

Technology Integration in Writing Instruction for Elementary School Student in Indonesia: A Systematic Literature Review

Arni Rizkiah¹, Herli Salim², Wahyu Sopandi³

^{1,2,3} Primary Education, Indonesia University of Education, Serang, Banten

arnirizkiah@upi.edu¹, hs@upi.edu², wsopandi@upi.edu³

Abstract. Writing instruction at the upper primary school level faces a variety of complex challenges, particularly in terms of improving student motivation, critical thinking skills, and the quality of their writing. Advances in digital technology provide a strategic opportunity to enrich the writing learning process to make it more engaging, contextually relevant, and aligned with the characteristics of a generation that is familiar with the digital world. This study aims to systematically examine findings from previous studies related to the application of technology in writing instruction in upper elementary school. The approach used is a Systematic Literature Review (SLR), which thoroughly and structurally analyzes studies discussing the implementation of digital technology in upper elementary writing education. This method was chosen to ensure the review process is transparent, objective, and replicable. The SLR process includes the identification, selection, analysis, and synthesis of scholarly articles published between 2018 and 2024. Identification was carried out by searching academic articles from leading databases such as Scopus, Web of Science, ERIC, and Google Scholar. The findings reveal that the use of technologies such as digital storytelling, online collaboration platforms, learning management systems, and AI-based applications can enhance student engagement, creativity, and narrative and expository writing skills. Additionally, technology integration encourages educators to develop innovative and flexible digital teaching methods. However, several obstacles were identified, including limited ICT facilities in schools, varying levels of teachers' digital competence, and the need for ongoing training programs. The study concludes that integrating technology into upper elementary writing instruction holds great potential for improving writing literacy quality, provided it is supported by strong educational policies, adequate digital infrastructure, and enhanced teacher professionalism.

Keywords: Technology integration; writing instruction; primary school; digital literacy; systematic literature review

INTRODUCTION

Writing skills are one of the basic literacy competencies that are very important in primary education, especially in upper elementary school. Writing not only serves as a means of expression and communication, but also as a medium for developing critical thinking, creativity, and self-reflection in students. However, in practice, writing instruction in upper elementary school still faces various challenges, such as low student motivation, limitations in idea development, and minimal active involvement in the learning process. These challenges are exacerbated by conventional teaching approaches that tend to be monotonous and lack contextual relevance to the digital lives of today's students.

Writing proficiency is a foundational component of literacy that enables students to express ideas, construct knowledge, and communicate effectively across academic domains. In upper elementary school, writing becomes increasingly complex as students transition from producing basic sentences to creating coherent paragraphs and multi-genre compositions. This developmental stage demands not only linguistic skills but also higher-order thinking processes such as planning, drafting, revising, and editing (Graham & Harris, 2019). As educational demands grow, writing instruction must evolve to address diverse learner needs and support students in developing the competencies required for academic success in the 21st century.

The rapid advancement of digital technology has reshaped how writing is taught, learned, and practiced in schools. Integrating technology into writing instruction has become an essential strategy for enhancing students' engagement, motivation, and performance (Coiro et al., 2019). Digital tools such as word processors, collaborative platforms, multimedia applications, and automated feedback systems provide new opportunities for scaffolding writing processes and supporting learners with varying abilities. Technology-enabled learning environments can also foster creativity, improve the quality of revisions, and encourage sustained writing practice through interactive and multimodal tasks (Li & Graham, 2022).

At the upper elementary level, technology integration is particularly significant because students are at a critical period of literacy development. Research indicates that digital tools can help young writers generate ideas more easily, structure their texts more effectively, and revise their drafts with deeper reflection (Zhang & Quinn, 2020). Features such as spelling and grammar support, digital graphic organizers, and peer review platforms have been shown to improve writing outcomes while reducing cognitive load during complex writing tasks (Kim et al., 2021). These benefits highlight the potential of well-designed technology-supported instructional strategies to strengthen writing instruction in meaningful ways.

