

CHALLENGES OF USING TECHNOLOGY IN LEARNING IN SPECIAL EDUCATION CLASSROOMS

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ABSTRACT

It is common knowledge that education today requires teachers to be more creative in delivering learning and teaching in the classroom. The rapidity of technology is now to some extent helping teachers find fresher ideas to conduct teaching in the classroom. The existence of various types of technology including gadgets, software, video applications and others are seen to be able to attract the interest of students in turn can achieve teaching objectives. However, some studies show that some teachers are less effective in the use of technology when teaching in the classroom. This to some extent shows a loss to student learning. The use of technology should be utilized and used properly because space and opportunities for access to technology are now readily available. In addition to speeding up the process of obtaining information, the use of technology also actually helps understanding and attracts students to learning. It is hoped that the findings of this study can help future researchers to conduct further research.

Keywords: challenges of using technology, learning, special education classrooms

I. INTRODUCTION

Before teachers decide to use technology in their teaching, several factors need to be considered in the selection of technology so that it is relevant to the level of students and can achieve teaching objectives (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa; et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). There are various forms of technology being produced to date. Therefore, researchers have focused this study on the factors that cause teachers to use technology when teaching in the classroom (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021). Among the key words in this study are factors, technology and classroom. Factors carry the meaning of the cause that is the reason for something. In the context of this study, factors are the reasons for the use of technology. Technology means the use of scientific applications. This means that every object is produced using the theory of science and if defined in daily use it is more of a modern and sophisticated gadget or equipment (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul. et al., 2021; Helme et al., 2021). In this study, the technology used necessarily revolves around gadgets, computers, software and video applications. Next is the classroom which gives meaning to space for the implementation of learning and teaching processes (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021).

II. METHODOLOGY

The method used in this study is a qualitative research method where the data collected does not involve the use of numbers (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). This qualitative study is a study evidenced through findings from the perspective of human beings who have experienced the experience (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). In simpler words, this study is based on the opinions and views of people who are the target group for a study (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021 Rohani et al., 2021). The data collected revolves around the understanding of the target group or respondents to a subject. This method can be done in various ways, such as

interviews, questionnaires, observations, the use of checklists, portfolios and many more. Fulfilling that purpose, the researcher has evaluated several questions related to the study as follows:

- i. How does technology affect teaching in the classroom?
- ii. What factors influence the choice of type of technology in teaching in the classroom?
- iii. What is the impact of the use of technology on the teaching process?

III. FINDINGS

In this study, the researcher has conducted interviews with the target group of three respondents consisting of teachers who teach in schools. In addition, the researcher has also collected several documents such as transcripts, worksheets and photographs as well as teaching records of teachers as support material to the interviews conducted. This coincides with the methods recommended in the qualitative research methodology. Interviews were conducted with three selected respondents. These respondents consisted of three teachers who taught in the same school but in different classes and levels. This aims to obtain more significant and broader data. Teachers are also selected based on the use of technology they apply when implementing teaching and learning in the classroom. Each interview lasted for 20 minutes. In addition to teaching experience and also the positions held by the teachers, they were also selected based on their interests and knowledge in operating ICT in school. These are teachers who will be referred by other teachers if they have problems in handling an ICT application in school such as uploading pictures, uploading videos, downloading videos, installing computer applications, minor damage to laptops, camera use and computer care. laptops as well as technological devices in schools. These teachers are also teachers who teach deaf students who really like the use of existing materials in their learning. In the interviews conducted, the researcher used open -ended questions when taking the respondents 'statements. This type of question makes it easier for respondents to give answers because it is not focused. The answers obtained are also divergent and not limited to specific answers only.

Interview Questions	Interview Answers	Code
Q: Technology is evolving rapidly nowadays. The world of education is also moving in line with this development. What does the teacher think about this situation?	R1: Yes. Good. I strongly agree with that statement. Emm ..indeed in today's world everything needs technology. It's like being a part of us. We want to move, use technology, we want to talk use technology, we play sports, there is technology. Even want to eat pounds, there is technology. Everything is there. It's up to us.	General View (U1/1)
Q: If we associate it with education. How do you see this?	R1: Education is also no less affected by the tempisnya. There are many benefits we get through technology. Most teaching is now computer -assisted. We have a lot of software related to education. Just Google, we will find many things to use for education. Ever heard of an e-book? That virtual world book. Read books on your computer. I think one day we won't be able to see the right book	Overview (U2/1) Technology Impact (K1/1)
Q: Yes, maybe one day everything will be in the computer. Now	R1: hehe. That's the woman's favorite. Easy. Congratulations. Fast. If the application in our	Technology Consequences (A1/1)
		Technology Impact (K2/1)

