EFL TEACHER'S PRACTICES IN UTILIZING ONLINE TEACHING RESOURCES FOR READY-MADE CLASSROOM TASKS

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Abstract
Teachers in Indonesia often face a high administrative burden, leaving them with lack time and energy to prepare classroom tasks. Although technology comes as a solution to ease teachers' workload, its utilisation is still not optimal. This study aims to explore what online teaching resources that EFL teacher uses to provide ready-made worksheets, how the teacher utilises the resources, and her perceptions and experiences of the advantages and disadvantages of each platform. This study used a qualitative case study design involving one English teacher in one public junior high school in Semarang, Central Java. Data were collected through interviews and documentation. The results show that the teacher employed Twinkl, ISLCollective, Liveworksheets, and Canva-with Twinkl being the most frequently used platform-to download worksheets which are sometimes modified before being given to students. The teacher found them helpful although each has its own advantages and disadvantages in terms of visual appearance and accessibility. Unfortunately, support from school for covering the premium subscription costs remains limited due to constrained operational budgets. Therefore, more adequate support is needed so that the use of technology can be optimised to support teachers' tasks on an ongoing basis.

Keywords: educational technology support, online teaching resource, worksheet platform

Introduction

The teaching and learning process is closely related to teachers' workload, which is still largely under the control of the bureaucratic system (Kim, 2019). When teachers are given too many tasks and responsibilities, they will find it difficult to complete them optimally (Chirimi, 2016). According to Eriş et al. (2017), administrative workload can reduce the quality and productivity of teachers in carrying out academic tasks. Hermawan and Olayiwola (2024) also highlight that this administrative burden issue has become a challenge in various education systems in many countries, including in Indonesia.

Many teachers in Indonesia struggle to fully focus on teaching due to the high administrative demands they must fulfil (Hendrawijaya et al., 2020). This situation

also affects the process of preparing materials and tasks for students. Bedir and Özbek (2016) reveal that the main challenges teachers face in preparing materials and tasks are related to limited time, funds, supporting facilities, and adequate knowledge.

Teachers in Indonesia often face high administrative burdens, so they often run out of time or feel overwhelmed when it comes to preparing tasks for classroom learning activities. As a result, after delivering the materials, teachers tend to rely on tasks or exercises from textbooks (Mupa & Chinooneka, 2015). It is a matter of regret that these tasks/ exercises may have been done by students before, either with the help of parents, tutors, or through searching for answers on the internet. In addition, tasks from textbooks tend to be less varied, so they do not fully support the development of students' abilities as a whole.

There needs to be administrative assistance as a solution to the issue of workload and time constraints for teachers, which is currently available through technology. With technological advances that have given birth to new learning resources (Dopo & Ismaniati, 2015), teachers are able to access various kinds of materials, tasks and other instructional materials on the internet which are then often referred to as digital learning resources or online learning resources.

Digital learning resources are a combination of hardware and software designed to overcome problems in learning and support the learning process effectively. Meanwhile, online learning resources are any kind of learning materials that can be accessed through the internet and the World Wide Web (Rahimi & Bayat, 2015). Besides, those resources are also defined as tools available through either paid membership or free access in the form of worksheets, lesson plan templates, e-textbook, or videos (Public First, 2021).

Of the various types of learning resources available, this research specifically focuses on the provision of worksheets or tasks. This is in line with the findings of Putri and Refnaldi (2021) who point out that the role of appropriate worksheets is often overlooked in the context of English language teaching and learning. Inevitably, some teachers have difficulty in designing worksheets that are interesting and relevant to students' needs.

Worksheets are one of the commonly used supplementary teaching materials, as they provide a variety of interesting tasks that are not available in textbooks (Putri & Refnaldi, 2021). The use of worksheets, which usually include instructions and steps to complete theoretical and practical tasks, can reduce the dominance of the teacher's role in learning (Erlina et al., 2022). Thus, worksheets not only relieve the teacher's role, but also encourage students to learn independently, develop creativity, and have a more open way of thinking (Hidajat, 2022). Student worksheets also have an important role in improving language skills. Mero Basurto et al. (2024) explained that worksheets can be an effective medium to train writing skills, especially in enriching vocabulary and constructing sentences and paragraphs. In addition, Chandra and Hayati (2018) mentioned that the use of worksheets can also improve students' speaking skills, especially in terms of accuracy and fluency. Furthermore, Yantaman (2021) emphasised the contribution of student worksheets in improving students' reading skills, while Penagos (2018) highlighted its function in training listening skills.

