



Bridging the Challenges in Integrating ICT in Rural School: ICT in English Reading Instructions at MI Ma'arif Gondang Watumalang Wonosobo

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Abstract

The integration of Information and Communication Technology (ICT) in English reading instruction has become essential, particularly in preparing students for digital literacy and 21st century learning. Many schools have made an effort to provide digital infrastructure. However, the practical use of ICT in the classroom remains limited, even with better access to digital resources. This gap highlights that external factors are not the only challenge. Internal challenges might be the most crucial factors that hinder the integration of ICT into reading instruction. While previous research often emphasizes external limitations, MI Ma'arif Gondang Watumalang presents a unique case. The school is located in a rural area in Wonosobo, Central Java. It has adequate ICT facilities. However, most teachers face internal challenges in integrating ICT into reading instruction. This qualitative case study was meant to investigate the kind of internal challenges encountered by English teachers. The data collection techniques were interviews involving 2 teachers. The finding reveals that a lack of ICT skill, lack of self-confidence, resistance to change, and negative attitude are the keys to internal challenges. The result emphasizes the importance of creating focused training programs to build teacher confidence and ICT skills.

Keywords: *ICT Integration; Internal Challenges; Reading Instruction; Rural Education*

Introduction

In academic settings reading skill is essential as the key for effective understanding, analysis, and interpretation of written information. This skill enables readers to absorb knowledge from diverse sources, connect ideas, and deepen their comprehension of the studied topics. Meanwhile, Nurdianti et al., (2019) defines that reading is an activity that involves the use of written or printed material. Furthermore, Emechebe Vivian (2016) highlighted that reading is a crucial skill for learning various subjects and improving efficiency in various life areas, especially for second language English learners, as it is a fundamental skill in various life areas. Similarly, Olaofe (2013) states that reading is the most crucial task in any language class, not only as a way to acquire information and have fun, but also as a way to strengthen and broaden one's language skills. This emphasizes the significance of reading comprehension. Reading helps learners' other language skills (Yusuf & Shehu Uthman El- Yakub, 2020).

In line with the demand of 21st century competencies, the integration of Information and Communication Technology (ICT) has emerged as a transformative tool in language education. ICT supports the shift from conventional teaching to technology-based teaching and learning approaches. As noted by Hodges et al., (2015), technology allows teachers to design engaging learning, focus on student-centeredness, and provide work flexibility.

Olszak (2015) emphasizes that integrating ICT into reading instruction will provide a better meaning of learning. Through the support of ICT tools, teachers can develop various teaching methods and strategies for reading instruction. With the assistance of ICT tools, teachers can formulate diverse pedagogical approaches and strategies for reading instruction. Despite its potential, the effectiveness of ICT integration remains a challenge, particularly in rural areas where most of the schools may have infrastructural limitations. However, MI Ma'arif Gondang Watumalang in Wonosobo represents an unusual situation; despite its remote location, the school is comparatively well-equipped with ICT resources. While, in practice many teachers still rely on traditional teaching methods, which limits the potential benefits of ICT for learning.

Therefore, exploring teachers' internal challenges such as lack of ICT competence, lack of confidence, resistance to change, and negative attitude is also considered an important issue. These issues may prevent teachers from creating interesting and successful ICT-based reading programs.

Literature Review

a. ICT Integration in English Language Education

According to Shen & Ho (2020) that ICT is an acronym for information and communications technology, encompasses a wide range of communication devices and applications, including digital systems, satellite systems, radios, televisions, cell phones, computers and networks, hardware, software, and so forth. This system was well-established, widely used, and developed in industrialized nations (Sukristingsih & Mokoagouw, 2023).

In short, ICT (Information and Communication Technology) is a technology that includes various devices and systems used to facilitate communication and dissemination of information. ICT plays a critical role in the educational process since they can enhance efficiency and efficacy of instructions in order to raise students' interest and attention durations (Wiranda et al., 2020). According to Hamed (2021), ICT is primarily used in education to familiarize teachers and students with computer use and applications, while also addressing social and ethical issues.

It is believed to empower teachers and students, accelerating 21st century educational reform and enhancing learning at all levels. The transformation aims to enhance students' creative, communication, and critical thinking abilities. While according to Ghavifekr & Rosdy (2015), ICT can be applied in a variety of ways to support teacher and student learning in the subject areas they are studying. There are many engaging ways that technology-based teaching and learning can be used, such as educational movies, stimulation, data storage, and the use of resources that will enhance the learning process include databases, mind mapping, guided exploration, brainstorming, music, and the World Wide Web (www) (Shah, 2022).