<p>shopping can use computers. No need to leave the house.</p>	<p>teaching, all that can be achieved. Learning can happen anywhere. Teachers at school, students at home can also study. Happy. But in terms of manners it is not good.</p>	
<p>Q: Yes. Why does the teacher think so?</p>	<p>R1: I also provide games. An interactive game where my students can answer some questions directly. When correct, the screen will show the correct signal. If wrong, the screen will say try again. Students will be motivated. Until there are those who want to do it many times because they want to get it 'right'.</p>	<p>Influencing Factors (F/1)</p>
<p>Q: That's right. Must be in line with our manners and customs in seeking knowledge. But as long as it is beneficial, the use of the technology is still not wrong. My teacher's comment.</p>	<p>R1: Like me. Lots of things to consider. Firstly. We ourselves need to make sure we know how to use the technology. Like the game before, I need to know how to use it first. Otherwise, the teaching will be disrupted when I try to use it myself. Both levels of students. We look at the level of our students. If you make a powerpoint with slides that do not need many words, this will interfere with students' interest. Place relevant only. if you want to put a picture, put only the relevant picture. later if there are too many, students cannot focus.</p>	<p>Technology Example (C1/1) Technology Example (C2/1)</p>
<p>Q: Ok. I saw earlier that the teacher uses many applications of technology in the teacher's teaching. Can you tell me a little bit about the teacher's teaching earlier. Focus on the use of technology.</p>	<p>R1: Yes. This needs to be addressed. Deaf students love pictures, videos. Take into account this factor. These students are now advanced. More advanced than her teacher. Haha. He is good at using computers, tabs, so we use tabs, computers to teach him something. It's easy, isn't it. Instead of them playing indefinitely.</p>	<p>Influencing Factors (F2/1) Technology Example (C3/1)</p>
		<p>Influencing Factors (F3/1)</p>

Table 1: Coding of Interview Script R1

Upon completion of the coding process for R1, the researcher continued coding the transcript of the R2 interview. The coding remains the same i.e. the coding according to the theme. The resulting themes are such as Impact of Technology (K), General View (U), Consequences of Technology (A), Examples of Technology (C), Influencing Factors (F) and Challenges (B). The following is the coding for the transcript of the R2 interview.

Interview Questions	Interview Answers	Code
Q: Ok teacher. As we all	R2: Good. When it comes to	Overview (U1/2)

<p>know, technology and education today seem to be closely related because the educational environment today is very different from the educational environment before. Can you give your opinion in this matter?</p>	<p>technology, everyone will love it. Because it makes it easier for people. Want to go far away for example, we have the technology of cars, motorcycles, airplanes. A far away place, we can reach in a short time. Then, if we do not know the way, we have a wave that will help us show the direction. Easy to say, everything is technology. World of today is thw world of technology. So, it is a bit lame or weird if education does not go through that phase. Understand what I mean? All things use technology. Why not education? The start of everything. We step back. From kindergarten to university, nowadays use technology. Don't be a frog under the shell. We lose ourselves.</p>	<p>Technology Impact (K1/2) Technology Example (C1/2) Technology Example (C2/2) Influencing Factors (F1/2)</p>
<p>Q: I also agree with the teacher. Ok. Can you name some examples of the use of technology in education?</p>	<p>R2: Ok. You remember we used to have OHP? There is a light. That is also technology. Time just came out first, it Looks great and up to date. Not anymore. We already have the VLE Frog that the government introduced. E book. Just want to google. Hehe. Then, each school has its own computer lab. Can access directly. Now students are supplied with notebooks by the government. Thats technology. Enough access. It's just possible that some students are ready and some are not.</p>	<p>Technology Example (C3/2) Technology Example (C4/2) Technology Example (C5/2) Influencing Factors (F2/2) Challenge (B1/2)</p>
<p>Q: In the previous lesson, what did the teacher use?</p>	<p>R2: Good. Today I have some skills to send the ball and run. I used the video to show the correct way in doing the technique of sending the ball and running. From there the student can clearly see the correct way to do the delivery. Deaf students, you understand. Everything we have to show in front of our eyes.</p>	<p>Technology Example (C6/2) Technology Impact (K2/2) Influencing Factors (F2/2)</p>

