Development of Digital Literacy Competence among English Teachers after In-Service Teacher Training (PPG Daljab)

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Abstract: This study evaluates the development of digital literacy competence among English teachers in the East Lombok District following their participation in an in-service teacher-training program (PPG). This highlights the importance of digital literacy in contemporary teaching, and explores the extent to which PPG enhance these skills. Using a qualitative descriptive method with multiple case studies, data were collected through observations, interviews, and document analysis. Creswell's thematic analysis method ensured data consistency. The findings revealed significant improvements in teachers' digital skills including the use of Google Classroom, video creation, and active student engagement. This enhanced digital literacy contributes to better lesson planning and teaching effectiveness. This study underscores the need for ongoing training and policy support in order to sustain these competencies.

Keywords: Digital literacy, In-service teacher training, English education, Technology integration

Introduction:

The in-service teacher training program (a.k.a.. PPG Daljab) is a comprehensive national initiative aimed at enhancing the pedagogical and professional capacities of in-service teachers in Indonesia. This programme was established to address pressing educational challenges, particularly the need for teacher preparedness to adapt to the demands of modern classrooms. Through a combination of theoretical understanding and practical application, PPG Daljab ensures that teachers are not only informed about current trends in education but are also capable of implementing them in diverse teaching contexts. The program places strong emphasis on experiential learning, encouraging teachers to engage in reflective practices that improve instructional delivery. Teachers are exposed to real-life teaching scenarios and guided by mentorship and collaborative tasks to foster hands-on learning. As Putri & Imaniyati (2017) stated, this integration of theory and

practice promotes professional identity development and instils confidence in teachers. Similarly, Zulfitri et al., (2019)highlight how the program aligns with national efforts to reform teacher education by introducing digital pedagogy and active learning strategies. Central to its goals is the preparation of educators for 21st-century learning environments, which are increasingly shaped by the presence of digital technologies. The changing nature of student learning preferences, coupled with technological advancement, necessitates teachers' readiness to employ digital tools to enhance instruction. Thus, PPG Daljab is not merely a certification path but a transformative platform that cultivates a new generation of digitally competent educators prepared for dynamic classrooms.

Digital literacy has emerged as a foundational competence for educators globally, reshaping how knowledge is accessed, created, and delivered. The evolution of educational technology has shifted the focus from traditional teacher-centered instruction to more flexible learner-centered approaches that integrate digital tools (Tian & Park, 2022). Digital literacy goes beyond basic technological skills and encompasses the ability to critically evaluate digital content, communicate effectively using digital platforms, and ethically engage in online learning spaces (Nada & Sari, 2020). In the context of English language education, the value of digital literacy is particularly pronounced as language learning thrives through exposure to authentic, multimodal content. Technology enables access to real-world linguistic inputs and supports interactive activities that facilitate the development of speaking, listening, reading, and writing skills. (Audrin & Audrin, 2022) stressed that when teachers are digitally literate, they can personalize learning pathways, thereby increasing student motivation and engagement. Such skills also empower teachers to design inclusive learning experiences that accommodate their learning preferences and needs. In classrooms, where students have varying proficiency levels and learning styles, the ability to incorporate multimedia, adaptive assessments and collaborative platforms is essential. Furthermore, digital literacy enables teachers to keep pace with rapid pedagogical and technological changes, aligning the relevance of their instruction with the global demands (Kurniawaty & Faiz, 2022). By integrating digital tools into their pedagogy, teachers not only enrich learning but also model responsible and effective technology use for their students.

Despite the growing importance of digital literacy, many educators, particularly those in under-resourced regions, continue to face significant barriers to digital integration. These challenges include limited access to devices, unreliable internet connectivity, and a lack of targeted professional development opportunities that address local needs (Alimuddin, 2022). Duraturrohmi et al. (2023)emphasized that these constraints are often worsened by insufficient digital exposure during pre-

service training, leaving teachers ill-prepared to adopt technology in meaningful ways. In rural areas such as East Lombok, infrastructural limitations present daily hurdles to implementing technology-rich instruction. Even when teachers are motivated and willing to innovate, systemic shortcomings often render digital integration inconsistent and unsustainable. Farr & Murray (2016) pointed out that the digital divide in such areas contributes to unequal educational opportunities, widening the performance gap between urban and rural schools. This lack of infrastructure also affects teachers' attitudes toward technology, making them hesitant or fearful of experimenting with digital platforms. Without continuous support, initial training efforts may lose momentum, leading to the adoption of superficial or fragmented technology. Teachers need structured, context-sensitive training that aligns with their actual classroom realities and allows for iterative practice and refinement. To ensure equitable access to digital education, it is crucial to address systemic barriers through comprehensive and coordinated efforts involving policies, infrastructure, and professional development.

