



EDUTECH

Jurnal Teknologi Pendidikan

Journal homepage <https://ejournal.upi.edu/index.php/edutech>



The Role of Belajar.id Accounts in Transforming Primary School English Education

Anang Yudika Utomo, Mauly Halwat Hikmat

Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah
Surakarta, Surakarta, Indonesia

E-mail: yudhikannang96@gmail.com, mh178@ums.ac.id

ABSTRACT

This study aims to explore the utilization of belajar.id accounts in English learning in an elementary school in Sukoharjo. It investigates how teachers integrate this platform into teaching, the challenges faced, and students' perceptions. A qualitative approach with a case study design was employed, utilizing interviews with one English teacher and thirteen sixth-grade students, along with classroom observations. Findings reveal that belajar.id accounts, integrated with Chromebook devices, enhance interactive and engaging learning through features such as Email, Google Forms, Quizizz, Spreadsheets, and Google Search. The implementation of belajar.id accounts in English learning has been carried out gradually, following preparation and training sessions introduced after the Covid-19 pandemic in 2021 through ICT lessons. However, challenges include technical issues and limited student proficiency. Despite these obstacles, students demonstrated positive attitudes, describing their experience as exciting and modern. This research highlights the transformative potential of digital tools in primary English education and provides insights for improving educational technology integration.

© 2025 Educational Technology UPI

ARTICLE INFO

Article History:

Submitted/Received 07 Jan 2025

First Revised 20 Jan 2025

Accepted 01 Feb 2025

First Available online 07 Feb 2025

Publication Date 07 Feb 2025

Keyword:

*Belajar.id, Digital Tools, English
Education, Primary School,
Technology Integration*

1. INTRODUCTION

Judging from the aim of learning English itself, it is to prepare Indonesia's young generation to be able to compete globally, according to Banasuru (2013: 101): Language is a means of scientific thinking, the language skills you have will help you think scientifically, systematically and orderly. Irawan (2022) states that language plays an important role in various human activities, from expressing feelings to conveying thoughts and opinions.

The differences in language patterns between Indonesian and English cause difficulties for students, especially those who use regional languages on a daily basis. According to Irawan (2022), differences in language patterns between English and Indonesian cause difficulties for students, especially if they use regional languages every day which worsens their understanding of foreign languages (p. 374). Riyanto (2015) identified several factors that cause difficulties in learning English, including teaching techniques that influence student interest, creativity and learning outcomes, as well as the competence of English teachers (p. 6). According to Sofiana (2015), English language skills, especially listening skills, can be improved through online learning methods using online media or face-to-face. For this reason, the competence and innovation of a teacher is expected to be able to overcome difficulties in learning. With the rapid development of technology, teachers should have various alternatives in learning to achieve maximum learning outcomes.

The use of online media and LMS can increase students' interest and understanding in learning English. Results of research by Irawan and Surjono (2018) show that the use of online media or multimedia-based media is effective in increasing students' understanding in learning English. Meanwhile, according to Harefa & Sumiyati (2020), implementing LMS in online learning can increase students' attraction and enthusiasm after being explained by the teacher. And as stated by Mulya & Aimah (2020) that online learning provides convenience for teachers and students in virtual classes, especially in terms of distributing assignments. Therefore, the Ministry of Education and Culture has issued a breakthrough learning innovation which has become a special attraction since the Covid-19 pandemic, namely the belajar.id account which allows one learning account to access various digital learning platforms starting from Google Classroom, Drive, Meet and Forms, as well as other learning media. This belajar.id account collaborates with Google Education where one of the advantages is the SSO (Single Sign On) feature so that teachers and students only have one account to access all learning features, while material can be provided in the form of PowerPoint, short videos and reading materials. This learning material will be sent to the learning account's electronic postal address. The belajar.id account can also be used to access the official Ministry of Education and Culture application, the belajar.id account is one of the Ministry of Education and Culture's official channels for students, educators and education staff.

Even though the government has provided access to belajar.id accounts to educators, students and education staff to facilitate learning activities, there are still many of them who have not used it properly. Many people are not aware of the advantages of a belajar.id account and do not activate or use this facility optimally. In Journal of Regional Development Policy Research Vol. 06 No.1 shows the results of questionnaire analysis from a total of 514 respondents, almost 88% have activated the belajar.id learning account. This is in line with REFO data (2021) that the majority of socialization/training participants have activated learning accounts, but the number of activations has not reached 100%. The findings of this research provide an illustration that the activation of the belajar.id learning account has not been carried out thoroughly by teachers and other

education personnel. There are still around 12% of respondents who have not activated their learning.id account, further research needs to be done (Wahyudi & Suwandana, 2022). This is the basis for researchers to find out the description of the utilization of the belajar.id account in learning English at SD Negeri Gumpang 02 Sukoharjo.

