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THE PRE-SERVICE TEACHERS' PERCEPTION ON INTEGRATING TECHNOLOGY IN TEACHING ENGLISH FOR YOUNG LEARNERS

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Abstract

Amidst the growing usage of technology in the classroom, there is little knowledge about the study of pre-service teachers' perception on using ICT in young learners' classrooms. During the teaching practice of English for Young Learners, the researchers notices that the pre-service teachers practice technology in their classroom. This study focuses on the perception of the pre-service teachers on using technology in the English for Young Learner classroom. The study is a mixed quantitative-qualitative study. The quantitative study data is obtained using a questionnaire to gather numerical data. Meanwhile, the qualitative data is obtained from in-depth interviews to discover more and deeper discoveries about the study. The study finds out that the pre-service teachers have a positive perception about the usage of technology. Furthermore, based on the in-depth interview, the researchers discover that the technology integration makes the pre-service teachers more confident.

Keywords: English for Young Learners, Pre-Service Teachers, Technology in Teaching

INTRODUCTION

Even though technology practice in classroom grows by the day, the teachers' skills in using it fully still is in question. There are abundances of studies investigate them. One of the reasons the teachers' skills are in question because their perception. It drives the teachers' teaching practice. In this case, it may influence the teacher to whether or not to use technology in the classroom. For example, Ratminingsih (2010) as cited by Asnadi, Ratminingsih, and Myartawan (2018) found that the teachers adopt the conventional teaching technique. The teachers teach with a teacher-centered approach. This practice calls for a domino effect, the teachers in this study may perceive that teacher-centered is better approach to deliver the learning material.

Thus, should the teachers implement technology in their classroom, it is heavily driven by their perception. Their perception may be positive or negative (Silviyanti and Yusuf, 2015). The teachers implement technology in their classroom because they are open-minded. They perceive that technology could bring the best of the students by training them higher order thinking skills, critical thinking, and content acquisition (Baylor and Ritchie: 2002). Furthermore, the teachers may wonder about what and how technology can bring to the students. However, their perception to not implement technology comes from within and beyond their self. For example, Katemba (2020) identified the factors are lack of confidence, technological skill, training, accessibility, technical support. However, the most underlined factors are negative attitude and resistance to change.
The teachers' perception and the integration of technology in the classroom are closely related. Hidayat, Tanduklangi and Badara (2018) argued the main variable of successful technology

integration in the classroom is the teachers' perception. As a matter of fact, many teachers have the desire to integrate technology to actively engaging the students. Sari, Suryani, Rochsantiningsih, and Suharno (2017) define that teachers perceive the integration of technology is paramount due to technology would change the way the students learn, the students would be more active, effectively help the students comprehend the material, and help the learning activities more conducive. There are imminent advantages of integrating technology in the learning practice. As Ningrum (2012) stated that technology provide active learning. Technology integration would produce a more engaging experience between the teachers and students as well as among students. Based on the same motive, the chance of making a more broaden collaborative work is available. Technology are connecting more students across culture. Thus, the students would be likely to learn first-hand. Then, technology integration would make the students more creative.

There have been many studies conducted in the field of teachers' perception of implementing technology in the classroom. However, none of them conducted for the pre-service teacher who are teaching young learner. In English Language Education Department of University of Muhammadiyah Malang, the pre-service teachers are obliged to do teaching practice for young learners as a part of their teaching practice internship. The study focuses on the implementation of technology for the teaching practice of young learners. The researchers notice that most of them implement technology in their teaching practice. The very fact indicates that the pre-service teachers develop their technological pedagogical skill if refer to the TPACK theory (Mishra and Koehler, 2006). Thus, the researchers would like to investigate the pre-service teachers' perception toward the implementation of technology in teaching young learners as a part of their development in technological and pedagogical skills.

The term perception could be defined as process of become aware and produce the response about stimulus toward a person (Devito, 1997 and Sobur, 2009) as cited by Diniyah (2013). Besides, McShane and Glinow (2008) stated that perception is the process of perceiving information and make sense about the information and affect the way seeing the world. Perception is the state of mind or a response toward a situation from outer self. Perception could affect someone's behavior and attitude since this is the response about what happens. Perception could be positive as welcoming the stimulus well. Meanwhile, perception could be negative as rejecting and distance their self from the stimulus (Silviyanti and Yusuf, 2015). Therefore, perception may see the stimulus as an opportunity or a challenge.

Integrating technology in the classroom is stimulus. The students would absorb rich dense material on their own there, since by integrating technology in the classroom, the teacher creates an engaging, active, and students-centered approach. In addition, technology motivates the students to learn and they would feel that they are a part of the learning activities. Thus, it increases the students' motivation (Al-Munawwarah, 2014). Meanwhile, the teachers see the integration as a challenge because the lack of facilities and skills. Mahdum, Hadriyana, and Safriyanti (2019) identified that the basic challenges for the teachers in integrating technology is lack of facilities. Moreover, the teachers may have limited skills in using technology. The skills limitation might be solved by giving an appropriate and sufficient training. However, the infrastructure comes first if there would be a steadiness in technology integration in the learning process.

Davis (1989) developed a model called Technology Acceptance Model (TAM). The model gives idea that the teachers might or might not integrate technology in the classroom. There are two basic variables in this model. Perceived usefulness is the first variable. It is the degree of

to what extents the teachers believe that the technology integration affects their job performance. On the other hand, perceived ease of use means that the degree of to what extents the technology would be easy to be integrated. Thus, the teachers' perception is affected by TAM.

