



Beyond the Screen: Exploring Primary English Teachers' Attitudes Towards Digital Learning Management Systems

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Abstract. This study aims to investigate primary English teachers' experiences with integrating digital platforms into teaching in a primary school in Sidoarjo. The study employed a qualitative research design and a case study approach, and data was collected through interviews, video recordings, and artifacts gleaned from lesson plans. Thematic analysis was used to analyze the data, which revealed that most teachers have a positive opinion about using digital platforms in the classroom, but lack pedagogical practices for blending specific approaches with technology. The study also found that having access to technological facilities does not guarantee effective incorporation of technology into lessons. The results suggest the need for teacher training on digital storytelling and pedagogical practices for integrating technology in primary classrooms.

Keywords: digital platform · experiences · primary English teachers · primary school

1 Introduction

Digital technology has advanced very quickly in recent years, notably as a new technique of learning that has had a significant impact on many people's lives, particularly in the areas of teaching and education. But regrettably, teachers' access to digital resources is not growing at the same rate as technology. Some researchers question how teachers manage their classrooms in a rapidly evolving technological environment [1].

Young students must learn how to use digital media and build a variety of literacy skills because of the rapid expansion of digitalism and the creation of new cutting-edge technology. This subject has gotten a lot of attention in contemporary schooling over the years. The ability to incorporate digital devices as teaching media into the classroom is a must for teachers. Around the world, this has proven to be an efficient method of teaching and learning. This is because teachers are regarded as educational specialists who possess good academic credentials and a master's degree. According to [2], the

majority of teachers in Indonesia are not knowledgeable about the content covered by the national curriculum. Although digital platforms are rapidly increasing in daily life, teachers still believe that textbooks are crucial teaching resources.

A teacher teaching English in the setting of English as a Foreign Language (EFL), such as in Indonesia, frequently uses textbook material, according to prior research, to help students' language skills. They typically concentrate on practice-based language activities that emphasize grammatical conventions and leave little room for English to be used for communication. Due to their lack of passion and involvement, students often view studying English as a pointless endeavor that is disconnected from their daily lives [3]. Students are engaged in social media and technological conversations. They are used to engaging in multimodal interactions using images, audio, and video, and they create digital stories [4, 5]. Primary students are accustomed to telling stories about their daily interactions with members of their social and cultural context, [6] further noted. Digital tools like a digital video editor or photo editor can be used to tell a story in a familiar setting to increase engagement in an EFL learning environment. Young pupils can utilize this digital technology to express their own cultural and social voices and identities, which is extremely helpful [7].

Indonesian teachers are regarded as educational experts with strong academic qualifications and a master's degree. However, most teachers in Indonesia are not familiar with these new national core curriculum competence areas. Even though the use of digital devices in daily life is growing expeditiously, textbooks are still significant learning materials in the classroom from the perspective of teachers [8]. There is numerous research which was conducted in education around the world related to the topics of digital technologies and multiliteracies in K-8 [9–11].

Although general information about multiliteracies, digital literacy, and the use of digital devices in education is available on the Internet, little research has been conducted on the connection between multiliteracies, digital literacy, and the use of digital devices [2]. Limited research has been conducted and discussed on the use of digital devices in primary education from teachers' perspectives and the importance of digital literacy in primary education. However, many schools across Indonesia have started adopting digital devices in modern society's classrooms. For this reason, more research needs to be conducted on these topics. In addition, more research is required to explain how teachers perceive the use of digital devices in the classroom and to describe the importance of different literacy practices of digital-based learning in primary education [12].

The writers concentrated this research on English primary teachers' experience of the digital learning environment in primary school, as well as their actual teaching practices. Face-to-face interviews and classroom observations were investigated and analyzed using the qualitative research methodology. Digital literacy pedagogy serves as the research's main conceptual framework. The major goal of this research is to better understand teachers' opinions and practices about the use of digital devices in the classroom as well as the contribution of digital media creation to the English language classroom and students' digital literacy.

In this study, the writers looked at how primary English teachers teach and if they are aware of digital learning settings in primary schools. The main goals of this study were to explore digital literacy in primary education and to comprehend how English teachers

perceive and use digital devices in the classroom. The following research questions are listed about the study's primary goals: What are the English teachers' experiences of integrated ICT in elementary school?

2 Literature Review

2.1 Utilizing ICT in Indonesia Education

[13] Assert that language and literacy courses, as well as other humanities and social science courses, are where cross-disciplinary digital education is most frequently used. These include literacy courses for native language learners [14], language courses that target multiliteracy for students from different linguistic backgrounds [12], and second or foreign language courses for students who are non-native speakers. Since storytelling is essentially the presentation of a personal narrative, which involves the use of language by students, it can be said that using digital devices is an integrated and complex practice that is appropriate for language and literacy classes. This is due to the popularity of digital storytelling in language and literacy courses. Students are encouraged to use oral, writing, and/or visual means of expression. To fulfill their language expression digitally, students must further demonstrate their technological proficiency through digital storytelling.

