5	Mencari tahu, bertanya pada guru/orang tua.

Kode	Jawaban
W6.1	Kami sudah menggunakan pembelajaran merdeka sejak awal, dan ini bagus.
W6.2	Ya, kami bebas memilih metode apa yang paling cocok, namun tetap diarahkan guru.
W6.3	Saya ingin lebih banyak belajar banyak hal dalam media digital.

S08 (Jenis kelamin: P)

Kode	Jawaban
W1.1	Aplikasi kuis online, presentasi, video pendek.
W1.2	Guru sering memberi kuis dan mengajak menonton video serta penjelasan materi.
W1.3	Membuat PPT lalu mempresentasikannya.
W1.4	Ya, itu tadi.

Kode	Jawaban
W2.1	Memahami materi dan menggunakan media digital juga sebagai alat bantu belajar.
W2.2	Membuat video kreatif.
W2.3	Ya, semua bersemangat. Jadinya aktif dan suasana jadi seru.

Kode	Jawaban
W3.1	Mengerjakan tugas dan aktif bertanya.
W3.2	Saya kebingungan dalam membuat video konten dan PPT, tapi setelah belajar ternyata seru dan seseru itu.
W3.3	Kadang tergoda dengan buka media sosial (sosmed),

	hehe. Tapi guru selalu mengingatkan dan membuat suasana seru, dan akhirnya lupa.
W3.4	Kami aktif berinteraksi.

Kode	Jawaban
W4.1	Semangat, kalau pelajaran Bahasa Inggris selalu bangun pagi-pagi.
W4.2	Saat diminta untuk menggunakan langsung, dan yang tidak tahu jadi tahu.
W4.3	Ya, lebih percaya diri karena mudah dan menyenangkan.
W4.4	Nyaman, karena kami menggunakannya sehari-hari.
W4.5	Tidak pernah.

Kode	Jawaban
W5.1	Dengan banyak memahami dan banyak belajar bahwa media digital atau teknologi sangat baik jika digunakan dengan bijak.
W5.2	Mencatat, menonton.
W5.3	Sudah efektif.
W5.4	Ya.
W5.5	(tidak ada respons)

Kode	Jawaban
W6.1	Belajar jadi tidak tegang, suasana kelas pun menjadi santai.
W6.2	Ya, saya lebih suka banyak mendengarkan dan mengulang pelajaran di rumah.
W6.3	Seru, santai, dan terasa lebih mudah.

S09 (Jenis kelamin: L)

Kode	Jawaban
W1.1	Video, PPT, WA.
W1.2	Video.
W1.3	Video, menonton itu seru karena ada visual dan audionya, jadi belajar jadi lebih menyenangkan dan tidak membosankan.
W1.4	Membuat video.

Kode	Jawaban
W2.1	Kalau ada kuis online, saya mengerjakannya berdasarkan yang saya tahu. Tapi sebelumnya guru sudah terlebih dahulu memberi penjelasan.
W2.2	Membuat video tentang bahaya sampah.
W2.3	Saya selalu aktif, namun memang penggunaan media digital membuat lebih semangat.

Kode	Jawaban
W3.1	Selalu membuat tugas yang diberikan dengan maksimal.
W3.2	Konten video yang saya buat mendapat apresiasi dari guru dan teman. Itu membuat saya lebih semangat untuk terus belajar dan menghasilkan karya.
W3.3	Tergoda, namun saya bisa menghindarinya dengan cara memfokuskan diri.
W3.4	Aktif berdiskusi dengan guru dan membahas materi sambil berbagi hal-hal baru.

Kode	Jawaban
W4.1	Sangat semangat.
W4.2	Membuat konten, merekam dan mengedit sangat menyenangkan.
W4.3	Percaya diri, contohnya dalam pembuatan video itu tadi, saya tidak malu-malu lagi hasilnya akan bagus.
W4.4	Karena interaksi langsung lebih nyaman.
W4.5	Tidak pernah. Sekali jalan lancar.

Kode	Jawaban
W5.1	Dengan banyak latihan dan mengulang di rumah.
W5.2	Mencatat dan mencoba sendiri apa yang sudah diajarkan di sekolah.
W5.3	Tegas guru.
W5.4	Ya, juga tetap pakai di semua mapel ataupun di rumah.
W5.5	(tidak ada respons)

Kode	Jawaban
W6.1	Jauh lebih seru.

W6.2	Sangat dimanfaatkan. Kadang kami minta pada guru untuk banyak gunakan media.
W6.3	Sangat menyenangkan, tidak terasa bosan.

S10 (Jenis kelamin: L)

Kode	Jawaban
W1.1	Banyak: video, PPT, aplikasi, kuis online, WA, dll.
W1.2	Video dan kuis karena kita yang tanggap.
W1.3	Kuis online seru sih, menantang dan bikin semangat.
W1.4	Ya, bikin video konten untuk tugas, PPT juga.

Kode	Jawaban
W2.1	Sesuai arahan guru saja. Selalu tepat waktu dan konsisten karena ini hal yang menarik. Jadi ngerjain tugas tidak terasa tertekan.
W2.2	Ya, kami bikin video, bikin PPT juga untuk presentasi.
W2.3	Diskusi jadi terasa lebih hidup karena adanya media digital.

Kode	Jawaban
W3.1	Memberikan respon dan banyak bertanya, jauh lebih menarik karena jadi lebih mudah untuk dipahami.
W3.2	(tidak ada respons)
W3.3	(tidak ada respons)
W3.4	Aktif, ya terasa lebih nyaman.

Kode	Jawaban
W4.1	Saya merasa penasaran dan semangat.
W4.2	Hampir semuanya.
W4.3	Ya, lebih percaya diri karena jadi lebih mudah dan simpel daripada tidak memakai media digital.
W4.4	Sama saja, namun diskusi langsung lebih nyaman.
W4.5	Saat kuis yang dibatasi muncul, saya sulit, tapi itu menurut saya membuat saya harus lebih rajin belajar lagi.

Kode	Jawaban
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W5.1	Dengan menonton video, jadi tidak jenuh di sistem belajar.
W5.2	Mencatat dan juga mengulang video yang diajarkan oleh guru.
W5.3	(tidak ada respons)
W5.4	Bertanya pada guru.
W5.5	Pernah, di rumah saat membuat PR.

Kode	Jawaban
W6.1	(tidak ada respons)
W6.2	(tidak ada respons)
W6.3	Seru dan menyenangkan.

APENDIX II

TRANSKRIP HASIL WAWANCARA GURU

Transkrip berikut merupakan hasil wawancara semi-terstruktur dengan satu guru Bahasa Inggris kelas VIII di SMPN 7 Rejang Lebong, disajikan dalam bahasa asli (Bahasa Indonesia). Kode partisipan T01 digunakan menggantikan

nama asli. Kode item (TW1.1–TW4.3) mengacu pada Tabel 3.1 (Research Instrument Blueprint).

T01

Kode	Jawaban
TW1.1	Beberapa media yang saya gunakan antara lain Canva untuk membuat materi presentasi yang menarik, PowerPoint sebagai media penyampaian materi, Google Classroom atau Google Drive untuk membagikan materi dan mengumpulkan tugas, serta YouTube sebagai sumber video pembelajaran. Untuk evaluasi interaktif saya juga menggunakan Quizizz dan Wordwall. Google Translate sesekali saya gunakan sebagai bantuan pelafalan. Untuk setiap keterampilan saya juga menyesuaikan: listening dengan YouTube/audio MP3/British Council LearnEnglish; speaking dengan voice recorder/Flipgrid/presentasi video; reading dengan teks di Google Classroom/e-book/Liveworksheets; writing dengan Google Docs/Microsoft Word, dan Canva untuk poster atau kartu ucapan.
TW1.2	Pemilihan media digital dalam pembelajaran tetap diberikan keleluasaan kepada guru. Saya memilih media yang paling sesuai dengan tujuan pembelajaran, karakteristik materi, kondisi siswa, serta fasilitas yang tersedia di sekolah, dengan tetap mengacu pada Capaian Pembelajaran (CP) dan Tujuan Pembelajaran (TP) dalam Kurikulum Merdeka serta kebijakan platform sekolah (Google Classroom).
TW1.3	Jika sebelumnya media lebih berpusat pada guru (PPT, video sebagai penyampaian), sekarang media saya gunakan agar pembelajaran lebih berpusat pada peserta didik, interaktif, dan mendukung tercapainya Capaian Pembelajaran — misalnya proyek Canva, kolaborasi menulis di Google Docs, dan kuis formatif untuk umpan balik.
TW2.1	Dalam merancang aktivitas digital, saya berusaha agar siswa tidak hanya mengerjakan tugas, tetapi juga berpikir kritis dan mampu memberikan alasan atas jawabannya — misalnya membandingkan dan menjustifikasi pilihan kosakata untuk teks deskriptif, atau mengidentifikasi dan memperbaiki langkah yang salah pada teks prosedur.