The significance of digital literacy extends far beyond the mechanical operation of digital devices in the classroom; it is increasingly regarded as a catalyst for pedagogical transformation and reform. Koh et al. (2018) and Tondeur et al., (2021) assert that teachers who possess digital competence are more equipped to adopt innovative teaching strategies, such as flipped classrooms and blended learning environments. These instructional models encourage more active student participation, collaborative learning, and integration of real-world issues into classroom dialogue. In Indonesia, the PPG Daljab program represents a strategic national policy for integrating digital literacy into the professional development of teachers by combining theoretical instruction with practical applications. Within this framework, teachers are trained to craft digital lesson plans, produce multimedia-based instructional content, and utilize tools such as Google Classroom to manage tasks and monitor student performance. Such digital integration allows for personalized feedback and learning differentiation, thus improving the quality and accessibility of instruction. For English teachers, who often cater to linguistically diverse student populations, digital tools provide flexibility in tailoring instruction according to varying proficiency levels. Mohammadyari & Singh, (2015) emphasized that digital literacy facilitates student-centered learning, where learners have more autonomy and opportunities for self-expression. Furthermore, it ensures equitable access to quality learning materials, especially in contexts where traditional resources are scarce. The PPG Daljab model, by providing access to such tools and training, serves not only upskilled teachers but also reduces disparities in educational delivery. As digital platforms have become more prevalent in education, their thoughtful integration has become essential for both student engagement and

instructional efficiency. Thus, digital literacy is not merely a technical necessity, but a foundational pillar of effective and equitable teaching.

As mentioned, the evolving nature of digital literacy demands teachers to continually adapt to new technological trends and digital pedagogies. Educators today must go beyond basic familiarity with digital tools and develop an awareness of the ethical, social, and pedagogical implications of technology use in schools Reddy et al. (2023). The PPG Daljab programme must foster critical reflection and encourage teachers to assess the relevance, risks, and opportunities associated with various digital platforms. This approach is consistent with the Technological Pedagogical Content Knowledge (TPACK) framework of Koehler et al., (2013), which emphasizes the integration of technological knowledge with pedagogical and content expertise. For instance, when deploying Google Classroom or interactive quizzes, teachers must align these tools with clear learning objectives to ensure their effectiveness. Thus, the selection of appropriate technologies becomes a deliberate and informed pedagogical act, and not merely a matter of convenience. Beyond instructional purposes, digital literacy also enhances professional communication, allowing teachers to participate in webinars, share resources through digital communities, and remain current in educational research (Gauci & Curwood, 2017). This engagement fosters lifelong learning and contributes to a culture of innovation and mutual support among the educators. Furthermore, the collaborative nature of digital literacy development through mentorship and peer learning is the strength of the PPG Daljab Initiative. Teachers learn more effectively when supported by colleagues and facilitators who can provide real-time feedback and model effective (Lailatussaadah et al., 2020;Soepriyanti et al., 2022). Peer collaboration reduces anxiety about technology and fosters experimentation, which is crucial for building confidence. Consequently, digital literacy development thrives in a communal learning environment in which risk-taking is encouraged, and support systems are robust.

Despite these promising advancements, challenges remain, particularly in the implementation of digital literacy in rural under-resourced settings such as East Lombok. Teachers in these areas face infrastructural barriers, including outdated hardware, intermittent internet access, and insufficient institutional support (Hetilaniar et al., 2023). These limitations constrain teachers to the most basic uses of digital tools, hindering their ability to engage in more advanced, interactive, or student-centered technology integration. To ensure broader effectiveness, digital literacy training programs must be tailored to specific needs and limitations of the local context. Farr & Murray (2016) emphasized the inadequacy of uniform training models, advocating for flexible, context-sensitive approaches that respond to the

challenges faced in rural education systems. Potential solutions for East Lombok include incorporating low-data applications, offering offline versions of learning materials, and strengthening community-based support systems. Local language integration and collaboration between parents and community leaders can enhance the sustainability of such initiatives. It is also essential to view digital literacy as a continuum that requires ongoing support beyond initial training. Ilomäki & Lakkala (2018) suggested that structured follow-ups, refresher workshops, and access to digital learning modules are crucial for deepening and sustaining digital competence. Such sustained efforts empower teachers to evolve from basic users of technology to confident innovators who can drive pedagogical change. Without this structural and systemic support, the benefits of digital literacy training will risk being short-lived or unevenly distributed across regions.

