

WHO SPEAKS LOUDEST? EXPLORING THE DYNAMICS OF STUDENTS' VOICES IN THE DIGITAL AGE WITH WIZER.ME IN MODERN TEACHING

Try Ammalia Khoirunnisaa'

English Postgraduate Program, Universitas Islam Malang, Malang, Indonesia

Email: trykhoirunnisaa56@guru.smp.belajar.id

Naily Inayatul Maghfiroh

English Education Program, IAI AL-Qodiri Jember, Indonesia

Email: nailymasrur@gmail.com

Mutmainnah Mustofa

English Post Graduate Program, Universitas Islam Malang, Malang, Indonesia

Email: inamustofa@unisma.ac.id

APA Citation: Khoirunnisaa', T. A., Maghfiroh, N. I., & Mustofa, M.. (2023). Who speaks loudest? Exploring the dynamics of students' voices in the digital age with Wizer.me in modern teaching. *English Review: Journal of English Education*, 11(3), 1033-1042. <https://doi.org/10.25134/erjee.v11i3.9286>

Received: 23-06-2023

Accepted: 21-08-2023

Published: 30-10-2023

Abstract: This study emphasizes the need for digital adaptation in contemporary teaching techniques and recommends utilizing the website Wizer.me as an effective instrument to achieve this need. Exploring the dynamics of students' voices in the digital age with Wizer.me in modern teaching is the topic of this study. The study is to investigate students' perspectives on the Wizer.me platform in teaching and learning, as well as its integration with conventional teaching techniques. This study used a survey research method. The participants were seventh-grade students at SMPI Almaarif 01 Singosari Malang. According to the study, Wizer.me is an online learning platform that has a positive impact on student engagement, and personalized learning and promotes student-centered learning. The data will be statistically analyzed using descriptive techniques. The results indicated that 86,7% of students had utilized Wizer.me for their assignments, 100% of students liked use this platform, and 33,3% of students frequently use Wizer.me more than two times. Moreover, 73.3% of students preferred using the Wizer.me platform over traditional methods in the learning process, and 100% of students agree that they understand better acquiring the material using this platform than traditional techniques. Hopefully, the study's findings will be of major benefit to educators and those involve integration of educational technology, supporting breakthroughs and improvements in the learning environment.

INTRODUCTION

In today's fast-developing digital world, technology has permeated every part of our lives, including education. The digital era has profoundly changed people's behaviors in the fields of labor, economics, entertainment, and education (González-Sanmamed et al., 2020). Proficient educators can effectively fulfill their professional responsibilities by serving as educators, instructors, mentors, supervisors, facilitators, appraisers, and assessors for students across early childhood, primary, and secondary education within the formal educational system (Iskandar & MS, 2021). In a digital age marked by increased globalization and the adoption of international policies for educational standardization and achievement comparisons, it

is critical to recognize and respect the diverse contexts in which countries, each with their traditions and resources, address the challenges of teacher education (Baporikar, 2018). The introduction of digital technology has had a profound influence on the profession of teaching English as a second language (ESL), offering new opportunities and challenges for both instructors and students. Technology is constantly improving in all parts of our lives (Bello Nawaila et al., 2020). This digital revolution in education has transformed the way English is taught, breaking down conventional boundaries and giving novel tools and platforms to enhance the language learning experience.

The digital era in English teaching opens up new possibilities for both teachers and students.

Learners today have access to a wide range of resources, genuine materials, and interactive language learning programs, thanks to the spread of computers, cell phones, and high-speed Internet connections. These digital tools deliver interesting, interactive content that enables students to practice language skills in the real world while receiving quick feedback, boosting autonomous learning and self-motivation.

Furthermore, the digital era allows for worldwide collaboration and communication. Students can electronically share ideas and engage in language exchange programs by connecting with English speakers from all around the world via Internet platforms. This worldwide connectedness bridges geographical divides and exposes learners to a variety of cultural views, expanding their language learning experience and boosting intercultural competency.

The digital era has transformed teaching techniques and created new chances for professional development for teachers. The real phenomenon is a surge in the use of video conferencing tools, online learning software, virtual tutoring, and language applications in the field of education (Saleh et al., 2021). Educators may now employ several digital tools and programs to construct interactive and individualized classes to match the requirements and interests of individual pupils. Teachers have a broad choice of options to differentiate instruction and enhance student participation, including virtual classrooms and online learning management systems, language learning programs, and multimedia materials.

