Research and Innovation in Applied Linguistics [RIAL]
http://jurnal.poliupg.ac.id/index.php/RIAL-EJ/index
rial_ej@poliupg.ac.id
Jl. Perintis Kemerdekaan KM 10, Tamalanrea, 90245
e-ISSN: 2964-5344
Volume 4, Issue 1, (2026)
Page 142-162

ISSN 2964-5344

Research Article

Navigating the Digital Shift: Exploring Lecturers' Attitudes Toward Digital Learning Implementation

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DOI: https://doi.org/10.31963/rial.v4i1.5692
Received: 01/10/2025 Revised: 03/02/2026 Accepted: 03/02/2026

ABSTRACT

This study examines lecturers' attitudes toward the implementation of digital learning in Indonesian higher education. As digital technologies become increasingly embedded in educational practice, universities are adopting digital tools to enhance teaching and learning processes. Employing a qualitative research design, this study explores lecturers' perceptions and experiences of digital learning integration. Data were collected through in-depth, one-on-one interviews with five lecturers and analyzed using thematic analysis to identify recurrent patterns across the dataset. To enhance analytical transparency, the coded data were further visualized through a qualitative network graph generated using Python, illustrating the relationships between participants and emergent themes. The findings reveal a progressive and multifaceted approach to digital learning implementation, characterized by four interrelated themes: motivation through assessment, engagement strategies, use of technology for accountability, and interactivity and collaboration. These themes reflect lecturers' strategic use of digital tools to support assessment practices, promote active student engagement, enhance responsibility, and facilitate collaborative learning. The study underscores the importance of institutional support in strengthening lecturers' capacity to effectively integrate digital technologies and improve educational outcomes in higher education.

Keywords: *Digital learning, higher education, Indonesia, lecturers' attitudes*

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To cite this article: Astri, Z., Sasabone, L., Sakkir, G., Hs, N., Tanasy, N., & Wahab, I. (2026). Navigating the Digital Shift: Exploring Lecturers' Attitudes Toward Digital Learning Implementation. *Research and Innovation in Applied Linguistics [RIAL]*, Vol 4 (1), 142-162. https://doi.org/10.31963/rial.v4i1.5692

INTRODUCTION

The rapid proliferation of digital technologies has dramatically transformed various sectors, including education (Astri et al., 2022) . In higher education, the integration of digital learning platforms has become increasingly prevalent (Astri et al., 2024), driven by the need for more flexible, accessible, and efficient teaching and learning methods (Lima et al., 2020; Sappaile et al., 2023; Tarigan et al., 2021). In Indonesia, this sudden transition has highlighted both the potential and challenges of digital learning, making it a critical area of study.

Understanding lecturers' attitudes towards digital learning is crucial for several reasons. First, lecturers play a pivotal role in the successful implementation of digital learning initiatives. Their acceptance, enthusiasm, and willingness to integrate technology into their teaching practices significantly influence the effectiveness of digital learning (Sappaile et al., 2023). Positive attitudes can lead to more innovative and engaging teaching methods, while negative attitudes can hinder the adoption of digital technologies, limiting the benefits that these tools can offer to students.

This study emphasizes that understanding lecturers' attitudes toward digital learning is not only important for improving classroom practices but also for shaping institutional policies that support effective technology integration.

Second, exploring lecturers' attitudes provides insights into the barriers and facilitators of digital learning implementation (Jamilah et al., 2021; Rosyid et al., 2024; Yeh & Tsai, 2022). Identifying these factors is essential for developing targeted interventions and support systems that address the specific needs and concerns of lecturers. This, in turn, can enhance the overall quality of education, ensuring that digital learning is not only adopted but effectively utilized to improve student outcomes.

Finally, examining lecturers' attitudes towards digital learning contributes to the broader discourse on educational transformation in Indonesia (Jamilah et al., 2021; Setiawan et al., 2015; Stork, 2018). As the country strives to modernize its education system, understanding the perspectives of those at the forefront of teaching can inform policy-making and strategic planning (Astri & Wahab, 2018; Noer et al., 2021; Syamsir et al., 2021). This research can provide valuable recommendations for educational stakeholders, helping to shape a more resilient and forward-looking educational landscape.

