



Voices of Teachers: Views on Technology-Based English Learning Resources in Elementary School Settings

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-08 Keywords: Elementary school, English instruction, English teachers, Educational materials, Teachers' opinions, and Technology DOI: 10.24256/ideas.v14i1.10629 Corresponding Author: Hamid Alwy alwyhamid01@gmail.com English Education Study Program, Universitas Islam Malang	<i>The usage of technology-based English learning tools in primary school settings is examined in this study from the perspective of the teachers. In the current digital age, there are numerous tools and platforms available through technology that can improve the educational process. However, several variables, like student involvement levels, teacher preparation, and infrastructural readiness, frequently affect how it is implemented. Several instructors from different primary schools participated in questionnaires and interviews for this study, which determined the advantages and difficulties they encountered when using technological resources. The findings demonstrated that although many educators acknowledged the beneficial potential of technology in enhancing students' English proficiency, they also encountered challenges with restricted devices, internet connectivity, and a lack of training resources. To optimize the efficacy of technology-based English instruction, our findings highlight the significance of continuous professional development for educators and enhancing technology infrastructure in classrooms. It is anticipated that this study will give educators and policymakers valuable information for creating more effective plans for integrating technology into elementary education.</i>

1. Introduction

In the current period, information and communication technology (ICT) development is still advancing quickly (Sinta et al., 2019). Given how quickly technology is developing, it goes without saying that it is no longer alien to the field

of education and can be utilized as a teaching tool. According to Tamim et al., (2011), using digital technology in the classroom can generally improve student learning outcomes. For learning materials to be further enhanced and knowledge to be formed for students, learning media serves as a source of information and messages from teachers (Nurrita, 2018). Teachers' difficulties in communicating material and the short class hours can be alleviated by using technology in the classroom (Sura Menda Ginting et al., 2022). By actively integrating digital technology into their intricate teaching processes in a way that aligns with their learning aims and teaching environments, educators may maximize its potential and attain these beneficial outcomes (Dillenbourg, 2013; Scheiter, 2021). They can thus improve students' proficiency with digital technology and their learning in particular subject areas (Fraillon et al., 2020). Numerous methods can be used in different language learning contexts and at different levels. The teaching tenet should be to value new technology and use it to give something really helpful, but never allow a machine to replace a teacher or take over a position when more conventional methods are better (Gilakjani, 2017). [Cambria, 12pt](#)

English is one of the subjects that calls for media learning. English has emerged as a universal language (Oktavia, 2019). English is a crucial language in Indonesian education since it is the primary language of instruction and a global language. English still offers several advantages, one of which is in education (Bun, 2021). In the current age of globalization, the curriculum also demands that pupils be proficient in English (Winarti et al., 2022). To prepare pupils for higher education, it must be established from a young age so that they can become proficient and accustomed to it. According to the findings of the researcher's interview with elementary school English teachers, many pupils still struggle with reading and writing vocabulary in English since writing in English differs from pronunciation. Additionally, children struggle when a teacher merely verbally describes or discusses a form or condition. Because they cannot see the form or condition immediately, students can only imagine, which makes it difficult for them to comprehend the teacher's goal. In addition, they are less excited about learning English through book media because they find it less engaging.

Additionally, while each research publication offers insightful perspectives on the development and advantages of technology in education, it also introduces certain restrictions and difficulties. According to Aslan & Shiong, (2023), hedonistic activity has negative values and develops into a bad habit. It was inextricably linked to children's cell phones, which they exploited as educational tools. However, at the time, parental control over cell phone functionality was limited, and the device turned into a consumptive spectacle that affected kids' behavior. Then, Nogaibayeva et al., (2024) offer insightful information about how educators view the use of technology in language instruction. Effectively integrating technology into instruction is still difficult, though. Furthermore, Lohr et al., (2024) identified several possible reasons why digital technology-based instruction and learning in

German secondary schools are crucial for students' active learning. Its small sample size and geographic focus may restrict its applicability. The factors impacting teachers' usage of ICT in classrooms in secondary schools in Bangladesh were investigated by Hwang & Lim, (2024). However, incorporating ICT into the classroom has pedagogical limits. Templa et al., (2024) looked at how technology integration and interactive instruction affected student involvement in English classes at junior high schools. There is certainly room for improvement in the initiatives to promote student empowerment. As a result, even though these studies have significantly increased the gaps and difficulties in the use of technology in the classroom.

