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The role of Indonesian Language Education in facing the Society 5.0 era: Curriculum Readiness to Face Technology and Innovation

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Abstract
The Society 5.0 era requires education to adapt to technological developments in order to improve the quality of learning, including in Indonesian language education. Digital literacy is a crucial aspect in the curriculum so that students are able to think critically, filter information, and communicate effectively in the digital space. This study aims to analyze the readiness of the Indonesian language education curriculum in facing the challenges of Society 5.0 through a literature review study. Data sources were obtained from scientific journals, books, and education policy reports in the period 2014–2024. The results of the analysis show that the integration of technology in language learning has great potential in increasing student engagement and learning effectiveness through e-learning, artificial intelligence (AI), and interactive digital media. However, its implementation still faces challenges in the form of digital infrastructure gaps, lack of readiness of educators, and a curriculum that is not fully adaptive to technological developments. Therefore, a comprehensive strategy is needed, including improving digital infrastructure, training for educators, and collaboration between the government, educational institutions, and the technology industry sector. With these steps, Indonesian language education can become a main pillar in building a literate, critical, and innovative generation in the Society 5.0 era.

Keywords: Curriculum; Digital Literacy; Educational Technology; Indonesian Language Education; Society 5.0

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Introduction
The Society 5.0 era is a social transformation that integrates digital technology into everyday life to create a balance between technological progress and human welfare. Unlike the previous industrial revolution which focused on automation and efficiency, Society 5.0 emphasizes the use of technologies such as artificial intelligence (AI), big data, and the Internet of Things (IoT) to improve people's quality of life. In the context of education, this change requires innovation in the learning system, including in language education. Language is not just a means of communication, but also a primary instrument in critical thinking, problem solving, and collaboration in an increasingly complex digital ecosystem (Firdausi et al., 2023).

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Therefore, Indonesian language education must be able to adapt to the demands of Society 5.0 so that students are not only users of technology, but are also able to manage information effectively and contribute to digital-based innovation.

The need for strong digital literacy is increasingly urgent along with the rapid flow of information in the Society 5.0 era. UNESCO (2021) emphasizes that literacy is not only about reading and writing, but also includes the ability to understand, analyze, and evaluate information circulating in the digital world. In this context, Indonesian language education has a strategic role in building digital literacy competencies that enable students to filter information, avoid hoaxes, and communicate effectively on various digital platforms. A curriculum that does not adapt to technological developments will risk producing a generation that is passive in receiving information and less able to think critically. Therefore, the integration of technology-based learning in language education is a must so that students can face global challenges with qualified communication skills and a holistic understanding of technology.

However, the biggest challenge in implementing an Indonesian language curriculum that is relevant to Society 5.0 is the gap between education policy and practice in the field. Many educational institutions still apply conventional teaching methods that do not utilize technology as an active learning tool (Depita, 2024). In fact, research by Cynthia & Sitohang (2023) shows that an education system that integrates technology well can improve students' critical thinking and problem-solving skills. Therefore, there needs to be a curriculum reform that not only includes digital literacy materials but also adapts teaching methods to the needs of the digital native generation, for example through project-based learning or gamification in language learning. Without innovation in learning approaches, Indonesian language education is at risk of being left behind in preparing students who are able to compete in an increasingly digitalized global environment.

In addition, the role of educators in adopting and adapting technology is a key factor in the effectiveness of Indonesian language education in the Society 5.0 era. Unfortunately, a survey by the Research and Development Agency of the Ministry of Education and Culture (2021) revealed that many educators still do not have adequate digital skills to integrate technology into learning. This indicates the need to improve teacher competency through continuous training and mentoring so that they can optimize technology as a learning aid. Furthermore, the use of artificial intelligence in language teaching, such as automatic text analysis or AI-based learning assistants, can help improve learning effectiveness (Rohmawaty et al., 2024). Thus, efforts to improve teacher competency and strategic use of technology are essential steps in ensuring that Indonesian language education is not only relevant but also able to become a main pillar in building a literate, critical, and innovative generation in the Society 5.0 era.

