USE OF DIGITAL TECHNOLOGY IN EDUCATION AT THE STATE INSTITUT OF CHRISTIANY PALANGKA RAYA

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ARTICLE INFORMATION

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ABSTRACT

Abstract: This research explores the use of digital technology in education at the Palangka Raya State Christian Institute. The main focus of the research is to determine the impact of digital technology on learning quality, material accessibility, student engagement, and the technical challenges faced. The research method used is a qualitative approach through observation and interviews with lecturers and students as well as secondary data analysis. The results of this research show that digital technology has significantly increased the interaction between lecturers and students, enabled more flexible access to learning materials, and increased student engagement through interactive features. The conclusion of this research is that the use of digital technology in education is its ability to provide access to various educational resources. This not only broadens students' knowledge but also encourages independent learning. This research also provides recommendations for a deeper integration of technology in the curriculum and the development of digital competencies for lecturers and students. So that digital technology can continue to improve the quality of education at the Palangka Raya State Christian Religion Institute.

INTRODUCTION

Digital technology is increasingly becoming an inseparable part of the world of education. Higher education in the digital era is experiencing a major transformation with the application of digital technology in various aspects of learning. For this reason, education as the main basis for improving the quality of human resources must be able to answer existing challenges (Emalia & Farida, 2019). Digital technology has brought significant changes in the way education is delivered, received and accessed by students. Reforms or innovations that must be carried out to improve the quality of education in Indonesia include aspects of developing technology used in the education process, the education system implemented, and even innovations that are directly related to the learning process. (Emalia & Farida, 2019). However, the implementation of digital technology in education is also faced with various challenges, including limited infrastructure, digital literacy, pedagogical adaptation. One of the main advantages of using digital technology in education is its ability to provide access to a variety of educational resources. Through the internet, students can access online libraries, databases, and educational websites that offer a wealth of information about various learning resources. This not only broadens students' knowledge, but also encourages independent learning. Additionally, digital technology enables a more interactive and engaging learning experience. Students can participate in virtual simulations, interactive quizzes, and multimedia

presentations, which make the learning process more dynamic and fun. Various innovations in digital media-based learning support more effective learning (Hidayat & Khotimah, 2019). These tools help cater to different learning styles and encourage active student participation.

This research is supported by several literatures that highlight the role of digital technology in education. According to Ida, with the increase in internet and computer availability over the last 20 years, universities and schools have strengthened their commitment to using computer technology to improve learning. As with any educational tool, there are many strategies for using computer technology (Rindaningsih, 2018). Digital technology not only functions as a learning tool, but also changes the traditional educational paradigm to be more interactive and integrated (Mishra & Koehler, 2006). This is in line with Selwyn's findings which show that the use of digital technology can increase and provide student learning motivation (Selwyn, 2012). On the other hand, Garrison and Anderson emphasize that digital technologies require appropriate pedagogical strategies to ensure their effectiveness (Anderson et al., 2001). Even though there is research that has been conducted regarding the benefits of digital technology in education, there is still a knowledge gap, especially regarding implementation in educational institutions in Indonesia. Furthermore, the use of digital technology is increasingly common in various educational institutions, but there are still gaps in its implementation. Previous research indicates that not all aspects of digital technology have been utilized optimally in learning. This research uses several theories as a basis for analysis, namely: Constructivist learning theory which states that learning is an active process obtained through interaction with the environment and technology can enrich the learning experience (Dewi & Fauziati, 2021). The TPACK (Technological Pedagogical Content Knowledge) model emphasizes the importance of integrating technology with pedagogy and learning effectiveness content (Mishra & Koehler, 2006). Community of Inquiry (CoI) focuses on the cognitive, social, and instructional elements of online learning (Anderson et al., 2001). Basically, Indonesia has implemented innovations in education to adapt to current developments (Emalia & Farida, 2019).

