# Integrating Digital Learning in English Reading Classes: Experiences of Indonesian Higher Education Lecturers

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## ABSTRACT

*This study investigates lecturers' experiences implementing digital learning in English reading classes in Indonesian higher education. With the widespread adoption of digital technology, English reading classes that previously relied on printed texts and face-to-face interactions increasingly integrate digital tools to enhance student engagement and comprehension. This research uses a qualitative approach to explore lecturers' experiences adapting their teaching methodologies with digital tools. The purposive sample involves five lecturers teaching English reading classes at Maros Muslim University who have experience with traditional methods and digital learning, particularly during the COVID-19 pandemic. Data were collected through one-on-one interviews, providing rich, detailed accounts of how lecturers integrate digital learning into their teaching practices. Thematic analysis was used to analyze the data, following the methodological framework of Braun & Clarke (2006). This approach involved systematically identifying, analyzing, and reporting patterns (themes) within the data. The findings reveal that lecturers demonstrate high flexibility in using various digital devices such as laptops, smartphones, and tablets to meet different teaching needs. Lecturers also emphasize the importance of the interactive capabilities of digital tools, which can transform passive reading into a more dynamic and engaging experience. However, they also acknowledge the value of traditional learning materials like printed books, which remain important for tasks requiring deep engagement and critical thinking. The study highlights the need to balance digital and traditional learning resources to create inclusive and effective learning environments. The lecturers' experiences adapting to digital tools are crucial for successfully implementing digital learning and improving educational outcomes. This study provides valuable insights into the practical realities of digital learning implementation and strategies to support lecturers in this transition process.*

***Keywords****: Digital learning, higher education, English reading classes, Indonesia, lecturers' experiences*

## INTRODUCTION

Digital technology has brought about profound global changes in the educational landscape, including in Indonesia (Astri et al., 2022). The integration tools into higher education have significantly impacted teaching methodologies, especially in the domain of language education. English reading classes traditionally relied on printed texts and face-to-face interactions increasingly incorporated digital tools to enhance student engagement and comprehension. This research explores lecturers' experiences in Indonesian higher education as they navigate and implement digital learning in English reading classes.

Digital learning, encompassing various forms of technology-enhanced education, has become a fundamental component of modern pedagogy. This is evident in the widespread adoption of digital pedagogy, which focuses on using technology to break down learning barriers and enhance students' learning experiences (Røe et al., 2022; Santoveña-Casal & López, 2024). It includes using online platforms, multimedia resources, interactive software, and virtual classrooms to facilitate learning. In higher education, digital learning offers unparalleled flexibility, accessibility, and many resources that traditional methods may lack. For English reading classes, digital tools provide interactive texts, multimedia annotations, and instant feedback, transforming the learning process into

a more dynamic and engaging experience (Pitaloka et al., 2020). This research specifically targets the experiences of lecturers, which is a relatively under-explored area compared to the abundant studies on student outcomes, technological tools, or pedagogical strategies.

In Indonesian higher education institutions, English reading classes aim to develop students' reading comprehension, critical thinking, and analytical skills (Astri & Wahab, 2018; Syamsir et al., 2021). These classes often involve reading and analyzing various texts, from academic articles to literary works. Traditionally, teaching methods have included lectures, discussions, and paper-based assignments. However, with the integration of digital technologies, there has been a shift towards incorporating digital resources to enhance reading skills and comprehension (Nugroho & Triana, 2021). This transition, while promising, presents unique challenges and opportunities for lecturers. By centering on lecturers' perceptions and experiences, the study aims to provide a deeper understanding of their experiences, which is crucial for successfully implementing digital learning tools.

Lecturers are at the forefront of this educational transformation. Their experiences with digital learning tools are varied and multifaceted, reflecting both this integration's benefits and hurdles. Many lecturers find that digital tools can transform passive reading into

an interactive experience. Features such as clickable annotations, multimedia content, and interactive quizzes help students engage more deeply with the text. Additionally, online platforms provide access to many reading materials, including e-books, academic journals, and multimedia resources, catering to different learning styles and interests (Safar et al., 2022). However, understanding the lecturers' experiences adapting to these tools is essential, as their acceptance and effective use of technology are critical for its success. This transition can be challenging, especially for those accustomed to traditional teaching methods. Ensuring the quality and relevance of digital content is another critical aspect. Poorly designed digital resources can detract from the learning experience and lead to disengagement. Balancing digital tools to maintain focus and motivation is essential (Pitaloka et al.,2020).

