

Humanize Classroom Atmosphere in Digital ELT (Perspective of Humanistic Psychology of Learning Theory)

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Abstract: Humanize Classroom Atmosphere in Digital ELT (Perspective of Humanistic Psychology of Learning Theory), conducted based on the curiosity on excessive phenomenon among students from the utilizing digital in ELT; the objectives of the research were elaboration of: (1) how digital education perception in ELT; (2) how digital ELT implementation in creating humanize classroom atmosphere; and (3) how the challenges to establish humanize classroom atmosphere in digital ELT utilization; this research was conducted in qualitative approach; descriptive library research method, documentation data collection method, and data triangulation data analysis; the result of the research as follows: (1) ELT digital education is a promising strategy in making learning process become enjoyable by creating more various accessible media of learning; (2) digital ELT requires teacher and students awareness about their existence as human being to create humanize classroom atmosphere; and (3) the challenges in utilizing digital ELT to establish humanize classroom atmosphere came from the lack of teacher and students' awareness about their existence as a human being; therefore, it could be suggested to English teachers that they should do more research and training in order to be able establishing humanize classroom atmosphere.

Keywords: Digital ELT, Humanize Classroom, Classroom Atmosphere, Humanistic Theory

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A. INTRODUCTION

The development of digitalization in every aspect of human life has massively grown, especially after the invention of computer technology, followed by the internet, which has made many things much easier, including the effort to deliver innovation and new creations in every critical field of life. Carrier (2017) explained that digital learning is applying technology to learning and teaching. Since 1960, when the University of Illinois developed the PLATO computer learning system to help people engage with learning via computers and online access using mainframe and minicomputers, educators and technologists have worked together to find new and better ways to enhance learning and teaching. PLATO made use of the opportunities that technology affords – otherwise known as the affordances of technology.

Digital learning is not as new as some people feel. The PLATO system in the 1960s already had discussion forums, online testing, email, and chat rooms. By the 1980s, it had relatively sophisticated (for the time) learning material types and activity types. Since the advent of the personal computer in the early 1980s, there has been a massive increase in the accessibility and diversity of educational technology. Computer-assisted learning, or in our profession, CALL (computer-assisted language learning), developed very rapidly, and new learning materials,

activities, and classroom interactions grew out of the ability of teachers to have rooms full of personal computers. No doubt there is an element of this commercialism, and skepticism about teachers rushing to use the latest gizmo is well-placed. Some teachers are still resistant to using technology in their teaching, and many of the concerns expressed by teachers are markedly similar to those I heard in the original teacher training program I ran in 1985.

Digital learning in Indonesia has grown widely since the implementation of the *Kurikulum Merdeka*. It is the transformation from conventional classroom management into digital education. The transformation encouraged each educational unit to build collaboration through various available tools and facilities. The Educational Technology Transformation Program developed by the Ministry of Education and Culture is a concrete example of the need for digitalization in the future, apart from simplifying the learning process to encourage digitalization. This program focuses on improving learning conditions in Indonesia's education system. To encourage this, the Ministry of Education and Culture has created several educational platforms, such as the independent teaching platform. This platform aims to help teachers, school principals, and education agencies implement the independent curriculum and to become a forum for teachers in the learning process (sharing with each other to obtain learning content or good practices that have been carried out). Apart from that, the Ministry of Education and Culture has also developed an Education Report Card platform, which was created in order to increase knowledge in education units (PAUD, Dikdas, and Dikmen) to see the condition of literacy, numeracy, student character, and the quality of learning which is helpful for future improvement (Yandri A., 2023).

The digital requirement in the education field also arises in higher education. As the assertion of Ditjen Dikti, students' independent projects must be supported by the campus because they will support students who have a passion for realizing their significant or innovative creations at the international level. This type of study program or independent project will help students to realize their ideas for developing innovative products; it also will help the effort to conduct research and development based on education and enable students' capability to show their highest performance in national and international competition (Ditjen-Dikti, 2020). Therefore, the utilization of digital in the learning process become very necessary in this era because it has made everything easier and provides many more opportunities than the conventional way of learning.

