

## THE IMPACTS OF THE USE OF EDUCATIONAL TECHNOLOGY IN LEARNING ENGLISH IN THE POST PANDEMIC ERA: A CASE AT STKIP PARACENDEKIA NW SUMBAWA

Warda Martia<sup>1</sup>, Solihin<sup>2</sup>

<sup>1,2</sup>Study Program of English Education, STKIP Paracendekia NW Sumbawa

[wrld.management93@gmail.com](mailto:wrld.management93@gmail.com)

### Article Info

#### Article history:

Received January 31, 2024

Revised January 31, 2024

Accepted February 1, 2024

#### Keywords:

Impacts

Educational Technology

Learning English

Post-Pandemic Era

### Abstract

*Around the beginning of 2022, the Indonesian government implemented the new normal era as the sign of the end of Covid-19 gradually. However, the activities of the Indonesian people as a whole did not return to normal as usual. For example, in the education sector, especially in STKIP Paracendekia NW Sumbawa, it continued to apply Blended Learning System (BLS) in the learning process at the institution. Therefore, it was needed to conduct a research to know the impact of using educational technology in the post-pandemic learning process at STKIP Paracendekia NW Sumbawa as a basis for consideration in policy making at the institution. The purposes of the study were: 1) To identify what kind of educational technology is used to learn English in the post pandemic era; 2) To find out how those educational technologies are applied; and 3) To reveal the impacts of using educational technologies for learning English in the post-pandemic era. This research was conducted by using qualitative method. By this method, the purposive-sampling technique was used to determine the research subjects (4 participants). The techniques of data collection used triangulation-technique (observation, interview, and documentation) which were analyzed by reduction, display, and conclusion drawing and verification. Based on the results of the data analysis, there were various educational technologies (are LMS or Moodle, Zoom, Whatsapp, KAHOOT, and Quizess) that were applied at STKIP Paracendekia NW Sumbawa which were applied by combining them comprehensively instead of partially. The impact of educational technologies for lecturer generally has more positive significances than the negative ones. Meanwhile, for students, the educational technologies have various impacts which depend on the student's ability and the situation.*

Copyright © 2024 STKIP Paracendekia NW Sumbawa.  
All rights reserved.

✉ Corresponding author:

Solihin

Prodi Pendidikan Bahasa Inggris

STKIP Paracendekia NW Sumbawa

[solihin.mohe@gmail.com](mailto:solihin.mohe@gmail.com)

## INTRODUCTION

*Journal homepage:* <https://journal.stkipparacendekianw.ac.id/>

This article is trying to explore the impact of using educational technology which is focused on identifying what kind of educational technology is used to learn English in the post pandemic era, finding out how those educational technologies are applied, and revealing the impacts of using educational technologies for learning English in the post-pandemic era. These purposes are taken based on the following background reasons.

Based on the outcome of a future-oriented problem-solving process, technologies are entities produced by a problem-solving process that changes and transforms the world (Nightingale, 2014). Today, technology is used in almost everything, including for buying and selling business activities, management, and teaching and learning activities (Amanda, 2020). The type of technology that is widely used in education is an information technology (Salsabila & Agustian, 2021)

In the field of education, we are familiar with educational technology. Educational technology is a human-made technology that is devoted to assisting activities or learning processes. Based on its function, educational technology is expected to assist teachers in delivering learning materials and can help students understand the material presented with the help of technology (Andri, 2017). Broadly speaking, educational technology can be divided into two, namely: Educational online-based technology and offline-based educational technology. These two types of educational technology can be distinguished by their ability to reach students in a classroom learning process. Of course, classes that use online-based educational technology have a wider reach even without boundaries than classes that use offline-based educational technology.

As now as the educational technologies are divided into three types, the selection of the type of educational technology to be used must have been considered which is based on needs and compelling conditions. For compelling conditions, for example when the Covid-19 pandemic hit Indonesia.

Along with the soaring transmission of COVID-19, the Indonesian government quickly took decisive steps to lock down as a prevention effort and to minimize the spread of Covid-19, the president decided to draft a new adjustment work system policy that would allow some office workers to work from home (WFH) through the pandemic. WFH was then officially enforced by the Indonesian government on March 16, 2020 simultaneously with the enactment of the Lockdown throughout Indonesia. This COVID-19 pandemic has had a significant impact on many aspects of human life. Working from home during the pandemic forces Indonesians to use technology for a variety of tasks, including office work, business, buying and selling, correspondence, and all interactions or purchases that generally can be done in reality, turning to online mode.

To support these online activities, Indonesians have progressively started to utilize various kinds of apps such as WhatsApp Chat, WhatsApp Group, Telegram, Email, Zoom, Google Meet, Youtube, and so on.

Because the Indonesian people are currently in quarantine, so the same condition holds in the field of education, regular in teaching and learning processes. Indonesian Minister of Education and Culture (*Mendikbud*) Nadiem Anwar Makarim directed all university leaders in affected areas by the Covid-19 outbreak to start imposing a temporary suspension on all types of offline academic activities, such as face-to-face lessons. The Minister of Education and Culture also directed universities to implement a policy towards home learning for students as soon as possible, so that Educational institutions are required to carry out learning from home (LFH).

