

Teacher's challenges on ICT: Policy & literacy

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Abstract

In the modern digital era, ICT is used in numerous fields, including English language teaching. ICT in education has the potential to make teaching and learning easier for both teachers and students. However, having an understanding of ICT as a teacher involves more than just implementing ICT in class, the teacher must also be aware of whether the school is implementing ICT policies. In addition, the teacher must also be literate in ICT, and one effort is to attend training. The objectives of this research are to investigate the challenges of English teachers regarding ICT policy in schools, and to find out the challenges of English teachers in exploring ICT literacy. This study used a qualitative descriptive design. The respondents in this study are two English teachers from SMK Budi Tresna Muhammadiyah Cirebon. In this study the researchers used structured interviews as an instrument. The results showed that English teachers experienced challenges related to ICT policy in school: (a). Lack of ICT facilities in schools. and English teachers experienced challenges in exploring ICT literacy: (a). Lack of ICT training in schools, (b). Lack of information about ICT training.

Keyword: *ICT; education; ELT; challenges; teachers*

INTRODUCTION

Information and communication technology (ICT) has been used in every facet of modern life, including education. According to Ryn & SC (2020) ICT is an abbreviation for a wide range of technological tools and devices used in communication to create, transfer, store, and manage data. In summary, information and communication technology (ICT) is a technology that can facilitate daily tasks such as sending electronic messages, as well as learning activities such as utilizing Microsoft Word or the internet to obtain information on learning materials.

ICT is used in a number of lessons, including one for English acquisition. ICT can be a key tool for facilitating the learning process when it comes to learning English. For instance, English skills such as reading, listening, writing, and speaking will be excellent if using ICT as a learning medium. Furthermore, because ICT allows access to a broader range of resources, authentic materials, and more interactive learning environments for both teachers and students, Integrating ICT in language teaching and learning would be extremely beneficial in the context of ELT in Indonesia and would advance ELT outcomes (Hidayati, 2022).

According to Indonesian Law number 14 line 20 (2005) teachers are obligated to carry out professional development activities by continuously advance and growing academic talents and skills in line with advances in science, technology, and art, according to Indonesian Law number 14 line 20 (2005). Because learning must keep up with technological advancements, ICT should be used in Indonesian classrooms. Furthermore, the Ministry of Education and Culture (*Mendikbud*) released Circular No. 1 of 2020 regarding the *Merdeka Belajar* policy in deciding student graduation and admission of new students for the 2020/2021 academic year. Furthermore, the Indonesian Ministry of Education, Culture, Research, and Technology has offered several ICT platforms such as *Rumah belajar*, *Merdeka mengajar*, *Rapor pendidikan*, *akun belajar.id*, and others. This platform is designed to help teachers with the teaching and learning processes. It is critical that teachers comprehend the existence of ICT policy in schools.

Therefore, as teachers in the digital era the ability to operate ICT is a talent that must be possessed by teachers, because students are expected to be able to use ICT in their learning and master the material. According to Dvorghets & Shaturnaya (2015) teachers are supposed to plan meticulously, apply a balanced curriculum to learning, and engage students with interesting and relevant learning activities because they are the key component in the world of education. In other words, the teacher's responsibility is to serve as a role model for students rather than simply providing material. As a result, teachers must be adaptable to teaching and learning to comprehend modern technology. Moreover, teachers can participate in training programs to advance their ICT literacy. In addition, teachers who realize they do not have enough teaching experience will recognize the necessity to participate in professional development programs to gain new educational experiences and grow themselves (Aprianti 2017). As a result, more training for teachers is required to develop their ICT literacy in areas such as spreadsheets, databases, presentation managers, and e-mail systems. They should be able to comprehend the complete ICT program because doing so can reduce their burden and give students greater resources for teaching and learning (Ryn & SC, 2020). In other words, participating in professional development programs for teachers, having experience teaching their courses, and even having the ability to learn ICT on their own can all help teachers become more ICT literate.

ICT policy

The existence of an ICT policy in schools is also an effort to structure the integration of ICT in schools. Zainal & Zainuddin (2020) state that, external issues like the quality of ICT training and opportunities for training, the availability of technical assistance, inadequate infrastructure, school policies, and leadership might affect the success of ICT policy in schools. Any policymaker must be aware of the interactions between internal teacher qualities or impediments, such as ICT proficiency, belief systems, and teaching philosophy, in order to be successful. Given the challenges teachers encounter, it is obvious that both internal and external factors in the integration of ICT

must be taken into consideration. Teachers must understand school ICT policy in order to implement ICT in the classroom. And as the head master at school must adhere to ICT policy because the headmaster's responsibility is to assist teachers and their support staff in enhancing the standard of education in the school (Ramadina 2021). In short, the headmaster is responsible for leading the student-centered learning process and allowing teachers and their support employees to do their jobs. This also applies to ICT policies in schools, where the head master plays a significant role in regulating how teachers can comply with the policy and ensuring proper ICT facilities.

