



Adopting Cybergogy Approach for An Enhanced English Language Instruction: Learners' Views

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Article History

Received: November 11, 2024; Revised: December 12, 2024; Accepted: December 19, 2024; Published: January 31, 2025

ABSTRACT

This research aims to investigate vocational school learners' perspectives on the cybergogy approach for an enhanced English language instruction. Utilizing a quantitative research design, the study surveyed 619 students across 17 vocational schools in Yogyakarta Province. The results indicate that the majority of learners find the cybergogy approach engaging and effective, particularly due to its interactive nature and the flexibility it offers. Learners appreciated the ability to access learning resources at their own pace, which is crucial given their varying schedules. However, the study also highlights challenges, including the reliance on consistent access to quality technology, which may limit the approach's effectiveness for some students. The findings underscore the importance of integrating multimedia resources and fostering peer collaboration to enhance English language instruction. The study concludes that while the cybergogy approach shows promise in improving language skills and learner engagement, its implementation must be carefully managed to address technological disparities among students.

Keywords: *Cybergogy, English Language, Instruction, Learner's Views*



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INTRODUCTION

English language instruction in vocational schools may pose several challenges that can impact the effectiveness of teaching and the learning experiences of students. A significant challenge in English language instruction is fostering learner engagement and motivation. Engagement is a pivotal element in the acquisition of English as a second language, as students who are actively engaged tend to participate more in learning activities, exhibit higher motivation levels, and achieve greater success in language proficiency. Educators can enhance the learning experience by employing teaching models and approaches that emphasize learner engagement, thereby creating a dynamic and interactive environment conducive to student motivation and skill development (Papi & Hiver, 2020; Philominraj et al., 2020; Herda et al., 2023; Nugroho, 2021). Additionally, Rahmiani (2022) highlight the significance of utilizing specific learning materials that cater to the appropriate vocabulary and context needed by vocational learners. However, without sufficient support and resources, many learners may struggle to engage with the material effectively, which can result in disengagement and a lack of motivation.

To address the challenges and enhance the effectiveness of language instruction, the cybergogy approach offers a promising solution. Cybergogy, a contemporary pedagogical method, leverages

information and communication technology (ICT) to improve teaching and learning outcomes. This approach involves integrating digital tools, online resources, and virtual environments to create engaging and interactive learning experiences. Cybergogy aligns with the principles of Education 4.0, incorporating innovative pedagogies such as heutagogy, peeragogy, and cybergogy to address the evolving needs of learners in the digital era (Bizami et al., 2023; Li et al., 2023). Moreover, digital pedagogy, often known as cybergogy, plays a crucial role in language acquisition by effectively combining technology, internet of things and instructional methods (Herda et al., 2023). Utilizing multimedia, interactive content, and online collaboration, this approach facilitates the development of dynamic and individualized learning experiences. This strategy facilitates increased engagement, enables immediate feedback, and fosters connections between learners and worldwide language communities, so enhancing the overall learning experience.

The implementation of cybergogy also supports the development of independent learning, critical thinking, and problem-solving skills. Through interactive multimedia resources, virtual simulations, and online communication tools, students can engage in authentic language tasks and real-world scenarios, enhancing their language acquisition and application. Cybergogy promotes self-directed learning and autonomy, enabling students to take charge of their learning journey and cultivate a lifelong commitment to English proficiency (Kholifah et al., 2023).

Furthermore, cybergogy allows for personalized learning experiences tailored to individual student needs and preferences. Educators can modify teaching strategies, provide immediate feedback, and offer differentiated instruction to support varied learning goals. By utilizing digital media and technology-enhanced methods, educators can create inclusive and accessible learning environments that address the diverse needs of high school students and beyond (Amiruddin et al., 2023). In this case, the availability of interactive tools, immediate feedback, and a wealth of resources made possible by technology greatly improves language acquisition. Furthermore, immersive experiences, practice with native speakers, and individualized lessons are just a few ways that apps and online platforms are revolutionizing language acquisition.