	<p>Can't talk, just a signal. I just want to do a demonstration. But this student prefers videos, pictures. So I use this method. Pupils love and understand.</p>	
<p>Q: In terms of selection criteria. I mean why do teachers choose technology approaches especially video in teacher teaching?.</p>	<p>R2: The use of technology is influenced by various reasons. If seen in my class earlier, it has to do with students' understanding. I chose to show the video because my students needed it so. Like me mentioned earlier, my students are deaf students, their way of learning is what they see. That is what they will do and they will easily understand. After all, the development of my students related to this technology is actually ok. They already know about tabs, laptops. When I use this approach, they prefer it. Instead of drawing on a whiteboard, I'd rather show a video</p>	<p>Influencing Factors (F3/2) Influencing Factors (F4/2)</p>
<p>Q: In addition to the student factor, are there other teacher factors?</p>	<p>.R2: I choose to use technology in my teaching because it makes it easier for me. I just need to search the internet, download and show it to the students me. Save time. Understand that nowadays everything needs to be fast. I want to save time. Pupils can also know exactly about something. Distance learning can happen. Students can also learn what their peers in other countries learn</p>	<p>Influencing Factors (F5/2)</p>
<p>Q: Ok. That's right. So, what is the impact of the use of technology in education today?</p>	<p>R2: What I want to mention here is that it can prepare students for the outside world. As we all know, every job mostly requires skills in using technology. If it's ok at school, then it's ok later. In particular, teaching in the classroom if using technology will increase students' understanding of a topic. Students are more interested in learning, exploring,</p>	<p>Technology Impact (K3/2) Influencing Factors (F6/2) Influencing Factors (F7/2)</p>

	student motivation is increasing. And most importantly, it simplifies the teacher's job. Concise.	
Q: Ok finally. Challenges in the implementation or use of technology in education.	R2: A significant challenge is to provide students with the basics of the use of technology and their knowledge of technology. There are students who do not know how to use a computer. They don't have a computer at home. For those who do, the way they access is also a challenge. There are also many negative things that surround the world of technology. If left unchecked, we will face problems	Challenge (B1/2) Challenge (B2/2)

Table 2: Coding of Interview Transcript R2

The table above is the coding process resulting from the transcript of Respondent 2's interview. The coding process still uses the same method. To better understand it, the researcher has set a number space on the coding process made. The researcher continued the coding process on the interview transcript for R3. It is done after the coding process of the R2 interview transcript is completed. Using the same method as before, the coding for R3 is as shown in table 3 below:

Interview Questions	Interview Answers	Code
Q: The world of education now needs teachers and students to be sensitive to the passage of time which demands that we master technology well. This is because every thing that is done by the majority requires technology, including in the world of education. My teacher's comment.	R3: Alhamdulillah. The advent of technology has greatly changed our educational landscape. Everything moves fast and facilitates the transfer of knowledge. With the advent of technology, we will move forward in tandem with other countries through effective education delivery. Honestly, I very much agree and am thankful for this technology of grace from God.	General View (U1/3) Impact of Technology (K1/3)
Q: In short, teacher. What is the role of technology in education?	R3: In my opinion, technology is a medium to transfer knowledge from teachers to students. Facilitate understanding and make a learning topic more interesting	Technology Impact (K2/3) Technology Impact (K3/3) Technology Impact (K4/3)
Q: Good. We focus on the use of technology in the classroom. Can you share what you used during the teaching	R3: Emm ..yes. I just taught Malay to my first year student. Sorang je dia in class. Special education classes like this. I use	Example (C1/3) Influencing Factors (F1/3) Influencing Factors (F2/3) Influencing Factors (F3/3) Influencing Factors (F4/3)