In addition to curriculum reform, a supportive educational ecosystem needs to be built so that the integration of technology in Indonesian language learning can run effectively. According to Afriani et al (2023), education in the digital era must prioritize accessibility and inclusivity of technology for all students. However, in Indonesia, the digital infrastructure gap is still a major obstacle, especially in remote areas with minimal internet access and digital learning devices (Safitri & Salmia, 2024). This has implications for the inequality of education quality, where only schools with adequate facilities can adopt technology in language learning. To overcome this, affirmative policies are needed from the government, such as the provision of equitable digital infrastructure, technology-based teacher training, and the integration of AI-based learning media and big data that can be widely accessed. Without concrete steps in providing equivalent educational infrastructure, curriculum modernization efforts risk only impacting certain groups and widening the gap in the quality of Indonesian language education.

Furthermore, the challenges in building language education that is adaptive to technology also include aspects of digital culture and ethics. Jalaluddin (2024) emphasized that

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digital literacy is not just technical skills, but also includes an understanding of communication ethics, data security, and responsible use of technology. In this context, Indonesian language education has a strategic role in instilling awareness of the importance of using polite and critical language in the digital space. The phenomena of misinformation, hate speech, and the degradation of communication quality in social media show that the language curriculum must be oriented towards strengthening digital literacy awareness based on national and humanitarian values (Muvid et al., 2023). Therefore, learning Indonesian in the Society 5.0 era must be more than just linguistic mastery, but also become the main means of building character and digital ethics that are useful amidst rapid technological developments.

However, curriculum revision alone is not enough without a change in the learning paradigm that is more adaptive to the needs of the times. According to Arbi & Amrullah (2024), education in the digital era must be based on an approach that encourages students to become content creators, not just consumers of information. In the context of Indonesian language education, this means that learning should not only focus on passively understanding grammar and texts, but must be directed at developing innovative language production skills, such as writing informative digital content, creating data-based opinions, and arguing logically in public spaces. If this approach is implemented, students will not only be better prepared to face the challenges of Society 5.0, but will also be highly competitive in the world of work that increasingly prioritizes technology-based communication skills and digital literacy.

In addition, the effectiveness of Indonesian language education reform in facing Society 5.0 also depends on the synergy between various stakeholders, including the government, academics, the industrial sector, and the community. Siregar et al (2024) highlighted that technology-based education can only be successful if there is collaboration between educational institutions and the industrial world in developing a curriculum that is in accordance with the needs of the future job market. This means that Indonesian language education must be more open to the integration of digital skills, for example through collaboration with technology platforms or digital media companies that can provide practice-based learning experiences. Thus, students not only gain a theoretical understanding of the language, but also have the opportunity to apply it in the real digital ecosystem. Without this more inclusive and collaboration-based approach, Indonesian language education risks losing its relevance in building competitive human resources in the Society 5.0 era.

Methodology

This study uses a qualitative approach with a literature review study method to analyze the readiness of the Indonesian language education curriculum in facing the Society 5.0 era. The literature review study was chosen because it allows researchers to explore various relevant academic sources, such as scientific journals, books, education policy reports, and official documents from international institutions such as UNESCO, OECD, and the Ministry of Education and Culture. This method aims to identify trends, challenges, and opportunities in the integration of technology and innovation in language education.

The data used in this study are sourced from scientific publications obtained through academic databases such as Google Scholar, Springer, Elsevier, and Perpusnas. The literature selection criteria are based on relevance to the topic, credibility of the source, and year of publication in the last ten years (2014–2024) to stay up-to-date with the development of Society 5.0. Data analysis was carried out using content analysis techniques to examine patterns, themes, and relationships between various concepts that appear in the literature. With this method, research can provide a comprehensive picture of the readiness of the Indonesian Language curriculum in building digital literacy, critical thinking, and communication skills that are in accordance with the needs of a technology-based society.

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Results and Discussion

Technology Integration in Indonesian Language Curriculum to Improve Digital Literacy

1. Use of Digital Media in Indonesian Language Learning

The use of digital media in Indonesian language learning has had a significant impact on student engagement and learning experiences. Digital technologies, such as e-learning, educational videos, and artificial intelligence (AI)-based applications, provide more interactive and engaging learning alternatives compared to conventional printed text-based methods. According to UNESCO (2021), the use of digital media can increase student engagement by allowing them to learn through various formats, such as simulations, animations, and online discussions. A study conducted by Baharuddin & Hatta (2024) shows that integrating technology into language learning can increase student motivation and enrich their learning experiences. In addition, research conducted by Wibowo (2023) highlights that the use of technology in language teaching allows for more collaborative and authentic learning, thereby improving students' understanding and communication skills. With this method, students are more motivated to understand the material because learning is no longer limited to textbooks, but can be accessed through various more flexible digital platforms. Digital media also enriches the learning experience by providing access to wider resources, such as online journals, e-books, and learning applications that provide instant feedback.