Even while the literature now in publication offers a thorough grasp of the value of technology in improving pedagogical practices, there are still some important gaps that need to be filled to explore how technology may support instruction in elementary schools fully. As previously noted by Lohr et al. (2024), to better understand how teachers integrate digital devices into their classrooms, a comprehensive and intricate collection of elements (constructive and interactive) that may impact technology integration in teaching must be investigated. Therefore, this essay will go over how EFL teachers view their experiences and approaches to utilizing technology as a teaching tool when instructing primary school students in English. "How do elementary school teachers feel about using technology-based learning materials to teach English?" is the research topic.

2. Method

Design

A qualitative descriptive approach, which emphasizes providing detailed explanations of occurrences using tangible language, was employed in this study (Sandelowski, 2000). To properly examine problems in this setting, qualitative researchers must be knowledgeable about pertinent social science theories and research techniques (Hillebrand & Berg, 2000; Whitehead & Fitzgerald, 2007). To document teachers' experiences instructing technology-based English language learning in primary schools, this study used a narrative research design. The goal of narrative studies is to use storytelling to describe experiences (Lewis, 2015). According to Faizin, (2020), it is a qualitative research approach that emphasizes each participant's experiences and tells them chronologically. Through participant narratives, this method aids in comprehending and presenting real-life experiences (Tashakkori & Teddlie, 2010).

Participants

Purposive sampling was used to choose participants, and specific criteria were used to choose elementary school teachers. Three English instructors who use technology-based learning materials to teach English in Pasuruan elementary schools participated in this study, following the suggestion that small-scale studies normally contain three to six participants (Bartholomew et al., 2021).

Data collection technique

The main technique for gathering data for this study was interviewing. According to Pandey, (2021), interviews are in-person conversations used to get data. To direct the discussion and gather certain information, the interviewer employs a set of pre-planned questions. Semi-structured interviews with educators who had previously used technology-based learning in the classroom were used to gather data. To get comprehensive information regarding the instructors' experiences incorporating technology into English language instruction, the researcher started conducting interviews. Because the data was gathered through in-depth semi-structured interviews that allowed participants to be candid and open about their opinions and comprehend current knowledge, the final product may be of higher quality.

Data analysis technique

A narrative qualitative approach is used in this investigation. Researchers objectively examine the subjective reality under study in qualitative research. The opinions of the parties under study are referred to as subjectivity in this context. The accuracy and sufficiency of the data are the main concerns of the qualitative approach. Data validity, or the degree to which data records accurately depict what occurs in the field under study, is the primary focus. The purpose of this study is to document elementary school teachers' experiences instructing technology-based English learning. For this study, observations, interviews, and documentation are the methods used to gather data. According to Daniel & Harland, (2018), the data analysis method used in this study includes data reduction, data presentation, and conclusion/verification drawing. The process of transforming unprocessed data from field notes is known as data reduction. A collection of organized data that enables inference and action is known as data presentation. Huberman and Miles (2002), state that conclusions can only be drawn from a single action within the entire arrangement.

3. Result

The analyst acknowledges the results that have been reported during the prepared information investigation in this respect. The findings shed light on significant experiences with teachers' attitudes on the use of technology in English language instruction as well as their degree of preparedness and ability to adjust to the evolving, technologically advanced world. The reflection emphasizes that progress necessitates ongoing professional development to enhance instructors' capacity to effectively incorporate technology into their lesson plans. These findings provide significant answers and useful recommendations, and they contribute to the quickly expanding corpus of research on the use of technology in education.