<p>process.</p>	<p>language games through my tablet. I downloaded the game from the google play application. It is very easy to use where it helps students learn to spell and compose sentences correctly. I always use google applications during teaching because they are free and easy to find. School internet is also ok.</p>	
<p>Q: Ok. I can see how the teacher used it on the teacher's students earlier. Does it work as the teacher expects. Does it achieve the learning objectives?</p>	<p>R3: Overall, Alhamdulillah, it achieved the goal. My student also loves the game and he understands the use of the technology. And most importantly, students understand what I want to convey in today's learning</p>	<p>Technology Impact (K5/3) Influencing Factors (F5/3)</p>
<p>Q: Alhamdulillah. Ok. What are the factors that cause teachers to use technology in the classroom and teacher teaching?</p>	<p>R3: Actually it's free. Hehe. Interactive games like these language games are very interesting and exciting. If the answer is correct, then praise is given. If wrong, motivation is given. This makes the teaching more interesting. In addition, students will also be easy to understand and interested in continuing learning. I chose to use a tablet because of the size of the class and my student is only one. So it's appropriate that I use this tablet. One more thing, this technology as the researcher mentioned earlier is a current demand. Saving. If we do not use technology, it is as if we are left behind. After all it is not difficult to access. The school has prepared everything, we just have to use it. which is important in the end turning to the student's understanding. That's what's important.</p>	<p>Influencing Factors (F6/3) Influencing Factors (F7/3) Influencing Factors (F8/3) Influencing Factors (F9/3) Influencing Factors (F10/3)</p>
<p>Q: Finally. Can the teacher give perhaps some of the challenges faced to realize the desire to use technology in education?</p>	<p>R3: um ..the challenge is .. in terms of preparing students for their knowledge. There are students who are not yet proficient or do not know the basics of technology. Another role of the government in providing technology -related</p>	<p>Challenge (B1/3) Challenge (B2/3)</p>

infrastructure in schools.

Table 3: Coding of Interview Transcript R3.

IV. DISCUSSION

The following is a breakdown of the theme based on the coding that has been made. Each of these themes is elaborated in detail through the coding that has been made. The resulting theme is based on the transcript of the interview that has been constructed and matched to answer the research questions. In all three interview transcripts there are similarities in several aspects. Then each of the same aspects has been coded into an appropriate theme. The researcher explains each theme with examples. All 6 themes were detailed based on interview transcripts. As the researcher has listed in the previous section, the themes obtained are as follows:

- i. General opinion
- ii. Impact of Technology
- iii. Consequences of Technology
- iv. Factors Affecting Technology
- v. Examples of Technology
- vi. The challenge

Researchers have also collected several documents in support of the interviews conducted. These collected documents provide an in-depth understanding to the researcher to analyze each material obtained. The documents in question are journals related to this study, student worksheets, teacher teaching record books and also some pictures during the teaching. The selection of journals related to the title is intended to further validate the ongoing study based on several studies that have been conducted by other researchers. In addition, the journal also helps the researcher to understand the title and relevance in more detail. From several journals that have been thoroughly researched, the researcher can do the analysis better.

In addition to journals, teachers' teaching record books are also used as data collection materials for researchers. Through this teacher's teaching record, it can be known the lesson plans that take place in the classroom as well as the learning objectives to be achieved in the session. These teaching records also show the materials and tools used by teachers during the teaching process. This record book is an important material for every teacher in recording all the details of their teaching every time they carry out the teaching process. Therefore, this selection is relevant for identifying the materials or technologies used in their teaching. During the teaching process as well, the researcher took some pictures regarding the use of technology in the classroom. The photographs can be used as evidence for analysis. In addition, student worksheets as well as teacher teaching slides were also collected by the researchers for analysis. All of these documents give researchers more options to analyze the data obtained. Here are pictures of the researcher's observations, student worksheets and also the teacher's teaching record book. All these documents are data that have been collected for analysis.

