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UTILIZATION OF DIGITAL MEDIA IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSES AT THE JUNIOR HIGH SCHOOL LEVEL IN THE “PROGRAM SEKOLAH PENGGERAK”

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Abstract. This study investigates the challenges and practices of teachers' use of digital media in the “Program Sekolah Penggerak”. Through qualitative case study methodology, observation, semi-structured interviews and document analysis, this study investigates the implementation of digital media in English language learning in “school mover”. The findings highlight the importance of knowing what types of digital media can be used in the learning process, especially English, how teachers utilize digital media in the English language learning process, as well as the challenges and adjustments of strategies in using digital media. Recommendations include enhanced professional development to learn new technologies and digital skills and supportive school policies to navigate the barriers to implementing digital media utilization.

Keywords: Digital Media, English Language Learning, Program Sekolah Penggerak

I. INTRODUCTION

Digital media has become increasingly important in today's world. The thing has become widespread among people. The rise in media usage has led to its increasing prevalence. Digital media can be beneficial in various fields. One of the most popular applications of digital media is in education, especially for language learning. Warschauer (1996) suggests digital media can be used in language learning through specialized computer-based practice assignments and drills. These tools can aid students in mastering grammar, vocabulary, and pronunciation. Incorporating new media into classroom instruction is undeniably valuable. Several elements, including the students' learning preferences, impact the utilization of digital learning media in the teaching and learning process. Teachers must first understand their students' learning styles to determine which digital media they can use. Gen Z students' educational preferences are mainly characterized by the principles of Education 4.0.

Digital media plays a crucial role in Education 4.0 by providing students with a self-directed and continuous learning experience. Technology, namely digital media, has a profound influence on the realm of education 4.0. Haynes & Shelton (2018) suggest that technology has enabled the implementation of student-centered and personalized

learning, which has the potential to improve the field of education. In Indonesia, acquiring a proficient level of English language proficiency is of utmost importance. Although mastery of English is essential, Indonesia's English education system is not up to par. Studying English in Indonesia places a greater emphasis on memorization than comprehension. The National Education System Law Number 16 of 2007 has been released by the Ministry of Education. This law pertains to the academic qualification criteria and teacher competencies. A teacher's professional competence includes the skill to incorporate technology into classroom learning activities.

Hence, technology plays a pivotal part in the "Program Sekolah Penggerak." Technology is one of the five interconnected and crucial interventions in the "Program Sekolah Penggerak." McKnight et al. (2016) argue that the measure of success for a classroom, district, or state in adopting digital technology is not determined by the technology itself, but rather by how effectively it enhances teaching and learning. Despite the extensive use of digital media in educational institutions, there seems to be a lack of recognition for its potential. Other factors, like the competence of the educators, can influence the level of integration of digital media in the classroom. "Sekolah Penggerak" must incorporate digital media into their teaching and learning approaches. I am deeply intrigued by the study's topic, "Utilization of Digital Media in English as

a Foreign Language (EFL) Classes at the Junior High School Level in the Program Sekolah Penggerak." Identifying and filling this gap is important to optimize the use of digital media in the "Program Sekolah Penggerak." More in-depth study of specific challenges, practical solutions, effective training, and strategies for dealing with resistance can provide valuable insights for the development of better educational policies and practices, as well as support teachers in improving the quality of learning through technology. Thus, the research questions are framed as follows.

- 1) How do teachers use digital media in the teaching-learning process?
- 2) Why do teachers use digital media?
- 3) What challenges do teachers face in using digital media in the teaching-learning process?
- 4) How do they cope with the challenges of using digital media in the teaching-learning process?

LITERATURE REVIEW

Digital Media

Teaching-learning has shifted away from textbooks, notebooks, pens, and pencils to digital media. It is because the "digital era" has greatly influenced the world of education. Using digital media in learning is complex, and some challenges must be faced. One of these requirements necessitates teachers and pupils to possess enough technology abilities. In addition, the use of digital media depends on stable internet access and adequate devices.

However, the effects of digital media on motivation in classrooms are complex and nuanced. Digital media will make it easier to convey material to students. They can easily access various resources without any difficulty. Furthermore, digital media allows students and teachers to experiment and innovate, making the teaching-learning process fun. On the other hand, digital media is cost-effective and immediate. It may be more cost-effective than print media, depending on the graphic design. Compared to print, the content may be created, released, and updated more quickly.

