Technology Challenge: EFL Teacher Experience Teaching Online at Kindergarten

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ABSTRAK

Penerapan teknologi pembelajaran online membuat tantangan berat bagi guru bahasa Inggris sebagai bahasa asing (EFL) di TK, yang mengakibatkan hasil pembelajaran terabaikan. Berbagai macam alat terbaru dan teknologi pembelajaran online yang tepat tersedia secara luas, tetapi keterbatasan kemampuan guru dan siswa EFL tidak dapat mengikuti perkembangannya. Penelitian ini bertujuan untuk menganalisis bagaimana tantangan guru dan siswa EFL menggunakan teknologi pembelajaran online berdampak pada kualitas output di taman kanak-kanak. Data untuk penelitian ini bersumber dari pemilik TK, kepala sekolah, dan 12 guru EFL yang memiliki pengalaman cukup banyak di dua TK swasta. Pengumpulan data dilakukan melalui observasi, dokumentasi, dan wawancara. Analisis data dilakukan secara induktif manual dengan pembuat model yang dimulai dari pengumpulan data, reduksi, penyajian data, dan verifikasi. Hasil studi menunjukkan bahwa pentingnya teknologi tepat guna yang tidak dapat digunakan oleh guru dan siswa EFL telah mengakibatkan penurunan kualitas hasil yang berdampak global. Dampak pendidikan anak di Taman Kanak-kanak mempengaruhi pendidikan formal selanjutnya, yang seharusnya mengikuti tuntutan perkembangan ilmu pengetahuan dan teknologi di masa sekarang dan masa yang akan datang. Kondisi ini tidak mengejar visi, misi, dan tujuan pendidikan. Pada saat yang sama, penelitian ini membutuhkan pemecahan masalah berdasarkan pembelajaran berbasis masalah, dan guru yang unggul harus menguasai Technological Pedagogical and Content Knowledge (TPACK).

ABSTRACT

The application of learning technology makes a severe challenge for the English teachers as a foreign language (EFL) at Kindergarten learning online, which results in neglected outcomes. Various kinds of the latest tools and appropriate online learning technology are widely available, but the limited ability of EFL teachers and students can't keep up with the progress. This study aims to analyses how the challenges of EFL teachers and students using online learning technology impact output quality in kindergartens. The data for this study were sourced from the owners of the Kindergarten, the principal, and 12 EFL teachers who had considerable experience in two private Kindergartens. Data collection is done through observation, documentation, and interview. Data analysis is manually inductive with model producer which started from data collection, reduction, data display, and verification. The study results show that the importance of appropriate technology that EFL teachers and students cannot use has resulted in a fall in the quality of outcomes that have a global impact. The impact of children's education in Kindergarten affects further formal education, which should follow the demands of the development of science and technology in the present and the future. This condition does not pursue the educational vision, mission, and goals. At the same time, this study requires problem-solving based on problem-based learning, and excellent teachers must master Technological Pedagogical and Content Knowledge (TPACK).

1. INTRODUCTION

Technology that should be a supporter of learning has become a challenge for EFL (English as a Foreign Language) teachers and students in Kindergarten. The challenge of appropriate technology is a severe demand for EFL teachers and students during the pandemic, which has not been seen as a practical learning system (Suprianto et al., 2020; Wang et al., 2013). The inability of teachers to overcome these

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challenges has implications for the decline in the quality of outcomes. In online learning, teachers must be competent in integrating technology in the teaching and learning process through connected devices, such as smartphones, tablets, and netbooks (Chust et al., 2013; Vagg et al., 2020). The technology competence and experience of pre service teachers mediate the relationship of technology ownership with their TPACK self-efficacy beliefs (Ayyakkannu, 2018; Sevda Yerdelen-Damar, 2017). Thus, EFL teachers who must master Technological Pedagogical and Content Knowledge (TPACK) can increase teacher professional competence in line with global demands for education. EFL teacher learning shows urgent issues to be studied, the challenges in online education (Atmojo & Nugroho, 2020; Lutviana & Mafulah, 2021). Some of the difficulties reported by teachers were similar to those written by students, such as time management, teaching methods, lack of technological support and motivation, and lack of knowledge of the online teaching media (Efriana, 2021; Fani et al., 2013). Teachers must understand the online learning process within the technological pedagogical content knowledge (Syauqi et al., 2020; Yang & Lai, 2020). Several appropriate technologies that should be used can overcome problems during this pandemic but cannot be used effectively in certain areas and times. Tools, such as *moodle system, google classroom, youtube, Facebook, streamyard, obstudio, google drive, google meet, jitsi meet, Microsoft teams, zoom video communications,* and WhatsApp *messenger* (Indrayana & Sadikin, 2020; Nascimento & Neto, 2020; Qekaj-Thaqi & Thaqi, 2021). EFL teachers in Kindergarten must meet the demands of learning achievement by the curriculum that must be implemented. EFL teachers have used the most effective learning strategy to achieve maximum learning goals in Kindergarten, but it doesn't seem as effective when done offline. Thus, maximum efforts to use appropriate learning technology by EFL teachers should be made.