The fact that digital education has excellent potential does not cover the side problems according to its utilization of it. Teachers still need a long time to increase their skills to learn and understand online digital applications (Google Class, Google Meet, and Zoom), and teachers are still used to using WhatsApp groups in delivering material and giving assignments to students. For attitude indicators, some students are still late entering the e-classroom due to signal problems. Teachers are still late in ending the learning process because students are still asking additional questions. For motivation indicators, students' lack of enthusiasm for learning is due to their lack of understanding of the material being taught, and some students still feel bored with online learning, which results in them being lazy about studying and their grades dropping. As an indicator of creativity, some teachers do not utilize online digital applications (Google Class, Google Meet, and Zoom) for discussions and

questions and answers and do not create and upload learning videos when conducting lessons during WFH, and not all teachers deliver material using PPT (PowerPoint Text) because it is more comfortable to explain directly to students. For infrastructure indicators, bad weather, and network availability affect internet signals, thereby hampering the learning process, and students' residences are not the same, thus affecting internet coverage (Winda & Dafit, 2021). Teachers face various obstacles when using the internet as a learning medium. Some of these obstacles arise from the teachers' lack of knowledge about websites that can be used to create learning media, difficulty in finding suitable learning media on the internet, insufficient creativity, the need to invest time in studying learning media, unvaried types of media used, lack of pedagogical competence and professionalism, age factor, and lack of funds. Additionally, the availability of funds provided by the school can also play a role in determining how easily teachers can overcome these challenges. (Latifah & Ramadan, 2023).

The obstacles to utilizing digital learning faced by students also need further care from the educational parties. Fourth-grade elementary school students may face challenges with online learning due to various factors. One such factor is their low interest in learning, which is evident through their attitudes towards the online material. Maintaining a consistent focus on the online lesson material can be challenging for students. Furthermore, students may lack interest in the material delivered online, leading to feelings of boredom and fatigue. As a result, students may struggle to engage in suitable learning activities (Rahmawati et al., 2021). Students face poor internet access, lack of internet-enabled mobile phones, and difficulty understanding E-learning because the teacher only gives verbal explanations (Husna, 2021). Considering the research findings regarding teachers' and students' difficulties in implementing digital education/digital learning, many researchers have researched to find solutions for those problems.

Some previous studies that have the potential to be used as solutions for the problems, especially for English Language Teaching (ELT) digital education implementation, can be described as follows: (1) Fitria (2023), in her research, found that *Wordwall* is an interesting web application that can be used as a fun learning resource, media, and assessment tool for students. *Wordwall* provides teachers with examples of various types of quiz-based games to give new users an idea of what they can create. *Wordwall* is an educational game that allows teachers to create interactive quizzes for their students. The steps to start creating an interactive quiz using *Wordwall* are easy to follow, and (2) Hikmah (2019), through the research, elaborated that media plays a crucial role in fostering learners' desire to acquire knowledge by creating an engaging learning environment. In this digital era, technology is utilized to offer students broader access and more opportunities for expanding their understanding. This can be explained by three key factors: Firstly, the media's ability to capture, store, and display objects or events repeatedly. Secondly, the media's capacity to manipulate objects or events by changing their size, speed, color, and other features multiple times, as needed. Finally, the media's ability to reach a vast number of viewers simultaneously through TV or radio broadcasts, thanks to its distributive power. Communication disruptions can cause several problems in the learning process. Firstly, verbalism is when students can say a word but do not understand its meaning. This happens because teachers often rely on oral explanations