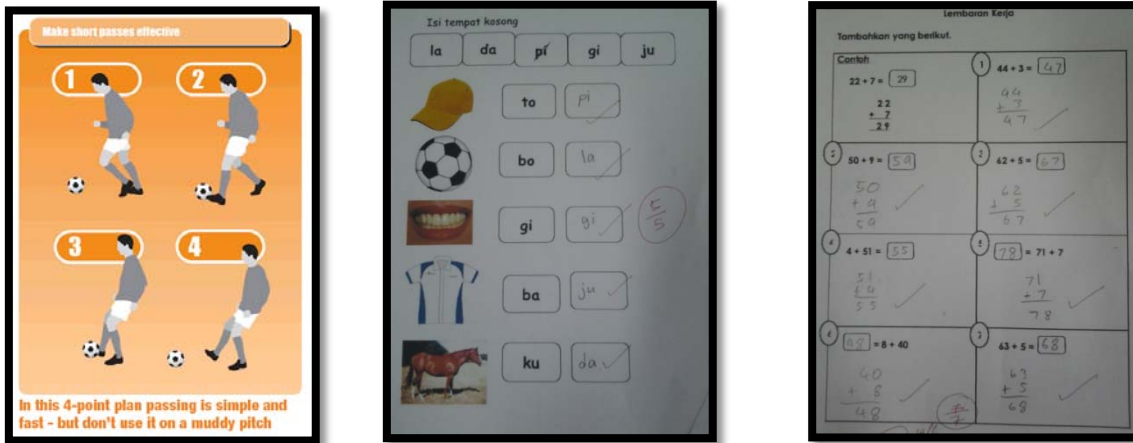


Figure 1: Student Worksheet



Figure 2: Learning Activities

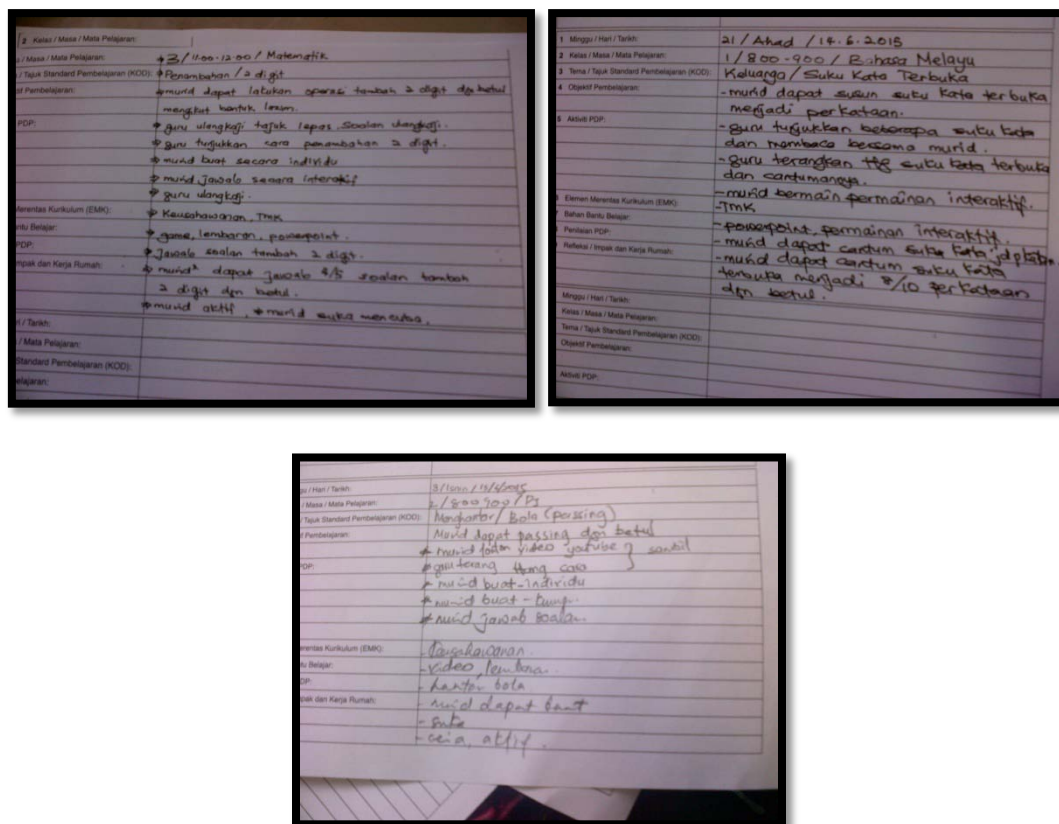


Figure 3: Teacher Teaching Record

V. CONCLUSION

Along with the rapid development of technology, the influence of the use of this technology began to spread to schools and generally to the classroom. According to Roy P. (2005) in his study that there is a surprising scarcity of software that can facilitate teaching and enhance the learning process in the classroom. Up until recently, instructors and students have had to rely primarily on PowerPoint, browsers, applets, and Journal to help them take advantage of the equipment so readily available. Pupils are also exposed to various forms of technology in their daily lives. Therefore, it is very desirable if this technology is used also during teaching and learning so that the channel of its use becomes more meaningful, not just for entertainment alone.

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