Ekin and Damar (2013) found that the young learners would love to see the teachers integrate technology in the learning activities. Furthermore, Masoumi (2015) stated that the technology integration in teaching young learners would have a high benefit. Technology could enhance the young learners' cultural literacy. Technology could offer the young learners to give a brief description by providing authentic material of how people in the other side of the world live. In line with the aforementioned theory, Bolstad (2004) identified several key concepts of why technology integration is integral for teaching young learners. First, Technology has already affected the young learners' environment. The young learners' environment, including people surrounds them, has been using technology. Therefore, the teachers should adapt to their situation. Second, technology integration offers to strengthen the teaching practice of the young learners, such as providing authentic material. Last, there is a support from the curriculum for the development of technology integration for the entire education sector.

Bolstad (2004) also underlined the concerns when integrating technology in teaching young learners. Technology might harm the young learners physical due to overused. The young learners may have a shortsighted due to look at the laptop or smartphone screen excessively. In addition, Adriyansah (2021) also deemed that implementing and integrating technology also might provide technical issues that need to be addressed by the teachers; underresourced devices and poor quality internet connection. The technical technology integrations in teaching young learners are proposed by Dewi (2017). First, the teachers could provide some slides in the classroom and explain the material to the young learners. Second, the teachers could show some pictures and elicit as well as motivate them to speak. Third, the teachers could show some videos and ask something about them. Finally, the teachers could provide songs. Therefore, by integrating technology in teaching young learners, the teachers would be able to deliver authentic materials to enrich students' language proficiency as well (Purnamaningwulan, 2021). The research gap in this study is that there is not much research on pre-service teachers who use technology in teaching English to young learners. Thus, the researchers would like to investigate deeper the pre-service teachers' perception of the implementation of technology in teaching English to young learners as a part of their technological and pedagogical skills development.

METHOD

The researchers conduct a mixed design for this particular study. The researcher needs to discover the pre-service teachers' perception toward the technology integration in teaching young learners. It seems that a mere questionnaire would suffice to answer the research problem. A simple numerical data about the degree of the perception would be adequate. However, the researcher feels that there is a need to discover deeper findings. Therefore, the researcher makes use of the qualitative design as well. Thus, the researcher could complement the numerical data with a verbal data to achieve greater understanding. Ary et. al (2010) formulates that mixed method research is the combination of quantitative and qualitative methods. Each of methods brings something to build greater comprehension to the phenomenon. By mixing the methods, the researcher ensures that the weakness of each method could be minimized and, therefore, strengthened. The researcher employs the sequence notation

system as QUAN → Qual. It means that the researcher conducts the quantitative collection and analysis then is followed by the qualitative collection and analysis.
Subject is identified as people who decide to participate in a research study. The research subject involves 34 students of EYL subject in the English Language Education Department. They are 30 females and 4 males. The pre-service teacher chooses EYL subject as their elective course in which the elective course is offered since the semester 6, thus, there are three EYL course across the undergraduate degree. The first two courses are intended to deepen the pedagogy of young leaner. Then, at the last semester of EYL is intended to give the pre-service teacher a teaching practice of young learner. The pre-service teacher has a weekly program of EYL that is conducted every Sunday lasted for 3 hours.

The researcher has two techniques employed in this study, questionnaire and in-depth interview. The researcher collects the numerical data using questionnaire to discover the general perception of technology integration in teaching for the young learners. Meanwhile, in depth interview is employed to discover deeper and more comprehensive data to support and reveal fact that are not covered by the questionnaire.
The questionnaire is adapted from Bas, Kubiatko, and Sunbul (2016). The questionnaire is developed to measure the teachers' perception toward the ICT in teaching and learning process in the classroom. there are 25 items in the questionnaire. There are ten items measuring attitude, ten items measuring usage, and finally five items measuring belief. The researcher decides to employ a closed-questionnaire with a five-point Likert scale. The questionnaire is based on three variables namely attitude, usage, and beliefs. The questionnaire covers perceived on usefulness and perceived ease of use developed by Davis (1989).
Furthermore, the researcher developed semi-structured in-depth interview guide based on the result of questionnaire. There are five questions in the guidelines. The data collection is done through two instruments and yields two types of data namely numerical and verbal. The numerical data is collected by distributing questionnaire to the entire pre-service teachers. Meanwhile, the verbal data is collected by interviewing the pre-service teachers. The researcher records the interview as well.

The numerical data is analyzed by calculating mean score for each item in the questionnaire. Meanwhile, the researcher re-listen to the interview recording. The researcher analyzed the in-depth interview by drawing a general concept about the perception to support the questionnaire result. Furthermore, the researcher provides a unique interview result as well.

RESULTS AND DISCUSSION

Results

The researchers presented the result of the questionnaire prior revealing the result of the interview. The ordinance of the result was based on the research method that emphasized more on the quantitative. The researchers measured the result of the questionnaire by using means or average score for each statement in the questionnaire. The questionnaire itself was using five-point Likert scale as the measurement. Therefore, the average score would yield between 1, as the lowest average score, and five, as the highest average score. As the scale was odd, the median was easily to determine, which was three. In other words, when the average score yielded less than three, it was the indication that the result was negative. Otherwise, when the average score yielded more than three, it meant that the pre-service teachers saw the statement as positive.

The following table 1 was the result of the questionnaire. There were 26 items measuring three aspects of the pre-service teachers, namely: attitude, usage in classroom, and beliefs. As seen at the following table, the items number 1 to 10 were measuring the attitude of the pre-service teachers. Meanwhile, the items number 11 to 20 were measuring the usage of ICT's in the classroom. Finally, the items number 21 to 26 were measuring the pre-services' beliefs.

