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Challenges and Opportunities of Teaching English Writing at the Higher Secondary Level in Bangladesh

Md. Masud Rana[1*], Amina Rashid[2], Osama Khalifa[3]

[1,2,3]*Jazan University, Saudi Arabia*

*e-mail: mmasud@jazanu.edu.sa

ABSTRACT

In Bangladesh, teaching English at the upper secondary level presents a serious challenge and a promising opportunity for educational advancement. The present study examines the complexities of teaching English writing beyond higher secondary education, highlighting the main barriers, and proposes practical recommendations for improvement. Data for this study were retrospectively collected from 120 teachers, students, and parents using a hard-copy survey, digital survey (Google Forms), and in-depth interviews conducted on both face-to-face and online sources. Using the Structural Equation Model (SEM) through Smart PLS 4, the study aimed to test the effectiveness of various teaching methods. The study findings highlight critical factors such as teacher training, curriculum design, and parent-student engagement, even in resource-scarce environments, that support the development of English writing skills. The study also identified the language proficiency gaps and explored how technology-enhanced and interactive teaching methods can improve writing instruction. Based on empirical evidence, this research proposes practical recommendations to overcome the current challenges and facilitate learning outcomes for both educators and students in Bangladesh.

***Keywords*:**

English Writing Instruction; Higher Secondary Level; Educational Challenges; Resilience in Teaching; Teacher Training.

ABSTRAK

Di Bangladesh, pengajaran bahasa Inggris di tingkat sekolah menengah atas menghadirkan tantangan serius dan peluang yang menjanjikan untuk kemajuan pendidikan. Studi ini mengkaji kompleksitas pengajaran menulis

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***Corresponding author:** mmasud@jazanu.edu.sa

bahasa Inggris di luar pendidikan menengah atas, menyoroti hambatan utama, dan mengusulkan rekomendasi praktis untuk perbaikan. Data untuk studi ini dikumpulkan secara retrospektif dari 120 guru, siswa, dan orang tua menggunakan survei cetak, survei digital (Google Forms), dan wawancara mendalam yang dilakukan pada sumber tatap muka dan daring. Dengan menggunakan Model Persamaan Struktural (SEM) melalui Smart PLS 4, studi ini bertujuan untuk menguji efektivitas berbagai metode pengajaran. Temuan studi ini menyoroti faktor-faktor penting seperti pelatihan guru, desain kurikulum, dan keterlibatan orang tua-siswa, bahkan di lingkungan yang kekurangan sumber daya, yang mendukung pengembangan keterampilan menulis bahasa Inggris. Studi ini juga mengidentifikasi kesenjangan kemahiran berbahasa dan mengeksplorasi bagaimana metode pengajaran yang ditingkatkan teknologi dan interaktif dapat meningkatkan pengajaran menulis. Berdasarkan bukti empiris, penelitian ini mengusulkan rekomendasi praktis untuk mengatasi tantangan saat ini dan memfasilitasi hasil pembelajaran bagi pendidik dan siswa di Bangladesh.

***Kata kunci*:**

Pembelajaran Menulis Bahasa Inggris; Tingkat Sekolah Menengah Atas; Tantangan Pendidikan; Ketahanan dalam Mengajar; Pelatihan Guru.

1. Introduction

In Bangladesh, the teaching of English at the upper secondary level is of utmost importance in nurturing students' language proficiency and social skills, which are imperative for international communication, higher education, and career development. Writing as a major area of acquisition is considered an indicator of proficiency in any language and a gatekeeper to academic and professional success (Haque, 2011; Khanom, 2014; Mustaque; 2014). Teaching English writing at that level thus presents a mixed bag of challenges and opportunities, which are largely determined by curriculum design, teaching methodologies, and sociocultural factors (Barman, 2020; Rahman, 2023; Ali, 2023; Akhter, 2021; Adeyemi, 2008).

The uneven growth of English as an international language has led to an increasing demand for proficient writing skills in Bangladesh, where educators are now exerting pressure to align instructional methods with international standards. In addressing the challenges of teaching English writing, this study will also analyze impediments to writing instruction, including the potential for integrating technology and adopting learner-centered approaches (Bhattacharjee, 2023; Roy, 2016).

By documenting these challenges and opportunities, the findings of this research aim to inform policies, improve pedagogical practices, and enhance students' communicative competence. The results will contribute to the enhancement of English language education in Bangladesh, preparing students for global engagement.

