SENIOR FEMALE EFL TEACHERS' VOICES: BELIEFS ON ICT IMPLEMENTATION IN EFL CLASSROOMS

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Abstract: The pandemic caused by COVID-19 has led to increased ICT usage in educational institutions. Still, senior teachers who have a significant impact on their advancement of professionalism with many years of teaching experience face several challenges in utilizing ICT in teaching and learning. Several studies found that compared to male teachers, female teachers are less proficient in using ICT devices due to several factors. Thus, this study aims to discover senior female EFL teachers' beliefs in terms of their perceptions and awareness of using ICT during their teaching and learning processes. The study included 34 senior female

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EFL teachers from East Java, Indonesia. A sequential explanatory mixed-methods design was used in this study. The questionnaires and one-on-one interviews showed that the use of ICT in the classroom is reported to be well appreciated by senior female EFL teachers, who also received guidance and support from their colleagues and collaborated on ICT professional development. However, they need assistance with theoretical and practical ICT abilities, solutions to internet constraints, and school-based technological infrastructures. This study recommends the government and higher education institutions implement targeted programs for senior teachers.

Keywords: *belief, EFL classrooms, ICT integration, senior female teacher*

INTRODUCTION

The advancement and application of Information Communication and Technology (ICT) in education can improve education system reform. Fu (2013) and Mishra (2020) mentioned ICT which consists of computers, the internet, online database, and digital delivery systems such as radios, televisions, projectors, software, and hardware, as well as other related services and applications such as video conferencing and distance schooling, are widely used in today's educational field. ICT has completely transformed the fields of education, marketplace, society, and professional development (Dzakpasu & Adom, 2017). Thus, various ICT capabilities should be used in education to get a better education system, both in terms of infrastructure, increasing the professionalism of teachers, human resources, and the quality of students (Rhema & Miliszewska, 2014). ICT promotes better teaching and learning activities for teachers, such as curriculum implementation and assessment to assist students in completing learning tasks (Adeya, 2002). In terms of student quality, ICT skills will be an essential prerequisite for students as learning is a

lifelong activity in order to provide students with the knowledge and skills they need for the 21st century (Hue & Ab Jalil, 2013; Weert & Tatnall, 2005). Technology can improve student motivation, connect students, encourage collaborative learning, and provide teachers with more time to facilitate learning (Wang & Woo, 2007).

Governments and educational institutions worldwide have viewed the use of ICT as a crucial issue for enhancing the efficacy of teaching and learning during the past few decades (Plomp et al., 2009). One of the concerns within the framework of Indonesia's 2013 curriculum is incorporating ICT as a learning concept in English language teaching and learning to promote students' learning autonomy and administer the four language skills meaningfully (Lubis, 2018). Hence, to maximize the integration of ICT into instruction, English teachers as the primary role need more professional development (PD) to take on issues in the classroom and improve student's learning performance (Nazari et al., 2019). ICT integration and professional development skills are related because teachers who engage in ICT training and PD are more likely to utilize them in their lessons (Baylor & Ritchie, 2002; Tsai, 2015). Educational technologies for teachers can provide a consistent source for PD and promote communities of practice (Schlager & Fusco, 2006). Thus, it goes saying that teachers need to be trained and that training should focus on how to incorporate technology into pedagogical content and knowledge (Harris et al., 2009). Concerning this, the question is no longer whether teachers should incorporate technology into their existing practices, but rather how to use technology to transform their teaching and create new learning opportunities (Angeli & Valanides, 2009). Laabidi (2016) mentioned that ICT integration into educational practices requires teacher training that should be built on both theoretical and practical competencies. Furthermore, ICT can be utilized to benefit teaching and learning if it is employed in the right circumstances, including appropriate sources, training methods, and support mechanisms (Hue & Ab Jalil, 2013).

Most teachers believe that if ICT is used effectively, it may increase student learning outcomes and effectiveness (Wang, 2001). In these circumstances, the teacher plays a vital role in the school education unit. As a result, the use of ICT in schools should begin with a vital point, the teacher. Son et al. (2011) conducted an investigation to examine the attitude of local English teachers in Indonesia toward digital literacy. The result shows that participants enjoy the use of computers but lack competence in using them. The findings of a study by Subekti and Kurniawati (2022) reported that the teachers expressed their enthusiasm for using ICT to assist them to become more resourceful, competent, and interactive in teaching which improved the teacher-student relationship and changed the way they teach even though they make use of overly basic instructional technology. This attitude is also in line with the findings of Bingimlas (2009) and Dewi et al. (2019) although teachers face numerous obstacles in their efforts to integrate ICT into teaching due to several factors that need to be considered by teachers when using technology in the classroom, such as setting objectives, examining students' needs, organizing lessons, and selecting technology tools; they have a strong desire to do so.

