

Teachers' Ingenuity in Creating Digital Media for ELT

A TPACK-Based Examination in the Indonesian EFL Setting

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Abstract

Using a Technological Pedagogical Content Knowledge (TPACK) lens, this study investigates teachers' inventiveness in creating digital media for ELT in the Indonesian EFL environment. Purposively chosen in-service EFL teachers who were actively utilizing technology participated in a qualitative multiple-case research. Semi-structured interviews, repeated classroom observations of media implementation, and document/artifact analysis (e.g., lesson plans and digital outputs) were used to triangulate the data. TPACK domains were mapped using thematic analysis. Multimedia presentations, videos, learning management systems, and interactive applications for quizzes, debate, collaboration, and feedback were all included by teachers into lesson planning and classroom practice. Instead than creating completely new tools, creativity was most noticeable when current platforms and online resources were modified into contextually appropriate materials and activities. Time demands, disparities in student digital competence, unequal device access, connectivity issues, and deficiencies in technology-focused professional preparation were among the reported difficulties. In order to overcome these obstacles, educators prepared ahead of time, reused resources, made use of the technology that were available, and participated in peer support and training. Although they remained mostly adaptable, TPACK-informed teachers' inventiveness in digital media creation encouraged participation and interaction in Indonesian ELT. To enable more transformative TPACK enactment, infrastructure and professional development must be strengthened.

Keywords – Teacher's creativity, Design digital media, ELT

Introduction

English language Teaching (ELT) in Indonesia is under increasing pressure to adopt creative methods that include technology to improve learning results and student engagement in the digital age (Hakim, 2025). Particularly within the Technological Pedagogical Content Knowledge (TPACK) paradigm, teachers' inventiveness in creating digital media—such as interactive apps, multimedia presentations, and gamified platforms—is essential to connecting traditional pedagogy with contemporary resources (Arriyani et al., 2025).

Teachers are increasingly expected to create contextually appropriate digital media, despite the fact that Indonesian EFL classrooms frequently struggle with inadequate resources, a variety of learner demands, and a lack of digital infrastructure (Kalisa, 2025). TPACK, which highlights the interaction of content

knowledge (CK), pedagogical knowledge (PK), and technical knowledge (TK), offers a strong lens through which to examine how these teachers innovatively modify technologies such as Telegram bots or local apps for speaking exercises and vocabulary drills (Aisyah, 2021).

When educators rethink digital media beyond simple tool adoption—for example, by adapting open-source software for culturally sensitive ELT content—they are exhibiting creativity and developing critical thinking and teamwork skills. Research shows that although Indonesian EFL teachers are thought to be competent in TPACK, there are still gaps in their practical application, which emphasizes the necessity for training that fosters innovative design processes (Hakim, 2025).

By analyzing teachers' innovative TPACK methods, this analysis fills a research vacuum and provides insights for policy

and professional development in Indonesia's changing ELT context amid post-pandemic changes(Pratika et al., 2025). English language Teaching (ELT) in Indonesia is under increasing pressure to adopt creative methods that include technology to improve learning results and student engagement in the digital age(Hakim, 2025). Particularly within the Technological Pedagogical Content Knowledge (TPACK) paradigm, teachers' inventiveness in creating digital media—such as interactive apps, multimedia presentations, and gamified platforms—is essential to connecting traditional pedagogy with contemporary resources(Arriyani et al., 2025).

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post-pandemic changes(Pratika et al., 2025).

Methodology

Through a TPACK-based lens, this study uses a qualitative case study design to investigate teachers' creativity in creating digital media for English Language Teaching (ELT) in the Indonesian EFL environment. Rich, contextual insights into actual practices among chosen teachers are made possible by this method(Education et al., 2024).

