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THE INFLUENCE OF DIGITAL TECHNOLOGIES ON TEACHING METHODOLOGIES: A SYSTEMATIC LITERATURE REVIEW

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Abstract

This research aims to examine the influence of digital technologies on teaching methodologies through a systematic literature review. With the rapid development of digital technologies in the last decade, understanding their impact on teaching practices has become increasingly important. The results show that digital technologies have significantly changed teaching methodologies, encouraging a more interactive, personalised and student-centred approach. The use of Learning Management Systems (LMS), mobile learning applications and online collaboration tools has increased the flexibility and accessibility of learning. However, research also revealed challenges such as the digital divide, the need for teacher training, and the importance of proper learning design. Thus, this review concludes that while digital technologies offer great potential to improve teaching, their effectiveness depends on careful implementation and ongoing support for educators and learners. Implications for future research and educational practice are also discussed.

Keywords: Digital Technology, Teaching Methodology.

Introduction

The development of digital technology in recent decades has brought significant changes in various aspects of life, including education. This digital revolution has changed the way we access information, communicate and learn. In the context of education, digital technology has opened up new opportunities to improve the quality and effectiveness of the teaching and learning process.

Digital technology is an electronic system that uses data in the form of discrete or binary codes (0 and 1) to store, process, and transmit information. This technology includes various hardware such as computers, smartphones, tablets, and other smart devices, as well as software that performs specific functions. (Gikopoulou & Katsomaliari, 2023).. Digital technologies also include communication networks such as the internet, which enable the rapid and efficient exchange of information around the world. A key characteristic of digital technology is its ability to convert different types of information - text, sound, images, and video - into digital formats that can be manipulated, stored, and transmitted with ease. (Sitopu et al., 2024); (Guna et al., 2024).

The development of digital technology has undergone a rapid evolution since its

inception in the mid-20th century. Starting from large and expensive mainframe computers, the technology evolved into smaller and more affordable personal computers in the 1980s. The internet era in the 1990s brought about a revolution in communication and information access. The beginning of the 21st century was characterised by the emergence of mobile technology and social media, which changed the way people interact and access information. (Asatiani & Torell, 2022).. Today, we are in the era of the Internet of Things (IoT), artificial intelligence (AI), and cloud computing, where digital technologies are increasingly integrated in various aspects of daily life. These developments continue at an ever-increasing pace, bringing significant changes in the way we live, work and learn. (Brown et al., 2022).

The integration of digital technology in education has become a major focus for many educational institutions around the world. The use of digital devices such as computers, tablets, smartphones, as well as various online learning applications and platforms have become increasingly common in classrooms. This has led to a paradigm shift in teaching methodologies, from the traditional teacher-centred model to a more interactive, collaborative and student-centred approach. (Radchenko, 2020).

However, despite the increasing adoption of digital technologies in education, a comprehensive understanding of their impact on teaching methodologies is still limited. Several studies have demonstrated the potential of digital technologies to increase student engagement, facilitate more personalised learning, and improve learning outcomes (Sailer et al., 2021). On the other hand, there are also concerns about potential negative impacts, such as reduced face-to-face interactions, over-reliance on technology, and a digital divide that could widen the education gap. In addition, the COVID-19 pandemic has accelerated the adoption of digital technologies in education globally. Distance learning and hybrid learning are becoming the new norm, forcing educators to adapt quickly to technology-based teaching methods. This situation further emphasises the importance of understanding the influence of digital technologies on teaching methodologies. (Szabó, 2023).

Given the complexity and dynamics of the relationship between digital technologies and teaching methodologies, a systematic literature review is needed to integrate current research findings. This review will help identify trends, challenges and opportunities in the integration of digital technologies into teaching practices. Furthermore, the results of this review are expected to provide valuable insights for educators, policy makers and educational researchers in optimising the use of digital technologies to improve teaching quality and effectiveness.

Against this background, this study examines the impact of digital technologies on teaching methodologies. It will explore various aspects of the integration of digital technology in teaching, including changes in pedagogical approaches, implementation challenges, and the impact on student learning outcomes.