TW2.2	Saya biasanya menyediakan sesi refleksi singkat (melalui Google Form/Classroom) yang menanyakan: Apa yang sudah saya pahami? Bagian mana yang masih sulit? Strategi apa yang paling membantu saya belajar? Apa yang akan saya perbaiki selanjutnya? disertai umpan balik yang membangun agar siswa terbiasa menetapkan tujuan belajar sendiri.
TW2.3	Saya memberikan proyek kepada siswa untuk membuat digital poster tentang objek wisata menggunakan Canva. Sebelum membuat produk, siswa mencari informasi dari sumber terpercaya, mendiskusikan hasilnya dalam kelompok melalui Google Docs, kemudian menyusun teks deskriptif dalam bahasa Inggris, mempresentasikan melalui PPT/Canva, memberi dan menerima umpan balik dari teman, dan melakukan refleksi akhir tentang proses kerja kelompok dan kendala yang dihadapi.
TW3.1	Dari sisi keterlibatan akademik, siswa cenderung lebih aktif bertanya, berdiskusi, dan berpartisipasi dalam kegiatan pembelajaran. Mereka juga lebih antusias mengerjakan tugas, terutama ketika menggunakan media interaktif seperti Quizizz, Wordwall, atau Canva, dan lebih berani mencoba/mengeksplorasi/menampilkan hasil karya. Dari sisi perilaku, siswa menjadi lebih kolaboratif (kerja tim, diskusi, umpan balik) dan lebih bertanggung jawab terhadap tugas melalui platform digital. Tantangannya adalah potensi distraksi/penggunaan gawai di luar tujuan pembelajaran, yang saya atasi dengan aturan penggunaan media digital yang jelas, pengawasan terarah, dan memastikan aktivitas tetap berorientasi tujuan.
TW3.2	Secara umum respons emosional siswa terhadap penggunaan media digital cukup positif; siswa cenderung lebih antusias karena pembelajaran terasa lebih menarik, interaktif, dan bervariasi. Aktivitas digital yang paling konsisten memunculkan respons positif dari siswa adalah kuis interaktif, proyek kreatif, dan presentasi digital.
TW3.3	Saya pernah mengamati beberapa siswa yang terlihat kurang terlibat atau pasif saat pembelajaran menggunakan media digital. Penyebabnya beragam, misalnya karena kurang percaya diri, kemampuan literasi digital yang masih terbatas, kurang memahami materi, atau kendala teknis (perangkat/internet). Saya

	menanganinya dengan pendekatan personal untuk mencari tahu penyebabnya, memberikan dukungan individual, menetapkan peran yang jelas dalam kelompok (penulis, pencari informasi, presenter) agar semua berkontribusi, menggunakan instruksi/contoh yang sederhana dan media yang mudah digunakan, serta memberi penguatan positif dan apresiasi atas setiap kemajuan untuk membangun kepercayaan diri mereka. Saya meyakini siswa yang pasif bukan berarti tidak mau belajar, hanya perlu strategi dan dukungan yang tepat agar mereka merasa nyaman, percaya diri, dan termotivasi untuk berpartisipasi.
TW4.1	Tantangan yang saya hadapi meliputi: (1) keterbatasan infrastruktur — tidak semua siswa memiliki perangkat memadai atau koneksi internet stabil, saya siasati dengan media yang ringan, alternatif berbasis kelompok, dan materi yang bisa diakses secara offline; (2) kesenjangan literasi digital siswa, saya atasi dengan demonstrasi dan pendampingan; (3) menjaga fokus/mengelola potensi distraksi, saya atasi dengan aturan penggunaan yang jelas, aktivitas terstruktur, dan pengawasan aktif; (4) kebutuhan saya sendiri untuk terus mengembangkan kompetensi digital secara berkelanjutan.
TW4.2	Keberhasilan yang paling signifikan yang saya rasakan adalah meningkatnya keterlibatan aktif siswa dalam proses pembelajaran — lebih banyak siswa berani berdiskusi, mengerjakan tugas, dan tampil presentasi dibandingkan sebelumnya (dulu hanya sebagian kecil yang aktif). Keberhasilan ini bukan hanya soal nilai, tapi ketika siswa menunjukkan antusiasme, rasa percaya diri, dan motivasi yang lebih tinggi.
TW4.3	Kesiapan literasi digital siswa bervariasi; sebagian besar mudah beradaptasi (Google Classroom, Canva, Quizizz, Wordwall), namun sebagian masih kesulitan bukan hanya dalam mengoperasikan aplikasi, tapi juga menggunakan teknologi secara efektif untuk belajar (mengunggah tugas, mencari informasi yang kredibel, mengatur waktu). Saya siasati dengan orientasi/demonstrasi sebelum pembelajaran, panduan sederhana, belajar berkelompok dengan bantuan teman sebaya, dan pendampingan bertahap. Dukungan yang masih dibutuhkan: dari sekolah (infrastruktur — internet stabil, LCD/proyektor, perangkat; pelatihan guru), dari

	orang tua (pengawasan dan motivasi penggunaan teknologi di rumah, komunikasi dengan guru), dan dari pemerintah (pemerataan infrastruktur digital, pelatihan guru berkelanjutan, platform pembelajaran berkualitas, kebijakan yang mendukung).
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APPENDIX III

STUDENT INTERVIEW TRANSCRIPTS

The following are the transcribed responses from semi-structured interviews with ten student participants (S01-S10), conducted in Indonesian using Instrument 2 (see Appendix D). Responses are presented as originally given, with only minor spelling normalisation for readability; anonymised student codes replace any personally identifying information.

A.1 Student S01

Student Code	S01
Gender	Laki-laki
Interview Sequence	1 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

W1.1. berupa video dan kuis, membaca dan memahami konteks video bahasa inggris lalu diberikan kuis

W1.2. menampilkan video pendek yang dipilih oleh guru,

W1.3. semuanya, saya sangat suka jika belajar menggunakan media digital

W1.4. ya, kami sering diminta presentasi dan membuat slide

Tema 2: Academic Engagement

W2.1. saya semangat untuk menyelesaikannya

W2.2. membuat video dan persentasi di kelas, tantangannya kami harus lebih kreatif

W2.3. ya, karena lebih seru dan menyenangkan

Tema 3: Behavioral Engagement

W3.1. aktif saat persentasi dan mengerjakan kuis

W3.2. biasanya belajar sangat membosankan terlebih lagi bahasa inggris bukanlah bahasa sehari-hari, tapi saat guru mengenalkan mediandigital,mbelajarnterasa lebih semangat.

W3.3. kadang tergoda untuk membuka hal lain, namun saya selalu menuruti aturan dan perintah guru.

W3.4. ya, kadang kami saling bertanya tugas via WA

Tema 4: Emotional Engagement

- W4.1. merasa senang dan bersemangat
- W4.2. tampilan video pendek dan kuis
- W4.3. ya
- W4.4. ya nyaman, karena lebih menyenangkan
- W4.5. tidak pernah

Tema 5: Cognitive Engagement

- W5.1. karena bukan hanya membaca, dengan video, presentasi, mataupun kuis belajar tidak terasa begitu berat
- W5.2. kadang saya kembali mencari video pembelajaran di rumah.
- W5.3. tidak pernah
- W5.4. bertanya kepada guru
- W5.5. ya pernah, saya menonton video dan belajar di rumah.

Tema 6: Konteks Kurikulum Merdeka

- W6.1. lebih menyenangkan
- W6.2. ya saya sangat bersemangat.
- W6.3. saya ingin banyak belajar lagi dalam penggunaan media digital.

A.2 Student S02

Student Code	S02
Gender	Perempuan
Interview Sequence	2 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

- W1.1. ppt, quiz online seperti quizizz dan kahoot
- W1.2. guru sering menggunakan ppt dan memberikan quiz
- W1.3. saya sukansaat bermain quiz online karena tidak membosankan.
- W1.4. ya, kami membuat video dan ppt untuk persentasi

Tema 2: Academic Engagement

- W2.1. saya selalu menyelesaikan tugas tepat waktu karena menyenangkan

W2.2. ya pernah, menurut saya itu sangat seru dan menantang

W2.3. tentu saja, karena kami semua dilibatkan.

Tema 3: Behavioral Engagement

W3.1. dengan cara selalu mengerjakan tugas tepat waktu , jelas lebih seru saat menggunakan media digital.

W3.2. saya sangat suka membuat ppt yang cantik dan lucu lucu.

W3.3. fokus pada pelajaran

W3.4. yaa, kami kadang membahas pelajaran di WA grup, namun lebih suka saat berinteraksi langsung.

Tema 4: Emotional Engagement

W4.1. senang

W4.2. saya suka design, seperti membuat video, poster atau famplet

W4.3. ya saya lebih PD, saya bisa menunjukan skill edit pada teman teman.

W4.4. saya suka berinteraksi langsung.

W4.5. tidak pernah.

Tema 5: Cognitive Engagement

W5.1. (tidak dijawab)

W5.2. saya mencatat dan belajar di rumah dengan video.

W5.3. cara belajar saya sudah cocok

W5.4. diskusi dengan teman teman

W5.5. ya saya juga belajar bahasa inggris di rumah.

Tema 6: Konteks Kurikulum Merdeka

W6.1. ya lebih menyenangkan dan seru

W6.2. ya saya sangat semangat

W6.3. saya ingin lebih banyak belajar dan ingin bisa berbahasa inggris melalui media digital.

A.3 Student S03

Student Code	S03
Gender	Perempuan
Interview Sequence	3 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

- W1.1. banyak, namun yang paling saya ingat adalah quiz online
- W1.2. quiz online, kami sering meminta pada guru untuk dilakukan quiz karena sangat seru
- W1.3. ya saat kuis, media yang bukan digital seperti kamus karena membosankan
- W1.4. ya, membuat slide ppt dan video

Tema 2: Academic Engagement

- W2.1. saya mengerjakan sendiri, kadang minta bantuan dengan orang tua juga
- W2.2. saya mengerjakannya sendiri, kadang minta bantuan dengan orang tua juga
- W2.3. kami semua diikut sertakan dan berpretasi

Tema 3: Behavioral Engagement

- W3.1. selalu mengerjakan tugas apa yang diberikan dan aktif saat persentasi, jelas beda karena lebih menyengkan.
- W3.2. W3.3 : tidak, saya fokus belajar
- W3.3. (tidak dijawab)
- W3.4. tidak terlalu, namun kami aktif saat pembelajaran menggunakan media digital di kelas.