In English language teaching (ELT), With the introduction of apps and games into the classroom, students may now participate more actively, and teachers have greater freedom to move around the room (Kersey & Bierly, 2024). Learning becomes more controlled because technology also functions as a tool to support teachers in teaching English.

In conclusion, ICT is a vital element in enriching and transforming English education. It provides accessible resources, fosters collaboration, and supports innovative strategies, making it essential for achieving high-quality and future-oriented learning.

b. ICT Support in Developing Reading Skills

In today's educational landscape, particularly in primary schools, fostering strong reading skills in English has become increasingly important. As Razalli et al., (2018) highlights, it is crucial to teach students to read well in English. Teachers can support this by improving reading instruction using a variety of teaching techniques and resources, such as ICT technologies. For example, students might be inspired to enjoy reading by using interactive digital platforms, e-books, and educational games to make reading more fun and engaging. However, students in primary school find it challenging to learn to read in English when they need to comprehend the reading's content because this task necessitates the use of critical thinking abilities.

ICT tools can enhance this process by providing diverse materials and opportunities for interaction with the text. According to Bin Noordan & Md. Yunus (2022), computer-assisted language learning (CALL) supports comprehension through features like accurate word pronunciation and dynamic animation elements that go beyond traditional print media. Hodges et al., (2015) argue that technology enables teachers to design interactive online assessments that save time and offer flexibility. Students benefit from immediate feedback, which helps them identify and address learning gaps before in-class instruction.

Olszak (2015) claims that integrating ICT into reading instruction adds depth to the learning experience by encouraging teachers to provide meaningful exercises using various digital tools. Yusuf & Shehu Uthman El- Yakub (2020) agrees that the use of ICT in reading instruction contributes significantly to the development of reading comprehension and communication abilities, especially in the area of critical literacy. It supports students in completing tasks such as conducting research, constructing responses, and interpreting texts. ICT does not replace teachers; it complements conventional teaching by promoting a shift from passive reception to more active participation. When ICT is incorporated into reading tasks, it helps teachers build more meaningful and relevant learning experiences, which can lead to improved academic achievement.

c. Internal Challenges in ICT Integration

Mostly The effectiveness of ICT integration in the classroom is frequently hindered by internal challenges faced by teachers that hinder them from implementing it in class massively. even in rural schools where ICT facilities are available. (Bingimlas, 2009) divides these challenges into two kinds: (1) internal challenges at the teacher level and (2) external challenges at the school level. The internal challenges include a lack of ICT skill, a lack of confidence, reluctance to change, and negative attitudes.

(1) Lack of ICT Skill

Teachers' competency is a crucial skill for effectively utilizing Information and Communication Technology (ICT) in teaching and learning. In order to integrate ICT into classroom instruction, teachers' 21st-century ICT capabilities require a continual updating of their knowledge and abilities. Syahid et al. (2019) suggest that enhanced ICT competencies can enhance both teachers' performance and students' learning outcomes. According to research done by Pelgrum (2001), states that teachers' lack of technological competence is a significant obstacle to their acceptance and adoption of ICT in developing countries. Furthermore, based on research findings done by Newhouse (2002), many teachers lack knowledge and skills to integrate educational technology into their curriculum (Champa et al., 2019).

(2) Lack of Confidence

Teachers' proficiency and understanding of technology have an impact on their confidence in incorporating ICT. Teachers who don't have these two qualities frequently worry that they won't be able to be innovative or make mistakes. According to Stankov, Lee, Luo, and Hogan (2012), confidence is the conviction that one will succeed and possess the necessary skills to do so. According to research by Balanskat et al. (2006) teachers who lack confidence in their ability to use ICT in the classroom are nervous about using it. While, according to Tasir, Abour, Halim & Harun, (2012). Teachers are more comfortable utilizing ICT when they are more competent or skilled and knowledgeable (Steele, 2019). Conversely, confident teachers are more open to using ICT creatively, thereby enhancing student outcomes and engagement.

(3) Resistance to Change

Teachers need to understand how education is changing because, as their careers progress, they will be asked to engage with various digital tools and adapt to these changes. According to Hadley and Sheingold (1993), the use of technology in the classroom has caused it to shift from a teacher-centered to a student-centered learning environment. Rather of viewing themselves as subject matter experts doing in-person instruction, teachers see themselves as tutors or learning facilitators who support students when they encounter challenges during the learning process. However, digital technology are used in the classroom by some teachers, but not by many others (Howard & Mozejko, 2015). This resistance stems from a reluctance to leave familiar instructional methods and an apprehension about mastering new tools.