However, like with any technical progress, the digital era in English instruction has its own set of obstacles. Teachers must navigate the huge world of digital resources to find the most effective and appropriate ones for the requirements of their students. To ensure that all students benefit from technological advances, concerns about accessibility, fairness, and digital literacy must be addressed. The implementation of technology has contributed to making teaching and learning more fun (Raja & Nagasubramani, 2018).

In the digital age, technology will play an important role in education. Furthermore, in the digital age, it is local and global. There is no denying that education has advanced with the advent of current technology. Due to the paradigm shift, teachers had to quickly create, adapt, and adopt digital instructional techniques that were versatile and met the demands of

students (Ubaedillah et al., 2021). With the rapid development of technology, the emergence and development of technology and its application to teaching come into full play in education. (Yarychev & Mentsiev, 2020) states that the digital learning environment also encourages and enables digital learning for all types of students.

One of the primary purposes of today's higher education is to produce global graduates who are prepared to compete and tackle the difficulties posed by the Industrial Revolution 5.0's technological advancement, which influences employment by generating new knowledge and skills. As a result, the researcher chose the wizer.me platform for teaching and learning. Wizer.me is a website that allows teachers to create interactive worksheets that include exercises and activities. They may be utilized in class as well as remotely. To summarize, the digital era necessitates a transformation in teaching approaches to successfully engage and educate today's pupils. Wizer.me is an excellent option for teachers who want to develop dynamic, collaborative, and data-driven learning experiences. Wizer.me is an online program with free basic capabilities used by academics (Kaliappen et al., 2021). By adding Wizer.me into their teaching practices, educators can adapt to the digital era and offer students with the necessary skills for success in today's society. Using technology in education is an investment in both the now and the future.

The digital era is defined by ubiquitous internet access, mobile gadgets, and rapid developments in technology. (Zubaydullaevna et al., 2023) states that with the advancement of technology, the perception of young people in modern society has shifted. Teachers and schools confront significant obstacles in educating students on how to live and survive in today's world (Cakrawati, 2017). New technology tools are transforming the education environment and how educators pass on knowledge to students (Kawinkoonlasate, 2019). This enables easy access to various resources, information, and global communication. In the context of education, the digital era allows for more flexible, collaborative, and personalized learning. Smart education, or the use of technology to improve the learning experience, has grown in popularity in the digital age (Jangjarat et al., 2023). The ability of technology to aid teaching and learning, rather than the technology itself, defines a successful digital conversion for classrooms, districts, and

states (McKnight et al., 2016).

The use of contemporary teaching approaches has resulted in a significant shift in the realm of education for the discipline of teaching English as a second language (ESL). Lectures, manuals, and rote memorization have given way to more creative and learner-centered approaches that emphasize active involvement, collaboration, and technological integration. A paradigm change in English teaching has resulted in a dynamic and successful learning experience for both teachers and students.

Modern English teaching approaches stress the development of students' communication skills, critical thinking ability, and cultural awareness. Instead of depending exclusively on textbooks and lectures, educators are increasingly using a variety of interactive and multimedia materials to create immersive learning environments. Among the resources accessible are films, audio recordings, internet platforms, instructional software, and virtual reality tools, which all engage students in several ways while catering to a wide range of learning styles and interests.

The shift toward learner-centered education is a significant element of contemporary English instruction. Teachers are increasingly assuming the role of facilitators, encouraging active participation and empowering students to take ownership of their learning. Collaboration projects, group discussions, and role-playing exercises are popular ways to improve communication skills, problem-solving abilities, and intercultural competency. Modern teaching approaches stress the significance of real-world application, giving students actual circumstances and objectives that reflect the difficulties they may face while utilizing English in the global arena.

The incorporation of technology has played an important role in transforming the landscape of English instruction. Digital technologies and internet platforms are already commonplace in modern classrooms, allowing professors to provide interactive courses, provide instant feedback, and track students' progress. Virtual classrooms, video conferencing, and asynchronous online learning have enabled worldwide connections and cross-cultural exchanges. These technology improvements have increased access to high-quality education, making English more accessible to students of all backgrounds and abilities.

Furthermore, contemporary English education includes a methodological trend toward

individualized and differentiated training. Teachers increasingly understand and accommodate their students' diverse learning requirements and interests. Using data-driven assessments and adaptive learning platforms, instructors may modify teaching materials and tactics to match the needs of individual learners, resulting in increased engagement, motivation, and overall language competence.

However, embracing current English instruction creates problems. Educators must keep current on technology advances and pedagogical techniques, always upgrading their abilities to effectively navigate the fast-changing educational scene. Additionally, addressing issues of digital equality, providing accessibility for all students, and encouraging responsible and ethical technology usage are critical considerations.

