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Use of Technology in the Learning Process in Elementary Schools in the Society 5.0 Era

Nurul Hidayah[1*], Meisuri[2], Diah Rizki Nur Kalifah[3], Yuli Yanti[4], Rifda El Fiah[5], Farida[5]

[12345] Raden Intan State Islamic University Lampung, Indonesia
Correspondence ✉*nurul.hidayah@radenintan.ac.id

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Abstract: The aim of the research is to describe the use of technology in the learning process in elementary schools in the Society 5.0 era. This research is included in the descriptive method qualitative research type. The research subjects were the principal, deputy principal for curriculum, teachers and students. Data collection by observation, interviews and documentation. Data were analyzed using the Miles and Huberman model which includes data reduction, data display, and data verification. The results of the research show that the use of technology at SD Al-Azhar 1 Bandar Lampung, namely using technology in learning, can make a difference in the learning atmosphere, giving a more interesting impression by displaying pictures, videos or sounds of learning and providing more real examples to students so that students not only wishful thinking or imagining , providing media facilities or platforms that can be reached by students at home through technology such as simascot and blogger which are managed by each teacher, the administration system and learning activities in elementary schools have implemented the use of technology using televisions and LCD projectors As the use of technology to support learning, teachers are emphasized to be able to operate technology in the form of cellphones, LCD projectors, laptops/computers to support successful learning and are given training at the beginning of each year and at the end of October. The conclusion of this research is that SD Al-Azhar 1 Bandar Lampung has utilized technology in the learning process, providing a technology-based platform to reach student learning from home, and by utilizing technology it will make learning activities easier for students and teachers.

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INTRODUCTION

With the increasing convergence of boundaries between humans, machines and other resources, information and communication technology certainly has an impact on various sectors of life, one of which is the impact on the education system in Indonesia (Kristanto, 2020). Without us realizing it, learning has entered society 5.0. This era is defined as the era of the technological concept of a human-centered society that collaborates with technological systems *(Artificial Intelligent* and *Internet of Things*) to solve social problems that are integrated in the virtual world and the real world (Adlina, 2022) ; Society 5.0 will have an impact on all aspects of life ranging from health, urban planning, transportation, agriculture, industry and education (Farid & Ni'mal'Abdu, 2023). In this era, mastery of virtual and real technology systems will become a

benchmark for the progress of an individual and a nation. The development of technology and information is very rapid and unpredictable. Therefore, each individual is expected to be able to adapt quickly to these developments in order to become a "winner" (Ariastika, 2022).

With the demands of Society 5.0, students not only need technology to develop their resources, but students also need to socialize with the surrounding environment in order to obtain wider information and explain and convey their ideas effectively because communication is an intermediary that connects communication and technological advances obtained (Abidah, 2022). Therefore, the educational sector related to society 5.0 can be used to support learning patterns and mindsets as well as develop creative innovations from students, in order to produce the nation's next generation who are superior and competitive. This means that education in this era requires human resources who have certain competencies such as high understanding skills, critical thinking skills, collaboration and communication skills, innovation skills, problem solving skills, skills in mastering information and communication technology media, life and career skills (Abidah, 2019). Education in the era of society 5.0 is a phenomenon that answers society's needs by adapting the new curriculum according to the current situation. Where the curriculum is able to open a window to the world through hands, for example using *the internet of things* (Arianty, 2023)

The future of technology will develop increasingly rapidly, so to face this situation it is necessary to provide an understanding of the good use of technology and processing the correct information. The current Indonesian education trend has entered *online learning* which uses the internet as a link between teachers and students (Suwahyu, 2022). Apart from that, technological developments have also changed the educational landscape in Indonesia, for example 1) since 2013 the national examination system has changed from *paper based tests* to *online based tests* (Pakpahan, 2016) the system for accepting new students from elementary school to university level in Indonesia is carried out online, from registration to announcement of acceptance (Rahimi, 2023).

