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The Use of Digital Learning Resources as a Strategy to Engage Gen Alpha Students in History Learning

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Abstract: This article examines the use of digital learning materials to increase Generation Alpha students' interest in history. This study adopts a literature review approach by analyzing various published sources related to the characteristics of Generation Alpha, digital media, and the history teaching process. The study's findings indicate that Generation Alpha shows a preference for educational tools that are interactive, visual, audiovisual, and easily accessible such as educational videos, animated graphics, visual data representations, apps, educational games, and virtual reality technology. The implementation of digital learning resources has the potential to make history learning more engaging, collaborative, and relevant, while facilitating the development of students' historical and critical thinking skills. However, its implementation still requires the selection of appropriate materials, teacher guidance, and the strengthening of digital literacy.

Keywords: Digital Learning Resources, Generation Alpha, Learning Interest, History Learning, Digital Media.

INTRODUCTION

Rapid advances in digital technology have brought about a profound transformation across various aspects of life, including the field of education. These changes are not limited to the integration of technological devices into teaching methodologies; they also impact the profiles, preferences, and educational demands of students. Generation Alpha, in particular, demonstrates an extraordinary affinity for the digital realm. This generation is growing up in an ecosystem dominated by electronic devices, internet connectivity, social media platforms, and various digital information resources. As a result of this nurturing environment, Generation Alpha students have educational experiences that differ from those of previous generations. Gunawan and colleagues (2024) explain that Generation Alpha has a close connection to digital technology, including smartphones and computers. They also show a preference for

educational materials that involve interaction, such as animated content, audio materials, educational games, educational apps, and virtual reality (VR).

These characteristics are crucial factors for educators in selecting teaching methods and resources. Relying solely on learning resources limited to written materials and one-way delivery methods can hinder the creation of an optimal learning experience, given that today's students are accustomed to absorbing information quickly, visually, and collaboratively. Therefore, adapting the learning process is absolutely necessary to integrate a variety of digital learning resources capable of providing learning experiences that are more engaging, relevant, and aligned with students' preferences. As stated by Kulsum, Monita, and Ferdi (2024), educators in the digital age play a central role in innovating and designing teaching strategies that are adaptive to the profiles of Generation Alpha and Generation Z. The use of technology in the educational process is not merely about mastering digital tools, but also about educators' competence in selecting and integrating technology from a pedagogical perspective. This situation becomes even more crucial in the teaching of history. The subject of history plays a significant role in helping students understand past events, causal relationships, transformation and continuity, as well as the evolution of human existence throughout the ages. However, the teaching of history is often still associated with reading texts, memorizing key figures, dates, locations, and the sequence of events. Teaching methods that rely heavily on memorization can result in history education failing to provide a meaningful experience for students. Instead, history education should not only focus on mastering factual data but also aim to enhance students' ability to understand, analyze, interpret, and evaluate various historical events.

In this context, digital technology has the potential to be one option for revolutionizing the way the history learning experience is presented. Fatmawati (2025) argues that history instruction utilizing digital technology can be combined with deep learning methods to create a learning experience that fosters students' understanding, critical thinking skills, and the application of knowledge to real-world situations. This study indicates that the use of technology in history education can focus not only on the digitization of materials but also on the creation of a learning environment that is more relevant and encourages active student participation.

The use of digital learning resources is also correlated with the development of historical thinking skills. Shumugam and Awang (2026) identified digital media as one of the modern learning tools that can be effectively integrated into the study of history. Their research specifically investigated the relationship between the adoption of digital media and mastery of Historical Thinking Skills (HTS), indicating that the use of digital media in history education is not only intended to foster students' interest but also can contribute to improving historical thinking competencies. HTS plays a crucial role because the study of history requires students to possess the ability to understand chronological sequences, assess the validity of sources, formulate interpretations, and develop a critical appreciation of historical events.