The existing literature on cybergogy in vocational English language instruction highlights its potential to enhance teaching quality, promote self-regulated learning, and increase student engagement. However, a significant gap remains in understanding these dynamics from the learners' perspectives. Studies like those by Kholifah et al. (2023) and Amiruddin et al. (2023) focus primarily on the theoretical aspects and teacher-centered viewpoints, leaving the direct experiences of vocational school students underexplored. Additionally, while research such as Irawan et al. (2022) examines the application of cybergogy in specific contexts, there is a lack of comprehensive analysis on how this approach can be adapted across various vocational disciplines. This gap underscores the need for further investigation into how cybergogy can be tailored to meet the diverse language learning needs of students in different vocational fields.

Based on the problems which have been articulated, this paper aims to examine the adoption of cybergogy approach for enhancing English language learning viewed from the perspective of vocational school learners. The significance of this study lies in its focus on exploring vocational school learners' perspectives on the adoption of the cybergogy approach in English language instruction. While previous studies have examined the benefits of cybergogy from various angles, there is a gap in understanding how vocational learners themselves perceive this approach and its impact on their language learning experiences. By addressing this gap, the study contributes to the growing body of literature on innovative pedagogies in vocational education and provides valuable insights for educators seeking to enhance English language instruction through the integration of digital technologies.

LITERATURE REVIEW

The concept of cybergogy

The cybergogy approach effectively combines various pedagogical frameworks, notably heutagogy and peeragogy, to create a learning environment that emphasizes autonomy, collaboration, and engagement, which are crucial in today's digital age. Heutagogy, with its focus on self-directed learning, empowers students to take charge of their educational journey by encouraging them to set their own learning goals, seek out resources, and assess their progress. This self-directed approach is particularly beneficial in a digital context where learners have access to vast amounts of information and learning tools, allowing them to explore topics that interest them deeply and at their own pace.

Peeragogy, on the other hand, enhances the collaborative aspect of learning by fostering a community-based approach where learners work together to construct knowledge. This framework encourages students to engage in discussions, share resources, and provide mutual support, which not only enhances their understanding of the material but also builds critical social skills. The integration of peeragogy within cybergogy ensures that learners are not isolated in their educational pursuits but are instead part of a dynamic learning community where knowledge is co-created and shared.

As highlighted by Amiruddin et al., (2023) cybergogy addresses the multifaceted nature of learning by incorporating cognitive, emotional, and social dimensions into the educational experience. This comprehensive approach recognizes that effective learning is not just about acquiring knowledge but also about developing emotional intelligence and social skills, which are essential for success in both academic and real-world settings. Cybergogy leverages digital tools to create an engaging and interactive learning environment that caters to diverse learning styles and preferences, making the educational process more personalized and relevant to each student.

Rosmawati et al., (2022) emphasize that cybergogy facilitates digital connectivity among students, enabling them to transcend the limitations of traditional education systems. By moving beyond rigid curricula, fixed schedules, and physical classroom boundaries, cybergogy offers a more flexible and adaptable learning experience. This adaptability is particularly important in today's rapidly changing world, where the ability to apply knowledge in practical, real-world contexts is increasingly valued. Cybergogy's flexible approach allows learners to access education on their terms, making it more accessible to a wider audience and accommodating the varied needs of today's learners. Moreover, cybergogy promotes active participation and collaboration, key elements in creating a meaningful and relevant learning experience. By engaging learners in interactive and collaborative activities, cybergogy helps them to not only absorb information but also to apply it, thereby deepening their understanding and retention of the material. The use of digital platforms and tools within this framework allows educators to design immersive learning experiences that are tailored to individual learning styles, which in turn boosts student motivation and engagement.

Furthermore, cybergogy's holistic approach, which seamlessly integrates technology into the learning process, supports the development of essential 21st-century skills, such as critical thinking, problem-solving, and digital literacy. Amiruddin et al. (2023) notes that by focusing on the cognitive, emotional, and social aspects of learning, cybergogy prepares students to navigate the complexities of the digital world. This approach not only equips learners with the knowledge they need to succeed academically but also with the skills they need to thrive in a digital society. By leveraging the strengths of heutagogy and peeragogy, cybergogy creates a dynamic and engaging learning environment that fosters independent, motivated, and collaborative learners. This approach is particularly effective in helping students develop the skills and mindset needed to succeed in an increasingly digital and interconnected world, making cybergogy a valuable framework for contemporary education.