Modern teaching refers to cutting-edge strategies, methodologies, and techniques used in education to adapt to students' changing requirements and take advantage of technological improvements. It entails switching from conventional teacher-centered educational strategies to student-centered and active learning techniques. Teaching English has gotten more difficult for teachers since young people have become more innovative and up to current (Dewi, 2019). Technology is frequently viewed as a tool of increasing intellectual ability and creativity (Chun et al., 2016). The use of technology, the development of critical thinking and student participation, the use of collaborative and experiential learning strategies, and the individualization of education to meet the needs of each student are all ideas of contemporary teaching. According to (Shokirovna, 2023) every foreign language teacher should improve his or her own knowledge of new technology. Given the widespread use of technology in today's life and learning, it is vital to lead the teaching method in developing students' professional careers and academic efficacy (Ahmed Liton, 2015). Technologies have developed into an essential component of the learning process both in and out of the classroom (Ahmadi, 2018). Hence, teachers should have kinds of interesting digital of teaching-learning.

In the dynamic realm of education, the rise of online learning has elicited a range of viewpoints from students. Perception is an impression of an item, event, or connection gained via recalling information and interpreting messages (et al., 2020). Despite the fact that social technologies are touted as promoting collaborative learning and

enhancing student interactions, little is known about how students perceive the interactive benefits of social technology (Hamid et al., 2015). Students were more confident in online student qualities and technological abilities than in time management and communication (Martin et al., 2020). The shift from conventional classrooms to digital platforms has given rise to discussions about the merits and difficulties associated with this emerging educational model. Students' outlooks on online learning are influenced by factors like accessibility, adaptability, and the caliber of digital resources. Students' use of online learning possibilities varies greatly depending on their age, stage, topic area, and institution (Henderson et al., 2017). As technology continuously reshapes the learning landscape, grasping these diverse perspectives becomes imperative for educators and policymakers, directing initiatives to improve the efficacy and inclusiveness of online education in the contemporary digital age.

To fulfill their goals in teaching and learning, teachers should include digital media in their teaching processes. (Erawati et al., 2023) states that digital learning media is an essential learning tool in the blended learning strategy. The educational system is not predominantly reliant on face-to-face meetings but can now engage in personalized interactions through innovative media, employing virtual conferencing applications, with communication between instructors and participants shifting from the traditional classroom setting to the online realm of the internet, where activities are primarily conducted on the web (Damayanto et al., 2022). Worksheets serve a very important function in language acquisition as simulators, allowing learners to practice and improve their language abilities (Simarmata & Dewi, 2023). Online education offers some benefits over traditional classroom learning (Bhagat et al., 2019). Wizer.me is an online platform that provides teachers with tools to create and share interactive digital assignments with their students. Wizer.me is an online application that allows teachers to build interactive worksheets that include exercises and activities (Obradovych & Obradovych, 2022). It offers a wide range of features and resources that support personalized and engaging learning experiences. Wizer.me is an internet software program that offers a free basic feature to academics (Simanjuntak et al., 2022). The wizer.me website is used because it is deemed

sufficient for instructors' needs, as numerous elements make it easier for teachers to create E-LKPD and numerous features that may be employed (Mayasari et al., 2023).

Wizer.me aims to improve teaching and learning by utilizing technology to develop interactive, multimedia-rich educational resources. Wizer.me has several major features. These are assignment creation, interaction, differentiation and personalization, real-time feedback and grading, teacher-student communication, and data and analytics. The Wizer.me program creates an assignment for students who just click on the link. As a result, the students are just waiting for the link from their lecturers to complete their tasks. The previous studies with the title 'Developing Digital Worksheet By Using Wizer.Me For Teaching Listening Skill To The Tenth Grade Students In Smk Negeri 7 Medan' investigate about wizer.me in teaching listening (Anggriani Nasution & Ronita Dewi, n.d.). While this study focuses on using wizer.me to teach English. Individual students' talents and learning styles can be catered to by tailoring reading materials, vocabulary activities, and comprehension problems. Wizer.me provides real-time feedback on reading exercises, allowing students to assess their comprehension, vocabulary usage, and general reading abilities. Students can quickly rectify any misunderstandings or gaps in comprehension. To guide their teaching tactics and interventions, teachers can assess data on reading speed, vocabulary acquisition, and comprehension levels. Wizer.me promotes collaborative reading learning. Students can improve their comprehension and interpretation abilities by participating in group reading activities, sharing notes, and providing feedback. The Wizer.me service offers many advantages, including interactivity (the capacity to organize network contact using internet technologies), accessibility, free service, and a wide range of activities in interactive sheets (Akhunova, 2023).

