



## ***Managing English Language Teaching Media in a Mobile Phone-Banned Classroom***

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### **Abstract**

This study focuses on how the teacher manages learning media in English classes by comparing the teacher's reflective practices and the contents of teaching modules as official guides. The background of this study departs from the gap between the creativity of the teacher in the classroom and the administrative approach that is reflected in the learning documents. This study uses a qualitative case study design to describe in depth the practice of learning media management in schools. The data collected through in-depth interviews with teacher and document analysis of teaching modules. These two types of data used thematic analysis by applying triangulation methods to ensure the validity of the findings and reinforce the interpretation of the results. The results show that teacher actively choose and modify the media to be more interesting and in accordance with the ability of students, while also preparing alternatives when faced with technical obstacles. In contrast, the teaching module displays only standard media without reflection on their effectiveness or barriers to use. These findings indicate that teacher practice is more innovative than the content of teaching modules that are procedural. The research discussion emphasizes the need to integrate teacher's practical reflections into learning documents so that planning becomes more adaptive, contextual, and responsive to student needs.

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## **INTRODUCTION**

Media, as a language learning tool (Rionanda et al., 2022), is consistently recognized as facilitating the learning process for learners, whether they receive direct or indirect instruction. Regardless of the approach used, language educators generally agree that media has a real contribution to improving the quality of teaching. This phenomenon explains why everyday language teaching practices always involve various types of media (Brinton, 2001).

In recent years, the proliferation of mobile phones has further complicated the landscape of teaching and learning media in schools. Research shows that students who use mobile phones for non-academic purposes (Chen & Yan, 2016; Glass & Kang, 2019; Kuznekoff et al., 2015) and who frequently access them for activities outside of learning during class tend to obtain lower academic grades (Bjornsen & Archer, 2015; Lepp et al., 2015). Consequently, prohibiting mobile phone use among students is proposed as a low-cost strategy that can help schools

improve academic achievement (Beland & Murphy, 2016). Therefore, the school context plays a crucial role in shaping teacher' approaches to managing teaching media, including mobile phones.

In the context of teaching, media is defined as graphic, photographic, or electronic means used to capture, process, and present visual and verbal information. AECT (Association for Educational Communications and Technology) narrows the definition of media to all forms and channels that serve to convey information messages (Hikmah, 2019). Teaching media serves as a means of conveying messages that can stimulate students' attention, interest, thinking, and feelings, thereby supporting the achievement of learning objectives (Andriani et al., 2022). In addition, media facilitates teachers in delivering material more effectively, broadens teachers' knowledge of material presentation strategies, and helps students understand lessons more easily, especially in achieving learning targets in diverse classroom situations (Prabawati et al., 2021).

Currently, technology is one of the important elements in the learning process. Its rapid development over the past few decades has replaced the dominance of traditional media. The presence of the internet, in particular, has a significant role, namely, enabling a reduction in physical interaction between teacher and students without reducing, and even potentially increasing, the effectiveness of language learning. Therefore, the digital age learning process requires media relevant to the demands of the times (Hikmah, 2019).

Determining the media to be used is one of the most crucial phases in the design of the educational process because it directly affects the quality of learning (Andriani et al., 2022). The teacher plays an important role in determining the selection and use of media, as these

decisions are influenced by their abilities, knowledge, attitudes, and personal preferences (Roy, 2016). The role of a teacher in selecting and managing learning media cannot be overstated. Teachers are tasked with the responsibility of curating appropriate resources that align with curriculum objectives and meet the diverse needs of their students (Elliott, 2020). This involves not only the selection of suitable media but also the strategic implementation of these resources within the classroom context.

Mobile phones, in particular, have become ubiquitous among students, offering both opportunities and challenges for educators. Various studies show that mobile phones have significant pedagogical potential as teaching and learning tools (Crompton et al., 2017; Fu & Hwang, 2018; Sung et al., 2016). The integration of mobile phones in learning is also considered important for increasing student engagement and encouraging them to think critically about the material being studied. The availability of various applications and websites provides ample opportunity for students to explore language. To support this, teacher prepare a variety of learning resources, such as texts, audio-visuals, videos, and images, to assist students in the process of learning English in the classroom (Lekawael, 2017).

On the other hand, teachers also expressed concerns that the existence of mobile phones could interfere with pedagogical practices (Nikolopoulou, 2020). Interestingly, the perceived benefits of mobile phone use were actually a source of anxiety for them. Always-available connectivity and quick access to information on the internet, while beneficial for learning, also make it easier for students to engage in activities unrelated to their assignments and access inappropriate content. This situation has the potential to increase academic

cheating and cyberbullying (Thomas et al., 2014; Tindell & Bohlander, 2012; Wood et al., 2018).