Overall, the result of the questionnaire did not yield negative perception. The average score yielded more than three as an indicator that the pre-services were content and saw the integration of technology in the classroom as positive. Even though, there were several items yielded neutral response, these items were less than five. There were three statements measuring the usage of ICT's in classroom yielded neutral response and one statement one belief aspect that yielded a neutral response.

Table 1. The Questionnaire Result

No	Statement	Mean
1	The use of ICT's in teaching -learning process is important.	4.57
2	The use of ICT's in teaching -learning process is valuable.	4.37
3	The use of ICT's in teaching -learning process makes the students more motivated.	4.1
4	The use of ICT's in teaching -learning process makes communication more functional.	4.2
5	The use of ICT's in teaching -learning process makes curriculum more functional.	4.07
6	The use of ICT's makes teaching-learning process more interesting.	4.7
7	Studying with ICT's makes teaching-learning process more enjoyable.	4.63
8	I reinforce my colleagues to use ICT's in teaching-learning process.	4.4
9	I consider the use of ICT's a suitable tool for teaching-learning process.	4.03
10	I am eager to participate in seminars about the use of ICT's.	4.33
11	The use of ICT's in teaching-learning process makes save energy.	4.6
12	The use of ICT's in teaching-learning process makes save time.	4.27
13	I try to use ICT's in teaching-learning process in the classroom.	4.6
14	I give priority to use ICT's more than textbooks in teaching-learning process.	3.5
15	The use of ICT's helps me organize teaching-learning process better.	4.37
16	The use of ICT's helps me integrate the curriculum and teaching-learning process.	4.13
17	I reinforce my students to use ICT's in teaching-learning process.	3.57
18	The use of ICT's assists me design teaching-learning process in the classroom.	4.27
19	I try to use educational software through the use of ICT's in teaching learning process.	3.13
20	I am satisfied with using ICT's in teaching-learning process in the classroom.	4.27
21	I believe that ICT's enhance the students' learning in teaching-learning process.	4.73
22	ICT's present students' life-like applications in teaching-learning process.	4.1
23	I consider ICT's as valuable tools in students' learning in the classroom.	4.57
24	I believe ICT's as powerful tools in students' learning in the classroom.	4.6

25	I believe ICT's as powerful tools helping students understanding of abstract content.	4.13
26	I think all students should use ICT's in teaching-learning process in their classroom.	3.83

Table 2. Average Score Interpretation

No	Average Score Range	Interpretation
1	1 – 2	Very Negative Perception
2	2.1 – 3	Negative Perception
3	3.1 – 4	Positive Perception
4	4.1 – 5	Very Positive Perception

In order to justify the findings of the questionnaire, the researchers set an interpretation of the average score. As it was seen from the table 2, the researchers set 4 interpretations. The basis of the interpretation was the response from the questionnaire. The researchers set that the response neutral as a median. The neutral response was not included because it neither showed whether a positive nor negative perception. A neutral response would not drive this study forward. Thus, if the average score that was less than 3, as a neutral response in the questionnaire, was considered as negative perception. Otherwise, if the average score yielded more than 3, the average score was interpreted as positive perception.