At STKIP Paracendekia NW Sumbawa which has applied a blended learning system (BLS) using an LMS (Learning management system) application to respond to situations where it is not possible to implement full offline learning. The LMS application used is Moodle combined with Whats App groups, Zoom, Google meet, etc. Because it is very urgent and forced, the effect of shock on online-based educational technology will certainly affect the learning process at STKIP

Paracendekia NW Sumbawa which will lead to less than optimal learning outcomes or student achievement at the institution.

Therefore, to smooth the teaching and learning online process, the Indonesian government fully supports the use of this educational technology by providing support in the form of additional cheap internet quotas, as well as free internet quotas in order to support the effectiveness of online learning from home (LFH).

The pandemic will pass. This expression may bring the hope of all Indonesian people and even the world. Finally, around the beginning of 2022, the Indonesian government implemented the new normal era as a sign that the Covid-19 pandemic era was starting to end gradually. The question is, will the activities of the Indonesian people as a whole return to normal as usual? Turn out the answer was "No." In the education sector, for example, STKIP Paracendekia NW Sumbawa continues to apply Blended Learning System (BLS) in the learning process at the institution (Jazadi, 2022). Even the Chairman of STKIP Paracendekia NW Sumbawa said that a hybrid learning system would be implemented, namely classroom learning based offline as well as online at the same time. Therefore, it is very important to know the impact of using educational technology in the post-pandemic learning process at STKIP Paracendekia NW Sumbawa as a basis for consideration in policy making at the institution.

Based on the purposes of this article, we used qualitative method to gather and analyse the data which are taken at STKIP Paracendekia NW Sumbawa.

## METHOD

In this study, we used qualitative method. Anggito and Setiawan (Anggito & Setiawan, 2018) said that qualitative research is the collecting of facts about a natural context in order to comprehend the occurrences that occur. This type of qualitative descriptive research used in this research aims to obtain and analyse data about the impacts of the use of educational technologies in learning English at post pandemic period. The descriptive data obtained in this research is the impacts of the use of educational technologies in learning English after pandemic era.

### Research Design

In this study, we used qualitative method. Anggito and Setiawan (Anggito & Setiawan, 2018) said that qualitative research is the collecting of facts about a natural context in order to comprehend the occurrences that occur. This type of qualitative descriptive research used in this research aims to obtain and analyse data about the impacts of the use of educational technologies in learning English at post pandemic period. The descriptive data obtained in this research is the impacts of the use of educational technologies in learning English after pandemic era.

### Subjects

The subjects of this research were chosen by applying purposive sampling technique. They were students and lecturers in the English Education department at STKIP Paracendekia NW Sumbawa. According to Sugiyono (Sugiyono, 2009) purposive sampling is a technique for selecting a sample of data from sources but taking into account particular factors, such as the person's knowledge of what to expect. Thus, the researcher will take samples that are felt to know very well about the problem to be investigated by this researcher. The use of purposive sampling in this research aimed to find out the impacts of the use of educational technology in learning English after the Covid-19 pandemic at STKIP Paracendekia NW Sumbawa.

### Instruments

The main instruments that are used to collect data and information are observation sheets, interview guidelines. The observation sheet is used to take the data what applications are used in learning English in post pandemic era. While interview guidelines which is in the form of semi-structured interview guide is used to answer the questions of this article. The other devices (the alternative) are used such as mobile phone as

audio-visual recording device for documentation, and field notes which is about what was heard, seen, experienced, and thought during the data collection and reflection (Bogdan & Biklen, 1990).

### Data Analysis

This article used flow analysis models as the data analysis technique. According to (Miles, 1994) flow analysis models as one of qualitative descriptive data analysis method, where in the analysis, the researcher divided flow analysis models into three low activities. Those analysis components are data reduction, data display and conclusion drawing. the first, data reduction, is the process whereby the mass of qualitative data from interviews and observations. Those processes are selection, simplifying, abstracting, and transforming the data. The second, data display, is an activity to arrange the data systematically and understandable, for example in tabular form. In this study, research displays the data which has been collected and reduced by compiling, reducing (based on research needs), categorizing, and relating the data obtained. By this step, the data is ready to use in providing the possibility of generating a conclusion. The last, conclusion drawing and verification, is the last component of the flow analysis models. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences for drawing conclusions as answers to the existing problem. After that, the researcher will draw the conclusion of the overall results of the research in a detailed, densely, and focused manner to answer the research questions.

## FINDINGS AND DISCUSSION

### A. Findings

The findings of this article consist of two kinds of data. Those are observation and interviews results.

#### 1. Results of Observation

This observation aims to find out the the using of educational technologies in English learning at STKIP Paracendekia NW Sumbawa of English Education Department. There are four respondents, two of them are lecturers and the last two them are students. The data from these respondents are presented in table 4.1 below.

