SOCILEXIA
Journal of Social Sciences and Humanities

SOCILEXIA: Journal of Social Sciences and Humanities
Vol. 1, No. 4, 2026
E-ISSN: 3164-9610
punggawajournal.com/socilexia

The Effect of Digital Strategies on Elementary Students' Boredom in English Learning

Rabiatul Adawiyah[1], Lilik Purwaningsih[2], Endah Kurtianti[3]
[1,2,3] Universitas Doktor Nugroho Magetan, Magetan, Indonesia
Correspondence: adrabiatul23@gmail.com[1] lilikpurwaningsih@udn.ac.id[2] endahkurtianti@udn.ac.id[3]

Article Info

Article history:
Received Sept 14th, 2026
Revised Oct 23th, 2026
Accepted Oct 31th, 2026

Keyword:
Digital strategies; Students' boredom; English learning; Elementary students; Library research.

ABSTRACT

This study aims to examine the effect of digital strategies on elementary students' boredom in English learning based on previous research findings. This topic is important because elementary students may experience boredom when English learning activities are repetitive, teacher-centered, and provide limited opportunities for interaction and active participation. This study employed a qualitative approach using a library research method. The data were collected from relevant journal articles and previous studies related to digital strategies, students' boredom, English learning, engagement, and motivation. The collected data were analyzed through descriptive content analysis by identifying, categorizing, comparing, and synthesizing findings from previous studies. The findings show that digital strategies are implemented through various tools and approaches, including educational games, online quiz platforms, digital storytelling, interactive multimedia, mobile learning applications, and other digital learning resources. The reviewed studies indicate that digital strategies have a positive effect on reducing students' boredom by providing more varied and interactive learning activities, increasing students' participation, maintaining their attention, and creating more enjoyable English learning experiences. Furthermore, digital strategies support students' motivation, engagement, and active involvement when they are combined with appropriate teaching methods. Therefore, digital strategies can be considered an effective approach to reduce elementary students' boredom and support more interactive, meaningful, and student-centered English learning.

© 2026 The Authors. Published by Punggawa Legacy Center. This is an open access article under the CC BY license (https://creativecommons.org/licenses/by/4.0/)

INTRODUCTION

Education plays ani mportant role in developing students' knowledge, skills, and creativity. In Indonesia, the importance of education is reflected in Law Number 20 of 2003 concerning the National Education System, which states that education aims to develop students' potential to become knowledgeable, creative, independent, and responsible individuals. To achieve these objectives in the era of globalization, students need to develop various competencies, including English language skills. English has become an important subject at the elementary school level because it enables students to communicate effectively and access broader sources of information. Therefore, English language learning should be supported by effective and engaging instructional strategies that encourage students' active participation and enhance their learning experiences.

Despite the importance of English language learning, elementary school students often encounter various difficulties during the learning process. As young learners, they typically have limited attention spans and may quickly lose interest when classroom activities are repetitive or lack diversity. These learners generally respond more positively to learning experiences that are enjoyable, interactive, and visually appealing. However, when English instruction relies predominantly on traditional teaching

approaches with minimal student interaction, learners may struggle to remain focused and actively engaged in classroom activities. Consequently, prolonged disengagement may lead to feelings of boredom, which can negatively affect students' motivation, participation, and enthusiasm for learning English.

To overcome these challenges, digital strategies have become an important part of English learning. The development of educational technology has provided various digital tools that can create learning activities that are more interactive and interesting for students. Previous studies have shown that digital strategies, including interactive videos, educational games, and other digital learning media, can encourage students to participate more actively, increase their interest in learning, and improve their involvement during classroom activities. These findings show that digital strategies can help reduce students' boredom and make English learning more enjoyable. Therefore, it is important to review and combine findings from previous studies to gain a broader understanding of the role of digital strategies in reducing elementary students' boredom in English learning.

A number of previous studies have explored the use of digital learning strategies and the issue of student boredom in English language learning. Qomar et al. (2025) reported that Digital Game-Based Learning (DGBL) was effective in decreasing students' boredom while fostering a more interactive learning atmosphere. Likewise, Pebriana et al. (2023) found that the integration of Quizizz into English instruction enhanced students' classroom participation and academic performance, suggesting that digital learning media can make learning activities more engaging and enjoyable. Furthermore, Imsa-ard (2024) revealed that repetitive learning activities, teacher-related factors, and unsupportive classroom environments were among the major contributors to boredom in English language learning. These studies indicate that instructional approaches and classroom conditions significantly influence students' engagement and emotional experiences during the learning process.

Although previous studies have shown that digital learning tools such as Digital Game-Based Learning (DGBL) and Quizizz can reduce students' boredom and increase engagement, most studies focus on specific digital media rather than examining digital strategies in a broader context. In addition, limited research has synthesized previous findings to provide a comprehensive understanding of how digital strategies contribute to reducing elementary students' boredom in English learning. Therefore, this study aims to review, compare, and synthesize previous studies to obtain a clearer understanding of the role of digital strategies in supporting more engaging English learning experiences for elementary school students.

RESEARCH METHODS

This study employed a qualitative approach using library research to examine digital strategies and their role in reducing elementary students' boredom in English learning. The data consisted of qualitative information obtained from academic sources, including journal articles, books, research papers, and other relevant publications. Primary sources included journal articles directly related to digital strategies, students' boredom, and English language learning, while secondary sources provided supporting theories and concepts relevant to the research topic.

