

Teacher's Ability in Motivating Students in the Digital Era

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Abstract: Teachers' ability to motivate students is an important component of effective learning, particularly in the digital era. Digital technology provides opportunities for interactive and contextual learning, but also creates challenges such as digital distraction, unequal access, and differences in teacher competence. This study aims to analyze teachers' motivational strategies, forms of student appreciation, the role of teacher–student communication, and challenges in motivating students in digital learning environments. This study employed a library research method by identifying, selecting, analyzing, and synthesizing relevant literature published between 2016 and 2026. The findings indicate that contextual learning, varied teaching strategies, meaningful technology integration, gamification, support for self-regulated learning, appropriate appreciation, and empathetic communication can support student motivation. Self-Determination Theory explains the importance of autonomy, competence, and relatedness, while the TPACK framework emphasizes the integration of technology, pedagogy, and content. However, digital distraction, unequal access to technology, differences in teacher competence, and workload remain significant challenges. The study concludes that motivating students in the digital era requires the integration of technological, pedagogical, communicative, and social-emotional competencies.

Keywords: learning motivation; teacher competence; digital era; student motivation; digital learning

INTRODUCTION

Education plays an important role in developing human capacity and shaping students' knowledge, skills, and character. In the learning process, the interaction between teachers and students is influenced not only by curriculum, learning facilities, and instructional resources but also by students' motivation to engage in learning activities. Learning motivation encourages students to participate actively, persist in completing tasks, and achieve learning goals. Therefore, teachers' ability to foster and maintain student motivation is an important component of effective learning.

The development of digital technology has significantly transformed the educational environment. The widespread use of the internet, digital devices, and online learning platforms has expanded access to learning resources and enabled learning activities to take place beyond conventional classroom boundaries. Digital technology provides opportunities for interactive visualization, diverse learning materials, collaborative activities, and independent learning. When appropriately integrated into instruction, technology can support more engaging and flexible learning experiences (Akhyar et al., 2024).

However, the increasing use of digital technology also presents challenges for teachers. Students are frequently exposed to social media, online entertainment, games, and other digital content that can compete for their attention during learning activities. The availability of digital resources does not automatically result in meaningful learning because students also need the ability to regulate their attention and learning behavior. This situation requires teachers to develop motivational strategies that do not merely utilize technology but also direct students toward purposeful and productive learning activities.

These changes have also expanded the role of teachers in the learning process. Teachers are no longer positioned solely as sources of information because students can access various sources of knowledge through digital platforms. Instead, teachers increasingly function as facilitators, learning designers, guides, and motivators. Tari and Hutapea (2020) emphasize the continuing importance of teachers in supporting student development in the digital era. Teachers therefore need to combine pedagogical competence with the ability to understand students' motivational, social, and emotional needs.

Previous studies have examined several strategies that can support student motivation. Aini et al. (2023) highlight the importance of variations in teaching and learning activities, indicating that teachers need to avoid monotonous instructional practices. Akhyar et al. (2024) demonstrate the relevance of technology utilization in supporting student motivation in the digital era. These findings suggest that technology can become an effective motivational resource when it is combined with appropriate instructional strategies. However, the effectiveness of technology depends on teachers' ability to select and use digital tools according to learning objectives and student characteristics.

The motivational dimension can also be understood through psychological and pedagogical frameworks. Self-Determination Theory emphasizes three basic psychological needs that influence motivation: autonomy, competence, and relatedness (Howard et al., 2021). In the classroom, these needs can be supported through meaningful choices, achievable learning challenges, constructive feedback, and positive interpersonal relationships. Meanwhile, the Technological Pedagogical Content Knowledge (TPACK) framework emphasizes that effective technology integration requires teachers to understand the relationship between technology, pedagogy, and subject matter (Maryam et al., 2026). These perspectives indicate that teachers' motivational competence involves not only the ability to use technology but also the ability to design learning experiences that support students' psychological needs.

In addition to instructional strategies, teacher appreciation and interpersonal communication are important elements in supporting student motivation. Appreciation can provide students with meaningful recognition of their effort and progress, while empathetic communication can strengthen students' sense of being heard, understood, and respected. Kirana and Al Badri (2020) examine the role of teacher appreciation in students' learning enthusiasm, while Akbar et al. (2025) emphasize the importance of empathetic teacher communication in guiding students who experience learning-related problems. These findings indicate that student motivation is influenced not only by instructional techniques but also by the quality of relationships established between teachers and students.

