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Reflections on Best English Teacher Practices in Using Technology for Distance Learning Solutions during the Disruption Period of the Covid-19 Pandemic

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Reflection, Best Practices, Technology, Distance Learning, Pandemic Disruption.

Abstract

This paper discussed the best practice experiences of English teachers in using technology applications during the disruption of the COVID-19. This study also understood teachers' opinions about the reasons that require them to use learning technology. The author's observations on distance learning and semi-structured interviews were methods of obtaining the data. Based on the data analysis and discussion, this paper reveals that the superior practice of teachers using distance learning applications is a professional need for English teachers as the implementation of government policies to close schools and open classes remotely. To meet the demands of student learning, the use of learning applications is part of the learning solution in the era of pandemic disruption. The school's policy is that the best access to learning was by applying learning technology handled professionally. This study also understands that the main factors in the use of learning applications by teachers and students are the use of technology in the digital era to improve competence and learning outcomes in English. The author also understands that the technology learning approach is constructive for teachers and students with

technological pedagogical beliefs. Therefore, these skills must be sustainable to improve teachers' teaching competencies and professionalism as an educational approach to the technocultural approach.

Introduction

The development of information technology, especially educational media, has proven to be an essential innovation in advancing the learning process, including the innovation and the advancement of English teacher skills in many countries that teach English as a compulsory subject in the national curriculum. As technology advances and education transforms, teachers are expected to benefit and empower themselves and their profession. One of the main reasons driving technology in education is that technology will benefit students, teachers, and schools. The data proves that technological innovation in education will benefit all parties, including improving the ability and mentality of teachers because integrating technology into the classroom, especially in teaching English, has proven results. However, many English teachers are still reported to be slow in taking advantage of technological advances, especially in pursuing English in third-world communities. Therefore, it is essential for various groups, especially researchers and policymakers, to be able to develop the use of technological innovations in teaching English so that teachers can improve their professionalism and bring progress to the capacity and actualization of teachers so teachers can increase the added value of the quality of learning in an era where technology has proven capable of transforming students' English learning outcomes.

English teachers and technology for education are important issues in education in Indonesia. Many publications on language teachers and technology use indicate that most investigations center around two accompanying issues: beliefs in teaching and educators' attitudes toward the latest technological innovations (Motteram, 2013). The primary type of review focuses on the beliefs of language educators about innovations in the learning space and the elements that influence the utilization of the latest innovations in teaching and teaching English. A potential reason for such work is the view that the push to advance the adoption of the latest innovations in English language education will inevitably succeed, assuming that the mentality and attention of the educator are felt, and the potential contributing elements are considered.

This thinking shows that educators' beliefs about the possible results of using technology or the apparent ease of innovation in teaching facilities and the usefulness of these technologies are essential variables that affect their readiness to take advantage of innovations resulting from the development of the minds of experts in

the field of education and teaching media. It has been named the Technology Acceptance Model (Scherer et al., 2019). That is what the model suggests assuming educators see the use of computers as significant in improving English teaching and learning, which will have an encouraging perspective by involving innovation in teaching. Thus, the encouraging outlook results in the use of reliable innovations. It is undoubtedly helpful in exploring the innovation mentality of teachers and has been widely applied in various situations.

Nonetheless, research suggests that educators' dynamic cycles of adopting technological innovations are more chaotic than this model recommends. For example, in addition to the ease and usefulness of technological innovations, there are many interrelated problems, both mental and physical, that may affect the activities of an English teaching instructor (Motteram, 2013). In the paper, the most common detailed effects on educators' technological innovations are external variables such as asset convenience, teacher preparation for using technology, special assistance, and time accessibility; many explorations have suggested that instructors are, in most cases, disillusioned with these elements. Mutiah et al. (2020) examine the readiness of teachers of English in Indonesia to teach English in the Indonesian context. This is also true in other countries where English is a foreign language, and it is considered that the primary barriers that make combinations difficult, or even unimaginable, to achieve are lack of planning time, educational planning capacity, proper preparation, individual direction, and consultation, and mature informative programs (Sundayana, 2015).