(lectures), and students tend to repeat what the teacher says simply. Secondly, misinterpretation occurs when students interpret a term differently than intended. This can happen when teachers rely solely on verbal explanations without using other learning tools, such as images, charts, models, etc. Thirdly, attention may not be focused, which can be due to various reasons, including physical disorders, other distractions that are more attractive, daydreaming, boring teaching methods, lack of supervision, and guidance from the teacher. Finally, there may be a lack of understanding, where students do not have a logical or psychological understanding of the concept. This occurs when there is no clear-thinking process from consciousness to the emergence of the concept. Augmented Reality (AR) technology enables the integration of virtual objects, whether two-dimensional or three-dimensional, into a real-world environment and presents them in real time. It can be an invaluable tool for visualizing complex ideas and understanding the intricacies of object models. Both previous researches found the importance of digital technology in the learning process. They elaborated on the opportunity to utilize digital technology in fun and motivated language learning media, specifically for ELT. However, neither type of research elaborates on how the digital utilization strategy strengthens the essential meaning of student and teacher, which we call human. This research aims to explore ways to create a more humanized classroom atmosphere in digital English Language Teaching (ELT) by drawing on the principles of humanistic psychology of learning theory. In this study, we identify both similarities and differences between our current research and previous research in this area as follows: (1) the previous research and this current research similarly described utilizing digital learning to create appropriate online language learning for student's needs; (2) the differences consist of: 1) the previous studies focused on elaboration about fun-learning media; meanwhile this current research focused on elaboration Humanize Classroom Atmosphere while utilizing digital ELT; and 2) the previous studies provided reference on digital way of learning that enjoyable for students; meanwhile this current research provided reference to strengthen the Humanize Classroom Atmosphere while utilizing digital ELT.

The description of the humanized classroom atmosphere as the focus of this current research can be compiled through the answers to the research problem statements: (1) How does ELT perceive digital education? (2) How is digital ELT implemented to create a humanized classroom atmosphere? (3) How do the challenges arise to establish a humanized classroom atmosphere in digital ELT utilization? Based on those research problem statements, this research aims to elaborate on digital education perception in ELT, how digital ELT implementation creates a humanized classroom atmosphere, and the challenges to establishing a humanized classroom atmosphere in digital ELT utilization. The research objectives' data required some theories to be utilized as the analyzer; those theories consisted of (1) Gestalt Perception Theory, (2) Humanistic Psychology of Learning Theory, and (3) Sanford Challenges Theory.

The theory of perception was built in 1910 by Max Wertheimer, K. Koffka, and Köhler based on Gestalt Psychology theory, which describes how visual perception works in physiology and psychology state. The Gestalt Theory suggests that the whole is greater than the sum of its parts. This theory emphasizes that the individual components that make up a

complex system cannot be understood or described in isolation but only in relation to the whole. In other words, we cannot fully understand something by looking only at its individual parts; we must also consider how those parts work together as a cohesive unit. (Kwasniewski, 2023). Max Wertheimer described the principles of the Gestalt theory of perception as follows: 1) the principle of similarity, which explains that humans utilize similar components to group pieces together; 2) the principle of continuation, which is explaining that humans will follow the easiest, or smoothest, path along linear visuals, even if other parts of the visual change; 3) the principle of closure which is explaining that human's brains will complete visuals with missing pieces if enough data is available; 4) the principle of proximity which is explaining that human mind will organize individual components that are relatively closer to one another; 5) the principle of figure/ground which is explaining that human mind can produce many images from one visual by distinguishing between the foreground and background; and 6) the principle of symmetry & order (also called *Prägnanz*) which is explaining that human simplify a complex shapes into simple or more symmetric shapes. These principles, also known as the laws of organization, were explained in the context of perception and problem-solving (Culatta, 2024). And then Leung (2023) explains that perception is a multi-stepped process. The two major processes, receiving stimuli and making meaning of the stimuli, can be divided into smaller steps as follows: 1) stimulation (understanding stimuli exist); 2) organization (comparing existing knowledge with the stimuli); 3) interpretation (making meaning of the stimuli); 4) memory (storage of one's experience about the stimuli); and 5) recall (using the stored knowledge in the future). The process of human perception, as emphasized in Gestalt theory, has been utilized to investigate the education world perception in the digital era.

