



TESOL International Journal

Teaching English to Speakers of Other Languages

Volume 16

Issue 4.3 2021

ISSN 2094-3938

Published by the TESOL International Journal

www.tesol-international-journal.com

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Brisbane Australia

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ISSN. 2094-3938

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Digital Textbook in English for Academic Purposes and Its Relationships to Learning Styles among Indonesian University Students

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Abstract

This study empirically investigated the relationship between the adoption of Digital textbook learning and perceptual learning style preferences of Indonesia EFL learners. The study employed a descriptive correlational research design. Statistics were gathered from 125 Indonesia EFLs regularly extracted from a total of 184 participants. The study implemented two standardized research tools, namely Digital textbook learning Questionnaire and Perceptual Learning Style Preference Questionnaire. The results have shown that students have a high level of acceptance of Digital textbook learning. Respondents have been shown to have a significant preference for graphical learning, collective learning, individual learning, tactile and hearing learning, with the least reference to kinesthetic. Test of differences revealed that when students are grouped according to gender and age, male respondents have higher appeal to the usefulness, acceptability, enjoyment, facilitating conditions, and Behavioural intention of Digital textbook learning than their female counterparts. As to age, it was found out that respondents acknowledged the benefits of the use of Digital textbook learning in their English course regardless of their age. In like manner, no significant differences are found on the learning style preferences of the respondents when grouped according to gender. However, the younger group of respondents manifest preference for group learning, while the older group prefers individual learning. Finally, a significant relationship showed between Digital textbook learning adoption and students' learning style preferences. Positive correlation suggests that the greater the student acceptance of digital textbook learning, the better the learning style preferences they manifest for group learning, tactile, visual, auditory, kinesthetic, and group learning tasks. The analytical and instructional aspects of this research are provided.

Keywords: English, Indonesia EFL, Learning style preferences, Digital textbook learning Adoption, TAM

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Introduction

To support students' cross-culture communicative competency in the foreign environment, English for academic purposes (EAP) has become a major part of English as a foreign language (EFL) instruction in Indonesian universities (Bahrami, Hosseini & Atai, 2019; Solikhah, 2020). Given the importance of online learning as a primary source of learning in EAP reading courses, learners must have positive attitudes toward it and be aware of the responsibilities and challenges they have created (Thumvichit & Kattiyavara, 2021; Alaghbary, 2021).

. The use of technology for educational purposes has piqued the interest of educational researchers all over the world (McIntosh, et al, 2017). Furthermore, when it came to technical advancements, educational leaders saw innovation as a powerful pedagogical method as well as a beneficial source of learning (Han & Hyland, 2019; Kastrati, Kurti, & Imran, 2020; Yuan & Powell, 2013; Zhao, Wang, & Sun, 2020; Yuan & Powell, 2013; Zhao, Wang, & Sun, 2020). The new educational system has demanded the use and application of technology in learning. The conventional way of learning has been redefined as unlimited and boundless educational opportunities for students, thanks to the rapid rise in tablets, laptops, and desktops (Harrison, 2021).

Academic English focuses on helping learners or on these four areas that are simultaneously educational: emotional, social, as well as well as linguistic criteria (Henry, 2019; Hyland & Shaw, 2016; Luo & Hyland, 2019; Miller, 2020; Wu, Mauranen & Lei, 2020). As for EAP study in Indonesia, college students are required to read various English materials regardless of the instruction medium. The digital textbooks could thus be a possible resource for helping EAP reading and comprehension development. However, in Indonesia, the Internet is not widely considered an educational tool. Much more specifically, in the sense of Indonesian EAP, there is a belief that the digital textbook and use of the Internet is opposed by the various stakeholders (Solikhah, 2020).

The introduction of digital textbook learning in the form of university education is currently the model in modern education, which has prompted trained academics to examine its utility and appropriateness in educational settings (Al-Emran, Elsherif & Shaalan, 2016; Lu & Yang, 2018; Salloum et al., 2019; Shorfuzzaman et al., 2019). M-Technology gives students and educators at different universities access to data for learning and decision-making (Almaiah & Alismaiel, 2019; Althunibat, 2015; Rad, Nilashi & Dahlan, 2018). The learning features of digital textbooks are blended, ubiquitous, private, interactive, and collaborative, and they provide valuable knowledge for students to learn at their own speed and time, allowing them to experience the joy of authentic learning (Crompton, Burke, and Gregory; 2017; Christensen & Knezek, 2017; Crompton, Burke, & Gregory, 2017). The author argues that digital textbook learning is an important primary or supplementary learning tool that complements education due to its ability to provide a large number of learning opportunities (Ozdali & Uzunboylu, 2015; Peck, Deans & Stockhausen, 2010). The use of digital textbooks as a learning tool will help to improve the teaching-learning process (Al-Hunaiyyan & Al-Hajri, 2018; Berking & Haag, 2015). Many higher education programs around the world are now using digital textbooks to teach students (Aromaih, 2021).

