

**EXPLORING LEARNERS' ATTITUDE TOWARD ENGLISH LEARNING INDIGITAL ERA
(Study In English Department at state university of Gorontalo)**

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Abstract

The use of technology has transformed how students learn English, especially in the digital era. Understanding students' attitudes toward this shift is essential for enhancing their learning outcomes. This study examines the attitudes of fourth-semester English Department students at Gorontalo State University, focusing on cognitive, affective, and behavioral aspects. A quantitative approach was applied by distributing close-ended questionnaires online using Google Forms. The data were analyzed based on the Three Component Attitude Model. The results show that students generally have a positive attitude toward English learning supported by technology. The cognitive aspect achieved the highest score (86%), highlighting students' belief in the benefits of English for career opportunities and global communication. Meanwhile, the behavioral aspect also showed active participation in using digital platforms (79%). However, the affective aspect scored lower (73%), reflecting mixed feelings about the use of technology in learning. These findings suggest that while students are open to using technology, further efforts are needed to address emotional barriers and optimize engagement. Educators are encouraged to incorporate digital tools creatively to foster a more effective and enjoyable learning experience.

Keywords: Learners Attitude; EFL Students; Language Learning; Digital Era; Language Attitude; Cognitive; Affective; Behavioral.

INTRODUCTION

In the digital era, students' attitudes towards learning English have significantly changed. Digital elements have reshaped the way students perceive and approach English learning, introducing flexibility and access to diverse online resources. This shift fosters a more positive attitude as students gain control over their learning, customizing methods based on personal interests. English language learning is increasingly important due to its growing relevance in various fields. However, students' attitudes greatly influence their success in language acquisition. Attitudes

encompass emotions, beliefs, and behaviors related to language use and societal status, which can either encourage or hinder the learning process. Factors such as beliefs, behavioral tendencies, and emotional states shape these attitudes. Understanding students' perspectives in the digital age is essential to grasp how they perceive and learn English.

Recognizing students' attitudes helps educators create effective teaching strategies tailored to students' needs. Attitude, as defined by Zulfikar et al. (2019), refers to a person's opinions or feelings towards something and plays a crucial role in language learning success. It involves psychological assessments of liking or disliking an entity and influences students' active participation in learning (Herfaini, 2021). Attitude comprises three components: cognitive, affective, and behavioral. Cognitive attitudes involve beliefs or knowledge, such as seeing language learning as a means to increase job opportunities. Affective attitudes reflect feelings, such as an interest in learning. Behavioral attitudes link beliefs and feelings to actions, like deciding to learn a language (Garret et al., 2003). According to Qouquab & Mohammad (2020), cognition involves awareness and information gathering, affective refers to emotional states, and conative pertains to intentions and actions towards an object. Attitudes impact how individuals think, feel, and act. Positive attitudes foster open-mindedness, optimism, and confidence, while negative attitudes lead to dissatisfaction and pessimism. English students must cultivate appropriate attitudes, as these are closely related to language use. Students' attitudes are evident in their learning methods, particularly in the digital era, where technology enables diverse approaches such as using YouTube, Google Classroom, and other platforms.

To understand students' attitudes towards technology-based English learning, informal observations and interviews were conducted with classmates. These revealed varying perspectives on traditional versus technology-based methods. Many students found technology beneficial due to its ease of access and engaging nature, while others preferred traditional methods, citing fewer distractions and better focus in face-to-face settings. These insights highlight how technology influences students' attitudes toward English learning in the digital era. Students' attitudes toward language learning also depend on their motivations and previous experiences. For English majors, proficiency is essential for daily interactions, academic tasks, and future career goals. Personal connections to the language or its perceived utility also shape attitudes. Technology can make language learning more interactive and engaging, potentially fostering positive attitudes. However, not all students find digital tools effective, as preferences for learning styles and external factors such as social environments and access to resources play a role.

Examining students' attitudes in the digital age provides valuable insights for leveraging technology to enhance learning and attitudes toward English. This research focuses on fourth-semester English education students at Gorontalo State University to explore their perspectives on learning methods and attitudes in the digital era. These attitudes reflect not only individual preferences but also academic factors such as teacher roles and available facilities. Observations indicate two distinct learning styles among students. Some prefer technology-based learning

for its convenience, active engagement, and access to diverse materials. Others favor traditional methods, appreciating the structure and focus of face-to-face interactions. This research underscores the importance of attitudes in cognitive, affective, and behavioral domains, highlighting the need to adapt learning methods to students' styles in the digital era. In conclusion, understanding students' attitudes toward English learning in the digital age is crucial. English students must demonstrate cognitive, affective, and behavioral attitudes to achieve language proficiency. This research aims to provide insights into how technology can enhance learning experiences and foster positive attitudes, ensuring English students meet the demands of their academic and professional goals.

RESEARCH METHOD

Research Method

This research adopts a quantitative descriptive method to explore learners' attitudes towards English learning in the digital era, focusing on cognitive, affective, and behavioral aspects. The primary objective of this method is to provide a structured and statistical analysis of data to better understand the phenomenon under study. This section elaborates on the research type, data collection methods, data sources, data types, and data analysis techniques employed.

Type of Research

The study employs a quantitative research approach, which emphasizes numerical data collection and analysis. This method allows for an objective examination of the relationship between variables. By using statistical techniques, the research seeks to quantify learners' attitudes and provide insights into patterns or trends within the data. The quantitative approach is particularly suitable for addressing the research objectives as it enables the researcher to test hypotheses and derive conclusions based on measurable evidence.

Data Collection

Data for this research were gathered through a closed-ended questionnaire, which was distributed online using Google Forms. The questionnaire consisted of statements related to learners' attitudes toward English learning in the digital era, categorized into three main aspects: cognitive, affective, and behavioral. Respondents were required to choose answers from pre-defined options, making the data easier to quantify and analyze. The use of closed-ended questions facilitated the collection of specific and comparable data.

The questionnaire was shared with participants via a WhatsApp group, ensuring accessibility and efficiency in reaching the selected sample. Google Forms proved advantageous by automatically organizing responses in a structured format, expediting the data analysis process.