Table 4.1  
Profile of Research Participants

No	Participants Initial	Gender	Status		Semester
			Lecturer	Student	
1	MI	Female	√	-	-
2	MA	Male	√	-	-
3	RH	Female		√	VII
4	IC	Female		√	VII

The observation results of this research are shown in the table form as the following.

Tabel 4.2

The Observation Result from Respondent with Initial "MI"

No	The Applications	The Using of The Application		Notes
		Yes	No	
1	LMS or Moodle	√		All of The Educational Technology Are Applied By Combining Them With LMS or Moodle as the main platform while the others as the alternative ones
2	Zoom	√		
3	Whatsapp	√		
4	KAHOOT	√		
5	Quizzes	√		

Tabel 4.2  
The Observation Result from Respondent with Initial “MA”

No	The Applications	The Using of The Application		Notes
		Yes	No	
1	LMS or Moodle	√		All Of The Educational Technology Are Applied By Combining Them With LMS or Moodle as the main platform while the others as the alternative ones
2	Zoom	√		
3	Whatsapp	√		
4	KAHOOT	-		
5	Quizzes	-		

Tabel 4.3  
The Observation Result from Respondent with Initial “MH”

No	The Applications	The Using of The Application		Notes
		Yes	No	
1	LMS or Moodle	√		All of The Educational Technology Are used By Combining Them With LMS or Moodle as the main platform while the others as the alternative ones
2	Zoom	√		
3	Whatsapp	√		
4	KAHOOT	-		
5	Quizzes	-		

Tabel 4.4  
The Observation Result from Respondent with Initial “IC”

No	The Applications	The Using of The Application		Notes
		Yes	No	
1	LMS or Moodle	√		All of The Educational Technology Are used By Combining Them With LMS or Moodle as the main platform while the others as the alternative ones
2	Zoom	√		
3	Whatsapp	√		
4	KAHOOT	-		
5	Quizzes	-		

## 2. Result of Interviews

This interview aims to find out the kinds of educational technologies are used, how educational technologies that are applied, and The Impacts of Using Educational in teaching and learning English in English Education Department of STKIP Paracendekia NW Sumbawa.

### a Kinds of Educational Technologies are Used

#### 1) In Teaching

Based on the results of interviews, 2 lecturers said almost the same thing where there some educational technologies are used in learning English. In this case it was supported by the lecturers' answer: excerpt

#### Respondent MI :

**Excerpt 1:** “Oke.. I can say I have aa.. some. I have used some technologies.”

**Excerpt 2:** “.. alright.. so, easily I combine my teaching sweetly educational technology of course aa.. such as I use quizzes....”

**Excerpt 3:** “off course leraning management system off course....”

**Excerpt 4:** “....Yes off course I use zoom too, I use google meet too....”

**Excerpt 5:** “KAHOOT. Ok I found it. It is KAHOOT”

**Excerpt 6:** “.....off course I still mm.. make use of the other apps like whatssap,....”

**Excerpt 7:** “Ok,, Why I used KAHOOT, because KAHOOT so so interactive,....”, “, first related to the material that is been taught and they can do in and they can do in fun way, it is also same look like quizzes, it is pretty much same like quizzes. So, in a quizzes, they also can see their amm level for example and how many scores they hm manage to answer correctly, something like that. So it is just like you bring the fun in learning to your student, in learning English to your student, so it is just like they find aa.. fun to do the task or they to learn the material, something like that.”

#### **Respondent MA :**

**Excerpt 1:** “... oke talking about educational technologies that I used in teaching amm. You knou especially aa.. after pandemic covid-19 amm.. basically or mostly I use two technologies or educational technologies namely aa .. learning aa. Management system a moodle that’s the amm.. basic or the main platform of teaching and learning activity and the second one is aa.. the very easy one whatssapp, whatssapp, oke one more I am so sorry basically there are three and amm.. zoom, so those three educational technologies are the most common technologies that I used amm..during the teaching and learning process aa..in a class room...”

**Excerpt 2:** “...moodle, amm.. I used it because it is very well arranges and we can put materials quite easily you can save, there is like Mojo , learning mojo for the student. Amm it is very effective amm there are many amm options that we can a benefit a from from it for example, amm we can post the materials in various types such as a book, electronic book, even videos can be posted there, even your own video recording and then amm. we can also aa.. put amm many others resources mean learning resources, so it can lead to independent learn learning activity to the student, in addition, moodle enables me amm to make amm a very evective quiz that can save me time because the score is automatically calculated aa in the moodle and many other amm aa you know many other benefits you can take from moodle, amm it is aa you know a lot beneficial a.. particularly one the student learning from home or they start learning and the second one amm whatssapp, whatssapp can be done in terms of you know common chat aa.. and then aa video call sometime but I think it is .... This not always happen and amm and also aa voice recording activities can can be done via whatssapp, it is quite simple different from moodle, if moodle needs aam quites stronger internet connection amm, whatsapp can be easily used all the the internet connections is not such strong.. the next one is aa zoom, you know zoom meeting can have a video meeting via zoom amm zoom is quite easy to use because aa the features, there is has whiteboard mm it is easy to notificate to explain the material to the student...”