Data were collected by identifying, selecting, and reviewing relevant academic literature based on its relevance to the research objectives. The selected sources were examined to obtain information about the types of digital strategies used in elementary English learning, their role in reducing students' boredom, and their contribution to creating engaging learning experiences. The collected information was then organized into three categories: the implementation of digital strategies, their role in improving student motivation and engagement, and their contribution to interactive and meaningful English learning.

The data were analyzed using descriptive content analysis by reviewing, comparing, and synthesizing findings from previous studies. The analysis focused on identifying similarities, differences, and relevant findings concerning the role of digital strategies in reducing elementary students' boredom in English learning. The results were then presented descriptively and systematically to provide a comprehensive understanding of how digital strategies can support more engaging English learning experiences for elementary school students.

RESULTS AND DISCUSSION

A. Research Findings

1. Application of Digital Strategies in English Learning for Elementary School Students Based on Previous Studies.

The reviewed studies indicate that digital strategies are applied in elementary school English learning through various forms of technology and learning activities. These strategies include mobile learning applications, educational games, interactive quizzes, multimedia, online learning platforms, digital storytelling, visual learning media, and artificial intelligence-based tools. The technologies are integrated into learning activities to present materials, provide language practice, support interaction, and encourage students to participate actively in English learning.

Väätäjä and Ruokamo (2021) explain that the effectiveness of digital strategies is not only determined by the availability of digital tools but also by how teachers combine technology with suitable teaching approaches. Their study indicates that digital learning environments can encourage collaboration, problem-solving skills, and knowledge development when technology is applied based on clear learning objectives.

Previous research also shows that specific digital platforms can provide positive learning experiences for students. Pebriana et al. (2023) found that the implementation of Quizizz in English learning improved students' participation and learning achievement. The study showed that digital-based activities could create a more enjoyable classroom atmosphere and encourage students to become more actively involved in the learning process.

The reviewed study explains that digital strategies in English learning for elementary school students are commonly implemented through mobile learning applications, educational games, and multimedia activities that help make lessons more enjoyable and easier for children to understand. Mobile applications such as Duolingo, Memrise, and Babbel provide students with flexible access to English learning materials, allowing them to study at any time and from any place using their smartphones. Through these applications, students can practice vocabulary, listening, speaking, and other English skills independently and according to their own learning speed. The study also shows that game-based learning and multimedia activities encourage students to become more involved in classroom learning because they include videos, pictures, sounds, animations, and interactive tasks that attract students' attention and support their concentration during lessons. In comparison with traditional teaching methods that often depend on textbooks and repeated exercises, digital learning activities offer more varied learning experiences and create a classroom environment that is more enjoyable and engaging for elementary school students. These findings suggest that digital strategies are not only used to provide learning materials, but also to create more flexible, interactive, and student-centered English learning experiences that help students participate actively, explore different learning activities, and maintain their interest in learning English (Fentari, 2025).

The results of this study show that digital strategies in English learning are applied through different teaching methods and digital technologies that are adjusted to students' needs and learning goals. English lessons can be carried out through online classes, task-based activities supported by mobile devices, game-based learning, and the use of digital media such as YouTube, digital posters, digital comics, Google Classroom, e-books, Grammarly, and Facebook social media. These technologies help teachers explain learning materials more easily and give students opportunities to improve their listening, speaking, reading, and writing skills through activities that are more interactive and varied. The study also shows that digital strategies are used to support English learning that is more flexible, engaging, and suitable for the development of technology in education, so students can experience learning activities that are more interesting and easier to follow (Octaberlina, 2023).

From the reviewed studies, it can be seen that digital strategies in elementary school English learning are implemented through various types of technology that help teachers create more interesting learning activities and encourage students to participate actively. The digital media used in learning include Canva for creating visual teaching materials, Quizizz and

Wordwall for interactive quizzes, and YouTube Edu as an additional source for English learning materials. In addition, applications such as Duolingo are used to support students' language development, while AI technology like ChatGPT helps teachers prepare learning materials and create exercises. The use of these technologies makes it easier for teachers to present lessons in more creative ways and provides students with more varied learning experiences. The integration of digital media and AI shows that digital strategies can support English learning that is more interactive, engaging, and suitable for the needs of elementary school students (Bafadal, M. et al., 2025).

Based on the reviewed studies, digital strategies in English learning for elementary school students are applied through mobile learning applications, educational games, interactive quizzes, multimedia, online learning platforms, digital storytelling, visual learning media, and artificial intelligence-based tools. These technologies are integrated into activities such as vocabulary practice, listening and speaking exercises, reading and writing activities, interactive quizzes, game-based learning, multimedia activities, online tasks, and independent learning.

The reviewed studies also show that digital strategy implementation involves more than simply using digital devices. Teachers need to connect digital technologies with appropriate teaching methods and learning objectives. Digital strategies can provide flexible, interactive, and varied learning opportunities, but their effectiveness depends on students' conditions, access to technology, digital skills, and teachers' readiness.

