

EXPLORING STUDENTS' ACCEPTANCE OF DIGITALIZATION IN VOCATIONAL SCHOOL ENGLISH LEARNING

Rendra Aji Putra¹, Wiyaka², Dias Andris Susanto³

¹²³Universitas Persatuan Guru Republik Indonesia Semarang, Indonesia

¹rendra.ajiputra87@gmail.com, ²wiyaka@upgris.ac.id, ³diasandris@upgris.ac.id

ABSTRACT

The rapid development of digital technology has transformed English language learning by providing various opportunities for students to access learning resources, interact with digital platforms, and develop language skills. However, successful digital integration depends not only on technological availability but also on students' acceptance and willingness to use digital technologies. This study aimed to investigate vocational high school students' acceptance of digitalization in English language learning based on the Technology Acceptance Model (TAM), focusing on Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). This study employed an explanatory sequential mixed-methods design. Quantitative data were collected through a close-ended questionnaire administered to nineteen vocational high school students, while qualitative data were obtained through open-ended questionnaires and semi-structured interviews with selected participants. The data were analyzed using descriptive statistics and thematic analysis based on the TAM framework. The findings revealed that students demonstrated a high level of acceptance toward digitalization in English learning. The results showed that Perceived Usefulness obtained an overall mean score of 3.86, indicating that students considered digital technologies beneficial for improving English skills, accessing learning materials, increasing engagement, and supporting task completion. Meanwhile, Perceived Ease of Use achieved an overall mean score of 3.70, suggesting that students perceived digital technologies as easy to operate despite several technical challenges. The study concludes that students' acceptance of digitalization is strongly influenced by their perceptions of usefulness and ease of use. The findings provide practical implications for English teachers and schools in designing accessible and effective digital learning environments.

Keywords: digitalization; English language learning; Technology Acceptance Model; perceived usefulness; perceived ease of use; vocational high school students

ABSTRAK

Perkembangan teknologi digital yang pesat telah mengubah pembelajaran bahasa Inggris dengan menyediakan berbagai peluang bagi siswa untuk mengakses sumber belajar, berinteraksi melalui berbagai platform digital, dan mengembangkan keterampilan berbahasa. Namun, keberhasilan integrasi teknologi digital tidak hanya bergantung pada ketersediaan teknologi, tetapi juga pada penerimaan dan kemauan siswa dalam menggunakan teknologi tersebut. Penelitian ini bertujuan untuk mengkaji penerimaan siswa sekolah menengah kejuruan terhadap digitalisasi dalam pembelajaran bahasa Inggris berdasarkan Technology Acceptance Model (TAM), dengan fokus pada aspek Perceived Usefulness (PU) dan Perceived Ease of Use (PEOU). Penelitian ini menggunakan desain explanatory sequential mixed-methods. Data kuantitatif dikumpulkan melalui kuesioner tertutup yang diberikan kepada sembilan belas siswa sekolah menengah kejuruan, sedangkan data kualitatif diperoleh melalui kuesioner terbuka dan wawancara semi-terstruktur dengan beberapa peserta yang dipilih. Data dianalisis menggunakan statistik deskriptif dan analisis tematik berdasarkan kerangka Technology Acceptance Model. Hasil penelitian menunjukkan bahwa siswa memiliki tingkat penerimaan yang tinggi terhadap digitalisasi dalam pembelajaran bahasa Inggris. Aspek Perceived Usefulness memperoleh nilai rata-rata keseluruhan sebesar 3,86, yang menunjukkan bahwa siswa menganggap teknologi digital bermanfaat dalam meningkatkan kemampuan bahasa Inggris, menyediakan akses terhadap sumber belajar, meningkatkan keterlibatan belajar, dan membantu penyelesaian tugas. Sementara itu, aspek Perceived Ease of Use memperoleh nilai rata-rata sebesar 3,70, yang menunjukkan bahwa siswa menganggap teknologi digital relatif mudah digunakan meskipun masih terdapat beberapa kendala teknis. Penelitian ini menyimpulkan bahwa penerimaan siswa terhadap digitalisasi dipengaruhi secara kuat oleh persepsi mereka mengenai manfaat dan kemudahan penggunaan teknologi. Temuan penelitian ini memberikan implikasi praktis bagi guru bahasa Inggris dan sekolah dalam mengembangkan lingkungan pembelajaran digital yang efektif, mudah diakses, dan sesuai dengan kebutuhan siswa.

