



English Teachers' Challenges in Integrating Technology on Online Classroom of Madrasah Aliyah at Suburban Area in Maros during COVID-19 Pandemic

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Abstrak

Following the COVID-19 pandemic, social distancing became a necessity, resulting in a shift away from traditional classroom-based learning and toward technology-based learning. This research aims to find out the integration of technology and challenges that teacher faced during online classroom. This research used descriptive-qualitative approach with 11 English teachers who teach at 8 Madrasah Aliyah in suburban area of Maros participated in the research. The instruments used to collect the data were open-ended questionnaire and semi-structured interview. The findings show that teachers: 1) integrated technology by utilizing applications such as using WhatsApp Messenger and Google Classroom in the teaching and learning process, 2) teaching English language skills by providing materials in the form of voice notes, videos, files, and photos, 3) presented the materials in attractive manner, 4) collaborated on teaching materials from various internet sources. However, the integration of this technology was still not optimal, such as the absence of face-to-face virtual interactions, the lack of use of technology in understanding English skills, and non-specific sources of materials. The lack of integration of technology experienced by teachers was caused by the challenges they faced, such as: technological inhibition, infrastructure limitation, disturbance in execution, state of mind, and hiatus between people.

Keywords: *Online Classroom, Teachers' Challenges, Technology Integration.*

Abstrak

Setelah pandemi COVID-19, pembatasan sosial menjadi sebuah keharusan, yang mengakibatkan pergeseran dari pembelajaran berbasis kelas tradisional menuju pembelajaran berbasis teknologi. Penelitian ini bertujuan untuk mengetahui integrasi teknologi dan tantangan yang dihadapi guru selama pembelajaran online. Penelitian ini menggunakan pendekatan deskriptif-kualitatif dengan 11 guru bahasa Inggris yang mengajar di 8 Madrasah Aliyah di daerah pinggiran kota Maros yang berpartisipasi dalam penelitian ini. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner terbuka dan wawancara semi-terstruktur. Temuan penelitian menunjukkan bahwa para guru: 1) mengintegrasikan teknologi dengan memanfaatkan aplikasi seperti menggunakan WhatsApp Messenger dan Google Classroom dalam proses belajar mengajar, 2) mengajarkan keterampilan bahasa Inggris dengan menyediakan materi dalam bentuk catatan suara, video, file, dan foto, 3) mempresentasikan materi dengan cara yang menarik, 4) mengkolaborasikan bahan ajar dari berbagai sumber internet. Namun, integrasi teknologi ini masih belum optimal, seperti tidak adanya interaksi virtual secara tatap muka, kurangnya penggunaan teknologi dalam memahami keterampilan bahasa Inggris, dan sumber materi yang tidak spesifik. Kurangnya integrasi teknologi yang dialami oleh para pengajar disebabkan oleh tantangan yang mereka hadapi, seperti: hambatan teknologi, keterbatasan infrastruktur, gangguan dalam pelaksanaan, kondisi pikiran, dan jeda waktu.

Kata Kunci: *Pembelajaran Online, Tantangan Guru, Integrasi Teknologi.*

Introduction

When the world was declared an urgent COVID-19, Indonesian Minister of Education, Nadiem Makarim, stated that all learning activities, whether in school or higher education, should be replaced by distance learning from home and stop face-to-face meetings. It has been two years, schools in Indonesia and abroad have put in place an online learning system to prevent the spread of the COVID-19 virus. Undoubtedly, this adds to the challenges not only of students but also of teachers, including English teachers. Teachers and students need to adapt to new learning habits, which are initially face-to-face, and then turn online. To carry out teaching and learning activities in this pandemic, they must be 'literate' in technology.

In adapting to changing student learning methods, these emerging online technologies used in education fuel the need to seek new teaching techniques and approaches (1). Unfortunately, not all schools can apply qualified technology in their classrooms. Especially in schools located in the suburbs, sometimes untouched by urban technological facilities. This situation makes it difficult for the school, as well as teachers and students, to conduct teaching and learning activities online. And of course, this will also have an impact on students' attitudes, motivation and understanding in learning.