Arnold and Rixon (2008) and Ghosn (2019) report that teachers accessed several web-based resources like https://learnenglishkids.britishcouncil.org,

www.learninggamesforkids.com, and www.eslgamesplus.com. All three websites provide downloadable and printable worksheets/tasks that are fun and educational for children aged Pre-K to primary school, such as flashcards, vocabulary and spelling, as well as writing practice levels 1-3 with various topics and grammar tasks in the form of crosswords and quizzes. In addition, Nikl (2023) states that teachers use Twinkl, ISLCollective, and Liveworksheets to provide worksheets that focus on teaching vocabulary. Similarly, Chalisyah et al. (2024) add that teachers use Liveworksheets to supply vocabulary practice, grammar exercises, or comprehension activities. Through that web page, we can browse the worksheets we want and download them for free.

Unfortunately, there are still many teachers who do not use or even know the existence of these online resources that can facilitate their works. In addition, researches related to teachers' practices in using digital resources have not been widely explored. Therefore, this study focuses on English teacher's practices in utilising online teaching resources, particularly for ready-made classroom tasks. Ready-made tasks or exercises refer to worksheets or in Indonesia they are ofted called LKPD (Lembar Kerja Peserta Didik) that are available online and can be directly used by teachers without the need to create them themselves. In practice, teachers simply search for worksheets that are suitable for the desired learning topics, then download them and share them with students to work on. This approach is a practical choice for teachers, especially in learning situations that demand time efficiency and easy access to teaching materials. Besides, this research aims to answer the following questions.

1) What online teaching resources does the EFL teacher utilize that provide ready-made classroom tasks?
2) How does the EFL teacher utilize online teaching resources that provide ready-made classroom tasks?
3) What are the EFL teacher's perceptions and experiences regarding the strengths and weaknesses of the online teaching resources used?

Method

The present study adopted a qualitative case study design. Qualitative case study is a research methodology and approach that provides tools and facilitates researchers in exploring and studying a complex phenomenon in a real context through in-depth examination and analysis of a single entity, such as a case, activity, organisational process, programme, event, or individual, using multiple data sources (Creswell, 2013; Stake, 1995; Yin, 2008). Case studies are also often used in inductive exploration of phenomena that are not yet widely known or understood (Gammelgaard, 2017). Specifically, this research used a single-case instrumental study type, as it focuses on one case unit to gain a broader understanding of an issue or a general representation of a problem (Creswell, 2013).

The qualitative method with a single case study approach is suitable for this study as it is able to provide a comprehensive understanding of EFL teacher's practices in utilising online teaching resources for ready-made classroom tasks. This research focuses on a thorough exploration of teacher's experiences, considerations and decisions in selecting and using those online teaching resources in actual learning contexts. The single case study approach allows the researcher to intensively examine one particular context or subject, which is considered

representative or has distinctive characteristics relevant to the phenomenon under study. In addition, this method can be done by a single researcher without the need to involve a large research team, in line with the characteristics of the constraint system in the case study approach. The research was carried out at a public junior high school in Semarang, Central Java, involving one female EFL teacher who teaches grade 7 and 8. She was purposively chosen as the participant since she has been using various online resources to download tasks/worksheets during her duties.

The primary data was obtained from a semi-structured interview with direct communication technique which defines as a communication process that is conducted directly face to face without the presence of an intermediary or other party. Semi-structured interviews are one approach in qualitative research used to collect data (Ahlin, 2019). This approach is characterised by the use of open-ended questions and an interview guide in the form of a list of topics or areas of interest, sometimes accompanied by sub-questions to deepen the exploration (Hak, 2007) where respondents are given little space to vary their answers (Daruhadi & Sopiati, 2024). This method is considered effective for uncovering previously unknown qualitative trends and issues, exploring new areas relevant to the research focus, and gaining a more comprehensive understanding of a phenomenon (Rahman, 2019).