Offline learning systems to online make changes in all elements of education, both educators, students, and educational facilities, including appropriate technology (Goldschmidt, 2020; Nurdin & Anhusadar, 2020; Onyema et al., 2020). The application of technology in online learning during the pandemic must be significantly adjusted to the needs, and teacher professionalism is a demand, including learning technology (Onyema et al., 2020; Spoel, L, V & Al., 2020). Some teachers seem to stutter on appropriate technology, are not ready, and experience many problems that impact learning processes and outcomes, such as technology in online learning (Chick et al., 2020; Churiyah et al., 2020). Teacher unpreparedness significantly affects students, including teachers who teach English in Kindergarten. The limited educational facilities and infrastructure make the problem complex, and online learning is ineffective (Bahasoan et al., 2020; Robandi et al., 2019). Education management and teachers supported by appropriate technology must be prioritized (Alqahtani & Rajkhan, 2020; Morgan, 2020). Thus, online learning for EFL teachers is a priority focus of the study that shows the nature of events, factors, and implications. Many obstacles faced by EFL teachers in carrying out offline learning in Kindergarten took place. This study shows the reality faced by EFL teachers at an advanced Kindergarten that has just been studied, in contrast to several previous studies which, despite the limited infrastructure, to the economy (Agung & Surtikanti, 2020; Lassoued et al., 2020; Nehe, 2021; Gaddafi, 2020). The problem of teacher competence and students in using technology shows complex issues. The biggest obstacles EFL teachers face are signals, infrastructure, assistance to parents of students, and limited internet access (Habibi, 2016; Rayuwati, 2020). The challenges EFL teachers face demand attention and solutions from stakeholders and accompanying parents in online learning at Kindergarten. Obstacles EFL teachers face at Kindergarten must be given special attention because they impact the output that is the basis for the future of our students. Thus, the obstacles faced by EFL teachers in Kindergarten must immediately be given a meaningful solution to make them more potent as professional human resources.

Online learning is still required to produce quality output as the basis for the future of students in Kindergarten. Learning has not run effectively. The impacts of teachers who are not ready for online learning due to poor understanding of appropriate technology as a means of online learning (Karuniasih, 2022; Nurdin & Anhusadar, 2020). EFL teachers who are incompetent and do not meet expectations in online learning, are the stakeholders and communities involved, and solutions must be provided immediately to be productive. As a result, teachers are competent and professional in using appropriate technology for outcomes. Online learning is not yet effective, as there must be a change in the system, use of technology, and motivation, in their learning to prioritize quality output (Syauqi et al., 2020; Yuzulia, 2021). Thus, the output of online learning must be prioritized by EFL teachers at Kindergarten so that the main objectives of learning at Kindergarten are realized effectively. The impact of an ineffective online learning system is a severe challenge to EFL teachers in Kindergarten. Still, it must be supported by various other related elements because of the necessity that education is a shared responsibility. The effectiveness of online learning, uses appropriate technology, has adequate competencies, and the outputs are expected to be learning priorities. Proper technology is a demand for supporting the quality of learning, and the quality of the e-learning system also has an effect (Almaiah et al., 2020; Baber, 2021).

The weakness of online learning in Kindergarten is caused by the lack of technology and the competence of EFL teachers. Thus, for online learning in Kindergarten to be effective and quality output, it must be supported by the availability of appropriate technology, trained EFL teachers in the use of technology, and equipped with adequate English competence (Almaiah et al., 2020; Baticulon et al., 2021; Fabito et al., 2020). The purpose of this paper is to complement the shortcomings of previous studies on the use of online learning technology, which did not show some appropriate dimensions of online learning technology for EFL teachers in Kindergarten. This study aims to analyses how the challenges of EFL teachers and students using online learning technology impact output quality in kindergartens.