In the ever-growing digital era, the use of digital technology in education has become an inevitable trend. The Palangka Raya State Christian Institute as an educational institution needs to pay attention to the importance of integrating technology in the learning process in order to improve the quality and relevance of the education provided to students. The use of digital technology in the learning process is a bold step towards a new world. This bold step requires innovation, creativity, and the tenacity and courage to accept that the nature of knowledge has evolved in the digital landscape (Barber et al., 2015). Along with rapid technological developments, the world of education is also experiencing significant transformation, including in Indonesia. The Palangka Raya State Christian Institute, as a higher education institution, also felt the impact of this development. The use of digital technology in education is an important strategy to improve the quality of learning and provide broader and more flexible access to education for students. In the current digital era, it is important for educational institutions to continue to adapt to technological developments. Lecturers and students must have functional skills. Functional skills are the technical abilities and competencies required to operate various digital tools proficiently (Naufal, 2021). Research on the use of digital technology in education can help lecturers and students stay relevant and competitive.

The aim and objective of this research is to analyze in depth, evaluate and understand the use of digital technology in education at the Palangka Raya State Christian Religion Institute. This research wants to answer: First, how can digital technology improve interaction between lecturers and students? Second, to find out the accessibility of learning materials? Third, how to increase the involvement of lecturers and students? Fourth, how to overcome technical and connectivity challenges? Furthermore, it is hoped that concrete benefits can be seen from the use of digital technology in the context of learning on campus, as well as providing guidance and recommendations for policy makers and educational practitioners. The

research results obtained were then formulated into concrete recommendations to increase the integration of technology in the learning process and further optimize the use of digital technology in education at the Palangka Raya State Christian Institute.

METHOD

This study employs a qualitative approach to explore the use of digital technology in education at the Palangka Raya State Christian Institute. A qualitative approach is particularly suitable for this research because it facilitates a deep understanding of the experiences, perceptions, and views of both lecturers and students regarding the integration of digital technology in the learning process. As qualitative research focuses on natural settings, the researcher acts as the key instrument, collecting and analyzing data through inductive processes. The emphasis in qualitative research is on understanding the meaning and context of the data rather than on producing generalizable results (Creswell & Poth, 2018; Sugiyono, 2015).

The research participants were purposefully selected from the lecturers and students at the Palangka Raya State Christian Institute to ensure they had direct experience with and involvement in the use of digital technology in education. Purposeful sampling is a common strategy in qualitative research, as it allows the researcher to select individuals who are most likely to provide relevant and rich data (Patton, 2015). Data collection methods included in-depth, semi-structured interviews, which were chosen to allow for comprehensive exploration of participants' experiences and viewpoints. The interview questions were designed to cover a range of topics related to the use of digital technology, including its impact on learning quality, the accessibility of educational materials, student engagement, and the technical challenges encountered.

In addition to interviews, observations were conducted to gain direct insights into how digital technology is utilized in the classroom setting. This observational data provided a valuable complement to the interview data by offering a real-time view of the application of technology in educational practices. Furthermore, secondary data analysis was performed to supplement the primary data, with the information obtained being analyzed using qualitative methods. The data analysis process involved coding and identifying themes, patterns, and relationships within the data, which were then synthesized to draw conclusions and develop recommendations. This comprehensive analysis aimed to capture the complexities of digital technology use in education and to provide actionable insights for enhancing its implementation at the Palangka Raya State Christian Institute (Miles et al., 2014).