The second instrument used in this study was documentation. Documentation studies provide rich insights into the historical context, policies, events, and developments related to the phenomenon under study (Creswell, 2014). This technique is completed by collecting data from various written sources, such as documents, archives, records, reports, letters, books, or other relevant official documents. In the context of this study, documentation was conducted by asking participant to show a collection of worksheets that she downloaded from online teaching resources as part of class assignments.

In collecting the data, the researcher recorded the interview session, transcribed it, and analysed the result qualitatively. To check the suitability of the interview and actual practice, the collection of worksheets became concrete evidence that the teacher actually utilises ready-made classroom tasks from online resources in her learning practices.

Findings and Discussion
Online teaching resources the teacher utilize that provide ready-made classroom tasks

The findings revealed that the teacher used several platforms or websites to download ready-made worksheets or classroom tasks after delivering learning materials. Some of the platforms used included Twinkl, ISL Collective, Liveworksheets, and Canva as shown in the following figure.

Figure 1. Online platforms/websites for ready-made worksheets

Twinkl can be accessed via its website at https://www.twinkl.co.id/ or through mobile apps available on the Play Store and App Store. Likewise, Canva is accessible through https://www.canva.com/ or its apps on both Android and iOS devices. In contrast, ISL Collective is only available through its website at https://en.islcollective.com/, while Liveworksheets can be accessed at https://www.liveworksheets.com/. Of the four sources, the teacher was more likely to utilise the website version than the applications. The utilisation of these online resources varied in extent. Twinkl appeared to be the most frequently used platform, as indicated by the following interview excerpt.

> "Besides creating my own worksheets, I use Twinkl, ISL Collective, Liveworksheets, and Canva. However, the main one I use is Twinkl. For ISL Collective and Liveworksheets I only use occasionally, once or twice at most. For Liveworksheets, if I can't find something suitable, I usually just take inspiration to create my own. I've used Canva a few times to directly search for worksheets, but more often I use it to edit or create my own worksheets/tasks, not directly download. If I happen to find a good template, then I download it"

Excerpt 1. Teacher preferences in utilising digital platforms for the use of ready-made worksheets

Teachers' reliance on technology to access ready-made worksheets or classroom tasks was driven by several factors. These included the heavy administrative workload, the pressure of managing both academic and non-academic responsibilities, dissatisfaction with the standardized government-issued textbooks used across public schools, and the need to align materials with each school's learning objectives (known as ATP in Emancipated Curriculum – *Alur Tujuan Pembelajaran*). This was evident in the teacher's statement, as shown in the following excerpt.

> "To be honest, I often feel reluctant if I have to create tasks from scratch. Usually, I focus more on creating my own for summative assessment only. This is for several reasons. Firstly, the administrative burden of teachers is very large. Apart from teaching, I also have other responsibilities. Currently, I am a homeroom teacher and teach grades 7 and 8 with a total of 34 lesson hours per week, including the implementation of the P5 project. Due to time constraints, I feel that using ready-made worksheets is the most practical solution. So, even though there are official duties, I can still give assignments to students.
>
> I am personally dissatisfied with the government textbooks, so I rarely use exercises from them. Students also tend to look for answers on the internet because teacher books and student books can be accessed easily online. Therefore, I prefer to give exercises from other sources outside the book.
>
> In addition, each school has its own learning objectives, and not all the materials needed are available in the book. So, I have to adjust by finding exercises online. For example, this year the degree of comparison material is in grade 7, but the textbook doesn't provide it, so I searched it on the internet. Next year, the material will be in grade 8. So, sometimes it moves around."
>
> *P5 - Projek Penguatan Profil Pelajar Pancasila*

Excerpt 2. The rationale behind using ready-made worksheets or classroom tasks

In response to those challenges, the teacher strived to carry out her duties as effectively as possible by seeking alternative solutions. One such effort involved self-initiated professional development, where she regularly watched reels of creative educators from abroad on social media, particularly Instagram. Through those contents, she gained recommendations for various educational platforms and websites that offer ready-made worksheets or classroom tasks. Besides, the teacher was also influenced to explore and utilize digital platforms based on her experience tutoring a student who attended an international school. While assisting the student with her homework, she became familiar with the digital platforms commonly used at the school. This was illustrated by the teacher in the following interview excerpt.

