



DIGITAL ENGLISH LEARNING ASSESSMENT: A SYSTEMATIC LITERATURE REVIEW

Hosnie Mubaraq¹, Nurtsania Gita², Atika Humaira³, Atika Humaira⁴, Sri Wiyajayanti⁵

¹UIN Sultan Thaha Saifuddin Jambi, Muaro Jambi, Jambi, Indonesia

²UIN Sultan Thaha Saifuddin Jambi, Muaro Jambi, Jambi, Indonesia

³UIN Sultan Thaha Saifuddin Jambi, Muaro Jambi, Jambi, Indonesia

⁴UIN Sultan Thaha Saifuddin Jambi, Muaro Jambi, Jambi, Indonesia

⁵UIN Sultan Thaha Saifuddin Jambi, Muaro Jambi, Jambi, Indonesia

Correspondent Email : hosniemabarraq9@gmail.com

ABSTRACT. Digital technology is rapidly evolving and has transformed the way English language proficiency is assessed in the ASEAN region. Legacy paper-based systems are increasingly being replaced by digital platforms that are more engaging, adaptable to students' needs, and provide immediate feedback. This shift opens up new opportunities for improving language skills, but also demands digital literacy from teachers and students. The primary objective of this study was to conduct a systematic literature review (SLR) of scholarly articles published in 2025 on the implementation of digital English language learning assessments in ASEAN. We sought to understand the latest trends, benefits, and challenges arising from the use of this technology, in order to provide concise recommendations for education in the region. We selected and analyzed five relevant articles based on their objectives, research methods, and key findings. The results indicate that digital assessments help improve student motivation, learning independence, and learning effectiveness across a variety of settings. However, challenges remain, such as lack of infrastructure, teacher preparedness, and unequal access to technology. This study emphasizes the need for policy support, teacher training, and further research to ensure the sustainable implementation of digital assessments in English language education in ASEAN. This will ensure all students can equitably benefit from technological advancements.

Keyword: ASEAN, Autonomous Learning, Blended Learning, Digital English Learning Assessment, Systematic Literature Review

ABSTRAK. Teknologi digital berkembang pesat dan telah mengubah cara penilaian kemahiran berbahasa Inggris di kawasan ASEAN. Sistem berbasis kertas yang lama semakin tergantikan oleh platform digital yang lebih menarik, adaptif terhadap kebutuhan siswa, dan memberikan umpan balik langsung. Pergeseran ini membuka peluang baru untuk meningkatkan keterampilan berbahasa, tetapi juga menuntut literasi digital dari guru dan siswa. Tujuan utama penelitian ini adalah melakukan tinjauan pustaka sistematis (SLR) terhadap artikel ilmiah yang diterbitkan pada tahun 2025 tentang implementasi penilaian pembelajaran bahasa Inggris digital di ASEAN. Kami berupaya memahami tren, manfaat, dan tantangan terkini yang muncul dari penggunaan teknologi ini, untuk memberikan rekomendasi ringkas bagi pendidikan di kawasan ini. Kami memilih dan menganalisis lima artikel relevan berdasarkan tujuan, metode penelitian, dan temuan utamanya. Hasilnya menunjukkan bahwa asesmen digital membantu meningkatkan motivasi siswa, kemandirian belajar, dan efektivitas pembelajaran di berbagai lingkungan. Namun, masih terdapat tantangan, seperti kurangnya infrastruktur, kesiapan guru, dan akses teknologi yang tidak merata. Studi ini menekankan perlunya dukungan kebijakan, pelatihan guru, dan penelitian lebih lanjut untuk memastikan implementasi asesmen digital yang berkelanjutan dalam pendidikan bahasa Inggris di ASEAN. Hal ini akan memastikan semua siswa dapat memperoleh manfaat yang setara dari kemajuan teknologi.

Kata Kunci: ASEAN, Pembelajaran Autonomus, Pembelajaran Campuran, Digital Asesmen Pembelajaran Bahasa Inggris berbasis, Studi Literatur Sistematis

Article History

Submission: 5 Oktober 2025 Revised: 6 Oktober 2025 Accepted: 28 November 2025 Published: 28 November 2025

INTRODUCTION

The rapid development of digital technology has transformed the landscape of English language education globally, particularly in the ASEAN region. The use of digital platforms in English language learning assessments is increasingly widespread, replacing traditional paper-based systems with more interactive, adaptive, and responsive features(Nining et al., n.d.). This

shift offers new opportunities to improve language competency while also demanding adequate digital literacy from educators and students.