SD Negeri Gumpang 02 Sukoharjo is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competency and character starting from superior human resources (school principals and teachers). Multimedia-based learning using online media has been implemented at SD Negeri Gumpang 02 Sukoharjo. One of the online learning media that has been implemented at SD Negeri Gumpang 02 Sukoharjo is the belajar.id account which has been socialized by the Ministry of Education and Culture. Where the learn.id account domain was launched by the Ministry of Education and Culture through the Center for Data and Information Technology (Pusdatin) and can be accessed by students, teachers, education staff and school operators.

Previous studies have explored the application of belajar.id accounts across various subjects and educational levels. For instance, previous research highlights the effectiveness of using the Belajar.id platform in learning English at the high school level, as shown by Irawan (2022). These findings show that online learning using this platform is effective in the midst of the COVID-19 pandemic situation. Meanwhile, research by Romadoni et al. (2023) emphasized that the use of Belajar.id in mathematics learning statistics material at the high school level provides a learning experience that is equivalent to normal conditions, although without a significant increase in learning outcomes. However, challenges in implementing the Belajar.id account were also identified in distance learning in Islamic Religious Education and Character Education subjects at the junior high school level, such as limited internet access and understanding of the platform as found in Sejati & Zulfa's (2022) research. And research by Rahma et al. (2022) showed that learning Indonesian at elementary school level using the belajar.id account has been proven to run smoothly during the pandemic, without space and time constraints.

However, there remains a research gap concerning its application in elementary English language learning. This study seeks to fill this gap by providing insights into the practical use of belajar.id accounts in this specific context, thereby contributing to the broader discourse on educational technology integration. As for the problem formulation in this research, namely:

- (i) How does English teacher use the belajar.id account in English learning at SD Negeri GUMPANG 02?
- (ii) What are the challenges for the teacher in utilizing the belajar.id account in English learning?
- (iii) What are student's perceptions of the utilizing of belajar.id accounts in English learning?

The supporting theory is selected to help answer the three research questions above. This theory is not used to drive this research as a whole. Therefore, three supporting theories were chosen as follows:

- (i) Mayer's Cognitive Theory of Multimedia Learning: Mayer's (2021) theory of Cognitive Theory of Multimedia Learning emphasizes that learning will be more effective if it involves a combination of visual, audio, and text elements. Mayer (2024) stated that humans have two main channels for processing information, namely the visual channel and the verbal channel, both of which can be used simultaneously to improve understanding.

- (ii) Bruner's Constructivism Theory: Bruner's (1966) theory proposes that children develop knowledge through three stages based on the interaction of three different models. The three models are, Active/Enactive (action based), Iconic (image based) and Symbolic (language based) as stated by Mcleod (2023). Digital technology with its multimodal capabilities is useful for strengthening the iconic and symbolic stages of Bruner's learning framework. The implication is that very young children who develop learning in an enactive mode may not need to use technology much but to focus learning on action through the manipulation of concrete objects.
- (iii) Vygotsky's Social-Constructivist Theory: Vygotsky's social constructivism (1978) made statements regarding the active involvement of students in learning. According to MockingJay (2022) the major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. The theory places more emphasis on the social context of learning and especially on the role of "mediating agents" such as teachers. According to Vygotsky (1978, p. 57), Each function in the child's cultural development appears twice: first, at the social level, and then, at the individual level; first, between humans (interpsychological) and then within the child (intrapsychological).

This research aims to provide a nuanced understanding of the role of belajar.id accounts in enhancing English language learning at the primary level. By addressing the identified research gap, it seeks to offer practical recommendations for optimizing the use of digital tools in education, ultimately contributing to the advancement of pedagogical practices in Indonesia.

2. METHODS

This study employs a qualitative research approach, as suggested by Sugiyono (2005), which emphasizes naturalistic methods conducted in real-world settings. Rubiyanto (2009) describes qualitative research as producing descriptive data through written or spoken words from observed individuals. The research design is a case study, focusing on SD Negeri GUMPANG 02 to gain an in-depth understanding of how teachers and students utilize belajar.id accounts in English language learning.

