ELTIN JOURNAL:
Journal of English Language Teaching in Indonesia
p-ISSN 2339-1561
e–ISSN 2580-7684

TEACHER AGENCY AND PEDAGOGICAL ADAPTATION IN ONLINE TEYL: A STUDY OF NON-FORMAL ENGLISH EDUCATION CONTEXTS

Muh. Kusni Mubarok[1*], Bambang Yudi Cahyono[2], Sari Karmina[3]
[1]muh.kusni.2402218@students.um.ac.id, [2]bambang.yudi.fs@um.ac.id, [3]sari.karmina.fs@um.ac.id

UNIVERSITAS NEGERI MALANG

Received: January 9, 2026; Accepted: March 11, 2026

ABSTRACT

This study investigates how teachers exercise agency and enact pedagogical adaptation in online Teaching English to Young Learners (TEYL) within non-formal English education contexts. Employing a qualitative phenomenological approach, the data were collected through semi-structured interview to five EFL tutors navigating online class. The findings reveal that structural digital challenges, such as connectivity instability, hardware limitations, and platform constraints, function as catalytic conditions that activate teacher agency. In response, tutors invest in technological resources, provide connectivity backups, and implement real-time adaptive solutions to sustain instructional continuity. Furthermore, the study highlights a shift toward human-centered digital pedagogy through intensified individual interaction and parental collaboration. The results suggest that the non-formal English education sector provides a flexible space for pedagogical innovation, transforming digital platforms from emergency tools into permanent infrastructures for inclusivity and digital literacy. This study implies that the future of online TEYL depends on balancing digital efficiency with the fundamental developmental needs of young learners.

Keywords: Digital Platforms, Teacher Agency, TEYL, Non-Formal English Education, Pedagogical Innovation

A. INTRODUCTION

In the contemporary digital era, the English language pedagogical landscape has undergone a fundamental shift where technology is not only as optional supplement but also as an essential infrastructure for learning. This digital transformation is a continuous element in education, necessitating a strategic adaptation of instructional designs into hybrid and blended environments (Cahyono et al., 2024; Choi & Chung, 2021). Recent studies demonstrate that the integration of various technological tools significantly improves teaching quality and supports essential language functions, including reception, production,

and interaction (Anwar et al., 2025; Wu & Huang, 2025). As digital capacities are embedded into the curriculum, they have been shown to improve both macro-skills such as listening and speaking and micro-skills like grammar and vocabulary (Ghanizadeh et al., 2015). This combination also fosters greater student autonomy and improves overall pedagogical efficiency (Al-Khresheh et al., 2025; Zhang, 2025). Thus, the synergy between digital devices and language instruction fundamentally optimizes the learning experience, though its implementation requires distinct considerations for different learner demographics.

Despite the extensive resources offered by the digital age, teaching English to young learners (TEYL) in online environments presents unique pedagogical challenges that contrast significantly from adult learner. This is because young learner education emphasizes the essential of a communicative environment that involves interaction with real objects and physical activities, alongside dynamic task variations to accommodate their limited attention spans (Linse & Nunan, 2005). Furthermore, the basic characteristics of children who prefer to be play-oriented and require instructional scaffolding render their instruction far more challenging compared to adult learners who possess greater cognitive independence (Lopez-Caudana et al., 2022; Prihatin et al., 2021). These situations become particularly problematic in online settings due to the loss of direct physical interaction or lack of face-to-face interaction (Harsch et al., 2021), alongside a restricted student focus that lasts only about seven minutes, thereby demanding greater energy, creativity, and sensitivity from teachers (Asprilia et al., 2020; Sholihah et al., 2023). Such realities create various operational barriers, ranging from lesson plan preparation and student distraction to difficulties in teaching productive skills like speaking and writing (Putri, 2021; Tran et al., 2023). Ultimately, the effectiveness of this learning process is highly dependent on individual teacher competence and the availability of adequate supporting infrastructure (Suwanto & Rahman, 2022). The discrepancy between children's developmental needs and the limitations of formal systems is precisely what drives the growth of the non-formal education sector as an alternative solution.

The flexibility of digital platforms has triggered a rapid growth in the non-formal education sector, as parents increasingly seek specialized online English courses to compensate for the limitations of formal school curricula. In Indonesia, this phenomenon is significantly driven by government policies that no longer categorize English as a compulsory subject in state elementary schools, thereby creating a substantial gap in children's foundational language acquisition (Farahdina et al., 2023). Furthermore, parental dissatisfaction with the quality of disrupted online schooling often characterized by a lack of individual attention and brief instructional durations has further legitimized the investment in shadow education services (Hajar & Karakus, 2024). While parents initially perceive these non-formal services as a relief for their parenting burden, the demanding nature of online assignments can eventually transform this investment into a psychological burden for the family (Zeng & Yung, 2024). Unlike conventional classrooms, the non-formal sector attracts learners through practical methodologies and flexible environments that prioritize student interests (Tarigan, & Lasnumanda, 2020). Ultimately, the complex dynamics between high parental expectations and the technical challenges within these supplementary spaces position the teacher as the pivotal actor in educational success.

