

IN SERVICE ENGLISH TEACHERS' PERCEPTION OF JOINING ICT BASED TEACHER TRAINING

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DOI: [10.23917/humaniora.v24i2.22942](https://doi.org/10.23917/humaniora.v24i2.22942)

Received: 25 July 2023. Revised: 23 February 2024. Accepted: 24 February 2024

Available Online: 24 February 2024. Published Regularly: 24 February 2024

Keywords	Abstract
ICT In-service English teachers Teacher Training	<i>This study aims to investigate in-service English teachers' perception toward experience in joining ICT-based teacher training and describe the impact of joining ICT-based teaching training on in-service English teachers' teaching. This research study uses a narrative inquiry design to analyze the data from observation and semi-structured interviews. Observations were used to know the significant impact of joining ICT-based teaching training on in-service English teachers' teaching, while interviews were to investigate in-service English teachers' perceptions toward experience in joining ICT-based teacher training. The result showed that in-service teachers faced several obstacles in joining the training. However, the teacher also gained more knowledge about technology related to their teaching. The impact of the training is that in-service English teachers know more about the procedure to improve their ICT teaching. The training has greatly impacted in-service English teachers in developing new teaching methods.</i>
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Abstrak

Penelitian ini bertujuan untuk menyelidiki persepsi guru bahasa Inggris dalam jabatan terhadap pengalaman mengikuti pelatihan guru berbasis TIK dan mendeskripsikan dampak mengikuti pelatihan mengajar berbasis TIK pada pengajaran guru bahasa Inggris dalam jabatan. Studi penelitian ini menggunakan desain inkuiri naratif untuk menganalisis data dari observasi dan wawancara semi-terstruktur. Observasi digunakan untuk mengetahui dampak yang signifikan dari mengikuti pelatihan mengajar berbasis TIK pada pengajaran guru bahasa Inggris dalam jabatan, sedangkan wawancara untuk menyelidiki persepsi guru bahasa Inggris dalam jabatan terhadap pengalaman dalam mengikuti pelatihan guru berbasis TIK. Hasil penelitian menunjukkan bahwa guru dalam jabatan menghadapi beberapa kendala dalam mengikuti pelatihan. Namun, guru juga mendapatkan lebih banyak pengetahuan tentang teknologi yang berkaitan dengan pengajaran mereka. Dampak dari pelatihan ini adalah guru bahasa Inggris in-service lebih mengetahui tentang prosedur untuk meningkatkan pengajaran TIK mereka. Pelatihan ini sangat memengaruhi guru bahasa Inggris dalam jabatan dalam metode pengajaran baru.

INTRODUCTION

Technology is now needed to relate to the growth of educational objectives. In learning and learning, students and teachers must be ready to implement information and communication technology (ICT) in the present and future (Sang et al., 2010). Teachers need to prepare a well-built classroom with the use of ICT as their based teaching-learning media. This condition is because students are expected to meet the standards of learning materials by utilizing ICT so that later they can adapt to world developments. Especially for now, the world is hit by a pandemic that requires teachers and students to carry out teaching and learning processes online. It compels teachers to master ICT to help them teach virtually. For this reason, the government has intensified ICT-based teaching training, especially for in-service teachers. Teacher training is a program to prepare teachers to be more professional and skilled in the execution of conventional school roles and functions (Kalogiannakis, 2010). One of the trainings is from Virtual Education Academy (VEA), focusing on in-service teachers. The in-service teacher refers to a teacher who has experience in teaching for more than three years. In-service teachers have faced challenges in increasing the incorporation of educational technology into their learning practices since implementing technology in education, especially in classroom activities (Sang et al., 2010).

In the previous study, Bond et al. (2018) revealed that the Learning Management System (LMS) is considered the most valuable device for teachers and students as digital education technology. In addition, Kalogiannakis (2010) showed that teachers want further training in classroom educational improvement utilizing ICT. Furthermore, Alvarez et al. (2009) found that teacher training experiences for higher education virtual environments are designed to build teacher competencies for higher education virtual environments suitable based on prior theoretical concepts and intend to recognize their accomplishments and struggles in e-learning enable. In addition, Li et al. (2019) state that the effectiveness of teaching training has more potential to predict teachers' use of technology to support teaching.

Through this research, the researchers are curious about the teacher's perception of experience in joining ICT-based teaching training and how the training impacts their teaching practice. The researchers were going to investigate in-service English teachers' perception toward experience in joining ICT-based teaching training and describe the impact of joining ICT-based teaching training on in-service English teachers' teaching.

Hence, to answer the purpose of this research, the researchers have formulated the questions as follows.

1. What are the perceptions of in-service English teachers about experience during joining ICT-based teacher training?
2. How does joining ICT-based teacher training affect the teaching in a virtual English classroom?