The second theory utilized in this research was the Humanistic Psychology of Learning Theory, developed by Abraham Maslow, Carl Rogers, and James F. T. Bugental in the early 1900's. Carl Rogers, a psychologist, father of humanistic education, and one of the founders of Humanistic psychology, wrote a book entitled *Freedom to Learn* in 1969 as a response to the need for teachers to be more student-centered in teaching. Humanistic psychology is a school of thought that believes learners have the ability to bring out the best in themselves. It also emphasizes that humans are driven by emotions rather than external rewards or punishments. This means that educators who understand humanistic psychology tend to focus on the underlying emotional issues that lead to destructive behavior, rather than simply punishing the behavior itself. (WGU, 2020). This theory and approach in education are based on humanistic psychology and fundamental concepts that focus on the notion that children are inherently good and that education should focus on rational ways to teach the whole child. The theory suggests that students are the authorities on how they learn, and their needs should be met in order to facilitate effective learning. Rogers (1994) affirmed that learners are supposed to be treated as human beings in the learning process, and educators have to state their position as well as human beings to establish a school that loves its students. Organizing the classroom as the area where humanistic teachers and humanistic learners meet in the learning process can create a positive atmosphere. Accordingly, it is a compulsion for the school to have a reciprocal relationship with the students. The school loves students, and the students love the school. Based on the humanistic perspective, every learner will be sighted as a whole human being in

a learning process. Each student's unique and authentic aspect will become educators' concern and be used to support student motivation in learning. The principles of humanistic learning consist of (1) human has a natural way of learning; (2) learning occurs significantly if the subject matter is felt to have relevance for a particular purpose; (3) learning involves changes in the perception of self-learners; (4) meaningful learning is obtained if students doing the meaningful learning process; (5) learning will run smoothly if students are involved in the learning process. Learning that engages students can produce profound results; (6) confidence in students is grown by getting used to introspection; and 7) social learning is learning about the learning process (Sani, 2014).

The third theory utilized in this research was the challenge of Sanford's theory. The role of a challenge claimed by Sanford (1967) in his challenge and support theory emphasizes that people grow best when they continuously experience an appropriate balance of support and challenge (Sanford, 1967). Sanford's significant assumption that supports were presupposed to be related to academic achievement and satisfaction (Strayhorn, 2013). He posited that students experience challenges when they face situations in which they are not prepared with the appropriate skills or knowledge. Conversely, he defined "supports" as the people and services in the student's environment that help them navigate challenges successfully. Importantly, Sanford suggested that student development is a product of person-environment interaction and surmised that for students to grow, they must be ready to do so. Such "readiness" is determined by the student's maturation and/or environmental conditions that support growth (Virtue et al., 2020). Based on the description of the theories used in this research, the problem question of the research, and the primary rationale of previous studies of this research, it showed that the novelty of this recent study was a finding in the form of a reference, which possible to be used as consideration in arranging humanize classroom atmosphere while utilizing digital facility in ELT.

B. METHOD

This research was conducted using a qualitative approach, descriptive and library research method, documentation data collection method, and data triangulation as the data analysis method. The technique in collecting data was utilizing documentation on various data from digital and literature repositories; the instrument of the research was the researcher as the main instrument and supported by the instrument in the form of questions that related to the research problem statements and utilized a laptop and note taker as a tool of data collector. The data was secondary because it was collected from indirect sources, such as journal articles, books, reported news, and digital sources; therefore, the research subject consisted of a related static data repository.

Qualitative research has descriptive characteristics because the collected data is in words without emphasis on numbers (Sugiyono, 2022); it is research in which one of its utilization is examining something deeply or examining the background of something that makes it happen, such as the motivation background, roles background, values background, attitudes background, and perceptions background (Moleong, 2016), and the finding of this research more emphasize the significance rather than a generalization. The type of qualitative research

data is related to the categorization; data characteristics are intangible in words and subjective because they can be interpreted differently from one person to another (Riduwan, 2013).