Like in many other nations, the requirement for 21st-century skills has inspired Indonesia's new national core curriculum for elementary education [15, 16]. Two key ideas, they are multiliteracy and ICT competence were introduced in the most recent curriculum to the Indonesian educational system, which is based on 21st-century competencies.

In Indonesia, the educational system starts encouraging media and information literacy at a young age. The National Core Curriculum for Pre-Primary Education and Basic Education includes transversal competence categories that cover multiliteracy and ICT. Multiliteracy, for instance, highlights the value of multimodality and the critical abilities required to both interpret and produce many media. ICT is positioned as a teaching tool in the National Core Curriculum. The competence area of ICT includes both information skills and creative learning as essential components. The National Core Curriculum emphasizes the need to encourage and mentor students in their independent and critical information exploration and use. Everyone has an equal right to advance their knowledge, ICT skills, and multiliteracy skills in basic education. The idea that ICT and media have a new function in clearly improving students' knowledge and abilities has been up for dispute for a few decades. ICT and media are already crucial learning tools in the modern classroom.

Internet access, technological devices, and ICT are now commonplace and accessible to both children and adults. The environment can be characterized as multimodal, multitasking, networked, and digital [17]. The evolution of the Internet has altered how people interact and behave. Anyone can use digital devices to publish their ideas and information online utilizing images, video, audio, and texts.

The need for ICT literacy skills has increased in light of how quickly society is evolving. ICT literacy skills are necessary for employment, education, and community involvement. Utilizing various multimedia and digital devices for students' literacy practices is now a necessity for ICT literacy. There was much potential for educational uses

of ICT in the past due to the rapid rise of technological breakthroughs and digitalization in different parts of the world.

ICT and reading literacy classes in Indonesia use the creative and innovative pedagogical teaching techniques that have been developed. However, the quality and quantity of digital literacy education determine the Indonesian teachers' ability to create various media texts on reading literacy skills [18, 2]. The new national core curriculum of Indonesia recognizes the value of ICT skills. In Indonesia, the interest in digital technology and the Internet grew at the start of the twenty-first century.

2.2 Teachers' Perspective on ICT Use in Education

It is well acknowledged that ICT is essential for pedagogically meaningful teaching and learning. The use of ICT for teaching and learning is connected to twenty-first-century skills in Indonesia, where the function and objectives of ICT are underlined by the Indonesia Minister of Education and Culture (2016).

Even though Indonesian schools have productive ICT resources, [19] claims that the classroom's practical use of ICT applications is lacking. Many educators lack confidence in their capacity to use ICT. Different ICT tools are a part of teachers' lives in the twenty-first century. However, there are issues with how they employ ICT tools for learning and teaching [20]. ICT integration in a classroom is influenced by a teacher's comfort level using a digital device, views on teaching, and pedagogy [21].

Teachers and in-service educators play a big part in introducing the digital world to classrooms and students. Investigating their views regarding using ICT for education and skills has revealed that teachers are largely in favor of using ICT to enhance student's learning in new ways [22, 23, 17].

3 Methodology

The research's digital storytelling project was a component of a larger case study that included information on the ICT integration experiences and practices of primary English teachers in Sidoarjo. This activity is a component of a comprehensive research project carried out during June and July 2022. Due to two factors, this study was carried out in a primary school in Sidoarjo, East Java, Indonesia. As learning resources for the pupils, this school first requires teachers to use mobile devices and laptops and also apply a variety of learning programs (Let's Read, Teams, and Google classroom). Primary English teachers must acquire the skills necessary to effectively construct lessons using ICT as part of the school curriculum. Students are permitted to bring laptops, smartphones, or iPads to class, and they have received instruction on how to use these devices securely and productively (e.g., learning how to access information safely, create a strong password, upload and share files safely, and use privacy settings). Second, because this was a case study, the authors were permitted to enter the school [24]. The authors took on the roles of participant observers and outsiders while gathering the data.