For Generation Alpha, digital learning resources can be created in a variety of formats, including educational videos, animations, infographics, digital maps, virtual museums, digital repositories, e-books, learning apps, educational games, and other audiovisual materials. A study by Gunawan et al. (2024) indicates that Generation Alpha shows an interest in visual and audiovisual media, as well as interactive media such as educational games, learning apps, and virtual reality (VR). The results of this study reinforce the argument that history learning resources can be designed by integrating the characteristics of digital media that are familiar to students in their daily lives.

In addition to the aspect of appeal, the use of digital resources must comprehensively take into account the characteristics and needs of students. The adoption of technology does not automatically guarantee increased learning effectiveness. The role of educators remains crucial in selecting appropriate resources, guiding learning activities, verifying the validity of information, and guiding students to use technology wisely. Gunawan et al. (2024) emphasize

the significance of the roles of teachers and parents in guiding Generation Alpha to optimize their use of technology. Therefore, digital learning resources should be positioned as a component of pedagogical strategies, not as a substitute for the role of educators.

Various studies on Generation Alpha's learning underscore the importance of innovative teaching methods that align with this generation's unique profile. For example, research conducted by Nafisah, Sahlan, and Hadi (2023) examines the implementation of a "fun learning" approach in Islamic Cultural History curriculum for Generation Alpha. In addition, Dayat, Kasidi, and Podungge (2026) analyzed teaching strategies for the History of Islamic Culture tailored to the characteristics of Generation Alpha. Meanwhile, Amanda and Putri (2026) investigated the impact of game-based learning on the understanding of social studies among Generation Z and Generation Alpha students. Taken together, these studies indicate an imperative to provide learning experiences that are more engaging, collaborative, and relevant to the preferences of students in the digital age.

On the other hand, the use of digital learning resources also presents challenges. Generation Alpha students have broad access to digital information, but not all available information is of reliable quality and credibility. In the context of history education, this is crucial given that students are exposed to a wide variety of information regarding past events that may originate from academic sources, social media, videos, blogs, or other digital platforms. Therefore, the use of digital sources should be balanced with adequate digital literacy skills and teacher guidance so that students can identify reliable information, understand historical context, and use sources ethically. Inayah et al. (2026) also point out that the teaching of history and culture to Generation Alpha faces communication challenges as well as generational characteristics that require consideration in the learning process.

Based on the previous discussion, the use of digital learning resources has the potential to be an effective strategy for increasing Generation Alpha's interest in history. By integrating media that is visual, interactive, contextually relevant, and easily accessible, historical material can be presented as a learning experience that is more relevant to students' daily lives. However, the implementation of technology must always be focused on achieving learning objectives and fostering historical thinking skills, rather than merely serving as an attractive element. Thus, the purpose of this article is to explore the use of digital learning resources in efforts to spark Generation Alpha's interest in history, as well as to evaluate the potential and challenges in their application in order to create a more engaging, dynamic, and meaningful history learning process.

METHODS

This study employs a literature review methodology, also known as a literature-based study, using a qualitative descriptive approach. The choice of this method is based on the research objectives, which focus on analysing and synthesising a variety of research findings and academic concepts relating to the use of digital learning resources to enhance Generation Alpha pupils' interest in the study of history. Through a literature review, the researcher was able to gain an in-depth understanding of the learning characteristics of Generation Alpha, the various formats of digital learning resources, strategies for using digital media, students' levels of interest in learning, and the barriers that educators may face in integrating technology into the teaching of history.

The data sources in this study consist of literature relevant to the research focus, including scientific journal articles and academic books. The literature used includes research by Fatmawati (2025) on the transformation of history learning using a digital-based deep learning approach; Gunawan et al. (2024) on the learning styles of Generation Alpha in the digital age; Alit and Tejawati (2023) on smart classrooms for Generations Z and Alpha; Dayat et al. (2026) on learning strategies suited to the characteristics of Generation Alpha; Shumugam and Awang (2026) on the use of digital media in history learning and historical thinking skills; Inayah et

al. (2026) on the challenges of history and cultural learning for Generation Alpha; Nafisah et al. (2023) on 'fun learning' in the teaching of Islamic Cultural History; Amanda and Putri (2026) on game-based learning; Ramadhani and Saleh (2026) on the optimisation of technology-based digital media, and Kulsum et al. (2024) on innovations and learning strategies for Generation Alpha and Generation Z.