2. METHOD

This research is qualitative and relies on online communication data. Qualitative data on appropriate learning technology used in online learning for EFL teachers in two kindergarten schools. Qualitative data on using EFL teacher learning technology in kindergarten can be obtained through WhatsApp, telephone, interviews, and online questionnaires to participants. They are a well-known Kindergarten (TK) management group, professionally managed and located in Yogyakarta. As participants in this study, data were obtained from stakeholders, owners, and EFL teachers at bona fide kindergartens in Yogyakarta, Indonesia. The two kindergartens are Mutiara Plus Kindergarten and RA Ar Rafif. These two kindergartens are managed by senior lecturers in the PAUD field and have even served as National Assessors and supervisors for International Curriculum courses in the PAUD field. So it is appropriate to be used as a place for this research. Participants in this study involved EFL teachers at two kindergartens in Yogyakarta, Indonesia. English learning in Kindergarten *is* problem-*based learning,* with *TPACK* should still simple, and there are some obstacles caused by a change in attitude to the online learning system that affects the output. Data collection is done through observation, documentation, and interview. Data analysis is manually inductive with model producer (Miles et al., 2014), which started from data collection, reduction, data display, and verification. Data analysis was also carried out to build an interpretation consisting of restatement, description, and interpretation. Besides that, online EFL teacher learning in kindergarten with technology is done. Since the beginning, qualitative data has been obtained about teachers and students involving parents of students, principals, and stakeholders in Kindergarten through WA, telephone, questionnaires, and interviews.

3. RESULT AND DISCUSSION

Result

Results of the study show that English online learning is not done with maximum or no effectiveness. Factual, the EFL teacher uses many types of proper technology in kindergarten. However, they face challenges in using these modern technologies in English learning. Strategy for resolve thing the with float competence teacher self, develop learning and weave cooperation with parents. The following will present data and the discussion in three main sub-discussions. Here is the result data questionnaire about the level of success in English learning in kindergarten carried out online in Figure 1.
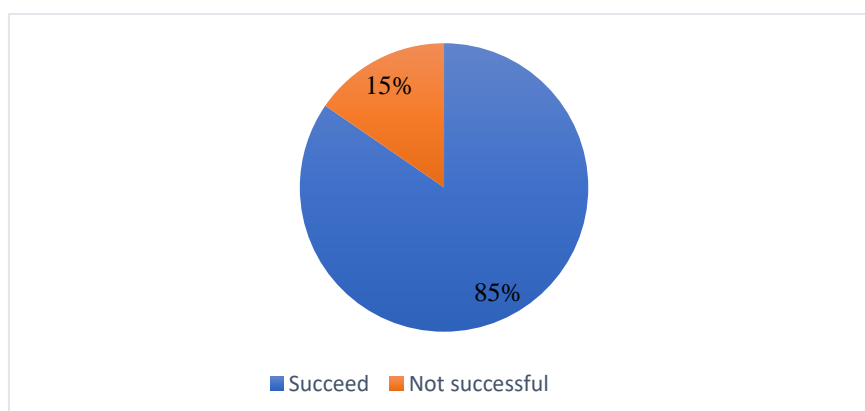

Figure 1. The success rate of learning English Online

Base on the data in Figure 1 shows that learning English in kindergarten is not successful and proven online. Only 15.4% of respondents stated success. At the same time, 84.6% of respondents said

that learning English in kindergarten is not successful. Temporary, the questionnaire data that the researcher earns about level EFL teacher satisfaction in online learning will be served in Figure 2.
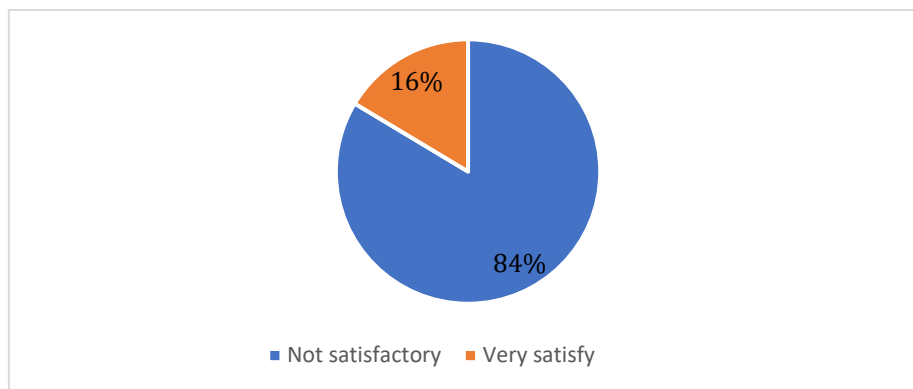