Socially, the integration of technology into English language education in ASEAN is influenced by several factors. First, gaps in infrastructure and access to technology remain major challenges, particularly in rural and remote areas.(Kusnanto et al., 2024). Second, varying levels of digital literacy among teachers and students influence the effectiveness of technology use in learning. (Judijanto, 2024). Third, education policies in each ASEAN country have different approaches to technology integration, which impacts implementation on the ground. Furthermore, the COVID-19 pandemic has accelerated the adoption of technology in education, but it has also widened the digital divide and highlighted the need for more comprehensive support.(Juhro et al., 2021).

Various studies have highlighted the benefits of using technology in English learning, such as increased motivation, independence, and learning experiences. Blended learning (BL) has also been shown to be effective in improving students' English language skills and positive attitudes toward learning. However, several research gaps remain to be filled.(Annisa Marpaung & Ezir, 2025). First, research on the long-term impact of technology integration in English language learning in ASEAN is still limited(Hambali et al., 2023). Second, research on the effectiveness of various digital models and platforms in different socio-cultural contexts in ASEAN is still lacking(Rizky et al., n.d.). Third, research on the development of valid and reliable digital assessment instruments to comprehensively measure English language competency is still needed.

This study aims to analyze the trends, benefits, and challenges of implementing Digital English Learning Assessment in ASEAN countries. Specifically, this study will answer the following questions: How does Digital English Learning Assessment contribute to improving English language learning in ASEAN? What factors facilitate or hinder the successful implementation of Digital English Learning Assessment? How can education policies and infrastructure support be improved to maximize the benefits of Digital English Learning Assessment?

METHOD

This study employed a *systematic literature review* (SLR) approach, focusing on scholarly articles related to Digital English Learning Assessment in the ASEAN region published in

2025. The SLR method was chosen because it enables a comprehensive overview of existing research trends while mapping the benefits and challenges of digital assessment in English language education (*Reimagining English Education: NEP 2020 and Its Impact on Higher Secondary Pedagogy in India*, n.d.). This approach emphasizes procedural transparency and data reliability, ensuring that the findings are academically rigorous and verifiable.

The primary source of data collection was the ERIC (Education Resources Information Center) database. ERIC was selected due to its curated and reputable collection of peer-reviewed educational journals, along with its filtering features for publication year and full-text availability. Keywords used in the search included “Digital English Learning Assessment,” “ASEAN,” and combinations with specific country names such as Indonesia, Thailand, Malaysia, and Vietnam. Only articles published in 2025 with full-text availability were considered for inclusion (*Reimagining English Education: NEP 2020 and Its Impact on Higher Secondary Pedagogy in India*, n.d.).

Phase 1: Identification Phases

At this stage, relevant journal articles were identified using specific search strategies. Searches were conducted through ERIC database and supporting indexed journals listed in the reference spreadsheet. The following keywords were applied in different combinations: *Digital Assessment, English Learning, E-Assessment, Online Testing, Language Evaluation*.

Table 1. Source of Journals

Journal Source	Quantity	Keywords
ERIC	44 Article	Digital English Learning Assessment

Phase 2: Screening Phase

During the screening phase, duplicates were removed, and titles/abstracts were examined to ensure relevance to the topic of digital assessment in English learning. After this process, the total articles were reduced from 19 to 10.

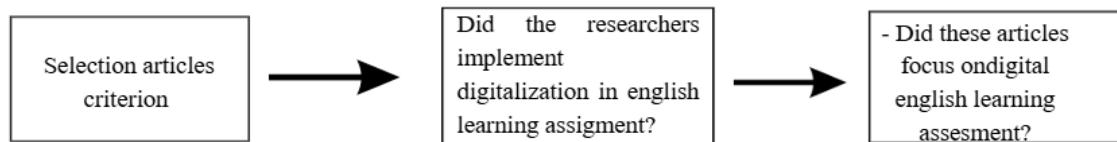
Phase 3: Eligibility Phase

The gathered papers were reviewed for eligibility in the third phase, where they had to match the criteria outlined in the table a’s inclusion section. This is a critical step in ensuring that the data collected in this study were of high quality and dependability.

Table 2. Inclusion Criteria

Inclusion
Focus on digital assessment in English language learning
Journal Articles published in 2025
ASEAN as subject country
Published in journal articles
Journal publisher in ERIC

The papers chosen focus on researchers who Digital English Learning Assesment. The papers were vetted in accordance with the criteria outlined in figure 1.