The data collection process was carried out through a series of stages. The initial stage involved identifying literature sources deemed relevant to the research keywords, such as digital learning resources, Generation Alpha, interest in learning, history learning, interactive media, educational technology, and historical thinking skills. Subsequently, in the second stage, a selection of literature was made based on thematic suitability, relevance to the research objectives, and the literature's contribution to the discussion on the utilisation of digital technology in a learning context. The third stage involved reading and noting down the key ideas from each source, particularly those focusing on the characteristics of Generation Alpha, various types of digital learning resources, the benefits of using digital media, learning strategies capable of capturing attention, and the challenges in their implementation. Finally, the fourth stage involved classifying the information gathered according to the predefined themes.

Data analysis was carried out using a descriptive qualitative method involving the stages of data reduction, information classification, source triangulation, interpretation, and synthesis. Interrelated information will be compared to identify patterns regarding the formats of digital learning resources that align with the profile of Generation Alpha and their impact on increasing interest in the study of history. The results of this analysis were then organised thematically into several sections: the profile of Generation Alpha, the forms of digital learning resources in a historical context the use of digital resources to stimulate interest in learning their contribution to historical thinking skills; and the barriers and the role of educators in their implementation.

This study was not designed as a systematic review aimed at quantifying the number of publications in a specific database. Consequently, the findings of this research represent a conceptual synthesis drawn from selected literature and are not intended to establish measures of effectiveness or statistical causality. The empirical evidence presented in the discussion is regarded as a reflection of previous research, whilst the analysis concerning the use of digital learning resources is derived from a synthesis of the evaluated literature.

RESULTS AND DISCUSSION

Results

1. Digital Learning Resources

Learning resources refer to anything that can be used by pupils and educators to acquire information, knowledge, experience and skills in order to achieve learning objectives. With technological advances, learning resources are no longer limited to printed materials such as textbooks, modules or physical environments alone, but have expanded to include digital formats that can be accessed via a variety of technological devices. Digital learning resources encompass various types, such as e-books, educational videos, animations, infographics, podcasts, educational applications, websites, digital repositories, virtual museums, educational games, and various online learning platforms.

The use of digital learning materials allows pupils to access information in a more flexible and varied manner. Alit and Tejawati (2023) put forward the concept of the 'smart classroom', which suggests that advances in digital learning are in line with the demands of Generation Z and Generation Alpha pupils, who are accustomed to a technology-driven environment. Digital learning facilitates more progressive teaching methods by utilising devices and information resources relevant to pupils' daily lives.

In the context of history education, the use of digital resources offers a broader scope. This is because historical material can now be presented not only in textual format but also through visual media such as photographs and documentary videos, interactive maps, historical recordings, digital archives, virtual museum visits, and simulations. Consequently, digital learning resources have the potential to help pupils develop a more tangible understanding of past events. Fatmawati (2025) argues that the adaptation of history teaching to the digital realm can be directed towards fostering a deeper understanding, going beyond the mere conveyance of information.

The use of digital resources must also be aligned with the learning objectives to be achieved. Technology essentially serves as a supporting tool, not as the ultimate goal of the educational process. The aim is to help learners achieve a more substantial learning experience. Therefore, educators need to carefully consider the relevance, credibility, level of complexity, interactive aspects, and suitability of digital resources in relation to the characteristics of their learners.

2. Characteristics of Generation Alpha in Learning

Generation Alpha is a demographic group that has grown up in a context deeply integrated with advances in digital technology. The internet, smartphones, social media platforms, apps, digital video content, and various other technological devices are integral elements of their everyday environment. This situation significantly influences the methods learners use to acquire and process information.