The case study involves detailed data collection to explore the research question, following these steps:

- (i) Planning: Preparing participant selection, scheduling interviews and observations, and creating research instruments.
- (ii) Data Collection: Conducting interviews with teachers and students and observing classroom interactions using belajar.id accounts.
- (iii) Data Analysis: Identifying patterns, themes, and findings from the collected data.
- (iv) Interpretation: Drawing practical and theoretical implications to create a comprehensive narrative about the use of belajar.id in English learning.

Research Subjects

The research subjects include:

- (i) Teacher: The English teacher at SD Negeri GUMPANG 02, who is interviewed to understand his experiences and challenges in utilizing belajar.id accounts.
- (ii) Students: Thirteen sixth-grade students studying English at SD Negeri GUMPANG 02. Observations and interviews are conducted to explore their interactions with and perceptions of the platform.

The active participation of both the teacher and students ensures rich and focused data collection.

Data Collection Techniques

Data collection utilizes interviews and observations, as described by Moleong (2012), that qualitative data sources can be obtained through written notes, recordings, sound recordings and photographs.

(i) Interviews:

- Teachers: To explore their experiences, activities, and challenges in utilizing belajar.id for English learning.
- Students: To understand their perceptions of and engagement with the platform.

(ii) Observations:

- Classroom interactions: Observing teacher-student interactions and utilization of belajar.id in English lessons.

Initially, data is collected comprehensively, without limiting the research focus. The subsequent step involves narrowing down data relevant to the research objectives.

To ensure the credibility of the findings, this study employs the Member Check technique, as recommended by Flick (2006), and Guba & Lincoln (1989). Member checks involve presenting transcribed interviews, observations, and data analysis results to participants, allowing them to verify, clarify, and refine the information. This approach enhances data reliability and empowers participants to contribute actively to the research process (Erdmann & Potthoff, 2023; Birt et al., 2016).

The data analysis follows the Miles and Huberman (1984) interactive model, as outlined by Sugiyono (2010). The steps include:

- (i) Data Collection: Gathering comprehensive data from interviews and observations.
- (ii) Data Reduction: Summarizing and narrowing the data to focus on relevant information.
- (iii) Data Display: Presenting the data in simple descriptions, diagrams, or charts to identify relationships.
- (iv) Conclusion Drawing:
 - Comparing findings with relevant theories.
 - Conducting member checks for validation.
 - Formulating detailed and descriptive conclusions to clarify the research object (Amaliyah, 2015).

This structured and systematic approach ensures a comprehensive understanding of the utilization of belajar.id accounts in English language learning at SD Negeri GUMPANG 02.

3. RESULTS AND DISCUSSION

Utilization of Belajar.id Accounts in English Learning

The findings from this study highlight how the English teacher at SD Negeri GUMPANG 02 effectively utilizes the belajar.id platform which is integrated with Chromebook devices to enhance classroom engagement and learning outcomes. During the interview, the teacher explained:

"Chromebooks cannot be operated without a belajar.id account. Therefore, I integrate the account into English lessons to make learning more enjoyable and interactive."

The teacher utilizes the belajar.id account by using several key features of this platform, namely:

- (i) Email: During observation, the teacher was seen sending materials and assessment links through email to ensure all students had access to the resources needed.
 - (ii) Google Form: This feature is often used to carry out text-based assessments. In this process, students type their answers directly into Google Form, practicing their concentration and understanding of the use of upper and lower cases letters in English, as explained by the teacher:
"Students type their answers directly into Google Form, which helps them practice focus and concentration, particularly on the use of uppercase and lowercase letters in English."
 - (iii) Quizizz: Used as a variation in assessment with a multiple choices format, Quizizz brings an interactive and game-like experience to students. One student mentioned during the interview:
"I like Quizizz because it's fun and feels like playing a game while learning."
 - (iv) Google Search: The teacher directs students to search for articles or stories via Google Search. This strategy helps students broaden their horizons beyond textbooks, while practicing their skills in searching for information independently, as explained by the teacher:
"This strategy expands students' knowledge beyond textbooks and encourages independent exploration."
 - (v) Spreadsheet: During the interview, the teacher stated:
"Spreadsheet is usually used for AKM preparation in grade 5, but in grade 6, I use it to gather new vocabulary. This ensures that students remain familiar with spreadsheets and how to input data systematically."
- Although primarily used to prepare 5th grade students for AKM, this feature is also used in 6th grade to collect and organize new vocabulary lists, so that students remain familiar with the spreadsheet feature.