RESULT AND DISCUSSION
Increased interaction between lecturers and students

Interviews with lecturers and students at IAKN Palangka Raya show that digital technology has increased interaction between lecturers and students. Lecturers must have knowledge and skills in using digital learning media to help students achieve academic standards and develop their potential (Akbar & Noviani, 2019). E-learning platforms such as Moodle and Google Classroom enable more efficient and collaborative communication, both through online discussions and direct feedback on assignments. One lecturer reported that online discussion forums made it easier for students to ask questions and discuss outside lecture hours, which enriched the learning process. An educator must adapt to the pace of online teaching and try harder in preparing online learning, innovating, designing lessons, and patiently changing students from passive recipients to active (Munawar et al., & Putri, 2021). The use of digital technology at the Palangka Raya Christian Institute has significantly improved the quality of learning. This can be seen from increased interaction between lecturers and students, as well as easier access to learning materials. The use of digital technology has been proven to improve the quality of learning. Interaction between lecturers and students becomes more dynamic with the existence of online discussion platforms, and learning

materials can be accessed in various formats such as videos, podcasts and interactive articles. Technology provides opportunities for students to interact directly with learning material through various interactive tools and online learning platforms (Said, 2023). This is especially important in the context of distance education or blended learning where physical access is limited. Various studies have shown that the use of digital technology in learning can increase student engagement, facilitate collaborative learning, and provide a more interactive and enjoyable learning experience.

Accessibility of Learning Materials

The use of digital technology allows access to learning materials more flexibly. Students can access teaching materials, lecture recordings and additional resources at any time and from anywhere, supporting independent learning. This allows students to learn in a more flexible and personalized way, adapting to each individual's pace and learning style (Sundari, 2024). One student stated that video recording of lectures helped them review material they didn't understand without having to rely on a face-to-face lecture schedule. In the digital era, social media is very useful and influential in people's lives, one of which is for learning purposes. YouTube is the most popular video database on the internet. Furthermore, YouTube is also an innovation to stimulate student creativity as a forum for accommodating their work related to lecture material(Pratiwi et al., 2022). Currently, by using digital technology, students find convenience in learning. The availability of e-books is one of the student learning resources (Lestari, 2018). The use of applications such as Google Classroom has enabled lecturers to provide learning materials, assignments and exams in a structured manner that is easily accessible to students at any time. Digital literacy should be more than just the ability to use various digital resources effectively. Digital literacy is also a form of a particular way of thinking (Eshet-Alkalai, 2004).

Increased Student Engagement

Digital technology also increases student involvement in learning. Interactive features such as online quizzes, learning videos, and online discussions make the learning process more interesting and participatory. Online learning has an impact on students, apart from making learning more flexible, students can access the information needed for learning freely and can improve cognitive processes (Lestari, 2018). Students report that the use of quiz apps such as Kahoot! during lectures makes them more active and involved in the learning process. E-learning platforms such as Moodle, Google Classroom, and Zoom have been widely adopted. This platform not only facilitates remote teaching but also provides various features such as discussion forums, online assignments, and automated grading. Popular e-learning platforms such as Moodle, Google Classroom, and Zoom have become an integral part of learning. Features such as online assignment collection, web-based exams, and virtual discussion rooms have increased the efficiency and effectiveness of the teaching and learning process. In the conventional learning process, students provide learning material in one direction, namely in the form of one communication, but in the innovative learning process, the direction of communication is two big benefits for the two-way group (Apriono, 2013). Digital technology has increased student involvement in the learning process. Interactive features such as online quizzes, learning videos, and online discussions make learning more interesting and interactive. Digital technology has increased student involvement in learning through interactive features. For example, online quizzes and polls during class make students participate more actively. Using apps like Kahoot! for interactive quizzes in the middle of lectures to increase student participation and enthusiasm. By integrating digital technology, the teaching process can become more efficient and effective. Various technological tools such as online learning platforms, interactive simulations, and learning software can help improve student learning outcomes. That is why universities are expected to be able to make innovations in every learning process, namely student-centered learning to support the

achievement of quality graduates who are ready to face the changing times. (Sopiansyah et al., 2022).