## 2) In Learning

Based on the results of interviews, 2 student said almost the same thing where there some educational technologies are used in learning English. In this case it was supported by the students' answer:

### **Respondent RH :**

**Excerpt 1:** *"Usually, what we use during the pandemic is the Moodle, WhatsApp, Zoom meeting applications. So there are three applications that we usually use"*

**Excerpt 2:** *"To make it easier to submit college assignments, access is also easy."*

### **Respondent IC :**

**Excerpt 1:** *"ok, aaa there are three aa technology that I used aa we used in aaa post pandemic era. First is whatssapp and second mmm Moodle, and the last aaa.. zoom..."*

**Excerpt 2:** *".. and then aa we use whatssapp when in several or some courses, and then if we need to face to face aaa if we need to aaa meet other other friend or with the lecturer aa we use aaa zoom also. And then if we aa in the Moodle, usually I used or we used to ammm to collect aaa our assignment, exactly in writing writing form in the writing form..."*

## **b How Educational Technologies Being Applied**

### **1) In Teaching**

Based on the results of interviews, 2 lecturers said almost the same thing where there some educational technologies are used in learning English. In this case it was supported by the lecturers' answer:

### **Respondent MI :**

**Excerpt 1:** *"and We.. always provide the material on the learning management system when we do the class online. We attach the video there, the video link also we provide the quiz that amm..has been one of the teacher of the LMS itself. Because LMS can enable you to aa.. create your quiz yourself as the teacher, Oke?"*

**Excerpt 2:** *".... I link or I combine my own LMS the moodle with the link I created by account in quizzes and I already created the quiz on the quizzes or KAHOOT and then link I will attach on the LMS, So once they open the LMS, they can click the link and they can be directed to the quizzes or KAHOOT and they do their quiz that I assign them to do. ...."*

**Excerpt 3:** *"I still mm.. make use of the other apps like whatssap, si I will just simple take a link and put and send it on the whatssapp, so they can directly go there. ...."*

**Excerpt 4:** *" it is very simple, I can say it's simple, but you know, off course you have to spare your time to make the quiz on moodle to generate a quiz that is related to your material, off course, it is simple, but it takes time."*

### **Respondent MA :**

**Excerpt 1:** *".. oke as I am explain previously for moodle, it is quite simple not to complicated amm we can post the amm material quite easily such as book, videos from various resources and also amm when we make quiz for the student amm there are some basic options can use can be inform*

*of my multiple choice in front of essay and in front of amm you know very simple thing to do amm ya I think moodle is quite simple amm only needs yes some time to amm familiarize ourselves, and the whatsapp is the simplest one, because it is the daily amm communication platform used the student I think all student all student have been very familiar with whatsapp, zoom.. similar similiarly to it is quite similar to amm whatsapp it is also quite familiar now particularly after the pandemic covid-19 the student have been used to you know aamm accessing aa to the moo to the amm zoom amm how to aa do the share screening activity, how to mute unmute the mic and how to aa rise hand and everything has been familiar with the student so those three educational technologies they usually apply are ... quite simple...*

## **2) In Learning**

Based on the results of interviews, 2 student said almost the same thing where there some educational technologies are used in learning English. In this case it was supported by the students' answer:

### **Respondent MH :**

**Excerpt 1:** *"To use Moodle, we already have a Moodle account, so when we want to submit assignments, we log in by entering our username and password, then we search for the course the assignment will be carried out on and then we input the assignment before the deadline ends."*

**Excerpt 2:** *"The use is simple, the important thing is that there is a quota and the collection of tasks must be on time."*

**Excerpt 3:** *"Easy and difficult, because we are not familiar with using English-based applications. So this is very challenging in my opinion, because we are forced to understand and use these applications in the lecture process."*

### **Respondent IC :**

**Excerpt 1:** *"... ok in zoom application, first ee we all ee in the in the, first we already have ee one group for each course, and then in the group the there is aa one lecturer for each course and then before we start our meeting ee first we we fill the attendance list after that lecturer will ee share the material that we we will discuss ee that day. And then, ee after the teacher the teacher or the lecturer explain the material ee we ask the lecturer if we don't understand or we don't know the the material to make sure but we understand, and then we ask the we ask the lecturer using voice note and the lecturer also using voice note to aa to explaining the material that we already ask to the lecturer and the last emm we aa we ya we we close the class and fill the attendance list also aaa and ee that's all."*

**Excerpt 2:** *"... oke in aa zoom application first we all in the class, the lecturer will share the link for joining the meeting, and then after that eee we all in the class eee will meet ee virtual and we can look at the look at each for each other, and then the lecturer will share the material using share screen and we read all the materials, after that the lecturer will ask one by one in the class and we we answer the question, ee using microphone and we turn on the mic microphone and we rise ee our hand if we want to answer the question from the lecturer, and then after that eee the the lecturer also will answer the question from us using aaa the microphone"*