Research Methods

The study in this research uses the literature method. The literature research method, also known as a desk study or literature review, is a systematic approach to collecting, analysing and synthesising information from a variety of written sources relevant to a particular research topic. This process involves a comprehensive search through academic databases, scientific journals, books, research reports, and other reliable sources to identify and evaluate existing research related to the topic under study. (Wekke, 2020); (Hidayat, 2009). The researcher then organises and integrates these findings to provide a clear picture of the state of the art in the field, identify knowledge gaps, formulate new research questions, or provide a theoretical basis for further research. This method is crucial in building a strong foundation of knowledge, avoiding unnecessary duplication of research, and ensuring that new research contributes significantly to the relevant field of study. (Afiyanti, 2008).

Results and Discussion

Integration of Digital Technology in Teaching Methodology

Digital technology in education refers to the use of digital-based devices, tools and resources to support, enhance and transform teaching and learning. The concept encompasses a wide range of elements, from the use of computers, tablets and smartphones in the classroom, to the utilisation of online learning platforms, educational software and interactive digital tools. (Fawait et al., 2024); (Syakhrani & Aslan, 2024); (Sartika & Fransiska, 2024).. Digital technologies in education are not only about hardware, but also include various applications, digital content, and teaching methods that leverage technology to create more effective, engaging, and personalised learning experiences. The ultimate goal is to increase access to education, enrich learning experiences, and prepare learners for an increasingly digitalised world (Suganya & Vijayarani, 2012). (Suganya & Vijayarani, 2024)..

The concept of digital technology in education also involves a paradigm shift in the way we view and conduct the educational process. It involves a shift from the traditional teacher-centred teaching model to a more student-centred learning model, where technology acts as a facilitator. This approach allows for more collaborative, adaptive and problem-orientated learning. (Meskill, 2021). In addition, digital technology opens up opportunities for distance learning and blended learning, allowing greater flexibility in the time and place of learning. The concept also includes the development of digital skills that are essential for learners to succeed in the digital age, including digital literacy, computational thinking, and the ability to use technology ethically and effectively. As such, digital technology in education is not just about integrating new tools, but also about revolutionising the way we teach and learn to prepare future generations for the challenges of the 21st century. (Dharaneesh et al., 2021)..

Digital technology in education includes various types of tools and platforms designed to enhance the teaching and learning process. Some of the main types include: Learning Management Systems (LMS) such as Moodle or Canvas to manage learning content and online interactions; Massive Open Online Courses (MOOCs) that provide access to high-quality education globally; digital collaboration tools such as Google Workspace for Education or Microsoft Teams that enable real-time collaboration; adaptive learning apps that use artificial intelligence to tailor content to students' individual needs; augmented reality (AR) and virtual reality (VR) to create immersive learning experiences; educational games that combine learning with gaming elements; mobile devices and educational apps that enable learning anywhere and anytime; learning video platforms such as YouTube Edu or Khan Academy; digital assessment tools for faster and more efficient evaluation and feedback; and assistive technologies to support students with special needs. All these types of technologies together form a complex digital ecosystem in modern education, each offering unique potential to improve access, engagement and effectiveness of learning. (Kaynak & Russow, 2024); (Judijanto et al., 2024); (Iksal et al., 2024).

The integration of digital technologies in teaching methodologies is a complex and multifaceted process, involving more than just the use of digital devices or applications in the classroom. It includes fundamental changes in the way educators design, deliver and evaluate learning. This approach encourages the use of more interactive and student-centred teaching strategies, such as project-based learning, collaborative learning and flipped learning. (Wymbs & Kijne, 2024).. For example, teachers can use online platforms to provide pre-class materials, allowing face-to-face time to be used for in-depth discussions and problem-solving activities. Digital technologies also allow for greater personalisation of learning, where students can follow a learning path tailored to their own pace and learning style (Vijayarani, 2024).