One of the methods in qualitative research is the library method, which focuses on researching the available repository data. Zed (2014) described that some characteristics of this method consist of (1) the researcher face-to-face with data documentation; (2) the data is ready-made; the researchers do not need to collect it by themselves from the research field; (3) the type of data is secondary data, it did not come directly from first source; and (4) the literature data condition is not bound by time and space because the data is static, never change, already recorded (in texts, numbers, pictures, voice recorder, or movies). The library method in this research has been combined with the descriptive method. Nawawi & Hadari (2006) emphasize that descriptive study focuses on the discovery of the facts according to the actual situation, and Sanjaya (2014) explains that descriptive research is a type of research associated with the efforts to find the solution for the problems that exist at present and expose it based on the data that found. In this research, the data collection method was documentation from a specific data repository. A technique called data triangulation was implemented to analyze the data. Data triangulation involves the use of multiple data sources to study a specific social phenomenon. This method was first identified by Norman Denzin in 1978, who explained four fundamental types of triangulation. The first type is data triangulation, which utilizes several data sources in a single study. The second type is investigator triangulation, where multiple investigators or researchers are employed to study a particular phenomenon. The third type is theory triangulation, which involves using multiple perspectives to interpret the results of a study. Lastly, methodological triangulation involves using multiple study methods (Hales et al., 2010).

Data triangulation in this research implicated various data from journal articles, books, and other documentation. Cross-checked data utilized other data in order to find the description of (1) how digital education perception in ELT, (2) how digital ELT implementation creates a humanized classroom atmosphere, and (3) how the challenges to establish a humanized classroom atmosphere in digital ELT utilization. The design of the research was illustrated as follows:

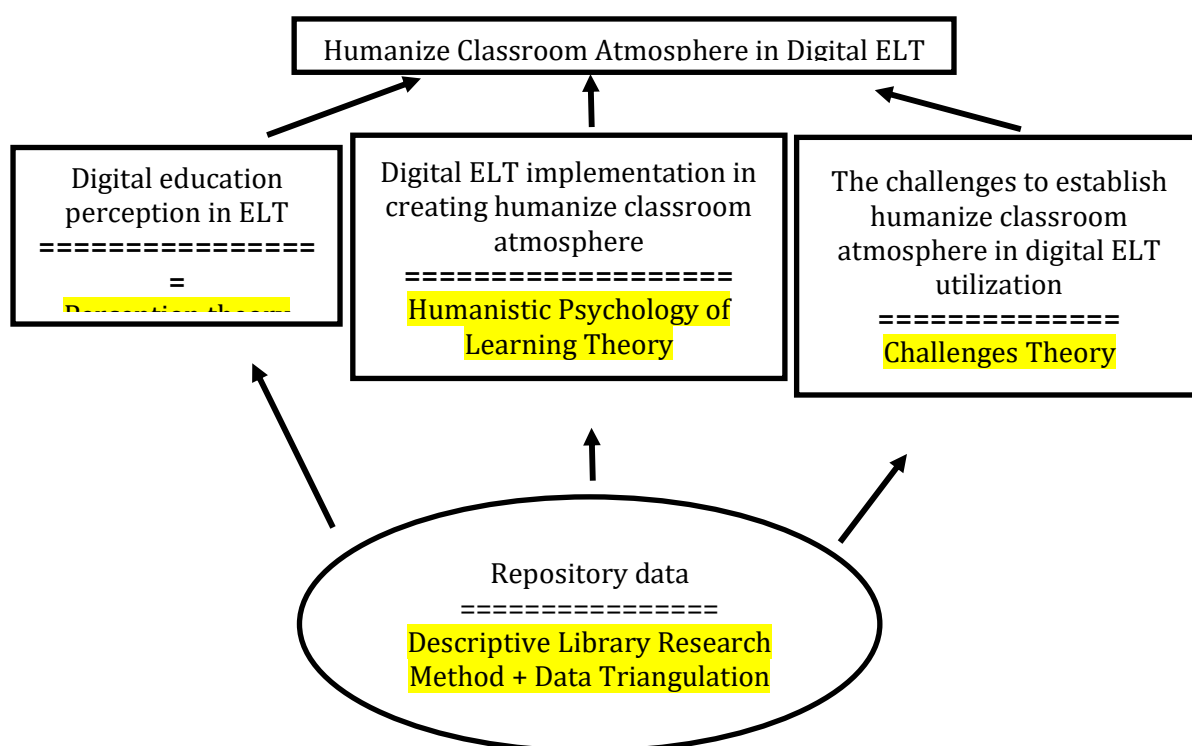


Figure 1. Design of Research

The library method in conducting this research has collected data from various static data repositories and provides various data collections needed for data triangulation analysis. All data was categorized into focus points (objectives) of the research and was combined with related theory, which was used to analyze each problem statement. Selected and related data that combined with perception theory has been utilized to describe digital education perception in ELT; selected and related data that combined with Humanistic Psychology of Learning Theory has been utilized to describe how digital ELT implementation creates humanized classroom atmosphere; and selected and related data that combined with Challenges Theory has been utilized to describe the challenges to establish humanize classroom atmosphere in digital ELT utilization; the conclusion about Humanize Classroom Atmosphere in Digital ELT based on the perspective of Humanistic Psychology of Learning Theory can be compiled by analyzing the answer of all problem statements of the research.

C. RESULTS AND DISCUSSION

1. Digital Education Perception in ELT

Focus data for the first problem statement has been elaborated on using Gestalt perception theory. The Gestalt perception theory consists of (1) the principle of similarity, (2) the principle of continuation, (3) the principle of closure, (4) the principle of proximity, (5) the principle of figure/ground, and (6) the principle of symmetry and order. Those principles elaborated into the aspects of digital education perception in ELT, as illustrated in Table 1, as follows:

Table 1. Digital Education Perception in ELT

Principle	Similarity	modern technology makes ELT easier to conduct
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Continuation	ELT has to follow the digitalization rhythm if it does not want to be left behind
Closure	without supervising ELT, digitalization can cause negative impacts
Proximity	by following digital development, we can make a giant leap in ELT development
Figure/ground	ELT innovation requires information and technology
Symmetry & Order	World of ELT considers the positive benefits of digitalization first before its consequences.

When discussing digitalization, there are varying opinions on its effects. Spöttl et al. (2021) argue that it can humanize the world of work, prevent the devaluation of qualifications, and enable demanding work supported by learning, but others remain skeptical. Whether digitalization leads to humanized work depends on how it is implemented and whether a skilled workforce is available. In any case, vocational education and training are crucial for realizing the potential of digitalization to create a more humane workplace. The illustration of how essential is the function of digitalization in every aspect of human life, including in the field of ELT, is shown in Figure 2.