Tema 4: Emotional Engagement

- W4.1. sangat bersemangat
- W4.2. saat mencoba berbagai macam aplikasi dan quiz
- W4.3. ya lebih percaya diri, karena saya jadi lebih mengerti.
- W4.4. nyaman nyaman saja
- W4.5. dengan video dan pemahaman yang jelas

Tema 5: Cognitive Engagement

- W5.1. ya, dengan video pendek yang menarik dan mudah difahami
- W5.2. mencatat, menonton dan mengerjakan kuis.
- W5.3. ya, saya harus lebih banyak belajar dan memahami materi
- W5.4. kalau di rumah saya minta bantuan orang tua dan guru saat di sekolah.
- W5.5. pernah, di rumah saya juga menggunakannya.

Tema 6: Konteks Kurikulum Merdeka

- W6.1. ya, terasa lebih bermanfaat dan ,udah dipahami

W6.2. ya, saya memilih menonton dari pada membaca dan menghafal

W6.3. sangat seru, semua terasa lebih mudah.

A.4 Student S04

Student Code	S04
Gender	Perempuan
Interview Sequence	4 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

W1.1. Video, WA, PPT, Aplikasi

W1.2. Video

W1.3. Yang paling saya suka video dan menonton.

W1.4. Ya, membuat poster, video, dan presentasi.

Tema 2: Academic Engagement

W2.1. Saya kerjakan apa yang diarahkan oleh guru.

W2.2. Iya kami membuat video, presentasi dan kadang poster.

W2.3. Lebih aktif, karena tidak hanya dituntut untuk mengerti bahasa Inggris. Jadi semua siswa merasa nyaman dan asik.

Tema 3: Behavioral Engagement

W3.1. Selalu mengerjakan tugas dan ikut serta saat diskusi dan presentasi.

W3.2. Saya jadi lebih sering diminta untuk maju oleh guru dan itu menyenangkan.

W3.3. Kadang tergoda, tapi ada teman yang selalu mengingatkan. □

W3.4. Ya aktif, tapi lebih sering tatap muka.

Tema 4: Emotional Engagement

W4.1. Senang dan semangat.

W4.2. Mendesain PPT dan mengisi kuis.

W4.3. Ya, karena saya jauh lebih paham.

W4.4. Nyaman.

W4.5. Tidak pernah.

Tema 5: Cognitive Engagement

- W5.1. Dengan banyak mencoba hal-hal baru, seperti mengedit dan mengakses aplikasi.
- W5.2. Mengulang video.
- W5.3. Pernah, sepertinya saya memang lebih cocok dengan metode ini, menonton dan aktif.
- W5.4. Mencari di Google atau AI, dan bertanya pada pak guru.
- W5.5. ---

Tema 6: Konteks Kurikulum Merdeka

- W6.1. Ya, lebih seru dan teman-teman antusias.
- W6.2. Tentu. Saya suka dan lebih bersemangat.
- W6.3. Belajar dengan media digital membuat kami semua dilibatkan dalam belajar.

A.5 Student S05

Student Code	S05
Gender	Perempuan
Interview Sequence	5 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

- W1.1. PPT
- W1.2. Menonton video kemudian ada kuisnya.
- W1.3. Video pendek yang menyenangkan.
- W1.4. Ya, membuat video, iklan dan PPT untuk presentasi.

Tema 2: Academic Engagement

- W2.1. Selalu mengerjakan, kalau tidak mengerti bertanya pada guru.
- W2.2. Ya, video.
- W2.3. Ya, saya lebih aktif.

Tema 3: Behavioral Engagement

- W3.1. Saya membuat video, membuat PPT dan mencatat materi agar tidak lupa.
- W3.2. Saya pernah mendapat nilai 100 pada kuis Bahasa Inggris dan mendapat pujian dari guru dan teman-teman.
- W3.3. Fokus, saya tidak punya waktu untuk memikirkan hal lain.
- W3.4. Tidak, kami aktif hanya saat di kelas.

Tema 4: Emotional Engagement

W4.1. Senang dan excited sekali.

W4.2. Kuis membuat saya lebih semangat belajar dan memahami materi.

W4.3. Ya, lebih percaya diri (PD).

W4.4. Nyaman.

W4.5. Tidak pernah, kalau tidak bisa saya bisa minta diajari dan banyak bertanya.

Tema 5: Cognitive Engagement

W5.1. Dengan banyak mengulang (rewatch) video dan mengisi kuis ulang.

W5.2. Rewatch, mencatat, menonton, mengulang kuis dan mencari materi lebih banyak.

W5.3. Ya, saya sering memilih metode yang paling cocok dengan saya (membaca).

W5.4. Mencari tahu sendiri, kalau mentok ya tanya guru.

W5.5. Ya, di rumah juga.

Tema 6: Konteks Kurikulum Merdeka

W6.1. Jauh lebih menyenangkan.

W6.2. Tentu saja, saya jauh lebih semangat.

W6.3. Sangat menarik dan seru.

A.6 Student S06

Student Code	S06
Gender	Perempuan
Interview Sequence	6 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

W1.1. Untuk keterampilan berbicara kami menggunakan PPT dan presentasi, lalu untuk mendengar ya video atau backing audio.

W1.2. Video dan presentasi.

W1.3. Video, karena tidak membuat jenuh.

W1.4. Ya, saya menggunakan media digital untuk buat video kita perlu HP/kamera dan aplikasi untuk mengedit. Saya juga menggunakan PPT untuk bahan presentasi.

Tema 2: Academic Engagement

W2.1. Banyak bertanya sampai paham dan berusaha selalu tepat waktu.

W2.2. Kami membuat video sebagai tugas.

W2.3. Tentu saja, karena lebih mudah dipahami.

Tema 3: Behavioral Engagement

W3.1. Mengikuti pembelajaran, diskusi, dan selalu mengumpulkan tugas tepat waktu.

W3.2. Saya sulit menguasai bahasa Inggris, namun setelah banyak menggunakan media digital saya lebih semangat dan mau belajar.

W3.3. Fokus.

W3.4. Saya lebih nyaman saat diskusi dan interaksi di kelas, karena lebih dekat dan responsnya cepat.

Tema 4: Emotional Engagement

W4.1. Sangat semangat.

W4.2. Menjadi dan mencoba mengedit/mendesain poster ataupun video karena bisa berkreasi sendiri.

W4.3. Ya, saya percaya diri karena dengan adanya media pembelajaran jadi lebih mudah dipahami.

W4.4. Nyaman.

W4.5. Tidak pernah.

Tema 5: Cognitive Engagement

W5.1. Mengedit dan mengulang kembali dengan media digital, saya bisa mengerucutkan kemampuan.

W5.2. Tidak hanya soal, di buku.

W5.3. Mencari sumber lain.

W5.4. Efektif.

W5.5. Mencari tahu, bertanya pada guru/orang tua.

Tema 6: Konteks Kurikulum Merdeka

W6.1. Pernah, saya meminta YouTube untuk mencari materi.

W6.2. Pembelajaran terasa lebih menyenangkan.

W6.3. Saya memiliki gaya belajar visual.

A.7 Student S07

Student Code	S07
Gender	Perempuan
Interview Sequence	7 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

W1.1. Menampilkan video setiap materi baru, ada kuisnya kemudian kami juga diberi tugas-tugas online, diminta membuat video untuk tugas juga.

W1.2. Video dan kuis.

W1.3. Video dan kuis yang diberikan karena memang kami suka dan senang minta pada guru.

W1.4. Ya, berupa PPT dan konten video.

Tema 2: Academic Engagement

W2.1. Mengerjakannya dengan senang hati bersama teman-teman.

W2.2. Ya, membuat video, mengedit, dan ditampilkan di kelas atau dipost di media sosial.

W2.3. Ya, saya lebih aktif, lebih banyak bertanya karena penasaran dan ingin tahu.

Tema 3: Behavioral Engagement

W3.1. Saya mengerjakan tugas, banyak bertanya, dan mencoba hal-hal baru seperti cara mengisi kuis bahasa Inggris dan membuat desain PPT yang menarik.

W3.2. Kami membuat video konten, di sana saya lebih merasa percaya diri karena tidak ditonton langsung oleh teman.

W3.3. Selalu fokus.

W3.4. Aktif, kami nyaman berinteraksi walaupun hanya semuanya lewat media sehingga lebih mudah karena sebelum kami sudah terbiasa berkomunikasi.

Tema 4: Emotional Engagement

W4.1. Saya senang, karena selalu ada hal baru yang bisa saya pelajari.

W4.2. Semuanya sesuatu yang baru selalu menyenangkan untuk saya.

W4.3. Ya, saya lebih percaya diri.

W4.4. Ya, sangat nyaman. Tidak ada perbedaan, di platform digital pun seru.

W4.5. Tidak ada.

Tema 5: Cognitive Engagement

W5.1. Dengan banyak mengulang materi dan membuka media digital seperti guru memberi untuk mengulangnya di rumah.

W5.2. Saya mempelajari kursus dan tahu saya memang lebih mudah mengikuti gaya belajar saya banyak bertanya pada aplikasi untuk mencari baca-baca.

W5.3. Ya, saya menggunakan HP untuk mengulang materi dan menonton serta membuat konten.

W5.4. Efektif.

W5.5. Mencari tahu, bertanya pada guru/orang tua.

Tema 6: Konteks Kurikulum Merdeka

W6.1. Kami sudah menggunakan pembelajaran merdeka sejak awal, dan ini bagus.

W6.2. Ya, kami bebas memilih metode apa yang paling cocok, namun tetap diarahkan guru.

W6.3. Saya ingin lebih banyak belajar banyak hal dalam media digital.

A.8 Student S08

Student Code	S08
Gender	Perempuan
Interview Sequence	8 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

W1.1. Aplikasi kuis online, presentasi, video pendek.

W1.2. Guru sering memberi kuis dan mengajak menonton video serta penjelasan materi.

W1.3. Membuat PPT lalu mempresentasikannya.

W1.4. Ya, itu tadi.

