

DIGITAL EDUCATIONAL TOOLS: TEACHERS' VIEW ON LEARNERS ATTITUDE

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Abstract. With the increasing usage of technology in this era of change, education is one of the most affected fields. Schools and institutions have now moved on to use Learning Management Systems for learners' education and teachers are forced to come up with new exciting ways to teach their learners. One of the most common ways is by using Digital Educational Tools (DET). However, how interested are learners in these tools, and how much does it affect their academic performance? This study investigates teachers' views on their learner's preference of DET use. A quantitative method was used, and 56 school teachers were involved with the data collection process. It could be seen from the findings that teachers can see their learners enjoying the use of DET in their lessons. If teachers were to conduct lessons using DET, activity and lesson design should be considered.

Keywords: *digital learning, digital tools, teachers' view, learners' attitude, experience*

Introduction

Singh and Thurman (2019) were able to identify several definitions of online learning. Their study has significantly contributed to the body of knowledge for future literature. Al-Rahmi et al. (2018) explained that eLearning is when learners interact within a virtual environment to discuss topics and subjects provided by their teachers. Usually, the virtual environment is called a Learning Management System (LMS), where learners can communicate or interact with their peers. Teachers can also coordinate, administrate, plan, and organise their lessons using the use of LMS to help learners in their studies (Oliveira et al., 2016). However, this study will be using the term Digital Educational Tools (DET) instead. DET includes using all technological hardware or software tools that educators use in their lesson planning and teaching. The use of tools such as computers, audio, videos and pictures are examples of what teachers can use in their lessons to make them engaging and interactive (Renes, 2015).

The use of technology has undoubtedly changed how teaching and learning occur (Oriji and Torunarigha, 2019; Ratheeswari, 2018). Shifting from face-to-face teaching and learning methods towards more technology-based learning can be helpful for students to learn. If utilised correctly, technology can motivate students to learn and provide a unique way of teaching. Social media, video games, and other forms of information and communication technology (ICT) have been an integral part of students' life since they were young (Pek and Mee, 2015). Young people are spending more time on this medium than they used to do back in the past (Omar et al., 2021).

Widodo et al. (2020) even mentioned in their study that learners from Indonesia are found to be addicted to their devices and gadgets. It is even more important for teachers and learners that utilise technology as a powerful teaching and learning tool to have adequate digital literacy. When applied appropriately, learners may result in satisfactory learning outcomes (Mut et al., 2020; Zain et al., 2018).

Linjawi and Alfadda (2018) reported that for learners to produce successful learning outcomes through learning online, they would need to be equipped with the proper devices and skills that could support the use of their LMS. In their study, Afolabi and Uhomoibhi (2017) explained that learning online could bring several challenges to the learners, including bandwidth, connectivity, and having adequate devices to support online learning. Their study also investigated the rate of learners' adaptation towards learning online and found that British learners are more likely to grow accustomed to the change than Nigerian learners. Learners are more likely to reject the new technology if they are not provided with a conducive environment that could prepare them for learning online mentally and physically (Azionya and Nhedzi, 2021). Other health related drawbacks found by Yousof et al. (2021) includes vision, hearing, sleep and food habits could be dampened due to the prolong effects of technological devices used. Another study has found that parents do not support the change of learning online as well (Dong et al., 2020). It was said that parents would prefer for their children to have hands on activities and outdoor play to build proper experiences (Stephen and Edwards, 2017). Parents are also found to assume that their children use technology inappropriately and not prioritise their studies instead (Isikoglu Erdogan et al., 2019). With that being said, this study aims to investigate teachers' views on their learner's preference of DET use.

Materials and Methods

This study used a quantitative method that had collected 56 school teachers' responses from Selangor, Malaysia. The survey involved two sections. Section A consists of their demographic, including teachers' age, subject taught, and years in service. Section B investigates teachers' views on their learner's preference of DET use. Teachers must rate their opinions on the statements using the Likert Scale provided with one (1) as Strongly Disagree and five (5) as Strongly Agree.