However, although technology has opened up great opportunities in education, there are still various challenges in its implementation. The Indonesian language education curriculum still tends to be based on conventional methods that rely on printed text, so that the use of digital media is not optimal. A study conducted by Haryadi et al. (2023) shows that most schools in Indonesia still face obstacles in implementing digital technology due to limited infrastructure and readiness of educators. Teachers as learning facilitators often face obstacles in adopting technology due to lack of adequate training. According to research conducted by Haleem et al (2022), the success of technology integration in learning is highly dependent on the teacher's ability to understand and apply technology effectively. Many educators are still accustomed to the lecture method and lack the skills to use digital tools to teach language more dynamically. In addition, the gap in access to technology is also a inhibiting factor. Not all students have digital devices or stable internet access, especially in remote areas, so the implementation of e-learning is difficult to do evenly. Research results from Ahuja (2023) show that inequality in access to technology can create a greater educational gap if it is not accompanied by policies that support equal digital access.

To overcome these challenges, a comprehensive strategy is needed so that the use of digital media in learning Indonesian can be more effective. The government and educational institutions need to develop a curriculum that is more adaptive to technological developments by including digital learning elements as part of the teaching method. A study conducted by Furi et al. (2018) shows that technology-based learning integrated with the curriculum can significantly improve learning outcomes. In addition, training for teachers must be strengthened so that they can optimize the use of digital media in the learning process. On the other hand, improving technological infrastructure is also very much needed to ensure that all students have equal access to digital learning. One solution that can be implemented is collaboration with the private sector to develop innovative language learning applications that are easily accessible to all students. According to research by Hasna (2024), partnerships between the education sector and the technology industry can accelerate the adoption of digital media in learning, especially in developing resources that are in accordance with curriculum needs.

Overall, the use of digital media in learning Indonesian has great potential to improve the effectiveness of education, but its implementation still faces various obstacles that need to be resolved with the right strategy. With the development of a technology-based curriculum,

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improving teacher skills, and improving digital infrastructure, language learning can be more interactive, interesting, and in accordance with the demands of the times. A study conducted by Khunafah et al (2024) emphasized that innovation in educational technology can contribute significantly to improving learning outcomes if applied with an appropriate approach. Therefore, synergy between the government, educational institutions, and the private sector is needed to ensure that the use of digital media in learning Indonesian can provide optimal benefits for students.

2. Integration of Digital Literacy in the Indonesian Language Curriculum

The integration of digital literacy in the Indonesian Language curriculum is a strategic step in facing the challenges of the digital era, where students are not only required to master technology, but also have critical, analytical, and ethical thinking skills in language. Digital literacy is not just the ability to access information, but also includes a deep understanding of digital texts, the ability to assess the credibility of information, and skills in producing and disseminating content responsibly. According to Fitriarti's research (2019), digital literacy includes three main aspects, namely access, understanding, and production of ethical digital content. In the context of learning Indonesian, the integration of digital literacy can be done through three main aspects, namely digital text analysis, discussions on language ethics in cyberspace, and the use of online platforms for writing and communicating.

First, digital text analysis is an important component in improving students' critical understanding of information circulating on the internet. A study conducted by Yeyendra et al (2024) showed that one of the main challenges in digital literacy is the low critical skills of students in assessing the credibility of information. With the rise of hoax news, subjective opinions, and disinformation on various digital platforms, students need to be equipped with skills in evaluating information sources, identifying bias in texts, and understanding the structure and style of language in various forms of digital communication. Through exercises in comparing various news sources, reading comments on social media critically, and discussing the phenomenon of misinformation, students can develop a more reflective mindset towards the digital content they consume.

Second, the aspect of language ethics in cyberspace is an inseparable part of digital literacy in learning Indonesian. The digital world allows for wide and fast interactions, but without an understanding of communication ethics, students are at risk of being trapped in hate speech, spreading hoaxes, or cyberbullying. According to research conducted by Pambudi et al. (2023), many students are less aware of the ethical implications of online communication, which have the potential to affect their social interactions and digital responsibilities. Therefore, learning Indonesian needs to include in-depth discussions on the concept of netiquette (internet etiquette), the legal consequences of irresponsible language use, and how language can be used to build positive and inclusive communication in the digital space. A study by Setiani & Barokah (2021) also emphasized that digital ethics is an important part of digital literacy that must be taught from an early age so that students can understand social and cultural norms in online communication. By understanding the impact of their language in cyberspace, students can be more careful in communicating and more aware of their social responsibilities in interacting online.