The advantages of digital learning is often popular, but only a few people use it, which reduces the chance that it will be successfully implemented in an educational context. Users will be hesitant and resistant to take on the task-determined application in part in addition to a low motivation to actively using digital self-learning. as a tree grows wider, the more sunlight is

required to grow leaves) As a tree's leaves grow, it will require more sunlight to produce them. Therefore, in this study, English learning students' Digital textbook use and student style must be studied further (Bartholomew et al., 2018; Carassco, Behling & Lopez, 2018; Comer, 2018 Sun, Xie & Anderman, 2018; Wu, 2018). This hopes to cut down on the inconsistent learning style previously established in Indonesia and make its partnership with digital learning stronger. Previous studies have suggested that behavioural disposition, motivation, and preference are the main causes of learning (Agogo, Hess, 2018; Christensen, Knezek, 2017; Liard, 2018; McKenna, et al., 2016; Maseleno, et al., 2016; Thatcher, 2018). It ends up with different levels of enthusiasm and skill adoption for new technologies. Research had revealed a deeper relationship between learning style and digital textbook adoption.

As of this writing, English has become the dominant language worldwide, which makes it challenging for universities to come up with effective ways and means to teach it. In addition to technological progress and development, the current economic flow trend has brought a society to the knowledge-based business approach. Products and services creation, innovation and development require new business management tools for investment opportunities and these are not achieved without active communication channels in the world. Indonesia recognizes English as its future bridge (Pan & Patel, 2018; Xie, 2019).

The Indonesian context of digital textbooks is for further study. Teachers say they are afraid to introduce digital textbooks in college classrooms. A study of Guo and Benzon (2017) found that Digital textbooks made for Indonesian students improved communication and collaboration As a result, e-learning is great for helping to foster resources and technology. In Indonesia, previous studies have shown the value of digital textbook learning for language instruction (Gao, 2019; Hao, Dennen, & Mei, 2017; Luo & Liu, 2019; Ma, Chan, & Chen, 2016; Xu & Peng, 2017; Zhang, 2019; Zhou, 2016; Zuo, 2017). Huang, Hoi, and Teo (2018) stated that Indonesia EFL learners have a significant choice of visual, auditory, and tactile learning modalities in their studies on language learning preferences of Indonesia students. According to a previous study by Xu and Yu (2012), Indonesian EFL learners prefer kinesthetic and auditory learning. According to Sit (2013), Indonesian students prefer quiet, passive, and rote learning. These studies revealed differences in the learning style characteristics of Indonesian students, and it is thought that they should be re-examined.

A significant research gap of the study is the urgent need for language teachers to ascertain the relationship between learning styles and the adoption of Digital textbook learning in the context of a select university in Indonesia. This study aims to provide an understanding of digital textbook learning as well as the identified differences in the personal learning characteristics of Indonesian students. To achieve their ultimate human flourishing, it is therefore appropriate to establish an understanding of how students adopt with the use of Digital textbook learning in Course, as well as matching their level of adoption to their learning styles.

Research Questions

This paper attempted to shed answers to the research queries as follows:

- 1) How the Indonesia EFL learners perceive the adoptions of Digital textbook learning in their course?
- 2) What are the learning style preferences of the students?

- 3) Is there a significant difference between the learning style preferences of the when grouped according to gender and age?
- 4) Is there a meaningful relationship between the adoption of Digital textbook learning and student preferred learning style in the course?

Literature Review

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is the most widely used model in digital textbooks. This information system theory describes how consumers embrace and implement technology based on its utility, ease of use, enabling conditions, and behavioral conditions (Davis, Bagozzi & Warshaw, 1989; Dwivedi et al., 2018). Several attempts have been made to incorporate computer-assisted language learning (CALL) into educational programs by broadening the reach of syllabi and enhancing educational activities and student cooperation (Alavi, Borzabadi & Dashtestani, 2016; Dashtestani, 2019).