Despite these findings, teachers continue to face various challenges in implementing motivational strategies in digital learning environments. Digital inequality may limit students' access to appropriate devices and stable internet connections, while differences in teachers' digital competence may affect the quality of technology integration (Wati & Nurhasannah, 2024). In addition, changes in educational practices and increasing professional demands may contribute to teacher workload and burnout, potentially limiting teachers' capacity to develop innovative and individualized motivational approaches (Sokal et al., 2020). These challenges indicate that strengthening teachers' motivational competence requires not only technological facilities but also continuous professional development and institutional support.

Although previous studies have discussed teacher motivation strategies, technology integration, appreciation, teacher–student communication, and challenges in digital learning, these aspects tend to be examined separately. The existing literature therefore provides valuable findings but does not always offer an integrated explanation of how technological, pedagogical, psychological, and interpersonal dimensions interact in shaping teachers' competence to motivate students. This study addresses this gap by synthesizing findings from relevant literature and connecting them through complementary perspectives, particularly Self-Determination Theory, TPACK, and social-emotional learning. The scientific contribution of this study lies in integrating these perspectives to provide a more comprehensive understanding of teacher competence as a multidimensional capacity rather than merely a technical ability to use digital technology.

Based on this gap, the study is important because teachers' motivational competence needs to be understood in relation to both the opportunities and challenges created by digital learning environments. Therefore, this study aims to analyze four main aspects: (1) teachers' motivational strategies in digital learning environments; (2) forms of appreciation that can support student motivation; (3) the role of empathetic teacher–student communication in supporting learning motivation; and (4) challenges faced by teachers in implementing motivational strategies in the digital era. Through this literature synthesis, the study seeks to answer how teachers can strengthen student motivation through appropriate learning strategies, appreciation, and communication, as well as what factors constrain these efforts in the digital era.

METHODS

This study employed a library research method using a descriptive-qualitative approach. The literature review was conducted through a process of collecting, screening, analyzing, and synthesizing various sources relevant to teachers' ability to motivate students amid the challenges of the digital era. This approach was selected because the issue under investigation requires a strong theoretical foundation and a conceptual comparison of findings from previous studies published in relevant scientific journals, research reports, and books (Snyder, 2019)

The literature search was conducted using several databases, including Google Scholar, ScienceDirect, and nationally indexed SINTA journals. The search used keywords relevant to the research focus, including "learning motivation," "teacher competence," "digital era," "digital distraction," "empathetic communication," and "teacher appreciation." The literature search was limited to publications from 2016 to 2026 to ensure that the selected sources were relevant to recent developments in education and digital learning.

The identified literature was subsequently screened based on predetermined inclusion and exclusion criteria. The inclusion criteria were: (1) articles discussing teachers' abilities, competencies, or strategies for motivating students; (2) articles related to digital-era learning or the use of technology in education; (3) articles discussing communication factors or learning strategies related to student motivation; (4) articles published between 2016 and 2026; and (5) articles available in full-text form. The exclusion criteria included articles that were not directly relevant to the research focus, opinion pieces or news articles, and publications that were not available in full text.

Based on the literature search and screening process, 16 articles met the established criteria and were used as the primary sources for the analysis. The selected articles were analyzed using content analysis. The analysis involved several stages: identification, data reduction, categorization of findings, comparison, and synthesis. At the identification stage, information regarding the research focus, methodology, and main findings of each article was recorded. The findings were then categorized into several themes, including teachers' strategies for improving student motivation, empathetic communication and teacher–student relationships, the influence of the digital environment on students, and challenges faced by teachers in integrating technology into learning.

The findings from the selected sources were subsequently compared to identify similarities, differences, and emerging patterns across the literature. The final stage involved synthesizing these findings into an integrated conceptual understanding of teachers' ability to enhance student motivation amid the challenges of the digital era. Through this systematic procedure, the study sought to develop conclusions grounded in relevant literature and to address the research focus comprehensively.

RESULTS AND DISCUSSION

This chapter presents the results of the literature analysis concerning teachers' competence in motivating students in the digital era. The analysis focuses on four interconnected themes: teacher motivation strategies, forms of appreciation, teacher–student communication, and challenges faced by teachers in digital learning environments. The synthesis indicates that technology can provide opportunities to increase student motivation, but its effectiveness depends strongly on teachers' pedagogical competence, ability to understand students' psychological needs, communication skills, and capacity to respond to the challenges of digital learning. Therefore, teachers' roles as motivators in the digital era cannot be separated from the integration of technological, pedagogical, social, and emotional competencies.