> "I often watch reels from creative teachers overseas. From there, they usually share recommendations for educational platforms and websites. I also actually got inspired by the platforms used by teachers at the international school where my private student attended, so when I accompanied her to do her assignments, I also explored the digital platforms used. From there I started to get interested and thought of trying to use them too, of course adjusted to my class situation and my abilities. Of the many recommendations, I found Twinkl to be the best fit, although I still try and utilise other online resources."

Excerpt 3. How the teacher discovered online teaching resources that suit her preferences

The websites used by teachers such as Twinkl, ISL Collective, Liveworksheets, and Canva are international-based learning resources that allow users to access materials from various countries, created by creators from around the world. Until now, there have not been many local online teaching resources that specifically match the topics that teacher was looking for. She said that, to the best of her knowledge, there was one local resource that provided specific downloadable and printable worksheets, namely 'Bu Guru Ria', which can be accessed through the website https://bugururia.com. Here is what she said.

> "As for local websites, the only one I know is 'Bu Guru Ria'. Her worksheets are excellent, but they're more suitable for primary school level, so I haven't used them."

Excerpt 4. Local online teaching resource that the teacher knows

How the teacher utilizes online teaching resources for ready-made classroom tasks

The steps taken in preparing worksheets began with determining the topics or materials. After that, the teacher searched for suitable worksheets on Twinkl, ISL Collective, Liveworksheets, and Canva simultaneously by opening several tabs on her laptop. After finding the most relevant worksheets, the teacher downloaded them and immediately used them in class. This pattern was also applied when the teacher had to carry out official duties or when she was absent. In these conditions, the teacher left the worksheets that had been prepared beforehand to the duty teacher to be distributed and worked on by students. The teacher explained this practice in the following interview excerpt.

> "I definitely provide the worksheets after I explain the materials to the students, so they know what they are learning first. I usually look for worksheets that match the topic on several websites. To make it more efficient, I open several tabs at once - so not one by one, but directly compare and choose which one is the most suitable. If I happen to have official duties or am unable to attend the classes, I usually leave the worksheet with the duty teacher to be given to the students and done directly in class."

Excerpt 5. Teacher's practical strategies for preparing ready-made classroom tasks from online resources

The selection of platforms or websites by the teacher was based on several considerations, including the credibility of the source, the quality of the worksheets, and the ease of access. The teacher chose to use platforms such as Twinkl, ISL Collective, Liveworksheets, and Canva because they are considered credible and trusted, and do not come from dubious or scam sites. In addition, the worksheets provided are visually appealing and aesthetically pleasing to students. Access to these websites is also very practical-easy to find and quick to access. Therefore, the teacher felt that the choice of this platform was very economical, practical and flexible. The following is what teacher said in the interview.

> "I choose Twinkl and other platforms because the sources are clear, legal, credible, and not from fake websites. There is no doubt about their reputation, and many other teachers also use it. If we search on Instagram, Twinkl already has accounts in each country. For example, there is Twinkl Indonesia, Twinkl Australia, Twinkl USA, and many more. So, it's managed globally but still has a local version. Canva also has an official account. Well, if it's ISL Collective and Liveworksheets, I don't know... I don't think so. In terms of quality, the worksheets are aesthetic, colourful, and interesting for students. It's also very easy to access - just open it, and you're good to go. Many are free, and even if you have to subscribe, it's worth every penny. All in all, these platforms are terrific!"

Excerpt 6. Teacher's considerations in selecting specific online teaching resources

The teacher also had a number of criteria in choosing worksheets from those online sources. The criteria include the difficulty level of the tasks, the number of items, and the vocabulary used in the worksheets. The teacher explained that the selection of worksheets was done carefully to suit the abilities and needs of students in the class. The following is her statement.

> "I usually choose worksheets that look interesting and fun; those with cute and eye-catching images because the design is indeed visual and suitable for young learners. But of course, the main thing is the suitability of the difficulty level. I always adjust to the cognitive level my students, usually I choose those with a medium level of difficulty. I also pay attention to the number of questions. In one meeting, I target students to answer around at least 20 questions, so I look for worksheets that are close to that number. It can be more; it can be less but the gap is not too far. In addition, I also take vocabulary into consideration. I prefer worksheets that use common vocabulary that is often used daily. Conversely, I avoid questions that contain too much complex vocabulary, especially for grade 7 students who are still in the early stages of learning."