4. Discussion

Perceptions of educators regarding their experiences using technology-based English learning resources in elementary schools.

According to Participant A1, they explain how they use technology in the classroom to provide better instruction. According to the results, technology-based instruction can improve learning outcomes and student engagement. The advantages are substantial, as is the student's passion for the material. According to A1:

"Students' reactions to the usage of technology in the classroom have been overwhelmingly positive. They engage in learning activities more actively and with greater enthusiasm. Technology may make learning more fun and less dull for students and boost their involvement in the process. Therefore, I think it's critical to use technology in the classroom to make the material more engaging and pertinent." (A1)

Additionally, A1 clarified that they were participating in learning activities with greater vigor and activity, demonstrating how technology can foster a dynamic learning environment that inspires critical thinking and teamwork among students. Technology can be used to convey educational content more engagingly. In order to make the content both educational and applicable to students' everyday lives, it is crucial to include technology into the teaching and learning process.

This result supports the findings of other studies that demonstrated the substantial benefits of using electronic media for learning. There are many advantages to using technology effectively in language instruction. For example, better teacher delivery, the creation of personalized learning resources, and the advancement of educators' careers are all benefits of using technology in language instruction. In a similar vein, using technology in language instruction has advantages like raising student interest, enhancing comprehension, and offering resources for real-world language use (Nogaibayeva et al., 2024). Technology use can improve other areas and raise student interest and excitement, as stated by A2.

"Children are learning pronunciation and vocabulary more naturally because of technology. Through videos or programs, they can hear native speakers, which naturally enhances their speaking and listening skills. Children learn in a way that is appropriate for their age, which makes it easier for them to understand the language and contributes to more individualized learning." (A2)

Moreover, A2 explained Through instructional programs and videos, children can use technology to listen to teachers as they pronounce words in real-time. The learning environment is more effective because they can imitate the proper sounds and intonation, which is essential for language acquisition. Youngsters are more adept at speaking and listening when they have access to resources that accurately depict language. They not only pick up new vocabulary but also improve their

communication skills by learning how to utilize it correctly.

The findings of earlier studies that demonstrate the advantages of using electronic media for learning are corroborated by these findings. It has been demonstrated that using technology to teach English improves student proficiency. This approach can serve as a template for future technology-based education, particularly in the context of elementary school language instruction. Furthermore, the application of technology can be extended to other topics and may contribute to better learning outcomes in a broader educational setting (Sepyanda et al., 2024). Creating breakthroughs in utilizing technology that can facilitate understanding of content, as described below by A3.

“Children learn and assimilate information more quickly. This indicates that the use of technology in education significantly improves the content given to match the student's comprehension level. This is significant because children who have a solid grasp of the material are more likely to be confident and engaged in the learning process” (A3)

A3 went on to say that technology usage in the classroom has significantly impacted children's learning and knowledge comprehension. Technology makes it possible to provide educational information in a way that is more dynamic, interactive, and tailored to each student's needs. Students typically feel more secure in class when they comprehend the content well. This self-assurance enables students to participate actively in educational activities and stimulates their desire to participate more fully. Children are typically more eager to discuss, ask questions, and delve deeper into the subject when they believe they have mastered the lesson. This establishes a constructive learning cycle in which a solid grasp boosts confidence, inspiring the drive to learn more.

The findings as mentioned earlier are consistent with earlier research that shows how technology can help students learn more deeply by, for instance, boosting their confidence, which in turn motivates them to learn more. Similarly, students' enthusiasm for using technology in the classroom might boost their willingness to learn. Significant improvements in teaching and learning methodologies are brought about by e-learning, or electronic learning (Dewi et al., 2022).

Perceptions of teachers regarding the difficulties and barriers associated with using technology to teach English in elementary schools.

Despite the widespread use of technology-based learning in elementary schools, A1 clarified that many obstacles still stand in the way of the process. There are still issues with many schools' infrastructural preparation, instructors' and students' usage of technology. This is identical to how A1 described it.

