

Learning Strategies in the Digital Era: Innovative Approaches for Elementary Schools

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ABSTRACT

The development of technology and information has influenced various aspects of human life, including education. With these changes, the education sector requires adjustments in learning strategies to align with the advancements in digital information technology. This study aims to identify suitable learning strategies for elementary schools in the digital era. It employs a qualitative research approach using a literature review method. Data were collected through an analysis of various sources, such as journals and books, and analyzed using Miles and Huberman's data analysis technique, which consists of three stages: data condensation, data presentation, and conclusion drawing. Several learning strategies can be implemented by elementary school teachers in the digital era, including the development of learning models, evaluation techniques, and learning media that leverage technology. The use of technology-based models, evaluation tools, and media is expected to facilitate students in achieving their learning objectives.

INTRODUCTION

In today's world, the rapid advancement of science and technology has profoundly influenced numerous aspects of human life, with education being one of the most affected sectors (Pisriwati et al., 2024). This remarkable progress has ushered in transformative changes, shifting traditional systems that were predominantly manual into sophisticated digital systems that heavily rely on technological integration. These digital systems have streamlined processes, making them more efficient and accessible. Moreover, the pervasive use of electronic devices such as smartphones, tablets, and laptops has become a hallmark of modern lifestyles. As a result, technology has not only reshaped the way individuals interact but also the way they acquire knowledge and skills. This dependence on technology highlights the urgent need for educational systems to evolve in response to these changes (Astiwi & Siswanto, 2024).

The development of science and technology has had profound implications for the education sector. Traditional teaching methods are being replaced or augmented by innovative approaches that reflect the growing importance of digital tools in learning environments. One notable impact is the widespread adoption of blended learning, a hybrid model that combines online and offline teaching methods. This approach allows for greater flexibility, enabling students and teachers to access a wealth of resources and tools that support the learning process. The open nature of this model promotes collaborative and self-directed learning, encouraging learners to take an active role in their education. Such a shift underscores the potential of technology to democratize access to quality education and cater to diverse learning need (Tang, 2024).

These fundamental changes in learning practices call for the implementation of specific and well-designed strategies to ensure their effectiveness (Putri, 2024). In the digital era, learning strategies must be thoughtfully aligned with contemporary conditions and technological advancements. Tools such as computers, laptops, and smartphones are no longer optional but essential components of modern education. Their effective utilization can enhance the learning experience by making it more engaging and interactive. However, in the context of elementary schools, it is equally important to consider the unique developmental characteristics of younger students. Learning strategies for this demographic should strike a balance between leveraging technology and addressing the needs of children at their specific stage of growth and cognitive development (Sirajuddin & Dahar, 2021).

The concept of learning strategies encompasses various tools, techniques, and approaches aimed at improving the overall effectiveness of teaching and learning processes. According to Siswanto & Susetyawati (2024), learning strategies involve deliberate actions, steps, or techniques designed by teachers to facilitate and enhance learning activities. Similarly, Yogyanto et al. (2024) describe learning strategies as a comprehensive framework that includes objectives, content, methods, tools, and evaluation processes, all of which work together to achieve targeted educational goals. Collectively, these definitions highlight the multifaceted nature of learning strategies, emphasizing their role

as essential tools for optimizing the educational experience and ensuring that learning outcomes are met effectively.

Selecting an appropriate learning strategy is a crucial task that demands careful consideration of several interconnected factors. These include the characteristics of the students, the intended learning objectives, the nature of the subject matter, the availability of facilities and infrastructure, and the teacher's ability to manage the learning process effectively (Darmansyah, 2012). Additionally, Njonge (2023) underscores the importance of aligning learning strategies with the specific requirements of the learning objectives, the type of lesson content, and the characteristics of the students. Other factors to consider include the strategy's ability to maximize student learning potential, its relevance to the subject matter, and practical aspects such as cost and time efficiency. These comprehensive considerations ensure that the chosen strategies are both effective and feasible within the given educational context.

Both Darmansyah and Santinah agree that student characteristics should be a primary focus when selecting learning strategies. The needs and abilities of elementary, middle, and high school students differ significantly, necessitating tailored approaches for each level. For elementary students, effective strategies often incorporate elements of play, physical activity, collaborative group work, and practical demonstrations that relate to real-world experiences. These components not only engage young learners but also cater to their developmental needs, fostering a more holistic learning experience. By aligning strategies with the specific characteristics of elementary students, educators can create an environment that is both supportive and conducive to learning (Hayati et al., 2021).