Data Sources

The primary data source consisted of responses from fourth-semester students in the English Language Education Study Program at Gorontalo State University. These students were chosen due to their academic experience and active engagement in digital learning environments. The selection of this group ensured relevance and consistency with the study's focus on attitudes toward English learning in the digital era.

Data Types

The data collected in this study are primarily quantitative. Responses to the questionnaire were coded numerically, allowing for statistical analysis. The data reflect students' perceptions, preferences, and experiences related to learning English through digital platforms.

Sampling Method

The study utilized a stratified random sampling technique to select participants. Out of a total population of 139 students across five classes, 25% were randomly selected, resulting in a sample size of 35 respondents. The sample was determined to ensure representativeness while considering practical constraints such as time and resources.

Data Analysis

The analysis was conducted using descriptive statistical methods to transform raw data into interpretable insights. The following steps were employed:

1. Frequency Distribution:

Data were grouped based on response categories (e.g., strongly agree, agree, neutral, disagree, strongly disagree) for each questionnaire item. This provided an overview of participants' response patterns.

2. Percentage Calculation:

Each response category was converted into percentages to facilitate comparison across variables and groups.

3. Mean and Mode:

The mean (average) and mode (most frequent response) were calculated for each item to identify dominant trends and overall tendencies in the data.

4. Data Normalization:

To account for variations in the number of indicators across the cognitive, affective, and behavioral aspects, frequency normalization was applied. This involved calculating the average frequency per indicator, ensuring fair comparisons between different aspects.

5. Data Visualization:

Results were presented using tables and graphs, including bar charts and pie charts, to enhance clarity and aid interpretation.

This research methodology ensured a comprehensive and systematic exploration of learners' attitudes toward English learning in the digital era. By combining a structured quantitative approach with robust data analysis techniques, the study provided valuable insights into the cognitive, affective, and behavioral dimensions of learners' experiences.

RESULT AND DISCUSSION

Findings (may be subtitles) (1500-2500 words)

This research presents the results of data related to the research problem and analyzes the theoretical framework. The instruments used in this study include students from the English Education Study Programme who have studied English as a second language. As explained in Chapter III, the primary instrument used is a closed questionnaire (close-ended questionnaire). The questionnaires were distributed online via Google Forms, then shared through the WhatsApp Groups to 35 research subjects. In addition, the questionnaire gives a number of statements based on three aspects: Cognitive, affective, and behavioral, which each respondent has.

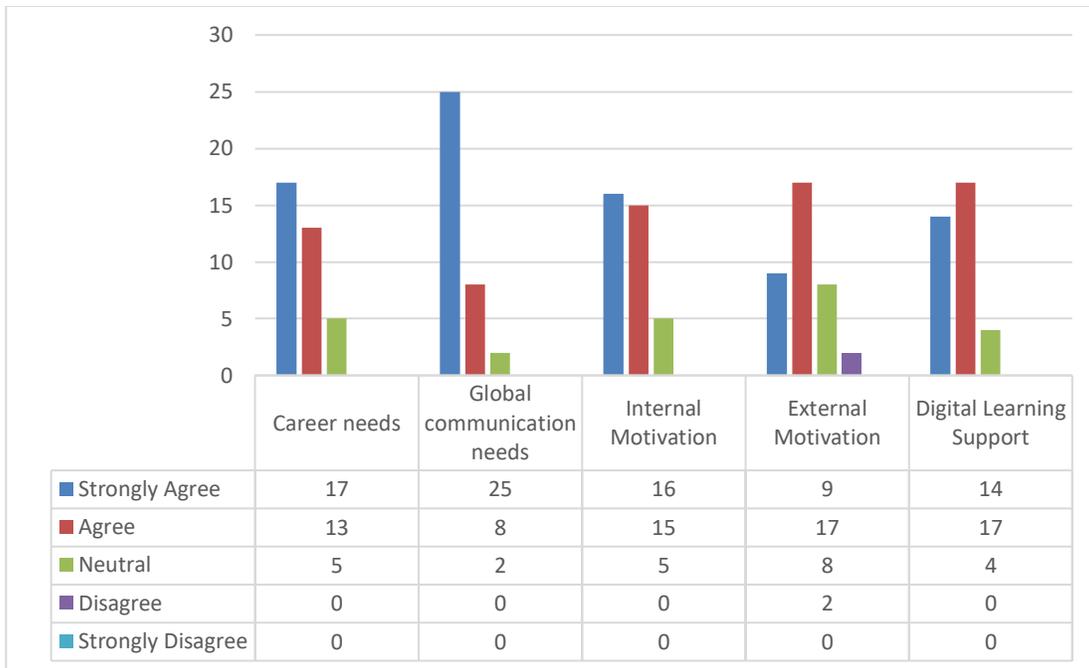
In this study, the researchers chose a fourth semester student as respondent. The researchers chose the students of the fourth semester because they already have considerable experience in the academic world but are still actively involved in the teaching activities.

The data obtained from this section is a questionnaire. The data obtained from the questionnaire reveals students' attitudes toward learning English in the digital era, which can be examined through three main aspects: cognitive, affective, and behavioral attitudes. These three aspects offer distinct insights into how students respond to learning English in the digital era:

Cognitive Aspect

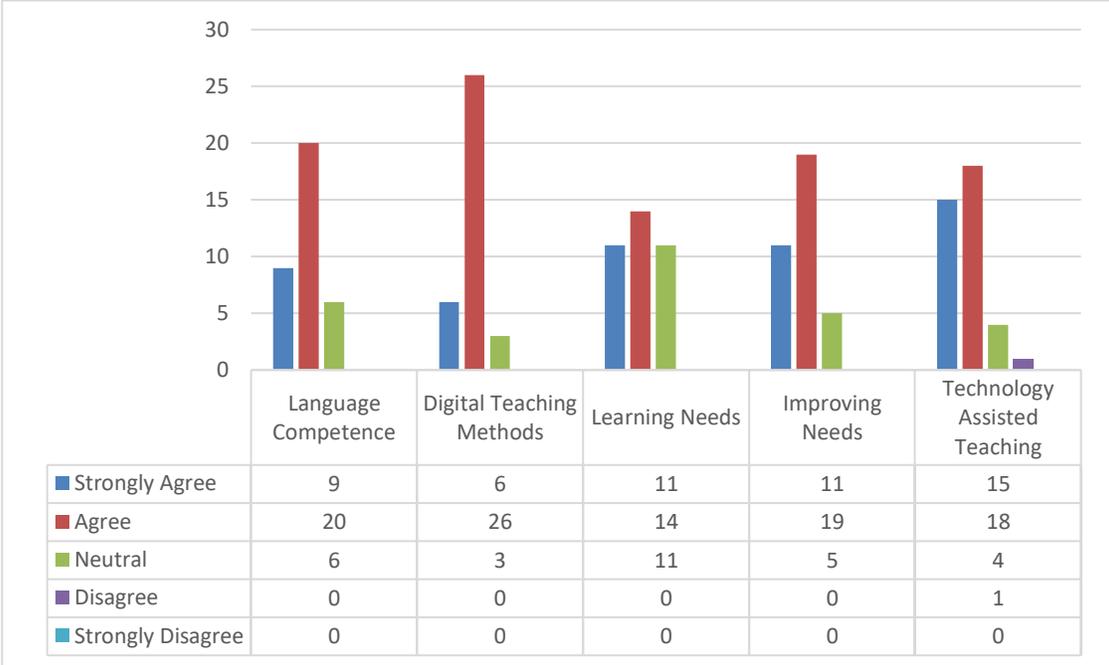
The cognitive aspect explores the students' reasons for learning English, their English competency levels, and their perceptions of learning English.

Table 1:



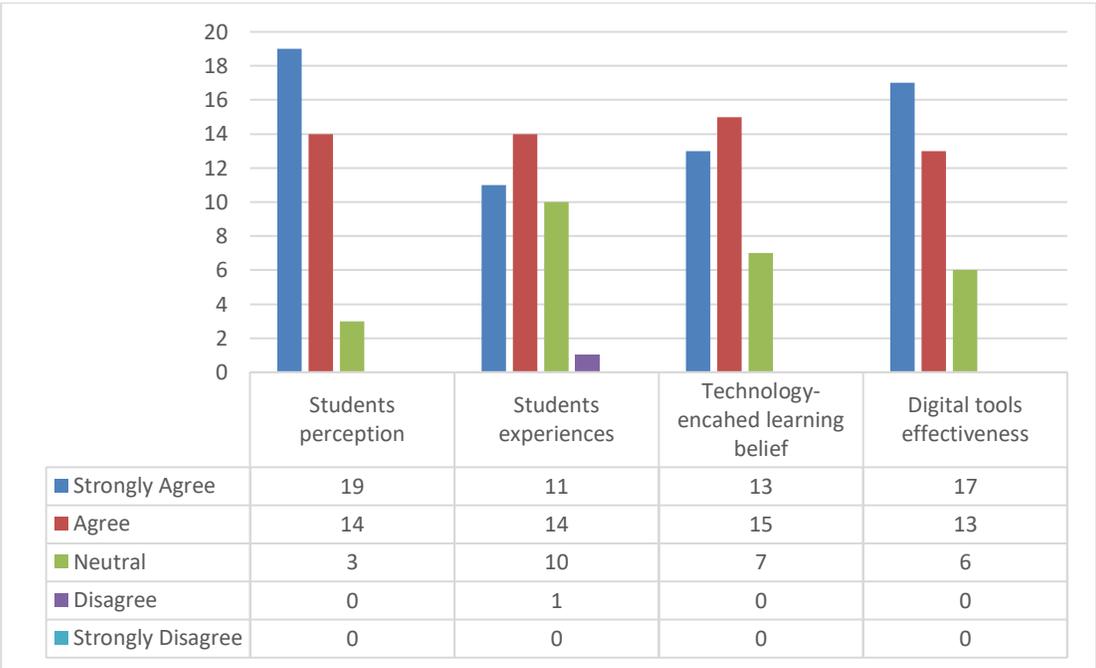
found several important things related to students' cognitive attitudes towards learning English through digital platforms. As many as 30 students or equivalent to 85.7% agreed that learning English by using digital learning is an asset than can improve their career opportunities. Furthermore, found as many as 33 students (94.3%) stated that their main reason for learning English is for the desire to communicate globally. A total of 31 students (88.6%) believe that internal factors are the primary influences on their motivation to learn English in the digital age. However, 74.3% of students felt that external factors also had an influence on their learning process. Interestingly, 31 students or 86.6% of students agreed that learning English in the digital era helped them achieve their goals in the future

Table 2:



on the data obtained, as many as 29 students or 82.8% believe they have varying levels of language competence. Regarding language proficiency, 32 students (91.4%) believe that the appropriate teaching methods through digital platforms enhance their English proficiency. 25 students or 71.4% believe that assessing the level of English proficiency remains an important aspect of digital learning because Assessing the level of English proficiency helps in identifying individual learning needs. In terms of language competence, 33 students or 97.9% believe that technology can help teachers improve the quality of students.

Table 3:



Digital era helps students motivated to learn English as many as 33 students (94.3%) believe that English is useful and very important, they are sure about the benefits and importance of learning English in the digital era. In addition, 71.4% of them felt that their confidence in learning English was formed from what they saw, heard, and felt while learning through digital platforms, as many as 28 students (80%), believe that technology helps English learning become more effective this is because the influence of technology on. in addition and 30 (85.7%) students agreed that digital tools and online platforms greatly helped them in the learning process.