Kata kunci: digitalisasi; pembelajaran bahasa Inggris; Technology Acceptance Model; perceived usefulness; perceived ease of use; siswa sekolah menengah kejuruan

A. Introduction

The rapid advancement of digital technology has fundamentally transformed various aspects of human

life, including education (Rozo-García & Ramírez-Montoya, 2026; Haleem et al., 2022). The integration of digital technologies into educational

practices has shifted conventional teacher-centred instruction toward more flexible, interactive, and student-centred learning environments. This transformation enables students to access learning resources anytime and anywhere, collaborate with peers through digital platforms, and actively participate in constructing knowledge using various technological tools (Bond et al., 2021; UNESCO, 2023). Consequently, digitalization has become an essential component of contemporary education, requiring educational institutions to adapt teaching practices that support students' learning needs in the digital era.

Digitalization in education refers to the integration of digital technologies into educational systems, instructional practices, and learning activities to improve learning efficiency, accessibility, communication, and knowledge construction (Bloomberg, 2018; Verhoef et al., 2021). Rather than merely replacing traditional learning media, digitalization reshapes the way teachers deliver instruction and how students interact with learning content. Learning Management Systems (LMS), educational applications,

video-sharing platforms, online assessment systems, and digital communication tools have become increasingly important in supporting teaching and learning processes across educational levels (Alobaid, 2020). These technologies not only facilitate access to educational resources but also encourage active learning, independent study, and collaborative learning experiences.

In English language education, digitalization has created broader opportunities for learners to develop their language competence through authentic, interactive, and technology-enhanced learning experiences. Students can access authentic English materials, communicate with native and non-native speakers, practice language skills using artificial intelligence applications, and receive immediate feedback through various digital learning platforms (Golonka et al., 2014; Alobaid, 2020). Such opportunities enable learners to improve vocabulary acquisition, grammatical competence, pronunciation, listening comprehension, reading skills, and writing proficiency beyond the limitations of conventional classroom instruction. Consequently, digital

technology has become an indispensable element in English language learning, particularly in preparing learners to meet the communication demands of the twenty-first century. The phenomenon of exploring students' acceptance of digitalization in vocational school English learning reflects how vocational high school students adopt, evaluate, and interact with various digital learning technologies, including mobile applications, online learning platforms, video-sharing media, artificial intelligence tools, and interactive educational software to support English language learning. As vocational education is designed to prepare students for technology-driven workplaces, digital competence has become one of the essential competencies that students are expected to develop alongside language proficiency. Therefore, understanding students' acceptance of digitalization is important because successful technology integration is influenced not only by the availability of digital facilities but also by students' willingness to use, accept, and benefit from those technologies during the learning process.

Previous studies have consistently reported positive impacts of digital technology on English language learning. Sunjayanto Masykuri and Basuki (2022) found that digital media positively influenced students' motivation, learning engagement, and access to educational resources. Their findings demonstrated that students perceived digital technologies as valuable learning tools that facilitated English learning and improved communication skills. Similarly, Waziana et al. (2024) investigated students' perceptions of artificial intelligence chatbots in English as a Foreign Language (EFL) writing and revealed that applications such as ChatGPT, Gemini, Perplexity, and Bing Chat significantly supported vocabulary development, grammatical accuracy, and writing proficiency. The participants also perceived AI-powered chatbots as useful, supportive, and easy-to-use learning tools. Furthermore, Majid et al. (2025) reported that Indonesian secondary school students expressed favourable perceptions toward digital learning platforms such as Google Classroom, Quizizz, YouTube, and Wordwall. These digital platforms increased students' engagement, motivation,

and comprehension during English learning despite several challenges related to internet connectivity and technological infrastructure.

Although previous studies have provided valuable evidence regarding students' perceptions, learning motivation, learning outcomes, and the effectiveness of various digital learning media, limited attention has been devoted to investigating students' acceptance of digitalization from the perspective of technology acceptance. Most existing studies primarily examine whether digital technologies improve learning experiences without comprehensively explaining why students are willing to adopt and continuously use those technologies. In particular, empirical evidence concerning vocational high school students' acceptance of digitalization in English language learning remains limited, especially when examined through the theoretical framework of technology acceptance. This limitation indicates the need for further investigation into the factors influencing students' acceptance of digital technologies within vocational education contexts.

