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Development of Digital Communication in Target Achievement Performance at Saint Yoseph Dili Timor Secondary School Leste 2003-2010

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A B S T R A C T

Analyzing the growth of computerized services offered to the public today, the need for digital communication among citizens in developing their lives is increasingly sought after. When these technological resources are used, they must be able to adjust the means of information and communication technology (ICT) aimed at affirming digitized communication for individuals and groups, which greatly influences life in the current era. This is what makes Santu Yoseph School present itself as an environment capable of immersing itself in this technology to serve teaching methodologies that support student interaction in this information society, thereby eliminating social differences that are irrelevant to the current life process. Based on this, this work aims to present the theme: **The Development of Digital Communication in Achieving Targets at Saint Yoseph Dili Secondary School in East Timor 2003-2010**, as an educational action involving teachers, by training themselves to achieve targets and make ideal use of technological resources, and students as subjects in the interaction. The questionnaire was given to several alumni who were former students who had honed their educational skills at Saint Yoseph Private Secondary School in the city of Dili, Timor-Leste, from 2003 to 2010. To teachers of different subjects at the same school and to teachers in the field of information technology in education, who work at universities, to find out the real situation in which the school was placed when faced with proposals for the use of technological resources, infrastructure, and accessibility to assess research with the enriched contribution of teachers' opinions in their fields of interest.

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INTRODUCTION

When starting to write a paper on **Digital Communication Development in Target Achievement Performance at Saint Yoseph Dili Secondary School in East Timor**, the aim is to discuss aspects of digital communication, most of which are characterized by field research. The author attempts to conduct research as much as possible in order to gain a broader view of the reality in which digital communication is present in schools and also in the lives of students. Thus, this specific objective can be defined as analyzing schools as spaces for interaction and communication provided by digital inclusion. Along these lines, the researcher seeks to understand how network technology can be integrated into the daily life of educational institutions, especially schools. Appreciation of learning through digital media, various ways of thinking and interacting through communication and information tools, where students utilize ICT (Information and Communication Technology), is the path that must be taken. As part of the learning process, teachers, who play a fundamental role in this process, need to adapt to and understand this technology. Through teachers' interaction with technological resources, they ultimately interact with a reality in which students also play a role. It cannot be ignored that, in various training courses, students do not have much contact with technology as a teaching method, which means that they are not prepared when choosing or needing the intended communication technology resources. In this study, there are indications that programs run and supported by the government are supporting digital communication among citizens as a whole. Therefore, schools are gradually adapting to the initiatives presented. In terms of information and communication, the school environment is beginning to pave the way for communication technology collaboration in every learning process between teachers and students. With this in mind, we intend to discuss related topics. In this research report, the researcher attempts to explore, discover, and understand how the digital communication process affects the achievement of targets in the reality of schools where students are included as subjects. Often, due to a lack of infrastructure in schools or minimal incentives from teachers, students end up showing little interaction with social media. With the aim of better understanding and using content, the goal is to find out the opinions of professors who specialize in the field, who can thus contribute qualitatively to comprehensive and detailed research. Thus, recognizing that digital communication plays a very important role in the learning process, it seeks to shape the character of each student with the ability to interact with others and share decisions/information that provides logical information on interactive services.

LITERATURE REVIEW

Through concern that seeks to be understood: Does school, as an integral part of character building, provide space for individual digital communication sharing? In attempting to answer this question, this field research seeks to understand and confront theory with practice through theoretical references. The Introduction chapter presents the objectives of this research and how it was developed. The next section discusses information and communication

technology, the importance of digital communication in the school environment, and the theoretical study of the research. The field research is characterized by the description and analysis of questionnaires evaluated by teachers and students, as one of the measurements in line with the development carried out. At the end of this paper, the author presents final considerations, followed by references and some appendices.

