INVESTIGATING DIGITAL COMPETENCE OF ENGLISH TEACHERS IN A SECONDARY SCHOOL IN PALEMBANG

A THESIS

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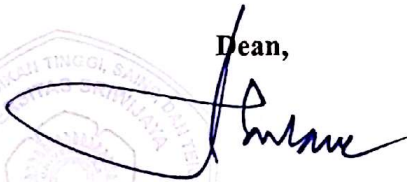Magister Program in Language Education

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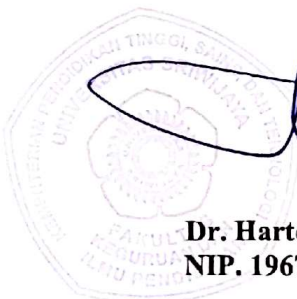
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DECLARATION

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Certify that the thesis entitled "Investigating Digital Competence of English Teachers in a Secondary School in Palembang" is my work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, December 30th, 2024

The Undersigned,

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DEDICATION

This thesis is dedicated to my dear parents, Ridwan and Nurhalia, whose unwavering support, endless sacrifices, and unconditional love have been the foundation of all my achievements. Your encouragement and belief in me have been my guiding light, providing strength during challenging times and inspiration to strive for excellence. This work is a reflection of your dedication and the values you have instilled in me, and I am forever grateful for your presence in my life.

MOTTO

"Surely with every difficulty there is relief"

-Qur'an 94:6

"Whoever follows a path in pursuit of Knowledge, Allah will make easy for him a path to paradise"

-Prophet Muhammad

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This thesis was composed with the purpose of fulfilling one of the requirements for achieving a master's degree in the Magister Program in Language Education at Sriwijaya University. The writer also extends her utmost appreciation and profound gratitude to:

Palembang, December 30th, 2024

The writer,

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INVESTIGATING DIGITAL COMPETENCE OF ENGLISH TEACHERS IN A SECONDARY SCHOOL IN PALEMBANG

ABSTRACT

This study aimed to investigate the attitudes, levels of digital competence, attempts for enhancement, challenges and its possible solution faced by English teachers at SMA Negeri Sumatera Selatan in Palembang. Utilizing the DigCompEdu framework, the research employed a qualitative case study method, involving all four English teachers at the school, which is recognized for its effective use of digital technology in education. Data were collected through questionnaires, interviews, and documentation. Findings revealed that the teachers exhibited a positive attitude towards the importance of digital competence and the integration of technology in their classrooms, recognizing its benefits in enhancing student engagement, creativity, and understanding. The overall digital competence of the teachers was assessed at an "Expert" level across all six key areas. Teachers actively engaged in professional development through government training programs and informal learning via social media, while they faced challenges such as keeping up with technological trends, time management, plagiarism, and disparities in student access to digital tools. Solutions included rearranging work schedules, detecting plagiarism tool and lending resources to students. The study highlighted the importance of ongoing support and training for teachers to navigate the evolving digital landscape in education effectively.

Keywords: English teachers, Digital competence, Attitude, Challenge, Solution

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CHAPTER I

INTRODUCTION

This chapter described the background, the problems of the study, the objectives of the study, and the significance of the study.

1.1 Background of Study

Information and communication technology (ICT) has become essential in many fields nowadays. There is a shift from using the conventional tool to the digital one. Digital transformation is the popular term to address this change. The term "digital transformation" refers to societal and industry transformations caused by the usage of digital technology. This trend is pushed by the progression of digitalization and the development of information and communication technologies, which are useful in many sectors of socioeconomic life (Akberdina & Osmonova, 2021). Furthermore, according to Chwiłkowska-Kubala et al (2023), Digital transformation refers to the human process of guiding economic and financial activity using information and communication technologies.

The twenty-first century has seen the integration of technologies into various industries. Industry 4.0 is a technology revolution that alters the extent, broadness, complexity, and transformation of human activities compared to prior generations (Harahap & Rafika, 2020). Industry 4.0 has the potential to align sustainable development goals with digital transformation. However, it can also pose a threat if sustainability targets are not considered during implementation (Beier et al., 2020). The concept of Industry 4.0 may diminish the importance of people. It involves bringing large data obtained through the internet to various areas of life (Zain, 2021). This phenomenon will also have an impact on education, which is why the development of education in the era of the industry revolution 4.0 is inevitable.

The Industrial Revolution 4.0 emphasizes the importance of technology in education, requiring all institutions to centralize and use it as a foundation (Darmaji et al., 2019). According to Drent at al (2008), as cited in Rahim & Yustiana (2023), digital technology has transformed education by replacing old techniques with

technology-based alternatives. This fact strengthens why educational institutions want teachers with good interpersonal skills and proficiency in modern technology. A digitally competent teacher helps pupils focus on their study by properly using technology into their lessons (Radhamani & Kalaivani, 2023).

Regarding to this, digital competence is crucially needed by the teacher for effectively integrating digital technology into their teaching and learning methods (Pettersson, 2018). In order to perform their jobs more successfully, teachers should be able to employ digital tools in the classroom. Furthermore, instructors who are proficient in digital media can encourage creativity and assist students in acquiring competencies beyond what is prescribed. Students can concentrate and learn continuously without being constrained by time or place when their teachers have strong digital competencies (Nanjundaswamy et al., 2021).

However, teachers' digital competence might be varied and can cause difference in the integration of technology in teaching and learning process. Teachers will also face internal or external challenges while integrating technology in the classroom such as cost, access to tools, time constraints, and a lack of understanding on how to use technology for student benefit across subjects (Demissie et al., 2022). Moreover, teachers' attitudes and views, as well as reluctance to utilize technology, might be internal difficulties to using digital technology in the classroom. Teachers who lack knowledge and expertise with digital tools are more likely to stick to traditional approaches (Johnson et al., 2016). Hence knowing teachers' attitudes and beliefs toward digital competence and digital integration in class is crucial.

Studies on digital competence in field of education is essential to conduct. Therefore, some inquiries have been done by other researchers and have resulted some insights. In the international context, some studies were aimed to examine the relationship between self-assessed teachers' digital competence belief and their acceptance of and intention to use technology in their classroom (Antonietti et al., 2022; Demissie et al., 2022; Garzón-Artacho et al., 2021; Runge et al., 2023). Zabolotska et al (2021) also conducted the study entitled Digital Competencies of Teachers in the Transformation of the Educational Environment. Another particular

study was conducted by a systematic literature review (SLR) aimed to present the current state of knowledge on the digital competences of teachers or lecturers (Basilotta-Gómez-Pablos et al., 2022; Santos et al., 2022; Zhao et al., 2021) The result of those previous studies revealed that teachers' perceptions of digital competence, ease of use, and perceived utility of technology in education are positively correlated. However, teachers report poor or medium-low digital competence and a lack of competences, particularly in evaluating educational practices.

In the context of Indonesia, several studies have examined teachers' digital competence. A survey on digital competence conducted by Ari (2023) indicated that most Indonesian teachers are still in the exploration and integration phase, indicating that they need further training in digital pedagogy. Meanwhile, Bentri et al (2022) explored the elements that facilitate the growth of digital pedagogical competence. The results showed that some traits support teachers' capacity to create digital tools for evaluation and analysis. The teachers know how to participate in e-learning, communicate online, and become a part of the digital community, Akbar and Biyanto (2022) investigated the role of digital competence on Pre-Service Teachers in Indonesia. The results demonstrated how digital competence affects pre-service teachers' learning outcomes, facilitate in the teaching process, and serves as an indication of literacy levels. Another study also revealed that Pre-Service Teachers have positive perception toward digital competence (Rahim & Yustiana, 2023). However, the level of teachers and students in mastering digital technology are included in the low category (Astuti et al., 2021).

Although there have been studies on teachers' digital competence, most of them are conducted in survey method. Very limited study investigated teachers' digital competence in depth qualitative method. Moreover, those studies were mostly carried out in higher education level of European countries (Antonietti et al., 2022; Demissie et al., 2022; Garzón-Artacho et al., 2021; Runge et al., 2023; Zabolotska et al., 2021). In the local context, limited study of teachers' digital competence is also found in South Sumatera. One notable investigation conducted by Zarkasi et al. (2021) examines the professional competence of State Madrasah

Ibtidaiyah educators in Palembang City. This study underscores the significance of developing educators' competences, particularly in the field of digital proficiency, as a crucial element in improving the educational experience. In addition, there is also a gap in the finding that there is still no further information of how is the teachers' attempt, challenges and the possible solution in the field of teachers' digital competence.

This study aims to investigate the digital competence of English teachers in a secondary school that has extensively embraced digital technology in its teaching methodologies. This particular concentration facilitates a thorough investigation into how digital competence manifests in a technology used setting, providing critical insights into both successful methods and the difficulties faced in such environments. The study's relevance lies in the rapid evolution of digital technologies and their impact on education. As noted by Kapasheva (2024), the global digitization of education underscores the need for understanding and implementing digital competencies among educators. Even in settings where teachers are competent, continuous professional development is vital to keep up with technological and pedagogical advancements. Digital competence requires ongoing assessment to ensure effective integration of tools in teaching (Oliynyk, 2024). Li (2024) emphasized that understanding the practical application of teachers' digital competence enhances technology-enhanced learning experiences. By focusing on a school with high digital technology utilization, the researcher can observe best practices and explore how teachers utilize and develop digital competence. This context allows a nuanced examination of strategies employed by educators. As Tondeur et al. (2023) highlight, studying effective practices in technology-rich environments provides insights into teachers' professional development needs and the impact of digital competence on student learning. The insights derived could act as a standard for other schools aiming to utilize technology more effectively.

Based on the preliminary study that conducted through library research, SMAN Sumatera Selatan is one of the schools that implements a holistic curriculum based on the National Standards for education and 21st century learning. This school

commits to increase the quality of education by adopting digitalization to respond the industrial revolution 4.0 demands. SMAN Sumatera Selatan utilizes various source of digital learning such as virtual laboratory, Google Classroom, Quipper, Zoom, Google Meet, Kahoot, Educaplay, Cambridge,org and various digital tool such as virtual library, digital classroom, smartboard, smart TV, podcast room and multimedia. Therefore, this current study was aimed to explore English teachers' digital competence at SMAN Sumatera Selatan.

1.2 Problems of the Study

Based on the background of the study, the problems of the study were formulated into the following questions:

1. What is English teachers'
2. attitude toward the importance of Digital Competence and Technology in SMA Negeri Sumatera Selatan?
3. How is the level of Digital Competence of English teachers in SMA Negeri Sumatera Selatan?
4. How is English teachers' attempt to enhance their Digital Competence in SMA Negeri Sumatera Selatan?
5. What are English teachers challenges in applying Digital Competence and the possible solutions in SMA Negeri Sumatera Selatan?

1.3 Objectives of the Study

In accordance with the above problems of study, the objectives of this study were:

1. To investigate what English teachers' attitude toward the importance of Digital Competence and Technology in SMA Negeri Sumatera Selatan is.
2. To investigate how good the level of Digital Competence of English teachers in SMA Negeri Sumatera Selatan is.
3. To find out how English teachers' attempt to enhance their Digital Competence in SMA Negeri Sumatera Selatan is.

4. To find out what English teachers challenges in applying Digital Competence and the possible solutions in SMA Negeri Sumatera Selatan are.

1.4 Significances of the Study

It was expected that the result of this study could provide input for the development of science in digital competence especially in teachers' digital competence in Indonesia, specifically in South Sumatera.

For institutions, the findings can help them understand the importance of including digital competence development into teacher training programs and continuing professional development activities in Palembang particularly in SMA Negeri Sumatera Selatan. It was also expected to be a motivation and consideration to increase students' and teachers' digital competence in maintaining the increasing of technological advancement. Institutions may utilize the study to deliberately allocate resources, such as infrastructure and support systems, to help teachers enhance their digital competence.

For teachers, the research findings can help English teacher discover their weaknesses in the digital competence to improve their digital skill and ensure they can effectively integrate technology into their teaching process. Teachers with stronger digital competence can offer more interesting and dynamic learning experiences to improve their strength to accommodate different learning styles and better prepare students for the digital era.

For the next researcher in the same field, this study is hopefully to be a reference for additional reference in conducting research in the field of digital competence in particular teachers' digital competence. Future researchers can use the findings as a foundation for more in-depth investigations into specific aspects of teachers' digital competence.

CHAPTER II

LITERATURE REVIEW

This chapter discusses theories related to the topics of digital competence, digital competence in education, teachers' digital competence, theoretical framework, and previous related studies

2.1 Definition of Digital Competence

"Digital competence is the general term used to describe or explain the ability (of a citizen, a student, a teacher, etc.) to use information technology (IT) in a specific context" (Rizza, 2014, p. 1). Particularly, digital competence refers to the capacity to use digital technology effectively for education, employment, and daily life (Katare & Saxena, 2018). Meanwhile, Ferrari (2012) defined digital competence as follow:

> The set of knowledge, skills, attitudes, abilities, strategies, and awareness that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, and socializing. (p.30)

Redecker (2017) mentioned that digital competence is the confident and critical use of information and communication technology (ICT) for work, study, self-development, and social participation. Radhamani and Kalaivani (2023) proposed that digital competence involves technology-related skills. Effective use of electronic media for business, recreation, and communication requires confidence and critical thinking. These qualities include rational and imaginative thinking, effective information management, and good communication skills.

The concept digital competence is a growing term that includes both technological advancements and political demands for citizenship in a knowledge-based society. The instruction covers several disciplines, including media and communication, technology and computers, literacy, and information science. Digital competence encompasses technical skills, meaningful use of digital

technologies for work, study, and everyday activities, critical evaluation skills, and motivation to participate in the digital culture (Ilomäki et al., 2011).

2.2 Component of Digital Competence

The area of digital competence covers the aptitude to specify information requirements, identify and get digital data, information, and evaluate the significance of the source. Effective storage, management, and organization of digital data, information, and content are also included. In today's digital world, having this element is crucial for people to effectively explore and use digital technology (Vuorikari et al., 2022). They also mentioned that the competencies consist of knowledge, skills, and attitudes. It means that they are made up of information and facts (such as knowledge), skills (such the capacity to perform tasks), and attitudes (like a willingness to act). The importance of this component is further emphasized that critical evaluation of information obtained from digital media or apps and comprehension of digital media are essential components of digital competence. This element is also directly related to the idea of digital literacy, which is the capacity to access, assess, and apply digital technology (Barboutidis & Stiakakis, 2023).

Digital competence is a crucial component that enables people to effectively use and navigate digital technology in order to reach their goals. According to Ferrari (2013), digital competence involves a broad range of skills, they are information, communication, content-creation, safety and problem-solving. (1) Information: this means being able to identify, find, access, store, organize, and analyze digital data. It also requires understanding the importance and purpose of the information. (2) Communication: this includes being able to communicate effectively, share resources, connect with others, and collaborate digitally. It also involves interacting with different groups and networks, promoting cross-cultural understanding in the online world. (3) Content-creation: covering tasks like making and changing content (like writing, photos, and videos), as well as using past knowledge and content. (4) Safety: personal protection, data protection, digital identity protection, security measures, and assuring safe and sustainable use of

digital resources. (5) Problem-solving: include recognizing digital requirements and resources, making educated judgments on the most appropriate digital tools depending on purpose or need, and addressing conceptual issues using technology. All things considered, the component of digital competence is an essential part as it helps people to use digital technologies and navigate them efficiently to achieve their goals.

2.3 Digital Competence in Education

Digital competence in education has changed dramatically in recent years, with a greater focus on the value of digital skills for students in the twenty-first century. The fast growth of information and communication technologies (ICT) has caused a shift in how education is provided and received, with digital competence becoming an essential element in students' academic achievement and future employment (Levano-francia et al., 2019). Therefore, digital technologies have become more widely used in education nowadays (Economou, 2022) Policymakers and teachers realize that schools must train students to utilize the Internet safely, critically, and creatively to enhance their social relationships and life chances (Caena & Redecker, 2019).

The advantages of technology in the classroom have an impact on teachers' positive attitudes toward it. Acceptance of technology in education impacts instructors' or teachers' desire to employ digital technologies in their work (Antonietti et al., 2022). Teachers are having positive attitudes about using technology in the classroom due to its benefits such as increased flexibility, accessibility, pedagogical creativity, and self-regulated learning (Alieto et al., 2024). They also proposed that teachers' views, access to technology, and technological skill considerably impact the acceptance and use of online and flexible learning in the country. These have significance for policymakers, stakeholders, and creators of teacher professional development programs.

Despite the importance of digital competency, there is always a need to enhance understanding and implementation in educational contexts. The COVID-19 epidemic has underlined the necessity for teachers to have excellent digital skills

to incorporate and employ technologies in their teaching methods (Basilotta-Gómez-Pablos et al., 2022). To meet the needs of the digital economy, educators require more training and assistance to improve their digital teaching abilities. Higher educations must prioritize digital training for both students and staff to guarantee they have the appropriate skills for the labor market (Zain, 2021).Several organizations have created reference frameworks for digital teacher competency to help with the development of training programs and evaluations (Rodriguez et al., 2022).

In higher education, digital competence is acknowledged as an important part of teacher preparation, with the International Society for Technology in Education (ISTE) defining requirements for educators to become digitally enabled learners (Zhao et al., 2021). The European Commission has created multiple digital competence frameworks, including DigComp for Consumers, DigCompOrg, DigCompEdu, and the most recent version, DigComp 2.2, to help people gain digital skills in a variety of circumstances. Academics in higher education today have an average intermediate level of digital competence, with about 70% of them falling into that group(Santos et al., 2023).

2.4 Teachers' Digital Competence

Teachers' digital competence refers to the knowledge and abilities needed by educators to effectively use digital technology into their teaching activities. This skill is critical in the twenty-first century, since digital technology have become an essential component of education and society. The development of digital competence among teachers is a complicated and comprehensive process that includes numerous components and frameworks (Skantz-Åberg et al., 2022; Smestad et al., 2023).

Understanding teachers' digital competence is crucial in education with frameworks like TPACK and various national and international standards. The TPACK (technical Pedagogical Content Knowledge) model is a significant framework for understanding teachers' digital competence. It highlights three areas: technical knowledge, pedagogical knowledge, and content knowledge, as well as

their integration(Skantz-Åberg et al., 2022). Other frameworks include the European Commission's DigCompEdu, the UNESCO ICT Competency Framework for Teachers, and the ISTE Standards for Lecturers (Tondeur et al., 2023).

Teachers' digital competences are varied because of some factors. According to Radhamani and Kalaivani (2023), teachers' digital competence varies significantly, with some revealing good skills in using digital technology for teaching and others struggling to incorporate them successfully. Age, experience, and attitudes towards technology can all impact a teacher's digital competence. Moreover, A digitally competent teacher integrates technology to enhance student learning and comprehension.

There are some the essential elements of teachers' digital competence. Smestad et al (2023) proposed the key dimensions of teachers' digital competence, viz. (1). Beneficiary dimension: describes who benefits from instructors' digital competency, whether it is individual pupils, groups of students, or society as a whole; (2). Teachers' role dimension: focuses on the various responsibilities instructors perform in regard to their digital competence, such as applying techniques, establishing new learning scenarios, and leading colleagues through school changes; (3). Attitudes, knowledge, and skills dimension: refers to teachers' attitudes, knowledge, and skills in terms of their digital competency; (4). Sources of competence dimension: investigates the sources from which teachers get their digital competence, including policy, theory, evidence (experience), local settings, and global contexts; (5). Relationship to disciplinary content dimension: investigates how teachers' digital competence relates to specific disciplinary material, whether inside individual topics, across with, or without subjects; and (6). Assessment dimension: involves assessing teachers' digital competence, whether by self-reporting, classroom observation, modeling, or based on what instructors "ought to" know.

However, Falloon (2020) suggested Teachers' Digital Competence based on several pillars, namely: (1). Curriculum competencies, Teachers' competences focus on integrating digital resources to enhance subject learning. Technical

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competence understands how to use digital technology like mobile devices, applications, and network services effectively; (2). Personal-ethical competencies, Teachers need to model and include specific instructional topics to help students access and use digital resources safely and ethically; (3). Personal-professional competencies, effectively participating in online networks and collaborative spaces is crucial for personal and professional growth; and (4). The integration of personal-ethical and personal-professional competencies, Teachers need to integrate personal-ethical and personal-professional competencies into subject-related activities involving digital technologies.

2.5 Theoretical Framework

Digital competence framework that specifically talks about teachers' digital competence is DigCompEdu. According to Redecker (2017), The DigCompEdu framework specifies six primary areas in which educators' digital competence is represented, totaling 22 competencies as shown in the Figure 2 below:
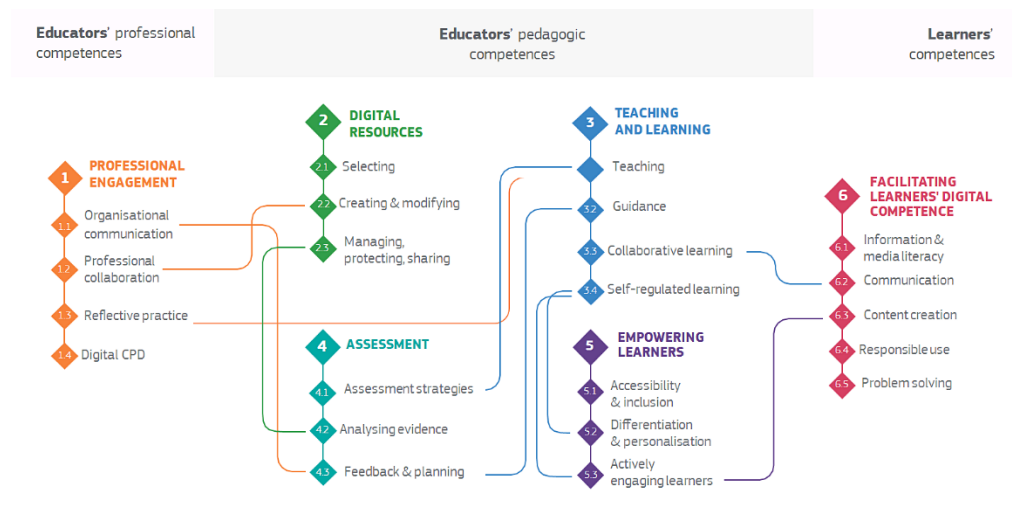

Figure 2 Digital Competence for Educators Framework (Redecker, 2017)

These six primary areas are further explained. Professional engagement in education encompasses educators' digital competence, which extends beyond teaching to include interactions with colleagues, learners, parents, and other

stakeholders, as well as fostering individual professional development and organizational innovation. This involves organizational communication, where digital tools are used to enhance communication with learners, parents, and third parties, alongside efforts to establish and improve organizational communication strategies collaboratively. It also includes professional collaboration, where educators use digital technology to share information, exchange experiences, and innovate pedagogical approaches. Furthermore, reflective practice plays a crucial role, emphasizing reflection, critical assessment, and the active development of digital pedagogy for both individuals and educational communities. Lastly, Digital Continuous Professional Development (CPD) involves utilizing digital sources and resources for ongoing professional growth.

Digital resources are essential for educators, who must develop the ability to identify and structure resources that align with their learning objectives, learner group, and teaching style. This involves establishing connections and modifying digital resources to support teaching while ensuring students understand how to appropriately utilize and handle digital material. Educators must respect copyright regulations when utilizing, changing, and sharing materials and protect sensitive content and data, such as digital tests or student grades. This includes selecting digital resources by finding, evaluating, and choosing materials that consider learning objectives, context, pedagogical methods, and learner groups. It also involves developing and modifying digital resources by enhancing current openly-licensed materials or creating innovative digital educational resources, always considering the learning aim, setting, pedagogical approach, and learner group. Finally, managing, protecting, and sharing digital resources requires organizing and making digital content accessible to learners, parents, and educators, securing critical material, respecting privacy and copyright restrictions, and correctly applying open licenses and credits.

Teaching and learning competence focus on creating, planning, and applying digital technology throughout the learning process, emphasizing its potential to transform education from teacher-led to learner-centered. A digitally-competent educator acts as a mentor and guide, supporting learners in their self-directed

learning journey. Such educators utilize technology to guide and support learners both individually and collectively, while also initiating and monitoring self-regulated and collaborative learning activities. This includes teaching, where educators plan and use digital tools to enhance teaching effectiveness, manage digital instructional practices, and create innovative formats and methodologies. It also involves guidance, where digital technology is used to engage learners individually and collectively during and after learning activities, offering immediate, targeted instruction and experimenting with innovative formats for advice and assistance. Additionally, collaborative learning focuses on improving learner collaboration through digital tools, fostering communication, cooperation, and knowledge development in collaborative projects. Lastly, self-regulated learning aims to promote learners' ability to plan, monitor, and reflect on their progress using digital technology, enabling them to provide evidence of their growth, share ideas, and develop innovative solutions.

Assessment competence involves exploring how digital tools can enhance existing assessment systems and enable new techniques in the classroom. Digitally proficient educators can effectively use these tools with these goals in mind. This includes developing assessment strategies by using digital tools for both formative and summative assessments, diversifying and improving the applicability of assessment forms and methodologies. It also involves analyzing evidence by gathering, interpreting, and understanding digital data on student activity, performance, and progress to inform teaching and learning. Furthermore, feedback and planning play a crucial role, with educators using digital technology to provide timely, focused feedback to learners, adapt instructional strategies, and offer targeted support. The aim is to help learners and parents understand and use digital evidence for decision-making.

Empowering learners through digital technology involves enhancing learner-centered pedagogy and fostering active participation and ownership of the learning process. Digital tools enable learners to engage actively by exploring topics, experimenting with solutions, understanding connections, generating innovative ideas, and creating artifacts for reflection. These tools also support differentiated

and personalized learning by tailoring activities to each learner's skills, interests, and needs. However, it is crucial to prevent widening existing disparities, such as those related to access to digital technology and skills. Ensuring accessibility and inclusion involves guaranteeing equal access to learning resources and activities for all learners, including those with special needs, while addressing their expectations, skills, misunderstandings, and any physical, cognitive, or environmental limitations. Differentiation and personalization aim to use digital technology to meet learners' unique needs, allowing them to progress at their own pace and follow personalized learning paths and objectives. Additionally, actively engaging learners focuses on using digital tools to encourage their active and creative involvement with a subject.

Facilitating learners' digital competence is a critical responsibility for educators, as digital competence is one of the universal abilities that students must develop. Educators' own digital competence involves not only using digital tools to enhance broad skills but also actively fostering learners' digital abilities. This includes information and media literacy, where learning activities, assignments, and assessments encourage learners to articulate information needs, locate resources in digital environments, organize, process, analyze, and interpret information, and evaluate the credibility and reliability of sources. It also involves digital communication and collaboration, requiring learners to use digital technology effectively and responsibly for communication, collaboration, and civic engagement. Furthermore, digital content creation includes activities that allow learners to express themselves and generate material in various formats, while educating them on copyright, permissions, proper referencing, and licensing. Emphasizing responsible use, educators teach learners how to protect their physical, psychological, and social well-being when using digital technology, manage risks, and utilize these tools securely and responsibly. Finally, digital problem-solving challenges learners through activities and assessments designed to address technical difficulties or apply their knowledge creatively to new contexts.

2.6 Previous Related Studies

Some previous studies have been carried out dealing with teachers' digital competence. Most of them have been investigated quantitatively. The study that was done by Demissie et al (2022) was aimed to assess teachers' digital competencies, and how they integrate technology into instruction. This study used a cross-sectional explanatory research design in which quantitative and qualitative methodologies were applied concurrently to gather and evaluate data. This research was undertaken in Wolaita Zone under the Wolaita Sodo University community service mandate. The survey included 11 government and 4 private secondary schools in rural and urban locations across six districts out of 22. The result revealed that teachers must get ongoing professional development training to keep up with rapid technological advances. Teachers' ability to use Technology-Pedagogical-Content Knowledge in the classroom is heavily influenced by their digital competence. Teachers' views towards technology-enhanced classrooms may improve with access to resources, support from administration, and professional coaching.

Zabolotska et al (2021) also conducted the study in the field of digital competence with the title Digital Competencies of Teachers in the Transformation of the Educational Environment. The study aims to identify key areas for developing teachers' digital abilities to promote excellent teaching in a changing educational environment. This study applies a personal activity and design thinking methodology, emphasizing the integration of personal and activity components. The study included 528 higher education applicants and 132 research and teaching professionals, totaling 660 respondents. Survey participants were categorized by teaching and learning industries, as well as ownership forms of higher education institutions. The authors found that research and teaching staff have moderate abilities in using digital technologies to organize the educational process, with fewer than half using them on a regular basis. The issue of digitization in Ukraine's education system is systemic. To foster a digital culture and philosophy in education, ongoing changes and particular actions must be implemented.

A study to evaluate the fit of the technology acceptance model (TAM) in the context of vocational education, as well as to investigate the relationship between self-assessed teachers' digital competence beliefs and their acceptance of and intention to use technology in their classroom was done by Antonietti et al. (2022). The data for this study were acquired using a self-administered questionnaire, including responses from 876 teachers from Swiss vocational schools. The results reveal that there are positive and substantial correlations between teachers' opinions about their digital competence, attitudes about technology ease of use, and perceived utility of technology in teaching; this latter, positively corresponds with technology usage intention.

Meanwhile Runge at al (2023) investigated teachers' digital competence to test the factorial structure of a measure that assesses teachers' competence-related beliefs in the dimension of empowering learners, including differentiation and active engagement, using the European Framework for Digital Competence of Educators (DigCompEdu). The second goal is to investigate the link between teachers' competence-related views and their use of digital technology for better classroom management, cognitive activation, and supportive atmosphere. In this study, data from 145 instructors (73.1% female) were examined using structural equation modeling to examine factorial structure and relationships. The study found a positive correlation between teachers' competence-related views about differentiation and empowering learners and their reported use of technology to improve education.

Garzon-Artacho (2021) undertook a research to examine the degree of digital competence demonstrated by 140 teachers at the Lifelong Learning stage in the Autonomous Community of Andalusia (Spain). The study was structured within a quantitative methodological design with a transversal reach. The findings revealed that instructor' levels are poor, particularly in terms of invention, information literacy, and problem solving, despite the fact that they demonstrated ideal abilities in communication and cooperation with digital resources. The studies also revealed the relevance of factors such as age, teacher training, and school type in further developing this skill set.

In Indonesian context, Ari (2023) conducted an investigation based on the DigCompEdu framework to find out the digital competence level of Indonesian teachers as well as the impact of their experiences on that level. the information acquired by utilizing the Check-in tool's translated version. Analysis of descriptive statistics was employed in the study. The study was carried out at one of Indonesia's professional teacher organizations. According to the results, the majority of educators are still in the exploration and integration phase (43%), followed by 17.2% of integrators and 26.9% of experts, and 6.5 percent of pioneers and leaders. Research indicates that there is a need for more opportunity for Indonesian educators to enhance their digital competences. As a result, higher-level teachers tend to have greater experience.

Additionally, Bentri et al (2022) explored factors supporting digital pedagogical competence of primary education teachers. The purpose of their study is to examine teachers' digital pedagogical competency and identify the elements that support their knowledge of the subject. The descriptive quantitative approach was applied in this study Based on their age, gender, and educational level, 94 teachers from three different locations (Padang, Bukit Tinggi, and Solok) were included in the sample size. Questions about the subject were used to collect the data. The results showed that some traits support teachers' capacity to create digital tools for evaluation and analysis. It is recommended that in order to achieve digital pedagogical competency, systematic training is required.

Similarly, Akbar & Biyanto (2022) aimed to characterize the impact of digital competency on Indonesian pre-service teachers. This study addresses the topic of students enrolled in education departments in Indonesia by analyzing research findings on digital competence through the use of the Systematic Literature Review (SLR). The results demonstrated the role of digital competency affects pre-service teachers' learning outcomes, serves as an indication of literacy levels, and enhances the teaching process.

Rahim & Yustiana (2023) have also done inquiry in the field of digital competence in Indonesian context. The purpose of their study is to assess Indonesian pre-service teachers' digital abilities in the context of digital education.

Data from physics education program participants and graduates was gathered using a survey approach between 2017 and 2022. 248 people in all took part in the survey. Following data collection, a quantitative analysis was conducted. According to the study's findings, most participants expressed satisfaction with their abilities across all evaluated digital competency criteria. In the assessed digital proficiency indicators, the respondents showed an average level of competency.

The study that focus on both teachers and students are conducted by Astuti et al (2021). The purpose of their study is to evaluate how well students and teachers in vocational education use digital technologies to learn. The research sample consisted of 233 high school students who were enrolled in vocational programs. A four-point Likert scale questionnaire instrument was used to obtain the data using a questionnaire approach. Both descriptive and inferential statistics, including the t-test, were used to assess the data that had been gathered. The findings demonstrate that teacher and students' levels of digital technology maturity are ranked from least to most advanced, beginning with empathy, literacy, aptitude, creativity, and critical thinking while utilizing technology. All levels of maturity are included in the low category. It is important to enhance a variety of training and learning innovations that are related to digital technology mastery abilities

The main similarity from those previous studies to the current study is on the focus on digital competence in education particularly teachers' and students' digital competence. On the other hand, the difference is besides conducting quantitative approach to find out teachers' and students' level of digital competence, the current research will also explore teachers' attitude, effort, challenge and demand to have digital competence qualitatively. Therefore, in depth investigation by using mix method between qualitative and quantitative approach will be used to find out the holistic understanding of digital competence in education. Moreover, most of the previous studies were only investigate teachers' digital competence but did not include the students, and most of them were also done in European context. So this study will find out the digital competence both teachers and students in Indonesian context specifically in South Sumatera since there are still very limited inquiries in this context.

CHAPTER III
METHODOLOGY

This chapter presented the method of the study, Research site and Participant, techniques for collecting the data, and techniques for analyzing the data.

3.1 Method of the Study

Qualitative research method is used to analyze and expose the obtained data about digital competence of English teachers. Creswell (2012) defined qualitative research as an in-depth examination of the issue. Through in-depth interviews, the experiences and opinions of the participants were explored in order to investigate the issues. Furthermore, there are several purposes of qualitative research, for example, description, explanation, reporting, creation of key concepts, theory generation and testing (Cohen et al, 2018., P. 287). Qualitative research method was suitable for this investigation since it can provide detail description of teachers' experience, feeling and perception toward digital competence.