Determining the right learning strategy is of paramount importance because it directly impacts the ability of students to think independently and creatively. Moreover, appropriate strategies enable students to adapt to diverse and ever-changing situations, equipping them with critical life skills for the future Kania et al. (2023). Therefore, it is essential to conduct thorough research to identify the most effective learning strategies for elementary schools in the digital era. By doing so, educators can ensure that teaching practices not only meet the demands of a technologically advanced world but also provide high-quality education that prepares students for lifelong success.

LITERATURE REVIEW

Learning Strategies

The concept of learning strategies has been widely explored in educational research, highlighting its role in achieving effective and meaningful learning. Learning strategies refer to the methods, techniques, and tools employed by educators to enhance the teaching process and facilitate students' understanding of content. According to Bang et al. (2016), an effective learning strategy should include clear objectives, appropriate instructional methods, and tools that align with learners' needs. Similarly, Hikamah et al. (2021) defines learning strategies as deliberate steps taken by teachers to create an engaging and productive learning environment. These strategies encompass a range of

activities, from traditional lectures to modern, technology-based methods, reflecting the dynamic nature of education in adapting to societal changes.

The integration of technology into learning strategies has become a significant focus, particularly in the digital era. Blended learning, for example, combines traditional face-to-face teaching with online components, providing flexibility and accessibility for students (Putri et al., 2024). Other technology-driven approaches, such as flipped classrooms and gamification, have demonstrated their ability to increase student engagement and foster active learning. Studies by Kurniawan et al. (2024) emphasize the importance of leveraging digital tools like computers, smartphones, and educational software to enrich the learning process. These approaches not only enhance knowledge retention but also encourage independent and collaborative learning among students, especially in digitally literate societies.

In elementary education, learning strategies must be tailored to suit the developmental needs of young learners. Ahmed et al. (2021) propose strategies that incorporate play, movement, group activities, and real-world applications to maintain students' interest and improve comprehension. Such methods align with Piaget's theory of cognitive development, which highlights the importance of hands-on and experiential learning for children. Furthermore, selecting an appropriate strategy requires consideration of factors such as student characteristics, learning objectives, and available resources. By adopting these well-considered approaches, teachers can create a supportive and dynamic learning environment that fosters creativity, critical thinking, and academic achievement.

Elementary Schools

Elementary school education plays a crucial role in laying the foundation for a child's cognitive, social, and emotional development. According to Vygotsky's socio-cultural theory, the early years of formal education are essential for shaping learning habits and fostering collaboration among peers through guided instruction (Erbil, 2020). In Indonesia, the elementary school curriculum emphasizes a holistic approach that integrates academic, moral, and character-building components. This aligns with national education goals, which aim to cultivate students' intellectual abilities alongside their values of social responsibility and independence (Astiwi et al., 2024). Research highlights the importance of creating an engaging and supportive learning environment to meet these objectives, particularly during the critical period of early childhood development.

In the context of instructional strategies, elementary education requires methods that align with the unique characteristics of young learners. Studies by Dung et al. (2023) suggest that children in this age group thrive when learning is hands-on, interactive, and exploratory. Consequently, teaching approaches often incorporate elements such as play-based learning, storytelling, group work, and the use of visual aids. Indraprasta & Pawiro (2023) emphasize that learning strategies in elementary schools should focus on activities that foster curiosity and creativity while supporting the development of problem-solving

skills. Furthermore, incorporating culturally relevant materials can help students connect lessons with their real-world experiences, enhancing comprehension and retention.

In the digital era, elementary schools are increasingly adopting technology to enhance learning outcomes. Digital tools such as educational apps, interactive whiteboards, and online resources are becoming integral to classroom instruction (Erbil, 2020). However, the use of technology in elementary education must be carefully managed to ensure it complements, rather than overwhelms, traditional teaching methods. Research by Pimdee et al. (2024) highlights the potential of blended learning models to combine the best aspects of digital and face-to-face instruction, creating a balanced and effective educational experience. These innovations not only cater to the evolving needs of students in a tech-driven world but also equip them with essential skills for future academic and personal success.

Digital Era

The digital era, marked by rapid advancements in technology and the widespread adoption of digital tools, has profoundly transformed various aspects of human life, including education, communication, and industry. According to Bhegawati & Novarini (2023), the digital era is characterized by an unprecedented level of connectivity and access to information, enabling individuals to engage with and contribute to a global knowledge economy. This transformation has created a paradigm shift in how people learn, work, and interact, necessitating the adoption of new skills and competencies. In education, the digital era has redefined traditional approaches, shifting from teacher-centered methods to more interactive, technology-integrated strategies.