Excerpt 7. Criteria for selecting worksheets from the websites

Here are some examples of ready-to-use worksheets downloaded by teachers that have been given to students.

Figure 2. Downloaded ready-made worksheets

Although worksheets available on various platforms are generally ready-to-use, in practice the teacher did not instantly download and use them just like that. Before being used in class, the teacher first made some modifications according to learning needs. These adjustments could include adding elements such as titles and student identities, reducing the number of questions, and replacing vocabularies that were considered difficult or sensitive for the age of the students. This modification process was generally done through Canva, although the original worksheets came from Twinkl, ISL Collective, or Liveworksheets. The following are some examples of the original version of the worksheets from the platform and the final version that has been modified by the teacher.
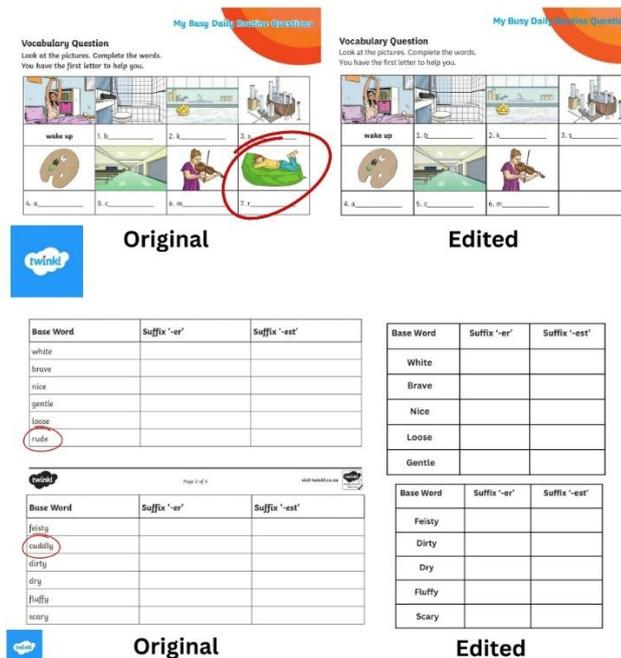

Figure 3. Example of worksheets modification

After the worksheets were deemed appropriate, the teacher usually uploaded them to Google Classroom so that students could work on the tasks. In the process, the students were asked to write the answers in their workbook first. Furthermore, the results of the work would be corrected together in class or photographed and then uploaded back to Google Classroom as a form of task reporting. The following documentation shows the process.
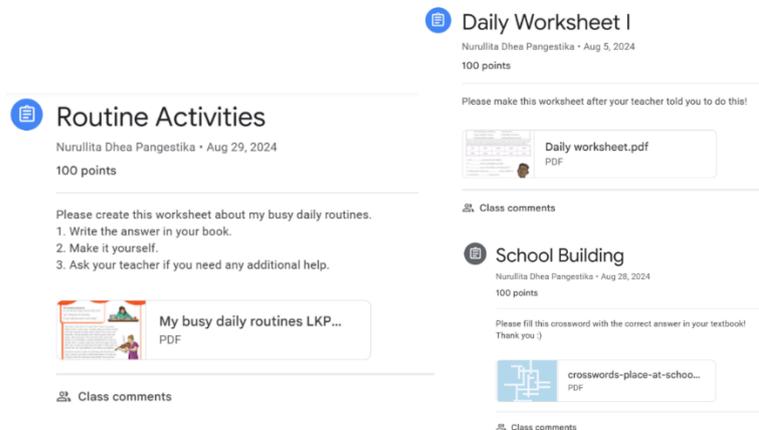