Figure 1. Assessment criterion in choosing articles

Phase 4: Exclusion Phase

After checking the articles who eligibility in the third phase, the remaining articles were excluded from this systematic literature review. The criteria of the exclude articles are stated in Table 3. The exclusion step, like the eligibility step, was crucial in ensuring that the researchers collected high-quality data.

Table 3. Exclusion Criteria

Exclusion
Digitalizations not use in english learning
The studies did not access and evaluate digitalizations
Teaching and learning which did not used technology
Articles not published in 2025
ASEAN is not a country subject

There were 19 articles provided information about the digital english learning assesment. Most of the analyzed articles showed the combination of quantitative, mixed-method, and SLR type studies as depicted in Table 4. The respondents from all of the studies included all levels of education from primary until university level.

Table 4. Quantity of Journals based on Research Design

Research Design	Quantity
Quantitative Design	2
Qualitative Design	0
Mixed-Method Design	7
Review of Literature	1

Figure 2 depicts the full procedure from Phase 1 through Phase 4 in clearer detail based on The Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist in conducting this systematic literature review.

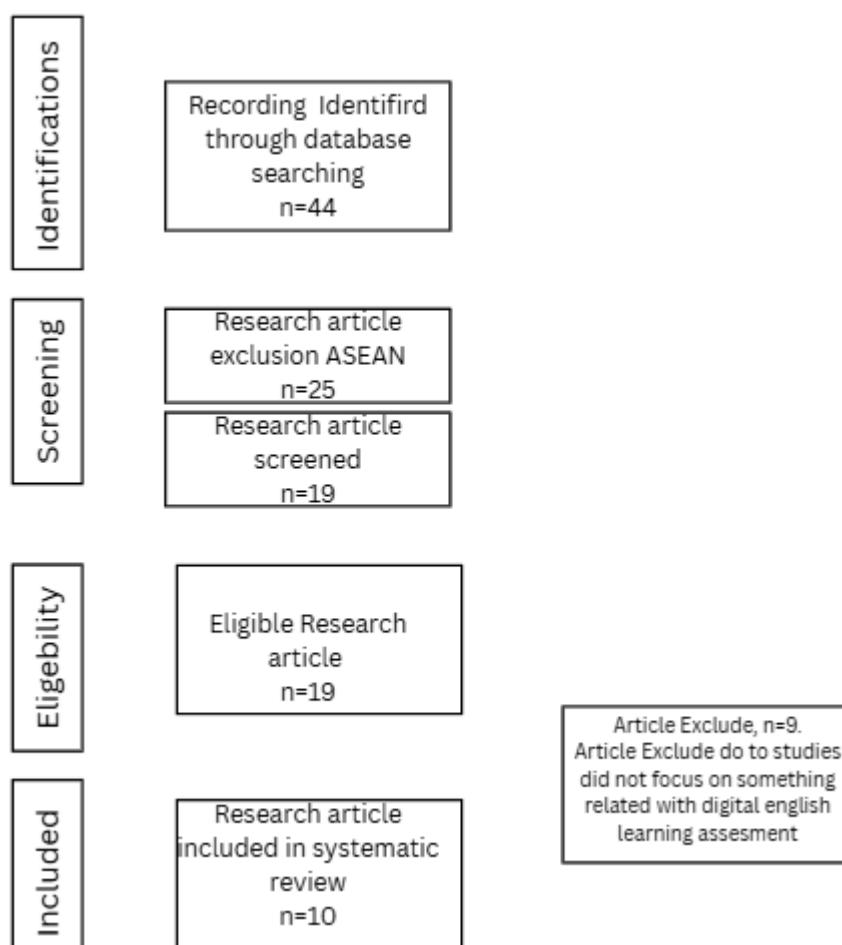


Figure 2. PRISMA Flow chart

RESULT

This review identified several articles published in 2025 that explored the implementation of Digital English Learning Assessment across ASEAN countries. The search results from ERIC revealed a diverse range of research focuses, including studies on teacher and student perceptions, the effectiveness of blended learning, and international collaboration through digital platforms. These findings suggest that research in ASEAN consistently emphasizes the

role of digital assessment as an integral component of English language learning transformation, although the focal points of the studies vary depending on the country context.