Despite these promising findings, the integration of technology in writing instruction presents challenges. Teachers may lack adequate training, technological confidence, or access to reliable digital infrastructure, which limits the effectiveness of technology-based instruction (Hutchison & Reinking, 2019). Variations in school resources, curricular constraints, and differing levels of digital literacy among students further complicate implementation. Moreover, existing studies vary widely in research design, types of technologies examined, and instructional contexts, making it difficult to draw comprehensive conclusions about best practices in technology integration for writing (Purcell et al., 2020). These gaps indicate the

need for a systematic evaluation of how technology is currently used to support writing instruction in upper elementary settings.

To address this need, a systematic literature review (SLR) provides a structured and rigorous approach for synthesizing empirical findings across diverse studies. SLRs allow researchers to identify patterns, evaluate the effectiveness of instructional interventions, and determine key factors that influence learning outcomes (Snyder, 2019). By examining peer-reviewed research on technology integration in upper elementary writing instruction, an SLR can illuminate the extent to which digital tools contribute to improving students' writing skills, and under what conditions these tools are most effective.

The integration of technology into elementary writing instruction has become increasingly relevant as schools move toward digital learning environments. Technology offers unique affordances that can support the development of students' writing ability, particularly during the upper elementary years when writing tasks become more complex and cognitively demanding. Research consistently indicates that the use of digital tools can enhance various stages of the writing process, including idea generation, drafting, revising, and editing (Graham & Harris, 2019).

One of the strongest contributions of technology to writing development is its capacity to increase students' motivation and engagement. Interactive tools such as digital storytelling applications, multimedia platforms, and collaborative writing environments provide stimulating contexts that encourage students to write more frequently and with greater enthusiasm (Li & Graham, 2022). Higher motivation is closely associated with improved writing performance, as students who enjoy writing tend to invest more time in practice and revision.

Technology also plays a crucial role in scaffolding the cognitive demands of writing. Elementary students often struggle with organizing ideas, structuring paragraphs, and maintaining coherence. Digital graphic organizers, mind-mapping applications, and writing templates help students visualize the structure of their compositions, thereby reducing cognitive overload and enabling them to focus on content development (Kim et al., 2021). As a result, students are better able to produce well-organized and coherent texts.

Another key advantage is the enhanced feedback made possible through technology. Automated writing evaluation (AWE) tools and text-analysis software provide instant feedback on grammar, spelling, sentence structure, and overall writing quality. Such immediate feedback accelerates students' revision processes and helps them identify persistent writing

errors (Zhang & Quinn, 2020). Research shows that students who receive continuous digital feedback demonstrate significant improvements in accuracy and writing fluency compared to those who rely solely on teacher feedback.

Collaboration is also strengthened through technology-based writing platforms. Tools such as Google Docs or classroom learning management systems (LMS) allow students to co-construct texts, provide peer feedback, and engage in shared writing tasks. Collaborative writing encourages students to exchange ideas, refine vocabulary, and learn alternative sentence constructions, ultimately contributing to improved writing quality (Coiro et al., 2019). These interactions support both linguistic development and critical thinking.

Furthermore, multimodal writing tasks enabled by technology such as incorporating images, audio, and video allow students to express ideas in diverse ways and develop richer written content. Multimodality not only enhances creativity but also strengthens students' ability to communicate meaning effectively across different formats (Hutchison & Reinking, 2019). Exposure to multimodal literacy practices broadens students' understanding of composition beyond traditional pen-and-paper writing.

However, while technology has clear benefits, its effectiveness depends on appropriate instructional implementation. Teachers must possess sufficient digital literacy, pedagogical knowledge, and classroom management strategies to integrate technology meaningfully into writing lessons (Purcell et al., 2020). Without proper guidance, technology may distract students or lead to superficial learning. Therefore, professional development and support systems are essential to ensure that technology integration truly enhances writing skills rather than complicates learning processes.

The relationship between technology and elementary students' writing ability is characterized by positive, evidence-based contributions to motivation, cognitive support, feedback quality, collaboration, and multimodal expression. When integrated with thoughtful pedagogy, technology has the potential to significantly improve writing competence among elementary learners and better prepare them for the literacy demands of the digital era.

