

Building a Literate Generation of Saints at the Bina'ul Ummah Maluk Foundation

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ABSTRACT

Abstract: The digitalization of education has become a global trend, but teachers' adoption of digital technology often faces various challenges. This article aims to investigate and analyze the factors hindering teachers at the Bina'ul Ummah Maluk Foundation from adopting digital learning applications. Using a qualitative approach with a case study design, this research involved in-depth interviews and observations of a few teachers at the foundation. Key findings suggest that teachers' resistance to adopting digital apps stems from a variety of factors, including concerns about additional workload, a lack of adequate technical skills, distrust of the app's effectiveness, and perceptions that digital technology reduces the face-to-face interaction essential to the teaching and learning process. In addition, inadequate institutional support and relevant training contribute to this resistance. The results of this study provide in-depth insights into the complexity of teacher resistance in the context of educational technology adoption. The implications of this study suggest the need for sustainable, relevant technical support, increased technical support, and open dialogue to understand and address teachers' concerns at the Bina'ul Ummah Mamuk Foundation, thereby encouraging the adoption of effective, sustainable digital technologies in learning.

INTRODUCTION

We know that the digital era has brought fundamental transformations across various sectors of life, including education. Advances in Information and Communication Technology (ICT) have opened up new opportunities in the delivery of materials, interactions between educators and students, and access to learning resources. The quality of education is becoming increasingly important in the digital era, where technology plays a key role in achieving these standards. In the use of technology, instructional guidance is needed to enrich students' learning experiences, so that the quality of technology in the curriculum is not limited to the inclusion of hardware and software (Ali et al., 2025; Haren & Hershman, 2024). Digital learning, which leverages a variety of digital applications and platforms, is increasingly recommended to improve the effectiveness, efficiency, and relevance of education in the 21st century. The use of digital applications not only enables more dynamic and interactive delivery of material but also facilitates more personalized, flexible, and timely learning. The importance of teachers' adoption of digital technology cannot be overstated. The role of school principals is very important in leading learning, not only as providers of facilities and policies in schools but also as those expected to provide direction to the school's digital vision, cultivate innovation, and support the adaptation of digital implementation in schools for teachers (Yeomans et al., 2025).

Teachers are at the forefront of implementing the curriculum and learning methods in the classroom. Their ability and willingness to integrate digital technology into teaching practices is key to

the success of educational transformation. Teachers who are adept with digital technology can create a learning environment that is more innovative, engaging, and aligned with the needs of today's learners, who are familiar with the digital world. However, the process of adopting technology, including digital applications, in education often does not proceed smoothly. Various obstacles can arise, both in terms of infrastructure and policies, and on the individual side of the teacher himself. The Bianul Ummah Maluku Foundation, as one of the educational institutions that strives to continue adapting to the demands of the times in Pasir Putih Village, Maluku District, West Sumbawa Regency, NTB, faces challenges in integrating digital applications into the daily learning process. In the learning process at school, there are often obstacles to the use of new technology, as some teachers lack the knowledge and skills needed to implement learning-support technology. As a result, teachers are seen as needing to make adjustments in their use of technology that continues to develop. Although there is encouragement to use technology, implementation in the field often encounters significant obstacles, particularly regarding teachers' acceptance and use. This phenomenon raises crucial questions about the factors that prevent teachers at this foundation from fully embracing and using digital applications in their teaching and learning.

Based on this background, this study focuses on teachers' resistance to adopting digital learning applications at the Bianul Ummah Maluku Foundation. The main question is: "What is the form of teacher resistance to the adoption of digital applications in learning at the Bianul Ummah Maluku Foundation, and what are the factors that affect it?" The purpose of this study is to identify and analyze in depth the various forms of resistance shown by teachers at the Bianul Ummah Maluku Foundation to the use of digital applications, as well as to explore the fundamental factors behind this resistance (Ahmad et al., 2023).

Understanding teacher resistance is particularly important because the successful adoption of digital learning applications depends not only on the availability of technological infrastructure but also on teachers' readiness, perceptions, competencies, and willingness to integrate technology into their instructional practices. Resistance may emerge in various forms, ranging from reluctance and limited engagement to the continued preference for conventional teaching methods. Such responses can be influenced by multiple factors, including limited digital competence, lack of training and technical support, perceived complexity of digital applications, concerns about increased workload, and uncertainty regarding the pedagogical benefits of technology. Therefore, examining these forms of resistance and their underlying factors can provide a more comprehensive understanding of the challenges educational institutions face in implementing sustainable digital transformation.