Increasingly developing technology needs to be used as innovation by teachers in learning so that students are motivated to learn. Increasingly sophisticated technology makes learning not only face to face with teachers and teachers are no longer the only source of learning but can be done through audio, video, audio-video and computer media known as E-Learning and can even use mobile devices (Mobile Learning/ M-Learning) (Sufia, 2020). To face the present and future, teacher innovation is needed in implementing learning that integrates technolog (Hanipah, 2023). This can be achieved, one way, by optimizing the use of technology as an educational tool which is expected to produce *output* that can keep up with or change the times for the better. Without exception, Indonesia also needs to improve the quality of graduates according to the world of work and the demands of digital technology.

The use of a mobile phone, tablet or laptop along with an internet connection can be utilized as part of learning activities. Based on the problems currently occurring, the shift to the era of society 5.0 requires education to focus on learning on technology and teachers as its main focus. Relevant previous research from several studies, namely (Yulianto, 2021) previous research, discussed school management systems and increased competency towards teacher readiness in facing the era of society 5.0 at the educational level, but no one has discussed the use of technology in the learning process in elementary schools and the factors involved in this. factors that influence the use of technology used at the elementary school level. Research conducted by (Rachmawati, L, 2021) found that implementing e-learning technology in educational settings, from elementary to higher education, not only enhances students' digital skills but also strengthens their critical thinking abilities in solving problems through technology. Additionally, a study by (Syafri, F., & Nugraha, D, 2022) revealed that the application of Internet of Things (IoT) technology in education has facilitated information access and motivated students to engage in more independent learning, aligning with the skill demands of today's digital. Meanwhile, research by (Handayani, A, 2023) focused on teacher readiness in the face of Society 5.0, showing that

training in technology use and enhancing teachers' digital competencies play a significant role in the successful integration of technology into learning, especially in blended learning that combines digital and face-to-face instruction.

This research offers a unique contribution by analyzing the metamorphosis of Islamic Religious Education (PAI) learning through a bibliometric approach within the context of the digital era and Society 5.0. While previous studies have explored technology implementation in general educational settings, this study specifically examines the integration of digital innovations in Islamic religious education. This study fills a gap by focusing on how Islamic values and independent learning frameworks can be aligned with modern technological advances, aiming to maintain educational relevance without losing religious and moral grounding. Additionally, this research investigates the dual challenges faced by educators and students in adapting to Society 5.0 demands while preserving Islamic character development, which is often underexplored in current educational research. By providing an in-depth bibliometric analysis, this study also reveals emerging trends, research gaps, and potential future directions for implementing Society 5.0 principles in religious education, setting a foundation for further development of character-based digital learning models.

METHODS

This research uses a qualitative descriptive design, which aims to describe the phenomenon of using technology in the learning process in elementary schools in the society 5.0 era. This design was chosen to understand in depth the use and implementation of technology faced by elementary schools, especially teachers and students. The object of the research is the use of technology in elementary schools and learning in the era of society 5.0. The research location is Al-Azhar 1 Elementary School in Bandar Lampung. Determining the research location was carried out through several stages and considerations, namely (1) identification of research objectives: this school has started to implement IT-based learning, (2) city selection: SD Al-Azhar 1 has relatively good technological infrastructure compared to schools located in surrounding areas, the Bandar Lampung city government has carried out technology-based education development, including programs that support school digitalization, (3) determining schools: conducting an initial survey to identify schools that are in the process of adopting technology in IT-based learning, choosing a private school in the city center with different levels of technology adoption, (4) purposive sampling: schools were selected because they were able to provide insight into the use of technology in the learning process in the IT-based society 5.0 era. The research subjects were the principal, deputy principal for curriculum, teachers and students. Determining the number of respondents in research is because researchers can conduct more in-depth interviews and obtain detailed data, respondents can provide relevant and in-depth information about the topic under study, carefully selected respondents are sufficient to ensure the validity and reliability of data through triangulation, respondents who selected purposively can cover considerable variation in terms of relevant characteristics such as teaching experience and level of technological understanding. The research instruments used were (1) observation: to record IT-based learning activities and processes in the classroom, (2) list of interview questions: including open questions to explore the experiences and views of teachers, principals and deputy principals in the field of curriculum, (3) documentation: to collect and record documents related to the use of technology in the learning process in elementary schools. Data was collected by (1) observation: directly observing the use of IT-based learning processes in the classroom and school environment, (2) in-depth interviews: conducting semi-structured interviews with school principals, teachers and deputy principals in the curriculum area. This interview aims to gain an in-depth understanding of experiences and perceptions regarding the use of technology in the learning process. (3) Documentation: collect related documents such as collecting data in the form of images, audio, video or necessary files. Data validity is carried out by observation, increasing persistence and triangulation consisting of sources and techniques. Data analysis uses the Miles and Huberman model which includes (1) data reduction: the process of selecting,