In a short amount of time, the utilization of digital media has emerged as an indispensable component of the instructional process. Processing of text, sound, moving images, still images, and moving video are all examples of digital media (Harb et al., 2019). A wide range of applications and platforms that are intended to enhance the teaching and learning process are included in the digital media that is utilized in the educational system today.

As stated by Bahadorfar, M., & Omidvar (2014), the following are examples of contemporary technology that are utilized in the field of education today: Internet, Google Classroom, Quizizz, E-Dictionary, YouTube, PowerPoint.

The benefits of employing digital media in the classroom, particularly technology, are outlined by (Hamiti & Reka, 2012) for both teachers and students. The benefits of adopting digital media in education (for teachers):

- 1) Teachers are able to carry out tasks that were previously impractical in a traditional classroom.

- 2) The teacher can alter how courses are developed and delivered by employing technology.
- 3) Technology helps teachers manage their workload and make better use of class time.
- 4) Teachers can use technology to expand the number of resources available to them.
- 5) Education and training are both improved by the incorporation of technological tools.
- 6) Technology has allowed for greater independence (both for students and teachers).

In addition, technology has allowed teachers to provide the same course in three distinct delivery modes: in person, blended, and fully online. This allows us to accommodate a wider range of students within the same curriculum.

The benefits of adopting digital media in education (for students):

- 1) Makes it possible for there to always be open seats for new students, preventing the number of students in the classroom from being constrained by the number of chairs.
- 2) Offers students the chance to participate in various international programs like seminars, training, courses, etc.
- 3) Offers independent learners fresh viewpoints

According to Jiménez Charpentier (2014) a teacher who explores new technologies can act as a role model for pupils and assist them in creating online communities for collaborative learning. Effective implementation of technology in learning activities depends on the teacher's proficiency in utilizing and integrating technology.

Models of Digital Media Integration

TPACK, PIC-RAT, and SAMR are three methods used for integrating ICT (Information and Communication Technology) into education. TPACK is a shortened form of the term technological pedagogical content knowledge. TPACK refers to the understanding of the crucial role of integrating technology and pedagogy in the creation of educational content. The application of TPACK in learning is crucial as it offers educators a new framework for successfully and efficiently integrating technology into the learning process.

PIC, which stands for passive, interactive, creative, describes the way a student interacts with technology in a certain educational setting. RAT (replacement, amplification, transformation) refers to the influence of technology on teachers' prior methods. PictureThe RAT model is an effective tool for teaching technology integration because to its clarity, compatibility, and usefulness. It highlights technology as a means to achieve a goal, strikes a balance between simplicity and comprehensiveness, and places emphasis on the learner. Conversely, SAMR is a topic worth discussing due to its resemblance to Bloom's taxonomy theory. Both models involve different degrees or stages of learning, ranging from the lowest to the greatest level. Teachers must utilize the SAMR model in the process of education.

The utilization of the SAMR model in contemporary education has demonstrated that effective technology integration in learning is not contingent upon employing the most advanced tools, but rather on the capacity to recognize the diverse alternatives available and select the appropriate method for facilitating the learning process. Ruben Puentedura created the SAMR Model as a tool for evaluating the implementation of technology in the classroom and gauging the extent of technology integration. The SAMR model is comprised of four levels: Substitution, Augmentation, Modification, and Redefinition.

This approach defined the boundaries of Technology integration to identify distinct levels of curriculum designs that were shown, recorded, or described as improving or revolutionizing learning. It served as a method for progressing teachers and students through many levels of technology integration in education, starting from the most basic (substitution) and advancing to more advanced and creative approaches (redefinition). This paradigm considers Substitution and Augmentation as methods to improve learning problems, while Modification and Redefinition enable transformation.

Program Sekolah Penggerak (PSP)

The "Program Sekolah Penggerak" is an enhanced version of the previous program focused on school reform. Furthermore, it proposed the advancement of student learning outcomes, specifically in the school setting, by including one of the themes known as "Profil Pelajar Pancasila". These programs will help public and private schools improve their conditions and their overall performance by one to two steps more quickly. At Sekolah Penggerak, teachers don't just impart knowledge in one path; they also get students involved in a wide range of fun activities that help them improve their ability to collaborate with others, think critically, and come up with original ideas.

The program known as "Sekolah Penggerak" has as its primary objective the enhancement of the teachers' capabilities as learning leaders. This will allow the instructors to more effectively fulfill their roles in the learning process as both facilitators and inspirations. The "Program Sekolah Penggerak", on the other hand, is dedicated primarily to the improvement of the educational community as a whole, from students and teachers to school administrators.