Research has highlighted several enduring issues in English writing instruction, particularly in the context of education in Bangladesh. Khan (1999) conducted a critical study of the higher

secondary English curriculum, highlighting that gaps in writing instruction create barriers to students achieving proficiency levels. Disparities, both in rural and urban contexts, were studied by Hossain (2021) and Rahman (2021) in relation to systemic concerns surrounding issues such as a lack of teacher training and infrastructural support. Suvin (2020) found that students' recalcitrance in writing practice, vocabulary, and the complexity of grammar were major barriers to mastering writing skills. Islam (2023) revealed that class size and duration, mixed ability of students, curriculum development, and teachers' training to teach EFL writing at the secondary level of education are the most important challenges (Rahman et.al., 2019; Rouf & Mohamed, 2018).

Bilkis et al. (2021) found that large multi-level classes and a lack of teachers' training were the most important challenges in Secondary schools in Bangladesh. The class condition, aids available for teaching writing, and the availability of time are also barriers to writing (Hidayati, 2018). Javed et al. (2013) revealed that linguistic competence and handwriting play a pivotal role in teaching writing. Interactive teaching and learning activities, rather than rote learning, are crucial for effective writing instruction (Rahman, 2023; Rahman, 2024). Learners' motivation and teachers' competence are key factors in teaching writing (Hasan et al., 2019). Therefore, to teach and assess English skills at the secondary level in Bangladesh, a proper English Language policy and Teaching method are required. (Alam, 2017; Popy & Chakraborty, 2022).

In their recent projects, these studies have suggested several innovations that one might consider for pedagogy when addressing this issue. Rahin (2022) discussed adaptive teaching techniques, while Akter (2022) and Patwary (2018) presented a thorough examination of creative approaches and context-specific strategies. Mollika (2021) and Rahman (2023) further emphasize the importance of linguistic exposure and early interventions to develop students' writing. At the tertiary level, Sultana (2019) highlighted the need for more effective instruction in academic writing in institutions such as the Qawmi Madrasas, which are often regarded as marginal.

Collectively, these studies indicate a growing urgency for targeted reforms, yet gaps remain in scalable, evidence-based solutions. This study extends the existing literature by synthesizing challenges and proposing actionable strategies to enhance writing instruction in higher secondary education in Bangladesh.

1.1 Objectives

1. To examine the impact of pedagogical approaches on the improvement of English writing among students at the higher secondary level.
2. To find out the perception of students regarding their teachers' practices in the classroom that influence their competence in English writing.
3. To analyze the effects of technological integration in teaching methodologies on the acquisition and enhancement of English writing skills.
4. To ascertain the socio-cultural influences by investigating translanguaging practices employed within English-only classrooms as affecting students' performance in academic writing in English.

1.2 Hypotheses

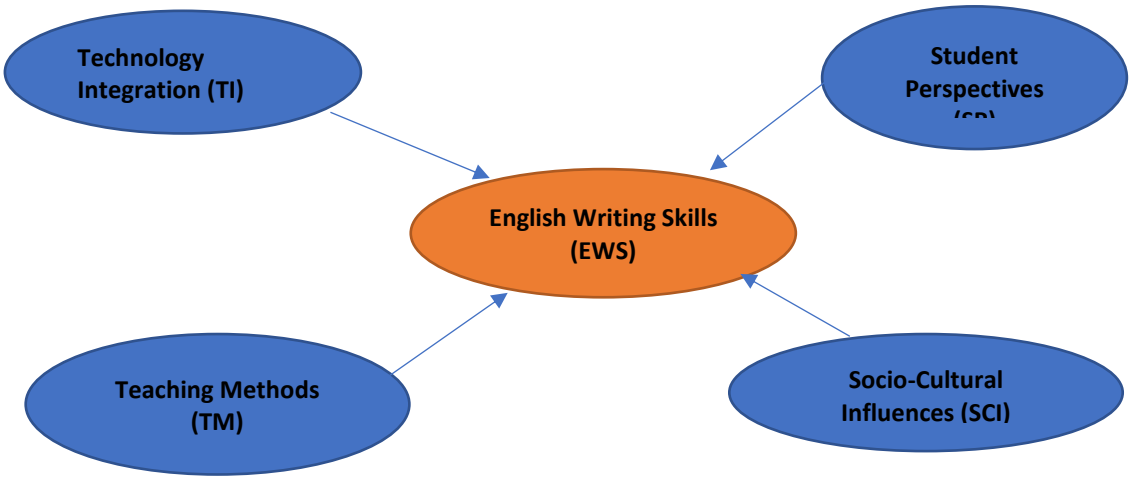
H1: Teaching methods (independent) → English Writing Skills (dependent): The chosen pedagogical approaches are expected to influence and enhance the development of English writing skills among secondary-level students.