According to Gunawan et al. (2024), Generation Alpha demonstrates a substantial affinity for technology and adopts learning styles closely linked to the use of digital media. Forms of media that feature visual, audiovisual and interactive elements, and offer hands-on experiences, are considered highly suited to this generation's profile. Furthermore, Generation Alpha tends to be accustomed to receiving information from a variety of media sources, which means that teaching methods relying solely on a single type of information source may be insufficient in providing a variety of learning experiences.

These characteristics have implications for teaching activities in the classroom. Educators are challenged to design teaching methods that can accommodate technological advancements whilst maintaining educational objectives. Kulsum, Monita, and Ferdi (2024) emphasise the significance of innovation and teachers' pedagogical approaches in the digital age to align the educational process with the distinctive characteristics of Generation Alpha and Generation Z.

Nevertheless, Generation Alpha's engagement with technology does not mean that all educational activities must rely entirely on digital devices. Educators continue to play the role of facilitators and guides in the learning process. The implementation of technology should be carried out in a planned manner so that pupils do not merely become recipients of digital information, but are also able to process, analyse and utilise that information critically.

3. Student Learning Interest

Interest in learning can be defined as a student's inclination or attraction to a particular learning activity, demonstrated through attention, enjoyment, engagement and a willingness to participate in the learning process. Interest plays a crucial role, as students who show an interest in the subject matter tend to be more proactive in participating in learning activities.

In the field of history education, interest in learning is particularly significant given that historical material covers a broad scope of information and often relates to events of the past. If teaching relies solely on lectures and rote learning, pupils may face challenges in relating historical material to their own lived experiences.

The use of engaging teaching materials can help improve pupils' focus and participation. A study by Nafisah, Sahlan and Hadi (2023) on enjoyable learning for Generation Alpha in the subject of Islamic Cultural History emphasises the crucial importance of creating an educational environment that is entertaining and aligned with the learners' profiles. In line with this, research by Amanda and Putri (2026) on game-based learning for Generation Z and

Generation Alpha indicates the suitability of more interactive teaching methods for groups accustomed to digital technology.

Therefore, in the context of this study, interest in learning is defined not merely as a preference for the subject of history, but is also reflected in the level of attention, enthusiasm, active participation and engagement of pupils during teaching and learning activities.

4. Interactive Media and Generation Alpha Learning

One of the key characteristics of Generation Alpha's learning process is the demand for learning experiences that involve greater active participation. Interactive media enables learners not merely to receive information passively, but also to engage in activities, make choices regarding information, solve challenges, or respond to the material being studied.

Gunawan et al. (2024) identified various types of media suited to the characteristics of Generation Alpha, including animations, audio content, educational games, teaching applications, and virtual reality technology. These media are capable of offering a variety of learning experiences, enabling learners to interact with learning materials in formats that go beyond mere text.

Educational games can serve as an alternative resource for digital learning. Amanda and Putri (2026) investigated the impact of game-based learning on the understanding of Social Studies among Generation Z and Generation Alpha. An approach utilising games is able to integrate elements of challenge, interaction, feedback and problem-solving activities into the learning process.

In the context of history learning, this concept can be implemented through various formats, such as digital quizzes, games focusing on chronological order, simulations of historical events, history-related puzzles, virtual tours, and games that ask pupils to identify historical figures, locations, sources and events. Through these methods, history content can be presented through a more diverse range of learning experiences.

5. History Education

History education is a teaching and learning activity designed to enable pupils to understand various events of the past, as well as their relevance to present-day and future circumstances. History encompasses more than just a collection of facts about individuals, locations and the timing of events; it also involves an in-depth analysis of cause-and-effect relationships, transformations, continuity, perspectives and the background to an event.

Consequently, the teaching of history should provide opportunities for pupils to hone their historical thinking skills. Shumugam and Awang (2026) have analysed the use of digital media in the study of history and its correlation with the mastery of Historical Thinking Skills (HTS). This review indicates that digital media not only serves as a medium for conveying historical information, but also as a tool to enhance pupils' ability to understand and analyse historical events.