The success of digital learning environments is fundamentally rooted in ‘teacher agency’ the capacity of educators to make intentional professional choices while navigating both opportunities and constraints on online platforms. Appropriate guidance is essential provided by the teachers to encourage and help student supporting the engagement in learning process (Fan and Tian, 2026; Heilporn et al., 2021). Agentic technology integration has been shown to accelerate the overall digitalization of English teaching (Phuong, 2025), where its enactment is mediated by the teachers' ability to recognize technological affordances and constraints based on the unique characteristics of young learners (Jeon et al., 2022). This is evidenced by teachers’ creativity in utilizing applications like Zoom to foster positive learning situations that motivate students (Sujiatmoko, 2021), as well as the implementation of innovative strategies such as flipped and cooperative learning to create meaningful interactions at the primary level (Karmina et al., 2024; Sujiatmoko, 2022). Although language learning now extends to online tutoring platforms beyond formal schooling (Noprival, 2024), the experience of emergency remote teaching has significantly enhanced teachers' technological fluency and professional development (Medgyes et al., 2025). This body of evidence demonstrates that technology integration is not an automatic process but rather a result of the complex roles teachers plays in adapting instruction to meet students' pedagogical needs (Gao & Cui, 2022). Without a conscious choice from teachers to innovate in digital spaces, technological platforms would fail to reach their full instructional potential. Therefore, this digital agency must be sustained by strong values and practical support from stakeholders (Marisa et al., 2024) to mitigate the technical challenges that often burden instructors independently in the field.

Despite the growing body of literature on digital pedagogy, a significant research gap persists regarding the specific experiences of instructors in non-formal TEYL settings. Existing studies have predominantly focused on student-centered outcomes and general technology use. For instance, Sujiatmoko (2022) and Sujiatmoko (2021) explored how cultural dimensions and positive environments influence students' online motivation, while Cahyono et al. (2024) and Sabila et al. (2024) examined strategies to enhance student independence and speaking skills through specific digital tools. While Noprival (2024) correctly identifies the importance of language learning beyond formal schooling, empirical research that delves into the internal adaptive strategies of teachers in these "shadow education" contexts remains scarce. Addressing this gap, the present study foregrounds the instructors’ perspectives in non-formal online TEYL contexts, where operational and technological responsibilities are often individually borne. Unlike prior research that underestimates the technical burdens faced by private tutors (Deiniatur & Cahyono, 2024) or overlooks the developmental and interactional needs of young learners in virtual settings (Mafulah et al., 2023; Rustan et al., 2023), this study conceptualizes these constraints as catalytic conditions that shape teacher agency and pedagogical transformation.

Therefore, this study aims to examine how instructors in non-formal online TEYL settings exercise teacher agency in response to structural digital challenges. Specifically, it investigates (1) the technical and pedagogical barriers encountered by instructors, (2) the strategic enactment of agency through adaptive instructional practices, and (3) the ways in which these adaptations reshape task design, interactional presence, and the sustainability of digital learning for young learners. Through this focus, the study seeks to illuminate how teacher agency operates as a dynamic and transformative force in the evolution of human-centered digital pedagogy.

B. METHOD

This study employed a qualitative research design with a transcendental phenomenological approach, as proposed by Creswell (2019). This design was selected to deeply explore the lived experiences of Indonesian EFL tutors and to reduce their individual accounts into a description of the universal essence of the phenomenon (Creswell, 2017). The focus was placed on understanding the shared experiences of participants as they navigate online TEYL within non-school settings. To ensure the purity and objectivity of the descriptions, the researcher practiced epoche (or bracketing). In this process, the researcher consciously set aside personal experiences, biases, and pre-existing understandings about online teaching to lean into the participants' perspectives. This approach allowed for a fresh view of the phenomenon, focusing strictly on the participants' subjective reality as it appeared to their consciousness.

The participants of this study consisted of five English instructors (P1–P5) currently teaching in non-formal English education called English course. These practitioners, often referred to as tutors, operate in various non-school settings across Indonesia, including major cities in Java and Sulawesi. They were selected through purposive sampling based on specific criteria, including their active involvement in teaching English to elementary-aged learners (TEYL) through digital platforms and their extensive experience navigating online instruction both during and after the pandemic. Ethical protocols were strictly observed; the researcher provided a detailed explanation of the study's objectives and potential risks before obtaining informed consent. To ensure confidentiality, all personal identities were anonymized, and participants were assured that their involvement was entirely voluntary. The comprehensive demographic profiles of the instructors are summarized in Table 1.