Despite the increasing interest in digital learning, there remains a significant gap in understanding the specific attitudes of lecturers towards its implementation in the Indonesian higher education context. Previous studies have primarily focused on student perspectives, technological infrastructure, and the general benefits of digital learning. However, the critical role of lecturers and their attitudes towards digital learning has been relatively underexplored.

This research aims to fill this gap by providing a comprehensive qualitative analysis of lecturers' attitudes towards digital learning implementation in Indonesian higher education. The novelty of this study lies in its focus on the nuanced perspectives of lecturers, exploring how their attitudes influence the adoption and effectiveness of digital learning strategies.

Moreover, this study addresses the specific context of Indonesian higher education, which has unique cultural, institutional, and technological characteristics. By contextualizing the findings within this setting, the research provides tailored insights that can inform localized strategies for digital learning implementation. This localized focus enhances the relevance and applicability of the findings, contributing to the development of more effective and context-sensitive digital learning practices in Indonesia.

In summary, this research not only fills a critical gap in the literature but also offers novel insights into the attitudes of lecturers towards digital learning. By highlighting the importance of these attitudes and providing practical recommendations, the study aims to support the ongoing transformation of higher education in Indonesia, ensuring that digital learning initiatives are both effective and sustainable. Based on the purpose of the study and the identified research gap, this research addresses the following research question: *"How do lecturers perceive and respond to the implementation of digital learning in Indonesian higher education?"*

LITERATURE REVIEW

Theoretical Foundation of Digital Learning

Digital learning is grounded in several established educational theories that explain how technology supports and mediates teaching and learning processes in higher education. Fundamentally, digital learning is closely aligned with **constructivist learning theory**, which views learning as an active process in which learners construct knowledge through experience, interaction, and reflection. In digital learning environments, students actively engage with learning materials, digital tasks, and online resources rather than passively receiving information. This theoretical perspective emphasizes learner autonomy and active participation, both of which are central characteristics of effective digital learning practices (Røe et al., 2022; Santoveña-Casal & López, 2023)

In addition, social constructivism provides an important theoretical foundation for digital learning. From this perspective, learning is understood as a socially mediated process in which knowledge is co-constructed through interaction, collaboration, and communication. Digital learning platforms facilitate social interaction by enabling online discussions, collaborative assignments, peer feedback, and synchronous or asynchronous communication. These features allow students toh negotiate meaning collectively, while lecturers function as facilitators who guide interaction and learning processes rather than solely delivering content (Noor et al., 2022; Perrotta et al., 2023).

Digital learning is also closely connected to student-centered learning theory, which emphasizes learners' active involvement and responsibility in the learning process. Through digital platforms, students are given opportunities to access learning materials independently, manage their learning pace, and engage in self-directed learning. Digital

environments support flexible learning paths and immediate feedback, enabling students to reflect on their performance and continuously improve. This shift from teacher-centered instruction to student-centered learning highlights the pedagogical potential of digital learning in higher education (Banat et al., 2024; Gameil & Al-Abdullatif, 2023)

Furthermore, technology acceptance perspective contribute to the theoretical understanding of digital learning implementation. These perspectives emphasize that educators' beliefs, perceptions, and attitudes toward technology significantly influence their willingness to adopt and integrate digital tools into teaching practices. Perceived usefulness, ease of use, and pedagogical value of digital tools are key factors that shape lecturers' acceptance of digital learning. As a result, lecturers' attitudes play a critical role in determining how digital learning is implemented and sustained in higher education contexts(Jiang et al., 2025; Lehmann et al., 2022)

Taken together, these theoretical foundations indicate that digital learning is not merely the use of technological tools but a pedagogical approach shaped by interaction, collaboration, learner autonomy, and educators' attitudes. Understanding these theoretical perspectives provides a conceptual basis for examining lecturers' attitudes toward digital learning and how they respond to its implementation in higher education.

Lecturer's Attitude Toward Digital Learning

Lecturers' attitude toward digital learning refers to their evaluative disposition, positive or negative, toward integrating digital technologies into teaching practice. Contemporary research conceptualizes attitude as a multidimensional construct comprising cognitive beliefs (e.g., perceived usefulness), affective responses, and behavioral tendencies toward technology use (Scherer et al., 2019). In higher education, attitude is consistently identified as a significant predictor of behavioral intention and actual technology integration.