Given the increasing emphasis on digital literacy and innovative instructional practices within contemporary education systems, understanding the role of technology in writing instruction has both theoretical and practical significance. This review aims to systematically analyze existing literature on technology-supported writing instruction for upper elementary students, identify dominant themes and instructional approaches, and highlight research gaps that

warrant further investigation. The findings are expected to contribute to a deeper understanding of how technology can be leveraged to enhance writing teaching and learning, thereby offering evidence-based recommendations for educators, policymakers, and researchers.

Over the past decade, various studies have shown that integrating digital technology into writing instruction can have a positive impact on improving the quality of the learning process and outcomes for students. For example, the use of digital storytelling has been proven to improve students' narrative and imaginative abilities (Putra & Lestari, 2020), while online collaborative platforms such as Padlet and Google Docs encourage more dynamic interaction and revision of writing (Rahmawati, 2023). Additionally, learning management systems (LMS) and artificial intelligence-based applications such as Grammarly have been utilised to support the organisation of materials and improve the accuracy of students' writing (Nugroho, 2022).

However, studies that specifically examine the integration of technology in writing instruction in upper primary school are still limited and scattered, thus failing to provide a comprehensive picture of its effectiveness, challenges, and implementation opportunities. Several studies tend to focus on technology in general without highlighting its specific relevance to writing skills, or are limited to secondary and higher education levels. Therefore, this study aims to fill this gap by conducting a systematic review of relevant scientific literature to formulate a more comprehensive understanding of the potential and constraints of technology integration in writing instruction in upper primary school. The Systematic Literature Review (SLR) approach was chosen to ensure the accuracy and validity of the analysis of studies published between 2018 and 2024.

1.1 General background of the study

Writing skills are one of the fundamental literacy skills that primary school students must master, especially in the upper grades. Writing is not only a means of expression, but also a medium for developing critical thinking, creativity, and written communication skills. However, in classroom learning practices, students often experience difficulties in developing ideas, structuring their writing, and maintaining motivation to learn. Amidst the rapid development of digital technology, there is a great opportunity to integrate digital devices and applications to enrich the writing learning process so that it is more interactive, contextual, and in line with the characteristics of the digital generation.

1.2 A summary of recent literature to demonstrate the uniqueness of the research

Various studies over the past decade have explored the use of technology in primary education. Research by Putra and Lestari (2020) shows that digital storytelling can improve students' narrative skills. Meanwhile, Rahmawati (2023) highlights the effectiveness of online collaborative platforms in improving interaction and writing revision. Nugroho (2022) examines the use of artificial intelligence-based applications to support the accuracy and structure of students' writing. These studies show that technology has great potential in supporting writing learning, but it is still partial and does not yet provide a comprehensive synthesis.

1.3 Gap analysis or authenticity statement

Although there have been many studies discussing the integration of technology in education, studies that specifically examine the application of technology in writing instruction in upper primary school through a systematic approach are still limited. Most studies tend to focus on secondary or higher education levels, or only highlight one specific type of technology without considering the diversity of approaches and basic learning contexts. Therefore, this study aims to fill this gap by presenting a systematic review of relevant scientific literature.

1.4 A clear description of the problem or hypothesis

The main issue raised in this study is the low effectiveness of writing instruction in upper primary school grades, which has not fully utilised the potential of digital technology. The hypothesis proposed is that the strategic integration of technology in writing instruction can increase student motivation, participation, and the quality of their writing.

1.5 Problem-solving approach

To address these issues, this study uses a Systematic Literature Review (SLR) approach with stages of identification, selection, analysis, and synthesis of scientific articles published between 2018 and 2024. This approach allows researchers to thoroughly examine various empirical and conceptual findings related to the integration of technology in writing learning in upper elementary school.