focusing, simplifying, abstracting and transforming rough data that emerges from field notes, interviews and documents, (2) data *display* : arranging the reduced data in form a matrix, graph, table, or diagram to facilitate understanding and interpretation. Presentation of data helps in seeing patterns, themes, or relationships that emerge from the data, (3) verification and drawing conclusions: drawing conclusions and verifying data through triangulation, namely comparing and confirming data from various sources. The research procedures carried out were (1) preparation stage: identifying SD Al-Azhar 1 which would be the research location, compiling research instruments including observations, list of interview questions, and documentation format; carry out instrument testing to ensure the validity of the data. (2) data collection stage: conducting direct observations at SD Al-Azhar 1 to see the use and implementation of technology in the learning process in the era of society 5.0; conducting in-depth interviews with school principals, deputy principals for curriculum, and teachers; collect documents related to images, audio, video on the use of technology in the learning process. (3) data analysis stage: organizing and reducing the data that has been collected; present data in a form that can be analyzed; verify and triangulate data for the validity of findings. (4) reporting stage: compiling a report on research results and submitting recommendations based on research findings. The following are the steps in Miles and Huberman's data analysis:

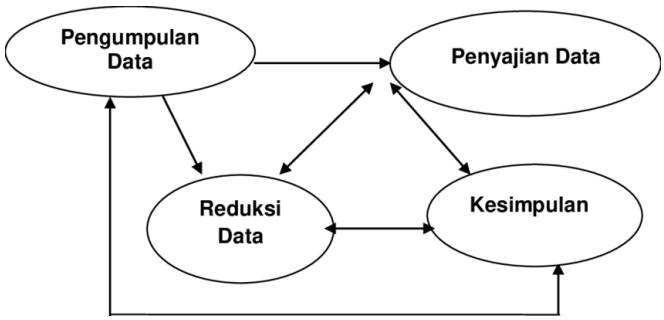

Figure 1: Miles and Huberman Analysis Steps(Sam & Qohar, 2016)

RESULTS AND DISCUSSION

The following are indicators of the use of technology in the learning process at SD Al-Azhar 1 Bandar Lampung, namely:

First, technology-based learning provides a different learning experience. The learning presented previously was conventional with the lecture turning to learning using technology. When delivering teaching material, teachers combine it with varied learning methods and use technological media such as PowerPoint. By using Power Point media, students are more motivated in learning because by using Power Point technology, there are images, sounds and videos that can be combined to create a unified whole so that students are interested and enthusiastic about learning. Technology makes it easier for teachers to convey difficult and abstract material. Attractive displays displayed in a real and clear manner can create a new atmosphere and experience for students. This is in line with what was expressed by the fifth grade teacher at SD Al-Azhar 1 Bandar Lampung that:

" *Technology has significantly improved my interactions with students. Through online platforms, I can provide faster feedback and have more interactive discussions. Students are also more courageous to ask questions and express their opinions through digital media. This creates a more inclusive and participatory learning environment. Students look more enthusiastic and involved in learning, which of course really motivates us as teachers* ".

Technology increases interaction with students, allowing for faster feedback and more interactive discussions. This creates an inclusive and participatory learning environment, where students feel more comfortable asking questions and expressing opinions. After participating in learning using PowerPoint media, students are given practice questions as a learning test. The learning test results obtained a complete score above the KKM. Apart from being given written tests, students were also given oral tests through question and answer questions and students

were able to give good answers. With technology, apart from helping teachers in conveying material to students, they can also save time more efficiently so that teachers don't need to write material on the blackboard.