Technical and Connectivity Challenges

Despite the many benefits, technical challenges remain, including internet connectivity and hardware limitations. Some students in remote areas face difficulties in consistently accessing e-learning platforms. Digital technology opens the door to distance learning or e-learning. Through online learning platforms, students can take courses or learning programs remotely without having to be physically present in class (Sakti, 2023). Some students reported difficulty attending online lectures due to limited internet access in their area. Despite the many benefits, some challenges remain. including internet connectivity problems, hardware limitations, and a lack of digital literacy among some lecturers and students. Some of the challenges faced include internet connectivity problems, especially for students who live in areas with inadequate internet infrastructure. Apart from that, there are also hardware limitations and digital literacy that vary among lecturers and students. Some students reported difficulties in taking online lectures due to limited internet and inadequate devices. Educational facilities must support the learning process so that digital technology in education can be used properly. Educational technology is not only knowledge but also a source of information and learning resources that suit educational needs that can facilitate the learning process (Surani, 2019).

Positive Impact of Digital Technology

Digital technology has been proven to have a positive impact on the quality of learning at IAKN Palangka Raya. Increased interaction between lecturers and students as well as easier access to learning materials are clear evidence of the benefits of this technology. This is in line with Selwyn's findings which show that digital technology can increase student engagement and learning motivation (Selwyn, 2012). Continuous evaluation of the use of digital technology in learning is essential to ensure that technology is used effectively and efficiently. Feedback from lecturers and students should be collected regularly to make necessary adjustments. Continuous evaluation of the use of digital technology in learning is essential. Collect feedback from lecturers and students regularly to make necessary adjustments. Feedback in the learning process is very important for lecturers to improve the quality of the direction of learning activities and for students to evaluate learning outcomes (Hidayat & Khotimah, 2019). Create regular surveys to evaluate the effectiveness of the use of digital technology and identify areas that need improvement.

Better Accessibility

The ability of digital technology to provide access to a variety of educational resources expands students' knowledge and encourages independent learning. Better accessibility allows students to learn at their own pace and learning style, supporting constructivist learning theory (Dewi & Fauziati, 2021). Digital technology has brought positive changes to the learning system at the Palangka Raya State Christian Institute. Increased accessibility and quality of learning is clear evidence of the benefits of using this technology. Digital technology has enriched teaching and learning methods. Easier access to various learning resources and the ability to attend lectures remotely are some of the main advantages. With digital technology, students can now access wider and more varied educational resources, such as e-books, learning videos, interactive simulations, and other multimedia content (Sakti, 2023). By integrating digital technology, the teaching process can become more efficient and effective. It is hoped that experiential learning programs with flexible pathways will facilitate students to develop their potential with their passion and talents (Sopiansyah et al., 2022). Various technological tools such as online learning platforms, interactive simulations, and learning

software can help improve student learning outcomes. Bawden offers a new understanding of digital literacy that is rooted in computer literacy and information literacy (Bawden, 2001).

Increased Engagement Through Interactive Featuresterakti

Interactive features in e-learning platforms help increase student engagement, which is critical for learning effectiveness. The TPACK model supports that the integration of technology with appropriate pedagogy can produce more effective and engaging learning (Mishra & Koehler, 2006). Developing digital competencies for lecturers and students is very important to maximize the potential of digital technology. Training programs and workshops can be held periodically to ensure that all parties are able to utilize technology well. Digital competence for lecturers and students is very important. Digital competency training and development programs must be held on an ongoing basis. Collaborating with external parties for training in the use of educational technology. Education is able to produce innovative changes that are systematic, targeted and measurable (Sopiansyah et al., 2022). Digital technology can help students and teachers to access learning materials anytime and anywhere. From interactive and diverse delivery of material, to expanded accessibility and adaptive learning approaches, digital technology has provided new opportunities for students to learn effectively, creatively and collaboratively (Sakti, 2023). This is especially important in the context of distance education or blended learning where physical access is limited. Various studies have shown that the use of digital technology in learning can increase student engagement, facilitate collaborative learning, and provide experiences.