Teacher Motivation Strategies in the Digital Era

In the digital era, strategies for increasing students' learning motivation can no longer rely solely on formal instruction or one-way teaching approaches. Students' increasing familiarity with digital technology requires teachers to integrate technology with relevant pedagogical approaches. Based on the literature reviewed, the effectiveness of motivational strategies does not depend simply on the use of technology, but on teachers' ability to select and use technology according to students' learning

needs. Therefore, teachers' digital competence should be understood as part of pedagogical competence rather than merely as the technical ability to operate digital devices or platforms.

One strategy identified in the literature is contextual learning integrated with digital technology. Contextual learning helps students understand the relationship between learning materials and real-life situations, while digital technology can provide more visual, interactive, and relevant learning experiences. Akhyar et al. (2024) indicate that the use of technology in learning can support students' learning motivation. This finding suggests that technology has motivational value when it helps students understand the relevance of learning materials and participate actively in the learning process. Therefore, technology itself should not be considered the primary source of motivation; rather, teachers' ability to design meaningful learning experiences determines how effectively technology contributes to motivation.

This finding is consistent with Aini et al. (2023), who emphasize the importance of variation in classroom learning. Learning variation can involve changes in teaching methods, learning media, and interaction patterns between teachers and students. In digital learning environments, these variations may include collaborative discussions, interactive quizzes, digital videos, and game-based activities. Therefore, technology can strengthen learning variation when it is used to increase student engagement rather than simply replace conventional learning media.

One relevant form of learning variation is gamification, which involves incorporating game elements into learning activities. Zhang and Yu (2022), through a meta-analysis, found positive effects of gamification on student motivation, with gamification showing a stronger overall effect on motivation than game-based learning in their analysis. This finding strengthens the argument that game elements can support students' motivational engagement. However, the findings also imply that gamification should not be interpreted as automatically motivating students. Teachers still need to consider how points, challenges, feedback, rewards, and competition are connected to learning objectives. Consequently, gamification should function as a pedagogical strategy rather than merely as an entertaining feature of digital learning.

The relationship between digital strategies and motivation can be further explained through Self-Determination Theory (SDT). Howard et al. (2021) emphasize the importance of psychological needs in understanding student motivation. In digital learning, teachers can support autonomy by providing meaningful choices, competence by designing achievable challenges and constructive feedback, and relatedness by maintaining positive interaction among teachers and students. From this perspective, the motivational value of digital learning depends not only on how attractive the technology is, but also on whether the learning design supports students' psychological needs.

Another important strategy is supporting students' self-regulated learning. Sutarman et al. (2019) emphasize the teacher's role as a facilitator who provides students with opportunities to explore digital learning resources independently. Blended learning and flipped classroom approaches can provide opportunities for students to study materials independently while classroom time is used for discussion, collaboration, and problem solving. This argument is supported by Eggers et al. (2021), who reviewed 21 studies on self-regulation strategies in blended learning environments. Their review identified cognitive, metacognitive, motivational, and management strategies and found that students' application of self-regulation strategies was strongly influenced by teachers' actions within blended learning environments. This finding is important because independent learning does not mean that teachers withdraw from the learning process. Instead, the greater the opportunity for independent learning, the more important teachers' roles become in providing structure, guidance, feedback, and appropriate support.

The integration of technology can also be understood through the Technological Pedagogical Content Knowledge (TPACK) framework. Maryam et al. (2026), emphasize the importance of integrating technological, pedagogical, and content knowledge. Teachers therefore need to understand not only how to operate digital tools but also when and why a particular tool is appropriate for specific learning objectives and student characteristics. Technology that is poorly integrated into instructional design may increase cognitive demands rather than improve engagement.

When SDT and TPACK are considered together, the relationship between technology and motivation becomes clearer. TPACK explains teachers' capacity to integrate technology appropriately into

pedagogy, while SDT explains how learning activities can support students' psychological needs. A teacher with strong digital competence but weak pedagogical understanding may use sophisticated technology without producing meaningful learning experiences. Conversely, pedagogically appropriate technology can provide students with meaningful choices, manageable challenges, feedback, and opportunities for interaction. Therefore, the effectiveness of digital motivational strategies depends on the interaction between technological competence and psychological as well as pedagogical considerations. Overall, the findings suggest that digital motivational strategies are most effective when technology is integrated with appropriate pedagogy and students' psychological needs. Thus, teachers function not merely as users of technology but as designers of meaningful learning experiences.