Third, the use of online platforms in writing and communicating is a concrete step in developing students' content production skills. In the digital era, writing is no longer limited to print media or academic assignments, but has developed into various forms such as blogs, opinion articles, infographics, and educational videos. A study conducted by Meirbekov et al (2022) shows that the use of social media in education can improve students' writing and critical thinking skills if used appropriately. Students can be directed to utilize digital platforms to hone their writing and speaking skills, for example by writing articles on personal blogs, creating literacy reviews on social media, or participating in data-based online discussions. In addition,

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the use of collaborative applications such as Google Docs or online discussion forums can also help them develop ideas together and improve their written communication skills in a digital environment.

By integrating digital literacy into the Indonesian language curriculum, students will not only become passive consumers of information, but will also develop into critical, creative, and responsible content producers. They will be better prepared to face the challenges of the digital era with the ability to sort information intelligently, communicate with good ethics, and utilize technology to produce works that are useful for society. This integration is key to building a generation that is technologically literate and has a high level of language awareness, so that they are able to adapt to the dynamics of communication in the modern world without losing their linguistic and cultural identity. Research by Sulianta (2020) emphasizes that digital literacy is a multidimensional skill that includes technical, cognitive, and social abilities in utilizing information technology wisely. Therefore, an integrative approach in the Indonesian language curriculum will not only improve students' academic competence, but also shape a digital character that is responsible and adaptive to the development of the times.

3. Challenges and Strategies for Implementing Technology in Language Learning

Integration of technology in Indonesian language learning offers various benefits, such as increasing the interactivity of learning and facilitating access to learning resources. However, its implementation still faces quite complex challenges. One of the main obstacles is the limited digital infrastructure in many schools, especially in remote areas, which still have difficulty in providing stable internet access and adequate digital devices. According to research conducted by Safitri et al. (2022), schools in Indonesia still experience obstacles in accessing educational technology, especially in rural and remote areas. This gap causes differences in learning experiences between schools that have access to technology and those that do not. In addition, the readiness of educators is also a crucial factor, where many teachers do not yet have sufficient skills to optimally utilize technology in the learning process. A study by Sugiarto & Musyafa (2024) shows that teachers still have difficulty using the Learning Management System (LMS) and other digital learning applications due to lack of training and experience. Lack of assistance in using digital devices makes the implementation of technology not always effective. Another challenge that is no less important is the curriculum that is not fully adaptive to technological developments and the needs of the Society 5.0 era. Conventional learning methods are often not in line with increasingly rapid digital progress, thus hampering innovation in the teaching and learning process. According to the UNESCO report (2021), only around 35% of curricula in developing countries have systematically adapted to digital technology, which shows that many countries, including Indonesia, still need to reform their education systems.

To overcome these challenges, a comprehensive and sustainable strategy is needed. One of the main steps is the policy of procuring technology facilities in schools, especially in areas with limited infrastructure. The government needs to play an active role in providing wider internet access and technology-based learning devices to avoid a digital divide. According to research conducted by Wang et al (2023), government intervention in providing educational technology in schools through digitalization programs has been shown to increase learning effectiveness by up to 70%, especially in increasing the accessibility of learning materials. In addition, teacher training in the use of technology is also essential, considering that the effectiveness of technology integration is highly dependent on the readiness of educators. Continuous training programs can help teachers understand how to optimize technology in learning, such as the use of Learning Management Systems (LMS) and interactive educational applications. A study conducted by Darmawati & Darmawan (2024) emphasized that technology-based learning supported by adequate teacher training can increase the effectiveness of education compared to conventional methods. In addition, curriculum updates that are more adaptive to technological developments are an important step to ensure that

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learning remains relevant to the needs of the digital era. The curriculum must be designed in such a way that it can accommodate technology-based learning methods without ignoring the essential aspects of language teaching. According to research from Hanipah (2023), the integration of technology in the education curriculum not only increases the effectiveness of learning, but also encourages the development of 21st century skills, such as critical thinking, collaboration, and creativity.