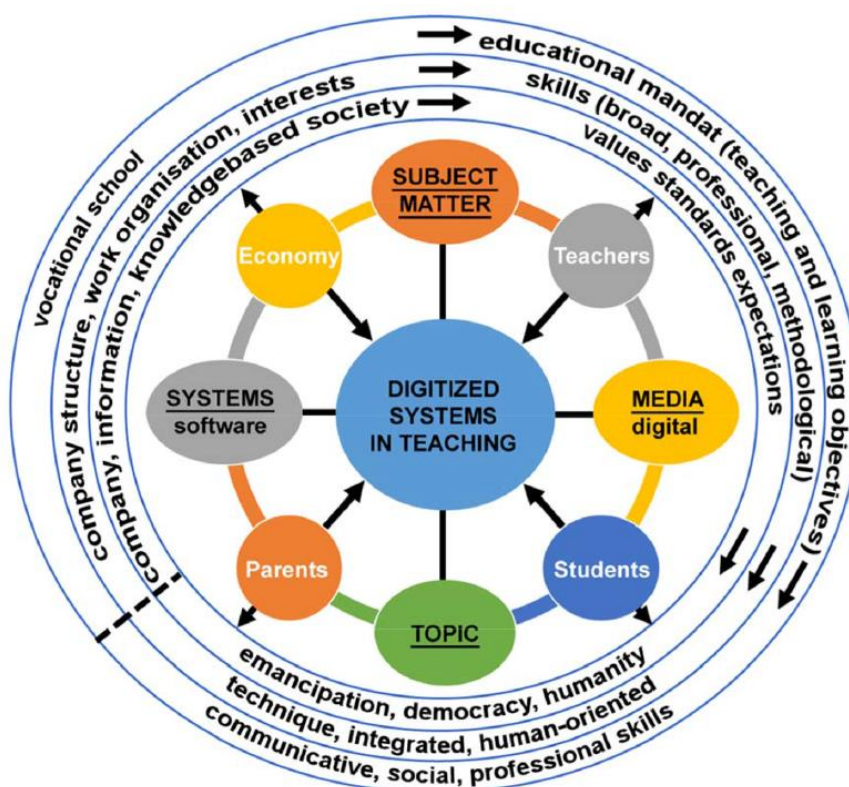


Figure 2. Didactical Framework Related to Digitalization (Source: (Spöttl et al., 2021))

In Figure 2, you can see the various factors that impact the learning process. When planning for learning, it is crucial to decide how much importance each factor should be given. These decisions are primarily influenced by the preferred learning theories and significantly

impact the outcomes of digital learning. This brief introduction highlights the complexity of shaping the learning process and the need to consider multiple factors. Digital learning is not limited to using digital tools but also includes activities on the internet, such as the use of virtual media. Through their research, Alharbi & Köprülü (2024) emphasized that virtual technologies have enormous educational potential. However, they are primarily employed in gaming and metaverse and can influence other fields. The benefit of digital promotion also disseminates to the art field; as Borysova et al. (2024) explain, when an art viewer engages with a piece of art, they do not just passively observe it but become an integral part of the creative process. Their active participation enriches their art experience and opens up new avenues for studying and comprehending creative expression. This interactive approach to art viewing helps us to gain a deeper understanding of the techniques, meanings, and emotions that are embodied in the artwork. Based on the data analysis, it can be described that digital education perception in ELT considers that ELT can provide better learning processes and results when it involves the digitalization of education; it is a promising strategy in making the learning process enjoyable by creating more various accessible media of learning.

2. Digital ELT Implementation in Creating a Humanize Classroom Atmosphere

Focus data for the second problem statement has been elaborated on using the humanistic psychology of learning theory. The principles of Humanistic Learning have been used to analyze the data about digital ELT implementation in creating a humanized classroom atmosphere; the result is described in Table 2.

Table 2. Digital ELT Implementation in Creating a Humanize Classroom Atmosphere

Elements of Humanistic Psychology of Learning Theory	Natural Way of Learning	Digital only provides virtual learning objects, but students can naturally learn in any learning management.
	Learning Material Relevance	teacher plays a vital role in guiding students to choose relevant material for their learning
	Self-Learner mindset	student motivated to self-learn while the digital ELT set in exciting form, such as a movie or game
	Meaningful Learning	teacher plays an essential role in guiding students to select material of study that is individually meaningful for them
	Student's Engagement	two ways the interaction between digital ELT media and the student makes an active learning process
	Self-Evaluation	digital ELT media can be designed with self-evaluation slots for the student
	Social Learning	digital ELT enables virtual socialization among students or teachers or other social sources else

Liu & San (2006) emphasized that English is a language that has become essential for using the internet and technology. It is a means of communication and a tool for acquiring knowledge and information. Language is critical in determining the speed of information

technology diffusion and supports social learning. People who know English have perceived the usefulness of the Internet not only in their own countries and abroad. With more than half of the world's computers connected, English-speaking countries have a significant internet access advantage. This advantage allows them to be at the forefront of technological advancements and developments, which, in turn, leads to more significant economic growth and prosperity. Hosseini & Moradi (2023) presented their findings on Moradi's English teaching approach, which involves incorporating social networks and technology into the educational program. They concluded this method is a viable and effective alternative to other English language teaching methods. While using digital tools helps create a more relaxed and enjoyable classroom atmosphere, it does not mean students are given complete freedom to do as they please. The facilitator, be it the teacher or school management, still needs to provide guidance to ensure students effectively learn and progress. According to this, Shlianachak et al. (2024) elaborated that the students did not always make decisions based on potential evaluations of their tasks or products. This outcome can be attributed to the fact that the participants carried out their work in a standardized university setting in which they did not always feel empowered to intervene.

