

CHAPTER I

INTRODUCTION

1.1 Research Background

The rapid advancement of information and communication technology, coupled with the accelerated adoption of digital tools during the COVID-19 pandemic, has transformed the landscape of educational media. Learning media today include not only traditional print and physical resources but also diverse digital platforms such as videos, online quizzes, games, and interactive applications. Global educational reports emphasize both opportunities and challenges. The OECD (2023) highlights that while digital resources are increasingly available, “studies frequently reveal a disparity between the availability of digital resources and their actual use,” suggesting that effective integration requires more than mere provision of devices. Similarly, UNESCO (2023) warns that “technology in education should be introduced on the basis of evidence showing that it would be appropriate, equitable and scalable,” reminding educators and policymakers that inappropriate or inequitable adoption may exacerbate learning inequalities.

In the field of learning science, multimedia learning theory continues to guide the design and evaluation of educational media. Mayer (2024) affirms that multimedia learning works best when materials reduce extraneous cognitive load

and direct learners' attention to essential content, through principles such as coherence, signaling, segmenting, modality, and redundancy. These principles remain highly relevant in evaluating whether the media used in classrooms—or in non-formal settings such as community learning centers—are pedagogically effective.

Teachers' competence in using technology is equally crucial. Recent frameworks such as the Higher Education Digital Competence (HeDiCom) framework (Holmgren, Eriksson, & Nouri, 2023) emphasize that digital competence goes beyond technical proficiency, encompassing domains such as designing learning with technology, empowering learners as digital citizens, and engaging in continuous professional development. Li et al. (2024) also note in their systematic review of TPACK research that teachers' knowledge of how to combine technology, pedagogy, and content remains uneven, requiring context-sensitive professional training. In terms of adoption, technology acceptance models such as UTAUT2 remain widely applied: Xue (2024) and Kittinger et al. (2024) find that performance expectancy (perceived usefulness) and facilitating conditions consistently predict teachers' and students' willingness to use learning media, while effort expectancy and professional support moderate classroom implementation.

Empirical studies in Indonesia align with these global findings. Nurtia, Laili, and Lestari (2022) report that teachers perceive digital learning media as potentially

effective but face constraints such as limited infrastructure, time, and training. Bahri, Ramadhani, and Pratiwi (2024) synthesize evidence showing that both teachers and students value media that is interactive, engaging, and suited to learners' levels; however, challenges of accessibility and usability remain. Chowdhury and Saputra (2023) highlight that students' positive perceptions of game-based learning media in EFL classrooms are associated with increased motivation and engagement. Similarly, Asnur, Fitrawati, and Julita (2025) reveal that teachers acknowledge the opportunities of media use but emphasize the urgent need for more systematic institutional support. These studies demonstrate that perceptions are shaped by both the design of the media and the surrounding facilitating conditions.

The Island Foundation (TIF), operating Learning Centres in Bintan Regency, Riau Islands, provides a unique context for studying these issues. Through its Learning for Sustainability program, TIF integrates 21st-century pedagogy, community engagement, and content-based English instruction, aiming to empower students and support teachers in coastal and island communities (The Island Foundation, 2024a; 2024b). The Centres serve more than 500 students and collaborate with local teachers and facilitators to deliver learning activities. Despite the availability of diverse media—ranging from printed worksheets to digital resources—there is limited empirical evidence on how students perceive their

usefulness, clarity, accessibility, and engagement, or how teachers perceive their pedagogical fit, ease of use, and support needs.

Moreover, global reviews underscore that rapid adoption of digital learning during the pandemic “super-charged” educational inequalities (UNESCO, 2023), particularly in rural and coastal areas with limited connectivity. In such contexts, evaluating perceptions of both students and teachers is not only about measuring satisfaction but also about identifying barriers and enablers that determine whether media genuinely enhance learning. This perspective is aligned with the proposition that students’ perceptions of clarity and usefulness are linked to motivation and self-regulated learning strategies (Bahri et al., 2024), while teachers’ perceptions of facilitating conditions strongly influence frequency of classroom use (Kittinger et al., 2024).

Based on these theoretical and empirical grounds, this study addresses two urgent needs: (1) to provide contextual evidence of how students and teachers at TIF Learning Centres perceive the media used in daily instruction, and (2) to analyze these perceptions in relation to design quality (as informed by multimedia learning principles), teacher competence (TPACK and digital competence frameworks), and facilitating conditions (infrastructure and professional support). By doing so, the research not only contributes to academic discussions on the adoption of learning media in community-based education but also generates

practical recommendations for The Island Foundation and its partners in strengthening media design, teacher training, and resource allocation.

1.2 Research Question

Based on the research background and problem identification above, this study is conducted to explore students' and teachers' perceptions of the learning media used at The Island Foundation. Therefore, the research questions of this study are formulated as follows:

- 1 What are the students' perceptions of the learning media used at The Island Foundation?
- 2 What are the teachers' perceptions of the learning media used at The Island Foundation?

1.3 Problem Identification

Based on the research background, several issues can be identified in relation to the title *“An Analysis of Students' and Teachers' Perceptions of Learning Media at The Island Foundation.”* These issues serve as the rationale for conducting the present study:

1. Lack of comprehensive analysis of students' and teachers' perceptions.
Although The Island Foundation has integrated a variety of learning media, there is still limited empirical evidence on how both students and teachers perceive the usefulness, clarity, attractiveness, and effectiveness of these media in the learning process.