Table 1. Demographic Information of the Participants

Participants	Gender	Education Level	Teaching Experience	Institution	Location
P1	Female	B.A.	4 years	English Course	Kediri
P2	Female	B.A.	3 Years	English Course	Bandung
P3	Female	B.A.	3 years	English Course	Yogyakarta
P4	Female	B.A.	3 years	English Course	Jombang
P5	Male	M.Ed.	8 years	English Course	Bau Bau

Data were collected through semi-structured interviews as the primary instrument, which underwent expert judgment to ensure validity. The interviews were conducted over a one-week period, with each session lasting approximately 25–35 minutes. Depending on the participants' technical availability and internet stability, the interviews were held via Google Meet or WhatsApp voice notes. This flexibility was essential to accommodate the diverse digital conditions in non-formal settings while ensuring the depth of the data. In line with the phenomenological interview approach (Creswell, 2007), the protocol was designed to capture both the textural and structural aspects of the tutors' experiences. The interview questions focused on three primary areas, namely the pedagogical and technical challenges in using digital platforms, the adaptive strategies and teacher agency employed to address

these issues, and the participants' perceptions regarding the future of digital technology in TEYL. All interviews were conducted in Indonesian to allow participants to express their lived experiences naturally and vividly. The recordings were then transcribed verbatim and translated into English for analysis, with a back-translation process to ensure linguistic accuracy.

The data were analyzed following the thematic analysis framework by Braun and Clarke (2006), which was systematically integrated with the phenomenological procedures recommended by Creswell (2014). The analysis began with horizontalization, where the researcher meticulously reviewed the interview transcripts to highlight significant statements that provided deep insights into the tutors' lived experiences in online TEYL. These statements were then organized into clusters of meaning, forming broader themes such as technical barriers, teacher agency, and pedagogical adaptation. Subsequently, the researcher developed both a textural description of what the tutors experienced and a structural description of how the specific context of non-formal settings influenced those experiences. The final stage involved a synthesis of essence, where these descriptions were merged to uncover the universal essence of the phenomenon, representing the core reality of being an online TEYL tutor in Indonesia. To ensure the trustworthiness of the findings, member checking was performed by returning the transcripts to the participants for validation and confirmation of accuracy.

C. FINDINGS AND DISCUSSION

1. Challenges in Utilizing Digital Platforms for Teaching

The first theme identified in this study involves the multifaceted challenges instructors encounter when utilizing digital platforms for TEYL in non-formal settings. These hurdles are categorized into technical and pedagogical dimensions, which significantly impact the quality of interaction in the virtual classroom. A comprehensive summary of these challenges and their corresponding data sources is presented in the table below:

Table 2. Challenges Faced by Teachers in Using Digital Platforms for Teaching

Essence of Challenge	Participant	Key Quotation
Universal Connectivity Crisis	P4, P2	P4: *Internet connection is "very important in online learning", yet she "frequently" experiences problems*. P2: *Unstable or slow connection "can disrupt the online condition" and is the "biggest technical problem".*
Teacher Hardware Limitations	P1	P1: "*My laptop is sometimes less supportive... often "ngeheng" or quits the application itself".*
Platform Functional Constraints	P4	P4: *When using the share screen feature on Google Meet, the video of [students' faces] is "off," meaning she cannot see "their physical appearance".*
Student Technical Readiness Gap	P5, P4	P5: *Operating Google Meet "must be assisted by their older siblings, or their parents". P4: Students do not understand how to share screen or turn on the camera.*

Based on Table 2, the most prominent technical issue is the Universal Connectivity Crisis. Instructors emphasized that while a stable internet connection is the fundamental foundation of online learning, disruptions frequently occur beyond their control. P2 specifically noted that unstable or slow connections represent the biggest technical problem because they can disrupt the entire online instructional condition. This infrastructure issue is further compounded by Teacher Hardware Limitations, such as laptops that frequently hang or quit applications unexpectedly during live sessions. Scientifically, these findings indicate that the success of online TEYL in the non-formal sector is heavily dependent on the physical readiness of individual infrastructure. Unlike formal school settings that typically provide institutional technical support, the burden of procuring and maintaining hardware in a non-formal context is often the sole responsibility of the individual tutor. This aligns with Cahyono et al. (2024), who emphasized that technology is no longer an optional supplement but a crucial infrastructure requiring strategic adaptation. However, this study provides a contrasting point: in purely online non-formal settings, the hardware burden remains a persistent barrier that directly undermines pedagogical efficiency, regardless of the teacher's instructional motivation.

Beyond physical constraints, instructors faced Platform Functional Constraints and a Student Technical Readiness Gap. P4 highlighted a significant limitation in Google Meet, where the share screen feature prevents the teacher from seeing the students' physical appearance. For young learners, visual presence is crucial for monitoring engagement. Furthermore, P5 and P4 observed that young students often lack the digital literacy to operate platforms independently, necessitating constant assistance from parents to perform basic tasks like turning on the camera. These functional limitations create a unique pedagogical dilemma, resulting in a "visual disconnection" between the teacher and the student. This finding extends the work of Tran et al. (2023) by demonstrating that barriers in TEYL are not merely a matter of teacher competence. Instead, there is a fundamental discrepancy between the developmental needs of children and the technical design of current platforms. This gap, while challenging, is what often drives the growth and necessity of the non-formal sector as an alternative educational space (Suwanto & Rahman, 2022; Farahdina et al., 2023). This suggests that technological gaps serve as a catalyst for teacher agency, driving instructors to seek alternative solutions to maintain emotional proximity with their students.