Different specialists have detailed comparative findings to showcase the external elements impacting the utilization of innovations for educational purposes. In addition to assets, the ability of teachers to use the means of innovation and certainty is a significant variable. Educators are not prepared to coordinate innovation in their teaching if they do not perceive themselves as determined and skilled in innovation. Zou et al. (2021) found that EFL educators in Wuhan during the Covid-19 hit schools were unsure about providing legitimate remote technology instructional, planning exercises, and overcoming the problems in education when they involved PCs in their education. Metruk (2020) reveals comparable results: American ESL educators need confidence in PC capabilities and information about being displayed via PC. Another critical component that influences the acceptance of innovation by educators is educational belief. Educational beliefs are related to educators' thinking processes, accepting and doing guidance, impacting their recognition and acceptance of new methodologies, procedures, and practices. Lee et al. (2016) announced a similar finding in L2 classrooms in America educators' beliefs about the convenience of innovation impact their innovation acceptance. Given the above conversation, educators' acceptance of innovation is influenced by various elements. Thus, enhanced TAM needs to consolidate mental and actual settings in which readiness for innovation

is a critical factor influencing innovation use could incorporate the different components.

This study paper tries to reflect on some of the best practices of language teachers, especially the use of technology in dealing with distance learning during the pandemic in Indonesia (Rayuwati, 2020). We envisage that teachers have taken full advantage of teaching technology innovations, particularly the web and educational tools, to enhance teaching content, taking into account the philosophy of crisis learning and working with distance learning. One of the policies that have made the world of education challenging by the Indonesian government is the mass closure of schools but still holding online classes using innovation to raise awareness between student learning cultures (Adedoyin & Soykan, 2020).

Public authorities distribute short-term policies for national policy responses during a pandemic at the strategic level. It is fully intended to have every school temporarily closed due to the Pandemic response, thereby making total distance learning and PC-assisted home learning a part of the school education plan. At that time, 85% of primary and secondary schools in the territory of Indonesia were expected to have a level of system development and technology application appropriate for developing countries. Public enterprises are positioned to empower all essential and optional schools to access the internet, encourage the unique abilities of students and educators, and work with a combination of innovations in teaching. This expanded approach, concern for distance education technology innovations, has led to the developing of EFL online media classes in Indonesia (Sudarmo, 2021). Despite these efforts, few are aware of how educators embed innovation in English language teaching that is not known to educate to meet their academic needs and work with complete learning.

Research Method

The goal of this study is to reflect on how and why educators in Indonesia use technology in teaching English while responding to the public policy of distance learning after the school closure policy during the pandemic (Aveling et al., 2015). The current review understands research questions: "How does Indonesian EFL teaching use innovation in distance teaching? What is the impact of using all-technology teaching tools in distance education? This study uses a publication analysis method to find out the best practices of educators in distance classes in Indonesia during the pandemic period (Alchamdani et al., 2021). Here, the case is why the adoption of innovative technology in online schools, especially in big cities—considering that the point of the ongoing review is to reflect and dissect the collection of best practices in responding to government policies during the In the early stages of collecting data we did by contacting several teachers to ask how teachers use distance learning technology. We did this so that teachers would have the opportunity to find out how technology was used in the early days of school closures. The teachers were selected

randomly. A random basis is based on various factors, such as orientation in teaching English, age, school location, subject area, and teaching experience (Khan, 2014).

Educational letters with clarification of reasons and strategies are disseminated in full and seek approval from each interested individual. The insights of the specialist's previous work in Beijing must help gain the members' trust and collaboration and, critically, their sympathy in pursuing the study's goals. Because technological innovations are proven to improve student learning outcomes, this study gains an understanding of how teachers view education during a pandemic crisis where all schools participate and anticipate that every family has an internet technology connection network in assigned study rooms and areas and whether all educators are equipped with technological means for the ultimate goal of teaching. We collected all the supporting data for two months through an electronic search, both data about teachers and data on perceptions of students' homeroom teachers. Each educator is noted to show ten 45-minute classes throughout the week (Williams, 2021). The data search focuses on the angles of the accompanying questions: how teachers can explain the use of technological innovations; teacher's perspective on the use of innovation in schools remotely with students; how teachers view information technology as an innovative teacher teaching, and problem-solving skills for a combination of innovations in online classrooms; teachers' perspectives on the progress and benefits technological innovations bring to students; teachers' experiences and concerns about the application of technology in bridging communication; help teachers might want to get from technology applications. All of our data has been studied under a phenomenological approach, a way of filtering the data and analyzing it until we find the results that become valid and convincing findings (Sundler et al., 2019).