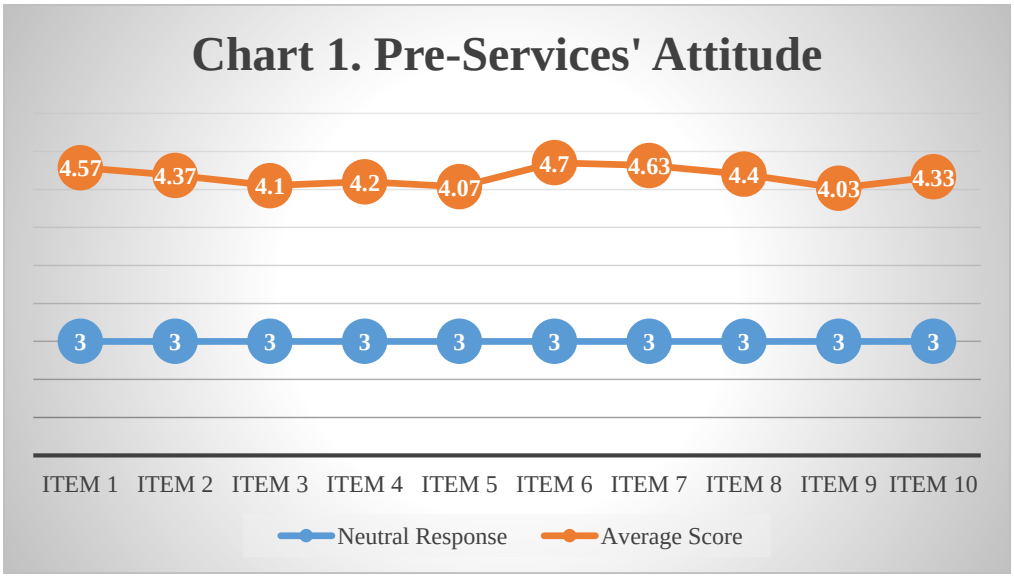


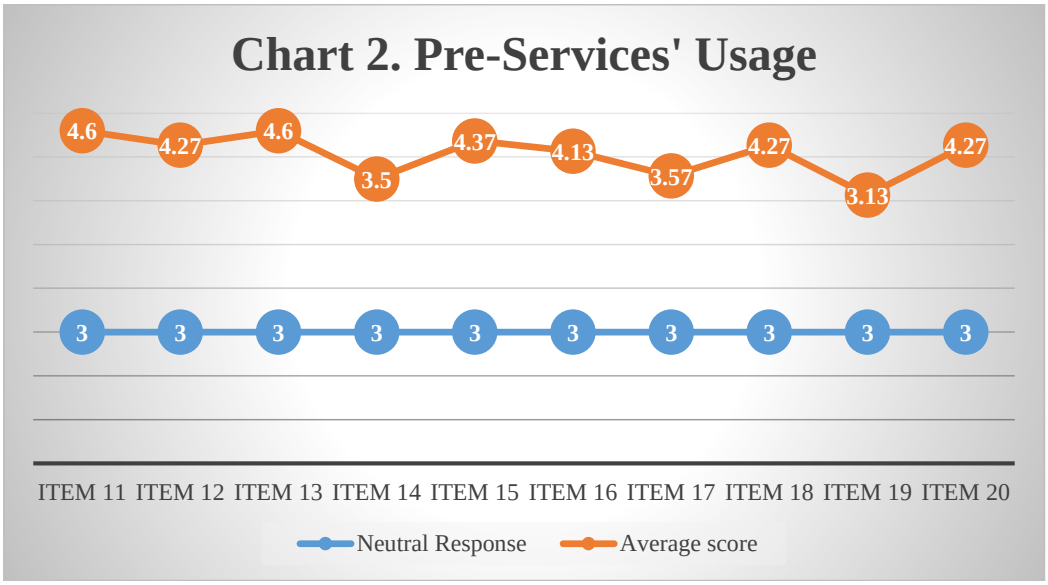
Chart 1 clearly illustrated that the attitude of the pre-service teachers toward the technology integration. The blue line indicated the neutral response of the items as the parameter of each items that indicated neither positive nor negative. Meanwhile, the orange line indicated the average score for the items. The entire items measuring the pre-service teachers' attitude yielded positive. The average score for the entire items resulted at 4. It meant that the majority of the pre-service teachers chose the response "agree". in other words, the pre-service teachers had a very positive perception.

Based on the chart, the average score was higher than the neutral response. The highest average score was for the item number 6 which was *"The use of ICT's makes teaching-learning process more interesting".* The average score of this item yielded 4.7. Thus, it indicated that most of

the pre-services chose the option "agree" and "strongly agree". On the other hand, the lowest average score yielded was at the number 5 "*The use of ICT's in teaching -learning process makes curriculum more functional".* The average score of this item was 4.03.

The item number 1, most of the pre-service chose "strongly agree" with a total of 22 pre-service chose this response. Then, the item number 2, the most chosen response was "strongly agree" as well with 16 pre-service. For the item number 3, 4, and 5, the majority of the pre-service shoes the response "agree" with a total of 17, 16 and 18 pre-service respectively. Next, there were 22 pre-service teachers chose to "strongly agree" for item number 6. Item number 7 was not far different from the previous item with 20 pre-service teachers chose to "strongly agree". The item number 8 showed an almost balance response between "agree" and "strongly agree". There were 12 and 15 pre-service teachers chose the respective responses. Item number 9 showed a hefty response on "agree" with 19 pre-service teachers. Finally, there were 19 pre-service teachers chose "agree" response for the item number 10.

Chart 2 described the pre-service teachers' usage of ICT's in classroom. There were ten items measuring the aspect. Similar with the previous chart, the blue line indicated the neutral response for each item. Meanwhile, the orange line indicated the average score for each item. Generally, it was clear that the orange line stayed above the blue line. It meant that the pre-service teachers had a very positive usage toward the integration of technology in teaching young learner. However, the findings showed that there was an anomaly about this aspect compared with the attitude. There were three items showed a positive response.

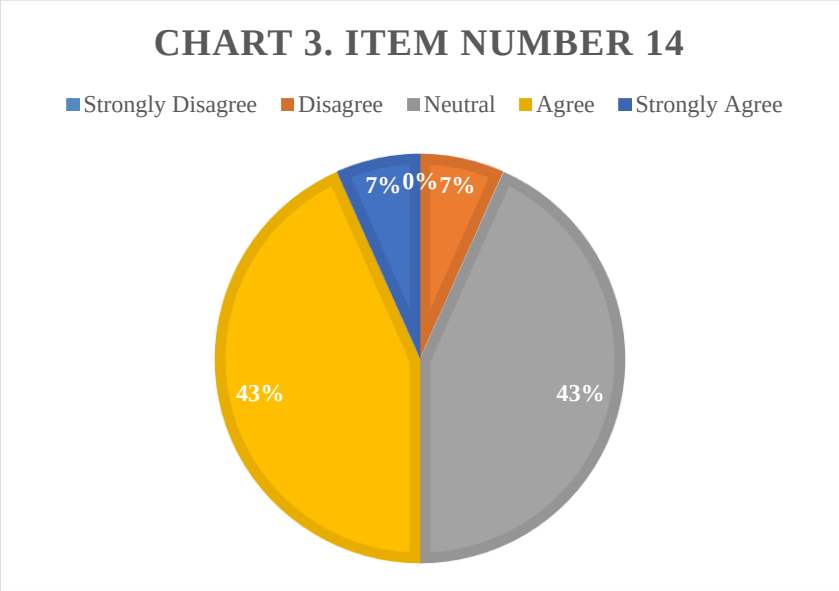


The highest average score yielded was from the item number 13. The average score was 4.6. The statement of the item was *"I try to use ICT's in teaching-learning process in the classroom".* The average score was the indication that the majority of the pre-service teachers chose the option "agree" and "strongly agree". Meanwhile, the lowest average score was found at the item number 19. The average score yielded 3.13. The statement of the item was *"I try to use educational software through the use of ICT's in teaching learning process".* Thus, it meant that the pre-service teachers chose the response "neutral" and "agree".