METHODOLOGY

This study aims to examine, apply, and report on the importance of digital communication development in achieving targets in schools, particularly at Saint Yoseph School in Dili, Timor-Leste, from 2003 to 2010. Through exploratory research and field research reports, the author seeks to investigate the real situation faced by the school at that time, when many schools were still adapting to the lecture-based education system. To understand how digital communication development affects performance, the researcher used qualitative and quantitative research methods to help several authors' thoughts on digital information and communication technology, which is characterized as a technological tool for students in achieving a digital communication system. In relation to the title of this research, the author used interviews and questionnaires to obtain data directly from former teachers and former students at Saint Yoseph Dili Secondary School in Timor-Leste. This study also involved conducting interviews with eight high school alumni and six teachers of different subjects from the Saint Yoseph School in Dili, Timor-Leste, who contributed their opinions and knowledge on the subject, which were then surveyed and analyzed. In this study, the author used the mathematical software “Régua e Compasso” (ruler and compass), which aims to develop geometric constructions applied to small groups of students, as well as students who are learning a technology tool in educational services in the classroom learning process. After completing the application section, the development of activities was analyzed through questionnaires given to alumni to determine the benefits of developing digital communication in achieving the targets of the intended learning activities while they were still actively studying at Sanyos Balide Education.

RESULT AND DISCUSSION

The widespread use of technology in all areas of daily life has made us realize that we are surrounded by information and communication technology (ICT) that serves modernity and the agility of processes, facilitating and creating a new world. That little by little, schools are being included in this context. According to Haetinger, this software can be used in the classroom in ways that differ from those proposed by its manufacturers, creating new ways to explore these resources, adapting them to each reality to achieve greater interactivity and results, bringing them closer to our community. It is like face-to-face teaching: when we use books in class, they can simply be read, or they can be integrated with other activities. Computers and their applications should be viewed openly, exploring all lateral possibilities, seeking the implied to offer new alternatives to students. Haetinger, (2003). The fact that many schools have

not fully embraced the conditions for utilizing new technology is partly justified by the traditional teaching methods that have been implemented, as teachers still hold the view that incorporating technology into the classroom will not complement the learning of the proposed content. According to Bonilla (2005), the concept of education cannot be separated from the rationality that arises with writing, and it is in this way that most educators convey knowledge; that is, they cannot include the rationality of written and spoken thought in the new forms of organization and production of knowledge that have emerged with current technology. According to Betts (2008), it is important to have a basis that educational technology without concrete goals is invalid. In line with some of the teachers' opinions in this study, we cannot separate technology from the overall practice of education because technology itself is dumb. This was stated in the research results of Evizal Abdul Kadira et al. (2020). Based on the results of a study conducted on American children, who found Iraq easily on the internet but had difficulty identifying it in the real world. The development of educational technology in the future certainly needs to consider this. There needs to be intervention from a teaching action for knowledge construction to occur. We humans are essentially learners and, consciously or not, facilitators of our own knowledge construction. (2008). In general, in addition to helping with learning in the classroom, this technology will complement teachers' additional tasks outside the classroom, such as exam and assignment preparation, updating materials available from the internet, filling out notebooks, and assisting with administrative tasks. Finally, it is important and necessary for teachers to seek out these facilities themselves, because the purpose of these tools is to be used as a means and not an end in themselves; that is, they should be seen as complementary and necessary resources. According to Sancho (2006), the main difficulty in changing the teaching context by incorporating various information and communication technologies seems to lie in the fact that the dominant teaching typology in schools is teacher-centered. Thinking this way, simplifying teaching routines will have an impact on literacy teachers' awareness of technology spontaneously, namely elementary schools, because their students have already adapted to it in their daily lives. Even those who do not have computers with internet access at home try to access them at school or elsewhere to browse social networking sites, discussion groups, and also do research to help with homework, even without recommendations from their teacher. Regarding this interactivity, Menezes (2010) states that communication systems are developing very rapidly, and this dynamic is part of the dizzying modernity in which we are immersed. We should not be fascinated by these new developments or worry about the danger that they will replace our role in education. However, we must not overlook the possibilities they open up for improving our work, such as access to supporting websites and pedagogical updates or interactive programs for students with learning difficulties. (2010). Therefore, there is no reason to ignore the use of technology in the school environment, unless these resources cannot be used to produce better results in the teaching-learning process than those presented. For Menezes (2010), it is impossible to demand good performance from schools