The urgency of learners' engagement in English Language Learning

Learner engagement in English language learning is a critical component that profoundly impacts students' ability to acquire and master the language. Engagement goes beyond being a supplementary aspect of the learning process; it is the foundational element that drives successful language acquisition. The extent to which a learner is engaged directly correlates with their intrinsic motivation, active participation, and the overall effectiveness of their language learning efforts. When students are deeply engaged, they are more likely to immerse themselves in the language, leading to a more profound understanding and better retention of linguistic concepts. This engagement creates a positive feedback loop: as students become more motivated and involved, the learning experience becomes more effective, leading to greater language proficiency and confidence (Li et al., 2023; Papi & Hiver, 2020).

A significant factor influencing learner engagement is the level of enthusiasm exhibited by the teacher. As noted by Li et al. (2023), teacher enthusiasm plays a crucial role in fostering students' social behavioral engagement, particularly in English as a Foreign Language (EFL) settings. Enthusiastic teachers have a unique ability to transform the classroom environment, making it more conducive to learning by instilling excitement and curiosity in their students. For instance, in Chinese EFL classrooms, the presence of an enthusiastic teacher has been shown to significantly increase students' enjoyment and reduce feelings of boredom. This enthusiasm acts as a mediating factor, creating a supportive and dynamic learning atmosphere where students are more inclined to participate actively and find greater satisfaction in their learning. Essentially, the teacher's enthusiasm serves as a catalyst that ignites student interest and engagement, contributing to a classroom culture that is both vibrant and productive.

Engagement is also closely tied to language learning motivation, which is understood as a complex and evolving system (Papi & Hiver, 2020). Motivation in language learning is not static; it changes over time and is influenced by various factors, including the learner's level of engagement with the language. When students actively engage in English learning activities—such as interacting with cultural content, participating in discussions, or practicing language skills—they develop a more positive attitude toward the English language and its associated cultures. This positive engagement can extend beyond the classroom, influencing students' aspirations to pursue further education or professional opportunities in English-speaking environments. Thus, learner engagement not only impacts immediate learning outcomes but also has a long-term effect on students' motivation to learn the language. This increased motivation, in turn, drives deeper engagement, creating a virtuous cycle that enhances language acquisition and proficiency.

Another critical aspect of learner engagement is its relationship with foreign language learning boredom, a significant challenge in the language learning process, particularly when instructional methods fail to captivate students' interest or when the material does not align with their personal experiences or goals (Li et al., 2023). Addressing and mitigating boredom is essential for educators aiming to create a stimulating and interactive language learning environment. By designing lessons that are engaging and tailored to the diverse needs and preferences of students, teachers can significantly reduce the occurrence of boredom and enhance overall learner engagement. This approach not only encourages active participation but also sustains motivation, which is crucial for long-term language learning success. Therefore, learner engagement is a multifaceted concept that includes the emotional, behavioral, and cognitive aspects of participation in language learning. The complexity of this concept highlights the need for a holistic approach to fostering engagement, one that addresses the emotional and intellectual needs of learners while promoting a dynamic and interactive learning experience.

In summary, learner engagement is an indispensable element of successful English language learning. It has a profound influence on students' motivation, participation, and overall language development. To achieve optimal language learning outcomes, educators must prioritize strategies that foster engagement at every stage of the learning process. This includes cultivating teacher enthusiasm, designing meaningful and culturally relevant learning activities, and creating a

supportive and interactive classroom environment. By placing learner engagement at the forefront of language instruction, educators can significantly enhance the effectiveness of their teaching, ensuring that students not only acquire the language but also develop the skills and confidence necessary to use it proficiently in real world contexts.

METHODS

Research Design

This study employs a quantitative research design, utilizing a survey methodology to gather data on students' perceptions of the cybergogy approach in vocational education. The quantitative approach was selected to systematically quantify and analyze the perceptions of a large sample of students, thereby enabling the identification of trends and patterns within the population. The use of a survey allows for the efficient collection of data from a broad demographic, ensuring that the findings are representative of the student population across multiple vocational schools in Yogyakarta Province.