H2: Student perspectives (independent) → English Writing Skills (dependent): Teachers' classroom practices, as perceived by students, are believed to have a direct impact on the students' English writing skills.

H3: Technological integration (independent) → English Writing Skills (dependent): The integration of technology into teaching methods is hypothesized to affect the acquisition and improvement of English writing skills positively.

H4: Socio-cultural influences (independent) → English Writing Skills (dependent): Trans language practices within English-only classrooms are explored to understand their impact on students' academic writing in English.

1.3 Conceptual Framework



Picture 1. Theoretical framework

- **Teaching Methods (TM)** (Rahin, 2022): Exploration of diverse pedagogical approaches in teaching English writing.
- **Student Perspectives (SP)**: Impact of teachers' classroom practices on students' English writing skills.
- **Technological Integration (TI)** (Hossain, 2021): Role of technology in teaching English writing in secondary-level education.
- **Socio-Cultural Influences (SCI)** (Rafi & Morgan, 2021): Trans-language and its influence on academic writing in English-only classrooms.

- **English Writing Skills (EWS)** (Khan, 1999): Evaluation of the writing component and its impact on the development of English writing skills among students at the higher secondary level in Bangladesh.

2. Methods

2.1 Research Design

This study employs a mixed-methods approach; the qualitative phase involved semi-structured interviews with experienced English language educators, curriculum developers, and educational policymakers, involving 50 students, 20 teachers, and 50 parents.

2.2 Data Sources

On the other hand, the quantitative phase involved distributing a structured survey to a representative sample of higher secondary-level English language teachers across different regions of Bangladesh.

2.3 Techniques of Data Analysis

The data was analyzed thematically to identify recurring patterns, emerging themes, and diverse perspectives. The Structural Equation Model (SEM) is applied using Smart PLS 4 to analyze the data. A purposive sampling strategy was employed to ensure representation from diverse backgrounds. The research adhered to ethical guidelines, ensuring participant confidentiality, voluntary participation, and informed consent. The data was triangulated to enhance the validity and reliability of the findings. Despite limitations, the mixed-methods approach provided a nuanced exploration of the multifaceted challenges and opportunities in teaching English writing at the higher secondary level in Bangladesh.

3. Results and Discussion

3.1 Quantitative Analysis

3.1.1 Analysis through Structural Equation Model (SEM)

Table 1. Factors Loading with Communality and Redundancy, Convergent Validity, and Average Variance Extracted (AVE)

Construct	Item	Factor Loading	Communality	Redundancy (P-value)	Average Variance Extracted (AVE)
EWS					0.748
	EWS 1	0.714	0.643	0.026	
	EWS 2	0.771	0.6143	0.056	
	EWS 3	0.759	0.686	0.0157	
	EWS 4	0.742	0.679	0.0345	
	EWS 5	0.812	0.609	0.00254	
TI					0.785

	TI1	0.862	0.577474	0.0052	
	TI2	0.728	0.698415	0.000218	
	TI3	0.889	0.56611	0.00745	
	TI4	0.831	0.633379	0.000278	
	TI5	0.706	0.65957	0.000365	
SP					0.742
	SP1	0.753	0.651085	0.000381	
	SP2	0.868	0.589462	0.000518	
	SP3	0.717	0.534159	0.000137	
	SP4	0.775	0.634754	0.00641	
	SP5	0.805	0.651845	0.003178	
SCI					0.762
	SCI1	0.786	0.68413	0.00614	
	SCI5	0.823	0.598418	0.008469	
	SCI3	0.782	0.698513	0.00354	
	SCI4	0.784	0.574563	0.00841	
	SCI5	0.734	0.631478	0.003585	
JS					0.639457
	JS1	0.818	0.549836	0.006328	
	JS2	0.787	0.639741	0.002315	
	JS3	0.743	0.65847	0.002319	
	JS4	0.812	0.543982	0.01036	
	JS5	0.792	0.639745	0.01132	

In Table 1, communality values above 0.5 indicate that the variable is included in the factor analysis. All values exceed 0.5. Factor loadings >0.7 indicate sufficient variance extraction. Whereas all factor loading scores are >0.7. P-values <0.05 indicate statistical significance. All p-values are <0.05. AVE scores >0.5 ensure adequate convergence. All AVE scores exceed 0.5. Based on this analysis, all constructs demonstrate the following:

- Strong factor loadings (>0.7).
- High communality (>0.5).
- Statistically significant items ($p < 0.05$).
- Good convergent validity (AVE > 0.5).
- JS could be reviewed for potential improvement (lowest AVE).
- TI and SCI are the most robust constructs.