(4) Negative Attitude

Positive attitudes toward ICT integration among teachers are typically associated with their readiness and desire to learn and adjust to new technologies, which can enhance instruction and increase student involvement. Negative attitudes, on the other side, can develop if educators feel underqualified, insecure, or have bad tech experiences. This can make it more difficult to integrate ICT into the teaching and learning process. It is very necessary to build a positive attitude towards belief in the benefits of using technology in learning. According to (Aulliah & Syafryadin, 2022), teachers are crucial for improving educational practices because of their expertise and attitude about using ICT, which has a big impact on how well teaching and learning are done.

The teacher's attitude significantly influences the adoption and implementation of ICT in education. Teachers with a positive attitude tend to regularly search for teaching materials and resources, demonstrating the importance of a positive attitude in ICT implementation. While teachers with a negative attitude are reluctant to improve their teaching by integrating ICT in class.

Method

This research applied a qualitative approach using a case study design to understand internal challenges in ICT integration during English reading instruction in real classroom settings. As explained by Njie & Asimiran (2014), case studies allow in-depth exploration of complex phenomena by answering "how," "what," and "why" questions. MI Ma'arif Gondang Watumalang, a rural school equipped with ICT facilities such as a computer lab, smart TV, projector, and laptops, was chosen as the site. Despite having these resources, internal teacher challenges hinder effective ICT implementation. The study focused on two English teachers, one proficient in ICT integration (T1) and the other still developing competence (T2). As well as their students from grades 4 and 6. The aim of this study is to investigate the kind of internal challenges encountered by English teachers.

Data Collection

In collect the data, this research used semi-structured interviews. Semi-structured interviews were conducted to investigate internal challenges such as lack of ICT competence, low confidence, resistance to change, and negative attitudes. These interviews provided deeper insight into the factors influencing each teacher's instructional strategy.

Data Analysis

The data analysis technique used in this research is referring on the concept of Braun and Clarke (2006), there are six essential phases involved in thematic analysis of qualitative data, including interview transcripts. The first step is to be familiar with the data, where the researcher reads the transcripts several times to deeply understand the content and highlight the importance parts. Next, generating initial codes involves identifying and labelling meaningful parts of the data which relate to the objective of the research. The third step is searching for themes; these codes are categorized into more relevant groups of broader categories or themes. The fourth step is reviewing themes. Ensuring that each theme presents the data and aligns with the overall dataset. The fifth step, defining and naming themes, involves giving clear description and refine each theme's meaning and scope. The last is producing a report. The researcher presents the themes with supporting data extracts and connects the findings back to the research questions and literature.

Schematically, the stages or steps of data analysis can be described as follows:

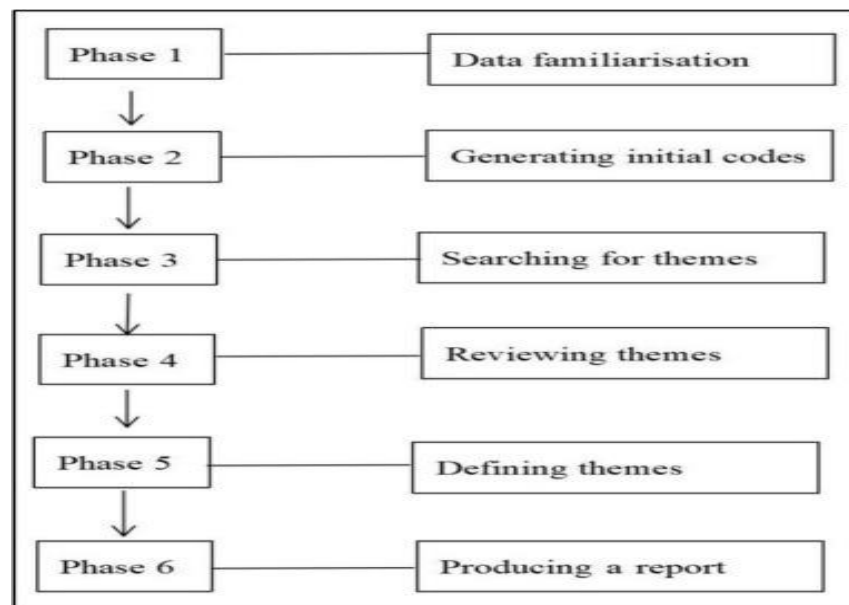


Figure 2. Thematic analysis of qualitative data by Braun and Clarke (2006)