Figure 2. EFL Teacher Satisfaction Level in Online Learning

Figure 2 shows that most kindergarten EFL teachers are dissatisfied with online English learning. As many as 83.6% of teachers said they were fasting, while 16.4% said they were not satisfied. This figure shows a considerable difference. The failure of online English learning activities is because many children have difficulty. These difficulties will be presented in the Table 1, which the researcher obtained from the questionnaire.

Table 1. Difficulties of Children Learning English Online

Statements	Coding
*Children are not in the mood and lack enthusiasm in participating in learning	Not in the mood
*Before the pandemic, children were slightly introduced to English learning, referring to videos from YouTube.	Video from Youtube
* Children have difficulty understanding what I mean in English and imitating	It's hard to understand
*Teachers are hard to teach	Difficult to teach
*Children understand a little about the learning material delivered online	Little understanding
* During the pandemic, children's skills decline, often forget.	The pandemic period is decreasing
*Children's English learning outcomes depend on habituation, less	Less learning
* Unsatisfied because students cannot understand what is explained	Unclear
*Can't understand one or two words in English	I don't understand English
*Children have difficulty learning and memorizing English vocabulary	hard to learn English

There are many impacts On English learning online. The result consists from effects positive and negative. Data about Thing the will be served in Table 2.

Table 2. Impact Positive Online Learning Pandemic

Statements	Coding
Impact Positive online learning during the pandemic	
Increase knowledge about technology	Technology
Easy to convey material to children	Convenience
Increase intimacy between parents and children to synergize with each other	Familiarity
Children can find other references and can use technology	Reference
Students can recognize English vocabulary even though only a few	Vocabulary
The negative impact of online learning during the pandemic	coding
Not effective because it needs to adjust the time	Ineffective
Learning is not independent, and parents have limited facilities and infrastructure	Not

Statements	Coding
Impact Positive online learning during the pandemic	
	independent
Children like to hold and play cellphones, and if they are disobeyed, sometimes children become fussy	Undisciplined
Disturbing the eyes, and children sometimes don't know the time when accessing	Lack of health
The process of delivering material is not optimal	Not optimal

EFL teacher online learning has experienced a change in how it is taught. Changes in online learning for EFL teachers pose obstacles that teachers must face during the learning process. The changes have given special attention to EFL teachers in online English learning. The teacher must overcome the challenges that arise in online learning in various ways and strategies. On the other hand, online learning also has positive and negative impacts. The changes that occur need to be considered by the teacher to be used as evaluation material. Based on the changes that arise, there are obstacles that the teacher must overcome. Teachers must be able to overcome these obstacles in various ways or strategies. In addition, the impact of online learning on EFL teachers needs to be described as a form of evaluation in online education. Online learning in Kindergarten is of particular concern to teachers. Online learning of English during the covid pandemic has caused various polemics. Evidence of online learning experiencing changes is shown in the Table by R2 that "less interest in learning". The other changes in online learning are shown in data by R3 that "English vocabulary is decreasing". Data also shows that the obstacles that occur in R4 are "ecause there is no face to face, so it is difficult to explain in English". Then the teacher's way of dealing with this is to need other people as a form of assistance in online learning. The impact of online learning defines positive and negative effects. The negative implications conveyed by R3 were" The negative impact of online learning is that children like to hold and play cellphones and if they are not obeyed, sometimes children become fussy". Apart from having negative impacts, there are also positive impacts. The positive impact stated by R5 is that "Students can recognize English vocabulary even though only a few". Based on the above, it presents the research results related to online learning in Kindergarten.