Tema 2: Academic Engagement

W2.1. Memahami materi dan menggunakan media digital juga sebagai alat bantu belajar.

W2.2. Membuat video kreatif.

W2.3. Ya, semua bersemangat. Jadinya aktif dan suasana jadi seru.

Tema 3: Behavioral Engagement

W3.1. Mengerjakan tugas dan aktif bertanya.

W3.2. Saya kebingungan dalam membuat video konten dan PPT, tapi setelah belajar ternyata seru dan seseru itu.

W3.3. Kadang tergoda dengan buka media sosial (sosmed), hehe. Tapi guru selalu mengingatkan dan membuat suasana seru, dan akhirnya lupa.

W3.4. Kami aktif berinteraksi.

Tema 4: Emotional Engagement

W4.1. Semangat, potongnya kalau pelajaran Bahasa Inggris selalu bangun pagi-pagi.

W4.2. Saat diminta untuk menggunakan langsung, dan yang tidak tahu jadi tahu.

W4.3. Ya, lebih percaya diri karena mudah dan menyenangkan.

W4.4. Nyaman, karena kami menggunakannya sehari-hari.

W4.5. Tidak pernah.

Tema 5: Cognitive Engagement

W5.1. Dengan banyak memahami dan banyak belajar bahwa media digital atau teknologi sangat baik jika digunakan dengan bijak.

W5.2. Mencatat, menonton.

W5.3. Sudah efektif.

W5.4. Ya.

W5.5. ---

Tema 6: Konteks Kurikulum Merdeka

W6.1. Belajar jadi tidak tegang, suasana kelas pun menjadi santai.

W6.2. Ya, saya lebih suka banyak mendengarkan dan mengulang pelajaran di rumah.

W6.3. Seru, santai, dan terasa lebih mudah.

A.9 Student S09

Student Code	S09
Gender	Laki-laki
Interview Sequence	9 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

W1.1. Video, PPT, WA.

W1.2. Video.

W1.3. Video, menonton itu seru karena ada visual dan audionya, jadi belajar jadi lebih menyenangkan dan tidak membosankan.

W1.4. Membuat video.

Tema 2: Academic Engagement

W2.1. Kalau ada kuis online, saya mengerjakannya berdasarkan yang saya tahu. Tapi sebelumnya guru sudah terlebih dahulu memberi penjelasan.

W2.2. Membuat video tentang bahaya sampah.

W2.3. Saya selalu aktif, namun memang penggunaan media digital membuat lebih semangat.

Tema 3: Behavioral Engagement

W3.1. Selalu membuat tugas yang diberikan dengan maksimal.

W3.2. Konten video yang saya buat mendapat apresiasi dari guru dan teman. Itu membuat saya lebih semangat untuk terus belajar dan menghasilkan karya.

W3.3. Tergoda, namun saya bisa menghindarinya dengan cara memfokuskan diri.

W3.4. Aktif berdiskusi dengan guru dan membahas materi sambil berbagi hal-hal baru.

Tema 4: Emotional Engagement

W4.1. Sangat semangat.

W4.2. Membuat konten, merekam dan mengedit sangat menyenangkan.

W4.3. Percaya diri, contohnya dalam pembuatan video itu tadi, saya tidak malu-malu lagi hasilnya akan bagus.

W4.4. Karena interaksi langsung lebih nyaman.

W4.5. Tidak pernah. Sekali jalan lancar. □

Tema 5: Cognitive Engagement

W5.1. Dengan banyak latihan dan mengulang di rumah.

W5.2. Mencatat dan mencoba sendiri apa yang sudah diajarkan di sekolah.

W5.3. Tegas guru.

W5.4. Ya, juga tetap pakai di semua mapel ataupun di rumah.

W5.5. ---

Tema 6: Konteks Kurikulum Merdeka

W6.1. Jauh lebih seru.

W6.2. Sangat dimanfaatkan. Kadang kami minta pada guru untuk banyak gunakan media.

W6.3. Sangat menyenangkan, tidak terasa bosan.

A.10 Student S10

Student Code	S10
Gender	Laki-laki
Interview Sequence	10 of 10
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis Media Digital

W1.1. Banyak: video, PPT, aplikasi, kuis online, WA, dll.

W1.2. Video dan kuis karena kita yang tanggap.

W1.3. Kuis online seru sih, menantang dan bikin semangat.

W1.4. Ya, bikin video konten untuk tugas, PPT juga.

Tema 2: Academic Engagement

W2.1. Sesuai arahan guru saja. Selalu tepat waktu dan konsisten karena ini hal yang menarik. Jadi ngerjain tugas tidak terasa tertekan.

W2.2. Ya, kami bikin video, bikin PPT juga untuk presentasi.

W2.3. Diskusi jadi terasa lebih hidup karena adanya media digital.

Tema 3: Behavioral Engagement

W3.1. Memberikan respon dan banyak bertanya, jauh lebih menarik hal menggunakan karena jadi lebih mudah untuk dipahami.

W3.2. ---

W3.3. ---

W3.4. Aktif, ya terasa lebih nyaman.

Tema 4: Emotional Engagement

W4.1. Saya merasa penasaran dan semangat.

W4.2. Hampir semuanya.

W4.3. Ya, lebih percaya diri karena jadi lebih mudah dan simpel daripada tidak memakai media digital.

W4.4. Sama saja, namun diskusi langsung lebih nyaman.

W4.5. Saat kuis yang dibatasi muncul, saya sulit, tapi itu menurut saya membuat saya harus lebih rajin belajar lagi.

Tema 5: Cognitive Engagement

W5.1. Dengan menonton video, jadi tidak jenuh di sistem belajar.

W5.2. Mencatat dan juga mengulang video yang diajarkan oleh guru.

W5.3. ---

W5.4. Bertanya pada guru.

W5.5. Pernah, di rumah saat membuat PR.

Tema 6: Konteks Kurikulum Merdeka

W6.1. ---

W6.2. ---

W6.3. Seru dan menyenangkan.

APPENDIX IV

TEACHER INTERVIEW TRANSCRIPT

The following is the transcribed response from the semi-structured interview with the participating English teacher (T01), conducted in Indonesian using Instrument 3 (see Appendix D). The response is presented as originally given, with only minor spelling normalisation for readability.

Teacher Code	T01
Subject	English
Class	Grade VIII
Language	Bahasa Indonesia (as originally conducted)

Tema 1: Jenis dan Rasionalitas Pemilihan Media Digital

TW1.1. Dalam mengajar Bahasa Inggris kelas VIII, saya memanfaatkan berbagai media digital yang disesuaikan dengan tujuan pembelajaran dan karakteristik peserta didik. Beberapa media yang saya gunakan antara lain Canva untuk membuat materi presentasi yang menarik, PowerPoint sebagai media penyampaian materi, Google Classroom atau Google Drive untuk membagikan materi dan mengumpulkan tugas, serta YouTube sebagai sumber video pembelajaran yang dapat melatih kemampuan listening dan memperkaya kosakata siswa. Selain itu, saya juga menggunakan aplikasi interaktif seperti Quizizz dan Wordwall untuk evaluasi dan permainan edukatif, sehingga proses belajar menjadi lebih menyenangkan. Untuk melatih pengucapan dan komunikasi, saya memanfaatkan Google Translate secara bijak sebagai alat bantu pelafalan, kemudian saya mengarahkan siswa untuk mempraktikkannya secara langsung melalui dialog atau percakapan sederhana. Listening, saya menggunakan YouTube, audio MP3, atau British Council LearnEnglish karena menyediakan percakapan dengan pelafalan penutur asli sehingga siswa terbiasa mendengar pengucapan yang benar. Speaking, saya memanfaatkan fitur voice recorder di ponsel, Flip (Flipgrid), atau video presentasi. Siswa merekam dialog atau memperkenalkan diri, kemudian saya memberikan umpan balik terkait pronunciation, fluency, dan intonation. Reading, saya menggunakan teks digital melalui Google Classroom, e-book, atau artikel sederhana yang disesuaikan dengan level siswa. Terkadang saya juga menggunakan Liveworksheets agar siswa dapat langsung mengerjakan soal pemahaman bacaan secara interaktif. Writing, saya memanfaatkan Google Docs atau Microsoft Word agar siswa dapat menulis, merevisi, dan menerima komentar secara langsung. Untuk kegiatan yang lebih menarik, saya juga menggunakan Canva agar siswa dapat membuat poster atau greeting card dalam bahasa Inggris.

TW1.2. ada panduan yang menjadi acuan. Dalam Kurikulum Merdeka, kami mengacu pada Capaian Pembelajaran (CP), Tujuan Pembelajaran (TP), serta prinsip-prinsip pembelajaran yang telah ditetapkan oleh Kemendikbud. Dari sekolah juga biasanya ada kebijakan terkait penggunaan platform pembelajaran, misalnya Google Classroom atau aplikasi lain yang disepakati agar penggunaannya lebih terarah. Namun, pemilihan media digital dalam pembelajaran tetap diberikan keleluasaan kepada guru. Saya memilih media yang paling sesuai dengan tujuan pembelajaran, karakteristik materi, kondisi siswa, serta fasilitas yang tersedia di sekolah. Jadi, meskipun ada panduan umum, guru tetap memiliki ruang untuk berinovasi dan menyesuaikan media dengan kebutuhan peserta didik.