To address this research gap, the present study adopts the

Technology Acceptance Model (TAM) proposed by Davis (1989) as its theoretical foundation. TAM is one of the most influential models for explaining users' acceptance of information technology and proposes that technology acceptance is primarily determined by two key constructs: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Perceived Usefulness refers to an individual's belief that using a particular technology enhances learning performance, whereas Perceived Ease of Use refers to the degree to which an individual believes that technology can be used with minimal effort (Davis, 1989). These two constructs influence users' attitudes toward technology and subsequently determine their behavioural intention to adopt and continue using technological innovations in educational settings (Davis & Viswanath, 2000).

The novelty of this study lies in its focus on vocational high school students' acceptance of digitalization in English language learning through the Technology Acceptance Model using an explanatory sequential mixed-methods design. Unlike previous studies that primarily

examined students' perceptions, learning motivation, or the effectiveness of digital learning media, this study integrates quantitative and qualitative evidence to obtain a comprehensive understanding of how vocational students evaluate the usefulness and ease of using digital technologies in English learning. The integration of closed-ended questionnaires, open-ended questionnaires, and semi-structured interviews enables a more comprehensive explanation of students' acceptance of digitalization from both statistical and experiential perspectives.

Accordingly, this study aims to explore vocational high school students' acceptance of digitalization in English language learning by examining the dimensions of Perceived Usefulness and Perceived Ease of Use within the Technology Acceptance Model framework. Through an explanatory sequential mixed-methods approach, the study seeks to provide empirical evidence regarding students' experiences, perceptions, and acceptance of digital technologies in English instruction.

The findings of this study are expected to contribute both theoretically and practically. Theoretically, the study enriches the growing body of knowledge concerning technology acceptance in English language education, particularly within vocational education contexts. Practically, the findings are expected to provide useful insights for English teachers, school administrators, curriculum developers, and educational policymakers in designing and implementing effective digital learning environments that enhance students' engagement, acceptance, and learning experiences in English language education.

B. Method

This study employed an explanatory sequential mixed-methods design to investigate vocational high school students' acceptance of digitalization in English language learning. According to Creswell and Clark (2017), mixed-methods research integrates quantitative and qualitative approaches within a single study to provide a more comprehensive understanding of a research problem than either approach alone.

Specifically, the explanatory sequential design begins with the collection and analysis of quantitative data, followed by qualitative data collection to explain, validate, and enrich the quantitative findings.

In the present study, quantitative data were first collected through a close-ended questionnaire based on the Technology Acceptance Model (TAM). Subsequently, qualitative data were obtained through an open-ended questionnaire and semi-structured interviews to gain a deeper understanding of students' perceptions, experiences, and acceptance of digitalization in English language learning. The integration of quantitative and qualitative findings enabled the researcher to obtain comprehensive evidence regarding students' acceptance of digital technologies from both statistical and experiential perspectives.

This study was conducted at SMK Miftahul Qulub Demak, a vocational high school located in Central Java, Indonesia. The participants consisted of students from Grades X and XI who had experienced English language learning activities involving digital technologies.

Purposive sampling was employed to select participants who possessed relevant learning experiences. Yin (2018) explains that purposive sampling allows researchers to deliberately select participants who can provide rich and meaningful information related to the research objectives. Accordingly, only students who had previously used digital technologies during English language learning were included in the study.

A total of 19 students participated in this research, comprising 8 Grade X students and 9 Grade XI students. These participants were considered capable of providing relevant information regarding their experiences, perceptions, and acceptance of digitalization in English language learning.

Three research instruments were employed to collect the data: a close-ended questionnaire, an open-ended questionnaire, and semi-structured interviews.

The close-ended questionnaire served as the primary quantitative instrument and was developed based on the Technology Acceptance Model (TAM) proposed by Davis (1989). The questionnaire consisted of fifteen

items measuring two principal constructs of TAM, namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Each item was rated using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire was designed to examine students' acceptance of digitalization in English language learning by measuring their perceptions of the usefulness and ease of using digital technologies.