Online learning has shown that the educational responsibility of the institution or school has shifted to personal responsibility, namely the involvement of parents in it. Students must face online learning without school assistance. The success rate of learning English online determines student learning outcomes. In this case, the teacher's role is needed to increase the success rate, which still has a small percentage of success. Online learning makes it difficult for teachers to carry out the learning process at home. Difficulties in communicating create gaps in teaching and learning to be inefficient. The success rate achieved is in a low category. Because they don't meet face-to-face, it makes teaching difficult. Learning is done by referring to videos from *youtube.* EFL teachers strive to learn English with different types of strategies and models. Various variations are sought by the teacher, namely through the manufacture of teaching materials in English-language videos, pictures, and sounds in English. The efforts referred to the level of teacher satisfaction in online learning. The story of satisfaction of the EFL teacher in learning English is still in the low category. The EFL teacher states this is because of the lack of habituation to learning English in the home environment. Thus, online learning strategies or models must be pursued by adjusting the technological capabilities and human resources of teachers, students, and accompanying orangutans. The low success rate makes teachers work hard to pursue online learning during the pandemic. The success of learning English shows a small percentage of 15.4%. Problems occur in the field because online learning has difficulty communicating. R1 stated that "Learning is done directly and indirectly. The process and the results are different. Children tend to be able to master faster when done together with study friends. This is because children become more in the mood and enthusiastic about participating in learning. Furthermore, efforts were also made by the teacher by looking for simple media to practice English vocabulary. This has an impact on the level of teacher satisfaction during online English learning resulting in dissatisfaction with a percentage of 83.6%. This dissatisfaction, judging from the current situation and conditions (pandemic period), is natural if skills decline, children often forget. Thus, several teachers' efforts are expected to increase the success rate of online learning. Based on the results study, there is some type of technology used by EFL Teachers in English learning online. The following data can be seen in Figure 3.
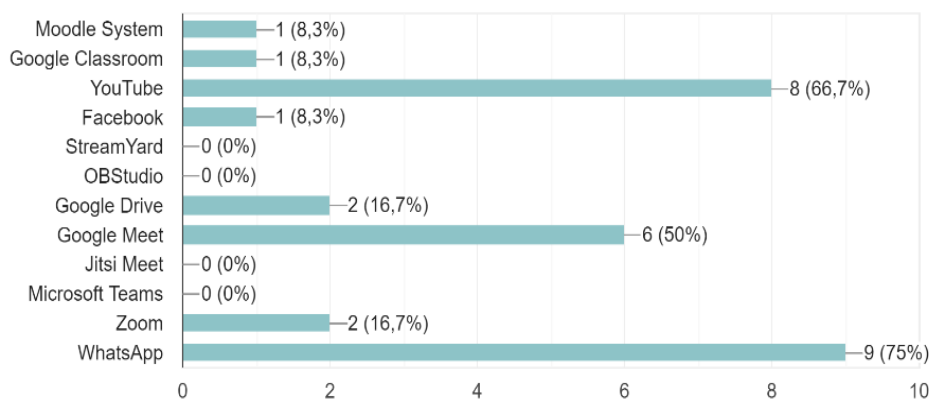
Figure 3. The Technology Used by EFL Teachers in Teaching English

Based on the data in Figure 3, there is some t right technology that EFL teachers use in English learning online in kindergarten. Composed of WhatApp, Youtube, Google meets, Google Drive, Zoom, Moodle System, Google classroom, Facebook, and so on, it cannot be used optimally by EFL teachers in Kindergarten due to limitations. Infrastructure, and source power human, EFL teachers, students, and parents of students. The data shows evidence that WhatsApp gets the highest percentage compared to other technologies.

They are online learning technologies conducted by EFL teachers teaching English in Kindergarten. There are many tools as infrastructure for EFL teachers to deliver learning to Kindergarten students from home. Still, they are very much dominated by WhatsApp and YuoTube, which can be used for studying from home. As shown in Figure 4.
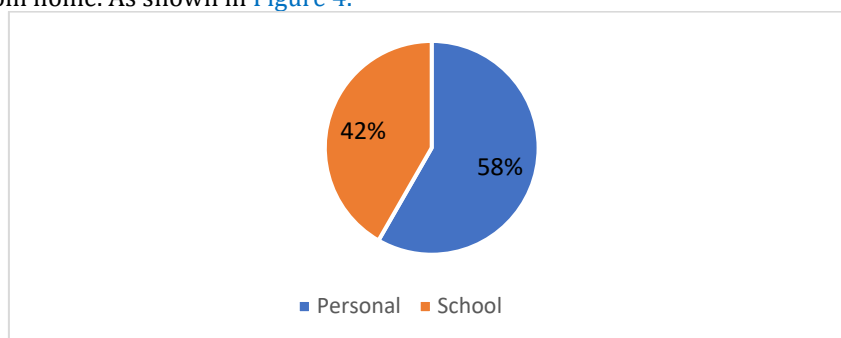

Figure 4. Facilities EFL Teacher Technology

Base on Figure 4, in this case, the lack of available infrastructure from schools (only 41.7%) must be supported more independently by EFL teachers (5 8.3 %). Several factors become why EFL teachers use technology. The data the researcher earns from the questionnaire by respondents are in Table 3.