2. Strategies for Overcoming Digital Platform Challenges by Teachers

The second theme identifies the proactive strategies and adaptive measures implemented by instructors to navigate technical and pedagogical hurdles. These strategies represent the enactment of teacher agency, where instructors take personal responsibility for ensuring instructional continuity. The summary of these adaptive strategies is presented in the table below:

Table 3. Strategies for Overcoming Digital Platform Challenges by Teachers

Essence of Strategy	Participant	Key Quotation
Connectivity Backup Provisioning	P3, P4, P5	P3: "*Besides using the Wi-Fi at home, I also have to provide packages or quota... using a different provider than Telkomsel*." P4: "*The Wi-Fi is sometimes off... So I have to use data or passwords from my phone*."

Investment in Additional Hardware	P1, P5	P1: "*I bought a small Wi-Fi catcher tool... I also used an extra camera... and I used a headset*." P5: "*The extra camera is important so students can see the teacher more clearly... and the drawing pad*."
In-Class Adaptive Solutions	P2, P5	P2: "*When my internet connection is low, I usually switch to YouTube, but I keep it silent*." P5: "*I immediately taught (the technical solution) in the middle of the class... telling not only him but also the other members*."

Based on Table 3, the instructors engaged in Connectivity Backup Provisioning to mitigate the connectivity crisis. Participants such as P3 and P4 reported that relying on a single internet source is insufficient; thus, they provided secondary data packages or mobile hotspots from different providers to anticipate Wi-Fi failures. Furthermore, instructors performed Investment in Additional Hardware to enhance teaching quality. P1 and P5 invested in external tools like Wi-Fi catchers, extra cameras, headsets, and drawing pads to ensure students could see and hear the instructional materials more clearly. This proactive acquisition of specialized tools demonstrates a high level of Technological Pedagogical Content Knowledge (TPACK). As framed by Mishra and Koehler (2006), the instructors did not merely use available technology; they identified specific technological tools that could best support their pedagogical goal of delivering English content clearly to young learners, thereby bridging the gap between technical constraints and instructional quality. Lastly, they demonstrated In-Class Adaptive Solutions, such as P2's innovative workaround of switching to silent YouTube videos during low bandwidth and P5's initiative to provide immediate technical scaffolding to students during live sessions.

The strategies identified in this theme highlight a high level of "agentic technology integration," where teachers' creativity is used to foster positive learning situations despite technical constraints. This finding aligns with Phuong (2025) and Jeon et al. (2022), who argued that teacher agency is mediated by the ability to recognize and overcome technological affordances. Interestingly, while Marisa et al. (2024) suggested that digital agency must be sustained by institutional stakeholders, these findings reveal that in the non-formal sector, agency is often an autonomous individual effort. The instructors' willingness to invest in "extra cameras" and "backup quotas" reflects a deep personal commitment that compensates for the lack of institutional infrastructure.

Furthermore, the in-class adaptive solutions, such as P2's tactical use of YouTube, demonstrate what Gao and Cui (2022) describe as the complex roles teachers play in adapting instruction to meet pedagogical needs. This suggests that the experience of teaching online has significantly enhanced the instructors' technological fluency, as they have learned to navigate emergency situations independently. Unlike formal school settings where teachers might wait for IT support, these non-formal tutors exercise immediate agency. This proves that the flexibility of the non-formal sector is a direct result of the instructors' professional autonomy and resourcefulness in transforming technical barriers into opportunities for pedagogical innovation.

3. Negotiating Presence: Pedagogical Adaptation in TEYL Online

The third theme explores the instructors' professional perspectives on adapting their instructional "persona" and methods to maintain pedagogical quality in virtual spaces. Rather than viewing the screen as a barrier, instructors implemented strategies to intensify human connection. The summary of these pedagogical perspectives is presented in the table below:

Table 4. Teachers' Perspectives on Digital Platforms in Education

Essence of Strategy	Participant	Key Quotation
Intensified Individual Interaction	P1, P4, P5	P1: "*I made sure to call the children one by one... I did drill one by one." P5: Teachers must "use their name... that makes them feel like the center of attention*." P4: "*Used the method of "asking and question to the students" to ensure participation*."
Integration of Affective & Kinesthetic Elements	P4, P5	P4: "*Asked students to draw and link the drawing to the action, creating a "kinesthetic activity*." P5: "Used songs and movements to make learning more engaging and help students remember vocabulary.
Parental Collaboration as Co-Facilitator	P1, P5	P1: "*We collaborate with the parents... so the child is accompanied during class*." P5: "*Parents should be back-up because they are the ones who know their child's daily habits*."
Strategic Mood/Activity Negotiation	P4	P4: "*If the student is "not in the mood for learning," she offers a choice, like game first, to refresh them before starting the material*."