Figure 4. Student Assignment Management through google classroom

Apart from being used as student assignments after material delivery, the worksheets obtained from various online resources were also implemented by the teacher in the form of more fun activities, one of which was through arcade games. Furthermore, all worksheets used covered almost language skills as a whole. This is reflected in the teacher's collection of worksheets shown below.
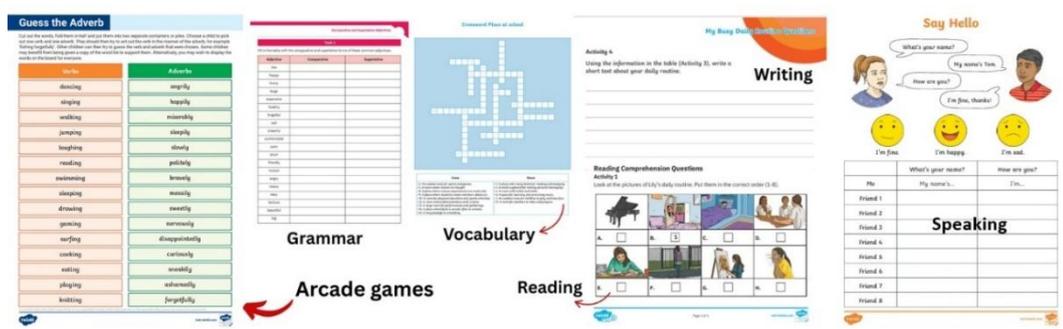

Figure 5. Implementation of ready-made worksheets downloaded online

The set of worksheets shown by the teacher in the image above serves as English learning materials which aim at developing various language skills and linguistic components, each with a different focus. However, based on the collection presented, it appears that listening skill is not addressed in any of the materials provided.

The teacher's perceptions and experiences regarding the strengths and weaknesses of the online teaching resources

Technological advancements undoubtedly offer numerous benefits, but they also come with certain drawbacks. The platforms or websites used by teachers are

no exception—each offers specific advantages that make them appealing, yet they also have limitations. As a result, the teacher often relies on multiple sources to complement one another and meet their instructional needs more effectively.

Based on the teacher's perspectives and experiences, Twinkl which becomes popular portal for finding ready-made worksheets or tasks has a number of benefits. Twinkl's strengths include visually appealing worksheets, access to a wide variety of materials, and AI features that can be used to generate specific worksheets as needed, like crosswords, wordsearch, and jumbled sentences, as well as to prompt learning advice, such as teaching ideas and for suggestions on teaching methods. Here is an example of how Twinkl looks like with a teacher-generated prompt on AI.
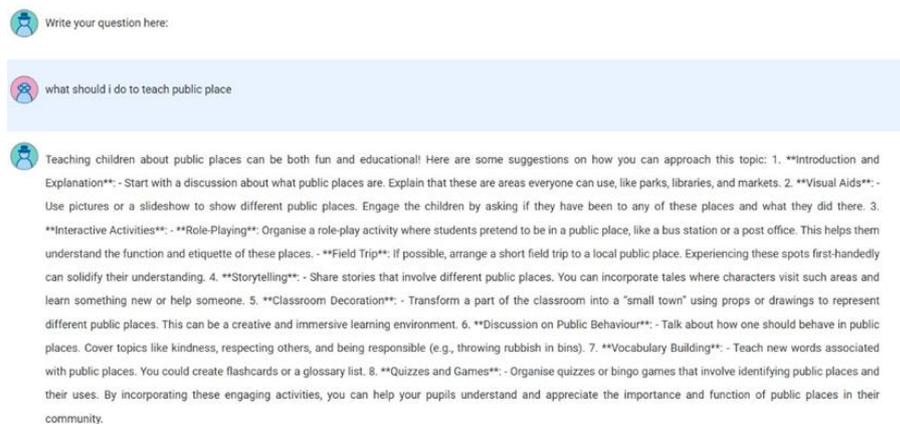

Figure 6. Twinkl with AI feature

In addition, Twinkl subscriptions are flexible as they can be cancelled at any time, and the platform is particularly helpful when the teacher needs to prepare tasks at short notice. However, the teacher asserted that in order to access these facilities, users need to make a paid subscription at a fair cost; IDR 55.000/month or IDR 450.000/year. In this case, the teacher paid for the subscription on her own without assistance from the school. On the other hand, Twinkl also does not provide a direct editing feature on the platform, so if the teacher wants to modify the worksheets from there, she has to use other apps.