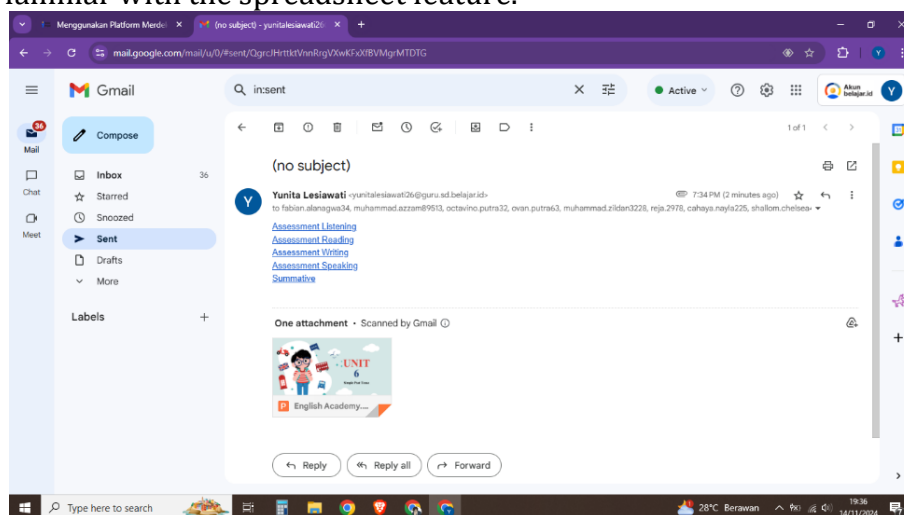


Figure 1. The Teacher Sent Materials and Assessment Links through Email to All Students

These findings align with Mayer's Cognitive Theory of Multimedia Learning (2021), which emphasizes the benefits of integrating visual and verbal channels to enhance comprehension. The use of Chromebooks by using several key features facilitates this multimodal approach, allowing students to process information through both visual and verbal channels simultaneously, thereby enhancing their comprehension and retention.

Furthermore, Bruner's Constructivism Theory (1966) supports this practice by emphasizing the role of symbolic and iconic stages in learning development. The use of

Chromebooks by using several key features enables students to engage actively with digital symbols (such as text) and visual representations (e.g., interactive interfaces), which reinforces their learning through a constructivist framework. This aligns with Bruner's notion that learners construct knowledge more effectively when interacting with diverse modalities.

This finding is different from research conducted by Romadoni et al. (2023) who examined the use of belajar.id for teaching statistics in mathematics, this study highlights its applicability in fostering engagement and interaction in English learning. The teacher's proactive use of Chromebooks to make learning more enjoyable and dynamic underscores the potential of digital tools in enhancing educational outcomes at the elementary level.

However, the utilization process required gradual implementation. After the initial training sessions post-COVID-19 pandemic in 2021, the teacher adopted a step-by-step approach to introduce students to the platform. During the interview, the teacher explained:

"The belajar.id account started being introduced to students during ICT lessons in 2021, but at that time, the school had not yet received Chromebook assistance from the government."

The Chromebook device assistance received in 2022 accelerates the process of adapting technology in schools. After student preparation and training is deemed adequate, the use of the belajar.id account will begin to be integrated into English language learning in 2023, as explained by the teacher:

"After we received Chromebooks in 2022, we began conducting ICT extracurricular activities to help students master the devices. By 2023, when we felt the students were ready, we started using the belajar.id account in English lessons."

This method ensured that both students and the teacher became familiar with the system's features before fully integrating them into regular lessons. reflects principles from Vygotsky's Social-Constructivist Theory (1978), which emphasizes the importance of scaffolding and guided participation in the learning process. The teacher's approach of first familiarizing students with the platform through ICT extracurricular activities provided a scaffold, ensuring that students had the necessary skills and confidence to use the technology effectively in English lessons. Vygotsky's concept of the Zone of Proximal Development (ZPD) is evident here, as the teacher guided students through progressively challenging tasks, such as mastering Chromebook operations and utilizing specific features of the belajar.id account.

Additionally, Bruner's Constructivism Theory (1966) reinforces the effectiveness of this staged approach. Bruner posits that learning occurs through active engagement and interaction with tools and symbols. The structured preparation, including extracurricular activities and gradual technology adaptation, allowed students to progress from a foundational understanding (enactive stage) to symbolic representation (using digital tools for learning English).