Due to its great soundness, practicality, appeal, and ability to adapt, TAM is one of the leading models to look at information systems for Digital learning (Dwivedi et al., 2019; Hansen, Saridakis & Benson, 2018; King, & He, 2006). TAM guides the digital textbook use in the context of the current research. Using digital learning resources will allow for better implementation of textbook programs. It will support educators on how to combine digital textbook learning with the maximum participation. The value that they place on our technology in this study is due to the belief that Indonesian EFL learners will perceive is reflective of their sense of life-long learning ability and global competency. As a result, Higher education institutions take an active interest in helping to understand the impact of student technological comprehension and proficiency in order to setup new technologies. Analyses of Digital learning will enable universities to identify the necessary determinants for leveraging its implementation and advancement (Akour, 2010; Bozorgian, 2018; Donaldson, 2010; Jabeen, Khan, & Ahmad, 2018; Sulaiman & Almuhammad, 2018).

Digital textbook learning

We should give more consideration to students' reasons for preferring e-learning and the circumstances in which they adopt it. A plethora of recent studies have shown that digital textbooks are becoming more popular across countries and nationalities, demonstrating their benefits in modern-day college classrooms of various learning fields such as language, science, medicine, and social sciences (Arain et al., 2018; Avella et al., 2016; Bernacki, Greene & Crompton, 2019; Lin et al., 2019; Lin et al., 2019; Sung, Chang, & Liu, 2016; Zhai et al., 2019; Zydney & Warner, 2016). Zhang et al. (2017) discovered that digital textbook learning self-efficacy has a positive impact on perceived learner regulation and ease of use. More specifically, Ding and Shen (2019) emphasize the complexity of learner autonomy as demonstrated by the new learning interface, as well as the potential of the digital textbook as instructional material to foster learner autonomy.

Historically, research has focused on student engagement (de Barba et al, 2020) as well as learning outcomes and purposes (Aparicio, et al, 2019; Dai, et al, 2020; Salzmann, Piguet, & Gillet, 2019). Furthermore, attitude and learning (Dai et al, 2020; Hudson et al, 2019; Peng & Xu, 2020), as well as student satisfaction (Garca-Martn & Garca-Sánchez, 2020; Hone & El Said, 2016; Li, 2019; Watted& Barak, 2018). Systematic reviews revealed that the majority of online digital

textbook research is focused on student motivation, recruitment and completion, and instructional design (Cinquin, Guitton, & Sauzéon, 2019; Paton, Fluck, & Scanlan, 2018; Tsai, et al, 2018; Zhu, Sari, & Lee, 2018), but the reasons why students embrace or reject online digital textbooks remain unknown. This is critical in order to improve educational quality. Despite the appeal of Digital textbook learning to student academic achievement, the research gap relating to Digital textbook learning and learning styles remains unexplored. It inspired the current study to contribute to the existing body of knowledge on how these two variables relate to learning in the context of Indonesia.

Learning Styles

The current study examined how Digital textbook usage among students' learning preferences. Learning style is said to have a strong influence on how students acquire and use English and therefore on their final outcomes (Hwang, Hsu, & Hsieh, 2019; Marzulina, Pitaloka, & Yolanda, 2019; Murray & Christison, 2019; Reid, 1987a, 1995b; Toyama & Yamazaki, 2019; Wang, Mendori, & Hoel, 2019; Yousef, 2019). Teaching students' styles of learning will enable teachers to meet the needs of students. Differentiating and classifying students will help them to promote their abilities. The four noteworthy learning styles demonstrated in this experiment include: visual, individual, auditory, tactile, and kinesthetic (Reid, 1987). These are the most commonly and extensively researched learning styles in the language teaching attribute to its acceptability and popularity (Leite, Svinicki, & Shi, 2010; McKenna et al., 2018; Wieland et al., 2018).

Furthermore, proper recognition of learners' learning styles can instruct language teachers on how to approach language lessons by preparing and developing learner-centered teaching modalities. As a result, a lack of awareness of learners' characteristics, particularly their learning styles, will not result in improved opportunities for learning, motivation, or outcomes. At the moment, studies on learning techniques in second language acquisition and learning remain inconclusive, necessitating additional research across personal and cultural backgrounds (Ellis, 2012; Huang, Hoi, & Teo, 2018). Additionally, there are few studies on how learners' learning styles differ when they are presented with information (Anderson, 2016; Hitami, 2012; Kumar & Pande, 2018). Additionally, empirical research on learning styles and digital textbook learning is still scarce (Lu & Yang, 2018). The purpose of this study was to determine the relationship between students' preferred learning styles and their level of adoption of digital textbook learning.