2. Uncertainty regarding the alignment of learning media with effective learning principles.

It has not yet been thoroughly examined whether the media currently used in The Island Foundation's Learning Centres are designed in accordance with established principles of multimedia learning (Mayer, 2024) and whether they effectively support students' engagement and understanding.

3. Potential differences between students' and teachers' perspectives remain unexplored.

Students may perceive learning media primarily in terms of motivation, accessibility, and engagement, while teachers may emphasize usability, pedagogical appropriateness, and instructional support. However, no in-depth study has yet connected and compared these two perspectives in a single framework.

4. Supporting factors and barriers to media use have not been clearly identified.

Infrastructure, teachers' digital competence, and institutional support are assumed to influence the effectiveness of media integration, yet systematic analysis of these factors from the viewpoints of both students and teachers remains absent.

Therefore, this study is necessary to analyze students' and teachers' perceptions of learning media at The Island Foundation comprehensively, in order to provide a clearer understanding of their effectiveness, identify existing challenges, and propose informed recommendations for future development.

1.5 Research Purposes

The objectives of this study are formulated in line with the research background and problem identification. This research aims to achieve the following objectives:

1. To analyze students' perceptions of learning media at The Island Foundation.

This objective aims to understand how students view and experience the learning media provided to them. It includes examining their opinions on the usefulness of the media in helping them understand lessons more effectively, as well as the clarity of the information and instructions presented. It also considers the accessibility of the media, such as how easy it is for students to use across different contexts and devices. Additionally, this point explores students' perspectives on the attractiveness and visual appeal of the learning media, and how these aspects may influence their interest. Finally, this objective seeks to assess the degree to which the learning media support students' motivation, encourage active participation, and enhance their engagement during learning activities.

2. To analyze teachers' perceptions of learning media at The Island Foundation.

This objective focuses on gathering insights into how teachers evaluate the learning media from a professional and pedagogical standpoint. It includes assessing teachers' views on whether the media are suitable and effective for delivering lessons, as well as how easy or challenging they are to use during classroom

instruction. This point also examines the extent to which the learning media align with curriculum goals, learning outcomes, and instructional strategies used by teachers. Furthermore, it aims to understand teachers' perceptions of the institutional support provided, including the availability of resources, training opportunities, and technical assistance needed to implement the media effectively. Through this analysis, the study seeks to identify both strengths and areas that may require improvement.

1.6 Research Significance

The significance of this study can be seen from both theoretical and practical perspectives:

1. Theoretical Significance

The theoretical significance of this study lies in its contribution to the existing body of knowledge related to students' and teachers' perceptions of learning media within community-based educational settings, particularly in non-formal learning environments such as those implemented by The Island Foundation. This research does not only expand the academic discussion on how learning media function in rural and island-based contexts, but also provides empirical evidence regarding the application of several established theoretical frameworks. These include Mayer's (2024) multimedia learning principles, which emphasize how students process visual and verbal information; Holmgren et al.'s (2023) framework on teachers'

digital competence, which highlights the skills educators need to effectively integrate technology; and the UTAUT2 model, which explains user acceptance of technology in educational settings. By examining both students' and teachers' perspectives simultaneously, this study further enriches comparative understanding and highlights potential perception gaps. This dual-perspective analysis offers valuable insights that can serve as references for future research aiming to deepen the discussion on educational media, user experiences, and instructional design in alternative education contexts.

2. Practical Significance

The practical significance of this study can be seen through the direct benefits it offers to multiple stakeholders involved in educational processes at The Island Foundation and similar institutions. For The Island Foundation itself, the findings will function as constructive feedback for improving the design, selection, and implementation of learning media in their Learning Centres, which in turn supports higher-quality teaching and learning practices. For teachers and facilitators, the study provides useful guidance on choosing and utilizing learning media that are pedagogically sound, engaging, and aligned with students' diverse learning needs, while also emphasizing the importance of strengthening digital competence. From the perspective of students, the research highlights how appropriate media can enhance motivation, engagement, and comprehension, ultimately fostering a more meaningful and enjoyable learning experience. Meanwhile, for policymakers and

educational practitioners in rural or community-based contexts, the study offers insights that may inform decision-making related to educational policies, training programs, infrastructure improvements, and resource allocation for integrating effective learning media. Collectively, these practical contributions demonstrate how this study can bridge the gap between theory and real-world application by offering actionable recommendations that support better teaching and learning outcomes across different educational environments.

1.7 Definition Key Terms

In order to avoid ambiguity and ensure clarity, several key terms used in this study are operationally defined as follows:

1. Students' and Teachers' Perceptions

Students' and teachers' perceptions refer to their evaluations, opinions, and experiences regarding the use of learning media in the teaching and learning process. Students' Perceptions

2. Learning Media

Learning media refer to the instructional tools, resources, and technologies used to facilitate teaching and learning activities at The Island Foundation

3. The Island Foundation

The Island Foundation refers to a non-profit educational organization in Bintan Regency, Riau Islands, Indonesia, that operates several Learning Centres to provide educational support for children. The foundation offers learning programs including English, literacy, numeracy, environmental awareness, life skills, and character

development. In this study, The Island Foundation is the educational institution where the research was conducted.