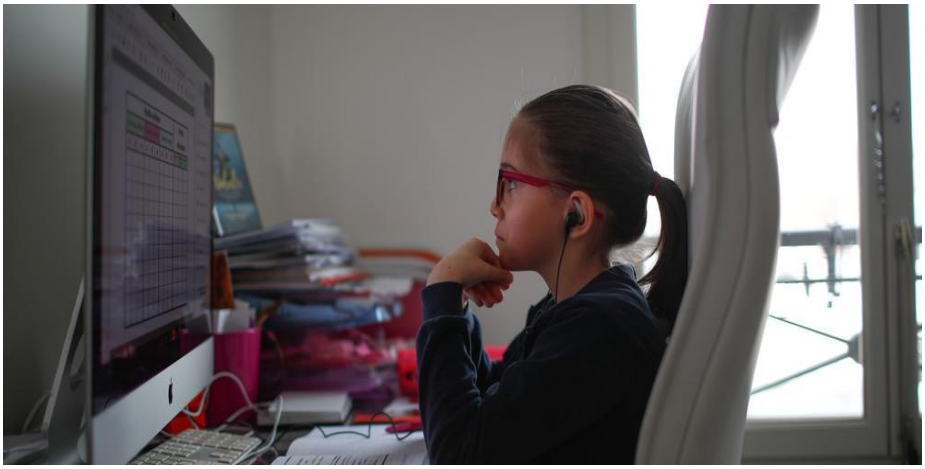
Result and Discussion

Technology use in the long-distance class

In this results section, the study will present the results of a literature review that aims to obtain scientific evidence from best practice reflections by English teachers using technology during distance learning during school closures in response to the pandemic (Khatoony, & Nezhadmehr, 2020). The following are among others we have found where teachers believe that technology can overcome teachers' difficulties to continue learning the pandemic has disrupted that. In our online meeting, two teachers used technology only to show examples of learning and tasks that students had to do at home (Ersin & Atay, 2021). The rest of the assignments are the responsibility of students to work at home but are still served to ask questions they do not understand. Meanwhile, six other teachers use technology in their daily teaching because they firmly believe that using computers connected to the internet is their effort to develop learning examples further and design subject matter.

Then teachers modify material and invite students via the internet who are directly involved in interacting online. After we asked them, this group of teachers said that connecting students through computer technology would improve their understanding of the learning content. They could continue learning such as writing arithmetic and including language learning which students could further develop on their own after being given such a long time so that children can more easily access pictures clarifying messages and also book unit activities that they may find difficult they can repeatedly read, among others, what the six teachers said earlier (Tamah et al., 2020). Furthermore, through technology, the teachers acknowledged that they could design PowerPoint then; they gave it in the form of a slide, then shared it with a group of students and invited them together to get to know examples of lesson content and ways to work so that the use of PowerPoint convinced the teachers and also ensured that students can convey content at the same time with good illustrations. They can also ask questions when they have difficulty understanding the contents of the PowerPoint, which is the main reason teachers use technology when learning is disrupted by the pandemic (Tafazoli & Meihami, 2022).

Figure 1. Student with long distance instruction during school closure



Source: Worldwide Economy Forum, 2022

Figure 1 above shows a student in an online learning session who utilizes a previously sent slide where the teacher introduces the lesson for the day while this student opens a PowerPoint slide (Otaki et al., 2021). Students try to understand and take notes to start learning by taking notes, and this online learning method seems to be arranged in a table-like manner, namely the use of PowerPoint to introduce learning content and display it in online classes. So in this way, teachers from schools can easily send messages through PowerPoint and show PowerPoint content in the form of pictures and PowerPoint slides that they use to deliver the content of the day's lesson. So clearly, students use slides with the help of the teacher, of course, with a bit of guidance. This method is potentially straightforward for teachers or schools to connect with their students and can immediately introduce the content of the day's lesson. So

this practical model has been used as one of the best practices for schools to connect students at home with the use of technology in the form of PowerPoint, which will be followed by illustrations that they consider the most appropriate method for accelerating learning and delivering content. Particularly relevant to distance learning systems (Zalat et al., 2021).

Internet provision at home

The provision of internet access to assist the distance learning process is one of the best practices that has been carried out by several schools in collaboration with parents, although not all parents have the facilities and even though not all schools undertake to provide internet infrastructure that supports learning. However, based on the recognition of several school leaders and also their teachers, among others, they have tried to help students by providing smartphones in collaboration with their internet connection companies assisting in the form of telephone devices and also cheap pulses or education packages (Aliyyah et al., 2020). So with internet access provided in the homes of students, this is a breakthrough from the government, although not all of them can use it because they are in a very remote area with an internet signal service connection; in this case, the government is helping to provide free internet data to support distance learning. This far is based on confessions through our WhatsApp teacher interviews (Mishra et al., 2020).