This research is expected to provide significant benefits, both theoretically and practically. Theoretically, this study will enrich the Educational Technology literature, particularly through case studies of teachers' resistance to technology adoption in Indonesia's educational environment. In practical terms, the findings of this research are expected to provide valuable input for the Bianul Ummah Maluku Foundation in designing more effective strategies to increase the adoption of digital technology by better understanding the root causes of teachers' resistance. In addition, this research can provide guidance to other educational institutions facing similar challenges in implementing digital learning. The significance of this case study lies in its ability to provide a detailed picture of the dynamics of teacher resistance in the specific context of a foundation, reflecting broader challenges in Indonesia's education ecosystem.

METHOD

This study employs a qualitative case study design to explore in depth the phenomenon of teacher resistance to adopting digital learning applications at the Bianul Ummah Maluku Foundation. This research uses a descriptive qualitative method with a literature review approach, focusing on literature examining the integration of technology into learning in the digital era (Saba, 2024). The method used in this study is library research, which involves collecting data from the literature, recording, reading, and processing research materials. Information is collected through searches of various sources, such as theses, dissertations, scientific articles, and e-books accessed online. (Herniyastuti et al., 2025). Effective digital literacy education must also include knowledge of digital ethics and online safety. In addition, the research was conducted through interviews with several teachers. This research was conducted at the Bianul Ummah Maluku Foundation in Pasir Putih Village, Maluku District, West Sumbawa Regency, West Nusa Tenggara, through interviews with teachers there. This foundation was

chosen because it is an educational institution that seeks to integrate digital technology into learning activities but faces challenges with teacher adoption. The research participants were purposively selected: teachers at the foundation. The purposive selection was carried out to ensure that all teachers have hands-on experience in teaching and interacting with relevant digital applications. Some teachers were chosen to represent different levels of teaching experience and subjects to gain a diverse view of the resistance that arose.

RESULT AND DISCUSSION

Result

Research Results: This study identifies several forms of teacher resistance to the adoption of digital applications in learning at the Bina'ul Ummah Maluku Foundation, which can be categorized as follows:

Resistance Rooted in the Perception of Additional Workload: Most of the teachers interviewed expressed concern that using digital applications would significantly increase their workload. This includes the extra time needed to learn to operate a new application, prepare teaching materials in digital format, and perform additional administrative tasks such as uploading materials, reviewing digital assignments, and communicating online with students and parents. *I already have a lot of work, ranging from preparing lesson plans and teaching to assessing and handling school administrative matters. If I must continually learn new applications and create materials in digital form, I won't have enough time. Sometimes I think, what's the point if my work becomes even more?" (Teacher A, Science Subject). Indeed, it is said to be more modern, but making questions in the application takes a long time. Not to mention if there are students who can't access it or have errors in the system, that's what makes them dizzy and makes them start new jobs again." (Teacher B, Mathematics Subject).*

This resistance arises because teachers feel that digital applications do not directly ease their duties, but rather add complexity and time demands. They tend to compare the time efficiency of conventional and digital methods they have not fully mastered. Resistance stemming from technical skills and limited digital literacy makes concerns about a lack of technical proficiency the main reason some teachers are reluctant to adopt digital applications. Most participants reported feeling "tech-savvy" or "unfamiliar" with the features and functions of modern apps. The lack of previous experience with similar technologies makes them feel unconfident about trying to use it in a learning context.

"I am a gaptek, sir. Just want to open the application sometimes, and I'm confused. Especially if I was told to make a good presentation using an application, I didn't know how. It's safer to use the old way, which I already understand in its use." (Teacher C, Indonesian Language Subject)

"Sometimes there is training, but the material is very fast, and I have not fully mastered the material taught. As soon as I got home, I forgot again. If there is a technical problem, who will help? Finally, I was too lazy to try it again." (Teacher D, Social Studies Subject). Observations in the classroom confirm this: some teachers seem hesitant when using devices or apps, often asking other teachers for help or even ignoring the more complex features of the available apps. These limitations create an uncomfortable atmosphere among other teachers; the fear of technical failures hinders experiments, which in turn prevents skill improvement.