Results and Discussion

Results

a. Lack of Confidence in ICT Integration

The finding of this study presents the data through interviews and classroom observation to reveal the complexity of internal challenges faced by English teachers in integrating Information and

Communication Technology (ICT) into reading instruction effectively. The teachers confirmed the reason that affect to teacher's confidence

(1) English Language Proficiency

Since English is not their primary language of instruction, teaching it in elementary schools may be rather difficult. Teachers who are not fluent in English may find that their confidence in the classroom is seriously affected, as faced by the teachers;

Re: "Masalah pelajaran bahasa inggris cukup membuat saya kurang percaya diri, karena guru Tingkat dasar bukan lulusan bahasa inggris, kadang kekhawatirannya adalah salah ejaan dan penulisan." (R1)

(The problem of English lessons makes me less confident, because elementary school teachers are not English graduates; sometimes the worry is about spelling and writing mistakes.) Interview with T1 (LTC-L1/A1-R1/14112024)

Meanwhile, this challenge also mentioned by T2

Re: "Kalau masalah keterampilan saya juga khawatirnya malah pada keterampilan bahasa inggris saya. Saya takut melakukan banyak kesalahan" (R3)

(If talk about skills, I'm worried about my English skills. I'm afraid of making a lot of mistakes)

Interview with T2 (LTC-L3/A1-R3/1212024)

In conclusion, teachers' confidence in incorporating ICT into the classroom is greatly impacted by their limited English competence. Teachers at T1 and T2 were equally concerned about making mistakes when teaching English that affect their confidence and contribute to teachers' unwillingness to create more complex and engaging materials due to their poor command of the English language. Thus, increasing English language competency is crucial for integrating ICT and strengthening educational standards.

(2) Insufficient ICT Competence

During the interview T2 showed that one of the biggest obstacles to incorporating technology into the classroom is teachers' inability to create ICT-based reading materials. This affects the effectiveness of the teaching and learning process and less development of innovative reading teaching techniques Here is an excerpt from an interview with a teacher to validate the finding.

Re: "Kalau masalah keterampilan integrasi ICT ke dalam pembelajaran Kemampuan saya masih setengah setengah. Merasa belum maksimal. Ini yang membuat saya kadang kurang yakin untuk merancang pembelajaran bahasa inggris berbasis ICT seperti reading (R2)

(When it comes to integrating ICT skills into learning, my abilities are still only half. Feeling not optimal yet. This is what makes me sometimes less confident about designing ICT-based English language learning such as reading) Interview with T2 (LTC-L2/A1-R2/1212024)

It indicates that she has a challenge with insufficient ICT competence. She stated that his ICT skills were still quite lacking. This is one of the factors that makes her less confident in integrating ICT into learning. This gave impact on how teacher incorporated ICT into learning, since a lack of confidence might make her hesitant to attempt new things or fully utilize existing technology.

b. Lack of ICT Skill

Teachers' inability to integrate ICT will result in fewer opportunities to use technology as a teaching tool, which ultimately may impact how effectively the teaching and learning process proceeds and limit the amount of time that teachers and students have to experiment with developing more contextual, interactive, and current learning experiences. Lack of competence in ICT integration are influenced by some factors mentioned by the teachers;

(1) Lack of Skill in Designing ICT Based Material

During the interview T2 showed that one of the biggest obstacles to incorporating technology into the classroom is teachers' inability to create ICT-based reading materials. It showed from the interview script.

Re: "Saya nyaman menggunakan perangkat lunak presentasi jika tinggal pakai saja. karena sebenarnya saya kesulitan mendesignnya dan kadang enggan mempersiapkannya" (R3)

(I'm comfortable using presentation software if I just use it. because actually I have difficulty designing it and sometimes am reluctant to prepare it)

Interview with T2 (LIC-C1/B7-R3/12112024)

Re: "Kalau tantangan yang saya hadapi terkait kompetensi TIK yang mungkin menghalangi saya mengintegrasikannya ke dalam pelajaran yaitu buat medianya, tidak tau caranya." (R4)

(If the challenge I face is related to ICT competency that might prevent me from integrating it into lessons, namely creating the media, I don't know how)

Interview with T2 (LIC-C1/D20-R4/19112024)

Throughout the interviews, teacher's responses revealed challenges in developing ICT-based teaching resources. She revealed that she was unable to create ICT-based content, which shows her lack of technical ability in using technology for teaching. This inadequate skills limit teacher's ability to develop or adapt lesson plans to effectively meet his student's needs. This indicates a lack of appropriate and focused training. This shows the need for professional development programs that improve teachers' ICT skills so they who face this challenge will be able to independently develop, adapt, and apply technology-based teaching materials. Teachers who have no special training. thus, impacting the skills and knowledge needed to use technology correctly to assist learning.