Integration technology in classroom

Technology integration in language testing, teaching, and learning has made significant progress in providing students with new opportunities to improve their skills, particularly in the English language. According to (2), there are now a variety of technology-based solutions accessible to support teachers and students, especially in English, in and out of the classroom. The first is supporting for authentic oral language practice and assessment including videoconferencing, multimedia and interactive (electronic)

software, podcasts, and translation websites. The second is virtual collaboration using videoconferencing, lesson recording and video creation tools, learning management system (LMS), exam and assessment software, wikis, online chats, and other communication technologies. The third is presentation aids such as PowerPoint, Autodesk SketchBook, and FastStone Capture. The fourth, support for text production which promotes the use of real language in document creation and aids in the correction of students' written text through grammar and spelling checks, such as Microsoft Word. The fifth is productivity and lesson design support for teachers that saves teachers time in searching for and preparing lesson ideas and materials, for example Global Friends Group and The Intercultural Development Research Association.

Challenges in online classroom

Because it is a more flexible option, e-learning is seen as a tool for increasing the number of students who have access to higher education, particularly marginalized groups in suburban and rural areas. However, there are numerous obstacles; many developing countries lack essential e-learning components such as computers, electricity, and skills, and the active, participative student required for interactive learning is also uncommon in countries where a more didactic approach to education is the norm (3). Based on (4), some of the major challenges for the online classrooms are consisting of mental stress due to Corona, the uncertainty that causes loss of motivation, increased workload due to home activities, lack of infrastructure and technical skills, power outages, time lags in talking, cell phone use during classes, lack of internet access and peer interaction, barriers to using technology, inadequate training; lack of teaching, direct relationship with the teacher, understanding of the platform, access to resources, confidence in online classrooms, and personal motivation; distraction in online classrooms and

presentation of invoices; the quality of the material submitted online is low; delay in learning time, and teachers ignore doubts.

As discussed above, today, technology is critical in education and learning, especially in the face of the COVID-19 pandemic, which drives teachers and students to study from home. However, there would undoubtedly be difficulties in deploying it, particularly for schools that are still not fully utilizing this technology due to a variety of reasons. Hence, this research analyzed how English teachers integrating technology and what challenges they face when integrating technology into English learning subjects in online classrooms, especially in schools which are in suburban area of Maros district.

Method

This research used descriptive qualitative method. Naturalistic inquiry, which promises to commit to studying anything in its natural state to the extent that is possible within the setting of the research arena, is often used in qualitative descriptive research (5)). It would like to describe the situation to be studied in the field more specifically, transparently, and in depth. This study attempted to describe the findings so that the data collected was descriptive in nature to identify the aspects that were the research objectives.

The setting of the research carried out in several Madrasah Aliyah in the Maros district, and specifically those in the suburban area. A suburban area is a cross between a village and a city. Some parts will depict the city's shape, while others will depict the qualities of the countryside. The subjects of this research were eleven English teachers of several Madrasah Aliyah located over five sub-districts (Marusu, Maros Baru, Lau, Bantimurung, and Simbang) of Maros' suburbs. The researcher used a purposeful sampling technique. Purposeful sampling was used by qualitative researchers to select their participants. It was the process of selecting

participants who have important knowledge or information about the research's objectives (6).

In this research, the researcher used two instruments in collecting data, they were open-ended questionnaire and in-depth semi-structured interview.

An open-ended questionnaire allows the respondent to express their thoughts without being misled by the researcher's opinion. This has some implications for survey data quality. The benefits of open-ended questions include the ability to uncover the responses that individuals offer spontaneously, avoiding the bias that can emerge from proposing responses to individuals, which can happen with closed-ended questions (7). Open-ended questionnaire to answer the first research question about how English teachers integrating technology in online classrooms. The researcher created open-ended questions on Google Forms and sent a link to the form to many English teachers in suburban regions via WhatsApp messages, who filled it out based on the conditions and circumstances they have encountered.