Distrust of the Effectiveness and Relevance of Digital Applications in Learning: Some teachers resist because they are not fully convinced of the effectiveness of digital applications in achieving learning goals, particularly in fostering deep understanding and social interaction. They argue that in-person learning has traditionally been more effective at creating personal connections with students, facilitating in-depth classroom discussions, and providing more personalized and empathetic feedback. *I feel that children need teachers to interact directly, to see facial expressions, and to discuss. If you just keep looking at the screen, it feels less exciting. They do not necessarily really understand what is taught." (Teacher E, English Subject).*

The application is good for additional material or practice questions. But to explain difficult concepts, *I think it is still better for the teacher to explain directly in front of the class. In my experience, children find it easier to grasp if concepts are explained with direct examples." (Teacher F, Physics Subject).* There is also the view that some digital applications are only suitable for enrichment materials

or practice questions, not as the main tool for delivering key concepts. This raises doubts about the extent to which the app improves the overall quality of learning.

Passive resistance due to a lack of institutional support and inadequate training among some teachers manifests not as outright rejection of digital applications, but as "ignore" or "not optimize" their use. This is often associated with the perception of inadequate support from the foundation. The training provided is considered less relevant, overly general, or unsustainable. "The training is only short, sir, given a lot of material but not practiced directly. Once back in class, forget everything. There should be mentoring after training." (Teacher G, Biology Subject). *"The school said that they had to use this application, but the internet network in the classroom was often intermittent. The device also sometimes has problems. If this continues, how are we going to use it?"* (Teacher H, History Subject). The availability of suboptimal infrastructure (such as unstable internet connections and limited or inadequate devices) also reinforces frustration and reluctance to keep trying. Teachers feel that their efforts to adopt technology are not supported by a conducive environment, so they revert to more familiar and reliable methods.

Reluctant to step out of their comfort zones, many teachers seem comfortable with the teaching methods they have mastered for years. The switch to digital learning methods requires a mindset shift and adaptation to a new way of working, which is sometimes seen as a disruption to established routines. This is reflected in the teachers' statement that they prefer to "stick to the usual one" because it is easier and causes fewer problems. I have been teaching this way for many years, and the results are fine. Why bother with new things that aren't necessarily better?" (Teacher I, Geography Subject) This resistance is not necessarily negative; it is a natural human tendency to maintain existing habits and to avoid the uncertainty and potential failures associated with change. Overall, the findings of this study show that teachers' resistance to adopting digital applications at the Bina'ul Ummah Maluk Foundation is multifaceted, involving psychological (perception, trust), technical (skills), social (peer influence, institutional support), and situational (infrastructure) factors.

Discussion

The findings of the research on teachers' resistance to adopting digital applications at the Bina'ul Ummah Maluk Foundation provide a rich and complex picture of the challenges in implementing educational technology. The results obtained are in line with various theories and previous research but also present specific nuances in the context of this case study. Resistance related to additional workloads and false perceptions. Teachers have not fully seen how digital applications can significantly ease their assignments or improve teaching efficiency in the long run. Instead, they focus more on initial efforts that require extra time and energy to learn and integrate new technologies. In this context, foundations need to proactively demonstrate and prove how digital applications can simplify certain processes or open new, more effective ways of teaching, thereby increasing perceived usability among teachers (Anasari et al., 2025).

Teachers who feel technically incompetent tend to be reluctant to try new technologies for fear of making mistakes and embarrassing themselves in front of students. When infrastructure, such as internet connections, is unstable or devices are limited, teachers will be increasingly reluctant to invest time and energy in learning applications that are difficult to access (Eskiyurt & Özkan, 2024). Foundations need to ensure that adequate technology infrastructure and technical support are available on an ongoing basis, and to provide training focused on developing the practical skills teachers need. Teachers who have a strong pedagogical view of interaction and relationships may view digital applications as a threat to the fundamental aspects of teaching that they value (de la Tribonnière et al., 2025). It's important for foundations to not only introduce apps but also communicate how they can complement and enrich face-to-face interactions, rather than replace them. Pedagogical discussions on how technology can support deeper, more interactive learning while preserving the essence of the teacher-student relationship should be encouraged.

