UNIVERSITI TEKNOLOGI MARA
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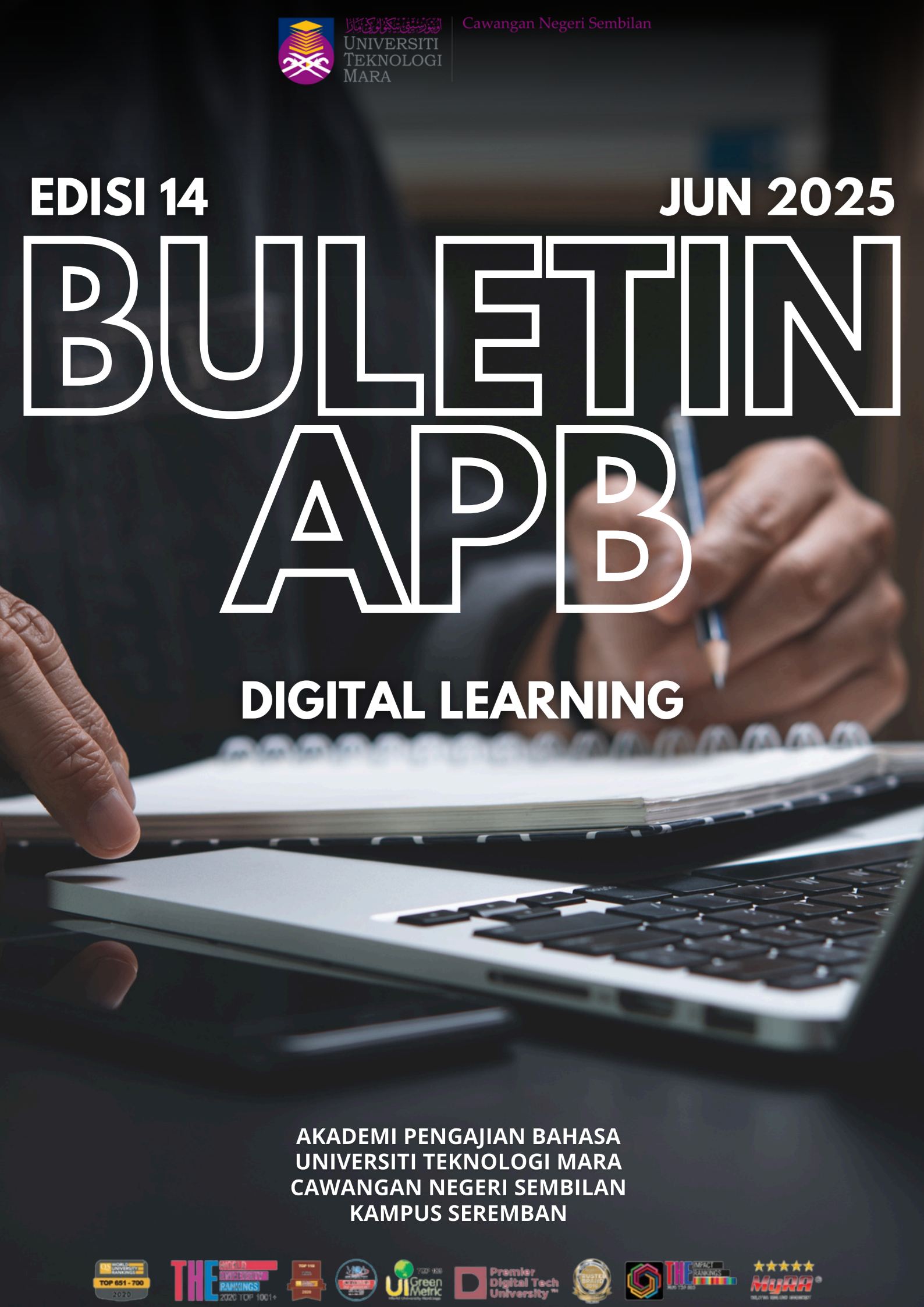
DIGITAL LEARNING

