

# An Ethnography Study: The Anomaly of Post-Pandemics Technology Utilization in English Learning to Gen Z Students

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## ABSTRACT

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The presence of Covid-19 has a long-lasting impact even after the pandemic is over. One of them is in the English learning process at MAN Kotawaringin Timur. The main problem raised in this study is related to changes in the learning culture of both teachers and students, who display two sides, namely the positive and negative sides. The objective of this research is to find out the implementation and anomalies felt by teachers related to post-pandemic learning. The research subjects consisted of four English teachers and students. The research approach used is qualitative, with ethnographic research type. Data collection techniques used interviews, surveys, observations, and documentation. Data analysis techniques in this study used data collection, data condensation, data display, and conclusion drawing. The results showed that the implementation of learning has two types of opposite ways while running the class with technology. However, both sides of perspectives had strong considerations that cannot be denied. Moreover, the anomalies are divided into three sections, the learning environment, teachers' tendencies, and students' misunderstandings.

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## Introduction

An anomaly has been undergone by Indonesia after pandemics (Setiawan, 2021). It is a culture shock about the conversion of habitual learning from no obligation involving technology to 'a must implemented' condition, or what can be said 'a shift learning' (Malau, 2021; Al Fath et al., 2020). The cause of this anomaly sets to the new trend of learning that is more concrete (before pandemic) which is called EdTech (education technology). It is the innovation blending hardware and software in the process of lifting up the instructional process (Graham et al., 2008; Thomas & Nedeva, 2018; McStay, 2020).

In fact, this trend has been popular, however, it merely exists outside Indonesia (Cherner & Mitchell, 2021). It strengthened the instructional process requiring online learning before pandemics (Donahoe et al., 2019; Nur, 2022). Other facts, EdTech has also a necessity of Gen Z

that addicts with technology (Churiyah et al., 2020). Notoriously, In Indonesia this condition has been implemented since pandemics, meaning that the use of technology in education were forced to be applied due to the condition (Setiani et al., 2020).

Enormously, the appearance of EdTech has not merely taken advantages in the pandemics, but also in the normal condition after the pandemics aiming for the bright adaptation for the education. Moreover, the previous research showed the proof of the Ed Tech gave enormous impact in showing 'the new face of education' and lifting up the motivation of learners (Kohler et al., 2022).

While, it is well-known that the needs of EdTech in the school or Madrasah answering the challenges of the era and, especially, Gen Z students in developing their potention. As the institution, it is the obligation for the school serving them by facilities and access to find and develop their passion in the instructional process (Akbar & Noviani, 2019). The continuity and progress of EdTech are extremely hopeful in Indonesia to overcome the anomaly of learning. This is why the previous work said that the importance of EdTech exists in the class as an adaptable learning way combining technology in every single instructional process (Nurnina, 2021; Dewanti, 2021).

The results of a survey of 95 students spread across six schools in East Kotawaringin showed that 92.7% liked technology-based learning, especially those involving the use of social media. This is in line with the wishes of the Minister of Education and Culture, who expects EdTech to be utilized in learning. However, the dilemma that occurs is that as many as 76.5% of English teachers stated that the use of EdTech is more difficult, and 82.4% stated that it is not too urgent to be implemented after the pandemic with all the existing limitations.

Even 70.6% of teachers do not agree that the government requires the use of EdTech. In fact, data from Cambridge International found that 40% of students in Indonesia use more technology in learning in the world and even beat more developed countries (News, 2018). This finding in East Kotawaringin has the potential to lower the world's expectations of technology use among Indonesian students. Another fact that creates a gap is that the majority of students in the preliminary study fall into the generation Z category, with an age range of 16 to 18 years old, who are dependent on technology.

The main problem in this study is that there is an anomaly among the teachers in East Kotawaringin with changes in teaching and learning habits involving EdTech. These teachers consider the use of EdTech after the pandemic to be not very important and sometimes troublesome because learning can be done face-to-face, so technology is considered not to play a role anymore as it did during the pandemic. In fact, most students still expect teachers to be more creative and utilize technology in learning, especially the use of social media. This condition is contrary to the Ministry of Education and Culture, which expects EdTech-based learning even

though it has implemented face-to-face learning.

