

Digital Literacy Integrated with Blended Learning in Improving EFL Students' English Language Skills: A Lesson Learned from the Independent Campus Program

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Abstract

The integration of digital literacy into educational practices has garnered significant attention in recent years, particularly in the context of language learning. Digital literacy refers to the ability to effectively and critically navigate, evaluate, and create information using various digital technologies. Given its growing importance, this study sought to evaluate the impact of digital literacy competence on improving English language skills through blended learning in the Independent Campus Program at Ichsan Sidenreng Rappang University. Employing a quantitative experimental method with a one-group pretest-posttest design, the study gathered data through English language tests and questionnaires. The results demonstrated a significant improvement in students' English skills, with the pretest average score of 31.7 rising to 84.7 in the posttest. The Paired Sample t-test confirmed the statistical significance of this difference (p -value = 0.000). Additionally, the Pearson correlation test revealed a moderate positive relationship between digital literacy and English proficiency (r = 0.456), indicating that students with higher digital literacy competencies tended to perform better in English. These findings underscore the significant role that digital literacy plays in enhancing language skills, particularly when integrated with technology-based learning approaches. For future research, further studies could explore the long-term impact of digital literacy on language acquisition, the effectiveness of various digital tools in language learning, and how digital literacy interacts with other factors, such as motivation and learning styles, to influence language proficiency. Additionally, expanding the research to include diverse educational settings and student populations could provide a broader understanding of digital literacy's role in language education.

Keywords: Digital Literacy; Language skills; Independent Learning; Educational Innovation; Educational Technology

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INTRODUCTION

In the modern educational landscape, the integration of digital technologies has become increasingly essential in enhancing the learning experience. One of the most significant components of this technological revolution is digital literacy, which refers to the ability to effectively and critically navigate, evaluate, and create information using a range of digital tools (Rahman, 2023; Saraswati et al., 2021). This skill has become a cornerstone of contemporary education, particularly in language learning, as it opens avenues for students to access resources, collaborate, and communicate on an unprecedented scale. In the context of English language learning, digital literacy plays a

pivotal role in fostering a comprehensive learning environment, which is critical in today's globalized world (Rahman, 2023; Tran, 2023). Digital literacy is not just about the ability to use digital tools but also about understanding how these tools can be used to enhance learning outcomes. Research has shown that students with higher digital literacy levels are more likely to achieve success in their academic pursuits (Blau et al., 2020; Alakrash & Razak, 2021). This is particularly true for students learning English as a foreign language, where digital tools can significantly impact language acquisition. Digital literacy enables students to access a wide range of educational resources such as online dictionaries, grammar checkers, and interactive learning platforms, which help improve their reading, writing, listening, and speaking skills.

The increasing importance of English as a global lingua franca has made it essential for students to develop proficient language skills. However, despite its importance, many students struggle to achieve the required proficiency levels, particularly in non-English speaking countries (Ahmed & Akyildiz, 2022; Cruzado et al., 2021). This challenge is compounded by the lack of effective teaching methods and the underutilization of available technology. The traditional methods of teaching English often fail to cater to the needs of modern students, especially when it comes to fostering active engagement and language practice. Consequently, there is a growing need for innovative educational approaches that can effectively integrate technology into the learning process. Blended learning, which combines online digital media with traditional face-to-face classroom methods, is an approach that holds great promise in addressing these challenges. By incorporating digital literacy into the learning process, blended learning allows students to engage with content in diverse and dynamic ways. This approach not only supports language learning but also encourages students to become more independent learners by providing them with tools to access and engage with learning materials beyond the classroom.

In Indonesia, the Independent Campus Program, a government initiative aimed at increasing the autonomy of students in managing their education, has been implemented at universities across the country. The program encourages students to participate in a variety of educational experiences such as internships, community service, and student exchanges. However, despite the flexibility and opportunities it offers, English language learning outcomes among students in this program remain suboptimal. This can be attributed to factors such as a lack of engagement with English learning materials, limited access to effective digital resources, and insufficient integration of technology into the learning process. The application of blended learning, supported by strong digital literacy competencies, can be a game changer in improving English language skills.

