

## Optimizing Digital Assessment for English Language Learning

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### ABSTRACT

The growing incorporation of digital technology in education has revolutionized assessment procedures and presented new prospects for improving the evaluation of English language acquisition. The program sought to upgrade teachers' knowledge and practical skills in designing and executing digital assessment systems in English language classrooms. The training was based on the participatory method through interactive lectures, demonstrations, hands-on workshops, collaborative discussion and supervised practice on several digital assessment platforms. The program involved 20 teachers of English. Data were acquired via pre-test and post-test evaluations and semi-structured interviews; Quantitative analysis results indicated a considerable improvement in the competence of the participants with the mean score going up from 62.3 in the pre-test to 89.1 in the post-test suggesting significant advances in digital assessment knowledge and skills. Participants also showed enhanced skill in building digital assessment instruments, utilizing digital platforms, conducting formative assessment, and evaluating assessment data. Qualitative results also revealed that teachers have gained confidence in the integration of digital assessment into their classroom practices and saw the potential of digital assessment to enhance student engagement, to give fast feedback and to facilitate more effective evaluation of student learning. The findings underscore the necessity of ongoing professional development and long-term partnership between higher education and schools in the digital transformation of English language evaluation and enhancement of English language education.

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## 1. INTRODUCTION

The fast development of digital technology has greatly changed educational procedures, especially in the area of language assessment. Digital assessment is an integral part of English language teaching and learning, offering teachers with new techniques to measure students' language skills and

improving the effectiveness, validity and reliability of assessment procedures. Unlike traditional paper-based assessment, digital assessment enables teachers to deliver rapid feedback, monitor student learning progress in real-time, analyse performance data and apply more student-centred assessment methods (Baird et al., 2026). Thus, digital assessment integration has become an important element of educational innovation in the twenty-first century promoting the development of communicative competence, critical thinking, creativity, collaboration, and digital literacy skills (Mantra et al., 2023).

The establishment of Merdeka Curriculum and the increased emphasis on technology-enhanced learning in Indonesia have motivated the English teachers to employ digital resources in the classroom evaluation. Several internet platforms like Google Forms, Quizizz, Kahoot!, Microsoft Forms, Wayground and other learning management systems have become increasingly more accessible and useful tools in assessing students' knowledge and language skills (Candrawati et al., 2025). However, despite the availability of these technologies, many teachers still have challenges in selecting the right digital assessment tools, developing valid and reliable assessment instruments, understanding the assessment data and aligning digital assessments with curriculum aims and learning outcomes (Widiastuti et al., 2023). Limited professional development opportunities and lack of technological competency often prevent instructors to maximize the educational benefits of digital assessment.

Teacher professional development is therefore key to bridging the gap between technology advances and classroom practice. Continuous training allows teachers to gain pedagogical, technological and assessment competences necessary to design genuine, meaningful and learner-centered evaluation activities (Mantra et al., 2024). Systematic teacher capacity-building programs can enable teachers to integrate digital assessment into instructional practices that evaluate learning outcomes, promote formative assessment and self-regulated learning, and foster continuous improvement. The need for improving teachers' assessment literacy is particularly critical in English language education, because assessment needs to cover both receptive and productive language abilities, and also higher-order thinking and communicative ability (Wibowo et al., 2024).

The Master of English Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar, carried out a community service initiative called Optimizing Digital Assessment for English Language Learning assessment, to meet the educational demands. The curriculum was created to strengthen English teachers' knowledge and practical skills in establishing and implementing digital assessment procedures in English language classrooms. The events included interactive lectures, demonstrations of digital assessment platforms, hands-on workshops, collaborative discussions and supervised practice in building technology-enhanced assessment instruments. The programme aimed to build the confidence and skill of participants in the use of digital assessment to enhance effective teaching and learning by integrating theoretical understanding and practical implementation.

The community service project also supported the ideas of Assessment for growth, stressing the use of assessment as an ongoing process that informs education and enables student growth, rather than only measuring accomplishment at the end of instruction. Participants were asked to build evaluations that provided positive feedback, promoted learner engagement, and supported reflective learning practices. Digital technologies also allowed teachers to more rapidly collect and evaluate assessment data, thus promoting evidence-based instructional decision making and individualized educational support.

The implementation of this community service program is in accordance with the aim of Universitas Mahasaraswati Denpasar to strengthen community engagement through the spread of educational innovations based on research and sustainable professional development. It also endorses the national educational plans for the digital transformation and the enhancement of teacher capabilities in the times of Education 4.0 and Society 5.0. The program aims to enhance the quality of English language teaching and equip learners to meet the needs of a digital and linked world by providing English teachers with practical digital assessment abilities.