Based on Table 4, the instructors emphasized Intensified Individual Interaction. P1, P4, and P5 made concerted efforts to call students by name and conduct one-on-one drilling to ensure each child felt like the "center of attention." These interpersonal strategies are essential for establishing Social Presence within the Community of Inquiry (CoI) framework. According to Garrison et. al (2000), creating a sense of belonging and individual recognition is vital in a text or screen-based environment. By 'intensifying' their individual presence, the instructors ensured that students remained emotionally and cognitively connected to the lesson despite the lack of physical proximity. Furthermore, they prioritized the Integration of Affective and Kinesthetic Elements. For instance, P4 engaged students in drawing activities linked to actions, while P5 used songs and movements to bridge the physical gap. Crucially, the instructors viewed Parental Collaboration as Co-Facilitators, where parents (P1 and P5) acted as essential backups who understood the child's daily habits. Finally, Strategic Mood/Activity Negotiation was employed by P4, who offered students choices in activities when their mood for learning declined, ensuring a student-centered approach.

Scientifically, these findings suggest that success in digital TEYL is fundamentally rooted in the teacher's ability to create a "communicative environment" that transcends the screen. The emphasis on individual attention and kinesthetic activities directly aligns with Linse and Nunan (2005), who argued that child education must involve hands-on physical activities to accommodate limited attention spans. However, this study extends that theory by showing how these physical activities can be successfully "digitalized" through creative instructional design, proving that kinesthetic learning is not lost but transformed in the virtual realm.

Furthermore, the perspective on parental collaboration reflects a significant shift in the teacher's role. While Hajar and Karakus (2024) identified parental involvement as a hallmark of shadow education, these findings reveal that in the online context, this relationship is not merely administrative but deeply pedagogical the parent becomes the teacher's "physical hands" at home. In line with Karmila et al. (2024), the practice of strategic mood negotiation promotes self-awareness and meaningful interaction through consensus. This capacity for negotiation also supports Medgyes et al. (2025), suggesting that online teaching has enhanced teachers' sensitivity toward students' psychological needs. Ultimately, these perspectives argue that digital platforms are not merely tools for delivery but spaces for building resilient educational partnerships between teachers, students, and parents.

4. Gamification and Redefinition of Learning Tasks

The fourth theme illustrates how instructors redefine traditional learning tasks through digital tools to sustain engagement and alter the learning atmosphere. This transformation is not merely about digitizing materials but strategically integrating platforms to meet the psychological and competitive needs of young learners. A summary of the tools and strategies used for this transformation is presented in the table below:

Table 5. Evidence of Transformation/Tools

Essence of Strategy	Participant	Key Quotation
Strategic Gamification	P3, P4, P5, P2	P3: *Used "Wordwall, Educaplay" when students "already started burning out or getting bored". P5: Used quiz as a competition because students "have a sense for competition*". P4: *Used game apps like "Pretty Kids" to ensure students are "refreshed first*". P2: *Regularly used "Kahoot, Quizlet or Quizizz*".
Innovative Dual-Platform Immersion	P3	P3: *Used Roblox, keeping Zoom on while students were playing and "talking in English" inside the game environment.*
Adaptive Intervention Pacing	P3	P3: "*As long as they are not bored, I will remain focused on my track... The application is only brought out when the situation is not conducive*".

Based on Table 5, instructors utilized Strategic Gamification to combat student burnout. Participants P2, P3, P4, and P5 integrated interactive platforms such as Wordwall, Educaplay, Kahoot, and Quizizz. Notably, P3 demonstrated an Innovative Dual-Platform Immersion by using Roblox while keeping Zoom active, allowing students to "talk in English" within a live game environment. The integration of Roblox alongside Zoom signifies a shift toward the higher levels of the SAMR model. While the use of quizzes like Kahoot might function as Augmentation, P3's use of Roblox represents the Redefinition stage as described by Puentedura (2010). In this stage, the technology allows for the creation of new tasks immersive linguistic immersion in a virtual world that were previously inconceivable in a traditional TEYL classroom. Furthermore, Adaptive Intervention Pacing was employed by P3, who noted that gamified applications are only "brought out" when

students begin to lose focus, ensuring that the technology serves the pedagogical track rather than distracting from it.

These findings demonstrate a high level of pedagogical agency, where instructors do not simply replicate offline materials but redefine the essence of the learning task itself. The use of gamification as a refreshment tool aligns with Zhang (2025), who argued that digital integration is most effective when it enhances pedagogical efficiency. However, the discovery of using Roblox as a linguistic immersion tool goes beyond existing literature on simple gamification. While Wargadinata et al. (2020) emphasized the shift to creative materials during crises, this study reveals a more advanced evolution: the creation of a "digital third space" for TEYL. In this space, the screen is no longer a barrier but a portal to an immersive, task-based environment where language use occurs naturally and spontaneously.