Methods

Research Design

The research is a descriptive correlational study that looks into the relationship between digital textbook learning and students' learning preferences in a course. Adaptability to Digital texts and learning styles go hand in hand, therefore, to describe cross-variable correlation (Creswell & Poth, 2016; Creswell, 1998a; 2002b; Lune & Berg, 2016). Descriptive-research design on Digital textbooks and learning styles are crucial in this research project (Cheng, Chen, & Kuo, 2015; Hamidi & Jahanshefard, 2019; Milošić, 2015; Ren, 2017).

Research Participants, Sampling Procedure and Ethical Considerations

A total of 125 Indonesian students enrolled in the interactive textbook online course. The following two inclusion criteria were used to choose the class participants: (1) Must be a regular

student (2) Must have been taught and exposed to Digital textbook learning during the semester of the study. The frequency and percentage representation of the respondents are in Table 1. When viewed as a whole, males and females are almost identical (51%) in terms of representation (49%). This avoided sexism in the assumption when comparing male and female learning styles and acceptance of digital textbook learning. Meanwhile, when it comes to respondents' ages, the majority (53%) are between the ages of 21 and 25, followed by 26 to 30 years old (20%), respondents under the age of 20 years old (19%), and respondents between the ages of 31 and 35 years old (3%) (8%).

Table 1. Sampling background of the respondents

Variables	Category	Frequency Distribution (n=125)	Percentage Distribution (%)
Gender	Male	64	51
	Female	125	49
Age	Less than 20 years old	24	19
	21 to 23 years old	66	53
	24 to 25 years old	25	20
	26 to 30 years old	10	8

To make sure the students of the English course were represented equally, the researcher used stratified random sampling. Raos was used to estimate the probability of error with a 95% degree of certainty, and with a 95% margin of error of 5%. The samples of Raosoft were located at this URL: <http://samplesize.raosoft.com> Providing Raos to the sample values for package values helps to ensure against both type I and type II errors (Omair, 2014; Wang et al, 2013; Wilson, 2016). Registrar's office was asked to provide the complete list of all the students who were registered at the university. A systematic approach was adopted. This was based on the following ethical considerations First, the university's ethics committee approved the consent and privacy forms to be completed by the respondents. Orientation was performed by the researcher before the instruments were administered. Thirdly, respondents' names were not disclosed and the institution was anonymous

Research Instruments

To see how well the students have adopted digital textbooks to the program in Indonesia (Jung et al, 2019, Sun et al, 2019, Zhang et al, 2017). "It had 24 items equally distributed among the five dimensions, namely the value of online textbook learning, the ease of use of use, and behavioral intentions. Most of the answers to the statements in the MLQ were scored in the range of strongly disagree to strongly agree. The Cronbach's coefficient for the instrument is 0.85. Nevertheless, the Perceptual Learning Style Questionnaire (PLQ) by Reid (1984) was used to determine the learners' preferred learning style. there are 30 questions with regards to the tactile, visual, individual, auditory, and kinaesthetic modes that go along with the technique. Studies of the PLSP have been done by numerous people, including many scientists, all demonstrating that it is highly dependable and effective (Lee, Yeung & Ip, 2017; Magulod, 2019; Soodmand Afshar & Bayat, 2018; Taleb

Doaee, Sarkeshikian & Tabatabaee, 2017; Wintergest, DeCapua&Itzen, 2001). The instrument was awarded a rating of 5 points on a likert scale from "like" to "dislike".

Procedure

This study was carried out over a three-month period. The procedure for gathering research data lasted for three weeks. In the first week, prior to the formal gathering period, the university authority approved and granted permission to conduct the study. During the second week, a notice to proceed was issued for the conduct of the research. After obtaining the necessary permits, the researcher identified the respondents using the inclusion criteria established in this study, with the assistance of two business language instructors from the College of Foreign Languages, over the course of one week. Similarly, proper preparations and appointments with students were made for the formal gathering, which was scheduled for another week. The participants were briefed on the research's goals and objectives. The researcher managed the two research instruments with the proper permits and coordination to avoid scheduling conflicts. The researcher strictly adhered to the research ethics considerations. After collecting the responses from the students, they were coded and subjected to data cleaning and statistical analyses for a month. Finally, another month was spent on results analysis, interpretation, and report writing.