This study adopted a case study. As a design, case study is a qualitative approach that involves collecting detailed data from multiple sources over time to explore a real-life, contemporary or multiple bounded cases, and reporting a case description and themes (Cresswell & Poth, 2016). Others claimed that all social science research is a case study. Case study research involves many data gathering and analysis methodologies, such as experiments, action research, surveys, naturalistic research, participatory research, and historical research (Cohen et al., 2018). By applying case study, particular perspective and deeper understanding of English teachers live experience related to their digital competence and the use of technology in a secondary school in Palembang could be revealed

3.2 Research Site and Participants

Research site defines as the location where the study will be held (Creswell, 2012). This study took place in Palembang, specifically in SMA Negeri Sumatera Selatan. The school was chosen because it was considered as the school which highly utilized digital technology in their teaching and learning process. Since SMA Negeri Sumatera Selatan had 4 English teachers (1 male and 3 female), so those all

teachers were involved as the participants of the study. The first participant had eight years of teaching experience, The second participant had three years, The third participant had ten years, and the last participant had fourteen years of teaching. Every teacher took part in this study to offer a thorough understanding of viewpoints on digital competence across various phases of teaching experience. This variety of professional experience enabled a wider analysis of digital competence in education.

3.3 Techniques for Collecting the Data

The data for this research were collected through the use of a questionnaire, interview and documentation.

3.3.1 Questionnaire

A questionnaire is an investigation in which inquiries are asked in writing. According to Zohrabi (2013), questionnaires are undoubtedly one of the key data collection methods in any research project. Questionnaire provides standardized and open replies on many topics from a big sample or population. It could prove affordable, dependable, legitimate, rapid, and simple to complete (Cohen et al., 2018). However, in this investigation, the questionnaire used as a diagnostic tool to map teachers' digital competence in alignment with the DigCompEdu framework. It helped to identify specific competence levels across various areas, providing a clear starting point for deeper exploration which became the main focus of this study. The questionnaire was adopted from Cabero-Almenara & Palacios-Rodríguez (2019). It showed excellent consistency with a Cronbach's alpha of .91. Moreover, The instrument is valid and has excellent reliability, globally in each of its component dimensions (Cabero-Almenara et al., 2020).

The questions were in closed question form. Closed questions specify the possible answers that the respondent can select from. Closed, highly structured questions are beneficial because they can produce response frequencies that can be statistically treated and analyzed. They are faster to code and analyze than word-based data. They were also frequently more focused and direct making it easier for respondents to respond (Cohen et al., 2018). In this study, multiple choice questions

were delivered to the respondents. When answering it, the available options were intended to cover the probable range of answers to the statements that were provided and only one response could be checked by respondents. The questionnaire for teachers consisted of 22 questions which will be divided into 5 areas or category.

3.3.2 Interview

An interview was used to complete the data. It was the most significant data gathering tool for obtaining detailed information. According to Creswell (2012), a qualitative interview happens when researchers ask one or more participants open-ended questions and document their responses. The researcher then transcribes the data and enters it into a computer file for analysis. The goal of this interview is to find out the teachers' digital competences which were stated in research questions.

Furthermore, Semi-structured interview was adopted in this study. Walliman (2011) defined structured interviews as standardized questions given out by an interviewer following a timetable. Answers may be in closed format. While an unstructured interview is a flexible approach that follows a question guide but allows the interviewer to 'ramble' to get insights into the interviewee's opinions, there are no closed format questions. So, Semi-structured interview is the one that contains structured and unstructured sections with standardized and open-ended questions. Additionally, one-on-one interviews were conducted. According to Creswell (2012), a one-on-one interview is a data collecting procedure in which the researcher asks questions and records the responses of just one study participant at a time.

3.3.3 Document Analysis

In order to dig out more about teachers' digital competence, documentation was utilized to collect the data. Document analysis involves studying and assessing documents. It can be both printed and electronic documents, including those delivered via computers or the Internet. And the documents in this study were mainly electronic. Document analysis involves examining and interpreting data to obtain insight, comprehension, and empirical knowledge. Documents include text

and images captured without researcher intervention (Bowen, 2009). The document related to digital tool and media were taken and analyzed to validate the finding from questionnaire and interview

3.4 Techniques for Analyzing the Data

The data were analyzed both quantitatively and qualitatively. The quantitative method was used to assess the data obtained from the questionnaire. The qualitative method was used to interpret and describe the information obtained from the interview and document analysis.

3.4.1 Data Analysis of Questionnaire

The data from the questionnaire were analysed to determine the level of teachers' and students' digital competence. Descriptive statistics data analysis was used to analyze the data. Descriptive statistics describe and display data, such as in terms of summary frequencies, and their main concerns are organization and measurement (Cohen et al., 2018). In this data analysis, the data gains from the questionnaire were processed, calculated, and analyzed to determine the level of students' and teachers' digital competence. The teachers were considered into 5 levels, they are Newcomer (A1), Explorer (A2), Integrator (B1), Expert (B2), and Leader (C1). These levels are based on the framework Digital Competence of Educators. The scoring indicator was listed in Table 1.

Table 1: The Scoring of Questionnaire

Level	Score
Leader	5
Expert	4
Integrator	3
Explorer	2
Newcomer	1

3.4.2 Data Analysis of Interview

In analyzing the interview data, Recorder transcription was used. Transcription is the process of converting audiotape recordings or fieldnotes into text data. Some steps were done in order to produce the transcription. The recording of the interview first played back many times. Then, the results of the interview were transcribed and before analyzing the result, the transcriptions of the interview were given to the participants to keep the trustworthiness of the study. After that, systematic approach was done to read the data. Miles et al (2014) highlight the significance of a systematic approach to the analysis and classification of qualitative data. Therefore, coding as the first phase was done, this phase involves breaking down the qualitative data to identify key terms, concepts, and ideas that directly address the research questions. In order to maintain authenticity, In vivo coding was used to record participants' actual phrases and expressions. Using specific words or phrases from the transcript of the interview, codes that are as near as possible to the original data were produced. Because the codes are generated directly from the data itself, this method enables a comprehensive and nuanced comprehension of the experiences and views of the participants. As the analysis progresses, the coded data was organized into larger categories based on similarities and patterns. This categorizing approach allows for a deeper understanding of the qualitative study's key concept and issues. Finally, themes were built based on the categories. Theme building involves combining the classified data to create a central idea that captures the participants' experiences. Eventually, the final phase was presenting the data analysis findings in a description

3.4.3 Data Analysis of Document Analysis

Document analysis was used clarify the data from interview to answer the research question. Document analysis involves skimming (superficial examination), reading (thorough examination), and interpretation (Bowen, 2009). In order to organize the data from the document analysis, some steps were taken: 1. Skimming, it involved setting of categories and units of the data. The components of the data were set based on what the researcher wants to find out. 2. Reading, it

means examining the paper carefully and then Identified any specific data, statistics, or quotes that are relevant to them. 3. Interpretation, this means interpreting the information gathered to draw meaningful conclusions. The context in which the documents were created and the potential biases or perspectives of the researcher were also considered. Then, identifying any relationships or connections between the information has gathered from different documents.

3.5. Trustworthiness

In this study, trustworthiness was used to validate the data by applying triangulation. Triangulation has been regarded as a qualitative research technique that uses the combination of data from several sources to test validity (Carter et al., 2014). In this context, the data were gathered through questionnaire, interview and document analysis. Additionally, the data were acquired from a variety of sources, including teachers and the documents. This collecting information from several sources improved data reliability and accuracy.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presented the results of the study as well as the discussion which included English teachers' attitudes, English teachers' digital competence level, English teachers' attempts in enhancing their digital competence, and their digital competence challenges and the possible solutions.

4.1 Results

4.1.1 English Teachers' Attitude

The findings revealed that English teachers possess a positive attitude towards digital competence. Participant 3 noted that her students belong to Generation Z and Alpha, while Participants 1, 3, and 4 emphasized that these generations are recognized as digital natives with increasingly strong digital skills. These students have grown up surrounded by technology and are inherently proficient in its use. In conclusion, the collective insights from the participants underscore that English teachers recognize the inherent digital proficiency of their students from Generation Z and Alpha, viewing this as a significant asset in fostering effective learning environments.

Consequently, it is essential for teachers to develop their digital competence to effectively address the needs of these learners and adapt to the changing educational landscape. Since students are adept at using technology, teachers must also enhance their own technological proficiency. Participants 3 and 4 expressed that without improving their ICT skills, teachers' risk being outperformed by their students. In summary, the necessity for teachers to enhance their digital competence is very important, as it not only enables them to meet the evolving needs of technologically proficient learners but also ensures they remain relevant and effective in an increasingly digital educational environment.

The integration of technology into English education was acknowledged as a valuable resource that simplified classroom instruction. Participant 4 asserted that teaching methods must evolve to align with contemporary educational demands.

Participant 2 emphasized that digital competence involves not only an understanding of digital technologies but also the ability to use them effectively to facilitate language learning. To conclude the integration of technology into English education is recognized as essential for evolving teaching methods and enhancing language learning, necessitating a comprehensive understanding and effective application of digital tools by educators.

Moreover, teaching in today's society requires adaptation to students' digital environments. Participants 1 and 2 noted that relying solely on traditional media, such as textbooks, is becoming outdated, as it fails to reflect the ways in which students engage with information. Participant 4 remarked that students' preferences have shifted in the digital age, making conventional methods less effective in capturing their attention. In summary, adapting teaching strategies to align with students' digital environments is crucial, as reliance on traditional media is increasingly ineffective in engaging learners who are accustomed to dynamic and interactive forms of information consumption.

The shift from traditional media to digital platforms for information sourcing was also highlighted. Participant 1 mentioned that depending on newspapers or print media for research is no longer practical, as students now primarily utilize digital sources. Students have increasingly turned to platforms like TikTok, which are acceptable as long as the information is credible, relevant, and accurate. This shift illustrates the evolving landscape of students' media consumption and the growing importance of digital literacy in education.

Similarly, teachers have consistently prioritized efficiency and effectiveness in utilizing appropriate technology for teaching English and assessing students. All participants advocated for the proactive use of technology to enhance the teaching process by expediting tasks such as lesson planning, idea generation, and material selection. Participant 2 noted that technology saves time, energy, and resources when delivering content compared to traditional methods, citing specific applications like AI, Edmodo, EducaPlay, and Padlet as effective tools. In conclusion, the participants emphasized the critical role of technology in improving

teaching efficiency and effectiveness, simplifying tasks, and optimizing resources by utilizing innovative tools and apps.

Furthermore, recognizing that modern students respond positively to game-based learning, Participant 4 utilized technology to create an interactive and engaging classroom environment. By blending enjoyment with focused learning sessions, this approach maintains student interest and accelerates learning, contributing to a successful educational experience. Documentation collected also illustrated teachers actively using digital tools to boost learning engagement, including images of teachers' activities and student participation across various applications. In summary, the integration of game-based learning and digital tools has proven effective in fostering interactive, engaging, and productive learning environments that enhance both student participation and educational outcomes.

The results further indicated that incorporating digital technology into English lessons significantly enhances creativity among Generation Z learners, who enjoy content creation. Digital resources now allow students to express their creativity through diverse formats such as videos and vlogs. This shift not only aligns with their enthusiasm for creative content but also expands the range of classroom activities. Participant 3 highlighted the benefits of technology in fostering creativity by mentioning digital applications like Mindmeister, which students use for brainstorming and creating mind maps. These tools aid students in visually organizing their ideas and collaborating, resulting in a more dynamic and engaging learning experience. To conclude, the use of digital technology into English teaching has enabled Generation Z students to express their creativity using innovative tools, resulting in dynamic learning experiences that correspond with their enthusiasm for content creation and collaboration.

Additional research underscores the significance of visual aids in enhancing student engagement and comprehension. Participant 4 noted that using tools like PowerPoint, Canva, and videos allows her to convey concepts more effectively than with text alone, facilitating quicker understanding among students. This approach fosters a deeper connection with the material. Examples of teacher-created resources designed to visualize content were collected to support the interview data.

In conclusion, the usage of visual aids such as PowerPoint, Canva, and videos improves student engagement and comprehension by effectively communicating concepts and building a stronger connection to the topic.

5.1.2   Digital Competence Level of English Teachers

In order to know the level of English teachers' digital competence, the finding was highlighted based on the six areas in the DigCompEdu. Professional engagement level of English teachers can be seen on the Table 1.

Table 1. English Teachers' Professional Engagement Level

No	Statement	Mean	Remark
1	Organizational communication: Systematic use of diverse digital channels in order to improve the communication with my students, their families and my co-workers.	4.50	Expert
2	Professional collaboration: Use of digital technology in order to work with my co-workers inside and outside my institution (school).	4.50	Expert
3	Reflexive practice: Active development of digital competence for educators	4.75	Expert
4	Digital CPD: Participation in online training courses.	4.50	Expert
Grand Mean		**4.56**	**Expert**

As reflected in Table 1, the professional engagement levels of English teachers concerning their digital competence was measured through four specific statements. Each statement reflects a distinct aspect of digital engagement, with mean scores indicating the extent to which teachers utilize digital tools and practices in their professional roles. The first statement, addressing organizational communication, received a mean score of 4.50, signifying that the teachers systematically employed diverse digital channels to enhance communication with students, families, and colleagues, which is indicative of an expert level of

proficiency. Similarly, the second statement regarding professional collaboration also gained a mean score of 4.50, highlighting teachers' effective use of digital technology to collaborate with peers both within and outside their educational institutions. The third statement, which focused on reflexive practice, achieved a slightly higher mean score of 4.75, suggesting that teachers actively engage in the continuous development of their digital competencies, further underscoring their commitment to professional growth. Lastly, the fourth statement concerning digital continuing professional development (CPD) received a mean score of 4.50, reflecting teachers' participation in online training courses to enhance their skills. The grand mean score of 4.56 across all statements indicates an overall expert level of digital competence among English teachers.

Furthermore, on the second area, digital resources level of English teachers can be seen on Table 2.

Table 2. English Teachers' Digital Resources Level

No	Statement	Mean	Remark
1	Selection: Use of different web sites and searching strategies to find and select a wide range of digital resources.	5.00	Leader
2	Creating and modifying: Creation of their own digital resources and modification of the ones that already exist so they can be adapted to the teacher's needs.	4.50	Expert
3	Managing, protecting and sharing: Protection of sensitive content.	5.00	Leader
Grand Mean		**4.83**	**Expert**

Table 2 presented an evaluation of English teachers' digital resources level of digital competence, focusing on three key statements that assessed their abilities in selecting, creating, and managing digital resources. The first statement, which addressed the selection of digital resources, achieved a perfect mean score of 5.00,

indicating that teachers were highly proficient in utilizing various websites and searching strategies to identify and select a diverse array of digital materials. This level of competence categorized them as "Leaders" in this domain, suggesting that they not only use digital resources effectively but may also guide others in doing so. The second statement, concerning the creation and modification of digital resources, received a mean score of 4.50, reflecting an expert level of competence. This score indicated that teachers are adept at both creating their own digital content and modifying existing resources to better suit their instructional needs, demonstrating a strong capability for customization and innovation in their teaching practices. The third statement, which focuses on managing, protecting, and sharing sensitive content, also attained a mean score of 5.00, further categorizing teachers as "Leaders." This suggested that they possess a strong understanding of the importance of safeguarding sensitive information while effectively sharing digital resources. The grand mean score of 4.83 across all statements signifies an overall expert level of digital competence among English teachers in relation to their digital resources.

In the different area, English teachers' teaching and learning level can be seen on the Table 3 below.

Table 3. English Teachers' Teaching and Learning Level

No	Statement	Mean	Remark
1	Teaching: Cautious consideration of when, where and why to use the digital technologies in class to ensure their added value is used to their whole capacity.	5.00	Leader
2	Guidance: Supervision of the activities and interaction of the students in the online collaboration spaces that are being used	4.75	Expert
3	Collaborative learning: Use of digital technologies to search and document knowledge	5.00	Leader

	between the students while they're working in teams		
4	Self-regulated learning: Use of digital technologies to help the students to plan, document and evaluate their own learning.	4.50	Expert
Grand Mean		**4.81**	**Expert**

In Table 3, English teachers' teaching and learning level of digital competence was highlighted to show their proficiency in integrating digital technologies into educational practices. The first statement, which focused on teaching, received a perfect mean score of 5.00, indicating that teachers are highly skilled in thoughtfully considering when, where, and why to employ digital technologies in the classroom to maximize their effectiveness. This designation as "Leaders" reflects their ability to leverage technology to enhance learning outcomes significantly. The second statement, addressing guidance, achieved a mean score of 4.75, categorizing teachers as "Experts." This score suggested that they are proficient in supervising student activities and interactions within online collaborative spaces, ensuring that students engage meaningfully with digital tools. The third statement, which pertains to collaborative learning, also attained a mean score of 5.00, further establishing teachers as "Leaders." This indicated their adeptness at utilizing digital technologies to facilitate knowledge sharing and documentation among students working in teams, thereby fostering a collaborative learning environment. Lastly, the fourth statement regarding self-regulated learning received a mean score of 4.50, reflecting an expert level of competence. This score demonstrated that teachers effectively use digital technologies to assist students in planning, documenting, and evaluating their own learning processes. The grand mean score of 4.81 across all statements signifies an overall expert level of digital competence among English teachers in the context of teaching and learning, underscoring their commitment to integrating technology in ways that enrich educational experiences and promote student engagement.

Additionally, English teachers' assessment level can be seen on the table 4.

Table 4. English Teachers' Assessment Level

No	Statement	Mean	Remark
1	Assessment strategies: Use of digital evaluation strategies to monitor the students' progress.	4.75	Expert
2	Analysis of work activities and test: Analysis of all the available data in order to identify the students that need additional support such as students at high risk of school dropout, low achievement, with learning disabilities, etc.	4.25	Expert
3	Feedback and planning: Use of digital tools in order to give effective feedback	4.25	Expert
Grand Mean		**4.42**	**Expert**

Table 4 presented an evaluation of English teachers' assessment level of digital competence, focusing on their ability to utilize digital tools and strategies for evaluating student performance and progress. The first statement, which addresses assessment strategies, received a mean score of 4.75, indicating that teachers were highly proficient in employing digital evaluation techniques to monitor students' progress effectively. This score categorizes them as "Experts," reflecting their capability to integrate technology into assessment practices to enhance student learning outcomes. The second statement pertains to the analysis of work activities and tests, achieving a mean score of 4.25, which also designates teachers as "Experts." This score suggested that educators are adept at analyzing available data to identify students who may require additional support, including those at high risk of school dropout, low achievement, or with learning disabilities. This analytical skill is crucial for implementing targeted interventions and fostering an inclusive learning environment. The third statement, focusing on feedback and planning, similarly received a mean score of 4.25, reinforcing the expert classification. This indicated that teachers effectively use digital tools to provide constructive feedback to students, which is essential for guiding their learning and development. The grand mean score of 4.42 across all statements signifies an

overall expert level of digital competence among English teachers in the realm of assessment, highlighting their commitment to leveraging technology to enhance evaluation practices and support student success. This data underscores the importance of digital competence in modern assessment strategies and the proactive role of educators in utilizing technology to improve educational outcomes.

Moreover, in the terms of Empowering learners, English teachers' level can be seen on Table 5.

Table 5. English Teachers' Empowering Learners Level

No	Statement	Mean	Remark
1	Accessibility and Inclusion: When the students receive digital tasks, the access to digital devices and resources are considered, as well as connectivity problems or low digital competence in the students.	5.00	Leader
2	Differentiation and personalization: Use of digital technologies in order to provide the students personalized learning opportunities.	4.75	Expert
3	Actively engaging learners: Use of digital technologies so the students actively participate in class	4.50	Expert
Grand Mean		**4.75**	**Expert**

Based on the Table 5, an evaluation of the digital competence level among English teachers in empowering learners was presented, focusing on their ability to create inclusive and engaging learning environments through the use of digital technologies. The first statement, which addressed accessibility and inclusion, received a perfect mean score of 5.00, indicating that teachers were highly proficient in considering factors such as access to digital devices, connectivity issues, and varying levels of digital competence among students when assigning digital tasks. This score categorizes them as "Leaders," reflecting their commitment

to ensuring that all students can participate fully in digital learning activities. The second statement, concerning differentiation and personalization, achieved a mean score of 4.75, further establishing teachers as "Experts." This score suggests that educators effectively utilize digital technologies to provide personalized learning opportunities tailored to individual student needs, thereby enhancing engagement and motivation. The third statement, which focused on actively engaging learners, received a mean score of 4.50, reinforcing the expert classification. This indicates that teachers are adept at employing digital tools to foster active participation among students during class, promoting a more interactive and dynamic learning environment. The grand mean score of 4.75 across all statements signifies an overall expert level of digital competence among English teachers in empowering learners, underscoring their dedication to leveraging technology to create inclusive, personalized, and engaging educational experiences. This data highlights the essential role of digital competence in modern pedagogy and the proactive efforts of educators to enhance student empowerment through technology.

For the next area, English teachers' facilitating learners' digital competence level can be seen on Table 6 below.

Table 6. English Teachers' Facilitating Learners' Digital Competence Level

No	Statement	Mean	Remark
1	Information and media literacy: Teaching the students how to evaluate the reliability of the information searched on line and to identify wrong/biased information	4.25	Expert
2	Digital communication and collaboration: Proposing tasks that require the students to use digital media so they can communicate and collaborate between themselves or with other people.	4.50	Expert

3	Content creation: Proposing tasks that require the students to create digital content.	4.75	Expert
4	Responsible use: Teaching the students how to behave online in a secure and responsible way	4.50	Expert
5	Digital problem-solving: Encouraging the student to use digital technologies as a creative way of solving specific problems.	4.25	Expert
Grand Mean		**4.45**	**Expert**

Table 6 assessed the level of digital competence among English teachers in facilitating learners' digital skills, focusing on various aspects of digital literacy and responsible technology use. The first statement, which addressed information and media literacy, received a mean score of 4.25, categorizing teachers as "Experts." This score indicated that educators were proficient in teaching students how to evaluate the reliability of online information and identify biased or incorrect content, which is crucial in today's information-rich environment. The second statement, concerning digital communication and collaboration, achieved a mean score of 4.50, labeling teachers as "Experts." This reflects their ability to design tasks that encourage students to utilize digital media for effective communication and collaboration, fostering teamwork and interpersonal skills. The third statement, focusing on content creation, received a mean score of 4.75, further establishing teachers as "Experts." This score suggested that educators actively engage students in creating digital content, thereby enhancing their creativity and technical skills. The fourth statement, which addressed responsible use, also attained a mean score of 4.50, reinforcing the expert classification. This indicates that teachers are effective in instructing students on how to navigate the online world securely and responsibly, promoting safe digital citizenship. Lastly, the fifth statement regarding digital problem-solving received a mean score of 4.25, categorizing teachers as "Experts." This score highlighted their encouragement of students to use digital technologies creatively to address specific problems, fostering critical thinking and innovation. The grand mean score of 4.45 across all statements signifies an overall

expert level of digital competence among English teachers in facilitating learners' digital skills, underscoring their commitment to preparing students for the demands of the digital age. This data emphasizes the essential role of educators in developing students' digital literacy and responsible technology use, which are vital competencies in contemporary education.

Finally, the overall level of English teachers' digital competence across six areas of competences can be read on the table 7 below.

Table 7. The Level of Digital competence of English teachers'

No	Statement	Mean	Remark
1	Professional Engagement	4.56	Expert
2	Digital Resources	4.83	Expert
3	Teaching and Learning	4.81	Expert
4	Assessment	4.42	Expert
5	Empowering Learners	4.75	Expert
6	Facilitating Learners' Digital Competence	4.45	Expert
Grand Mean		**4.64**	**Expert**

Eventually, Table 7 summarized the overall level of digital competence among English teachers across six key areas, each reflecting a critical aspect of their professional practice in the digital age. The first area, Professional Engagement, received a mean score of 4.56, categorizing teachers as "Experts" in their ability to engage with digital tools and practices to enhance communication and collaboration within educational settings. The second area, Digital Resources, achieved a mean score of 4.83, indicating a high level of proficiency in selecting, creating, and managing digital resources, thus positioning teachers as experts in this area. The third area, Teaching and Learning, garnered a mean score of 4.81, further establishing teachers as experts in integrating digital technologies to facilitate effective teaching and foster student engagement. The Assessment area received a mean score of 4.42, reflecting an expert level of competence in utilizing digital tools for evaluating student performance and providing constructive feedback. In the

Empowering Learners area, teachers scored a mean of 4.75, demonstrating their commitment to creating inclusive and personalized learning experiences through digital means. Lastly, the Facilitating Learners' Digital Competence area achieved a mean score of 4.45, indicating that teachers are effective in equipping students with essential digital skills and promoting responsible technology use. The grand mean score of 4.64 across all areas signifies an overall expert level of digital competence among English teachers, highlighting their readiness to leverage technology in enhancing educational outcomes and preparing students for the demands of the digital world. This data underscores the critical role of digital competence in contemporary education and the proactive efforts of educators to integrate technology into their teaching practices.

4.1.3 Teachers' Communication with Educational Communities

The data gathered showed that teachers use a mix of digital tools to connect with their students. These tools, which include WhatsApp, Google Classroom, and Google Meet. WhatsApp is the tool most often cited for communication. Three participants (Participant 1, Participant 2, And Participant 4) reported using WhatsApp. Participant 4 emphasized that WhatsApp is the main platform for student communication. Google Classroom is another important platform, three participants (Participant 1, Participant 2, And Participant 3) mentioned using Google Classroom. Meanwhile, Participant 2 noted utilizing both WhatsApp and Google Classroom, indicating a combined strategy. In addition, Google Meet is referenced by one participant (Participant 4) as a tool, though it is less frequently used than WhatsApp or Google Classroom. In summary, teachers rely on a combination of digital tools, with WhatsApp and Google Classroom being the most commonly used for communication and instruction.

The documentation data confirmed the findings, demonstrating active use of these digital tools. Google Classroom screenshots demonstrate well-organized course materials, homework, and teacher-posted announcements. Additionally, data from WhatsApp group chats shows continual contacts between teachers and students, such as reminders, explanations on assignments, and informal check-ins.

These examples support the interview data, indicating teachers' constant use of multiple digital channels to promote communication and improve the learning process.

There were also the further explanations about the tool used during the pandemic and post pandemic, which is the shift to Google Classroom in post pandemic. Participant 1 elaborated on an initial investigation into platforms such as Edmodo and Schoology. However, the ease of access granted by the school's provision of *belajar.id* accounts, allowing smooth connection to Google services, has resulted in a major shift towards using Google Classroom. Similarly, Participant 3 recalled the school's major dependence on Microsoft Teams during the pandemic. While Microsoft Teams is still somewhat in use, Google Classroom has now become the main platform for classroom management and communication in the post-pandemic period. This can be concluded that, following the pandemic, Google Classroom has become the major tool for classroom management and communication, due to its accessibility and integration with belajar.id accounts.

WhatsApp is also the most frequently referenced tool for connecting with parents, with three participants (Participant 1, Participant 2, and Participant 4) identifying it. Participant 2 noted that they use WhatsApp to reach out to parents she personally knows. Nevertheless, the involvement of teachers in communicating with parents appears to differ based on the specific role of the teacher at the school. Participant 4 offered a detailed viewpoint, noting that while the dormitory staff and homeroom teachers primarily handle communication with parents, subject teachers (like themselves) have limited direct interactions with them. Participant 4 emphasized that such communication usually occurs only when urgent issues arise, emphasizing that their engagement with parents tends to be more situational and infrequent. Despite this, Participant 4 still recognized that when communication does take place, it is mostly through WhatsApp. To conclude, WhatsApp is the main tool for parent-teacher communication, however the frequency and scope of interactions varies depending on the teacher's role within the school.

Additionally, in terms of communication with other teachers and other stakeholders, the data emphasized the diverse communication approaches used by

the Participants. Participant 2 indicated that there is consistent communication with teachers and other stakeholder mainly via WhatsApp or email. Additionally, Participant 3 described a system for communication among teachers and resource sharing, which incorporates WhatsApp groups, Google Drive, and an online portfolio system. While Participant 4 mentioned that Zoom is often used for collaborative activities, especially when engaging with schools in various regions. In short, various communication methods, including Zoom, Google Drive, email, WhatsApp groups, and online portfolios, are employed when interacting with other educators and other stakeholders.

Overall, the incorporation of technology has assisted remote communication, helping the school to transcend geographical limitations. Participant 1 noted that their students originate from different districts in South Sumatra, not solely Palembang, and that technology aids in enabling quick and effective communication despite the distance. Participant 4 stated that they use Google Meet for Saturday debates, which allows students to engage with them even when they are not officially working, ensuring they are accessible for remote interaction.

4.1.4 Evaluating and Selecting Digital Resources

The data indicated that teachers use variety of digital platforms and resources to search teaching materials. Participant 1 emphasized how easy it is to find resources by entering specific keywords on google. Participant 2 and 4 shared that they use Google Scholar and various sources to find reliable sources, emphasizing the plenty of e-books and PDFs from educational publications readily available online. Participant 2 also pointed out that platforms like YouTube and TikTok can be excellent resources for educational content. Likewise, Participant 3 noted the vast resources offered by the British Council's English 14 platform. Throughout these responses, the teachers indicated that they reflect a strong level of comfort and familiarity with sourcing materials online. So, it can be understood that teachers are completely comfortable and familiar with using a variety of digital platforms and tools for obtaining teaching resources.

Out of the four participants, only one (Participant 4) expressed a clear strategy for choosing digital resources. The teacher chooses materials that correspond with the lesson theme. The chosen digital content is subsequently used for learning and is followed by class discussions to assess students' comprehension. This method demonstrates an attempt to customize resources to meet learning goals.

The data indicated that all four participants took part in some form of evaluating digital learning materials prior to incorporating them into their teaching. Participant 1 reviewed materials after attending webinars to measure their engagement level and appropriateness for students, eliminating those that appear uninteresting or overly time-consuming. Participant 2 also evaluated materials based on their alignment with the local educational system, avoiding those that do not fit the students. Participant 3 evaluated materials to meet students' proficiency levels, especially when the content does not match their actual skill sets, thereby employing differentiated instruction. Lastly, Participant 4 emphasized the necessity of verifying the accuracy of materials, she shared an experience where she needs to cross-checked different versions of a story produced by AI. Collectively, these insights demonstrate a diverse dedication to assessing the appropriateness of digital content to effectively meet students' needs. In conclusion, all participants expressed a willingness to evaluate digital learning resources to guarantee their relevance and efficacy for students.

Moreover, all four participants are involved in modifying digital learning materials to better fit their teaching situations and the needs of their students. Participant 1 aligns their modifications with the Merdeka Curriculum, customizing content as part of creating their own teaching resources. Participant 2 explained the example of adjusting game-based activities from YouTube when the necessary tools are not available. Participant 3 emphasized the importance of diagnostic assessments to determine students' needs, like merging descriptive texts with various past tense forms. Participant 4 also modified materials, especially when using AI-generated questions, refining them to be more focused and appropriate for their students. These responses emphasized a proactive strategy for personalizing digital content to improve learning effectiveness. To summarize, all participants

actively modify digital resources to personalize content and improve their relevancy for their educational contexts and students' needs.

The data illustrated various approaches to developing digital resources among the participants. Participant 1 preferred to generate his own digital materials instead of depending on conventional textbooks. Conversely, Participant 2 fitted the resources to the Cambridge Curriculum and she emphasized the opportunity to produce extra digital resources, suggesting a flexible method of curriculum with teacher-generated content. In the same way, Participant 3 valued Merdeka curriculum adaptability to combine elements from the Cambridge Curriculum with the National Curriculum. This combination provided a wider change of developing digital resources. In short, the participants employed diverse approaches to developing digital resources, emphasizing flexibility and curriculum adaptability to enhance teaching.

4.1.5 Digital Tools in Teaching and Learning Process

The data indicated that planning with digital tools involves a creative and complex approach. Participant 4 incorporated a variety of digital resources during the planning process, using Canva for designing visual materials and leveraging AI-powered apps for video creation. Tools like Leonardo AI are employed to generate images, while Invideo AI assists in constructing video content. For editing, CapCut is used to refine the final product. Although this planning process requires significant effort and the use of multiple applications, the participant believed the enhanced quality of the teaching materials makes it worthwhile, demonstrating a commitment to producing engaging and visually appealing content for students. In summary, the participant committed to using digital tools to create high-quality, engaging teaching materials.

Additionally, AI is employed in the planning process to develop personalized teaching resources. Participant 4 continued to emphasize the adaptability and control provided by AI tools, especially when creating voiceovers. Although YouTube offers various voiceover choices, they might not always meet the exact requirements of a lesson. This personalization ensures that the audio accurately

reflects the story or context, thereby improving the overall quality and relevance of the teaching resources. This underscores the value of AI in customizing teaching resources to enhance their quality and relevance.

In adapting digital tool into classroom, the data showed variations in the tools available that participants use in their teaching methods. Participant 1 mentioned having personal devices, such as a laptop and phone, in addition to classroom technology like wireless projectors and speakers. The presence of Wi-Fi in every classroom encourages using digital tools, making it convenient to share resources, such as Google Forms links, for engaging activities. Additionally, Participant 3 points out that an Interactive Whiteboard is also available in their classroom. So, the availability of diverse digital tools and infrastructure facilitates innovative and engaging teaching practices.

The documentation provided supportive evidence for the availability of these digital technologies. The school's inventory lists include projectors, speakers, and interactive whiteboards in classes, which correspond to the descriptions provided by the participants. The presence of Wi-Fi was also confirmed, as the described Wi-Fi configuration enables coverage across all classes, allowing for integration of digital tools such as Google Forms. The consistency of interview responses with the recorded availability of resources suggests that teachers have access to a variety of technology to improve their instructional practices.

Furthermore, phones are the most widely used digital device among students. Participant 1 mentioned that although some students have laptops and tablets, most depend on their phones, which have become the main device for classroom tasks. This broad access enables teachers to take advantage of digital tools like Google Forms instead of relying on printed assignments, as links can be easily shared and accessed via students' phones. Likewise, Participant 2 confirmed that students primarily use their phones, emphasizing the essential role of mobile devices in supporting digital learning efforts. This pattern indicates that even with differences in device ownership, phones remain a practical and accessible means for engaging students in digital activities.