This investigation is best served by a multiple-case study approach that focuses on three to five Indonesian EFL teachers from various contexts, such as rural madrasas and urban Jakarta high schools. In line with TPACK's complex intersections of technology, pedagogy, and content, it prioritizes in-depth examination of restricted phenomena—teachers' creative processes—over broad generalization(Firli et al., 2025). Purposive sampling focuses on seasoned in-service EFL instructors who are actively creating digital content, like Canva infographics or Quizizz modules, and whose high levels of creativity and TPACK self-efficacy were confirmed through preliminary surveys. During the 2026 academic year, data is collected in real Indonesian EFL classrooms to document post-Merdeka Curriculum modifications. Long-term involvement, detailed descriptions, and audit trails all increase trustworthiness (ICT-INTEGRATED EFL TEACHING AND LEARNING PROCESSES: TPACK IMPLEMENTATIONS AND, 2025). Informed permission, anonymity (pseudonyms), and IRB approval from an Indonesian university are examples of ethical procedures that accommodate cultural sensitivities in EFL research(Sandy et al., 2023). Semi-structured interviews (45–60 minutes each) on design justifications, three sessions of classroom observations of media deployment per teacher, and

document analysis of artifacts such as lesson plans or bespoke apps are all part of the triangulation process. Verbatim capture is ensured by audio recordings and field notes, and correctness is verified by members. The six steps of Braun and Clarke's methodology—familiarization, coding, theme production, review, definition, and reporting—are followed in thematic analysis. These steps are then cross-mapped to TPACK domains, such as TPK creativity in gamified speaking activities. NVivo software facilitates coding and ensures inter-coder dependability through peer evaluation.(Education et al., 2024).

Result and Discussion

1. English Teachers Incorporate Technology in Their Lesson Plans and Classroom Activities

The observation and analysis documents using lesson plans results show that the majority of teachers use projectors and computers in learning to display teaching materials. Teachers also use mobile phones to support student interaction. Teachers use various learning applications such as Google, E class to distribute materials, formative evaluation, and YouTube to support students' understanding through educational videos. Multimedia such as learning videos, and interactive presentations are used to enhance the attractiveness of learning. Teachers tend to use resources from the internet to provide variety in their teaching methods. Technology is used to increase student participation through interactive quizzes and online discussions. Teachers observe that students are more enthusiastic when technology is utilized in learning. Teachers use other LMS platforms to provide online exercises and tests. Some teachers also use the comment feature on digital documents to provide direct feedback to students.

E-Class at SMK Islamic Center Baiturrahman is one of the innovative implementations of technology-based

learning. In this system, teachers utilize the Learning Management System (LMS) to manage learning materials, assignments, and evaluations online. Students can access the materials anytime and anywhere, increasing flexibility in learning.

In addition, using interactive applications such as Kahoot and Google Classroom helps increase student engagement. Teachers also utilized learning videos from various sources to explain English concepts more interestingly. Challenges faced in this implementation include limited access to devices for some students as well as the need for further training for teachers in optimizing the use of technology.

Observations and lesson plans show that technology has become an important part of English language learning. Teachers use technology-based tools and strategies to improve teaching effectiveness and student engagement. However, challenges such as limited access to devices and lack of technology training for teachers are still obstacles that need to be overcome.

Based on the observation checklist, lesson planning and preparation have accommodated the use of technology well. Teachers have included technology in lesson plans to support learning activities during class. Lesson plans not only include technology but also explain its use clearly and mention the type of technology used explicitly such as the use of certain applications and software such as laptops and cellphones. This shows readiness to integrate technology into the learning process.

The classroom environment has been well-designed to support the integration of technology into learning. The availability of devices and internet for all students has the necessary access such as mobile phones, and adequate internet connection. Meanwhile, the classroom layout is designed to support the effective use of technology and enable interaction and access to learning more easily. This creates

conditions conducive to technology-based learning.

Teachers' teaching methods ensure that technology is used appropriately by students in the learning process and teachers provide guidance where necessary to ensure the effective use of technology. Teachers not only validate its use but also utilize technology as a medium of material delivery as well as an interactive tool to increase student engagement. This shows that technology is used effectively to support more dynamic and interesting learning.