The study's participants, who are not identified, collaborated to teach English to primary school students. The participants first gave their agreement after carefully reading a form that was prepared in Bahasa Indonesia. To guarantee that all information was

kept private, the participants were required to read and sign off on every item on the consent form. In terms of data gathering, the data came from interviews conducted in classrooms, video recordings, and artifacts gleaned from the lesson plans of the teachers. By adopting a digital narrative project, interviews sought to understand how teachers incorporate ICT into English instruction. The usage of ICT by the integrated instructors in actual teaching practice was documented on video. Thematic analysis, in particular, was used in the data analysis to closely examine the findings from the classroom observation and interview transcripts. The information came from the teachers' interviews and their actual teaching, and it can be categorized into four themes: the motivations for incorporating digital storytelling into classes, the choice of technology, the planning of the lessons, and the assessment.

4 Results and Discussion

The objective of this research was to study three English Primary teachers' experiences of integrated ICT in the classroom and the challenges of integrating digital platforms in classroom activities. The following chapter will contribute to the explanation and analysis of the findings. The research questions of this study want to know the English primary teachers' perceptions of using ICT in the classroom and also the challenges of the digital-based classroom in primary school.

1. Teachers' experience and practice of using ICT in the classroom

Contrasting perspectives and subjects were used to create the interview questions. Interviewees were asked questions about their experiences utilizing ICT in the classroom, the themes they covered, and the different ways they employed it. The study of teachers' perceptions of ICT integration in the classroom is crucial to answering the research questions.

Teacher 1

Teacher 1 has previous teaching experience and has used technology in the classroom. In the past, she utilized Google Maps on her smartphone to teach English and the concept of direct fourth- grade students. She expressed how much she had enjoyed using technology to educate, and she added that the pupils had given her great feedback.

She demonstrated her passion for using smartphones project work on several themes throughout this teaching practice. She felt that utilizing the bookmaker for smartphones and laptops had given her a fresh experience. She said that while instructing English to primary school students in the fourth grade, she used a smartphone.

Together with Teacher 3, she oversaw five fourth-grade children while teaching English. She stated that she used her laptop to teach English three times per week. She described it like this:

It was a terrific learning experience to use laptops to introduce new material to fourth graders. Using a laptop to create a book of fairy tales was a novel to me. I learned a lot of new things from these activities about pedagogy, how to teach, and how kids might learn. (Teacher 1, June 2022).

She expressed amazement that students were already proficient with utilizing smartphones their fundamental functionalities. However, she acknowledged that it was difficult to supervise some of the students' behavior when they were using their phones, and that two times a week was insufficient time to foster a relationship between students and teachers. She believed that she and her colleagues should talk about establishing fundamental guidelines for the proper usage of smartphones and laptops in the classroom.

Teacher 2

Teacher 2 mentioned that during her prior teaching practice, she had used a laptop and a smartphone to instruct sixth-grade students. She cited her teaching experience when she said that laptops and mobile devices were used to look up information on the classroom's subject. She mentioned using mobile smartphones as learning aids when teaching English during the teaching practice for this research. She claimed that in Sidoarjo Primary School, laptops and smartphones are utilized two to four times per week.

She was in charge of thirty-three fifth-grade students while teaching English alone. She said that in every lesson, her class utilized the Book Creator application to focus on writing a fairy tale book. Additionally, she utilized her laptop or smartphone while the pupils were practicing the terms they had acquired in the previous class. She said she enjoys instructing students because they learn best via play. She then permitted the students to move about and take pictures while practicing the phrase.

She acknowledged her surprise that so many pupils understood what they were doing and were familiar with using smartphones for educational purposes. She was worried, too, because three out of nine students disregarded the teacher's instructions and acted disinterested in the lesson. To encourage participation and motivation among all pupils during the lecture, she decided to develop a reward system. In addition, if any pupils struggled with writing the words or sentences, she advised them to utilize voice recording photographs or to use their smartphones to capture, images, and videos. As a result, they continued to learn while staying focused and motivated.

In the advanced class, we emphasize having each student write their own tale book. Many pupils were highly motivated and skilled smartphone users. They came to me to demonstrate their work. To inspire students who are unwilling to participate in a lesson, however, I developed a reward system. On the whiteboard, I made a lot of balloons and in every lesson, I set goals with the pupils. Students receive incentives to engage in free play with toys or smartphones we meet our objectives, which I colored one balloon (Teacher 2, June 2022).

Teacher 3

Teacher 3 stated that she has no prior classroom teaching experience using laptops. Thus, during the teaching planning meeting with Teacher 1, she learned a lot of fresh concepts for using laptops in the classroom. She reasoned that she needed to learn enough about the pedagogical uses of digital technologies. Hence, prior to the teaching practice, she practiced using the laptop alone.