Within the realm of English language teaching, the application of digital literacy unlocks a range of pedagogical innovations that enhances both language acquisition and student engagement. Tools such as interactive grammar applications, video storytelling platforms, and online discussion forums enable teachers to create authentic and context-rich language-learning experiences (Anggraini, 2021; Hariyadi et al., 2022). These tools not only promote linguistic competence, but also build intercultural awareness and communication skills. For example, by using video creation tools, English teachers can illustrate pronunciation, provide visual cues for vocabulary, and simulate real-life conversations. In addition to content delivery, digital platforms support formative assessments through applications such as Quizizz, Kahoot, and Google Forms that offer immediate feedback and performance analytics. Nasution & Ahmad, (2020) noted that such tools empower students to take greater ownership of their learning by tracking progress and identifying areas for improvement. Teachers benefit from these tools by gaining insight into student learning patterns and adjusting their instructions accordingly. Differentiated instruction becomes more feasible when digital platforms provide detailed data on the strengths and weaknesses of students. Moreover, these platforms foster greater interactivity and collaboration among students, who are more likely to participate actively when they incorporate gamified or multimedia elements. In this sense, digital literacy not only facilitates content mastery, but also cultivates higher-order thinking and digital citizenship. English language instruction has become more dynamic and student-centered, and agrees with 21st-century competencies. Teachers who embrace these possibilities contribute to learning environments that are inclusive, engaging, and responsive to student needs. Digital literacy serves as a bridge between traditional language teaching and modern globally relevant pedagogy.

The design of the PPG Daljab programme reflects international best practices in teacher education, particularly its emphasis on experiential learning, mentorship, and context-aware implementation. Studies by Ertmer et al. (2012) and Smagorinsky (2018) underscore the importance of sustained hands-on training for enabling meaningful pedagogical shifts. PPG Daljab provides a platform for real-time practice and iterative learning by integrating classroom simulations, collaborative tasks, and feedback. However, to remain effective, a program must continuously adapt its modules and methodologies, based on technological advancements and teacher feedback. The experience of English teachers in East Lombok, who navigate technological constraints with creativity and resilience, illustrates the potential of adaptive digital literacy practices even in challenging contexts. This study highlights their strategies, including peer collaboration, localized resource development, and parental engagement, as models for replication. These experiences also demonstrate that digital innovation is not limited to urban or well-equipped schools but can flourish where teachers are empowered and supported. This research contributes to the ongoing discourse on the digital transformation of education by advocating a systemic approach that aligns infrastructure, curriculum, and teacher training. Without this alignment, efforts to enhance digital literacy may falter or exacerbate the existing educational inequities. Therefore, digital literacy must be elevated as a national educational priority, integrated not only into professional development programs but also into broader education policy and funding structures. Programs such as PPG Daljab serve as valuable models, but their impact must be monitored, evaluated, and scaled responsibly. The ultimate goal is to ensure that all teachers, regardless of geography or background, have access to the tools, training, and support required to thrive in the technology-enhanced education system.

Research Methodology:

This study was conducted in East Lombok Regency. The research site was selected because of the significant number of alumni in the PPG Daljab program, making it an ideal location for examining the impact of digital literacy training. Schools across various sub-districts were included to ensure a comprehensive understanding of the contextual factors influencing digital literacy practices. The researchers established contact with school administrators and teachers to obtain permission and organize the data collection process. Letters of consent were distributed to all the participants to ensure ethical compliance and voluntary participation. School diversity provides a range of perspectives on how digital literacy can be applied to real-world teaching scenarios. East Lombok's unique geographic and socioeconomic conditions offer a rich backdrop for exploring the intersection of technology and education. By situating the research in this region, this study aimed to capture both the challenges and opportunities faced by

teachers in under-resourced areas. Additionally, the study location served as a microcosm for broader issues in rural education across Indonesia. The insights gained from this setting are intended to inform policies and practices at the national level, addressing the disparities in digital literacy among educators.