TW1.3. Sebelumnya, saya lebih banyak menggunakan media digital sebagai alat untuk menyampaikan materi, misalnya PowerPoint dan video pembelajaran. Namun, setelah Kurikulum Merdeka diterapkan, saya lebih memilih media yang memungkinkan peserta didik aktif mengeksplorasi, berkolaborasi, dan menghasilkan karya. Sebagai contoh, selain menggunakan PowerPoint dan YouTube, saya mulai memanfaatkan Canva untuk proyek sederhana seperti membuat poster atau greeting card, Google Docs untuk kolaborasi menulis, serta Quizizz dan Wordwall untuk asesmen formatif yang memberikan umpan balik secara langsung. Perubahan lainnya adalah saya lebih menyesuaikan media dengan kebutuhan dan karakteristik siswa. Dalam Kurikulum Merdeka, pembelajaran bersifat berdiferensiasi, sehingga saya berusaha menyediakan media yang bervariasi agar semua siswa dapat belajar sesuai kemampuan dan gaya belajarnya. Jadi, perubahan yang saya rasakan bukan hanya bertambahnya jenis media digital yang digunakan, tetapi juga perubahan cara memanfaatkannya. Jika sebelumnya media lebih berpusat pada guru, sekarang media saya gunakan agar pembelajaran lebih berpusat pada peserta didik, interaktif, dan mendukung tercapainya Capaian Pembelajaran.

Tema 2: Strategi Pedagogis dan Dukungan Cognitive Engagement

TW2.1. Dalam merancang aktivitas digital, saya berusaha agar siswa tidak hanya mengerjakan tugas, tetapi juga berpikir kritis dan mampu memberikan alasan atas jawabannya. Oleh karena itu, saya selalu memulai dari tujuan pembelajaran, kemudian menyusun aktivitas yang menuntut siswa untuk mengamati, menganalisis, berdiskusi, dan menyimpulkan. Sebagai contoh, pada materi descriptive text, saya tidak langsung meminta siswa menulis teks. Saya terlebih dahulu menampilkan beberapa gambar atau video melalui Canva atau YouTube, kemudian siswa diminta membandingkan objek, menemukan Saya persamaan dan perbedaannya, serta menjelaskan alasan mereka menggunakan kosakata tertentu. Setelah berdiskusi, barulah mereka menyusun teks deskripsi sendiri. Pada materi procedure text, saya meminta siswa menonton video singkat, kemudian mengidentifikasi langkah-langkah yang kurang tepat atau menyusun kembali urutan prosedur disertai alasan. Dengan cara ini, siswa tidak hanya mengingat materi, tetapi juga menganalisis dan mengevaluasi informasi.

TW2.2. Saya berusaha melakukannya secara sengaja karena salah satu tujuan pembelajaran dalam Kurikulum Merdeka adalah membangun peserta didik yang mandiri dan mampu merefleksikan proses belajarnya. Setelah siswa menyelesaikan aktivitas menggunakan media digital, saya biasanya menyediakan sesi refleksi singkat. Misalnya melalui Google Form atau diskusi di Google Classroom, saya meminta mereka menjawab beberapa pertanyaan seperti: Apa yang sudah saya pahami? Bagian mana yang masih sulit? Strategi apa yang paling membantu saya belajar? dan Apa yang akan saya perbaiki pada pembelajaran berikutnya? Saya juga memberikan umpan balik yang bersifat membangun dan mendorong siswa menetapkan target belajar berikutnya. Menurut saya, kebiasaan memonitor dan merefleksikan proses belajar merupakan bagian penting dari pembelajaran yang bermakna dan dapat membantu siswa menjadi pembelajar yang lebih mandiri.

TW2.3. Dalam mendukung Project-Based Learning (PjBL) pada Kurikulum Merdeka, saya memanfaatkan media digital di setiap tahapan proyek, mulai dari perencanaan, pelaksanaan, hingga presentasi hasil. Sebagai contoh, pada materi descriptive text, saya memberikan proyek kepada siswa untuk membuat digital poster tentang objek wisata atau tempat bersejarah di daerah mereka menggunakan Canva. Sebelum membuat produk, siswa mencari informasi dari sumber yang terpercaya, mendiskusikan hasilnya dalam kelompok melalui Google Docs, kemudian menyusun teks deskriptif dalam bahasa Inggris. Setelah proyek selesai, setiap kelompok mempresentasikan hasilnya menggunakan PowerPoint atau Canva. Kelompok lain memberikan tanggapan dan masukan, sehingga terjadi diskusi dan pembelajaran antarteman. Di akhir kegiatan, saya mengajak siswa melakukan refleksi terhadap proses kerja sama, tantangan yang dihadapi, serta hal-hal yang perlu diperbaiki pada proyek berikutnya. Melalui pemanfaatan media digital tersebut, siswa tidak hanya menghasilkan sebuah produk, tetapi juga mengembangkan keterampilan berbahasa Inggris, berpikir kritis, kreativitas, kolaborasi, komunikasi, serta literasi digital. Hal ini sejalan dengan tujuan Kurikulum Merdeka yang menekankan pembelajaran bermakna dan berpusat pada peserta didik.

Tema 3: Observasi Guru terhadap Keterlibatan Siswa

TW3.1. Berdasarkan pengalaman saya, penggunaan media digital yang dirancang dengan baik dapat meningkatkan keterlibatan akademik maupun perilaku positif siswa dibandingkan pembelajaran yang hanya menggunakan metode konvensional. Dari sisi keterlibatan akademik, siswa cenderung lebih aktif bertanya, berdiskusi, dan berpartisipasi dalam kegiatan pembelajaran. Mereka juga lebih antusias mengerjakan tugas, terutama ketika menggunakan media interaktif seperti Quizizz, Wordwall, atau Canva. Saya melihat siswa lebih berani mencoba, mengeksplorasi informasi, dan menunjukkan hasil karyanya. Dari sisi perilaku, siswa menjadi lebih kolaboratif karena banyak aktivitas yang mengharuskan mereka bekerja sama, berdiskusi, dan saling memberikan umpan balik. Mereka juga belajar bertanggung jawab terhadap tugas yang diberikan melalui platform digital. Namun, saya juga menyadari

bahwa penggunaan media digital memiliki tantangan, seperti potensi distraksi atau penggunaan gawai di luar tujuan pembelajaran. Oleh karena itu, saya selalu menetapkan aturan penggunaan media digital yang jelas, memberikan pendampingan selama proses pembelajaran, dan memastikan setiap aktivitas tetap berorientasi pada tujuan pembelajaran. Jadi, menurut saya media digital dapat meningkatkan keterlibatan akademik dan perilaku positif siswa apabila digunakan secara terarah, terstruktur, dan disertai pengelolaan kelas yang baik. Media digital bukan sekadar membuat pembelajaran lebih menarik, tetapi juga mendorong siswa menjadi lebih aktif, mandiri, dan bertanggung jawab dalam proses belajarnya.

TW3.2. Berdasarkan pengamatan saya, secara umum respons emosional siswa terhadap penggunaan media digital cukup positif. Sebagian besar siswa menunjukkan antusiasme yang lebih tinggi karena pembelajaran menjadi lebih menarik, interaktif, dan bervariasi. Berdasarkan pengalaman saya, aktivitas digital yang paling konsisten memunculkan respons positif dari siswa adalah kuis interaktif, proyek kreatif, dan presentasi digital.

TW3.3. Saya pernah mengamati beberapa siswa yang terlihat kurang terlibat atau pasif saat pembelajaran menggunakan media digital. Penyebabnya beragam, misalnya karena kurang percaya diri, kemampuan literasi digital yang masih terbatas, kurang memahami materi, atau terkadang mengalami kendala teknis seperti perangkat dan koneksi internet. Untuk mengatasinya, saya terlebih dahulu mencari tahu penyebabnya melalui pendekatan secara personal. Setelah itu, saya memberikan pendampingan sesuai kebutuhan masing-masing siswa. Dalam kegiatan kelompok, saya juga membagi peran yang jelas sehingga setiap siswa memiliki tanggung jawab, misalnya sebagai penulis, pencari informasi, atau penyaji. Dengan cara ini, semua siswa memiliki kesempatan untuk berkontribusi. Selain itu, saya memberikan petunjuk yang sederhana, contoh penggunaan aplikasi di awal pembelajaran, serta memilih media digital yang mudah dioperasikan. Saya juga memberikan penguatan dan apresiasi terhadap setiap perkembangan siswa, sekecil apa pun, agar kepercayaan diri mereka meningkat. Menurut saya, siswa yang terlihat pasif bukan berarti tidak ingin belajar. Mereka hanya membutuhkan strategi pembelajaran dan pendampingan yang sesuai. Oleh karena itu, saya berusaha menciptakan suasana belajar yang inklusif agar setiap siswa merasa nyaman, percaya diri, dan terdorong untuk berpartisipasi aktif.

Tema 4: Tantangan, Keberhasilan, dan Rekomendasi

TW4.1. Dalam pengalaman saya, terdapat beberapa tantangan utama dalam mengintegrasikan media digital ke dalam pembelajaran Bahasa Inggris sesuai dengan Kurikulum Merdeka. Yang pertama adalah keterbatasan sarana dan prasarana, seperti tidak semua siswa memiliki perangkat yang memadai atau akses internet yang stabil. Untuk mengatasinya, saya memilih media yang ringan digunakan, menyediakan alternatif pembelajaran secara berkelompok, dan menyiapkan materi yang dapat diakses secara luring apabila diperlukan. Tantangan kedua adalah perbedaan kemampuan literasi digital siswa. Ada siswa yang cepat beradaptasi dengan

aplikasi baru, tetapi ada juga yang masih memerlukan bimbingan. Oleh karena itu, saya selalu memberikan demonstrasi penggunaan media terlebih dahulu dan melakukan pendampingan selama proses pembelajaran. Tantangan berikutnya adalah menjaga fokus siswa. Penggunaan gawai berpotensi menimbulkan distraksi apabila tidak dikelola dengan baik. Karena itu, saya menetapkan aturan penggunaan media digital yang jelas, merancang aktivitas yang terstruktur, serta aktif memantau keterlibatan siswa selama pembelajaran. Selain itu, sebagai guru saya juga dituntut untuk terus meningkatkan kompetensi digital. Perkembangan teknologi berlangsung sangat cepat, sehingga saya perlu terus belajar dan mengikuti pelatihan agar dapat memilih media yang benar-benar sesuai dengan tujuan pembelajaran.