The key variables in this study focus on learners' perceptions of the cybergogy approach in English language instruction. The dependent variable is students' perception of effectiveness, which measures how well they believe cybergogy enhances their learning outcomes. The independent variable is the perception of benefits, which assesses the advantages students perceive, such as increased motivation and engagement. Another dependent variable is the impact on learning experience, which evaluates how cybergogy influences students' overall experience, including interaction with content, peers, and instructors. All variables are measured using a four-point Likert scale, providing a systematic way to gauge students' agreement or disagreement with statements related to the effectiveness, benefits, and impact of cybergogy.

Research Instrument

In this study, a questionnaire was used as the primary instrument to measure learners' perceptions of the adoption of the cybergogy approach for enhancing English language instruction. The questionnaire was designed to gather students' opinions, attitudes, and experiences regarding the integration of technology in their language learning process. It consisted of 11 items, each focusing on a specific aspect of the cybergogy approach. These items were structured with closed-ended questions to simplify the data collection and analysis process, enabling participants to express clear and concise responses.

The key themes covered by the questionnaire included the effectiveness, benefits, and impact of the cybergogy approach on students' learning experiences. The effectiveness dimension sought to assess how well the approach improved language skills such as reading, writing, listening, and speaking. The benefits section aimed to explore how students perceived the advantages of cybergogy, including increased engagement, motivation, and greater access to learning materials. Finally, the impact on learning experience focused on how cybergogy influenced students' interactions with both their peers and instructors, as well as their overall engagement with digital tools and platforms.

To facilitate clear and measurable responses, a four-point Likert scale was employed for all the items in the questionnaire. The scale ranged from "Strongly Disagree" to "Strongly Agree," providing four distinct response options. This format was chosen to encourage participants to give definitive answers, avoiding the neutral midpoint that could lead to ambiguous or indecisive feedback. By excluding the neutral option, the scale ensured that participants would express a more definite stance, allowing for more actionable insights. The simplicity of the four-point scale also made it user-

friendly and efficient for participants, allowing them to quickly respond to each statement without feeling overwhelmed by too many options.

Data Collection

Data were collected through a questionnaire administered via Google Forms. The questionnaire link was distributed to a total of 619 vocational school students across 17 different vocational schools within Yogyakarta Province. The selection of these schools was aimed at capturing a diverse and representative sample of the vocational student population in the region. The use of an online platform for survey distribution was chosen for its accessibility and convenience, allowing students to complete the survey at their own pace and in a setting that was comfortable for them. This method also facilitated the efficient collection and management of data, ensuring that responses could be easily aggregated and analyzed.

Participants

The study surveyed a total of 619 vocational school students from 17 different schools within Yogyakarta Province, Indonesia. The participants represent a diverse sample of vocational learners, providing insights into their perceptions of the cybergogy approach in English language instruction. The selection of students from various schools ensures a representative sample, capturing different demographic and educational backgrounds, which enhances the study's validity and relevance.

Data Analysis

The data collected from the questionnaire responses were analyzed using descriptive statistics to provide a comprehensive overview of students' perceptions regarding the cybergogy approach in English language instruction. The first step in the analysis was to calculate the mean score for each individual learner's response. This was done by assigning numerical values to each response on the four-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (4), and then averaging the responses for each item.

Once the individual mean scores were calculated, the next step was to compute the mean score for each item on the questionnaire. This step helped us assess the overall perception of the students toward the cybergogy approach by summarizing their responses to the specific questions. To interpret these mean scores and provide a clear framework for understanding the students' opinions, we referred to the Likert scale classification outlined by Nee and Yunus, as cited in Sukarni (2020). According to this classification, the mean scores were divided into distinct ranges that corresponded to different levels of agreement or disagreement with the statements:

- 4.00 – 3.00: Strongly Agree
- 2.99 – 2.00: Agree
- 1.99 – 1.00: Disagree
- 1.00 – 0.99: Strongly Disagree

Each item's mean score was then mapped to one of these categories, which allowed for a clear interpretation of the students' attitudes towards the cybergogy approach. This classification provided insight into how effective, beneficial, and impactful students found the cybergogy approach in relation to their learning experiences.

The statistical method of calculating and interpreting the mean scores offered a systematic evaluation of the responses, revealing key trends and patterns across the data. By identifying the mean scores for each item, we were able to determine the general level of agreement or disagreement among the students. For example, if the mean score for an item fell in the "Strongly Agree" range, this indicated that the majority of students had a highly positive perception of that particular aspect of the cybergogy approach. Conversely, if the mean score was in the "Disagree" or "Strongly Disagree" range, it suggested that the students did not find that aspect effective or beneficial.