This study employed a qualitative approach to gain an in-depth understanding of digital literacy competencies among the PPG Daljab alumni. A descriptive method was chosen to explore how teachers integrated digital tools into their teaching practice. This qualitative approach allowed for the collection of rich, detailed data that captured the lived experiences and perceptions of participants (Punch, 2009). By focusing on descriptive analysis, this study sought to highlight the patterns, challenges, and successes in implementing digital literacy. This approach was deemed appropriate given the exploratory nature of the research questions. This qualitative methodology facilitates a holistic examination of digital literacy encompassing technical skills, pedagogical strategies, and contextual factors. It also enables researchers to adapt their data-collection strategies based on emerging themes and insights. The flexibility inherent in qualitative research is particularly valuable in addressing the dynamic and context-specific aspects of digital literacy. This methodological choice reflects a commitment to understand the complexity of educational practices in a nuanced and contextually relevant manner. By adopting this approach, this study aimed to generate actionable insights that could inform teacher training programs and educational policies.

In this study, the researchers adopted a multiple-case study design to provide a comparative analysis of digital literacy practices among English teachers. This design was chosen to examine the variations and commonalities across different schools and teaching contexts. The procedure began with the identification of 20 PPG Daljab alumni who demonstrated diverse experiences with digital tools in their classrooms. Purposive sampling was used to select participants who provided rich and relevant data for this study. The researchers engaged in preliminary discussions with participants to establish rapport and clarify the objectives of the study. Data collection spanned three months, during which the researchers conducted observations, interviews, and document analyses. Some participants were observed in their classrooms to capture their real-time interactions and practices. Semi-structured interviews followed the observations, allowing participants to reflect on their experiences and challenges. Document analysis involved reviewing lesson plans, digital teaching materials, and other artefacts to triangulate the data. Throughout the procedure, the researchers maintained a reflexive stance, ensuring that their interpretations remained grounded in participants' perspectives. This rigorous design aimed to uncover both the depth and breadth of digital literacy.

The study utilized three primary methods of data collection: observation, interviews, and document analysis. Observations were conducted in participants' classrooms to capture authentic practices and interactions involving digital tools. The researchers focused on how teachers integrated technology into their lessons, managed digital resources, and engaged the students in technology-enhancing activities. Detailed field notes were obtained to comprehensively document these observations. Interviews were conducted with each participant to gain a deeper insight into their experiences, challenges, and perceptions of digital literacy. A semi-structured interview guide was used to ensure consistency, while allowing flexibility in exploring emerging themes. Each interview lasted approximately 45 minutes and was audio-recorded for accuracy. The document analysis involved reviewing the lesson plans, student assignments, and digital teaching materials created by the participants. This method provided additional context and corroborated the findings of the observations and interviews. Triangulation of these three methods enhanced the credibility and validity of the data. The comprehensive data collection approach ensured that the study captured multiple dimensions of digital literacy practices among teachers. By combining these methods, researchers have aimed to develop a well-rounded understanding of the phenomena under investigation.

Data analysis followed Creswell's thematic framework (2014), which included data reduction, thematic categorization, and triangulation. The process began with organizing and transcribing the data collected from observations, interviews, and document analysis. Data reduction involves condensing information into manageable segments, while retaining its essence. This step required multiple readings to identify significant patterns and recurring themes. The reduced data were then categorized thematically, aligning with the study's research questions and objectives. The codes were assigned to specific segments of the data, representing key concepts and insights. Researchers have employed constant comparison techniques to refine these codes and to develop overarching themes. Triangulation was used to cross-verify the findings from the different data sources, ensuring consistency and reliability. For instance, observations were compared with interview responses and document analyses to validate interpretations. Thematic analysis allowed researchers to delve into the nuances of digital literacy practices, highlighting both commonalities and unique experiences among the participants. Visual aids such as matrices and charts were used to organize and present the findings effectively. The iterative nature of the analysis ensured that the results were comprehensive and grounded in data. By adhering to Creswell's framework, the researchers maintained a systematic and rigorous approach throughout the analysis process, ultimately providing valuable insights into the digital literacy competencies of PPG Daljab alumni.

Findings:

The findings of this study revealed significant progress and challenges in the development of digital literacy among English teachers in East Lombok following their participation in the PPG Daljab training program. These findings are categorized into three major themes: the enhancement of digital literacy and its application in classrooms, critical components of training that facilitate skill development, and challenges and opportunities in sustaining digital integration. This study underscores how training empowered teachers to effectively utilize digital tools, the role of mentorship and practical training in achieving these outcomes, and the ongoing infrastructural barriers that hinder full adoption. Simultaneously, the collaborative efforts and community engagement initiated by teachers highlight the broader impact and potential of digital literacy in transforming educational practices in the region. The table 1 below summarizes these themes and presents key insights from the observations, interviews, and document analyses.