Cognitive Category Findings

The cognitive category includes aspects such as students' learnstudents' English competency level, and their perception of learning English. The results of the analysis show that:

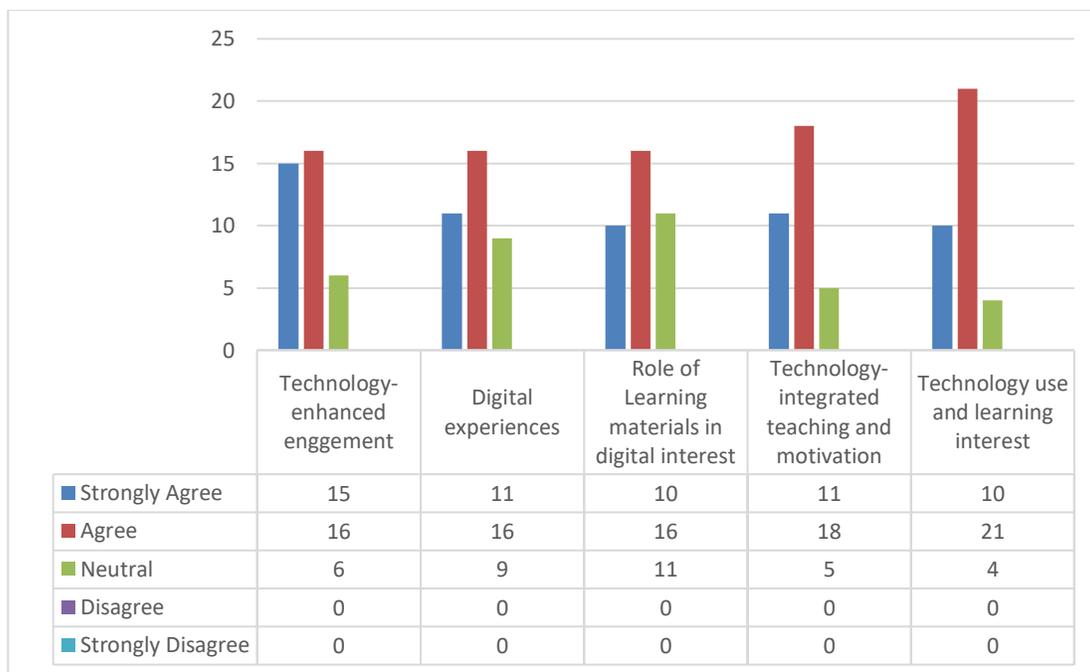
- **The Students Reason for learning english** have a total frequency of 86.3%.
- **Students English Competency Level** shows a high value with a total frequency of 86.38% which emphasizes the importance of students placing on language mastery.
- **Students' perception of learning English** with the lowest total frequency of 82.85%

Overall, students' English language competency level had the highest frequency in this category at 86.38%, indicating that students rated language proficiency as the most important cognitive factor in their English learning experience.

Affective Aspect

The affective aspect examines students' interests, anxieties, and preferences regarding learning English.

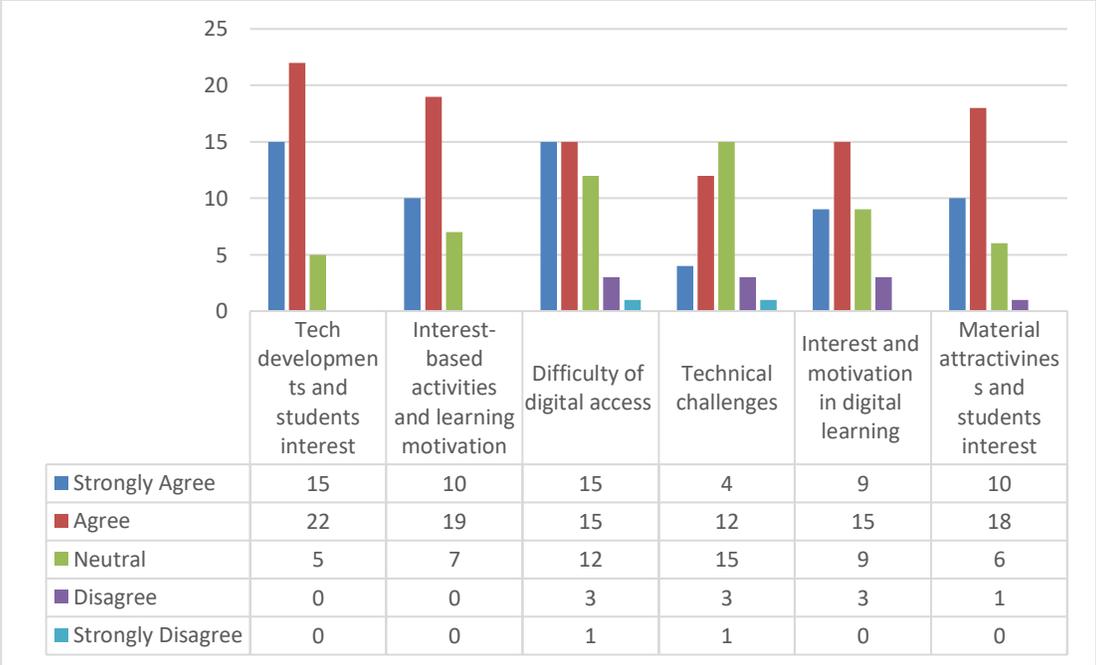
Table 4:



The use of technology in English learning has attracted significant interest, A total of 31 students (88.6%) agreed that the use of technology in the digital era can make learning English more engaging when integrated with activities or things that students enjoy. 31 students (88.6%) felt that in learning English with active use of technology can increase their interest. 29 students

(82.8%) also agreed that interesting teaching methods, especially those integrated with technology in the digital era, can provide a more positive and motivating English learning experience. This is because the learning material plays a significant role in fostering a positive interest in learning English, especially in a digital context as many as 26 students (80.6) agreed with it. Therefore, technology integrated with interesting learning activities and materials can increase students' interest and motivation in learning English in digital era. Digital experiences create positive interest in learning English, as many as 27 students or 77.1% agreed with this. In addition, 26 students (80.6%) admitted that learning materials that are interesting and relevant to the digital world play a significant role in increasing their interest. Furthermore, 29 students (82.8%) agreed that innovative teaching methods, especially those that incorporate technology, provide a more positive learning experience and increase motivation. This was also supported by 31 other students (88.6%) who felt that the use of technology in active learning increased their interest.