Second, schools provide media facilities or platforms that can be reached by students at home through technology such as simascott and blogger which are managed by each teacher. Teaching to students can be carried out not only through laptops and LCD projectors, but also through cellphones or gadgets. The school also provides a computer laboratory as a means of learning at school and there are computer subjects taught to students. This was also conveyed by the principal of SD Al-Azhar 1 Bandar Lampung, namely:

" *We have provided various digital platforms that students can access from home, such as simascot and blogs managed by each teacher. Through this platform, students can access study materials, assignments and other important information. This is very helpful especially in situations where students are unable to attend school. With this platform, learning continuity is maintained, and communication between teachers, students and parents becomes more effective* ".

The importance of using digital technology in supporting the learning process, especially in situations where students cannot attend school. By providing various digital platforms such as simaskot and blogs managed by each teacher, educational institutions demonstrate adaptability and commitment to continuity of learning. This platform allows students to access study materials, assignments and other important information from home, which is essential in maintaining students' learning rhythm. Apart from that, the use of this digital platform also strengthens communication between teachers, students and parents, creating an educational ecosystem that is more integrated and responsive to the needs of all parties. In the context of a pandemic or other emergency, this kind of digital solution not only minimizes disruption to the learning process, but also develops students' digital skills, which are an important part of 21st century competencies. This implementation reflects the proactive efforts of the school in facing challenges and utilizing technology to support educational sustainability.

Third, the administration system and learning activities at SD Al-Azhar 1 Bandar Lampung have implemented the use of technology. Classes 1 to 3 teachers use television as a use of technology, while classes 4 to 6 use LCD projectors to support learning. The school is also developing technology which is packaged in the form of a blogger which is managed by all teachers with the aim that students can still access the material that has been uploaded to the blog so that teaching material can be studied anywhere, whether at school or at home. In accordance with the words of the principal of SD Al-Azhar 1 Bandar Lampung that:

" *Technology has been integrated into our administration system to manage student data, schedules and reports more efficiently. With a digital system, the administration process becomes faster and more accurate. This also makes it easier for us to monitor student progress and better manage important information. The use of technology in administration helps create a more organized and responsive school environment* ".

By integrating technology in managing student data, schedules and reports, the administrative process becomes more efficient, faster and accurate. This digitalization allows for better information management, so that schools can monitor student progress more effectively. Additionally, technology helps in managing critical information, which previously might have taken longer and been prone to human error. Implementing digital systems in administration not only increases speed and accuracy, but also creates a school environment that is more organized and responsive to administrative needs. In this way, schools can provide better services to students and parents, as well as support the overall learning process. The integration of technology in administration reflects progress towards more modern and efficient school management, which ultimately contributes to improving the quality of education.

Fourth, teachers in schools are emphasized to be able to operate technology in the form of cellphones, LCD projectors, laptops/computers to support successful learning. If there are teachers who lack skills or are weak in technology, training is held at the end of each year in October and at the beginning of the year. This is useful for coaching in mapping competencies in

the fields of religion, teaching and technology so that teachers become skilled. This was also expressed by the fifth grade teacher at SD Al-Azhar 1 Bandar Lampung, saying that:

" *I hope that the use of technology in learning will continue to develop and be increasingly optimized. Technology has great potential to improve the quality of education and prepare students to face future challenges. We hope to continue receiving support from schools in the form of training and adequate facilities, so that we can continue to innovate and provide the best for our students. In addition, the school provides regular training and workshops to improve teachers' technology skills. Apart from that, there is also technical support if teachers experience difficulties in using certain devices or applications* ".

With the great potential of technology to improve the quality of education, this statement emphasizes the importance of student readiness in facing future challenges through technological innovation. Expectations of ongoing support from schools in the form of training and adequate facilities demonstrate the need for consistent professional development for teachers. This includes providing regular training and workshops designed to improve teachers' technology skills, ensuring they stay up-to-date with the latest tools and methods. In addition, the existence of technical support that is ready to help if teachers face difficulties in using certain devices or applications confirms the school's commitment to creating an effective and innovative learning environment. All of this shows that collaboration between schools and teachers is key to optimizing the use of technology in education, which will ultimately provide significant benefits for students in the long term.