The pre-service teachers chose the response "strongly agree" at the item number 11 mostly, with 21 pre-service. Item number 12 showed a rather balance response between "agree" and

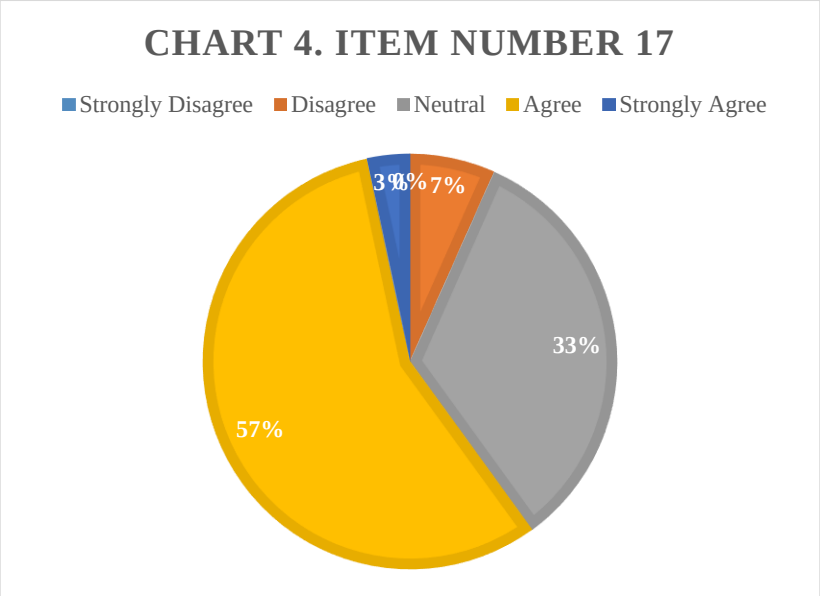
"strongly agree" with 12 and 13 pre-service teachers chose the response respectively. The similar situation was found as well at the item number 15. There were 15 pre-service stated "agree" with item 15's statement. Item number 16 showed a hefty response toward "agree" with one third of the pre-service chose the response. Item number 18 and 20 had a similar situation with the majority of the pre-service chose "agree" response.

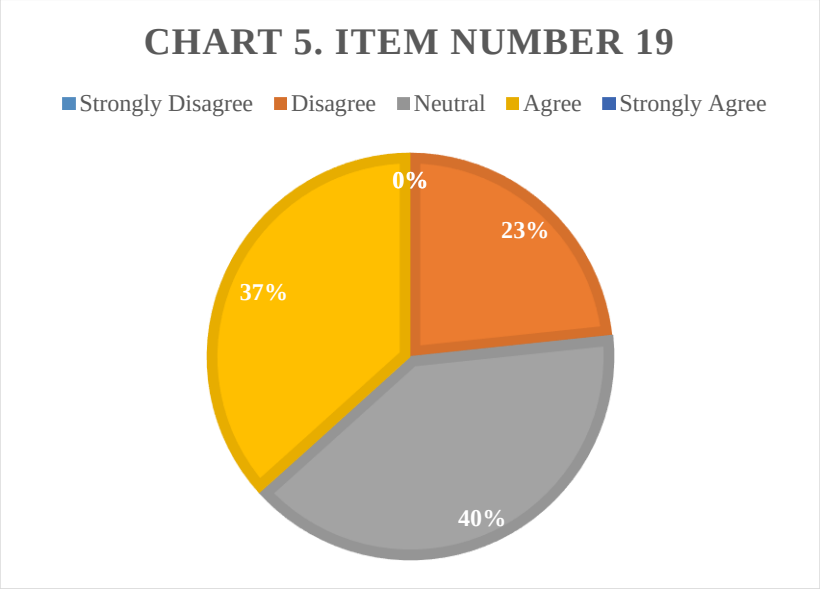
As aforementioned, there were three items showed a rather positive response in this aspect. The items in questions were item number 14, 17, and 19. As a matter of fact, the researchers would like to present the data for each item in a pie chart to illustrate a vibrant comprehensive response from the pre-service teachers. The pie charts were as follows.



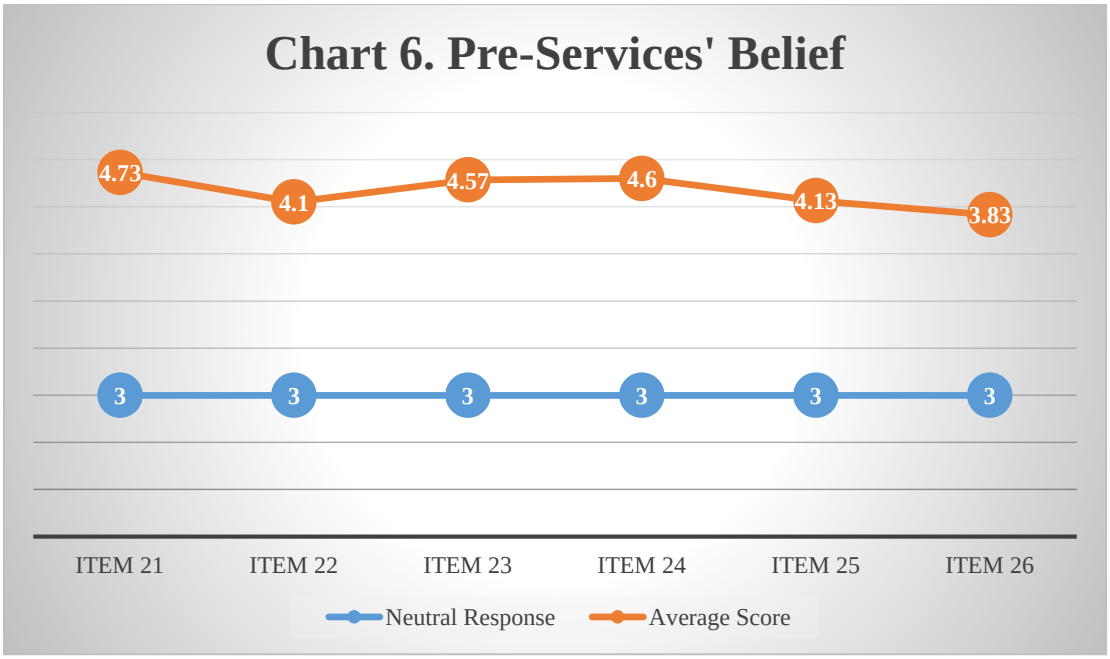
From the chart 3, the findings showed that none of the pre-service teachers chose to "strongly disagree". However, there was an equal percentage between "disagree" and "strongly agree". There were 2 pre-service teachers chose these responses. Furthermore, a similar condition was also found for the "neutral" and "agree" response. There were 13 pre-service teachers chose these options. Therefore, there was a mixed feeling among the pre-service about this item. The statement for its item was *"I give priority to use ICT's more than textbooks in teaching-learning process"*. However, the total pre-service teachers who chose a positive response outnumbered the pre-service teachers who chose a negative response or a neutral response. Therefore, it was a positive perception about the priority of using ICT's instead of textbook in the teaching and learning process.