In addition to government and school efforts, collaboration with the private sector and digital communities can also be a solution to accelerate the implementation of technology in education. Technology companies can provide support in the form of educational software, training for teachers, or even mentoring programs for students in utilizing technology more effectively. Corporate Social Responsibility (CSR) programs from technology companies can be a source of funding and support for schools in need. A study by Munir (2020) shows that partnerships between schools and the technology industry can increase access to digital devices and resources up to 50% faster than relying solely on government policies. In addition, periodic evaluations of the effectiveness of the use of technology in learning need to be carried out so that the strategies implemented can continue to be adjusted to the times and the needs of students. Research by Suyadnya (2024) shows that regular evaluations of educational digitalization programs can increase implementation efficiency by up to 30%, because they allow for strategy improvements based on data and feedback obtained. With supportive policies, readiness of educators, adaptive curriculum, and cooperation with various parties, challenges in implementing technology in Indonesian language learning can be overcome, so that education in Indonesia can be more advanced and in line with the demands of the Society 5.0 era.

Challenges and Opportunities in Preparing Educators for Technology-Based Language Learning

1. Digital Readiness and Competence of Educators

The digital readiness and competence of educators are key factors in the successful implementation of technology-based learning in Indonesian language education. Based on a survey by Hulu (2023), many educators still have difficulty adapting technology due to lack of training and technical support. This difficulty is caused by several main factors, such as low digital literacy among educators, lack of access to adequate technological infrastructure, and limited support staff who can assist in the implementation of learning technology. As a result, many educators still have difficulty using the Learning Management System (LMS), optimizing artificial intelligence (AI)-based text analysis, and utilizing interactive digital media in the language learning process. This finding is in line with research conducted by Hasna (2024), which states that the lack of technological skills among educators is one of the main inhibiting factors in the digital transformation of education in Indonesia.

The biggest challenge faced by educators is the digital skills gap. Some educators are already familiar with technology, but many still have difficulty operating LMS or understanding how automated text analysis works. This gap shows that not all educators have a sufficient level of digital literacy to apply technology in learning optimally. In addition, the training available is often general and less specific to technology-based Indonesian language learning. For example, it is still rare to find training that discusses in depth the integration of AI-based applications in student text analysis or the use of gamification in language teaching. The results of research by Sesmiarni (2024) show that structured and practice-based training can significantly improve educators' digital competence, especially in the use of LMS and interactive learning applications.

In addition to skills challenges, educators also face significant technical barriers. Inadequate infrastructure, such as limited stable internet access and the availability of digital

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devices in schools, are major obstacles to implementing technology-based learning. In some areas, educators even have to struggle with weak internet connections, making it difficult to access and utilize digital learning platforms to their full potential. The lack of technical staff in schools also makes it difficult for educators to get help in overcoming technical problems that arise when using LMS or other digital learning tools. Research conducted by UNESCO (2022) confirms that good digital infrastructure is a primary prerequisite for the effectiveness of technology-based learning.

To overcome these challenges, a sustainable and needs-based training program is needed. The training provided must be more focused, including the use of LMS such as Google Classroom and Moodle, the implementation of AI-based applications for student text analysis, and the use of interactive digital media such as educational videos and infographics in Indonesian language learning. In addition, schools need to provide adequate technical support by providing IT experts who can assist educators in operating learning technology. Technical guidance in the form of video tutorials or interactive modules can also help educators understand technology more independently. A study by Sofiana et al. (2025) confirmed that ongoing training involving direct practice and technical assistance can increase the adoption of technology in learning more effectively.

In addition to training and technical support, the use of digital platforms needs to be maximized to improve learning effectiveness. Educators can utilize LMS to manage learning more systematically, such as giving assignments, conducting automatic assessments, and monitoring student progress. In addition, the use of interactive digital media can increase student engagement in the learning process, for example by implementing learning videos, educational podcasts, or interesting language-based games. Research by Palyanti (2023) shows that the integration of interactive digital media in learning can increase student motivation and understanding, especially in language-based learning. With the right strategy, educators' digital readiness and competence can be gradually improved, so that technology-based learning in Indonesian language education can run more effectively and provide optimal benefits for students.

2. Infrastructure Barriers and Access to Technology in Learning

Infrastructure and technology access barriers are one of the main challenges in implementing technology-based learning, especially in remote areas. The digital infrastructure gap, such as limited internet access and minimal availability of technology devices in schools, hinders the optimization of the use of technology in learning Indonesian. According to the OECD report (2021), the digital access gap is a factor that affects the quality of education, where countries with better access to technology tend to have higher learning outcomes. A study from the 2018 PISA (Programme for International Student Assessment) also showed that students who have greater access to educational technology have better literacy skills than those who do not have such access. In Indonesia, research by Wahyudi & Jatun (2024) revealed that online learning during the pandemic faced major obstacles due to limited digital infrastructure, especially in remote areas, which made it difficult for students to access learning materials and interact effectively with teachers.