Furthermore, these findings were compared with existing literature to provide a broader context and strengthen the validity of the results. By examining how our findings aligned or differed from previous studies on similar topics, we were able to contextualize the data within the broader field of educational technology and pedagogical methods. This comparative analysis not only helped to confirm the reliability of the findings but also provided deeper insights into how the cybergogy approach impacted students' perceptions of English language instruction. It allowed us to identify areas where the approach was particularly successful and areas where further improvements might be needed.

RESULTS AND DISCUSSION

Results

The data analysis was conducted quantitatively by calculating the mean score of each statement in the questionnaire and interpreting based on Nee and Yunus' Likert four-point scale range Sukarni (2020) as presented in Table 1. Then, the results were discussed with the existing literature. The results demonstrate that vocational school learners have a generally positive perception of the cybergogy instructional approach, particularly regarding the use of digital technology to enhance engagement, motivation, and skill development in English language learning. The consistently high mean scores across most statements reflect strong agreement among students on the benefits of adopting cybergogy into their learning process as seen in Table 1 and 2 below.

Table. 1 Likert Four-Point Scale Range Interpretation

Point	Scale Range	Explanation
4	4.00 – 3.00	Strongly Agree
3	2.99 – 2.00	Agree
2	1.99 – 1.00	Disagree
1	1.00 – 0.99	Strongly Disagree

Table 2. Learners' Perceptions of the Cybergogy Instructional Approach

Statements	Mean Score
I find the use of digital technology in learning English to be highly beneficial.	3,31
I believe that the integration of technology makes learning English more engaging.	3,30
My teacher frequently incorporates internet resources in English instruction.	3,10
Learning English through digital media significantly enhances my comprehension of the material.	3,23
I feel more motivated when technology is utilized in English language instruction.	3,15
I am confident that combining online and offline learning improves my reading, writing, listening, and speaking skills in English.	3,22
I find the digital feedback provided by my teacher to be highly advantageous in my English learning process.	3,11
I find it more convenient to engage in discussions with classmates through platforms like WhatsApp and Zoom.	2,57
I am convinced that the use of technology aids in the development of my English-speaking skills.	3,14
Technology-based English learning increases my participation in class interactions.	3,06

The findings, based on Nee & Yunus (2020)(Nee & Yunus, 2020) Likert four-point scale range, indicate that students strongly agree on the benefits of integrating digital technology into their language learning experiences. The highest mean score of 3.31 reflects a strong belief.

Discussion

The findings align with existing literature, which highlights the significant impact of digital technology on student engagement. Interactive tools such as gamified learning applications and social media platforms are crucial in fostering active participation and collaboration among students. These tools not only make the learning process more engaging but also contribute to enhanced language skills, increased motivation, and improved self-esteem (Mulyati, 2019). Research indicates that the use of such interactive elements keeps students actively involved in their learning, which leads to better academic outcomes and personal growth. Moreover, the integration of technology into language education transforms the teaching process, enriching it by providing diverse and dynamic resources. This approach allows students to take greater ownership of their learning, promoting a more autonomous learning environment (Alakrash & Razak, 2021). Technology's role extends beyond traditional classroom settings, influencing informal learning environments as well. Online forums and social media platforms offer students practical opportunities to apply their language skills in real world contexts, thereby improving their communicative competence (Maulida et al., 2022). Additionally, advancements in AI-driven language learning tools are setting new standards in personalized instruction. These tools deliver customized feedback based on individual performance, addressing specific learning needs and preferences. This level of personalization not only enhances the learning experience but also prepares students for the digital demands of today's workforce by equipping them with relevant skills (Zhao, 2023). Thus, digital technology is not only a catalyst for improved engagement and language acquisition but also a key factor in developing students' readiness for future challenges.

Similarly, a mean score of 3.30 indicates that learners find the integration of technology makes learning English more engaging. This finding underscores the role of technology in creating a more interesting and interactive learning environment, which is crucial for maintaining student motivation and participation. The data also shows that students strongly agree (mean score of 3.10) that teachers frequently incorporate internet resources into English instruction, highlighting the effective use of digital resources by educators to enrich the learning process.