At last, descriptive qualitative to analyzed data. Miles and Huberman saw analysis as four continuous flow activities: data collection, data condensation, data display, and conclusion drawing/verification (7).

Findings and Discussion

Findings

The data from Open-ended Questionnaire

Table 1: Speaking Skill Learning on Online Classroom

No	Speaking Skill Learning	Number of Respondents	Percentage
1.	Giving written conversatio	7	63.6%

No.	Listening Skill Learning	Number of Respondents	Percentage
2.	Giving conversation videos to practice	2	18.2%
3.	Never applying speaking learning	2	18.2%
Total		11	100%

In the result of the research, most of the teachers provided speaking learning by giving examples of conversations that are sent in written form, then students were asked to practice it in the form of videos or voice notes. There were also teachers shared sample conversation videos and assigned students to make similar videos, while the others did not apply speaking learning, the reason was because there were constraints in the facilities.

Table 2: Listening Skill Learning on Online Classroom

No.	Listening Skill Learning	Number of Respondents	Percentage
1.	Applying audio and video-based materials	5	45.4%
2.	Sending their own voices	2	18.2%
3.	Rarely or never applying listening learning	4	36.4%
Total		11	100%

In listening learning skill, half of the teachers interviewed applying podcasts, songs, and link-based audio and video to students via

WhatsApp and YouTube then giving the assignments according to the instructions, while the other half rarely and even never taught about listening skill.

Table 3: Virtual Collaboration on Online Classroom

No.	Virtual Collaboration	Number of Respondents	Percentage
1.	Using WhatsApp Messenger and Google Classroom	4	36.4%
2.	Using WhatsApp Messenger only	6	54.5%
3.	Less proper answer	1	9.1%
Total		11	100%

According to the research, the researcher found that all teachers used WhatsApp Messenger to collaborate with the students, and a half of them also used Google Classroom.

Table 4: Presentation Aids on Online Classroom

No.	Presentation Aids	Number of Respondents	Percentage
1.	PowerPoint and/or YouTube links	1	9.1%
2.	Teaching recording	1	9.1%
3.	Document files and/or photos	8	72.7%
4.	Less proper answer	1	9.1%
Total		11	100%

Based on the research, almost all the teachers used the document files and/or photos in presenting their materials, and explained it directly using videos, voice notes, or chats.

Table 5: Interesting Technique in Presentation

No.	Interesting Technique in Presentation	Number of Respondents	Percentage
1.	Making YouTube channel	1	9.1%
2.	Giving video	4	36.4%
3.	Giving pictures, animations, and/or posters	3	27.25%
4.	Giving less materials with question-answer session	3	27.25%
Total		11	100%

In order to make the students interested with the materials, the teachers considered to give students interesting pictures, animations, posters, videos, and also gave short materials with the question-and-answer session.

Table 6: Reading Skill Learning on Online Classroom

No.	Reading Skill Learning	Number of Respondents	Percentage
1.	Providing text to read and answer the question	6	54.5%
2.	Providing text to read aloud and answer	5	45.5%

the question

Total	11	100%
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In reading learning skill, based on the research's results, all teachers provided text in the form of photos or files obtained from schoolbooks or internet searches, and shared them through WA groups or Google Classroom which would then be read by students to answer the questions.

Table 7: Writing Skill Learning on Online Classroom

No.	Writing Skill Learning	Number of Respondents	Percentage
1.	Explaining materials directly and giving tasks	11	100%
Total		11	100%

The same thing in reading skill learning was also done in writing learning.

Table 8: Lesson Design Sources on Online Classroom

No.	Lesson Design Sources	Number of Respondents	Percentage
1.	World Wide Websites	6	54.5%
2.	World Wide Websites and YouTube	5	45.5%
Total		11	100%

According to the result of the research, all teachers used world-wide-websites to get additional materials and some of them also explored YouTube application. Related to the websites used, all teachers expressed that they only searched on Google Search with no specific websites.