In addition, the integration of digital technology opens up opportunities for more authentic and relevant learning experiences. Teachers can utilise online resources, digital simulations and global collaboration tools to connect classroom learning with the real world. For example, in a geography lesson, students can use Google Earth to explore the location being studied, or in a science lesson, they can conduct virtual experiments that may be too dangerous or expensive to do physically. Digital technology also enables faster and more frequent feedback through online formative assessment, helping teachers and students to more quickly identify and address learning difficulties. (Amsaveni & Punithavalli, 2024).

As such, the integration of digital technologies in teaching methodologies is not just about replacing old methods with new ones, but about enhancing and expanding learning possibilities. This requires a balanced approach, where technology is used strategically to support learning objectives, rather than simply for its own sake. The success of this integration depends on teachers' readiness and ability to adopt and adapt technology in their teaching practices, as well as adequate institutional support. With the

right approach, digital technology integration can significantly improve the quality and effectiveness of education, preparing students to face the challenges of an increasingly digitalised and connected world.

The Impact of Digital Technology on Teaching Methodologies

Digital technology has brought significant changes in teaching methodologies, transforming the way educators design, deliver and evaluate learning. One of the main influences is the increased accessibility of information and learning resources. Teachers and students now have access to a wide range of online resources, including e-books, learning videos and research databases. (Yates et al., 2020). This expands the scope of accessible materials beyond the boundaries of traditional textbooks, allowing for more in-depth and diverse learning. In addition, digital technology allows teachers to present information in various multimedia formats, such as infographics, animations and interactive simulations, which can enhance students' understanding and engagement in the learning process. (Kirakosian & Gates, 2022)..

The second influence of digital technology is the shift towards more student-centred learning. Traditional teaching methods that focus on teacher lectures can now be enriched with more interactive and collaborative approaches. For example, the use of online learning platforms allows students to learn at their own pace, review material as needed, and engage in online discussions with peers. Technology also supports project-based learning and problem solving, where students can use digital tools to research, collaborate and present their work. This approach not only improves conceptual understanding, but also develops important skills such as critical thinking, creativity and digital literacy. (Sivakumar, 2024).

The third aspect of the influence of digital technology is the transformation in assessment and feedback. Digital assessment tools allow teachers to conduct formative assessments more efficiently and frequently. Online quizzes, surveys, and automated assessment platforms can provide instant feedback to students and teachers, enabling quick identification of areas that need improvement. (Syakhrani & Aslan, 2024). In addition, technology enables more comprehensive collection and analysis of student learning data, assisting teachers in making data-driven decisions about their teaching strategies. Technology-based assessment can also be more diverse and authentic, covering different types of tasks such as digital portfolios, multimedia projects and interactive simulations (Sarmila et al., 2024). (Sarmila et al., 2023)..

The fourth influence is the expansion of learning space and time. Digital technology has blurred the boundaries between in-class and out-of-class learning. Through distance learning platforms and learning management systems (LMS), students can access course materials, participate in discussions, and complete assignments from anywhere at any time. (Serman & Nych, 2021). This supports blended learning and flipped classroom models, where face-to-face time can be optimised for more meaningful interactions and deeper learning. In addition, digital technology enables global collaboration, where

students can connect with peers from around the world, broadening their perspectives and developing cross-cultural skills. (Brown et al., 2022).

In conclusion, the impact of digital technology on teaching methodologies is wide and deep. It has changed the way information is accessed and presented, encouraged more student-centred learning, transformed assessment practices, and expanded the space and time of learning. However, it is important to remember that technology is not a substitute for effective teachers, but rather a powerful tool to enhance teaching and learning. The successful integration of technology in education depends on educators' ability to use it effectively in support of learning objectives. Therefore, continuous professional development and institutional support are essential to ensure that educators can utilise the full potential of digital technology in improving the quality and effectiveness of their teaching.