The transition to digital learning requires lecturers to adapt their teaching methodologies and, in many cases, innovate to integrate digital tools into their pedagogy effectively. This adaptation process can be challenging and rewarding (Liaw, 2017). Lecturers who embrace the opportunities presented by digital learning often find creative ways to enhance student engagement and learning outcomes. This may involve incorporating multimedia elements into reading assignments, using interactive software to facilitate discussions, or employing online assessment platforms. Lecturers' willingness to experiment with new teaching methods and

technologies can lead to more dynamic and effective student learning experiences (Nugroho & Triana, 2021). Focusing on lecturers' experiences provides insight into the practical realities and innovative strategies they employ in the digital learning environment.

This research explores lecturers' experiences in Indonesian higher education as they navigate the integration of digital learning tools in English reading classes. Understanding lecturers' experiences can provide valuable insights into the practical realities of digital learning implementation and inform strategies to support lecturers in this transition (Safar et al., 2022).

Integrating digital learning in English reading classes offers significant potential to enhance the learning experience in Indonesian higher education(Astri et al., 2023; Misnawati et al., 2023; Santoveña-Casal & López, 2024). However, its success largely depends on the experiences and attitudes of lecturers towards digital tools. This research aims to shed light on these experiences, providing valuable insights to support the effective implementation of digital learning and ultimately improve educational outcomes. By focusing on lecturers' experiences, this study aims to fill a crucial gap in the existing literature, contributing to a more comprehensive understanding of digital learning in higher education (Pitaloka et. al.,2020).

## METHODS

### Research Design

Given the nature of the research objectives, a qualitative study was chosen as it is best suited to address these inquiries. Anderson and Arsenault (2018) explain that qualitative research aims not to generalize findings to other settings or populations but to gain an in-depth and detailed understanding of a specific social situation or phenomenon. This study aims to explore the application of digital learning in reading classes, achieving what is described as "rich and detailed knowledge." The focus is on a single classroom scenario, where a qualitative approach proves valuable (Creswell, 2014).

Moreover, qualitative research allows researchers to gain a profound insight into the specific environment and context, enabling them to conclude the various contextual factors that influence participants' behaviors and reactions in real-life situations (Creswell, 2014). It provides a descriptive and narrative account of participants' experiences in their natural setting, illustrating how ongoing issues impact their lives locally (Miles et al., 2014). This study aims to detail how lecturers implement digital learning in reading classes, focusing on their use of technology, digital content, and instructional methods.

Additionally, Yin (2014) points out that qualitative research allows for examining complex treatments, relationships, communities, and programs. This study intends to explore lecturers' experiences in teaching reading through digital learning.

Overall, the qualitative research approach is deemed suitable for this study as it thoroughly explains lecturers' perspectives on digital learning.

### Research Participant

This research was carried out at Maros Muslim University. The sample was chosen because they had experience learning through traditional methods, specifically printed books, and digital learning, particularly during the COVID-19 pandemic.

Bryman (2012) mentioned that probability and non-probability sampling are frequently addressed and used when selecting research units. Non-probability sampling involves deliberately selecting a sample to meet research objectives without aiming to be representative (Merriam, 2009). In this study, the researcher used purposive sampling to select participants to achieve the study's objective, specifically choosing lecturers who teach English reading classes. The researcher selected five lecturers to be interviewed to address the research objectives.

### Research Instrument

In this study, the researcher used one interview guideline to investigate the lecturers' experience using digital learning. This guideline had been finalized regarding the procedures to be followed when data was collected using the one-on-one interview instrument.

**Data Analysis Technique**

The data analysis involves systematically collecting data to help the researcher conclusions. Accurate conclusions are more attainable when the data analysis method is properly implemented. This study uses thematic analysis for data analysis, following the methodological framework of Braun & Clarke (2006). Thematic analysis is a recognized qualitative research method that facilitates the systematic identification, analysis, and reporting of patterns (themes) within the data. This approach is particularly suitable for the rich and varied data from interviews, observations, questionnaires, and documentation.