This research is related to some previous studies that stated that both teachers and students were dissatisfied with (did not really like) technology-based learning after the pandemic (Salsabila et al., 2023). The second research stated that teachers strongly agree with the involvement of technology in learning both during and after the pandemic, which greatly supports the achievement of learning objectives (Elpana et al., 2022). The third study said that a number of post-pandemic teachers have successfully adapted the use of technology for learning, for example, by using Google Classroom and Canva. The success of this adaptation after going through various long processes, starting with culture shock, to the acculturation phase, with full of challenges (Aldeia et al., 2022).

The urgency of the research is to see the gaps that occur in the instructional process after pandemics to know what is actually undergone in the school after pandemics, such as the decreased utilisation of technology in the class as the main problem of anomalies and the things that are actually not ideal in the instructional process. The research focused on one madrasah in East Kotawaringin Regency, namely MAN Kotawaringin Timur. Consequently, some research questions formulated in this study include: (1) How did the use of technology in the instructional process after the pandemic affect Gen Z students? (2) How did the anomaly that occurred regarding changes in the learning atmosphere after the pandemic occur?

## Method

The type of research used in this study is qualitative approach to an ethnographic study. An ethnographic study is a type of field research that seeks to observe individual or group behavior related to culture (habits) or common characteristics (Fine, 2003). This type of research is said by experts to be suitable for studying education in marginal schools or vice versa (Windiani & Nurul R, 2016). This research looks at the overall aspects of culture (habits) that are different in each school studied (Abdussamad, 2021). The ethnographic study in this study was chosen to reveal post-pandemic English learning anomalies that have certain uniqueness, as in the preliminary findings through preliminary studies.

The sources of data in this study were obtained from various sources (Salim & Haidir, 2019). First, the data source is obtained from previous studies (literature reviews) as a basis for novelty findings. Second, field research data were directly obtained from the subjects, namely four teachers who teach English at MAN Kotawaringin Timur and students. The research instruments used in this study were observation, interviews, and documentation. Observation guidelines that contain observation sheets. The interview guidelines consist of 13 questions in the form of a semi-structured interview, which are divided into three parts based on the research question, there are Post-pandemic English learning implementation process. The constraints faced by teachers in implementing EdTech-based learning, and the magnitude of anomalies felt by teachers related to

changes in the learning climate during and after the pandemic. Then documentation that contains detailed data that requires documents such as lesson plans, data, and profiles of English teachers.

Furthermore, for data validation techniques, triangulation was applied by comparing data obtained from one source with another (data confrontation between the subject and the informant). In addition, data validation was carried out by comparing data obtained from interviews, observations, survey, and documentation (Firdaus & Zamzam, 2018). Meanwhile, data analysis techniques in this study used data analysis according to Miles, Huberman, and Saldana, which included data collection, data condensation, data display, and conclusion drawing (Miles et al., 2014; Jenkins et al., 2021). The data collected is then selected to determine the more important data dimensions, presented descriptively, and conclusions drawn based on research facts coupled with theoretical references.

## Discussion

### A. The Instructional Process in the Post-Pandemics

The adaptation of learning should, ideally, undergo consistently to create the good quality of learning that brings a good circumstances and a positive impact on the process of learning (Gage et al., 2023). This process can be compiled from any resource, sort of adapting method, media, or even the dictum from the school authority. It is the reason that the actor of education, teachers, have to had the consideration of the way to adapt to the process and the real-faced situation. As the adaptation process carried out by almost all schools or madrasas in Indonesia when facing the conditions of the COVID-19 pandemic (Triwiyanto, 2020). MAN Kotawaringin Timur is no exception. Teachers must adapt from various things when faced with pandemic to post-pandemic conditions. Among these changes, teachers must realize the important role of technology in learning. Teacher 1, one of the English teachers at MAN Kotawaringin Timur said that:

*"The utilization of technology in learning is very important nowadays. Moreover, children are easily bored if learning only uses books. Now if there is technology like smart TV for example, they will be more enthusiastic about learning."*

The statement delivered by Teacher 1 is strongly relevant to the current conditions that make technology a necessity in learning. Technology is a strong enough magnet to attract learners' interest and motivation (Wolverton & Wolverton, 2020). In addition, technology can also help teachers in creating a varied classroom atmosphere with a combination of appropriate learning methods. The same thing was also expressed by Teacher 2 who said that:

*"There is an aphorism that says 'educate the child according to his age' which I think is in line with the use of technology in learning today. Because they are a generation that seems to always depend on technology. So, it is always related to technology."*