*that ee already already provide in the in that eeapplication, and then when we want to go when the lecturer want to close the meeting, the lecturer is gives instruction to open the camera or turn on the camera, so eee mmm the lecturer will see will ee will make sure we listen the materials and make sure we eemm ya stay or present in his or her class, and then that's all...."*

**Excerpt 3:** *"...ok next to moodle, in the moodle, we have we already have eem accounts for each of us and then when we want to enter the application eem the moodle we have to we have to emm put the password, email, and username, and eem if eee the moodle eee already open eeemm moodle also have eem already provide the material all the courses that provide by the lecturers, so we can we can ees yah choose choose the material that we want to ee learn, and eee moodle not for virtual meeting or virtual communication just eemm just to eee collect the our to collect the assignment, and in the moodle also emm have the limit time to collect the assignment from the lecturer and if the eem if the the assignment from the lecturer eemm not provide so the lecturer will will input the material first and inform to all of us in the class for emm collect assignment, that's all,.."*

**Excerpt 4:** *"... ok, for me exactly it is challenging because eee I have to ee learn about the new application that aaa that aa we that I know no experience about that application and in the same thing we have to use english to to use ee the application to learn to think about the material and it is challenging for me.."*

**Excerpt 5:** *"... moodle is the the first ee application that I have no experience before.*

**Excerpt 6:** *"... but if the question is difficult or not in aa equal, .... Equal, I mean ee it is not too difficult..."*

### **c The Impacts Of Using Educational Technologies**

#### **1) In Teaching**

Based on the results of interviews, 2 lecturers said almost the same thing where there some educational technologies are used in learning English. In this case it was supported by the lecturers' answer:

#### **Respondent MI :**

**Excerpt 1:** *"this phenomenon off course for me, this is something good, I can see it in the positive way, because this enable me, it forces me to grow...."*

**Excerpt 2:** *you can not just stuck, you can not just get where you are always, we have to.. move along with the era...."*

**Excerpt 3:** *"...you have to be able to adapt yourself with the era, with the habit, with the year, with the situation, off course adaptability that I am, I am talking about is in a positive way..."*

**Excerpt 4:** *"... speaking of the educational area, like us, in education, education, first we have to emm see it as an opportunity to build ourselves.."*

**Excerpt 5:** *"... in this era, also we, we are, we are also spoiled I can say by those emm those the seminar, webinar provided by the government to support teacher, so we do not need to worry..."*

**Excerpt 6:** *“ I do not find the negative, aa I do not see the emm this phenomenon of using these technologies, right? In educational technology in teaching, I do not find its negative, so I goverely don’t see any disadvantage...”*

**Excerpt 7:** *“....still be homework for .. all of us, because not all the students have the aa.. internet, and also not all of the students have the good amm.. device to run them.. technology...”*, *“may be this is we can say that is just can be.. be disadvantages, but this is not the main...,”*, *“..because this is something that we can tackle off course, you, with the emm ..(unclear spelling )... the goverment for example, so they will have the internet..(unclear sound)... may be the support from their families ...”*

**Excerpt 8:** *“... I want to highlight here is not like emm using technology itself educational educational technologies in learning is not it doesn’t have be disadvantages because we also have to follow, follow (unclear spelling).. 4.0”*

#### **Respondent MA :**

**Excerpt 1:** *“... well the postic the positive impact of aa this educational technologies are quite amm invisible aamm, first amm benefiting from these educational technologies enable students to learn aa all the time ok, aa the can learn any time depending on their spare time, for example when the student are busy if the have part time job or if they amm are amm you know amm household wife or husband amm in their family when they are busy all days so by the help of these technology technologies amm they can study or they can study any time the can catch up with the materials aa that their friends learn to the morning for example, so the over again and the aa at night, you know to amm to catch up the aam miss materials amm,that the first enable thes students to amm in learn all the time so the student can suit their time amm any time that work best for them that can match their aa spare time, ok this so, this flexsibility, the flexibility of learning. The second one, these technologies help the lecturer both lecturer and students tokeep the materials amm in a one platform, you know aa different from physical materials such kind of printed book you know publish book or amm even the electronic materials that save in the student laptop for example is not such effective with these technologies all the materials can be save in a very simple way in one platform, so we can easily open any time and else the aam our amm you know hardware laptop and the thing mm that does not required amm much a memory to save because it is save online, this the positive impact. ... the last in my opinion that the materials that ... we have already save in the educational technologies can be used again for next for the following semester, for the next teaching period, you know as a lecturer amm I just I just need to arrange the materials to the beginning of the semester this quite tiring but that materials can be used again over and over again in the following semester amm when the the same aa lectures are being thought again to the student, it is you know amm is not wasting time,..... so it is avoid us from time consuming and also aa not being tired as well arrange the material over and over again“*

**Excerpt 2:** “.. yes, amm also, there are, you know great or lot of amm advantages as explain previously, educational technologies are not free from disadvantages, the very common one is that amm it is quite difficult to maintain the students motivation to learn, .... Because amm learning English or learning anything more particularly English if you are doing from distance amm sometime the lecturers the educators can not make sure that the amm the student are amm highly motivated to learn, oky ammm , because also the help of the screen with the laptop or the computer but its it has very limited access to.. you know, to observe the students learning activities different from face to face amm activities in learning....”

