

## EFL Teachers' Perception Toward Integration of Technology in The 2013 Curriculum and Independence Curriculum

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### Abstract

In Indonesia especially 2013 Curriculum and Independence Curriculum, technology play its role for ELT in EFL classroom. Based on the experience of the researcher during her pre-service teaching, teachers in school lack technological devices as well as understanding towards technology of its importance and effectiveness for teaching and learning outcomes, therefore, this study wishes to discuss the importance and effectiveness of technology for EFL teaching. In this study, the researcher uses mixed methods analysis of analyzing quantitative data and qualitative data. 42 Indonesian EFL teachers analyzed divided into 25 teachers in 2013 Curriculum and 17 teachers in Independence Curriculum from all grades (elementary, junior high, and senior high) of either professional or pre-service teaching background, and the research data were collected via an online questionnaire created in Google Forms. In the findings, average of 36% teachers strongly agree and 50% teachers agree from 25 teachers in 2013 Curriculum agree as well as average of 40% teachers strongly agree and 57% teachers agree towards the first issue – importance of technology for ELT in EFL classroom, while the second issue – effectiveness of technology for ELT In EFL classroom resulted average of 50% teachers strongly agree and 40% teachers agree in 2013 Curriculum, and 42% teachers and 54% teachers agree in the Independence Curriculum. The study concludes by highlighting the importance and effectiveness of technology in education, recommending it for Indonesia EFL classroom, particularly in relation to the 2013 Curriculum and Independence Curriculum.

**Keywords:** *Curriculum, EFL, Technology.*

### Introduction

Technology for education has assisted many students to effectively explore and develop studying techniques, as well as teachers to implement their teaching techniques in classes. There are negative sentiments towards why technology is not appropriate and suitable for the public. This is the same in the educational field, that

not all students and teachers are competent and suitable with technology. Especially teachers, there are many that have problems such as technical issues, lack of technical competencies, lack of gadgets, unsupportive school administrative, and reluctance to adapt or adopt a new teaching and learning situation with the aid of technology. This is in line with previous study from (Noor et al., 2020), Pakistani teachers voiced out the smooth operation of an online learning environment was hampered by low power and connectivity, low learner support, a lack of facilities, a lack of ICT knowledge, poor content development, low student support, teaching confidence in new learning styles and technologies, poor network infrastructure, creative lecture preparation, low availability of educational resources, and limited feedback.

Therefore, the urgency of this research is to break the negative stigma of technology for education especially teaching EFL classroom, by discussing the importance and effectiveness of technology for EFL teaching in Indonesia. Even though technology has its downsides, there are many vital points that technology could provide solution to fulfill life necessities if implemented properly amongst the giant unstoppable population, especially technology as aid for education sector. Based on the development of educational technology, researchers studying mathematics education have concluded that digital technology is used for two primary purposes: "(a) to support teacher organization of work (creating worksheets, maintaining grades, and (b) to support new ways of doing and representing mathematics" (Sinclair & Robutti, 2020) p. 245). (Clark-Wilson et al., 2020). Technology has made its way to improve the educational system; especially transforming the existing curriculum as the foundation of T-L (Teaching-Learning) process, which makes this research fundamental, eye-opening, and attracting to be discussed as technology integration in T-L (Teaching-Learning) process in both Indonesian official education curricula: the long-existing and ongoing applied curriculum of 2013 Curriculum (*K-13*) and the 21<sup>st</sup> century curriculum of Independence Curriculum (*Kurikulum Merdeka*) that emerged in the previous almost 4 years of COVID-19 global pandemic.

This research focuses on how important is technology according to Indonesian EFL teachers in both applied curricula and how has technology raised effectiveness for teaching in EFL classroom in both applied curricula. This study aims to promote and share the significance and effectiveness of digital teaching besides

the conventional and traditional face-to-face teaching method. With the progressive development of technology in the 21<sup>st</sup> century, digital teaching is a breakthrough for teachers around the world to innovate, develop, and explore ways of creating and distributing materials and assignments, as well as taking a deep insight into students' learning interest and motivation. As for teachers, technology for teaching may help with class engagement, especially transformation of class situation as the teaching method of this era is slowly progressing by integrating technology with direct face-to-face teaching method under the current existing curriculum, namely 2013 Curriculum (*K-13*) and the latest implemented curriculum, namely Independence Curriculum (*Kurikulum Merdeka*).