Digital resources provide educators with the opportunity to present historical material in a variety of formats. For example, historical photographs can be utilised for visual interpretation, digital archives can be used to analyse primary sources, dynamic maps facilitate an understanding of territorial changes, and documentary films can serve as material for explaining the context of an event. Therefore, digitalisation in history teaching serves two main purposes. Firstly, as a method for presenting historical content in a more engaging manner. Secondly, as a tool for enhancing pupils' competence in the process of historical reasoning.

Discussion

Generation Alpha has grown up in an environment that is closely integrated with digital technology. The internet, smart devices, applications, digital video content, and a variety of information platforms are integral elements of their daily routines. This situation significantly influences the ways in which pupils acquire, digest and process information. Gunawan and colleagues (2024) suggest that Generation Alpha demonstrates a substantial attachment to

digital technology and has a preference for teaching methods that rely on visual, audiovisual and interactive elements.

These characteristics are crucial factors in the history education process. In practice, the teaching of history is often viewed merely as a text-centred activity, involving the memorisation of the names of important figures, dates, locations and the sequence of events. If the subject matter is delivered solely through lectures and textbooks, pupils may face challenges in relating past events to the realities of their present-day lives. Therefore, the characteristics of Generation Alpha demand a pedagogical approach that not only transmits information but also offers a more participatory and relevant learning experience.

Fatmawati (2025) argues that changes in history teaching that utilise digital technology can focus on more comprehensive learning methods. Technology does not merely serve as a means of converting material from print to digital format; rather, it can be optimised to create learning experiences that foster understanding, analytical skills and the application of knowledge. Consequently, the distinctive characteristics of Generation Alpha should not merely be regarded as a justification for the use of technology, but as a factor to be taken into account when designing learning experiences that are relevant to learners' needs.

Digital learning resources come in various formats and can be adapted to the nature of the historical material. Examples of these resources include educational videos, animated illustrations, graphical data representations (infographics), e-books, audio recordings (podcasts), web pages, digital repositories, virtual museum exhibitions, interactive maps, educational applications, educational games, and various platforms that facilitate online learning. Alit and Tejawati (2023), through the concept of the 'smart classroom', argue that advances in digital learning correlate with the learning demands of Generation Z and Generation Alpha, who are already familiar with technological environments. The application of this concept in the teaching of history can be achieved by using digital devices as a medium to access a wider variety of historical sources.

This study is not designed as a systematic review aimed at quantifying all publications within a specific database. Consequently, the findings of this study reflect a conceptual synthesis rooted in curated literature and are not intended to produce statistical measurements regarding effectiveness or causal relationships. The empirical evidence presented in the discussion is presented as a reflection of previous research, whilst the interpretation regarding the application of digital learning resources stems from a synthesis of the diverse literature examined.

Furthermore, educational games can serve as a means of providing a more interactive learning experience. Amanda and Putri (2026) examined game-based learning in the field of Social Studies (IPS) aimed at Generation Z and Generation Alpha. For history learning, this approach can be implemented through digital quizzes, games matching historical figures with events, chronological sequencing, historical puzzles, simulations, or activities involving the identification of historical sources. The presence of elements of challenge, interaction and feedback have the potential to increase pupils' engagement in the learning process.

Utilizing Digital Learning Resources to Engage Students. Interest in learning can be identified through several indicators: focused attention, a sense of enjoyment, active engagement, high enthusiasm, and a willingness to participate in educational activities. In the specific context of history education, interest is a crucial element, as students' level of interest in the subject matter correlates directly with their level of engagement throughout the entire learning process.

Ramadhani and Saleh (2026) also emphasise the optimisation of technology-based digital media as a component in efforts to improve the quality of learning for Generation Z and Generation Alpha. This indicates that the use of digital media can be adopted as part of a learning strategy that is in line with technological advances and the characteristics of learners.

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A study conducted by Nafisah and colleagues (2023) on enjoyable learning in the History of Islamic Culture for Generation Alpha also emphasises the need to create a stimulating learning environment. This idea aligns with the use of digital learning resources, as digital media can facilitate more varied and engaging learning activities.