Therefore, the answer to the first research question, How are digital strategies applied in English learning for elementary school students?, is that digital strategies are applied by integrating various digital technologies into English learning activities according to learning objectives and students' needs. These technologies are used to provide language practice, interactive activities, multimedia learning, game-based exercises, independent learning, and opportunities for students to participate actively in the learning process.

2. The Role of Digital Strategies in Reducing Elementary Students' Boredom in English Learning Based on Previous studies.

The reviewed studies indicate that digital strategies can play a role in reducing boredom by making English learning activities more varied, interactive, and participatory. The strongest findings related directly to boredom come from studies involving game-based digital learning, particularly Kahoot and Wordwall. Other studies provide supporting evidence through findings related to motivation, attention, participation, enjoyment, and student engagement.

The reviewed study indicates that using Kahoot as a digital game-based learning tool can help reduce boredom and increase elementary school students' motivation in English learning. The study involved 18 fourth-grade EFL students and found that most of them felt more excited and involved when English lessons were taught through Kahoot rather than through traditional textbook-based instruction. Students described the learning activities as more enjoyable, interactive, and interesting, while classroom observations showed that they participated more actively, paid closer attention to the lesson, and experienced fewer distractions during the learning process. Kahoot's colorful visuals, sound effects, scoring features, and immediate feedback helped keep students interested and encouraged them to stay focused throughout the lesson. These findings suggest that game-based digital learning activities can create a more enjoyable classroom atmosphere, help reduce students' feelings of boredom, and encourage elementary school students to take a more active role in English learning activities (Harahap et al., 2025)

The reviewed study showed that Game Based Learning supported by Kahoot had a positive effect on elementary school students' learning motivation. The study revealed that Kahoot helped create a more enjoyable and interactive classroom environment, encouraged students to participate actively, and made English learning materials easier to understand through game-based activities. The use of visual features, videos, scores, and interactive quizzes increased students' interest in learning and helped reduce the monotonous atmosphere commonly found in traditional textbook-based learning. As students became more involved and motivated during the learning process, the findings suggest that Kahoot can help decrease students' feelings of boredom and support a more enjoyable English learning experience for elementary school students (Pitriani et al., 2024).

The reviewed study found that Wordwall as a game-based learning medium was effective in improving elementary school students' English vocabulary skills. The study showed that Wordwall provided a more interactive and enjoyable learning experience compared to traditional teaching methods that mainly rely on memorization and teacher explanations. Through various game activities, such as quizzes, word-matching tasks, and interactive exercises, students became more involved and showed greater interest during the learning process. The use of digital games also helped students understand vocabulary materials more easily because the learning activities were presented in a more attractive and varied way. The improvement in students' learning results after using Wordwall indicates that digital game-based learning can support better learning outcomes and create a classroom atmosphere that is less boring. Since repetitive activities and limited classroom interaction may cause students to lose interest, Wordwall can be used as an alternative digital strategy to encourage students to participate actively, stay focused, and enjoy English learning activities. These findings suggest that Wordwall can help reduce students' boredom and support a more engaging English learning experience for elementary school students (Persada et al., 2025).

The findings of the study show that the use of Wordwall in English learning activities can create a more enjoyable and interactive learning environment while supporting students' involvement in the learning process. Wordwall encourages student engagement in three aspects: emotional, behavioral, and cognitive engagement. In terms of emotional engagement, students showed enthusiasm, curiosity, and enjoyment when participating in Wordwall-based activities. From the behavioral aspect, students became more active through group discussions, answering questions, and collaborating with their classmates during the learning activities. Meanwhile, from the cognitive aspect, Wordwall activities helped students remember vocabulary, understand learning materials, and explain their answers more effectively. The interactive features of Wordwall, such as quizzes, matching games, and immediate feedback, made English learning more interesting compared to traditional teaching methods that usually provide fewer opportunities for students to interact actively. In addition, the use of Wordwall helped maintain students' attention during lessons and created a more positive classroom atmosphere. These findings indicate that game-based digital strategies can be an alternative approach to reduce monotonous learning activities that may lead to boredom and encourage students to become more actively involved in English learning activities (Nurul Hikmah et al., 2025).

Based on the reviewed studies, digital strategies, particularly game-based strategies such as Kahoot and Wordwall, can play a role in reducing elementary students' boredom in English learning. Their role can be seen in the ability of digital activities to provide variation, interaction, immediate feedback, active participation, attention, motivation, and enjoyment.

The reviewed studies indicate that boredom can be associated with repetitive learning activities, limited interaction, and passive participation. Digital game-based strategies can address these conditions by providing interactive quizzes, games, visual elements, scoring systems, matching activities, and immediate feedback. These features encourage students to participate directly and remain involved in the learning process.

However, the evidence should be interpreted according to what each study actually measured. Some studies directly discussed boredom, while others focused on motivation, engagement, attention, participation, or enjoyment. Therefore, the role of digital strategies in reducing boredom is supported both by direct evidence and by related indicators of students' learning experiences.

Thus, the answer to the second research question, How do previous studies explain the role of digital strategies in reducing elementary students' boredom in English learning?, is that digital strategies can reduce boredom by reducing monotonous learning conditions and increasing variation, interaction, active participation, attention, motivation, immediate feedback, and enjoyment. These features create learning situations in which students are more actively involved in English learning activities.