Digital tools are purposefully integrated into classroom activities to improve student engagement and learning outcomes. Participant 3 begins lessons with interactive games that use apps or Classware from Cambridge books, specifically designed for Interactive Whiteboard use. This method aims to capture students' attention and introduce new subjects in an engaging manner. For activities involving idea generation, platforms like Padlet are employed for collaborative brainstorming, while Mindmeister is used for creating mind maps. Participant 4 noted the creation of stimulating questions frequently employing AI to help generate these inquiries. This diverse use of digital tools demonstrates a flexible, needs-based strategy for incorporating technology into the classroom, customized for various learning activities.

The documentation data further reinforces these practices, illustrating the variety of digital tools used in the lessons by the participants. For example, Participant 2 displayed a thorough integration of digital tools in their lesson plans, although specific tools were not mentioned in the documentation. Participant 3 consistently used platforms like Quipper (an online learning platform), CambridgeOne.org (for digital resources from Cambridge), Educaplay (for interactive activities), and MindMeister (for mind mapping). These tools correspond with their interview comments, emphasizing interactive and collaborative learning experiences. In a similar way, Participant 4 was documented as using Canva for creating visual content and Padlet for group student projects, emphasizing the focus on creativity and interactive participation. This documentation supports the interviews, indicating that teachers actively employ various digital tools to address different instructional requirements, boost student engagement, and create effective learning experiences. The alignment between the interviews and the recorded use of digital tools emphasizes a strategic effort among teachers to incorporate technology effectively into their teaching methods.

4.1.6 Digital Tools for Assessments

The data indicates that digital tools are critical in formative assessments among various participants. Participant 1 pointed out the ongoing use of Google

Forms because of its simplicity for developing quizzes and collecting student feedback. Participant 2 also emphasized efficiency, using students' mobile devices for quizzes and employing Google Spreadsheets for fast and secure grading. Participant 3 favored engaging platforms like Kahoot for enjoyable, interactive formative assessments, which enhance student involvement. In a similar way, Participant 4 employed a combination of tools, using both Kahoot and EducaPlay for interactive quizzes, while also using Google Forms to develop customized assessment questions. Collectively, these approaches emphasized a trend toward using diverse digital tools to carry out effective and fascinating formative assessments, meeting various classroom requirements.

The documentation data supported these methods by representing the actual use of these tools in educational environments. Participant 1 integrated Kahoot and Google Documents for student practice, as shown in the lesson plans. Participant 2 employed a digital Cambridge exam sheet for formal evaluations and communicated quizzes via Google Classroom, using tools like Kahoot to promote interactive student participation. Participant 3 was recorded using various tools, including Kahoot, Google Forms, digital Cambridge test, Quizizz, and Mentimeter, demonstrating a wide range of platforms to improve formative assessment. In addition, Participant 4 also used Google Classroom to share exam papers and employed tools such as Kahoot, Quizizz, and Google Forms for conducting assessments. The consistency between the interview feedback and the documentation data emphasizes a strategic approach to using digital tools for effective formative assessments. The diverse platforms used—ranging from interactive quiz applications like Kahoot and Quizizz to more organized formats like Google Forms—demonstrates the teachers' dedication in promoting lively and engaging assessment.

Additionally, the preference for using digital tools in summative assessments was also found to enhance efficiency and decrease paper usage. Participant 2 stated employing Computer-Based Testing (CBT) for semester examinations, resulting in a completely paperless assessment process. Likewise, Participant 3 used digital quizzes for formal summative evaluations, using platforms like Quizizz and

Educaplay, which offer a range of question styles, including multiple-choice and crossword puzzles. Moreover, writing assignments are submitted via Google Classroom, creating a centralized, digital system for collecting and grading student submissions. These approaches demonstrated a trend towards adopting digital tools for effective, eco-friendly, and flexible summative assessments.

Different strategies for delivering digital feedback in the classroom were applied by the teachers. Participant 1 employed Google Forms for quizzes but seldom makes use of its automatic scoring functionality. Instead, they preferred to manually review the answers and add personal remarks such as "That's great" or "Excellent" to enhance the feedback's impact. He also used Kahoot to provide real-time feedback during interactive sessions. Participant 2 depended on Google Classroom, where they leave comments directly on student submissions, assisting easy access to feedback. In contrast, Participant 4 emphasized structured feedback through rubrics, which they often design with the assistance of AI tools. By entering specific prompts, they create detailed, table-format rubrics to offer consistent and customized feedback. These approaches display a combination of automated and personalized strategies for delivering feedback, aimed at improving student comprehension and involvement.

Furthermore, Digital grading and reporting was employed to enhance the assessment process. Participant 4 emphasizes the effectiveness of using digital platforms like Google Forms, which instantly show students' results once they finish. This automation simplifies the grading process, minimizing the time and effort needed for manual scoring and reporting. The adoption of these digital tools reflects a shift towards more efficient, real-time assessment methods, enabling teachers to promptly access and evaluate students' performance, thus making the entire grading process more straightforward and efficient.

The data also emphasized the advantages of using technology for evaluations, especially in developing interactive and effective assessment methods. Participant 1 employed Kahoot at the start of lessons to quickly assess students' grasp of the material, like giving a quiz on tenses without any prior explanation. By analyzing the outcomes, they can identify which topics require more attention, enabling

targeted teaching. Participant 3 emphasized that students appreciate the gamified aspect of Kahoot, making quizzes feel less like tests and more like fun activities. The competitive and interactive structure, combined with the ability to download results for further examination, aids the teacher in evaluating student understanding without inducing stress. Likewise, Participant 4 utilized platforms like Kahoot and EducaPlay, which offer detailed reports that can be downloaded in CSV format and easily imported into Excel for convenient tracking and analysis. These digital resources not only simplify the evaluation process but also boost student engagement, making assessments both efficient and enjoyable.

In addition, an attempt to integrate digital and conventional formative assessment techniques was done to improve learning results. Although Participant 4 used digital tools for assessments, yet still appreciates traditional like face-to-face checks to confirm students' understanding. For example, during class sessions, they pose follow-up questions to assess comprehension in real-time. This immediate questioning enables the teacher to evaluate whether students truly understand the material, particularly when there are doubts about the validity or reliability of digital assessments. By combining digital quizzes and real-time class questioning, the teacher may effectively track student progress while assuring a thorough and authentic understanding of the material.

4.1.7 Ensuring Equal Access for Learners

Collaborative work in groups and pairs is important to guarantee equal access to digital learning tools for all students. Participant 1 noted that when resources are insufficient, like having only 10 laptops available for 30 students, they create groups or pairs to ensure every student can take part without feeling excluded. Participant 3 also emphasized the value of group work, especially for tasks such as creating presentations on Canva, where only one or two group members need to use a laptop for design while the others concentrate on gathering information. Likewise, Participant 4 ensured that groups enable students to assume various roles based on their skills, such as preparing materials or leading the presentation. This cooperative strategy not only optimizes utilizing existing technology but also

promotes inclusivity by involving all learners in the activity, regardless of their access to personal devices.

The implementation of lending resources was taken to guarantee all students have access to essential tools. Participant 2 noted that if a student lacks a laptop, they can use the library, which offers computers and tablets for borrowing. Participant 3 also emphasized the option of school tablets available for loan when needed, along with the possibility of using the library or computer labs for more extensive projects. These approaches ensure that students without personal devices can still access the digital tools necessary for engaging in lessons and finishing assignments, promoting equal opportunities for learning no matter their individual technology access.

There is also a solution from students to overcome connectivity problems when school resources are not accessible. Participant 3 noted that when the school's Wi-Fi is not functioning and digital content like YouTube videos is slow to load, students frequently turn to their personal data to reach the materials. This indicates a proactive attitude from students, who modify their approach to technological problem by using their own resources to make sure they can keep up with their learning activities despite temporary disruptions in school-provided services.

Furthermore, the data indicates a dedication to meeting students' needs by modifying teaching strategies and resources to guarantee that all learners are well-supported. Participant 2 emphasized the significance of directly inquiring with students about their favored learning styles to ensure they feel involved. Likewise, Participant 4 points out an enduring practice of differentiated instruction, where resources and activities are customized based on students' capabilities. By administering diagnostic assessments to evaluate students' proficiency (high, medium, or low), the teachers ensured that every student can choose questions that align with their readiness, offering a variety of difficulties from which they can select. This personalized approach assists in creating a comprehensive learning atmosphere, where students feel valued and can engage with the material at their own pace and skill level.

To meet the needs of special needs students, Participant 3 clarified that learning approaches are customized with extra assistance for students facing physical or mental challenges. The school's boarding setup is viewed as advantageous, as it fosters strong relationships among students, promoting a supportive environment that aids those who need additional attention. This method emphasizes the significance of a caring and cooperative school culture in aiding students with special needs.

4.1.8 Promoting Information and Media Literacy

The data indicated the incorporation of information and media literacy across different classroom practices. Participant 1 motivated students to investigate digital media by researching subjects related to upcoming lessons through platforms like TikTok or various apps. Participant 2 commanded that students read articles from credible sources such as the Jakarta Post or CNN International to stay updated and enhance their formal English skills. Participant 3 emphasized the integration of literacy in learning English, pointing out that research assignments and reading academic journals contribute to literacy development. Finally, Participant 4 stressed the significance of digital literacy by getting students involved in tasks like analyzing videos, which aids them in critically assessing media content. Besides, addressing different topics in class promotes critical thinking and a more major comprehension of digital information. This method not only boosts their capacity to navigate and interpret digital media but also prepares them with the abilities necessary to create impactful content in a digital setting.

Another essential point is that teamwork is a critical approach for enhancing collaboration among students. Participant 1 noted that group work enables students to exchange knowledge and skills. Participant 2 emphasized the importance of peer learning, where students can assist each other when encountering challenges, thus making collaborative learning an effective method. In addition, Participant 3 incorporated paired activities, such as having students work together to draft a scientific research paper, which promotes teamwork and the development of research abilities.

The findings also indicated that beyond the classroom, students participate in activities that enhance information and media literacy. Participant 1 refers to a weekly debate program where students research topics in advance, which enriches their English learning within an academic setting. Participant 3 further explained various initiatives, like "News Update" and "Debate," that motivate students to discuss current affairs, promote critical thinking skills, and evaluate the credibility of news sources, thereby promoting digital literacy.

To boost students' digital skills, assigning projects that necessitate using technology is a widely adopted method. Participant 1 mentioned giving tasks related to real-life issues, like identifying environmental challenges, which motivates students to employ digital tools for information gathering. Participant 2 also stressed the importance of technology-based assignments as a way to keep students adept with technology, offering them frequent chances to refine their digital abilities. This method ensures that students gain practical experience and progressively build their confidence and skill sets with digital tools.

To support the insights gained from the interview data, documentation is evidence of various digital projects and assignments that were incorporated into the classroom to improve students' digital skills. For Participant 1, the Google Classroom platform was used for students' task submissions, demonstrating the application of digital tools for organizing and managing assignments related to real-world issues, such as recognizing environmental challenges. Participant 2 executed technology-driven assignments through group submissions on Google Classroom, where students were expected to collaborate using digital platforms. In addition, students crafted English story readings using Canva, emphasizing an effort to enhance their digital storytelling abilities. Likewise, Participant 4 assigned imaginative digital projects, where students generated audio for storytelling and posted English story videos on Instagram. What's more, students participated in critical writing assignments on Padlet, giving them a chance to practice their digital literacy skills by collaborating and sharing content online. These documented activities reflect a unified approach among participants to integrate digital tools into

assignments, thus nurturing students' practical experience and boosting their overall digital proficiency.

Participant 3 next emphasized the significance of peer tutoring as a strategy for improving digital skills, especially through structured study sessions where students support each other. Using platforms like Ruang Guru, students can access extra practice problems and collaborate on learning projects. Peer learning is recognized as an effective approach, with students stepping into tutor roles to assist their classmates, particularly in tough subjects like grammar. This collaborative method not only enhances digital capabilities but also promotes a nurturing learning atmosphere where students learn from each other.

Cooperation across various subjects is another strategy suggested to enhance students' digital competence. Participant 1 described the P5 project (Strengthening the Profile of Pancasila Students), which involves interdisciplinary instruction with input from different subject teachers, such as those teaching religion, geography, and math. The emphasis of these initiatives, particularly in grade 12, is on sustainable living, where digital content and technology are integrated into the educational experience. Participant 3 added that programs like LIMAS (Learning English and Math among Students) motivate students to partake in projects that include digital learning, improving their abilities through collaborative work in various subjects.

To further boost digital competence, teachers motivated students to generate content and campaign around major issues. Participant 1 noted that students are frequently tasked with creating digital material around particular subjects and sharing it with both classmates and the broader digital community. This not only hones their technical abilities but also sparks creativity and critical thinking as they learn to effectively develop and present information.

Recognizing the advanced digital skills of students, both Participants 3 and 4 remarked that today's students often have a greater proficiency with technology than their teachers. They shared examples of students introducing new applications or digital tools, enriching the educational experience for both peers and teachers. This mutual learning energetic is welcomed by teachers, who are receptive to

acquiring knowledge from their students. Participant 3 also noted some students as 'assistant teachers,' a role that acknowledges their expertise and instills a sense of pride, motivating them to assist their peers and positively impact the learning environment.

4.1.9 English Teachers' Attempts in Enhancing Digital Competence

The data indicated that teachers engaged in professional development activities aimed at enhancing their digital competence, particularly through workshops, webinars, and government-supported initiatives. Some educators attended weekly sessions offered by the Merdeka Learning platform, while others participated in webinars available on social media platforms like Instagram. Participant 3 has taken part in online workshops centered on virtual classrooms and digital teaching resources, showcasing a proactive commitment to future training. Except for one teacher (Participant 2), who has not engaged in any formal professional development sessions, the collected documentation confirms that three participants have been involved in various professional development activities. The documentation includes certificates for participation and speaking engagements, demonstrating that the participants actively engaged in webinars related to AI usage, applications like Educaplay, and enjoyable learning methods.

Furthermore, the data emphasized the significance of teachers' professional development and collaborative learning, particularly in enhancing digital competence and teaching support technology. Participant 1 noted that teachers can discover new resources, digital tools, and methods for technology integration within a weekly learning community focused on the Merdeka Curriculum. Participant 3 highlighted that the school actively promotes professional development by having a faculty coordinator responsible for organizing PD events and sharing information about upcoming workshops. Each semester, in-house training (IHT) workshops are conducted, focusing on specific improvements such as interactive learning and classroom management. Participant 4 mentioned that internal learning communities (MGP) are highly valued for sharing best practices and fostering a collaborative approach to ongoing improvement.

The earlier data also revealed that enhancing digital competencies necessitates communication with fellow educators. All participants engaged in knowledge sharing through practice, exchanging ideas with other educators and practitioners to explore new digital avenues. Additionally, Participant 2 relied on her peers to assist her in integrating unfamiliar technologies, indicating that peer support is a top priority.

Moreover, teachers leverage social media as a valuable resource and training tool to stay updated on the latest methods and trends in educational technology. Participants 2 and 4 reported that they independently developed their digital competence by utilizing YouTube and social media platforms like Instagram and TikTok for expert advice and lessons on app usage, allowing them to become proficient in these tools.

4.1.10 Challenges and Possible Solution

In order to explain English Teachers Challenges and Possible Solution in applying their digital competence, the data were presented based on the areas in the DigCompEdu framework.

4.1.10.1 Enhancing Teachers' Digital Competence

The firs challenge was found is the needs for the teachers to to stay up to date on the most recent trend in digital. Participant 1 points out that a major challenge in enhancing digital competence is the necessity to remain knowledgeable about the latest trends. This requires an ongoing effort to learn about emerging technologies, applications, and teaching methods, as digital tools and resources continue to change. Staying updated with these trends is important for effectively implementing digital resources in the classroom, but it demands continuous effort and flexibility from teachers.

Next, Time management was another challenge in enhancing teachers' digital competence. This was supported by Participant 2 who emphasized time management as a major obstacle in developing digital abilities. Even though the school provides compulsory activities and training sessions designed to boost teachers' digital competence, scheduling conflicts sometimes occur. These time

limitations can hinder teachers from fully engaging in these professional development opportunities, limiting their ability to improve their digital skills.

Distance in terms of participating in webinars or training sessions was also found to be one of the challenges. This issue pointed out by Participant 2 mentioned that distance concerning attending training sessions or webinars. While numerous professional development resources are accessible online, some necessitate physical attendance at remote locations, complicating participation for teachers, particularly if they need to travel considerable distances from their workplace or home. To address these challenges, Participant 2 has taken initiative by reducing hours at a secondary job and rearranging work shifts with colleagues. These modifications help tailor additional time for important training sessions and professional development attempt, allowing the participant to concentrate on improving their digital competence. This approach illustrates the participant's dedication to prioritizing skill advancement despite existing challenges

4.1.10.2 Choosing Digital Resources

Finding suitable digital materials poses a common challenge for teachers, as noted by Participants 1, 3, and 4. Participant 1 referred to it as a trial-and-error journey, where previously used resources are re-evaluated based on student involvement. Participant 3 pointed out that selecting and modifying digital resources demands careful attention to students' preparedness and local context, which requires effort to make sure that lessons remain authentic and relevant. Participant 4 emphasized the importance of compiling a variety of references, ensuring they correspond with learning objectives and competency standard. The ultimate aim is to identify materials that are appropriate, making sure they aren't too easy or too hard, to assist an ideal learning experience.

The second challenge is that the task of selecting and modifying digital resources is time-consuming, as conveyed by Participants 3 and 4. Participant 3 indicated that lesson preparation demands major time and commitment, particularly when assessing student readiness and aligning materials properly. This thorough planning, often conducted the day prior to class, can be quite draining. Participant

4 supported this view, stating that testing various tools and formats, is work-intensive yet essential. The necessity of experimenting with multiple tools before discovering one that suits the teaching situation adds to the workload, but it is regarded as an important element of the learning and adjustment process for effective lesson planning

4.1.10.3 Adopting Digital Tools in Teaching Practice

Connectivity problems are one of the challenges teachers encounter when integrating digital tools for classroom activities. Participant 1 mentioned that when the Wi-Fi fails or there's a power outage, they cannot show slides or charge laptops, which disrupts the flow of the lesson. Likewise, Participant 3 pointed out occasional internet signal issues, particularly when there are delays in settling the Wi-Fi bill. To overcome this, Participant 1 resorts to the whiteboard and involves students in reading tasks to keep the lesson moving without depending on digital tools. In other was, Participant 3 expressed a desire for faster, more dependable Wi-Fi, as students often become frustrated with slow loading times during lessons.

Secondly, challenges due to disparities in digital tool access among students were found. Student access to digital devices is inconsistent, posing a challenge in maintaining equal participation. Participant 1 remarked that although all students possess phones, not everyone has a laptop, which narrows the options for certain tasks. Participant 2 also observed that laptop ownership is not widespread and Participant 3 pointed out economic differences, noting that many students come from low-income backgrounds and may have devices that aren't compatible with the necessary digital tools. To addressed this challenge, the school offers solutions such as lending tablets and using the ICT lab, enabling students without suitable devices to participate effectively.

Furthermore, the quality and availability of digital equipment suffer due to limited school funding, as pointed out by Participants 2 and 4. Participant 4 shared that in earlier times, funding was better, allowing for easier setups of tools like projectors and speakers. Currently, the equipment often faces overuse, causing technical issues that delay lesson starts. Participant 2 added that connecting

projectors can sometimes be difficult. For the solution, they lean on skilled students for help. To make this process more efficient, Participant 4 recommended having a designated PC in the classroom to cut down the time spent setting up devices for every lesson.

Challenges related to digital tools and resources were also highlighted in this study. The availability of functional digital resources such as Interactive Whiteboards has greatly decreased, according to Participant 3. In the past, there were more Interactive Whiteboards, but most are currently out of order, leaving only two that work. This shortage forces teachers to wait their turn to use them, which can interfere with the scheduling of lessons that depend on these interactive features. Moreover, Participant 1 encountered accessibility challenges when a tool they frequently used, Gameboard, became unavailable, hindering their ability to conduct collaborative, interactive learning sessions.

4.1.10.4 Utilizing Technology in Assessment

A general issue in using technology for assessments is the differing access to digital devices among students. Participant 1 noted that although all students possess mobile phones, not everyone has a laptop, which can hinder their ability to complete online assignments. Participant 2 recounted this concern, mentioning that certain students do not have laptops, impacting their involvement in technology-driven assessments. Otherwise, Participant 3 elaborated a specific situation where 10th graders had restricted access to mobile phones, making it challenging to use apps like WhatsApp for communication. To address these difficulties, the teacher uses ICT labs of the school, which are equipped with computers. Participant 3 elaborated that the lab can accommodate up to 120 students for examinations, using a semi-online system that restricts access to other tabs during tests, ensuring fairness and equal access to necessary technology.

Miscommunication presents another problem in employing digital platforms for assessments. Participant 2 pointed out that students occasionally misinterpret the instructions on Google Classroom, resulting in confusion and incomplete assignments. To lighten this, Participant 2 provides thorough instructions and issues

reminders two days before the deadline, while also allowing deadline extensions to assist students. Participant 1 also emphasized the significance of reminding students to finish their tasks if they were absent from class, ensuring they remain on track.

During assessments that entail audio elements, poor sound quality can hinder effective learning and evaluation. Participant 2 mentioned challenges with the clarity of the speaker in the classroom, making it difficult for students to hear videos or audio clips. To address this concern, they encourage students to move closer to the speaker or divide the class into groups, enabling each group to listen to the audio through their own devices, thereby enhancing accessibility and understanding.

The issue of plagiarism, particularly with the growing use of AI tools like ChatGPT, represents an important challenge in evaluating students' original work. Both Participants 3 and 4 expressed their worries about students copying and pasting content from AI sources. To identify plagiarism, Participant 3 relies on her experience, discriminating when a student's submission is unusually complex. They also employ AI detection tools to spot plagiarized material. Participant 4 complements this by monitoring students' performance in both formative and summative assessments, which aids in assessing consistency in students' skill levels. This combined approach of using technology and teacher observation effectively reveals instances of plagiarism.

Issues with time management can arise when students miss scheduled exams due to extracurricular obligations, such as competitions or organizational activities. Participant 3 tackled this issue by assigning additional tasks to the affected students, allowing them to catch up for missed assessments.

4.1.10.5 Engaging Students with Technology

Participants generally indicated that there are no major obstacles in engaging students with technology in the classroom, as learners are naturally attracted to digital tools. Participant 1 pointed out that students belong to the digital generation, displaying a strong interest in using technology, which simplifies the integration of digital tools into lessons. He stressed that the critical aspect is to use technology thoughtfully, using its potential to enhance learning. Likewise, Participant 2

mentioned that students are typically excited about technology; they become more involved when lessons include digital components, offering a refreshing alternative to traditional book-centered learning. Participant 4 reflected this sentiment, noting that students are "digital natives" who find technology inherently interesting, which assists capturing their attention during lessons.

Although engaging students with technology is not an issue, overseeing its use for non-academic purposes can present a challenge, as emphasized by Participant 3. The primary difficulty lies not in stimulating interest but in regulating and supervising how students use digital devices during class. There is a concern that students might become distracted by unrelated online content or engage in activities other than learning on their devices. Therefore, the challenge for teachers is to sustain students' focus on the educational tasks while also addressing their natural curiosity and comfort with technology.

4.1.10.6 Enhancing Students' Digital Competence

Handling fake information was found as one challenge in improving students' digital competence. The issue of dealing with false information is recognized by Participant 1, who mentions that when students encounter misleading or incorrect information, it falls to the teacher to verify and correct it. This emphasizes the essential role teachers play in assisting students navigate the complexities of digital content, ensuring they can distinguish between credible and unreliable sources.

4.2 Discussion

4.2.1 English Teachers' Attitude

There is a positive attitude toward digital competence and the use of technology in the English classroom. This conclusion is in line with the findings of Sim and Ismail (2023) and Derder et al. (2023), who found that English teachers had good attitudes toward the use of digital tools in the classroom. Generation Z and Alpha have grown up in a technologically advanced world, relying on technology and preferring to learn through digital devices and various platforms (Elsin & Sathya, 2024). Natsir et al. (2022) stressed that Generation Z's digital competency is intrinsically linked to their familiarity with technology, particularly

interactive learning medium. This has produced an understanding that these students cannot be taught solely through traditional approaches. According to Coolsaet (2024), Generation Alpha's inherent comfort with digital tools, suggesting that teachers must adapt their teaching strategies to leverage this digital fluency for optimal learning outcomes.

Concerns regarding teachers' technological competencies persist, as educators recognize the necessity of continuous learning in technology to effectively meet their students' needs and expectations. This aligns with the understanding that teachers' attitudes and beliefs about technology significantly influence their willingness to adopt new tools and methods (Winter et al., 2021). Safihu et al. (2022) emphasized the risks of technological stagnation, arguing that teachers proficient in technology are better equipped to facilitate learning and engage students effectively. It is essential for teachers to acknowledge the potential of digital technologies in their everyday practices and to utilize them judiciously. To enhance their ability to leverage technology for teaching and learning, educators must undergo training and adhere to established standards (Spiteri & Rundgren, 2020). The data indicates that ongoing professional development in digital skills is crucial for teachers, reflecting a consensus on the importance of adapting to evolving social technologies in education (Ayanwale et al., 2024).

Moreover, transitioning from traditional methods offers significant advantages. Teachers expressed strong support for the role of technology in lesson delivery and assessment management, noting that it improves time management and allows for more efficient lesson planning, content dissemination, and student engagement. Goldhaber (2021) pointed out that technology enables teachers to replace conventional methods with more effective, technology-driven teaching tools, thereby enhancing both lesson delivery and the overall educational experience. Applications like Google Forms and Google Classroom streamline classroom organization and management, reducing teachers' workloads and facilitating more effective lessons. Google Classroom, in particular, simplifies feedback and grading processes, enabling teachers to manage assignments and interact with students more efficiently (Lestari et al., 2021).

Additionally, technology fosters student engagement by incorporating interactive elements and gamifying content. Bedenlier et al. (2020) noted in their systematic review that educational technology enhances student participation, with behavioral engagement being the most prevalent aspect. Integrating technology in the classroom can improve motivation, engagement, learning outcomes, and overall student performance (Nkomo et al., 2021; Nugroho, 2022; Pham, 2022). Tools such as Kahoot, Edmodo, and Padlet have been particularly appealing to students, as they make learning enjoyable and encourage greater participation. Gamification has a notable impact on student engagement and academic performance, with applications like Quizizz and Kahoot increasing student motivation and attention to instructions (Göksün & Gürsoy, 2019). In the context of English language teaching, web-based resources like Edmodo, Kahoot, and Canva are widely utilized, leading to the development of interactive and innovative instructional activities (Nugroho et al., 2022).

In relation to the previous discussion, integrating technology into learning environments enhances students' creativity and makes the learning process more enjoyable. Modern technologies significantly boost students' creativity and critical thinking skills, offering innovative educational approaches that encourage collaboration and problem-solving (Antonova et al., 2024). Digital technologies are viewed as vital to fostering creativity in contemporary teaching practices and shaping future educational landscapes. By facilitating new combinations and creative practices, technologies can bridge various approaches to creation (Henriksen et al., 2021). Teachers observed that students better understand concepts when they create videos, vlogs, or utilize digital applications for mind mapping. The use of technology in creative tasks resonates with Generation Z, who are inclined to produce digital content. Bereczki & Kárpáti (2021) also noted that leveraging digital resources can stimulate learners' interest and promote creative activities in the classroom.

Other formats, such as PowerPoint, Canva, and videos, also enhance students' comprehension. Teachers reported that visual aids help maintain students' focus for longer periods, facilitating better understanding. Jain & Sharma (2023) found that

a significant majority of students prefer a combination of audio-visual resources during lectures, highlighting the positive impact of such aids on engagement and learning outcomes. This preference underscores the idea that audio-visual technology can create a more enjoyable learning environment (Jain, 2023). Furthermore, Loviasyuni & Bhuana (2023) discovered that audio-visual media effectively improve students' attention and foster active learning. Consequently, learning is expedited, and discussions become more insightful, as students can connect visual stimuli with concepts without needing lengthy textual explanations. Visual aids enable students to observe components and processes directly, enhancing their comprehension and motivation to learn (Jumintono et al., 2022). The significance of videos in language acquisition was also emphasized by Wardhana and Muhammad (2021), who noted that videos present real-world scenarios that enhance understanding and retention.

4.2.2 Digital Competence Level of English Teachers

The overall level of digital competence among English teachers across six key areas was in "Expert" level. Each area—Professional Engagement, Digital Resources, Teaching and Learning, Assessment, Empowering Learners, and Facilitating Learners' Digital Competence—demonstrates the multifaceted nature of digital competence among English teachers. This is in line with a systematic review of digital competencies in higher education which revealed that teachers exhibited a high overall level of digital competence, positioned between expert and leader categories on the DigCompEdu scale (Moreira, 2023). This notion however is challenged by various studies. They highlighted that educators have a low or medium–low level of digital competence (Basilotta-Gómez-Pablos et al., 2022; Garzon-Artacho et al., 2021; Zhao et al, 2021).

Professional Engagement is a critical area where teachers are categorized as experts in their ability to engage with digital tools to enhance communication and collaboration within educational settings. Research indicates that teachers who actively engage in professional development and utilize digital technologies effectively foster better communication and collaboration among peers and students

(Engen, 2019). This engagement is essential for creating a supportive learning environment that leverages digital tools for enhanced educational outcomes. Moreover, the study by Wallin et al (2022) emphasizes the necessity of a shared partnership approach in professional development, which highlights the importance of both workplace affordances and individual engagement in enhancing teachers' professional learning. Cabaron (2023) further supports the notion that self-efficacy in using digital technologies significantly impacts teachers' engagement and instructional management.

Based on the interview and documentation, it was found that teachers did professional interactions with colleagues, learners, parents, and other stakeholders. Teachers increasingly utilized a variety of digital tools to enhance their connection with students. Among these tools, WhatsApp, Google Classroom, and Google Meet have emerged as prominent platforms that facilitate communication, collaboration, and educational engagement. The use of WhatsApp, for instance, has been shown to improve educational outcomes by providing a space for effective communication and resource sharing among students and teachers (Alshaibani & Qusti, 2020; Venturino & Hsu, 2022; Lee et al., 2023). WhatsApp's ability to foster interaction and collaboration has made it a valuable tool in both traditional and distance education settings (Nasution & Munandar, 2023; Nyembe & Howard, 2021). In addition to WhatsApp, Google Classroom has gained significant traction, especially during and after the COVID-19 pandemic. The pandemic necessitated a rapid shift to online learning, prompting many teachers to adopt Google Classroom as a primary platform for managing coursework and facilitating student engagement (Ajani, 2023; Sheveleva et al., 2021). This transition represented a fundamental shift in educational practices, as Google Classroom offers structured environments for assignments, feedback, and communication that are conducive to learning.

WhatsApp has emerged as a prominent tool for teachers to connect with parents, particularly in the context of enhancing communication and fostering engagement in the educational process. A study conducted among kindergarten teachers revealed that 89.9% of respondents used WhatsApp for communication with parents (Dan & Simon, 2021). This finding underscores the prevalent reliance

on WhatsApp as a communication tool in educational settings. The COVID-19 pandemic further accelerated the integration of WhatsApp into educational communication strategies. Studies have shown that during this period, WhatsApp was instrumental in bridging communication gaps between teachers and parents, thereby sustaining educational continuity (Sobaih et al., 2020). The platform's ability to support real-time communication and information sharing has been particularly beneficial in maintaining parental involvement in their children's education during challenging times (Mulyono et al., 2021).

In different context, teachers employed a variety of communication tools to interact with colleagues and stakeholders, including WhatsApp, email, Google Drive, and Zoom. WhatsApp has gained significant traction among educators for its immediacy and ease of use. Research indicates that WhatsApp is frequently utilized for communication among teachers, allowing for quick exchanges of information and fostering a collaborative environment (Nasution & Munandar, 2023). In addition to WhatsApp, Google Drive is increasingly recognized as a valuable tool for collaborative work among teachers. It allows multiple users to edit documents simultaneously, promoting real-time collaboration and feedback (Akoto, 2021). This functionality is particularly beneficial in professional development settings, where teachers can collectively engage in lesson planning and resource development. Zoom has also become a critical tool for educators, especially during the COVID-19 pandemic. It supports virtual meetings and collaborative activities, allowing teachers to connect with one another and with stakeholders regardless of geographical barriers (Holden, 2022).

In the Digital Resources area, a mean score of 4.83 reflects teachers' high proficiency in selecting, creating, and managing digital resources. Studies have shown that effective integration of digital resources is pivotal for modern teaching practices, allowing teachers to provide varied and rich learning experiences (Melash et al., 2020). The ability to curate and utilize digital resources effectively positions teachers as experts in this area, enabling them to meet diverse learning needs. In addition, the work of Párraga et al. emphasizes the link between teachers' self-perception of digital competence and their ability to promote collaborative learning

and communication through various digital channels (Párraga et al., 2023). This finding suggests that teachers who excel in managing digital resources are also more capable of fostering collaborative learning environments, further validating their expert status.

Based on the interview and documentation, teachers increasingly utilize various digital platforms to find educational resources. Prominent among these platforms are Google, Google Scholar, YouTube, TikTok, and educational sites like the British Council. YouTube has become a vital resource for teachers seeking multimedia content to enrich their lessons. YouTube serves as a platform for professional development, where educators can learn new strategies and techniques from peers and experts (Yang, 2023) and enabling them to access instructional videos that can supplement traditional teaching methods (Guillén-Gámez et al., 2023). Google Scholar is another essential tool for teachers, providing access to a vast repository of scholarly articles, theses, and educational materials. This platform allows educators to find credible and research-based resources (Gottlieb et al., 2021). TikTok has also emerged as a space for educational content. The platform encourages teachers to create and share content that relates with younger audiences (Adelhardt, 2024). Finally, Educational sites like the British Council provide structured resources specifically designed for language learning and cultural education. These platforms offer a wealth of materials, including lesson plans, activities, and assessments, which are invaluable for teachers aiming to enhance their instructional strategies (Torun, 2020).