Based on the data analysis, it can be described that digital ELT implementation in creating a humanized classroom atmosphere possible to be established as long as the preparation, the process, and the implementation of ELT digitalization are retained on the track of the elements of Humanistic Psychology of Learning Theory because it requires teacher and students' awareness about their existence as a human being to create humanize classroom atmosphere.

3. The Challenges to Establish Humanize Classroom Atmosphere (HCA) in Digital ELT Utilization

Focus data for the third problem statement has been elaborated on using Sanford's challenges theory. The elements of the challenges theory Sanford have been used to analyze the data about the challenges to establishing a humanized classroom atmosphere in digital ELT utilization, the elements described as following Table 3.

Table 3. HCA Establishment Challenges in Digital ELT Utilization

Elements of Sanford's challenges theory	Challenging Situation	Teachers experience challenges when they face situations in which they are not prepared.
	Appropriate Skills or Knowledge	Preparation will eliminate challenges.
	Social and Environmental Support	Teacher's confidence will grow.
	Facility Environmental Support	Convenience will make the establishment effort easier.
	Student's Readiness	It depends on student readiness.

Teacher's Readiness It depends on student readiness.

Sanford urged that challenges will only arise when the situation becomes difficult for the students, especially when unprepared because of a lack of knowledge and skill. He also suggested that student development is a product of person-environment interaction and surmised that for students to grow, they must be ready to do so. Readiness is determined by the student's maturation and/or environmental conditions that support growth (Virtue et al., 2020). The obstacles in utilizing digital technology in education can vary from one place to another; Thuy (2022) elaborated that the transmission line and internet connection often become obstacles in digital learning because the unstable internet network transmission makes it difficult to access and serve learning and research purposes.

Based on the data analysis, it can be described that the challenges to establishing a humanized classroom atmosphere in digital ELT utilization arise from the lack of teacher skill, knowledge, social and environmental support, as well as the availability of supporting facilities, also the readiness of the teacher and the readiness of every student to utilize digital technology in ELT. Most importantly, the challenges in utilizing digital ELT to establish a humanized classroom atmosphere came from the lack of teacher and students' awareness about their existence as human beings and taking action only within the limits of the subject and object of learning and teaching.

D. CONCLUSIONS AND SUGGESTIONS

Humanizing the Classroom Atmosphere in Digital ELT is necessary for the students because digital technology in education will always have a negative impact on the student and the teacher, as well as a positive impact. ELT digitalization provides a better learning plan, process, and result; it is a promising strategy for making learning enjoyable by creating more accessible media for learning. This positive impact will contribute much higher benefits if the classroom atmosphere is managed based on the humanistic psychology of learning theory, which emphasizes that humans are inherently good. Therefore, teachers and students have to act and treat others as good humans when it comes to classroom atmosphere management. The challenges in establishing a humanized classroom atmosphere in utilizing ELT digitalization arise from the lack of teacher skill, knowledge, and social and environmental support, as well as the availability of supporting facilities, also the readiness of the teacher, and the readiness of every student to utilize digital technology in ELT. Most importantly, the challenges in utilizing digital ELT to establish a humanized classroom atmosphere came from the lack of teacher and students' awareness about their existence as human beings and taking action only within the limits of the subject and object of learning and teaching. Those challenges require serious concern from the teachers and all related parties. Therefore, it can be suggested that English teachers should do more research and training in order to establish a humanized classroom atmosphere and have good communication with affiliated parties for better support.

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