Based on the chart 4, there were more than half of the pre-service confirmed their positive usage about the integration of technology in classroom. there were 54% or 17 pre-service chose the "agree" response toward the statement *"I reinforce my students to use ICT's in teaching-learning process"*. There were none of the pre-service teachers chose "strongly disagree". Furthermore, there were merely 2 pre-service teacher or 7% that chose the "disagree" response. The second most chosen response was "neutral" with 10 pre-service. With a total of 18 pre-service teachers, thus, it could be said that the most pre-service teacher had a positive perception when reinforcing the young learners to use ICT's.





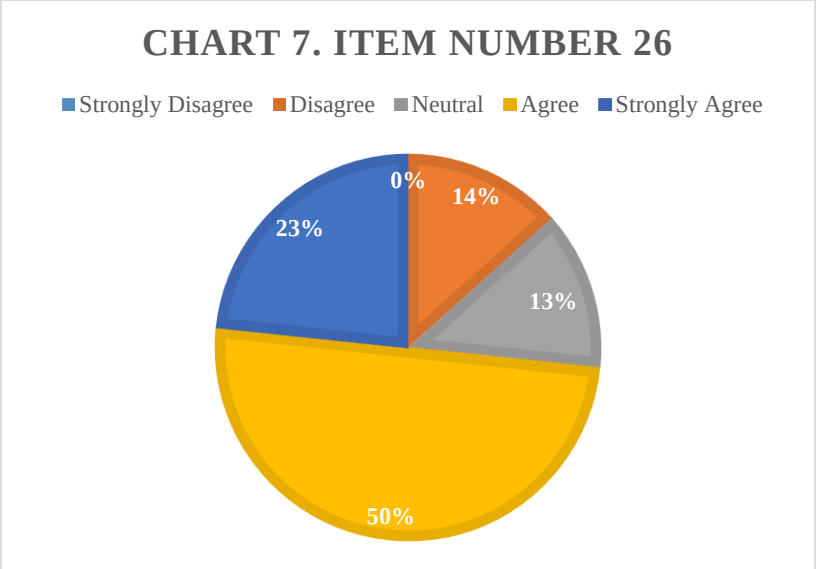
The chart 5 illustrated the distribution of response for the item number 19. The chart illustrated somewhat a balance distribution toward the "neutral" and "agree" response. There were 12 (40%) and 11 (37%) pre-service teachers chose the "neutral" and "agree" response respectively. As a matter of fact, there a high response for "disagree" with 7 (23%) pre-service teachers. However, based on the amount of response between positive and negative, the positive response outnumbered the negative response. Thus, the pre-service teachers had a positive perception toward the statement "*I try to use educational software through the use of ICT's in teaching learning process"*.



Based on chart 6, overall, the response showed a positive perception toward the pre-service teachers' belief of integrating technology for teaching the young learners. As it was similar with the previous charts, the orange line indicated the average score for each item. Meanwhile, the blue line indicated the parameter or the neutral response, neither positive nor negative. However, there were merely one items that had a "neutral" response with 3.83 average score.

The highest average score was found at the item number 21 with 4.73. The statement for the item in question was "*I believe that ICT's enhance the students' learning in teaching-learning process"*. On the other hand, the least average score was found at the last item, number 26. The statement of the 26th item was "*I think all students should use ICT's in teaching-learning process in their classroom*".

The item number 21, showed a substantial positive perception. There were none of the pre-service teachers chose "strongly disagree", "disagree", nor "neutral". The entire pre-service teachers chose "agree" with only 8 of them, and the rest of the chose "strongly agree". The item number 22 showed that more than half of the pre-service teachers chose "strongly agree" response. The similar responses were found as well at the items number 23 and 24. The majority of the pre-service teachers chose "agree" as their response toward the statement. There were 19 and 18 out of 30 pre-service teacher response "strongly agree" for the item number 23 and 24 respectively. As a matter of fact, none of the pre-service teachers chose negative response as well as neutral response. It demonstrated their positive belief and perception toward the statement. Then, the item number 25 showed that most of the pre-service teachers chose "agree" as their response toward the statement with not less than 21 pre-service teachers.