Fifth, the technology for delivering teaching materials gives a more interesting impression by displaying pictures, videos or sounds of learning and providing more real examples to students so that students don't just speculate or imagine. By delivering interesting teaching material, it can encourage student understanding and achieve better learning outcomes according to the expected learning objectives. Similar to what was expressed by the fifth grade teacher at SD Al-Azhar 1 Bandar Lampung, namely:

" *The experience of using technology in teaching was very positive. With technology, I can deliver lesson material in a more interactive and interesting way. For example, I often use digital presentations and educational videos that can clarify difficult concepts. In addition, the use of educational applications allows students to learn in a more enjoyable and independent way* ".

The use of digital presentations and educational videos makes it possible to convey complex concepts more easily to students. This technology not only facilitates better understanding, but also makes the learning process more dynamic and engaging. In addition, educational applications provide opportunities for students to learn independently and in a more enjoyable way, increasing their motivation and engagement in learning. This approach reflects the evolution of traditional teaching methods towards more modern and adaptive models, which not only enrich students' learning experience, but also prepare them to face the challenges of the digital world. This positive experience highlights the importance of integrating technology in education and the great potential it has to create a more effective and inspiring learning environment.

Apart from using technology in learning, there are also supporting and inhibiting factors in its application. Supporting factors in the use of technology in the learning process are the availability of facilities and infrastructure for operating technology in learning, namely the presence of LCDs/projectors, televisions and laboratories. Another supporting factor is the teacher's proficiency or skills in using technology in the learning process and the support from the school in supporting students' use of technology.

In the use of technology at SD Al-Azhar 1 Bandar Lampung there are no other factors that hinder its use, such as the mass use of technology not yet being implemented. The technology used only focuses on teachers and students in ICT lessons in the computer laboratory. Learning does not fully utilize technology and there are limitations for students in using WiFi. WiFi is only used by teachers, if students want to use WiFi they must borrow the account of the class teacher or another teacher to be able to use WiFi.

RESULTS AND DISCUSSION

Industrial technology has developed since the beginning of human civilization. Technological developments have ushered us into a new, more significant era. Developing countries, especially Indonesia, are required to adapt. Society 5.0 is the 5th form of industrial development in human history which can make human life, especially the Indonesian people, easier to interact and transition to the digital era. Technology is able to encourage patterns of social change in social life and society itself must be able to follow the flow of technological developments so as not to be left behind.

The use of technology is nothing new in the current era, including in the world of education as the birthplace of technology, it is natural for education to utilize technology to facilitate the implementation of learning. IT-based learning media is increasingly developing over time. The types of computer technology-based media that can be used in learning activities are increasingly diverse. One of the technology-based media is the multimedia learning presentation Powerpoint, which is a slide show presentation program that is part of the Microsoft Office application suite. Powerpoint makes it easier for us to present material, whether in the form of images, tables, charts, as well as by collaborating and presenting ideas in a visually interesting way. Example, Power point slides from Microsoft Office.

IT-based learning media has its own advantages when compared to other learning media. The advantages of IT learning media are as follows (a) It can provide a deeper understanding of the learning material being discussed, because it can explain difficult concepts easily and simply. (b) Can explain learning material or objects that are abstract (not real, cannot be seen directly) into concrete (real, can be seen). (c) Encourage student participation in the learning process and make a deep impression on students' minds. (d) Attract and arouse students' attention, interest, motivation and creativity in learning, and can entertain students. (e) Using appropriate and varied media, students' passive nature can be overcome. In this case, learning media is useful for facilitating more direct interaction between students, the environment and reality.

Research such as that carried out shows (Puspitasari, 2023) that the use of multimedia PowerPoint presentations can improve learning which is characterized by increased student learning outcomes. Similar to research, (Mustakim, 2023) it is said that PowerPoint can be used as a medium in learning and can attract and increase student motivation in the learning being delivered. By using Powerpoint learning media, assessment results student thematic learning above the KKM.