The SEM analysis indicates that the measurement model is highly valid and reliable, with all constructs exhibiting suitable psychometric properties. Although most structures perform exceptionally well, the slightly lower AVE for Job Satisfaction warrants further examination. Overall, these results provide a strong foundation for future structural model testing and theoretical research.

Table 2. Reliability and Convergent Validity

Item	Cronbach's α	Composite Reliability rho(A)	Composite Reliability rho(C)	VIF
EWS	0.751	0.747	0.818	1.91
TI	0.713	0.764	0.834	1.46
SP	0.739	0.835	0.751	1.09
SCI	0.788	0.854	0.769	1.21
JS	0.86	0.745	0.772	1.9
Optimum Values	>.7	>.7	>.7	<5

Table 2 shows that all variables meet the criteria: Cronbach's α, Composite Reliability rho(A), and rho(C) are all >0.7, and VIF is less than 5. VIF values below 5 indicate no significant multicollinearity. The data confirm that all constructs are psychometrically sound for further analysis (e.g., structural equation modeling). The absence of multicollinearity (VIF < 5) and strong reliability (α, rho_A, rho_C > 0.7) support the robustness of the measurement model.

These findings support earlier studies that highlight the significance of validity and reliability in structural equation modeling (SEM). While the low VIF values alleviate concerns about multicollinearity-biased regression estimations, the satisfactory composite reliability scores (rho_A and rho_C > 0.7) suggest that the latent constructs are adequately measured by their indicators.

Table 3. Outer model –Discriminant Validity (Fornell-Larcker Criterion: Correlation matrix of Constructs and Square Root of AVE (in Bold).

Item	EWS	TI	SP	SCI	JS
EWS	**0.781**	-	-		
TI	0.684	**0.7885**	-		
SP	0.346	0.384	**0.782**		
SCI	0.527	0.61	0.219	**0.753**	
JS	0.368	0.413	0.285	0.189	**0.587**

According to the Fornell-Larcker criterion, discriminant validity is checked by ensuring that the square root of a construct's average variance extracted (AVE) is greater than its correlation with any other construct. In this study, all constructs meet this criterion, confirming discriminant validity. All constructs satisfy the Fornell-Larcker Criterion because the square root of their AVE is greater than any correlation with other constructs. This confirms strong discriminant validity, meaning each construct is distinct and captures a unique aspect of the model. JS (Job Satisfaction) has the lowest √AVE (0.587), suggesting it may have slightly lower convergent validity compared to other constructs. However, it still meets the requirements for discriminant validity. The strongest relationship is between EWS and TI (0.684), indicating a possible theoretical linkage between Environmental Work Support and Technological Innovation.SP (Sustainable Practices) shows the weakest correlations, suggesting it is a more independent construct in the model.

Table 4. Cross-loading Analysis

Item	EWS	TI	SP	SCI	JS

EWS1	0.766	0.585	0.089	0.03	0.084
EWS2	0.765	0.598	0.088	0.13	0.327
EWS3	0.815	0.581	0.128	0.234	0.169
EWS4	0.659	0.491	0.324	0.167	0.152
EWS5	0.623	0.326	0.137	0.189	0.418
TI1	0.599	0.894	0.257	0.256	0.237
TI2	0.469	0.745	0.047	0.351	0.149
TI3	0.525	0.802	0.011	0.452	0.238
TI4	0.406	0.686	0.014	0.306	0.328
TI5	0.365	0.752	0.032	0.195	0.543
SP1	0.258	0.493	0.623	0.203	0.208
SP2	0.143	0.579	0.74	0.136	0.162
SP3	0.079	0.045	0.713	0.319	0.008
SP4	0.07	0.048	0.881	0.247	0.113
SP5	0.093	0.062	0.831	0.308	0.48
SCI1	0.038	0.051	0.564	0.658	0.327
SCI5	0.046	0.033	0.227	0.849	0.179
SCI3	0.318	0.456	0.219	0.742	0.308
SCI4	0.235	0.413	0.226	0.763	0.179
SCI5	0.354	0.328	0.336	0.892	0.234
JS1	0.157	0.327	0.028	0.452	0.862
JS2	0.218	0.564	0.057	0.321	0.785
JS3	0.167	0.346	0.31	0.018	0.694
JS4	0.256	0.103	0.276	0.304	0.604
JS5	0.341	0.302	0.143	0.179	0.808