By providing students with the tools and motivation to engage with digital resources, blended learning creates an interactive and immersive environment that can significantly enhance language acquisition. Moreover, the use of digital tools enables students to practice language skills outside the traditional classroom setting, making learning more flexible and accessible. At Ichsan Sidenreng Rappang University, where the Independent Campus Program is being implemented, students face challenges in improving their English proficiency. Despite the availability of digital learning resources, students' engagement with these resources remains low, and their language skills do not meet the expected standards. This highlights the need for a more structured and effective approach to integrating digital literacy into English language learning. By leveraging the potential of blended learning and digital literacy, the university can enhance students' English language skills and contribute to the overall success of the Independent Campus Program.

Review of Literature

The integration of digital literacy into educational practices has become a significant area of research in recent years, especially in the context of language learning. Digital literacy is defined as the ability to effectively and critically navigate, evaluate, and create information using a range of digital technologies (Yustinah & Hartono, 2023). This skill is crucial not only for accessing digital content but also for fostering deeper learning and engagement, especially in subjects like English, where digital tools can enhance language acquisition. Various studies have highlighted the role of digital literacy in improving language skills, arguing that students who are digitally literate are better equipped to utilize online resources for reading, writing, listening, and speaking activities (Seputro, 2020). The impact of digital literacy on English language learning is particularly evident in the context of blended learning environments. Blended learning, which combines face-to-face instruction with online learning, has been shown to improve student engagement and academic performance by offering a more flexible and personalized learning experience. According to Khotimah et al. (2012), blended learning can optimize students' digital literacy, allowing them to engage with content at their own pace while also benefiting from the structure and interaction of traditional classroom settings. This approach not only promotes the development of technical skills but also enhances students' ability to communicate and collaborate effectively in English, which is crucial for language development.

In addition to blended learning, digital tools such as online dictionaries, language apps, and multimedia resources have been identified as valuable assets in language learning. These tools provide students with the opportunity to practice their language skills outside of the classroom, thus increasing their exposure to the language and reinforcing learning (Saputra & Noviyanti, 2022). For instance, apps that focus on vocabulary acquisition or pronunciation can help students reinforce their understanding of English while engaging with content that is both interactive and fun. The accessibility and variety of resources available through digital platforms have made learning more inclusive and engaging, particularly for students who may find traditional classroom instruction less effective. Despite the numerous advantages of digital literacy in language education, several challenges remain. One significant barrier is the lack of students' awareness and motivation to effectively use digital tools for learning. Ahmad Zuhudy Bahtiar et al. (2023) found that while many students had access to digital resources, their motivation to engage with them was inconsistent. This issue was particularly prominent in regions where digital literacy is not yet fully integrated into the educational curriculum, leading to disparities in how students utilize available resources. Therefore, researchers argue that enhancing digital literacy must go hand in hand with increasing students' motivation and awareness about the benefits of digital tools for their academic and professional futures.

Moreover, the implementation of digital literacy in language education is often influenced by the technological infrastructure available at educational institutions. Nurlaili & Sandra Dewi (2022) emphasized that universities must provide students with the necessary tools and training to navigate digital platforms effectively. Inadequate infrastructure, such as limited access to computers or unreliable internet connections, can hinder the effective use of digital resources in language learning. To address this, institutions must invest in technology and ensure that students have the skills to maximize their digital literacy in both formal and informal learning environments. In the context of the Independent Campus Program at Ichsan Sidenreng Rappang University, the role of digital literacy in enhancing English language skills is particularly pertinent. As part of the program, students are encouraged to participate in a variety of educational

experiences, including internships and community service, which require strong communication skills in English. However, the current language learning outcomes in the program have been suboptimal. Research by Sabrina Widya Vernanda et al. (2024) suggests that while the Independent Campus Program provides students with greater autonomy in their learning, there is a need for more effective integration of digital literacy and language learning strategies. By addressing this gap, the university can improve the quality of its English language instruction and better prepare students for global communication in the 21st century.