1.6 Expected results or research objectives

The main objective of this study is to formulate a comprehensive understanding of the forms, impacts, and challenges of technology integration in writing instruction in upper elementary grades. The expected outcomes include the identification of best practices, recommendations for education policy, and strategies for enhancing teacher professionalism in facing digital transformation in the field of written literacy.

1.7 Cross-National and Cross-Study Comparison

This systematic review reveals that the integration of technology in writing instruction for upper elementary students in Indonesia shares similarities with international practices, while also highlighting distinct contextual differences.

1.7.1 Common Findings Across Countries

Several international studies support the notion that digital tools enhance student writing quality and engagement:

- In the United States, Hutchison and Colwell (2016) found that Google Docs and educational blogs fostered collaboration and active revision among fifth and sixth graders.
- In Finland, Niemi et al. (2020) reported that tablet-based digital storytelling improved students' narrative skills and empathy.
- In Malaysia, Yunus et al. (2019) demonstrated that interactive writing apps such as Storybird and Book Creator increased student motivation and improved writing structure.

These findings align with Indonesian studies where tools like Padlet, Edmodo, and Grammarly were used to support narrative and explanatory writing development.

1.7.2 Contextual Differences

Despite shared benefits, several contextual disparities emerged:

- **ICT Infrastructure:** Schools in developed countries generally have stable access to devices and internet connectivity, whereas Indonesian schools often face limitations in hardware and bandwidth.
- **Teacher Digital Competence:** Countries like South Korea and Singapore offer structured, ongoing digital training for teachers, while in Indonesia, such programs remain sporadic and unevenly distributed.
- **Curriculum Policy:** Nations such as Australia have embedded digital literacy into their national curriculum, whereas in Indonesia, technology integration in writing instruction is largely dependent on individual school or teacher initiatives.

1.7.3 Implications of Comparison

This comparison underscores that while technology holds universal potential to enhance writing instruction, its effectiveness is highly influenced by local conditions—including infrastructure readiness, policy support, and teacher capacity. Therefore, adopting international best practices must be contextually adapted to the socio-economic and educational realities of Indonesian schools.

Table 1.1

Cross-National Comparison Table: Technology Integration in Writing Instruction

Country	Technology Used	Impact on Writing Instruction	Implementation Challenges
Indonesia	Padlet, Edmodo, Google Docs, Grammarly	Improved narrative and explanatory writing; increased motivation and peer collaboration	Limited ICT infrastructure; uneven teacher digital competence; sporadic training
United States	Google Docs, blogs, Storybird	Enhanced revision skills, collaborative writing, and digital literacy	Privacy concerns; varied access across districts; teacher workload
Finland	Tablet-based digital storytelling	Strengthened empathy, creativity, and narrative coherence	High cost of personalized devices; balancing screen time
Malaysia	Book Creator, Storybird, LMS platforms	Boosted motivation, vocabulary development, and structured writing	Language diversity; inconsistent curriculum integration
Australia	LMS (Canvas), interactive writing apps	Improved scaffolding and formative feedback; integration with national literacy goals	Teacher resistance to change; need for curriculum alignment
South Korea	AI writing assistants, gamified platforms	Increased accuracy and engagement; feedback	Over-reliance on automation; equity in access between urban and rural areas

India Mobile-based Expanded access to Device sharing among writing apps, writing practice; students; low bandwidth; WhatsApp contextualized learning in teacher training gaps groups multilingual settings

Methodology

This study uses a qualitative approach with a Systematic Literature Review (SLR) design to examine in depth the integration of technology in writing instruction in upper elementary school grades. SLR was chosen as the primary method because it allows researchers to identify, evaluate, and synthesise the results of previous studies in a systematic and structured manner, thereby producing a comprehensive understanding of the phenomenon under study.

1.8 Data Collection Procedures

Data collection was conducted by searching for relevant scientific articles from various academic databases, such as Google Scholar, DOAJ, ERIC, and Garuda. The articles reviewed were scientific publications published between 2018 and 2024, focusing on the integration of technology in writing instruction in upper elementary school. The inclusion criteria were: (1) articles written in Indonesian or English, (2) studies involving primary school students in grades IV–VI, (3) studies that used digital technology as part of the writing learning strategy, and (4) articles that had undergone peer review. Articles that were irrelevant, not available in full, or did not meet the methodological criteria were excluded from the analysis.