ICT literacy

Teachers are using ICT in teaching and learning activities more frequently as their ICT literacy abilities. In addition, teachers with a great understanding of literacy always use ICT. They make the best use of ICT to help students understand the lesson (Hafifah & Sulisty 2020). It can be concluded that teachers who are ICT savvy would use ICT in their classes more frequently because they perceive ICT as a tool that may facilitate learning activities. Therefore, participation in training programs can help to build teacher professionalism and transform instructors to become more modern through digital and technology, but each teacher faced challenges in this area. According to Avillanova & Kuswando (2019), the most challenges for teachers in engaging in professional development programs was scheduling conflicts, and the second challenge was a lack of information received from teachers. In short, in order to become an ICT literate teachers, one needs participate in training activities to strengthen the teacher's capacity to utilize ICT, but the challenge remains with the teachers.

In view of the aforementioned issue, the researchers concentrated on teachers' challenges of ICT integration in ELT, which were separated into two points: English teachers challenges regarding ICT policy and English teachers' challenges in exploring ICT literacy. This study obtained based on the experienced of English teachers at SMK Budi Tresna Muhammadiyah Cirebon.

METHOD

Qualitative descriptive research was used in this study. To collect the data the researchers used structured interviews as an instrument, with focus to find out English teachers' challenges regarding ICT policy and English teachers' challenges in exploring ICT literacy. Therefore this study involved two English teachers at SMK budi tresna Muhammadiyah Cirebon as respondent. Due to ethical considerations, participants were informed of the study's objectives and tasks. They were assured that their identities would be protected by the use of pseudonyms and that their names would remain confidential and unrevealed. The two English teachers were recognized by their aliases, teacher 1 and teacher 2. The process of data collection and data analysis is continuously combined to complete the information. As emphasized by Creswell (2018), data collection, data presentation, data reduction, and data verification or conclusion are interrelated in a

qualitative design. In addition, information is continuously aggregated through the process of data collection and analysis.

RESULT AND DISCUSSION

English teachers' challenges on ICT policy in school

The researchers found that the two English teachers experienced challenges related to ICT policy in schools, including a lack of school ICT facilities in the school.

Lack of ICT facilities in school

Based on responses English teachers at SMK Budi Tresna Muhammadiyah Cirebon, ICT School facilities, including internet connection and ICT equipment, still need to be updated. Furthermore, teachers had challenges while integrating ICT into the classroom due to a shortage of ICT facilities, as uttered by teacher 1:

"Tantangan yang saya temui adalah kurangnya fasilitas TIK di sekolah, koneksi internet yang kurang bagus, jumlah infokus yang terbatas, kemudian lab sekolah yang terbatas harus bergantian dengan guru SMK....." (IQ4T1)

"The challenges I faced had to do with the lack of ICT facilities in schools, the poor internet connection, the number of projector was limited, then the limited school lab had to alternate with vocational teachers....." (IQ4T1)

The data IQ4T1 showed that the Wi-Fi connection could not connect to the classroom, furthermore, Teacher 1 had to use personal internet data to teach. But it turned out that the quality of the school's internet was also unpredictable, making it difficult for teacher In addition, the limited number of projector made teacher 1 alternate utilizing in-focus with other teachers. In addition, the data presented same things as (IQ4T1):

"...Tantangannya yaitu pertama wifi tidak terhubung sampai ke kelas, sehingga saya harus pakai data internet pribadi, sedangkan koneksi internet disekolah itu kurang baik, suka hilang sinyalnya. Kemudian fasilitas ICT yang lainnya juga masih kurang seperti infokus dan laptop yang harus bergantian dengan guru lain karena jumlahnya terbatas." (IQ4T2)

"...I met challenges. First, the Wi-Fi in is not connected to the class, so I must use personal data. Therefore, the school's internet connection is unreliable and frequently loses signal. Additionally, there is still some ICT equipment that is deficient, including projector and laptops, which must be shared with other teachers due to a shortage of supplies." (IQ4T2)

Similar to teacher 1, teacher 2 had to use the internet for personal data, due to the inability to connect to Wi-Fi in the classrooms. However, it turned out that the school's internet service had unpredictable quality, making it challenging for teacher 2 to use the internet for teaching. This is in line with the results of other study, Razak et al., (2019) claimed the teachers encountered challenges integrating ICT into their classrooms due to inadequate schools' ICT tools, the ICT tools did not appropriately accommodate the number of students in the classroom. Additionally, not every teacher and students had access to the Internet because of the limited bandwidth. It can be claimed that school policies are out

of sync with existing school facilities, so that it becomes a challenge for teachers. The teacher added that school facilities and internet connections should be enhanced so that teachers can integrate ICT more easily in the classroom.