In the meantime, moving on to the next platform, the teacher perceived that ISL Collective and Liveworksheets share similar advantages and limitations. Both platforms are able to serve as additional or secondary resources that teachers use to download ready-made worksheets for free. While Liveworksheets provides a paid option, its free access comes with a lot of advertisements that are quite annoying to use. In addition, Liveworksheets is also considered to not fully live up to its claim of being a free platform. Some files cannot be downloaded due to restrictions from the content creators, so the teacher had to use alternative methods such as manually saving the worksheets in images mode-which ultimately degrades the quality of the files because the downloads are not high-resolution.

Furthermore, the teacher believed that the display quality-both in terms of images and text-on ISLCollective and Liveworksheets is less than optimal. The visual elements are old-fashioned. Particularly on ISLCollective, most of the worksheets are made from Microsoft Word files with images taken directly from Google, which makes them look less modern and attractive.

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In contrast to other sites which are specifically designed to provide worksheets, Canva is a graphic design platform that definitely excels in terms of design flexibility. This platform allows users to directly modify the available worksheets, either by adding or subtracting elements as needed. In addition, the teacher can also be creative in using the various design elements and features provided by Canva. However, the teacher found that the available materials are still limited and not specifically organised. For example, there is no filter feature based on grade level, so when the teacher searched certain keywords-such as 'simple past tense worksheet'-the search results are often mixed with other irrelevant materials. In addition, not all worksheets can be accessed for free. Worksheets with more fascinating visual quality are generally only available to pro account users. Luckily, the government through the Ministry of Education and Culture has facilitated the teacher with a *belajar.id* account that allows them to access Canva Pro features.

Based on the many advantages and disadvantages of each platform, the teacher concluded that using online resources to download ready-made worksheets would simplify her work. She believed that if she only relied on exercises from textbooks, she would eventually become accustomed to them and memorize the answers. In contrast, worksheets from online platforms are frequently updated and diversified, thus indirectly encouraging her to continue learning and developing. She also revealed that the using these platforms fosters curiosity to explore and take use of the different features provided. The teacher also expected that in the future she could be more educated and open to the use of new platforms that are relevant to learning needs.

The teacher, however, highlighted the necessity of support from schools and the government in the form of providing learning facilities, such as the premium access that has previously been given to Canva, as well as free and certified trainings on the use of technology-based teaching media and tasks. In her view, participating in this kind of training enables teachers to stay up-to-date with current developments. On the other hand, she also expressed concern about the potential dependence on technology as illustrated in the following interview excerpt.

> "These platforms have proven to be extremely useful in easing my workload. They save me a lot of time—just pick the right worksheets, download them, and they're good to go. But at the same time, honestly, there's also a sense of worry. I'm afraid I'll become too dependent on technology. We know that technology is indeed designed to assist us, but I wonder, won't it become a bad habit if teachers end up being lazy to make their own worksheets, thinking 'Why create when I can just download?'. So, there's a dilemma there too."

Excerpt 8. Teacher's concerns about reliance on technology

What teacher revealed emphasises the two sides of technology use: efficiency and concerns about teachers' decreased involvement in designing materials and tasks independently.

Discussion

One of the most major issues that Indonesian teachers confront is the heavy administrative workload. Teachers have to prepare learning documents such as lesson plans, syllabus, modules, and even when teaching, they have to prepare their own materials. This issue has been a long-standing concern since the introduction

of the Education Unit Level Curriculum (KTSP) in 2006 and remains unresolved to this day (Krissandi & Rusmawan, 2015). Furthermore, Warsah and Nuzuar (2018) highlighted that, in practice, not all teachers—regardless of experience level—possess the necessary skills to effectively meet these administrative demands.

Teachers who teach in boarding schools, for instance, face more complex challenges. Fakhrudin et al. (2024) reported that the role of teachers in boarding schools is not limited to the pedagogical aspect. They are also required to act as parents who guide and nurture, as well as friends who listen and share with the students. This multi-role impacts on the effectiveness of the implementation of the teachers' main tasks, including in the learning process in the classroom. Under these conditions, they often experience difficulties in completing the administrative burden demanded by the school. Not a few of them feel that they do not have sufficient time and preparation to fulfil that demands optimally.

