# Integration of Digital Media in English Learning to Increase Active Participation of High School Students

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## Abstract

This study aims to describe how digital media integration can increase the active participation of senior high school students in English learning in Bali Province. This study uses a descriptive qualitative approach based on literature studies, with data sources in the form of relevant national and international journals in the last five years. The results of the study indicate that digital media such as interactive videos, mobile learning applications, and learning management platforms are able to create more interesting and collaborative learning spaces. Active student participation is still low due to limited teacher skills in designing digital learning and lack of support for school infrastructure and policies. Digital media integration becomes effective when combined with flipped classroom strategies, technology-based collaborative projects, and ongoing formative assessments. Thus, digital media has great potential to encourage student engagement cognitively, affectively, and behaviorally when integrated with pedagogical designs that are contextual and adaptive to the learning culture of students in Bali.

## 1. Introduction

The integration of digital media in English learning is a response to the challenges of the global era that demands updates in teaching and learning methods, especially in developing twenty-first century skills such as critical thinking, creativity, collaboration, and communication. In the scope of education, digital media is defined as internet-based technology and software that can be used to access materials, do exercises, interact, and evaluate learning outcomes independently or in a structured manner (Hanif, 2020). Digital media includes learning video platforms, mobile-based learning applications such as Duolingo and BBC Learning English, online interactive quizzes such as Quizizz and Kahoot, Learning Management Systems such as Google Classroom and Moodle, and various social media used in educational contexts such as YouTube Edu, Telegram, and WhatsApp Class Groups (Permana et al., 2024; Rahmdani, 2024; Nasution & Uqba, 2024).

Learning in the scope of formal education with digital media requires active participation from students which is not only measured by physical presence and completeness of assignments, but rather more on overall involvement in the learning process, both cognitively through the ability to analyze and evaluate materials, affectively

through enthusiasm and interest in learning, and behaviorally through initiative in discussing, asking questions, and expressing oneself in learning (Amini et al 2023; Nuralan, 2023). Therefore, the topic of digital media integration is becoming increasingly relevant to be studied, especially in relation to active student participation, because digital media is not only a tool, but also a new learning environment that demands an innovative and contextual pedagogical approach.

In general, in Indonesia, the phenomenon of using digital media in learning has increased sharply, especially since the Covid-19 pandemic which forced the world of education to carry out distance learning. The use of the Quizizz platform in English learning can significantly increase students' motivation in understanding new vocabulary at the high school level (Gustiayulita et al., 2024; Soro et al., 2024; Yanti & Wedayanthi, 2024; Male et al., 2025). This shows that student engagement increases because digital media is interesting, interactive, and provides direct feedback, so that students feel challenged and encouraged to participate. Mobile learning-based learning helps students understand the material faster and independently (Maryono & Budiono, 2021). However, the increase in the use of digital media in schools has not been followed by an increase in active student involvement evenly (Yunitasari & Hardini, 2021). This is because many teachers use digital media only to deliver material, without providing sufficient interaction space for students (Mursyidah & Saputra, 2022), this causes students to become passive recipients who only receive material without being actively involved in the information processing process or developing language skills (Ariana, 2022). This phenomenon shows that although digital media has been widely used, an integrative approach that prioritizes pedagogical strategies to encourage student participation is still not optimal and needs to be seriously studied.

If drawn to the Bali Province, the use of digital media in English learning at the high school level has developed, such as using the Educandy application (Purnami, 2023), Youtube (Gunadi, 2022), Quizziz (Artiniasih & Wedayanthi, 2024), Whatsapp Group (Candra et al., 2021), and others. However, it still faces a number of significant obstacles. Like many English teachers who still use digital media in a limited way, only as a visual aid in delivering material such as PowerPoint or YouTube videos (Nurhidayat et al., 20222). The potential of digital media is much greater than just delivering material, because it can be used to create activities that encourage student interaction, such as speaking practice through audio recordings, online discussions, project-based assignments, to application-based self-evaluation (Suradika et al., 2020; Firmansyah, 2024; Yusuf, 2025).