The article examines the implementation of the community service program, its activities and outcomes, and participants' responses to the training. The findings will provide significant insight into successful techniques for strengthening the digital assessment competency of instructors and will be a useful reference for future professional development programs focused at enhancing evaluation of English language learners with the help of technology.

## 2. METHODS

This community service program implemented a participatory training model to improve the competency of English teachers in the use of digital assessment for the assessment of English language learning. This program was held by the Master of English Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar. The study was conducted on 20 English instructors from the junior and senior high schools. They were selected according to their motivation to improve their knowledge and skills in digital assessment. The activity was aimed at providing participants with conceptual understanding and practical experience in devising and using technology-enhanced evaluation.

The program implementation was carried out in four sequential phases, needs assessment, preparation, execution and evaluation. During the need assessment phase, preliminary observations and informal conversations with instructors were conducted to highlight difficulties around digital assessment procedures. Many teachers had little experience devising online exams, identifying appropriate digital platforms, and analyzing assessment data for instructional decision-making, findings suggested. The findings were used to develop the training materials and exercises.

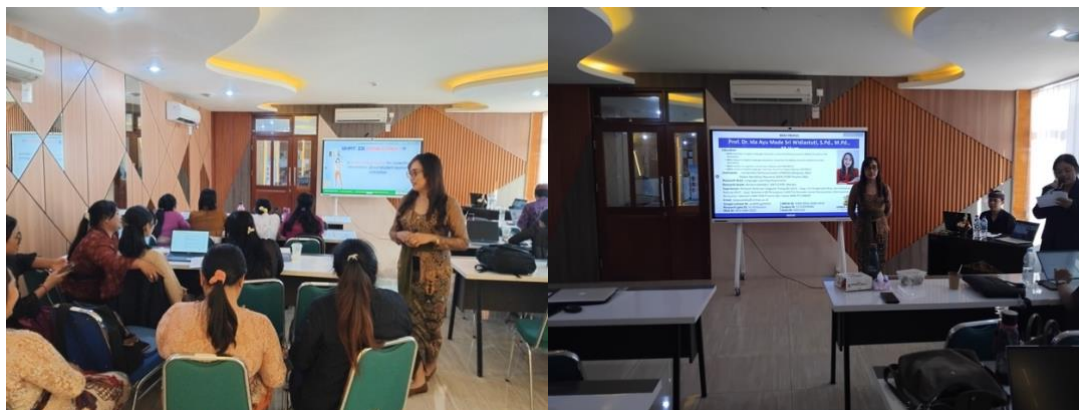
In the preparation phase, training modules were designed, learning materials were prepared, digital assessment platforms were selected and evaluation instruments were developed. The training materials covered fundamentals of digital assessment, principles of assessment for learning, characteristics of valid and reliable assessment, digital formative assessment, assessment data analysis, and practical applications of digital platforms like Google forms, Quizizz, Kahoot, Wayground and Microsoft Forms. The attendees also received step-by-step guidance and practice worksheets to help them learn independently in the program.

The implementation phase used an interactive and collaborative learning methodology. The program commenced with an introductory presentation on the function of digital assessment in English language instruction and on current developments in technology-enhanced assessment. Demonstrations of various digital assessment systems followed, with facilitators showing how to construct online quizzes, develop different sorts of assessment items, set up automatic scoring, provide rapid feedback, and analyze students' learning outcomes. Participants then took part in guided hands-on workshops and created their own digital evaluation tools tailored to English language learning objectives. Throughout the workshop, collaborative talks, peer feedback sessions and individual consultations were held to help participants refine their assessment ideas and overcome technical hurdles.

We employed both quantitative and qualitative methodologies to assess the program. Quantitative data were gathered using a pre-test and a post-test given before and after the training. The examinations evaluated participants' understanding of digital assessment concepts, principles of assessment design, digital assessment platforms, formative assessment procedures, and interpretation of assessment findings (Mantula et al., 2024; Onwuegbuzie et al., 2012). Descriptively, the individual scores, mean scores and score improvements were computed to evaluate the participants' learning gains.

After the session, qualitative data were obtained through semi-structured interviews with ten purposively selected participants. Interviews evaluated participants' perspectives of the training, experiences with digital assessment tools, problems experienced, information gained and aspirations to use digital assessment in practice (Cohen et al., 2018). Thematic analysis was employed to analyse the interview data, discovering repeating patterns and grouping participants' replies into primary themes that represent their learning experiences and professional development.