The results of this study corroborate existing literature on the effectiveness of digital tools in education. Similar to the findings of Irawan (2022) and Rahma et al. (2022), this study demonstrates that belajar.id accounts can significantly enhance engagement and learning outcomes when effectively utilized.

Challenges in Utilizing Belajar.id Accounts

(i) Technical Issues

Despite the advantages, several challenges emerged during the integration of belajar.id accounts in English learning. Technical issues, such as inconsistent internet access and limited digital literacy among students, were the most frequently cited obstacles. For example, technical interruptions occasionally delayed the completion of quizzes and assignments. During the interview, the teacher explained:

"Sometimes, assessments fail to be submitted, especially when I'm using a new feature. This usually happens because I'm not yet accustomed to the feature, and students need to retake the assessment."

Observations confirmed this issue, and this condition forces some student concerned to repeat the assessment so that the data can be accepted.

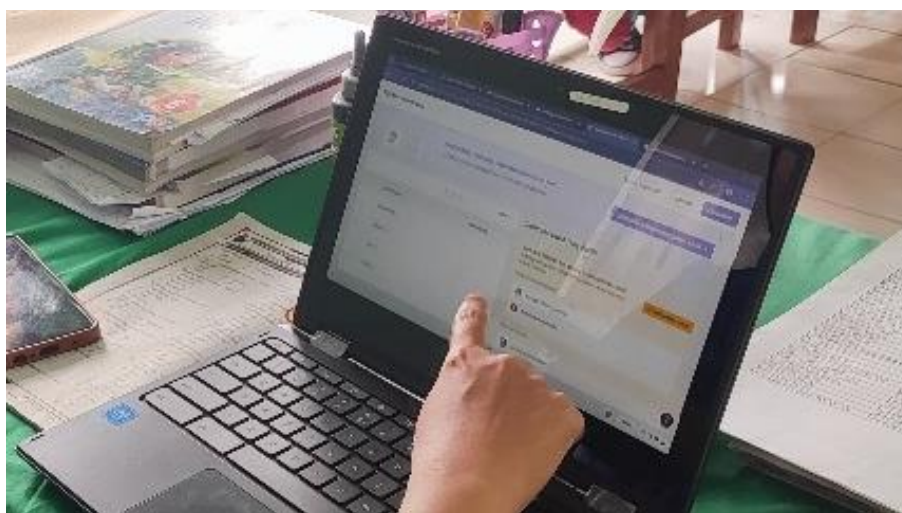


Figure 2. Some Students' Assessments Cannot Be Received on Teacher's Chromebook

Moreover, although the internet connection at school is generally stable, there are some rare occasions that cause disruptions. One of them is when the power goes out, which results in the Wi-Fi turning off. Apart from that, there was a technical problem with Wi-Fi that required technicians to handle it for up to a day, causing learning plans with a belajar.id account to be postponed. The teacher mentioned:

"There was an instance when the Wi-Fi was down due to power outages or technical issues, and we had to wait for a technician, which could take a full day. This delayed the planned learning activities."

To address this urgent situation the teacher demonstrated good adaptability, such as using a cellphone internet connection as a backup, as stated by the teacher:

"I use my mobile phone as a hotspot to connect all the Chromebooks."

This technical difficulty aligns with the limitations of Mayer's Cognitive Theory of Multimedia Learning (2021). Mayer highlights that while multimedia tools can enhance learning, their effectiveness depends on the user's familiarity with the platform. The teacher's lack of familiarity with new features indicates a gap in

training or experience, which can disrupt the seamless integration of technology into the classroom. Such disruptions, as seen in the need for students to retake assessments, may momentarily hinder the learning process.

From Vygotsky's Social-Constructivist Theory (1978), the challenges in navigating technical features reflect a broader issue of scaffolding, not only for students but also for teachers. Vygotsky emphasizes the role of mediating agents, such as training programs or support systems in overcoming such challenges. The teacher's difficulty in adapting to new features underscores the need for structured professional development to enhance their proficiency with digital tools.

Despite these obstacles, the teacher's adaptability in using a mobile hotspot demonstrates an important aspect of Bruner's Constructivism Theory (1966), the role of teacher ingenuity in problem-solving. By quickly finding alternative solutions, such as using personal devices to provide internet access, the teacher-maintained continuity in the learning process. This reflects Bruner's emphasis on dynamic and flexible teaching approaches that adapt to changing contexts to ensure effective learning outcomes.