So most teachers and schools, especially state schools, have tried to help parents and fellow poor so that at home, they can access distance learning that the school accepts. In this way, students can use laptops or smartphones, which in their use, of course, they receive direction from the parents of each student as well as share experiences with teachers and students who already can use internet access. So that with the existence of technology such as smartphones and laptops at home, students will find it very easy to get educational services coordinated by schools by sending packages such as Google online and in addition to Microsoft PowerPoint, which can be easily accessed by students, although not so evenly (Assunção Flores & Gago, 2020).

Source: Dallas ISD, 2022

The second picture above describes an internet connection from home where students who happen to be in their big city can easily update their learning by adopting an internet connection system during a pandemic (Basilaia & Kvavadze, 2020). This shows that the ability of each house will undoubtedly be different when talking about internet access, especially for students who are less well off economically, where internet access is one of the most critical things that make every student, of course, need help from the government or school government so that their education is not disrupted due to Internet problems that exist in their homes. Based on our interview with the teacher council, approximately 20% of their students are economically disadvantaged because they come from less economically well-off families, so they have minimal internet access and need the support to help them. The headmaster also said that approximately 30% of families in their school have internet. However, they still need assistance such as providing credit packages so that their learning continues, and also 90% of those who are also said that they strongly agree that the government should enter internet connection devices, significantly reduce the gap between students and other students (Zhou et al., 2020).

Capacity building for teachers and guardians to use technology

Participate in capacity building. The eight teachers included various types of development to develop teacher skills. This is achieved through collective exertion in describing actions, sharing material, and investigating essential considerations for teaching. This is an essential subject that emerges from data collection when educators discuss using progress outside the homeroom (GUİAMALON, 2021). All eight instructors found that they used the web to gather display material, reflect, understand model plans and appropriate PowerPoint presentations, and explore the course tools included in their coursebooks. From the comparative data, it has become a common practice to transfer their materials and PowerPoint acquaintances with online teacher meetings for the use of various educators.

These teachers especially see e-mail and online conversations helpful in communicating and collaborating with various instructors (Whalen, 2020). Teachers used development to encourage and attract students by increasing student responsibility in all classes. Images, sounds (e.g., music), and accounts are used consistently, explicitly in early stages and performances. See five taken from one of the class's on-stage performances. Teachers use Loch Ness images to understand truths and dreams, bringing students' interests to the core. As indicated in the homeroom notes, students quickly participated in the discussion when the teacher showed pictures. For example, in concentrating below, students show interest in the slide (looking at it in a subtle tone) and demonstrate responsibility through their efforts to

answer the teacher's request. Moreover, having a slide before students engage the teacher easily represents a more complicated request (Olatunde-Aiyedun et al., 2021).

Figure 3 Teacher developing the capacity in technology

Source: Teacher technology. 2022

The picture below shows how the school program is to maximize the capacity of teachers in the use of technology so that in delivering material, it will be easy to operate technology and the then students will feel helped, and the English language teaching program with technology where the success of teachers in playing their role will significantly help students to get more effective and exciting learning.

Teacher Acceptance of Learning Technology

The Covid-19 pandemic in Indonesia and around the world has led to a transformation of education in learning and teaching. During the pandemic, most of the education systems, from elementary to tertiary levels, switched from face-to-face teaching and learning practices to remote instruction to minimize the spreading of the virus. These challenging conditions raise concerns among teachers and educators about adapting their teaching strategies, methods, and assessment procedures. When implementing instructional delivery in remote situations, educational institutions must consider new environments using digital support technologies and online infrastructure. In line with this, cloud-based learning technology can be the best tool for transforming traditional education into online-based learning (Ferdig et al., 2020).

The development of cloud technology is considered the most powerful to support the flexibility and effectiveness of learning procedures due to the advancement of high-speed internet connections. One example of cloud-based learning technology that is massively used to facilitate online teaching in Indonesia during the pandemic situation is Microsoft 365. This software package allows students and teachers to interact virtually and share educational content via the internet. Microsoft 365 also provides a leading video conferencing platform called Ms. Teams to facilitate the educational process during the pandemic (Poston et al., 2020). However, many

schools and higher education institutions, especially teachers and instructors, remain in this new learning situation with little planning and experience (Marpa, 2021).