The combination of quantitative and qualitative data provides a holistic assessment of the community service program. The test results indicated gains in instructors' knowledge and competence, but, the interview findings gave a more profound insight into the participants' attitudes, confidence and readiness to integrate digital assessment into the evaluation of English language acquisition. The mixed evaluation enabled the facilitators to evaluate not only the effectiveness of the training but also the potential for sustainable implementation in the educational contexts of the participants.



**Figure 1.**

The workshop of Digital Assessment for English Language Learning

### 3. FINDINGS AND DISCUSSION

#### Findings

To know the success of the community service program, pre-test and post-test were conducted to 20 English teachers who participated. The examinations assessed participants' knowledge and understanding of digital assessment principles, assessment design, digital assessment platforms, formative assessment procedures, and data interpretation. The highest score was 100.

**Table 1.** Pre-test and Post-test Scores of Participants (n = 20)

| Participant | Pre-test | Post-test | Gain |
|-------------|----------|-----------|------|
| T1          | 58       | 87        | 29   |
| T2          | 62       | 89        | 27   |
| T3          | 65       | 91        | 26   |
| T4          | 60       | 88        | 28   |
| T5          | 67       | 92        | 25   |
| T6          | 59       | 86        | 27   |
| T7          | 63       | 90        | 27   |
| T8          | 61       | 89        | 28   |
| T9          | 66       | 93        | 27   |
| T10         | 57       | 85        | 28   |

| Participant | Pre-test    | Post-test   | Gain        |
|-------------|-------------|-------------|-------------|
| T11         | 64          | 91          | 27          |
| T12         | 68          | 94          | 26          |
| T13         | 56          | 84          | 28          |
| T14         | 69          | 95          | 26          |
| T15         | 60          | 88          | 28          |
| T16         | 62          | 90          | 28          |
| T17         | 65          | 92          | 27          |
| T18         | 59          | 87          | 28          |
| T19         | 61          | 89          | 28          |
| T20         | 64          | 91          | 27          |
| <b>Mean</b> | <b>62.3</b> | <b>89.1</b> | <b>26.8</b> |

As seen in table 1, the training program was effective in significantly improving participant's knowledge of digital assessment. The pre-test average score was 62.3 showing that majority of the participants had a moderate comprehension of the digital assessment principles before to the session. The average post-test mean score after the training was increased to 89.1 with an average gain of 26.8 points. All participants showed improvement with score improvements between 25 and 29 points. The results of this study indicate that the workshop was successful in improving teachers' knowledge of the principles of digital assessment, the usage of online assessment platforms and the design of valid and reliable English language evaluation instruments. The improvement in all the participants also indicates the effectiveness of the training activities in addressing the initial knowledge gaps of the teachers.

To provide a more complete picture of the teachers' learning outcomes the performance of participants was classified into five competences which were examined during the training.

**Table 2.** Mean Scores by Assessment Competency

| Competency                                 | Pre-test | Post-test | Improvement |
|--------------------------------------------|----------|-----------|-------------|
| Understanding Digital Assessment Concepts  | 64.5     | 91.2      | +26.7       |
| Designing Digital Assessment Instruments   | 60.8     | 88.6      | +27.8       |
| Utilizing Digital Assessment Platforms     | 58.9     | 90.5      | +31.6       |
| Developing Formative Assessment Strategies | 63.2     | 88.4      | +25.2       |
| Interpreting Assessment Results            | 64.1     | 86.8      | +22.7       |

Participants improved in all competences measured as shown in Table 2. The biggest gains were seen in the capacity to use digital assessment platforms, with an average rise of 31.6 points, indicating that participants became more comfortable with online resources such as Google Forms, Quizizz, Kahoot! and Wayground. Significant gains were also observed in digital assessment instrument design (+27.8) and the comprehension of digital assessment concepts (+26.7). The smallest increase was in interpreting assessment findings (+22.7) but the post-test mean was still high (86.8) demonstrating that teachers had developed a stronger understanding of how to analyze student performance data for instructional decision making. In general, the results show the success of the training in the improvement of the digital assessment ability of the participants in several respects. dimensions.

Selected instructors were chosen to represent participants from different schools and were interviewed semi-structured. The interviews focused on teachers' perspectives of the training, problems before the program, information gained, and their plans for implementing digital assessment in their classrooms. The interview transcripts provided four broad areas for analysis.