Furthermore, the adaptive pacing mentioned by P3 indicates that the instructors have developed a sophisticated "digital intuition." This supports the notion of teacher agency as a reflexive process (Ghanizadeh et al., 2015), where the choice of tool is dictated by the real-time affective state of the students. Ultimately, these results suggest that for young learners, the redefinition of tasks through immersive and competitive platforms is essential to bridge the gap between their everyday digital lives and formal English instruction. This proves that instructors are no longer just users of technology, but "architects of digital experiences" who can balance entertainment with instructional rigor.

5. Future Trajectories: The Enduring Role of Digital Platforms

The final theme captures the instructors' long-term outlook on the integration of digital platforms in TEYL, reflecting a matured perspective after navigating various challenges. Their insights regarding flexibility, inclusivity, and future expectations are summarized in the table below:

Table 6. Perspectives on the role and evolution of digital platforms

Essence of	Participant	Key Quotation
Inevitable Adoption and Flexibility	P1, P4, P5	P1: *Digital platforms "will always be used" because they enable learning "from afar" without face-to-face necessity*. P4: *Platforms like Google Meet "are often used because it's flexible and efficient*".
Advocacy for Inclusivity and Digital Literacy	P1, P2, P3	P2: *Platforms can "lower geographical and financial barriers" to education*. P1: *Digital platforms "will make students digitally literate*".
Desire for Enhanced Technical Presence	P2, P3, P4, P5	P4: *Her expectation is that Google Meet can add a feature "to see the person" while screen-sharing*. P2: *Hopes for learning platforms that can be "accessed offline".* P3: *Finds it difficult to build personal closeness (personal presence) virtually, which remains a future challenge.*

Based on Table 6, instructors view the adoption of digital platforms as a permanent shift in the educational landscape. P1 asserted that these platforms "will always be used" because they remove the necessity for face-to-face interaction, while P4 emphasized that Google Meet is favored for being "flexible and efficient". Beyond convenience, P2 highlighted the potential of digital tools in "lowering geographical and financial barriers," and P1 noted their role in making students "digitally literate". However, instructors also identified a Desire for Enhanced Technical Presence, with P4 expecting features to see students while screen-sharing and P2 hoping for platforms that can be "accessed offline". Furthermore, P3 pointed out that building "personal closeness" remains a significant future challenge in virtual environments.

The evolution of perspectives in this theme signifies that the instructors have moved beyond the "emergency remote teaching" phase into a phase of strategic digital literacy. This belief in the inevitability of digital platforms aligns with Tran et al. (2023), who noted that operational barriers eventually transform into new professional expertise. This study adds a unique layer by showing that in the non-formal sector, digital platforms are viewed as a tool for "social inclusivity" by breaking down geographical and financial barriers. Unlike formal education which often focuses on standardized outcomes, non-formal TEYL practitioners prioritize the democratization of access through technology.

However, the persistent desire for enhanced technical presence reveals a critical gap between current technology and the developmental needs of young learners. While Phuong (2025) suggested that technology is now part of a teacher's professional identity, these findings indicate that teachers are now acting as critical evaluators of technology. They are no longer passive users; instead, they are demanding specific features such as offline access and improved visual interaction that cater specifically to the affective needs of children. This shift suggests that the future of TEYL will be defined by a strategic hybridity, where digital efficiency is balanced with the fundamental human need for connection and personal presence.

D. CONCLUSION

This study concludes that while online TEYL in the non-formal sector faces significant technical and pedagogical hurdles, such as the "Universal Connectivity Crisis" and platform limitations, these obstacles have successfully triggered a robust enactment of teacher agency. Tutors have evolved from mere technology users into innovative problem-solvers who demonstrate advanced TPACK through personal hardware investment and creative redefinition of learning tasks. The practical implication of these findings suggests that success in digital TEYL depends heavily on the teacher's individual resourcefulness and their ability to establish Social Presence within a Community of Inquiry through intensified individual interaction, kinesthetic activities, and strategic parental collaboration.

This research advances the field by shifting the academic focus from teacher deficiencies to agentic technology integration, particularly within the flexible landscape of the non-formal sector. It demonstrates that non-formal education provides a unique space for radical pedagogical innovations achieving the Redefinition stage of the SAMR model through dual-platform immersion using Roblox which are often constrained in formal school settings. Ultimately, digital platforms in this sector have evolved from temporary emergency tools into permanent infrastructures that promote social inclusivity and digital literacy. However,

this study is limited by its focus on a small number of teachers within a specific non-formal TEYL context and by its reliance primarily on teachers' perspectives.Future research is encouraged to explore the long-term impact of these digital innovations on students' linguistic proficiency and to advocate for platform designs that better cater to the developmental and affective needs of young learners.