3. Contributions of Digital Strategies to More Engaging English Learning Experiences for Elementary School Students Based on Previous Studies.

The reviewed studies indicate that digital strategies contribute to more engaging English learning experiences through several dimensions, including student engagement, motivation,

participation, language development, collaboration, confidence, creativity, and student-centered learning. The contribution of digital strategies is therefore broader than their role in reducing boredom.

Acording to (Nurbaiti, Nisrina Nurmahanani & Caturiasari, 2025). explained that the implementation of Game Based Learning supported by the Educaplay educational game can be considered a digital strategy that helps create more interesting English learning experiences for elementary school students. Their study found that Educaplay provided interactive and enjoyable learning activities that encouraged students to participate more actively during English lessons. Through game-based learning activities, students were not only able to improve their vocabulary knowledge but also experienced a more engaging learning process compared to traditional learning methods that mainly used textbooks. The results showed that students who learned through the Game Based Learning model with Educaplay achieved better vocabulary mastery than students who learned through the Discovery Learning model supported by instructional videos. The experimental group also obtained a higher post-test average score than the control group, indicating that educational digital games can support students' learning achievement. These findings highlight that digital strategies, especially educational games, can help create English learning environments that are more interactive, varied, and meaningful for elementary school students.

The reviewed study indicates that digital storytelling plays an important role in creating more interesting English learning experiences for children and elementary school students. By using pictures, audio, animation, and stories that are connected to students' real-life experiences, digital storytelling offers learning activities that are more engaging, interactive, and enjoyable than traditional teaching methods. The study found that students who joined digital storytelling activities showed higher levels of behavioral, cognitive, and emotional involvement during English lessons. They became more active in reading, speaking, writing, and storytelling activities, showed better focus and understanding of the learning materials, and displayed greater enthusiasm and enjoyment during classroom learning. In addition, digital storytelling helped increase students' intrinsic motivation because the stories were presented in ways that were meaningful and familiar to children, encouraging them to participate willingly in learning activities. The study also reported that students who created their own digital stories developed better creativity, critical thinking, collaboration, confidence, and responsibility throughout the learning process. These findings suggest that digital storytelling can support a learning environment that is more interactive, participatory, and focused on students' involvement, helping children and elementary school students become more engaged and motivated in learning English (Purnawan et al., 2026).

Hikmah et al. (2025) explained that Wordwall activities helped improve students' emotional, behavioral, and cognitive involvement in English learning. The study showed that students became more interested, curious, enthusiastic, and happy when taking part in interactive Wordwall games. During the lessons, students participated actively by answering questions, discussing the answers with their group members, listening to the teacher's feedback, and working together to complete the tasks. The researchers also observed that students were able to remember vocabulary, make simple sentences, and explain their answers after using Wordwall in classroom activities. These results suggest that Wordwall can create a more interactive, enjoyable, and cooperative learning atmosphere that encourages students to participate actively and stay engaged during English learning activities.

Temel and Yılmaz (2025) reported that digital storytelling had a positive influence on students' motivation in learning English. Students who took part in digital storytelling activities showed greater enthusiasm for learning and participated more actively in classroom discussions than those who learned through traditional teaching methods. The study also indicated that digital storytelling helped increase students' interest and confidence in using English and encouraged them to become more involved during the learning process. These results suggest that digital storytelling can help create a more engaging and interactive English learning experience for students.

Wu et al. (2020) reported that digital games had a positive influence on students' English vocabulary learning. Their meta-analysis, which involved 2,160 test samples, showed that digital

game-based learning improved students' learning achievement, increased their motivation and interest in learning, and helped them remember vocabulary more effectively than traditional learning activities. The study also indicated that interactive digital games created a more enjoyable and engaging learning environment and encouraged students to participate more actively during English lessons. These results suggest that digital games can help create more effective and engaging English learning experiences for elementary school students.

The findings of this study show that visual and interactive media make an important contribution to creating more interesting English learning experiences for elementary school students. The use of pictures, flashcards, videos, animations, digital games, multimedia applications, and online quiz platforms such as Kahoot and Wordwall helps students understand English materials more easily and makes classroom activities more enjoyable. The study also found that these digital media can improve students' learning motivation, vocabulary development, active participation, and communication skills. In addition, interactive activities encourage students to become more involved in the learning process, while visual media help them understand language concepts in a clearer and more concrete way. The combination of visual and interactive media also creates a more relaxed and supportive classroom environment, which helps students feel more confident when using English. These findings indicate that digital strategies not only help students understand English materials better, but also create learning experiences that are more interactive, enjoyable, and suitable for elementary school students (Siregar et al., 2026).

Based on the analyzed research findings, the use of digital technology in English learning can create a more interesting learning atmosphere and encourage students to participate actively during the learning process. Various digital media, such as videos, interactive applications, and game-based learning platforms, provide more varied learning experiences and help improve students' motivation, understanding, and participation in classroom activities. The study also found that students who used digital technology showed higher levels of engagement compared to students who learned through conventional methods. In addition, digital platforms give students opportunities to interact, work together, and take part in different learning activities in a more flexible way. These findings indicate that the integration of digital technology not only helps teachers deliver English materials more effectively but also supports the creation of a learning environment that is more active, interactive, and centered on students (Habiba & Musarrat, 2025).