Furthermore, the strategy adopted by teachers for selecting digital resources is crucial for effective teaching and learning. Teachers often choose materials that align with the lesson theme, ensuring relevance and coherence in the educational process. This alignment is supported by findings that emphasize the importance of evaluating digital learning materials before their incorporation into teaching practices. For instance, educators assess the appropriateness of materials for their students, ensuring that the content is suitable for their specific learning needs and contexts (Nor & Halim, 2023). Moreover, the evaluation process extends to ensuring that the selected resources align with local educational standards and

curricula. This is particularly important as it guarantees that the materials not only meet the educational objectives but also comply with the requirements set by educational authorities (Woltran et al., 2022). Teachers also consider the proficiency levels of their students, which is essential for tailoring the learning experience to the capabilities of the learners. This practice is supported by research indicating that the effectiveness of digital resources is significantly enhanced when they are matched to the learners' existing knowledge and skills (Vijayakumar & Ahmad, 2023). In addition, teachers also verify the accuracy of the materials they intend to use. This verification process is vital to maintain the integrity of the educational content and to ensure that students receive reliable and factual information. Studies have shown that the credibility of digital resources directly impacts student learning outcomes, making it imperative for educators to critically assess the sources they incorporate into their teaching (Zhou, 2023).

In addition, teachers play a pivotal role in modifying digital learning materials to better fit their teaching situations and the diverse needs of their students. This is in line with the previous studies which indicated that teachers actively engage in selecting and customizing digital materials to align with their pedagogical goals and the specific learning requirements of their students (Rachmah, 2023) The development of digital resources among participants was also found. Teachers and educators engage in multiple approaches to develop digital resources that accommodate their specific contexts and the needs of their students. One significant approach is the emphasis on digital competencies, which encompasses a range of skills necessary for effective digital resource development (Perin & Freitas, 2020). The need for tailored digital teaching materials is underscored by Nuranisa (2024), who discusses the importance of developing digital-based teaching materials that meet the specific needs of students.

The Teaching and Learning area, with a mean score of 4.81, underscores teachers' expertise in integrating digital technologies to facilitate effective teaching and foster student engagement. Research supports that the use of digital technologies in teaching not only enhances student engagement but also improves learning outcomes (Ahmad & Hamad, 2020). This integration is crucial for adapting

to the evolving educational landscape, where digital literacy is increasingly important. Wekerle et al (2020) discuss how different learning activities facilitated by digital technologies can promote higher education learning outcomes. They argue that teachers should focus on moving students from passive to more constructive and interactive learning activities, which can be achieved through effective integration of digital tools.

In addition, the data indicated that teachers' planning with digital tools involves a creative and complex approach. The use of Canva for designing visual materials is a common practice among educators. Amrina (2022) noted that Canva is an online design application that offers various features, such as posters and presentations, which can significantly enhance the creativity of both educators and students in designing learning media. Additionally, the use of artificial intelligence (AI) in the planning process to develop personalized teaching resources is increasingly recognized by the teachers. AI can provide personalized learning directions by recommending suitable learning resources based on students' profiles, thus enhancing the educational experience (Miao, 2023). Li (2024) further emphasized that AI can analyze students' learning situations and feedback, automatically adjusting and optimizing learning resources to better align with their needs. The use of CapCut for editing was the last interest in the refinement of teaching materials. Holisah (2023) discussed how the CapCut application serves as a valuable learning media tool, assisting teachers in delivering engaging learning materials. The application not only helps in the creation of visually appealing content but also fosters student enthusiasm and engagement during the learning process.

In the context of adapting digital tools into the classroom, the availability and utilization of personal devices by teachers, as well as classroom technology, play a significant role in enhancing the teaching and learning experience. Teachers possessed personal devices, such as laptops and smartphones, which they integrate into their instructional practices alongside classroom technologies like wireless projectors, speakers, Wi-Fi, and interactive whiteboards. The effective use of personal devices in education has been highlighted as a critical factor in fostering

engagement and personalized learning. Handler emphasizes that technology can provide differentiation and personalized learning opportunities, which many teachers view as essential tools for engaging students in the learning process (Handler, 2019). Furthermore, the integration of technology in classrooms has been shown to support various pedagogical strategies, allowing teachers to adapt their instructional methods to meet diverse student needs (Junger, 2023). This adaptability is particularly important in today's educational landscape, where the demand for innovative teaching practices is ever-increasing.

Digital tools are purposefully integrated into classroom activities to improve student engagement and learning outcomes. It was noted that teacher begins lessons with interactive games that use apps to capture students' attention and introduce new subjects engagingly. Similarly, Thalib (2023) found that such games effectively create an interactive learning environment, enhancing student motivation and engagement (Klímová et al., 2023). Furthermore, platforms like Padlet and Mindmeister facilitate collaborative brainstorming and mind mapping. These tools promote active participation and idea generation, allowing students to work together and share their thoughts in real-time. This collaborative approach aligns with findings that highlight the importance of social interaction in learning processes, as it encourages students to engage with content more deeply (McGuinness & Fulton, 2019). The integration of such platforms not only enhances engagement but also supports the development of critical thinking skills, as students are prompted to analyze and synthesize information collaboratively (Tan et al., 2023). Additionally, the incorporation of artificial intelligence (AI) in generating stimulating questions reflects a flexible, needs-based strategy for technology integration in the classroom. AI tools can assist educators in crafting relevant and stimulating questions that challenge students and stimulate discussion (Nasution, 2023).

In the Assessment area, a mean score of 4.42 indicates an expert level of competence in utilizing digital tools for evaluating student performance and providing constructive feedback. The literature emphasizes that digital assessment tools can enhance the feedback process, making it timelier and more relevant

(Davies & Eynon, 2018). Digital assessment tools can significantly improve the feedback process by providing immediate and personalized feedback to students, which enhances their learning experience Bürgermeister et al. This capability allows educators to tailor their feedback to individual student needs, thereby fostering a more supportive learning environment. (2021). Additionally, O'Leary et al. (2018) provide a comprehensive overview of digital technology-based assessment, noting that these tools can enhance the efficiency of assessment practices and improve the overall quality of feedback provided to students. Their findings support the notion that digital tools are essential for modern assessment strategies.

The integration of digital tools in formative assessments has become increasingly vital in educational settings. Educators frequently utilize platforms such as Google Forms for creating quizzes and gathering feedback due to their user-friendly interface and versatility. Google Forms allows educators to design various types of assessments, including quizzes and surveys, which can be easily distributed and analyzed, thus streamlining the feedback process for both teachers and students (Fadhli & Sufiyandi, 2022). The finding indicates that teachers perceive Kahoot as an effective tool for creating quizzes. The interactive nature of Kahoot encourages active participation, as students are motivated to engage with the material in a competitive and enjoyable environment (Kusumayanthi, 2021; Petrusly, 2024). Similarly, Research indicates that Educaplay provides several advantages for educators and students by fostering a dynamic and interactive learning environment, moving away from traditional teaching methods (Vera-Mera, 2023). Its integration into educational practices has been linked to increased interactivity and student interest (Graça et al., 2022).

Similarly, the use of digital tools in summative assessments has indeed been shown to enhance efficiency and reduce paper usage. Computer-Based Testing (CBT) is one such method that has gained traction due to its ability to streamline the assessment process. Research indicates that CBT provides a secure and consistent environment for evaluations, which not only improves the testing experience for students but also minimizes the reliance on traditional paper-based

assessments Akintonde et al. (2019). Specifically, Quizizz has been highlighted for its gamified approach to assessments, which not only makes the process more enjoyable for students but also enhances their learning outcomes. Studies have shown that the use of Quizizz can lead to improved student engagement and motivation, as it transforms traditional assessment methods into interactive experiences (Nurhaya & Abduh, 2023; Khulud, 2023). Quizizz is well-received by educators because of its effectiveness, practicality, user-friendliness, and its ability to engage and motivate students (Lim & Yunus, 2021). Furthermore, the integration of platforms like Google Classroom for submitting writing assignments exemplifies the shift towards a paperless educational framework. This platform allows for seamless submission and feedback processes, further enhancing the efficiency of summative assessments (Nguyen & Hoang, 2022).

Teachers have also increasingly employed varied strategies for delivering digital feedback, effectively blending automated and personalized methods to enhance student learning experiences. One significant approach involves the use of platforms like Google Forms for manual review of quiz responses, where educators can provide personalized remarks. This method has been shown to improve the quality of feedback, as students often prefer personalized comments over generic responses, which can enhance their understanding and engagement (Phillips et al, 2017). Additionally, real-time feedback is facilitated through interactive tools like Kahoot, which allows teachers to provide immediate responses to student performance during quizzes, thereby fostering a more engaging learning environment (Betancur-Chicué & Muñoz-Repiso, 2023). Moreover, Google Classroom serves as a platform for direct comments on student submissions, ensuring that feedback is accessible and timely. This method aligns with contemporary educational practices that emphasize the importance of immediate and constructive feedback in promoting student learning (Sedrakyan et al, 2023). Furthermore, structured rubrics, often designed with the assistance of AI, are utilized to offer consistent and customized evaluations. These rubrics help standardize feedback across different assignments, ensuring that students receive clear and actionable insights into their performance (Nel & Marias, 2022).

Furthermore, digital grading and reporting have become essential components of modern education, simplifying the assessment process through automation and providing instant results. Tools like Google Forms and Google Sheets exemplify this shift by enabling automated scoring, which significantly reduces manual effort and increases efficiency in evaluating student performance. Research indicates that the use of such digital tools allows teachers to quickly access and analyze student responses, facilitating a more effective assessment process (Sotáková et al, 2024). In addition, this capability reflects a broader trend towards real-time assessment practices, where educators can provide immediate feedback to students, enhancing their learning experience (Faber & Visscher, 2018). The automation of grading not only streamlines the workflow for teachers but also allows for a more responsive educational environment, where student performance can be evaluated and addressed promptly (Andronic, 2023).

Merging digital resources such as online quizzes with conventional in-person questioning improves learning by delivering instant feedback and confirming students' understanding in the moment. This integrated strategy supports different learning preferences and provides a more thorough and dependable evaluation of student advancement. This dual approach is supported by Yang, who emphasizes that formative assessment encompasses various methods, including quizzes and face-to-face interactions, to evaluate not only academic performance but also learning attitudes and strategies (Yang, 2024). Moreover, the concept of blended learning, which combines digital and traditional methods, has been shown to foster learner autonomy and creative thinking skills (Sudirta et al., 2022). Sudirta et al noted that such an approach encourages students to manage their own learning effectively, thereby enhancing their engagement and success. studies have shown that students often perform better in environments that incorporate both digital and face-to-face interactions, as these settings provide diverse opportunities for engagement and feedback (Neacșu et al, 2023).

The Empowering Learners area, with a mean score of 4.75, demonstrates teachers' commitment to creating inclusive and personalized learning experiences through digital means. Research highlights that teachers who effectively use digital

tools can tailor learning experiences to meet individual student needs, thereby promoting inclusivity and engagement (Hidayat, 2019). This personalized approach is vital for fostering a supportive learning environment. Kiryakova emphasizes that digital technologies can significantly enhance the personalization of learning experiences, allowing educators to adapt their teaching strategies to accommodate diverse learning styles and needs Kiryakova (2024). This adaptability is crucial for fostering an inclusive learning environment where all students can thrive. Nyangas further supports this finding by highlighting that digital technology can develop essential soft skills such as teamwork and communication, which are vital for creating an inclusive classroom atmosphere (Nyangas, 2024).

Collaborative work in groups and pairs is essential for ensuring equal access to digital learning tools among all students. When resources are limited, students often form groups or pairs to facilitate participation, thereby preventing feelings of exclusion. Research by Männistö et al (2019) highlighted that digital collaborative learning is particularly well-received by students due to its flexibility and ability to foster independence and self-direction. This flexibility is crucial in situations where resources are scarce, as it encourages students to work together to maximize the available tools. Additionally, Sastre et al (2022) discuss the role of digital technologies in promoting collaborative creativity, indicating that such technologies facilitate diverse interactions and contributions from all group members. Therefore, collaborative learning activities, including group and pair work, are effective in engaging students and fostering a sense of community within the classroom (Abdillah & Sueb, 2022).

The implementation of lending resources in libraries and computer labs is a crucial strategy for ensuring that all students have access to the digital tools for their education. Research by Canese and Amarilla (2020) highlighted the importance of equitable access to educational technologies, especially during the COVID-19 pandemic. They emphasized that providing access to essential tools is critical for ensuring that all students can participate in the educational process. Additionally, Zhou discussed the role of libraries in supporting distance learning, particularly during the pandemic, noting that libraries provide essential resources that enable

students to access digital materials (Zhou, 2021). This aligns with the idea that libraries and computer labs serve as vital resources for students lacking personal devices. Additionally, Howlett et al (2017), emphasized the role of public libraries and academic institutions in supporting student success through the provision of access to digital tools and resources. The study highlighted that libraries serve as essential spaces where students can utilize technology for their academic needs, thus ensuring that all students can engage in their studies effectively.

In the context of overcoming connectivity problems in educational settings, students often resort to utilizing their personal data when school resources, such as Wi-Fi, are not readily accessible. This behavior reflects a broader trend where students adapt their strategies to ensure continued access to educational materials. Research indicates that students are increasingly reliant on personal resources, including mobile data, especially during periods when institutional support is lacking, such as during the COVID-19 pandemic (Butnaru et al., 2021). The reliance on personal data can be seen as a coping mechanism that students employ to navigate the challenges posed by inadequate school resources. This shift highlights the importance of personal resourcefulness among students, as they seek alternative means to fulfill their educational needs when institutional support is insufficient (Summersett-Ringgold et al., 2015). Moreover, the implications of this behavior extend beyond mere access to information. The ability to utilize personal data effectively can influence students' academic engagement and performance. Studies have shown that when students perceive their school environment as supportive, they are more likely to engage positively with their learning (Zhang et al., 2022).

Teachers are increasingly dedicated to meeting the diverse needs of their students by modifying teaching strategies and resources to ensure that all learners are well-supported. This approach is often encapsulated in the practice of differentiated instruction, where resources and activities are tailored based on students' varying capabilities. Research indicates that differentiated instruction is essential for addressing the unique learning profiles of students, allowing for customized educational experiences that enhance engagement and understanding

(Sujinah, 2024). One effective method for implementing differentiated instruction is through the use of diagnostic assessments. The feedback obtained from these assessments is crucial for informing instructional decisions and ensuring that all students receive the support they need to succeed (Otter et al., 2019. By administering these assessments, teachers can ensure that every student has the opportunity to select questions and tasks that match their skill levels (Sujinah, 2024). This tailored approach to instruction is vital in fostering an educational atmosphere where all learners can thrive, regardless of their initial proficiency levels (Azizan & Shim, 2021).

Concerning to students with special needs, the data indicated that to effectively address the needs of students with special needs, educational approaches are tailored to provide additional support for those facing physical or mental challenges. This customization is essential in fostering an inclusive environment where all students can thrive. Research indicates that a collaborative approach among educators, particularly in inclusive settings, enhances the ability to cater to diverse student needs, thereby promoting a more supportive learning atmosphere (Thote, 2023; Holmqvist & Lelinge, 2020). The boarding school model can be beneficial for students with special needs, as it facilitates the development of strong interpersonal relationships among peers. Such relationships are crucial for creating a supportive environment that can significantly aid students requiring extra attention. Studies have shown that boarding schools often provide continuous access to trained educators who can address the social-emotional needs of students, which is vital for their overall well-being and academic success (Pfeiffer et al., 2016). Moreover, the significance of a caring and cooperative school culture cannot be overstated. A positive school environment fosters acceptance and understanding among students, which is particularly important for those with special needs. Character education initiatives within schools have been shown to enhance socialization among students, promoting inclusivity and reducing stigma associated with disabilities (Mubarak & Syamsi, 2019). This collaborative and nurturing culture is essential for the successful integration of special needs students, as it encourages both academic and social development (Bahrudin et al., 2021).

Lastly, the Facilitating Learners' Digital Competence area, achieving a mean score of 4.45, indicates that teachers are effective in equipping students with essential digital skills and promoting responsible technology use. Studies have shown that teachers play a crucial role in developing students' digital literacy, which is necessary for their success in a technology-driven world (Starkey, 2019). This facilitation is integral to preparing students for future challenges in both academic and professional contexts. Tondeur et al (2023). emphasized that teachers' digital literacy is closely linked to the quality of their educational practices using technology, suggesting that teachers who are digitally literate can effectively facilitate students' digital competence. This relationship underscores the importance of teachers in preparing students for the demands of a digital society. Anasta et al. further support this claim by discussing how teachers have recognized the benefits of digital technology in learning, indicating that equipping themselves with ICT skills is essential for effectively teaching students (Anasta et al., 2021).

The data also indicated the incorporation of information and media literacy across different classroom practices. For example, students are encouraged to research topics related to their lessons, which not only fosters curiosity but also enhances their formal English skills through exposure to credible sources (Hidayat, 2021). Moreover, Khlyzova (2019) highlighted the importance of assignments that require students to read academic journals and analyze media content. These activities contribute significantly to literacy development by enabling students to critically assess the information they encounter. Furthermore, the emphasis on research assignments and the analysis of academic materials not only aids in literacy development but also prepares students for informed citizenship. This educational approach encourages students to become active participants in their learning processes, enhancing their ability to analyze and interpret media content effectively (Bozdağ, 2022).

Another essential point is that teamwork is a critical approach for enhancing collaboration among students. The findings from Silviana and Pudjiarti (2024) indicated that effective team collaboration can lead to enhanced technology adoption and improved learning outcomes among students. This aligns with

Vázquez-Cano et al (2020) who emphasized the necessity for universities to create conditions that promote student-centered learning, which inherently includes teamwork as a vital component for developing interpersonal competencies in the use of information and communication technology (ICT). Furthermore, the research conducted by Wang et al. indicated that teamwork competence is a core skill necessary for effective performance in various fields, including journalism, thereby underscoring the universal applicability of teamwork across disciplines (Wang et al., 2022). This suggests that when students work together, they not only share knowledge but also develop a collective memory that enhances their overall learning experience.

The findings indicate that students engage in various activities beyond the classroom that enhance their information and media literacy such as weekly debate and news update program. the implementation of media literacy programs has been shown to provide students with the skills necessary to interpret and manage media information effectively. Mallia et al (2020) highlighted the positive effects of media literacy interventions in fostering critical evaluation skills among students, which is crucial in today's information-rich environment. This is particularly relevant in the context of debates and discussions about current affairs, where students must navigate various sources of information and discern credible from non-credible content. Furthermore, Jones-Jang et al (2019) provided evidence that media literacy significantly aids in the identification of fake news, underscoring the need for educational initiatives that equip students with the skills to critically assess the information they encounter. Such skills are increasingly necessary as students engage in discussions about current events, where the credibility of sources is predominant.

Cooperation across various subjects is indeed a strategic approach to enhancing students' digital competence. The Pancasila Student Profile Strengthening Project (P5) exemplifies this strategy by promoting interdisciplinary instruction that involves collaboration among teachers from different subjects. The P5 project aims to develop essential competencies in students, including critical thinking, creativity, and cooperation, which are aligned with the values of Pancasila

(Afifatimah et al, 2023). Waruwu et al (2024) highlighted that the P5 initiative encourages teachers to serve as role models, fostering an environment where students learn to embody these values through collaborative projects that span multiple disciplines. This interdisciplinary approach is crucial in preparing students for the complexities of the modern world, where digital literacy and the ability to work across various fields are increasingly important. Moreover, the implementation of the P5 project is designed to create a learning environment that emphasizes the importance of character education alongside academic achievement. As noted by Walukow et al (2023), the focus of P5 is on developing students' competencies and character through group learning centered around real-world issues, which often require the use of digital resources for research and collaboration.

4.2.3 English Teachers Attempts in Enhancing Digital Competence

The findings revealed a variety of strategies that English language teachers utilize to enhance their digital skills, including institutional support, self-directed learning, collaboration, and professional development. Among the most common methods are webinars, workshops, and government-sponsored training programs. This aligns with previous research indicating that various professional development initiatives, such as workshops, webinars, in-house training, and courses, are popular avenues for improving the knowledge and skills of English teachers (Asfihana et al., 2023; Roslindawati et al., 2024; Sari et al., 2021). The results are consistent with earlier studies that examine how values influence the effectiveness of professional development on technology adoption. The findings suggest that professional development is most beneficial when it enhances both teachers' values and their technological skills. Ultimately, participation in professional development directly influences teachers' confidence in integrating technology into their everyday classroom practices (Bowman et al., 2022).

In addition to formal professional development, there is an increasing emphasis on informal learning through social media. Ubaedillah et al. (2021) noted that English teachers use social media platforms for educational purposes, which

not only improves student learning but also fosters teachers' professional development. Educators frequently turn to YouTube, Instagram, and TikTok for tutorials and guidance on utilizing various applications. Nacak et al. (2020) identified YouTube as a valuable educational resource, while teachers have shown positive attitudes toward using TikTok and similar platforms in their English language instruction (Tran, 2023). This informal online learning enhances their innovative teaching practices by improving their personal effectiveness and ICT skills, regardless of gender or teaching experience (Yu et al., 2021). Furthermore, informal and independent professional development often work in tandem, serving as a robust source of self-efficacy information and promoting reflective practices (Barton & Dexter, 2019).

Knowledge sharing, such as peer support within schools or learning communities, has also been shown to enhance teachers' professional learning by facilitating the exchange of expertise. The study indicates that teachers who engage and collaborate with peers in various digital environments significantly improve their digital competence (ElSayary, 2023). Perin & Freitas (2020) emphasized that effective technology use in education is often supported by shared expertise among educators. The results indicate that many teachers seek assistance from their colleagues when integrating new technologies into their practices. This finding aligns with previous research by Barton & Dexter (2019), which noted that professional peer networks encourage knowledge sharing, allowing one teacher to disseminate insights gained from webinars or workshops to their peers. Such collaboration not only benefits individual teachers but also enhances the overall digital literacy of the school community. Additionally, the study by Castaño-Muñoz et al. (2021) suggests that collaborative teaching practices not only improve teachers' professional learning but also positively influence students' digital skills, highlighting the importance of knowledge sharing among educators in fostering a digitally competent learning environment.

4.2.4 Teachers' Challenges Possible Solutions

A major challenge in enhancing digital competence among educators is the necessity to remain knowledgeable about the latest trends in technology, applications, and teaching methods. Cortellazzo et al (2019) indirectly highlighted the need for educators to engage in continuous learning to effectively integrate technological advancements into their teaching practices. Similarly, Li & Cheong (2024) emphasizes that teachers must systematically research and apply emerging technologies to enhance their digital competence and improve educational outcomes. Another challenge faced by educators is effective time management, particularly concerning attending training sessions or webinars. Time constraints and competing obligations are significant barriers to teachers' participation in professional development programs aimed at improving their digital competence (Althubyani, 2024). This sentiment is further supported by Romero-Tena et al (2020) who identify insufficient time as a critical factor that limits teachers' ability to engage with digital tools and training. To address these challenges, teachers have taken proactive measures, such as reducing hours at secondary jobs and rearranging work shifts with colleagues. Falloon (2020) discussed how educators often need to prioritize their professional development by making sacrifices in other areas to keep pace with technological advancements.

Finding suitable digital materials poses a common challenge for teachers. The selection and modification of digital resources necessitate careful consideration of students' preparedness and the local context, which is crucial for maintaining the authenticity and relevance of lessons. This aligns with the findings of Perin and Freitas, who emphasize that digital competence encompasses not only the technical skills required to utilize digital resources but also the contextual knowledge necessary to apply these resources effectively in educational settings (Perin & Freitas, 2020). Furthermore, Regmi and Jones highlight that the effectiveness of e-learning is often contingent upon the alignment of digital resources with pedagogical strategies that consider the specific needs of learners (Regmi & Jones, 2020). Moreover, the challenge of selecting and modifying digital resources is compounded by the time-consuming nature of lesson preparation. Teachers often

report that the demands of lesson planning require significant time and commitment. Egilsdottir et al (2022) indicated that the preparation for effective teaching with digital resources is indeed a labor-intensive process.

Connectivity problems are a significant challenge that teachers encounter when integrating digital tools for classroom activities and in assessment. Issues such as unreliable internet signals and Wi-Fi connectivity can severely hinder the effectiveness of online learning environments. Regmi & Jones (2020) highlighted that many educators still face difficulties with internet access, which affects lesson delivery and student engagement. To mitigate these challenges, teachers often resort to traditional methods, such as using whiteboards and engaging students in reading tasks, to maintain lesson flow without relying on digital tools (Simmons et al., 2021). Additionally, disparities in access to digital tools among students remain a critical issue. Derder (2023) indicated that while teachers may possess digital skills, access to digital resources remains a critical issue, highlighting the existence of a digital divide that affects educational equity. This divide is further exacerbated by socioeconomic factors, as students from lower-income backgrounds often have limited access to technology and the internet (Harris et al., 2017). To mitigate these disparities, schools have implemented solutions such as lending tablets to students and providing access to ICT labs, which can help level the playing field (Dutta & Smita, 2020).

Another significant challenge for teaching and assessing is related to the availability digital tools and resources. Nouri et al (2022) highlighted the importance of addressing the digital divide, noting that while many students have access to mobile devices, the lack of laptops can limit their engagement with online learning platforms and resources. This finding aligns with the observations made by Munger et al (2023) who emphasized that students' access to digital devices is influenced by broader institutional and societal inequities, which can affect their educational experiences and outcomes. Furthermore, Martín-Gutiérrez et al. (2022) emphasized that the transition to post-pandemic educational scenarios has revealed a need for improved digital resources and competencies among educators, suggesting that many institutions are still struggling with the integration of effective

digital tools (Martín-Gutiérrez et al., 2022). This aligns with the observations made by Younas et al (2022), who noted that the rapid shift to online learning during the pandemic exposed significant gaps in digital infrastructure and resource availability, which continue to affect educational practices.

The issue of plagiarism, particularly with the growing use of AI tools like ChatGPT, presents significant challenges in Assessment. As AI-generated content becomes more prevalent, educators face difficulties in discerning authentic student submissions from those that may be artificially generated. Yan (2023) argued that the direct or modified use of AI-generated text should be classified as plagiarism, as it lacks the student's original contribution, complicating the assessment process. To identify potential plagiarism, teachers often rely on their experience and intuition, particularly when a student's work does not align with their usual performance level. This reliance on personal judgment is crucial, as educators can often detect discrepancies in writing style or complexity that may indicate the use of AI tools. Khalil & Er (2023) emphasized the importance of fostering active engagement and critical thinking in assignments to mitigate reliance on AI-generated content. Additionally, teachers are increasingly employing AI detection tools to identify plagiarized material. Dergaa et al. (2023) discussed the potential threats posed by AI-generated text in academic writing, emphasizing the need for robust detection mechanisms to maintain academic integrity. Moreover, the integration of AI detection tools is becoming essential in educational settings. Peytcheva-Forsyth et al. (2019) highlighted that the use of technology for student authentication and authorship checking is vital in addressing academic dishonesty, including plagiarism.

There are no major challenges in engaging students with technology in the classroom, as learners are naturally attracted to digital tools. Alegre's research emphasized that students who actively engage with technology during their learning process demonstrate higher levels of engagement and academic achievement (Alegre, 2023). This finding aligns with the notion that technology serves as a trigger for student interest and participation in educational activities. Moreover, the integration of smart classroom technologies has been shown to foster an

environment conducive to learning, where students feel more engaged and motivated (Phoong et al., 2019). Although engaging students with technology is not typically seen as an issue, managing its use for non-academic purposes can present significant challenges. Seemiller (2017) highlights that while technology can enhance learning, students frequently use their personal devices for activities unrelated to their education, which can detract from their academic focus. Further supporting this notion, Ober et al (2023) found that both instructors and students acknowledged the presence of technology-related distractions in the classroom, yet there was a difference in how they feel about policies intended to limit the use of devices.

Handling fake information was found as one challenge in improving students' digital competence. Smith et al. highlight the impact of misinformation in academic settings, noting that students may struggle to recognize accurate information from misleading content. Their research suggests that educators play a crucial role in guiding students to recognize and mitigate the effects of misinformation Smith et al. (2017). Cheng et al. further elaborate on the dynamics of misinformation, particularly in the context of social networks, where false information can spread rapidly. Their analysis indicates that misinformation not only spreads faster than accurate information but also poses a challenge for educators who must address these inaccuracies in real-time (Cheng et al., 2021). Similarly, Neil et al (2021) discuss how misinformation can be inadvertently introduced during classroom instruction, further complicating the teacher's role in ensuring accurate information dissemination

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter draws the conclusion from the result of the study and the discussion presented in the previous chapter. Additionally, some suggestions about the digital competence in education are offered.

5.1 Conclusion

English teachers had a positive attitude towards digital competence and the implementation of technology in English classroom. there are useful benefits are stated on moving to technology in the class. Technology tracked time more effective and efficient, supported students' engagement, fostered creativity and enhanced the understanding level of the students

The overall level of digital competence among English teachers across six key areas was in "Expert" level. In Professional Engagement, teachers did professional interactions with colleagues, learners, parents, and other stakeholders. WhatsApp, Google Classroom, Google Meet, email and zoom are the common apps used. Teachers also possessed high proficiency in the digital resources. Teachers searched resources in various digital platforms, selected materials that align with the lesson theme and local educational standards and modified it to fit the diverse needs of the students. The Teaching and Learning area highlighted teachers' expertise in using various tools and devices to enhance teaching effectiveness and student engagement. In the Assessment area, the educators utilized platforms such as Google Forms, Kahoot, Quizizz, and Educaplay in formative assessment and Computer-Based Testing (CBT) was employed in summative assessment. Feedbacks, digital grading and reporting was simplified by the use of technology. The Empowering Learners area demonstrates teachers' commitment to creating inclusive and personalized learning experiences through digital means. The implementation of lending resources and collaborative work in groups were designed for ensuring that all students have access to the digital tools. Lastly, that teachers are effective in equipping students with essential digital skills and

promoting responsible technology use in the Facilitating Learners' Digital Competence area. The incorporation of information and media literacy are varied in and out of classroom practices such as weekly debate and news update program.

There are variety of strategies used by teachers of English to develop their digital competence, including formal professional development, collaboration among teachers and informal learning. The formal professional development was conducted by English teachers through attending government training programs, webinars, and workshops. Subsequently, collaboration among teachers was done to share knowledge related to digital competence such as peer support in schools or other learning communities. Lastly, independent learning through social media such as Instagram, Youtube, Tiktok, etc was seen as another crucial informal learning to enhance teachers' digital competence.

A major challenge in enhancing digital competence among educators is the necessity to remain knowledgeable about the latest trends in technology. Time management concerning attending training sessions or webinars was also seen as another challenge. To address these challenges, teachers have taken proactive measures, such as reducing hours at secondary jobs and rearranging work shifts with colleagues. In the digital resources, the challenges were finding suitable digital materials and modifying it since it is time consuming. In different area, connectivity problems are a challenge in teaching and assessing. To mitigate these challenges, teachers often resort to traditional methods. Additionally, disparities in access to digital tools among students remain a critical issue. To mitigate these disparities, schools have implemented solutions such as lending tablets to students and providing access to ICT labs. The issue of plagiarism, particularly with the growing use of AI presents significant challenges in Assessment. To identify potential plagiarism, teachers spotted it when students' work does not align with their usual performance level. Teachers also employed AI detection tools to identify plagiarized material. Eventually, handling fake information was found as one challenge in improving students' digital competence.

5.2 Suggestion

Based on the findings regarding the digital competence of English teachers, several suggestions are proposed for students, teachers, stakeholders, and other researchers to further enhance the educational experience and outcomes.

For students, it is essential to engage actively with technology by utilizing digital tools such as Google Classroom and Kahoot to enhance their learning experiences, as research indicates that active engagement with technology leads to better academic performance and deeper understanding of the material. Additionally, students should focus on developing their digital competence, which are crucial for navigating the increasingly technology-driven educational landscape, including the ability to critically evaluate online resources and effectively use various digital platforms. Furthermore, participating in collaborative learning through group projects that utilize technology can foster teamwork and enhance learning outcomes, promoting critical thinking and problem-solving skills.

For teachers, pursuing continuous professional development opportunities focused on technology integration is vital, as attending workshops and collaborating with peers can enhance their teaching practices. Teachers are encouraged to implement student-centered learning approaches, allowing students to take control of their learning through technology, which has been shown to improve engagement and motivation. Moreover, utilizing diverse assessment tools, such as Google Forms and Quizizz, can provide immediate feedback and help teachers gauge student understanding more effectively.

For stakeholders, they should support digital equity initiatives by advocating for policies that ensure all students have access to necessary digital tools and resources, including providing devices and internet access. Additionally, investing in technological infrastructure is crucial for effective technology integration, and stakeholders should prioritize funding for technological upgrades and teacher training.

For researchers, conducting longitudinal studies to explore the long-term effects of technology integration on student learning outcomes can provide valuable insights into the sustainability of technology's impact on education. Investigating

the effectiveness of different models of teacher training in technology integration can help identify best practices and areas for improvement. Lastly, further research should focus on understanding students' perceptions of technology in the classroom and how these perceptions influence their learning experiences, providing insights into how to tailor technology use to meet student needs.

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APPENDIX 1

RESEARCH QUESTIONNAIRE

A. **Karakteristik Guru**
   1) **Nama**   :   (boleh tidak diisi)
   2) **Usia**   :
   3) **Jenis kelamin**   :
   4) **Pendidikan**   :
   5) **Lama bekerja**   :

B. **Petunjuk Pengisian:**
   1) **Bacalah Pernyataan-Pernyataan berikut ini dan Tentukan level kompetensi digital Bapak/Ibu**
   2) **Berilah tanda (x) pada pernyataan yang paling mewakili Bapak/Ibu**

Bagian 1: Komitmen profesional

1. Komunikasi organisasi; Secara sistematis menggunakan berbagai saluran digital untuk meningkatkan komunikasi dengan siswa, keluarga, dan rekan kerja. Misalnya: email, aplikasi pesan seperti WhatsApp, blog, situs web sekolah.

