

Pre-Service Teachers' Perception About the Use of ICT in Teaching and Learning Context

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Abstract

Currently, information and communication technology (ICT) are becoming indispensable tool for learning, particularly computer multimedia and internet resources. One of the ICT learning models is e-learning. This paper investigates perception of the use of ICT by pre-service teachers from Indonesia who teach at one junior high school in Philippines. There were 2 teachers who participated in the study, they were required to complete the answer several open-ended questions. There were some problems revealed which were related to skills, knowledge and managing issues such as training, preparation and its effective use.

Keywords: *Information and communication technology (ICT); e-learning*

INTRODUCTION

The development of Information and Communication Technology (ICT) has affected all aspects, such as economic, cultural, political, social, defense and security, even domestic work. Seeing the important role of ICT in learning, there are so many learning models that have been developed to solve learning problems. One of these models is a learning model based on Information and Communication Technology (ICT). In this ICT learning model, terms such as web-based learning, online learning, distance learning, and e-learning appear.

The integration of Information and Communication Technology (ICT) into education remains a crucial issue for teachers to teach effectively. ICT integration in teacher education and teaching practices of teachers is a complex and challenging issue. Integrating ICT into classroom teaching and learning continue to be a challenging task for many teachers (So & Kim, 2009). Today "21st century learning and skills" is well known. For students to master skills in the 21st century,

teachers must be able to help them so that students can tackle the challenges of the 21st century.

In the application of online learning platforms, educators and students have their respective roles. Educators (teachers / lecturers / instructors) have roles as facilitators and mentors in learning activities, while students have roles as knowledge builders, independent learners, and problem solvers.

Technology integration in the classroom has become an important aspect of successful teaching and learning. Oz (2015) states that the successful integration of technology in English learning does not depend on the technology itself, but it depends on some degree such as students' and teachers' awareness, and perception toward the technology in integrating to English learning. Therefore, it is important to know the users' perception toward technology in English learning in order to achieve successful implementation of technology in English learning (Shorfuzzaman & Alhussein, 2016).

Pre-service teachers are also as the users of technology in teaching-learning process because they are future teachers. As stated by Ryan, Young, & Kraglund Gauthier (2017), pre-service teachers are students who enrolled in teacher-education program who must successfully finish their degree requirements including practice teaching in field experience before they graduate from the university to be teachers. Additionally, Berkup (2014) states that preservice teachers are those students who study in education university to be teachers and currently belong to generation Z. It is because generation Z are those people who were born since 1995 which is also known as digital natives because they were born in technology environment (Levickaitė, 2010). Thus, pre-service teachers are students who enrolled in teaching program education to study, learn, and master the steps by steps to teach nation generation in which they try to be good teacher after graduate. Therefore, it is also important to know pre-service teachers' perception since they are the users of technology in digital era and will be future teachers.

Consequently, this present study investigated EFL pre-service teachers' perception about the use of ICT in teaching and learning context.

METHOD

This study used qualitative research with descriptive analysis by conducting in-depth interviews with participants. The participants of this study consisted of 2 students from English Education Department at Majalengka University who had been teaching in the Philippines for one month.

RESULT AND DISCUSSION

After the interview process, it was found that the use of ICT in the Philippines is high and modern. There, creativity in teaching is very interesting because it can attract students' attention and interest in the material being taught. Not only during learning, but during summative or formative exams a teacher is challenged to be as creative as possible, how to process questions to be used as test materials. In learning, they are used to using interesting games or websites. In addition to games and websites, teachers there also have to be able to process media such as interesting pictures in the learning process so that students have high enthusiasm and participate actively. When students start to get bored, a funny presentation is really needed because then students can come back refreshed and can continue learning with joy and new motivation. Songs and videos can also be used in learning to keep them enthusiastic. Every student should be active and even those who should talk more than the teacher because it shows how far they understand what is being taught and how critical they are. The contribution of a teacher is only as a facilitator for students so as to make it easy for students to learn something. Teachers do not need to teach a lesson from A to Z. They only provide an introduction to teaching materials and after that the students can learn and develop it themselves.

In addition to learning in classroom, held outside the learning session after several meetings there was a special meeting where this meeting only focused on activities containing English material. Similarly, when in class, in this activity students are required to really play an active role.

There are several difficulties faced by pre-service teachers when teaching in the Philippines, including when they have to adapt to the culture. For example, the teacher should not pat students' shoulder when asking questions during the learning process or outside of learning. This is certainly different from the State of Indonesia, where things like that are natural if those who ask are older. On the other hand, students there usually put their feet on the table and it certainly has a tremendous difference with Indonesian culture. However, as teachers, we must still be able to adapt and place ourselves wherever we are and respect each other's culture because the most important thing is how we can imitate good things and apply them to learning in Indonesia. modern technology to be able to create a technology literate generation and can compete with other countries. Therefore, the participants suggested that every teacher should have good skills, knowledge, and preparation especially the use of ICT before giving teaching in class.

CONCLUSION

Based on the result of this study, it can be concluded that teaching is not easy. We as teachers must master various skills, especially in the use of technology to facilitate learning and creativity which is very popular to make students easy to understand and enjoy during the learning process. Therefore, when the era is more advanced and sophisticated, it would be better if teachers can continue to increase their knowledge and abilities in teaching to create quality learning.

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