Table 5. Main Characteristics, Perspectives and perception of using Technology Integration and Digital Innovation in enhancing students' English language learning skills

Authors	Territory	Study Purpose	Participants	Discussion
EJ1464027	Indonesia	To explore the impact of ICT competency and m-learning acceptance among Indonesian university students in ESP programs	275 ESP students from diverse disciplines (mathematics, health, management, counseling guidance)	The study reveals over 60% competency in using m-learning platforms, highlighting extensive use of digital technology for communication, creation, and management. However, pedagogical factors significantly challenge m-learning adoption.
EJ1470552	Indonesia	To examine how gamified MOOC platforms impact autonomous learning in ESP courses using SDL frameworks	27 students enrolled in English for IT Professionals course	Findings reveal both opportunities and challenges, showcasing improvements in certain aspects of SDL while highlighting obstacles like maintaining motivation and optimizing time management in gamified environments.
EJ1470876	Thailand	To investigate the effectiveness of blended learning in an undergraduate classroom on students' English proficiency and attitudes	269 students (194 completed pre- and post-tests) from 13 majors	Results demonstrated significant improvement in students' English proficiency with positive attitudes towards BL, citing flexibility, accessibility, and enhanced engagement as key benefits.
EJ1475905	Thailand	To explore the extent to which learner autonomy can be cultivated	90 nursing students enrolled in ESP course	The DST project significantly enhanced students' autonomous learning practices,

		through a digital storytelling (DST) project in collaborative learning environment	particularly fostering independent learning and heightened awareness of learning processes with predominantly positive attitudes.
EJ147802	Thailand	To explore 207 EFL students' and teachers' perceptions of hybrid learning infused with active learning and smart classroom concepts	Findings unveiled prevalent positive disposition towards hybrid learning, primarily rooted in its ability to confer control over learning pace, enhance comprehension, and facilitate seamless integration of components.
EJ1479003	Indonesia	To investigate current levels of digital innovation and digital resilience among elementary students and explore enhancement strategies	Results show students' innovation and resilience in digital contexts remain low. The study proposes SSAML system incorporating gamification and Tri Kaya Parisudha philosophy for effective feedback and motivation.
EJ1479825	Thailand/Japan	To investigate the impact of internet-based international small-group (Thai and Japanese) activities on students in countryside through SMILE project	The study shows collaboration classes had strong positive effects, providing genuine international environment for English communication, raising cultural awareness and enhancing internal motivation.

EJ1479998 Multiple Countries	<p>To analyze 71 research papers from Q1-Q2 journals across various countries</p>	<p>Analysis reveals qualitative research dominance with focus on pedagogy, instructors, and learner experiences. Highlights investigation needs in social justice, multimodalities, digital tools, and technological integration.</p>
EJ1482916 Indonesia	<p>To explore interplay between factors driving L2 grit in gamified language learning contexts in online EAP courses</p>	<p>300 EFL undergraduate students enrolled in online EAP classes</p> <p>Findings revealed academic self-efficacy as strongest predictor of L2 grit, with PEOU and PU positively influencing academic self-efficacy, critical thinking, and learning satisfaction.</p>
EJ1482928 Thailand	<p>To explore secondary school students' and teachers' perceptions and needs of technology integration during and after COVID-19 pandemic</p>	<p>73 secondary school students and 10 English language teachers</p> <p>Analysis revealed three main success elements: technology-oriented professional development, suitable classroom allocation, and value-oriented incentives, highlighting discrepancies between student and teacher preferences.</p>

DISCUSSION

This collection of research explored various aspects of digital learning and the implementation of educational technology. One study involving 275 English for Specific Purposes (ESP) students from math and health disciplines assessed ICT skills and the adoption of mobile learning. Findings indicated that while over 60% demonstrated proficiency in mobile learning platforms and engaged in digital communication and content creation, instructional challenges

hindered broader application. This suggests that technological skills alone are not enough without effective educational design (De Vega et al., 2025).

Another research focused on the effects of gamified MOOC platforms on self-directed learning in an English course for IT professionals with 27 participants. The results were mixed; some aspects of autonomous learning improved, but students struggled with motivation and time management in gamified settings. This underscores the need for thoughtfully designed gamification strategies that encourage engagement and ongoing learning (Slamet, n.d.).

An evaluation of blended learning with 269 EFL undergraduate students across 13 majors revealed significant enhancements in English language skills post-intervention, with students expressing favorable attitudes towards blended learning. Benefits included greater flexibility, accessibility, and increased engagement, affirming blended learning as an effective instructional method when adequately supported (Nusong & Watanapokakul, 2025)

The development of student independence was studied through a digital storytelling project with 90 nursing students in an ESP program. The collaborative element greatly improved students' self-directed learning skills and metacognitive awareness, with mostly positive feedback indicating that collaborative digital initiatives can promote autonomy when backed by appropriate support (Jitpaisarnwattana, n.d.) .