An important point from Teacher 2's statement is that "educating children must be in accordance with their times". This indicates that the role of technology has become very urgent to meet the needs of a technology-dependent generation. According to generational theory, there are at least six categories of human generations based on age range or year of birth. Among the six generations, the bottom two generations are generation Z and alpha. Generation Z was born between 1999 and 2012, while the alpha generation was born between 2013 and 2025 (Shahreza, 2017). Generation Z and Alpha are the so-called *digital native generation*, which is a generation that is familiar with technology. Almost all of their life activities require the role of digital technology such as shopping, communication, learning activities, and various other purposes because they are considered practical and easy (Churiyah et al., 2020). Their characteristics of wanting everything practical and fast make technology the right treat for various purposes, including the learning process (Choi & Young, 2021). Referring to this category, the students at MAN Kotawaringin Timur are currently included in the generation Z group.

The urgency of utilizing technology does not stop at its benefits to attract learners' interest and needs. Teacher 3 said that:

*"I think the utilization of EdTech or technology for learning is very important. Because with the help of technology, learning activities become more interesting and create students-centered objectives."*

In line with Teacher 3's opinion above, Teacher 4 as another English teacher also agrees with the use of technology that creates student – centered learning. Learner-centered learning is a must, especially in the implementation of the 2013 curriculum and the independent curriculum. Because the 21st century learning paradigm expects Students-Center learning to be prioritized over teacher-center (Kim & Seidman, 2019). This paradigm then requires students to play an active role in learning activities. In addition, learner-centered learning can create a learning climate that is not boring, especially when utilizing the use of technology (Hasriadi, 2022; Sutrisno, 2022).

According to the English teachers at MAN Kotawaringin Timur, they all agree that using EdTech in education is crucial. It led that the learning process was more interesting and got students more involved. However, not all teachers feel the same way about using technology in the classroom. As Teacher 1 said that:

*"I don't implement technology-based learning. I have implemented it but only to the extent of showing videos that I downloaded from YouTube. For further utilization such as using smartphones for games and others, never."*

The same statement was also expressed by Teacher 2 who stated that the learning was still

normal as it was before the pandemic because they were able to conduct face-to-face meetings. Meanwhile, Teacher 3 and Teacher 4 argued differently. According to both of them, after the pandemic, students are more interested in technology-based learning so they always use technology when teaching in class. Teacher 4 even said that she once involved students' social media for assignments to make them more interesting and enthusiastic. The utilization of EdTech for learning by Teacher 3 and Teacher 4 is supported by the facilities provided by the madrasah.

Based on observations, each class at MAN Kotawaringin Timur is equipped with a smart tv and other facilities such as speakers. These two facilities are very supportive in learning English. It is known that English learning includes four important things, namely listening, speaking, reading, and writing. These four skills must be supported with the right media. Previous research explains that among the effective strategies in developing these four skills is using multimedia. Multimedia is a source of information in English learning that can be audio, visual, and a combination of both (Hatibie, 2019). The facilities provided by MAN Kotawaringin Timur have supported multimedia-based learning.

In addition, learning that involves post-pandemic technology is actually also desired by students. As seen in the results of the survey of Students' Interest in Learning English with EdTech to 180 East Kotawaringin MAN students spread from class X to class XII as follows.

Table 1. Survey results students' English learning interest with EdTech

<i>Score Interval</i>	<i>Frequency</i>	<i>Frequency (%)</i>	<i>Student Interest Category</i>
54-73	145	80,56	Very Interested
34-53	35	19,44	Interested
14-33	0	0,00	Not Interested
Total	180	100	

Based on the results of the survey of students' interest in learning English with EdTech, students' interest falls into the very interested category by 81% and the interested category by 19%.

The survey results show that learners really want learning that involves technology, especially if teachers can utilize their social media. Learning that involves social media is more interesting and easier for learners to understand. A study conducted a survey of all students who participated in independent learning on YouTube, the results of the study explained that English learning on YouTube was considered more flexible, more interesting, and more interactive than formal learning in the classroom (Wang & Chen, 2020; Zulaefa & Rizal, 2023). Not only on YouTube, English learning is also obtained through Tik-Tok. A previous study found that TikTok online videos are used for learning pronunciation, grammar, vocabulary, common mistakes, and English facts (Warini et al., 2020). While on Instagram, English learning uses the Reels feature with attractive packaging (Malik, 2023).

Although the utilization of EdTech in classroom learning is highly desired and demanded by

students, there are also pros and cons among teachers, as illustrated in the following table.

