



Implementation of E-Module in Indonesia EFL Higher Education: A Literature Review

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ABSTRACT

Objectives: This study aims to identify trends, patterns, and challenges in the research regarding using e-modules in teaching English at the higher education level in Indonesia. **Method:** This qualitative study employs a literature review method based on articles from Google Scholar about implementing e-modules in Indonesian EFL higher education from 2021 to 2023. The author uses inductive reasoning to analyze the research data, integrating findings from previous studies on using e-modules in Indonesian EFL higher education. **Result:** The general trend is a strong emphasis on developing and validating e-modules and other digital tools to enhance various language skills, especially critical thinking, writing, and listening. The tools are being integrated with technology and used in diverse educational contexts, with university students being the primary beneficiaries. Research methods predominantly involve R&D, reflecting a focus on the creation and assessment of new educational interventions. Future research should deepen our understanding of the long-term impact, effectiveness, and scalability of e-modules in diverse educational contexts. **Novelty:** Although there is substantial literature on the use of e-modules in English language learning, there is a notable scarcity of research specifically addressing the trends in e-module implementation within Indonesian higher education institutions

INTRODUCTION

Integrating technology into educational practices has significantly transformed teaching and learning methodologies globally. Incorporating information and communication technology (ICT) in education is seen as crucial for improving educational quality (Hasin & M Nasir, 2021; Lim et al., 2020b, 2020a; Shoraevna et al., 2021; Zhang et al., 2022), prompting educators to transition from traditional teaching methods to employing technology-based tools and resources (Bozkurt & Yiğit Koyunkaya, 2022; Courtney et al., 2022; Francom et al., 2021; Galway et al., 2020; Mahmud et al., 2022; Quezada et al., 2020). This transition requires educators to develop digital competencies and either integrate new digital content into their teaching practices or modify their instructional goals to align with technological progress (Akram et al., 2021; Basilotta-Gómez-Pablos et al., 2022; DeCoito & Estaiteyeh, 2022; González et al., 2023; Markauskaite et al., 2023; D. T. K. Ng et al., 2023). Furthermore, the effective use of e-modules has emerged as a critical factor in enhancing student engagement and providing personalized learning experiences.

Technological integration in education is not merely about adopting new tools but represents a transformative approach that reshapes traditional teaching paradigms, enabling personalized and interactive learning experiences. This transformation is further emphasized by the importance of integrating technology in teacher education to promote constructivist teaching methods and enhance educational practices (Abedi, 2023; Charania et al., 2021; Lai & Jin, 2021; Saphira, 2022; Saphira et al., 2023). Moreover, the widespread adoption of e-modules exemplifies how digital resources can be

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