Students are actually familiar with the use of digital technology in their daily lives, such as playing games, using social media, and watching videos, but these habits have not been directed optimally for academic activities. In many cases, students focus more on digital entertainment than on using media for learning (Ameliya & Indriani, 2024). Teachers also often face obstacles in designing digital learning activities that suit students' needs, either due to lack of training, limited school facilities, or lack of support from school policies in supporting digital-based learning (Hakim & Abidin, 2024; Permana et al., 2024; Upa et al., 2024). This situation shows that there is an imbalance between the availability of technology and the ability of educational institutions to use it strategically and pedagogically, which results in low active student participation in the English learning process.

Unplanned digital media integration that is not accompanied by the right pedagogical approach has the potential to weaken students' learning motivation. Students will feel bored or confused when faced with complex digital applications or materials that are not relevant to their context. In the province of Bali, which has its own cultural and social characteristics, the use of digital media in learning should be adjusted to the local context that emphasizes interaction, direct practice, and high collaboration values. High school students in the province of Bali are more responsive to digital project-based learning activities that involve creativity and group work, such as making video presentations in English or composing digital stories (Suryani, 2020). However, these types of activities are still very limited and have not become a routine part of the school curriculum. This means that the use of digital media is currently not able to encourage optimal active student participation because it is still experimental and depends on the initiative of individual teachers. Student activeness in learning English is not the result of the use of technology alone but depends on how the technology is used to create a collaborative, communicative, and contextual learning space according to the characteristics of students and their environment.

Previous studies still show a lack of research that specifically discusses the relationship between digital media integration and students' active participation in English learning at the high school level, especially in Bali Province. Most of the existing studies only focus on the effectiveness of certain applications such as Duolingo (Salsabila et al., 2024; Yulitanti et al., 2024) or Google Classroom (Jaya & Arsini, 2022; Agustina et al., 2024) on cognitive learning outcomes such as test scores or speed of understanding vocabulary. In fact, students' active involvement in the language learning process, including in the aspects of speaking, writing, reading, and listening, cannot only be measured through the results, but must also be seen from the learning process itself.

There are not many studies that examine how digital media is implemented in the unique local cultural context of Bali, even though social and cultural factors greatly influence students' learning styles and the effectiveness of a learning medium (Marzuqi & Ahid, 2023). Therefore, there is still a wide space for conducting in-depth literature studies to unify the concepts of active participation, digital media, and local contexts in English learning at the high school level. This gap is very important to bridge so that learning is not only oriented towards achieving grades, but also on the process of developing active learning skills and attitudes that are the basis for long-term success.

Considering the national phenomenon, the problem of student participation in learning through digital media in the Bali Province, and the limitations of previous research, this study is very important to conduct. This study aims to comprehensively describe how digital media can be integrated strategically in English learning to increase the active participation of high school students in Bali. The urgency of this study lies in the urgent need for adaptive, inclusive, and technology-based learning strategies that are not only relevant to the development of the times, but also contextual to the local conditions of students in Bali. The purpose of this study is to identify the most effective forms of digital media, analyze the integration strategies that have been carried out, evaluate the challenges and obstacles in the field, and provide recommendations for the development of digital

media-based English learning strategies that are able to encourage active student involvement as a whole, both cognitively, affectively, and behaviorally.

## 2. Method

This study uses a descriptive qualitative approach with a literature study method (library research) as the main basis for analysis. The descriptive qualitative approach was chosen because it allows researchers to explore in depth various concepts, previous research results, and current developments related to the integration of digital media in the context of English learning at the secondary school level. Qualitative research is interpretive and aims to provide a comprehensive understanding of social and educational phenomena through in-depth narrative descriptions (Sugiyono, 2019). In other words, this approach does not rely on statistical data, but rather emphasizes the meaning, process, and relationship between variables in a real-world context, especially how digital media affects student participation in the English learning process. This study is non-experimental, without variable manipulation, and only focuses on the study of secondary data obtained from officially published sources.