Table 1: Summary of the Findings

Themes	Description	Samples of Supporting Evidence
Enhanced Digital Literacy and Classroom Application	PPG Daljab training improved teachers' digital competencies, enabling them to use tools such as Google Classroom and video creation software effectively in teaching practice.	- Teachers demonstrated confidence in integrating technology (e.g., Google Classroom and Kahoot). - Lesson plans included systematic use of digital tools (e.g., Quizizz). - Observations showed increased student engagement during technology-driven lessons.
Key Components Driving Digital Competence Development	Key training elements such as hands-on practicums, mentorship, and real-life case studies were instrumental in building teachers' confidence and skills in using digital tools.	- Practicum sessions provided opportunities for practical experimentation. - Mentorship offers personalized support and guidance. - Real-life case studies have inspired innovative classroom practice.
Challenges and Opportunities in Sustaining Digital Integration	Infrastructure limitations and access to technology remain challenges. However, collaboration and teacher-driven initiatives create opportunities for sustained digital literacy.	- Limited access to devices and an unstable internet were noted as barriers. - Teachers form peer networks to exchange resources and strategies. - - Community workshops for parents reflect the broader societal impact of training.

The findings revealed significant progress in the digital literacy competence of English teachers in East Lombok following the PPG Daljab training. Teachers displayed

enhanced confidence in utilizing various digital platforms, such as Google Classroom and Canva for teaching purposes. Observations have demonstrated a shift from traditional teaching methods to interactive technology-driven approaches. For instance, MT-1 teacher noted, "I now feel more confident using Google Classroom to assign tasks and manage class discussions." The interviews also highlighted that almost all teachers could independently create engaging multimedia resources such as instructional videos and interactive presentations. Document analysis of the lesson plans corroborated these findings, showing the systematic integration of digital tools to support learning outcomes. The teachers expressed that the training provided them with a practical understanding of the technology, enabling them to create visually appealing and content-rich materials. FT-2 teacher reflected, "I now am confident how to design lessons that incorporate videos and quizzes, which keeps students engaged." Such improvements illustrate PPG Daljab's transformative impact on teachers' digital competencies.

Classroom observations reinforced this progress, revealing the increased use of digital devices such as laptops and projectors during lessons. The MT-3 and FT-5 teachers admitted that they used these tools to present multimedia content and to facilitate interactive activities. In one observed classroom, FT4 used Kahoot for formative assessments, in which students participated enthusiastically. These practices underscore the practical application of the digital literacy skills acquired during training. Furthermore, students appeared more motivated and attentive when exposed to visually stimulating and interactive content. FT-8 and FT-10 teachers reported that their students "enjoyed the class" and "more engaged and willing to participate actively in class." This shift represents a significant milestone in enhancing learning experience and underscoring the role of digital literacy in modern education.

The PPG Daljab training program featured several components pivotal for enhancing teachers' digital literacy skills. The most frequently cited component was hands-on practicum sessions in which teachers practiced using various digital tools. As FT-6 noted, "The practicum sessions allowed me to experiment with tools like Google Slides and Canva, which I now use in my teaching." Observations conducted in MT-10 and FT4 revealed that these teachers gained practical skills through guided activities and peer collaboration. These sessions fostered a safe environment for experimentation and learning, which the participants highly valued. Document analysis of the training materials further highlighted the emphasis on practical applications with modules focusing on specific tools for lesson planning and classroom management. This structured approach ensures that teachers can translate their theoretical knowledge into actionable skills.

Another critical component is the mentoring system integrated into training. Mentors provided personalized guidance and support, helping participants overcome technical challenges, and refine their digital strategies. FT-1 teacher shared, "Whenever I faced difficulties, I met my mentor to get practical suggestions and solutions." This mentorship was instrumental in building the teachers' confidence and competence. Additionally, MT-2 added that group discussions and collaborative tasks during training encouraged him to adopt peer learning, which allowed him and other teachers to share insights and best practices. MT-3 often cited these interactions as “beneficial for gaining diverse perspectives on integrating technology into teaching.” This finding highlights that the mentoring system and collaborative activities in training play key roles in supporting teachers' learning. Mentors offered personalized help, whereas group discussions allowed teachers to exchange ideas and gain new perspectives on using technology in their teaching.