This infrastructure gap has a significant impact on the effectiveness of Indonesian language learning. In the digital era, learning increasingly relies on interactive media such as learning videos, e-books, and technology-based applications that can improve student understanding. However, without adequate infrastructure, students in remote areas have difficulty accessing this material, so that the gap in the quality of learning widens compared to students in urban areas who have better access. Budiarti et al. (2021) in their research on the impact of digitalization in Indonesian language learning stated that students who use digital media in learning are better able to understand linguistic and literary aspects than students who only rely on conventional methods. This shows that differences in access to technology have

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an impact on student learning outcomes. In addition, in the context of online learning which has increased rapidly during the pandemic, limited internet access hinders interaction between students and teachers, resulting in a lack of student understanding of the material presented. The learning methods applied also tend to be conventional in schools with limited technology, while schools in urban areas are more innovative in developing digital-based learning methods, thus creating inequality in student learning outcomes.

To overcome these obstacles, strategic steps are needed that can increase the equality of access to technology in the world of education. One of the main solutions is the provision of digital infrastructure that is evenly distributed, including the development of internet networks in remote areas and improving the quality of electricity supply so that technological devices can be used optimally. A study by Firdaus & Ritonga (2024) emphasized the importance of investing in digital infrastructure as a primary step to reduce the global education gap, including the provision of wider internet access for areas that are still lagging behind. In addition, the technology device assistance program needs to be expanded so that schools with limited resources can obtain devices such as laptops or tablets that can be used collectively by students. According to the Indonesian Ministry of Education and Culture (2021), the laptop assistance program for schools in remote areas has begun to be implemented, although it still requires expansion of coverage and supervision of distribution to be more even. The government can also provide internet access subsidies for schools with fewer resources, either by providing free Wi-Fi networks in schools or providing internet quotas for students in need. Research by Setiawan and Asmara (2020) shows that internet subsidies provided during the pandemic have been shown to increase student participation in online learning, although it still needs to be improved in terms of the effectiveness of its use. Furthermore, training for teachers in the use of technology is also an important aspect in increasing the effectiveness of technology-based learning, because without adequate skills in using technology, the potential of the devices that have been provided cannot be optimally utilized in learning. According to research by Warsita (2020), only around 45% of teachers in Indonesia feel confident enough to integrate technology into learning, so training is an urgent need so that the effectiveness of technology use can be achieved optimally.

Overall, infrastructure and technology access barriers are major challenges in implementing technology-based learning, especially in learning Indonesian in remote areas. The gap in internet access and limited technological devices cause inequality in the quality of learning, so policies are needed that support the equal distribution of digital infrastructure, device assistance, and internet access subsidies. With systematic efforts to overcome these barriers, it is hoped that all students, both in urban and remote areas, can get the same learning opportunities and improve the quality of learning as a whole.

Conclusion

The integration of technology in Indonesian language learning has great potential to increase student engagement, learning effectiveness, and digital literacy. The use of digital media, such as e-learning, educational videos, and artificial intelligence-based applications, creates a more interactive learning experience than conventional methods. In addition, digital literacy is an essential skill in the modern era, including understanding digital texts, evaluating the credibility of information, and communication ethics in the digital space. However, the implementation of technology in learning faces various challenges, such as limited digital infrastructure, the readiness of educators, and a curriculum that is not fully adaptive to technological developments. The gap in internet access and limited technological devices in several regions increase educational disparities, thus hindering the adoption of digital media evenly. Therefore, a comprehensive strategy is needed that includes the provision of adequate infrastructure, training for educators, and collaboration between the government, educational institutions, and the private sector to support the integration of technology in learning. The

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development of appropriate policies not only improves students' academic competence but also forms responsible digital characters. In addition, ongoing training programs for educators need to be implemented to increase the use of Learning Management Systems (LMS), artificial intelligence (AI), and interactive digital media in learning. Collaboration between educational institutions and the technology industry also has the potential to develop innovative digital platforms that are more adaptive to the needs of learners. With the right strategy, the integration of technology in learning Indonesian can create a more inclusive, innovative, and sustainable education system

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