Dalam hal ini, saya…

   a. Jarang menggunakan saluran komunikasi digital.
   b. Menggunakan saluran komunikasi digital dasar. Misalnya email.
   c. Menggabungkan berbagai saluran komunikasi. Misalnya: email, blog kelas, situs web sekolah…
   d. Memilih, menyesuaikan, dan menggabungkan berbagai solusi digital secara sistematis untuk berkomunikasi secara efektif.
   e. Merefleksikan, mendiskusikan, dan mengembangkan strategi komunikasi saya secara proaktif.

2. Kolaborasi professional; Menggunakan teknologi digital untuk bekerja dengan rekan kerja di dalam dan di luar organisasi pendidikan saya.

Dalam hal ini, saya…

   a. Jarang memiliki kesempatan untuk berkolaborasi dengan rekan kerja.
   b. Kadang-kadang bertukar materi dengan rekan kerja. Misalnya: melalui flashdisk, email…
   c. Bekerja sama dengan rekan kerja dalam lingkungan kolaboratif atau menggunakan unit penyimpanan bersama.
   d. Bertukar ide dan materi dengan guru di luar organisasi saya. Misalnya dalam jaringan guru online.
   e. Membuat materi secara kolaboratif dengan guru lain dalam jaringan online.

3. Praktik reflektif; Mengembangkan kompetensi digital saya sebagai guru secara aktif.

Dalam hal ini, saya…

a. Jarang memiliki waktu untuk mengembangkan kompetensi digital saya sebagai guru.
b. Meningkatkan kompetensi melalui refleksi dan eksperimen.
c. Menggunakan berbagai sumber daya untuk mengembangkan kompetensi digital saya sebagai guru.
d. Mendiskusikan dengan rekan kerja bagaimana menggunakan teknologi digital untuk berinovasi dan meningkatkan praktik pendidikan.
e. Membantu rekan kerja dalam mengembangkan strategi pengajaran mereka dengan teknologi digital.

4. Pelatihan digital; Berpartisipasi dalam kursus pelatihan online. Misalnya: kursus online dari pemerintah, MOOCs, webinar.

Dalam hal ini, saya…

a. Belum pernah mempertimbangkan hal ini.
b. Belum pernah, tetapi tertarik dengan hal tersebut.
c. Telah berpartisipasi dalam 1 atau 2 kursus pelatihan online untuk guru.
d. Telah berpartisipasi dalam lebih dari 2 kursus pelatihan online untuk guru.
e. Sering berpartisipasi dalam berbagai jenis kursus online yang meningkatkan pelatihan saya sebagai guru.

Bagian 2. Sumber daya digital

5. Pemilihan; Menggunakan berbagai situs internet (halaman web) dan strategi pencarian untuk menemukan dan memilih berbagai sumber daya digital.

Dalam hal ini, saya…

a. Jarang menggunakan internet untuk mencari sumber daya.
b. Menggunakan mesin pencari (misalnya Google) dan/atau platform pendidikan untuk mencari sumber daya pendidikan.
c. Menilai dan memilih sumber daya digital yang ditemukan berdasarkan kesesuaiannya untuk kelompok siswa saya.
d. Membandingkan sumber daya menggunakan serangkaian kriteria yang relevan untuk praktik pendidikan saya. Misalnya: kualitas, kesesuaian pedagogis, desain, dan interaktivitas...
e. Memberikan saran kepada rekan kerja mengenai sumber daya digital yang sesuai dan strategi pencariannya.

6. Pembuatan dan modifikasi; Membuat sumber daya digital sendiri dan memodifikasi yang sudah ada untuk menyesuaikan dengan kebutuhan saya sebagai guru.

Dalam hal ini, saya…

a. Tidak membuat sumber daya digital sendiri.
b. Membuat lembar kegiatan dengan komputer untuk kemudian dicetak.

c. Membuat presentasi slide digital. Misalnya: PowerPoint, Prezi...
d. Membuat dan memodifikasi berbagai jenis sumber daya digital.
e. Mengonfigurasi dan menyesuaikan sumber daya yang kompleks dan interaktif.

7. Administrasi, pertukaran, dan perlindungan; Melindungi konten sensitif secara aman. Misalnya: ujian, nilai, data pribadi...

Dalam hal ini, saya...

a. Tidak perlu melakukan itu karena sekolah yang menangani hal tersebut.
b. Menghindari penyimpanan data pribadi secara elektronik.
c. Melindungi beberapa data pribadi.
d. Melindungi file dengan data pribadi menggunakan kata sandi.
e. Melindungi data pribadi secara menyeluruh. Misalnya: menggunakan kata sandi yang sulit ditebak, mengenkripsi file, sering memperbarui perangkat lunak...

Bagian 3. Pedagogi digital

8. Pengajaran; Mempertimbangkan dengan hati-hati bagaimana, kapan, dan mengapa menggunakan teknologi digital di kelas, untuk memastikan bahwa nilai tambahnya dimanfaatkan.

Dalam hal ini, saya...

a. Tidak menggunakan atau jarang menggunakan teknologi di kelas.
b. Menggunakan peralatan dasar yang tersedia. Misalnya: peralatan audio, televisi, proyektor, papan tulis digital…
c. Menggunakan berbagai macam strategi digital dalam pengajaran saya.
d. Menggunakan alat digital untuk secara sistematis meningkatkan pengajaran.
e. Menggunakan alat digital untuk menerapkan strategi pedagogis yang inovatif.

9. Panduan; Mengawasi aktivitas dan interaksi siswa di lingkungan kolaborasi online yang digunakan.

Dalam hal ini, saya...

a. Tidak menggunakan lingkungan digital dengan siswa saya.
b. Tidak mengawasi aktivitas siswa di lingkungan online yang kami gunakan.
c. Kadang-kadang memeriksa dan memperhatikannya.
d. Secara teratur mengawasi dan menganalisis aktivitas online siswa saya.
e. Secara teratur memberikan komentar untuk memotivasi atau memperbaiki aktivitas online siswa saya.

10. Pembelajaran kolaboratif; Ketika siswa bekerja dalam kelompok atau tim, mereka menggunakan teknologi digital untuk memperoleh dan mendokumentasikan pengetahuan.

Dalam hal ini,...

a. Siswa saya tidak bekerja dalam kelompok.

b. Saya tidak bisa mengintegrasikan teknologi digital dalam kerja kelompok.
c. Saya mendorong siswa yang bekerja dalam kelompok untuk mencari informasi secara online atau mempresentasikan hasil mereka dalam format digital.
d. Ketika mereka bekerja dalam kelompok, saya selalu meminta mereka menggunakan internet untuk mencari informasi dan mempresentasikan hasil mereka dalam format digital.
e. Siswa saya bertukar dan menciptakan pengetahuan secara bersama-sama dalam ruang kolaborasi online. Misalnya: blog kelas, platform virtual, wiki…

11. Pembelajaran mandiri; Menggunakan teknologi digital untuk memungkinkan siswa merencanakan, mendokumentasikan, dan mengevaluasi pembelajaran mereka sendiri. Misalnya: tes penilaian diri, portofolio digital, blog, forum...

Berdasarkan deskripsi diatas,…

a. Hal ini tidak memungkinkan dalam lingkungan kerja saya.
b. Siswa saya merefleksikan pembelajaran mereka, tetapi tidak dengan teknologi digital. A2
c. Kadang-kadang saya menggunakan, misalnya, tes untuk penilaian diri.
d. Saya menggunakan berbagai macam alat digital untuk memungkinkan siswa merencanakan, mendokumentasikan, atau merefleksikan pembelajaran mereka.
e. Saya secara sistematis mengintegrasikan berbagai alat digital untuk memungkinkan siswa merencanakan, memantau, dan merefleksikan kemajuan mereka.

Bagian 4. Evaluasi dan umpan balik

12. Strategi evaluasi; Menggunakan strategi evaluasi digital untuk memantau kemajuan siswa.

Dalam hal ini, saya…

a. Tidak memantau kemajuan siswa.
b. Secara teratur memantau kemajuan siswa, tetapi tidak dengan cara digital.
c. Kadang-kadang menggunakan alat evaluasi digital. Misalnya: kuesioner, tes online…
d. Menggunakan berbagai macam alat digital untuk mengevaluasi dan memantau kemajuan siswa.
e. Secara sistematis menggunakan berbagai macam alat digital untuk mengevaluasi dan memantau kemajuan siswa.

13. Analisis aktivitas dan data; menganalisis semua data yang tersedia untuk mengidentifikasi siswa yang membutuhkan dukungan tambahan. "Data" mencakup: partisipasi siswa, kinerja, nilai, kehadiran, aktivitas, dan interaksi sosial di lingkungan online... "Siswa yang membutuhkan dukungan tambahan" adalah: mereka yang berisiko putus sekolah, kinerja rendah, gangguan belajar, kebutuhan belajar khusus, atau kurang keterampilan transversal (keterampilan sosial, verbal, atau belajar).

Berdasarkan deskripsi diatas,…

a. Data ini tidak tersedia dan/atau bukan tanggung jawab saya untuk menganalisisnya.
b. Saya hanya menganalisis data yang relevan secara akademis. Misalnya: kinerja, nilai…
c. Saya mempertimbangkan data tentang aktivitas dan perilaku siswa untuk mengidentifikasi siswa yang membutuhkan dukungan tambahan.
d. Saya secara teratur memeriksa semua bukti yang tersedia untuk mengidentifikasi siswa yang membutuhkan dukungan tambahan.
e. Saya secara sistematis menganalisis data, mengidentifikasi siswa yang membutuhkan dukungan tambahan, dan melakukan intervensi secara tepat waktu.

14. Umpan balik dan perencanaan; Menggunakan teknologi digital untuk memberikan umpan balik yang efektif.

Berdasarkan deskripsi diatas,…

a. Umpan balik tidak diperlukan dalam lingkungan kerja saya.
b. Saya memberikan komentar kepada siswa, tetapi tidak dalam format digital.
c. Kadang-kadang saya menggunakan bentuk digital untuk memberikan komentar. Misalnya: penilaian otomatis dalam kuesioner online, komentar atau "suka" di lingkungan online…
d. Saya menggunakan berbagai macam bentuk umpan balik digital.
e. Saya secara sistematis menggunakan media digital untuk memberikan umpan balik.

Bagian 5. Memberdayakan siswa

15. Aksesibilitas dan inklusi; Ketika mengusulkan tugas digital, mempertimbangkan dan menangani masalah potensial seperti akses yang setara ke perangkat dan sumber daya digital; masalah kompatibilitas atau tingkat kompetensi digital yang rendah dari siswa.

Dalam hal ini,…

a. Saya tidak biasanya mengusulkan tugas digital.
b. Siswa saya tidak memiliki masalah dengan akses dan penggunaan teknologi digital.
c. Saya menyesuaikan tugas untuk meminimalkan kesulitan.
d. Saya mendiskusikan hambatan yang mungkin dengan siswa dan mengusulkan solusi.
e. Saya fleksibel dengan tugas digital, memungkinkan variasi. Misalnya: menyesuaikan tugas, mendiskusikan solusi, menawarkan cara alternatif untuk menyelesaikan tugas…

16. Diferensiasi dan personalisasi; Menggunakan teknologi digital untuk menawarkan peluang pembelajaran yang dipersonalisasi kepada siswa. Misalnya: penugasan tugas digital yang berbeda untuk memenuhi kebutuhan pembelajaran individu, mempertimbangkan preferensi dan minat...

Berdasarkan deskripsi diatas,…

a. Dalam kelas saya, semua siswa harus melakukan aktivitas yang sama.
b. Saya menyediakan sumber daya digital tambahan bagi siswa.
c. Saya menyediakan aktivitas digital opsional untuk siswa yang memiliki tingkat lebih lanjut atau membutuhkan penguatan.
d. Setiap kali memungkinkan, saya menggunakan teknologi digital untuk menawarkan peluang pembelajaran yang berbeda.
e. Saya secara sistematis menyesuaikan pengajaran saya untuk mengaitkannya dengan kebutuhan, preferensi, dan minat belajar individu siswa.

17. Partisipasi aktif siswa; Menggunakan teknologi digital agar siswa dapat berpartisipasi aktif di kelas.

Berdasarkan deskripsi diatas,…

a. Dalam kelas saya, tidak mungkin melibatkan siswa secara aktif.
b. Saya melibatkan siswa secara aktif, tetapi tidak dengan teknologi digital.
c. Dalam kelas saya, saya menggunakan rangsangan digital yang memotivasi. Misalnya: video, animasi, kartun…
d. Siswa saya terlibat dengan media digital di kelas saya. Misalnya: aktivitas online, permainan, kuis, aplikasi…
e. Siswa saya secara sistematis menggunakan teknologi digital untuk meneliti, mendiskusikan, dan menciptakan pengetahuan.

Bagian 6. Memfasilitasi kompetensi digital siswa

18. Informasi dan literasi media; Mengajarkan siswa cara mengevaluasi keandalan informasi yang dicari secara online dan mengidentifikasi informasi yang salah dan/atau bias.

Berdasarkan deskripsi diatas,…

a. Hal ini tidak mungkin dalam mata pelajaran atau lingkungan kerja saya.
b. Sesekali saya mengingatkan mereka bahwa tidak semua informasi online dapat diandalkan.
c. Saya mengajarkan mereka cara membedakan antara sumber yang dapat diandalkan dan yang tidak. B1
d. Saya mendiskusikan dengan siswa cara memverifikasi ketepatan informasi.
e. Kami mendiskusikan secara menyeluruh bagaimana informasi dihasilkan dan dapat terdistorsi.

19. Komunikasi dan kolaborasi digital; Mengusulkan tugas yang memerlukan siswa menggunakan media digital untuk berkomunikasi dan berkolaborasi satu sama lain atau dengan audiens eksternal.

Berdasarkan deskripsi diatas,…

a. Hal ini tidak mungkin dalam mata pelajaran atau lingkungan kerja saya.
b. Hanya dalam kasus yang jarang, siswa saya harus berkomunikasi atau berkolaborasi secara online.

c. Siswa saya menggunakan komunikasi dan kerja sama digital terutama di antara mereka sendiri.

d. Siswa saya menggunakan cara digital untuk berkomunikasi dan bekerja sama satu sama lain dan dengan audiens eksternal.

e. Saya secara sistematis menjadwalkan tugas yang memungkinkan siswa mengembangkan keterampilan komunikasi mereka dengan berkomunikasi satu sama lain dan dengan audiens eksternal.

20. Pembuatan konten digital; Mengusulkan tugas yang memerlukan siswa membuat konten digital. Misalnya: video, audio, foto, presentasi, blog, wiki...

Berdasarkan deskripsi diatas,...

a. Hal ini tidak mungkin dalam mata pelajaran atau lingkungan kerja saya.
b. Hal ini sulit diterapkan dengan siswa saya.
c. Kadang-kadang, sebagai aktivitas yang menyenangkan.
d. Siswa saya membuat konten digital sebagai bagian integral dari pembelajaran mereka.
e. Ini adalah bagian integral dari pembelajaran mereka dan saya secara sistematis meningkatkan tingkat kesulitan untuk lebih mengembangkan keterampilan mereka.

21. Penggunaan yang bertanggung jawab dan kesejahteraan; Mengajarkan siswa cara berperilaku dengan aman dan bertanggung jawab secara online.

Berdasarkan deskripsi diatas,...

a. Hal ini tidak mungkin dalam mata pelajaran atau lingkungan kerja saya.
b. Saya memberi tahu mereka bahwa mereka harus berhati-hati saat menyebarkan informasi pribadi secara online.
c. Saya menjelaskan aturan dasar untuk bertindak dengan aman dan bertanggung jawab di lingkungan online.
d. Kami mendiskusikan dan menyetujui aturan perilaku online.
e. Kami secara sistematis mengembangkan aturan sosial untuk siswa di berbagai lingkungan digital yang kami gunakan.

22. Pemecahan masalah digital; Mendorong siswa menggunakan teknologi digital secara kreatif untuk memecahkan masalah konkret. Misalnya, mengatasi hambatan atau tantangan yang muncul dalam proses pembelajaran mereka.

Berdasarkan deskripsi diatas,...

a. Hal ini tidak mungkin dengan siswa saya karena lingkungan kerja.
b. Jarang sekali saya memiliki kesempatan untuk mendorong siswa memecahkan masalah secara digital.
c. Sesekali, setiap kali ada kesempatan.
d. Kami sering bereksperimen dengan solusi teknologi untuk masalah konkret.
e. Saya secara sistematis mengintegrasikan tugas untuk pemecahan masalah digital secara kreatif.

APPENDIX 2

INTERVIEW QUESTIONS

A. Sikap terhadap Kompetensi Digital:

1) Bagaimana menurut anda terhadap pentingnya kompetensi digital dalam pengajaran bahasa inggris?

2) Bagaimana pendapat anda dalam penggunaan teknologi digital dalam pengajaran bahasa inggris?

B. Tingkat Kompetensi Digital:

1) Bagaimana anda memanfaatkan alat-alat digital untuk meningkatkan komunikasi dengan murid, orang tua, dan pihak lain yang terlibat? Bisa berikan contohnya?

2) Bagaimana anda menemukan, mengevaluasi, dan memilih bahan digital untuk mengajar? Dan apa anda pernah memodifikasinya?

3) Bagaimana anda merencanakan dan memanfaatkan alat-alat digital untuk meningkatkan keefektifan mengajar? Bisa anda dijelaskan?

4) Strategi apa yang anda gunakan dengan alat-alat digital untuk penilaian formatif dan sumatif? dan bisakah anda jelaskan bagaimana anda menyampaikan feedback yang tepat kepada murid dengan teknologi digital?

5) Bagaimana anda memastikan akses yang setara untuk bahan dan aktifitas belajar muird, termasuk yang memiliki kebutuhan khusus?

6) Bagaimana anda menggabungkan aktifitas yang mendukung literasi murid terhadap media dan informasi? dan bisakah anda menjelaskan bagaimana anda mendukung komunikasi digital dan kolaborasi in ruang kelas?

C. Upaya peningkatan Kompetensi Digital:

1) Langkah-langkah apa yang anda telah lakukan untuk meningkatkan kompetensi digital anda sebagai guru bahasa inggris? Apakah pernah ada kolaborasi dengan guru lain?

2) Bisa anda jelaskan latihan atau perkembangan profesi yang anda pernah ikuti untuk meningkatkan kompetensi digital anda?

D. Tantangan yang dihadapi dan kemungkinan solusinya:

1) Tantangan-tantangan apa yang anda temui ketika mencoba meningkatkan kompetensi digital, memilih bahan ajar digital, dan bagaimana anda mengatasinya?

2) Apa anda pernah menemukan tantangan yang berhubungan dengan penggunaan alat digital dalam pengajaran? Jika iya, bisa anda jelaskan tantangannya?

3) Apa anda memiliki strategi untuk mengatasinya? Bisa disebutkan?

4) Apa anda pernah memanfaatkan teknologi dalam penilaian? Jika iya, apa pernah ada masalah?

5) Bagaimana anda mengatasi masalah yang terjadi dalam penilaian?

6) Apa anda pernah mengalami kesulitan dalam membuat murid-murid tertarik pada penggunaan teknologi di kelas? Jika iya, bagaimana cara mengatasinya?

7) Bagaimana anda memastikan seluruh murid bisa meningkatkan kompetensi digital mereka? Tantangan apa yang anda alami disini?

APPENDIX 3

DOCUMENTATION

Participant 1

Certificate of attendance

This is to certify that

Has attended the following 1 hour webinar

Developing with AI: GenAI solutions for professional learning

with **Cecilia Harmer and Sam Oliver**
Tuesday 29 October 2024 10:00-11:00, [GMT]

Dan Hutchinson
Propositions Director - English
Cambridge University Press & Assessment

Cambridge
English Teaching

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MODUL AJAR BAHASA INGGRIS KELAS XI - NARRATIVE TEXT - THE JUNGLE BOOK 1 - Protected View • Saved to this PC
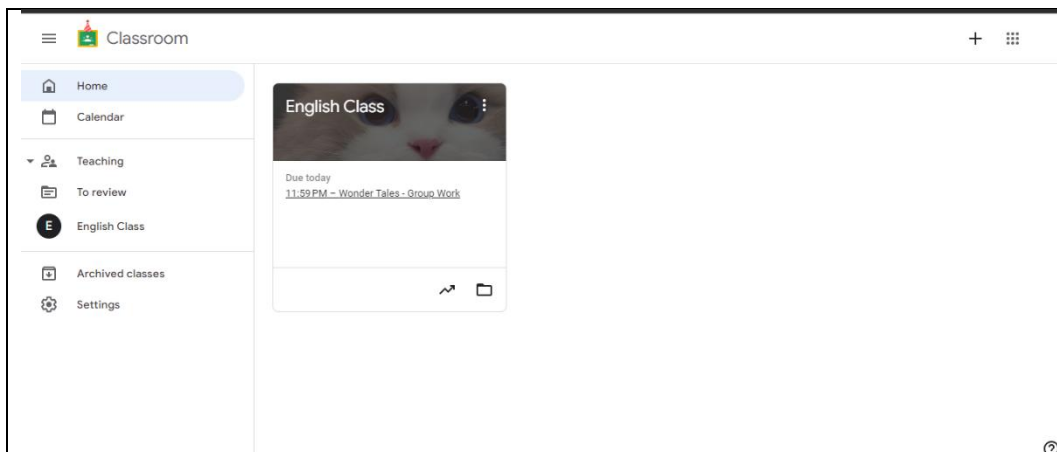
- Peserta didik diminta untuk membentuk 5 kelompok dengan metode menghitung 1 sampai 5.
- Untuk melihat kesiapan belajar, peserta didik diminta untuk mencari 10 nama hewan di dalam *Word Square*.
- Peserta didik mendiskusikan hasil temuannya.
- Peserta didik diberikan pertanyaan awal mengenai *setting* teks naratif (The Jungle Book) yang akan dibahas untuk menilai kesiapan belajar.
- Guru membuat catatan untuk memetakan kesiapan belajar peserta didik sebagai pertimbangan pembelajaran selanjutnya yang dibagi dalam kategori: paham utuh, paham sebagian, belum paham.
- Peserta didik diberikan sampul buku The Jungle Book, deskripsi di halaman pertama, dan sampul belakang dari buku.
- Peserta didik dalam kelompoknya diminta untuk memastikan kebenaran beberapa pernyataan yang sesuai dengan informasi dari sampul buku, deskripsi di halaman pertama, dan sampul belakang buku The Jungle Book.
- Peserta didik mempresentasikan hasil diskusi kelompoknya.
- Guru memberikan beberapa pertanyaan pemantik terkait pembelajaran berikutnya tentang isi cerita buku The Jungle Book.
- Lembar kerja berisi pertanyaan di pembelajaran ini dapat diakses di tautan berikut: https://docs.google.com/document/d/1gSUW_iU8bzaExXFErtGFd1DGeptRa0F_/edit?usp=sharing&ouid=118043389398510334933&rtpof=true&sd=true

c. Penutup

- Guru memberikan umpan balik kepada peserta didik terkait proses pembelajaran dengan memberikan pesan dan motivasi.
- Peserta didik Bersama guru mendiskusikan kegiatan pada pertemuan selanjutnya terkait persiapan dan saran proses pembelajaran. Guru dapat menggunakan post it

Participant 2

Wonder Tales

The Frog Prince

Group 4

Our Member's

1. Khumaira Almira Fitra
2. Mika Lidia
3. Resyatun Saidah
4. Siti Dhia Keneshia
5. Zaskia Fiorentina
6. Danang Pri Atmojo

Orientation

Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

ENGLISH AS A SECOND LANGUAGE 0511/23
Paper 2 Reading and Writing (Extended) **May/June 2015**
2 hours

Candidates answer on the Question Paper.
No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.
Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

Website : http://smansumsel.sch.id Email : info@smansumsel.sch.id

6	Membaca-Memirsa (*Reading-Viewing*)	Membaca dan merespons	berbagai jenis teks untuk mempelajari sesuatu atau untuk mendapatkan informasi.	Membaca dan merespons berbagai jenis teks untuk mempelajari sesuatu atau untuk mendapatkan informasi.
7		Mencari dan mengevaluasi	detil spesifik dan inti dari berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.	Mencari dan mengevaluasi detil spesifik dan inti dari berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.
8		Mengidentifikasi dan mengembangkan	tujuan penulis dan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	Mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
9	Menulis-Mempresentasikan (*Writing-Presenting*)	Menulis	berbagai jenis teks fiksi dan nonfiksi, melalui aktvitas yang dipandu, menunjukkan pemahaman mereka	Menulis berbagai jenis teks fiksi dan nonfiksi, melalui aktvitas yang dipandu, menunjukkan pemahaman mereka

Participant 3

Participant 4

Innovation in Business

Answer the following questions. 1. Why is innovation important for both individuals and organizations?2. How can the concept of disruptive innovation be applied to your personal life? 3. What challenges might you face when trying to implement a radical innovation?4. Based on the information in the podcast, what strategies can you use to increase the chances of success for your innovative ideas?

ANONYMOUS 10/17/24 9:54AM

Diah Rahma Melisa XII.1

1. Because without innovation individuals and organizations would be difficult to make progress to do something and usually it can become stagnant
2. Then learning from offline courses that we need more time and costs that usually are expensive, I prefer to learn from online platforms that are cheaper, more flexible, quicker, accessible, and focused on specific material or skills
3. There are some problem that challenging when trying to implement a radical innovation resistance to change, expensive and risky, and may not fit well with existing system
4. I can use five stages of successful innovation, there are idea generation, support, experiment and test the idea, evaluation, and the last one implement the idea

ANONYMOUS 10/17/24 9:59AM

ACER SMART SCHOOL AWARDS 2023

Agustus - Desember 2023

Sertifikat

Nomor : 1625/ASSA2023/XII/2023

diberikan kepada :

atas partisipasinya sebagai **Peserta**
"Acer Smart School Awards 2023"
yang diselenggarakan oleh **Acer Indonesia**

Jakarta, 12 Desember 2023

Head of Marketing
Acer Indonesia

APPENDIX 4

INTERVIEW SCRIPT

R: Interviewer

T: Interviewee

Participant 1:

R	Bagaimana menurut bapak terhadap pentingnya kompetensi digital dalam pengajaran bahasa inggris?
T1	Menurut saya penting sekali, terutama kita menghadapi murid-murid yang memang digital native. Mereka itu sudah lahir dengan teknologi, sudah terpapar teknologi. Dan rasanya tidak nyaman jika kita masih menggunakan media-media analog. Sedangkan siswa yang kita ajarkan itu sudah digital native. Maka itu sangat penting terutama sebagai guru, teknologi memang memudahkan kita dalam pembelajaran di kelas. Karena teknologi, semuanya bisa dilakukan dengan cepat.
R	Bagaimana pendapat anda dalam penggunaan teknologi digital dalam pengajaran bahasa inggris? Apa saja manfaatnya?
T1	Manfaat teknologi adalah kita bisa lebih cepat dalam pengajaran. Semua konten dan apa yang ingin kita sampaikan kepada siswa itu dapat lebih mudah kita sampaikan kepada siswa. Kedua juga lebih menarik bagi siswa. Mungkin dengan video atau media seperti slide yang menarik bagi mereka. Gen Z ini memang generasi yang senang membuat konten. Karena itulah dengan teknologi digital dalam pembelajaran bahasa inggris, kita jadi lebih kreatif. Kalo zaman dulu kita bisa menulis atau berbicara langsung. Tapi sekarang kita bisa meminta mereka membuat video atau vlog. Seperti itu
R	Bagaimana anda memanfaatkan alat-alat digital untuk meningkatkan komunikasi dengan murid, orang tua, dan pihak lain yang terlibat? Bisa berikan contohnya?

T1	Memang kita punya grup Whatsapp dengan siswa dan orang tua. Sehingga jika ada event atau emergency, kita bisa lebih cepat menghubungi siswa. Siswa disini tidak hanya dari Palembang, siswa disini dari seluruh kabupaten kota di sumatera selatan. Jadi dengan adanya teknologi kita dapat lebihh cepat berkomunikasi dengan tepat. Lebih mendekatkan orang-orang yang jauh. Dengan siswa pun bisa lebih nyaman, misalkan saya ada pelatihan diluar, dan kita ada grup whatsapp dan google classroom. Jadi, saya tinggal kirim email atau pengumuman di google classroom dan sudah terkomunikasikan dengan siswa. Dulu saya explore edmodo, schoology, seperti google classroom. Tapi sekarang karena semua siswa dan guru sudah memiliki akun belajar.id, jadi semua siswa bisa mengakses google account dengan cepat. Karena itulah saya sering menggunakan google classroom terutama di semester kemarin. Kalo sekarang masih penyesuaian dengan kelas baru. Tapi dulu memang punya google classroom setiap kelas.
R	Bagaimana anda menemukan, mengevaluasi, dan memilih bahan digital untuk mengajar? Dan apa anda pernah memodifikasinya?
T1	untuk menemukan itu mudah saja, tinggal di googling saja dengan keyword-keyword tertentu. Kita juga sering ada webinar dari pemerintah mensosialisasikan media-media bahan digital untuk mengajar. Seperti situs-situs dan aplikasi. Untuk mengevaluasi saya sering mencobanya, jika ada webinar setelahnya saya coba pakai di kelas untuk memeriksa apakah itu menarik untuk siswa. Kalau sepertinya kurang menarik atau banyak menghabiskan waktu. Karna terkadang itu looking fun tapi esensi ilmunya atau pengajarannya kurang dapat. Maka jika seperti itu saya tidak akan pakai. Tapi paling tidak saya mau mencoba hal-hal baru. Sedangkan untuk modifikasi mungkin lebih ke arah konten, menyesuakan dengan materi yang sedang saya kembangkan. Dalam kurikulum merdeka guru sendiri yang mengembangkan. Saya jarang menggunakan buku, saya lebih sering mengembangkan sendiri. Misalkan materinya adalah narrative teks, maka saya mencari buku di library, saya buat soalnya dari situ. Jadi bukan

	textbook oriented. Sedangkan textbook siswa saya minta untuk dijadikan self learning saja. Jadi kebanyakan memang materinya digital, fasilitasnya ada dan cukup
R	Bagaimana anda merencanakan dan memanfaatkan alat-alat digital untuk meningkatkan keefektifan mengajar? Bisa anda dijelaskan?
T1	personally, saya punya laptop dan handphone. Siswa juga beberapa punya laptop, tablet dan hp, tapi tidak semua. Tapi rata-rata punya handphone. Jadi kita bisa menggunakan hp untuk siswa. Misalkan mengerjakan soal sederhana dalam google form, saya tidak perlu print soal tinggal share link saja. Di kelas juga kami memiliki proyektor, wireless speaker untuk listening atau menonton video. Wifi juga tersedia di semua kelas. Sehingga sangat mudah jika ingin mengirimkan link google form.
R	Strategi apa yang anda gunakan dengan alat-alat digital untuk penilaian formatif dan sumatif?
T1	Dari dulu sampai sekarang, beberapa guru termasuk saya juga masih menggunakan google form karena memang itu dianggap paling mudah kegunaanya. Di google form juga ada fitur kuis, jadi setelah mengerjakan score nya bisa muncul. Namun saya jarang menggunakan fitur itu. Saya mereview dulu jawabannya meskipun itu multiple choice. Terkadang saya beri feedback seperti "that's great", "excellent" agar bisa memberikan kesan bagi mereka. Selain google form, terkadang juga menggunakan kahoot. Memberikan feedback secara real time. Saya lebih sering menggunakan kahoot di awal pembelajaran. Contohnya jika kami mau belajar tenses, jadi sebelum belajar saya berikan soal dulu (10) tanpa penjelasan. Jadi siswa kerjakan dahulu kemudian dilihat hasilnya "ternyata banyak yang salah atau banyak yang benar" jadi saya bisa mengevaluasi apa yang bisa saya ajarkan lebih. Karena jika saya langung mengajar dan ternyata mereka sudah bisa jadi buat apa. Lebih baik skip ke next pelajaran
R	Bagaimana anda memastikan akses yang setara untuk bahan dan aktifitas belajar murid, termasuk yang memiliki kebutuhan khusus?