RESEARCH METHOD

Research Design

This study aims to evaluate the impact of digital literacy competence on improving English language skills through a blended learning approach, specifically focusing on students participating in the Independent Campus Program at Ichsan Sidenreng Rappang University. To achieve this objective, the research employs a quantitative experimental method using a one-group pretest-posttest design. The pretest-posttest design allows the researcher to measure students' English language proficiency before and after the intervention, thereby assessing the effect of integrating digital literacy within a blended learning framework. The research participants consisted of 114 students who were enrolled in English courses and involved in the Independent Campus Program during the Even Semester of the 2023/2024 academic year. A purposive sampling technique was used to select the sample, ensuring that participants were representative of the target population based on certain criteria, such as their engagement with English courses and participation in the Independent Campus Program. By focusing on this specific group of students, the study can provide more targeted insights into how digital literacy impacts their English language skills.

Instruments and Data Collection Technique

Data collection was conducted using a variety of methods to ensure a comprehensive understanding of the effects of digital literacy on students' language proficiency. The primary data collection tools included pretest and posttest assessments of students' English proficiency, a questionnaire to assess their digital literacy skills, and observations of their participation in blended learning activities. The pretest assessed students' baseline English proficiency in four key areas: speaking, writing, listening, and reading. The posttest, conducted after the intervention, measured the same aspects of English proficiency to determine if there was a significant improvement. In addition to the pretest and posttest, the study utilized a questionnaire to gather information on students' digital literacy competencies. The questionnaire included items on their familiarity with digital learning tools, the frequency of their use of digital resources, and their participation in online learning activities. This instrument helped evaluate the level of digital literacy among students and how frequently they engaged with digital platforms as part of their English learning process. The questionnaire also aimed to identify any barriers to the use of digital resources, such as technological access issues or lack of motivation, that might affect their learning outcomes.

Data Analysis

The intervention involved the implementation of a blended learning model, where students engaged in both online and face-to-face learning activities. The online component included the use of digital platforms for accessing learning materials, participating in discussions, and completing assignments. The face-to-face sessions reinforced the learning by providing opportunities for interaction, feedback, and

collaborative activities. This dual approach was designed to optimize students' digital literacy and enhance their English language skills by providing a more interactive and flexible learning environment. To analyze the data, several statistical methods were employed. A paired sample t-test was used to compare the pretest and posttest scores to determine if there was a significant improvement in students' English proficiency. Additionally, Pearson correlation analysis was performed to examine the relationship between students' digital literacy competencies and their English language skills. The study also used linear regression analysis to assess the strength of the influence of digital literacy on English proficiency. These statistical methods allowed for a robust analysis of the data, providing clear insights into the impact of digital literacy and blended learning on students' language development.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The results of the research on using digital literacy to improve English proficiency through blended learning among students of the Independent Campus program at Ichsan University Sidenreng Rappang will be presented. The data obtained through pretests, posttests, questionnaires, and observations will be analyzed to evaluate the effectiveness of the intervention provided. This analysis is expected to provide a comprehensive overview of how digital literacy based on blended learning influences students' English proficiency in the Independent Campus program.

The pretest and posttest questions consist of 40 questions adapted to English language material indicators which include understanding of reading, writing, speaking and listening using an interval scale.