This finding matches with the existing literature that the incorporation of multimedia resources plays a crucial role in boosting engagement in technology-driven English language learning. Digital media, such as videos, podcasts, and interactive exercises, offer varied and substantial content that accommodates different learning styles. A meta-analysis by Nurmala et al., (2023) emphasized the value of utilizing suitable educational technology to improve the effectiveness of English teaching and learning. By providing access to diverse materials, these resources help maintain student engagement and motivation, allowing learners to delve into topics they find intriguing and strengthen their grasp of the language.

Students also expressed strong agreement that learning English through digital media significantly enhances their comprehension of the material, with a mean score of 3.23. This suggests that digital media tools are effective in helping students understand and retain language concepts more effectively. Additionally, the mean score of 3.15 indicates that students feel more motivated when technology is utilized in English language instruction, further emphasizing the positive impact of technology on student engagement and learning outcomes.

The growing body of research confirms that digital media significantly enhances English language comprehension. One key benefit of digital media is its ability to deliver varied and rich content, catering to different learning styles. Unlike static textbooks, digital resources like videos and infographics support visual learners, while podcasts and audiobooks benefit auditory learners (Sim & Ismail, 2023). This variety helps maintain learner engagement and allows for a multifaceted approach to material, improving overall comprehension. Additionally, digital media provides

immediate access to authentic language use through social media, news sites, and online forums, which helps learners grasp idiomatic expressions and cultural nuances not typically covered in traditional materials (Mulyati, 2019). Interactive features in digital platforms, such as quizzes and games, promote active learning, enhancing retention and understanding by encouraging learners to engage directly with the material (Alakrash & Razak, 2021; Maulida et al., 2022). Moreover, personalized learning through digital tools tailors content to individual needs, allowing learners to progress at their own pace and focus on areas where they need improvement, which further supports comprehension (Zhao, 2023; Irwandi et al., 2023).

Moreover, the findings show that students believe in the effectiveness of combining online and offline learning, with a mean score of 3.22. This suggests that a blended learning approach is perceived as beneficial for developing a comprehensive set of language skills, including reading, writing, listening, and speaking. The value of digital feedback is also strongly recognized by students, as reflected in a mean score of 3.11, indicating that personalized and timely feedback from teachers plays a crucial role in enhancing their English learning process.

This research findings correlate with the existing body of literature. The blended learning approach, which integrates traditional face-to-face instruction with online components, is increasingly acknowledged as an effective method for developing a well-rounded set of language skills, including reading, writing, listening, and speaking. One of its main benefits is its capacity to offer a flexible and personalized learning environment. Studies show that this flexibility is particularly advantageous for language acquisition, allowing students to review challenging topics and practice skills beyond the classroom (Wahab et al., 2022). For example, learners can use online resources to access supplementary reading materials, writing exercises, and listening activities that enhance their classroom learning and solidify their grasp of the language (Farih & Karimata, 2022). Additionally, technology in blended learning supports collaborative learning experiences, which are essential for improving communicative competence. Research has found that such collaborative environments greatly boost language skills by facilitating genuine communication and interaction (Wahyuningsih & Afandi, 2022). Furthermore, immediate feedback from digital tools is another key factor in boosting engagement. Numerous educational apps and online platforms provide instant responses on learners' performance, enabling them to recognize areas needing improvement and adjust their learning approaches. This prompt feedback is vital for sustaining student interest and motivation, as it allows learners to track their progress and gain insight into their strengths and weaknesses (Jiang & Gao, 2020). Research shows that students who receive timely feedback are more likely to stay engaged and dedicated to their studies

However, the slightly lower mean score of 2.57 related to the convenience of engaging in discussions through platforms like WhatsApp and Zoom suggests that while students find these tools useful, there may be challenges in their implementation or areas where their effectiveness could be improved. Despite this, students still express strong agreement that technology aids in the development of their English-speaking skills, with a mean score of 3.14. Additionally, the mean score of 3.06 indicates that technology-based English learning increases student participation in class interactions, reinforcing the idea that technology fosters a more interactive and participatory learning environment.