The analysis process starts with familiarizing oneself with the data, which requires multiple readings of interview transcripts. This initial step provides a thorough understanding of the dataset. Next, initial codes are created to identify patterns, concepts, and themes within the data. These codes are then organized into potential themes, which are reviewed and refined iteratively. The final step involves defining and naming the themes and sub-themes and producing a detailed report of the analysis report

**FINDINGS**

In this section, I analyzed lecturers' experiences with devices for teaching reading through digital means, drawing on data obtained from interviews. This data is presented in categorized themes and sub-themes, supported by excerpts from participant interviews. To support this claim, lecturers' experiences towards digital learning are analyzed as key evidence (Qiong, 2017).

**Theme: Adaptability in Teaching Methods**
**Sub-theme: Diversity in Tool Preferences**

The qualitative data provided centers around the "Adaptability in Teaching Methods" theme, focusing on the sub-theme of "Diversity in Tool Preferences." Each participant showcases their individual preferences and practices in the tools they utilize for teaching purposes, which reflects a blended learning environment.

Participant 1 uses a mix of laptops and smartphones, emphasizing blended learning in her classroom. Her adaptability is reflected in the statement: *"Sometimes I also use a laptop, sometimes a smartphone because in my class I use blended learning, send via smartphone... I send in Google Classroom using a smartphone or lapto*p." This shows her flexible approach to teaching, as they choose the tool that best fits the activity at hand, whether it's sending assignments or communicating via Google Classroom.

Participant 2 appears to have a more static preference, primarily relying on a laptop or LCD for teaching. They do not mention the use of mobile devices, which could suggest a preference for more stationary technology. Her method is captured in the quote: "*The tools usually used are a laptop if it's a device or an LCD."* This preference could be driven by the nature of her content delivery, which might be more suited to larger displays or require more

computing power than a mobile device can provide.

Participant 4 demonstrates the most diversity in tool usage, incorporating a Laptop, LCD, and mobile phone into her teaching. This range of tools suggests a high level of adaptability and a willingness to use whatever technology is necessary to enhance learning outcomes. Her approach is summarized in the brief yet comprehensive statement: "*I use a Laptop, LCD, mobile phone." T*his variety allows for a dynamic teaching environment that can adjust to different teaching scenarios and learning preferences.

In summary, the adaptability of teaching methods among the participants is highlighted by their varying preferences for technological tools. They are willing to incorporate different types of technology to create an effective learning environment. This adaptability is essential in the modern classroom, where the ability to pivot between tools can make the educational experience more engaging and accessible for students.

**Sub-theme: Flexibility in Tool Selection**

The data provided for Participant 1 under the theme "Adaptability in Teaching Methods" and the specific focus on "Flexibility in Tool Selection" offers valuable insights into their teaching approach.

The excerpt from Participant 1's interview, *"Sometimes I also use a laptop, sometimes a smartphone...,"* succinctly illustrates her adaptive use of technology in the classroom. This flexibility indicates a teaching strategy that is not constrained by a single delivery mode but is responsive to the changing dynamics of a blended learning environment.

Blended learning, by definition, involves a mix of online digital media with traditional classroom methods, and the necessity for various tools to facilitate this is clear. Participant 1's ability to shift between a laptop and a smartphone implies a strategic choice based on the specific requirements of the learning activity. Laptops may be preferred for activities that require extensive interaction, such as creating documents, accessing online learning management systems, or conducting research. Smartphones, being more portable and accessible, might be favored for quick communications, such as sending reminders, conducting polls, or accessing learning materials.

The qualitative aspect of this data suggests that Participant 1 is attuned to the strengths and limitations of different technologies and is prepared to use them in complementary ways to enhance the learning experience. This adaptability can be crucial for meeting the diverse needs of learners, who may also have varying levels of access to technology outside the classroom.

By employing multiple tools, Participant 1 demonstrates a teaching method that is adaptable and inclusive, potentially offering multiple ways for students to engage with the course material. This approach aligns with contemporary educational theories that

advocate for varied instructional methods to accommodate different learning styles and preferences.