Within the Technology Acceptance Model (TAM) and related frameworks, perceived usefulness and perceived ease of use remain central determinants shaping lecturers' attitudes (Granić & Marangunić, 2019). More recent structural equation modeling studies confirm that digital competence significantly influences technology adoption indirectly through attitude as a mediating variable (Guillén-Gámez et al., 2024). This suggests that lecturers who perceive themselves as competent in using digital tools tend to develop more favorable attitudes, which subsequently enhance their intention to implement digital learning.

Ajzen (2005) emphasized that educators' attitudes are shaped by their responses to objects, ideas, or innovations. However, recent evidence indicates that positive attitudes alone do not guarantee sustained implementation. Facilitating conditions, institutional support, and professional development opportunities significantly strengthen the relationship between attitude and actual use (Almaiah et al., 2020; Mabotha & Ngcamu, 2025). Emerging research on AI-supported learning environments further highlights that trust in technology and perceived pedagogical value increasingly shape lecturers' attitudes in contemporary digital ecosystems (Yim & Su, 2024). In other words, lecturers' attitudes toward digital learning are shaped by both individual factors, such as digital competence and prior experience and contextual factors, including institutional readiness and

infrastructure. Examining these attitudes therefore provides critical insight into sustainable ICT adoption and instructional innovation in higher education.

Digital Learning in Reading Classroom in Higher Education

Pecorari et al. (2012) in their study on reading in higher education, found that students often perceived reading, whether in print or digital form, as having little value. Their lack of motivation to read was linked to weak reading skills. Other research has shown that many tertiary students face challenges with strategies such as using annotation tools to support collaborative and in-depth reading (Seatter, 2019) ,linking ideas across digital texts through keyword searches (Park & Kim, 2011), applying critical reading skills like evaluation and analysis (Manarin et al., 2015), and assessing the credibility of digital texts by identifying inconsistencies (Baildon & Baildon, 2008).

This indicates that students, even at the university level, still need explicit training in reading, and educators should not assume that they already possess sufficient skills, particularly in digital contexts (Fisher et al., 2011). The increasing use of mobile devices such as smartphones has also influenced new reading habits among students, including browsing and scanning, more selective engagement, superficial reading, and reduced concentration (Liu & Huang, 2016). Although often regarded as digital natives, Schulmeister (2013) emphasized that it is a misconception to assume that students have no difficulties with digital reading. Skills such as the critical evaluation of digital texts are not automatically developed through casual media use (Bennett et al., 2008). Since reading in higher education is now largely mediated through digital platforms, students who lack the necessary knowledge, awareness, and abilities are at a disadvantage. They may struggle not only to derive meaningful understanding from multimodal texts but also to interpret nuanced meanings, conduct sound evaluations, and practice critical thinking. Consequently, as digital reading becomes increasingly prominent in higher education (Rockinson- Szapkiw et al., 2013), the need for instructors to guide and support students in acquiring effective digital reading skills becomes more urgent (Karchmer-Klein & Shinas, 2012).

METHOD

Research Design and Context

This study employed a qualitative case study design to explore lecturers' attitudes toward the implementation of digital learning in English reading classes within a specific higher education context. A qualitative case study is appropriate when a researcher seeks to obtain an in-depth understanding of a contemporary phenomenon within its real-life setting, particularly when the boundaries between the phenomenon and the context are not clearly evident (Yin, 2014). Anderson & Arsenault (2018). This research aims to investigate the use of digital learning in English reading classes, achieving what is termed "rich and detailed knowledge." The emphasis is on a single classroom scenario, where a qualitative approach is deemed beneficial (Creswell, 2014) .