The inclusion of real-life case studies in the training modules also contributed significantly to teachers' learning. These case studies illustrate the successful application of digital tools to various educational contexts. As FT-3 remarked, "Reading about how other teachers use technology really inspired me to try similar approaches in my classroom." The training also incorporated frequent assessments and feedback sessions, enabling MT-4 and FT-6 “to track their progress and identify areas for improvement.” This feedback loop reinforces learning and encourages teachers to refine their digital skills. Collectively, these components create a comprehensive, supportive learning environment that facilitates the development of meaningful skills.

The teachers demonstrated various innovative applications of digital literacy in their classrooms. Observations revealed that teachers regularly employed tools, such as ChatGpt, Canva and Google Classroom, for assignment management and student communication. This platform streamlined administrative tasks and facilitated seamless interaction between teachers and students. MT-8 teacher described it as "a game-changer for organizing my classes and staying connected with my students." Interviews further revealed that teachers used video creation tools to develop subject-specific content, thus enhancing students' comprehension of complex topics. For example, FT-9 teacher shared, "Creating videos for grammar lessons has made the content more accessible and engaging for my students." After the training, teachers began using digital tools such as Google Classroom and video creation software to improve teaching and communication. These tools, according MT-6, “made the class organization easier and helped present complex topics in a more engaging and understandable way for students.”

The lesson plans analyzed during document review indicated a systematic integration of

digital resources, such as Quizizz for formative assessments and YouTube videos, as supplementary material. Teachers designed these plans with clear objectives for incorporating technology to enhance learning outcomes. In one observed class, students used laptops to access interactive lessons, which significantly increased their engagement. FT-7 teacher reported, “These activities encouraged students to take initiatives to explore topics independently.” Another teacher, MT5 commented, "The students are more active in finding additional resources online.” This proactive learning behavior reflects the broader impact of digital literacy on fostering student independence and critical thinking skills. This shows that teachers intentionally integrated digital tools such as Quizizz and YouTube into their lesson plans to boost student engagement and learning outcomes. As a result, students became more independent and proactive and developed stronger critical thinking skills through interactive and self-directed learning activities.

However, challenges in implementing these digital tools are also evident. Limited access to reliable devices and unstable Internet connectivity pose significant barriers, particularly in rural schools. Several teachers mentioned the difficulties of ensuring that all students had equal access to the technology required to participate in digital learning activities. MT-7 teacher remarked, "While I can plan interactive lessons, not all students have devices at home to complete their assignments." Furthermore, inadequate training on the advanced features of digital tools left some teachers unprepared to maximize their potential for lesson delivery. Another participant, MT4, noted, "I can use basic functions of Google Classroom, but creating more sophisticated resources still feels challenging."

Collaboration among teachers emerged as a key theme in these findings. Many participants mentioned forming informal peer networks to exchange ideas and troubleshooting the challenges related to digital tools. One teacher noted, "We often share tips and resources through WhatsApp groups, which has been incredibly helpful." These collaborative efforts not only strengthened individual teachers' competencies but also fostered a culture of continuous learning within schools. Additionally, some teachers extended their digital skills to community engagement and conducted workshops with parents on the use of technology to support their children's education. This initiative highlighted the broader societal impact of training, although some noted that these efforts required additional resources and time commitments, which were not always feasible. This highlights that teachers face challenges in using digital tools due to limited access to devices and the unstable Internet, especially in rural areas. These issues created inequality among the students and hindered their participation in digital learning. It was indicated from the findings that some teachers felt unprepared to use the advanced features of digital tools because of insufficient training.

Thematic analysis underscores the transformative potential of digital literacy training. It revealed how PPG Daljab equipped teachers with practical skills, confidence, and innovative strategies to integrate technology effectively. The triangulation of data from the interviews, observations, and document analysis provided a comprehensive understanding of the training outcomes. While challenges such as limited access to resources and insufficient advanced training persisted, the findings highlighted significant strides in digital literacy among English teachers in East Lombok. By addressing these challenges and building on their success, the program holds the potential to revolutionize teaching practices and enhance educational quality in the region. This finding emphasizes that digital literacy training through PPG Daljab significantly improves teachers' skills, confidence, and ability to use technology in teaching. Although challenges such as limited resources and lack of advanced training remain, the program has shown significant progress in enhancing digital literacy. Continued improvements have the potential to transform teaching practices and improve educational quality in East Lombok.

