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Teaching integrated skills through the BookWidgets web

Kelvin Rahmana Jaya Mendrofa¹, Dirman Yanto Zamago¹, Syukur Pebriman Gulo¹, Joel Kristiawan Gea¹, Fersi Gea¹, Ryan Memories Harefa¹, Indi Yarnila Nazara¹, Yasminar Amaerita Telaumbanua¹

¹English Language Education Study Program, Nias University, Indonesia

Corresponding Author: Kelvin Rahmana Jaya Mendrofa; Email: mendrefakelvin@gmail.com

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ABSTRACT

The rapid development of educational technology requires pre-service English teachers to possess digital pedagogical competencies that support the implementation of technology-enhanced learning. However, many students are still unfamiliar with digital learning platforms such as BookWidgets and have limited experience in designing integrated English language learning activities. This community service program aimed to introduce the BookWidgets platform and improve participants' ability to develop integrated English learning activities involving reading, writing, listening, and speaking skills. The program was conducted on June 8, 2026, involving ten students from the English Language Education Study Program at Universitas Nias. The implementation consisted of platform demonstrations, guided hands-on practice, observation, documentation, and evaluation through a post-training questionnaire. The findings showed that most participants successfully designed integrated language learning activities using BookWidgets for English language teaching. Although several technical challenges, including unstable internet connectivity and Gmail account access issues, were encountered, these obstacles were successfully addressed through direct facilitation and continuous guidance. The program demonstrates that practical training using BookWidgets effectively strengthens the digital pedagogical competence of pre-service English teachers and supports the integration of technology into English language teaching.

INTRODUCTION

The integration of language skills, including listening, speaking, reading, and writing, has become an essential approach in English language teaching because these skills are naturally interconnected in authentic communication (Pardede, 2020; Kusriani & Amalia, 2021). Integrating the four language skills enables learners to develop communicative competence more effectively than learning each skill separately (Pardede, 2020). In addition, the rapid development of digital technology has transformed English language teaching by providing various interactive learning platforms that support meaningful learning experiences and improve students' engagement (Jameel & Shukr, 2022; Memmedova & Ahmedova, 2026). Digital technologies also promote

collaborative learning, improve students' learning experiences, and facilitate the development of digital competence required in higher education (Zhao et al., 2021).

To respond to these educational demands, pre-service English teachers are expected to possess not only pedagogical competence but also digital competence (Ghufron et al., 2022; Iswari et al., 2023). The ability to integrate digital technology into classroom instruction has become an important component of teacher professionalism in the twenty-first century (Jameel & Shukr, 2022; Memmedova & Ahmedova, 2026). Digital competence involves not only technical skills but also pedagogical knowledge and the ability to apply digital technologies effectively in teaching and learning activities (Moiseienko et al., 2024).

Teachers' digital competence encompasses the knowledge, skills, and attitudes required to integrate digital technologies effectively into pedagogical practice and facilitate meaningful learning experiences (Basilotta-Gómez-Pablos et al., 2022). However, many pre-service teachers still have limited experience in utilizing digital learning platforms to design interactive learning activities that simultaneously develop students' listening, speaking, reading, and writing skills (Iswari et al., 2023). Consequently, they require practical training that equips them with both technological and pedagogical competencies (Ghufron et al., 2022). Teacher education programmes should therefore provide systematic opportunities for pre-service teachers to combine technological knowledge with pedagogical practice through authentic learning experiences (Moiseienko et al., 2024). Continuous professional training enables pre-service teachers to strengthen their technological, pedagogical, and instructional competencies needed for technology-enhanced language learning (Basantes-Andrade et al., 2022).