Based on the result of the Indonesian Internet Service Providers Association (APJII) in 2019, internet users over the age of 45 are more likely to struggle with digital technology than those under the age of 45. Pelgrum (2001) indicated that the lack of sufficient ability to use technology is why teachers from 26 countries rarely use it in instruction. Other intrinsic factors were also mentioned by Al-Munawwarah (2014) and Hidayati (2016) even though local teachers have positive behavior toward the use of computers, aspects such as lack of qualifications, readiness, and knowledge to implement the new concept in the learning process, personal attitudes, education level, age, and gender may encourage and discourage the use of ICT. The extrinsic factors mentioned by Davies (2002) and Slaouti and Barton (2007) condition such as limited ICT facilities at school, limited budget and access to the internet, technical problems, and a lack of

successful experiences and support could have an impact on their motivation to use technology in teaching. According to the findings of Pelgrum and Law (2009) and Chai et al. (2010), effective ICT integration is also dependent on the perceptions and vision of school leaders, and school culture plays a supporting part in influencing teachers' actions, beliefs, and attitudes. The use of ICT-based devices in teaching practices in Indonesian language classrooms is not conducive to better learning due to the nature of the teachers' "immigrant" status in the digital era (Suherdi & Mian, 2017). Many scholars define a senior teacher as a teacher with many years of teaching experience that handles, supervises, and evaluates school performance and greatly influences professional behavior development (Razzak, 2015; Tsai, 2015; Zepeda & Kruskamp, 2007). Nevertheless, senior teachers play an important role in developing their comprehensive knowledge and skills, interacting with school members, and adjusting themselves to deal with problems related to school conditions, including student behavior (Tanjung et al., 2021). In this situation, it is still crucial for teachers—including senior teachers—to be able to use ICT in the classroom to the fullest extent possible.

According to some studies, teachers have a strong desire to use technology, even if they encounter many barriers because they see ICT as the advancement of teaching practices, school innovation, and community services (Bingimlas, 2009; Son at el., 2011; Wang, 2001). In various studies, regarding teachers' ICT implementation were revealed. In a survey on teachers' attitudes toward technology in language instruction, the majority of high school English teachers and 20 elementary schools teachers with above ten years of teaching experience who participated were aware of the advantages of utilizing ICT to teach every aspect of language that might improve students' achievement in language learning, but their teaching approach does not use ICT to its fullest ability due to their lack of ICT pedagogy and lack of technical support from the schools, despite the fact that the majority of teachers are digital immigrants (Harendita

2013; Hafifah, 2020; Jannah et al., 2020). It is important to note that teachers' attitudes and beliefs can have a significant impact on how well ICTs used in education from a variety of perspectives (Kusano et al., 2013). In doing so, technological infrastructure and technical support should be fulfilled as it is one of the extrinsic barriers (Ertmer, 2005). In addition to external aspects, gender problems in technology usage have been identified as a barrier in the last two decades. There are conflicting claims about the impact of gender on ICT pedagogy (Teo, 2008). Markauskaite (2006) discovered differences in male and female teachers' self-reported technical ICT capabilities. According to a study on gender differences in ICT access and use in five developing countries, women are more excluded than men when all countries are included (Rashid, 2016). However, it is also mentioned in other findings that despite experiencing similar learning difficulties, middle-aged women whose age between 40 and 60 are more interested and excited to have opportunities to engage in future learning related to practical knowledge, namely continuing technology education, compared to younger and male peers (Narushima et al., 2013; Palupi et al., 2015; Vacek & Rybenska, 2015). This brief review demonstrates that women are capable of using technology and should have equal access to ICT-related knowledge and practices as males.