She stated that she used her laptop in English twice a week. She mentioned that she utilized a laptop in her English lesson and noticed a boost in the student's interest when they used it for the fairy tale project. She went into great detail about how she worked

Table 1. Summary of primary English teachers' experiences and practice of using smartphones and laptops

	Teacher 1	Teacher 2	Teacher 3
Whetherhaving Experience using smartphones/laptops in teaching	Yes	Yes	No
Expectation of using smartphones/laptops	High expectation	Little expectation	High expectation
Perception of using smartphone/laptops	Positive	Positive	Positive
The frequency of using smartphones and laptops in the classroom.	Two times/week	Two to four times/week	two times/week
Subjects where smartphones and laptops were used	English	English	English
The types of features that were used in the classroom	Camera, Internet, Book creator app, and Voice recorder	Camera, Internet, Book creator app, and Voice recorder	Camera, Internet, Book creator app, and Voice recorder

with Teacher 1 on the fairy tale project. Digital tools, textbooks, and practice books were all used as teaching tools in the fairy tale project.

She said she used her laptop twice a week for English-language use. The student's enthusiasm increased when they used the laptop for the fairy tale assignment, the teacher said, noting that she used one in her English class. She described her collaboration with Teacher 1 on the fairy tale project in considerable detail. The fairy tale initiative made use of digital resources, textbooks, and practice books.

They used a laptop to design their major characters using color, text, photographs, drawings, patterns, and a voice recorder once they had a basic knowledge of the plot. Additionally, they used the capabilities of videos and photographs to document in English class how the primary characters of fairy tales are created, as seen in Table 1.

Discussing the results of the data analysis while keeping the research topic and research objectives in mind. The study was guided by the following research questions: What are the experiences and practices of the English teacher in integrating ICT (smartphone and laptop) in the classroom at the school?

Data was gathered through field notes, observations, and interviews.

The findings from the observations and interviews provide light on the viewpoints and practical knowledge of primary English teachers on the usage of laptops and other mobile devices in the classroom. The results demonstrated that teachers are amenable to using digital tools like smartphones and laptops in the classroom. According to all of the English teachers who were interviewed, using laptops and smartphones in the classroom

is a relatively new technology compared to their time in school. They are also open to the idea of teaching many disciplines in the future utilizing laptops and other portable devices.

Before using digital devices in the classroom, teachers had to create an explicit learning curriculum and provide students with clear instructions. ICT teaching experience is rare among English teachers, according to [20]. All of the English teachers agreed that having the opportunity to practice teaching in a computer-based learning environment will help them learn important skills for their future careers.

The use of computers and other mobile devices in the classroom is expected to help English instructors develop their identities and provide them with ideas for future professional efforts. Many English teachers consider themselves to be comfortable using digital devices and consider themselves to be digital natives [20]. The outcomes, however, indicated that primary English teachers wished to improve their technology pedagogical abilities. That 78.6% of the participating primary English teachers in their survey wished to increase their technical expertise [25].

Even though the student is learning in a digitally based learning environment, the research showed that handwriting abilities with a pencil and paper are crucial for basic education. Dinehart asserts that one of the key factors in enhancing a writer's future cognitive development is handwriting at the early stages of education [26].

Students are willing to use digital devices for learning because of the exciting characteristics of smartphones and laptops. Students are remarkably fond of touchscreen technology. These digital solutions, according to [27], have advantages that are accessible, supportive of contemporary life skills, and boost motivation. To better understand how touchscreen-equipped digital devices could impact learning, this phenomenon has to be further explored [28].

The majority of English teachers used digital devices in the classroom to enhance their instruction. They used digital media activities in part to align with the multiliteracies, ICT skills, and Indonesia National Curriculum competencies. As a result, they used digital media to teach English. For instance, they created an eBook of fairy tales using the Book Creator tool while primary teaching English using smartphones and laptops.

The English activity serves as an illustration of how to effectively apply literacy in unique multimodal materials. It consists of written words, audio recordings, voice capture devices, graphics, and information pulled from the Internet. As a result, the fairy tales project, which combines a variety of learning techniques and resources in the classroom, aids in the development of student's creative thinking and technological proficiency.

According to [29], one of the key objectives of English education policy for decades has been the development of ICT usage. As a result, ICT-based modifications have been undertaken in Sidoarjo's primary schools in a big way. The focus of the adjustments will probably be on technology rather than education, though. The study's primary English teachers focus on the importance of pedagogical learning activities throughout their classroom instruction.

5 Conclusion

Three primary English teachers participated in this study and shared their perspectives on using laptops and smartphones in the classroom as well as their own teaching experiences. Digital devices demonstrate the possibility and chances for learning many literacies in primary school across the research. The results also show that elementary English teachers have a favorable attitude regarding using smartphones and laptops. It was clear from the interviews and observations that there are numerous opportunities for multi literacies and digital literacy learning.

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