A qualitative approach was chosen because the purpose of this research was not to generalize findings to a broader population, but to develop a rich and contextualized understanding of lecturers' attitudes and experiences. Furthermore, qualitative research

enables researchers to deeply understand the specific setting and context, allowing them to identify various contextual factors that shape participants' actions and reactions in real-world situations (Creswell, 2014). It offers a detailed and narrative depiction of participants' experiences in their natural environment, demonstrating how ongoing challenges affect their lives locally (Miles et al., 2014). This research seeks to describe how lecturers integrate digital learning into English reading classes, focusing on their use of technology, digital content, and teaching methods. Additionally, Yin (2014) highlights that qualitative research is ideal for analyzing intricate treatments, relationships, communities, and programs. This study aims to explore lecturers' experiences with teaching reading through digital learning. Overall, the qualitative research approach is considered appropriate for this study as it provides a comprehensive understanding of lecturers' viewpoints on digital learning.

Participants

This study was conducted at private university in Indonesia. Five lecturers who teach English reading were chosen for interviews to meet the study's objectives. The participants were chosen based on their experience in teaching English reading using both traditional instructional materials, such as printed textbooks, and digital learning tools within higher education contexts. Bryman (2012) discussed that both probability and non-probability sampling are often used in selecting research units. Non-probability sampling involves intentionally choosing a sample to meet research goals without aiming for representativeness (Merriam, 2009). For this study, the researcher employed purposive sampling to select participants, specifically targeting lecturers who teach English reading classes. In the findings section, the researcher will use the term "participant" to refer to a lecturer. To provide a clearer description of the participants involved in this qualitative case study, a summary of participants' characteristics is presented in Table 1.

Table 1
Participants' characteristics

Paricipant	Gender	Teaching Experiences (Years)	Course Taught
P1	Female	8	English Reading
P2	Female	10	English Reading
P3	Male	12	English Reading
P4	Female	7	English Reading
P5	Male	9	English Reading

Data Collection

Data were collected through one-on-one semi-structured interviews to explore lecturers' attitudes toward the implementation of digital learning in English reading classes. The data collection process began with gaining access to the research site and participants. After obtaining institutional permission, the researcher identified potential participants based on predefined criteria, namely lecturers who taught English reading courses and had experience integrating digital learning tools into their teaching practices. The selected lecturers were contacted individually and informed about the purpose of the study, the

interview procedures, and the voluntary nature of their participation. Informed consent was obtained from all participants prior to the interviews.

Following this, a semi-structured interview guide was developed and refined to ensure alignment with the research objectives while allowing flexibility for in-depth exploration of participants' experiences and perspectives. Each participant was interviewed individually at a mutually agreed time and setting to ensure comfort and confidentiality. The interviews were conducted in a conversational manner, allowing the researcher to ask follow-up questions when necessary. With participants' permission, all interviews were audio-recorded and later transcribed verbatim. The transcripts were carefully reviewed to ensure accuracy and completeness before proceeding to the data analysis stage.

Data Analysis

Data analysis entails the systematic gathering of information to assist researchers in reaching conclusions. Achieving accurate conclusions hinges on the effective implementation of data analysis methods. This research employs thematic analysis as its data analysis approach, adhering to the methodological framework outlined by Braun & Clarke (2006). Thematic analysis is a well-regarded qualitative research technique that enables the structured identification, examination, and documentation of recurring patterns (themes) within datasets. This method is particularly apt for handling diverse and comprehensive data sourced from interviews, observations, surveys, and archival materials. For this study, the data source was taken from interviews. To complement thematic analysis, the coded interview data were further visualized through a qualitative network graph using Python, which mapped participants' statements to the emergent themes. This visualization illustrates the strength of connections between respondents and the thematic categories, thereby providing a clearer picture of the relational structure within the dataset.

The analysis begins by immersing oneself in the data, involving repeated readings of interview transcripts to gain a deep familiarity with the dataset. From this foundation, initial codes are developed to pinpoint patterns, concepts, and themes present in the data. These codes are systematically structured into potential themes, which undergo iterative review and refinement. The ultimate stages encompass precisely defining and naming these themes and sub-themes, culminating in the creation of a comprehensive and detailed analysis report. In this segment, the researchers examined lecturers' attitude on utilizing digital tools for teaching reading, based on interview data. This analysis is structured around categorized themes derived from participant interviews, substantiated by direct quotes. The study cites lecturers' attitude on digital learning as crucial evidence (Qiong, 2017).