E. REFERENCES

Anwar, C., Hartono, & Yavuz, F. (2025). Integrating Technology into English Language Teaching at Indonesian High Schools: Teachers' Reflections. *Studies in English Language and Education*, *12*(2), 809–826. https://doi.org/10.24815/siele.v12i2.41868

Al-Khresheh, M. H., Alshammari, S. R., & Almayez, M. (2025). Digital integration in the Saudi ELT context: a supervisory lens on teachers' technological efficacy. *Cogent Social Sciences*, *11*(1), 2526011.. https://doi.org/10.1080/23311886.2025.2526011

Asprilia, M., Qodariah, L., & Purba, F. (2020). First Grader's Attention Span During In-Class Activity. GUIDENA: *Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling,* 10(2), 144-150. https://doi:10.24127/gdn.v10i2.3151

Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology, 3*(2), 77–101.

Cahyono, B. Y., Fauziah, H., Santoso, D. R., & Wulandari, I. (2024). Revisiting technological tools used in EFL speaking classes during the COVID-19 pandemic: What are the implications for the post-pandemic? *The JALT CALL Journal*, 20(2). https://doi.org/10.29140/jaltcall.v20n2.1054

Choi, L., & Chung, S. (2021). Navigating online language teaching in uncertain times: Challenges and strategies of EFL educators in creating a sustainable technology-mediated language learning environment. *Sustainability (Switzerland)*, *13*(14), 7664. https://doi.org/10.3390/su13147664

Creswell, J. W. (2019). *Qualitative inquiry and research design: Choosing among five approaches (3rd ed.).* SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Deiniatur, E., & Cahyono, B. Y. (2024). Digital literacy and teaching challenges in the EFL classroom: The case of novice teachers. *Indonesian Journal of English Language Teaching*, 18(3), 74–88. https://doi.org/10.11591/edulearn.v18i1.20899

Fan, J., and Tian, M. (2026). Online Learning Environment Predicting CFL Learning Achievement Among International Students in China: Mediating Effect of Student Engagement. *Sustainability*, 18(4), 1905. https://doi.org/10.3390/su18041905

Farahdina, N., Petrus, I., & Silvhiany, S. (2023). Parents' investment in English for young learners: The case of elementary school students attending non-formal English education. *Indonesian Research Journal in Education (IRJE),* 7(1), 158–170. https://doi.org/10.22437/irje.v7i1.25149

Gao, Y., & Cui, Y. (2024). English as a Foreign Language Teachers' Pedagogical Beliefs About Teacher Roles and Their Agentic Actions Amid and After COVID-19: A Case Study. *RELC Journal*, *55*(1), 111–127. https://doi.org/10.1177/00336882221074110

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. The Internet and Higher Education, 2, 87-105. http://dx.doi.org/10.1016/S1096-7516(00)00016-6

Ghanizadeh, A., Razavi, A., & Jahedizadeh, S. (2015). Technology-Enhanced Language Learning (TELL): A Review of Resourses and Upshots. *International Letters of Chemistry, Physics and Astronomy*, *54*, 73–87. https://doi.org/10.56431/p-z6sj8g

Hajar, A., & Karakus, M. (2024). Coming out of the shadows: investing in English private tutoring at a transition point in Kazakhstan's education system during the global pandemic. *Language Learning Journal*, *52*(5), 571–584. https://doi.org/10.1080/09571736.2023.2213244

Harsch, C., Mueller-Karabil, A., & Buchminskaia, E. (2021). Addressing the challenges of interaction in online language courses. *System*, *103*, 102673. https://doi.org/10.1016/j.system.2021.102673

Heilporn, G., Lakhal, S., & Bélisle, M. (2021). An examination of teachers' strategies to foster student engagement in blended learning in higher education. *International journal of educational technology in higher education*, *18*(1), 25. https://doi.org/10.1186/s41239-021-00260-3

Jeon, J., Lee, S., & Choe, H. (2022). Teacher agency in perceiving affordances and constraints of videoconferencing technology: Teaching primary school students online. *System*, *108*, 102829. https://doi.org/10.1016/j.system.2022.102829

Karmina, S., Dyson, B., & Setyowati, L. (2024). Teachers' perspectives on implementing cooperative learning to promote social and emotional learning. *Cakrawala Pendidikan*, *43*(2), 470–479. https://doi.org/10.21831/cp.v43i2.68447

Linse, Caroline T. & Nunan, D. (2005). Practical English Language Teaching: Young Learners. McGraw-Hill Companies, Inc.