Wizer.me allows teachers to create dynamic and interesting digital assignments that encourage active student involvement while also allowing for differentiation and individualized learning. The platform enhances the teaching and learning experience by combining technology to provide greater communication, faster feedback, and data-driven training.

METHOD

The descriptive statistics approach was used in

this study to undertake the case study design. Students' perspectives and feedback on their experiences with Wizer.me were gathered through surveys and interviews. This method would give a thorough knowledge of EFL students' voices on the usage of Wizer.me as a teaching and learning platform.

The participants of this study are EFL students from 7th-grade levels at SMPI Almaarif 01 Singosari Malang, consisting of fifteen female students. The researcher implemented the teaching and learning process by using this platform for the 7th-grade students. The researcher gave them an interactive workbook by Wizer.me. Then, they did some interactive worksheets inside. In the first worksheet, the researcher gives the blank questions. The questions focus on their structure. In the second worksheet, the researcher gives the multiple-choice questions. It focuses on their vocabularies. The last worksheet is about the matching questions. It evaluates the comprehension of the students about the text. Following that, at the end of the study, the researcher distributed the questionnaire to the participants.

The questionnaire was distributed to the participants electronically, ensuring convenience and ease of completion. Clear instruction was provided to ensure accurate responses. There are 5 multiple-choice questions on the questionnaire. The questions are about their frequency of using wizer.me as learning media, their thoughts on this platform, as well as their feedback after using it about the learning objective, namely descriptive text.

The researcher got all of the data by combining past studies as well as students' perceptions obtained by completing the survey questionnaire. The questionnaire was made available using an online form.

The data collection is through surveys, specifically using an organized questionnaire. The survey will contain questions about students' experiences, attitudes, and satisfaction levels with Wizer.me.

The data analysis incorporated descriptive statistics to provide an overview of students' perceptions and experiences. The analysis involved collecting data from EFL students who actively engaged with Wizer.me in their language learning process. The researcher gained the data through Google Forms. Then, make the percentage from the result of it.

RESULTS AND DISCUSSION

The findings of this study revealed several key insights into the integration of Wizer.me into modern teaching practices such as improved student engagement and participation, personalized learning experiences, pedagogical transformation and blended learning.

The findings indicate that students generally hold positive perceptions of integrating Wizer.me into their learning practices. The display of interactive online students' worksheet based on Wizer.me website is presented in figure 1. Meanwhile, the example of features offered by Wizer.me is Matching, as shown in Figure 2. As shown in Figure 2, teachers can provide a short text related to descriptive text.

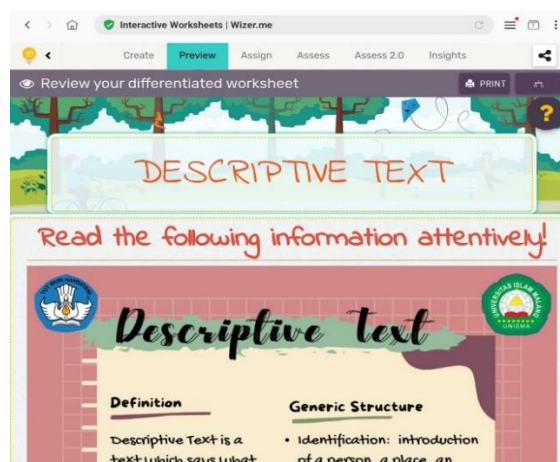


Figure 1. *The display of students' worksheet*



Figure 2. *Matching worksheet of descriptive text*

The integration of Wizer.me positively influences student engagement and participation. Teachers reported that students are more motivated and actively involved in learning when using Wizer.me. The interactive nature of the platform, along with immediate feedback and gamified elements, encourages students to actively interact with the digital content, resulting in improved learning outcomes.

Wizer.me provides instant feedback to students as they complete activities, allowing

them to identify and correct their mistakes in real-time. This feedback helps students improve their English language skills and promotes independent learning. An example of a feedback in every point of question using the Wizer.me application is presented in figure 3 and general feedback from teacher is presented in figure 4.