One digital platform that offers opportunities to support integrated English language teaching is BookWidgets. The platform provides various interactive features that enable teachers to design quizzes, worksheets, games, multimedia activities, and formative assessments in a single learning environment (Zaitun et al., 2021). Previous studies have reported that interactive digital learning platforms can increase students' motivation, participation, engagement, and learning outcomes (Zaitun et al., 2021; Memmedova & Ahmedova, 2026). Interactive digital learning environments also provide opportunities for teachers to design more flexible, collaborative, and learner-centered instructional activities that improve classroom interaction (Zhao et al., 2021). Furthermore, technology-based learning media facilitate teachers in creating more meaningful, flexible, and student-centered learning experiences (Jameel & Shukr, 2022). Teachers' digital competence has become one of the fundamental requirements for designing meaningful technology-enhanced learning environments in higher education (Basilotta-Gómez-Pablos et al., 2022). The successful implementation of technology-enhanced learning largely depends on teachers' ability to integrate

digital competence with appropriate pedagogical strategies (Basilotta-Gómez-Pablos et al., 2022).

Despite the growing number of studies on digital learning media, limited community service programs have specifically focused on training pre-service English teachers to utilize BookWidgets for designing integrated language skills activities. Most previous programs have emphasized general digital literacy or technology integration without providing intensive hands-on practice in developing integrated English learning activities through BookWidgets (Ghufron et al., 2022; Iswari et al., 2023). This gap indicates the need for a structured training program that introduces the platform while simultaneously strengthening participants' competence in designing interactive English learning materials. Previous studies have emphasized that authentic practice, continuous mentoring, and opportunities to experiment with educational technology are essential elements in preparing pre-service teachers to integrate technology effectively into classroom instruction (Tondeur et al., 2017). Recent studies also emphasize that practical and continuous technology training is more effective in developing teachers' digital competence than theoretical instruction alone (Basantes-Andrade et al., 2022). Developing digital competence requires structured training programmes that integrate technological knowledge with pedagogical practice to support effective technology integration (Basantes-Andrade et al., 2022).

Therefore, this community service program was conducted for ten students of the English Language Education Study Program at Universitas Nias. The program aimed to introduce BookWidgets as an interactive learning platform and to enhance participants' ability to design integrated English language learning activities that combine reading, writing, listening, and speaking. Through this training, participants are expected to improve their digital pedagogical competence and be better prepared to implement technology-supported English language teaching in their future professional practice. Continuous professional development and structured digital competence training are essential to prepare future teachers to respond effectively to rapidly evolving digital learning environments (Karimi & Khawaja, 2025). Professional development supported by digital technologies also enables teachers to continuously

adapt their instructional practices and respond to changing educational contexts (Vidal-Estevé et al., 2026).

METHODS

This community service program was conducted on June 8, 2026, in one of the classrooms of the Faculty of Teacher Training and Education, Universitas Nias. The participants were 10 students from the English Language Education Study Program, Universitas Nias, who were selected because they had not previously been introduced to the BookWidgets platform and were preparing to become English teachers.

The implementation of the program consisted of several stages. The first stage involved preparing participants by introducing the BookWidgets platform, demonstrating how to access the website using a web browser, and guiding them in creating a BookWidgets account through their Gmail accounts. After all participants successfully created their accounts, the facilitators demonstrated the main features of the platform and explained its functions in English language learning.

The second stage focused on hands-on practice. Participants were guided step by step to design interactive English learning activities using BookWidgets. The activities included creating reading, writing, speaking, and listening exercises. In addition, participants learned how to invite students to complete the activities and how to monitor students' scores through the BookWidgets platform. At the end of the practical session, the facilitators explained the advantages and limitations of using BookWidgets as an interactive learning platform.

The final stage was the evaluation of the program. The evaluation employed observation, documentation, and a post-training questionnaire. Two evaluation instruments were employed in this program. The first instrument was an observation rubric consisting of six assessment criteria completed by six observers to evaluate participants' performance during the training activities. The second instrument was a post-training questionnaire consisting of ten evaluation items administered to all participants to gather their perceptions regarding the implementation of the training, the usefulness of BookWidgets, and their experience in designing integrated English language learning activities.