In summary, Participant 1's statement is reflective of an educational philosophy that prioritizes flexibility and student engagement, recognizing the value of leveraging various technologies to support a robust blended learning approach

**Theme: Adaptability in Teaching Methods**

**Sub-theme: Adaptive Approach to Situational Needs**

The qualitative data from Participant 1 speaks to the theme of "Adaptability in Teaching method," specifically illustrating an "Adaptive Approach to Situational Needs." This participant has articulated their use of technology in a way that demonstrates flexibility and responsiveness to the demands of blended learning environments.

Participant 1's statement, *"Sometimes I also use a laptop, sometimes a smartphone because in my class I use blended learning, send via smartphone... I send in Google Classroom using a smartphone or laptop,"* reflects a conscious choice to employ various devices as necessitated by different teaching and learning scenarios. This decision-making process directly responds to the multifaceted nature of blended learning, which combines online digital media with traditional face-to-face classroom methods.

Using both a laptop and a smartphone allows Participant 1 to leverage the strengths of each device. For example, they may use a laptop

when the lesson requires a stable platform for creating content, typing extensively, or managing multiple tasks simultaneously. Conversely, a smartphone may be preferred for its immediacy in communication, accessibility, and convenience when mobility is required or tasks can be completed with a smaller form factor.

Furthermore, the participant's use of Google Classroom indicates a familiarity with and adoption of current educational technologies that support a seamless flow of information and materials between teachers and students. Google Classroom is a platform that can be effectively operated from various devices, enhancing the participant's ability to adapt to different teaching and learning contexts.

This adaptive approach is crucial for meeting the diverse needs of students, who may have different levels of access to technology and varied learning preferences.

In summary, Participant 1's approach, as outlined in the qualitative data, aligns with contemporary educational practices that advocate adaptability and responsiveness. Her ability to choose the most appropriate tool from various options for each teaching situation exemplifies an effective and student-centered teaching methodology within guided learning.

**Theme: Integration of Modern Technology**

**Sub-theme: Preference for Modern Tools**

Under the theme "Integration of Modern Technology," the qualitative data

provided reflects a preference for modern tools among different parts. The responses from Participants 1, 4, and 5 showcase a range of modern technological tools utilized in their educational practices, indicating a trend toward integrating digital devices into teaching methodologies.

Participant 5 uses "a tablet or laptop" specifically for teaching digital reading, indicating an application of technology to foster interactivity and engagement in literacy. These devices facilitate access to a broad array of reading materials and possibly incorporate assistive technologies to accommodate diverse learning styles.

Participant 4 employs *"a Laptop, LCD, mobile phone*," demonstrating a comprehensive use of technology. The laptop serves general tasks, the LCD projector for class presentations, and the mobile phone for communication and task management, reflecting a holistic approach to digital tool integration in teaching.

Participant 1 is recognized for using "laptops and smartphones," which, although not detailed, signifies the inclusion of modern tools in her teaching practice. These devices support various educational applications that are crucial and show Participant 1's awareness of the need to embed technology in the teaching and learning process.

Collectively, these responses indicate a progressive adoption of digital technology in the educational landscape, reflective of a broader educational movement emphasizing the importance of digital literacy and technological skills for students. It also mirrors the educators' adaptive approach in selecting appropriate tools to support learning objectives and prepare students for an increasingly digital future.

**Sub-theme: Emphasis on Interactive Capabilities**

In addressing the sub-theme "Emphasis on Interactive Capabilities" under the broader theme of "Integration of Modern Technology," Participant 5's statement provides a clear example of the purposeful use of technology to enhance interactivity in education.

Participant 5's use of a *"tablet or laptop to help teach digital reading to students"* highlights the pedagogical choice to employ devices that inherently support interactivity. Tablets and laptops are versatile tools that facilitate a hands-on approach to learning, allowing students to engage with digital text through touch, annotation, and multimedia features. These interactive capabilities are critical for digital literacy, as they provide a dynamic platform for students to read the text and engage with it more profoundly and actively.

The choice of interactive devices like tablets or laptops for teaching digital reading underscores an educational strategy prioritizing student engagement and active learning. By choosing these tools, Participant 5 demonstrates an understanding that interactivity can lead to greater student involvement and potentially better comprehension and retention of the material.