Data Analysis

Descriptive statistical measurements like frequency, percentage distribution, mean, and standard deviation were employed to interpret the gender and age profile of Digital textbooks. The results for the PLQ and MLQ had ranges of 2.0 to 4.0, and 2.0 to 4.0, respectively, while the description scale had options of "strongly agree" to "to "disagree" with 3.0 and "to "to "dis with 3.0." (1.00-1.79). Inferential statistics such as one-such as independent t-test and one-ANOVA were additionally utilized to examine differences in the adoption of Digital textbooks and learning styles between genders and ages. You should be especially look for significant in the assessment of results taken immediately after the Post Hoc Honest significant Difference (PSD) test because it will reveal exactly where differences were found (Abdi & Williams, 2010; Brown, 2005). Pearson's correlation tests the relationship between students' learning styles and Digital textbooks (Bonett & Wright, 2000; Eisinga, TeGrotenhuis & Pelzer; Wiedermann & Hagmann, 2016).

Results and Discussion

RQ 1: How the Indonesia EFL learners perceive the adoptions of Digital textbook learning?

Table 2 shows the use of digital textbook learning in the classroom among Indonesian EFL students. The computed mean value for the digital literacy of survey respondents indicated that this (M=3.83 with a standard deviation of 0.614) also, it is interesting to note that in the following five areas: benefits (mean=3.78, SD=0.66); credibility (M=3.80, SD=1.04); enjoyment (mean=3.75, SD=9.59) and efficacy of Digital textbook delivery (SD= 83.83.71.12%); as well as favorability (M=3.86, SD=0.83) and practicality (SD =66.11%.).

This study found that digital textbook use is relatively prevalent in the Indonesian learners' learning courses. Digital textbooks create a conducive, collaborative, and empowering learning environment for students. The opportunity presented by digital learning motivates them to further improve their skills. The concepts of digital textbooks are proposed to help the education of

students on both sides and aid in the development of learning and increase interaction between the students and instructors (Abdullah & Ward, 2016; Liu, Zhao, & Tang, 2015).

Table 2. Adoption of Digital textbook learning in EAP Course

Domains	Mean (n=125)	SD	Descriptive Interpretation
Usefulness of Digital textbook learning to EAP Course	3.78	.966	High
Acceptability of Digital textbook learning to EAP Course	3.80	1.04	High
Perceive Enjoyment of Digital textbook learning to EAP Course	3.85	.959	High
Facilitating Conditions to EAP Course	3.86	.910	High
Behavioral Intention to EAP Course	3.88	.894	High
Grand Mean	3.83	.614	High

Legend: Strongly Agree/ Very High ^a (4.20-5.00); Agree/ High ^b (3.40-4.19); Undecided/ Moderate ^c (2.60-3.39); Disagree/ Low ^d (1.80-2.59); strongly Disagree/ Very Low ^e (1.00-1.79)

It is clear that Digital course materials have proven useful and popular in the worldwide ESL market. The unique results in this context make it clear that respondents were able to take advantage of Digital textbooks to help them finish their work more quickly and effectively. They considered the benefits of digital learning in their daily tasks as well. It's beneficial for many college students to use digital learning in their courses. The findings also support the prior literature from those countries such as Indonesia, Australia, the United States, and Europe (Al-Emran, Elsherif, & Shaalan, 2016; Crompton & Burke, 2018; Farley et al., 2015; Han & Shin, 2016; Kim, Lee, & Rha, 2017; Sun et al., 2017; Sung, Chang, & Liu, 2016; Yeap, Ramayah, & Soto-Acosta, 2016). Researchers also found that Digital textbooks affect the acquisition and knowledge of four major languages in Indonesia and attitudinal growth in three skill domains in Turkey (Ahn, 2018; Metruk, 2018; Wu, 2014a, 2015; Yaman Şenli, 2015; Yuz, 2016). So it follows that using digital textbooks is highly advantageous for acquiring a second language.

As a result, the enjoyment of digital textbook learning and behavioral intent are other factors in the technology acceptance model (TAM) included in this study. Evidence shows that both factors are highly valued, which demonstrates that digital textbook learning is accepted in a course. The finding means that the use of digital learning has enabled students to enjoy and to use digital learning in future learning efforts. This finding therefore also supports previous studies on the attitude and control of digital textbook education among students of university (Baylor & Kim, 2008; Raza et al., 2018; Salloum & Shaalan, 2018). In addition, the use of Digital Learning as an evaluation tool in other studies increases student attitudes and achievement through interactive language and science learning activities (Cavus & Uzunboylu, 2009; de-Marcoss et al., 2010; Hwang & Chang, 2011; Hwang, Wu, & Ke, 2011; Shen, 2009).