As it was seen from the chart 7, half of the pre-service teacher showed their positive perception and belief about the integration of technology in classroom. It meant that there were 15 pre-service teachers chose "agree" as their response toward the statement *"I think all students should use ICT's in teaching-learning process in their classroom"*. Then, there were only 4 pre-service teachers chose the negative response as "disagree". The equal amount was found at the "neutral" response. Thus, it is clear that the pre-service teacher had a positive perception that all the young learners should use ICT's in the teaching and learning process.

Furthermore, as stated previously, the researchers developed an interview guide based on the result of questionnaire. The researchers took the four statement that had an almost neutral response as the basic questions. In order to make five questions in the interview guide, the researchers completed one more question to the interview guide. The researchers presented the result of interview by choosing the unique and best described of the perception as follows.

The first question was the supplementary question from the researchers. The question was to ask the general point of view in integrating technology in classroom. There was one pre-service stated that he was happy with the integration. The comprehensive script was as follows.

"The young learner seemed to have fun when I integrate technology in classroom. There was a commotion, of course, and they were like to shout, ask anything, and moving when I play a video through the LCD. I could see from their eyes that they were happy when I let them saw a video. It was like that they were interested to have a learning that way. Then, the next week, they asked my again whether they could learn by watching a video. when I said yes, they were happy. It was like I am a real teacher. I am happy to use technology to teach the young learner. I felt, technology increase my confidence. Besides, it was easy to seek material online. it helped a lot in my preparation."

Furthermore, there was another pre-service stated that the young learners were enthusiast when technology was integrated in the classroom. The chunk of the interview was as follows.

"..well, I think, I got their attention when I use game in the class. I have a picture that I made into a slide show and I have guessing game with them. What a wonderful

feeling when they could follow my instruction and the teaching and learning process ran smoothly."

"I had them to sing along with me once I showed them the song through a video. They were ecstatic. The class was alive. I think that the song I picked has a new vocabulary. I could teach them new vocabulary."

"I showed them a video story with an animal character. They were happy with the video. they asked me to replay the video because they like it so much. I could teach them several cultural points and local wisdom also. The video offers so much quality in teaching. moreover, the young learners keep busy with the video, so they could not busy to talk to each other and ignoring me."

In short, generally, the pre-service teachers had a positive perception about the integration of technology in teaching the young learners. Based on these interview chunk, he pre-service thought that technology could help them to prepare their teaching and learning process. These pre-service teachers believe as well that integrating technology increase their confidence in front of the class. Besides, they realize that integrating technology could liven the class and attract the young learners' attention.

The second interview question was to ask about the pre-service teachers' perception about whether they use more ICT's to textbook in the teaching and learning process. There was an equal percentage between the pre-service who respond "neutral" and "agree". There were several rather unique answers toward the question. The chunks of the interview were as follows.

"I think ICT's is better than the textbook. The ICT's are more update than a textbook. For example, textbook needs around a year to compile and publish, you need a long time to use it. However, when you are using ICT's, the materials are up to date and easy to implement. You do not need to wait a long time to use it. furthermore, the material available in ICT's are authentic material."

"It was a difficult question Mam. I like using ICT's in my class. However, the material available are not in line with the syllabus. Meanwhile, the material available in the textbook are in line with the syllabus and suit the local wisdom. Therefore, I do not have feeling either way on this issue."

"I try to use them both. I know that the textbook provides a down to earth material. I mean it suit with the condition of the young learners in Indonesia. However, when I feel that the material is too easy or too difficult. I seek an online material. In short, I see the material available in the textbook first but if I feel that the material does not suit, I seek online material."

The pre-service teachers felt that the textbook provide a local and in line with the syllabus. However, the pre-service teachers felt that the technology, in this term, online material provide rich, challenging, and meaningful. The pre-service teachers did not deny that technology provide a great range of material for the teaching and learning process. However, they seemed to think that textbook was important as well. The pre-service teachers generally had a positive perception toward the usage of ICT's to textbook.

The third question was to discover about the perception of the pre-service teachers whether the reinforce the young learners to use ICT's in the teaching and learning process. Based on the response distribution, the majority of the pre-service teachers chose the "neutral" response. The chunks of the interviews were as follows.

"I think to force the young learners to use ICT's in classroom is a bit early. I do not want my students distract from the core of the teaching and learning process. Technology is like a double edge sword. It indeed has its advantages as well as disadvantages. The teacher should be wise about when and where to integrate technology in the teaching and learning process."

"To think about reinforcing ICT's for the young learner is a great idea. The young learner should be exposed as early as possible to the technology. Implementing technology in my class had a good effect. The young learners are more eager to follow my class. It was like that the young learners are more motivated. Learning about ICT's is similar with learning language, the more exposure the better. Moreover, ICT's help in the teaching and learning process. As long as the teacher set the boundaries about the exposure itself."

However, the pre-service teachers had a positive perception toward the reinforcement of ICT's in the teaching and learning of young learners. The pre-service felt that ICT's was useful for the teaching process. however, it seemed that they were aware about the over exposure of ICT's in the classroom.

Then, the next question would investigate whether the pre-service teachers employed an educational software to enhance the teaching and learning process. Based on the result of the questionnaire, the majority of the pre-service teachers responded "neutral". Even though, there were more of the pre-service chose the positive response. The following interview chunks would clarity the situation.

"it is hard to find a suitable educational software for the young learners. So, I just do not use it. I once use the educational software. However, I do not think that this software is suitable with the condition for my young learners. I just use it one time. However, I am open to use it again sometime in the future."

"I have a reliable educational software that I rely on. It seems that the young learners are interested as well when I use it in the classroom. I am lucky that I got to teach a higher level of young learners. I do not think that this educational software is suitable for lower level. I think, when I get into the real teaching situation, I could adapt and adopt the educational software. The educational software offers so much quality. It was also fun."