The impact of the digital era on education is particularly significant, as it enables innovative teaching and learning practices. Blended learning, e-learning, and flipped classrooms are examples of digital-era pedagogies that leverage technology to enhance student engagement and accessibility (Aulia et al., 2023). Digital tools, such as virtual labs, learning management systems, and online collaboration platforms, have expanded the boundaries of traditional classrooms, making education more inclusive and flexible (Putri et al., 2024). However, the adoption of these tools requires careful planning to address challenges such as the digital divide and the need for digital literacy among educators and students.

Despite its transformative potential, the digital era presents challenges that require thoughtful adaptation and policy responses. Issues such as information overload, cybersecurity threats, and the ethical use of technology highlight the need for education systems to prioritize digital literacy and critical thinking (Syah et al., 2024). Furthermore, the integration of technology must be balanced with fostering human values, creativity, and interpersonal skills, ensuring that the digital era enhances rather than diminishes these aspects of learning and development. As society continues to evolve in the digital age, ongoing research and innovation are essential to optimize the benefits of technology while mitigating its risks.

METHODOLOGY

In this study, the researcher conducted a library research approach, which involves analyzing published articles and journals to obtain new information. The research utilized a qualitative approach and employed library research as its method. Library research involves collecting information and data from various resources available in libraries, such as documents, books, magazines, historical accounts, and news (Sogen, 2021). The researcher analyzed data by reviewing 38 journals related to learning strategies for elementary schools in the digital era. The results of this literature review aim to identify various digital-era learning strategies suitable for elementary school education. The research process included four steps: (1) collecting articles and journals relevant to the topic; (2) reviewing the gathered materials; and (3) analyzing the data using a three-phase approach data presentation, verification, and conclusion drawing. Data collection relied on a literature review by sourcing journals and books related to elementary school learning strategies in the digital era. Data analysis employed the Miles and Huberman model, which consists of data condensation, data presentation, and conclusion drawing. Data condensation involves selecting, focusing, simplifying, abstracting, and transforming data derived from field notes, interview transcripts, documents, and empirical materials. Data presentation entails organizing and integrating information to make it comprehensible. Lastly, conclusion drawing synthesizes the findings into meaningful insights (Wanto, 2018).

RESEARCH RESULT

Digital Era Learning Models

In the digital era, elementary school teachers have access to various learning models that can be effectively utilized to enhance the teaching and learning process. One of the most prominent models is collaborative learning, which emphasizes group-based activities where students work together to achieve desired learning outcomes. As noted by Ziatdinov & Valles (2022), collaborative learning allows students to actively engage with their peers in a shared effort to understand and internalize learning materials. Gono & Moraes (2023) expands on this concept by explaining that in collaborative learning, students are typically organized into small groups of 4-6 members. Within these groups, students build communication and cooperation, which facilitates collective problem-solving and mutual understanding of the subject matter. Thus, collaborative learning not only helps students achieve academic objectives but also fosters interpersonal skills and teamwork, which are vital in today's interconnected world.

Collaborative learning is structured around four fundamental elements: interdependence among students, individual accountability, collaborative interaction, and the formation of cohesive learning groups (Tarso et al., 2024). These elements are critical in ensuring the success of the model, as they encourage shared responsibility and mutual support among students. Each student in a group is accountable for their contribution, which ensures active participation and prevents reliance on others to carry the workload. The collaborative interaction component promotes meaningful dialogue and

exchange of ideas, while the concept of learning groups provides a structured environment where students can develop trust and confidence in working with their peers.

In the context of the digital era, learning extends beyond acquiring theoretical knowledge to include the application of that knowledge in real-world scenarios. This makes collaborative learning particularly relevant for elementary school students, as it encourages both understanding and application of concepts in a supportive group setting. According to Siswanto & Firmansyah (2024), collaborative learning enhances educational practices by creating opportunities for students to engage deeply with the material. It also minimizes individual differences by fostering an inclusive learning environment where all students are encouraged to participate. This inclusivity is especially important in elementary schools, where students come from diverse backgrounds and learning levels.

The digital age demands that students develop critical thinking, problem-solving, and adaptive skills to navigate complex, real-world situations. Collaborative learning addresses these needs by promoting active participation and a sense of belonging among students. By working together, students learn to analyze problems, brainstorm solutions, and evaluate outcomes collectively. This process helps them develop higher-order thinking skills and prepares them to face future challenges. Additionally, the collaborative environment nurtures social and emotional learning, which is essential for holistic development during the formative years of education.