FINDINGS

In this section, the researcher undertakes a detailed qualitative analysis of lecturers' attitudes toward digital learning implementation in English reading classes. The exploration is centered around key thematic areas that are critical to the educational dynamics of the digital era: *"Motivation through Assessment," "Engagement Strategies," "Use*

of Technology for Accountability," and "Interactivity and Collaboration." Each of these themes embodies a distinct aspect of the digital learning paradigm and reflects the nuanced perspectives that lecturers hold towards the integration of technology in educational practices.

Motivation through Assessment

The qualitative data from Participant 1 encapsulates the essence of the "*Motivation through Assessment*" theme within the context of digital learning in English reading comprehension. The lecturer's approach, as revealed in the excerpt from the interview, "*From my side, I often give them tasks and have them assessed because students will be motivated to be active,*" highlights a pedagogical strategy deeply rooted in the belief that the promise of assessment is a potent motivator for student engagement. To provide empirical evidence supporting the theme of Motivation through Assessment, selected interview excerpts from the participant are presented in Table 2 below.

Table 2
Excerpt Evidence for the Theme "Motivation through Assesment"

Participants	Excerpts	Theme
P1	"From my side, I often give them tasks and have them assessed because students will be motivated to be active."	Motivation through Assessment

This narrative highlights the lecturer's view of assessment as an integral and ongoing component of learning rather than a mere evaluative endpoint. By embedding assessment within reading tasks, the lecturer leverages its motivational function to encourage active engagement and deeper text comprehension. This approach reflects a pedagogical stance that positions assessment as both a measure of understanding and a catalyst for student motivation, particularly within digital learning contexts that allow for immediate and formative feedback.

Engagement Strategies

The theme "Engagement Strategies" in the context of digital learning for English reading comprehension is vividly brought to life by the excerpts from the interviews of Participants 2, 4, and 5. Each lecturer's statement reveals a unique facet of how they strategize to captivate and maintain student attention, fostering an environment ripe for active learning. To demonstrate how the theme of Engagement Strategies emerged from the interview data, selected excerpts from participants are presented in Table 3.

Table 3
Excerpt Evidence for the Theme "Engagement Strategies"

Participants	Excerpts	Theme
P2	"I instruct them to read one by one so that they all pay attention. I make it random by calling out their names. This way, they are all ready to read."	Engagement Strategies

P4	"I encourage active engagement by giving interactive assignments like giving task using Google Form with exact deadline and applying collaborative techniques in learning."	Engagement Strategies
P5	"Through interactive discussions, collaborative group activities, and providing opportunities for students to express their thoughts and opinions. Additionally, I utilize online platforms that allow immediate feedback."	Engagement Strategies

This excerpt demonstrates the lecturer's use of interactive discussions, group activities, and digital platforms to foster a dynamic learning environment that values student expression, timely feedback, and collaborative engagement. Collectively, the excerpts depict lecturers who strategically employ varied engagement techniques to promote active participation, reflecting a strong pedagogical commitment to student-centered and effective digital learning in English reading comprehension.

Use of Technology for Accountability

The narrative encapsulated within the theme "Use of Technology for Accountability" revolves around Participant 3's strategic employment of digital tools to enhance the accountability and responsibility of students in the learning process. To illustrate how the theme of Use of Technology for Accountability emerged from the interview data, a selected excerpt from the participant is presented in Table 4

Table 4
Excerpt Evidence for the Theme "Use of Technology for Accountability"

Participants	Excerpts	Theme
P3	"We know that Google Classroom has one account for each student, so I can check each. The feedback is fast. When I assign tasks, I set a deadline for their completion, usually in Google Classroom. If they submit the tasks late, their grades will be deducted, so they compete to be active in completing assignments."	Use of Technology for Accountability

Participant 3's account illustrates the strategic use of technology not merely as an instructional medium but as a mechanism for enforcing discipline, accountability, and timely engagement. Through Google Classroom, the lecturer monitors individual performance, provides immediate feedback, and sets clear expectations regarding deadlines, thereby promoting responsibility, self-regulation, and student engagement. This deliberate integration of digital tools reflects a pragmatic pedagogical approach in which technology functions as both a monitoring system and a catalyst for improved learning behaviors.