The pre-service admitted that the educational software was difficult to find, moreover an educational for the young learners. Even though, it was difficult to find, the pre-service teachers did not lose their hope to find the reliable educational software for the young learners. the only challenge the pre-service teachers had was the scarcity of the educational software. However, the pre-service had a positive perception in integrating educational software.

The last interview question was to determine whether the young learners need to use ICT's in the teaching and learning process in the classroom. The questionnaire result reflected that more than half of the pre-service teachers chose a positive perception. The more vivid description about the pre-service teachers' perception could be seen through the following interview answers.

"This question was the same question with the previous question. I stand by my opinion. The young learners need to learn that there are a lot of thing to learn in the

real world. Indeed, the internet and technology offer so much features. However, they are young learners. They learn more with their touch and physical exercise. I think, technology is only a complementary."

"Technology ease me to teach. I think, it is a good option when the young learners have access to the technology. My teaching process will run more smoothly, and every young leaner will have the equal learning experience. But, I think the teacher should set clear boundaries about how the technology is involved. I do not want the young learners are distracted by the technology."

"The teacher should make a balance learning experience between using technology and the principle of teaching young learner. Over exposure to technology will defy the principle of teaching young learners. The young learners need to move as a part of their kinesthetic competence."

In short, the pre-service teachers did not deny the advantage of integrating technology in the teaching of young learners. The most key point in this question was that the pre-service teachers underlined the importance of technology as well as the principle of teaching young learner. The pre-service teachers realized that the young learners needed to learn by doing as a part of their kinesthetic development. However, technology was important as well to give a rich learning experience. Based on this finding, the pre-service teachers indicated they had a positive perception of the young learners use ICT's in the classroom.

Discussion

The result of the study suggested that the pre-service teachers had a positive perception toward the integration of technology to teach the young learners. The findings suggested as well that the pre-service teachers fulfilled the requirement of a teachers set by the government. The government set on the Law of Teachers and Lecturers No. 14, 2005 that the teachers should be able to improve their competence that consist of science, technology and art. Moreover, there was a 21st century skill for the teachers that required the teachers to keep up with the developing technology. Thus, the study proved that the pre-service were ready and willing to integrate technology in their classroom.

The study was in line as well with Silviyanti and Yusuf (2015), Avisteva (2019), and Mahdum, Hadriyana, and Safriyanti (2019). The perception among the teachers were positive. The integration of technology made the learning enjoyable, interesting and effective. Technology integration was believed as well that it was essential to the teaching and learning process. The study suggested that the challenge of technology integration would be training and support. The pre-service admitted that they did not have support for the educational software to teach the young learners. As a matter of fact, there were abundance educational software available. The mere fact that the pre-service admitted that they could not find a reliable educational software was that the absence of support and training.

Furthermore, Al-Munawarah (2014) stated that the integration of technology would benefit the young learners from several aspects as well as supported that the perception was positive. This study findings confirmed those arguments. The pre-service admitted that the integration of technology would help the pre-service to prepare their teaching and learning process. Moreover, the pre-service teachers' confidence was increasing during the teaching and learning process. The young leaners observed were interested with the learning experience as well as motivated.

Technology integration will benefit the teacher as well in several aspect of teaching (Sari, Suryani, Rochsantiningsih, and Suharno, 2017). This argument was supported in this study findings. The pre-service teachers felt that the young learner shifted their learning process when technology was integrated. Second, the young learners seemed to be more active during the learning process. Third, the learning situation was conducive and supportive to maximize the effect of learning. Finally, technology enhanced the communication either young learners to young learners or young learners to the pre-service.

Masoumi (2015) argued that the integration of technology for the young learners could narrow the cultural gap. One of the pre-service teachers admitted that he could implicitly taught them about cultural awareness. The young learners needed to be taught about local wisdom and cultural awareness as a part to shape them as a better person in the future.

However, Bolstad (2004) listed several areas of concerns when integrating technology in the classroom. There were four concerns points that the pre-service had to be aware. First, ICT's might have a harmful effect on the young learners. The exposure of screen (e.g. computer, smartphone, LCD screen) may have a long-term effect toward the young learners' eyesight. Second, the exposure of ICT's might result a negative impact on the young learners' behavior such as smartphone usage will encourage anti-social behavior. Third, the exposure might lead the young learner to the explicit inappropriate content. When the pre-service did not pay attention to the young learners, they might get their hands on sexual or violet nature as well as cultural, religion, gender, and social stereotype. Finally, the integration may hinder the principle of teaching young learners. As indicated by the result of the interview, the young learners need to learn by doing to develop their kinesthetic competence. Therefore, in order to avoid those concerns, the pre-service teachers should be aware that the integration should be balance. It could not be tipped to one side to make sure the fruitful learning experience. the pre-service teacher should be wise as well as aware about the technology integration. In other words, the researchers also expressed that excessive use of technology, gadgets in that regards, may lead to gadget addictions that might badly alter children's development in these pivotal areas; cognitive, health, and character (Wiraatmaja et al, 2021).

CONCLUSION

The researchers concluded that the pre-service teachers had a positive perception toward the integration of technology in teaching for the young learners. Based on the result of the questionnaire, there were none of the items in the questionnaire resulted a negative perception. As matter of fact, there were merely four items among twenty-six items that were considered as a positive perception rather than a very positive perception.
Furthermore, based on the result of the interview, the pre-service teachers admitted that the integration enhanced their confidence. The pivotal findings in this study was that the pre-service teachers should balance the technology integration. The young learners need to be developed their kinesthetic competence as a part of their young learners' characteristic.

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