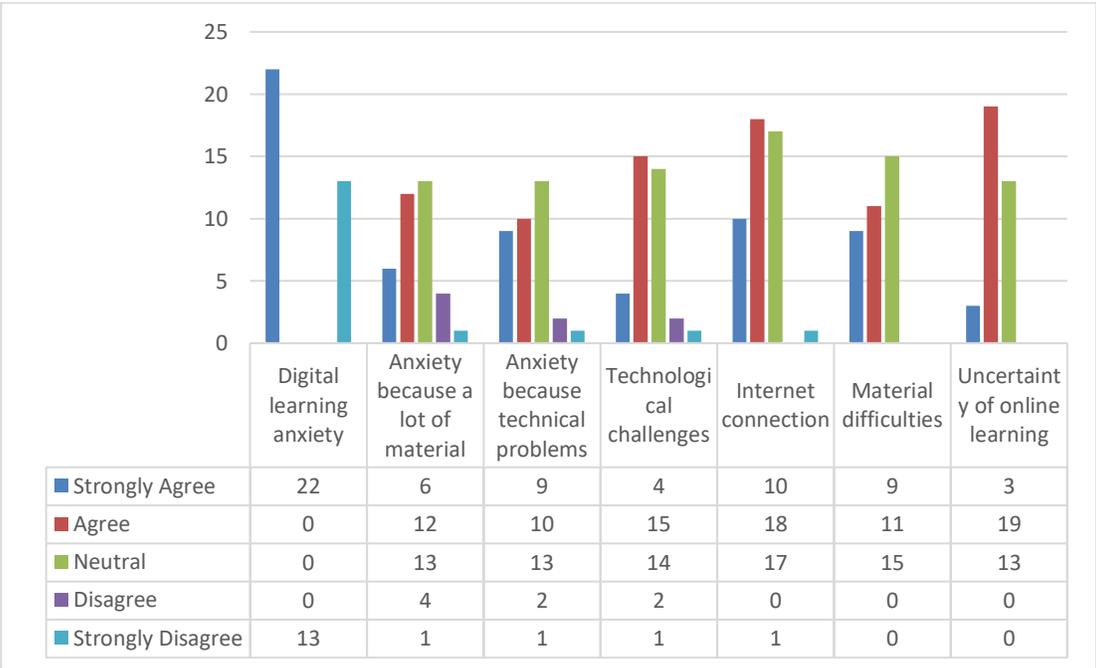
Table 5:



Technological developments in the digital era strengthen the interests of every student with a strong interest in the field of education, the data shows that 30 students (85.8) agree with this.

29 students (82.9) also agree that involvement in learning activities that suit your interests, especially by utilizing technology in the digital era, can increase students' motivation to achieve their learning goals, in the digital environment some students may have reasons for the lack of their interest in learning English, one of which is Difficulty in accessing reliable digital resources, as many as 20 students (57.2%) agree with this. Another 16 students (45.7%) admitted that Technical problems and challenges with digital platforms were also reasons for the lack of interest in learning English in a digital environment. However, 24 students (68.6%) agree that a lack of interest in learning English in a digital environment can impact their motivation level. The attractiveness of the material is an important factor in influencing students' interest in learning English in a digital environment, as 28 students agree with this statement (80%) agree with this.

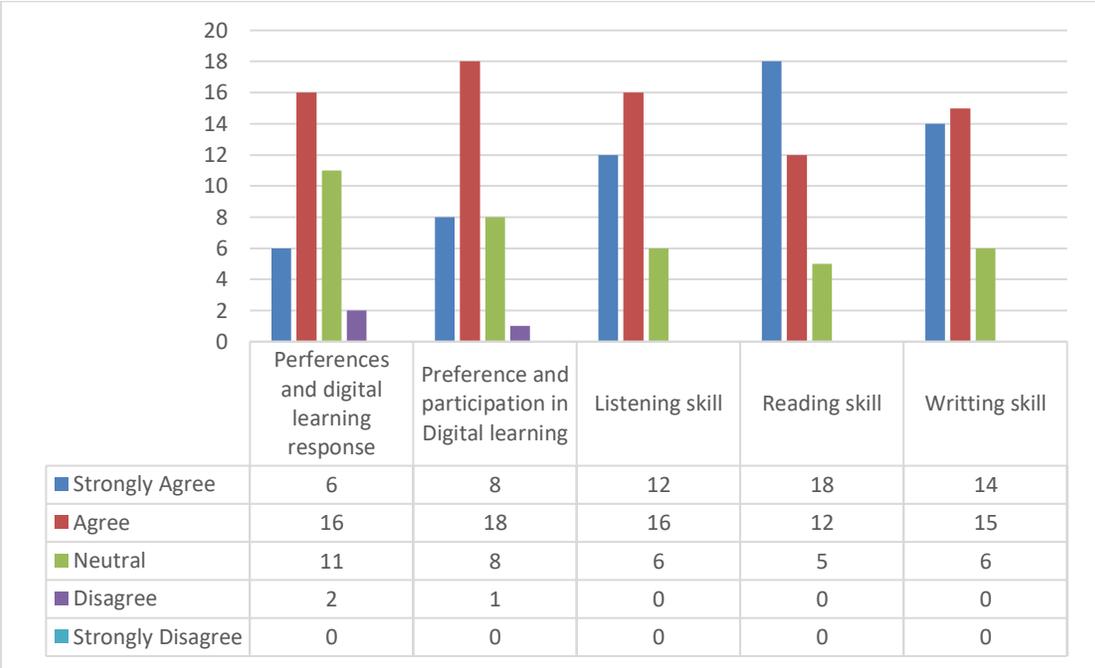
Table 6:



Anxiety related to learning English in the digital era is a significant problem, there are several technological challenges can cause students' anxiety in learning English via digital platforms. A total of 22 students (62.9%) reported feeling "anxiety" when learning English in the digital era, First, Feeling overwhelmed by the amount of digital learning material, as many as 18 (51.4%) agreed with this, Second, Concerns about technical issues disrupting the learning process, as many as 19 students (54.3%) agreed with this. there are 2 things that technological challenges

that cause students' anxiety in learning English especially via digital platforms. first, Difficulty navigating digital learning platforms 19 students or 54.3% agree with this, as many as 28 students or 80% feel anxious about this. Additionally, difficulty understanding the material in the context of learning English in the digital era can also contribute to student anxiety, 20 students (57.1%) agree with it. As many as 22 students (62%) felt the same uncertainty related to online learning being a trigger for student anxiety.