Student engagement in technology-based learning is very good. Students not only use technology actively but also utilize it for group work through digital collaboration tools. Students use digital platforms such as Google Workspace (Docs, Slides, Classroom) or E-Class to work together on group tasks, share ideas, and complete projects collaboratively. In addition, teachers actively encourage students to ask questions if they have difficulties or want to understand more about the use of technology in learning. This helps students be more confident in operating the technology used. They are encouraged to ask questions, which creates an interactive and supportive learning environment.

Technology has been effectively applied in the assessment and feedback process. The use of online quizzes allows teachers to evaluate student understanding quickly. Technology is utilized iteratively in the assessment process to ensure students understand the material better through various digital evaluation methods, while students' reflection on the use of technology helps to increase their awareness of the learning process. This integration supports more interactive and data-driven learning.

Teachers show good adaptability in the use of technology, ensuring that every student gets an optimal learning experience. During learning, technical assistance is available from teachers, assistants, or other

resources to ensure the smooth use of technology and overcome possible obstacles. The technical support available allows learning to run smoothly. Teachers allow students to explore the various features of the technology used in learning. This encourages students' independence in understanding and utilizing technology more widely. The encouragement to explore technology helps students become more independent and confident in using it.

The lesson closure process has included reflection on the use of technology and evaluation of its effectiveness. Teachers close the lesson by summarizing how the technology has been used during the learning session, highlighting key aspects that support students' understanding. And evaluating the extent to which the technology helped in achieving the learning objectives and identifying both successes and obstacles encountered during the learning process. However, there is no discussion on the development or integration of technology for future learning. This could be an opportunity to improve technology utilization more strategically in future learning.

2. Strategies do English Teachers Employ to overcome these challenges

- Responden teaching experience and background

Name: Rizka Ari Damayanti, M.Pd

Academic Degree: Master of Education (M.Pd)

Interpretation:

The respondent has a higher education background, demonstrating academic and professional competence in teaching. With a Master of Education degree, the respondent is likely to have an in-depth understanding of educational theory and practice and a more innovative pedagogical approach. The respondent stated that he has been teaching for approximately 17 years since 2008. This indicates a long experience in education, which can provide deep insights into the development of teaching methods,

challenges faced, and adaptation to curriculum changes and educational technology.

- Define technology integration in the context of your English language teaching

Based on the interview with Mrs. Rizka Ari Damayanti, M.Pd. technology integration in the context of English language teaching is defined as interactively incorporating technology with teaching methods. Respondents highlighted that technology can be used to enhance the learning experience through various language learning applications and online platforms.

This utilization of technology indicates an attempt to accommodate the need for more flexible and engaging learning for learners. The use of language learning apps allows for more dynamic interactions, while online learning platforms provide wider access to teaching materials and interactive activities.

From this answer, it can be concluded that technology integration does not only focus on the use of digital tools but also on how they are used effectively in supporting more innovative and interactive teaching methods.

- Types of technology commonly used in classrooms

Based on interviews with respondents, there are different types of technologies used in English language teaching. In general, these technologies can be categorized into six main groups:

1. Hardware

Respondents mentioned the use of hardware such as projectors, computers, tablets, and audio devices to support the learning process in the classroom. These technologies help in displaying teaching materials in a more visual and interactive manner.

2. Applications and Software

In supporting teaching, respondents use PowerPoint, Google Slides, and learning applications such as Kahoot and Quizizz to

make materials more interesting and interactive for students.

3. Digital Resources

Technology is also utilized in the form of learning videos from YouTube, podcasts, and e-books, which provide a variety of teaching materials and allow students to access information from various sources.

4. Online Learning Platforms

Respondents use Google Classroom, Moodle, and Zoom as media to manage online classes, both in giving assignments, conducting discussions, and holding virtual meetings.

5. Technology-based Evaluation Tools

To measure student understanding, online exam applications such as Socrative and Edmodo are used, which allow for efficient and automated assessment.