These findings echo the results of previous studies, such as Sejati and Zulfa (2022), which identified similar barriers in the adoption of belajar.id for Islamic Religious Education. The comparison highlights a common theme: while digital tools hold significant potential, infrastructural and technical support must be improved for seamless implementation.

(ii) Limited Student Proficiency

Apart from that, some students have difficulty typing answers using Chromebooks. This obstacle is mainly caused by students' unfamiliarity with typing in English, or their lack of reading ability, even in Indonesian. This condition slows down the learning process. The teacher observed:

"Some students struggle with typing because the answers are in English, and their reading skills are still limited. This slows down the learning process."

To overcome this obstacle, the teacher actively accompanies students during the learning process. During the interview, the teacher explained:

"As a teacher, I must guide students who have difficulty operating Chromebooks and encourage them to join ICT extracurricular activities."



Figure 3. The Teacher Providing Hands-on Assistance to Student

Observations showed the teacher providing hands-on assistance to students who struggled with typing or navigating the Chromebook interface. Additionally, the teacher also advises students to take Information and Communication Technology (ICT) extracurriculars designed to improve their skills in operating Chromebooks, as stated by the teacher:

"ICT extracurricular activities are held weekly for grades 1 to 6, focusing on basic Chromebook operations and internet browsing, although participation is limited to 14 students per session due to the number of available devices."

These challenges are closely aligned with Vygotsky's Social-Constructivist Theory (1978), which emphasizes the importance of scaffolding in bridging the gap between students' current abilities and desired learning outcomes. The teacher's active involvement in guiding students through the learning process reflects Vygotsky's concept of the Zone of Proximal Development (ZPD), where the teacher acts as a mediator to help students perform tasks they cannot yet accomplish independently.

Additionally, Bruner's Constructivism Theory (1966) reinforces the value of experiential learning and guided practice. The use of ICT extracurricular activities to enhance students' digital proficiency provides a hands-on learning experience, enabling students to gradually build their skills. This aligns with Bruner's enactive stage of learning, where direct manipulation and practice form the foundation for cognitive development.

This finding corroborates the research Rahma et al. (2022) reported that targeted training and guidance significantly enhanced elementary students' ability to use digital learning platforms like *belajar.id*. However, this study adds a unique perspective by emphasizing the dual challenge of limited digital literacy and English language proficiency among elementary school students.

Students' Perceptions of Belajar.id Accounts

Interviews with thirteen sixth-grade students revealed overwhelmingly positive perceptions of *belajar.id* accounts. Students described the platform as "exciting,"

"gayeng," (a Javanese term for fun) and "modern," attributing their enthusiasm to the interactive and gamified nature of tools like Quizizz and Google Forms.

- (i) One student stated: *"Learning with Chromebooks is gayeng, fun, exciting and feels different from the usual method."*
Observations also revealed high enthusiasm during lessons, with students actively engaging in the learning activities.
- (ii) A student mentioned: *"Using Chromebooks makes learning feel more modern and different from before."*
This was supported by the variety of digital features that broadened the learning experience.
- (iii) One student shared: *"I like Quizizz because it feels like playing a game, so learning doesn't feel boring."*
Observations showed that students were highly engaged and motivated during Quizizz activities.
- (iv) Another student added: *"If we have finished working on the questions, we can play website games."*



Figure 4. Students Look Enthusiastic During the Lesson

The positive student perceptions of learning with belajar.id accounts, align with Mayer's Cognitive Theory of Multimedia Learning (2021). Mayer emphasizes that interactive and engaging learning environments enhance student motivation and comprehension by reducing cognitive overload and promoting active participation. The integration of digital tools like Chromebooks and belajar.id makes learning feel novel and enjoyable, which likely contributes to the students' high enthusiasm.

Additionally, Bruner's Constructivism Theory (1966) supports these findings by highlighting the importance of discovery learning. The unique and modern methods facilitated by belajar.id encourage students to explore learning materials actively and creatively. The term "gayeng," which conveys a culturally specific sense of enjoyment, underscores the contextual relevance of this approach in creating a culturally resonant and engaging learning environment.

This study provides additional insights by focusing on the cultural dimensions of learning engagement. Unlike previous studies such as Romadoni et al. (2023), which highlighted the effectiveness of belajar.id in delivering structured content, this research captures the subjective and emotional responses of students. The incorporation of terms

like *"gayeng"* highlights the importance of aligning educational tools with cultural contexts, demonstrating that digital learning can be both effective and enjoyable when tailored to the students' environment.