(2) Lack of Relevant ICT Training for English Language Teaching

This is quite a complex obstacle because the teachers previously mentioned that one of the factors that made them lack self-confidence was his limited English language skills. Apart from that, the teachers also revealed that they had never participated in ICT training that was integrated with English language learning, especially in teaching reading

Re: "pelatihan yang khusus bahasa inggris belum pernah ikut. ikutnya yang general." (R2)

(I have never participated in a special English training. I only participated in the general training)

Interview with T1 LIC-C1/C15-R2/14112024

On the other hand, T2 also mentioned the same issue

Re: saya belum pernah mengikuti training TIK untuk khusus integrasikan ke dalam bahasa inggris (R5)

(I have never taken ICT training to specifically integrate it into English)

Interview with T2 (LIC-C1/C15-R3/19112024)

Furthermore, the teacher continued to explain the challenges,

Re: Ya kurangnya pelatihan menjadikan saya kurang kreatif dan inovatif karena tidak punya referensi untuk mengembangkan pembelajaran (R6)

(Yes, the lack of training makes me less creative and innovative because I don't have references to develop my learning)

Interview with T2 LIC-C1/C16-R6/19112024

This lack of relevant professional development can affect teachers' capacity to teach ICT in the classroom. Insufficient knowledge may make it difficult for teachers to create student-focused creative resources. Insufficient training makes teachers lose ideas for developing interesting and creative learning. This problem highlights the need for training assistance to help teachers improve their abilities as facilitators of technology-based learning

(3)Lack of Technical Competence

According to data from teacher interviews taken from T1, he mentioned that the main barriers to integrating ICT into education are the incapacity to manage technical problems, such as poor signals or devices that do not function properly

Re: Tantangannya selanjutnya adalah karena TIK berhubungan dengan teknis, sinyal. Dan juga saya terampil menggunakan TIK tapi saya juga belum terampil untuk membenarkan kendala teknis.(R1)

(The next challenge is because ICT is related to technical, signal. And also, I am skilled at using ICT but I am also not skilled at solving technical problems.)

Interview with T1 (LIC-LT1/A2-R1/14112024)

To sum up, the technical problems that suddenly happen in class that cannot be solved by the teacher often become his challenges that force them to replace ICT-based learning with conventional learning.

(4)The Difficulties of Adapting to Technological Changes

Technology continues to evolve. This situation demands that teachers always be ready for change and adapt, or they will be left behind and become less skilled in designing learning. This is also the case with T1;

Re: "Selain itu kurang terampil iya. Karena sekarang webnya kan dan aplikasinya terus berkembang tapi kalau penggunaan TIKnya si terampil. (R3)

(In addition, they are less skilled, yes. Because now the web and applications continue to develop, but if the use of ICT is skilled.

Interview with T1 (ATC-AT1/A3-R3/14112024)

Even though teachers are increasingly adept at using technology, T1 claims that keeping up with the quick changes in technology is the next challenge of integrating ICT. The teacher said that he struggled to create successful, innovative, and up-to-date ICT-based teaching resources that keep up with new developments. In order to maintain the information as engaging and relevant for students and to support a more successful and efficient learning process, teachers must constantly update their knowledge of technology's rapid development, which includes new platforms and applications. With the support of appropriate training, professional communities, and continuous learning, teachers can more readily adopt the latest technology,

c. Resistance to Change

(1) Minimal Awareness of the Benefits of ICT for Learning.

Some teachers have minimal awareness related to the benefit of ICT for learning. Mirjam Anugerahwati (2017) reveals that this mindset caused the failure of ICT integration in classrooms. This is due to their belief that technology would not provide major benefits. T2 also experienced the same thing, T2 stated that she rarely took part in training because she felt comfortable using the traditional methods that had been used.