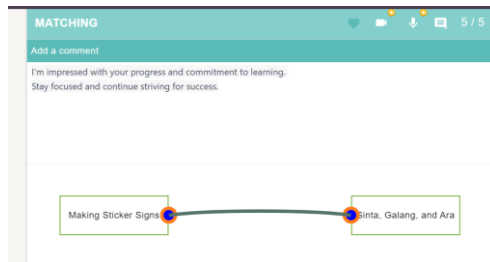


Figure 3. Feedback in every point question from teacher

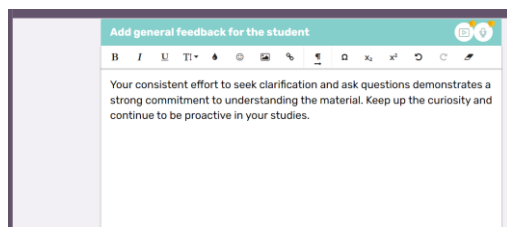


Figure 4. General feedback from teacher

Wizer.me offers opportunities for personalized and differentiated instruction. Teachers highlighted that the platform allows them to design learning activities tailored to individual student needs, thereby addressing different learning styles and abilities. By adapting content and providing targeted feedback, teachers can better cater to diverse student needs and promote meaningful learning experiences.

Teachers expressed that Wizer.me saves time through its automated grading and feedback system. The platform's ability to automatically grade assignments and provide instant feedback reduces the time spent on manual grading, allowing teachers to focus more on instructional planning and individualized student support. This feature positively impacts teachers' overall workload management.

Teachers encountered certain challenges and technical issues during the integration of Wizer.me. Some reported a learning curve in initially adopting the platform and utilizing its features effectively. Connectivity problems and limited access to devices in certain environments posed obstacles to seamless integration. Teachers emphasized the need for

training and technical support to overcome these challenges.

Students experience and perception about Wizer.me

In this section, the researcher presents the findings and discusses the students' experiences and perceptions of Wizer.me platform as perceived by the students. The results of the surveys can be seen in the table below:

Have you ever done an assignment using the Wizer.me application?
15 responses

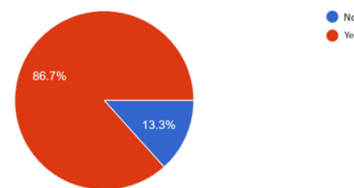


Figure 5. Students' awareness of Wizer.me

In figure 5, it briefly describes students' awareness of Wizer.me. By asking "Have you ever done an assignment with the Wizer.me application?". The students' response shows 86,7% students have used this platform. While 13,3% of students are never.

Do you enjoy using the Wizer.me application when studying?
15 responses

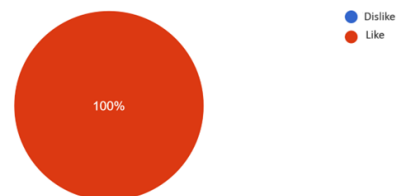


Figure 6. Students' preferences of Wizer.me

Figure 6 is talking about students' preferences in doing online task by Wizer.me. The students' respond is 100% of students like using this platform to complete online assignments.

How many times have you used the Wizer.me application for learning?
15 responses

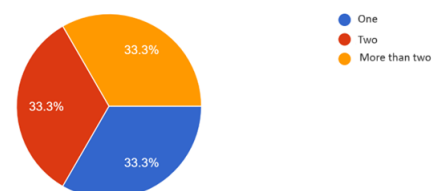


Figure 7. Students' frequently use of Wizer.me

Figure 7 shows about the students' frequently

use of Wizer.me. 33,3% of students said that they use it once, 33,3% of students said that they use it twice, and 33,3% said that they use it more than two times.

Do you think using Wizer.me helps you understand the material better?
15 responses

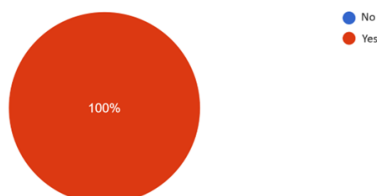


Figure 8. *Students' perceived learning outcomes*

Figure 8 is talking about students' perceived learning outcomes by Wizer.me. The students' respond is 100% students agree that they more understand in acquire the material using this platform.

Do you prefer learning using Wizer.me or traditional learning methods?
15 responses

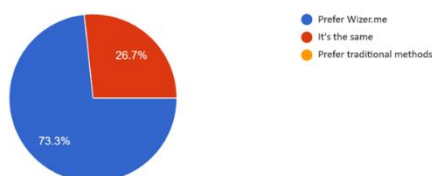


Figure 9. *Students' comparison of learning preferences using Wizer.me*

Figure 9 shows a comparison of students' learning preferences between traditional methods and the Wizer.me platform. Of the total respondents, 26.7% showed that they have the same preference for both traditional methods and the Wizer.me platform. However, 73.3% of students stated a preference for using the Wizer.me platform over traditional methods in the learning process. These findings indicate a good trend in acceptability and preference for the usage of the Wizer.me platform in educational settings.