The analysis of the research findings shows that the use of interactive digital platforms provides a positive contribution to creating a more interesting language learning experience for elementary school students. The use of applications such as Duolingo, which include interactive audio features, pronunciation practice, and attractive visual displays, helps students become more involved in learning activities. The study explains that digital platforms can support the development of students' listening, speaking, and reading skills, while also improving their concentration and confidence when using the language. In addition, digital learning activities make students more interested in participating because they offer various tasks and exercises that are more enjoyable and interactive compared to conventional learning methods. These findings indicate that digital strategies can support English learning by creating a more active, engaging, and student-friendly learning environment that matches the characteristics and needs of elementary school students (Hsb, 2025).

Based on the reviewed studies, digital strategies contribute to more engaging English learning experiences by improving student engagement, motivation, interest, participation, interaction, collaboration, language development, confidence, creativity, and learning flexibility. Different digital strategies contribute through different mechanisms. Educational games provide interactive practice and challenges. Digital storytelling provides meaningful language activities. Multimedia provides visual and audio support. Mobile applications provide flexible opportunities for individual practice. Interactive platforms provide immediate responses and opportunities for participation.

The findings also indicate that the contribution of digital strategies extends beyond entertainment. Digital technology can support language development and active learning when teachers integrate it with appropriate learning objectives and activities. Therefore, the value of

digital strategies lies not simply in making lessons more enjoyable, but also in creating opportunities for students to interact, communicate, practice language, collaborate, and participate actively.

Thus, the answer to the third research question, "What contributions of digital strategies have been identified in previous studies to support more engaging English learning experiences for elementary school students?", is that digital strategies contribute to more engaging English learning by increasing students' engagement, motivation, participation, interaction, collaboration, confidence, creativity, and language development while providing more varied and flexible learning experiences.

B. Discussion

1. Discussion of the Application of Digital Strategies in English Learning for Elementary School Students.

The synthesis of the reviewed studies shows that digital strategies in elementary school English learning are implemented through various technologies and teaching approaches that help create learning experiences that are more interactive, flexible, and engaging for students. Digital learning environments that are supported by appropriate instructional approaches can encourage collaboration, problem-solving skills, and active participation during the learning process (Väätäjä & Ruokamo, 2021). Interactive platforms such as Quizizz have also been found to increase students' participation and improve learning outcomes because students become more motivated and more involved in classroom activities than in conventional textbook-based learning (Pebriana et al., 2023). In addition, mobile learning applications such as Duolingo, Memrise, and Babbel allow students to access English learning materials anytime and anywhere, enabling them to practice vocabulary, listening, speaking, and other language skills independently according to their own learning pace (Fentari, 2025). Multimedia and game-based learning activities that use videos, pictures, sounds, animations, and interactive tasks also help maintain students' attention and make English lessons easier for elementary school students to understand (Fentari, 2025). Other studies show that teachers apply digital strategies through various media, including YouTube, Google Classroom, e-books, Grammarly, Facebook, digital posters, and digital comics, which support more varied classroom activities and provide students with opportunities to improve their listening, speaking, reading, and writing skills through more interactive learning experiences (Octaberlina, 2023). The integration of Canva, Wordwall, YouTube Edu, Duolingo, and AI-based tools such as ChatGPT also enables teachers to design learning materials, exercises, and classroom activities in more creative and innovative ways while providing students with richer and more varied learning experiences that are suitable for current developments in educational technology (Bafadal et al., 2025). Overall, these findings support Khatimah's (2023) theory that digital technology has significantly influenced the way English is taught and learned. The reviewed studies indicate that digital learning resources, mobile learning applications, educational games, online learning platforms, multimedia, and AI-based technologies not only provide easier access to learning materials but also increase students' involvement, support communication and interaction during lessons, and allow students to learn more actively according to their needs, interests, and learning pace. The consistent findings across the reviewed studies provide strong evidence that digital strategies have contributed to the shift from teacher-centered instruction to learner-centered learning. This synthesis also highlights that digital strategies in elementary school English learning have developed beyond conventional digital media through the integration of AI technologies, such as ChatGPT, together with interactive learning platforms. This emphasis becomes an important contribution of the synthesis because it shows that modern digital strategies can provide learning support that is more adaptive, creative, and responsive to the needs of elementary school students in the current era of educational technology.

Based on this synthesis, the researcher concludes that digital strategies make a significant contribution to supporting English learning in elementary schools. The reviewed studies show that the use of interactive platforms, mobile learning applications, multimedia, educational games, and AI-based technologies can create more engaging learning experiences, increase students' participation, and provide more flexible learning opportunities that match students'

needs and abilities. The researcher also believes that current developments in digital technology provide wider opportunities for teachers to design creative and varied learning activities so that students can learn English more actively rather than relying only on conventional teaching methods. Therefore, it can be concluded that the implementation of digital strategies in elementary school English learning is effective in creating learning processes that are more interactive, flexible, and learner-centered while supporting learning experiences that are more appropriate for the development of modern educational technology.