Teachers can get a feel for their students' abilities by observing how well they do on assessments and other learning objectives once they've created a classroom setting that is safe, comfortable, inviting, and entertaining for them. Indonesia's educational goal is to produce a "golden generation" by the year 2045, and the minister of education and culture has created two projects that are in accordance with this goal. Creating Pancasila students who are obedient, pious to God Almighty, and have noble characters; who are self-reliant; who think critically; who are creative; who work together; and who have a global diversity is the goal of the school and teacher mobilization program. This is done with the intention of achieving the goal of achieving an advanced

Indonesia that is sovereign, independent, and possesses a good personality. It is impossible to disentangle the five interventions that comprise the "Sekolah Penggerak" program since they are inextricably related to one another and cannot be removed from one another.

- 1) Asymmetries in consultation and aid. The "Sekolah Penggerak" program will be planned by the provincial and district/city administrations with assistance from the Ministry of Education and Culture's technical implementing unit (UPT) in each province. The Regional Government will receive assistance from the UPT Ministry of Education of RI in each province during the program's execution. This includes making it easier for the local government to reach out to relevant parties in order to identify solutions whenever issues arise in the region.
- 2) Strengthening school human resources involving school principals, school supervisors, supervisors, and teachers. The form of strengthening includes training and intensive mentoring (one-to-one coaching) with expert trainers from the Ministry of Education and Culture.
- 3) Conducting learning with a new paradigm. Namely, designing learning based on differentiated principles, so that each student learns according to his needs and stage of development.
- 4) Emphasis on school-based management, which is based on self-reflection of the education unit.
- 5) Digitizing schools through the use of various digital platforms that reduce complexity, increase efficiency, increase inspiration, and adapt approaches.

The "Sekolah Penggerak" program's general goal is to support educational institutions' efforts to transform themselves so that students learn more effectively overall, both in terms of cognitive and non-cognitive competence (character), in order to fulfill the Pancasila student profile. The anticipated revolution will not only affect educational institutions, but it will also likely lead to the development of an ecosystem for mutual support and change at the regional and national levels, enabling the institutionalization of any emerging changes. Organizing the mechanism for implementing the "Sekolah Penggerak" program is important because it will serve as a roadmap for carrying out the program and helping to accomplish its stated aims (Ministry of Education of RI, 2021a). The "Sekolah Penggerak" Decree of the Minister of Education and Culture of the Republic of Indonesia, No. 1177/M/2020. By adopting these principles, the "Program Sekolah Penggerak" aims to create schools that are capable of producing graduates who are competent, have character and are ready to face global challenges. This is also in line with Indonesia's educational vision to create an equitable, quality and just education system.

II. METHODS

The objective of a study design is to ensure that the information we collect enables us to address the initial question as accurately and effectively as possible. Due to the emphasis on analyzing and interpreting digital material used in the classroom, the researcher opted for a qualitative approach, namely a case study. Creswell (2012) suggests that there is a need for further exploration of qualitative research. Through exploration, people can learn more about the phenomenon under study. Hancock & Windridge (2007) study a new area where problems are not yet fully recognized or appropriately characterized in order to enhance understanding and explore how individuals experience something or what their perceptions are. Instead of dissecting a phenomenon into its component parts, qualitative researchers strive to understand it as a whole. Instead of a data analysis based on numbers, a comprehensive picture and depth of understanding are the desired outcomes (Ary, D., Jacobs, L. C., & Sorensen, 2010). The study determined how EFL teachers used digital media for instruction and the issues that cropped up during the teaching-learning process. Additionally, research was done to see how teachers resolved such problems so that educational objectives were being met.

The case in this research is English teachers at the school which is "Program Sekolah Penggerak". The research subject focuses on examining the difficulties and methods employed by teachers in utilizing digital media within the "Program Sekolah Penggerak." It encompasses a wide range of factors associated with the implementation of technology in educational settings. The primary objective of this research is to comprehend the utilization of digital media by instructors in the learning process and the diverse problems they encounter in its implementation. Challenges teachers may face include issues such as limited access to technology, technical problems, and lack of adequate training regarding the use of digital media. This research will explore the extent to which these problems influence the effectiveness of digital media use and how teachers overcome them. The practices examined include the ways in which teachers integrate various digital tools, such as learning applications, online platforms, and interactive media, into their curricula. This includes how teachers select and apply technology to support learning objectives, as well as how they utilize digital media to improve student engagement and learning outcomes.