To complement the quantitative findings, an open-ended questionnaire was administered to all participants. This instrument enabled students to elaborate on their learning experiences, opinions, and perceptions regarding the use of digital technologies during English learning activities.

Semi-structured interviews were subsequently conducted with three purposively selected participants representing the questionnaire respondents. The interview protocol consisted of fifteen questions developed according to the constructs of the Technology Acceptance Model (Davis, 1989). The semi-structured format provided sufficient flexibility for the researcher to explore participants' responses in greater depth while

maintaining consistency with the research objectives. The interviews generated detailed information regarding students' perceptions of the usefulness and ease of using digital technologies in English language learning.

The data collection process was conducted in two sequential phases following the explanatory sequential mixed-methods design. During the first phase, quantitative data were collected by distributing the close-ended questionnaire through Google Forms to all nineteen participants. Students completed the questionnaire individually based on their experiences of using digital technologies during English language learning.

Following the quantitative analysis, qualitative data were collected to explain and strengthen the questionnaire findings. An open-ended questionnaire was administered to all participants to obtain additional descriptions of their learning experiences. Subsequently, three participants were purposively selected for semi-structured interviews based on their questionnaire responses. The interviews allowed the researcher to

obtain richer explanations regarding students' perceptions, experiences, and acceptance of digitalization in English language learning.

Quantitative data obtained from the close-ended questionnaire were analyzed using descriptive statistics. The mean score of each questionnaire item was calculated to determine students' levels of agreement regarding the perceived usefulness and perceived ease of use of digital technologies in English language learning. The interpretation of the mean scores provided an overall description of students' acceptance of digitalization based on the two constructs of the Technology Acceptance Model.

Qualitative data obtained from the open-ended questionnaires and semi-structured interviews were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014). The analysis consisted of three interconnected activities: data condensation, data display, and conclusion drawing or verification.

During the data condensation stage, the researcher selected, simplified, coded, and organized the qualitative data according to the two

TAM constructs, namely Perceived Usefulness and Perceived Ease of Use. Subsequently, the organized data were presented through thematic descriptions, categorized findings, and supporting interview excerpts to facilitate interpretation. Finally, conclusions were continuously verified by comparing the qualitative findings with the quantitative results to ensure consistency and strengthen the interpretation of the study.

To enhance the credibility and trustworthiness of the findings, this study employed methodological triangulation by integrating three different sources of evidence: close-ended questionnaires, open-ended questionnaires, and semi-structured interviews (Carter et al., 2014; Patton, 1999). The qualitative findings were used to explain, validate, and deepen the interpretation of the quantitative results obtained from the questionnaire.

Furthermore, the researcher continuously compared information collected from multiple data sources throughout the analysis process to ensure the consistency and dependability of the findings. This triangulation strategy strengthened the validity of the study by providing a

comprehensive understanding of vocational high school students' acceptance of digitalization in English language learning (Flick et al., 2020).

C.Result and Discussion

1. Perceived Usefulness of Digitalization in English Language Learning

The first dimension examined in this study was Perceived Usefulness (PU), which refers to students' beliefs that digital technologies enhance their English learning performance (Davis, 1989). The quantitative findings indicate that vocational high school students perceived digitalization as highly beneficial for supporting English language learning. The overall mean score of 3.86 out of 4.00 demonstrates a high level of agreement regarding the usefulness of digital technologies in learning English.

Table 1. Perceived Usefulness of Digitalization in English Language Learning

Indicator	Mean
Technology helps learning English	4.00
Learning benefits	3.89
Improvement of English skills	3.74
Task completion	3.68
Learning engagement	3.95
Access to learning materials	3.74

Indicator	Mean
Positive impact on English ability	4.00
Overall Mean	3.86

The highest mean scores were obtained for Technology helps learning English and Positive impact on English ability, both achieving a mean score of 4.00. These findings indicate that students strongly believed digital technologies facilitated their English learning and contributed positively to the improvement of their language proficiency. Likewise, the questionnaire item concerning the future integration of digital applications in English learning also received a mean score of 4.00, reflecting students' strong support for the continued implementation of digital technologies in English classrooms.

The quantitative findings were further supported by qualitative evidence collected through the open-ended questionnaire and semi-structured interviews. Most participants described digital technologies as practical learning tools that simplified learning activities, increased creativity, and made English lessons more engaging.