Results and Discussion

The participant's ages ranged from 24 to 50 and above. The majority (46.4%) had over 15 years of in-service experience, and 80.4% of them taught language (Bahasa Melayu, English, Mandarin, Tamil, Arabic etc.) as their main subject. The table shows the result of the data collected (*Table 1*). The findings reported that 57.1% of the teachers agree with the statement stating that the use of digital educational tools makes their learners feel better, while 26.8% strongly agree with that statement. It was also found that 58.9% of the teachers agree, and 23.2% strongly agree that learners can understand better with the help of digital educational tools. Digital educational tools can also motivate the learners as 60.7% agree and 25% of the teachers strongly agree. 55.4% of the teachers agreed and said that learners found it exciting, interesting and fun. It could support the statement that 66.1% of them feel positive when digital educational tools are used in lessons. Lastly, the findings reported that 55.4% of teachers noticed

and agreed that their learners are more likely to stand out using digital educational tools. 26.8 % were found to be neutral.

Table 1. Teachers' view on their learners' preference of the use of DET.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Using DET makes my pupils feel better.	0	0	16.1	57.1	26.8
2. Using DET help my pupils understand better.	0	0	17.9	58.9	23.2
3. Using DET motivates my pupils to learn more.	0	0	14.3	60.7	25
4. My pupils find DET exciting, interesting and fun.	0	1.8	14.3	55.4	28.6
5. My pupils feel positive when DET is used.	0	0	16.1	66.1	17.9
6. My pupils like to stand out while using DET.	0	3.6	26.8	55.4	14.3

It could be seen from the findings that teachers see their learners enjoying the use of DET in their lessons. By having an engaging learning experience, learners are more likely to produce satisfactory learning outcomes (Nácher et al., 2021). Gonzalez et al. (2020) explained in their study that learners produced better learning outcomes with their time learning online. The learners found in their study were able to adapt to the change of learning and use their DET and the improvements of learners' academic performance. It is no wonder that learners can use the DET almost effortlessly since these learners are already exposed to the use of technology (Mut et al., 2020). Teachers who can incorporate the application and software that learners are comfortable with will have more straightforward teaching and learning session as learners are already equipped with the necessary digital skill to function the DET.

Consequently, the findings also reported that teachers found learners more motivated to learn more when using DET. This could be supported by Wang et al. (2021) as their study explained that online coursed stimulated learners, and with the right type of activity or DET, learners are more likely to participate in the task. Wang et al. (2021) also explained that the design of the activity influences learners' experience during their time using DET. If teachers can create an interesting activity with the right type of DET to supplement their lesson, learners are more likely to have a positive attitude while using DET. Digital teaching and learning, according to Dhawan (2020), allow educators to adjust their structures and techniques to the needs of their pupils. He went on to say that there are several internet tools accessible that are essential for successful and effective teaching and learning activities. Digital learning offers the added flexibility of creating a timetable that fits everybody's schedules and effectively for a better mix of work and study; it also allows the instructor and student to set their own learning speed. This method of education is also very efficient; as long as there is internet connectivity, without having to stick to a rigid timetable, one can gain or study from anywhere in the world today. Teachers can pre-record their lessons and post them in an e-learning database and students can choose to attend the recording anytime. As Rafiqa et al. (2020) affirmed, it allows for customized learning experiences. There is also often

online access to a broad range of materials such as movies, photos, and eBooks, and educators can supplement their courses with extra forms such as forums or chats.

Conclusion

In conclusion, this study aimed to investigate teachers' views on their learner's preference of DET use. The finding shows that teachers could see that learners prefer using DET and enjoy their experience using it with the evidence of learners finding it fun, exciting and interesting. Overall, the findings showed positive results, and it is recommended that if teachers were to conduct lessons using DET, activity and task design should be considered.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research.

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