**Excerpt 3:** “ ... another disadvantages that amm we can not as a lecturers sometime you can not make sure that the students amm early amm in the mood of learning . sometime even they you know they are all on during the for example during the video, during the zoom meeting for example, sometime they amm they switch off the camera due to the reason of a weak internet connection, we can not make sure wether they are always you know mm,,be on the front of the screen or no...”

**Excerpt 4:** “... the level of attentions can not be guaranted in the you know in the distance learning by using the such technological tools in learning...”

## 2) In Learning

Based on the results of interviews, 2 student said almost the same thing where there some educational technologies are used in learning English. In this case it was supported by the students' answer:

### Respondent MH :

**Excerpt 1:** “Very impactful. There are two impacts that I feel, positive impact and negative impact. the positive impact, we can relax or have a lot of free time, especially those of us who work because the time is flexible, can study the material in depth. Negative impact, a little boring because you can't meet face to face with lecturers and friends in class, lack of understanding of the material presented is not comparable to offline lectures. Of the two impacts lead to. Changes in my GPA. After the pandemic my GPA increased. Before the pandemic, my standard GPA was 3.45 during the pandemic, it dropped to 3.19. But, after pandemic my GPA increased.”

### Respondent IC:

**Excerpt 1:** “ .. oke aa there is an impact aa in aa when using educational technologies in learning English, there are two impact, first aa negative impact and second and second positive impact, a negative first negative impact, when we use the technology we have to learn aaa new application like before I say I said and then the negative impact is aaa I feel it is not enough to learn because we we aa only learn in the in the online online and online, we use application and then it is aaa have negative impact for me, in the some, but it is in a some courses, not all the courses. .... The positive impact, we can learn not only the material but also the mm aaa new application, new aa knowledge about all the application about educational technology that we use, for example like I said before like moodle it is new for me, so aa because of the tech.. because the aa the educational technology I can aa use that to learn

*English and then it is aa good in some.... Not all because mm aaa because we can't understand the aaa how to manage, how to collect the assignment, and it is ge it is emm high impact in my point in my grade point index... “*

**Excerpt 2:** *“... oke before the pandemic era my IPK is 3.70 and then in the in during aa I mean during the pandemic era my IPK emm has increase, ...ya ya, and then increase aa 3.80, and then aa and the last post pandemic era my IPK 3.79. ... ”*

**Excerpt 3:** *“ .... Oke aaa before the pandemic emm before the pandemic my IPK is 3.70 and during the pandemic 3.80 because aa in aa we have to learn from home or work from home and we focus on learning and learning in everyday so we can aa focus and learn and think in some some. There is no one aa can disturb us when learning eng in learning English use exactly aa and then so my IPK can in dec increase ok, and then in the post pandemic era why my IPK mmm yaa, down because there is a external factor not because of the technology because I, I have ammm aaa I have ya I have job and I have problem in my family, so it can disturb me to aa learning English, not because of the technology technology exactly educational technology I mean...”*

## **B. Discussion**

At this stage, we describe and discuss in detail the results of the research that has been carried out on lecturers and students in English Education Department of STKIP Paracendekia NW Sumbawa. Based on the research question, there are three aspects that are described and discussed as the current researcher found in this research, as the following below.

### **1. Kinds of educational technologies are used to learn English in the post-pandemic era**

Based on the results of the observations and interviews of those lecturers and students at STKIP Paracendekia NW Sumbawa especially at English Educational Department, there are several applications or tools of educational technologies that have been used in learning processes. Those are LMS or Moodle, Zoom, Whatsapp, KAHOOT, and Quizzes. One of those applications is as the basis or the main platform. The basis or the main platform of the educational technology at STKIP Paracendekia NW Sumbawa is LMS or Moodle. While, the others applications or tools are as the alternative ones to support the LMS application.

The presences of the alternative platform have an important role for LMS. Without them LMS is just like a tool document's sources and to generate quiz or other kinds of assignments. The LMS is an application which can change a learning media into a web form (Prakoso, 2005). Therefore, the supporting of those alternative application make the LMS become more attractive, compact, and comprehensive app. On the other hand, learning management system (LMS) role play is as a manager system which manage educational technologies that is integrated or linked to itself.