However, a few students expressed initial difficulty in navigating the platform, particularly in accessing and completing assignments.

- (i) One student said: *"Typing needs to be fast, but I sometimes struggle because I'm not fluent in English."*
Observations confirmed that certain students were slower in completing tasks due to their unfamiliarity with typing.
- (ii) A student noted: *"Sometimes the loading takes too long, so I have to wait before continuing my work."*
- (iii) A student shared: *"Sometimes the teacher explains too fast, so I get confused about what to write first."*
- (iv) One student commented: *"I don't understand the English material, so I have to use Google Translate."*



Figure 5. The Student Seen Slower in Typing Answer

Over time, with consistent teacher guidance and peer support, these challenges diminished, illustrating the importance of a supportive learning environment. These findings add to the discourse on educational technology, reinforcing the need for comprehensive training and scaffolding for both educators and learners.

This finding aligns with Vygotsky's Social-Constructivist Theory (1978), which emphasizes the role of scaffolding in helping students overcome challenges within their Zone of Proximal Development (ZPD). The teacher's observation of slower task completion due to unfamiliarity with typing indicates a need for structured guidance and practice. Without sufficient scaffolding, tasks requiring both technical and linguistic skills may become overwhelming for students.

From Bruner's Constructivism Theory (1966), underscores the importance of hands-on enactive learning experiences. To address this challenge, students need opportunities to practice typing in English, enabling them to move from an action-based understanding (learning the mechanics of typing) to symbolic comprehension (using typing to express language skills).

Furthermore, from Mayer's Cognitive Theory of Multimedia Learning (2021), slow loading and rapid explanations can increase extraneous cognitive load, as students must divert their attention to waiting rather than focusing on the content or students must divide their attention between trying to follow the teacher and completing tasks. It can negatively affect motivation and concentration, both of which are crucial for effective learning.

This finding echoes the research of Rahma et al. (2022) emphasized the importance of providing targeted training to improve students' proficiency with digital platforms, particularly when these platforms require multitasking between technical and academic skills. It highlights language barriers as a significant challenge in the use of belajar.id, particularly among younger students with limited proficiency.

4. CONCLUSION

The English teacher at SD Negeri Gumpang 02 utilizes the belajar.id account effectively by integrating it with Chromebook devices and gradually implementing its use in English learning. Key features such as Google Form, Quizizz, and email support interactive and engaging learning experiences, enhancing students' comprehension and participation. The main challenges faced by the teacher include technical issues, such as internet disruptions and unfamiliarity with new features, as well as students' limited digital and language skills. Despite these obstacles, the teacher demonstrated adaptability through direct guidance and effective device management, ensuring the learning process remains efficient. Students perceive the use of the belajar.id account positively, describing it as engaging, fun, and modern. While some faced difficulties, such as typing in English and navigating features, the platform significantly enhanced their learning experience by making it more interactive and enjoyable.

This research contributes to educational theory by supporting the application of Mayer's Cognitive Theory of Multimedia Learning, Bruner's Constructivist Theory, and Vygotsky's Social-Constructivist Theory in the context of primary education. It emphasizes the importance of combining multimodal learning tools, fostering social interaction, and gradually implementing technological innovations to achieve effective learning outcomes.

Despite its contributions, this study has limitations. It does not include quantitative analysis of learning outcomes or the perceptions of students' parents regarding the use of the belajar.id platform. Additionally, the research was limited to a single class and focused solely on English learning at the elementary level. Future research could expand the scope to include other subjects, classes, and quantitative measures to provide a more comprehensive understanding of the platform's impact.

5. AUTHORS' NOTE

The authors affirm that this article is an original work and has not been submitted or published somewhere else. The authors declare no conflicts of interest related to the publication of this study. Moreover, the authors confirm that this paper is free from plagiarism.