Nevertheless, the implementation of digital media does not automatically increase pupils' interest in learning simply through the increased use of technology. The appeal of the media must remain aligned with the learning objectives. For example, a video that is engaging but irrelevant to the subject matter may distract pupils rather than aid their understanding of history. Therefore, pedagogical considerations must form the primary basis for the selection of digital resources.

In this context, educators are expected to assess the alignment between lesson content, educational objectives, learners' characteristics, and the range of resources utilised. Digital resources should be utilised to support the educational process, not merely as a form of recreation. Learners' interest arising from the use of digital media must be channelled towards active engagement in understanding, analysing and interpreting historical content.

The use of digital learning resources in history teaching is not merely about making the learning process more engaging. Digital media can also be used to foster historical thinking skills. Shumugam and Awang (2026) investigated the correlation between the use of digital media in history education and the attainment of historical thinking competences (HTCs). Their findings indicate that digital media can serve as a tool to facilitate the process of historical reasoning.

The teaching of history fundamentally requires pupils not only to identify the time and location of an event, but also to understand causal relationships, the dynamics of change and continuity, historical context, diverse perspectives, and the analysis of evidence used in interpreting the past. Digital resources provide pupils with the means to interact with various forms of historical artefacts.

For example, pupils can examine historical portraits to identify visual details, explore digital archives as primary sources, use interactive maps to appreciate geographical transformations, or watch documentary films to understand the background to an event. Furthermore, teachers can pose analytical questions so that pupils do not merely receive information, but also verify and interpret it.

Consequently, the use of digital resources has the potential to transform pupils' role from passive recipients of information into active participants in the learning process. Pupils can be guided to test the validity of sources, compare information, identify diverse perspectives, and formulate interpretations based on empirical findings. This procedure is in line with the pedagogical objectives of history studies, which prioritise the development of historical thinking as a crucial capability.

The use of digital learning resources should be carried out with careful planning. Educators have the ability to integrate various types of digital resources into a single sequence of learning activities. For example, a discussion of a historical event could begin with the screening of a short video to spark interest, followed by the presentation of interactive infographics or maps,

after which learners are guided to explore digital resources and complete a quiz or problem-solving task.

Such an approach can be implemented in various forms, such as problem-based learning, project-based learning, fun learning, or game-based learning. The choice of strategy must still take into account the learning objectives and the nature of the material being taught.

Dayat et al. (2026) highlight the crucial importance of applying teaching methods that align with the characteristics of Generation Alpha. Specifically within the field of history, this adaptation can be realised by providing activities that facilitate interaction, dialogue, information retrieval, and the creation of learning outputs by the pupils.

Kulsum et al. (2024) also emphasise the central role of educators in initiating the renewal of learning methods in the digital age. Educators function not only as users of technology, but also as architects of educational experiences. Consequently, educators ability to select, analyse and integrate digital resources is a fundamental element in achieving learning objectives.

Although there is a wealth of potential, the implementation of digital learning resources also presents several challenges. One such challenge is the quality and validity of data. Generation Alpha has access to a substantial volume of data, however, not all data accessed via the internet is suitable for use as a reference for history learning.

In the context of history learning, this issue becomes increasingly crucial given that information relating to past periods can be accessed through various media, including social media, video recordings, blogs, websites and other similar platforms. Such data may vary in terms of quality, origin, background and level of validity. Consequently, the use of digital resources absolutely requires the strengthening of digital literacy.

Research by Inayah and colleagues (2026) identified challenges in the learning of history and culture faced by Generation Alpha. These challenges arise due to the unique characteristics of this generation and the communication methods they employ. These findings underscore the importance of integrating technology into education, supported by effective communication strategies, to ensure that learning materials can be absorbed and understood by pupils.

Educators play a crucial role in addressing these issues. They need to guide pupils to examine the origins of information, compare data, consider the context, and distinguish between facts and personal opinions. In this way, digital literacy and historical literacy can develop simultaneously.