Forms of Appreciation Given to Students

Teacher appreciation is another strategy that can contribute to students' motivation and engagement in learning. In the digital era, students may receive various forms of recognition through digital environments; however, recognition from teachers remains an important component of the learning experience. Based on the literature reviewed, the effectiveness of appreciation is not determined by the material value of the reward, but by whether the appreciation is relevant, sincere, and connected to students' efforts and development.

Kirana and Al Badri (2020) indicate a relationship between teacher appreciation and students' learning enthusiasm. This finding suggests that appreciation can function as positive reinforcement by communicating to students that their efforts and participation are noticed and valued. However, this does not mean that every form of reward automatically increases motivation. The effectiveness of appreciation depends on how and why it is provided. Appreciation that focuses exclusively on final achievement may encourage students to prioritize external rewards, whereas appreciation that recognizes effort, progress, persistence, and learning strategies may provide more meaningful motivational information.

Appreciation does not necessarily need to take the form of material rewards. Verbal appreciation, such as specific praise, encouraging statements, and recognition of students' efforts, can be simple but meaningful. Nonverbal appreciation, including positive facial expressions, gestures, and opportunities for students to demonstrate their work, can also communicate recognition. In digital learning environments, teachers may provide feedback through learning platforms or use digital recognition systems. Nevertheless, digital rewards should remain connected to learning objectives rather than becoming an end in themselves.

The most important aspect of appreciation is therefore not its form but its focus. Teachers should recognize students' effort, strategies, persistence, and improvement rather than focusing exclusively on grades or fixed abilities. Such feedback can help students understand that learning and competence can develop through effort and appropriate strategies. Consequently, appreciation can function not merely as a reward after successful task completion but as feedback that helps students understand their own progress.

This finding can be further explained through the concept of self-efficacy. Schunk and DiBenedetto (2020) explain that students' beliefs about their own capabilities are closely related to motivation and learning processes. In this context, appropriate teacher appreciation can strengthen students' beliefs that they are capable of completing learning tasks. The motivational value of appreciation therefore becomes stronger when students can connect the recognition they receive with the effort and strategies they have used.

The relationship between appreciation and motivation can also be interpreted through SDT, particularly the need for competence. When teachers provide specific feedback about students' progress, students receive information that they are capable of developing and mastering particular tasks. However, appreciation that becomes overly controlling may shift students' motivation toward dependence on external rewards. Therefore, teachers need to maintain a balance between positive reinforcement and opportunities for students to develop internal motivation.

The synthesis of these findings indicates that teacher appreciation should be understood as part of a broader pedagogical strategy for developing motivation, self-efficacy, and student engagement rather than simply as the provision of rewards. Effective appreciation is specific, proportional, and oriented

toward students' processes and development. In the digital era, its form may change through digital platforms, but its fundamental principle remains the same: appreciation should provide meaningful information about students' progress and support their psychological needs. Therefore, teacher competence includes not only the ability to give appreciation but also the ability to determine when, how, and for which aspects of students' learning appreciation should be provided.

The Influence of Teacher–Student Communication on Learning Motivation

Positive interpersonal relationships between teachers and students constitute an important foundation for creating a learning environment that supports motivation. In the digital era, when many student interactions occur through digital devices and platforms, direct and humanistic communication remains important for establishing psychological safety and connectedness in schools. The literature indicates that effective teacher communication functions not only as a means of transferring information but also as a relational process that supports students' social and emotional development.

Akbar et al. (2025) emphasize the importance of empathetic teacher communication in guiding students who experience problems. Empathetic communication can be demonstrated through active listening, non-judgmental language, and constructive feedback oriented toward problem solving. These findings suggest that teacher communication needs to move beyond one-way communication and provide students with opportunities to express their experiences, difficulties, and needs.

However, empathetic communication does not mean that teachers must accept all student behavior. Effective communication requires a balance between empathy and appropriate guidance. When students make mistakes or experience decreased motivation, teachers can first seek to understand the factors underlying the behavior rather than immediately assigning negative labels. Teachers can then provide clear feedback about behaviors that need to be improved. Thus, empathy does not eliminate the teacher's role as an authority figure; rather, it changes how guidance is delivered so that it becomes more constructive and responsive.