Several types of collaborative learning models can be implemented to suit different classroom dynamics and learning objectives. These include learning together, Teams Games Tournament (TGT), Computer-Supported Collaborative Learning (CSCL), group investigation, students' team achievement division, and jigsaw procedure. Other advanced approaches such as cooperative learning structures, complex instruction, academic constructive controversy, cooperative integrated reading and composition, and team accelerated instruction offer further flexibility and depth in application (Pisriwati et al., 2024). Each model has its unique strengths and can be tailored to meet the specific needs of students and curriculum goals.

By incorporating these diverse collaborative learning models, teachers can effectively address the varying learning styles and abilities of their students. Moreover, the integration of technology, particularly through CSCL, expands the scope of collaboration by introducing digital tools and platforms into the learning process. These technologies enable students to access vast resources, engage in virtual teamwork, and enhance their digital literacy skills, which are crucial for succeeding in a technology-driven world.

In conclusion, collaborative learning models are highly aligned with the demands of the digital era. They not only facilitate the acquisition of knowledge but also ensure that students actively engage, cooperate, and apply their learning in practical, real-world contexts. For elementary school educators, adopting collaborative learning strategies represents a significant step toward

preparing students to thrive in a dynamic, interconnected, and technology-driven future.

Digital Era Learning Methods

Teaching Methods Commonly Used in Elementary Schools is Blended/Hybrid Learning. Blended or hybrid learning is a teaching model that integrates online and face-to-face learning. Borup et al. (2020) define blended learning as a combination of online and face-to-face learning activities. Similarly, Hamidah et al. (2023) emphasize that this method combines learning resources available both online and offline. Thus, blended learning optimizes digital and traditional resources to enhance the teaching and learning process.

The key characteristic of hybrid learning is the proportion of online learning, which comprises 30-79% of the total learning time, with the remainder conducted face-to-face. This method offers several advantages, such as students' freedom to access learning materials anytime, flexibility in study schedules, teachers' ability to monitor learning outside of class hours, and the effectiveness of assignments, quizzes, and feedback (Syah et al., 2024). Additionally, students can share learning resources with their peers, fostering a more collaborative learning environment.

Blended learning is highly relevant for elementary school students. Given their developmental stage, young learners often require parental guidance in using technological devices. However, due to parents' limited availability to consistently assist their children, a combination of face-to-face and online learning proves to be an ideal solution. This model allows students to learn independently while still receiving direct guidance from teachers when necessary.

Research by Sobaih et al. (2021) indicates that blended learning can be implemented using digital platforms such as Google Classroom, Zoom, WhatsApp, and others. This method provides a more engaging learning experience for students, enhances their motivation, and fosters independence. With its enjoyable approach, blended learning becomes an effective tool for addressing the learning needs of elementary school students.

In addition to blended learning, e-learning is also frequently utilized in elementary schools. E-learning is a teaching method that leverages technology to facilitate the delivery of materials and evaluations. Siswanto et al. (2024) defines e-learning as a method that utilizes technological tools, including both hardware and software, in the learning process. Similarly, Lestari et al. (2021) describes e-learning as a learning approach that employs electronic tools to support educational activities.

In elementary schools, the implementation of e-learning involves three main stages: planning, implementation, and evaluation. During the planning phase, teachers design materials and learning strategies using digital media. The implementation phase incorporates platforms such as Microsoft PowerPoint, YouTube, Google Classroom, and WhatsApp. Finally, the evaluation phase measures the effectiveness of learning through online tests and feedback from students.

Research findings demonstrate that e-learning can enhance the effectiveness of teaching and learning in elementary schools. Digital media not only simplifies the delivery of materials but also enables students to learn more independently. For instance, instructional videos on YouTube allow students to review content they find challenging, while platforms like Google Classroom facilitate flexible interaction between teachers and students.

With its numerous benefits, e-learning is a highly relevant teaching method in the digital era. Although it requires adequate technological infrastructure, implementing e-learning in elementary schools has shown positive impacts, such as increasing students' interest in learning and broadening their access to diverse educational resources. The integration of blended learning and e-learning into the elementary education system represents a strategic step towards creating innovative, effective, and enjoyable learning experiences.