English teachers 'challenges in exploring ICT literacy

Based on data, English teachers have never engaged in ICT training held outside of school due to a lack of knowledge about ICT training. Meanwhile, the school does not hold ICT training in schools on a regular basis.

Lack of ICT training in school

ICT training has only ever been attended by teachers in schools, and the training provided by schools is not usually scheduled on a regular basis. As a result, English teachers felt they lack an understanding of ICT integration in the classroom. As teacher 1 uttered:

"Tantangan nya bagi saya, saya merasa pelatihan ini harusnya lebih sering diadakan secara teratur ya minimal tiga bulan sekali, karena kadang saya suka lupa materi ataupun prakteknya saat mengintegrasikan dikelas" (IQ8T1)

"The challenge that I met is that this training must be given frequently, at least once every three months because I sometimes forget about the material provided from the training." (IQ8T1)

The data IQ8T1 presented that the training that teacher 1 joined was only training that was officially held at school, training should be occasionally given at schools to give teachers a broad perspective on how to integrate ICT in the classroom.

Lack of information about ICT training

Teacher 2 faced different challenges from teacher 1. Therefore, the data revealed that teacher 2 lacked information about ICT training held outside of school.

"...Saya kurang pengetahuan tentang adanya event pelatihan yang ada diluar sekolah, dan saya rasa pelatihan yang ada disekolah itu kurang buat saya, apalagi saya guru baru, jadi saya harus belajar otodidak ketika ingin mengintegrasikan ICT dikelas." (IQ8T2)

"...The challenge was that I felt I lacked knowledge about training programs outside of school, and I felt that training at school was not enough for me, especially since I am a new teacher, therefore I have to be self-taught when I want to integrate ICT in the classroom." (IQ8T2)

The data IQ8T2 revealed that Teacher 2 did not know more about the training that was accompanied outside of school. Teacher 2 had only attended one training session at school and that was not enough for him, therefore he had to be self-taught when integrating ICT into teaching English

In line with the second research question, the researchers concluded that the lack of ICT training in school and lack of information about ICT training are challenges for teachers in exploring ICT literacy. Because training is an effort for teachers to develop ICT literacy. Rarely attended training and the lack of awareness of teachers to seek information on training held outside of school made English teachers at SMK Budi Tresna

Muhammadiyah Cirebon find it difficult to integrate ICT in the classroom. This finding was also found in Champa et al., (2019) teachers have insufficient sources to get information and knowledge about how ICT is used in teaching. In contrast, training could be a way that teachers can develop their expertise in using ICT in teaching. Meanwhile, they do not receive any training or workshop on how to integrate ICT into English language teaching. The use of ICT in English language teaching is an effort to adapt learning in the current digital world, however, teachers' lack of preparation and their challenges integrating ICT in the classroom are due in part to their lack of ICT training.

CONCLUSION

Teachers in the digital world must be digitally literate so that they can make classroom learning more inventive in conjunction with technology changes. ICT is a tool that can help teachers in the classroom. As a result, the presence of suitable ICT policies can aid in the teaching process. However, the researchers discovered that English teachers at SMK Budi Tresna Muhammadiyah Cirebon faced challenges regarding ICT policy in school, including Lack of ICT facilities. According to data, ICT facilities in their schools are still poor and need to be upgraded so that teachers can easily integrate ICT. Furthermore, teachers' efforts to make ICT integration successful include participation in training to advance ICT literacy, and the researchers discovered that English teachers faced challenges in ICT literacy, specifically: (a) a lack of ICT training in school, and (b) a lack of information about ICT training. Teachers faced challenges from both internal and external sources. It can be said, Before integrating ICT in teaching and learning, both the teacher and the school must examine several factors. It would be beneficial for teachers to advance their ICT literacy by engaging in training or workshops. Furthermore, the school must adhere to ICT policies in schools, particularly by providing adequate ICT tools and conducting frequent ICT-related training.

The researchers hopes that this research can be used as an evaluation of teacher pedagogic performance in teaching and in exploring ICT literacy. and also for student teachers, so they can prepare well when they become teachers. Similarly, there are numerous challenges for teachers in schools when integrating ICT in ELT can be used as a change so that teaching English using ICT can be better.

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