Also, when asked about the facilitating conditions for Digital Course (specifically, a Digital textbook) expand their ratings, respondents display high preferences for using Digital Learning, which answers this question by being, but which also expand to both the term "Digital Course"

and "Digital Teaching." This suggests that Indonesian respondents have the tools, resources, and know-how, but may face different technical difficulties in effectively using different e-learning delivery modalities, such as internet connection and software glitches. Thus, encouragement for English learning is being provided by the institution and instructors. Facilitating digital textbook adoption among universities (Althunibat, 2015; Briz-Ponce et al., 2017; Cheon et al., 2012; Iqbal, & Qureshi, 2012; Ooi et al., 2011; Sarrab, Al-Shihi, & Rehman, 2013; Shorfuzzaman & Alhussein, 2016; Yueh et al., 2016).

RQ 2: What are the learning style preferences of the students?

Table 3 shows the various learning styles that respondents identified. The type of information that will come from these responses will be required to determine the deposition habits of the respondents. It will enable the teachers to offer educational options to their students. Table 3 presents the survey results. Results indicated that they had a very high preference for visual learning ($M=4.73$), the data show they have a high preference for individual and group learning ($M=.85$ and $M=.85$ respectively), and low preferences for tactile learning ($M=.73$ and $M=.73$). According to the survey, roughly half of the respondents ($M=3.24$, $SD=0.97$) received a kinesthetic learning style score of 2 or 3.

Table 3. Learning Style Inclinations of the Respondents

Domains	Mean (n=125)	SD	Descriptive Interpretation
1. Visual	4.43	0.72	Very High
2. Auditory	4.13	0.81	High
3. Kinesthetic	3.24	0.97	Moderate
4. Group	3.81	0.81	High
5. Tactile	3.80	0.80	High
6. Individual	3.90	0.82	High
Grand Mean	3.82	0.31	High

Legend: Strongly Agree/ Very High^a (4.20-5.00); Agree/ High^b (3.40-4.19); Undecided/ Moderate^c (2.60-3.39); Disagree/ Low^d (1.80-2.59); strongly Disagree/ Very Low^e (1.00-1.79)

Similarly, inconsistencies in learner style being promoted for the reappraisal of learner style. According to the data, the students prefer to learn in different ways, visual, auditory, tactile, and individual ways. The results reveal that multisensory learning appears to be the most frequently utilized by Indonesia students in the course. Many educational researchers believe that different learning styles must fit different teachers because students have shown themselves to prefer learning, solving problems, inferring, and storing information that is comfortable with the style of their teachers (Abi, Kömür, 2018; Lu et al., 2018; Ugural et al., 2018; Kennedy, 2013; Low, 2002). Indonesian learners have a primary preference for visual, auditory, and tactile modalities (Hsu, 2016; Huang, Hoi, & Teo, 2018; Lee, Yeung, & Ip, 2016; Sikkema & Sauerwein,

2015; Wang et al., 2015). Indonesian students generally place a higher emphasis on kinesthetic and auditory learning (Xu & Yu, 2012). Most have their visual learning attributed to their Rote Lecture Indonesian method (Huang, Hoi, Teo, 2018).

When teaching methods were used, the findings suggested that topics can be most effective when they present creative, interactive, applied, and hands-on. Among the different characteristics tested in the survey, visual preference showed that respondents felt that learning was enhanced when lessons were presented in a visual style, with videos, using videos, or using PowerPoints. Meanwhile, aural training elements include podcasting, listening to lectures, and materials for self-based learning. Thus, it is discovered that the respondents also prefer using hands-on learning methods, meaning that their knowledge can be developed. Moreover, individuals and groups can benefit from collaboration, individual learning, as well as group learning, and individual learning, and individual interaction.

RQ 3: Is there a significant difference between the learning style preferences of the when grouped according to gender and age?

Table 4 shows that when grouped based on learning style, no significant difference was found between males and females for any of any of the variables; when compared to the "sensitive" variable ($p=0.14$), auditory ($p=0.135$), group ($p=0.075$), kinaesthetic ($p=0.098$), and individual ($p=0.089$) were observed. It means that the hypothesis claiming a significant difference between learning styles and gender has been rejected. They are implying that both groups of respondents, regardless of gender, are capable of adapting to different learning styles. In terms of age as a factor in learning style, Table 5 shows that, when taken as a whole, the Post Hoc Tukey HSD test revealed that respondents aged less than years and 21-25 have a stronger preference for group learning ($p=0.019^*$) than those aged 26-30 and 31-25. Surprisingly, respondents between the ages of 26 and 30 prefer individual learning ($p=0.011^*$). Regardless of age, learners share and equal preferences for visual ($p=0.514$ ns), auditory (0.135 ns), and kinaesthetic ($p=0.962$ ns) learning styles.