In improving teachers' abilities in ICT development, the education government has implemented many policies including the supervision of teacher learning in ICT integration that could bring changes to teaching at the central, provincial, and city or district levels (Wiyono et al., 2021). However, the extent to which these instructional supervision activities use ICT is still in question. Its effect on improving the quality of teaching is still not certain. The drawback of these programs is that senior teachers are frequently guided and instructed by ICT specialists who might not always be aware that seniors are a specific group with very special needs such as a set of ICT skills for the subject area and substance of the courses (Žumárová & Černá, 2011). Extensively, many scholars have

discussed teachers' perceptions of ICT globally in the context of ELT (see, Bingimlas, 2009; Davis, 2002; Hafifah, 2019; Harendita, 2013; Hidayati, 2016; Kusano et al., 2013; Mikre, 2011; Munawwarah, 2014; Slaouti & Barton, 2007; Son et al., 2011; Wang 2001). Whereas hardly any research attention has focused on senior teachers' beliefs especially EFL female teachers in relation to ICT implementation. Thus, this current study was conducted for the purpose of discovering senior female EFL teachers' beliefs in terms of their awareness and perception of the implementation of ICT in their teaching and learning process, with the research question; what are Indonesian senior female EFL teachers' beliefs on ICT integration in the classroom? The finding of this current study is expected to assist policy makers and educational institutions in creating ICT courses, supervision, and PD programs for senior teachers. If senior teachers lack competence in terms of knowledge and practice in ICT utilization, this issue will restrict educational performance and have an impact on the growth of education in Indonesia.

METHOD

A mixed method sequential explanatory design was used to answer this current study objective because the researchers want to seek a deeper understanding of a case in order to triangulate quantitative data with qualitative findings (Creswell & Creswell, 2022). This method is divided into two phases, quantitative followed by qualitative. The researchers collected numerical data to develop an interview protocol for the second phase. Quantitative findings were used to generate qualitative data, while qualitative data were used to enlighten quantitative data. At the conclusion of the data analysis, the results of the two phases were linked together (Creswell & Creswell, 2022). This strategy was chosen because quantitative data analysis enabled a broad overview of the study topic. The qualitative findings and analysis in the second phase were used to enhance and explain the statistical findings in the quantitative phase.

Purposeful sampling is used to select research participants (Creswell & Plano Clark, 2011). If the research subject is available and willing to participate, purposeful sampling can be used to discover and choose individuals or groups of individuals who have knowledge or experience with the phenomenon (Bernard, 2012; Creswell & Plano Clark, 2011). Thirty-four English teachers in the upper secondary education levels (senior high school, vocational high school, and Islamic senior high school) in East Java, Indonesia who taught approximately 10 up to 20 years and integrated ICT resources to teach English in the classroom were selected to join the study on Phase 1. Consent from the participants was given prior to data collection. The research participants' demography, such as age, years of teaching experience, and years of ICT usage experience in teaching are described in Table 1.

Table 1. Participants' General Information

No	Category	Sub-Category	f
1	Age	36-39 years old	10
		40-50 years old	17
		50-60 years old	7
2	Years of Teaching Experience	10-14 years old	13
		15-20 years old	10
		Above 20 years	11
3	Years of ICT Usage Experience in Teaching	1-5 years	7
		5-10 years	13
		Above 10 years	14

Table 1 explains the general overview of the participants. There were three categories that were considered as the criterion to be the participants of this study. The age participants were mostly 40-50 years old, and they had been teaching English for about 10-20 years and above. In addition, they had been integrating ICT into their daily lessons for about 1-10 years and above. Meanwhile, there were 6 participants in the interview section in phase 2, and they were selected based on rich information they submitted in the questionnaires, their teaching experience, years of ICT experience in teaching, and their willingness to be interviewed. In the interview

session, the participants in the interviews ranged in age from 40 to 60 years old, had bachelor's and master's degrees as their most recent educational levels, had taught for at least 15 years in senior high school, and had more than 10 years of ICT usage experience in teaching.