The literature study method used involves the collection and in-depth review of various scientific sources, such as indexed national and international journals, reference books, research reports, and official education policy documents. The use of this method aims to identify relevant theories, compare previous findings, and synthesize information related to the use of digital media such as interactive videos, e-learning platforms, and mobile-based applications in English language teaching. Literature searches were conducted through online databases such as Google Scholar, ResearchGate, and Garuda Ristekdikti, with main keywords such as digital media, English language learning, student engagement, and educational technology. Data analysis was carried out qualitatively through the process of data reduction, data presentation, and drawing conclusions in accordance with the interactive model of Miles and Huberman (1994). The results of the analysis are presented in the form of descriptive narratives that aim to reveal the conceptual relationship between digital media and active student participation. Data validity is maintained by using source triangulation and critical involvement of researchers in evaluating the quality of the literature used (Creswell, 2014).

## 3. Findings

The results of literature studies collected from various accredited national journals and scientific articles show that the integration of digital media in English learning has a significant impact on increasing active student participation at various levels of education. Digital media used interactively and adaptively can change the traditional one-way classroom atmosphere into a participatory, collaborative, and creative learning space. The use of platforms such as Kahoot! and Quizizz in language learning activities can encourage students' intrinsic motivation, because students feel directly involved in the evaluation process and get instant feedback (Rahmawati et al., 2024; Sari & Nurani, 2021; Maharani & Sueca, 2024; Male, 2025). This makes the learning process feel like an educational game, not just a rigid cognitive activity. On the other hand, video-based digital media such as YouTube can strengthen the ability to listen and imitate English pronunciation, especially

for students who tend to be visual-auditory (Gunada, 2022). This integration creates a multimodal learning experience, which brings together text, images, and sound in a single, cohesive learning framework (Wahyuni, 2024).

Not only in an individual context, but digital media has also been shown to increase collaboration and collective engagement in English learning. The use of Google Classroom in online learning during the COVID-19 pandemic encourages students to actively discuss, ask questions, and share their materials and ideas online, which was previously rarely done in conventional learning (Fitria, E. (2021). During the COVID-19 pandemic, teachers need to do more to get optimal teaching (Kusuma, 2023). With a platform that provides a virtual space that is freer from social pressure, students who are quiet in class tend to be more active when using digital media. Digital-based projects, such as making English presentation videos or vlogs, can increase students' self-confidence and practice speaking skills in real contexts (Agung et al., 2022). When students are involved in these tasks, they not only learn grammar and vocabulary, but also learn to organize ideas, use expressions appropriately, and convey messages with confidence.

Not all digital media integrations run optimally (Kusuma et al., 2024). There are challenges that arise from unequal access to digital devices, limited digital literacy of teachers and students, and excessive dependence on technology without considering pedagogical goals. Public schools in remote areas, obstacles such as unstable internet networks, limited devices such as laptops and smartphones, and lack of teacher training in the use of digital media cause the integration that occurs to be only symbolic or ceremonial (Bito & Masaong, 2023; Husda et al., 2025). Teachers use PowerPoint or videos solely to meet the demands of digitalization but are not designed to increase active student participation (Puspitasari, & Syafitri, 2025). This creates a gap between the potential and reality of digital media implementation in the field. To show the real impact of digital media integration on student participation, the following is a synthesis table of the results of several studies analyzed:

Table 1. General Findings

| NAME | Media Digital | Findings |
|---|---|---|
| Rahmawati, I. N. I., Uliya, N. M., & Susilawati, S. (2024); Sari & Nurani (2021); Maharani & Sueca (2024); Male (2025) | Kahoot & Quizizz | Students are more active, interested, and motivated during learning evaluations. |
| Gunada (2022); Pramayanti (2022); Setiawan, M. A., Qamariah, Z., & Wahyuni, N. (2024) | Youtube | Listening and pronunciation skills are improved through audio-visual resources |
| Fitria, E. (2021); Wahyuniyati, A. (2021); Agung, I. G. A. M., Skolastika, I. M. P., & Widiantara, D. S. M. (2022). | Google Classroom | Online discussions are more active; quiet students are more willing to ask questions |
| Nurjanah, Q., & Gustiana, E. (2024). | Emaze | Students dare to speak and are able to convey ideas in English |
| Wahyuniyati, A. (2021); Artiniasih, N. W., & Wedayanthi, L. M. D. (2024); Zahra, J., & Bahfen, M. | PowerPoint | Integration is not optimal; participation |

| (2024); Dewi, I. G. A. B. Y., Arna, I. M. A. S., & Markandeya, B. (2024). | remains passive due to technological misconceptions |
| --- | --- |