Table 3. Reasons for EFL Teachers to Use Technology

Statements	Coding
More familiar among children and parents	Familiar
Easy, affordable, and interesting	Easy, affordable, attractive
Easy to access, many choices of genres/themes introduce the correct use of technology to children	Easy B many theme choices
More familiar, can create groups quickly, and the majority of guardians have almost everything	Familiar
Easier to access by parents and children	Easy
Can communicate with students directly	Communicative
Often used, children can operate on their own	Easy
Media zoom/meet can interact with children even through the screen.	Interactive
Interesting for children, Visual and audio fun	Interesting
During the WhatsApp pandemic and YouTube tutorials, the solution is to be able to communicate with students and parents	Solution

From the coding process in Table 3, EFL teachers use technology: familiar, accessible, affordable, attractive, many choices of themes, communicative, interactive, and solution. Why do EFL teachers use technology in English learning during a pandemic? Appropriate technology is expected to bridge communication between teachers, students, and parents. Based on the data that the researcher obtained from the questionnaires filled out by the respondents, there are several obstacles EFL teachers face in using technology, which is presented in Table 4.

Table 4. Constraints of EFL Teachers in Using Technology

Statements	Coding
Indirect signal and communication	Constraint Internet
English teaching is not optimal	Not effective
Internet network, limited time, ability to use technology for parents	Constraint Internet
singing English songs directly in front of children	Not effective
It's hard to explain in English	Not effective
Need help from others	Skill technology low
Need parental help in accompanying children's learning	Skill technology low
I need help from other people to help explain	Skill technology low
The help of others (communicated for the best solution	Skill technology low
Parents who play an active role in the child's learning process tend to be passive.	Not effective
Less interest in learning	Not effective
Decreased English vocabulary	Not effective
Changes in children's lack of focus on learning	Not effective
The teacher can't see the child's expression directly	Not effective
The teacher does not have a bachelor's degree, English	teacher's competence is lacking
The teacher does not have a bachelor's degree in English	teacher's competence is lacking
Teachers don't lecture	teacher's competence is lacking
The teacher only study with four tutors and minor courses (Supplementary Courses)	teacher's competence is lacking
The teacher only studies through foreign language courses	teacher's competence is lacking
The teacher has little experience in the Study Period	teacher's competence is lacking
Teachers learn independently from Social Media	teacher's competence is lacking

From Table 4, that has gone through the coding process it can be seen that there are several obstacles EFL teachers face in using technology which are grouped into three main challenges. Obstacles consist of internet problems, no effectiveness, and low-skill technology.

Strategy Use Technology Appropriate Use Kindergarten EFL Teachers

Kindergarten EFL teachers use several strategies to use technology During online English learning. Questionnaire data is show in the Table 5.

Table 5. Strategy Use Technology

Statements	coding
Communication with parents to get used to English vocabulary for children even though it is simple	Cooperation with parent
Study diligently and thoughtfully through the internet and books at school	Develop competence self
Inserting English learning in each learning theme	Develop learning
Provide video material in English	Develop learning
Explanation of English vocabulary through pictures and sounds	Develop learning

Appropriate Use Kindergarten EFL Teacher

From the data in Table 5, it can be concluded that Kindergarten EFL teachers use three strategies in using technology during online learning. First, the teacher seeks to develop self-potential. Second, the teacher tries to extend learning in the teaching and learning. Third, teachers collaborate in helping students in the learning process.