Challenges to be Overcome

Challenges such as limited internet connectivity and hardware need to be overcome to maximize the benefits of digital technology. The impacts can be focused on positive things and minimize negative impacts if there is good cooperation from various parties so that the use of technology meets its objectives (Said, 2023). Collaboration with internet service providers and technology assistance programs can be a solution to overcome these obstacles. Digital technology also makes it easier for lecturers to provide faster and more detailed online feedback to students. Online assessment and evaluation systems help in monitoring learning progress more effectively. Lecturers can provide feedback more quickly and in detail using the online system. Grading of assignments and exams can be done automatically, providing the opportunity to immediately find out their learning results. The e-learning system allows lecturers to provide direct comments on assignments uploaded by students, which can be accessed immediately after the assessment is carried out. Challenges such as unstable internet connectivity and lack of technological devices need to be addressed through institutional policies. Governments and institutions can work together to provide adequate infrastructure and technology assistance programs for students in need. Issues of internet connectivity and hardware availability need to be addressed with institutional policies. Collaboration with internet service providers and device assistance programs for students in need could be a solution. Pay attention to the possibility of a digital divide, namely the gap between lecturers and students who have access to digital technology and the internet (Hidayat & Khotimah, 2019). Providing free internet hotspots in campus areas and a laptop loan program for students who need it. Research on the use of digital technology in learning can help campuses stay relevant and competitive.

Recommendations for Deeper Integration

This research recommends deeper integration of technology in the curriculum and development of digital competencies for lecturers and students. Regular training and workshops can help improve digital literacy and the ability to use technology effectively. Considering what learning will be achieved and how technology can help is more fundamental (Hidayat & Khotimah, 2019). To maximize the benefits of digital technology, deeper integration

in the curriculum is needed. This includes regular training for lecturers and students on the use of technology and adapting teaching methods. To maximize benefits, digital technology must be fully integrated into the curriculum. Regular training for lecturers and students regarding the use of technology and adapting technology-based teaching methods is very important. Hold periodic workshops and training for lecturers and students on the use of digital tools and platforms. The use of digital technology in learning opens the door to active learning experiences, builds knowledge, encourages problem-solving abilities, and explores knowledge in more depth for students (Belva Saskia Permana et al., 2024). Various studies have shown that the use of digital technology in learning can increase student engagement, facilitate collaborative learning, and provide a more interactive and enjoyable learning experience. The development of digital technology can be developed in creating varied and educational learning content (Ambarwati et al., 2022). In the current digital era, it is important for educational institutions to continue to adapt to technological developments. Research on the use of digital technology in learning can help campuses stay relevant and competitive.

CONCLUSION

The use of digital technology in education at the Palangka Raya State Christian Institute has provided many benefits in the learning process, although there are several challenges that need to be overcome. With the right support and adjustments, digital technology can continue to improve the quality of education at the Palangka Raya State Christian Institute. The use of digital technology in education at the Palangka Raya State Christian Institute has provided many benefits, including improving the quality of learning, accessibility of materials, and student engagement. While there are some technical challenges, with the right strategies, digital technology can continue to improve the quality of education at these institutions. The use of digital technology in education is very important at the Palangka Raya State Christian Religion Institute. Utilizing the advantages of digital tools and platforms, is carried out with the aim of providing a comprehensive and interesting learning experience to prepare students for the digital era. The use of digital technology in education has great potential to improve the quality of education. By implementing the right strategy and support from all parties, the Palangka Raya State Christian Institute can utilize digital technology to improve the quality of lecturers' learning and improve student learning outcomes. Recommendations for deeper integration of technology in the curriculum and development of digital competencies are expected to help overcome challenges and maximize the benefits of using digital technology in education. It is hoped that this research will provide new insights and make a significant contribution to digital development in educational institutions in Indonesia, as well as provide guidance for policy making at the State Christian Institute in Palangka Raya to optimize the use of digital technology in education.

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