<b>Subject Initials</b>	<b>Pros/Cons</b>	<b>Statement</b>
Teacher 1	Cons	Learning that involves technology such as smart phones can make students ignore the teacher because they can search for explanations on <i>YouTube</i> . In addition, students also always want things that are instant so they are lazy to try.
Teacher 2	Cons	One of the adverse effects of using technology, especially smart phones, is that teachers cannot control the features accessed by students on their respective gadgets. In addition, because everything is instant, the learning gained will usually not stick for a long time. For example, if they look up the meaning of a vocabulary through google translate, after getting the meaning of the vocabulary, it will just pass by. It is different when they look up the vocabulary using a hard copy dictionary, it will definitely stick and be memorized.
Teacher 3	Pro	I think the use of technology in learning is very important because if you don't use technology in class, it's too boring.
Teacher 4	Pro	Learning using a smart tv or smart phone, in my opinion, should be done because it is a necessity at this time considering that we have welcomed the 5.0 era which requires various things to be related to technology.

Table 2. Pros and cons among individual teachers

Based on [Table 2](#) above, it can be seen that 50% of teachers disagree when learning using technology because they consider several things and consider the use of technology as a threat that should be watched out for in shaping students' learning attitudes. While the other 50% argue that the use of technology is an inevitable need, especially since the pandemic and post-pandemic, so it must be applied in classroom learning. In line with previous research which states that the impact of covid-19 causes a learning climate that utilizes technology as a necessity. This is due to the development of various media such as E-Learning and other supporting platforms ([Heliandry et al., 2020, p. 67](#)). So that the government is increasingly aggressively implementing technology based learning missions and there is even a permanent digital and distance learning program ([Sihombing, 2020](#)).

Apart from the factor of 50% English teachers who are less supportive, EdTech-based learning, especially the use of smart phones at MAN Kotawaringin Timur, is also limited by madrasah policy. The madrasah does not allow students to bring smart phones every day and must only be authorized by the subject teacher. Another thing that is also not supportive is that the madrasah does not provide special lockers for storing students' smart phones so that they are safer when not in use. In fact, the survey results of students found a surprising phenomenon as illustrated in the following table.

Table 3. The result of the survey

No.	Statement	Result (%)				
		SA	A	N	D	SD
1.	I am ready for the learning process that involves technology, especially smartphones in class.	52,5	41,4	6,1	0	0
2.	I would like the policy of using smartphones in class when learning involving technology is allowed.	70,7	27,6	1,7	0	0
3.	The use of learning media with smartphones makes me more motivated to learn in class.	38,7	44,8	14,4	2,1	0
4.	I would like to use smartphones in class as a tool to help me find more learning materials.	55,8	38,1	6,1	0	0
5.	I want teachers to use smartphone media with audio-visual methods in appropriate materials.	56,9	38,7	4,4	0	0

Referring to one of the table above, it can be seen that 55.8% of students strongly agree and 38.1% agree that the use of smart phones can help them to access more learning materials. This shows that if students are allowed to bring smart phones every day to the madrasah with the provision of storage lockers, it will add to the learning experience of students besides getting from the teacher. Because with each gadget (smart phone), learners will be more free in accessing material without having to be constrained by the limited number of computers in the madrasah (Amarulloh et al., 2019).

Based on the explanation above, it can be understood that there is a differentiation in the implementation of post-pandemic learning carried out by teachers. First, learning is carried out by not involving technology as a whole because it considers several things such as the culture of students who are increasingly lazy to try to learn when using technology. Second, the implementation of learning that always involves technology and even utilizes students' social media because it is considered more effective and fun. As a result, students become motivated in participating in classroom learning.

## B. Post-Pandemic English Learning Anomalies

Referring to the meaning in language, anomaly is a form of deviation or strangeness that occurs and is not as usual. Talking about anomalies in post-pandemic English learning is related to the strangeness or changes in habits that occur between before, during, and after the pandemic in the learning process both from the side of teachers and students. Some of the anomalies that occurred at MAN Kotawaringin Timur are as follows.

