



Empowering Pre-Service English Teacher through Digital Learning Ecosystems and Emerging Technologies

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Abstract

The rapid integration of technology into education necessitates that pre-service English teachers possess strong digital skills and adaptability. This study investigates the perspectives and experiences of fifth-semester English education students at a private university in East Jakarta about their use of digital tools. Employing a quantitative research approach, the study used a structured questionnaire to gather data on students' views of digital learning ecosystems, their readiness to adopt new technologies, and the impact on their self-confidence and professional identity. Preliminary study revealed, the respondents have a positive outlook on digital learning, recognizing its potential to boost student engagement, learning efficiency, and creativity. While the study confirms these benefits, it also identifies significant challenges, such as limited resource access, increased digital workload, and classroom management issues. It suggests that engaging in ICT-based practices enhances pre-service teachers' self-confidence and helps shape their professional identity, preparing them for technology-driven classrooms. This research demonstrates that technology integration not only influences pedagogical practices but also cultivates resilience, adaptability, and an innovative mindset. In conclusion, the study underscores the critical importance of integrating digital learning and authentic technological practices into teacher education curricula to empower future English teachers to meet evolving educational demands and foster innovation.

Keywords: pre-service english teacher, digital learning ecosystem, emerging technologies