6. Specialized Technology for Language Teaching

Respondents also utilize specialized applications for language teaching, such as Duolingo and Grammarly for language skills practice, as well as voice recording tools to help students practice pronunciation and speaking skills.

The interview results show that the use of technology in English teaching is very diverse and covers various aspects, from material delivery, and classroom interaction, to learning evaluation. By utilizing these various technologies, English teaching can become more dynamic, interesting, and effective for students.

- Challenges faced in integrating technology into teaching

The interview results show that although technology can improve learning effectiveness, time constraints are a major obstacle for educators. Therefore, strategies are needed that can help reduce teachers' workload, such as technology efficiency training or the provision of ready-to-use digital-based teaching materials.

- Teacher addressed these challenges

The interview results show that efficient time management is the main solution to overcoming the challenges of technology integration in teaching. Teachers can more easily integrate technology by preparing early and reusing existing materials without being burdened by time constraints.

- The use of technology has changed teaching practices

Based on the interviews, respondents revealed that the use of technology has brought various changes in teaching practices, both in improving learning effectiveness and presenting new challenges.

1. Improving Teaching Interactivity

Technology helps create more engaging and participatory learning through interactive quiz applications, digital simulations, and game-based learning tools. This increases student engagement in the learning process.

2. Ease Access to Learning Resources

Teachers can easily access and share videos, e-books, and online materials that enrich students' learning experiences without being limited to physical textbooks.

3. Saving Time in the Learning Process

Technology enables the automation of administrative tasks, such as assignments and grading, so teachers can focus more on interacting with students.

4. Improves Personalization of Learning

With adaptive learning platforms, teachers can tailor materials according to each student's needs and abilities, making learning more effective.

5. Encourage Collaborative Learning

Technology supports student cooperation through discussion forums and online group projects, which strengthens their communication and collaboration skills.

6. Streamlines Student Evaluation

Online testing applications and assessment tools speed up the evaluation process and provide faster feedback to students.

7. Presents New Challenges

While beneficial, technology also presents challenges such as managing students' use of technology and dealing with technical constraints, which require strategic solutions so as not to disrupt learning.

Technology has transformed teaching practices by increasing interactivity, accessibility, efficiency, and personalization of learning, but it also presents challenges that need to be managed well.

- Impact of Technology on Student Learning

Based on the interviews, respondents revealed that the use of technology in learning has various positive impacts on students, especially in improving learning engagement, understanding, and independence.

1. Increasing Learning Motivation

Technology makes learning more interesting and interactive, for example with the use of educational apps, game-based quizzes, and digital simulations that make students more enthusiastic in learning.

2. Easier Access to Learning Materials

Students can access various digital resources, learning videos, and practice applications anytime and anywhere, so they are not limited by time and place.

3. Improving Critical Thinking Skills

With technology, students can explore information, analyze data, and solve problems independently, for example through project-based learning platforms or online research.

4. Supports Collaboration Between Students

Online platforms such as Google Classroom or discussion forums help students work together on group assignments and share ideas, thus

improving communication skills and teamwork.

5. **Improve Student Understanding**
Technology provides visual, audio, and multimedia materials that make it easier for students to understand complex concepts, especially for those with different learning styles.

The use of technology in learning provides many benefits for students, from increasing motivation, accessibility, critical thinking, collaboration, and concept understanding, to learning independence, making it an invaluable tool in the world of modern education.

- **Professional Development Opportunities in Enhancing Technology Skills**

Based on the interviews, respondents revealed that they have participated in various professional development opportunities to improve their technology skills in teaching.

1. **Participating in Technology Training or Workshops**

Respondents actively participated in training or workshops organized by schools, educational institutions, or external parties to understand and master the latest technology in learning.

2. **Self-learning**

Many teachers also develop their technology skills by watching video tutorials, reading articles, or following online guides, allowing them to learn at their own pace and at a flexible time.