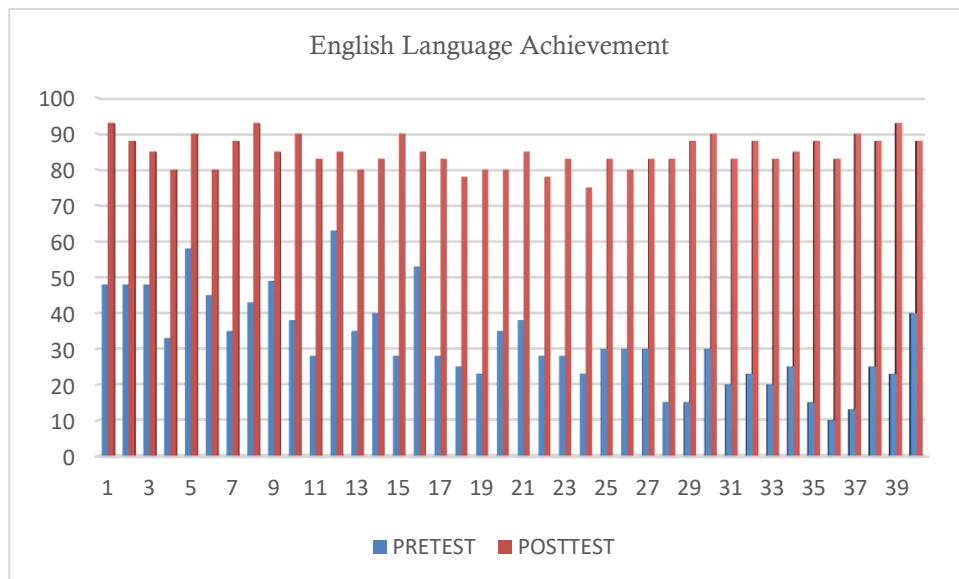


Figure 2. Histogram of Pretest dan Posttest Score

The pretest results can be seen from the table above, where students' knowledge regarding material in English is still less than competent, with an average score of 31.7, so intervention is carried out for students. The intervention process was carried out in 10 meetings using blended learning. Students are given reading, writing, speaking and listening material from reading materials, videos, discussions and assignments using digital literacy methods through learning. Face-to-face meetings were also held to strengthen the English language materials. After providing intervention using digital

literacy and blended learning, the posttest results obtained an average score of 84.7.

Analysis Results

This research involved a series of data analysis tests to explore and evaluate the relationship and influence between the variables studied. Data analysis techniques were carried out to measure the effectiveness of digital literacy utilization and blended learning-based learning to improve English language skills. The data analysis technique aimed to describe and explain the research data so that others could understand it (Irfan Syahroni, 2023).

Normality Test

The normality test was one of the essential classical assumption tests in statistical analysis, especially for quantitative research. The primary purpose of the normality test was to assess whether the sample data used in the study came from a normally distributed population. The normality test was conducted to determine the distribution of data in a group of data or variables that are normally distributed or not, which was a requirement for the t-test, ANOVA, regression analysis, correlation analysis and others. The normality test was conducted on the results of the digital literacy and blended learning utilization questionnaire and the results of the English language proficiency pretest and posttest.

Table 1. Normality Test of Digital Literacy and Blended Learning Utilization Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total	,106	40	,200*	,962	40	,203

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The p-value = 0.200, which was greater than 0.05. This indicated that the data was normally distributed based on the Kolmogorov-Smirnov test, and the p-value = 0.203, also more significant than 0.05. This indicated that the data was normally distributed based on the Shapiro-Wilk test. Based on both normality tests (both Kolmogorov-Smirnov and Shapiro-Wilk), your total digital literacy data was normally distributed (p-value > 0.05).

Table 2. Normality Test of English Language Proficiency Pretest and Posttest Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,141	40	,044	,968	40	,321
Posttest	,141	40	,044	,958	40	,144

a. Lilliefors Significance Correction

The Normality Test of Pretest and post-test results of English Language Proficiency focus on the Shapiro-Wilk results because the respondents were below 100. If

the p-value significance was greater than 0.05, it indicated that the data was normally distributed.

Paired Sample t-test

The paired sample t-test was a statistical method used to compare two groups of interconnected or paired observations in the same sample. This method was very useful in medical research, especially when we wanted to evaluate the effectiveness of an intervention or treatment on the same subject before and after the intervention (Albassam & Aslam, 2021).

Table 3. Paired Sample t-test Results of English Pretest and Posttest

Paired Samples Test											
	Paired Differences					t	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
				Lower	Upper						
Pair 1 Pretest Kemampuan Bahasa Inggris - Posttest Kemampuan Bahasa Inggris	-52,80000	12,64749	1,99974	-56,84486	-48,75514	-26,403	39	,000			

Paired Sample t-test results showed a significant difference between the pretest and post-test English proficiency (p -value = 0.000). This means the intervention (i.e. blended learning) significantly improved the students' English proficiency. The mean difference of -52.80 indicated that the posttest score was significantly higher than the pretest score.

The Pearson Correlation test was a statistical method used to measure the strength and direction of the relationship between two variables on an interval or ratio scale, which aimed to determine the level of relationship between variables expressed by the correlation coefficient (r) (Jabnabillah & Margin, 2022). The Pearson Correlation test could provide essential insights into understanding the relationship between variables in research and help researchers draw valid conclusions based on the data obtained.