Wizer.me integration and blended education transformation promote student-centered learning
The integration of Wizer.me into modern teaching practices reflects a pedagogical transformation towards student-centered and blended learning approaches. Teachers recognized the need to adapt their instructional strategies, adopting a growth mindset and embracing digital tools to effectively integrate Wizer.me into their teaching practices. Blended learning, combining online and face-to-face instruction, emerged as an effective approach for leveraging the platform's potential.

Integrating Wizer.me offers the benefits of accessibility and flexibility. The platform allows for learning beyond the traditional classroom, enabling students to access content and complete assignments from anywhere. This flexibility helps accommodate different schedules, enables remote learning, and supports students with diverse needs, ensuring equitable access to education.

Overall, the findings demonstrate that exploring the dynamics of students' voices in the digital age with Wizer.me in modern teaching has a positive impact on student engagement, personalized learning, and time efficiency. While challenges and technical issues exist, proper training, support, and attention to ethical considerations can maximize the benefits of incorporating Wizer.me in the digital era. The pedagogical transformation facilitated by the platform promotes student-centered learning and prepares students for the demands of the 21st-century digital landscape.

The findings of this research highlight the potential of Wizer.me as a valuable tool for adapting to the digital era in education. Previous studies have explored the use of Wizer.me in teaching listening skills (Anggriani Nasution & Ronita Dewi, n.d.). In this research, the application of this interactive platform has extended to other language skills, such as reading. Wizer.me provides interactive features that allow teachers to create engaging reading activities.

Teachers can include multimedia resources, such as texts, images, and videos, to enhance students' reading experiences. The platform's ability to enhance student engagement, improve learning outcomes, and increase teaching efficiency positions it as a beneficial addition to modern teaching practices. However, challenges such as limited access to technology, technical difficulties, and the need for training and support were identified and should be addressed to ensure successful implementation.

This research reveals key insights into incorporating Wizer.me into contemporary teaching methods, encompassing improved student engagement, personalized learning, pedagogical transformation, and blended education. The results suggest that students generally hold favourable views regarding the integration of Wizer.me into their learning routines. The study notes a positive impact on student engagement, with teachers observing increased motivation and active participation when utilizing Wizer.me. The platform provides immediate feedback to students during activities,

enabling them to promptly identify and rectify errors. Furthermore, Wizer.me facilitates personalized and differentiated instruction, allowing teachers to craft tailored learning activities for individual student needs. Despite encountering challenges like a learning curve and connectivity issues, the research underscores Wizer.me potential as a valuable tool in fostering student-centered learning and supporting the adoption of blended education.

CONCLUSION

Exploring the dynamics of students' voices in the digital age with wizer.me in modern teaching represents a significant step in adapting to the digital era of education. The findings of this study highlight the positive impact and potential benefits of incorporating Wizer.me into teaching and learning environments. Teachers perceive the platform positively, appreciating its user-friendly interface, customizable features, and the ability to create interactive and engaging digital content.

One of the key findings is the improvement in student engagement and participation. Wizer.me in interactive nature, immediate feedback, and gamified elements contribute to increased student motivation and active involvement in learning. The platform facilitates personalized learning experiences by allowing teachers to tailor content and activities to individual student needs, addressing diverse learning styles and abilities.

Moreover, Wizer.me offers time efficiency through its automated grading and feedback system. This feature reduces teachers' workload, enabling them to focus more on instructional planning and providing individualized support to students. However, integrating Wizer.me is not without its challenges. Teachers face a learning curve in adopting the platform and may encounter technical issues related to connectivity and device accessibility. Adequate training and technical support are necessary to overcome these challenges and ensure a seamless integration process.

Ethical considerations and data security emerge as significant concerns when utilizing Wizer.me. Teachers emphasize the importance of protecting student privacy and data, calling for clear guidelines and policies to promote responsible platform usage. Educating students about digital citizenship and responsible online behaviour becomes essential in the context of using Wizer.me and similar platforms.

The integration of Wizer.me signifies a

pedagogical transformation towards student-centered and blended learning approaches. Teachers recognize the need to adapt their instructional strategies, embracing digital tools and adopting a growth mindset. Blended learning, combining online and face-to-face instruction, emerges as an effective approach for leveraging the platform's potential and creating comprehensive learning experiences.