From the perspective of SDT, this communication is closely related to the psychological need for relatedness, namely the need to feel accepted, respected, and connected to others. Howard et al. (2021) demonstrate the importance of psychological needs in understanding student motivation. In teacher–student relationships, communication that demonstrates attention and respect can create a sense of connection that encourages students to participate more comfortably in learning. Therefore, interpersonal relationships should not be regarded as an additional component of instruction but as one of the conditions that can support student motivation.

The concept can also be understood through the framework of Social and Emotional Learning (SEL). Cipriano et al. (2023), through a contemporary meta-analysis of universal school-based SEL interventions involving 424 studies across 53 countries, found positive effects across students' social-emotional skills, attitudes, behaviors, school climate and safety, peer relationships, school functioning, and academic achievement. These findings reinforce the view that social and emotional dimensions cannot be separated from students' learning experiences.

Nevertheless, empathetic communication should not be equated directly with SEL. SEL represents a broader framework for developing students' social and emotional competencies, whereas empathetic teacher communication can be understood as one interpersonal practice that contributes to a supportive social-emotional learning environment. This distinction is important because it prevents the concept of SEL from being applied too broadly. Teacher communication may support SEL-related goals, particularly by strengthening social awareness, relationship skills, and constructive responses during classroom interactions, but communication alone does not constitute a complete SEL intervention.

The synthesis of these findings indicates that teacher communication influences motivation not merely because teachers use positive words, but because communication shapes the quality of interpersonal relationships and the psychological climate of learning. When students feel heard and respected, they may be more willing to ask questions, express difficulties, try new approaches, and respond to feedback. Conversely, communication dominated by judgment or commands may discourage students from expressing difficulties and potentially reduce their engagement.

In the digital era, these findings also demonstrate that technology cannot completely replace the relational function of teachers. Digital platforms can facilitate information delivery, feedback, and

interaction, but the quality of relationships still depends on how teachers communicate through and beyond these technologies. Consequently, teachers' ability to motivate students requires not only digital and pedagogical competence but also empathetic, responsive, and development-oriented communication.

Overall, teacher–student communication can be positioned as a bridge between pedagogical competence and students' social-emotional needs. If TPACK explains how technology can be integrated pedagogically, SDT explains the psychological conditions that support motivation, and SEL provides a broader framework for social-emotional development. Together, these perspectives indicate that teacher competence in the digital era involves the ability to create learning environments in which students feel supported, valued, and connected.

Challenges Faced by Teachers in the Digital Era

Although digital technology provides opportunities to improve the quality and attractiveness of learning, its implementation does not automatically result in more effective learning experiences. The literature indicates that teachers' ability to use technology to motivate students is influenced by several interconnected factors, including digital distraction, unequal access to technology, teachers' digital-pedagogical competence, workload, and professional well-being. Therefore, challenges in digital learning should not be understood solely as technological problems but as multidimensional issues involving students, teachers, infrastructure, and the school environment.

One prominent challenge is digital distraction among students. Easy access to social media, entertainment content, online games, and other digital activities can compete with students' attention during learning. This creates a paradox: the same technology used by teachers to increase engagement can also become a source of distraction. Consequently, the central issue is not simply whether students have access to digital devices but whether teachers can guide students to use these devices in ways that remain aligned with learning objectives. Digital literacy in education therefore needs to include not only technical skills but also the ability to manage digital attention and behavior.

Another challenge is digital inequality. Risqianto et al. (2025) discuss changes in students' learning motivation within digital learning environments. In practice, students do not always have equal access to devices, stable internet connections, data quotas, or supportive learning environments. Consequently, digital learning strategies may produce different experiences among students when their access conditions are unequal.

This condition has important implications for teacher competence. Teachers cannot assume that all students have the same digital resources. When designing technology-based activities, teachers need to consider alternatives for students with limited devices or internet access. Learning materials may be provided in smaller file sizes, in offline-accessible formats, or through alternative non-digital activities. Therefore, digital competence involves not only selecting applications but also designing learning experiences that are flexible, inclusive, and responsive to differences in students' access.

Another challenge concerns differences in teachers' digital-pedagogical competence. Wati and Nurhasannah (2024) emphasize the importance of strengthening teacher competence in responding to digital developments. The problem is not simply whether teachers can operate particular applications, because meaningful technology integration requires an understanding of how technology can support pedagogical objectives. This issue is closely related to the TPACK framework discussed earlier. A teacher may be technically capable of using multiple digital platforms without necessarily being able to select the most appropriate technology for particular content, students, and instructional objectives.