Table 4. Pearson Correlation Test between Utilization of Digital Literacy and Blended Learning with English Language Proficiency Posttest

Correlations			
	Pemanfaatan Literasi Digital dan Blended Learning	Pemanfaatan Literasi Digital dan Blended Learning	Posttest Kemampuan Bahasa Inggris
Pemanfaatan Literasi Digital dan Blended Learning	Pearson Correlation Sig. (2-tailed) N	1 40	,456** ,003 40
Posttest Kemampuan Bahasa Inggris	Pearson Correlation Sig. (2-tailed) N	,456** ,003 40	1 40

**. Correlation is significant at the 0.01 level (2-tailed).

The figure showed that the p -value = 0.003 was less than 0.05, meaning the relationship between the Utilization of Digital Literacy and Blended Learning with English Language Proficiency Posttest was significant at the 95% confidence level ($p < 0.05$). Based on the Pearson correlation results, there was a significant and positive relationship ($r = 0.456$) between digital literacy and blended learning and students' English language proficiency. The correlation value (r) was positive and in the medium correlation category (0.30 - 0.50), which indicated that the use of digital literacy based on blended learning had a strong enough influence on improving students' English language proficiency.

Linear Regression Analysis Test

The linear regression analysis test was a statistical method used to assess the relationship between an independent and dependent variable. In research, this analysis was often used to determine how much influence the independent variable has on the dependent variable and to predict the dependent variable's value based on the independent variable's value (Anandhi & Nathiya, 2023). Based on the regression results, Digital Literacy Utilization and Blended Learning significantly affect students' English Language Proficiency (p -value = 0.003). The R Square value = 0.208 indicates that utilizing digital literacy could explain 20.8% of the variation in English proficiency. This means that digital literacy made a considerable contribution to improving English proficiency. Each increase in digital literacy would increase students' English proficiency by 0.534 points.

Qualitative Analysis

In addition to the statistical results that indicated a significant relationship between digital literacy competence and English language skills through blended learning, the researcher also conducted direct and indirect observations, as well as unstructured interviews with several respondents. These observations provided valuable insights into students' engagement with digital technology and their motivation to use digital tools in language learning. From the observations, it was found that most students had adequate access to and understanding of digital technology. However, their motivation to consistently utilize these technologies, particularly e-learning platforms, varied. Several factors were identified that influenced students' motivation to engage with digital literacy and e-learning resources effectively.

One key factor was the level of interactivity in the learning process. Students were more motivated to use digital skills when the e-learning environment was interactive. Learning materials presented in formats such as videos, interactive quizzes, online group discussions, and collaborative activities significantly increased student engagement and encouraged independent learning. This highlights the importance of making digital learning experiences dynamic and engaging to maintain students' interest. Another motivating factor was the provision of rapid and constructive feedback. Students reported that receiving timely and useful feedback from teachers or tutors helped them understand their progress and made them more motivated to actively participate in the learning process. This kind of feedback provided clarity on their strengths and areas for improvement, reinforcing their commitment to using digital tools for learning.

Additionally, students were more motivated when they understood the long-term benefits of digital literacy. They recognized that digital literacy skills were not only beneficial for their current studies but would also play a crucial role in their future careers, particularly in an increasingly technology-driven world. This awareness encouraged them to engage more fully with digital learning resources, as they

understood the broader implications for their academic and professional development. Lastly, the role of teachers in promoting the use of technology was emphasized. Lecturers and instructors were crucial in motivating students to optimize the use of digital resources.

A participatory approach, combined with active encouragement and guidance from teachers, helped students feel supported and motivated to make full use of the e-learning platforms available to them. This demonstrates the importance of teachers in facilitating the adoption of technology and fostering a positive attitude toward its use in education. Overall, these findings suggest that while students may have access to and basic understanding of digital tools, their motivation to use them effectively is influenced by various factors, including the interactivity of learning materials, the timeliness of feedback, the awareness of long-term benefits, and the support provided by educators. Future research could explore further the role of these motivational factors in enhancing the integration of digital literacy into educational practices, as well as the impact of specific teaching strategies on student engagement with e-learning platforms.