## **Research Methodology,**

### **Research Design**

This study specifically chose mixed method design, practically known and commonly begins with the analyzation of quantitative data as the main data and ends with qualitative data as the supporting data. It incorporated philosophical presumptions that direct data gathering and analysis as well as the blending of qualitative and quantitative methodologies across various stages of the study endeavor. The primary concept behind it was that, when combined, quantitative and qualitative

### **Research Participants**

The participants of this study were targeted from all existing schools in Indonesia, not limited to being a government-based or public-based school. There were 42 EFL teachers participating in this research. In detail, there were 1 teacher participated from South Sulawesi, 1 teacher participated from West Java, 2 teachers participated from Central Java specifically special region of Yogyakarta, 1 teacher participated from East Jakarta, 1 teacher participated from East Java, 1 teacher participated from Central Sulawesi, and finally based on the researcher's original location, 35 teachers participated from Batam.

### **Research Instruments**

This study used a questionnaire designed as the vital research instrument. The researcher chose this kind of instrument due to practicality and cost-efficient design, quick and vast distribution, and the ease and comfort of collecting huge number of responses according to the order of the inquiries. An additional of open-ended inquiries were be added in the questionnaire as a supporting qualitative data, consisting of inquiries of background and personal knowledge of each respondent as well as their understanding towards the importance and effectiveness of technology for ELT in EFL classroom context.

### **Data Analysis**

The researcher wishes to further analyze this study through nonexperimental design, or to simply put as the explanatory sequential design. According to (John W. Creswell, 2012), the explanatory sequential design is a mixed-methods design that is appealing to people from fields that are relatively new to qualitative approaches or who have a strong foundation in mathematics. It's a two-part data collecting project where the researcher gathers quantitative data in the first phase, prepares (or builds upon) the second phase, which is qualitative, by analyzing the results.

### **Findings and Discussion,**

## Findings

The research conducted through the Google form questionnaire was filled out by 42 EFL teachers. From the data analysis, the average shows that technology plays important roles in implementing curriculum such as assessing and supervising students' learning performance. This can be seen from the average results in Table 1 below :

**Table 1 : Percentage and Average of Technology Importance for ELT (2013 Curriculum)**

No.	Questions	Scales			
		Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (A)
1	I could organize my schoolwork using technology.	12%	0%	44%	44%
2	I could assess and supervise students' learning performance using technology.	12%	0%	40%	48%
3	I could help students to understand the difficult concepts of English language (i.e. grammatical structure) using technology.	8%	8%	36%	48%
4	I could plan proper and professional teaching strategies using technology.	12%	4%	32%	52%
5	I could make classroom situation active using technology.	12%	4%	32%	52%

6	I could engage students to collaborate with one another and with the teacher using technology.	12%	0%	32%	56%
7	<b>Average</b>	11%	3%	36%	50%

From the table above, based on the orders of the Likert scale and statements, The average from all statements show that 11% teachers express strongly disagree, 3% teachers express disagree, meanwhile the highest results obtained are 36% teachers agree and 50% teachers strongly agree.

**Table 2 :Percentage and Average of Technology Importance for ELT (Independence Curriculum)**

No.	Questions	Scales			
		Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (A)
1	I could organize my schoolwork using technology.	0%	0%	35%	65%
2	I could assess and supervise students' learning performance using technology.	0%	6%	41%	53%
3	I could help students to understand the difficult concepts of English language (i.e. grammatical structure) using technology.	0%	0%	35%	65%

4	I could plan proper and professional teaching strategies using technology.	0%	6%	47%	47%
5	I could make classroom situation active using technology.	0%	0%	41%	59%
6	I could engage students to collaborate with one another and with the teacher using technology.	0%	6%	41%	53%
7	<b>Average</b>	0%	3%	40%	57%

In the table above, the average shows that no teachers express (SD) and 3% teachers express (D) towards all statements, the highest obtained result goes to 40% teachers express (A) and 57% teachers express (SA) towards all statements.

### Effectiveness of Technology for Teaching

The research conducted through the Google form questionnaire was filled out by 42 EFL teachers. From the data analysis, the average revealed that the effectiveness of technology are important improving learning outcomes, developing language performance, and establishing good classroom atmosphere. This can be observed from the average results in Table 3 below:

**Table 3: Effectiveness of Technology for ELT (2013 Curriculum)**

No.	Questions	Scales			
		Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (A)

<b>1</b>	Improving learning outcomes (academical skills) as the main priority, not the content taught.	8%	4%	60%	28%
<b>2</b>	Being both a facilitator and inspirator to students.	8%	0%	48%	44%
<b>3</b>	Building discussion habits among students.	8%	4%	44%	44%
<b>4</b>	Establishing and maintaining good classroom atmosphere.	8%	4%	44%	44%
<b>5</b>	Develop their language and communication skills through pair or group work.	4%	4%	52%	40%
<b>6</b>	<b>Average</b>	7%	3%	50%	40%

From the table above, the average shows that 7% teachers express (SD) and 3% teachers express (D) towards all statements, in contrary towards the highest result of 50% teachers express (A) and 40% teachers express (SA).