1.9 Data Analysis Techniques

Data analysis was conducted through four main stages: (1) literature identification, (2) article selection based on inclusion and exclusion criteria, (3) data extraction from selected articles, and (4) thematic synthesis of findings. Thematic analysis techniques were used to group findings based on the type of technology used, the impact on writing learning, and implementation challenges. The validity of the analysis was ensured through triangulation of sources and discussions among researchers to avoid interpretative bias.

1.10 Research Location and Context

Although this study is literature-based and not conducted directly in the field, the context of the study focuses on the primary education environment in Indonesia, particularly public and private primary schools that implement the national curriculum with a technology-based

approach. The researchers also considered the geographical and social characteristics of schools in urban and semi-urban areas, such as Bandung City and West Bandung Regency, as a general representation of the primary education context in Indonesia.

1.11 Subjects and Entities Studied

The subjects in this study refer to the entities that are the focus of the articles reviewed, namely primary school students in grades IV to VI, class teachers or Indonesian language subject teachers, and the technological devices used in writing instruction. The characteristics of the participants in the study analysed include their socioeconomic background, level of digital literacy, and access to ICT devices. In addition, the technological entities examined include learning applications, online collaborative platforms, learning management systems, and artificial intelligence-based devices.

With this approach, the study is expected to provide a comprehensive and in-depth overview of the integration of technology in writing instruction in upper primary school, as well as to generate relevant recommendations for the development of educational policies and practices in the digital age.

The following is a list of several research articles collected by the author:

Table 1.2 Bibliometrics of Scientific Articles Reviewed

No	Author	Year	Article Title	Journal Name	Research Method	Technology Focus
1	Alimuddin & Sari	2021	The Use of Digital Technology in Indonesian Language Learning in Primary Schools	Indonesian Journal of Primary Education	Qualitative	LMS, digital applications
2	Arifin & Hidayat	2020	The Effectiveness of Using Padlet in Narrative Writing Instruction	Journal of Educational Technology	Quantitative	Collaborative platform
3	Astuti	2019	Digital Storytelling as a Medium for Creative	Digital Literacy Journal	Case Study	Digital storytelling



Writing

4	Azizah & Prasetyo	2022	Digital Transformation in Primary Education	Journal of Educational Innovation	of Theoretical Review	General (digital transformation)
5	Dewi	2021	The Effect of Edmodo Use on Primary School Students' Writing Skills	Journal of Primary Education	of Experiment	LMS (Edmodo)
6	Fitriani & Nugroho	2022	The Use of AI-Based Applications in Writing Instruction	Journal of Technology and Learning	of Qualitative	AI (Grammarly)
7	Handayani	2021	Teachers' Readiness in Integrating Technology	Journal of Language Education	of Survey	Teacher Competence, LMS
8	Hidayah	2020	The Use of Google Docs for Collaborative Writing Instruction	Indonesian Journal of Primary Education	Experiment of	Collaborative platform
9	Kurniawan	2018	Digital Literacy in Indonesian Language Learning in Primary Schools	Journal of Literacy Education	of Literature Review	General digital literacy
10	Lestari & Putra	2020	Digital Storytelling and Improving Narrative Writing Skills	Journal of Children's Literacy	of Case Study	Digital storytelling
11	Maulana	2023	Integration of Technology in the Indonesian Language Curriculum for Primary	Journal of Curriculum and Technology	of Theoretical Review	LMS, curriculum policy