According to Gefen and Straub (2005), discriminant validity is achieved when items exhibit a poor correlation with all other constructs except their own. Reflective links, known as Loadings, should be strong within a single construct but weak between them. Table 3 confirms strong within-construct loadings and weak cross-construct correlations, hence confirming the outer model for cross-loading analysis. The results usually support discriminant validity, as described by Gefen and Straub (2005), because most items load higher on their construct than on others. However, a few elements (e.g., TI1, JS2, SP1) have moderate cross-loadings, which may indicate construct overlap.

Table 5. Outer model –Discriminant Validity (HTMT Ratio), Threshold: HTMT<0.9

Item	EWS	TI	SP	SCI	JS
EWS				-	-
TI	0.5655				-
SP	0.052	0.534			
SCI	0.148	0.187	0.479		
JS	0.117	0.1479	0.652	0.202	

According to Franke & Sarstedt (2019), if the HTMT value is significantly below the critical value of 0.9, it can be used to establish discriminant validity. In this case, the value is less than 0.9.

Thus, the model can be considered established and valid. The model demonstrates strong discriminant validity since all HTMT values are less than 0.9. This suggests that each construct—EWS, TI, SP, SCI, and JS—measures a distinct concept, with minimal overlap among them.

Table 6. Inner model; Path Coefficients of the tested model & Hypothesis Testing and Structural Model Evaluation

Hyp	Relationship	B	Mean	Std. Dev	R2	Q2	f2	t-statistic	sig.
H	TI→EWS	0.387	0.916	0.1	0.42	0.0012	0.74	0.725	0.031**
H2	SP→EWS	0.264	0.955	0.05	0.51	0.0352	0.68	0.824	0.0076**
H3	SCI→EWS	0.213	0.948	0.01	0.535	0.026	0.57	0.766	0.0042**
H4	JS→EWS	0.299	0.981	0.02	0.537	0.0046	0.369	0.759	0.000625***

Note: *p<0.05; **p<0.01, ***p<0.001; n.s= not significant; (two-tailed test). R = Rejected; (A) = Accepted.

Beta coefficients (B) estimate path relationships in the structural model, indicating consistency across items. The cutoff value for B is >0.20, and all values in Table 6 meet this threshold. R Square (R2) explains the variance in endogenous variables due to exogenous variables. Values of 0.42, 0.51, 0.535, and 0.537 are moderate, aligning with the benchmarks of Cohen and Chin. Q-square (Q2) measures predictive relevance, with all values above zero indicating good model fit.

This finding suggests that technological innovation (TI) and sustainable practices (SP) are the most important drivers of environmental sustainability (EWS). Organizations should prioritize these topics. Job Satisfaction (JS) has the highest statistical significance ($p < 0.001$), indicating that employee well-being indirectly promotes sustainable initiatives. The model's moderate explanatory power (R^2) suggests that unmeasured factors, such as regulatory policies and market conditions, may also impact EWS. F-Square (f2) evaluates the effect size after removing an exogenous variable. Cohen's benchmarks indicate a large effect with values of 0.74, 0.68, 0.57, and 0.369.

Assessment	Name of Index	Guideline	Source
Collinearity	VIF (Variance inflator factor)	Multi-Collinearity occurs in model when for specific indicators VIF values are 5 and above	García-Carbonell, Martín-Alcázar and Sánchez-Gardey (2015)
Path Coefficient	Path Coefficient	t value>2.33 (one tailed) p value <0.05	Hair et al.,(2017)
R-square	Coefficient of determination	0.26- Substantial 0.13- Moderate 0.02- Weak	Cohen (1988)
f-square	Effect size	0.35- Large 0.15- Medium 0.02- Small	Cohen (1988)