On the other hand, teachers who have balanced pedagogical and digital competencies tend to be able to maximize the benefits of digital media to increase student participation. These teachers not only master the application but also understand how to design digital-based activities that engage students emotionally, cognitively, and socially (Ketaren et al., 2025). When teachers relate learning content to students' daily lives through platforms such as educational Instagram or TikTok, student participation increases because they feel that learning is relevant and contextual (Renaldi, 2024). Teachers are not only facilitators but also designers of learning experiences. Unfortunately, this approach is still rarely found at the high school level, due to time constraints, a dense curriculum, and concerns that social media will interfere with learning focus (Fauzi & Suryadi, 2020). Furthermore, the results show that students are more interested in learning activities that allow them to become content producers, not just consumers. This means that students are happy when they are given the opportunity to create their own learning materials, such as making English digital comics, recording drama videos, or developing simple blogs. These activities encourage them to not only understand the material but also process it creatively. Classes that implement project-based digital learning show a much higher level of participation than classes that only use lecture methods or online practice questions (Fahlevi, 2022). By involving students in content production, they feel responsible for their learning process, and this has a direct impact on the activeness and consistency of their involvement in learning English.

## 4. Discussions

The findings of this study indicate that digital media has a strategic role in revolutionizing English learning, especially in increasing students' active participation. Active participation is no longer only interpreted as answering questions in class, but also includes involvement in discussions, project creation, communication in the target language, and initiatives for independent learning outside of class hours. Digital media provides space for various types of student intelligence to develop, both verbal linguistic, visual-spatial, and interpersonal. The results of the study show that the variety of digital media used ranging from quiz applications, videos, podcasts, to social media can bridge the gap in students' motivation and interest in learning. This is in line with the idea of constructivism which states that knowledge is actively constructed by students when they are given a central role in learning (Santrock, 2017). Digital media, if utilized properly, becomes a constructive tool that helps students build authentic and meaningful language understanding.

However, the integration of digital media in educational practices still faces structural and cultural challenges. Structural challenges include unequal access to technology, limited infrastructure, and educational policies that do not fully support digital-based learning (Wika, 2025). Cultural challenges are related to the teacher paradigm which is still predominantly oriented towards one-way knowledge transfer (Susilo & Sofiarini,

2020). In fact, in the context of English learning, student interaction and participation are the main keys to honing language skills. Teachers need to shift from their role as teachers to their role as facilitators, mediators, and motivators of learning (Dewi et al., 2024). This is like the goal of independent learning (Astari et al., 2023). Therefore, improving teachers' digital competence is an absolute prerequisite so that digital media is not only present symbolically, but becomes an effective pedagogical instrument. Teachers' digital literacy must also include the ability to choose media that is appropriate to the characteristics of the material, students, and learning objectives.

The use of digital media is not an end, but rather a tool to achieve a larger learning goal, namely empowering students to speak English actively and contextually (Mustopa et al., 2024). Student participation can increase if they feel they have control over their learning process. Therefore, learning designs that provide space for exploration, creation, and reflection will be more effective in fostering students' enthusiasm for learning and emotional involvement. Thus, teachers need to continue experimenting and evaluate the digital learning models applied and adapt them according to technological developments and student needs. In this context, collaboration between teachers, students, schools, and policy makers is crucial to creating an English learning ecosystem that is adaptive, participatory, and relevant to the digital era.

## 5. Conclusion and Suggestion

Based on the results of the literature study analysis, it can be concluded that the integration of digital media in English learning has a significant impact on increasing active student participation. The use of media such as interactive applications, online platforms, educational videos, and social media can create a learning atmosphere that is more inclusive, enjoyable, and relevant to the real world of students. Student participation increases not only in cognitive aspects, but also in emotional and social forms, especially when they are given the opportunity to actively contribute to the learning process. However, the effectiveness of digital media integration is highly dependent on teacher readiness, infrastructure availability, and comprehensive policy support. Therefore, it is necessary to strengthen digital literacy for teachers, develop flexible and project-based curricula, and commit educational institutions to make digital media an integral part of learning strategies. Thus, digital media is not just a tool but becomes a new space that facilitates students to learn languages actively, creatively, and sustainably.

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