Despite the importance of cloud-based learning technologies, resistance to these technologies still exists in educational practice. On the other hand, there is little information about the suitability and acceptance of teachers for available learning technologies. When carrying out the teaching and learning process in a pandemic, it is essential to monitor that all teachers receive education in the new environment and learning technology, as these play an essential role in delivering effective learning practices. Another challenge is digital natives, where most teachers are unfamiliar with digital learning tools and online environments. In addition, they worry about spending too much time studying the technology adopted by the school, which will affect their adoption rate (Maatuk et al., 2022).

This study aims to determine teacher acceptance of cloud-based learning technology, namely Microsoft 365, which has been used at the elementary school to university level during the pandemic situation in Indonesia. We focused on assessing three key features of Microsoft 365 plans: Ms. Teams, Ms. Sway, and Ms. One Note Class Notebook, which is widely used in learning practice. The original construction of TAM (Technology Acceptance Model), namely PU and PEU, was used in this study. However, the original TAM model did not consider the social aspects that could influence technology adoption. The effective use of new technology depends on social influences and conditions. It can also be related to individual acceptance and usage behavior (Sukendro et al., 2020).

In addition, educational activities are categorized as social activities, so we extended the model to measure whether social influence variables could predict teachers' intention to use their learning technology. We also add an aspect of risk (perceived risk) to the external variable of TAM because of the importance of risk as to the main predictor of human behavior. Through this research, educational institutions will be more aware of how cloud-based computing can be used effectively in the education sector to improve the status of cloud-based teaching and learning. In addition, the TAM analysis presented in this study will provide valuable information for future research that will explore teachers' perceptions and acceptance of cloud-based learning technologies from multiple perspectives (Mukminin et al., 2022).

Discussion

The section will discuss the study results from various sources relevant to answering the research questions. We reiterate that this paper aims to understand how teachers, especially English, use technology that they believe has been able to innovate in teaching that is being disrupted by the pandemic (Ayega, 2020). We try to reflect on how the boat process in adopting technology. We try this discussion with several discussions that appear to the impact of this study; the first is how teachers are motivated to use technology that they believe can innovate learning outcomes in the

future. Second, we see that several factors convince teachers to innovate technology in their teaching because they see that teachers involve various applications of technology to achieve the learning targets set by school policy (Cheriguene et al., 2022). So our findings include understanding that teachers apply technology in their teaching to learn fast and help overcome problems. The best practice we often find their words speaking is that they prepare PowerPoint, which is a very technical and helpful application for educators to understand the topic of discussion sent via the internet channel were with this PowerPoint technology the students and teachers alike understand the topic of the problem they are discussing (Khatoony & Nezhadmehr, 2020).

Furthermore, we also found that their English teachers participated in searching for learning materials by using technology then they were ready to share with the teacher and also the students at home with this they got good data in the form of videos and other images so that their belief continued to be unquestionable. Because they focus on handling problems that occur when they shift learning from face-to-face in class to distance classes (Ayu & Pratiwi, 2021), furthermore, the teachers carrying out their teaching use innovative techniques in delivering distance learning in this way are easy to participate and invite students to be involved in using technology so that they can obtain material that continues every day. So the reason for accepting this technology is its relationship with the effectiveness and innovativeness of technology which they believe is capable and has proven to be the most powerful means to achieve learning goals, especially English which is closely related to technology (Wen & Kim Hua, 2020).

Conclusion

In this concluding section, the study will conclude the critical findings that we have obtained from a series of reviews of literature related to teacher best practices in pandemic-disrupted learning, so here we will report summarizing the results of the study and what are the reflections of the prospective activities by teachers related with the use of technology. The author believes this friend is valid through evidence and experts from various perspectives because existing facts support it. Well, Among other things, we have gained an understanding of the technology used in distance learning since the government's public policy requires learning from home. Our finding also found that internet access in students' homes is constrained by not all parents being able to access it, so they have to get help from the government. Likewise, we found another best practice is the strong desire of the government to continue to back up teachers and other people. guardians so that they are less proficient in using technology because this is the most important means to help smooth the learning process, which is being disrupted by the pandemic.

We see that the acceptance of technology by teachers is related to the first being the government's policy; the next is because they see that technology can innovate

learning even though a crisis or pandemic is hitting it. So acceptance is apparent that technology-savvy teachers provide the latest innovations and can innovate and transform learning that is currently in a pandemic outbreak. Thus, among other findings that we can convey, we found the limitations and weaknesses of this data; therefore, we need support for future improvements.

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