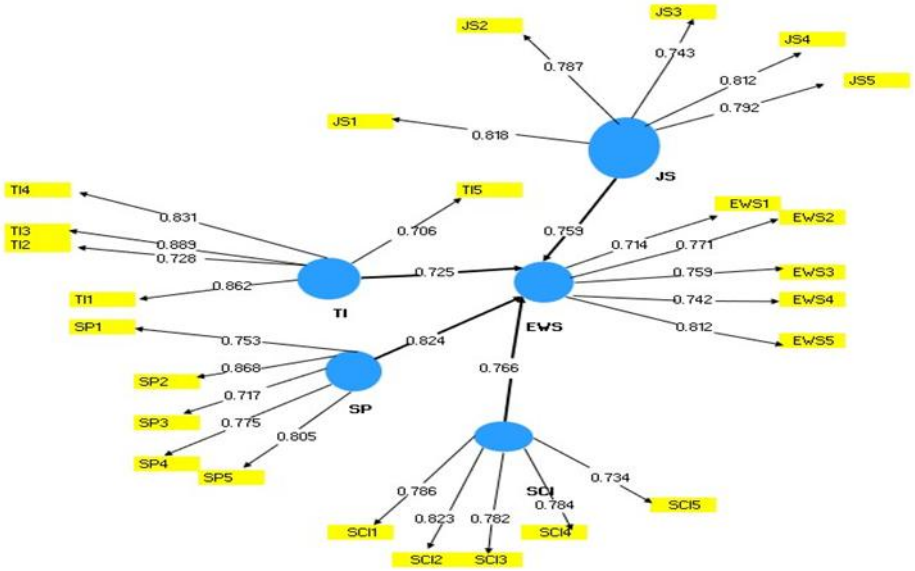
Picture 2. Inner Model (Parameters)

Table 7. Goodness-of-fit indicators

Fit indices	Structural model value	Recommended value	References
Gfi	0.987	> .90	Hair et al. (2010)
Agfi	0.92	> .80	Hu and Bentler (1999)
Nfi	0.964	> .90	Hu and Bentler (1999)
Cfi	0.985	> .90	Bentler and Bonett (1980)

Rmsea	0.031	< .08	Hu and Bentler (1999)
Srmr	0.046	< .07	Hu and Bentler'(1999)

Goodness-of-Fit Index (GFI): The Value of 0.987, which is higher than the suggested value of 0.90, indicates a strong fit between the model and the observed data. The Adjusted Goodness-of-Fit Index (AGFI) Value of 0.920 is higher than the suggested value of 0.80, indicating a good fit, considering the adjustments for the number of parameters. A good degree of fit between the model and the data is indicated by the Normed Fit Index (NFI) value of 0.964, which exceeds the recommended threshold of 0.90. A reasonable match between the model and the observed data is suggested by the Comparative Fit Index (CFI) value of 0.985, which exceeds the recommended value of 0.90. The value of 0.031 for the Root Mean Square Error of Approximation (RMSEA) indicates a good fit between the model and the data, which is within the recommended range of 0.08. The Standardized Root Mean Square Residual (SRMR) score of 0.046 indicates a strong fit for the structural model, which easily meets the recommended value of 0.07.



Picture 3. Bootstrap Model

3.2 Qualitative Analysis

3.2.1 Technology Integration (TI)

The majority of students (44%) strongly agree that using mobile technology in English language classrooms improves their learning experience, indicating a generally positive attitude toward the technology. While teachers offer a variety of perspectives, a substantial number (43%) believe that implementing mobile technology enhances students' understanding of language concepts. Approximately 42-43% of parents acknowledge the beneficial effects of integrating mobile technology into their child's English language education.

3.2.2 Geographical Inclusive Education (GIE)

Students, with percentages ranging from 43% to 45%, perceive positive contributions and improvements to their English language learning experience in geographically inclusive environments. According to a survey, 45% of teachers strongly believe that incorporating inclusive education strategies based on geography has a positive impact on students' language learning results. Approximately 41-44% of parents concur that inclusive education in different geographical locations has a beneficial effect on their child's comprehension and mastery of the English language.

3.2.3 Grammar Teaching Techniques (GTT)

Students exhibit favorable attitudes towards the grammar instructional methods used in their English language courses, with a consensus rate of 41-45%. Teachers generally concur (40–44%) that utilizing diverse grammar teaching techniques aligns with adequate English language teaching practices and enhances students' overall language proficiency.