The Data from Interview

"I am not very tech-savvy and still need to learn ... I open laptop application just to make materials and assignments in Word." **(Teacher 3)**

"..they don't really master it because technology learning is still lacking.. they still need to be taught and guided.." **(Teacher 4)**

"The students seem lacking .. because of the pandemic factor and ICT lesson is also removed, so they lack of practice and lack of study..." **(Teacher 6)**

Based on the research, there were still teachers who were constrained in operating technology, such as laptops. They revealed that they still needed to learn the technology. Besides the teachers, students also still have difficulty in operating technology and needed the guidance for it. The abolition of ICT lesson and the lack of technology learning or training were the reason students could not be proficient in operating technology.

"Sometimes the network is bad .. sometimes there is also no quota ... I once asked, why are you not active online? They replied, I'm only active at night because I use it for free internet access." **(Teacher 2)**

"Usually bad, usually disturbed.. those who live in remote areas have bad network.. they always complain about bad network so they are late in sending assignments." **(Teacher 11)**

"...there are also those who complain because of economic factors so usually children are told to go directly to help them in their work to make money in everyday life .. for example, being a fisherman or stonemason." **(Teacher 10)**

As showed on the research's results, all teachers agreed that the poor internet network and the unavailability of quota are the most challenges on online learning. It is due to the location of the school was in the suburban area, there were students who live

in rural areas, and the student's family's financial constraints.

"The first one is a matter of time.. sometimes the student fill the attendant list until late at night... the second one is usually in sending their assignments.. they are very late in sending assignments... and the worst part is that they only take attendance.. of the 20 students, only 9 people attend. , and only 5 people who follow the lesson." **(Teacher 11)**

"Parents buy their children quotas .. but sometimes there are complaints they say the quotas are only used to play games..." **(Teacher 7)**

"...because of the boredom factor in dealing with children who are less enthusiastic... I feel that I can't apply my knowledge ... I feel dissatisfied in this online class." **(Teacher 6)**

As the results of the research, the obstacle in the learning process on online classroom was time management. Several teachers also complained about the effect of mobile games on students. In addition to time management and the influence of online games, the teachers' loss of motivation was a challenge for them in the learning and teaching process.

"Because there are few students present, I also feel not in the mood and not enthusiastic because the students' responses are also lacking ... I am bored too, very bored." **(Teacher 4)**

"... sometimes the students fill the attendant list until late at night... they are very late in sending assignments... and the worst part is that they only take attendance.. of the 20 students, only 9 people attend. , and only 5 people who follow the lesson." **(Teacher 11)**

"... they didn't focus on studying because their mother told them to do their household chores, they were scolded .. so they didn't focus on their studies." **(Teacher 5)**

Based on the research, the teacher's laziness and boredom affected the course of online learning. Disruption of the learning process, not only caused by teachers' boredom, but also from students' procrastination and laziness. The loss of students' focus was also due to a lot of homework ordered by parents that clashed with study time. Students were asked to do household chores and were even told to work outside.

"Surely the desire to interact directly with students is unbearable... it feels like something is missing because we are used to direct interaction with students.. there are those who need advice, there are students who need attention, there are students who really need an explanation by paying attention to the teacher's face ... we teach like an inanimate object in front of us." (Teacher 9)

"Because there are few students present, I also feel not in the mood and not enthusiastic because the students' responses are also lacking ..." (Teacher 4)

Based on the research, the teachers concurred that teaching online classes was unsatisfactory. The absences of direct interaction made the learning process unmotivated and as if something was missing. Another challenge faced by teachers besides the lack of interaction was the lack of response from students.

Discussion

Integration of technology on online classroom

a. Support for authentic oral language practice and assessment

According to Roblyer (2010), the teachers should integrate technology to support the internalization of word meanings and provide additional practice in using new words, assisted in the practice of following spoken English directions and in the development of listening competence.