A study of hybrid learning attitudes among 207 EFL undergraduates revealed generally positive perceptions of this educational model, attributed to its ability to allow control over pacing, enhance understanding, and blend online with in-person components. This reinforces the importance of adaptable learning frameworks that cater to various student preferences and learning styles (Rofiah et al., 2025).

Research on digital innovation and adaptability with 120 fifth-grade students and teachers in Bali found that exposure to technology did not significantly boost students' innovation and resilience. The study recommended the creation of a Smart System Adaptive Mobile Learning (SSAML) model that incorporates gamification and Tri Kaya Parisudha principles for effective feedback and increased motivation in English learning (Jayanta et al., 2025).

The SMILE initiative investigated web-based international collaborative activities involving 24 students from Thailand and Japan. This partnership yielded positive outcomes, creating authentic contexts for English communication, enhancing cultural understanding, and fostering

intrinsic motivation, demonstrating technology's potential to facilitate meaningful language learning experiences (Mayuroh et al., 2025).

A thorough literature review of 71 studies from notable journals published between 2020 and 2024 revealed a predominance of qualitative research centered on teaching methods, educators, and student experiences. The review identified emerging themes in research related to social equity, various modalities, digital resources, and technology integration, guiding future studies in English for Academic Purposes contexts (Pomat, 2025).

Another study examined factors influencing L2 persistence in gamified online English for Academic Purposes (EAP) programs among 300 EFL undergraduates. Academic self-confidence was identified as a significant predictor of L2 persistence, with perceptions of gamification's ease and usefulness positively impacting academic confidence, analytical thinking, and learning satisfaction. This highlights the necessity for creating accessible and educationally valuable gamified systems (Prihandoko et al., 2025).

Lastly, research investigated technology integration attitudes and needs among 73 secondary students and 10 English teachers during and after the COVID-19 pandemic, identifying three crucial components for effective implementation: technology-focused professional training, appropriate classroom environments, and meaningful incentives. Additionally, it uncovered discrepancies between student and teacher preferences regarding learning environments and technological support, emphasizing the need for alignment among stakeholders' expectations (Panyasi et al., n.d.).

In conclusion, these studies reveal that a comprehensive approach is essential for effective digital learning evaluation in ASEAN nations, taking into account technological infrastructure, educational design, learner characteristics, and contextual factors. While technology has significant potential to enhance language education, its success hinges on thoughtful implementation that addresses user attitudes, cultural contexts, and sustained institutional support. Future research should focus on balanced methodologies that merge technological advancement with effective teaching practices, reflecting local educational settings and student needs.

CONCLUSION

This review confirms that the implementation of Digital English Learning Assessment in ASEAN in 2025 has taken a positive and progressive direction. The studies analyzed emphasize

that digital assessment not only enhances the effectiveness of evaluation but also enriches English language learning experiences. By providing faster feedback, fostering learner motivation, and expanding opportunities for collaborative learning across contexts, digital assessment emerges as a key driver of pedagogical transformation.

At the same time, the review also reveals persisting challenges that need to be addressed. Issues such as limited infrastructure, teacher preparedness, and uneven digital literacy continue to hinder the optimal adoption of digital assessment. Moreover, variations across ASEAN countries indicate that strategic adaptations are necessary to ensure that digital assessment can deliver meaningful and sustainable impacts on English language education.

Overall, digital assessment holds strong potential as a strategic instrument for advancing English language education in the digital era. Moving forward, stronger policy support, enhanced teacher capacity building, and broader research initiatives will be crucial. These measures will help ensure that digital assessment is not merely a technological trend but a sustainable solution for improving the quality of English language learning across the ASEAN region.

REFERENCES

Annisa Marpaung, D., & Ezir, E. (2025). *JUBIPTEK: Jurnal BISPENTEK Nurul Hasanah Efektivitas Penggunaan Metode Blended Learning untuk Meningkatkan Literasi Bahasa Inggris di SMKS Kesehatan Nurul Hasanah*. 1(1), 21–26.