Table 4. Test of Differences on the Learning Styles Preferences of Students when grouped according to gender and age

Learning Style Preferences	Gender p-value	Age p-value
Visual	0.514 ns	0.507 ns
Auditory	0.135 ns	0.368 ns
Kinesthetic	0.075 ns	0.969 ns
Group	0.089 ns	0.019 *
Tactile	0.051 ns	0.018 *
Individual	0.089 ns	0.011 *

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.00$

ns= not significant

Indonesian EFL learners show the conventional learning modalities in common regardless of gender: visual, tactile, auditory, kinesthetic, and group and self-centered preferences extends the dispute over whether there are any gender differences in learning style (Din et al., 2012; Jones

& Healy, 2006; Karthigeyan & Nirmala, 2013; Noguera, 2013; Samarakoon et al., 2013; Yemane et al., 2017). Additionally, respondents in the younger age bracket will be eager to learn in a more spontaneous manner. For the most part, the younger respondents are more patient and collaborative with their learning styles. Similarly, older learners prefer individual learning, which implies self-directed education.

None of them had a particularly strong preference for any one of the three: everyone expressed equal desire for a visual, auditory, and kinaesthetic approach. Indonesian EFL learners demonstrated a strong emphasis on multimodal learning. One's approach to learning is strongly influenced by one's learning style. This study was able to elucidate what learning styles Indonesians prefer. As English is an important language in Indonesia, it is likely that teachers will know how to promote purposeful and action learning to meet different levels of aptitude and desires.

RQ 4: Is there a significant relationship on the adoption of digital textbook learning and student preferred learning style?

Digital textbook learning has been studied extensively. Given the scarcity of research on the relationship between learning techniques and digital textbook learning, the aim of this study is to add to the existing body of knowledge on how students' learning characteristics are linked to digital textbook learning, especially in the context of Indonesian EFL. Instructors will be given guidance about how to incorporate the use of Digital textbook learning with learners' learning styles preferences in this manner.

A relationship between students that have adopted digital learning to the significance of learning styles has been shown in Table 5 is shown to be significant. Because it has been accepted that there is a relationship between obtaining agreement from Digital learners and clarifying their learning styles, the hypothesis must say that gaining approval from them is valuable for digital learning. A look at the table shows that students who like visual activities (i.e.e. are eager to learn) and are into Digital Textbooking think of it as useful (relevance = 0.013; power = 0.13) seem to indicate that students who prefer the group (F=0.23, Sig.=0.10.023, p=23%, Apparent enjoyment of the use of Digital textbooks is significantly higher in classes where a simulation environment is used, indicating that these students like to learn with other students and use their hands. As far as people's choice of learning modality is concerned, those who prefer visual (i.e., a dislike auditory), kinesthetic, and the visual and the group learners experience greater facilitators have more favorable learning conditions for Digital textbook use. Finally, learners who enjoy being on their own (p=0.019) and prefer to learn in groups (a healthy dose of) intend to use Digital textbooks in the future.

Table 5. Relationship between students' Adaptability of Digital textbook learning and learning Styles

Digital textbook learning to EAP Course	Visual r value	Auditory r value	Kinesthetic r value	Group r value	Tactile r value	Individual r value
Usefulness of Digital textbook	.2212 p=.013*	-.1145 p=.204	.0060 p=.947	.2212 p=.013*	.0373 p=.679	-.1280 p=.155

learning to EAP Course						
Acceptability of Digital textbook learning to EAP Course	-.0981	-.0170	.0793	-.1027	.0419	-.1061
	p=.276	p=.850	p=.379	p=.255	p=.643	p=.239
Perceive Enjoyment of Digital textbook learning to EAP Course	.0024	.0355	.1348	.2039	.1941	-.1608
	p=.979	p=.694	p=.134	p=.023*	p=.030*	p=.073
Facilitating Conditions to EAP Course	.2128	.2526	.1179	-.2545	.1925	-.1460
	p=.017*	p=.004*	p=.190	p=.004*	p=.032*	p=.104
Behavioral Intention to EAP Course	.0060	-.0231	-.0811	.1990	-.0241	.2100
	p=.947	p=.798	p=.369	p=.026*	p=.790	p=.019*