### 1. Not Providing a Full-Digital Native Learning Environment

Digital native is a term pinned to the generation born as generation Z and is very close to the era of technological sophistication. Those who are categorized as digital natives are now at the secondary school level, in this case including students at MAN Kotawaringin Timur. The impact of a pandemic that requires digital-based learning (technology) MAN Kotawaringin



Timur seeks to meet the needs of students with qualified equipment such as smart TV to support learning. Such facilities are strongly urgent to be held in madrasas to support a learning environment that is literate with technology. In other words, this effort can also present a learning environment that is sensitive to the digital native culture owned and needed by generation Z. This can be done when facilities are provided to support the learning environment, meaning that technology-based facilities can be utilized properly (Kincl & Štrach, 2021).

However, the anomaly that occurs mostly has been provided by teachers and has not optimally utilized the inventory. In fact, the tendency of digital native culture owned by Generation Z is to want learning that fully utilizes these facilities. For example, in learning English in the aspect of speaking, teachers can utilize smart TV to show examples of good vocabulary pronunciation with the help of tutorials in the form of interesting audio-visual media.

Unfortunately, this action has not been taken by all teachers. There are even some teachers who think that learning using such methods can make students ignore the teacher because they can search for themselves on existing digital platforms. In fact, if examined further, learning that supports this digital native learning environment can arouse the motivation of students and help the teacher's task in visualizing learning materials more optimally.

## **2. Teachers' Fixed-Mindset Tendency Toward One Learning Role**

A teacher actually holds four competencies that must be mastered properly. Among the four competencies is professional competence. This competency emphasizes the teacher's mastery of how to deliver learning materials in the classroom both related to the methods and media used (Nurarfiansyah et al., 2022). For example, in learning English, teachers must be proficient in using various methods and media, both technology-based and non-technology-based, to teach four skills, namely listening, speaking, reading, and writing. When speakers are constrained in the implementation of listening, the teacher must have other alternatives so that listening activities continue. Likewise, when students are bored with manual learning, the teacher must make variations with games that utilize technology. So that under any conditions learning can be carried out well without relying on one method or limited media.

However, the anomaly at MAN Kotawaringin Timur is that there is a fixed-mindset among teachers. As stated by Teacher 3 that:

*"When I taught at MAN Kotawaringin Timur in 2020, it was during the pandemic so learning was already online. So since then, I have always applied technology-based media for teaching and utilized E-Learning owned by the madrasah and have been accustomed to it until now. So, if I don't use technology when teaching, I think something is missing and I think the class atmosphere will be boring."*

Teacher 3's statement shows that the influence of online learning culture, which involves more technology, has a strong influence on teaching habits. Not only students, but teachers also experience dependence on technology. Previous research mentions that the impact of the pandemic has brought an inherent culture that is difficult to leave behind. One of these cultures is an educational process that is increasingly dependent on technology. Even now, more trainings are conducted online than offline because it is considered more efficient. (Gumelar & Dinnur, 2020).

The statement conveyed by Teacher 4 is in line with Teacher 3's statement that the anomaly that occurs after this pandemic is that teachers are increasingly dependent on technology so that every learning activity always utilizes technology. The use of technology in learning is actually progressing and in accordance with the 21st century paradigm.

However, when technology becomes something that makes teachers dependent, it will have a negative impact. For example, when there is a technical problem, such as a smart tv that dies, so the teacher must divert learning without the help of technology. If teachers are not prepared, without the help of technology, learning will be even more boring. An article published in 2014 mentioned that in the future humans will be increasingly dependent on technology as a result of socio-cultural changes (Ngafifi, 2014). Nine years later, in 2023, Teacher 3 and Teacher 4 have proven that they are very dependent on technology, especially during and after the pandemic. The socio-cultural changes created unplanned through the pandemic forced technology to be increasingly needed.

Teacher 1 and Teacher 2 expressed different opinions regarding post-pandemic learning anomalies. Teacher 1 and Teacher 2 do not utilize technology. This is done considering that there are many negative impacts that technology produces for students, such as laziness, ignoring teachers, and others. The reasons expressed by Teacher 1 and Teacher 2 show that they do not want to accept technological changes and adaptations. In fact, the learning process needs a combination of technology to support the delivery of material (Xue & Churchill, 2020).

Based on the two camps above, it can be seen that there is a fixed-mindset towards one of the learning roles. The first camp assumes that learning is always dependent on technology. Meanwhile, the second camp argues that technology-based learning brings more negative impacts than positive impacts.

### **3. Learners' Misunderstanding of Technology Utilization**

Nowadays, the use of technology in learning is a must. In addition to fostering learners' interest, technology can also help deliver learning materials very well and clearly. Thus, teachers need to invite students to utilize technology in the learning process, for example by using their smart phones. In general, the use of technology such as smart phones in the

classroom can help participants understand learning materials more quickly because there are various learning variations that teachers can provide to them.