Discussion

This paper shows that it turns out that the *online learning technology* used by EFL teachers in teaching English during the pandemic is only a few *tools* that are considered the easiest: WhatsApp, *zoom meetings*, and *google meet*. In addition, there are various obstacles to implementing the online learning technology, namely the limited ability of EFL teachers to use new online technology, limited infrastructure, and the limited capacity of students/parents to use technology. Then, learning English during the pandemic proved to be less effective, not as effective as when learning took place offline. This is because online learning technology cannot be used optimally. The results of this study indicate a consequence of the change in the online learning system because of the pandemic. These consequences make EFL teachers use appropriate technology so that English learning can run optimally. Another consequence is EFL teachers' obstacles when adapting to the new learning system. This, of course, also results in the impact of learning output. *EFL teachers use online learning technologie*s in teaching English during the pandemic, even though many kinds of technology can be used in online learning. As stated in the previous research results state that many types of technology can be used during online learning during a pandemic, such as the *Moodle System, Google Classroom, YouTube, Facebook, Streamyard, Obstudio, Google Drive, Google Meet, Jitsi Meet, Microsoft teams, zoom video communications,* and *WhatsApp messenger* (Nascimento & Neto, 2020). However, in reality, the results of this study indicate that EFL teachers use only a few types of technology in teaching English, which means a discrepancy with the research. The limited technology used by EFL teachers in teaching English during the pandemic was also driven by the many obstacles faced by EFL teachers. Among them are the limitations of EFL teachers and parents in using technology, external factors such as signal or electricity interference, and limited facilities and infrastructure. In addition, the time factor is also a separate obstacle to the online English learning process. Parents as companions for children studying at home have limited time, especially working parents whose majority of their time is spent working. This is in line with the results of research which states that there are barriers to online learning that is not only faced by teachers themselves, students, and even parents (Code et al., 2020; Dong et al., 2020; Iivari et al., 2020; Octaberlina & Muslimin). , 2020). The obstacles EFL teachers face in teaching English, both parents and students, affect the students' English learning outcomes. The results of this study indicate the ineffective use of technology in learning English. This is in line with previous study which reveals that teachers and parents experience obstacles due to a lack of skills in using technology and the inability to provide appropriate learning materials (Solekhah, 2020). In reality, the online English learning process encounters many obstacles. Many previous studies stated that the online learning system experienced many barriers or obstacles, both from the limited competence of teachers and students in using technology, infrastructure, and the economy (Agung & Surtikanti, 2020; Lassoued et al., 2020; Nehe, 2021; Qadafi, 2020). Related to the lack of sound English learning previous study also states that offline to online learning has an impact on the Education sector that requires educators and students to adopt technology and improve digital skills (Onyema et al., 2020).

By looking at the results of this research, it can be seen that EFL teachers need to choose and use appropriate technology in online English learning because technology has a vital role so that online learning runs smoothly and effectively (Abdul Latip, 2020; Bauer & Booth, 2019). Thus, teachers must improve skills and competencies through *self-innovation* to support the development and achievement of students while carrying out learning at home (Fernandez et al., 2017; Mahmudah, 2021). By doing so, it is hoped that online English learning activities can run optimally, and the obstacles that arise can be adequately resolved. So, as this goes on, it will help increase the quality of the output of online English learning. The limitations of this study are seen in three main focus issues: appropriate technology, EFL teachers, and learning outputs. The re-investigation also raises the issue there at the International Kindergarten. However, because there was an online miss communication on Customer Service, the research was only on two Private Kindergarten belonging to very bona fide in Yogyakarta. Excavation of research data is only through digital technology (WhatsApp, Telephone, Videocall, Email, and Google Forms), not directly to the research site offline, because they must maintain health protocols and social distancing. Further research can be done on other aspects, including the integrated learning process, compared to teachers of different subjects and higher education levels. Learning very diverse technology has the potential for different consequences from the community's most straightforward and most commonly used appropriate technology. Thus, this research that cannot be said to be perfect can be studied further for its distinguishing elements and the latest issues that are also interesting in scientific developments.

4. CONCLUSION

The EFL teacher's language at Kindergarten is not only due to the lack of technology as a learning medium, but also related to human resource competence factors, namely English EFL teachers, students, and even parents of students as learning companions. English lessons in Kindergarten by EFL teachers are not satisfactory because until now, EFL teachers are not based on English knowledge, self-study capital, self-taught, social media, and little knowledge and experience when studying up to high school. Changes in online learning create new problems for EFL teachers in Kindergarten and demonstrate the limitations of mastery of effective learning technology, as well as low levels of educational satisfaction. Online learning technology should be used as a best practice, so that satisfactory learning outcomes, maximum output, and teacher competence for every educator are the main requirements that should not be ignored. Findings about appropriate technology used, online learning for EFL teachers. Changing offline to online learning has made technology more used and required in education. Difficulties in using technology due to inadequate teacher competence make online learning not run effectively.

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