

**GENERATIONAL APPROACHES TO EDUCATIONAL
TECHNOLOGY INTEGRATION FOR EFL INSTRUCTION: A
CASE STUDY AT PRIVATE ISLAMIC SCHOOL**



Intelligentia - Dignitas

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Degree of Sarjana Pendidikan***

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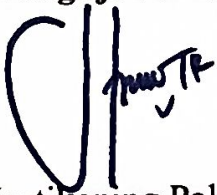
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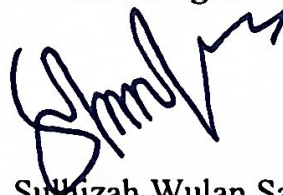
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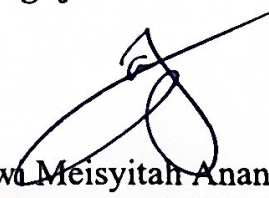
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ABSTRACT

Zaenabelle Figaret Alba, 2026. Generational Approaches to Educational Technology Integration for EFL Instruction: A Case Study at Private Islamic School. A *Skripsi*. Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

This qualitative case study investigates how English as a Foreign Language (EFL) teachers from Generation X, Y, and Z integrate digital tools at selected private Islamic Schools. Data were collected from three teachers through observations, in-depth interviews, and photo-elicitation interviews (PEI). The findings challenge the assumption that birth year alone dictates digital teaching competence. Generation X leveraged extensive pedagogical experience to utilize digital tools for presentation efficiency, supporting their preference for direct instruction. Generation Y demonstrated strategic digital integration, yet photo-elicitation interview (PEI) revealed underlying emotional vulnerabilities regarding their professional relevance. Generation Z navigated software intuitively but faced technical friction with institutional hardware. Theoretically, the study identifies a tension between technological knowledge (TPACK) and transformative implementation (DP4SET), introducing “temporal-pedagogical positioning” to highlight how the ethical conduct (*Adab*) necessitated a carefully monitored approach to digital pedagogy. Ultimately, successful technology integration relies on pedagogical experience, strategic timing, and institutional values rather than isolated generational traits.

Keywords: *Digital Pedagogy; Generational Differences; TPACK; DP4SET; Photo Elicitation; Islamic Education*

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ABSTRAK

Zaenabelle Figaret Alba, 2026. *Generational Approaches to Educational Technology Integration for EFL Instruction: A Case Study at Private Islamic School. A Skripsi*. Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

Studi kasus kualitatif ini mengkaji bagaimana guru Bahasa Inggris (EFL) dari Generasi X, Y, dan Z menggunakan alat digital di sekolah swasta Islam terpilih. Data dikumpulkan dari tiga guru melalui observasi kelas, wawancara mendalam, dan *photo-elicitation interviews* (PEI). Temuan penelitian menantang asumsi bahwa tahun kelahiran semata menjadi penentu kompetensi pengajaran digital. Generasi X memanfaatkan pengalaman pedagogisnya yang luas untuk menggunakan alat digital demi efisiensi presentasi, yang mendukung kecenderungan mereka pada instruksi langsung. Generasi Y menunjukkan integrasi strategis, namun metode *photo-elicitation interview* (PEI) mengungkap adanya kekhawatiran emosional terpendam terkait relevansi profesional mereka. Generasi Z sangat mahir dengan perangkat lunak, tetapi menghadapi kendala teknis dengan infrastruktur perangkat keras sekolah. Secara teoretis, studi ini menemukan kesenjangan antara pengetahuan teknologi (TPACK) dan implementasi transformatif (DP4SET). Studi ini memperkenalkan konsep “penempatan pedagogis-temporal” (*temporal-pedagogical positioning*), yang menegaskan bahwa waktu spesifik penggunaan alat digital sangat menentukan nilai kognitifnya. Terakhir, kuatnya nilai etika (*Adab*) di sekolah Islam menuntut pengawasan ketat terhadap pedagogi digital. Kesimpulannya, keberhasilan integrasi teknologi lebih didorong oleh pengalaman mengajar, strategi pengaturan waktu, dan nilai institusional, bukan sekadar faktor generasi.

Kata Kunci: *Pedagogi Digital; Perbedaan Generasi; TPACK; DP4SET; Photo Elicitation; Pendidikan Islam*