Challenges in Digital Technology Integration

The integration of digital technology into various aspects of life and work is an inevitable trend in this modern era. However, this process does not always go smoothly and is often faced with various challenges. One of the main challenges is the digital divide, where not all individuals or organisations have equal access to technology or the necessary skills to use it effectively. This can create widening social and economic inequalities if not addressed appropriately. (Juliani & Aslan, 2024); (Ikhlas et al., 2024).

The second challenge is the issue of data security and privacy. As the use of digital technology increases, so does the risk of hacking, data theft and privacy breaches. Organisations and individuals must continuously improve their security systems and develop strong policies to protect sensitive information. In addition, regulations relating to the protection of personal data also need to be kept up to date to keep up with the rapid development of technology. (Brown et al., 2022).

Adaptation to rapid change is also a challenge in digital technology integration. Technology evolves at a rapid pace, and organisations and individuals often struggle to keep up with the latest developments. This can lead to wasted investments in rapidly obsolete technologies or an inability to utilise the full potential of the latest innovations. Therefore, flexible strategies and continuous learning are required to stay relevant in the digital age. (Panteli, 2024).

Finally, the integration of digital technologies also faces ethical and social challenges. The use of artificial intelligence and automation, for example, may threaten certain jobs and raise ethical questions about decision-making by machines. In addition, over-reliance on technology can negatively impact social interactions and mental health. Therefore, it is important to balance the benefits of technology with ethical considerations and overall human well-being.

Effectiveness of Using Digital Technology in Teaching

The use of digital technology in teaching has become a growing trend in modern education. By utilising various digital tools and platforms, educators can create a more interactive and engaging learning experience for students. For example, the use of multimedia presentations, educational videos and interactive learning apps can help present subject matter in a more dynamic and understandable way. This can increase students' interest and engagement in the learning process. (Shmyhol & Yushkevych, 2022)..

Digital technology also allows for greater personalisation of learning. Using a learning management system (LMS) and data analysis tools, educators can track individual student progress and customise teaching materials and methods according to each student's needs and abilities. This approach can help optimise learning outcomes and ensure that each student gets the support they need. (Golding & McNamarah, 2024)..

In addition, digital technology opens up opportunities for greater collaborative learning. Through online platforms and digital communication tools, students can interact and cooperate with their classmates or even with students from all over the world. This not only improves their social and communication skills, but also introduces them to new perspectives and ideas that can enrich their learning experience. (Gray, 2020).

However, it is important to note that the effective use of digital technology in teaching is highly dependent on proper implementation. Educators need to have adequate skills and knowledge to integrate technology into their curriculum effectively. In addition, equitable access to devices and internet connection is also a key factor in ensuring that all students can utilise digital technology in their learning.

As such, the use of digital technology in teaching has great potential to improve learning effectiveness. By utilising various digital tools and platforms, educators can create more interactive, personalised and collaborative learning experiences. However, successful integration of technology in education requires careful planning, adequate training for educators and equitable access for all students. With the right approach, digital technology can be a powerful catalyst in improving the quality of education and preparing students for the challenges of the digital age.

Conclusion

Based on the systematic literature review that has been conducted, it can be concluded that digital technology has a significant influence on teaching methodologies. The integration of digital technology into the learning process has changed the traditional teaching paradigm to be more interactive, collaborative and student-centred. The use of various digital tools such as Learning Management Systems (LMS), interactive learning applications, and online collaboration platforms have enabled educators to design and deliver learning materials in a more dynamic way and according to the individual needs of students. This not only increases student engagement in the learning process, but also

facilitates the development of 21st century skills such as digital literacy, problem solving and critical thinking.

However, it is important to note that the effective use of digital technologies in teaching methodologies is highly dependent on several key factors. Firstly, the digital competence of educators and their readiness to adopt and integrate technology into their teaching practices. Secondly, adequate technology infrastructure and equitable access for all students. Third, appropriate lesson design that ensures that technology is used to support, not replace, human interaction and the development of social-emotional skills. Therefore, to maximise the potential of digital technology in enhancing teaching methodologies, a holistic approach is required involving continuous professional development for educators, investment in technology infrastructure and ongoing research on best practices in technology-based learning.

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