This current study collected quantitative data using an online questionnaire (Google Form) to find out senior female EFL teachers' objective perception in perceiving ICT integration in the classroom (self-evaluation) and to compile information on how teachers feel and view the use of ICT in EFL classes. The participants were asked to respond to closed-ended questions (Likert scale) containing 38 questions that were divided into three sections: 15 questions about general information regarding teachers' identities, teaching, and ICT backgrounds, 13 questions about perceptions related to their feelings, desire, and ability to use ICT, and 10 questions about awareness concerning the role of ICT in learning English and its impact on students' motivation to learn English. Second, based on the results of the first phase of the study, the researchers planned an interview protocol. Semi-structured one-on-one interviews concerning senior female EFL teachers' beliefs on the benefits and drawbacks of using ICT in the classroom, the ability to understand TPACK, and any assistance that could enhance the use of ICT were conducted to gain more understanding of the participant's response in the initial stage (Creswell & Creswell, 2022). We developed our instruments with the aim of addressing the research objectives clearly and precisely. In this case, the validation process is carried out to obtain reviews and feedback from academic practitioners who are expert advisers in their fields. The validation form consists of three assessment aspects: 1) formats, 2) contents, and 3) language. The expert role is to fill in the validator's identity, fully comprehend the instructions of the instrument, and provide a scale on aspects of evaluation, general review, and suggestions for improvement.

The questionnaire was analyzed using SPSS 22.0, while the semi-structured one-on-one interview was analyzed using inductive content analysis with in vivo as the aid. Miles and Huberman (1994) approach is used in the qualitative analysis process, and it consists of three main stages: data condensation, data display, and drawing conclusion and verification. In order to simplify data transformation for readers, the researchers recorded and transcribed interviews non-verbatim for code selection during data condensation.

Data, coded and simplified, were presented in accordance with category and theme in the second stage, which is known as data presentation. Then, at the final stage, which includes drawing conclusions and verification, the researchers concluded the results based on the question addressed in the current study, and verification was carried out to ensure the validity and reliability of the research. The researchers used inter-coder reliability to ensure the reliability and cross-checked the final results with participants to guarantee the validity of the data. There were two indicators such as *awareness* and *perception* to answer the quantitative phase, while there were five themes in the qualitative; *ICT enhance teaching and learning, enthusiasm for learning ICT, community as PD, ICT supporting factors, and ICT in language pedagogy* generated from the interview results after going through three stages of qualitative analysis.

The names of the participants are written in codes, such as SFET1 for senior female EFL teacher 1, etc., to protect the privacy of the participant's personal information. The summary results were then presented in a table for quantitative data and descriptive form for qualitative data. After that, conclusions and interpretations of the data were made in order to respond to the research.

FINDINGS

The findings of the study are presented in the form of questionnaire results and followed by the interview results. The findings of the questionnaire indicate that all respondents had a positive attitude toward the integration of ICT in teaching and

learning and were already familiar with ICT implementation. It also means that there is no relation between age and desire to integrate ICT into their teaching instructions. There were two dimensions that used a Likert scale to get adequate information related to the subject participants' beliefs in ICT integration into EFL instructions. The results of the quantitative phase and qualitative phase can be seen as follows:

It was discovered from the questionnaire results that teachers' perceptions of the use of ICT for teacher teaching professionalism in the classroom and student learning performance were generally positive, with the total average score of each scale is that strongly agree [56.75%], Agree [37.34%], neutral percentages are [9.55%] and disagree statements [3.4%] on 10 favorable statements.

Table 2. Senior female EFL teachers' perception of ICT integration

Perception	Valid Percentage				
	SD	D	N	A	SA
I think ICT help elucidate English materials	0	0	0	35.3	64.7
I assume ICT facilitate the process of teaching and learning English	0	5.9	0	35.3	58.8
I think ICT used will be maximized if the teacher is competence in ICT	0	0	0	23.5	76.5
I assume ICT enable collaboration process between student and teacher	0	0	0	41.2	58.8
I think ICT will help unlimited learning for student	0	2.9	0	29.4	67.6
I think the use of ICT improve student's critical thinking, independence and creativity	0	2.9	0	38.2	58.8
I think students more interested in learning English while using ICT	0	2.9	8.8	29.4	58.8
I think student's learning performance improved if ICT is used maximally	0	2.9	8.8	44.1	44.1
I observe student prefers ICT resources than books in learning English	0	0	11.8	52.9	35.3
I observe student is more satisfied during study when using ICT	0	2.9	8.8	44.1	44.1
Total Average Score	0	3.4	9.55	37.34	56.75

As shown in table 2, it is also discovered that [2.9%] up to [5.9%] of participants disagree on the six favorable statements, such as ICT facilitates teaching and learning English, students have unlimited learning opportunities, in which they could develop their critical thinking, independence, and creativity, and thus they become more interested and satisfied in learning English as a side benefit of ICT integration into instruction.