3. **Collaborate with Colleagues**

Sharing experiences and learning together in a work environment helps teachers understand how to use technology more effectively in teaching.

4. **Leveraging Technology Certification Programs**

Some respondents joined certification programs such as Google Certified Educator or Microsoft Educator, which provide official recognition of their skills in technology integration in the classroom.

5. **Utilizing Mentoring Opportunities**

Teachers also improve their technology skills by seeking mentorship from colleagues or technology experts, so they can learn from first-hand experience and get practical solutions to challenges they face.

To improve their technology skills, teachers take advantage of various professional development opportunities, whether through formal training, self-learning, collaboration, certification, or mentoring, so as to optimize the use of technology in learning.

- **Future Plans for Integrating Technology in Teaching**

Based on the interviews, respondents revealed various plans to further integrate technology into their teaching. Here are some of the main focuses planned:

1. **Increasing the Use of Existing Technology Tools**

Respondents plan to make more use of the features of the apps or devices already in use, such as deepening the utilization of functions within Google Classroom, Zoom, or educational quiz apps.

2. **Trying New Technologies**

Some respondents are interested in experimenting with new technologies such as virtual reality (VR), augmented reality (AR), and AI-based learning tools to create more immersive and interactive learning experiences.

3. **Developing Digital Learning Materials**

Teachers plan to develop digital learning materials, including interactive modules, learning videos, and online quizzes to increase student engagement and enrich the learning experience.

4. **Fully Integrating Online Learning Platforms**

Some respondents plan to fully utilize a Learning Management System (LMS), such as Moodle or Google Classroom, to manage all classroom activities, including materials, assignments, and evaluations.

5. **Encouraging Student Collaboration with Technology**

Using technology for online-based group projects or virtual discussion forums is one of the planned ways to encourage collaboration between students, which can improve their social and communication skills.

6. Tailoring Technology to Student Needs

Respondents also plan to tailor technology to student needs, such as using specialized apps to help students with learning difficulties or providing materials that are easier to understand.

7. Expanding Technology-Based Evaluation

Teachers plan to expand technology-based evaluation, such as using assessment automation tools and learning analytics to provide faster and more in-depth feedback on student progress.

Plans for further technology integration include utilizing existing technologies, experimenting with new technologies, and developing technology-based materials and evaluations. All of these aim to enhance student learning experiences, encourage collaboration, and improve teaching efficiency.

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Teachers distribute information, administer formative tests, and use instructional videos to improve students' understanding by utilizing a variety of learning technologies, including Google, E-Class, and YouTube. investigation by(Muslem et al., 2024). Demonstrates how Google Classroom and related tools help students become more adept at managing their education on their own while encouraging teamwork. Similarly, research that indicates multimedia tools promote deeper comprehension is consistent with YouTube's function in offering visual learning experiences(Ain, 2020).

To improve student engagement, multimedia resources like interactive presentations and instructional videos are utilized. This result is consistent with earlier research showing that using multimedia in the classroom enhances student engagement and learning(Neo & Neo, 2009). Additionally, using digital forums and online tests for discussions is consistent with studies by(Sung et al., 2016), which discovered that interactive technology creates a more stimulating learning environment, encouraging motivation and active engagement.

SMK Islamic Center Baiturrahman's E-Class platform is a creative example of technology-based education. Teachers can effectively organize lesson content, assignments, and assessments with the help of the Learning Management System (LMS). According to earlier studies, LMS platforms improve learning's flexibility and accessibility(Al-furaih & Al-awidi, 2022). Additionally, the incorporation of Google Classroom and Kahoot is in line with research by(Sung et al., 2016). Who observed that interactive digital tools and gamification enhance student performance and engagement.

Teachers still have to deal with issues like restricted device access and the requirement for extra training to make the most of technology use, despite the advantages. Research conducted

by(Ertmer & Ottenbreit-leftwich, 2014) and (Almerich et al., 2016) Affirm that effective technology integration depends heavily on teachers' technological competence. These obstacles demonstrate the need for professional development courses to give educators the digital skills they need.