Observation was conducted throughout the training to monitor participants' engagement and ability to follow each activity. Documentation included photographs and records of the implementation process. The questionnaire collected participants' personal information and measured their understanding of BookWidgets, its functions in English language learning, and their perceptions after participating in the training.

The observation results and questionnaire responses were summarized descriptively, while qualitative data obtained from observations and documentation were analyzed using the interactive model proposed (Miles et al., 2014), which consists of data reduction, data display, and conclusion drawing. The results of both instruments were used to evaluate participants' engagement, performance, and perceptions of the training program. This analysis was used to identify participants' responses, evaluate the effectiveness of the training activities, and draw conclusions regarding the implementation of the community service program.

RESULTS AND DISCUSSION

Implementation of the Training Program

The community service program entitled Teaching Integrated Skills through BookWidgets Web was conducted on June 8, 2026, in one of the classrooms of the Faculty of Teacher Training and Education, Universitas Nias. The program involved ten students from the English Language Education Study Program who were preparing to become future English teachers. The training was designed to introduce BookWidgets as an interactive digital learning platform while equipping participants with practical skills to design integrated English language learning activities involving listening, speaking, reading, and writing.

The implementation of the program was carried out through several sequential activities. The session began with an introduction to the BookWidgets platform, followed by guidance on accessing the website, creating user accounts through Gmail, and exploring the platform's main features. Based on observations conducted by the six observers, participants actively engaged in every stage of the training and were able to follow the instructions provided by the facilitators. Most participants successfully completed the account

registration process and demonstrated enthusiasm while exploring the functions of the platform.



Figure 1. Introduction to the BookWidgets platform

After becoming familiar with the platform, participants continued with guided hands-on practice. They were instructed to develop interactive English language learning activities by integrating reading, writing, listening, and speaking skills within BookWidgets. During this session, participants also learned how to invite students to access the learning activities and how to monitor students' performance using the scoring feature available on the platform. This practical experience enabled participants to apply the concepts introduced during the training directly to authentic instructional tasks.



Figure 2. Participants designing integrated learning activities

Throughout the practical session, the facilitators provided continuous assistance to ensure that participants were able to complete each activity successfully. Direct mentoring allowed participants to ask questions, solve technical difficulties immediately, and gain confidence in using the platform. The observation results indicated that most participants successfully designed integrated English language learning activities and demonstrated the ability to operate the main features of BookWidgets independently by the end of the session.

The findings indicate that a hands-on training approach effectively supported participants in

developing both technological and pedagogical competencies required for technology-enhanced English language teaching. Providing opportunities to practice with authentic digital tools enabled the participants to connect theoretical knowledge with practical classroom application. These findings are consistent with previous studies reporting that authentic learning experiences combined with continuous guidance improve pre-service teachers' readiness to integrate educational technology into their future teaching practices (Ghufron et al., 2022; Iswari et al., 2023). Similarly, practical experience with digital learning technologies has been recognized as one of the most effective approaches for preparing future teachers to integrate technology meaningfully into classroom instruction (Tondeur et al., 2017).

Participants' Learning Outcomes

The post-training questionnaire revealed that participants responded positively to the training and reported a better understanding of the BookWidgets platform and its application in integrated English language learning. Overall, positive responses were obtained across the ten evaluation items, indicating that the participants perceived the training as useful, relevant, and beneficial for improving their competence in designing technology-supported English language learning activities. Although several participants had previously heard about BookWidgets and understood its general purpose, only a few had ever used the platform or felt confident in operating it independently before participating in the training.

The questionnaire findings also indicated that the training successfully increased participants' knowledge of the main features of BookWidgets and their understanding of how the platform can be used to integrate listening, speaking, reading, and writing activities within a single learning environment. As prospective English teachers, participants recognized that digital learning platforms can support more interactive, engaging, and learner-centered English language instruction.



Figure 3. Hands-on training session

In addition to improving their conceptual understanding, participants demonstrated noticeable progress in their practical skills. They were able to create interactive learning activities, insert multimedia components such as audio into learning materials, organize classroom tasks, and monitor students' performance using the assessment features available in BookWidgets. Most participants completed these tasks independently after receiving guidance from the facilitators, indicating that they had acquired the essential operational skills needed to use the platform in classroom practice.