METHOD

The Context and Participants of the Study

This current study was carried out in connection with virtual teacher training in the use of ICT. Mastering technology is necessary for teachers in the teaching practice, particularly during this pandemic. More than one technology that can be used to facilitate the teaching process in the classroom should be acknowledged by teachers. Three in-service English teachers in West Kalimantan who participated in the training were the participants. For around thirty days (32 hours), the training was conducted virtually using WhatsApp, Google Meetings, and YouTube as the learning management system (LMS). This study adopted a qualitative approach with a narrative inquiry to recognize previously mentioned research questions. We examined and inferred the participants' responses concerning their perception of experience in joining ICT-based teaching training.

Data Collection: Observation and Interview

To gather the data, classroom observation, and semi-structured interviews were used. The interview is a conversation to analyze research participants' perceptions (Oloo, 2016). Interviews were conducted to obtain in-service English teachers' experiences during joining ICT-based teaching instruction. In this study, semi-structured interviews enabled participants to provide their perspectives on the researcher's questions freely. These questions were used to encourage participants to engage further in the interview activity to collect as much data as possible. The issue focused on impressions of the in-service teachers' experience during instruction in using ICT in learning activities. After the interview, the information was analyzed to obtain adequate feedback to answer the research questions. The researcher briefed the participants about the nature of the study at the beginning of the interview—all interviews utilized audio-recorded data.

Data Analysis

This study used a narrative representation approach regarding the data analysis technique. Narrative representation is one way to analyze the field text in narrative inquiry. Haydon et al. (2018) define narrative inquiry as a methodology that offers data based on personal experiences to scrutinize what participants have obtained. After obtaining the required story data, the researcher analyzed it by compiling it into a story/re-storying (Clandinin & Connelly, 2000). Clandinin and Rosiek, (2007) stated that not only personal experiences are the focus of narrative research, but also social, cultural, and institutional experiences. Furthermore, Clandinin (2016) reports that in narrative inquiries, the term text field is used to substitute data so that participants feel comfortable and are allowed access to delivering their information. In addition, narrative inquiry's characteristics are only one respondent or 4-6 in prevalent, participant's narratives convenient to understand for the reader (Haydon et al., 2018), and narrative research presents valuable results (Berry, 2016).

There are three-dimensional contexts for narrative methods to explore the essence of experience in a personal and social context, such as connection, consistency, and circumstance (Dewey J., 1938). Furthermore, Clandinin and Connelly (2000) concluded that there are three dimensions of the narrative approach: personal and social (interaction), history, present and future (continuity), and location (place/situation).

RESULT***In-service teacher perception toward ICT-based teaching training***

Based on the experience of teachers in participating in training on using ICT for 30 days, the teachers told their perceptions while joining this training. The teachers said this training was instrumental and helpful in implementing online learning during this pandemic. During this training, they learned the use of learning platforms that most teachers, such as Microsoft Teams, iSpring, and Streamyard, could have been more widely used. They said that this training provided new insights so that they could implement new, more attractive learning models for students using the platform. They said they were provided with video tutorials to watch at any time if they could not fully participate in the training in every meeting. Most of them agree that this training is beneficial, especially since the media they study is new media they have never used before. Most of the participants in the training agreed that the training brought many benefits for them. They also agreed to have similar or updated training in the future. They said that training activities like this should be held again in the future because they can improve their ability to operate technology and update knowledge about technology with newer and modern ones so that teachers are aware. Participants' responses below as an example:

"I hope there will be much similar training that can be useful for us as teachers."

Even though many of the participants agreed that the training went well, many teachers still experienced some obstacles in joining the training. The researchers have gathered the most found obstacles teachers face in implementing the training. The

problem was found to be primarily technical, such as the timing of this training, which coincided with school activities, homework, and internet networking. One of the participants complained:

"One of the obstacles during this training was the difficulty in dividing the time for implementing the VEA program with daily activities because I went home from school at 03.30 and had not done the homework, so I could not participate optimally."

Another participant argued, "My difficulty is creating a link and solving it by asking friends and downloading videos on YouTube." They said that the program was excellent, but the problem was that their signal was lost when the material was ongoing; they needed help understanding it.

Based on the stories from the participants, the researcher concluded that the participants wanted to hold training based on this kind of technology again in the future with a variety of other technologies that were even more so that teachers were getting smarter in using technology and could improve their professionalism as teachers in this millennial era. Even though training like this cannot run smoothly, considering that it is carried out online, often constrained by signals and quotas, teachers are still enthusiastic about welcoming other training.