In summary, Participant 5's comment reflects a qualitative insight into the modern educator's toolkit, where the focus is on leveraging the interactive capabilities of digital devices to enrich the learning experience and enhance student outcomes in reading and literacy.

**Theme: Balancing Digital and Traditional Learning Resources**

**Sub-theme: Consideration of Individual Preferences**

The sub-theme "Consideration of Individual Preferences" under the main theme "Balancing Digital and Traditional Learning Resources" is explored through Participant 1's approach to using technology in the classroom.

Participant 1's statement, *"Sometimes I also use a laptop, sometimes a smartphone…"* suggests a deliberate and flexible approach to teaching that considers both the educator's and the student's preferences and needs. The choice between a laptop or a smartphone indicates a nuanced understanding that different situations and learning objectives may require different tools.

A laptop may be more suitable for tasks requiring more extensive software capabilities or a larger screen. In contrast, a smartphone might be preferred for its convenience, portability, and immediacy in communication. Participant 1's varying use of these devices also points to an effort to balance digital tools with traditional learning methods, ensuring that the technology serves as a complement rather than a replacement for other forms of learning.

This adaptability demonstrates a recognition of the diversity in learning styles and technological comfort levels among students. By alternating between devices, Participant 1 is likely trying to cater to individual learning preferences, which can vary widely. Some students may benefit from the tactile engagement of a smartphone, while others may find a laptop's interface more conducive to learning.

**Theme: Balancing Digital and Traditional Learning Resources**

**Sub-theme: Acknowledgment of Traditional Material Value**

Under the sub-theme "Acknowledgment of Traditional Material Value," within the broader theme of "Balancing Digital and Traditional Learning Resources," Participant 3's statement provides insight into the continued relevance of traditional educational materials in contemporary teaching practices.

Participant 3 says, *"Secondly, for traditional methods, I still use Books, of course…"* which underscores the enduring importance of books as fundamental learning resources. Despite the proliferation of digital resources and the shift towards technology-integrated education, Participant 3 acknowledges the value that traditional materials, such as books, hold in the learning process.

The explicit mention of books indicates a conscious decision to balance digital and traditional learning resources. This balance suggests that Participant 3 recognizes traditional

materials' unique benefits, such as tactile engagement, the absence of screen-related distractions, and the depth of interaction that often accompanies reading physical texts.

Participant 3's reliance on books in conjunction reflects a holistic educational approach. It shows an understanding that while digital tools provide new and engaging ways to present information and facilitate learning, traditional materials like books are still essential for a comprehensive educational experience. They serve as sources of information and as means for students to develop critical thinking and analytical skills through in-depth reading and study.

This approach could also reflect an acknowledgment of diverse learning preferences and the need to provide various mater-material for different students. Some learners may benefit more from the tangible aspects of books, while others might engage better with digital formats.

Overall, Participant 3's comment illustrates a pedagogical stance that values digital tool integration without abandoning traditional learning resources' proven educational benefits, recognizing the complementary role that both can play in a well-rounded educational experience.

Based on the data above, below is the visualization of the relationship between the theme, sub-theme, and participants.



Extended Thematic Analysis Visualization
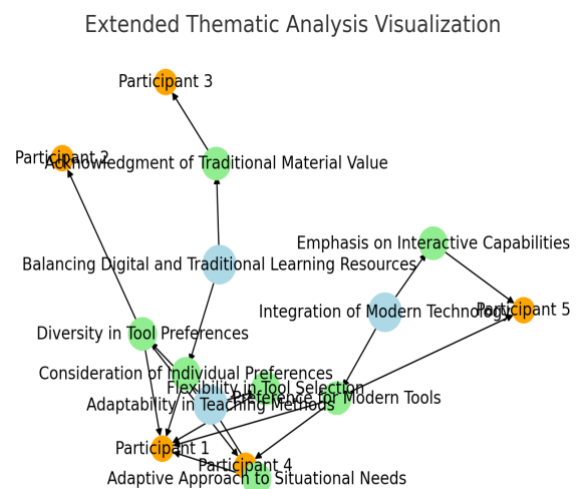
This thematic analysis visualization shows the relationships between main themes, sub-themes, and participants in the research. Here's an explanation of the main components in the graph:

Large Light Blue Nodes - Represent the main themes in the study:

- Adaptability in Teaching Methods
- Integration of Modern Technology
- Balancing Digital and Traditional Learning Resources

Medium-sized Light Green Nodes - Represent the sub-themes within each main theme:

Under "Adaptability in Teaching Methods":

- Diversity in Tool Preferences
- Flexibility in Tool Selection
- Adaptive Approach to Situational Needs

Under "Integration of Modern Technology":

- Preference for Modern Tools
- Emphasis on Interactive Capabilities

Under "Balancing Digital and Traditional Learning Resources":

- Consideration of Individual Preferences
- Acknowledgment of Traditional Material Value

Smaller Orange Nodes - Represent the participants who contributed to each theme and sub-theme:

- Participants 1, 2, 3, 4, and 5, each connected to the themes and sub-themes they contributed to in the research.

This network visualization demonstrates not only the connections between the themes and their sub-components but also which participants contributed to each theme and sub-theme, offering a comprehensive view of the qualitative data structure and participant contributions.

The graph provides a comprehensive overview of the relationships between the main themes, sub-themes, and individual participants in the study on integrating digital learning in English reading classes in Indonesian higher education. It illustrates how each participant's experiences and contributions align with specific aspects of the research.

Participants exhibit flexibility and diversity in their use of digital tools, with varying preferences for devices such as laptops, smartphones, and tablets. This adaptability is crucial for creating dynamic and engaging learning environments. The graph highlights the importance of balancing digital tools with traditional materials. Participants acknowledge the enduring value of printed books for tasks requiring deep engagement and critical thinking, emphasizing a holistic approach to teaching.

Moreover, the graph shows a clear preference for modern technological tools among participants, who leverage their interactive capabilities to enhance student engagement and learning outcomes. This integration reflects a broader trend toward digital literacy and the use of technology to support diverse learning needs. Overall, visualization underscores the necessity of a balanced and flexible approach to integrating digital learning tools in higher education. The lecturers' willingness to adapt and experiment with new methods plays a pivotal role in successfully implementing digital learning and improving educational outcomes.

**DISCUSSION**

The analysis of lecturers' experiences with digital learning reveals a rich narrative of adaptability and innovation in teaching methods. This adaptability is characterized by the diverse and flexible use of technological tools, reflecting the lecturers' efforts to create effective and engaging learning environments Berry & Westfall, 2015; Le Roux & Parry, 2017).

In exploring the theme of adaptability in teaching methods, it becomes clear that lecturers exhibit a range of preferences and practices in their use of digital devices (Hizqiyah et al., 2022; Yuwono et al., 2022). This diversity in tool preferences illustrates a broader trend of flexibility within the educational landscape. For

instance, one participant demonstrates a versatile approach by using both laptops and smartphones, selecting the device that best fits the teaching activity. This flexibility is evident in her statement, "Sometimes I also use a laptop, sometimes a smartphone because in my class I use blended learning." This approach highlights her ability to switch between different devices to optimize her teaching, whether it involves segments or communicating via Google Classroom.

Another participant, in contrast, shows a preference for more stationary technology, such as laptops and LCDs, indicating a more traditional approach to content delivery. Her method is captured in the quote, "The tools usually used are a laptop if it's a device or an LCD." This preference suggests that her teaching content might be more suited to larger displays or require more computing power than mobile devices can provide. This varied approach among the participants underscores the adaptability theme, where each lecturer chooses the tools that best fit their unique teaching methods and classroom dynamics (Nazurty, et.al., 2019).

Further illustrating this adaptability is a participant who incorporates a wide range of tools, including a laptop, LCD, and mobile phone. This comprehensive use of technology suggests a high level of adaptability and a willingness to utilize any tool necessary to enhance learning outcomes. Her brief yet comprehensive statement, "I use a laptop, LCD, or mobile

phone," reflects a dynamic teaching environment capable of adjusting to different scenarios and learning preferences. This variety in tool usage is indicative of an educational philosophy that prioritizes flexibility and responsiveness to the needs of the students (Basak et al., 2018).