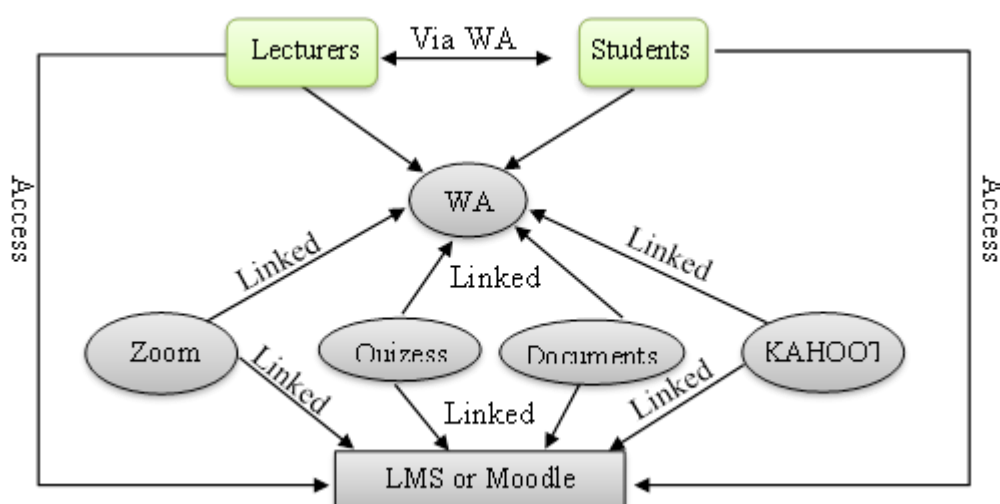
### **2. The Way of Educational Technologies Are Applied At STKIP PNW Sumbawa At Post Pandemic Era.**

The observations and interviews results of those lecturers and students at STKIP Paracendekia NW Sumbawa especially at English Educational Department show that the educational technologies are applied by combining them with LMS as the master or main platform of the educational technologies. The using of the educational technologies at

STKIP Paracendekia NW Sumbawa depends on their features that can be suitable with the learning process. The using of these educational technologies is technically described in the following paragraphs below.

The first tool is the main one, the Moodle. To use this app, the students and the lecturers must have Moodle's accounts. After having the account, the lecturer or student can access the app. For lecturers, in the Moodle, they can provide materials (documents or video) by attaching the link on the Moodle. Besides that, in the Moodle, the lecturers also can build any assignment or learning instrument such as quiz, essay or multiple choices questions, and something like that. And then the student can directly get the materials or do the assignments that have been provided by the lecturers.

Second are the supporting or the alternative apps or tools. The alternative apps of educational technologies are related to the materials, assignments, and the communication between lecturer and student. The lectures can build the materials, or assignments by others apps or tools. For example, the lecturer can provide video through zoom meeting recording. While, the learning material documents can be built by the usual apps (the Ms.office apps). Besides using Moodle to generate assignments, such as quiz, the lecturer also use others alternative tools, for example KAHOOT or Quizess app. The last but not least is the tool that can enable the lecturers and students to communicate each other. The tool is Whatsapp (WA). Whatsapp also is functioned to share current link for online class, such as zoom's, KAHOOT's, or Quizess's link and also as the attendance list of the online class which is relevant to Garrison *et al* (2010) in Gonzalez-Lloret *et al* (2021) who said that it is equally important in distance education for teachers to show social presence by communicating with students in online learning environments. In this case based on the explanation above, the way how educational technologies are applied are depended to the situation or the needs in running the online class. In this case, LMS is used more for managing the online class as whole and the alternative tools (Zoom, KAHOOT, Quizess, and Whatsapp) are used for strengthening or supporting the LMS as the main platform of the educational technologies. Diagrammatically, the using of these educational technologies can be shown as below.



**Diagram 1.** The Using of Educational Technologies in English Learning Process at STKIP Paracendekia NW Sumbawa

---

Diagram 1 tells us that the students or the lecturer only access WA (Whatsapp Group) or LMS (Moodle) in the online class. While the others apps can be accessed via these two apps (WA or Moodle).

### 3. The Impacts Of Using Educational Technologies For Learning English In The Post-Pandemic Era

The using of educational technologies at STKIP Paracendekia NW Sumbawa has a various impacts both lecturer and student. The impacts can be divided into two categories, positive and negative impacts. Based on the interviews' results, we can see one lecturer finds any negative impact or disadvantage of using educational technologies and another doesn't find any negative impact or disadvantage of the using of these educational educations. The same thing also happens to the students, they found negative and positive impacts. Off course the measurement of the categories depends on each subject of the respondent. In the following will be discussed further about the reasons whether the educational technologies cause positive or negative impacts.

Based on the interview's result, there is a lecturer of the research's respondents who said that the educational technologies have positive impacts despite of negative impact. On the other hand, she did not find any negative impact of using educational technologies. Generally, she has an opinion that using educational technologies are somethings that challenge her even she found any difficulties in running those stuffs. As the lecturer with initial "MI" said that as an educator we should be able to adapt ourselves with the era. These statements are strengthened by Salmon (2014) in Gonzalez-Lloret *et al* (2021) who showed that the adoption of technology in learning and teaching offers both opportunities and contingencies that require a high level of resilience from teachers and students. She enhanced that the negative impact in using educational technologies did not come from those technologies but it comes from external factor, for example from device quality, internet quality, and soon. So, she believes that educational technologies have only positive impacts in learning English.