According to observations, classrooms are set up to facilitate technology integration by providing sufficient access to gadgets and internet connectivity research by (Tondeur et al., 2016). Highlights how crucial a well-equipped classroom is to creating successful digital learning opportunities. Students can engage with instructional materials and engage in technology-driven activities with ease because of the thoughtful placement of technology.

Teachers employ a variety of tactics to guarantee that technology is used in the classroom effectively. Utilizing digital collaboration tools like Google Workspace encourages students to work as a team and supports group projects. This conclusion is backed up by research by (Hew & Lo, 2018), which emphasizes how digital cooperation improves students' communication and critical thinking abilities. Additionally, educators foster an interactive learning environment that increases students' confidence and technological competence by encouraging their questions.

Teachers can assess pupils more effectively when they incorporate technology into the assessment and feedback procedures. Digital assessments and online tests offer instant feedback, which enhances learning results(Nicol et al., n.d.)The usage of digital comments on student assignments further supports studies showing that prompt, technology-mediated feedback improves student performance and comprehension(Shute, 2014).

By using technology in a flexible way, teachers make sure that students have the best possible learning experiences.

According to earlier studies showing that institutional support is essential for the successful adoption of educational technology, the availability of technical help further promotes seamless technology integration(Technology, 2012). Students' digital literacy and tool confidence are increased when they are encouraged to experiment with technology on their own. Reflections on the use of technology are included in the lesson closing, along with a summary of important elements and an assessment of how well it meets learning goals. On the other hand, future developments in technology integration are not discussed much research by(Frank, 2016). Implies that more effective teaching methods may result from ongoing assessment and technological innovation. Educators should be encouraged to investigate new technologies and create long-term digital learning plans to further improve educational outcomes.

The use of technology in English language instruction at SMK Islamic Center Baiturrahman has greatly improved student engagement and instructional efficacy. However, issues like restricted device access and the requirement for additional teacher training continue to be problems that must be resolved. Future studies should examine methods for getting beyond these obstacles and making the most of technology in English language instruction. Teachers may provide their students more effective and engaging learning experiences by consistently enhancing their technological integration.

2. Strategies do English Teachers Employ to overcome these challenges

There are benefits and drawbacks to incorporating technology into English language instruction. Technology integration is more than just employing digital tools it's also about using them to promote creative and engaging teaching approaches, according to an interview with Mrs. RAD, M.Pd. This chapter examines, with the help of pertinent prior research,

the methods used by English teachers to get beyond obstacles relating to the use of technology in the classroom.

Teachers' lack of technical expertise is one of the biggest obstacles to technology integration. Teachers take part in workshops and training programs to increase their technological competence to address this research by (Tondeur et al., 2016). Indicates that for teachers to successfully integrate technology into their lessons, ongoing professional development is crucial. Peer mentorship is another program that schools offer, whereby seasoned educators assist others in gaining digital skills.

To improve classroom interaction, teachers use most of the hardware that is already available, such as projectors, PCs, and tablets research by (Foon & Thomas, 2007). Suggests that making judicious use of the resources at hand might assist in alleviating problems associated with restricted access to technology. In situations where institutional resources are inadequate, teachers also utilize students' personal mobile devices to enhance learning activities.

Teachers select programs that are accessible and user-friendly to streamline the integration of technology. The utilization of Google Slides, Kahoot, Quizizz, and PowerPoint to enhance interactive learning was emphasized by the respondents' research by (Sung et al., 2016). Suggests using gamified learning platforms, such as Kahoot, to boost student engagement and motivation.

To accommodate various learning styles, educators utilize digital resources including e-books, podcasts, and YouTube videos. This is in line with (Mayer, 2020). Combining verbal and visual materials improves student learning, according to the cognitive theory of multimedia learning. Online tools such as Google Classroom and Moodle also aid in efficiently managing educational resources.