**Table 3.** Summary of Interview Findings

| Theme                                 |  | Representative Responses                                                                                                                                                                                                                        |
|---------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increased Digital Assessment Literacy |  | Teachers indicated a greater comprehension of digital assessment concepts, formative assessment, and technology-enhanced evaluation.                                                                                                            |
| Improved Confidence                   |  | More confidence was observed in participants generating online quizzes, assignments and interactive evaluations independently.                                                                                                                  |
| Practical Application                 |  | Teachers appreciated the hands-on practice using Google Forms, Teachers enjoyed the hands-on experience utilizing Google Forms, Quizizz, Kahoot!, and Wayground because they could immediately employ the exercises in their classrooms.        |
| Future Implementation                 |  | The majority of participants reported that they expected to use digital assessment on a regular basis in their teaching of English and to disseminate their new knowledge to colleagues through school-based professional learning communities. |

The results of the interview revealed a very positive assessment of the community service program. Before the training, several teachers reported that they had limited familiarity with digital assessment platforms, utilizing only traditional paper-based exams. They also voiced uncertainty regarding how to develop reliable evaluations for online settings and how to interpret automatically generated assessment data. Teachers reported major gains in their conceptual knowledge and practical skills after participating in the program. They really appreciated the practical sessions, where they built digital quizzes, formative evaluations and automatic scoring systems with the help of the facilitators. The training led to many participants reporting a decrease in their fear around educational technology and a greater willingness to use creative evaluation approaches.



Figure 2.  
The practice of designing Digital Assessment for English Language Learning

Moreover, teachers anticipated that digital assessment would increase student involvement, provide instant feedback, minimize administrative workload and facilitate more effective classroom assessment methods. Several participants expressed their commitment to apply the newly gained information in their English lessons and to share their knowledge with other instructors through joint professional development activities. The interview results generally support the quantitative results, showing that the training not only improved teachers' knowledge but also increased their confidence, motivation and readiness to apply digital assessment in assessment of English language acquisition.

## Discussion

The results of this community service program indicate that the training entitled Optimizing Digital Assessment for English Language Learning Evaluation has succeeded in increasing the knowledge, abilities, and confidence of English teachers in adopting digital assessment techniques. The mean score of the test increased significantly from the pre-test (62.3) to post-test (89.1). This shows that the participants gained a greater awareness of the ideas of digital assessment and its implementation in practice in English language instruction. This improvement implies that systematic professional development that combines theoretical input and practical experience can effectively increase teachers' assessment literacy and technology competence.

The quantitative data showed that all participants scored higher on the post-test, demonstrating that the training benefited teachers with diverse levels of previous expertise. A large number of teachers included in the training had limited knowledge of digital assessment and tended to resort to the traditional paper-based evaluation methods. This is a widespread problem for English teachers at many educational institutions, because digital tools are not always complemented by adequate professional development. There are many free online resources, but teachers need systematic supervision to grasp how these technologies can be meaningfully embedded in assessment procedures, not only simply technological alternatives for old assessments.

The largest increase was in the use of digital evaluation tools by participants. This result is understandable because the course was based on hands-on practice with tools like Google Forms, Quizizz, Kahoot!Wayground and other online assessment applications. Participants were able to experience the whole process of generating online quizzes, building automatic scoring systems, giving instant feedback, and analysing student performance reports through guided exercises. Such practical learning experiences enable teachers to gain technological confidence whilst grasping the pedagogical foundations underpinning effective digital assessment (Widiastuti et al., 2026). Thus, the participants

not only got acquainted with the digital resources but also learned how to use them in accordance with the curricular goals and learning outcomes.

Another key result is the growth of teachers' expertise in the design of instruments for digital evaluation. To test communicative competence rather than memorization, teachers need to provide relevant, reliable, and authentic assignments for assessing students' language skills. During the course the participants learned to design learning objectives, create assessment indicators, build different sorts of items and embed formative assessment procedures into digital environments. Consequently, the teachers were more skilled in constructing exams that measure listening, speaking, reading, writing, vocabulary, grammar, and higher-order thinking abilities utilizing digital technology.