**Table 4: Effectiveness Of Technology for ELT (Independence Curriculum)**

No.	Questions	Scales			
		Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (A)



<b>1</b>	Improving learning outcomes (academical skills) as the main priority, not the content taught.	6%	6%	47%	41%
<b>2</b>	Being both a facilitator and inspirator to students.	0%	0%	47%	53%
<b>3</b>	Building discussion habits among students.	0%	6%	35%	59%
<b>4</b>	Establishing and maintaining good classroom atmosphere.	0%	0%	47%	53%
<b>5</b>	Develop their language and communication skills through pair or group work.	0%	0%	35%	65%
<b>6</b>	<b>Average</b>	1%	2%	42%	54%

From the table above, the average of 1% teachers expresses (SD) towards all statements, 2% teachers express (D) towards all statements, 42% teachers express (A) towards all statements, and 54% teachers express (SA) towards all statements.

### Qualitative Data (Open-Ended Questions)

Participants response consists of 5 to 6 answers are taken randomly as analysing more than 10 responses are too long and inefficient to explain one by one. Therefore, the taken responses are from participants' answer that are similar one another, linked together to explain each question part.

### Understanding of Technology

Teachers' knowledge regarding technology surrounding its device and application along with its use about 90% teachers similarly answered that technology provides helpful aid in teaching and learning process, such as finding materials, giving assignments, engaging together with students, as well as

innovative and explorative. They all agree with the statement that technology is a device that makes life easier and more interactive, especially in the context of education. The following is the overall drawn response:

*"Technology is a kind of equipment or tool to support the teaching and learning process, make the students feel interest and engage." (Teacher B)*

### **The Importance of Technology for ELT**

Teacher argues that importance of technology connects and integrates students from all parts of the world, creating a great studying environment where students from various backgrounds enable themselves to have fun while learning. It can be seen in the extract below:

*"It can help student vocabulary by using dictionary within english to english to know the meaning of the word or english to indonesia or vice versa. It also give a lot of material outside in their english book." (Teacher A)*

### **The Effectiveness of Technology for ELT**

Teacher believe that the effectiveness of technology successfully makes him/her more creative in teaching and learning material design, and that he/she enables virtual classes improving class engagement with students. It can be seen in the extract below:

*"I can make an interesting material that will be used in the learning process in the class. Also I can teach the student by online." (Teacher B)*

## **Discussion**

In the 2013 Curriculum and in the Independence curriculum, 80% teachers "Agree" and 8% teachers "Strongly Agree" and 59% teachers "Agree", and 12% teachers "Strongly Agree" towards his/her school providing adequate technology. This is supported by previous study from (Karakose et al., 2021), the study's findings showed that instructors working in the schools thought school principals used digital technology at an appropriate degree. However, there are 12% teachers "Disagree" in the 2013 Curriculum and 12% teachers "Strongly Disagree" as well as 18% teachers "Disagree" that his/her school provide adequate technology, and this is as stated previously by (Hasin & M Nasir, 2021) that several schools lack the necessary technological infrastructure and resources to facilitate instruction in the classroom.

In both 2013 Curriculum and Independence Curriculum, 8% teachers and 10% teachers rarely themselves using technology in class, and additional of 4% teachers

and 16% teachers rarely allow their students to use technology in class. In the 2013 Curriculum, 4% teachers rarely and 16% teachers seldomly their students to use technology in class, while in the Independence Curriculum, 7% teachers rarely and 17% teachers seldomly allow their students to use technology in class. This lack of technology-enabling in the classroom according to (Fernández-Batanero et al., 2021) show that teachers who employ educational technology in the classroom exhibit elevated levels of stress or worry. For the teachers' hardware and software adequacy, in both 2013 Curriculum and Independence Curriculum, 25 teachers and 17 teachers are familiar and proficient in smartphone and laptop usage (hardware) as well as familiar and proficient in Microsoft Word usage. This technical adequacy according to (Mailizar & Fan, 2020) state that teachers have a basic understanding of software intended for a general audience, such as Excel spreadsheets and Microsoft Word processing. EFL experts have lately started to pay attention to how EFL teachers and students use a variety of digital devices and technological resources to learn and practice English because of the fast affordances of technology (Pia & Sylvén, 2016). Being concerned about the independence of students, (Seong & Drajeti, 2019) define this phenomena as the use of a variety of digital devices, such as computers, tablets, web apps, and smartphones, by EFL learners to engage in English learning activities. In the modern era, the ideas, convictions, and behaviors of EFL teachers regarding the use of digital devices are crucial components in the process of methodically developing an efficient use of technology for language acquisition