Passive Resistance and the Role of Institutional Support: Passive resistance exhibited by some teachers can be interpreted as a defensive adaptation to an unsupportive environment (Susanti et al.,

2021). When teachers feel that training is inadequate or technical support is minimal, they tend to revert to familiar methods to avoid further frustration. This emphasizes that sporadic training, without continuous assistance or support, will have minimal impact. Foundations need to develop ongoing professional development programs that provide not only technical skills but also pedagogical support for integrating technology into the curriculum.

Teachers who have used a particular method for years may see change as an unnecessary distraction, especially if they don't see a clear benefit or if the transition process is difficult. Addressing this requires a more persuasive and gradual approach, perhaps starting with a group of teachers who are more open to innovation (early adopters) as agents of change, and showing their success to more resistant peers. Overall, the resistance of teachers at the Bina'ul Ummah Maluk Foundation is not solely a rejection of technology but a reflection of various interrelated factors, ranging from personal perceptions and skills to environmental support and firmly held pedagogical values. An approach that focuses on an in-depth understanding of teachers' concerns, relevant and ongoing training, adequate infrastructure, and clear communication about the benefits and integration of technology within existing pedagogical frameworks will be key to reducing resistance and driving effective adoption of digital learning (Sundari, 2024).

Thus, we understand that the problem in the application of technology, which continues to develop, requires special attention within the scope of its use at the Bina'ul Ummah Maluk Foundation so that its application can continue to be pursued. However, the quality of education will depend on the extent to which technology can be applied in the future. We know together that one of the fundamental factors influencing the effectiveness of learning is the application of technology in the learning process. Where the ease of learning and the effectiveness of learning will continue to run well along with the application of the right technology to support the learning process in schools. Looking at the obstacles that arise in this study, it is certainly a positive input for the foundation to be more selective in recruiting teachers in schools regarding their ability to operate learning-support technology (Budianti et al., 2023). This is a challenge for the foundation in providing a higher-quality education, thereby increasing the surrounding community's trust in the institution. I realize that the educational backgrounds of teachers who join the Bina'ul Ummah Maluk Foundation are diverse, which is also a major obstacle to implementing technology in schools (Wahito et al., 2020).

What is the hope and, at the same time, an important note of this study is how the institution, in this case the Bina'ul Ummah Foundation, has its own mechanism of preparing quality human resources, able to filter and provide guidance, as well as the preparation of adequate tools in increasing the capacity of teachers in schools. All efforts must begin with administrative selection, ability tests, and in-depth interviews, and be followed by accurate analysis to ensure that incoming teachers are eligible for acceptance as teachers at the Bina'ul Ummah Maluk Foundation. With strict selection, continuous debriefing, and the preparation of infrastructure facilities that support appropriate application of technology-based learning activities, it is hoped to achieve a good understanding by all teachers of learning technology in the form of digital applications that can be applied at the Bina'ul Ummah Maluk Foundation.

CONCLUSION

This research has succeeded in identifying and analyzing, in depth, various forms of resistance experienced by teachers at the Bina'ul Ummah Maluk Foundation when adopting digital applications for learning. Key findings suggest that the resistance is multifaceted, influenced by several crucial factors. First, teachers' perceptions of additional workloads and lack of clarity of benefits (usability perceptions) are major barriers, making them hesitant to invest time and energy in learning new technologies. Second, the limitations of technical skills and digital literacy felt by some teachers, exacerbated by the availability of suboptimal infrastructure (such as unstable internet connections), create a sense of insecurity. Third, distrust in the effectiveness of digital applications in achieving deep

learning goals and maintaining essential social interaction in the teaching and learning process is also a determining factor. Fourth, the lack of adequate institutional support, including irrelevant or unsustainable training and insufficient technical assistance, encourages the emergence of passive resistance. Finally, the reluctance to step out of the comfort zone of traditional teaching methods that have been mastered becomes a tendency that slows down the process of technology adoption. The theoretical implications of this study reinforce that the adoption of technology and the theory of resistance to change in the context of education, show the importance of the application of technology not only the technological factors themselves, but also the human and environmental factors that support them.

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