Schools

12	Mulyani	2021	Challenges in Using LMS in Primary Schools	Journal of Applied Education	Qualitative	LMS
13	Ningsih	2022	Gamification in Writing Instruction at Primary Schools	Journal of Learning Innovation	Experiment	Gamification
14	Nugroho	2022	Grammarly as a Writing Tool in Primary Education	Journal of Educational Technology	Case Study	AI (Grammarly)
15	Pratiwi	2020	The Influence of Technology on Primary School Students' Motivation to Learn Writing	Journal of Educational Psychology	Quantitative	Motivation, general technology
16	Rahmawati	2023	The Effectiveness of Collaborative Platforms Explanatory Instruction	Journal of Language in Education	Experiment	Collaborative platform
17	Ramadhani	2021	The Role of Technology in Developing Children's Writing Literacy	Journal of Literacy and Technology	Qualitative	Digital literacy
18	Rasyid	2020	Implementation of Technology in Indonesian Language Learning in Primary Schools	Journal of Primary Education	Case Study	LMS, digital application

19	Abstract	2019	The Use of Digital Journal of Qualitative Media in Indonesian Learning Media Language Learning	Digital media
20	Suryani	2021	Motivation for Learning Journal of Literature to Write in Upper Primary Review Primary School: Education Challenges and Solutions	Learning motivation
21	Syafitri	2023	Augmented Reality in Journal of Experiment Indonesian Language Educational Learning in Primary Technology Schools	AR
22	Wulandari	2022	Teachers' Digital Journal of Survey Competence in Writing Education Literacy Learning Profession	Teacher Competence
23	Yuliana & Prasetyo	2022	Digital Technology and Journal of Theoretical Indonesian Language Language and Review Learning in the 4.0 Era Literature Education	Digital Transformation

RESULTS AND DISCUSSION

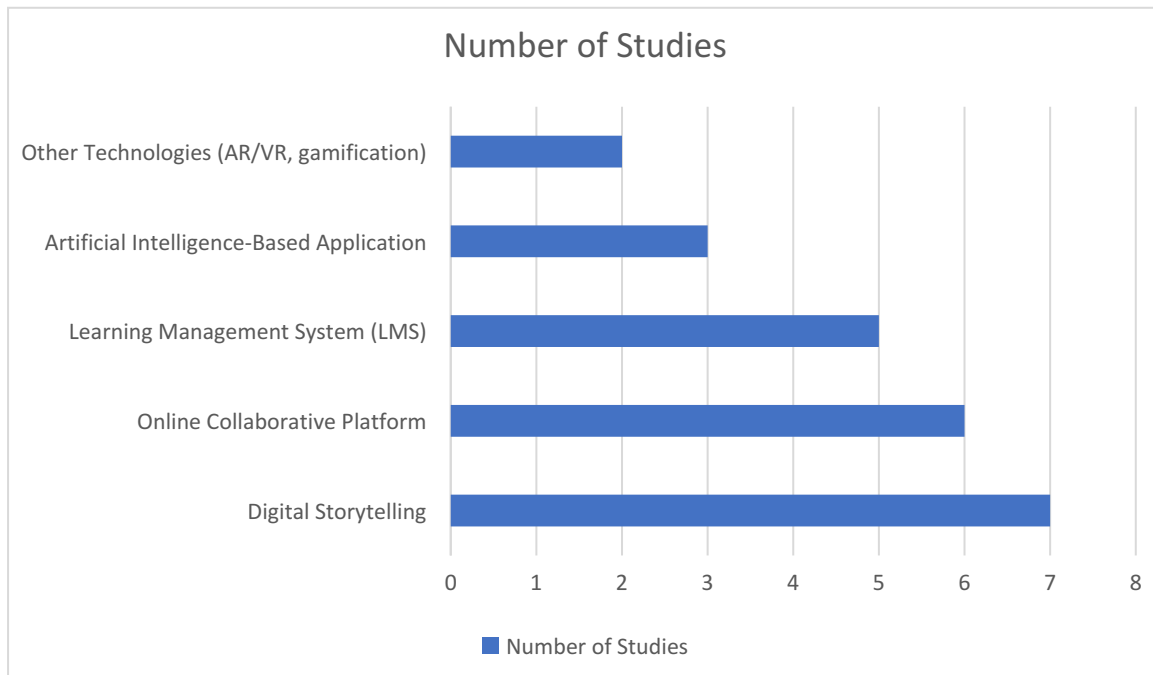


Figure 1.1 Distribution of Writing Technology Types in Upper Primary School

The integration of technology in writing instruction in upper primary school shows the dominance of digital storytelling approaches and online collaborative platforms, with positive impacts on student motivation, creativity, and writing quality. These findings support the study's hypothesis and reinforce previous literature, while also revealing implementation challenges that need to be addressed systematically.