Table 7:



Language skill preferences were also highlighted in the study. 22 students or 62.8% agreed that students' preferences for English language skills play a role in their responseto digital learning. These skill preferences influenced their participation in digital learning, acknowledged by 26 students (74.3%). There are Some of the English skills that students focus on to learn English because they consider that the skill is important in adigital learning context. First, listening skills are crucial for them for understanding digital lectures and audio materials. Second, Improving reading skills really helps readers comprehend online articles, textbooks, and instructions. As many as 30 students (85.7%) agree with this. Third, Developing writing skills enables effective communication through digital platforms such as

emails and forums, as many as 29 (82.9%) agreed with this,

Affective Category Findings

The affective category involves aspects such as student interest, lack of students interest, anxiety, and skill preferences. The results of the analysis show that:

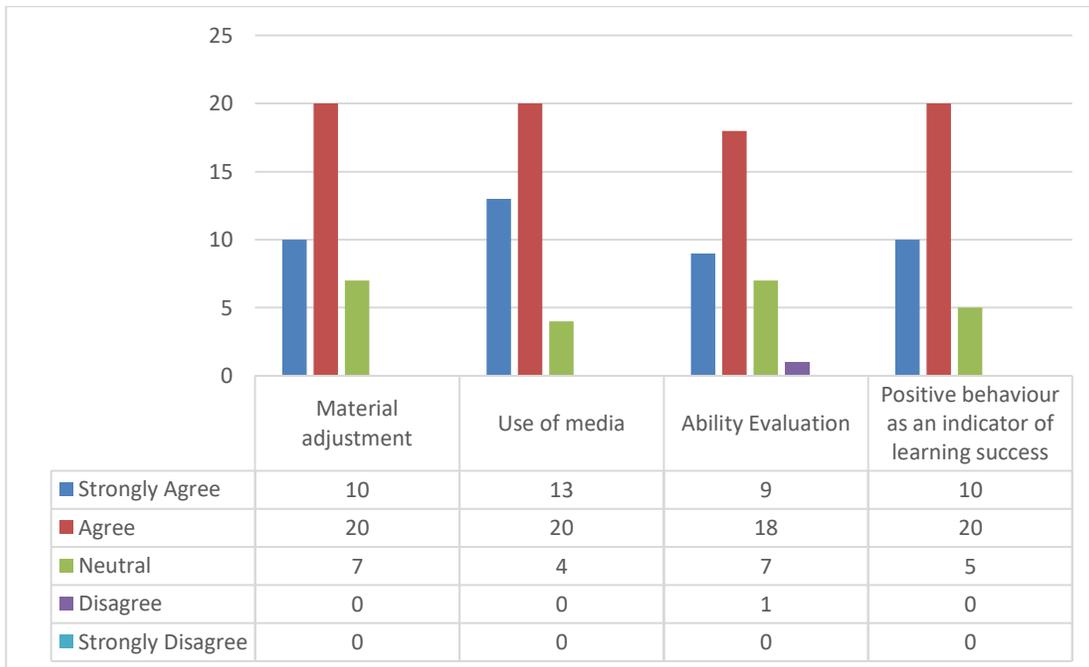
- **English is Interesting** has a total frequency of 83.54%.
- **Lack of interest** has a total frequency of 69.9%.
- **Anxiety** has a total frequency of 60.41%.
- **Skill preferences** with a frequency of 77.62%

Overall, interest in English has the highest frequency in the affective category with 83.54%, indicating that students generally consider English as an interesting subject in their learning experience. but there are challenges that need to be overcome, such as anxiety and lack of interest that can hinder their learning motivation.

Behavioral Aspect

The behavioral aspect explores students' participation, independent study habits, and responses to teaching strategies.

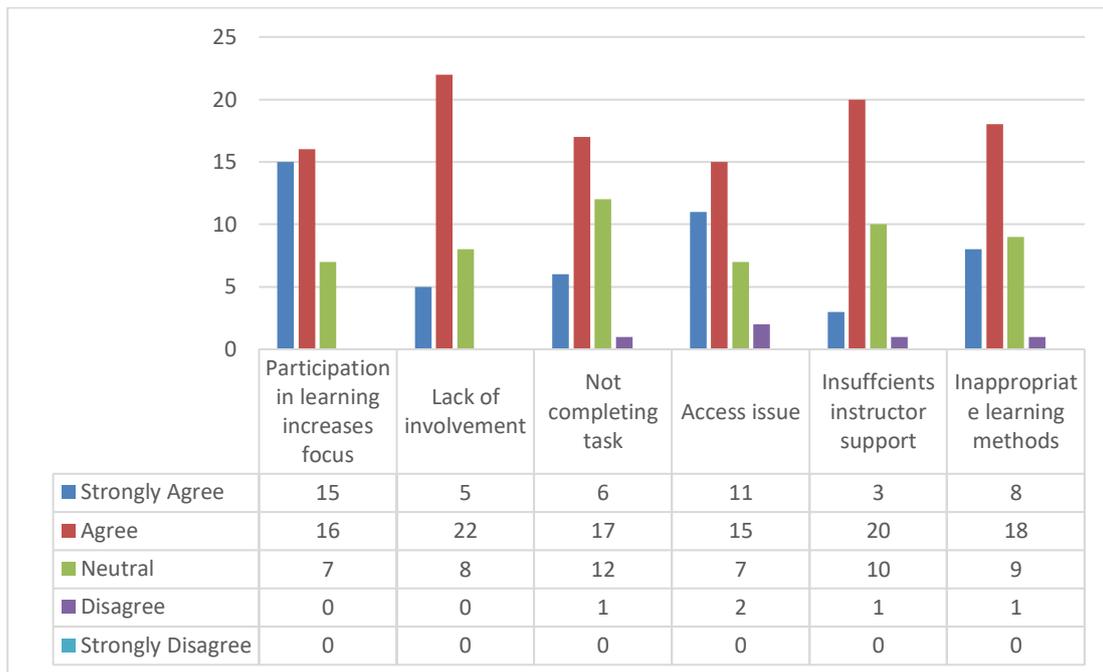
Table 8:



In the digital era there are several applying methods that must be adjusted to students' learning needs because they are considered important in learning strategies. First. Material,

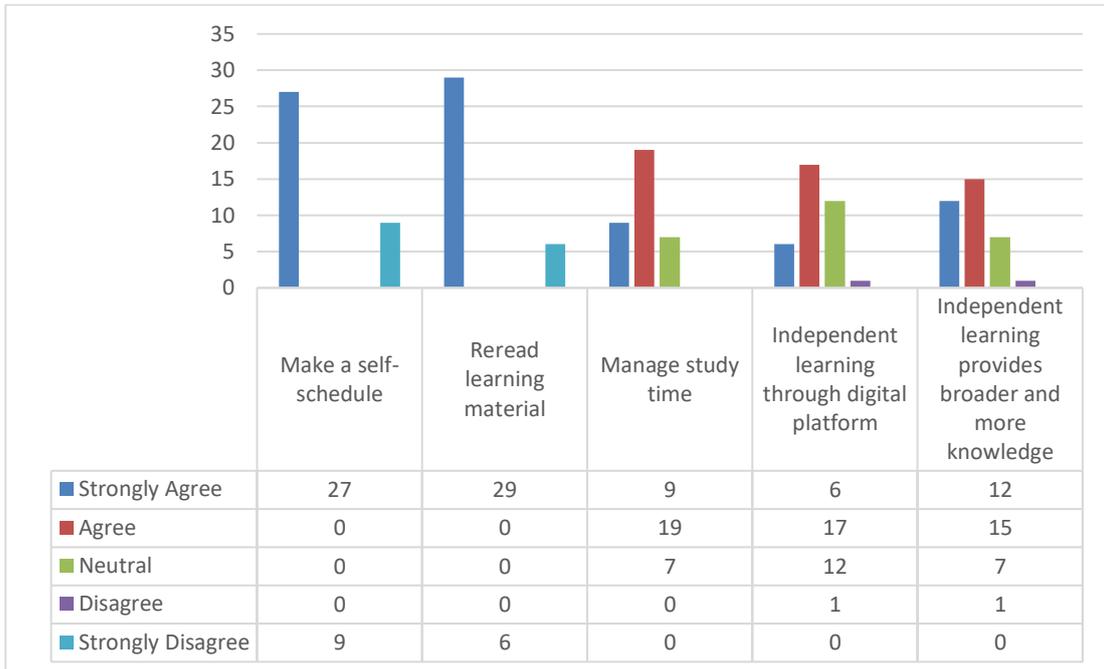
30 students or 85.7% agreed that adapting learning materials to their learning needs is important in learning in the digital age. second, Learning Media Facilities, as many as 34 students (97.1%) agreed that the use of learning media facilities (such as YouTube, Google, WhatsApp, etc.) in improving learning in the digital era is important for students' learning needs. third, Final Capability Evaluation. as many as 27 students (77.1%) agree that final ability evaluation is an important part of learning strategies in the digital age. The success of a learning strategy can be observed through the positive behaviors demonstrated by students, as many as 30 students (85.7%) agreed with this.

Appendix 9:



Participation in learning still plays a role in increasing their training focus and abilities, as many as 27 students (80%) agree with this. However, there are several indicators or behaviors that reflect a lack of student participation in learning English through digital platforms. first, Lack of engagement in online discussions or activities, as many as 27 students (77.2%) agree with this. Second, Rarely completing digital assignments or tasks, as many as 23 students or 65.7% agreed with this, There are several factors can influence low student participation in learning. first, lack of access to reliable internet connection, as many as 26 students (74.3%) agreed with this. Second, insufficient support or guidance from instructors in the digital learning environment, as many as 23 students (67.6%) agreed with this. As many as 26 students (74.3%) agreed with this.

Appendix 10:



Making an independent schedule with the help of digital technology to learn English at home is one aspect of student behavior that can be done to improve their English, as many as 27 students (77.1%) agreed with this, There are several ways for students to improve their English individually, One of these behaviors is taking the time to reread learning material that they don't understand, with the help of technology, as many as 29 students (82.9%). In the digital era, the ability to manage time effectively remains an important aspect of independent behavior in English language learning, as many as 28 students (80%) agree with this. Students can maximize English learning independently through digital platforms, as many as 6 students (17.1%) always learn English independently through digital platforms, while 17 students (48.6%) often do this, this shows that almost half of students regularly use digital platforms to learn English, while a small portion (34.3%) choose sometimes which means they sometimes use digital platforms to learn English. In addition, self-study at home to gain broader and more comprehensive knowledge through digital platforms is also an individual strategy for students to learn English independently, as many as 27 students (77.2%) agree that digital platforms give them benefits in learning English.

Behavior Category Findings

The behavior category covers effective teaching strategies, lack of participation, and making independent study scheduling. The results of the analysis show that:

- **Effective teaching strategies** had a total frequency of 86.4%.
- **Lack of participation** had a total frequency of 73.18%.

- **Making independent study scheduling** with a total frequency of 76.8%.

Overall, effective teaching strategies has the highest frequency in the affective category with 86.4% although good teaching strategies and self-study habits support effective learning, there are still some challenges that need to be addressed, such as increasing student participation and ensuring better accessibility

Analysis/Discussion

Cognitive Attitude

The cognitive aspect ranks highest in this research, with 86% of students recognizing the importance of learning English for global communication and career advancement. A significant 94.3% of students are motivated to learn English to communicate globally, while 85.7% agree that mastering English enhances career opportunities. Internal motivation, such as personal desires to succeed, also plays a vital role, with 86.6% believing that learning English in the digital era helps achieve their future goals. Additionally, 74.3% of students agree that external factors, including family support and job demands, influence their learning motivation. The availability of technology was another major driver, with 88.6% of students agreeing that digital tools positively impact their career prospects and learning motivation, reflecting the relevance of English in a globally connected world.