Participants also expressed greater confidence in integrating digital technology into English language teaching after completing the training. The opportunity to practice directly while receiving continuous guidance helped them overcome their initial uncertainty in using the platform and encouraged them to explore its features more independently. These experiences contributed not only to the development of technical skills but also to increased confidence in designing integrated English language learning activities for future teaching practice.



Figure 4. The participants received guidance from the instructors.

The improvements observed in participants' knowledge, practical skills, and confidence demonstrate the effectiveness of combining demonstrations, hands-on practice, and continuous mentoring within a technology-based training

program. These findings are consistent with previous studies showing that practical training strengthens pre-service teachers' digital competence and increases their readiness to integrate educational technology into classroom instruction (Ghufron et al., 2022; Iswari et al., 2023). Similarly, structured professional development programs have been shown to enhance teachers' digital pedagogical competence by combining technological knowledge with authentic teaching experiences (Karimi & Khawaja, 2025; Basilotta-Gómez-Pablos et al., 2022).

Challenges and Program Evaluation

Although the training program was implemented successfully, several technical challenges were encountered during the practical sessions. Internet access was available throughout the activity; however, the connection became unstable at certain times because multiple participants were connected to the same wireless network simultaneously. In addition, several participants experienced difficulties accessing their Gmail accounts because they had forgotten their passwords, which slightly delayed the account registration process and the initial use of the BookWidgets platform.

The facilitators responded promptly to these challenges by providing direct technical assistance, guiding participants individually, and allowing additional time for completing each activity. This support enabled participants to overcome the technical difficulties without disrupting the overall implementation of the training. As a result, all participants successfully completed every stage of the program and were able to develop the required integrated English language learning activities using BookWidgets.



Figure 5. The participants followed the facilitator's guidance in designing integrated skills activities.

The evaluation results indicated that the training program achieved its intended objectives.

Participants not only became familiar with the features and functions of BookWidgets but also demonstrated improved abilities to design interactive English language learning activities that integrate listening, speaking, reading, and writing skills. Furthermore, participants expressed satisfaction with the implementation of the program and indicated their willingness to apply BookWidgets in their future teaching practice. These responses suggest that the combination of demonstrations, guided practice, and continuous mentoring provided meaningful learning experiences and strengthened participants' readiness to integrate digital technology into English language teaching.

Overall, the findings demonstrate that practical technology-based training can effectively enhance the digital pedagogical competence of pre-service English teachers while supporting the integration of educational technology into language learning. These findings are consistent with previous studies showing that structured training and continuous mentoring play important roles in developing teachers' digital competence and promoting the effective implementation of technology-enhanced learning (Ghufron et al., 2022; Iswari et al., 2023). Likewise, continuous professional development supported by authentic practice has been recognized as an effective strategy for strengthening teachers' technological and pedagogical competencies in higher education (Basantes-Andrade et al., 2022; Vidal-Esteve et al., 2026).

CONCLUSIONS

This community service program successfully introduced the BookWidgets platform to students of the English Language Education Study Program at Universitas Nias and enhanced their ability to design integrated English language learning activities. Through a combination of demonstrations, hands-on practice, and continuous guidance, participants gained practical experience in creating reading, writing, speaking, and listening exercises using BookWidgets. The evaluation results indicated improvements in participants' knowledge, digital pedagogical skills, and

confidence in utilizing educational technology for English language teaching.

Despite several technical challenges, such as unstable internet connectivity and difficulties in accessing Gmail accounts, the training was completed successfully with appropriate facilitation and support. Overall, the program achieved its objectives and demonstrated that practical technology-based training can effectively prepare pre-service English teachers to integrate digital learning platforms into future classroom practices. Therefore, similar training programs are recommended to be implemented on a broader scale to further strengthen the digital competence of future English teachers.

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