Discussion

The effectiveness of utilizing digital literacy competencies to improve English language skills has become increasingly evident in educational research, particularly in the context of language acquisition through blended learning environments. The integration of digital literacy into the learning process provides students with the necessary tools to navigate, evaluate, and create digital content, which significantly impacts their overall language proficiency. This study contributes to the growing body of literature by demonstrating that students' English language skills—specifically speaking, listening, reading, and writing—improve significantly when digital literacy competencies are applied within a blended learning framework. The findings of this study align with the work of Haerazi (2024), who highlighted that digital learning environments offer students access to diverse learning resources, which are especially beneficial for practicing skills such as reading and speaking. Haerazi (2024) further emphasized that there is a strong relationship between the effective utilization of digital literacy and improved English proficiency, underscoring the importance of integrating digital tools into the learning process.

The novelty of this study lies in its exploration of how blended learning, supported by digital literacy, fosters the development of a broad range of language skills in an era where digital technology plays a central role in education. By focusing on the role of digital literacy within a blended learning model, this research adds valuable insights into the practical application of technology in enhancing language acquisition, particularly in the context of non-native English learners. This innovative approach to language learning acknowledges the evolving nature of education in the 4.0 era, where access to knowledge and learning materials is no longer confined by physical spaces or time constraints. The study demonstrates that students who engage with digital literacy not only gain technical skills but also enhance their language proficiency, thereby preparing them for the increasingly digital and globalized workforce.

The findings from this study also demonstrate that students who possess the ability to search, evaluate, and effectively use digital learning resources are more likely to show significant improvements in their language skills. As Rumfot et al. (2023) point out, students with strong digital literacy skills are more adept at utilizing online resources to support their learning, which in turn leads to improved language proficiency. This study underscores the importance of fostering digital literacy among students, particularly in the context of blended learning, where digital tools are integrated with traditional

teaching methods to create a more dynamic and flexible learning experience. The study's results indicate that students' engagement with e-learning platforms enables them to make better use of their free time and digital devices, resulting in improved language skills, particularly in speaking and listening.

The integration of digital literacy with blended learning environments allows students to access learning materials at their own pace, enabling them to tailor their learning experiences according to their needs and preferences. As Muhria et al. (2022) highlight, one of the significant advantages of blended learning is the absence of time constraints, which provides students with the flexibility to engage in self-paced learning activities. This flexibility is especially important for language learning, as it allows students to practice speaking, reading, listening, and writing skills outside the constraints of the traditional classroom setting. The ability to access learning resources and participate in interactive activities at any time enhances students' engagement with the content and encourages them to practice consistently, which is crucial for improving their language proficiency.

The study's focus on the use of digital literacy and blended learning in the Campus Teaching Program (known as the Independent Campus Program at Ichsan Sidenreng Rappang University) further emphasizes the critical role digital literacy plays in improving academic skills, particularly English language skills. In this program, students are encouraged to use digital technology to enhance their learning experience, which directly contributes to the improvement of their English language skills. As Fakhruddin and Larasaty (2024) argue, the mastery of digital literacy is essential not only for academic success but also for preparing students for the demands of the technological era. In the context of the 4.0 industrial revolution, students' ability to use digital resources effectively is a key factor in their academic and professional success. This study demonstrates that by integrating digital literacy into the learning process, students are better equipped to navigate the digital landscape, which is crucial for their future careers in a rapidly evolving technological world.

Moreover, the findings suggest that the Independent Campus Program, which encourages a diverse range of learning experiences and emphasizes student autonomy, has a significant impact on students' English language development. As Sabrina Widya Vernanda et al. (2024) highlight, the MBKM (Merdeka Belajar Kampus Merdeka) program allows students to engage in various educational activities that improve not only their language skills but also other competencies. This approach aligns with the broader objectives of the Indonesian higher education system, which aims to produce graduates who are equipped with the skills necessary to succeed in a globalized and digital world. The Independent Campus Program encourages students to take responsibility for their own learning, giving them the freedom to choose how to engage with digital resources and e-learning platforms. In this context, digital literacy is an essential skill that enables students to maximize the opportunities available to them through the MBKM program.