The impact of joining ICT-based teaching training

Based on the observation result, this training is beneficial for teachers to ensure their ICT skills. They know many applications that can be used to carry out learning activities. During the training, teachers are not only taught to use platforms that are commonly used (i.e., Google Meet, Zoom, YouTube, Telegram, etc.), but they are also taught how to create, operate, and practice platforms they are not used to in class (i.e., Microsoft Teams, iSpring, and Streamyard). Most participants agree that the training enriches their understanding of TPACK and its application in learning. They facilitated free Google account ads. Moreover, they were guided to make learning media using iSpring, so they know how to make learning media using iSpring and combine it with PPT. They learned to invite other participants into their classrooms by sharing classroom links. This training provides YouTube tutorial videos so participants can reply to material anytime. At the end of the meeting, they should collect any duty to get a certificate. There is also a forum for sharing problems while practicing the knowledge learned through the WA and telegram groups.

Once a week, a webinar is held so that participants can better understand the training materials. Every day a companion accompanies them in completing their assignments and practicing the tools being taught so that they know how to create a class in Microsoft Teams and use the Streamyard for meetings. In addition, they also learned how to make webinars using Microsoft Teams. Through this training, they can also increase their knowledge of ICT through people who are already experts in this field.

Some data is revealed in the sentences as follows:

1. I better understand MS. Teams, Streamyard, and iSpring 's use and the integration of such technologies in learning.
2. Make PPT more attractive, attach quizzes with iSpring, convert PPT to APK, use MS. Teams, and TPACK-based learning.
3. I can now use Microsoft Teams to support distance learning. I also know about Streamyard, how to create a quiz using iSpring and how to convert the quiz into an application.
4. I can more fully utilize online learning media such as TEAMS and suit my needs as a teacher than before, whose application I had only heard about but did not know could be used and was very powerful for learning.

DISCUSSION

This study examines the stories of teachers in response to their perceptions of the experience of attending ICT-based teaching training. It explains the impact of attending ICT-based teaching training for English in service.

Based on the participant's story, the result revealed that ICT-based training is needed for every teacher, especially in the current pandemic, which applies distance learning (PJJ). Teachers should be ready to use technology. Otherwise, learning will be disrupted and cannot run optimally. Training makes teachers more ready and able to integrate technology into their learning activities. These results support the previous finding, which claims that readiness to incorporate ICT in classrooms is as significant as instructor educational readiness to create learning further advanced (Li et al., 2019).

Furthermore, training can also equalize the level of proficiency of different teachers in implementing technology in learning. This training teaches teachers how to make interactive, meaningful, and not dull classes. Teachers also become more aware of the functions of the various technologies they learn during training. For example, interactive whiteboards only facilitate interactive, problem-based, or inquiry-based learning (Gregorcic et al., 2018; Hall, 2010). Moreover, most participants agreed that with ICT training, they could add insight, knowledge, creativity, innovation, and the ability to use technology in the classroom. All these training participants learn from the beginning because the technology being taught is a new technology rarely used in learning. So after participating in this training, all participants are expected to have the same abilities.

Although online training has yet to be practical due to many factors such as inconsistent internet connections, limited time, training activities concurrent with school teachers' assignments, etc., they can access video tutorials provided via YouTube to anticipate these various obstacles. This training encourages teachers to incorporate new technologies into different activities, such as creating teaching materials, webinars, holding meetings, creating content, efficiently gathering student assignments, and making classes more enjoyable and less frustrating. This purpose aligns with the view of Mahmud and Ismail (2010) that to incorporate ICT in education; teachers should be innovative and productive so that learning is efficient, enjoyable, and fascinating.

In addition, the teacher also provides a positive attitude about the effect of ICT training in integrating technology into learning. Training that is designed and implemented in an effective and organized manner triggers an increase in the ability of teachers to be better prepared to use technology in daily classroom practice. This finding strengthens previous research of Li et al. (2019), which states that the effectiveness of teaching training has more potential to predict teachers' use of technology to support teaching. Teachers revealed that ICT training was helpful concerning their professionalism as in-service teachers, and they could use this training certificate as a condition for promotion.

CONCLUSION

In conclusion, in-service English teachers gained more knowledge about ICT from the training. The result is that they have enriched their ability to conduct their class using ICT-based media. Moreover, teachers also learned how to develop an interactive classroom, create a better ICT-based lesson plan, and build a virtual classroom for their students. In-service English teachers bring positive insight from the training, which is good for them. They can provide virtual classrooms such as Microsoft Teams and Streamyard. They were also able to use better lesson plans using ICT-based media. The training has positively impacted in-service English teachers who were joining. This study contributes to a broader understanding of the importance of ICT-based training for teachers, especially in-service teachers, in developing online English learning as it is today. It also provides knowledge about how to teach practical, efficient, and fun online learning so that students do not stress and feel depressed. Similar training should be provided for more advanced knowledge of ICT-based media in teaching. Further research is expected with other contexts and covering a wider area.

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