Re: *"Saya sepertinya baru punya pandangan ternyata pemakaian LCD dan computer ke mereka efeknya beda bahkan lebih excited. Sebelumnya saya tidak pernah berfikir tentang itu". (R1)*

(I think I've just had the insight that using LCDs and computers on them has a different effect, even more excitement. I never thought about that before)

Interview with T2 (RC-RC1/D19-R1/19112024)

However, the tendency to continue to prioritize the use of traditional methods is an indication of resistance to change and may prevent teachers from using technology in more creative and relevant ways. This highlights the need for relevant and ongoing training. Johnson et al., (2016) mention that variations in technology usage imply teacher's beliefs about the value of technology in the educational process.

(2) Lack of Interest in Learning ICT

Inexperienced teachers are often comfortable with the traditional methods they use and are unaware of how technology can improve the effectiveness of their teaching. Problems such as lack of technical skills, lack of training and lack of enthusiasm for learning make teachers less courageous to innovate with technology, so that opportunities to provide students with more interesting and creative learning experiences are not utilized optimally

Re: *"Saya merasa ragu mempelajari TIK, ragunya karena saya merasa nggak bisa mempelajari TIK itu dan juga nggak tau." (R1)*

I feel doubtful about studying ICT, the doubt is because I feel I can't learn ICT and I don't know."

Interview with T2 (RC-RC2/D21-R1/19112024)

This demonstrates an inability to embrace change or new challenges. The impact of hesitancy in adopting ICT is limited ability to build teaching abilities, which might have an influence on learning quality. The approach is to give practical training, assist teachers with mentors or more experienced colleagues.

(3) Lack of Motivation to Enhance Learning Design

T2 expressed a lack of motivation to design ICT-based reading materials due to factors like being busy, lazy, and lacking innovation ideas. This reluctance to change can be attributed to a lack of internal motivation, confidence in technical abilities, or ignorance of the value of innovation in education. Internal motivation is crucial for teachers to innovate and make changes, and the desire not to change can negatively impact the quality of education.

Re: “Jarang pakai ICT, hampir nggak pernah, males sekali mendesainnya. Lebih ke malas memang bukan karena masalah waktu karena kalau masalah waktu pulang sekolah ada jam, tidak langsung pulang”. (R1)

(Rarely, almost never use ICT, am I too lazy to design it. I'm getting more and more lazy, not because of a time problem, because after school there's still time. because the teacher didn't go home straight away.) Interview with T2 (RC-RC3/A8-R1/12112024)

It indicates that teachers are reluctant to use innovative ideas and often prefer to utilize materials that are already available, such as student handbooks given by the school. This kind of thinking shows that teachers are not fully aware of how crucial it is to offer innovative and creative technology-based learning resources to meet students' needs.

d. Negative attitude toward ICT Integration into learning

The success of technology utilization in educational settings is determined by the teacher's attitude toward technology. Thus, teachers' attitudes are linked to the frequency and quantity of technology use. Teachers with a positive mindset can effectively integrate ICT into their teaching and learning practices (Gumartifa, 2016). However, T2 demonstrates that she has a negative attitude toward the benefit of ICT for learning. It looks from her answer that she mentions the use of ICT in class gives additional burden, like to design, prepare, and tidy up.

Re: “mengintegrasikan ICT di kelas bukan menghemat si ya kalau menurut saya tapi malah menambah beban. Dari mendesain, memasang, benahi.”

(Integrating ICT in the classroom doesn't save time, in my opinion, but instead adds to the burden. From designing, installing, fixing) Interview with T2 (NA-N1/E26-R1/19112024)

In conclusion, based on the teacher's point of view is an indicator of negative attitude toward the use of ICT to support reading instruction. This reflects teachers' belief that the use of ICT is more of a task than an opportunity to improve education. Innovation in ICT-based reading instructions may be hampered by this viewpoint. Therefore, teachers need to realize how important ICT is. Teachers need to understand and have direct experience of how ICT can promote more efficient learning in reading education.