2. Discussion of the Role of Digital Strategies in Reducing Elementary Students' Boredom in English Learning

The reviewed studies show that digital game-based strategies, such as Kahoot and Wordwall, can support more enjoyable English learning experiences and help reduce students' boredom during the learning process. Students' boredom in English learning is often caused by repetitive learning activities, limited interaction, and teaching methods that do not provide enough opportunities for students to participate actively. Harahap et al. (2025) found that the use of Kahoot as a game-based digital learning tool could increase students' motivation and reduce boredom in English lessons. The study showed that students were more interested and actively involved when learning through Kahoot compared to traditional learning using textbooks. Students considered the activities more enjoyable and interactive, while classroom observations showed that they paid more attention, participated more actively, and had fewer distractions during the lesson. The attractive visuals, sound effects, scoring system, and immediate feedback provided by Kahoot helped maintain students' interest and focus during learning activities. Similarly, Pitriani et al. (2024) revealed that Game Based Learning supported by Kahoot had a positive impact on students' motivation by creating a more enjoyable and interactive classroom atmosphere. The use of videos, images, scores, and interactive quizzes encouraged students to participate more actively and helped them understand English materials more easily. These features also reduced the monotonous learning atmosphere that often occurs in conventional teaching methods. Furthermore, Persada et al. (2025) found that Wordwall as a game-based learning medium was effective in improving students' vocabulary learning. The study showed that Wordwall provided various interactive activities, such as quizzes, word-matching games, and digital exercises, which made learning more interesting compared to traditional methods that mainly focused on memorization and teacher explanations. These activities helped students understand vocabulary materials more easily and created a classroom environment that was less boring. In addition, Nurul Hikmah et al. (2025) found that Wordwall supported students' emotional, behavioral, and cognitive engagement. Students showed enthusiasm and enjoyment during Wordwall activities, participated actively through discussions and answering questions, and improved their understanding by explaining their answers. The findings from these studies are in line with Pekrun's (2006) Control-Value Theory of Achievement Emotions, which explains that students' emotions in learning are influenced by how they view learning activities and the value they give to those activities. Based on this theory, boredom can appear when students feel that learning activities are repetitive, less meaningful, or do not allow them to actively participate. The results of the reviewed studies support this explanation because digital game-based strategies provide students with more opportunities to interact, engage, and experience positive emotions during learning. Based on the researcher's analysis, the use of digital strategies such as Kahoot and Wordwall not only changes the way learning activities are delivered but also influences students' learning experiences by increasing motivation, attention, and participation. Therefore, digital game-based strategies can be considered an effective alternative to reduce boredom and create a more active, enjoyable, and student-centered English learning environment for elementary school students.

Based on the synthesis of the reviewed studies, the researcher concludes that digital game-based strategies have an important role in helping reduce elementary school students' boredom in English learning. The similar findings from several studies indicate that digital games are not only used as learning tools but also as strategies that can create a more active and engaging classroom environment. Through interactive features, game elements, and various learning

activities, digital strategies encourage students to participate directly, stay focused during lessons, and develop greater interest in learning English. The researcher believes that the effectiveness of Kahoot and Wordwall in reducing boredom is because these platforms can overcome some factors that often make students lose interest, such as repetitive learning activities and limited classroom interaction. Therefore, digital game-based learning can be considered an effective alternative strategy to support more enjoyable, interactive, and student-centered English learning experiences for elementary school students.

3. Discussion of the Contribution of Digital Strategies to More Engaging English Learning Experiences for Elementary School Students.

The reviewed studies show that digital strategies make an important contribution to creating more engaging English learning experiences for elementary school students through interactive, flexible, and student-centered learning activities. Väätäjä and Ruokamo (2021) explain that the successful use of digital strategies depends not only on the availability of technology but also on teachers' ability to combine technology with appropriate teaching methods. When digital tools are used effectively, they can encourage collaboration, support problem-solving skills, and increase students' active participation in classroom learning. Similar findings were reported by Nurbaiti, Nisrina Nurmahanani, and Caturiasari (2025), who found that Game Based Learning supported by Educaplay created more enjoyable and interactive English learning activities and improved students' vocabulary mastery compared with traditional textbook-based instruction. In addition, Purnawan et al. (2026) found that digital storytelling increased students' behavioral, cognitive, and emotional involvement because pictures, audio, animation, and stories related to students' real-life experiences encouraged them to participate actively in reading, speaking, writing, and storytelling activities while also helping them develop creativity, collaboration, confidence, and responsibility. Hikmah et al. (2025) also reported that Wordwall activities improved students' emotional, behavioral, and cognitive engagement by encouraging them to answer questions, discuss with their classmates, remember vocabulary, create simple sentences, and explain their answers during interactive learning activities. Likewise, Temel and Yılmaz (2025) found that digital storytelling increased students' enthusiasm, confidence, and participation in English learning compared with conventional teaching methods. A broader perspective was provided by Wu et al. (2020), whose meta-analysis involving 2,160 samples showed that digital game-based learning improved vocabulary learning, increased students' motivation and interest, and created a more enjoyable and engaging classroom environment. Furthermore, Siregar et al. (2026) found that visual and interactive media such as pictures, flashcards, videos, animations, digital games, and online quiz platforms like Kahoot and Wordwall helped students understand English materials more easily, improved their motivation, vocabulary development, participation, and communication skills, and created a more supportive and enjoyable classroom atmosphere. Overall, these findings support Khatimah's (2023) view that digital technology has changed the way English is taught and learned by providing interactive digital resources, educational games, online learning environments, and other technology-based learning tools that increase students' participation, interaction, communication, and learning flexibility. The reviewed studies consistently show that digital strategies help shift learning from teacher-centered instruction to learner-centered learning by giving students opportunities to participate actively, interact with learning materials, work together with their classmates, and learn according to their own needs and learning pace, which contributes to more engaging English learning experiences for elementary school students.