Four English teachers were selected for this study based on their qualifications, which included their proficiency in English, their teaching experience exceeding two years, and their completion of an English education program.

Data were collected through observations semi-structured interviews and document analysis. Observation sheets and interview protocols were developed systematically, drawing from relevant literature and expert opinions. In the observation there are 34 different instruments that make up the observation checklist. In addition, interview questions there are a total of 15 questions included in the interview, including 4 inquiries into the

various forms of digital media, 4 inquiries into the process of implementing digital media, 4 inquiries into the challenges inherent in doing so, and 3 inquiries into potential remedies. Furthermore, document analysis involved in this study gathered both a lesson plan and a syllabus for the purpose of study. The data collection process spanned eight weeks, allowing for a thorough exploration of the research questions.

The results of the study are presented using the information in the form of quotes from written materials, field notes, and interviews, as well as snippets from video, audio, and electronic interactions. As per the theory proposed by (Miles, 2014), I was divided into four sections: the first portion was devoted to the gathering of data, followed by the condensation of data, the display of data, and finally the conclusion.

III. FINDINGS & DISCUSSION

Teachers Use Digital Media in the Teaching and Learning Process

The study's findings revealed that the teachers utilized digital media as a means of instructing English. As Bahadorfar, M., & Omidvar (2014) stated that internet, google classroom, quizzz, e-dictionary, youtube, and powerpoint are modern educational technologies. Therefore, the teacher's decision to include digital media depends on the needs and conditions in the field. Therefore, it is imperative for teachers and students to stay abreast of the latest technological advancements. This study related to Frafika Sari's (2022) theory. In the context of the teaching and learning process, a digital platform refers to a contemporary kind of technology. By using digital media such as PowerPoint, Canva, Quizizz, and YouTube videos, students are very helpful in receiving information and increasing student enthusiasm in learning. SAMR model theory includes teachers' digital learning material. The SAMR model is a framework of thinking Wahyuni et al., (2020) which is used to help place the appropriate level of technology utilization in learning. In addition, it also enrich students' learning experiences through technology (Al-Labadi & Sant, 2021). In other words, the SAMR model is a systematic framework that organises strategies for integrating technology into the classroom.

The Reason Teacher Used of Digital Media in the Classroom

Four English teachers opted using PowerPoint as it facilitates the delivery of educational content to students. Those study related to the previous study by Mottley (2003) PowerPoint facilitates the presentation of well-crafted and suitable textual content. Technology today has a significant impact on the process of teaching and learning the English language. The teachers highlight the significance of digital resources in aiding teachers and students during the teaching and learning process. The teaching of language and the utilisation of digital technology are closely linked and can be viewed as an integral component of the language learning process (Abbasova & Mammadova, 2019).

The Challenges of Using Digital Media in the Classroom

The findings indicated problems arise in class come from anywhere. P1 stated the challenges is the availability of school facilities is still minimal. According to Hariyanto et al., (2021) one of the factors of high and low learning outcomes is learning facilities available at school. Whereas, P2 stated the problem is time limitation. The teacher need time extra in preparing the tools. This makes learning time ineffective. However, the occurrence of challenges in class typically depends on P3, specifically the device used for learning, whether it is related to the network or software. Moreover, P4 stated that the challenging when using digital media are preparation takes a long time, the number of LCDs is limited. Apart from that, there is also a lack of training from schools regarding digital media for learning. This study related to Habibu et al., (2012) theory, some of the challenges in implementing digital media such as; lack of software issues, lack of insufficient training, lack of tools and resources for learning, teachers' resistance to modern technology, lack of qualified staff, time constraint and lack of assurance.

Strategies in overcoming the challenges of using digital media in the classroom

The outcome varies based on the teacher's approach to addressing the problem in the classroom. P1, P2, and P4 will all replace digital media if it fails to have a positive influence on students. The utilization of technology has significantly transformed the methodologies employed in English language instruction. Therefore, offering numerous alternative learning platforms enhances education by making it engaging and more efficient in terms of academic advancement (Pandya & Joshi, 2022). In contrast to P3, she consistently arranged alternative teaching materials in case digital media is unavailable or encounters issues. Whatever thoughts occurred to her, whether they were related to a game or something else. Those problem solving is related to the one of Clement's (2017), the idea encompasses strategies that can be employed to address issues that arise when utilizing digital media in the classroom. This includes the ability to recognize and understand the limitations and obstacles of technology, such as determining when it is beneficial and when it is not. Adapting digital media in learning requires customization to the surrounding environment, specific subject matter, available infrastructure, and learning objectives. The efficacy and efficiency of digital media in reaching learning objectives demonstrate its optimum use in the learning process.