Technology-based learning provides a different and more dynamic learning experience for students. Technology enables interactive and fun teaching methods, such as the use of multimedia and educational applications that can increase students' interest in subject matter. Additionally, technology helps students learn independently and collaboratively, which is important for the development of 21st century skills such as problem solving and teamwork.

If technology can improve learning, then technology will also make education better. With digital technology, learning can be done anywhere, anytime and at any age. The internet provides a lot of information from various sources that can be easily accessed by students to expand their knowledge about learning material. Some teachers who implement technology-based learning also ask students to search for information needed for learning on the internet independently. The existence of internet technology can be used for distance learning, namely learning via telecommunications (Lestari, 2018). In this distance learning, students do not require to sit in regular classes. Students can take part in learning anywhere and anytime, so learning becomes more flexible. Therefore, the use of technology in education can indeed make the course of education easier.

Al-Azhar 1 Elementary School Bandar Lampung has provided media facilities or platforms that students can reach from home via technology. For example, the use of applications such as simascott and blogs managed by each teacher allows students to access lesson materials, assignments and other important information online. This is especially useful in distance learning

contexts or when students cannot be physically present at school. This platform not only supports continuity of learning but also facilitates better communication between teachers, students and parents.

Research conducted by (Chawinga, 2017) states that blog media has several advantages, apart from positively increasing learning motivation, it can also improve learning outcomes, speaking skills, creativity, effectiveness and efficiency in producing a product, understanding concepts and the character of learning new experiences. The use of blog media, which is not widely used for learning, can be used as an introduction or apperception and motivation so that it does not reduce the content and context of the topic and learning objectives. If blog media is used appropriately, it can be a catalyst for a student-centered teaching approach because by using this technology, students can share and discuss lesson material, post subject reflections and interact among the students themselves and with teachers 24 hours a day or seven days a week. Through blog media, teachers also participate in supporting learning which is implemented through blogging features quickly in an open and transparent manner. With the right references, blogs can be positioned in the public space and provide fast and reliable information in response to emerging issues.

Apart from having technology-based applications, SD Al-Azhar 1 Bandar Lampung also has spacious and special room facilities and infrastructure for storing ICT items such as laptops, computers, infocus and others. Having a special room such as a computer laboratory can support successful learning for students. This was also said (Zohriah, 2015). Procurement of educational facilities and infrastructure is a total of activities carried out by bringing them into existence or from non-existence to existence. Many schools already have complete and adequate infrastructure so that students can learn optimally and as efficiently as possible. Management of facilities and infrastructure that are running well will have a positive impact on students in the teaching and learning process and achieving educational goals effectively and efficiently and improve the quality of learning. With the existence of facilities and infrastructure, teachers and students do not find it difficult to learn teaching materials by utilizing technological media (Maylitha, 2022).

The use of digital technology has a role in supporting and improving students' cognitive processes and thinking skills. One example of digital technology is the internet (Pratiwi, 2022). The internet can enable teachers to present lessons in a more interesting way for students. Currently internet-based learning, such as web-learning, e-learning or online learning (distance learning) has been widely used. These lessons utilize the internet as a medium. Apart from learning being more flexible in terms of time, place and age, students can also access the information needed for learning freely. Because learning becomes more individualized, this can improve students' cognitive processes and thinking skills. Another example of using technology as a learning medium is radio, television, video which can be used to facilitate students' different learning styles and also attract students' interest so they can be more motivated in learning. The use of interactive presentation devices such as electronic whiteboards can make learning material more interesting for students.

The administration system and learning activities at SD Al-Azhar 1 Bandar Lampung have implemented comprehensive use of technology. The use of technology in school administration helps in managing student data, schedules and reports efficiently. Apart from that, technology is also used in learning activities, such as delivering material through digital presentations and using educational software that supports more effective interactivity and evaluation.

Teachers at this school are emphasized on being able to operate various technological devices such as cellphones, LCD projectors, laptops and computers. This technological competency is very important to support the success of digital-based learning. Teachers who are proficient in using technology can present material in a more interesting and interactive way, and can provide fast and relevant feedback to students. Continuous professional training and development for

teachers is also the main focus so that they are always up-to-date with the latest educational technology developments.