TW4.2. Keberhasilan yang paling signifikan yang saya rasakan adalah meningkatnya keterlibatan aktif siswa dalam proses pembelajaran. Jika sebelumnya hanya beberapa siswa yang aktif bertanya atau menjawab, setelah memanfaatkan media digital saya melihat lebih banyak siswa yang berani berpartisipasi, baik dalam diskusi, mengerjakan tugas, maupun mempresentasikan hasil pekerjaannya. Bagi saya, keberhasilan terbesar bukan hanya meningkatnya nilai belajar, tetapi ketika siswa menunjukkan antusiasme, rasa percaya diri, dan motivasi yang lebih tinggi untuk belajar Bahasa Inggris.

TW4.3. Berdasarkan pengalaman saya, kesiapan literasi digital siswa kelas VIII cukup beragam. Sebagian besar siswa sudah terbiasa menggunakan gawai dan aplikasi digital, sehingga mereka relatif mudah beradaptasi dengan media pembelajaran seperti Google Classroom, Canva, Quizizz, atau Wordwall. Namun, masih ada beberapa siswa yang mengalami kesulitan. Kesulitannya bukan hanya dalam mengoperasikan aplikasi, tetapi juga dalam memahami cara menggunakan teknologi secara efektif untuk belajar, misalnya mengunggah tugas, mencari sumber informasi yang terpercaya, atau mengelola waktu saat menggunakan perangkat digital. Untuk mengatasi hal tersebut, saya tidak langsung berasumsi bahwa semua siswa sudah mampu. Saya biasanya memberikan orientasi singkat tentang cara menggunakan aplikasi sebelum pembelajaran dimulai, memberikan contoh langkah-langkahnya, serta menyediakan panduan yang sederhana. Saya juga menerapkan pembelajaran berkelompok agar siswa yang sudah lebih mahir dapat membantu teman-temannya. Selain itu, saya melakukan pendampingan secara bertahap dan memberikan kesempatan kepada siswa untuk bertanya apabila mengalami kendala. Dengan cara tersebut, saya melihat kemampuan literasi digital siswa berkembang dari waktu ke waktu. Jadi, menurut saya, masih ada siswa yang mengalami kesulitan, tetapi dengan pendampingan yang tepat dan pemilihan media yang sesuai, mereka dapat mengikuti pembelajaran dengan baik. Yang terpenting adalah guru memastikan bahwa teknologi menjadi alat yang membantu semua siswa belajar, bukan justru menjadi hambatan. Dari pihak sekolah, dukungan yang dibutuhkan adalah penyediaan sarana dan prasarana yang memadai, seperti akses internet yang stabil, LCD proyektor, serta perangkat pembelajaran yang dapat digunakan siswa. Selain itu, sekolah juga perlu memfasilitasi pelatihan bagi guru agar kompetensi digital terus berkembang. Dari orang tua,

dukungan sangat penting dalam mendampingi dan mengawasi penggunaan gawai di rumah. Orang tua juga dapat memberikan motivasi kepada anak untuk memanfaatkan teknologi sebagai sarana belajar, bukan hanya untuk hiburan, serta menjalin komunikasi yang baik dengan guru mengenai perkembangan belajar siswa. Sedangkan dari pemerintah, saya berharap adanya pemerataan infrastruktur digital, terutama jaringan internet dan fasilitas TIK di sekolah. Selain itu, pelatihan yang berkelanjutan bagi guru, penyediaan platform pembelajaran yang berkualitas, serta kebijakan yang mendukung pemanfaatan teknologi dalam pendidikan juga sangat diperlukan. Menurut saya, apabila sekolah menyediakan fasilitas yang memadai, orang tua memberikan pendampingan, dan pemerintah terus mendukung melalui kebijakan serta penyediaan sarana, maka integrasi media digital dalam pembelajaran akan berjalan lebih efektif dan mampu meningkatkan kualitas pembelajaran.

APPENDIX V

TABEL ANALISIS DATA (CODING MATRIX)

Tabel berikut menunjukkan proses pengkodean data mentah menjadi kategori/kode yang digunakan dalam Tabel 4.1–4.7 pada Bab IV, sebagai bagian dari audit trail yang mendukung dependability dan confirmability penelitian ini (lihat Bab III, Bagian Trustworthiness).

C.1 Coding Matrix — Jenis Media Digital (W1.1)

Kode Siswa	Respons Mentah (W1.1)	Kode/Kategori
S01	Berupa video dan kuis, membaca dan memahami konteks video bahasa Inggris lalu diberikan kuis.	Video, Kuis Interaktif
S02	PPT, quiz online seperti Quizizz dan Kahoot.	PPT/Presentasi, Kuis Interaktif
S03	Banyak, namun yang paling saya ingat adalah quiz online.	Kuis Interaktif
S04	Video, WA, PPT, Aplikasi.	Video, PPT/Presentasi, WhatsApp, Aplikasi Lain
S05	PPT.	PPT/Presentasi
S06	Untuk keterampilan berbicara kami menggunakan PPT dan presentasi, lalu untuk mendengar ya video atau backing audio.	Video, PPT/Presentasi
S07	Menampilkan video setiap materi baru, ada kuisnya kemudian kami juga diberi tugas-tugas online, diminta membuat video untuk tugas juga.	Video, Kuis Interaktif
S08	Aplikasi kuis online, presentasi, video pendek.	Video, PPT/Presentasi, Kuis Interaktif, Aplikasi Lain
S09	Video, PPT, WA.	Video, PPT/Presentasi, WhatsApp
S10	Banyak: video, PPT, aplikasi, kuis online, WA, dll.	Video, PPT/Presentasi, Kuis Interaktif, WhatsApp, Aplikasi Lain

C.2 Coding Matrix — Academic Engagement (W2.1, W2.3)

C.2a Pendekatan Penyelesaian Tugas (W2.1)

Kode Siswa	Respons Mental (W2.1)	Kode/Kategori
S01	Saya semangat untuk menyelesaikannya.	Independent / self-driven
S02	Saya selalu menyelesaikan tugas tepat waktu karena menyenangkan.	Independent / self-driven
S03	Saya mengerjakan sendiri, kadang minta bantuan dengan orang tua juga.	Independent / self-driven
S04	Saya kerjakan apa yang diarahkan oleh guru.	Teacher-directed
S05	Selalu mengerjakan, kalau tidak mengerti bertanya pada guru.	Independent / self-driven
S06	Banyak bertanya sampai paham dan berusaha selalu tepat waktu.	Independent / self-driven
S07	Mengerjakannya dengan senang hati bersama teman-teman.	Peer-collaborative
S08	Memahami materi dan menggunakan media digital juga sebagai alat bantu belajar.	Independent / self-driven
S09	Kalau ada kuis online, saya mengerjakannya berdasarkan yang saya tahu. Tapi sebelumnya guru sudah terlebih dahulu memberi penjelasan.	Independent / self-driven
S10	Sesuai arahan guru saja. Selalu tepat waktu dan konsisten karena ini hal yang menarik. Jadi mengerjakan tugas tidak terasa tertekan.	Teacher-directed

C.2b Partisipasi Diskusi Termediasi Digital (W2.3)

Kode Siswa	Respons Mental (W2.3)	Kode/Kategori
S01	Ya, karena lebih seru dan menyenangkan.	Partisipasi meningkat (Yes)
S02	Tentu saja, karena kami semua dilibatkan.	Partisipasi meningkat (Yes)
S03	Kami semua ikut sertakan dan berprestasi.	Partisipasi meningkat (Yes)
S04	Lebih aktif, karena tidak hanya dituntut untuk mengerti bahasa	Partisipasi meningkat (Yes)

	Inggris. Jadi semua siswa merasa nyaman dan asik.	
S05	Ya, saya lebih aktif.	Partisipasi meningkat (Yes)
S06	Tentu saja, karena lebih mudah dipahami.	Partisipasi meningkat (Yes)
S07	Ya, saya lebih aktif, lebih banyak bertanya karena penasaran dan ingin tahu.	Partisipasi meningkat (Yes)
S08	Ya, semua bersemangat. Jadinya aktif dan suasana jadi seru.	Partisipasi meningkat (Yes)
S09	Saya selalu aktif, namun memang penggunaan media digital membuat lebih semangat.	Partisipasi meningkat (Yes)
S10	Diskusi jadi terasa lebih hidup karena adanya media digital.	Partisipasi meningkat (Yes)

C.3 Coding Matrix — Behavioral Engagement (W3.3, W3.4)

C.3a Regulasi Diri terhadap Distraksi Digital (W3.3)

Kode Siswa	Respons Mental (W3.3)	Kode/Kategori
S01	Kadang tergoda untuk membuka hal lain, namun saya selalu menuruti aturan dan perintah guru.	Tempted, but self-/peer-/teacher-regulated
S02	Fokus pada pelajaran.	Consistently focused, no temptation
S03	Tidak, saya fokus belajar.	Consistently focused, no temptation
S04	Kadang tergoda, tapi ada teman yang selalu mengingatkan.	Tempted, but self-/peer-/teacher-regulated
S05	Fokus, saya tidak punya waktu untuk memikirkan hal lain.	Consistently focused, no temptation
S06	Fokus.	Consistently focused, no temptation
S07	Selalu fokus.	Consistently focused, no temptation
S08	Kadang tergoda dengan buka media sosial (sosmed), hehe. Tapi guru selalu mengingatkan dan membuat suasana seru, dan akhirnya lupa.	Tempted, but self-/peer-/teacher-regulated
S09	Tergoda, namun saya bisa	Tempted, but self-/peer-/teacher-

	menghindarinya dengan cara memfokuskan diri.	regulated
S10	(tidak ada respons)	No data