“Lack of technical expertise to fully utilize technology is our biggest problem as educators. Since many students from low-income families do not have access to

technology at home, they are not accustomed to using it. Additionally, the majority of us are not yet familiar with online learning platforms or applications designed specifically for teaching English.” (A1)

Also, from A1, students' poor technological proficiency affects their comprehension and utilization of the learning platform's features. In addition to facing technological challenges, students with limited expertise with digital devices and applications also face challenges adhering to a more participatory learning rhythm. Students frequently struggle to articulate their thoughts or concepts, and as a result, their engagement with technology-based learning is low.

The aforementioned results align with earlier studies that demonstrate that, despite technological obstacles, students who lack proficiency with digital devices and applications also encounter difficulties adhering to a more interactive learning rhythm. To successfully integrate technology, issues like inadequate infrastructure, scarce resources, and disparities in teacher training and technological proficiency must yet be resolved (Dublar, 2023). Durff & Carter, (2019) highlighted obstacles to effective technology use by explaining how issues like instructor confidence and technological experience might impact student involvement. As a result, pupils frequently find it difficult to express their ideas clearly. A2 states that additional barriers continue to be an issue in the elementary school English learning process.

“The erratic internet connection is one of my main problems. Occasionally, poor signal quality prevents us from even opening educational videos or online learning apps, which hinders the effectiveness of technology-based learning.” (A2)

A2 was added. when there is lag or instability on the internet. It is impossible to get the most out of learning applications, interactive simulations, or videos that need the internet. Technology-based group projects, like assignments that call for online research, become challenging to execute and end up spending a lot of time simply attempting to get the information. Because they must wait too long or encounter technical difficulties, students in this situation lose desire and focus. If access to digital resources is unavailable for manual methods like using books or whiteboards, teachers frequently have to make last-minute changes to their lesson plans. This decreases productivity and interferes with the classroom's technology-based learning process. using manual techniques, like using whiteboards or books.

Based on earlier research, internet instability was identified as one of the most common challenges, particularly in distant places. Providing sufficient equipment and internet connectivity for students and teachers remains a challenge for many madrasas, particularly those situated in distant places or with little financial resources (Rizaldi et al., 2021). This restricts the use of technology-based learning and keeps students from having the best possible educational experience. Another viewpoint indicates that infrastructure limitations cause gaps for students, as A3 explains.

"Since there aren't many computers in the school, not every student can use them at once, and we also have electrical issues. Numerous power outages have occurred during school hours, interfering with the use of electronics in the classroom. We also don't have interactive whiteboards or projectors in every classroom." (A3)

Technology use in primary classrooms has many benefits, but there are drawbacks as well. There are several obstacles that elementary school English teachers must acknowledge and overcome to improve their effectiveness as teachers and meet the desired learning objectives. One of the challenges, as highlighted by A3, is the scarcity of resources. It may be challenging for schools in rural locations or with little funding to have sufficient infrastructure for technology.

One of the challenges that lead to less-than-ideal technology-based learning is inadequate infrastructure in elementary schools, according to earlier researchers. According to Resti et al., (2024), there is a digital divide among pupils because some do not have sufficient access to devices. Students are forced to share their devices, which reduces the amount of time and quality of their education. Rotating device utilization is unsuccessful when there are a lot of students. While kids with limited access to devices lag, those with more time to use them tend to learn technology better.

Experiences of teachers overcoming challenges when using technology-based English learning resources

This study addresses the various obstacles that participants encountered when introducing technology-based English learning resources in primary schools. One of the many challenges or problems mentioned by A1 is that both teachers and students lack familiarity with educational technology.