Ultimately, exploring the dynamics of students' voices in the digital age with Wizer.me in modern teaching provides benefits of accessibility and flexibility. The platform allows for learning beyond the confines of the traditional classroom, enabling students to access content and complete assignments from anywhere. This flexibility accommodates diverse schedules, supports remote learning, and ensures equitable access to education for all students.

In conclusion, exploring the dynamics of students' voices in the digital age with Wizer.me in modern teaching have the potential to enhance student engagement, personalize learning experiences, and streamline instructional processes. By addressing challenges, providing adequate support, and prioritizing ethical considerations, educators can fully harness the benefits of incorporating Wizer.me in the digital era. This integration paves the way for student-centered learning and equips students with the necessary skills for success in the digital age. For future researchers, the researcher would like to give some suggestions to conduct the research in teachers' voices.

ACKNOWLEDGEMENT

I want to deliver my deepest appreciation to Universitas Islam Malang for providing the necessary resources, support, and a suitable environment for this research. Your dedication to encouraging academic achievement has been critical to the project's success. I would like to express my heartfelt gratitude to the students of 7th-grade levels at SMP Islam Almaarif 01 Singosari Malang who willingly engaged in this study project. Your active participation, devotion, and insightful contributions substantially improved the quality of our research. Finally, I want to convey my heartfelt gratitude to everyone who helped make this project a success, whether directly or indirectly. Your collaborative efforts have not only enriched academic debate, but have also benefited the larger community of knowledge.

REFERENCES

- Agung, A. S. N., & Surtikanti, M. W. (2020). Students' Perception of online learning during covid-19 pandemic: A case study on the English students of STKIP Pamane Talino. *SOSHUM: Jurnal Sosial Dan Humaniora*, 10(2), 225–235. <https://doi.org/10.31940/soshum.v10i2.1316>
- Ahmadi, D. M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.29252/ijree.3.2.115>
- Ahmed Liton, H. (2015). Examining students' perception & efficacy of using technology in teaching English. *International Journal of Education and Information Technology*, 1(1), 11–19. <http://www.publicscienceframework.org/journal/ijei><http://creativecommons.org/licenses/by-nc/4.0/>
- Akhunova, Y. (2023). *Use of automated interactive worksheets created using Wizer . Me in teaching the discipline “ Finance .”* 3(6), 70–75.
- Anggriani Nasution, E., & Ronita Dewi, N. (N.D.). *Developing digital worksheet by using wizer.me for teaching listening skill to the tenth grade students in Smk Negeri 7 Medan*.
- Baporikar, N. (2018). Educational Leadership for quality teacher education in digital era. *Handbook Of Research On Educational Planning And Policy Analysis*, July, 241–255.
- Bello Nawaila, M., Kanbul, S., & Alhamroni, R. (2020). Technology and English language teaching and learning: A content analysis. *Journal of Learning and Teaching in Digital Age*, 2020(1), 16–23.
- Bhagat, K. K., Wu, L. Y., & Chang, C. Y. (2019). The impact of personality on students' perceptions towards online learning. *Australasian Journal of Educational Technology*, 35(4), 98–108. <https://doi.org/10.14742/ajet.4162>
- Cakrawati, L. M. (2017). Students' perceptions on the use of online learning platforms in EFL classroom. *English Language Teaching and Technology Journal (ELT-Tech Journal)*, 1(1), 22–30. file:///C:/Users/52461/Downloads/9428-20563-1-PB.pdf
- Chun, D., Smith, B., & Kern, R. (2016). Technology in language use, language teaching, and language learning. *Modern Language Journal*, 100, 64–80. <https://doi.org/10.1111/modl.12302>
- Damayanto, A., Anaconda Bangkara, A. S., Abidin, A. Z., Heryani, A., Maruf, I. R., Jenderal, U., & Yani, A. (2022). Management challenges for academic improvement in higher education in the digital era. *Jurnal Pendidikan Islam*, 5(2), 572–592. <https://doi.org/10.31538/nzh.v5i2.2131>
- Dewi, P. (2019). Teaching English for young learners through ICTS. *Humanitatis Journal on Language and Literature*, 6(1).
- Erawati, N. K., Kadek, N., Purwati, R., Wayan, N., Putri, S., Wayan, I., & Wardika, G. (2023). Sebagai media pembelajaran digital. *Edisi Januari*, 4(2), 125–134.
- González-Sanmamed, M., Sangrà, A., Souto-Seijo, A., & Blanco, I. E. (2020). Learning ecologies in the digital era: Challenges for higher education. *Publicaciones de La Facultad de Educacion y Humanidades Del Campus de Melilla*, 50(1), 83–102. <https://doi.org/10.30827/PUBLICACIONES.V50I1.15671>
- Hamid, S., Waycott, J., Kurnia, S., & Chang, S. (2015). Understanding students' perceptions of the benefits of online social networking use for teaching and learning. *Internet and Higher Education*, 26, 1–9. <https://doi.org/10.1016/j.iheduc.2015.02.004>
- Henderson, M., Selwyn, N., & Aston, R. (2017). What works and why? Student perceptions of 'useful' digital technology in university teaching and learning. *Studies in Higher Education*, 42(8), 1567–1579. <https://doi.org/10.1080/03075079.2015.1007946>
- Iskandar, R., & MS, Z. (2021). Professionalism analysis of basic education teachers as agents to improve creativity in digital era. *Jurnal Ilmiah Sekolah Dasar*, 5(1), 16–24. <https://ejournal.undiksha.ac.id/index.php/JISD/article/view/29580>
- Jangjarat, K., Klayklung, P., Chocksathaporn, P., & Maskran, P. (2023). *The impact of smart education on learning outcomes in the digital era: A systematic review*.
- Kaliappen, N., Ismail, W. N. A., Ghani, A. B. A., & Sulisworo, D. (2021). Wizer.me and socrative as innovative teaching method tools: Integrating tpack and social learning theory. *International Journal of Evaluation and Research in Education*, 10(3), 1028–1037. <https://doi.org/10.11591/IJERE.V10I3.21744>
- Kawinkoonlasate, P. (2019). Integration in Flipped classroom technology approach to develop english language skills of Thai EFL learners. *English Language Teaching*, 12(11), 23. <https://doi.org/10.5539/elt.v12n11p23>
- Martin, F., Stamper, B., & Flowers, C. (2020). Examining student perception of readiness for online learning: Importance and confidence. *Online Learning Journal*, 24(2), 38–58. <https://doi.org/10.24059/olj.v24i2.2053>
- Mayasari, M., Hamidah, A., & Subagyo, A. (2023). Development of electronic student worksheets (e-lkpd) assisted by Wizer.Me on gastropods sub material. *Jurnal Penelitian Pendidikan IPA*, 9(4), 1578–1584. <https://doi.org/10.29303/jppipa.v9i4.3453>