if they are decades behind what has become commonplace in social practice. This is a reality, as there are schools with computer rooms where the physical structure seems to support the idea of a technologically equipped school, but there is no appropriation of them, which ultimately makes their use obsolete, as teachers are often not prepared to use this technology. Students' interactivity with technology is more advanced than that of their teachers or parents, because they, the students, were born in the information age, and many have a greater ability to understand virtual language than text, as this is about different digital technologies. Therefore, this new language has become part of the daily lives of students and schools. This does not mean that education today is worse or outdated, but the reality in which students are immersed is changing, and schools need to keep up with this evolution. It can be said that some digital technologies, not just computers, are no longer unfamiliar in schools, such as the use of calculators, scientific calculators, televisions, and even mobile phones. They can be considered information and communication technologies that have greatly contributed to structured and innovative teaching. According to Alba (2006), new telecommunications-based technologies open up possibilities for generating new forms of communication, interaction with information, and socialization in the context of education. Digital technology cannot be ignored if students themselves are not ignorant and have widespread access to it. For example, it is difficult for elementary or middle school students not to have cell phones nowadays, so why not try incorporating them into classroom activities, as they offer many teaching possibilities? Technology opens up a wealth of teaching resources for educators. Many schools, for now, prohibit it.

CONCLUSIONS AND RECOMMENDATIONS

The use of information and communication technology (ICT) has become an integral part of everyday life, creating a new dynamic and interactive world. Schools as educational institutions cannot ignore this reality, because students have been familiar with technology from an early age and have made it part of their learning process, both formally and informally. Although many schools already have technological facilities such as computer rooms, scientific calculators, televisions, and even access to smartphones, their use has not been optimal. This is due to the dominance of traditional teacher-centered teaching approaches, as well as a lack of readiness and digital literacy among educators. Teachers are often unable to integrate technology creatively and contextually into learning, so that the potential of ICT as an educational tool has not been fully explored. Experts such as Haetinger, Bonilla, Betts, Sancho, Menezes, and Alba emphasize that technology should be viewed as a means, not an end. Without appropriate pedagogical intervention, technology will not have a significant impact on knowledge construction. Therefore, teachers need to develop new ways of using software and digital applications, adapting them to the realities of their respective classrooms, and opening up space for interactivity and lateral exploration. Furthermore, technology can support teachers' administrative tasks, enrich teaching materials, and provide access to a wider range of learning resources. In this context, it is important for schools to

not only provide infrastructure but also equip teachers with adequate digital competencies so that they are able to utilize technology effectively and innovatively. Finally, the integration of ICT in education is not a threat, but rather an opportunity to improve the quality of learning and bridge the gap between the world of school and the digitized real world. With an open, reflective, and adaptive approach, technology can be a strategic partner in creating relevant, inclusive, and transformative education. Finally, for teachers to master digital technology and successfully integrate it into the teaching and learning process, the government and educational institutions in Timor-Leste must provide ongoing training. Technology must be integrated into the school curriculum as a learning tool, not just a supplement. This includes the use of interactive media, digital platforms, and learning applications. Teachers can create educational activities that encourage the effective and planned use of mobile phones, rather than prohibiting their use in the classroom. In order for learning strategies to be more contextual and relevant, teachers must have open discussions with students about how they use technology. Schools must also ensure that all students have access to technological resources such as computers, internet connections, and learning software. Learning needs to be evaluated periodically to determine its effectiveness and make adjustments as needed for each application of technology.

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