Teachers use online quiz platforms like Socrative and Edmodo, which track student progress and offer immediate feedback, to enhance student assessment. (Shute, 2014). Claims that by using technology for formative assessment, teachers may improve learning results by tailoring their lessons based on real-time data. Students are encouraged by their teachers to freely experiment with language-learning programs such as Grammarly and Duolingo research by (Lai & Mingyue, 2019). Highlights how encouraging student autonomy in technologically enhanced settings improves critical thinking and language acquisition. Additionally, voice recording tools are used to assist students in the self-directed practice of speaking and pronunciation.

Incorporating technology is still significantly hampered by limited internet access. Teachers provide tools for offline learning and let students download them for later use in order to address this according to (Warschauer, 2004). All students can benefit from equal learning opportunities through blended learning methodologies that integrate online and offline activities.

English teachers use a variety of tactics to get past obstacles in integrating technology, such as professional development, making the most of the resources at their disposal, choosing applications that are easy to use, utilizing digital resources, improving assessments, encouraging student autonomy, and resolving accessibility concerns. These tactics guarantee that technology is utilized efficiently to facilitate dynamic and captivating educational experiences. To optimize the advantages of technology in teaching English, future studies should examine how these tactics might be improved.

According to the results of the interviews, teachers have time limits when creating and delivering digital classes, even though technology increases the effectiveness of

learning(Inan & Lowther, 2014). Implies that teachers' use of technology is limited by a lack of time for training and lesson planning. Different student levels of digital literacy, restricted access to digital resources, and a lack of training are further difficulties.

In summary, even though the use of technology in English language instruction has shown promise, continued advancements in digital resource creation, teacher preparation, and infrastructure are necessary to get over current obstacles and maximize technology integration. Teachers may further improve the quality of English language instruction and give students a more effective, engaging, and future-focused learning experience by embracing novel solutions and constantly improving technological tactics.

Conclusions

In the context of Indonesian EFL, this study investigated instructors' inventiveness in creating digital materials for ELT within the TPACK framework. The results show that in order to improve student engagement, interactivity, and learning outcomes, teachers have used a variety of digital technologies—such as Learning Management Systems (LMS), interactive applications, and multimedia resources—into their teaching techniques. Teachers are not only technology consumers but also active creators of digital learning experiences, as seen by this integration, which represents the dynamic interaction of pedagogical, technological, and content expertise.

From a creative standpoint, educators showed inventiveness by transforming pre-existing resources (such Google Classroom, Kahoot, and YouTube) into learning materials with contextual significance. Their ability to adapt traditional textbooks into interactive, multimodal resources that aid in students' language development is very impressive. However, as most educators rely on changing existing platforms rather than creating whole new digital media, this

innovation tends to be adaptable rather than transformative.

Notwithstanding these beneficial practices, a number of issues still exist, such as restricted device access, inconsistent student digital literacy, time limits, and inadequate professional training. The depth of TPACK implementation is impacted by these obstacles, especially in the area of technological knowledge (TK). Teachers use a variety of tactics to deal with these issues, including taking part in professional development programs, making the most of the resources at their disposal, implementing time management techniques, and promoting student autonomy when utilizing digital technologies.

The study also emphasizes the strong correlation between instructors' TPACK competency and their creativity in digital media design. Teachers who are better at integrating their pedagogical and technology expertise typically create more effective and captivating digital learning resources. The results, however, show a disconnect between theoretical knowledge of TPACK and its actual application, indicating the need for more specialized training programs that prioritize creative digital design above technical proficiency. In conclusion, even though Indonesian EFL teachers have made encouraging attempts to creatively integrate technology, they still need to develop their potential for more inventive and transformative methods. Therefore, it is advised that educational institutions and legislators encourage teachers' collaborative learning communities, enhance digital infrastructure, and offer ongoing professional development. Future studies should use broader contexts and mixed-method techniques to further explore the connection between instructors' creativity, TPACK development, and student learning results..

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