T1	Untuk yang berkebutuhan khusus disini tidak ada. Dan semua siswa disini memiliki handphone namun hanya sebagian siswa yang memiliki laptop dan sebagian tidak. Maka untuk menyikapinya adalah dengan lebih banyak bekerja dalam group. Misalkan di kelas ada 10 laptop denga 30 siswa, jadi mereka bekerja dalam group atau in pair. Jadi jangan membuat mereka merasa tertinggal, left behind karena mereka tidak punya laptop. Jadi ajak mereka membuat group atau in pair tergantung ketersediaannya. jika ada informasi yang hoax, maka itu lah fungsi kami sebagai guru untuk menvalidasi semua informasi. Kami juga ada program debate setiap minggunya. Jadi sebelum itu tentunya mereka akan membaca. Itu program akademik, tidak termasuk dalam pembelajaran bahasa inggris di kelas namun itu juga menunjang pembelajaran bahasa inggris.
R	Bagaimana anda menggabungkan aktifitas yang mendukung literasi murid terhadap media dan informasi? dan bisakah anda menjelaskan bagaimana anda mendukung komunikasi digital dan kolaborasi in ruang kelas?
T1	Jadi ya bekerja dalam group tadi sehingga mereka bisa saling sharing ilmu dan sharing skill. Sedangkan untuk kolaborasi kelas itu dulu saya pakai gameboard namun sepertinya yang dari google itu sudah tidak bisa diakses lagi. Dengan gameboard itu siswa bisa menggambar dan membuat kalimat secara real time. Adapun untuk aktifitas literasi, biasanya saya memberi tahu lebih awal materi minggu depan. Misalkan minggu depan kami akan membahas transportation, maka saya meminta mereka mencari issue terhangat yang relate dengan transportation baik dari internet ataupun aplikasi tertentu seperti tiktok atau media digital lainnya. Karena jika saya meminta mereka untuk mencari informasi di Koran atau media cetak lainnya itu sudah tidak zaman lagi. Maka sumber mereka itu digital. Jika saya dulu biasanya langsung ke google atau youtube namun siswa sekarang langsung ke tiktok yang lebih instan, dan itu tidak masalah asalkan informasi yang mereka dapatkan itu valid, bagus dan sesuai. jika ada informasi yang hoax maka itu lah fungsi kami sebagai guru untuk

	menvalidasi semua informasi. Kami juga ada program debate setiap minggunya. Jadi sebelum itu tentunya mereka akan membaca. Itu program akademik, tidak termasuk dalam pembelajaran bahasa inggris di kelas namun itu juga menunjang pembelajaran bahasa inggris.
R	Langkah-langkah apa yang anda telah lakukan untuk meningkatkan kompetensi digital anda sebagai guru bahasa inggris? Apakah pernah ada kolaborasi dengan guru lain? Bisa anda jelaskan latihan atau perkembangan profesi yang anda pernah ikuti untuk meningkatkan kompetensi digital anda?
T1	Tentu saya aktif mengikuti webinar dari informasi-informasi yang ada di sosmed, instagram. Khususnya webinar. Sejak pandemi semua orang senang berbagi ilmu di komunitas. Jadi kadang saya mengikuti itu. Sekarang kita juga punya komunitas belajar di kurikulum merdeka. Setiap satu minggu sekali guru-guru berkumpul membahas mengenai adakah materi baru, da nada ilmu-ilmu barukah terutama tentang digital literasi, aplikasi terbaru atau info terbaru tentang teknologi yang mendukung pembelajaran kita. semua guru di sekolah dari seluruh mata pelajaran di hari jumat. Guru presentasi secara bergiliran. Misalkan minggu ini satu guru mengikuti webinar tertentu, nanti pada hari jumat nya dia presentasi untuk berbagi ilmu. waka kurikulum sebagai pencetusnya bahwa kita harus selalu update ilmu.
R	Tantangan-tantangan apa yang anda temui ketika mencoba meningkatkan kompetensi digital, memilih bahan ajar digital, dan bagaimana anda mengatasinya?
T1	Untuk meningkatkan kompetensi digital ya diikuti perkembangan dunia ini artinya harus update begitu. Jadi harus selalu update ilmu. Sedangkan untuk bahan ajar itu trial an error. Misalnya tahun lalu saya mengajar materi A dan merasa kurang cocok atau siswa-siswa merasa bosan . maka mungkin dari medianya bisa ditambah. Mungkin saya terlalu focus pada listening jadi bisa ditambah ada videonya. Jadi terus update dan terus memperbarui

	karena sebenarnya kalau untuk pelajaran bahasa kan mungkin begini-begini saja paling tidak kontennya saja yang berkembang. Itu saja sih, update konten. Sedangkan kalau secara keilmuan sebenarnya dari dulu tenses ya begitu-begitu saja
R	Apa anda pernah menemukan tantangan yang berhubungan dengan penggunaan alat digital dalam pengajaran? Jika iya, bisa anda jelaskan tantangannya?
T1	Tantangan hanya jika wifinya sedang down atau pas mati lampu. Maka kita tidak bisa menampilkan slide kita. Bisa juga laptopnya habis baterai. Sedangkan kalo untuk penggunaannya semua aman dan lancar.
R	Apa anda memiliki strategi untuk mengatasinya? Bisa disebutkan?
T1	Solusinya jika ada kendala adalah kembali ke alat tradisional, mengajar dengan papan tulis. Tapi tetap dengan materi yang sudah saya siapkan. Jadi meskipun materi yang saya siapkan itu dalam bentuk digital maka ditransform saja begitu. Seperti reading bisa meminta siswa read aloud.
R	Apa anda pernah memanfaatkan teknologi dalam penilaian? Jika iya, apa pernah ada masalah? Bagaimana anda mengatasi masalah yang terjadi dalam penilaian?
T1	Kalau bagi saya justru digital mempermudah. Jadi tidak ada kendala. Karena ketika saya tidak bisa hadir di kelas karena workshop atau hal lainnya. Mereka tetap bisa mengerjakan. Saya juga bisa melihat track atau naik turunnya performance siswa. Misalkan di google classroom ada 5 task, jadi saya bisa melihat total persen pencapaian mereka. Sebenarnya siswa disini juga sangat sibuk, sesibuk gurunya. Jadi saya harus mengingatkan mereka jika mereka leaving class, next meeting mereka harus sudah menyelesaikan tugas.

R	Apa anda pernah mengalami kesulitan dalam membuat murid-murid tertarik pada penggunaan teknologi di kelas? Jika iya, bagaimana cara mengatasinya?
T1	Semua siswa justru sudah sangat tertarik dengan teknologi. Memang generasi mereka generasi digital. Di semua pengajaran, sebisa mungkin kita gunakan teknologi, bahkan di mata pelajaran yang lain juga. Jadi kita tidak menutup mata, tidak menutup hati kita untuk teknologi. Jadi memang teknologi itu memudahkan selama kita menggunakannya dengan bijak.
R	Bagaimana anda memastikan seluruh murid bisa meningkatkan kompetensi digital mereka? Tantangan apa yang anda alami disini?
T1	Kita beri tugas. Misalkan kita membahas environment maka mereka mencari masalah apa yang ada disekitar kita. Terutama sekarang di kurikulum ada P5: projek penguatan profil pelajar pancasila. Jadi itu projek dan yang mengajar itu lintas mata pelajaran. Yang mengajar bisa guru agama, guru geografi, guru matematika. Kelas 12 lagi focus pada gaya hidup berkelanjutan, nah itu penggunaan digital device dan digital konten memang sangat didorong. Jika ada issue seperti itu mereka harus campaign, menyuarakan kepada teman-teman, adik-adik dan dunia digital, jadi mereka juga membuat konten begitu.

Participant 2:

R	Bagaimana menurut bapak/ibu terhadap pentingnya kompetensi digital dalam pengajaran bahasa inggris?
T2	Kalau menurut saya, pentingnya kompetensi digital ini adalah bagaimana kita menerapkan konsep digital ke dalam pengajaran bahasa Inggris. Karena kan kita sekarang zaman sudah maju, zaman sudah serba-serba teknologi, jadi kita nggak bisa mengandalkan hanya buku. Jadi perlu ada yang namanya konsep digital, kompetensi digital ini baik gurunya ataupun

	siswanya, itu perlu memahami konsep digital ini bagaimana, bagaimana kita menerapkannya ke dalam pembelajaran. Terutama bahasa Inggris, kalau saya kan.
R	Bagaimana pendapat anda dalam penggunaan teknologi digital dalam pengajaran bahasa inggris? Apa saja manfaatnya?
T2	Manfaatnya, kalau penggunaannya sangat banyak ya. Manfaatnya terutama soal kita bicara soal efisiensi waktu. Karena kan, apalagi kalau misalkan kita minta siswa mengerjakan tugas, kita minta siswa mengerjakan soal, efisiensi waktunya sangat terbantu, sangat bisa efektif kalau kita menggunakan teknologi. Contohnya bisa pakai Google Form, bisa pakai Google Classroom, atau kita minta siswa presentasi. Kalau dulu kan presentasi itu, missal, mereka pakai karton, terus mereka print satu-satu apa yang mau dijelaskan, dibagikan ke temannya, itu kan satu menguras tenaga, biaya, terus juga waktunya. Jadi dengan adanya pemahaman tentang digital ini, gurunya terbantu, siswanya juga terbantu menurut saya. Jadi penggunaan teknologi dalam pembelajaran ini sangat-sangat penting karena itu tadi, hemat waktu, hemat biaya, hemat tenaga juga.
R	Bagaimana anda memanfaatkan alat-alat digital untuk meningkatkan komunikasi dengan murid, orang tua, dan pihak lain yang terlibat? Bisa berikan contohnya?
T2	Kalau ke murid, ke siswa, saya punya bentuk komunikasinya ada dua. Satu grup WhatsApp, satu lagi Google Classroom. Ini kebetulan saya lagi bikin tugas nih buat siswa nih. ini Google Classroom. Karena siswa di sini, mereka terbatas penggunaan HP-nya ya. Jadi agak nggak terlalu, kalau misalkan mau full aktif lewat WhatsApp nggak bisa. Jadi mereka bisanya pakai Google Classroom ini. Itu untuk kelas 10 nggak ya? Kelas 10 karena mereka HP-nya nggak ada, laptopnya juga nggak ada. Jadi untuk kelas 10, belum bisa kita komunikasikan lewat digital ini. Yang ini kelas 11, saya kebetulan ngajar 1 kelas 11 itu 11-4. Kalau ke orang tua ada sih, misal beberapa orang yang kenal sama saya WhatsApp. Terus kalau ke pihak

	yang terlibat ini, contohnya saya komunikasi ke Bu D, saya komunikasi ke Pak Rama, kepala sekolah dan sebagainya. Biasanya lewat WhatsApp sih, email juga.
R	Bagaimana anda menemukan, mengevaluasi, dan memilih bahan digital untuk mengajar? Dan apa anda pernah memodifikasinya?
T2	Biasanya saya ini sih, saya nyari e-book di Google, atau biar dia lebih trusted itu biasanya di Google Scholar. Kalau saya, saya nyari e-book atau e-PDF, yang biasanya guru-guru kan punya publikasi kan. Biasanya saya nyari di situ, terus dari Youtube juga biasanya, saya kan masih baru ya miss ya, belum seberpengalaman guru-guru yang lain, jadi masih banyak harus yang dipelajari, jadi saya belajarnya dari sana. Dari Youtube, dari TikTok juga kadang bisa saya pelajari di situ, karena kan banyak juga informasi-informasi di situ. : Iya dievaluasi lagi kalau misalkan menurut saya, oh ini agak kurang cocok sama sistem di sini, jadi nggak saya ambil, saya pilih-pilih juga. Iya pernah modifikasi juga, misal saya ambil di Youtube nih, misal di Youtube dia ini ngajarin siswanya pakai games, misal gamesnya harus pakai ini-ini, misal alatnya kan, misal di sekolah kita, kita nggak punya itu, jadi saya modifikasi, misal kayak anak kelas 10 kan, harus pakai HP kita ganti, jadinya kita pakai permainan kertas, permainan kata pakai kertas aja gitu, kalau saya
R	Bagaimana anda merencanakan dan memanfaatkan alat-alat digital untuk meningkatkan keefektifan mengajar? Bisa anda dijelaskan?
T2	Kalau saya biasanya, kan kalau siswa di sini, HPnya dikumpul, kalau siang dikumpulnya di office, di samping ini ya? Jadi kalau saya misalnya butuh HP, karena kan nggak semua siswa punya laptop, minta izin kita, minta izin ke namanya teacher on duty, Pak bu izin anak kelas 11 misal, give permission to 11 four, to use their phones misal. Nah misal kita mau quiz nih, jadi biar lebih efektif daripada saling pinjem-pinjeman laptop, kita pakai HP siswa. Jadi mereka jawabnya lewat HP gitu.

R	Strategi apa yang anda gunakan dengan alat-alat digital untuk penilaian formatif dan sumatif?
T2	Kalau penilaian, saya biasanya pakai google spreadsheet sih miss. Spreadsheet biar cepat ya? Biar cepat, terus nggak hilang juga datanya. Biasanya kalau saya. Terus kalau masalah kayak, biar siswa bisa lihat feedbacknya, kayak disini nih, google classroom kan kita bisa komen. Kita bisa kasih komen ke siswa, jadi disitu siswa lihat feedbacknya tuh disitu. Kalau ujian semester gitu miss? Masih pakai alat digital nggak? Iya kalau disini pakai CBT. Itu website gitu? Jadi siswa nggak lagi pakai tangannya. Semuanya tuh paperless.
R	Bagaimana anda memastikan akses yang setara untuk bahan dan aktifitas belajar murid, termasuk yang memiliki kebutuhan khusus?
T2	Kalau saya, biasanya dari kitanya pribadi, kayak yang kita perhatikan, kita biasanya siswa yang gitu, siswa yang berkebutuhan khusus ini, misal ada nih, biasanya saya panggil, saya tanya, ini kamu bagaimana gitu, kamu bagaimana, kamu yang bikin kamu nyaman pada saat belajar, bagaimana, jadi biar dia, apa ya, ketika belajar lebih nyaman, saya juga lebih enak gitu, mengaturnya kayak gimana. Terus kalau misalkan kayak siswa ini, oh dia nggak punya laptop, dia nggak punya ini, kita punya, ini miss, biasanya kita bisa belajarnya di library misal, di library, di library itu kan ada komputer, ada tab, jadi kita bisa pinjamnya di sana. Iya.
R	Bagaimana anda menggabungkan aktifitas yang mendukung literasi murid terhadap media dan informasi? dan bisakah anda menjelaskan bagaimana anda mendukung komunikasi digital dan kolaborasi in ruang kelas?
T2	Kalau saya, biasanya saya minta mereka itu, kalau anak kelas 11, mereka ada target, yang namanya mereka mesti minimal dalam satu minggu, itu baca satu postingan di Jakarta Post, atau CNN, CNN International, yang itu, biar mereka update berita. Misalnya kalau Jakarta Post kan, dia in English ya, berita in English, it's kind of like formal English, jadi bisa berguna gitu buat mereka, kalau anak kelas 11 begitu biasanya kalau saya.

	kalau disini, insya Allah, siswanya literasi terhadap teknologinya, insya Allah, sudah lumayan semua kak ya, jadi, kalaupun mereka agak kurang, mereka belajar sama temennya yang bisa biasanya begitu. Nah kalau misalkan memang begitu, biasanya saya bikin, dalam kelompok. Iya, biar dia bisa saling bantu. Misalnya, oh yang ini agak kurang paham, kamu nanti ajarkan temen kamu yang ini. Oh biar, gak cuma satu orang yang bekerja gitu loh. Jadi saya pastikan, oh nanti kamu ajarin temen kamu yang ini, kamu bagian kamu yang ini, kamu bagian kamu yang ini, biar rata semua dan mereka bisa semua gitu. Jadi solusinya tuh belajar kelompok biasanya
R	Langkah-langkah apa yang anda telah lakukan untuk meningkatkan kompetensi digital anda sebagai guru bahasa inggris? Apakah pernah ada kolaborasi dengan guru lain? Bisa anda jelaskan latihan atau perkembangan profesi yang anda pernah ikuti untuk meningkatkan kompetensi digital anda?
T2	Kalau saya meningkatkan kompetensi digital itu, biasanya saya, kalau misalkan kayak pelatihan-pelatihan itu, saya belum pernah ikut miss ya, karena kan baru juga jadi guru yang formal kayak gini baru. Terus kalau saya, biasanya saya nyari-nyari sendiri. Untuk insya Allah, tau di mana gitu kan, atau kayak Canva kan, kita agak, saya dulu agak kurang familiar ya sama Canva, tapi akhirnya terpaksa belajar karena memang harus bisa gitu. Terus nanya juga ke rekan kerja, kayak ke Miss Dian, Miss Dian kan lebih tau gitu kan, apalagi Pak Rama gitu kan, mereka lebih tau sama yang namanya, oh kayak menggunakan apa, misalnya gitu, kayak aplikasi-aplikasi buat kuis, ternyata bukan cuma quizizz yang ada, ternyata ada edmodo juga, ternyata ada yang namanya kahoot gitu. Nah itu semua saya pelajari, learning by doing lah. Jadi sebelum ngajar, saya pastikan dulu, oh ini nanti misal mau bikin kuis nih, oh jangan sampai cuma lewat Google Form aja, oh biar nanti bentuknya kayak kompetisi, jadi lebih seru, jadi harus kayak gini. Nah itu saya tanya ke rekan kerja biasanya. Yang lain

	selain rekan kerja ke temen sih, Biasanya ke gitu, yang sama-sama guru kan, misalnya dari sekolah lain, oh kalian gimana gitu kan, biasanya informasinya dari sana juga sih. Kalau latihan atau seminar gitu belum pernah sih sejauh ini. Kalau dari sekolah, oh nanti bakal ada. Nanti bakal ada dan bakal ikut insya Allah. Ya bener-bener juga ada tim gitu. Insya Allah nanti ikut. Soalnya saya kemarin, itu harinya, itu di saat hari saya lagi sibuknya. Jadi belum sempat ikut.
R	Tantangan-tantangan apa yang anda temui ketika mencoba meningkatkan kompetensi digital, memilih bahan ajar digital, dan bagaimana anda mengatasinya?
T2	Kalau tantangan dalam meningkatkan kompetensi digital itu, tadi kayaknya saya agak kesulitan. Sebenarnya saya ini agak kesulitan mengatur waktu. Kayak tadi dari sekolah sudah ada kegiatan wajib yang harus diikuti sama guru biar bisa meningkatkan keterampilan digital. Dari sekolahnya sudah ada sayanya yang nggak bisa, sayanya yang nggak ada waktu gitu. Terus juga kadang, oh ketemu nih satu kegiatan, misal webinar gitu. Oh ternyata harus offline, terus jauh jaraknya gitu kan biasanya. Terus buat memilih bahan ajar digital ini, sebenarnya nggak terlalu ada banyak tantangannya. Karena banyak kan? Source nya di internet itu banyak, sangat banyak. Terus juga kita bisa minta tolong ke rekan kerja.Jadi untuk bahan ajar ini nggak terlalu banyak. Nggak pernah kesulitan nyari kalau saya ya. Karena yang diajarkan di sekolah ini juga, kita sudah punya, misal kita mau ajar ESL, English as Second Language, karena kita disini ada Cambridge Curriculum gitu kan. Jadi dari tim itu sudah disiapkan, oh ini bahan ajarnya, ini contohnya. Jadi kayak oh ini nanti PPT presentasinya, kalau misalkan mau dipakai silahkan. Jadi kita kalau misalkan mau berkreasi, mau bikin sendiri silahkan, ini contohnya. Sudah ada seperti itu. Jadi untuk bahan ajar, alhamdulillah sejauh ini belum ada kesulitan.

R	Kalau tadi mis bilang kan, ada sulit nyari waktunya mis ya? Misalkan kadang ada kesempatan tapi nggak bisa ikut. Nah kalau solusi dari mis kira-kira?
T2	Kalau saya jadinya saya mengurangi, saya kan kerja nggak cuma di sini kak. Kalau saya jadinya mengurangi jam ini saya, jam pekerjaan saya yang satunya. Biar bisa ini. Karena kan kalau kemarin itu saya hari itu, sosialisasinya itu pelatihannya hari Jumat. Sedangkan saya hari Jumat pagi itu harus ke Depok. Nah jadi biar bisa ikut, nanti saya switch ke teman kerja saya yang di sana. Bisa nggak kita switch? Karena misalnya minggu ini mau ada pelatihan biar saya bisa ikut. Kalau saya jadi mengurangi jam kerja saya yang lain. Biar bisa fokus ke yang satu ini gitu.
R	Apa anda pernah menemukan tantangan yang berhubungan dengan penggunaan alat digital dalam pengajaran? Jika iya, bisa anda jelaskan tantangannya? Apa anda memiliki strategi untuk mengatasinya? Bisa disebutkan?
T2	Kadang saya itu agak kurang ngerti sama masang apa sih, Proyektor. Oh nyambungkan? Iya nyambungkan itu. Kalau nyoloknya bisa. Tapi kalau ini udah bingung. Jadi saya minta tolong siswa biasanya. Siswa itu kalau masalah proyektor jauh lebih pinter daripada saya. Oh maksudnya dari proyektornya gitu? Iya proyektornya.
R	Apa anda pernah memanfaatkan teknologi dalam penilaian? Jika iya, apa pernah ada masalah? Bagaimana anda mengatasi masalah yang terjadi dalam penilaian?
T2	jadi kadang itu juga siswa ini agak kebingungan juga. Misal kita suruh mereka apa gitu. Mereka nangkepnya beda. Kayak disini kan di Google Classroom. Mereka nangkepnya beda. Padahal instruksi kita sudah jelas nih. Ini, ini, ini gitu. Jadi kalau misalkan dalam digital ini kita nggak bisa yang namanya kita ngasih instruksi itu singkat. Karena siswa ini suka salah tangkap. Jadi kayak gini, ini kan panjang banget. Instruksinya benar-benar sedetail itu. Biar apa? Biar siswa itu nggak salah tangkap. Karena pernah,

	siswa salah tangkap pernah. Jadinya kita perpanjang lagi waktunya. Yang seharusnya selesai dalam tiga hari jadinya seminggu. Jadi karena waktu itu mereka tuh apa ya. Mereka tuh cuman misalnya nih kayak watch. Watch the video and please make a presentation gitu kan. Saya nyuruhnya gitu. Mereka cuma baca tulisan watchnya aja. Jadi presentationnya ini nggak mereka lakukan. Mereka yaudah nonton aja. Pokoknya saya bilang nak baca gitu. Saya bilang gitu. Makanya kadang kalau misalkan sudah ini meskipun sudah ada instruksinya nanti saya ingatkan lagi. Misal dua hari menjelang deadline, nanti saya ingatkan lagi. Nak, don't forget that the due date for this group work is getting closer.
R	Selain alat digital di kelas, selain proyektor apa lagi sih? Maksudnya alat teknologi ya bukan digital sih. Apa lagi ya?
T2	Speaker sih kalau saya bisnis saya bawa speaker. Biar siswa tuh kalau mau nonton video, speaker. Kalau di kelas kan nggak ada, jadi saya bawa sendiri biasanya. Kemudian, speaker kadang nggak kedengeran nggak sih. Kadang suaranya gember kan kadang. Kadang kita tuh misalnya kita listening nih, kita coba listening. Padahal menurut kita speaker ini udah jelas. Tapi siswanya masih hah.. gitu di belakang. Kalau gitu biasanya saya suruh, udah. Sini mendekat gitu kan. Kalau saya ada aturan, kalau di saya, boleh duduk dimanapun asal mereka memperhatikan. Jadi mereka misalnya nggak kedengeran boleh maju silahkan. Sedekat apapun sama speaker silahkan maju. Kalau saya gitu. Kalau Google Form biasanya nggak ada sih kak. aman biasanya
R	Apa anda pernah mengalami kesulitan dalam membuat murid-murid tertarik pada penggunaan teknologi di kelas? Jika iya, bagaimana cara mengatasinya?
T2	Mereka alhamdulillahnya kalau anak-anak disini sama teknologi itu mereka semangat. Jadi daripada kita belajar lewat buku. Biasanya kalau buku itu kan mereka ngantuk. Sudah teruji anak-anak kalau dikasih buku mereka ngantuk. Jadi salah satu hacknya adalah yaudah kita pakai

	teknologi. Kita biarkan mereka misalnya silahkan nih tonton video ini. Atau kalian silahkan cari video apa gitu yang berhubungan sama ini misalnya. Nah disitu biasanya mereka semangat. Apalagi kalau kita listening dan misalnya tentang song. Nah mereka paling semangat yang kayak gitu.
R	Bagaimana anda memastikan seluruh murid bisa meningkatkan kompetensi digital mereka? Tantangan apa yang anda alami disini?
T2	Kalau bagaimana memastikannya ya kayak kalau saya sebagai guru biasanya, saya ingatkan orally gitu. Nah jangan lupa belajar teknologi gitu kan. Kalian harus melek teknologi. Nah biar bisa membiasakannya itu ya tadi kita suruh kita bikinkan tugas yang menggunakan teknologi gitu. Biar mereka terbiasa kan.
R	Ada kesulitan nggak miss kalau itu? Misalnya miss kan nyuruh mereka nih. Biar mereka tuh bisa meningkatkan kemampuan teknologi mereka. Nah ada nggak kesulitannya disitu?
T2	Kesulitannya itu anak-anak ini pelupa. Kayak gini kan ini harusnya jam 1.35 ini kemarin, eh kemarin jam 12. Tapi anak-anak lupa. Cuma dua yang ngumpul kan. Baru dua grup yang ngumpul. Jadi saya perpanjang lagi. Perpanjang sampe hari ini jam 1.35 gitu kan. Itu sih kesulitannya. Kadang kalau misalkan memang misalnya sudah saya kasih toleransi masih lupa juga yaudah konsekuensinya dinilai biasanya.

Participant 3:

R	Bagaimana menurut bapak/ibu terhadap pentingnya kompetensi digital dalam pengajaran bahasa inggris? Dan Bagaimana pendapat anda dalam penggunaan teknologi digital dalam pengajaran bahasa inggris? Apa saja manfaatnya?
T3	Menurut saya kompetensi digital dalam pengajaran bahasa Inggris Ini sangat-sangat penting sekali. Kenapa? Karena yang kita hadapi sekarang

	ini Yang merupakan murid di generasi Z ya, Saya kan ngejar kelas 12 dan 11 Jadi mungkin masih Gen Z Atau bawahnya mungkin Alpha Jadi mereka digital native Digital native jadi memang Mereka terlahir dengan gadget Dengan kompetensi digital yang kemungkinan lebih master nih, Lebih menguasai digital ini dibandingkan guru-gurunya. Jadi sebagai guru kita harus menguasai juga Kita harus mengimbangi kemampuan digital siswa tersebut. Karena kalau enggak ya mereka bisa, Karena kan dengan kemajuan teknologi sekarang Terutama dalam bahasa Inggris misalnya, Kita bisa memanfaatkan teknologi untuk membantu dalam pengajaran, Dalam pembelajaran. Misalnya kan dengan pemanfaatan AI Jadi dengan adanya AI kita terbantu dalam membuat lesson plan Misalnya, dengan mencari ide. Kalau misalnya kita mau ngajar sesuatu Apa yang bisa kita terapkan di dalam kelas. Jadi kan bisa terbantu nih banyak banget Terus dalam hal penilaian or assessment terbantu sekali Dengan adanya beberapa aplikasi yang bisa membantu untuk gak usah ngecek satu-satu. Kemudian dalam hal proses pembelajarannya juga bisa menjadi menyenangkan. Karena siswa itu sebenarnya di sekolah ini Ada aturan untuk tidak menggunakan handphone/gadget. Tapi dalam hal pembelajaran diperbolehkan dalam pengawasan guru. Di luar kelas mereka tidak diperkenankan Karena kan di asama jadi mereka dibatasi untuk penggunaan handphonenya Karena sebenarnya dari tim IT kita juga telah membatasi Ada beberapa sites yang tidak bisa diakses oleh siswa Dengan menggunakan wifi sekolah sebenarnya.
R	Tadi sempat dibahas AI kan Miss, Itu kalau misalkan anak muridnya diperbolehkan juga atau tidak? Kenapa?
T3	Karena kita tidak bisa membatasi siswa Karena memang mereka terbantu dan kita juga terbantu sebenarnya. Jadi AI itu kan misalnya untuk Google Translate pun, Maksudnya yang pakai how to pronounce the words correctly Itu kan juga AI sebenarnya. Search engine itu sebenarnya juga artificial intelligence Jadi kenapa tidak? Saya justru mendorong siswa

	untuk mencari tahu .Karena sumber belajar itu bukan cuma dari guru Bukan cuma dari guru, Bisa dari apapun, dari manapun. Jadi bukan hanya dengan dapat informasi dari guru Tapi dari internet, dari AI. Sebenarnya kalau saya mengajar writing, Memang banyak-banyak pikiran bahwa plagiarism . Misalnya untuk lighting Mereka saya bebaskan untuk mencari ide Atau membuat outline misalnya untuk teks mereka menggunakan AI, why not? Tapi secara yang membuat outline/Rancangannya Itu kan tetap siswa. Memang tantangannya lebih besar sih Untuk mengecek, Tapi kan ketahuan sebenarnya Kalau mereka menggunakan pure copy paste Dari Gemini Atau Chat GPT, Ketahuan! Karena kompetensi mereka misalnya secara oral, Secara speaking skill Bahasa yang digunakan secara tertulis Lebih sophisticated Mungkin anak-anak ini langsung bisa ketahuan. Tapi secara untuk generating ideas tidak masalah bagi saya, sebagai guru bahasa Inggris tidak masalah. Karena saya juga memanfaatkan teknologi yang bisa membantu kita. Walaupun nanti tentang plagiarism Kan mudah sekarang bisa ngecek plagiarism. Di kelas juga Penggunaan teknologi itu sangat Membantu dan bisa di-apply sebenarnya. Untuk bikin mind map juga kan bisa Langsung pakai digital application, why not? Jadi bagus juga Tapi memang ada anak-anak yang suka Hand lettering misalnya, Mau pakai warna-warni sendiri Dengan manual, why not? Jadi itu salah satu bentuk diferensiasi juga. Ada yang suka pakai Mind Master (Untuk bikin mind map) Biasanya kan untuk brainstorm idea Biasanya Kita pakai mind map dulu, Pakai aplikasi. Ada yang mau pakai sendiri-sendiri Manually, why not? Jadi terbantu.
R	Bagaimana anda memanfaatkan alat-alat digital untuk meningkatkan komunikasi dengan murid, orang tua, dan pihak lain yang terlibat? Bisa berikan contohnya?
T3	Tentu kita ada yang namanya memanfaatkan Google Classroom misalnya. Kalau dulu kita pakai Microsoft Team. Thanks to pandemic sih sebenarnya, Jadi kita terpaksa harus digital. Waktu itu online learning, Jadi semuanya

	harus kita gunakan semua teknologi digita.l Kita harus kita manfaatkan Untuk memfasilitasi siswa. Jadi setelah post pandemic Kita tetap harus manfaatkan. Microsoft Teams nggak lagi sih sebenarnya, paling Google Classroom Terus untuk komunikasi dengan guru-guru Kita akan ada Whatsapp group. Ada berbagi file Di Google Drive bersama-sama, bisa akses memakai email sekolah. Kemudian kita ada Online portfolio untuk guru Di sekolah ini. Ada semacam Kalau kita dulu namanya Si master, Sekarang apa namanya ya. Dimana guru-guru itu bisa Upload lesson plans-nya, Kemudian assessment-nya dan bisa diakses oleh guru tersebut sendiri Dan ada tim akademik. Jadi kalau mau ngumpul perangkat ajar nggak lagi di print. Jadi itu ada portfolio guru tentang sertifikat, misalnya mengikuti pengembangan diri Profesional development segala macam Pelatihan, workshop bisa ada di situ Jadi nanti kan ada ikenerja guru Mau mengupload sertifikat ya tinggal ada di situ. Kalau mau ada penilaian, Biasanya kan kalau guru kan ada penilaian Dari supervisor, misalnya superintendent Itu ada di situ, jadi bisa dicek. Semuanya lengkap ada perangkat pembelajaran, Assessment, Kemudian kinerja Terkait dengan absensi juga Sebenarnya bisa kita akses di website sekolah. Jadi di Data center sekolah.
R	Biasanya kan kalau mis-upload Itu teman-teman sama guru bisa lihat atau enggak?
T3	Ada beberapa yang dibatasi, gak bisa diakses. Kalau misalnya lesson plan itu tim akademik yang bisa lihat, karena kan kita yang harus ngecek. Harus ngecek ini sesuai dengan format. Paling sesuai dengan template Karena kan kurikulum merdeka ya. Sebenarnya enggak ada template baku. Yang penting ada elemen-elemen yang terpenuhi, misalnya dari perangkat pembelajaran/Perangkat ajar guru tersebut. Jadi ya udah gitu aja. Kita kan ada grup Istilahnya dulu MGMP (Musyawarah Guru Mata Pelajaran), kalau sekarang di KOMBEL (Komunitas Belajar), nah di situ kita bisa berbagi, Ada google drive khusus yang bisa diakses sama orang dengan email sekolah. Misalnya Miss N, Miss N Substitute teacher, jadi ya udah

	pake lihat yang lama. Kita juga di komunitas tersebut berbagi praktek baik Istilahnya ya. Berbagi praktek baik Dengan modul-modul ajar yang kita sudah buat sebelumnya, bareng-bareng buatnya atau juga kita bisa take turns. Misalnya topik ini: Karena kita mengajar ESL Di dalam curriculumnya jadi keroyokan mengajarnya. Bukan cuma satu orang tapi ada empat guru itu mengajar. Empat guru bahasa inggris maka empat guru ini yang mengajar topik yang sama. Jadi misalnya satu topik tentang Ropeworks Tentang extreme sports misalnya, jadi saya bikin modul ajarnya, exercisenya di game,saya di eduka play misalnya, kasih game pin. Ada empat kelas game pinnya beda-beda. Jadi guru yang lain tinggal pake modul ajar saya .exercisenya juga, penilaiannya juga. Jadi banyak kerjasama, kolaborasi. Jadi kita Guru-guru bahasa inggris Semua ini bertanggung jawab Untuk Pembelajaran Bahasa Inggris ke siswa ESL Ini, semuanya terlibat, jadi kolaborasi. Walaupun ya gitu dengan Kondisi siswa berasal dari 17 kabupaten Kota, satu Provinsi, yang tersebar. Kadang-kadang kita juga kan tidak bisa menyamaratakan Pendidikan di pelosok-pelosok. Ada yang siswanya Selama tiga tahun penuh Nggak belajar bahasa inggris karena gurunya nggak ada. Mix ability banget sebenarnya disini. Kita ngajarin satu kelas itu ada yang ngomongnya lancar Bahasa inggrisnya Kadang guru aja terutama guru-guru MAPEL lain agak keder juga masuk ke dalam kelas. Terus mesti ngajar matematika/ngajar ekonomi dalam bahasa inggris. Tapi ada juga siswa yang nggak ada guru bahasa inggris di pedalaman Sungai Lilin misalnya. Ada yang dari Muratara, dari dusun tebing nggak ada yang belajar bahasa inggris. Apalagi kan Learning loss selama pandemi itu kerasa banget. Kerasa banget disini bukan cuma dalam bahasa inggris Tapi mapellain juga. Jadi kita Extra kerjanya Guru-guru disini. Kita mulai dari nol makanya itu tadi Teknologi membantu sekali. Digital Ini membantu karena anak-anak ering main sama handphonenya jadi ya kita manfaatkan aja.
R	Kalau komunikasi antara guru dengan orang tua ada nggak sih?