ICT Supporting Factors

Based on these results, the interviews showed that teachers' perceptions of ICT as a tool that supports language learning are more diverse. In this case, teachers are expected to have TPACK skills for the maximum use of ICT. According to SFET1, if teachers lack digital literacy and schools lack adequate facilities, ICT use in the classroom will not be maximized.

SFET1 said,

"ICT use in the classroom must be accompanied by teachers who are proficient in digital literacy and by adequate school ICT facilities; otherwise, the use of ICT will not be maximized." (SFET1).

According to SFET4 and SFET5, the use of ICT in the classrooms is beneficial and enhances classroom learning, but it requires TPACK proficiency.

"I hope that there will be more training on technological pedagogical and content knowledge (TPACK), so teachers are able to integrate ICT into instruction effectively (SFET4), and Technology advancements must be beneficial if we know how to use them effectively thus we can watch and lead the students since they can misuse technology." (SFET5)

SFET4 and SFET5 agreed ICT can be use efficiently if teachers understand how to use it. SFET5 added in ICT being useful for learning, but the use of ICT can also have the potential for negative things, therefore it is important for teachers to guide students in using technology. ICT has an impact on how students behave when learning a language. SFET6 experienced how ICT made a useful

contribution to the classroom atmosphere and the positive attitude seen in students when learning English.

SFET6 stated,

"Students are happier, more excited, and enjoy when the learning recourses are beyond the textbook." (SFET6)

ICT in Language Pedagogy

A positive outlook, such as being content while learning is due to the variety of the learning materials, which allows students to learn a wide range of information not found in books. SFET3 and SFET2 stated the following.

"Due to the constrained access to materials provided by textbooks, I think that integrating ICT greatly benefits both students and teachers (SFET3), and using technology helps students learn beyond the course book; they also interact and experience a lot of things outside of the textbook." (SFET2)

Furthermore, developing English proficiency is influenced by factors that attract students' interest.

SFET1 noticed,

"It can't be denied that the use of ICT in the classroom could enhance the student's interest and their proficiency in English." (SFET1)

This interview results provided more elaboration in terms of the benefits stated in the questionnaire on the aspect of teachers' perception which helps students and teachers to learn everywhere and anytime as well as helps them learn English easily.

The findings from the first phase on teachers' awareness of ICT integration indicate that the majority of teachers agreed to respond to the 13 favorable statements in the questionnaire. The column of strongly agree and agree is higher than the column of strongly disagree, disagree, and neutral. It indicates that senior female EFL teachers are keenly aware of the importance of ICT in the success of teaching and learning, as well as self-evaluation in relation to their feelings, desire, and competence in the use of ICT.

Table 3. Senior teachers' response to ICT awareness utilization.

Awareness	Valid Percentage				
	SD	D	N	A	NA
I appreciate using ICT in teaching English	0	0	0	38.2	61.8
I think using ICT in teaching English is easy	11.8	17.6	29.4	29.4	11.8
I believe senior English teachers should understand ICT	0	0	2.9	17.6	79.4
I believe ICT is important for English teachers	0	0	0	11.8	88.2
I believe colleagues support and guidance Improved ICT knowledge	0	0	2.9	20.6	76.5
I believe the sufficiency of ICT at school helps the process of teaching English effectively.	0	0	0	17.6	82.4
I always want to maximize the use of ICT	0	0	2.9	29.4	67.6
I want to learn more about ICT	0	0	0	14.7	85.3
I feel comfy asking and learning from my colleagues about ICT difficulties	2.9	5.9	0	20.6	70.6
I understand easily learning new knowledge related to ICT	0	5.9	35.3	38.2	20.6
I find it easy to solve ICT problems in class	0	5.9	41.2	41.2	11.8
I frequently use ICT in the classroom	0	2.9	20.6	47.1	29.4
I always update my knowledge toward ICT	0	11.8	35.3	35.3	17.6
Total Average Score	7.35	8.3	21.31	27.82	54.77

All senior female EFL teachers who used ICT in their English lessons strongly and completely agreed that they were aware of integrating ICT in language classroom activities. However, it was also found some teachers did not agree that using ICT was easy with a total strongly disagree and disagree [29.4%], which is consistent with the claim that they find it difficult to learn new ICT skills [5.9%] and that this makes it too difficult for them to find solutions when ICT issues arise [5.9%]. Although teachers' attitudes toward using and learning ICT were positive, it was also discovered that some of them [11.8%] did not always update their knowledge about ICT, and some [8.8%] did not feel comfortable having a discussion with their peers about ICT. In this case, the overall total average score shows that the scale of strongly agree and agree when combined is greater than [80%], whereas the scale of strongly disagree and disagree when

merged is less than [17%]. It can be said that the teacher's awareness of the use of ICT is positive in this instance.