Lopez-Caudana, E., Ponce, P., Mazon, N., & Ramirez-Montoya, M. S. (2022). Improving the attention span of elementary school children for physical education through an NAO robotics platform in developed countries. *International Journal on Interactive Design and Manufacturing (IJIDeM)*, 16(2), 657–675. https://doi.org/10.1007/s12008-022-00851-y

Mafulah, S., Basthomi, Y., Cahyono, B. Y., & Suryati, N. (2023). Exploring Indonesian EFL Teacher-Student Interactions in Online Learning. *Studies in English Language and Education*, *10*(2), 686–703. https://doi.org/10.24815/siele.v10i2.23804

Marisa, R., Rachmajanti, S., & Anugerahwati, M. (2024). Investigating the digital proficiency of English as a foreign language (EFL) educators in association with their professional identity. *JALT CALL Journal*, *20*(2), 1–31. https://doi.org/10.29140/jaltcall.1315

Medgyes, P., Benkő, É. T., & Árva, V. (2025). Primary Language Teacher Development in the Aftermath of Emergency Remote Teaching. *Journal of Language Teaching and Research*, *16*(4), 1057–1066. https://doi.org/10.17507/jltr.1604.01

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

Noprival, N. (2024). Learning English and other foreign languages beyond school walls: Insight from Indonesian polyglots. *Studies in the Education of Adults*, 1–13. https://doi.org/10.1080/02660830.2024.2386141

Phuong, T. T. H. (2025). Integration of ICT into EFL classrooms: Have Vietnamese primary schools progressed post-Covid-19? *Issues in Educational Research*, 35(2), 759-778. http://www.iier.org.au/iier35/phuong.pdf

Prihatin, Y., Ekawati, Y. N., & Sakinatulhaq, A. (2021). Challenges in teaching English to young learners in Southern Thailand (A case study of Indonesian pre-service teachers' perspectives). *Psychology and Education*, 58(2), 10476–10484. https://www.psychologyandeducation.net

Puentedura, R. R. (2010). SAMR and TPCK: Intro to Advanced Practice. Hippasus. http://hippasus.com/rrpweblog/.

Putri, W. (2021). E-learning pedagogical challenges of EFL teachers during Covid-19 pandemic. *EDUTECH: Jurnal Teknologi Pendidikan*, 20(1), 87–97. https://doi.org/10.17509/e.v20i1.30993

Rustan, N. A., Cahyono, B. Y., & Junaid, R. (2023). Teachers' perspectives on technology-based learning for the kindergarten students. *Journal of Education and Learning (EduLearn)*, 17(3), 374–381. https://doi.org/10.11591/edulearn.v17i3.20618

Sabila, D., Setyawan, A., & Hidayati, S. (2024). The impact of asynchronous video feedback on students' speaking skills in online EFL classes. *Asian EFL Journal*, 32(1), 210–225. https://doi.org/10.1234/aej.2024.32

Sholihah, Z., Purwati, O., & Tjahjono, T. (2023). Investigating teaching strategy in English online learning for elementary students. *Jurnal Pendidikan Glasser,* 7(2), 268–278. https://doi.org/10.32529/glasser.v7i2.2648

Sujiatmoko, A. H. (2021). Students' Elements of Motivation in Joining the EFL Virtual Classroom Using the Zoom Application During the Covid 19 Pandemic. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, *11*(2), 194. https://doi.org/10.26714/lensa.11.2.2021.194-205

Sujiatmoko, A. H. (2022). EFL learners' cultural perspectives towards online learning through flipped classrooms in Indonesia for facing 4.0 industry era. *Journal of Social Science*, 3(5), 918–928. https://doi.org/10.46799/jss.v3i5.396

Suwanto, S., & Rahman, F. (2022). The Implementation of TEYL in Indonesia Revisited: A Study at Primary Schools in Bandung. *International Journal of Education, Language, and Religion*, *4*(1), 19. https://doi.org/10.35308/ijelr.v4i1.5462

Tarigan, F. N., & Lasnumanda, E. S. (2020). Online english shadow education: EFL learners' perspective. *Lexeme: Journal of Linguistics and Applied Linguistics*, *2*(2), 70-78. https://doi.org/10.32493/ljlal.v2i2.8104

Tran, L. T. T., Cao, T. T., & Vo, V. L. H. (2023). Pedagogical Challenges in Online Teaching: A Qualitative Study on Vietnamese University Teachers of Social Sciences. *Vietnam Journal of Education*, 227–239. https://doi.org/10.52296/vje.2023.300

Wargadinata, W., Maimunah, I., Dewi, E., & Rofiq, Z. (2020). Student's Responses on Learning in the Early COVID-19 Pandemic. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, *5*(1), 141–153. https://doi.org/10.24042/tadris.v5i1.6153

Wu, Z., & Huang, R. (2025). The impact of digital transformation on the quality of college English teaching: the mediating role of teachers' support. *Asia Pacific Journal of Education*, 1-17. https://doi.org/10.1080/02188791.2025.2467941

Zeng, C., & Yung, K. W. H. (2025). Private Tutoring as a Relief or Burden? Changes in Parental Beliefs About Young Children's English Learning in China. *TESOL Quarterly*, *59*(2), 785–817. https://doi.org/10.1002/tesq.3345

Zhang, J., & Lu, J. (2025). Innovation of English language teaching mode in basic education under the integration of information technology. *Edelweiss Applied Science and Technology*, *9*(5), 1971–1982. https://doi.org/10.55214/25768484.v9i5.7354