T3	Karena orang tua kita kan Dari 17 kebupaten Provinsi, Jadi kita ada grup Whatsapp dengan orang tua. Tapi biasanya grup Whatsapp itu hanya advisor, Home room teacher/Wali kelas. Jadi untuk komunikasi secara intens ke orang tua Itu perannya lebih dipegang oleh Wali kelas, karena banyak hal yang harus diumumkan. Kadang kita ada Zoom meeting dengan orang tua Karena mau mensosialisasikan misalnya pemilihan mata pelajaran di fase F di kelas 11, Fase E kelas 10. Kalau ini di kelas 10 Seluruh mata pelajaran dipelajarin. Untuk kelas 11 Baru mereka bisa memilih dan itu harus dikomunikasikan dengan orang tua. Karena kan terkait dengan cita-cita mereka, dengan pilihan karir mereka Kedepan. Kalau mereka mau jadi dokter misalnya, Gak mungkin mereka meninggalkan pelajaran kimia atau biologi, harus ambil kimia dan biologi. Kalau geografi ga usah diambil. Kadang kan kemauan orang tua dengan minat dan bakat siswa Itu tidak match. Makanya kita harus komunikasi Intens dengan orang tua. Biasanya untuk sosialisasi Pemilihan MAPEL Kita zoom meeting secara rame-rame, 120 orang tua Kita undang. Kemudian ada survey juga ke orang tua. Kita minta isi ini misalnya melalui G-Form. Kemudian nanti ada peran BK/Carrier conselor kita untuk memetakan anaknya ini mau kemana, minatnya dimana. Sebelumnya kita ada yang namanya Assessment non-cognitive Jadi anak-anak kita dipetakan dulu. Anak-anak ini punya kecendungan Ini, bagusnya milih yang ini, maka Kita komunikasikan dengan orang tua jadi orang tuanya itu Kita berikan pemahaman. Pemahaman bahwa kita tidak bisa memaksa anak. Dan itu biasanya ada juga Perkasus, tapi tidak seluruhnya. Jadi komunikasinya yang tidak melalui Zoom meeting, mungkin lewat Chat pribadi Atau telepon langsung ke orang tua, Dan lewat grup itu untuk wali kelas, kalau untuk dengan BK, guru BK itu biasanya Secara langsung, chat langsung.
R	Bagaimana anda menemukan, mengevaluasi, dan memilih bahan digital untuk mengajar?

T3	Oke, karena kita curriculum merdeka, saya merasa terbantu sekali dengan curriculum yang agak fleksibel. Apalagi kalau kita mau memasukkan materi Cambridge Curriculum sama National Curriculum Kita Merge. Misalnya banyak materi ajar yang bisa kita ambil dari English 14 dari British Council Banyak itu materi tentang Listening-nya, speaking-nya Yang interaktif malah Ada video Kemudian siswanya harus Misalnya untuk praktis speaking-nya. Jadi itu sangat Membantu di British Council English 14 Ada sesuai dengan Level-nya juga CEFR Common European Framework of Reference Ada yang itu Kita sesuaikan Sampai C2. Jadi Kita harapkan anak-anak kita Sudah bisa minimal B1 untuk kelas 10. Jadi materinya kadang-kadang kita ternyata pas kita Lihat ini level B1 di sini kurang sesuai dengan kondisi realisasi kita. Jadi itu Differentiated Instruction-nya jadi ada beberapa anak yang pakai materi yang ini, ada yang kayaknya ini aja dulu deh belum bisa langsung starting point-nya kan beda-beda. Differentiated Instruction-nya disitu. Of course Biasanya Modifikasi-nya sesuai dengan kebutuhan siswa. Sesuai dengan kebutuhan siswa dan kesiapannya makanya perlu Diagnostik Assessment. Jadi untuk dari Cambridge Curriculum sendiri kan kita banyak materi yang bisa diakses Di School Support Hub-nya. School Support Hub ya dari Cambridge Atau kita bisa ambil di Cambridge1.org.
R	Bagaimana anda merencanakan dan memanfaatkan alat-alat digital untuk meningkatkan keefektifan mengajar? Bisa anda dijelaskan?
T3	Kita kan masih ada Interactive Whiteboard tapi udah banyak yang rusak, kalau dulu masih ada Di Moving Class itu ada semua. Interactive Whiteboard-nya sekarang yang berfungsi cuma dua jadi take turns di guru-guru kalau mau pake Interactive Whiteboard. Jadi ada jadwal ngetag dulu, jadi lebih interaktif. Jadi saya sering modifikasinya disitu misalnya materinya tentang Deskriptive Teks, misalkan pake kombinasi Past tense, Past perfect, Past continuous, Jadi kita main dulu, Interactive Game-nya di aplikasi misalnya atau di Classware Ada buku-buku dari Cambridge yang

	bisa kita pake Biasanya ada Classware-nya Yang bisa kita gunakan Di Interactive Whiteboard Terus baru Exercise yang Kita kombinasikan Modifikasikan. Karena Engagement siswanya itu Kadang-kadang harus Engage/Melibatkan siswa Itu harus Pinter-pinter gurunya Memanfaatkan digital technology.
R	Kalau khusus untuk tool-nya apa saja yang tersedia disini?
T3	Interactive whiteboard tadi kemudian ada website kita manfaatkan cambridgeone.org. Untuk quiz yang menyenangkan formative assessment atau konsumatif assessment bisa pake kahoot. Kalau mau brainstorm ideas bisa pake padlet dan sejenisnya. bisa banyak yang dipake atau yang untuk bikin mapping mindster tergantung kebutuhan
R	Strategi apa yang anda gunakan dengan alat-alat digital untuk penilaian formatif dan sumatif?
T3	Penilaian formatif gampang sih, bukan hanya quiz bisa pake hand signal. kita cuma melihat apakah tercapai tujuan pembelajaran kita bisa memahami misalnya satu pembelajaran tersebut kalau mau pake online quiz biasanya pake kahoot jadi siswa itu merasakan itu kan game lagi kompetitif, interaktif juga kalau kahoot kan soalnya di whiteboard. jadi siswa jawabnya di handphone jadi mereka seneng merasa permainan aja, padahal bisa kita download nanti hasilnya kita bisa lihat reviewnya, berapa persen terjawab secara benar terus siswa mana yang nilainya udah ketahuan semua padahal kita ternyata ambil nilai, tapi siswa merasa kalau tes. misalnya kita hari ini exam atau quiz mereka ngerasa terbebani kalau pake digital aplikasi tersebut ngerasa main-main aja, jadi lebih santai. mereka nggak ngerasa mau exam tapi kita ambil nilainya untuk penelitian formatif. Summatif nya bisa juga sebenarnya pake quiz biasanya. sebenarnya lebih banyak informatif untuk quiz tersebut karena saya biasanya pake yang writing. saya mengajar writing juga agak susah ya mungkin. saya minta mereka untuk submit, submit through classroom misalnya. kita aja kalau mau check structure nya grammar nya misalnya bisa pake quiziz yang paling sering

	kita pake kahoot sama quiziz kalau educa play karena kan gratis ya, educa play itu banyak pilihannya banyak pilihan. multiple matching juga bisa pake disitu, crosswords nya juga bisa pake disitu. Jadi kita berusaha paperless sih berarti anak-anak punya komputer beberapa siswa yang bisa mengusahakan. Beberapa siswa yang bisa mengusahakan laptop, ya karena mereka kan tidak semuanya punya laptop. Karena kan tidak, mereka berasal dari keluarga prasejahtera. Kalau mereka pake laptop yang itu kan juga agak dipertanyakan nih, keluarga prasejahtera atau bukan? Tapi Kita ada lab, lab ICT, lab komputer. Empat lab komputer. Insya Allah bisa mengakomodasi 120 siswa. Jadi ujiannya di lab pake aplikasi, kalau dulu sih master tapi saya sekarang lupa namanya apa ya, Pokoknya ini bisa, istilahnya itu semi-daring ya, semi-daring ya, Jadi nggak bisa akses, ini, akses tab lain. Nggak bisa searching. Kalau ujian gitu nggak boleh, nggak bisa. Makanya mereka nggak pake laptop sendiri kan, jadi pake lab sekolah, pake komputer di sekolah. Nanti di jadwal. Kita cukup untuk 120 siswa, tapi kan per grade, grade 10 dulu, grade 11, jadi makanya di jadwal
R	Bagaimana anda memastikan akses yang setara untuk bahan dan aktifitas belajar murid, termasuk yang memiliki kebutuhan khusus?
T3	Kita pinjemin tab sekolah. Ya kadang-kadang memang kalau mau pake quiziz, mau pake kahut di dalam kelas kalau nggak punya gadget kan agaksusah. Kemudian wifi sekolah juga harus kenceng kan. Nanti ada yang bilang, oh Miss ini loading. Wifi sekolah lagi gangguan misalnya. Jadi pake, yaudah kita pake kuota pribadi dulu. Itu salah satu hambatannya sih kalau wifi sekolah nggak lagi ngedown, apalagi banyak akses atau dibatasi sama tim IT karena lagi ada kegiatan di lab misalnya yang butuh bandwidth yang lebih banyak. Biasanya IT suka membatasi ini di sekolah, yang di kelas dibatasiin karena ada kegiatan di lab yang bandwidthnya dibagi lah istilahnya itu. Jadi kadang-kadang kita ternyata lagi pake akses ini di kelas ternyata nggak loadingnya lama. Atau misalnya dikasih video Youtube,

	misalnya nonton video Youtube, eh udah lama. Terpaksa pake kuota pribadi.
R	Kalau misalkan ada pembelajaran yang mengharuskan pake laptop gitu, sedangkan mereka nggak punya laptop sebagian. Jadi bagaimana?
T3	Kita bisa bentuk grup, kelompok ya. Jadi biasanya kalau group work itu jadi sharing, atau kita bisa pindahkan ke lab, atau ke library. Library kita kan juga punya. Kan pembelajaran bukan cuma di dalam kelas, bisa dipindahkan. Biasanya kalau yang buat grup project sih. Jadi siswa suruh presentasi, bikin Canva, desain. Itu nggak semuanya yang harus pegang laptop kan. Jadi salah satu atau beberapa mana aja yang cari informasi, kemudian ada yang bikin presentasinya gitu. Semuanya dimanfaatkan aja apa yang ada.
R	Kalau tadi memang nggak ada yang anak-anak yang berkebutuhan khusus gitu ya? Kalau disini sebenarnya berkebutuhan khusus itu bisa secara fisik, mental, bisa juga anak-anak yang learning disorder.
T3	Kalau mild learning disorder ada secara defective mental, ada juga sebenarnya berdasarkan assessment non-cognitive di awal. Kita ada tes IQ, tes MBTI segala macam. Assessment non-cognitive di kelas 10 itu sebelum memulai pembelajaran kita student profiling namanya. Jadi kita perlu data semua anak, preferensinya, misalnya gaya belajarnya gimana, kepribadiannya gimana, minat dan bakatnya gimana. Jadi kita butuh data tersebut untuk memfasilitasi siswa Dan ya berdasarkan hasil tes IQ-nya misalnya memang ada yang superior, ada yang di bawah, ada beragam, banyak macam. Itu yang sebagai data awal kita untuk memetakan siswa dan mendesain pembelajaran. Dan semuanya itu setelah dapat datanya dari BK, kita rapatin sama guru-guru. Ini loh kondisi siswa kita kelas 10 setiap tahun awal pembelajaran, awal tahun ajaran. Jadi strateginya gimana kita rapat. Dan untuk membantunya gimana, support anak ini gimana misalnya ada rapat khusus. Cuma karena mild tadi, ada juga karena kondisi ekonomi dan kondisi kesehatan. Ada anak kita yang sekarang pun masih belajar dari

	rumah karena TB, tuberculosis. Jadi menular terpaksa kita rumah kan. Jadi kita fasilitasi pembelajarannya lewat digital tadi. Kita ada grup WhatsApp khusus. Terus kadang-kadang kalau dia pernah kita bantu secara pulsa, bisa kita lewat Gmeet, kita hadirkan. Kadang-kadang dia rindu sama suasana sekolah, misalnya Gmeet. Tapi sekali-sekali. Buat submit tugas-tugasnya lewat WA aja yang biar gampang. Tidak terlalu banyak menguras kuota misalnya. Karena kondisi ekonomi siswa kita begitu, kesehatan. Itu salah satu, terkait dengan kebutuhan khusus. Anak-anak kan ada yang sakit ya, kebutuhan khusus. Ada satu orang yang tuberculosis.
R	Kalau untuk anak-anak yang di kelas, misalnya yang kebutuhan khusus secara mental, itu ada kesulitan dalam penggunaan teknologinya nggak?
T3	Kalau secara fisik kan belum ada. Kalau secara mental itu butuh bantuan, support. Teman-temannya biasanya yang bantu, support teman-temannya. Kita ini justru yang ada, misalnya korban bullying dulunya. Terdeteksi sih, korban bullying. Itu secara mentally instable misalnya. Itu butuh bantuan yang supportive aja. Kadang-kadang anak-anak bisa menarik diri. Tapi alhamdulillah selama ini di kelas pembelajaran, karena teman-temannya itu juga dari asrama juga, satu lingkungan asrama yang supportive. Bisa dibilang gitu ya, karena kita ada house system lah, mereka kekerabatan, kekeluargaannya lebih erat. Temannya juga anak asrama, 24 jam ketemu satu sama lain. Seperti keluarga, itu salah satu support yang bisa membantu anak yang berkebutuhan teknologi. Jadi Aman, insya Allah. Ya walaupun ya struggle kita memang. Itu tadi, mendifferentiasi. Karena butuh bimbingan lebih dibandingkan anak lain. Kalau mis, kadang mengajar itu anak-anak juga tetap harus diajarkan terhadap media dan alat-alat digital.
R	Bagaimana anda menggabungkan aktifitas yang mendukung literasi murid terhadap media dan informasi?
T3	Sekolah kita ada yang namanya program news update, sama ada debate. Ada jam 0, Jam 0 itu sebelum pembelajaran dimulai, jadi kan periode 1, 2, 3 biasanya ada 10. Kalau di sekolahnya 10 periode, jam ke-10. Dari jam

pertama sampai jam ke-10, biasanya dalam satu hari. Sebelum memulai pembelajaran, kita ada namanya periode 0, jam ke-0. Jam ke-0 itu dimana kita meng-strengthen literasi siswa di situ. Jadi kalau dulu ada yang namanya silent reading time, disitu siswa membaca sebelum memulai pembelajaran. Kalau di sekolah lain ada yang namanya literasi reading al-Quran together biasanya. Kalau di sekolah lain ada ya, itu di jam 0. Kalau kita di sini bervariasi nih, kegiatannya di jam 0 itu ada misalnya hari selasa cuma 35 menit/30 menit sebelum. Karena kita mulai pembelajarannya jam 8 di sini. Jadi setengah 8 di kelas. Ya, setengah 8 di kelas. Mereka memulai dengan misalnya hari selasa itu book sharing. Book sharing itu bukan bagi-bagi buku ya. Mereka bikin book review. Terus di-share di depan kelas apa yang saya sudah baca. Buku apa yang sudah saya baca, misalnya sampai halaman sekian saya membacanya tentang ini, ini, ini. Pandangan saya, opini saya terhadap buku ini, ini, ini. Apa yang bisa kita ambil dari buku ini. Pembelajarannya apa, blablabla. Di-share ke semua. Jadi bukunya itu biasanya non-textbook dong. Bisa mereka reading for pleasure buku novel misalnya, atau kumpulan cerpen, atau misalnya buku-buku yang motivasi lah. Biasanya rata-rata anak-anak membacanya itu buku motivasi, atau buku sejarah Islam, misalnya apa gitu. Rata-rata anak itu membaca buku tentang motivasi. Yang pertama, hari selasa. Karena hari Senin kan ada morning assembly atau flag racing, ya kan. Kemudian hari Rabu itu news updates atau news slash. Di situ siswa secara bergiliran ya, semuanya bergiliran, itu membagikan current news yang mereka baca, atau mereka tonton, atau yang mereka lihat di Youtube misalnya, ada isu-isu terkini di dalam negeri dan di luar negeri, yang mereka baca atau tonton, kemudian di inti sarikan, disampaikan dalam kelas. Jadi itu literasi digital mereka sih sebenarnya. Jadi mereka berbagi informasi tentang bacaan atau tontonan mereka, dan bukan hanya berbagi, misalnya berita tentang kasus. Rata-rata sih kasusnya negatif ya, misalnya. Atau politik sih ya, biasanya anak-anak politik. Yang kemarin yang seru, yang kawal keputusan MK. Jadi bukan politik praktis sih sebenarnya, tapi untuk mengupdate siswa kita tentang, di

	dunia luar kejadiannya ini loh, jangan sampai nggak tau news update-nya. Dan bukan hanya menyampaikan, tapi memberikan opini mereka, yang teman-teman yang di satu kelas itu bisa berkomentar, atau menanyakan lebih lanjut nih, apa sih ini, terus apa. Misalnya tentang, ada yang membagikan informasi atau news tentang penyerangan Israel. Ada yang membagikan news tentang Ukraine sama Rusia. Jadi mereka terbiasa berpikir kritis di sini satu, kemudian menganalisa bacaan atau tontonan, itu fact or hoax misalnya. Tau dari mana sumbernya, ini nonton dari mana. Jadi mereka bisa terbiasa menganalisis, oh ternyata ini sumber yang terpercaya nih. Jadi bisa dibagikan, bisa di-share, saring sebelum sharing.
R	Berarti terpisah ya Miss, aktivitas literasi itu terpisah dari pembelajaran?
T3	Oh nggak juga, itu aktivitas terpisah. Contoh realnya, kalau kita belajar bahasa Inggris kan memang terintegrasi, dengan literasi memang harus, karena kan pembelajaran bahasa. Jadi saya memfasilitasi sisanya dengan misalnya, salah satu topik, kasih topik, suruh cari informasi sendiri. Pertama, komunikasi. Jadi, kan tematik sih sebenarnya. Jadi bisa dengan subjek lain, bisa sebenarnya berkaitan, apalagi kalau misalnya kita mempersiapkan anak untuk SAT, atau untuk TOEFL aja misalnya, kan teksnya itu udah lumayan, kan teksnya itu udah berkaitan dengan kimia, fisika, jadi ya tau lah mereka kadang-kadang istilah-istilah tersebut, saya harus nanya-nanya dulu, harus belajar dulu nih. Karena gitu tantangannya sih sebenarnya. Jadi teksnya kita minta anak untuk terbiasa membaca, apa sih, real, apa istilahnya itu? Yang benar-benar bukan make up, teksnya diambil dari teks Authentic lah, Authentic text. Karena kan mereka juga terbiasa untuk making research paper nih, jadi mereka sudah, jadi salah satu program sekolah juga itu namanya BEREJO, Akronim itu; Being Researchers with Joyful Experiment. Jadi mereka dibagi kelompok, dua-dua sih, bukan kelompok ya, partners ya, pairs, itu untuk membuat scientific research, atau scientific paper. Research paper-nya itu bisa dalam matematika/MIPA, atau social, atau humaniora misalnya, bisa tergantung

ke inginan mereka, minat mereka, itu wajib. Mereka kalau mau lulus dari SMA-SMA harus ada SI Ilmiah. Jadi banyak nih penelitian-penelitian siswa, ada yang memang penelitian tentang, misalnya, pemanfaatan, kan disini banyak daun ketapang nih, pemanfaatan daun ketapang Jadi teh, boba, apa gitu. Terus ada yang bijinya itu jadi kayak keripik, atau kayak mping gitu. Jadi itu kan butuh literasi nih, baca jurnal Ilmiah. Jadi mereka harus dari kelas 10 udah terbiasa disitu. Jadi kelas 10 itu nanti ada seminar proposal, kelas 11-nya ada seminar hasil, kelas 12 nulis artikel. Kita kan ada jurnalnya, di sekolah juga kita kan ada jurnal sekolah, namanya Pendar. Ada ISBN-nya. Berdua. Ada advisor-nya juga, guru-guru disini tugasnya bukan cuma ngajar. Jadi advisor, pembimbing saya. Tapi biasanya kalau saya kan lebih ke Humaniora, siswanya kemarin itu bahasannya tentang peran apa ya, orang terdekat, kalau nggak salah teman tentu terdekat, dalam pemilihan mata pelajaran siswa di fasil F. Dekat-dekat dengan keseharian mereka. Ada yang bilang tentang analisa penggunaan screen time siswa, blablabla gitu-gitu. Ya udah, penting bukan eksperimen nurni. Menurut saya manajemen waktunya harus penuh. Kalau eksperimen itu perlu guru sains. Jadi itu, memfasilitasi siswa. Karena terintegrasi. Di dalam kelas pun ya gitu. Kadang kita punya proyek bareng misalnya, proyek barengnya sama KWU (Kewirausahaan). Jadi mereka bikin bisnis plan, dalam bahasa Inggris. Ada prosedur teks di situ, dalam bahasa Inggris. Jadi mereka nanti mempresentasikan dalam bahasa Inggris. Jadi peran saya cuma menilai presentasi mereka, atau menilai bisnis plan mereka. Tapi, guru KWU menilai prospek kewirausahaannya.

Nanti, di akhir semester, misalnya mereka ada ekshibisi jualan. Karena kan disini environment-nya juga full Inggris, jadi ya must be in Inggris. Itu kolaborasi/Cross major, cross Subject ya kan.. Kalau saya sih, seringnya enaknya kerjasama dengan guru KWU. Soalnya, masuk tuh supaya ke bahasa Inggris. Kalau ke chemistry, misalnya ada, cuma kan saya harus tahu istilah-istilah chemistry. Pernah ada guru chemistry bilang solution, solution, solution. Itu kan larutan dalam chemistry, bukan solusi. Jadi kan

	kalau ini dicampurkan jadi solutionnya berubah warna. Kok solusi berubah warna, Jadi ada terminology-nya yang spesifik. Bahasa Inggrisnya matematika pun beda kan.
R	Langkah-langkah apa yang anda telah lakukan untuk meningkatkan kompetensi digital anda sebagai guru bahasa inggris? Apakah pernah ada kolaborasi dengan guru lain? Bisa anda jelaskan latihan atau perkembangan profesi yang anda pernah ikuti untuk meningkatkan kompetensi digital anda?
T3	Secara pribadi kita Alhamdulillah di sekolah ini memberikan ruang yang terlalu sangat luas untuk guru dalam hal mengembangkan kompetensi mengembangkan diri. Kita malah disupport. Kalo dari kepala sekolah kita disuruh-suruh ikutlah, ikutlah workshop ini. Kadang-kadang kan ada yang gak ngebolehin. Nanti keteteran. Nanti meninggalkan kelas…bla bla.. Justru kita disini difasilitasi. Kenapa enggak untuk meningkatkan kompetensi guru? Karena itu penting. Guru yang berkompetensi akan berkolerasi dengan siswa kita. Saya sering ikut workshop secara online. Kalo tahu science knowledge, itu sering mengadakan workshop digital kompetensi untuk guru. Ada tentang virtual classroom, virtual reality, VR. Itu sering. Guru kita juga pernah dari Melea Lab pemanfaatannya juga sudah ada di guru-guru sains, history dan informatik. Kalau saya sering ikut pemanfaatan media pembelajaran interaktif, cara membuat media pembelajaran interaktif in terms of digital kompetensi, ada pelatihannya gratis. Ada kelas-kelas online yang diikutin. Biasanya mulanya di siang hari dan ke sore. Kalo saya ambil banyak pelatihannya yang malam, udah capek kalo malam. Kadang-kadang itu pernah ikut. Pas zoomnya, ketiduran. Cuma dengerin aja terus ketiduran. Karena ya itu tadi. Matiin kamera sambil baring, ya udah ketiduran. Untuk mengembangkan kompetensi itu secara personal, kita bisa mencari sendiri. Workshop-workshop. Kemudian kalau misalnya ada pelatihan. Kalau di sini ada koordinator khusus, yang membawahi tentang PD guru. Ada faculty

	koordinator yang share. Apapun misalnya ada workshop ini, ini silahkan diikuti bapak-ibu. Di-share informasinya. Jadi nggak susah-susah cari sendiri lagi. Kalau misalnya ada yang dapat, kita kasih ke koordinator tersebut. Kita saling berbagi lah istilahnya. Informasi atau nanti di komunitas belajar misalnya. Nanti setelah ikut workshop tersebut, ada kewajiban untuk guru itu mendisseminasi. Mendisseminasi hasil dari workshop tersebut. Ke guru-guru lain. Jadi yang ikut satu, yang lain juga dapat. Itu budaya-budaya di komunitas belajar dan coba kita bangun.
R	Kalau yang pelatihan dari sekolah?
T3	Pelatihan dari sekolah, kita ini untuk pelatihan IHT, in-house training ya. Terjadwal biasanya. Kita ada yang namanya teachers induction atau staff induction sebelum memulai tahun ajaran baru. Jadi setiap semesternya, dua semester kan setiap tahun, itu biasanya kita adain induction. Apa ya kalau induction itu? Dalam bahasa Indonesia, apa ya, kayak orientasi. Itu penyamaan persepsi, kemudian berdasarkan rapor pendidikan. Di sekolah itu kan ada raportnya yang bisa diakses. Untuk rapor sekolah itu bisa diakses semua. Guru pun pakai akunpelajar.id itu, bisa lihat rapor sekolah kita di sini loh. Ternyata iklim keamanan sekolah kita menurun loh. Kenapa? Kemarin kita analisis bareng-bareng rapor sekolah kita. Kalau berkaitan dengan pembelajaran itu, misalnya di manajemen kelasnya ini di angka 85. Gimana cara kita menaikkan? Ternyata ada. Gimana kalau kita adain di tim akademik? Misalnya kita adain workshop dengan undang-undang narasumber ini terkait dengan manajemen kelas, atau terkait dengan pembelajaran interaktif, misalnya gitu.Jadi terjadwal. Dari sekolah itu, awal-awal tahun ajaran ada di teaching induction itu, sesuai dengan kebutuhan guru, berdasarkan hasil analisa rapor sekolah, rapor pentingan sekolah. Biasanya kita mengundang narasumber dari luar itu yang kompetent, Kita pikir berkompetensi. Alhamdulillah di sekolah kita banyak yang mengikuti program guru penggerak. Ada juga fasilitator guru penggerak di sini, ada instrukturnya, ada pengajar praktik. Jadi banyak

	kolega, banyak relasi istilahnya. Kita juga pernah mengundang influencer, content creator. Di IG-nya jangan jadi guru. jangan jadi guru nama IG-nya. Kita pernah mengundang secara hybrid. Keseringan sih hybrid. Kita di sini bareng-bareng, terus fasilitatornya, narasumbernya. Ini dari Jakarta. Ada yang pernah kita mengundang fasilitator sekolah penggerak. Sekolah penggerak angkatan kedua di Palembang. Jadi ada fasilitator kita dari Sampurna Academy. Di Jakarta tinggalnya. Kebetulan ada kelihatan di Palembang. Kita mengundang dong. Jadi itu untuk mengupgrade. Istilahnya mengupgrade kemampuan atau kompetensi guru. Dan itu terjadwal. Biasanya itu tergantung kebutuhan sih. Tapi setiap awal semester ada di teacher's induction. Kemudian kebutuhan gurunya difasilitasi dengan workshop in-house training. kesulitan kita itu waktu sebenarnya. Waktunya gimana… Kemudian mencari pembicara yang match dengan schedule kita. Untuk memperbaiki diri, mengupgrade kemampuan diri, mengupgrade skill itu harus diluangkan.Kita mencuri-curi waktu misal siswa kita ada sosialisasi dari universitas ini. Semua siswa ini misalnya ada sosialisasi di sekalian satu hari misalnya. Tidak satu hari, setengah hari sih. Ya sudah, guru-guru training saja. Jadi schedulingnya gitu. Dan itu biasanya sudah direncanakan sebulan sebelumnya. Oh tanggal sekian ini dari BINUS nih ada profesor sekian mau datang. Profesor ini mau datang. Berapa jam nih Pak? Misalnya dari BK berapa jam ini? Sekitar tiga jam. Ya sudah kita workshop aja yuk. Crash course. Crash course aja yuk tentang ini.
R	Tantangan-tantangan apa yang anda temui ketika mencoba meningkatkan kompetensi digital, memilih bahan ajar digital, dan bagaimana anda mengatasinya?
T3	Kalau mencari banyak banget, yang kesulitan itu memilih, memilah dan memodifikasi. Kadang-kadang ada yang bagus ni tapi untuk anak kita ini sesuai gak dengan kesiapan belajar mereka. Itu harus pintar kita memilih-milihnya dan memodifikasinya. misalkan Kayaknya masukin local wisdom

	atau nanti Kita kaitin dengan P5 kita, Profil pelajar Pancasila. Kolaboratif jadinya. Kita kan ada projek-projek di kurikulum Merdeka ini yang bisa bukan cuma mengajarkan soft skills ke mereka dan kolaborasinya kerjasama problem solving-nya. Jadi sebagai guru harus memfasilitasi itu dan untuk memilih bahan ajarnya itu. Bahan materi-materi yang sesuai itu. Agak challenging. Butuh waktu. Butuh komitmen dari guru-guru. Dalam menganalisa kesiapan siswa. Ternyata siswa ini untuk men-support masing-masing individu itu dengan kegiatan yang bermakna dengan autentik. Agak melelahkan kadang-kadang. Sebagai guru itu melelahkan ternyata. Karena kita untuk memprepare untuk menyiapkan pembelajaran besok itu harus sehari sebelumnya.
R	Apa anda pernah menemukan tantangan yang berhubungan dengan penggunaan alat digital dalam pengajaran? Jika iya, bisa anda jelaskan tantangannya? Apa anda memiliki strategi untuk mengatasinya? Bisa disebutkan?
T3	Tantangannya itu mungkin itu tadi sinyal. Tapi kan jarang-jarang. Kalau belum bayar wifi kita kadang-kadang terkendala. Jadi sebenarnya, terkait dengan ini tadi ya, penggunaan gadgetnya ya, ada siswa misalnya yang gadgetnya tidak support. Yaitu solusinya kita pinjemin gadget. Kelas 10 kan, untuk awal 3 bulan pertama, mereka tidak diperbolehkan untuk memakai gadget dulu. Sebelum inagurasi, karena mau di brainwash dulu nih mereka. Mau dihilangkan dulu kenikmatan mereka. Mereka tidak boleh menghubungi orang tua. Kalau dikasih gadget kan nanti nelfon-nelfonin orang tua jadi homesick. Jadi gitu. Ini kita salah satu tantangan sebenarnya, gimana kita mau mengajar melalui menggunakan teknologi karena mereka belum punya gadgetnya. Kadang-kadang gitu. Akhirnya kita pinjemin tablet. Kita pinjemin tablet. Atau kita pakai lab. Banyak sih solusinya, insya Allah bisa. Teratas kadang kalau saya mengajar di kelas 12 itu inginnya rebutan sinyal. Miss, masih loading? Tunggu miss. Secepat-cepatan kan? Kadang-kadang gitu. Atau gadget yang tidak support itu kita solusinya

	team misalnya. Atau kita pinjemin gadgetnya. Yang lain kita pinjemin tablet. Ada tablet yang ready yang di aset manajer kita yang bisa kita pinjemkan ke siswa sementara waktu. Kalau penilaian? Kalau untuk penilaian ada kesulitan nggak? Kan beda tuh kalau pengajarannya.
R	Apa anda pernah memanfaatkan teknologi dalam penilaian? Jika iya, apa pernah ada masalah? Bagaimana anda mengatasi masalah yang terjadi dalam penilaian?
T3	Tentangannya itu plagiarism sih sebenarnya, Cuma kan kita tahu. Kalau guru atau dosen bisa lihat, Nggak mungkin bahasa Inggris sebagus ini misalnya. Udah bisa ke detect sebenarnya. Kita masukin juga ke AI detection juga bisa sebenarnya. Plagiarism. Tantangannya mungkin disini karena siswanya They pretend to know. Bukan pretend sih. Kayaknya mereka tuh trying hard to look good. Gitu ya. Jadi, aduh. It doesn't have to be that way. As a teacher, kita tahu ini di sini. Jadi, ya kadang-kadang penilaiannya juga normatif. Kadang-kadang kita kanak-kanak anak-anak ini sibuk sehingga sering meninggalkan pelajaran di kelas karena mengikuti kompetisi. Kegiatan di luar atau kegiatan keorganisasian. Kadang, ya mereka harus catch up dong. Catch up with materi pembelajaran di kelas. Dan, misalnya ada anak-anak yang ikut olimpiade misalnya, Ada istilahnya jaminan. Jaminan bahwa nilai mereka harusnya sekian. Jadi, kadang examnya dimana mereka ngadep ini kemarin saya gak ikut exam. Yaudah. Gitu ya. Kadang-kadang dapat tugas tambahan. Jadi, lebih fleksibel. Apalagi dengan bantuan teknologi. Karena kebutuhan di sekolah ini kan siswanya agak berbeda. Gitu lah. They need to have lots of achievement. Kadang-kadang mereka butuh ini juga dong, sertifikatnya kalau mau ikut SMBP untuk jalur undangan. Jalur undangan itu kan harus melampirkan sertifikat yang di Akwibus Presnas. Jadi, kita dorong mereka untuk ikut kompetisi di luar sebanyak-banyaknya. Negative nya mereka jadinya meninggalkan kelas. Jadi, itu tantangannya. Untuk penilaian kalau saya,

	yaudah lah. Tinggal kasih tugas tambahan. Minta di upload atau di-submit melalui platform sekian, misalnya smartphone ini.
R	Apa anda pernah mengalami kesulitan dalam membuat murid-murid tertarik pada penggunaan teknologi di kelas? Jika iya, bagaimana cara mengatasinya? Pewawancara: Bagaimana anda memastikan seluruh murid bisa meningkatkan kompetensi digital mereka? Tantangan apa yang anda alami disini?
T3	Justru kesulitannya untuk membatasi mereka menggunakan kehal yang tidak-tidak. Kehal yang negatif. Atau mereka keasikan. Jadi, belajarnya enggak, begitu sebenarnya. Karena mereka kan digital natives. Mereka kadang lebih tahu daripada kita. Lebih paham, lebih ahli. Lebih canggih. Jadi, kita yang harus catch up. Kadang-kadang mereka yang ngajarin. And I'm okay with that. I'm not ashamed. Harus belajar. Kenapa? Kalau mereka lebih tahu, ngajarin. Why not? Di dalam kelas pun, ada siswa yang misalnya disuruh bikin poster tentang ini. Ada yang pake aplikasi gini, gini…. Saya cuma bisa pake kanva doang. Oh, ternyata. Jadi, kan ada pengetahuan baru. Skill baru. Temen-temennya juga bisa belajar. Jadi, ada assistant teacher. Biasanya kan anak 1-2. Ternyata mereka lebih. Jatuhnya ya kan kita bisa bikin kelompok belajar. Mereka belajar dari ini. Jadi, assistant misalnya. Jadi, teacher assistant. Mereka punya pride. Lebih lah. Jadi, mereka memotivasi mereka juga, memapresiasi mereka juga. Walaupun karena kan gak semua siswa bagus di semua mapel. Ada yang informatics atau ICT-nya bagus banget. Ya manfaatin, apresiasi dengan cara ini. Tolong dong, ajarin temen-temennya bikin ini. Jadi, mereka membentuk kelompok-kelompok kecil. Kita juga ada namanya program LIMAS. Learning English and Math among Students. Jadi, siswanya membentuk guru-guru kecil. Itu mentoring sistem. Teman sebaya yang belajar bareng-bareng. Karena kalau saya gak lagi ngajarin grammar itu udah lah. Di kelas kan gak lagi. Jadi, seserulah anak-anak yang lumayan tutorial dengan temen-temennya. Jadi, kan kita lihat laporannya. Kadang-

	kadang belajar tentang apa. Paling kita kasih masukan. Cuma, ini belum mulai lagi, anak kelas 10 belum mulai lagi. Mudah-mudahan setelah inaugurasi ini bisa diaktifkan lagi untuk anak kelas 10. Kalau untuk kelas 11, 12 sekarang fokusnya ke UTBK. Latihan bareng-bareng biasanya yang namanya study night, culture night, movie night, adventure night bla bla bla… biasanya bahas soal bareng kalau kelas 12. Jadi pelatihan tutor sebaya dan pelatihan-pelatihan online itu membantu sekali, kayak ruang guru atau apalah. Kita jadi terbantu. Jadi digital ini bukan harus ditakutin misalnya, jadi males tinggal caplok/plagiat, tinggal cari. Cari di chat gpt ada semua, gitu kan. Jadi kita gak boleh takut memanfaatkan, biarin aja mebantu siswa, membantu guru juga asal pemanfaatannya sesuai dengan kebutuhan. Ide dan penguasaannya tetap kita/siswa. Teknologi kan hanya membantu, memudahkan kerja. Bukan mengambil alih pekerjaan. Masternya tetap kita