ICT Enhance Teaching and Learning

In accordance with the findings of the questionnaire in which senior female EFL teachers aware that teachers must understand ICT due to ICT is important for English teachers. The fact that SFET1 claims that ICT enables teachers to find native speakers to provide examples of proper word pronunciation and help students develop their English skills in which made her realize that providing native speakers as role models would improve the quality of students' learning more.

SFET1 said,

"Since, I am not a perfect model for the students, so I need online-teaching media to help me in teaching the students' pronunciation and all skills" (SFET1).

Senior female EFL teachers also frequently use interactive online teaching media in the classroom to make students more enthusiastic about learning English.

As SFET4 did,

"We use ICT resources like computers, hardware, and software, also media applications like Edmodo, Kahoot, Quizzes, YouTube, Picsart, Canva, and etc that could bring a positive learning environment and enthusiasm for students" (SFET4).

Although learning has already shifted to face-to-face interactions, SFET2 and SFET5 constantly use ICT in the classroom due to their belief in the advantages of integrating ICT into instruction, which can make learning materials more varied in order to make it easier for teachers to teach and bring up students' enthusiasm.

The use of ICT in the classroom makes the learning materials more varied and interesting for the students. Our school actively integrates ICT into instruction even though online teaching has changed into face-to-face (SFET2), and In general, ICT is highly beneficial for teachers since it helps them with their workload and motivates their students to study (SFET5).

Even though SFET6 considers that ICT can help students develop their English language skills, it cannot be denied that senior female EFL teachers who are not digital natives find it difficult to implement ICT in the classroom.

As SFET6 stated,

"The point is that ICT very helpful and positive since it could help the language development of the students improves even though the implementation is not that easy" (SFET6).

Senior female EFL teachers have no doubt that ICT benefits both teachers and students based on all of these experiences. These benefits include giving students access to a variety of learning materials, supporting teachers in selecting the student's speech role models for developing native speaking skills, providing a positive learning environment and enthusiasm for students, assisting teachers with the workload and encouraging the students to study, as well as enhancing the language development of the students. These benefits are derived from online media applications. Senior female EFL teachers acknowledged that using ICT in the classroom is not at all a burden.

Enthusiasm for Learning ICT

Senior female EFL teachers also experience the desire to learn more about ICT. After realizing the potential benefits of ICT for both teachers and students, senior female EFL teachers push themselves to increase their ICT proficiency in a variety of ways, like SFET5 did, "Before utilizing ICT in the classroom, I practice using it a lot. As an old-aged woman, I feel satisfied after integrating ICT into instruction" (SFET5). Additionally, SFET2 and SFET1 are enthusiastic about enhancing their ICT skills by becoming accustomed to routinely utilizing online media to support classroom instruction.

Even online teaching has switched to face-to-face. I continue to use Google Forms to submit assignments, quizzes for fun activities, Zoom for distance study, and G-form for exercises and practice (SFET2), and we do fun activities and practice the exercises online. In addition, the mid-test and final tests are computer-based (SFET1).

These responses are in accordance with the finding of the questionnaire that senior female EFL teachers want to learn more about ICT. These indicated that they have a desire to use ICT and develop their skills.

Community as Professional Development

The result of the interview is defined the statement chosen by teachers in the questionnaire about the existence of a teachers' community that helps them to be more secure in asking about ICT difficulties among their peers/colleagues. According to SFET1, establishing a learning management system is one way for the school to assist students and teachers in utilizing ICT as efficiently as possible: as SFET1 said, "Our school created a learning management system to give students and teachers daily exposure to ICT education." (SFET1). SFET2 elaborated more by saying that the co-friend in the learning community helps them to be motivated in learning ICT, "My co-workers and friends in the forum of the English teachers' organization motivates me to study more about pedagogy and technology" (SFET2). As experienced by SFET3 and SFET6, teacher organization forum (*MGMP/ MGMPS*) provides access for those who feel slow in learning and simplify the way of teaching one another, and becomes the best place to learn, engage, discuss and practice the ICT skills together.