De Vega, N., Basri, M., & Nur, S. (2025). Exposing tech skills shaping mobile learning in cross-disciplinary English learners. *Journal of Education and Learning*, 19(2), 1117–1124. <https://doi.org/10.11591/edulearn.v19i2.21351>

Hambali, U. N., Natsir, R. Y., & Nasir, N. (2023). Tinjauan Literatur tentang Integrasi Teknologi dalam Proses Pembelajaran Keterampilan Bahasa Inggris. *Jurnal Dieksis Id*, 3(2), 128–141. <https://doi.org/10.54065/dieksis.3.2.2023.346>

Jayanta, I. N. L., Suprianti, G. A. P., Ganing, N. N., & Utami, I. G. A. L. P. (2025). Digital Learning Innovation: Gamification-Based Smart Sistem Adaptif Mobile Learning Needs Analysis Using the Tri Kaya Parisudha Approach for English Language Learning. *International Journal of Language Education*, 9(2), 392–414. <https://doi.org/10.26858/ijole.v1i2.75116>

Jitpaisarnwattana, N. (n.d.). Fostering Learner Autonomy Through a Collaborative Digital Storytelling Project in English for Specific Purposes Classrooms. In *IAFOR Journal of Education: Language Learning in Education* (Vol. 13).

Judijanto, L. (2024). *Analisis Pengaruh Tingkat Literasi Digital Guru dan Siswa terhadap Kualitas Pembelajaran di Era Digital di Indonesia*. 2(02), 50–60. <https://doi.org/10.58812/spp.v2i02>

Juhro, S. M., Ridwan, & Masagus H. (2021). *Munich Personal RePEc Archive Some Perspectives on Inclusive Economic Development in The New Normal Era*.

Kusnanto, K., Noviyanti, N., Gudiato, C., & Usman, U. (2024). Transformasi Sosial-Ekonomi di Masyarakat Pedalaman: Integrasi Teknologi dan Ketahanan Pendidikan Menengah

Kebawah. *Jurnal Ilmiah Ilmu Sosial*, 10(2), 192–202.
<https://doi.org/10.23887/jiis.v10i2.82914>

Mayuroh, M., Wakabayashi, S., & Iio, J. (2025). The Impact of Internet-Based International Small-Group Activities on Students in the Countryside. *LEARN Journal: Language Education and Acquisition Research Network*, 18(2), 410–429.
<https://doi.org/10.70730/bjrq1304>

Nining, N., Shorihatul, A., Zurweni, I., Mardhotillah, B., Muhalida, , Ibhar, Z., Maulya, R., Purnama, D., & Wijanarko, S. S. (n.d.). *TEKNOLOGI INFORMASI PENDIDIKAN*.

Nusong, K., & Watanapokakul, S. (2025). Evaluating the Effectiveness of Blended Learning in an EFL Undergraduate Classroom. *LEARN Journal: Language Education and Acquisition Research Network*, 18(1), 320–351. <https://doi.org/10.70730/JHII1331>

Panyasi, S., Soykeeree, T., Taengsopa, D., & Chansribut, W. (n.d.). Students' and Teachers' Perceptions and Needs Towards Technology Integration in English Classrooms. In *rEFLections* (Vol. 32, Issue 2).

Pomat, N. (2025). Updating the Landscape: A Systematic Review of Emerging Trends in English for Academic Purposes (EAP) Research. *Language Teaching Research Quarterly*, 47(1), 255–280. <https://doi.org/10.32038/ltrq.2025.47.14>

Prihandoko, L. A., Amalia, S. N., Ulfah, B., & Nooryastuti, N. A. (2025). Fostering L2 Grit in Online Gamified Language Learning: The Role of Self-Efficacy, Critical Thinking, Learning Satisfaction and Gamification in Indonesian EAP Courses. *Teaching English as a Second or Foreign Language--TESL-EJ*, 29(2). <https://doi.org/10.55593/ej.29114a5>

Reimagining English Education: NEP 2020 and Its Impact on Higher Secondary Pedagogy in India. (n.d.). <https://doi.org/10.9734/ajess/2025/v51151959>

Rizky, M., Rafaldhanis, A., Fajarani, Y., & Dimas Kartanapura, A. (n.d.). *Enhancing Cross-Cultural Understanding among ASEAN Youth*.

Rofiah, N. L., Sha'ar, M. Y. M. A., Waluyo, B., Fauziah, & Kareviati, E. (2025). English Hybrid Learning Courses Infused with Active Learning and Smart Classroom Concepts. *TESL-EJ*, 29(1). <https://doi.org/10.55593/ej.29113int>

Slamet, J. (n.d.). *PROMOTING AUTONOMOUS LEARNING IN ESP COURSES THROUGH A GAMIFIED MOOC PLATFORM: A SELF-DIRECTED LEARNING FRAMEWORK*.