One participant explained:

“Iya, pelajaran jadi lebih mudah dan meningkatkan kreativitas.”

Rizkykha Fathonah, Grade XI, 16 years old)

This response suggests that digital technologies not only facilitate students' understanding of English materials but also encourage creativity during learning activities. Rather than functioning merely as information delivery tools, digital applications create opportunities for students to participate more actively in the learning process.

Another participant emphasized the usefulness of digital technologies for overcoming vocabulary difficulties during English learning.

“Jika menemukan beberapa kosakata sulit, kita bisa menggunakan teknologi untuk mencari kata tersebut.”

(Gebril Rusyda E., Grade XI, 17 years old)

This finding indicates that students perceived digital technologies as accessible learning resources that supported independent learning. The ability to search unfamiliar vocabulary immediately enabled students to overcome

language barriers without depending entirely on teacher assistance. Such experiences demonstrate how digitalization promotes learner autonomy while facilitating vocabulary acquisition during English learning activities.

Overall, both quantitative and qualitative findings consistently demonstrate that vocational high school students perceive digitalization as a valuable component of English language learning. Students believed that digital technologies enhanced learning effectiveness, facilitated access to educational resources, increased classroom engagement, and supported the completion of learning tasks. These findings illustrate that students did not simply use digital technologies because they were available, but because they considered them beneficial for achieving their learning objectives.

These findings strongly support the concept of Perceived Usefulness proposed by Davis (1989), which states that individuals are more likely to accept a technology when they believe that it enhances their performance. In the present study, students perceived digital technologies as useful because they

improved learning efficiency, facilitated access to information, and supported the development of English language skills. Consequently, the high level of perceived usefulness contributed positively to students' acceptance of digitalization in English language learning.

The findings are also consistent with previous studies investigating digital technology in language education. Sunjayanto Masykuri and Basuki (2022) reported that digital media positively influenced students' motivation, engagement, and access to learning resources during English learning. Likewise, Waziana et al. (2024) found that students perceived artificial intelligence chatbots, including ChatGPT, Gemini, Perplexity, and Bing Chat, as useful digital tools for improving vocabulary mastery, grammatical accuracy, and writing proficiency. Similarly, Majid et al. (2025) demonstrated that the implementation of digital platforms such as Google Classroom, Quizizz, YouTube, and Wordwall significantly enhanced students' participation, motivation, and comprehension during English learning.

Although the present study confirms these previous findings, it

provides a different perspective by examining students' acceptance of digitalization through the Technology Acceptance Model (TAM). Rather than focusing solely on students' perceptions or the effectiveness of particular digital applications, this study explains why vocational high school students are willing to adopt digital technologies by examining their beliefs regarding the usefulness of those technologies. The integration of quantitative findings with qualitative evidence further strengthens the conclusion that perceived usefulness constitutes one of the primary factors influencing students' acceptance of digitalization in English language learning.

3.2 Perceived Ease of Use of Digitalization in English Language Learning

The second dimension examined in this study was Perceived Ease of Use (PEOU), which refers to the degree to which students believe that digital technologies can be used with minimal effort during English language learning (Davis, 1989). The quantitative findings revealed that students generally perceived digital technologies as easy to learn,

operate, and integrate into their learning activities. The overall mean score of 3.70 out of 4.00 indicates a high level of agreement regarding the ease of using digital technologies in English language learning.

Table 2. Perceived Ease of Use of Digitalization in English Language Learning

Indicator	Mean
Ease of use	3.63
No difficulties encountered	3.47
Learning new technologies	3.84
No need for assistance	3.63
No technical issues	3.53
Ability to overcome difficulties	3.63
Confidence in operating technology	3.84
Future use of digital applications	4.00
Overall Mean	3.70

The quantitative results demonstrate that students were confident in learning and operating various digital technologies used during English language learning. The highest mean score (**4.00**) was obtained for the indicator related to the future use of digital applications, indicating that students strongly supported the continued integration of digital technologies into English instruction. Similarly, the indicators Learning new technologies and

Confidence in operating technology both achieved a mean score of 3.84, suggesting that students experienced little difficulty in adapting to newly introduced digital learning applications.