Interactivity and Collaboration

The theme "Interactivity and Collaboration" is intricately explored through the experiences and approaches of Participant 4 and Participant 5, as outlined in their interview excerpts. This theme reflects a teaching methodology that is hinged upon the engagement of students through hands-on, participatory tasks that leverage digital tools to foster a sense of community and active learning. To illustrate how the theme of Interactivity and Collaboration emerged from the interview data, selected excerpts from participants are presented in Table 5.

Table 5
Excerpt Evidence for the Theme "Interactivity and Collaboration"

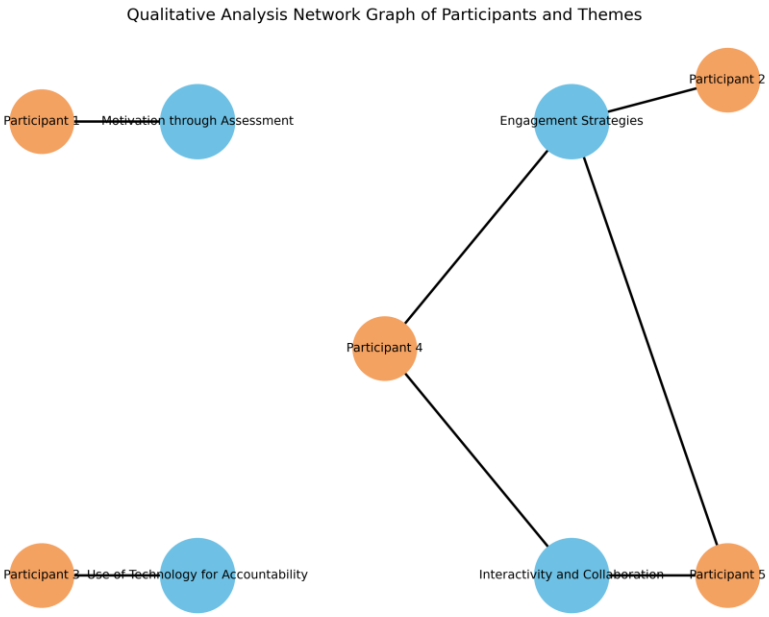
Participants	Excerpts	Theme
P4	"I encourage active engagement by giving interactive assignments like giving task using Google Form with exact deadline and applying collaborative techniques in learning."	Interactivity and Collaboration
P5	"Through interactive discussions, collaborative group activities, and providing opportunities for students to express their thoughts and opinions. Additionally, I utilize online platforms that allow immediate feedback."	Interactivity and Collaboration

Participant 4 emphasizes structured interactivity by assigning collaborative tasks through Google Forms with clear deadlines, reflecting a pedagogical focus on engagement, accountability, and teamwork. Similarly, Participant 5 highlights the use of interactive discussions, group activities, and digital platforms that enable immediate feedback, fostering a dialogic and student-centered learning environment.

Collectively, these accounts demonstrate lecturers' deliberate use of technology to promote active participation, collaboration, and timely engagement beyond traditional lecture-based instruction. The integration of digital tools supports real-time feedback, shared knowledge construction, and sustained student motivation.

Synthesizing the interview data reveals four interrelated themes shaping lecturers' attitudes toward digital learning: motivation through assessment, engagement strategies, use of technology for accountability, and interactivity and collaboration. Together, these themes reflect a pedagogical shift toward responsive, participatory, and technology-enhanced learning environments in which digital platforms function not only as delivery tools but as catalysts for engagement, responsibility, and collaborative learning.

Figure 1
Qualitative Analysis Network Graph of Participants and Themes



DISCUSSION

The qualitative analysis of lecturers' attitudes toward digital learning strategies illuminates several key themes that reflect nuanced perspectives and innovative approaches within educational dynamics in the digital era. These themes—Motivation through Assessment, Engagement Strategies, Use of Technology for Accountability, and Interactivity and Collaboration—each contribute unique insights into how educators are integrating digital tools to enhance teaching and learning experiences.