When digital media is utilized in a suitable manner, it can yield numerous advantages for educators and learners. It is an educational tool that students can utilize to address their learning difficulties and discover strategies to apply their acquired knowledge in a productive and significant manner. Utilizing digital media and technology is crucial for self-paced English language learning, promoting self-awareness, maintaining instructor interaction, and fostering high motivation among students to effectively acquire English language abilities. The statement emphasizes the use of

technology by students to enhance their language skills, as it plays a crucial role in fostering students' creativity and offering them an enjoyable and stimulating alternative to language study.

IV. CONCLUSION & SUGGESTION

Based on the research conducted, it can be concluded English teachers at "Program Sekolah Penggerak" utilize digital media in various ways to enhance the teaching and learning process. They employ presentation digital media like PowerPoint to deliver content in a visually engaging manner, facilitating interaction, and interactive media like Quizizz, Canva to make learning more engaging. Additionally, video content from platforms like YouTube is used to illustrate complex concepts and provide diverse perspectives, while social media tools are leveraged for communication and collaboration among students.

In addition, English teachers use digital media primarily to enhance engagement and motivate students by incorporating interactive and multimedia elements into lessons. Digital media makes resources and learning materials more accessible, enabling personalised and self-paced learning. It also facilitates efficient management of classroom activities and student progress through online platforms. Overall, the use of digital media aims to improve educational outcomes by making learning more dynamic, interactive, and aligned with the needs of contemporary students. However, English teachers encounter several challenges when integrating digital media into their teaching practices.

These include inadequate access to technology and technical issues such as software malfunctions or connectivity problems. Additionally, there is a lack of training or insufficient digital literacy, which can impede effective use of technology. Teachers may also face resistance to change from students or colleagues and struggle with maintaining engagement in a digital environment where distractions are prevalent. English teachers address these challenges through various strategies. They want professional training to learn new technology and digital abilities. To manage technical issues, they often collaborate with IT support and use troubleshooting resources to resolve problems promptly.

Teachers may also implement blended learning approaches, combining digital tools with traditional methods to maintain engagement and cater to different learning styles. Additionally, creating a supportive learning environment and setting clear guidelines for technology use helps mitigate distractions and resistance, ensuring that digital media enhances rather than detracts from the learning experience. Given the findings of this study, the researcher intends to provide recommendations to English educators, prospective researchers, and students studying English as a foreign language.

Firstly, prioritise the resources and methods that the teacher is currently utilising. Teachers can utilise digital media to identify and address any shortcomings in their teaching methods. This enables them to enhance their

instructional techniques and incorporate the most recent advancements in media that align with the subject matter. Additionally, the teacher must possess knowledge regarding the use of the specific application or digital tool that will be employed. The teacher should possess an open-minded attitude towards adopting novel teaching methodologies.

Furthermore, the instructor should prioritise fostering student knowledge regarding the utilisation of digital media within the classroom setting. In the future, educators will be required to acquire proficiency in utilising digital media at an advanced level of transformation. Important factors to examine are the advantages, drawbacks, credible sources, and attitudes towards digital media. When issues develop, teachers must employ ICT to identify solutions. Furthermore, the Ministry of Education and Culture should enhance its support, facilitated by the Data and Information Centre (Pusdatin), in using diverse digital platforms. These platforms are designed to streamline processes, enhance productivity, foster creativity, and tailor methods to individual needs.

RECOMMENDATIONS

- 1) Professional Development: Implement comprehensive professional development programs tailored to the needs of teachers in "Sekolah Penggerak" settings. Provide training and resources to enhance teachers' knowledge and skills to utilize digital media in English teaching learning process.
- 2) Resource Allocation: Allocate resources effectively to provide necessary support and accommodations for teachers and students in "Sekolah Penggerak". Invest in technology, instructional materials, and specialized training to facilitate the implementation of digital media.
- 3) Continued Research: Support continued research utilization of digital media in "Sekolah Penggerak". Explore innovative approaches and strategies to overcome barriers and maximize the benefits of digital media for diverse learners.

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