Nevertheless, relatively lower mean scores were found for the indicators No difficulties encountered (3.47) and No technical issues (3.53). Although these scores still fall within the agreement category, they indicate that some students occasionally experienced technical obstacles while using digital technologies during English learning activities. These findings suggest that technological challenges remain one of the factors influencing students' learning experiences despite their generally positive acceptance of digitalization.

The qualitative findings further reinforced the quantitative results. Most participants described digital technologies as practical and user-friendly learning tools that simplified classroom activities and facilitated independent learning.

One participant stated:

"Iya, karena lebih praktis dan mudah dioperasikan."

(Rizky Dwi, Grade XI, 17 years old)

This response demonstrates that students considered digital technologies easy to operate and beneficial for supporting English learning activities. The perceived simplicity of digital applications enabled students to focus more on learning tasks rather than on understanding how to use the technology itself.

However, several responses from the open-ended questionnaire also suggested that students occasionally encountered technical constraints, particularly those related to internet connectivity and the performance of digital devices. Although these challenges did not significantly reduce students' willingness to use digital technologies, they influenced the smooth implementation of digital learning activities. This finding indicates that technological infrastructure continues to play an important role in supporting successful digital learning environments.

Overall, the findings indicate that vocational high school students perceived digital technologies as easy to use and adaptable to their learning needs. Students demonstrated

confidence in operating digital learning platforms and expressed readiness to continue using digital applications in future English learning. At the same time, the presence of minor technical challenges suggests that successful digitalization requires not only user-friendly technologies but also adequate technological infrastructure to ensure effective implementation.

These findings support the second principal construct of the Technology Acceptance Model (TAM) proposed by Davis (1989), which states that users are more likely to accept and adopt a technology when they perceive it as easy to use. In the present study, students' positive evaluations of the simplicity and usability of digital technologies contributed substantially to their acceptance of digitalization in English language learning. The findings also reinforce Davis and Viswanath's (2000) argument that perceived ease of use positively influences users' attitudes toward technology adoption and encourages continued technology utilization.

The present findings are consistent with previous studies investigating digital technology in English language education. Waziana

et al. (2024) reported that students perceived AI-powered chatbots as user-friendly digital tools that supported vocabulary development, grammatical accuracy, and writing proficiency. Similarly, Majid et al. (2025) found that secondary school students considered digital learning platforms such as Google Classroom, Quizizz, YouTube, and Wordwall easy to use, which contributed to increased learning engagement and motivation. The positive perceptions identified in those studies are comparable to the findings of the present research, where students demonstrated confidence in learning and operating digital technologies for English learning.

However, unlike previous studies that primarily emphasized the effectiveness of digital learning media, the present study highlights that ease of use alone does not eliminate all implementation challenges. The relatively lower scores for technical difficulties and technical issues indicate that external factors, including internet accessibility, device availability, and technological infrastructure, continue to influence students' digital learning experiences. Therefore, while students generally

accepted digital technologies because they were easy to use, educational institutions should continue improving technological facilities and support systems to maximize the effectiveness of digitalization in English language learning.

Taken together, the findings from both Perceived Usefulness and Perceived Ease of Use demonstrate that vocational high school students showed a high level of acceptance toward digitalization in English language learning. Students perceived digital technologies not only as beneficial for improving learning outcomes but also as practical and manageable tools that supported their daily learning activities. These findings provide empirical support for the Technology Acceptance Model and emphasize the importance of integrating useful, accessible, and user-friendly digital technologies into English language instruction.

D. Conclusion

This study examined vocational high school students' acceptance of digitalization in English language learning based on the Technology Acceptance Model (TAM). The findings showed that students

demonstrated positive acceptance of digital technologies, as reflected in the high scores of Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Students perceived digital technologies as useful tools that supported English learning, improved access to learning resources, increased engagement, and facilitated learning activities. In addition, students considered digital technologies relatively easy to use, although several technical challenges remained.

The findings imply that English teachers and schools should continue integrating digital technologies into learning activities by providing useful and accessible digital learning environments. This study contributes to understanding technology acceptance in vocational English learning contexts by highlighting the importance of usefulness and ease of use in shaping students' acceptance of digitalization.

However, this study was limited by the small number of participants and the involvement of only one vocational school. Future research is recommended to involve broader participants and examine additional factors influencing technology

acceptance, such as digital literacy, technological support, and students' behavioural intentions.

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