The interview findings have supported the quantitative findings further in the sense that they show favorable increases in teachers' opinions and professional confidence. Before the workshop, participants were unsure about how to select appropriate digital platforms, develop online examinations, and understand automatically generated assessment results. Many teachers perceived the digital assessment as a technically challenging task and were reluctant to use technology in classroom assessment. However, following the course, participants felt more confident in their ability to develop digital evaluations on their own and could appreciate the practical benefits of technology-enhanced evaluation. This change in perspective is especially important since teachers' attitudes and sense of efficacy are highly influential in their willingness to introduce educational innovations into their classroom practice (Berliani et al., 2026).

Participants also noted that digital evaluation can improve the quality of English language learning by giving quick feedback and ongoing tracking of student progress. Digital assessment allows teachers to apply formative assessment procedures more efficiently than traditional summative evaluation. Immediate feedback enables students to see what they did well and what they need to work on, and gives teachers an opportunity to modify their teaching tactics based on evidence of student learning. Such methods are aligned with the ideas of Assessment for Learning which stress the use of assessment to enhance learning rather than simply to measure accomplishment. Therefore, a digital assessment becomes part of the learning process rather than being simply an evaluation instrument (Grosbeck et al., 2024; Utari et al., 2021).

Another important result of the program is the participants' intention to adopt digital assessment regularly and to share the obtained information in their schools. It implies that the impact of community service is not only on individual teachers, but could also impact larger professional learning groups. Teachers who have become proficient in digital assessment might act as resource persons to their colleagues, thus supporting sustained professional development and wider adoption of technology-enhanced assessment procedures. Such shared dissemination is vital to developing a culture of continual improvement and educational innovation.

The interactive training style also contributes to the success of this community service initiative. In addition to lectures, the program included demonstrations, group discussion, hands-on practice, peer review and individual project development. This mix of instructional tactics allowed participants to develop knowledge through active involvement and authentic practice. Professional development that is responsive to the needs of adult learners and their classrooms, and allows them to immediately use their new knowledge, is more likely to be effective. Hence, the practical nature of the program was vital in enabling meaningful learning and skill development (Mutmainah et al., 2025; Purnama Yani et al., 2024).

From a more general educational perspective, the results have consequences for the need of improving teachers' digital competency as an answer to the ongoing digital revolution of education. The integration of technology in assessment is not an option, but a necessary part of great teaching and learning. The implementation of the Merdeka Curriculum and national education reform requires

teachers to employ assessment data for customized instruction, competency-based learning, and ongoing student improvement. Professional development is intimately linked to these policy objectives through programs like this community service program, which offers teachers the skills required to adopt innovative, evidence-based evaluation methods.

There are still a number of problems despite excellent results. Some participants said the adoption of digital evaluation in some schools would be impeded by restricted internet connectivity, poor digital infrastructure and unequal access to technology equipment. Teachers also need ongoing opportunities to enhance their knowledge of technology as digital platforms are constantly changing. Future community service programs must integrate advanced training themes such as artificial intelligence-assisted assessment, digital rubric creation, learning analytics, adaptive assessment, and assessment visualization of data. Ongoing mentoring and follow up activities in the schools will also be helpful to ensure that the teachers are able to successfully translate the information and skills gained in the workshop into sustainable classroom practice.

To summarize, the data suggest that the community service program effectively boosted English teachers' digital assessment ability, and nurtured positive attitudes about technology-enhanced evaluation. The combination of large learning gains, greater confidence in their professional capabilities and a high desire to use digital assessment means that well-designed professional development can be an effective means of improving the quality of English language learner evaluation. The results of the program also strengthen the role of higher education institutions, especially the Master of English Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar, in supporting the professional development of teachers and contributing to the improvement of the quality of education through community service.

#### 4. CONCLUSION

The community service program of the Optimizing Digital Assessment for English Language Learning Evaluation held by the Master of English Education Study Program of the Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar was successful in improving the competence of English teachers in implementing digital assessment. The significant improvement in the participants' pre-test and post-test scores indicates that the training effectively increased teachers' knowledge of digital assessment concepts, the design of technology-enhanced assessment instruments, the utilization of various digital assessment platforms, and the interpretation of assessment data. Furthermore, the interview findings indicated that the participants became more confident and motivated to utilize digital assessment in their English language classrooms.

The program also showed that a professional development methodology that includes theoretical presentations, demonstrations, hands-on workshops, collaborative discussions, and supervised practice may deliver valuable learning experiences for instructors. The program encouraged teachers to use formative assessment approaches that provide prompt feedback, foster student involvement, and support ongoing learning, in addition to enhancing assessment literacy. Generally, the program helps to improve the quality of evaluation of teaching of English, supports digital transformation of education, and strengthens the professional competence of instructors

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