The findings of this study align with Mohammadyari & Singh, (2015) assertion that digital literacy transforms teaching by enabling interactive, inclusive learning. Teachers' increased confidence in using tools such as Google Classroom and video creation software echoes the transformative potential of digital competencies. The data corroborate that teachers can create visually engaging and interactive lessons that foster students' motivation and participation. For instance, teachers' ability to design multimedia-rich lessons aligns with Farr & Murray (2016), who emphasize the importance of integrating technology to support diverse learning needs. Classroom observations revealed a notable shift towards more student-centered teaching practices, consistent with theoretical perspectives on the benefits of digital literacy in education. These findings imply that enhancing teachers' digital literacy can lead to more interactive, inclusive, and student-centered learning environments. The ability to create multimedia-rich lessons not only supports diverse student needs but also boosts motivation and participation. Therefore, investing in digital competency training is crucial to sustaining innovative and effective teaching practices.

The challenges identified in the findings, such as limited access to devices and inadequate internet connectivity, reflect the barriers highlighted by Alimuddin (2022). These infrastructural constraints continue to impede the full utilization of digital tools in under-resourced regions. Teachers' concerns about insufficient advanced training.This calls for sustained professional development to address the evolving technological demands. Collaborative efforts among policymakers, educators, and communities are essential for overcoming these challenges. To address these challenges, schools and local governments should collaborate to improve digital infrastructure, such

as by providing reliable Internet access and updated devices. Continuous professional development programs that focus on advanced digital tool usage are essential for strengthening teachers' competencies. Additionally, partnerships between communities and the private sector can help create resource-sharing initiatives to ensure equal access for all students.

Findings of this study also underscore the importance of practical hands-on training components in building digital literacy, as demonstrated by Koh et al. (2018). Teachers consistently highlighted the value of practicum sessions in enabling them to experiment with digital tools in a risk-free environment. This approach aligns with the TPACK framework proposed by Koehler et al., (2013), which emphasizes the integration of technological, pedagogical, and content knowledge. Observations confirmed that teachers who engaged in these sessions were more adept at incorporating digital resources into their lesson plans and classroom practices. These findings imply that incorporating practical hands-on training is crucial for developing teachers' confidence and competence in using digital tools effectively. Such training fosters the meaningful integration of technology, pedagogy, and content knowledge, as outlined in the TPACK framework. Therefore, future digital literacy programs should prioritize practicum-based approaches to ensure that teachers confidently apply their skills to real classroom contexts.

On the whole, the study's findings demonstrate the significant steps made by English teachers in East Lombok in integrating digital literacy into their teaching practices. These advancements reflect the transformative potential of targeted training programs such as PPG Daljab. However, the persistence of systemic barriers underscores the need for continued investment and collaborative efforts to fully realize the benefits of digital literacy in education. Building on these successes and addressing the challenges identified in this study, stakeholders can create a more equitable and effective educational landscape that leverages the power of technology for inclusive learning. In conclusion, this study highlights both the progress and ongoing challenges in advancing digital literacy among English teachers in East Lombok. Although targeted training programs have proven to be effective in fostering innovation and confidence, overcoming infrastructural and professional development gaps remains essential. Continued commitment from all stakeholders ensures that technology-driven education is inclusive and sustainable.

Conclusion:

The PPG Daljab training significantly improved the digital literacy skills of English teachers in East Lombok. Teachers became more confident using tools like Google Classroom and video editing software to enhance lesson delivery, supporting the

theoretical argument that digital literacy is vital for student-centered learning. Observations indicated a shift toward more interactive classrooms, where digital tools helped boost student engagement and motivation. Key training features—such as hands-on practicums, mentoring, and real-life case studies—played a crucial role in equipping teachers with practical skills and fostering collaboration. Mentorship provided continuous support, helping teachers address technical issues and build confidence in applying technology. Document analysis confirmed that teachers integrated digital resources into their lesson plans, showing the program's effectiveness in preparing them for modern teaching challenges. However, some obstacles remain. Limited access to devices and unstable internet connections were frequently mentioned by participants as barriers. Addressing these issues through targeted investment and supportive policies is necessary to maximize the benefits of digital learning. Future efforts should focus on ongoing training and expanding access to technology. Building on PPG Daljab's success will help ensure digital literacy becomes a lasting part of equitable, effective education.

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