This finding is relevant with the existing literature. One of the main ways technology boosts student engagements is through interactive digital tools. Platforms like online discussion forums, collaborative documents, and educational apps promote active involvement with both the material and fellow students. For example, Elshahawy (2020) notes that digital devices offer EFL students genuine chances to practice their language skills outside the classroom, which enhances their eagerness to participate in discussions and activities. This interactive setting helps create a community among learners, increasing their likelihood of engaging in class interactions. Additionally, social media and other digital communication tools have revolutionized student collaboration and interaction in language learning. Mahmud (2023) study on using platforms such as Facebook and Instagram for integrated English skills shows that social media can transform student interactions,

collaboration, and learning. By providing a familiar and engaging platform, these tools encourage more active participation in class discussions and group projects, thereby improving language skills.

The availability of online resources also plays a vital role in boosting student participation. Technology allows learners to access a wide array of information and materials, which helps them prepare more effectively for class discussions. Sujarwo et al. (2023) highlights that technology is crucial for teaching English as it offers students diverse content and perspectives. This access enriches the learning experience and empowers students to contribute more meaningfully to class interactions, drawing from a broader range of knowledge. Furthermore, technology facilitates collaborative learning, which promotes participation. Digital tools enable students to work together on projects, exchange ideas, and provide real-time feedback. This collaborative approach is beneficial for language learning, as it provides a supportive environment for practicing speaking and writing skills. Research by Pentury & Anggraeni (2021) shows that collaborative learning environments enhance language skills and increase student participation. For instance, using digital newspapers as creative learning tools has been shown to improve students' higher-order thinking skills and engagement in discussions. Moreover, integrating technology into English language learning allows for formative assessments that inform instruction and support participation. Digital platforms often include self-assessment and peer evaluation tools, helping learners track their progress and pinpoint areas for improvement. Rinekso et al., (2021) emphasize that this immediate feedback is crucial for maintaining interest and motivation, as it helps students recognize their progress and understand their strengths and weaknesses. Timely feedback has been shown to increase engagement and participation in class interactions (Fauziah & Diana, 2023).

The role of teachers in incorporating technology is also key to enhancing student participation. Educators proficient in digital tools can create innovative and interactive lessons that capture students' interest. Rinekso et al., (2021) found that a focus on digital literacy in higher education significantly impacts student engagement and participation in language learning. This underscores the importance of professional development and training for teachers to effectively use technology in their teaching practices. Finally, technology in English language learning can foster student autonomy, further boosting participation. When learners engage with digital resources independently, they are more likely to take charge of their learning and contribute to class discussions. Fauziah & Diana (2023) notes that a supportive and flexible learning environment provided by technology encourages students to take risks and engage more fully in class interactions, which is especially important in language learning where fear of making mistakes can hinder participation.

CONCLUSION

The study concludes that the cybergogy approach is well-received by vocational school learners for its engaging and flexible nature, which significantly contributes to the enhancement of English language instruction. The ability to learn at one's own pace and the use of interactive, technologically integrated activities are seen as major advantages. However, the effectiveness of this approach is contingent upon the availability of reliable technology, which remains a challenge for some learners. The study's findings suggest that while cybergogy has the potential to improve language skills and increase learner engagement, it is not without its limitations. These limitations must be addressed to ensure that all students, regardless of their access to technology, can benefit from this innovative instructional approach. Based on the findings, several recommendations can be made to optimize the implementation of the cybergogy approach in vocational schools:

1. Enhance Technological Infrastructure: Schools should invest in improving their technological infrastructure to ensure all students have equal access to the necessary tools and resources. This includes providing reliable internet access and devices for students who may lack them.
2. Teacher Training and Support: Educators should receive continuous training on how to effectively integrate the cybergogy approach into their teaching practices. This includes

familiarization with multimedia resources and interactive platforms that cater to diverse learning styles.

3. Promote Peer Collaboration: The incorporation of peer collaboration activities should be emphasized to facilitate authentic communication and enhance students' language skills. Teachers can design tasks that require students to work together, share ideas, and provide feedback in a supportive environment.
4. Continuous Feedback Mechanisms: Establishing mechanisms for continuous feedback from both teachers and peers will help maintain student motivation and address learning challenges promptly. This can be facilitated through online forums, regular assessments, and personalized feedback.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

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