Based on the synthesis of the reviewed studies, the researcher concludes that digital strategies have an important role in creating more engaging English learning experiences for elementary school students. The studies consistently show that digital tools such as Educaplay, Wordwall, digital storytelling, multimedia applications, online quiz platforms, and other interactive learning media are not only used as supporting technologies, but also as learning strategies that can improve students' participation, motivation, communication, collaboration, and confidence during English learning activities. The researcher believes that the effectiveness of these digital strategies is related to their ability to provide varied, interactive, and meaningful learning experiences that match students' interests, needs, and learning characteristics. Through

interactive games, visual media, digital storytelling activities, and technology-based collaborative tasks, students are encouraged to become more active learners rather than simply receiving information passively. Therefore, digital strategies can be considered an effective approach to support English learning environments that are more interactive, enjoyable, flexible, and student-centered, while also meeting the needs of elementary school students and responding to the development of modern educational technology.

CONCLUSION

Through various digital technologies and teaching approaches that support more interactive, flexible, and student-centered learning. Teachers use interactive platforms such as Quizizz and Wordwall, mobile learning applications such as Duolingo, multimedia resources including videos, pictures, sounds, and animations, as well as online learning platforms such as Google Classroom and YouTube to support English learning activities. In addition, AI-based tools such as ChatGPT and digital design applications such as Canva help teachers prepare learning materials, exercises, and classroom activities in more creative and innovative ways. These digital strategies give students opportunities to practice vocabulary, listening, speaking, reading, and writing skills through activities that are more varied and engaging than traditional textbook-based learning. The reviewed studies also show that the use of digital strategies can increase students' participation, interaction, collaboration, and motivation during the learning process while allowing them to learn according to their own needs and learning pace. Therefore, digital strategies help create English learning experiences that are more engaging, flexible, interactive, and focused on the needs of elementary school students.

Digital game-based strategies, such as Kahoot and Wordwall, have an important role in helping reduce elementary school students' boredom in English learning by creating learning activities that are more interactive, enjoyable, and focused on students' participation. The use of interactive quizzes, attractive visual features, sound effects, scoring systems, videos, vocabulary games, group discussions, and collaborative tasks helps improve students' motivation, attention, participation, and involvement during the learning process. These activities make English lessons more interesting and less repetitive, so students become more focused, more enthusiastic about participating in class, and more active in interacting with both teachers and classmates. In addition, Kahoot and Wordwall help students understand English materials and vocabulary more easily through varied learning activities that allow them to learn while playing. A more interactive and enjoyable classroom environment also creates a more positive learning atmosphere compared to conventional learning that mainly depends on textbooks and repetitive classroom activities. Therefore, digital game-based strategies can be considered an effective approach to reducing students' boredom, increasing their engagement in English learning, and supporting more active, interactive, enjoyable, and student-centered learning experiences that are suitable for elementary school students' needs.

Digital strategies play an important role in creating more engaging English learning experiences for elementary school students by providing learning activities that are interactive, flexible, varied, and focused on students' involvement. The use of digital tools such as Educaplay, Wordwall, digital storytelling, multimedia resources, online quiz platforms, and other interactive learning media gives students more opportunities to actively participate in English learning activities. These strategies support students' motivation, communication skills, collaboration, confidence, and engagement by allowing them to interact with learning materials through various activities, including games, storytelling, discussions, vocabulary practices, and creative tasks. Furthermore, visual and interactive features, such as pictures, videos, animations, vocabulary cards, and digital games, help students understand English materials more easily and make the learning process more interesting compared to conventional methods that mainly rely on textbooks and teacher explanations. Digital strategies also support the transition from teacher-centered learning to a more student-centered approach by encouraging students to explore learning materials, interact with their classmates, and learn based on their own needs and learning pace. jadikan deskripsi.

REFERENCES

Bafadal, M., F., Hudri, M., & Sanzain, S., D. (2025). Optimalisasi Pembelajaran Bahasa Inggris melalui Pelatihan Guru SD tentang Pemanfaatan Media Digital dan AI di SDN 1 Labu Api Kecamatan

Labu Api. Jurnal Pengabdian Magister Pendidikan IPA, 8(2), 620–624. https://jppipa.unram.ac.id/index.php/jpmpi/article/download/11854/7765

Fentari, R. (2025). Integration of Digital Technology in English Language Learning in Elementary Schools : Trends, Challenges, and Opportunities. International Journal of Educational Technology and Society, 2025. https://doi.org/10.61132/ijets.v2i1.238Availableonlineat:https://international.aspirasi.or.id/index.php/IJETS

Habiba, U., & Musarrat, R. (2025). Integrating Digital Tools into ESL Pedagogy: A Study on Multimedia and Student Engagement. International Journal of Scientific Research and Engineering Development, 8(5), 799–811. www.ijsred.com

Harahap, M. K., Dewi, U., & Daulay, E. (2025). Kahoot! as a digital game-based instruction for EFL young learners: Students' perceptions. IDEAS Journal on Language Teaching and Learning, Linguistics and Literature, 13(2), 4507–4517. https://doi.org/10.24256/ideas.