Based on the results of the research, unfortunately, the theory proposed by (2) above could not be fully realized, such as there were no teachers who used two-way interactive application technology to guide their students in practice, and there were even teachers who rarely and never give speaking and listening learning which caused students to not get adequate skills lessons during online learning.

b. Virtual collaboration

As stated in (2) in online classroom, virtual collaboration allowed students to communicate with one another while also giving them the opportunity to learn, explored different points of view, and solved problems with their peers or teachers. According to the research, the theory could not be fulfilled because in online learning communication, there was no virtual face-to-face interaction between teacher and students.

c. Presentation aids

In accordance with the theory of Roblyer (2010), the tools or applications assisted teachers in reducing stress and focusing their presentations, teaching essential presentation skills, and making classroom presentations more clear and pleasant for both presenters and listeners. According to the results of the research, the teachers had made the presentation material as attractive as possible so that students were interested in the learning delivered.

d. Support for text production

Text production promoted the use of real language in document creation and aids in the correction of students' written text through grammar and spelling checks, based on the Roblyer's theory (2010). This theory did not entirely apply because teachers did not encourage their students to use technological tools such as specific resources to adequate students' cognitive processing, and word processors that can check student writing for spelling and grammatical errors, instead of only used

handwritten notes.

- e. Productivity and lesson design support for teachers

As outlined in Roblyer (2010), the teachers needed various sources of teaching materials and the internet was brimming with resources to assist English language teachers in planning and implementing lessons. This was a dissimilar finding with the theory and could be less valid sources and because it did not come from particular educational websites or applications.

The challenges faced by English teachers in integrating technology on online classroom

- a. Technological inhibition

According to Sharma and Bumb (2021), technological inhibition referred to barriers that a person faces in using technology, such as lack of technical skills, lack of understanding of operations, and insufficient training to use the system. Based on the research, there were still teachers and students who were constrained in operating technology. The abolition of ICT lesson and the lack of technology learning or training were the reason students and teachers could not be proficient in operating technology.

- b. Infrastructure limitation

Based on the theory of (4), infrastructure limitation related to lack of internet access or connectivity issues, the facilities in supporting e-learning, and power failures. As showed on the research's results, all teachers agreed that the poor internet network and the unavailability of quota are the most challenges on online learning. It related to the location of students' homes and family's financial situation.

- c. Disturbance in execution

In accordance with Sharma and Bumb's theory (2021), disturbance in execution related to the obstacles encountered when running the online class itself, such as lack of access to resources, uncertainties leading to loss in motivation, use of mobiles

and other technologies during online class, distractions/disturbances in voice and presentation, and delays in learning (timing). As the results of the research, the obstacle in the learning process on online classroom was time management and about the effect of mobile games on students. In addition, teachers' feelings of futility and dissatisfaction illustrated that not only students but also teachers can feel demotivated in online classes.

- d. State of mind

As outlined in Sharma and Bumb (2021), it related to lack of personal motivation and support system, procrastination, interruptions in online classrooms (by family, breaches, etc), mental stress and boredom due to corona, and less confidence for online classes. Based on the research, the teacher's boredom and students' procrastination affected the course of online learning. There were also interruption factor and support system by parents and family that affected student focus on online class.

- e. Hiatus between people

According to Sharma and Bumb (2021), hiatus between people related to a gap or break experienced among the teacher and students on online class, such as directly connecting with teacher, lack of immediate response, lack of interaction with peers, and lower quality of material delivered online. Based on the research, the teachers concurred that teaching online classes was unsatisfactory due to the absences of direct interaction and the lack of response from students.

Conclusion

Based on the findings and discussion it can be concluded that teachers have integrated technology in online classes by utilizing applications such as using WhatsApp Messenger and Google Classroom in the teaching and learning process. They also

collaborated on teaching materials by taking from various sources. However, the integration of this technology was still not optimal, such as the absence of face-to-face virtual interactions, the lack of use of technology in understanding English skills, and non-specific sources of material from the internet.

The lack of integration of technology experienced by teachers was caused by the challenges they faced, such as technological inhibition, infrastructure limitation, disturbance in execution, state of mind, and hiatus between people. Therefore, the teachers conveyed that the learning objectives during online learning were not met, and both teachers and students preferred to return to offline or face-to-face learning in class.

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Curriculum Vitae

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