Discussions

1. Internal Challenges in ICT Integration

Internal challenges influence teachers' creativity in designing ICT-based teaching strategies. The study identifies several internal challenges encountered by teachers at Mi Ma'arif Gondang Watumalang Wonosobo in the integration of ICT, such as insufficient competence, lack of confidence, resistance to change, and a negative attitude toward the advantages of ICT. Finally, the findings of this study considered in line with the challenges mentioned by Bingimlas (2009), who claims that internal challenges faced by educators' impact to the successful integration of information and communication

technology (ICT) in teaching and learning. A common issue is teacher incompetence of ICT is often due to a lack of training opportunities or lack of motivation in joining ICT training, so that it will make the teachers lack of experience in ICT integration. As a result, this issue makes educators feeling unprepared to use technology effectively, thereby reducing their confidence and willingness to implement innovative teaching strategies. MI Ma'arif Gondng Watumalang has sufficient ICT resources to enhance the educational experience. However, internal challenges faced by teachers negatively impact teachers' creativity in designing or developing more effective methods for reading instruction in order to make a more engaging teaching and learning process.

a. lack of confidence

Lack of teachers' confident in integrating ICT is influenced by several factors that make teachers less confident in integrating ICT into reading instruction. However, it turns out that the challenges they face as elementary school teachers are not only related to their ICT skills. First lack of English proficiency considered as one of the things that affects teachers' self-confidence because they assume that they are not graduates of the English department. Due to their limited English proficiency, teachers often feel worried about making mistakes when teaching reading. Wrong spelling, spelling, or do not know the meaning of the word.

Teachers' lack of English proficiency poses an obstacle for teachers to create more interesting and innovative teaching materials. This limitation affects their ability to design learning that is more needed by students so that teachers will become more comfortable using material in books that have been provided by the school without any improvement of reading material.

Second, insufficient ICT competence makes teachers hesitant and not confident in designing ICT-based learning. This has an impact on limitations in exploring the potential of technology to create interesting and interactive learning. Teachers tend to use ICT devices and applications minimally, such as only using simple tools or basic applications that do not maximize the potential of technology-based learning.

b. Lack of ICT Skill

This study reveals that lack of ICT competence is influenced by several factors. First, lack of skill in designing ICT based materials. This indicates that teachers do not have adequate ICT skills due to lack of knowledge and training. So, teachers are unable to design and develop ICT-based materials that are interesting to students. The inability to design interesting ICT-based materials can cause a mismatch between the resources that have been provided and the hope of increasing learning value. This implies that the teacher is lacking in ICT competence because ICT is only used as a traditional replacement tool and does not improve more meaningful learning.

Second, Lack of relevant ICT training for English language teaching. Teachers stated that they had never attended or encountered ICT training specifically for English lessons, the ICT training provided tended to be general in nature. Less relevant training also results in teachers not being familiar with tools or applications that can improve students' language skills. So that, teachers cannot utilize the full potential of ICT to create interesting and interactive learning experiences for students. This relevant to Anderson's (1984) statement that the significant problem of inadequate training hinders teachers from effectively employing pedagogical ICT in their educational practices.

Third, lack of technical competence is often an obstacle that makes teachers choose to give up integrating ICT into reading learning. This is because the problems they face cannot be resolved and often occur during learning. The solution used by teachers usually chooses to switch to using conventional methods.

Fourth, the difficulties in adapting to technology changes. The lack of ICT skills is often caused by teachers' difficulties in adapting to technology which continues to develop very quickly, especially in the world of education. As new platforms and tools emerge, many teachers feel left behind due to a lack of time, resources, or adequate training to learn the technology. therefore, teachers need to build self-motivation to continue learning and developing their ICT skills. Apart from that, schools need to provide support such as consistent training to their teachers.

c. Resistance to Change

There are several factors that influence teachers have feeling to unwillingness or reluctance to integrate ICT into teaching and learning. according to the findings of this study there are three factors. Namely, Minimal awareness of the benefits of ICT for learning, Lack of Interest in Learning ICT and Lack of Motivation to Enhance Learning Design.

First, Minimal awareness of the benefits of ICT for learning. In this case, the teacher is not aware of the benefits of ICT integration when improving reading instructions. The lack of awareness results in teachers tending to ignore the potential of ICT and choosing to consistently use traditional methods.

Second, Lack of interest in learning ICT. A common reason for the reluctance to utilize Information and Communication Technology (ICT) is the belief that the use of technology in class and learning about it will add to their workload. This viewpoint was similarly articulated by T2 who expressed a lack of motivation to engage in training or to learn about the integration of ICT in teaching or reading instruction, attributing this to feelings of laziness. Attitudes of this nature can hinder the necessary adaptations for improving student learning through technology and create significant barriers to the changes required in technological advancements to enhance the quality of classroom learning.