Motivation through Assessment

Motivation through assessment is a pivotal aspect of modern educational strategies, as evidenced by the findings. Assessments are not merely tools to measure student comprehension; they also play a crucial role in fostering active engagement and deeper interaction with learning materials. Lecturers recognize that when students know their work will be evaluated, they are more likely to invest effort and attention in understanding the subject matter. This understanding marks a significant pedagogical shift where assessment is seen not just as a final judgment of learning but as an ongoing process that motivates students throughout their educational journey (Sappaile et al., 2023).

Digital platforms enable immediate feedback, which enhances this motivational aspect of assessment (Sappaile et al., 2023).Unlike traditional methods where feedback may be delayed, digital tools allow educators to provide instant insights into student performance. This immediacy not only keeps students informed about their progress but also enables them to make timely adjustments and improvements. As a result, students are

more engaged in the learning process, actively seeking to understand and apply knowledge rather than passively awaiting final grades. (Dewi et al., 2021; Zamista & Azmi, 2023).

The integration of immediate digital feedback supports personalized learning by enabling educators to address individual strengths and areas for improvement, thereby fostering confidence and a growth mindset. Overall, motivation through assessment in digital contexts represents a shift toward using assessment as a continuous, formative tool that promotes active engagement, deeper learning, and improved learning outcomes (Mulhayatiah et al., 2019).

Engagement Strategies

Engagement strategies are pivotal in shaping dynamic and effective learning environments (Banat et al., 2024b; Gameil & Al-Abdullatif, 2023b), as revealed by the study's findings. Participants in the research exhibit a diverse array of approaches aimed at cultivating active student involvement and improving learning outcomes. One notable strategy involves the practice of randomly calling on students during lessons. This technique ensures that all students remain attentive and prepared to participate actively in classroom discussions or activities, fostering an atmosphere of engagement and readiness.

Additionally, educators leverage digital platforms such as Google Forms to implement interactive assignments. These tools provide structured formats for tasks and offer immediate feedback to students, thereby enhancing their comprehension and enabling continuous improvement (Meileni et al., 2021; Mulhayatiah et al., 2019). The integration of collaborative learning experiences further enriches the educational process. By encouraging students to work together on assignments and projects, educators promote essential skills such as teamwork, communication, and critical thinking (Ni'mah et al., 2023; Rahmawati & Sujono, 2021).

These strategies reflect educators' proactive efforts to accommodate diverse learning preferences through the adaptive use of digital tools. Such adaptability enhances student engagement and supports more interactive and responsive learning environments. Moreover, the findings indicate a shift toward student-centered learning, where technology-facilitated engagement promotes active participation, deeper understanding, and the development of skills essential for future academic and professional contexts.

Use of Technology for Accountability

The study underscores the critical role of digital tools, particularly platforms like Google Classroom, in promoting accountability among students within educational settings (Gameil & Al-Abdullatif, 2023b; Sappaile et al., 2023).Through interviews and analysis, it becomes evident that participants strategically utilize these platforms to monitor and manage student progress effectively. By setting deadlines and assigning tasks through Google Classroom, educators create a structured environment where students are expected to adhere to timelines and submit their work promptly.

One of the key benefits highlighted by participants is the ability to provide immediate feedback. This feature allows educators to offer timely guidance and evaluation, facilitating continuous improvement and enhancing learning outcomes. By leveraging digital platforms for feedback, educators not only streamline the assessment process but also ensure that

students receive constructive criticism in a timely manner, which is crucial for their academic development (Ni'mah et al., 2023; Perrotta & Pangrazio, 2023; Sappaile et al., 2023). Moreover, the integration of technology in accountability practices cultivates a culture of punctuality and responsibility among students. Knowing that their activities are monitored and evaluated encourages students to take ownership of their learning journey. This proactive approach not only prepares them for the demands of higher education but also instills habits essential for professional success, where meeting deadlines and adhering to expectations are paramount.

The use of digital tools for accountability reflects educators' commitment to fostering self-regulated learning by encouraging students to manage their progress and responsibilities. Through student-centered accountability frameworks, technology enhances responsibility, punctuality, and critical thinking. Overall, the strategic integration of digital tools streamlines instructional practices while cultivating learning environments that support independence, self-regulation, and preparation for lifelong learning and professional contexts.