C.3b Preferensi Interaksi (W3.4)

Kode Siswa	Respons Mental (W3.4)	Kode/Kategori
S01	Ya, kadang kami saling bertanya tugas via WA.	No clear preference stated
S02	Yaa, kami kadang membahas pelajaran di WA grup, namun lebih suka saat berinteraksi langsung.	Prefer face-to-face
S03	Tidak terlalu, namun kami aktif saat pembelajaran menggunakan media digital di kelas.	No clear preference stated
S04	Ya aktif, tapi lebih sering tatap muka.	Prefer face-to-face
S05	Tidak, kami aktif hanya saat di kelas.	Prefer face-to-face
S06	Saya lebih nyaman saat diskusi dan interaksi di kelas, karena lebih dekat dan responsnya cepat.	Prefer face-to-face
S07	Aktif, kami nyaman berinteraksi walaupun hanya semuanya lewat media sehingga lebih mudah karena sebelum kami sudah terbiasa berkomunikasi.	Comfortable with digital interaction
S08	Kami aktif berinteraksi.	No clear preference stated
S09	Aktif berdiskusi dengan guru dan membahas materi sambil berbagi hal-hal baru.	No clear preference stated
S10	Aktif, ya terasa lebih nyaman.	No clear preference stated

C.4 Coding Matrix — Emotional Engagement (W4.3, W4.5)

C.4a Peningkatan Kepercayaan Diri (W4.3)

Kode Siswa	Respons Mental (W4.3)	Kode/Kategori
S01	Ya.	Confidence increased (Yes)
S02	Ya saya lebih PD, saya bisa menunjukan skill edit pada teman-teman.	Confidence increased (Yes)
S03	Ya lebih percaya diri, karena saya jadi lebih mengerti.	Confidence increased (Yes)
S04	Ya, karena saya jauh lebih paham.	Confidence increased (Yes)
S05	Ya, lebih percaya diri (PD).	Confidence increased (Yes)
S06	Ya, saya percaya diri karena dengan adanya media pembelajaran jadi lebih mudah dipahami.	Confidence increased (Yes)
S07	Ya, saya lebih percaya diri.	Confidence increased (Yes)
S08	Ya, lebih percaya diri karena mudah dan menyenangkan.	Confidence increased (Yes)
S09	Percaya diri, contohnya dalam pembuatan video itu tadi, saya tidak malu-malu lagi hasilnya akan bagus.	Confidence increased (Yes)
S10	Ya, lebih percaya diri karena jadi lebih mudah dan simpel daripada tidak memakai media digital.	Confidence increased (Yes)

C.4b Pengalaman Negatif/Tidak Nyaman (W4.5)

Kode Siswa	Respons Mental (W4.5)	Kode/Kategori
S01	Tidak pernah.	No negative experience
S02	Tidak pernah.	No negative experience
S03	Dengan video dan pemahaman yang jelas.	Unclear / ambiguous
S04	Tidak pernah.	No negative experience
S05	Tidak pernah, kalau tidak bisa saya bisa minta diajari dan banyak bertanya.	No negative experience
S06	Tidak pernah.	No negative experience
S07	Tidak ada.	No negative experience
S08	Tidak pernah.	No negative experience
S09	Tidak pernah. Sekali jalan lancar.	No negative experience
S10	Saat kuis yang dibatasi muncul, saya sulit, tapi itu menurut saya membuat saya harus lebih rajin	At least one negative experience

	belajar lagi.	
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C.5 Coding Matrix — Cognitive Engagement (W5.5)

Kode Siswa	Respons Mental (W5.5)	Kode/Kategori
S01	Ya pernah, saya menonton video dan belajar di rumah.	Yes
S02	Ya saya juga belajar bahasa Inggris di rumah.	Yes
S03	Pernah, di rumah saya juga menggunakannya.	Yes
S04	(tidak ada respons)	No data
S05	Ya, di rumah juga.	Yes
S06	Mencari tahu, bertanya pada guru/orang tua.	Ambiguous (duplicate of W5.4 wording)
S07	Mencari tahu, bertanya pada guru/orang tua.	Ambiguous (duplicate of W5.4 wording)
S08	(tidak ada respons)	No data
S09	(tidak ada respons)	No data
S10	Pernah, di rumah saat membuat PR.	Yes

C.6 Coding Matrix — Konteks Kurikulum Merdeka (W6.1)

Kode Siswa	Respons Mental (W6.1)	Kode/Kategori
S01	Lebih menyenangkan.	Positive
S02	Ya lebih menyenangkan dan seru.	Positive
S03	Ya, terasa lebih bermanfaat dan mudah dipahami.	Positive
S04	Ya, lebih seru dan teman-teman antusias.	Positive
S05	Jauh lebih menyenangkan.	Positive
S06	Pernah, saya meminta YouTube untuk mencari materi.	Off-topic / unclear
S07	Kami sudah menggunakan pembelajaran merdeka sejak awal, dan ini bagus.	Positive
S08	Belajar jadi tidak tegang, suasana kelas pun menjadi santai.	Positive
S09	Jauh lebih seru.	Positive
S10	(tidak ada respons)	No data

C.7 Coding Matrix — Wawancara Guru (T01)

Kode Item	Tema Analisis (lihat Tabel 4.7)
TW1.1	Media types & rationale
TW1.2	Media types & rationale
TW1.3	Change since Merdeka Curriculum
TW2.1	Designing for critical thinking
TW2.2	Reflection practice
TW2.3	Project-Based Learning / P5
TW3.1	Academic & behavioral observations
TW3.2	Emotional observations
TW3.3	Passive/disengaged students
TW4.1	Implementation challenges
TW4.2	Most significant success
TW4.3	Digital literacy readiness & support needed

APPENDIX VI

. RESEARCH INSTRUMENTS

This appendix presents the research instruments as designed in Table 3.1 (Research Instrument Blueprint) and Table 3.2 (Triangulation Matrix) in Chapter III. The Student Interview Guide (Instrument 2) and Teacher Interview Guide (Instrument 3) below were the instruments actually administered in this study, and their item codes (W1.1-W6.3 and TW1.1-TW4.3) correspond directly to the codes referenced throughout Chapter IV and in the interview transcripts in Appendices A and B. The Classroom Observation Protocol (Instrument 1) is also included for completeness and transparency; as explained in Chapter III, Section 3.4, this instrument was designed as part of the original triangulation plan but was not administered within the scope of this study due to time constraints.

D.1 Instrument 2: Student Interview Guide (Administered)

Semi-structured in-depth interview guide used with ten student participants (S01-S10). Interviews were conducted in Indonesian; relevant responses were translated into English for reporting. Each interview lasted approximately 30-45 minutes.

TEMA 1: Identifikasi Jenis Media Digital yang Digunakan (RQ 1)

Kode	Pertanyaan Utama	Probing
W1.1	Dalam pelajaran bahasa Inggris, media digital apa saja yang biasanya kamu gunakan — misalnya aplikasi, video, platform online, atau alat pembuatan konten?	Sebutkan contoh spesifik. Untuk keterampilan apa (membaca, mendengarkan, berbicara, menulis) biasanya digunakan?
W1.2	Di antara semua media itu, mana yang paling sering digunakan di kelas? Siapa yang memilih — gurumu atau kamu sendiri?	Mengapa media itu yang paling sering dipakai? Apakah ada aturan dari sekolah?
W1.3	Media digital mana yang paling kamu sukai untuk belajar bahasa Inggris? Apa alasannya?	Adakah media yang menurutmu kurang membantu? Mengapa?
W1.4	Pernahkah kamu menggunakan media digital untuk membuat produk atau hasil karya dalam pelajaran bahasa Inggris — misalnya video, poster digital, rekaman suara, atau presentasi?	Ceritakan pengalaman membuat produk digital itu. Bagaimana rasanya?

TEMA 2: Academic Engagement (Keterlibatan dalam Tugas Akademik Digital)

Kode	Pertanyaan Utama	Probing
W2.1	Bagaimana kamu biasanya menyelesaikan tugas atau latihan bahasa Inggris yang diberikan melalui media digital?	Apakah kamu selalu menyelesaikannya tepat waktu? Apa yang membuatmu konsisten?
W2.2	Pernahkah kamu mengerjakan proyek berbasis digital dalam pelajaran bahasa Inggris? Ceritakan!	Bagaimana proses pengerjaannya? Seberapa serius kamu terlibat? Apa tantangannya?
W2.3	Apakah penggunaan media digital membuat kamu lebih aktif berpartisipasi dalam diskusi kelas dibandingkan tanpa media digital? Mengapa?	Beri contoh situasi konkret di mana kamu merasa lebih terlibat secara akademik karena media digital.

TEMA 3: Behavioral Engagement (Partisipasi dan Perilaku Belajar)

Kode	Pertanyaan Utama	Probing
W3.1	Bagaimana cara kamu berpartisipasi dalam pelajaran bahasa Inggris ketika menggunakan media digital?	Apakah berbeda dengan saat pelajaran tanpa media digital? Ceritakan perbedaannya.
W3.2	Ceritakan satu pengalaman di mana penggunaan media digital membuat kamu ingin lebih aktif dan terlibat dalam pelajaran!	Media digital apa yang digunakan? Apa yang membuat kamu terdorong untuk aktif?
W3.3	Ketika kamu menggunakan perangkat digital di kelas, apakah kamu selalu fokus pada pelajaran?	Bagaimana kamu menjaga diri untuk tetap fokus pada tugas belajar?
W3.4	Apakah kamu aktif berinteraksi dengan teman-teman melalui platform digital di kelas?	Seperti apa bentuk interaksinya? Apakah interaksi digital ini terasa lebih nyaman dibanding diskusi tatap muka?