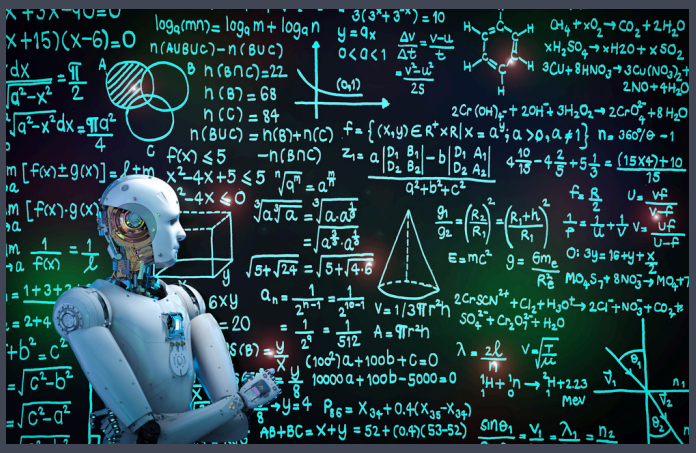


AKADEMI PENGAJIAN BAHASA
UNIVERSITI TEKNOLOGI MARA
CAWANGAN NEGERI SEMBILAN
KAMPUS SEREMBAN

Changes in Behaviour Fueled by Digital Learning

NORASHIKIN BINTI MOKHTAR, DR MOHD FAIZ ISMAIL, NIK MAHFUZAH NIK MAT & DR IRMA BINTI AHMAD
UiTM CAWANGAN NEGERI SEMBILAN KAMPUS SEREMBAN

The rapid integration of digital technologies into education has triggered significant shifts in human behaviour. Digital learning, through its personalised platforms, interactive tools, and data-driven insights, has reshaped how students engage with content, educators, and their learning strategies. These changes are not only evident in academic contexts but also extend to health behaviours, suggesting a broader impact on human decision-making and motivation. Ranging from mobile applications to virtual classrooms has shown positive effects on student motivation and learning outcomes.



Although other factors often mediate the relationship between digital learning and motivation, research has consistently indicated that educational technologies help improve learner engagement. For instance, Noor et al. (2022) found that tools such as educational apps and animated videos help stimulate students' interest, indirectly enhancing their academic performance and mindset. One of the most transformative aspects of digital learning is the ability to personalise the learning experience.

In personalised e-learning environments, students adapt their learning strategies, demonstrate improved goal-setting behaviour, and engage in more purposeful interactions with educational content. Yakovleva and Kulikova (2022) observed that students in digital learning contexts exhibited pragmatic self-regulation, set clearer academic goals, and approached learning tasks with greater instrumental motivation. However, collaborative behaviours such as peer interaction and group learning remained underutilised, indicating an area for further pedagogical development.

Digital platforms also have an impact on behaviour in health-related areas. According to research by Kim et al. (2021), a mobile-based intervention that included resources like digital mentors and dietary tracking significantly predicted weight loss outcomes in both the short and long term. This research highlights how engagement with digital tools can lead to sustained behavioural changes, suggesting that the principles of digital learning can be applied to health promotion and lifestyle management. The use of learning analytics has opened new avenues for understanding student behaviour. By analysing digital footprints such as clicks, session times, and help-seeking behaviour, researchers have identified distinct learner profiles. Krumm (2020) and Mouri et al. (2019) found that patterns such as persistence, time management, and proactive help-seeking were positively correlated with academic success. These insights enable educators to tailor interventions based on students' digital behaviour, creating more responsive and supportive learning environments.

Digital learning platforms have transformed the landscape of behaviour change communication. As noted by Udoudom et al. (2023), the capacity to customise content, enhance user interaction, and expand access to educational resources has positioned digital learning as a potent tool for shaping behavioural outcomes

among diverse demographics. These platforms serve not merely as instructional resources but also as instruments for advocacy, empowerment, and promoting equity in education.

Digital learning is reshaping human behaviour in meaningful and measurable ways. It enhances student motivation, promotes self-regulation, enables personalised instruction, and supports behavioural change both within and beyond the classroom. These developments require educators to cultivate new pedagogical approaches that align with the digital behaviours of modern learners. Ongoing research, especially leveraging behavioural data analytics, will be instrumental in designing adaptive, inclusive, and human-centered digital learning ecosystems.

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