Third, Lack of Motivation to Enhance Learning Design is a signal of resistance to change. A lack of motivation that change is not needed will result in an unwillingness to make developments. This is an act of refusing change, which will potentially hinder innovation in schools. Teachers are reluctant to improve their learning design. So, students cannot get interesting experiences with ICT integration. This situation is not relevant to education in the digital era.

In conclusion, even though schools such as MI Ma'arif Gondang Watumalang Wonosobo has adequate facilities, there are still teachers who are reluctant to change because of the factors mentioned above. This argument is supported by (Alkawaldeh & Hedström, 2012), although schools may be entirely equipped with ICT infrastructure, there will always exist some educators who are reluctant to embrace change or who question the efficacy of ICT.

d. Negative Attitude

According to Aulliah & Syafryadin (2022), it is crucial for teacher improving educational practices because of their expertise and attitude about using ICT, which has a big impact on how well teaching and learning are done. The teacher's attitude significantly influences the adoption and implementation of ICT in education.

From the interview result, a teacher mentioned that the use of ICT in learning provides additional work such as designing, preparing and tidying up. This shows that teachers see the burden of using ICT for learning rather than the benefits. In this way, teachers have a negative attitude towards ICT which has an impact on many things, such as being reluctant to take part in training and implementing it in the classroom or teachers integrating ICT not optimally. The further impact will be that students lose the opportunity to learn in a more interesting way.

2. The Impact of Internal Challenges on ICT Integration in Reading Instructions

The study demonstrates that teacher T2 expressed her doubts about designing innovative ICT-based reading learning due to her limited ICT skills, this was discovered during interviews and classroom activities observed by researcher. These findings supported by the claims of (Bingimlas, 2009), who argue that a lack of technical competence and self-confidence often hinder teachers from successfully integrating technology into their instructional strategies in class.

Moreover, these results highlight that the lack of confidence among teachers regarding the integration of ICT in their teaching is often a consequence of their awareness of their limited ICT proficiency. So, this influences their willingness to explore and implement creative ICT-based teaching strategies. This hesitation is especially visible when faced with technical challenges or demands for a high level or more creative ICT integration.

Resistance to change has a significant impact on the integration of ICT in education. This makes teachers feel more comfortable and consistently using conventional teaching methods compared to exploring ICT-based learning because they do not need to spend more effort studying or preparing when they want to implement it in the classroom. This also causes teachers not to realize the benefits of ICT for learning. According Postholm (2006), the integration of Information and Communication Technology (ICT) into teacher education fundamentally depends on the knowledge and skills that teacher educators have in using this technology in their teaching. Therefore, teacher training must include a paradigm shift that changes the role of educators, fosters a better understanding of the learning process, and transitions from traditional teaching methods to social constructivist approaches (Victoria University, FST & Kakeeto, 2022).

To sum up, this research reveals that internal challenges influence teacher creativity in designing more meaningful learning. This means that the more internal challenges teachers face, the greater their challenges in designing more creative and innovative learning. This finding is supported by previous research conducted by Lola Pitaloka (2024) titled "*Teachers' Barriers in Integrating ICT for English Language Teaching in Two Junior High Schools in Rejang Lebong*" also reveals that the challenges faced by teachers influence the effectiveness of ICT integration. Furthermore, these problems emphasize the need to foster a good mindset regarding the benefits of ICT among teachers, encouraging them to be aware of the benefits of applying ICT for learning to read and increasing teacher innovation in designing the teaching and learning process.

Conclusion

This study focuses on investigating the internal challenges encountered by teachers in the integration of ICT within reading instruction. The results show that despite the availability of adequate ICT resources, teachers continue to face internal challenges, including lack of ICT skill, lack of confidence, resistance to change, and negative attitudes, which affect their capacity to design and provide engaging instruction.

The study emphasizes that teachers who use ICT effectively illustrate how technology can enhance learning. Reading comprehension is greatly enhanced by the creative use of ICT resources, which promote greater student involvement, critical thinking, and active participation.

Incompetence ICT skills lead to basic and less interesting instructional strategies, which may limit chances for engaging learning. This study demonstrates that in order for teachers to use ICT effectively, they must continue to learn new skills and be creative. Teachers can use ICT in group learning with the right training, which can increase students' comprehension and interest. The findings of

this study highlight the importance of removing internal challenges to ensure that ICT integration is not just a substitute for traditional methods. It should represent a significant advancement in education. Constructivist theory supports using ICT to develop engaging and interactive learning experiences for modern students.

In short, bridging the gap between having ICT tools and using them effectively means empowering teachers to overcome their internal challenges

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