Evaluation of Learning in the Digital Era

In this advanced digital era, the use of technology-based assessment tools has become increasingly important, especially at the elementary school level. These tools not only facilitate the assessment process but also align with the growing demands of technological development. One of the most suitable tools for use is Google Forms. According to Derya et al. (2023), Google Forms is a feature provided by Google for creating online quizzes or surveys in a very practical and easily accessible way. Google Forms offers convenience for both teachers and students in conducting assessments, as it can be used without the need for additional application installations, simply through a browser.

Research conducted by Shamsuddin & Abdul Razak (2023) supports the effectiveness of Google Forms as an online assessment tool. Additionally, Suwarta et al. (2024) states that Google Forms is a worthy application to choose as an assessment tool because it offers various easy-to-understand features. This application is especially suitable for elementary school students who may not yet be proficient in operating complex applications, as Google Forms has a simple and intuitive interface. Therefore, Google Forms is an excellent choice for elementary schools because it aligns with the needs of students who are still in the process of learning technology, while simultaneously supporting more modern and effective learning.

In addition to Google Forms, Wordwall is another suitable assessment tool for elementary school students. Wordwall is a digital gamification-based application that offers various educational games and quizzes designed to help teachers assess students' learning in an engaging and enjoyable way. Research by Wulan et al. (2023) revealed that using Wordwall can help improve the learning outcomes of elementary school students. According to this study, the use of technology in the form of gamification applications like Wordwall is highly appropriate for elementary school students who require a more interactive and enjoyable learning approach. Thus, Wordwall is not only relevant in the digital era but also strongly supports the goal of making learning more enjoyable for students.

The main advantages of both assessment tools, Google Forms and Wordwall, lie in their ability to effectively combine technology with the educational needs of students. For example, Google Forms allows teachers to quickly create and share quizzes or surveys with students through an online platform, enabling assessments to be conducted automatically with results that can be analyzed immediately by the teacher. On the other hand, Wordwall captures students' attention with interactive gamification elements. The educational games within Wordwall can make students feel more involved in the learning process and help them retain the material in an enjoyable manner. These applications not only focus on assessing learning outcomes but also enhance students' cognitive skills and motivation to continue learning actively.

In its implementation, teachers need to ensure that these assessment tools are used in accordance with the learning objectives and the students' ability levels. Google Forms can be used to create simple and quick quizzes to check students' understanding of specific subjects, such as mathematics or Bahasa Indonesia. In contrast, Wordwall is more suitable for creating educational games that involve more interaction between students and the subject matter. Through Wordwall, students can learn while playing, making the assessment process more engaging and reducing the boredom often associated with traditional assessments. Therefore, teachers must be wise in selecting assessment tools that fit the context and learning objectives. The combination of Google Forms and Wordwall can make the assessment process more effective and enjoyable, helping students develop their skills in ways that align with the rapidly evolving digital age.

Overall, the implementation of digital-based assessment tools such as Google Forms and Wordwall in elementary schools demonstrates how education has adapted to the rapid advancement of technology. Both applications provide significant benefits for teachers in simplifying assessments and for students in gaining a more interactive and enjoyable learning experience. The use of appropriate assessment tools, as discussed, can help improve the quality of learning and make the learning process more relevant to the demands of the times. By wisely utilizing technology, the assessment process in elementary schools can become more efficient, effective, and enjoyable, ultimately improving students' learning outcomes and preparing them for future challenges.

Digital Era Learning Media

A web-based platform that can be utilized for learning in elementary schools is Liveworksheet, which provides interactive student worksheets services (Sarman et al., 2023). Liveworksheet offers various features that allow teachers to create worksheets accessible by students online. This is highly relevant in the digital era, where technology-based learning is rapidly developing. Liveworksheet simplifies the learning process as students can complete tasks or exercises interactively without relying on traditional printed formats. The platform provides various types of tasks that can be tailored to the

lessons being taught, allowing teachers to create more dynamic and engaging learning experiences for students.

According to a study by Afandi (2024), the use of Liveworksheet media has proven to be effective in supporting online learning, particularly at the elementary school level. With its user-friendly features, Liveworksheet enables teachers to create interactive lesson materials that students can access directly. This platform facilitates the management and distribution of learning materials efficiently, allowing students to complete tasks independently, whether at home or at school. This also helps reduce reliance on physical materials, as all tasks and exercises can be completed online.

In addition to functioning as Student Worksheets, Liveworksheet is also highly useful in the evaluation process. Teachers can use this platform to create quizzes, practice questions, or other assessments that can be evaluated directly through the system provided by Liveworksheet. As a learning and evaluation medium, Liveworksheet supports the concept of technology-based learning, enabling direct interaction between students and lesson materials. Students can receive real-time feedback, which can enhance their understanding of the material being taught and accelerate the correction of misunderstandings.