- McKnight, K., O'Malley, K., Ruzic, R., Horsley, M., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education*, 48(3), 194–211. <https://doi.org/10.1080/15391523.2016.1175856>
- Obradovych, O., & Obradovych, A. (2022). Using Of Interactive worksheets (platform Wizer.me) as a form of implementation of flipped classroom ideas. *Grail of Science*, 16, 375–378. <https://doi.org/10.36074/grail-of-science.17.06.2022.063>
- Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3, S33–S35. <https://doi.org/10.21839/jaar.2018.v3is1.165>
- Saleh, M. N. I., Sari, R., & Alim, P. (2021). University students' perception on the implementation of online learning during the covid-19. *Nazhruna: Jurnal Pendidikan Islam*, 4(1), 1–17. <https://doi.org/10.31538/nzh.v4i1.1022>
- Shokirovna, D. S. (2023). «modern science and research». 84–89.
- Simanjuntak, M. A., Manurung, A. R., Sitorus, N., & ... (2022). The use of Wizer. me as a media to stimulate students' motivation in writing descriptive text in SMA Swasta HKBP Doloksanggul. *Jurnal ...*, 6(3), 5197–5208.
- Simarmata, J. J., & Dewi, N. R. (2023). *Developing digital worksheets by using wizer . me for*. 12(4), 225–234.
- Ubaedillah, U., Pratiwi, D. I., Huda, S. T., & Kurniawan, D. A. (2021). An Exploratory study of english teachers: the use of social media for teaching english on distance learning. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(2), 361. <https://doi.org/10.21093/ijeltal.v5i2.753>
- Yarychev, N. U., & Mentsiev, A. U. (2020). Impact of digital education on traditional education. *Journal of Physics: Conference Series*, 1691(1). <https://doi.org/10.1088/1742-6596/1691/1/012132>
- Zubaydullaevna, T. N., Zoirovna, Y. S., Bekhruz, N., Ugli, U., Mukaddas, A., & Kizi, E. (2023). *Consideration of psychological ways in quick memorization process. January*, 48–54.