TEMA 4: Emotional Engagement (Perasaan, Motivasi, dan Kepercayaan Diri)

Kode	Pertanyaan Utama	Probing
W4.1	Bagaimana perasaanmu secara umum ketika belajar bahasa Inggris menggunakan media digital?	Apakah kamu merasa senang, bersemangat, biasa saja, atau justru cemas? Mengapa demikian?
W4.2	Aspek atau fitur media digital mana yang paling membuatmu merasa tertarik dan bersemangat dalam belajar bahasa Inggris?	Mengapa aspek itu menarik bagimu? Apakah ini membuatmu ingin belajar lebih lagi?
W4.3	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris ketika menggunakan media digital? Ceritakan!	Bisakah kamu beri contoh situasi konkret di mana media digital meningkatkan kepercayaan dirimu?
W4.4	Apakah kamu merasa nyaman dan aman ketika belajar atau berinteraksi dengan teman dalam lingkungan belajar digital? Mengapa?	Apakah ada perbedaan rasa nyaman antara diskusi di kelas langsung versus di platform digital?
W4.5	Pernahkah kamu merasa frustrasi atau tidak nyaman saat menggunakan media digital untuk belajar? Ceritakan!	Apa penyebabnya? Bagaimana kamu mengatasinya?

TEMA 5: Cognitive Engagement (Pemikiran, Strategi, dan Kemandirian Belajar)

Kode	Pertanyaan Utama	Probing
W5.1	Bagaimana media digital membantumu memahami materi bahasa Inggris secara lebih mendalam — bukan sekadar menghafal?	Bisakah kamu beri contoh konkret bagaimana media digital menjelaskan sesuatu yang tadinya sulit dipahami?
W5.2	Strategi apa yang kamu gunakan ketika belajar bahasa Inggris dengan media digital?	Strategi ini kamu temukan sendiri atau diajarkan guru? Seberapa efektif menurutmu?
W5.3	Setelah menggunakan media digital untuk belajar, apakah kamu pernah memikirkan kembali cara belajarmu sendiri?	Ceritakan pengalamanmu merefleksikan proses belajarmu sendiri (metacognition)!
W5.4	Ketika menghadapi kesulitan dalam tugas digital bahasa Inggris, apa yang biasanya kamu lakukan pertama kali?	Apakah kamu mencari solusi sendiri dulu, atau langsung bertanya ke teman/guru? Mengapa?
W5.5	Apakah kamu pernah menggunakan media digital untuk belajar bahasa Inggris secara mandiri di luar jam pelajaran? Ceritakan!	Apa yang mendorongmu belajar mandiri? Media apa yang kamu gunakan dan untuk apa?

TEMA 6: Konteks Kurikulum Merdeka dan Pengalaman Keseluruhan

Kode	Pertanyaan Utama	Probing
W6.1	Apakah kamu merasakan perbedaan dalam cara belajar bahasa Inggris sejak sekolahmu menerapkan Kurikulum Merdeka?	Apakah penggunaan media digital terasa lebih banyak atau lebih bermakna dibanding sebelumnya?
W6.2	Di Kurikulum Merdeka, kamu punya lebih banyak kebebasan memilih cara belajar. Apakah kamu memanfaatkan kebebasan ini untuk memilih media digital yang kamu sukai?	Apakah kebebasan ini meningkatkan semangatmu belajar bahasa Inggris?
W6.3	Secara keseluruhan, bagaimana kamu menggambarkan pengalaman belajar bahasa Inggris dengan media digital di sekolah ini?	Apa hal yang paling berkesan? Apa yang ingin kamu ubah atau tingkatkan?

D.2 Instrument 3: Teacher Interview Guide (Administered)

Semi-structured in-depth interview guide used with the participating teacher (T01). The interview lasted approximately 45-60 minutes.

TEMA 1: Jenis dan Rasionalitas Pemilihan Media Digital

Kode	Pertanyaan Utama	Probing
TW1.1	Media digital apa saja yang Bapak/Ibu gunakan dalam mengajar bahasa Inggris kelas VIII?	Apakah ada media tertentu untuk keterampilan bahasa tertentu (speaking, listening, reading, writing)?
TW1.2	Bagaimana Bapak/Ibu memilih media digital yang sesuai dengan Tujuan Pembelajaran dan prinsip Kurikulum Merdeka?	Adakah panduan dari sekolah, atau Bapak/Ibu memilih secara mandiri? Apa kriteria pemilihannya?
TW1.3	Sejak Kurikulum Merdeka diterapkan, apakah ada perubahan pada jenis media digital yang Bapak/Ibu gunakan?	Apa yang mendorong perubahan tersebut?

TEMA 2: Strategi Pedagogis dan Dukungan Cognitive Engagement

Kode	Pertanyaan Utama	Probing
TW2.1	Bagaimana Bapak/Ibu merancang aktivitas digital yang mendorong siswa untuk berpikir kritis dan mendalam?	Bisakah berikan contoh konkret aktivitas yang mendorong higher-order thinking melalui media digital?
TW2.2	Apakah Bapak/Ibu secara sengaja mendorong siswa untuk memonitor dan merefleksikan proses belajar mereka sendiri saat menggunakan media digital?	Bagaimana caranya? Alat atau strategi apa yang digunakan?
TW2.3	Bagaimana Bapak/Ibu menggunakan media digital untuk mendukung Project-Based Learning (P5) dalam Kurikulum Merdeka?	Bisakah berikan contoh proyek konkret? Bagaimana respons siswa?

TEMA 3: Observasi Guru terhadap Keterlibatan Siswa

Kode	Pertanyaan Utama	Probing
TW3.1	Bagaimana Bapak/Ibu menggambarkan keterlibatan akademik dan perilaku siswa saat menggunakan media digital dibandingkan saat tidak menggunakannya?	Apakah ada perbedaan partisipasi, penyelesaian tugas, atau perilaku on-task yang terlihat jelas?
TW3.2	Bagaimana respons emosional siswa yang Bapak/Ibu amati saat menggunakan media digital?	Aktivitas digital apa yang paling konsisten memunculkan respons emosional positif dari siswa?
TW3.3	Pernahkah Bapak/Ibu mengamati siswa yang tampak tidak terlibat atau pasif saat sesi digital berlangsung? Bagaimana cara mengatasinya?	Faktor apa yang menurut Bapak/Ibu menjadi penyebabnya?

TEMA 4: Tantangan, Keberhasilan, dan Rekomendasi

Kode	Pertanyaan Utama	Probing
TW4.1	Apa saja tantangan utama yang Bapak/Ibu hadapi dalam mengintegrasikan media digital ke dalam pembelajaran bahasa Inggris di bawah Kurikulum Merdeka?	Tantangan teknis, pedagogis, atau dari siswa sendiri? Bagaimana cara mengatasinya?
TW4.2	Apa keberhasilan paling signifikan yang Bapak/Ibu rasakan dari penggunaan media digital dalam meningkatkan keterlibatan siswa?	Adakah bukti konkret (perubahan partisipasi, nilai, antusiasme siswa)?
TW4.3	Bagaimana Bapak/Ibu menilai kesiapan literasi digital siswa kelas VIII dalam memanfaatkan media pembelajaran?	Dukungan apa yang dibutuhkan agar integrasi media digital semakin efektif?

D.3 Instrument 1: Classroom Observation Protocol (Designed, Not Administered)

This non-participant observation protocol was designed as part of the original triangulation blueprint (Table 3.1) to allow direct observation of digital media use and student engagement across academic, behavioral, emotional, and cognitive dimensions, using a 1-4 rating scale with accompanying descriptive field notes for each indicator. As explained in Chapter III, Section 3.4, this instrument was not administered within the scope of the present study due to time constraints and is retained here as a basis for future research.

Bagian A: Jenis dan Penggunaan Media Digital

- A1. Penggunaan content delivery platforms (YouTube, BBC Learning English, dll.)
- A2. Penggunaan interactive applications (Quizizz, Kahoot, Duolingo, dll.)
- A3. Penggunaan communication & collaboration platforms (Google Classroom, Padlet, dll.)
- A4. Penggunaan digital creation tools (Canva, video, presentasi digital, dll.)
- A5. Kesesuaian media digital dengan Tujuan Pembelajaran Kurikulum Merdeka
- A6. Aksesibilitas siswa terhadap media digital yang digunakan

Bagian B: Academic Engagement

- B1. Penyelesaian tugas berbasis digital yang diberikan guru
- B2. Partisipasi dalam diskusi kelas yang difasilitasi media digital
- B3. Keseriusan mengerjakan proyek berbasis digital (P5)
- B4. Persiapan tugas digital sebelum/sesudah kelas

Bagian C: Behavioral Engagement

- C1. Akses dan operasi media digital secara aktif

- C2. Perilaku on-task saat menggunakan perangkat digital
- C3. Interaksi kolaboratif dalam platform digital
- C4. Pertanyaan atau respons terkait konten digital
- C5. Kepatuhan terhadap instruksi guru terkait media digital
- C6. Ketiadaan perilaku disruptif selama sesi digital

Bagian D: Emotional Engagement

- D1. Antusiasme saat memulai aktivitas dengan media digital
- D2. Minat terhadap konten bahasa Inggris digital
- D3. Ekspresi kepuasan saat berhasil menyelesaikan tugas digital
- D4. Rasa percaya diri menggunakan platform digital
- D5. Rasa nyaman dalam ruang belajar digital
- D6. Ekspresi frustrasi saat menghadapi kendala teknis

Bagian E: Cognitive Engagement

- E1. Pertanyaan kritis terkait konten digital
- E2. Koneksi konten digital dengan pengetahuan sebelumnya
- E3. Penggunaan strategi kognitif saat belajar dengan media digital
- E4. Monitoring pemahaman diri (self-regulation & metacognition)
- E5. Produksi konten kreatif digital yang menunjukkan pemikiran tingkat tinggi
- E6. Konstruksi pengetahuan bersama melalui interaksi digital