The integration of modern technology in teaching is also a significant aspect of the lecturers' experiences. Participants show a clear preference for using modern tools such as tablets, laptops, and mobile phones to facilitate their teaching. For example, one participant specifically uses a tablet or laptop to teach digital reading, highlighting the interactive capabilities of these devices. These tools support a hands-on approach to learning, allowing students to engage with digital text through touch, annotation, and multimedia features. This focus on interactivity is crucial for fostering student engagement and enhancing the overall learning experience effectiveness highlighting the critical role of digital platforms in enhancing the learning process (Alshammary & Alhalafawy, 2023).

Moreover, the narrative reveals an important balance between digital and traditional learning resources. One participant continues to use books alongside digital tools, emphasizing the enduring value of traditional educational materials. This balance reflects a holistic approach to teaching, where digital tools complement rather than replace traditional methods. The use of books is particularly

valuable for tasks that require deep engagement and critical thinking, providing a tactile experience that digital devices might not offer.

In conclusion, the lecturers' experiences with digital learning demonstrate robust adaptability in teaching methods, characterized by a diverse and flexible use of technological tools. This adaptability is essential in modern education, allowing educators to create inclusive and effective learning environments that cater to the varied needs of their students. The integration of modern technology, coupled with a balanced approach to traditional resources, underscores the importance of leveraging all available tools to enhance the educational experience in a digital age.

## Implication of Findings

### Theoretical Implications

The findings of this study reinforce existing digital learning theories by demonstrating the significant impact of digital tools on enhancing engagement and comprehension in English reading classes. By providing empirical evidence from Indonesian higher education, this research underscores the importance of integrating digital pedagogy into traditional teaching methods. It highlights the need for a balanced approach that combines digital and traditional resources, enriching the academic discourse on digital learning and expanding the focus to include lecturers' experiences.

### Practical Implications

Educational institutions must prioritize continuous professional development programs to enhance lecturers' digital literacy and teaching methodologies. This includes regular workshops and training sessions to keep lecturers updated with the latest technological advancements and pedagogical strategies. Additionally, institutions need to ensure adequate infrastructure and resources, such as high-speed internet, modern devices, and relevant software, to support effective digital learning integration. Creating robust support systems, including technical support teams and peer mentoring programs, is essential to assist lecturers in overcoming challenges and successfully integrating digital tools.

### Implications for Future Research

Future research should consider using larger and more diverse samples to enhance the generalizability of the findings and provide a comprehensive understanding of digital learning integration. Comparative studies between different countries or educational systems can offer valuable insights into how cultural and institutional contexts influence the adoption and effectiveness of digital tools. Longitudinal studies are needed to examine the long-term impact of digital learning on teaching practices and learning outcomes, while also exploring students' perspectives to provide a holistic view of the digital learning environment.

*Social and Policy Implications*

Policymakers should develop inclusive education policies to ensure all students have access to digital learning tools and resources, addressing the digital divide and promoting equity. This includes providing devices and internet access to disadvantaged students and ensuring digital platforms are accessible to students with disabilities. Curriculum design should integrate digital tools seamlessly with traditional methods, and assessment methods should be adapted to reflect the interactive nature of digital learning. Governments should develop national digital learning strategies that include funding for infrastructure, professional development, and research, fostering a supportive environment for the effective integration of digital learning tools.

## CONCLUSION

The research highlights the flexibility and adaptability of lecturers in employing various digital tools such as laptops, smartphones, and tablets to enhance student engagement and comprehension. The findings emphasize the interactive capabilities of digital tools that transform passive reading into a more dynamic experience, while also acknowledging the continued value of traditional materials like printed books for tasks requiring deep engagement and critical thinking. The research underscores the importance of balancing digital and traditional learning resources to create inclusive and effective learning environments. Lecturers' adaptability and willingness to experiment with new teaching methods are crucial for successfully implementing digital learning. The study provides valuable insights into the practical realities of digital learning implementation and strategies to support lecturers in this transition, ultimately aiming to improve educational outcomes. The integration of digital learning tools in English reading classes offers significant potential for enhancing the learning experience in higher education, with success largely depending on lecturers' experiences and attitudes towards these tools. The study calls for continuous professional development and adequate infrastructure to support effective digital learning integration.

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