Interactivity and Collaboration

The theme of interactivity and collaboration in digital learning strategies reveals educators' proactive efforts to foster dynamic and participatory learning environments. Through qualitative analysis of participant interviews, it becomes evident that educators employ various strategies to engage students actively and promote collaborative learning experiences.

Central to this theme is the use of interactive discussions, where educators encourage students to actively participate in dialogues that enrich their understanding of the subject matter. By facilitating open exchanges of ideas and perspectives, educators not only stimulate critical thinking but also cultivate a culture of inquiry and debate among students (Banat et al., 2024b; Ni'mah et al., 2023; Sappaile et al., 2023). This approach not only enhances comprehension of complex concepts but also nurtures communication skills essential for academic and professional success.

Furthermore, collaborative group activities feature prominently in educators' strategies to promote interactive learning. By structuring tasks that require teamwork and collective problem-solving, educators create opportunities for students to learn from each other's strengths and perspectives (Noor et al., 2022b). This collaborative approach not only deepens learning but also cultivates interpersonal skills such as leadership, negotiation, and compromise—skills crucial for collaborative work environments.

Digital tools play a pivotal role in facilitating these interactive and collaborative learning experiences (Banat et al., 2024b; Noor et al., 2022b; Sappaile et al., 2023). Platforms that support real-time feedback mechanisms enable educators to provide immediate guidance and assessment, fostering a responsive learning environment. This real-time interaction not only enhances student engagement but also ensures that learning remains dynamic and adaptive to students' evolving needs.

Moreover, the emphasis on leveraging digital tools for interactivity and collaboration underscores educators' commitment to preparing students for the realities of modern workplaces. In today's interconnected world, the ability to collaborate effectively across diverse teams and communicate ideas clearly are essential competencies (Khadijah et al., 2022; Perrotta & Pangrazio, 2023). By integrating these skills into their teaching practices, educators not only enhance educational outcomes but also equip students with the tools they need to succeed in collaborative work environments. In other words, the exploration of interactivity and collaboration in digital learning strategies highlights educators' innovative approaches to promoting active student engagement and fostering collaborative learning environments. By embracing digital tools to facilitate interactive discussions, collaborative group activities, and real-time feedback, educators create inclusive and dynamic learning experiences that prepare students for the challenges and opportunities of the future.

The findings generate implications across several domains. Theoretically, they point to a shift toward technology-enhanced pedagogies in which assessment, engagement, accountability, and collaboration are integral components of digital learning frameworks. Practically, the results suggest that strategic use of digital platforms, such as providing timely feedback, setting clear deadlines, and employing interactive and collaborative tasks can enhance student engagement and accountability, underscoring the need for sustained professional development for educators. For future research, longitudinal and comparative studies are recommended to examine the long-term and contextual effectiveness of digital learning strategies. Socially and at the policy level, the findings highlight the need for investment in digital infrastructure, educator training, and equitable access to technology to support inclusive and innovative educational practices.

CONCLUSION

This study examined lecturers' attitudes toward digital learning implementation in Indonesian higher education using a qualitative case study approach. The findings indicate that lecturers adopt a progressive and strategic orientation toward digital learning, reflected in four key themes: motivation through assessment, engagement strategies, use of technology for accountability, and interactivity and collaboration. These themes demonstrate that digital tools are purposefully integrated into teaching practices, particularly in English reading instruction, rather than used as supplementary resources. Lecturers view assessment not only as an evaluative mechanism but also as a means of motivating student participation. Engagement is fostered through interactive and collaborative activities supported by structured digital tasks. Digital platforms further enable accountability by facilitating monitoring, timely feedback, and clear expectations. Additionally, the emphasis on interactivity and collaboration promotes student-centered learning and active participation. Overall, the findings highlight the pivotal role of lecturers in shaping effective digital learning environments. Their adaptive use of technology contributes to enhanced engagement, responsibility, and collaboration. The study underscores the need for sustained institutional support and professional development to

strengthen lecturers' digital pedagogical practices and improve the quality of higher education in an increasingly digital context.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to Universitas Muslim Maros for its support and cooperation in facilitating this research. The author particularly appreciates the lecturers who participated in this study and generously shared their time and insights, which significantly contributed to the completion of this research.

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