However, the anomaly that occurs is that sometimes students misunderstand the use of technology such as the use of smart phones in the classroom. As happened in MAN Kotawaringin Timur, students assume that the use of technology in the classroom is not fully to make the learning climate lively, but instead creates various new problems. Among these problems is the attitude of students who sometimes underestimate manual learning. As stated by Teacher 1 that when learners are allowed to use smart phones in class, they tend to ignore the presence of the teacher. In addition, learners are also too lazy to try to do the assignments given because they can find answers easily on the internet. This is not the main purpose of using smart phones in class. Teachers can make more variations with the application of appropriate methods, not to make students more ignorant and even lazy. Previous research mentions that the negative impact when students are dependent on technology affects learning achievement, self-efficacy and mental health (Hilda et al., 2022).

Another fact that needs to be considered when students are dependent on technology is the widespread use of Artificial Intelligence (AI) which will make students even lazier. Because with the help of AI, various tasks given by the teacher can be answered easily by simply entering the questions asked. Therefore, the dangers of using AI must be anticipated by teachers in the learning process (Jagadesh Kumar, 2023).

As a result of this dependence on technology, students consider that the role of humans in learning, including teachers, is no longer the top chain of importance. When they do not understand the teacher's explanation, they will not ask questions but will more easily look at their own gadgets. In the end, the humanization crisis in the learning process occurs because of the attitude of students who are increasingly reluctant to learn with a manual system and prefer to study with technology such as the use of Google and other sites. This fact shows that many students misunderstand the use of technology in learning. This phenomenon shows that the covid-19 outbreak caused sudden changes that changed various aspects, especially in the education process (Alavi et al., 2022).

## Conclusion

Overall, this study has come with two major finding. First, the instructional process, in post-pandemic, must be realized that the important role of technology in learning should be adapted in these current conditions depends on students' needs. There were two types of teachers' perspectives in involving technology in instructional process between senior teachers and Gen Z teachers. Senior teachers stated that the technology is not really important in learning process due to some notorious experiences such as students' culture or neglectful behavior by students

while learning with smartphone. Besides, the Gen Z teacher believes that technology can help teachers to make learning more varied and innovative. It is also supporting survey result by the students that they really want Edtech in classroom because they felt more motivated in learning. Second, showing that there have been 3 anomalies found in the study; first, Not Providing a Full-Digital Native Learning. Second, Teachers' Fixed-Mindset Tendency Toward One Learning Role. Third, Environment Learners' Misunderstanding of Technology Utilization.

This study merely focused on how the way of Ed-tech implemented in the instructional process and anomalies that happened on the post-pandemics' situation. There should be the study that can be giving a solution attempting to accommodate the situation, especially on different perspective of teachers in the use of technology in the instructional process and the demand of students that highly motivated on using Ed-tech in their classes. Moreover, statistical data to measure the solution has also needed in the future study. It concludes that from this study there have been still room to be exposed for the goodness.

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## **Appendix 1. Interview Guideline**

- A. Post-pandemic English learning implementation process
  - 1. What do you know about the use of EdTech in learning?
  - 2. How important is the utilization of EdTech according to you?
  - 3. Does the madrasah provide facilities that support English learning during and after the pandemic?
  - 4. How do you utilize the facilities provided by the madrasah to support English learning after this pandemic?
  - 5. Do you always use technology-based learning media (Edtech) when teaching English in class?
  - 6. Have you ever conducted a lesson that invites students to utilize the social media they have?
  
- B. The constraints faced by teachers in implementing EdTech-based learning after the pandemic
  - 1. What are the obstacles you face when implementing technology in learning?
  - 2. Are you constrained in planning and evaluating learning outcomes?
  - 3. Is the policy implemented by the madrasah regarding the use of gadgets in the classroom also an obstacle in the implementation of technology-based learning?
  
- C. The magnitude of anomalies felt by teachers related to changes in the learning climate during and after the pandemic
  - 1. According to you, what are the differences in the implementation of learning before, during, and after this pandemic?
  - 2. What is the most distinguishing factor in the post-pandemic English learning process from before?
  - 3. Has your teaching method changed dramatically during the pandemic and post-pandemic?
  - 4. What kind of learning style do you think students prefer in class?