3.2.4 Teachers' Training (TT)

Between 40% and 44% of students believe that their English language teachers' training improves their learning experience. Between 41% and 44% of teachers agree that ongoing professional development and training are essential for effective English language teaching. Parents agree (40-44%) that teachers who receive training in communicative language teaching have a positive impact on their child's language learning experience.

3.2.5 Language Proficiency (LP)

Students recognize the importance of English language proficiency in academic performance and future career opportunities, with percentages ranging from 41% to 45%. Teachers (43-44%) believe that effective language proficiency leads to a more engaging English language classroom. Parents generally (41-45%) believe that their child's language proficiency is critical for academic success and future opportunities.

3.3 Overall Findings

The overall findings indicate that students, teachers, and parents agree that technology integration, geographically inclusive education, effective grammar teaching techniques, teachers' training, and language proficiency all have a positive impact on English language education and learning outcomes.

3.3.1 Technology Integration (TI) > Language Proficiency (LP)

According to the survey, there is a positive correlation between the integration of technology and language proficiency. Students, teachers, and parents all agree that using mobile technology enhances the learning experience, facilitates effective comprehension of language concepts, and has a positive impact on language proficiency. This is consistent with the literature by Shohel and Power, which suggests that incorporating technology into English language classrooms improves language education. The survey results support the idea that using technology leads to better language proficiency outcomes.

3.3.2 Teacher Training (TT) > Language Proficiency (LP)

The survey results indicate a positive relationship between teacher training and language proficiency. Students believe that the training received by English language teachers improves their

learning experience (Kabir, 2023). Teachers recognize the impact of training on their practices. This finding is consistent with those of Rahman and Ahmed, who emphasize the benefits of teacher training, particularly in communicative language teaching (CLT). The survey supports the notion that well-trained teachers contribute to increased language proficiency among students.

3.3.3 Grammar Teaching Techniques (GTT) > Language Proficiency (LP)

The survey results reveal a complex relationship between grammar teaching methods and language proficiency. Students' responses to grammar teaching techniques vary in their understanding of the subject. This is consistent with Sultana's dissertation, which likely captured the various teaching methods used in different settings. The survey highlights the importance of tailored grammar teaching approaches in both urban and rural settings, acknowledging that effective techniques are crucial in developing language proficiency.

3.3.4 Geographical Inclusive Education (GIE) > Language Proficiency (LP)

The survey findings suggest a link between geographically inclusive education and language proficiency. Students, teachers, and parents all agree that inclusive education in rural areas helps students better understand English language concepts and improves overall language proficiency. This reflects the challenges and positive outcomes described in Begum et al.'s study. The survey provides empirical support for the hypothesis that addressing challenges in geographically inclusive education improves students' language proficiency.

4 Conclusion

The Innovation of the Value Clarification Technique Learning Model Oriented toward Students' Digital Literacy to Foster National Values has the following design: (1) Making a Lesson Plan (RPP); (2) Innovating the Value Clarification Technique learning model oriented toward students' digital literacy by paying attention to the main components of digital literacy consisting of social networking, filtering and selecting content, reusing/repurposing content with the following implementation steps: (a) opening learning through WhatsApp group chat learning media, (b) providing a stimulus that has been designed through Google Form media, (c) performing a dialogue through the teacher's questions on Google Form, (d) determining arguments for clarifying the stance through Google Form media, (e) drawing conclusions in the form of charts through Google Form media; and (3) Conducting evaluation of the innovative value clarification technique learning model oriented toward students' digital literacy to foster national values, with a questionnaire assessment instrument or similar tools to measure students' affective competence.

The obstacles in the Implementation of Students' Digital Literacy-Oriented Value Clarification Technique Learning Model to Foster National Values indicated that some students had inadequate facilities at home for online learning, the teachers at SMP Negeri 4 Sengkang were still included in group 1 when implementing online learning as they only shared materials and assignments, which would subsequently affect student participation in online learning, making students ignore the learning.

The innovative digital literacy-oriented learning model is one of the methods that teachers can optimize to develop and deliver teaching and learning activities in accordance with the learning

objectives and conditions of the school and students. The innovative digital literacy-oriented learning model to foster national values is a learning process that relates new information to relevant concepts in an individual's cognitive structure, including facts, concepts, and generalizations that students have learned and remembered.

The study of digital literacy-oriented learning model innovation focuses on the ability to use technology and digital literacy skills. Therefore, it is the responsibility of schools and parents to support the sustainability of online learning by paying attention to existing conditions. The results of this study can be used as one of the references in implementing online learning.

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