Hikmah, K. N., Lutviyani, K., Sayyida, N., & Syauki. (2025). Exploring students' English learning engagement in Wordwall-based activities. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 13(2), 8108–8134. https://doi.org/10.24256/ideas.v13i2.8843

Hsb, E. R. A. (2025). Efektivitas Penggunaan Platform Digital Interktif Untuk Meningkatkan Kemampuan Berbahasa Siswa SD Kelas Rendah (Sebuah Studi Kasus di SDN 1505 Pasir Julu). Prosiding Seminar Nasional BIPA UMSU, 1, 461–467.

Imsa-ard, P. (2024). "It felt like we were trying to get through the class …": Insights on learners' FL boredom from Q methodology. Heliyon, 10(23), e40578. https://doi.org/10.1016/j.heliyon.2024.e40578

Khatimah, H. (2023). Digital Pedagogical Innovations in English Language Education: A Systematic Literature Review. BATARA DIDI : English Language Journal, 2(3), 151–164. https://doi.org/10.56209/badi.v2i3.119

Nurbaiti, Nisrina Nurmahanani, I., & Caturiasari, J. (2025). PENGARUH MODEL GAME BASED LEARNING BERBANTUAN PERMAINAN EDUKATIF EDUCAPLAY TERHADAP PENGUASAAN KOSAKATA BAHASA INGGRIS SISWA SEKOLAH DASAR. Jurnal Ilmiah Pendidikan Dasar, 10.

Nurul Hikmah, K., Lutviyani, K., Sayyida, N., Tarbiyah dan Keguruan, I., & Syarif Hidayatullah, U. (2025). Exploring Students' English Learning Engagement in Wordwall-Based Activities. IDEAS Journal on Language Teaching and Learning, Linguistics and Literature, 13(2), 8108–8134. https://doi.org/10.24256/ideas.v13i2.8843

Octaberlina, L. R. (2023). Exploring the Use of Digital Technology in English Language Teaching: Strategies and Methods for Effective Implementation. ENGLISH FRANCA : Academic Journal of English Language and Education, 7(1), 175. https://doi.org/10.29240/ef.v7i1.6977

Pebriana, H., Wijaya, H., Arsyad, M., & Hamzanwadi, U. (2023). English learning outcomes in class XI students of SMA Negeri 2 MataramImplementasi aplikasi quizizz dalam meningkatkan hasil belajar Bahasa Inggris pada siswa kelas XI SMA Negeri 2 Mataram [Implementation of quizizz application in improving]. Aliniea, 3(2), 393–404. https://ejournal.baleliterasi.org/index.php/alinea/article/view/580

Pekrun, R. (2006). The Control-Value Theory of Achievement Emotions: Assumtions for Educational Research and Practice.

Persada, I. D., Setiawan Muhammadi, A., & Saparianingsih, R. (2025). EFEKTIVITAS WORDWALL SEBAGAI MEDIA GAME-BASED LEARNING DALAM PENINGKATAN PENGUASAAN KOSAKATA DI SDN PASIRHALANG 1 KABUPATEN SUKABUMI. Jurnal Ilmiah Pendidikan Dasar, 10.

Pitriani, N. W., Dantes, N., & Sariyasa. (2024). Game Based Learning Berorientasi Kahoot! Meningkatkan Motivasi Belajar Siswa Kelas V Sekolah Dasar. Didaktika: Jurnal Kependidikan, 13(1 Februari), 643–650. https://jurnaldidaktika.org/index.php/contents/article/view/472

Purnawan, K. A., Artini, L. P., & Indrayani, L. (2026). the Power of Digital Storytelling in Engaging and Motivating Young Learners To Learn English. The Journal of English Language Teaching, 8(1), 22–37.

Qomar, A. H., Mahendra, I. N. A., Putri, Z., Lolita, I. R., & Kusumawati, F. P. (2025). Overcoming Learning Boredom through Digital Game- Based Learning. 9(2), 163–171.

Siregar, T. M. S. B., Fadillah, S., & Azzahrawani, F. (2026). The Role of Visual and Interactive Media in Teaching English to Elementary School Students. International Education Trend Issues, 4(1), 1–8. https://doi.org/10.56442/ieti.v4i1.1386

Temel, T., & Yılmaz, C. (2025). Investigating the impact of digital storytelling on EFL learners' language motivation levels. Journal of Educational Technology and Online Learning, 8(2), 164–189. https://doi.org/10.31681/jetol.1600975

Väätäjä, J. O., & Ruokamo, H. (2021). Conceptualizing dimensions and a model for digital pedagogy. Journal of Pacific Rim Psychology, 15. https://doi.org/10.1177/1834490921995395

Wu, Q., Zhang, J., & Wang, C. (2020). The effect of english vocabulary learning with digital games and its influencing factors based on the meta-analysis of 2,160 test samples. International Journal of Emerging Technologies in Learning, 15(17), 85–100. https://doi.org/10.3991/ijet.v15i17.11758