> "*Even if we are not particularly fast learners, if we discover the perfect environment to learn and the right teacher to guide us, such as on the teacher organization forum, it will be simple to acquire a lot of things (SFET3), and the best place to learn, engage, discuss, and practice together is on English Teachers Forum (MGMPS and MGMP)." (SFET6)*

Senior female EFL teachers therefore must participate in community learning to increase their ICT knowledge. The sharing sessions offered by the teacher organization forum allow for the discussion of ICT-related issues, knowledge sharing, and cooperative practice.

DISCUSSION

Senior Female Teachers' Beliefs toward the Integration ICT

This study explored that senior female EFL teachers are aware of the advantages ICT offers to both teachers and students. The data which covers their awareness and perception of ICT Integration is in line with the theory shared by Dzakpasu and Adom (2017) ICT does hold important roles in education by its varied and broad benefits. ICT is viewed by senior female EFL teachers as having the potential to elaborate course materials, foster teacher-student collaboration, and enhance students' critical thinking, independence, and creativity. The unlimited learning opportunities that ICT provides have led educators to believe that it is essential and that every senior teacher needs to be proficient. Additionally, the availability of adequate ICT resources, expertise in digital literacy, peer support, and guidance contribute to the effective teaching of English using ICT. The use of ICT must be accompanied by the teacher's ability to utilize it considering students will be happier and more excited if the teacher has TPACK skills, as if it is effectively used it can foster students' critical thinking, independence, and creativity (Wang, 2001).

Despite their desire to learn more and maximize the use of ICT, it is undeniable that there are challenges faced by senior female EFL teachers such as integrating ICT for teaching and learning, acquiring new knowledge of ICT usage, and resolving ICT-related issues, as a result, {2.9%] senior female EFL teachers in Table 3 are not able to fully utilize ICT to improve their students' learning performance. These challenges were also mentioned in the finding of Al-Munawwarah (2014), Davies (2002), Etmer (2005), Hidayati (2016), Jannah et al. (2020), Pelgrum (2001) and Slaouti & Barton (2007) that the use of ICT by teachers in the learning and teaching process can be difficult due to internal and external factors. Overall, this current study has shown that senior female EFL teachers are highly aware of

and perceive the usefulness of ICT in the teaching-learning process, along with their positive attitudes, the majority of senior female EFL teachers also frequently integrate ICT into instruction. This positive result is taken from all aspects of the questionnaire and interview that strengthen one another's data. In contrast with previous studies that mentioned teachers hardly ever use ICT in the classroom because they have little ICT competence even though they have a good understanding of its use (Harendita 2013; Hafifah, 2020; Son et al., 2011). In spite of the fact that they shared the challenges during ICT implementation in the classroom, the majority of senior female EFL teachers consistently incorporate ICT into instruction because it is motivated by their positive beliefs about the benefits of ICT. This phenomenon is similarly to the recent studies by Bingimlas (2009), Ertmer (2005), Kusano et al. (2013), Silviyanti and Yusuf (2015), Son et al. (2011) and Wang (2001) that their viewpoints and understanding also have an impact on how they use ICT despite the numerous obstacles teachers encounter.

Senior female EFL teachers are also aware that ICT can ease them in any teaching relates task and work such, as designing, giving, and even evaluating students' work; in addition, they realize that ICT also provides benefit for students by providing varied subject materials and learning models which increase students' motivation to learn (Wang & Woo, 2007). Therefore, senior female EFL teachers are aware that integrating ICT into instruction is crucial. Thus, the key point of teaching is that teachers are expected to have knowledge of ICT integration to maximize the learning process (Ertmer, 2005). In addition, facilities are highly demanded to be accessible and provided in all Indonesian education institutions. Therefore, help from the government in a form of ICT facilities and training course on ICT skills should be strengthened in Indonesian education institutions (Rhema & Miliszewska, 2014).