The integration of technology in education contributes in reducing teachers' workloads by offering access to various educational websites and digital learning platforms. In English language instruction, the use of technology has been shown to enhance the overall quality of language learning (Rahmati et al., 2021). Without adequate technological support, teachers are at risk of burnout due to excessive workload and the complexity of their responsibilities (Jomuad et al., 2021). More broadly, the transformation of the learning environment driven by digital information technology has brought about major changes in previously conventional English language teaching practices. Baker and Smith (2019) stated that EFL teachers today are encouraged to ease their workload. In line with this, they are also required to continuously engage in continuous learning development to keep up with the latest technology and learning strategies. The teacher involved in this study reflect the figure of an adaptive educator who demonstrates a strong commitment to ongoing learning and self-improvement.

It is commendable that the teacher has taken the initiative to use technology in her work, especially in the midst of the fact that many teachers are still ignorant of the existence of digital resources that might make their jobs easier. This practice serves as a good illustration. In addition, the teacher in this study did not necessarily use technology carelessly. She still made selections and adjustments to the downloaded worksheets as classroom tasks, which shows a sensible approach to using technology as a tool. Technology should indeed be used critically, as the validity of its content must be checked first before it is applied in the classroom. Therefore, teachers who are also internet users need to position themselves as content curators who select and customize the best resources according to the material needs and student characteristics. As stated by Public First (2021), in the context of digital learning, the selection of learning resources is crucial.

Taking into account the reputation and features offered, the teacher is considered as a selective content curator. All platforms chosen for use are credible apps. Twinkl, for example. It is well known but not widely used in Indonesia. Ningsih and Nikmah (2024) reported that many teachers were initially unaware of Twinkl, but once familiar with it, they felt comfortable using it. Besides Twinkl, the teacher also used other platforms such as ISLCollective and Liveworksheets, although not as frequently as Twinkl. The teacher's dislike for the visual style of these two platforms seems to be subjective, even though they also have advanced

features. Le and Prabjandee (2023) reviewed that Liveworksheets even allows users to create worksheets and teaching materials independently, rather than just downloading them. Overall, these platforms are worth knowing about and utilising by more teachers.

It is undeniable that sophisticated digital learning platforms generally require subscription fees. Unfortunately, support from schools, especially public schools, to access subscriptions to such platforms is still relatively limited due to deficient operational funds. The teacher in this research even had to purchase with personal funds to subscribe because there was no specific school budget was allocated for this purpose. The situation differs in private schools, particularly international schools. Based on the teacher's experience when she tutored a student from an international primary school, such institutions tend to be more aware and proactive in providing access and training on paid digital platforms. This gap certainly affects the readiness of teachers and students to utilise educational technology optimally.

Conclusion

The use of technology in teaching practices is potential to ease the teachers' workload, particularly by offering ready-made classroom tasks or worksheets (LKPD). Through various digital platforms, teachers can quickly and easily download engaging and relevant worksheets. This is a useful alternative to the use of textbook-based exercises as it allows for the creation of a wide range of learning resources.

In addition to creating worksheets by herself, in practice, the teacher in this study also often downloads tasks from the internet. This is influenced by a number of factors, including a heavy administrative workload, pressure in managing academic and non-academic responsibilities, dissatisfaction with standardised textbooks from the government used in public schools, and the need to adapt materials to the learning objectives in each school.

In this study, the teacher utilises several websites or platforms that are considered very helpful for her works. They are Twinkl, ISLCollective, Liveworksheets and Canva, with Twinkl being the most frequently used platform. These four platforms have their own advantages and disadvantages, both in terms of visual appearance and ease of access. Besides using the worksheets directly after being downloaded, the teacher also sometimes makes modifications to the worksheets to make them more suitable with the needs. The technological sophistication utilised by the teacher in providing digital-based classroom tasks has so far not been fully supported by schools. She covers the cost of premium subscriptions using personal funds.

This study has limitations because it only involves one teacher as a participant. Future researchers are expected to explore the practice of using technology in learning with more teachers, in order to obtain a more comprehensive result. In addition, research conducted in private schools' environment, especially internationally labelled schools, can open up opportunities to find more applications and platforms that may be less widely known yet potentially valuable. Such findings could provide richer insights and broader references for other teachers.

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