Other results show that educational technologies have both positive and negative impacts. Based on the interview's results of three respondents which consist of one lecturer and two students, there are some positive impacts of the educational technologies in learning English. Those positive impacts are enable students to learn all the time (flexible), to keep the materials in a one platform (for example in Moodle) that can be accessed easily, learn not only the material but also the new application. While the negative impacts of using educational technologies are the difficulty of monitoring the learning process, boringness in online learning (caused the student can't meet face to face with lecturers and friends in conventional class), lack of understanding of the material presented (if compare to offline class), and learning in pure online class is not enough. These results are in accordance with the research result that based on an internal cost-benefit analysis said that the perceived benefits of technology and its complexity have both negative and positive impact on attitudes (Callimaci & Fortin 2022).

The impacts of educational technologies to the grade point average (GPA) are various to each student which depend on him/herself or the situation when the educational technologies are applied. For the student with initial "MH" said that her GPA during pandemic is lower compare to before pandemic, but increasing after pandemic. Accordi ng to "MH", the reasons are because learning English by using educational technologies in online based class can make her feel boring, and lack of understanding of the material which is presented via the technologies. Different with the student with initial "IC", her GPA during pandemic is higher compare to before pandemic, while during pandemic her GPA is decrease. According to "IC", the increasing of her GPA during pandemic is because of the positive impact of educational technologies that are used in her online class.

But the decreasing of her GPA after pandemic is because of external impact factor (for example, her job, family, and others) that wasted her times too much instead of the educational technologies impact.

## CONCLUSION

Based on the research findings and the discussion, we can conclude that some educational technologies are applied by the students in the English Study Program at STKIP Paracendekia NW Sumbawa (for example LMS or Moodle, Zoom, Whatsapp, KAHOOT, and Quizess). Those educational technologies are applied by combining them comprehensively instead of partially. Finally, the impacts of educational technologies for lecturer generally have more positive changes than the negative ones, meanwhile for students, the educational technologies have various impacts which depends on the student's ability and the situation.

## REFERENCES

- Akdon, R. (2007). *Rumusdan Data dalam Aplikasi Statistika*. Bandung: Alfabeta.
- Amanda, G. (2020, November 9). *Manfaat Penggunaan Teknologi untuk Pendidikan*. Retrieved Agustus 27, 2022, from [www.republika.co.id: https://www.republika.co.id/berita/qjj68s423/manfaat-penggunaan-teknologi-untuk-pendidikan](https://www.republika.co.id/berita/qjj68s423/manfaat-penggunaan-teknologi-untuk-pendidikan)
- Andri, R. M. (2017, February 1). Peran dan Fungsi Teknologi dalam Peningkatan Kualitas Pembelajaran. *Jurnal Ilmiah Research Sains* VOL. 3. NO. 1 , pp. 122-129.
- Anggito, A., & Setiawan, J. (2018). *Metodologi Penelitian Kualitatif*. Sukabumi : CV Jejak.
- Bogdan, R. C., & Biklen, S. (1990). *Qualitative research for education: An Introduction to theory and method*. Boston: Allyn and Bacon, inc.
- Bungin, B. (2007). *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik dan Ilmu Sosial lainnya*. Jakarta: Putra Grafika.
- Callimaci, A., & Fortin, A. (2022). Intended use of educational technology after the COVID-19 pandemic. *Journal of Further and Higher Education*.
- Gonzalez-Lloret, M., Canals, L., & Hoyos, J. (2021). Role of Technology in Language Teaching and Learning amid the Crisis Generated by the COVID-19 Pandemic. *Íkala*, 477-482.
- J. Moleong, L. (2013). *Metodologi Penelitian Kualitatif*. Bandung: PT.Remaja Rosdakarya.
- Jazadi, I. (2022, August 22). *Penggunaan Teknologi Pendidikan berbasis internet di STKIP Paracendekia NW Sumbawa*. (W. Martia, Interviewer)
- Lloret, M. G., Canals, L., & Pineda, J. E. (2021). *Role of Technology in Language Teaching and Learning Amid the Crisis Generate by COVID-19 Pandemic*. pp. 477-482.
- Miles, M. B. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications.
- Moleong, L. J. (2000). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Nasution. (1996). *Metode Research*. Jakarta: Bumi Aksara.
- Nightingale, P. (2014). What is Technology? Six Definitions and Two Pathologies. *SSRN Electronic Journal*.
- Rahardjo, M. (2011). *Metode Pengumpulan Data Penelitian Kualitatif*. (online): (<http://www.mudjiarahardjo.com>).
- Rahayu, I.T., Ardani,T.A. (2004). *Observasi dan Wawancara*. Malang: Bayumedia Publishing.

- 
- Salsabila, U., & Agustian, N. (2021, January). Peran Teknologi Pendidikan dalam Pembelajaran. *Islamika : Jurnal Keislaman dan Ilmu Pendidikan*, pp. 123-133.
- Supardi, K., & Eliterius, S. ( 2022 , 2-7). Strategi Pengadopsian Teknologi dalam Pembelajaran Integratif dan Kolaboratif Pasca-pandemi Covid-19. *Jurnal Literasi Pendidikan Dasar*, Vol. 3, No. 1,, pp. 35-50.