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$
ns = not significant

Digital and visual learners tend to be well-adopinionated implication that learners who prefer graphical and collaborative learning find advantages in digital textbooks Incorporous sensors and tablet PCs are critical in e-learning methods (Karan et al, 2012). e-learning methodologies requires different styles (visual, aural, tactile, group) (Crossing, 2012). In several studies, digital instruction was found to be associated with personalized learning (Yang, 2018). Digitally-teased students enjoy working with interactive textbooks, whereas those who prefer face-to-face interactions prefer manipulative training Students enjoy using their own devices in the learning process as well as well as get more satisfaction from digital textbooks. Finally, this finding is also consistent with other research findings emphasizing the significant aspects of digital education as being blended, ubiquitous, and provide instant information for students and helping them learn in a relaxed manner (Christensen & Knezek, 2017; Crompton, Burke, & Gregory, 2017; Karimi, 2016; Lall et al, 2019; Lin & Lin, 2019; Ozdamli & Cavus, 2011; Pachler et al, 2010).

With digital textbooks, the visual, audio, and tactile learners can benefit more from the sensory conditions. Students who have access to high-speed internet, print, and video resources as well as sensory support for e-learning are more likely to adopt it. Thus, it appears that facilitating students' use of Digital textbook adoption and use in the classroom increases instructional gains (Al-Adwan, Al-Madadha, & Zvirzdinaite, 2018; Almaiah & Almulhem, 2018; Botero, 2018; Kumar & Bervell, 2019; Nikou & Economides, 2019; Sezer & Yilmaz, 2019; Shorfuzzaman, 2019). Creative quip: Finally, students who prefer learning modalities such as peer and individual are more likely to establish positive digital learning behavior habits in textbook adoption. Interactive, collaborative, and private lessons make digital learning suitable for learners who have a variety of preferences. Digital textbooks make the learning environment more dynamic, which results in students having an increased interest and passion for learning (Al-Emran & Shaalan, 2015; Al-Emran, Elsherif, & Shaalan, 2016; Cavus, 2011).

Conclusion

The effectiveness of digital learning as a curriculum was measured by observing learner preferences among Indonesian students who were asked to use various forms of representation styles of perceptual representation. Based on the findings, it was found that students' degree of Digital literacy was very high, it is now believed that students are highly open to using digital learning materials. The researchers were able to identify respondents who had a significant preference for different types of learning which they utilized different senses, for, learning by groups, learning in the visual, for the sake of learning, learning, learning by oneself, tactile learning, learning for personal understanding, and learning with a sense of movement. When students were split into three groups according to gender and age, it was found that males had a better sense of usefulness, acceptance, pleasure, making good grades, and satisfaction with the learning process through using Digital textbooks than their female respondents. A recent study shows that respondents like using Digital textbooks regardless of their age. This shows how the gender of respondents has no bearing on their learning style preferences: In that manner, there are no significant differences between respondents' learning styles in question. Additionally, however, respondents younger than age 30 years are more receptive to group learning in a new programs while respondents older than age 30 years desire individual learning. Finally, there is evidence that points to a correlation between digital textbooks and the types of learning preferences of students. Adoption of digital textbooks increases learners' interest in all of all the above learning styles, making them more willing to identify and share information with their peers, learn independently, and think critically, understand concepts, and apply rules and information in their learning. As you can see, the implications of the study are discussed.

Significance to Literature

The current study focuses on the positive relationship between digital textbook learning and students' learning styles in the context of Indonesian EFL students, where features of digital textbook learning such as blended, ubiquitous, private, collaborative, and interactive can directly support students' learning styles in order to achieve better learning outcomes. Gender and age are also factors in the adoption of digital textbooks and students' learning strategies, according to the findings. According to the TAM, individuals' perceptions of the use of technology within their own daily life are correlated with their perception of profile and personality characteristics in regards to Education 4.0.

Practical Teaching Implications

The current study's findings have several practical and educational implications. Digital learning is strongly associated with learning style preferences in the Indonesian language learners. They are for sale: Teaching students to use digital textbooks and improving/enhancing the level of access to digital textbooks should be a part of the college staff development process; The university administration supports is asked for help.

Direction for the Future Research

Because this investigation was preliminary, it may serve as a starting point for further investigation and should be treated as provisional. In the light of this, data was based primarily on the participants' self-report of one college in Indonesia, and also some information that the researcher

collected in interviews with the people who worked for the college, which limited the results. Further studies are also needed to help develop the research method by expanding the number of participating universities as well as the number of findings that can be obtained. There are several other things that must be taken into consideration: Gender, and age were the only things investigated; it is also important to study personal variables such as individuals and school elements as well. Lastly, a hybrid method of quasi-experimental research and research utilizing both a mixed method of field experiment and controlled observational studies is encouraged for future studies.

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