It is also said (Sholeh, 2023) that training and professional development of teachers through technology by means of independent learning, webinars and virtual conferences, collaboration and networking, use of learning tools and applications, workshops, online certification programs and building digital portfolios, KKG, PKG, MGMP are related to Digital-based production of media, resources and learning materials can improve teacher performance. If teachers can develop professionalism in technological developments, they will be able to use computers with a variety of technological skills such as working with file systems, working with word processors, working with spreadsheets, making presentations, searching the Internet, getting emails. The use of digital technology opens up unlimited opportunities. This shows that many teachers already understand the benefits of digital technology, feel the need to translate their ideas into specific teaching and development tools, and need additional competencies in knowledge and skills in the digital field to keep up with current developments in the era of society 5.0.

The use of technology in learning at SD Al-Azhar 1 Bandar Lampung is influenced by various significant supporting and inhibiting factors. Supporting factors identified include the existence of adequate facilities and infrastructure for the operationalization of technology in the learning process, such as LCD/projectors, televisions and computer laboratories. The existence of this facility allows the implementation of technology to be more effective and efficient, thus supporting various learning methods that are more interactive and interesting. Apart from that, teachers' skills and proficiency in using technology are also crucial supporting factors. Teachers who are skilled in technology are able to utilize devices and applications to improve the quality of teaching and facilitate student understanding of subject matter. Support from the school in the form of regular training and workshops for teachers also plays an important role in supporting students' use of technology, ensuring that teachers continue to develop their competencies and remain updated with the latest technological developments.

However, this research also identified several inhibiting factors that hinder the optimal use of technology. One of the main obstacles is that the mass use of technology in learning has not yet been implemented. Technology still tends to be focused on ICT lessons carried out in computer laboratories, so it is not fully integrated into all aspects of learning in schools. This limitation indicates that there are limitations in technology implementation strategies that need to be overcome to create a more inclusive and comprehensive learning ecosystem. In addition, there are obstacles in WiFi accessibility, where WiFi use is limited to teachers only. Students who want to use WiFi have to borrow an account from the class teacher or another teacher, which is of course impractical and reduces students' flexibility in using technology for learning. These limitations hinder students' ability to independently access information and digital resources, which should be one of the main benefits of integrating technology in education.

Although there is great potential in using technology to improve the quality of education at SD Al-Azhar 1 Bandar Lampung, there are still challenges that need to be overcome. Further efforts are needed to overcome these barriers, such as expanding the application of technology to all aspects of learning, ensuring more inclusive WiFi access for students, and continuing to improve teacher skills through ongoing training. In this way, the integration of technology in education can be optimized to provide maximum benefits for the entire school community, both teachers and students, and help prepare students to better face future challenges.

CONCLUSION

Facing the era of society 5.0 in the world of education, the learning process is required to use IT technology as a learning medium. The use of technology at SD Al-Azhar 1 Bandar Lampung, namely using technology in learning, can make a difference in the learning atmosphere, giving a more interesting impression by displaying pictures, videos or sounds of learning and providing more real examples to students so that students don't just speculate. if or imagine , providing media facilities or platforms that can be reached by students at home through technology such as

simascot and blogger which are managed by each teacher, administration systems and learning activities in elementary schools have implemented the use of technology using televisions and LCD projectors as the use of technology in to support learning, teachers are emphasized to be able to operate technology in the form of cellphones, LCD projectors, laptops/computers to support successful learning and are given training at the beginning of each year and at the end of October. Apart from using technology in learning, there are also supporting and inhibiting factors in its application. Supporting factors in the use of technology in the learning process are the availability of facilities and infrastructure for operating technology in learning, namely the presence of LCDs/projectors, televisions and laboratories; the teacher's proficiency or skills in using technology in the learning process and the existence of support from the school in supporting the use of technology by students. Meanwhile, factors that hinder its use include the lack of mass use of technology. The technology used only focuses on teachers and students in ICT lessons in the computer laboratory. Learning does not fully utilize technology and there are limitations for students in using WiFi. WiFi is only used by teachers, if students want to use WiFi they must borrow the account of the class teacher or another teacher to be able to use WiFi.

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