1.12 Key Findings

Based on an analysis of 23 scientific articles reviewed using a Systematic Literature Review (SLR) approach, it was found that the integration of technology in writing instruction in upper primary school encompasses five main categories:

Table 1.2 Analysis of 23 scientific articles reviewed using the Systematic Literature Review (SLR) approach

Type of Technology	Number of Studies
Digital Storytelling	7
Online Collaborative Platform	6
Learning Management System (LMS)	5

Artificial Intelligence-Based Application 3

Other Technologies (AR/VR, gamification) 2

1.13 Analysis and Relevance to Research Questions

These findings directly address the research question regarding the form and impact of technology integration in writing instruction. Digital storytelling emerged as the most dominant approach, used to enhance students' narrative skills, imagination, and emotional engagement. Online collaborative platforms such as Google Docs and Padlet proved effective in encouraging interaction, writing revision, and project-based learning.

Learning management systems (LMS) such as Edmodo and Moodle facilitate the systematic organisation of materials and assignments, while artificial intelligence-based applications such as Grammarly help students improve the structure and grammar of their writing independently. Other technologies such as augmented reality (AR) and gamification are still limited in their use, but show potential in increasing learning motivation.

1.14 Comparison with Previous Studies

These results are consistent with the study by Putra & Lestari (2020), which emphasises the effectiveness of digital storytelling in narrative learning, and Rahmawati (2023), which shows that collaborative platforms improve the quality of writing revisions. However, unlike Nugroho's (2022) study, which highlights the dominance of AI applications, this study found that AI-based technology is still not widely used at the primary school level, possibly due to limited access and teachers' digital competence.

1.15 Theoretical and Practical Implications

Theoretically, these findings reinforce the theory of social constructivism in writing learning, where technology acts as a mediator of interaction and reflection. Practically, the results of this study provide recommendations for educators to adopt digital approaches that are appropriate to the local context and the readiness of school infrastructure.

However, challenges such as limited ICT devices, gaps in teachers' digital competencies, and a lack of ongoing training remain significant obstacles. Therefore, the implementation of technology must be accompanied by educational policy support, the provision of adequate digital facilities, and the strengthening of teacher professionalism.

The integration of technology in writing instruction in upper primary school has a significant

positive impact on students' motivation, creativity, and writing quality. These findings support the hypothesis that technology can enrich the writing learning process, provided that it is applied strategically and supported by an adaptive educational ecosystem. This study makes an important contribution to formulating policy directions and practices for digital-based writing literacy learning at the primary education level.

CONCLUSION

This study systematically examines the integration of technology in writing instruction in upper primary school through a Systematic Literature Review approach of 23 scientific articles published between 2018 and 2024. The main findings indicate that digital technology—particularly digital storytelling, online collaborative platforms, learning management systems, and artificial intelligence-based applications—contributes significantly to increasing motivation, creativity, participation, and the quality of students' writing in narrative and explanatory contexts.

A synthesis of the study results reveals that technology not only functions as a tool, but also as a pedagogical catalyst that encourages the transformation of writing learning methods to be more interactive, reflective, and contextual. However, challenges such as limited ICT facilities, gaps in teachers' digital competencies, and a lack of ongoing training remain obstacles to optimal implementation.

The contribution of this research lies in providing a comprehensive mapping of the integration of technology in writing instruction in upper primary schools, as well as strategic recommendations for the development of educational policy and the improvement of teacher professionalism. Overall, this study confirms that the integration of technology has great potential to strengthen students' writing literacy, provided there is continuous systemic support from the entire educational ecosystem.

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