Seniority Affects the Implementation of ICT

Although positive awareness and attitudes towards the use of ICT discovered in this study, senior female EFL teachers mentioned that they still have difficulty and rather slow in implementing ICT for teaching English due to internal and external factors. Some of the factors have been mentioned by the previous studies such as lack of experience using ICT also ICT training participation, support from the school environment, inadequate ICT facilities, time readiness for ICT preparation and teaching workload (Badia et al., 2013; Khalouf & Laabidi, 2017). APJII (2019) also mentioned in the result of the survey regarding with age factor that teachers who are more than 45 years old learning technology might be difficult. Furthermore, this shows the urgency for the government to act as this difficulty might lead to the act of being unable in using technology (Pelgrum, 2001).

These difficulties such as age and inadequate ICT tools might discourage the use of ICT, but as a result of their positive beliefs that ICT benefits collaborative learning between teachers and students, senior female EFL English teachers still attempt in integrating ICT into teaching and learning although the process of classroom activities has changed to face-to-face interactions. The challenging factors that restrict senior female EFL teachers from integrating ICT into instruction can be reduced by maintaining a positive attitude and engaging in ICT training (PD) to enhance the use of ICT (Baylor & Ritchie, 2002; Kusano et al., 2013; Nazari et al., 2019). In this case, schools must have an active role and participate in encouraging teachers, especially senior teachers who need intensive guidance, as stated by Chai et al. (2010) that ICT integration can also be done effectively only if the school has a clear vision as well.

Teachers Organization Forum as ICT Professional Development

Connecting to all those positive results of senior female EFL teachers' perception and awareness, this current study discover something exceptional that has not been found in the previous studies which can help teachers use ICT as effectively as possible through

discussion, cooperation, and shared practice in English Teacher Forum. The data on community development of ICT integration from both interviews and questionnaires also reveal that senior female EFL teachers can push their ICT knowledge and practices through other colleagues and teacher organization forums (MGMP/MGMPS). This happens because the community provides support and motivates senior female EFL teachers by sharing direct information and practice in using ICT in the class as well as updating information related to the use of ICT tools. It mentioned the role of teachers' community on teachers' professional development as community networks provide role models for learning because learning partners were able to share various types of experiences and understanding along the way (Restuningrum, 2010). Thus, the existence of community development such as English Teacher Forum can be categorized as their main facilitation to learn ICT and should be further improved.

In terms of gender and age factors, the major result of the data revealed positive attitudes of senior female EFL teachers towards ICT professional development inside and outside the school such as (MGMPS/MGMP) due to the access provided by the community to learn, engage, discuss and practice the ICT skills together for those who feel slow in learning. In line with scholars that mentioned middle-age women are likely to show interest to participate in future learning that relates to professional knowledge compared to younger and male peers and it is found in regression analyses of a study that female performance is positively effective by having a female instructor and many female peers (Bailey et al., 2020; Narushima et al., 2013; Palupi et al., 2015; Vacek & Rybenska, 2015). This means that there will be plausibility for better ICT integration among senior teachers in the future due to teachers' personal beliefs and concerns that greatly influence how they utilize technology in the classroom and their perspectives on their role will also have an impact on how they use technology (Silviyanti & Yusuf, 2015). Therefore, emphasizing more training programs as providing more access and

support for the existence of teachers' community programs among senior female EFL teachers will be suggested.

CONCLUSION

In conclusion, senior female English teachers have a positive attitude toward ICT integration in the classroom due to their positive beliefs and community support, but external and internal factors also become a barrier. The external factor is inadequate ICT facilities at school (internet access, computers, and projectors). Meanwhile, the internal factor is the teachers' knowledge of digital literacy. Senior English teacher reveals that they are competent in pedagogical content but struggle with the use of technology. However, this study found those senior English teachers' beliefs are positive on the use of ICT in the classroom. They increase their ICT proficiency in community development (English Teacher Forum) instead of being passive. In this case, they try to find solutions by themselves to build their knowledge on ICT through sharing, learning and practicing together with their peers and colleagues.

The findings of this study, hopefully, will give a contribution to all senior teachers in general. The study's findings can be used as a starting point by senior teachers to enhance professionalism while using ICT as a tool to support teaching and learning processes. The results suggest that senior teachers need to actively engage in professional development (MGMPS, MGMP, in-house training, and other ICT training) in order for their positive beliefs to be manifested in behavior. Future researchers who plan to work in the same area are suggested to examine more benefits and implement the study on a large scale in order to fully comprehend the phenomena encountered by senior teachers when utilizing ICT. Furthermore, government and university programs are suggested to create specific training programs with various techniques and a specific goal for senior female English teachers.

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