In both 2013 Curriculum and Independence Curriculum, 24 teachers are frequently use technology for finding material resources and preparing presentations. This proves EFL teachers were well-equipped with the skills of utilizing technology either in or out of the classroom, and supported by (Jannah et al., 2020) that said if the opportunity arises, the PowerPoint presentation and learning CDs are also used in the material development process. Digital technology has other benefits as well. For instance, it makes administration's job easier when it comes to creating lesson plans and materials. Occasionally, the internet is a useful resource for locating the information needed. Additionally, it has been observed that EFL teachers typically use digital devices particularly social networking sites for communication and gathering purposes rather than for teaching their students a language (Celik, 2013). Thus, the success of technology-based language learning depends critically

on the teachers' preferences for language teaching methods and their technical proficiency with digital tools and platforms (Lam et al., 2018; Lee, 2019). (Nugroho & Mutiaraningrum, 2020)

Through the findings, it is discovered in the important of technology according to Indonesia EFL teachers show the positive results among 25 teachers under the 2013 Curriculum (*K-13*) are 36% teacher "Agree" and 50% teachers "Strongly Agree". In the 2<sup>nd</sup> research question for 2013 Curriculum, it is discovered that 40% teachers "Agree" as well as 50% teachers "Strongly Agree". In the Independence Curriculum (*Kurikulum Merdeka*), it is discovered among 17 teachers under the curriculum, that in the 1<sup>st</sup> research question results in 40% teachers "Agree" and 57% teachers "Strongly Agree". Additionally, 42% teachers "Agree" as well as 54% teachers "Strongly Agree" towards the 2<sup>nd</sup> research question. The following positive results for the two research questions in 2013 Curriculum (*K-13*) are in line with previous study by (Wahyuningtyas et al., 2022) pointing out benefits of ICT in 2013 Curriculum for teachers and students such as easy access to developing and searching materials, opening connectivity, easy access to learning progress, flexible and interactive learning, and cost-efficient. The positive results for the two research questions in the Independence Curriculum (*Kurikulum Merdeka*) are in line with previous study by (Melati et al., 2023), concluding that the role of educational technology for teachers helped with planning and developing as well as implementing assessment. By utilizing various applications such as Zoom, Skype, YouTube, Google search engine, e-book, Quizizz, etc. has effectively helped teachers and students to access open and wide material resources as well as material development.

However, there are always downsides or dissatisfactions towards one or many statements. Such as, there are 11% teachers "Strongly Disagree" and 3% teachers "Disagree". The negativity of technology for EFL teaching in 2013 Curriculum is in line with previous research by (Mahdum et al., 2019) pointing out 7 downsides of ICT for 2013 Curriculum such as unstable internet connection, electricity shortage, knowledge limitations towards ICT-based learning design, inability keeping up with latest trends, inadequate devices, schools not owning technical learning room (computer laboratory), and limited time to search for resources regarding ICT-based learning design. In the Independence Curriculum, the negativities are in line with previous study by ( Saputra et al., 2023), stating the challenges of implementing ICT in Independence Curriculum are 35% students lack devices to access learning

materials, only 45% teachers prepared for integration of digital teaching, and 60% students distracted during learning.

### Conclusion and Suggestion

Based on findings and discussion, it has proven that the credibility and validity of technology's existence for ELT in EFL classroom context has marked its importance and effectiveness for EFL teachers in Indonesia in all grade levels (elementary, junior high, and senior high) under the national curricula of 2013 Curriculum (*K-13*) and Independence Curriculum (*Kurikulum Merdeka*). Based on the findings, 36% teachers "Agree", and 50% teachers "Strongly Agree" that technology for EFL teaching proves important in 2013 Curriculum and In the Independence Curriculum, 40% teachers "Agree", and 57% teachers "Strongly Agree". It is safe to say that technology including all its devices and applications are highly advisable to be implemented not only for daily life aspect, but also for educational purposes. The researcher strongly recommends the promotion and using this study as a future reference for a similar study as well as public information.

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