Participant 4:

R	Bagaimana menurut bapak/ibu terhadap pentingnya kompetensi digital dalam pengajaran bahasa inggris?
T4	Ya, penting banget. Kalau zaman sekarang 5.0, semuanya AI gitu ya. Jadi, kalau guru nggak kompeten di bidang digital.Saya pikir kalah sama muridnya, pinteran murid nanti. Karena murid-murid sekarang kan memang interesnya beda sama saya dulu ya. Saya sekolah dulu kan belum ada handphone. Nah, sekarang ini kan semuanya sudah ada smartphone. Semuanya sudah tersedia. Mungkin mereka dibesarkan dengan teknologi juga dari kecil. Saat kita menggunakan cara-cara yang tradisional, saya pikir mungkin agak kurang menarik bagi mereka. Kecuali kalau kita punya skill umur yang oke banget. Mungkin akan menarik, tapi ada batasnya juga menurut saya. Dalam pembelajaran, kita harus menyesuaikan dengan era sekarang, kodrat zaman. Kata KHD itu kodrat zaman, kodrat alam. Jadi, guru zaman sekarang sudah semuanya digital. Our students are digital natives. Artinya guru harus belajar dong. Walaupun mungkin umurnya

	jauh, harus belajar. Jadi harus bisa. Untuk mendukung pembelajaran yang interaktif, pembelajaran yang menarik, yang menyenangkan. Guru harus menguasai teknologi
R	Bagaimana pendapat anda dalam penggunaan teknologi digital dalam pengajaran bahasa inggris? Apa saja manfaatnya?
T4	Teknologi di kelas ya pasti. Itu kan alat bantu media belajar. Jadi, saya untuk di kelas menunjang pembelajaran pasti. Jadi, visualisasi penting. Saat kita hanya menjelaskan saja, siswa akan bingung. Saat objeknya terlihat dengan mudah, siswa akan lebih interest. Jadi, eksplorasinya akan lebih lanjut lagi. Jadi, nyambungnya cepat, eksplorasinya akan lebih lanjut. Jadi, saya menggunakan teknologi sebagai media belajar. Jadi, biasanya pakai powerpoint. Agak rajin saya pakai Canva. Untuk video pasti, saya suka memvisualisasikan itu. Jadi, kadang-kadang di kata-kata saja itu masih kurang vivid. Jadi, orang belum mengerti apa sih maksudnya ini. Sekarang tinggal akses google, keluar gambarnya, nyambung langsung. Jadi, kita tidak perlu komunikasi lama. Begitu barang kelihatan, objeknya kelihatan, itu cepat. Jadi, kita bisa diskusi lebih ekstensif lagi ketimbang mengurus hal-hal yang sebenarnya tidak terlalu perlu kita banyak waktu untuk membicarakannya. Begitu. Saya juga kadang-kadang pakai aplikasi yang dipakai. Kalau sekarang itu pakai edmodo/educaplay. Saya juga sering pakai padlet. Kalau misalnya perlu langsung menanyakan kepada persiswa. Jadi, supaya langsung kelihatan dan mereka bisa langsung jawab barengan dan saya bisa menghemat waktu, tidak mengambil waktu. Terus, hasilnya juga bisa langsung saya download ke pdf. Mempermudah pekerjaan saya. Jadi, seperti educa play tadi, hasilnya bisa kelihatan. Langsung bisa di-download. Excelnya langsung ketahuan hasil siswa. Dan bahkan untuk exam pun bisa pakai itu. Pakai kahoot, pakai itu tadi. Saya juga pakai banyak macam-macam. Jadi, saya suka eksplor itu karena memang anak-anak sekarang itu kan interesnya di situ. Mereka suka belajar dengan metode gaming. Ketimbang yang serius-serius amat. Ya, ada lah. Ada

	momen kita serius tapi akan lebih cepat sih kalau mereka belajarnya metodenya gaming. Jadi, saya lebih memanfaatkan itu.
R	Bagaimana anda memanfaatkan alat-alat digital untuk meningkatkan komunikasi dengan murid, orang tua, dan pihak lain yang terlibat? Bisa berikan contohnya?
T4	Kalau dengan murid sih biasa kita pakai wa. Wa aja sih. Biasanya wa. Kadang-kadang juga pakai google meet sih. Karena misalnya kalau debat, kalau di sabtu misalnya. Saya kan tidak mengajar di sabtu. Saya harus mengajar sih. Debat sih tidak bisa cuma seminggu sekali ya. Jadi, harus lebih. Minimal dua kali seminggu. Jadi, di sabtu saat saya tidak kerja, mereka bisa terhubung dengan saya melalui Gmeet. Jadi, pakai Gmeet sih saya. Kalau dengan orang tua? Kalau dengan orang tua sih saya pikir yang lebih banyak komunikasi itu orang asrama. Dan wali kelas. Saya kan guru mapel. Paling kontak sekali-sekali dengan orang tua. Kalau ada urgent matters benar baru. Biasanya via wa sih. Kalau other practitioner? Pihak lain? Pihak sekolah atau guru yang lain? Biasanya kita zoom sih. Kalau misalnya dengan pihak sekolah lain ya. Kita sharing praktik baik dengan sekolah di medan. Seperti kemarin kita pakai zoom. Begitu. Kalau ibu ada strategi tidak dalam menemukan alat media untuk mengajar itu? Saya lihat materinya sih.
R	Bagaimana anda menemukan, mengevaluasi, dan memilih bahan digital untuk mengajar?
T4	Saya liat materinya apa dulu? Yang cocok ini apa sih? Misalnya belajar naratif ya. Kayak anak-anak ke-12 ini kan banyak di naratif, report gitu ya. Banyak di situ materi-materi itu. Jadi ya pastilah saya searching-nya di internet. Saya cari bahannya yang bentuk pdf. Yang dari buku-buku e-book ya. E-book dari website-website. American story. Contohnya itu banyak banget referensi. Jadi saya tidak perlu beli. Tinggal ambil di web itu saja. Download pdf-nya. Cari itu. Jadi materi itu yang akan dibaca siswa gitu. Untuk cerita-cerita pendek. Nanti kami diskusikan di kelas misalnya.

	Sejauh apa pemahaman siswa tentang cerita itu. Misalnya saya ngasih g-form juga untuk personalize. Kalau misalnya saya pakai tadi kan tidak personalize. Saya pakai yang g-form. Kalau untuk yang spesifik untuk satu siswa gitu kan. Walaupun hasilnya bisa saya dapat bareng gitu. Saya lebih senang yang paperless sih. Jadi tidak terlalu ngerepotin saya gitu ya. Palingpun kalau saya pengen yang tradisional. Saya make sure bahwa mereka tidak menggunakan AI. Karena sekarang sudah cerdas kan. Jadi saya bikin dia pakai AI. Saya mikir ini kamu mau pakai AI. Tidak bisa. Pulang ini cara kita main tradisional. In some cases saya harus tradisional juga. Kadang-kadang saya kasih paper. Kamu ini baca atau tidak? Jangan-jangan tidak baca. Memang short story itu kan ada sekitar 6 halaman. 9 halaman. Itu kan cukup panjang. Jadi siswa malas baca kan. Saya ngetes nih. Siswa ini baca atau tidak? Saya kasih detail question juga. Walaupun saya juga sebenarnya pakai AI. Cuman kan kalau siswa dia tidak ada effort untuk belajar. Kan jadinya kesian aja sih. Dia tidak berkembang. Makanya at certain cases saya juga pakai tradisional sih. Supaya menghindari dia menggunakan AI tadi. Karena saya lihat ada juga sih. Kadang-kadang pas jawab pakai padlet. Ini kayaknya bukan kata-kata anak ini deh. Saya curiga ini. Bukan ini. Ini bukan kata-kata dia. Jadi ada juga di suatu situasi. Saya harus tradisional way. Make sure mereka ini tidak nyontek.
R	Kalau bahan ajarannya tadi ibu. Kalau sudah didapatkan. Itu kadang ibu masih perlu dievaluasi lagi tidak? Sama dimodifikasi.
T4	Saya mastikan ini cocok atau tidak. Ceritanya jangan-jangan salah nih. Kemarin aja saya coba cari di AI. Tentang si pahit lidah. Ternyata banyak versinya. Versinya banyak. Saya cari di kementerian. Kalau di AI katanya perempuan. Pas saya cek lagi di kementerian. Ternyata laki-laki. Ini mana yang benar ini? Jadi agak perlu di akurasi lagi. Guru harus mengAkurasi lagi. Jadi tidak ambil-ambil aja. Tanpa di cek lagi. Nah bagaimana ibu? Merencanakan sama menggunakan alat-alat digital
R	Suaranya dari AI itu lagi?

T4	Ya ada. Ada suara yang sudah disediakan. Bisa juga di-clone sama suara kita juga bisa. Cuman berbayar kalau yang cloning suara kita. Kalau dari yang sudah ada sih. Bagus juga sih yang ada amerika. Macem-macem lidah ya. Jadi accentnya macem-macem dari negara mana aja. Tinggal milih sih sebenarnya. Saya juga suka pakai buat sendiri sih. Kadang saya lihat ada juga banyak di youtube. Cuman kadang-kadang nggak cocok ceritanya gitu. Jadi dengan AI tadi. Kita bisa membuat perintah ke AI. Maunya kita tuh apa. Jadi sesuai keinginan kita sebenarnya. Kalau kita ngambil aja di youtube. Kadang-kadang nggak sesuai dengan keinginan kita. Kalau di AI itu kan tergantung perintah. Kalau perintahnya oke. Perintah kita spesifik. Benar-benar sesuai keinginan kita. Insya allah keluarnya sesuai. Ya saya coba juga sih. Sebenarnya di youtube banyak. Cuman kita harus pilih juga yang mana yang cocok. Ini nggak cocok, ini nggak bagus. Tadi lu sempat menyembunyikan.
R	Strategi apa yang anda gunakan dengan alat-alat digital untuk penilaian formatif dan sumatif?
T4	Ya penilaian bisa di Kahoot tuh ada. Kayak di Kahoot, Educa play itu punya record, historinya. Reportnya dia punya. Jadi reportnya itu bisa di-download. Kelihatan benarnya berapa. Siswa ini namanya siapa. Memang pas masuk akunnya kita minta nama siswanya. Nama lengkap. Kamu tulis nama lengkap. Di-record sama dia langsung. Tinggal bisa download aja csv-nya. Keluar excel-nya kan langsung. Nggak perlu repot lagi. Langsung keluar gitu ya.
R	Kalau feedback-nya langsung di situ juga?
T4	Kalau feedback sih. Kalau di quiz sih nggak ada feedback ya. Kita harus punya rubrik. Jadi gurunya harus provide rubrik. Nah rubrik juga saya pakai AI. Saya pakai Gemini itu biasanya. Karna ya tergantung perintah. Kalau perintah kita oke, dia akan memprosesnya dengan bagus. Jadi saya buat rubrik pakai AI juga. Jadi nggak report. Saya mikir gitu. Jadi sesuai perintah. Kita buatkan tergantung prompt kita ya. Perintah kita apa.

	Contohnya, buatkan dalam tabel.Empat tabel tentang ini sesuai keinginan kita. Jadi keluar. Tinggal copy aja.
R	Berarti di kelas itu udah pakai digital semua ya? Untuk penilaiannya. Di kelas maupun ujian semester.
T4	Ya. Jadi bisa langsung proses. Kalau g-form kan dia ketahuan. Presentasinya keluar. Jadi gampang banget sebenarnya. Saya agak mengurang paper-paper itu. Kecuali kalau saya pengen benar-benar tau ini anak. Jujur nggak sih? Walaupun saya kadang-kadang ngetesnya langsung aja. Langsung sambung cerita gitu. Kalau dia nggak ngerti kan dia nggak bisa nyambung. Tapi ya bagus juga sih.
R	Bagaimana anda memastikan akses yang setara untuk bahan dan aktifitas belajar murid, termasuk yang memiliki kebutuhan khusus?
T4	Ada sih mentally defected siswa kami. Tapi ternyata bisa menyesuaikan juga akhirnya. Dari hasil kemarin tuh di tes psikologi ya. Psikologi tes. Itu ada sih semuanya. IQ-nya di bawah. Karena mereka dari anak nggak mampu. Wajar lah. Mungkin izinnya kurang, atau pendidikannya kurang. Di daerah juga mungkin sering absent. Jadi nilainya nggak begitu bagus. Cuman ya kalau yang rajin, dia bisa ngikutin. Walaupun mungkin nggak semaksimal yang sudah pinter ya. Tapi alhamdulillah ada progress-nya. Kalau untuk bahan, menyesuaikan kemampuan siswa ya? Sekarang kan sudah ada pembelajaran diferensiasi. Sebenarnya dari dulu sudah ada. Pembelajaran diferensiasi itu kan menyesuaikan persiapan belajar. Kita kasih itu. Kita kasih pertanyaan awal ya. Jadi kayak diagnostik tes. Dari diagnostik tes itu kelihatan. Ini siswa ini levelnya di mana? Tinggi, sedang, rendah. Jadi siswa ini kita kasih variasi pertanyaan. Di main activity itu nanti dikasih variasi pertanyaan. Dia pilih. Mau jawab yang mana? Misalnya soalnya 20, kita minta dia jawab 15 soal. Silahkan dipilih mau jawab yang mana. Jadi soalnya misalnya, jadi kayak 5 misalnya. 5-nya mudah, 10 sedang, 5-nya sulit. Siswa itu akan milih. Nanti sesuai kemampuan dia. Dia akan jawab sesuai kemampuan dia. Jadi kayak milih.

	Ini susah soalnya. Mungkin dia nggak mau jawab. Nggak apa-apa. Levelnya di level menengah atau di rendah. Jadi bukan soalnya yang dipisah-pisah. Kalau dipisah kan kayak membandingkan orang. Kayak siswa itu sadar. Kok sekelompok sama yang nggak pinter. Kayak diskriminasi. Jadi membebaskan saja. Dia pilih jawaban. Mana yang mau dia jawab. Jadi kalau yang susah, biasanya dia nggak jawab. Kalau siswa yang mungkin levelnya agak di bawah. Kalau level tinggi, mungkin dia akan pilih soal yang susah. Nah itu cara pembedanya. Dan juga saat di kelas, saat dia di kelompok, saya juga nggak bedain siswa ini low, ini high, ini mid. Saya cuma punya catatan. Siswa ini mid. Berarti saya harus deketin dia nanti. Saya make sure. Datang ke kelompok, ini anak bisa jawab nggak? Kalau nggak bisa jawab, mungkin saya kasih clue-clue untuk dia bisa dapat jawabannya. Bukan jawab, tapi ngasih clue. Keliling gitu. Merhatiin mungkin anak-anak yang butuh bantuan. Kayak scaffolding gitu kan. Kalau anak yang sudah, dia bisa sendirian lah. Nggak perlu dibantu. Dia udah oke. Siswa itu kan yang high bener. Cuman saya nggak pisahkan kelompok. Dan dalam kelompok ini kan mereka ini mungkin punya ekspertis masing-masing. Jadi kayak misalnya ini ngerjain project. Dia bikin misalnya untuk presentasi, bahan presentasi. Ada temennya buat materinya, posternya. Ada yang buat, ada yang khusus ngomongnya, ada yang khusus jawabnya. Jadi ada job-jobnya, ada moderatornya. Jadi dia sesuai skill-nya masing-masing. Jadi walaupun dia nggak pinter-pinter amat dalam hal analisis, mungkin dia oke-nya di moderator gitu. Jadilah, dia sudah punya peran dalam kelompoknya gitu.
R	Bagaimana anda menggabungkan aktifitas yang mendukung literasi murid terhadap media dan informasi? dan bisakah anda menjelaskan bagaimana anda mendukung komunikasi digital dan kolaborasi in ruang kelas?
T4	Ya pasti. Literasi pasti. Biasanya pakai apa tuh kalau yang bisa meningkatkan literasi? Literasi itu kan yang kita present gitu ya. Nggak

	mesti teks panjang gitu kan. Nggak mesti. Jadi soal sekedar konteks aja, dalam satu konteks dia bisa menganalisis, itu sudah literasi. Jadi misalnya saya kasih soal nih tentang noun, adjective, adverb. Kasih teks rumpang, dia harus jawab ke mana? Pilihan, option. Misalnya kasih dalam bentuk quiz. Nanti siswa tuh pas diskusi kita tanya, jawabannya apa yang benar menurut kamu? Terus kenapa kamu jawab ini? Alasannya apa? Dia sudah bisa nganalisis, bisa ngasih reason, itu menurut saya sudah literasi. Nggak mesti literasi itu baca berlembar-lembar. Nggak mesti. Menurut saya sih lebih ke pemahaman, kemampuan menganalisis itu sudah literasi.
R	Kalau yang spesifik ke literasi media sama informasi?
T4	Misalnya kalau kita present video, mereka menganalisis video itu, apa isu yang ada di situ, mereka bisa memberikan pandangan, opini gitu kan. udah bisa membahas kasus itu, itu sudah literasi digital menurut saya. Dia yang menggunakan Canva itu sudah literasi digital. Dia bisa posting di social media sudah literasi digital. Misalnya kamu ini posting, kamu buat blog, posting ke sosial media, itu sudah literasi digital. Iya kan?
R	Langkah-langkah apa yang anda telah lakukan untuk meningkatkan kompetensi digital anda sebagai guru bahasa inggris? Apakah pernah ada kolaborasi dengan guru lain? Bisa anda jelaskan latihan atau perkembangan profesi yang anda pernah ikuti untuk meningkatkan kompetensi digital anda?
T4	Di youtube itu banyak banget. Banyak banget referensinya. Saya lihat orang bikin konten aja, wah begini caranya. Jadi bikin konten yang nggak perlu ada dia di konten itu pun dia bisa cari duit. Jadi menurut saya banyak banget sumber di instagram, sosial media itu yang reals, itu banyak banget ngasih tips. Dia ngasih web-web yang bisa kita akses, itu idea semua menurut saya, ilmunya, daging semua. Jadi menurut saya saat ini sih yang gampang, yang perlu bayar, youtube very very useful. Reels-reels yang ngasih info-info tentang itu youtube, tiktok dan segala macem itu, sosial media itu itu very very useful. Jadi kalau mau pelatihan keluar sih menurut
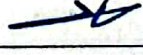
	saya mahal banget, harus bayar, lagi duit terbatas ini. Kita pelajari itu dulu. Kalau misalnya ada dari pemerintah kita ikut. Kalau misalnya kayak kemarin ada pelatihan, saya kan fasilitator juga nih di kementerian. PGP saya fasilitator juga, PP juga, saya ikuti itu. Jadi saya dapet ilmu. Gak perlu bayar kan? Banyak banget peluang karir itu di kementerian banyak banget. Asal kita rajin nyari infonya dan ikut.
R	Ada kolaborasi sama guru lain nggak bu?
T4	Kolaborasi mgp? Kita mgp internalnya ada. Kita kan ada komunitas belajar. Kalau kita punya komunitas belajar, ya belajar disitulah kita. Kalau dengan guru-guru lain biasanya yang ada juga yang ngundang gitu. Sharing-sharing praktik baik juga menurut saya. Very very useful.
R	Tantangan-tantangan apa yang anda temui ketika mencoba meningkatkan kompetensi digital?
T4	Belajar itu kadang-kadang nggak bisa langsung paham kan? Jadi harus banyak dipelajari lagi, dipakai. Kadang-kadang memang waktunya sih ya. Bukan cukup waktu ya. Pas kita harus libur, kita harus mengerjain itu. Jadi tantangannya sebenarnya di waktu. Karena itu time consuming banget. Untuk belajar itu kita nyoba ini. Oh ini kayaknya nggak cocok deh sama saya. Saya ganti pakai yang ini. Saya tukar pakai yang ini. Mana yang cocok? Butuh waktu. Jadi nggak bisa langsung di sana. Saya harus mencari, nyoba. That's time consuming. Kalau untuk saya yang belajar. Saya belajar itu kan time consuming nyoba-nyoba. Karena saya yang belajar sendiri, bukan dengan orang lain. Kalau dengan orang lain mungkin gampang. Kalau belajar sendiri itu ya, karena kita guru bahasa inggris ya, nggak gampang sih ngerti-ngerti itu ya. Mudah dipakai untuk users. Cuman ya kita harus butuh penyesuaian juga. Nyoba ini, gimana caranya. Nanti dapet ada kepentok juga, gimana caranya coba lagi. Akhirnya bisa. Jadi solusinya dicoba terus, tapi ya, waktunya itu. Waktu di time consuming saya bilang tadi. Karena nyoba-nyoba. Sebenarnya semua aplikasi itu nyoba-nyoba yang mudah sih. Mudah untuk users. Karena kita kan itu disediakan untuk

	users, bukan untuk programmers. Jadi ya butuh sedikit waktu saja untuk belajar. Kecuali kalau diajari, mungkin ya gampang. Nanti harus meluangkan waktu juga untuk belajarnya.
R	Kalau untuk milih bahan ajaran ada kesulitannya nggak bu?
T4	Nggak terlalu sih ya. Saya kan udah cukup lama ngajar 15-16 tahun. Udah biasa banget. Udah ngerti lapangan saya.
R	Apa anda pernah menemukan tantangan yang berhubungan dengan penggunaan alat digital dalam pengajaran? Jika iya, bisa anda jelaskan tantangannya?
T4	Ini aja sih, kayaknya. Fasilitasnya aja belum. Nggak kayak dulu. Kalau dulu kan duitnya banyak. Sekarang ini agak gimana gitu ya. Jadi kayak mau setting alat, butuh waktu gitu loh. Kayak mau setting speaker, speakernya nggak mantep disitu, udah langsung ready. Ada projector, tapi kadang-kadang yang dipakai anak-anak itu kan kadang-kadang warnanya berubah. Kadang-kadang agak sensitif, jadi dipegang itu agak ngilang-ngilang gambarnya, jadi ya karena sudah sering dipakai dan yang memakai banyak. Jadi itulah kadang-kadang time consuming juga, masih agak perlu berapa menit untuk bisa settle.
R	Jadi solusinya bagaimana itu ibu?
T4	Harusnya punya pc di kelas. Harus punya pc. Pc yang terconnected, yang kita bisa akses dari sini, bisa kita connect ke situ. Kemudian alatnya udah ready semua, jadi kita tinggal pakai itu. Nggak masang-masang lagi, kalau kami kan masang-masang dulu.
R	Apa pernah ada masalah di penggunaan teknologi di penilaian? Seperti mencontek dan lain-lain, dan Bagaimana anda mengatasi masalah yang terjadi dalam penilaian?
T4	Penilaian itu kan observasi, kita bisa observasi formatif-sumatif kan? Jadi kita observasi, kemudian ada sumatif, tapi itu nggak terlalu sih, karena saya sudah cukup tahu trik-trik anak-anak ini, jadi saya udah ngerti gimana cara handle-nya. Kalau anak yang gini, saya handlenya begini. Udah ngerti,

	udah tahu. Ceki-ceki anak sekarang. Karena kan biasanya kalau pakai alat itu kan dia punya trik semua itu. Tentang mencontek, tentang ai, gitu kan. Kalau bahasa inggris kan gampang, dia nulis 1 kalimat aja, udah tahu kita, itu kalimat dia apa bukan. Kita kan tahu kapasitas anak kita tuh, level mana gitu. Dia nyontek tuh kita tahu, ini kata-kata ai nih kayaknya. Ini nyontek nih, gampang. Saya ngetracknya tuh gampang. Tinggal ngetik aja di google, keluar. Nah, kamu nyontek sini kan? Dia nggak berani lagi. Takut dia.
R	Apa anda pernah mengalami kesulitan dalam membuat murid-murid tertarik pada penggunaan teknologi di kelas? Jika iya, bagaimana cara mengatasinya?
T4	Anak-anak sekarang kan digital native. Ini very-very interesting bagi dia tuh. Nggak ada tantangan lagi disitu untuk bikin mereka tertarik. Tinggal kita harus sesuai kebutuhan mereka sih ya. Kalau terlalu mudah juga nggak bagus, kalau terlalu susah juga nggak bagus. Harus sesuai, we are teaching at the right level. Harus di on the right level.
R	Bagaimana anda memastikan seluruh murid bisa meningkatkan kompetensi digital mereka? Tantangan apa yang anda alami disini?
T4	Kalau siswa ini menurutku dia lebih oke sih ya dari gurunya. Lebih pintar ya. Anak sekarang tuh kan dia membaca simpul aja cukup kan. Anak saya aja yang masih kecil bisa membaca simpul. Dia bisa baca, dia bisa buka. Segala macem dia update. Maksudku, ini tinggal sebentar dia udah tau gimana nekelnya kan. Misalnya google drive segala macem, workspace segala macem, saya pikir anak-anak udah bisa semua. Udah gampang.

THESIS CONSULTATION CARD

Name   : Dewi Nurholis

Students' Number   : 06012682327029

Study Program   : Language Education

Department   : Faculty of Teacher Training and Education

Thesis' Title   : Investigating Digital Competence of English Teachers in A Secondary School in Palembang

Advisor I   : Prof. Soni Mirizon, M.A., Ed.D.

No	Date	Aspect(s) Consulted	Advisor Comments	Signature
1	22nd of January, 2024	Proposal	Determine the problem of your study	
2	21st of February, 2024	Proposal	Revise the Research question and the focus of the study	
3	6th of March, 2024	Proposal	- Add relevant framework - Add previous study	
4	14th of March, 2024	Proposal	Develop the state of the art in the background of the study	
5	26th of March, 2024	Proposal	- Use DigCompEdu framework for teachers - Use DigComp 22 for students	
6	29th of April, 2024	Proposal	- Finish the writing until section 2	
7	14th of April, 2024	Proposal	- Use mix method for the study - Read the data analysis in the text book and apply it in the section 3 of the proposal	
8	19th of April, 2024	Proposal	- Formulate the questionnaire by breaking down the framework into question - Make two questionnaires, for teachers and students	
9	28th of May, 2024	Proposal	- Do not write the proposal in the thesis format since it is not become a thesis yet - The data analysis is not clear yet	
10	2nd of June, 2024	Proposal	Revise some sentences that was highlited in the file	
11	4th of June, 2024	Proposal	- Recheck the instruments	

			- Decrease the number of research questions - Just focus on the teachers digital competence - No additional space in the references	
12	12th of June, 2024	Proposal	- Use adopted questionnaire	
13	15th of July, 2024	Proposal	- Make the questionnaire more interesting - Share it to me after revised	
14	5th of August, 2024	Article	- Give a clear instruction on the questionnaire - Make sure that the interview questions are in line with the research questions	
15	21st of August, 2024	Article	- Contact the school principle for conducting the research	
16	25th of September, 2024	Article	For the data coding, follow the example which has given	
17	2nd of November, 2024	Article	- Devide the data into two article publication - Write the state of the art in the introduction - Revise the sentences in the conclusion and abstract	
18	7th of November, 2024	Article	- Use 1 cm indent - Be consistent with the subject, writers or authors? - Change the narrative active sentence into passive sentence - Submit the article into the journal	
19	15th of November, 2024	Article	Write the copyright transfer and cover letter	
20	20th of November, 2024	Article	Submit the article in another journal	
21	29th November, 2024	Thesis	Change the design of the study into case study	
22	02nd January, 2025	Thesis	- Revise wording in Research question - Add the reason to study competent teacher - Add the reason to use	

			questionnaire	

Palembang, January 10th, 2025

Advisor,

Coordinator of Study Program

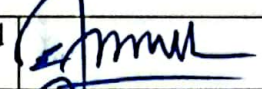Sary Silvhiany, M.Pd., M.A., Ph.D.

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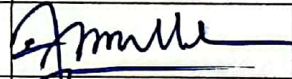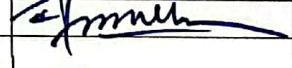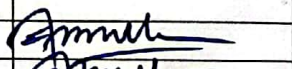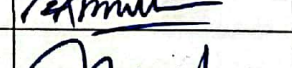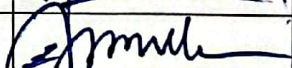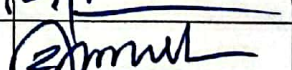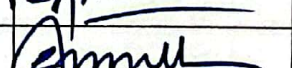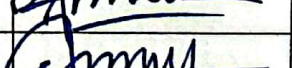
Prof. Soni Mirizon, M.A., Ed.D

NIP. 196711041993031002

THESIS CONSULTATION CARD

Name   : Dewi Nurholis

Students' Number   : 06012682327029

Study Program   : Language Education

Department   : Faculty of Teacher Training and Education

Thesis' Title   : Investigating Digital Competence of English Teachers in A Secondary
                          School in Palembang

Advisor II   : Amrullah, M.Ed., Ph.D.

No	Date	Aspect(s) Consulted	Advisor Comments	Signature
1	23nd of January, 2024	Proposal	- Determine the title and focus of the study - A study must be start with the problem not research question	
2	24st of February, 2024	Proposal	Write the problem before defining the research questions	
3	28th of May, 2024	Proposal	Submitting proposal draft	
4	30th of May, 2024	Proposal	- Add the word is in the objective of the study - Write the result of previous study in the background - Make sure the references are true	
5	4th of June, 2024	Proposal	Insert the instruments	
6	5th of June, 2024	Proposal	Allowed to Join Seminar Proposal	
7	27 of June	Proposal	- Erase the first research question - Just focus on the Teacher	
8	02 of July, 2024	Proposal	One paragraph must consist one topic sentence only	
9	7th of August, 2024	Proposal	Revise as suggested by examiner and first advisor	
10	13th of August, 2024	Proposal	Go to school and take the data	
11	12th of November, 2024	Article	Input the article into the template	
12	15th of November, 2024	Article	Make copy right transfer for article submission	

13	16th of November, 2024	Article	Article submission and recomendation	
14	28th of November, 2024	Thesis	Submitting thesis draft	
15	29th of November, 2024	Thesis	If the quantitative data is available, Do not use narrative inquiry, change the design	
16	02 of January, 2025	Thesis	- Revise as suggested the examiner - Highlite the result of the revision	

Coordinator of Study Program

Palembang, Janurary 10th, 2025
Advisor,

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP 197708112002122003

Amrullah, M.Ed., Ph.D.
NIP. 19690914201409100001

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
No. 1914/UN9.FKIP/TU.SK/2024

TENTANG
DOSEN PEMBIMBING TESIS
PADA PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang : a. bahwa dalam rangka pelaksanaan kegiatan pembelajaran dan pembimbingan Mahasiswa perlu dibimbing dan diarahkan sesuai bidang ilmu;
b. bahwa sehubungan dengan butir a tersebut di atas perlu diterbitkan Keputusan sebagai pedoman landasan hukum.

Mengingat : 1. Undang-Undang No.20 Tahun 2003;
2. Peraturan Pemerintah No. 4 Tahun 2014;
3. Permen Ristekdikti No. 12 Tahun 2015;
4. Permen Ristekdikti No. 17 Tahun 2018;
5. Kepmenkeu RI No. 190/KMK.05/2009;
6. Kepmendikbudristek RI No. 53540/M/06/2023;
7. Keputusan Rektor Unsri No.0110/UN9/SK/BUK.KP/2021.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG DOSEN PEMBIMBING TESIS PADA PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

KESATU : Menunjuk Saudara :
1. Prof. Soni Mirizon,, M.A., Ed.D.
2. Amrullah, M.Ed., Ph.D.
sebagai pembimbing 1 dan pembimbing 2 tesis mahasiswa :

Nama	:	Dewi Nurholis
NIM	:	06012682327029
Prodi/ BKU	:	Magister Pendidikan Bahasa / Pendidikan Bahasa Inggris
Judul	:	Investigating Digital Competence of English Teachers in a Secondary School in Palembang

KEDUA   :   Segala biaya yang timbul sebagai akibat diterbitkannya Surat Keputusan ini dibebankan pada Anggaran Biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan atau dana yang disediakan khusus untuk itu.

KETIGA   :   Keputusan ini mulai berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Desember 2024, dengan ketentuan apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan atau diperbaiki kembali sebagaimana mestinya.

Dikeluarkan di : Indralaya
Pada tanggal   : 27 Agustus 2024
DEKAN,

HARTONO
NIP 196710171993011001

Tembusan:
1. Wakil Dekan I FKIP
2. Wakil Dekan II FKIP
3. Koordinator Program Studi Magister Pendidikan Bahasa FKIP
   Universitas Sriwijay