6. REFERENCES

- Banasuru, A. (2013). *Filsafat dan filsafat ilmu*. Alfabeta.
- Irawan, R. (2022). Persepsi Siswa Dalam Pembelajaran Bahasa Inggris Secara Daring Menggunakan Platform Google. *Equilibrium: Jurnal Pendidikan*, 10(3), 374–379. <https://doi.org/10.26618/equilibrium.v10i3.7465>
- Riyanto, S. (2015). *The practice of teaching English*. Penerbit Andi.
- Sofiana, N. (2015). Implementasi blended learning pada mata kuliah Extensive listening. *Jurnal Tarbawi*, 12(1), 59–69. Retrieved from <https://ejournal.unisnu.ac.id/IPIT/article/view/303>
- Irawan, R., & Surjono, H. D. (2018). Pengembangan e-learning berbasis moodle dalam meningkatkan pemahaman lagu pada pembelajaran bahasa inggris. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 1–11. <https://doi.org/10.21831/jitp.v5i1.10599>
- Harefa, N., & Sumiyati, S. (2020). Persepsi siswa terhadap google classroom sebagai LMS pada masa pandemi Covid-19. *Science Education and Application Journal*, 2(2), 88–100.
- Mulya, A. K., & Aimah, S. (2020). Persepsi Siswa Terhadap Penggunaan Aplikasi Google Classroom (GCr) Dalam Pembelajaran Bahasa Inggris. In *Prosiding Seminar Nasional Unimus* (Vol. 3).
- REFO. (2021). Dashboard Aktivasi Akun Pembelajaran Daerah. https://datastudio.google.com/reporting/caa6b143-78e5-4163-8494-ee809d822b1e/page/p_3ip17urwmc
- Wahyudi, D., & Suwandana, E. (2022). Efektivitas Implementasi Kebijakan Akun Belajar.Id Kemendikbud Oleh Tenaga Kependidikan. *Jurnal Kebijakan Pembangunan Daerah*, 6(1), 16–26. <https://doi.org/10.56945/jkpd.v6i1.140>
- Romadoni, G., Sahrudin, A., & Rosdianwinata, E. (2023). Efektivitas Pembelajaran Menggunakan Akun Belajar.id Kemendikbud pada Materi Statistika ditengah Pandemi. *Radian Journal: Research and Review in Mathematics Education*, 2(1), 11–18. <https://doi.org/10.35706/rjrrme.v2i1.8708>
- Sejati, A. S., & Zulfa, L. N. (2022). Implementasi Penggunaan Akun Belajar.Id Dalam Pembelajaran Jarak Jauh Pada Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti. *Jurnal PROGRESS: Wahana Kreativitas Dan Intelegktualitas*, 10(1). <https://doi.org/10.31942/pgrs.v10i1.6588>
- Rahma, S. N., Cahyono, B. E. H., & Ricahyono, S. (2022). Pemanfaatan Akun Belajar.id Kemdikbud pada Masa Pandemi Covid 19. *Wewarah: Jurnal Pendidikan Multidisipliner*, 1(1), 125. <https://doi.org/10.25273/wjpm.v1i1.11900>
- Mayer, R. E. (2024). The Past, Present, and Future of the Cognitive Theory of Multimedia Learning. *Educational Psychology Review*, 36(1). <https://doi.org/10.1007/s10648-023-09842-1>
- Mcleod, S. (2023). *Jerome Bruner's Constructivist Theory of Learning and Cognitive Development*.
- MockingJay. (2022). *Social Development Theory by Vygotsky*. MockingJay. Retrieved from <https://sites.google.com/site/qim501eiddmockingjay/discussion>

- Sugiyono. (2005). Memahami Penelitian Kualitatif. Bandung: CV. Alfabeta.
- Rubiyanto, R. (2009). Metode Penelitian Pendidikan. Surakarta: UMS.
- Moleong, L. (2012). Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya Offset.
- Flick, U. (2006). Qualitat in der Qualitativen Evaluationsforschung. In U. Flick (Ed.), Qualitative Evaluationsforschung: Konzepte, Methoden, Umsetzungen (pp. 424-442). Rowohlt Taschenbuch Verlag.
- Guba, E. G., & Lincoln, Y. S. (1989). Fourth generation evaluation. Sage Publications.
- Erdmann, A., & Potthoff, S. (2023). Decision Criteria for the Ethically Reflected Choice of a Member Check Method in Qualitative Research: A Proposal for Discussion. International Journal of Qualitative Methods, 22. <https://doi.org/10.1177/16094069231177664>
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? Qualitative Health Research, 26(13), 1802-1811. <https://doi.org/10.1177/1049732316654870>
- Sugiyono. (2010). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.
- Amaliyah, R. (2015). Analisis faktor-faktor penghambat guru dalam pelaksanaan pembelajaran membaca puisi pada siswa berkebutuhan khusus kelas V di SD inklusi Kota Tegal. Skripsi. Universitas Negeri Semarang.