In the 4.0 era, the importance of digital literacy in education cannot be overstated. The increasing reliance on digital technologies in both academic and professional settings highlights the need for students to develop strong digital literacy skills. Blended learning provides an ideal framework for achieving this goal, as it combines the flexibility and accessibility of digital tools with the structure and support of traditional classroom teaching. By integrating digital literacy into the language learning process, students are not only improving their language skills but also preparing themselves for the challenges of a rapidly changing world. The ability to use digital resources effectively is no longer a luxury but a necessity for success in the 21st century.

This study offers several important implications for future research and practice. First, it highlights the critical role that digital literacy plays in language learning, particularly in the context of blended learning environments. As digital technologies continue to evolve, it is essential for future studies to explore the impact of emerging digital tools and platforms on language acquisition. Research could focus on the specific types of digital resources that are most effective for enhancing different language skills, such as speaking, listening, reading, and writing. Additionally, studies could investigate the relationship between digital literacy and other factors, such as motivation, self-regulated learning, and academic achievement, to gain a deeper understanding of the mechanisms through which digital literacy influences language learning outcomes.

Furthermore, the study suggests that educators and policymakers should prioritize the development of digital literacy in their curricula, particularly in programs that aim to prepare students for the demands of the digital era. Integrating digital literacy training into language learning programs can help students develop the skills they need to navigate the digital landscape and improve their language proficiency. Moreover, educators should continue to explore innovative approaches to blended learning, incorporating a wide range of digital tools and resources to create interactive, engaging, and flexible learning environments. This will help students stay motivated and actively involved in their language learning journey.

In conclusion, this study contributes valuable insights into the effectiveness of digital literacy and blended learning in improving English language skills. The findings support the idea that digital literacy not only enhances language proficiency but also plays a crucial role in preparing students for the challenges of the 4.0 technological era. By integrating digital literacy into the learning process, students are better equipped to engage with a wide range of digital resources, leading to improved language skills and greater academic success. The study also provides a foundation for future research, which could further explore the impact of digital literacy on language learning and the factors that influence its effectiveness. As education continues to evolve in the digital age, it is essential for students to develop the skills necessary to navigate and thrive in an increasingly interconnected and technology-driven world.

CONCLUSION

This study highlights the significant role that digital literacy plays in enhancing students' English language skills, particularly within the context of blended learning environments. The findings underscore the effectiveness of integrating digital literacy competencies into the learning process, as students demonstrated notable improvements in their speaking, listening, reading, and writing skills. This is consistent with previous research by Haerazi (2024), which also identified a strong relationship between the utilization of digital tools and language proficiency. The study's novel contribution lies in its focus on how blended learning, supported by digital literacy, not only enhances language skills but also prepares students for the challenges of an increasingly digital world. By providing students with the freedom to engage with e-learning platforms and digital resources at their own pace, the study demonstrates that students can optimize their learning experiences, leading to significant improvements in academic performance. The ability to search, evaluate, and effectively use digital resources was shown to be crucial for enhancing students' language skills, as it facilitated more personalized and interactive learning opportunities. This approach to language learning, which blends digital resources with traditional teaching methods, offers a flexible, accessible, and engaging way for students to develop their English language proficiency.

Moreover, the study reveals the broader implications of digital literacy in the 4.0 technological era, where access to information and learning materials is no longer restricted by time or location. The integration of digital literacy within the Independent Campus Program (MBKM) further emphasizes its importance in preparing students for the future workforce, which is increasingly reliant on digital skills. The study highlights the role of digital literacy in fostering independent learning, an essential skill in the modern educational landscape. By encouraging students to take ownership of their learning through digital tools, the MBKM program fosters autonomy and self-regulation, qualities that are critical for success in both academic and professional settings. The findings suggest that digital literacy is not merely a supplementary skill but a foundational competency that significantly impacts students' academic outcomes and prepares them for future challenges. Moving forward, this study provides important directions for future research, particularly in exploring the specific types of digital resources most effective for language learning, as well as examining the interplay between digital literacy, motivation, and language proficiency. Further studies could also explore how different e-learning strategies impact the acquisition of language skills across diverse student populations and educational contexts, ensuring that digital literacy continues to evolve in ways that enhance student learning and success in the 21st century.

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