Students' English proficiency emerged as a key focus. A remarkable 97.9% of students believe technology helps improve teaching quality, aligning with Nento & Manto (2023), who emphasized technology's role in facilitating the teaching process. Effective digital teaching methods significantly support English acquisition, as noted by 91.4% of students. Technology-assisted assessments also play a crucial role, with 88.4% of students acknowledging their importance for identifying learning needs. Although 82.8% of students recognize variation in language proficiency, 71.4% agree that assessments help identify individual strengths and weaknesses, supporting more targeted learning.

Students' perceptions of learning English are highly positive, with 94.3% viewing it as a vital skill in the digital era. Additionally, 85.7% agree that digital tools and online platforms contribute positively to their learning process, while 80% believe technology makes learning more effective. Confidence in using technology for learning was noted by 71.4% of students, aligning with Bandura's (1997) self-efficacy theory, which highlights the importance of confidence in achieving learning success. These results suggest that cognitive aspects, including language proficiency, motivation, and perception of technology's role, are key drivers in students' English learning experiences. Overall, the cognitive category analysis reveals that English language competency ranks the highest at 86.38%, followed by students' reasons for learning English (86.3%) and their perceptions of the learning process (82.85%). Internal

motivation and technology's perceived effectiveness are critical factors in enhancing cognitive attitudes toward learning English.

Behavioral Attitude

The behavioral aspect ranks second, with 79% of students showing positive engagement in learning English through technology. Most students highlighted their participation in digital learning, independent study habits, and responses to teaching strategies. A notable 97.1% agree that using digital learning media such as YouTube, Google, and WhatsApp significantly improves learning quality. Furthermore, 85.7% emphasize the importance of adapting teaching materials to their needs, underscoring the role of effective teaching strategies in facilitating successful learning outcomes.

Participation in digital learning remains crucial, with 80% agreeing that active involvement enhances focus and skills. However, challenges such as low participation (77.2%) and limited internet access (74.3%) were noted. Inappropriate teaching methods (74.3%) and lack of teacher support (67.6%) further contribute to participation issues. Technical difficulties, such as challenges in completing digital assignments (65.7%), also hinder student engagement. These findings emphasize the need to address participation barriers to enhance learning effectiveness.

Self-study habits were a prominent feature, with 82.9% agreeing that reviewing materials using technology enhances understanding. Effective time management was highlighted by 80% of students as an essential aspect of independent learning. Additionally, 77.2% of students acknowledged that creating self-study schedules and engaging in independent learning at home through digital platforms significantly improves their English skills. This behavior is further supported by 65.7% of students who consistently use digital tools to enhance their learning strategies. The behavioral category analysis reveals that effective teaching strategies have the highest frequency (86.4%), followed by self-study habits (76.8%) and low participation (73.18%). These results emphasize the importance of implementing adaptive teaching methods and fostering structured self-study habits to improve students' English learning outcomes in the digital era. Addressing challenges such as participation barriers and accessibility will further enhance behavioral attitudes.

Affective Attitude

The affective aspect, which includes students' feelings and preferences, ranks the lowest at 73%. However, it remains relevant in understanding their overall attitudes toward learning English in the digital era. Technology plays a significant role in boosting interest, with 88.6% of students agreeing that engaging learning materials and activities increase their motivation. Similarly, 82.8% believe that interesting teaching methods, particularly those integrating technology, enhance their learning experiences. Digital

learning materials were viewed as essential by 80.6% of students for creating a positive interest in English learning.

Despite high interest levels, challenges such as lack of interest and anxiety persist. Around 68.6% agree that a lack of interest in digital learning environments can negatively affect motivation. Factors contributing to this include difficulty accessing reliable digital resources (57.2%) and technical problems (45.7%). Emotional challenges like anxiety were also evident, with 80% of students worried about losing internet connection during online classes and 62.9% feeling uncertain about digital learning processes. Additionally, 54.3% of students experienced difficulty navigating digital platforms, while 51.4% felt overwhelmed by excessive learning materials. These findings align with Miyondri (2023), who noted that anxiety reduces concentration and academic performance.

Students showed strong preferences for specific language skills. Around 85.7% agreed that improving reading skills helps them understand texts and instructions, while 82.9% emphasized the importance of writing for digital communication. Listening skills were also valued by 82.4% for understanding audio materials and lectures. Preferences for specific skills influenced students' engagement in digital learning, as acknowledged by 74.3% of respondents. The affective category analysis indicates that students' interest in English ranks the highest (83.54%), followed by skill preferences (77.62%). However, lack of interest (69.9%) and anxiety (60.41%) remain significant barriers. Addressing these challenges by providing engaging materials and addition

CONCLUSION

This study aims to understand students' attitudes toward learning English in the digital era, by reviewing three main aspects: cognitive, affective, and behavioral. Based on the findings in Chapter 4, students generally have a positive view of learning English in the digital environment. The cognitive aspect stands out with a percentage of 86%, indicating that most students recognize the importance of English for international communication and career development. Internal motivation and an understanding of English's role in the global world are the key drivers in this aspect.

Meanwhile, the behavioral aspect is ranked second with a percentage of 79%, indicating that although students show quite positive participation in utilizing technology for learning, there are still challenges related to technical infrastructure and a lack of adjustment in teaching methods. On the other hand, the affective aspect, with the lowest percentage of 73%, shows that although students' interest in English is high, they still face anxiety and emotional challenges that affect their learning experience.

Overall, the results of this study show that digital technology has had a positive impact on increasing students' motivation and participation in learning. However, to achieve more optimal and balanced learning outcomes, further attention is needed in developing cognitive and affective aspects.

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