"Schools frequently provide internal training or work with outside organizations, including educational institutions that offer technology training, to get over our limited skills. To help students stay focused, we aim to create a supportive environment in the classroom by utilizing basic technology, like projectors or interactive audio and visual programs. To keep their interest, we also incorporate instructional games within the content." (A1)

One tactic to help instructors overcome the challenges they confront is to provide them with training on how to prepare for technology-based learning. Institutions can host IT workshops or training sessions. Training is demonstrated in the creation of IT-based learning materials (Indana Zulfa et al. 2023). With the experience teachers receive during the training, they will be able to understand how using technology as a teaching tool can be innovative. To maximize the use of modern technology, particularly at the elementary school level, teachers can thus carefully plan out what is required before instruction begins. Furthermore, it is believed that the usage of basic technological tools like projectors and applications

with audiovisuals can improve the learning environment for students and help them stay focused. Depending on the students' capacities, teachers can also use real-world learning materials to help and guide them in groups or one-on-one (Zulfa et al., 2023). Conversely, incorporating educational games into the curriculum can help keep students engaged throughout the lesson, allowing them to fully comprehend the subject matter and enhance their English language learning experience.

"The issue of erratic internet connections during the adoption of technology-based learning in the classroom has been addressed in many ways. We initially collaborated with the school to evaluate and enhance the quality of our school's internet network. Additionally, we keep a careful eye on the timetable for implementing technology-based learning in the classroom to avoid a surge in concurrent access that would strain the network. Lastly, we have several solutions in case the internet connection is truly broken and unusable, including delivering video content and producing offline content." (A2)

To overcome these obstacles, A2 decided to collaborate with the school to upgrade the technology. Teachers and students can more readily access online collaboration tools, e-learning platforms, and digital learning resources with proper infrastructure (Dahlinar et al., 2023). Furthermore, according to A2, scheduling is significantly impacted when the time allotted for each class to access online materials is divided into multiple manageable chunks. This aims to stop more people from using the internet at once, which can strain the network and slow down the connection. A hybrid approach, on the other hand, allows teachers to adapt instruction by giving students who are unable to utilize the site directly options or by integrating it with offline resources. The purpose of this is to enable learning to proceed even if issues with the internet connection are not resolved right away. for the classroom to effectively incorporate technology-based learning. It is envisaged that educators and educational institutions would be able to lessen the impact of internet connection issues that impede achievement by using these measures.

"We typically separate kids into small groups so they can share device use to accommodate computer restrictions. Other groups engage in non-technological activities like writing exercises or debates. In this way, despite limited access to technology, all kids stay involved." (A3)

In many elementary schools, the scarcity of modern gadgets, like laptops or tablets, is a problem. A workable option in this situation is to divide the pupils into smaller groups. Sufficient Technology Infrastructure: Establishing or enhancing madrasahs' technological infrastructure is a crucial tactic. Purchasing hardware like PCs, tablets, and interactive tablets is part of this (Sungkowo et al., 2024). With this method, students can use the various gadgets in a collaborative learning environment. For instance, when learning English, one set of students can utilize

computers to access digital learning resources or interactive software, while another group works on manual chores like vocabulary writing or educational card games. This cycle enhances students' capacity to collaborate while guaranteeing that every student gets familiar with technology.

5. Conclusion

The use of technology in English teaching in elementary schools offers numerous benefits, such as increasing student motivation and enriching learning resources. However, this study also identified several major obstacles, including limited internet connectivity, inadequate device infrastructure, and a lack of experience among teachers and students in utilizing technology. Efforts such as providing offline materials, collaborating with the private sector, using simple technology, and teacher training could address these challenges. However, these findings cannot be broadly generalized because the research was limited to a specific context, such as schools in areas with limited infrastructure. Socioeconomic factors, educational policies, and school culture may also influence differing results elsewhere. Therefore, these conclusions should be understood as preliminary, not as a universal generalization.

Recommendation from the research

Future research could focus on comparative studies between urban and rural schools to examine differences in the effectiveness of technology use in English teaching, particularly regarding internet access, device availability, and educational policy support. Furthermore, research on practice-based teacher training is also important to determine the most effective forms of training for improving educators' digital skills.

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