In addition to trust in information sources, there are also barriers such as over-reliance on technology, limited infrastructure, uneven distribution of internet access, and the level of digital proficiency among both educators and pupils. Consequently, the digitalisation of history teaching cannot rely solely on the provision of devices. Its success is also influenced by lesson design, the capabilities of educators, the availability of relevant materials, and support from the educational ecosystem.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on a literature review regarding the use of digital learning resources to enhance Generation Alpha pupils' interest in history, it can be concluded that advances in digital technology open up opportunities for educators to design history learning experiences that are more engaging, participatory, and aligned with the learning profiles of Generation Alpha. Generation Alpha, who are accustomed to a digital ecosystem, tend to be skilled at accessing information through visual, audiovisual and interactive channels, as well as various digital media. This situation requires educators to carefully consider their choice of resources and approaches to teaching history.

A variety of digital learning resources, including educational videos, animations, infographics, e-books, learning apps, educational games, digital maps, digital archives, virtual museums and audiovisual media, can be used to present historical material in a more varied

manner. The use of these resources has the potential to foster pupils' interest, enjoyment, participation and engagement in learning activities. Consequently, history content-which was previously often perceived as a collection of facts to be memorised can be presented through learning experiences that prioritise visuals, context and interaction.

Apart from the potential to spark interest in the subject matter, digital learning materials can also facilitate the development of historical thinking skills. Learners can be guided to analyse visual documentation and historical archives, understand chronological sequences through geographical representations or interactive media, compare various sources of information, and interpret events based on available evidence. Therefore, the implementation of technology in history pedagogy not only serves as a means of enhancing the appeal of the teaching and learning process, but can also contribute to the achievement of more substantial history learning objectives.

Nevertheless, the use of digital learning resources does not automatically guarantee an increase in pupils' interest in learning. Its effectiveness depends heavily on educators' competence in selecting resources that are appropriate, reliable, and aligned with educational objectives. The use of technology also requires a balance with the development of digital literacy so that pupils are capable of filtering accountable information. Consequently, digital learning resources should be positioned as a component within the pedagogical design, rather than as a substitute for the teacher's role in guiding the educational process.

Recommendations

Based on the research findings, it is recommended that history teachers enhance their creativity in integrating a variety of digital learning resources relevant to the profile of Generation Alpha. Decisions regarding the selection of learning media should not focus solely on visual appeal or the adoption of the latest technology, but must also evaluate alignment with the subject matter, learning objectives, the developmental stage of the pupils, and the media's capacity to facilitate pupils' historical understanding.

Furthermore, teachers are advised to combine the use of digital resources with teaching methods that promote active student participation. Activities that can be implemented include discussion forums, digital-based interactive quizzes, educational games, case studies of historical sources, research projects, and problem-solving simulations. With this approach, the use of technology will go beyond merely passive activities such as watching or receiving information, and will instead encourage pupils to hone their critical thinking skills and develop historical analytical skills.

For students, the use of digital learning resources must be balanced with a critical and responsible attitude. Students are not only required to be able to obtain information from the internet, but also need to be equipped with the ability to evaluate sources, cross-check data, understand the context, and apply information ethically.

For educational institutions, the provision of digital infrastructure, internet connectivity, and the enhancement of teachers' capabilities are crucial in supporting the adoption of technology in the teaching and learning process. This support is essential to ensure that the utilisation of digital learning resources can take place consistently and is not solely dependent on the personal competencies of teaching staff.

For future research, the exploration of the use of digital learning resources amongst Generation Alpha could be expanded through field investigations, including observation, interviews, experiments, or classroom action research. Such empirical analysis is crucial for gaining a more substantive understanding of shifts in students preferences, levels of participation, and historical reasoning capabilities following the integration of specific types of digital resources. Further analysis also has the potential to conduct a comparative evaluation of the effectiveness of various digital media, such as video materials, educational games, virtual museums, and learning software within the field of history studies.

Author Contributions

All authors contributed to the preparation of this article, including the development of the study focus, literature review, analysis and synthesis of the literature, manuscript preparation, and final approval of the manuscript.

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