Therefore, a distinction should be made between technical digital competence and digital-pedagogical competence. Technical competence answers the question of how technology is operated, whereas digital-pedagogical competence addresses why a particular technology should be used, when it should be used, and how it can support student learning. This distinction is important because overly complex or poorly selected technology can increase students' cognitive demands and reduce engagement. Teacher development should therefore move beyond application-based training toward pedagogical training that helps teachers design meaningful digital learning experiences.

These challenges become more complex when teachers' workload and professional well-being are considered. Sokal et al. (2020) examined teachers' attitudes toward change, burnout, and efficacy

during the COVID-19 pandemic. Although the study was conducted in the specific context of the pandemic, its findings provide relevant insight into the pressure that rapid educational changes can place on teachers. Teachers who are required to learn new technologies, adapt instructional methods, manage digital administration, and maintain learning quality may have less time and energy to develop individualized motivational strategies.

This suggests that technological challenges can develop into pedagogical and psychological challenges. Teachers with limited digital-pedagogical competence or high workloads may be more likely to use technology primarily for content delivery rather than for designing interactive and personalized learning experiences. Conversely, institutional support, relevant professional development, and opportunities for pedagogical reflection can strengthen teachers' capacity to use technology more effectively.

When these challenges are synthesized, digital learning challenges form an interconnected system rather than a collection of isolated problems. Unequal access may limit student participation; digital distraction may reduce attention; limited teacher competence may hinder meaningful technology integration; and workload or professional burnout may reduce teachers' capacity to design adaptive learning strategies. Therefore, addressing only one challenge may not be sufficient to improve teachers' ability to motivate students.

Based on this synthesis, strengthening teachers' ability to motivate students in the digital era requires a comprehensive approach. Professional development should combine technological skills with pedagogical competence, digital classroom management, understanding of students' needs, and institutional support. Teachers should also be given opportunities to select technologies based on actual learning needs rather than being pressured to continuously adopt the newest digital tools.

Overall, the central challenge for teachers in the digital era is not the existence of technology itself, but the ability to manage the relationship between technology, pedagogy, student characteristics, and teacher capacity. Teachers who can understand students' access limitations, manage digital distractions, select appropriate technologies, and maintain professional well-being are better positioned to use technology as a means of supporting motivation rather than merely as a tool for delivering content. These findings reinforce the central argument of this study: ****teacher competence in motivating students in the digital era is multidimensional, encompassing technological, pedagogical, communicative, and social-emotional competencies.**

CONCLUSION

This literature study indicates that teachers' competence in motivating students in the digital era is multidimensional and cannot be reduced to the ability to use digital technology. Effective motivational practices involve the integration of meaningful learning design, appropriate technology, positive reinforcement, empathetic communication, and attention to students' psychological needs. Contextual learning, varied teaching strategies, gamification, blended learning, and support for self-regulated learning can contribute to student engagement when they are implemented according to learning objectives and students' characteristics.

The analysis also shows that technology is most effective as a motivational resource when it is integrated with appropriate pedagogical practices. The TPACK framework highlights the importance of teachers' ability to connect technology, pedagogy, and content, while Self-Determination Theory explains how learning activities can support students' needs for autonomy, competence, and relatedness. Teacher appreciation can strengthen students' perceptions of competence when it recognizes effort, progress, and learning strategies, while empathetic communication can support relatedness and create a psychologically supportive learning environment. The perspective of Social and Emotional Learning further reinforces the importance of social and emotional dimensions in students' learning experiences.

At the same time, teachers face significant challenges in implementing these strategies. Digital distraction, unequal access to technology, differences in teachers' digital-pedagogical competence, and workload may limit the effectiveness of technology-based motivational practices. Therefore, strengthening teacher competence in the digital era requires continuous professional development that

combines technological skills with pedagogical design, digital classroom management, interpersonal communication, and understanding of students' social-emotional needs. Institutional support is also necessary to ensure that teachers have sufficient resources, time, and opportunities for professional learning.

Overall, the findings suggest that the central role of teachers in the digital era is not to compete with technology but to guide its meaningful use. Teachers remain essential as learning designers, facilitators, motivators, and relationship builders who connect digital resources with students' learning needs and psychological development. Thus, strengthening teacher competence should focus on the balanced integration of technology, pedagogy, and human-centered educational practices.

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