Thus, Liveworksheet becomes a highly beneficial platform for developing more efficient, interactive, and technology-based learning methods in elementary schools (Pramana et al., 2022). Its flexible use for both learning and evaluation makes it an ideal tool to meet the needs of education in the digital era. This platform not only provides a fun learning experience for students but also allows teachers to more effectively manage and assess the teaching and learning process online. As part of the digital transformation in education, Liveworksheet can help prepare elementary school students to face future learning challenges.

DISCUSSION

Education in the digital era demands the integration of information and communication technology into all subjects. The advancement of technology enables students to access knowledge quickly and easily, presenting new challenges in the world of education. Therefore, it is crucial for both teachers and students in the 21st century to enhance their skills in communication and adaptation to technological advancements. Teachers need to design learning strategies that leverage technology to achieve effective learning outcomes, while students are expected to become more independent and active in the learning process.

In the learning process, teachers must design and choose strategies that align with the desired learning objectives. One important aspect of learning strategies is the model or method used, as well as the evaluation tools and learning media selected. In the digital era, collaborative learning models have become highly relevant. This model encourages students to work together in groups, sharing knowledge and experiences to enhance collective understanding. Various types of collaborative models, such as learning together, TGT, and CSCL, can be applied at the elementary school level.

Collaborative learning allows students not only to be recipients of information but also to take an active role in sharing knowledge with their peers. Thus, learning becomes not just about memorizing information, but also about sharing understanding and solving problems together. This is vital for equipping students with the skills necessary in the real-world workplace, where collaboration and communication are essential skills. This aligns with Pramana et al. (2022), which states that this model not only enriches students' knowledge but also prepares them to face the challenges of the professional world.

Along with the rapid development of technology, learning activities are no longer limited to face-to-face interactions between teachers and students. Learning in the digital era focuses on students as the center of learning, where they not only receive information but also become producers of knowledge. In this context, the collaborative learning model is particularly suitable. As Ng et al. (2023) suggests, students can use various digital platforms to collaborate and learn more flexibly, both in class and online.

A good learning strategy involves not only selecting the appropriate model but also using a method that aligns with technological advancements. With technology, learning can now be conducted virtually or remotely, reducing physical boundaries and allowing students to learn anytime and anywhere. The blended learning or hybrid learning method, which combines face-to-face and online learning, as well as e-learning, which is fully technology-based, are excellent choices in the digital era. In line with Hasan et al. (2023), both methods provide greater flexibility for students in accessing learning materials.

Blended learning/hybrid learning allows students to use technology to access learning materials, while e-learning makes it easier for students to learn independently outside school hours. With these two methods, students can overcome the time and space limitations that often hinder traditional learning. The use of this technology also enables teachers to create a more engaging and interactive learning experience, which increases students' motivation to learn more diligently.

Learning evaluation must also be adapted to technological advancements. In the digital era, evaluation is no longer limited to conventional methods but can also make use of various digital platforms to assess students' understanding. One useful platform for learning evaluation is Google Forms, which enables teachers to create online exams, collect data, and provide immediate feedback. Additionally, applications such as Wordwall, which uses gamification, can help evaluate learning in a fun and engaging way for students.

Moreover, platforms like Liveworksheet allow teachers to create interactive worksheets for students that can be accessed online. Using Liveworksheet, students can directly work on assignments and receive automatic feedback. This platform is highly effective in saving time and costs, as teachers no longer need to print exam questions or manually check answers. This aligns with Haq & Wakidi (2024), where evaluation in the digital era has

become more efficient and can provide faster and more accurate results in assessing students' achievements.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings and discussion, it can be concluded that the appropriate teaching models for use at the elementary school level in the digital era are the collaborative model, as well as the blended learning and e-learning methods. Effective learning media in the digital era include Liveworksheet, which provides interactive web-based student worksheet services. Additionally, assessment tools that can be utilized at the elementary school level include Google Forms and Wordwall, which support the evaluation process by efficiently utilizing digital technology.

ADVANCED RESEARCH

The implementation of learning in the digital era requires specific skills for both teachers and students. Selecting the most appropriate teaching strategy for elementary school students in the digital era is the primary task of a teacher; therefore, it is recommended that teachers enhance their skills in designing teaching strategies. For students, it is advisable to improve their abilities in using various devices that can support learning activities in the technology driven digital era.

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