Furthermore, research shows that students rarely use mobile phones optimally for learning purposes. Instead, they are more likely to use them to access social media than to support the learning process (Fansury et al., 2021). Consequently, many schools have implemented policies regulating the use of mobile phones, intending to create a focused learning environment. These policies vary widely, from complete bans on mobile phone use to more nuanced approaches that allow for their integration as learning tools under specific conditions (Kearney & Schuck, 2006).

Research on mobile phone use and bans has made an important contribution to understanding the impact of such policies on learning practices. Magnusson et al. (2023) found that the implementation of mobile phone bans in digital-based schools encouraged teachers to develop collective strategies for managing distractions and planning more targeted use of technology. Students' perspectives on this policy also received attention, as highlighted by Machmud (2018), who emphasized the importance of involving students' voices in policy implementation. Meanwhile, Pratiwi & Nuryanti (2018), together with Lekawael (2017), emphasized that mobile phones have great potential in supporting English language learning. Furthermore, research by Machmud & Abdulah (2018) reveals that the use of mobile phones can reduce students' anxiety levels when speaking, which means that banning mobile phones can eliminate an important tool in language skill development.

Teachers need to take into account the actual conditions of the classroom and consider contextual factors that influence the learning process (Roy, 2016). In various studies, teachers are recognized as key actors in the implementation of

education policies at the classroom level (Gao et al., 2014; Parsons, 2017), including in terms of regulating mobile phone use.

There remains a notable gap in previous studies focusing on how teachers manage the teaching media in the context of the mobile phone ban policy for their English classrooms. Although many studies have been conducted on the influence of various media on learning outcomes of students, not many studies have been conducted on how teachers untangle the problems of media choice and management in contexts where the use of mobile phones is controlled. This negligence is especially worrying as the use of mobile technologies in education is increasingly becoming significant and what this might mean to the teaching practice and student involvement. The dynamics of media management concerning the school policies on mobile phones is crucial in understanding how to formulate effective strategies that can assist both educators and learners to achieve the maximum benefits of learning media.

Therefore, this study seeks to examine the management of teaching media in the English classes in a junior high school where policies to limit the use of student cell phones exist, in order to answer a research question: How does the English teacher in a junior high school with restricted mobile phone use manage teaching media for the English language classroom?. This research in particular, aims at learning how the teacher plans, selects and prepares learning media in advance and then uses it in the classroom and how school policies affect such practice. It is hoped that the findings of the proposed research will offer a more insightful perspective of the correlation between the management of learning media and educational policy alongside being able to offer practical advice on teaching English in a technological limited setting.

## RESEARCH METHODS

### *Research Approach and Design*

The research design used in this study was a qualitative design because it enabled a more detailed examination of the experiences, perception of the teacher, and the practice within a context of instructional media before it is implemented in a classroom setting. The qualitative method was regarded as the most suitable as the research did not seek to achieve statistical outcomes but to find out the sense and mechanism of media management in the teacher in reaction to a limiting school policy (Creswell & Creswell, 2017). The methodological decision allowed the researcher to focus on the complexity of the pedagogical decision-making in a real educational context.

The research design was a case study (Yin, 2009), which implies that there was a single, limited study case, which is a process of the English teacher managing instructional media in a junior high school where the use of mobile phones by students is prohibited. The confined scope of the case (only one teacher, one subject, and one institutional context) made it possible to have a specific and contextualized understanding of the phenomenon.

The research was carried out during the Teaching Training Program (PLP) from February - May 2025 in the academic year 2024/2025 at one of the junior high schools that were publicly located in East Java, Indonesia. The researcher was the main tool whereas the supporting tools were constructed with the purpose to guarantee the credibility and the uniformity of the information. These tools were interview guidelines and document analysis sheets, which were aimed at analyzing the planning, selection, and adaptation of instructional media by the teacher before it was used in the classrooms.

### *Participant and Setting*

The participant in this study was one English teacher of the 8th-grade with ten years of experience at a junior high school in Surabaya, East Java, Indonesia. The teacher was selected based on purposive sampling, as its expertise and familiarity with the curriculum offer a valuable perspective for this research. Ethical considerations were adhered to by obtaining informed consent and ensuring confidentiality throughout the study.

### *Data Collection and Analysis*

Data were collected using two primary techniques: semi-structured interviews and document analysis. The semi-structured interview consisted of 7 themes with the total 19 questions for all themes. It is conducted to elicit detailed insights into the teacher's instructional strategies, challenges faced, and reflections on the teaching practice. The interview guide consisted of open-ended questions that encouraged the participant to elaborate on experience and belief regarding English language instruction. The interview lasted approximately 20–30 minutes and was audio-recorded after obtaining consent from the participant.

In addition to the interviews, relevant documentation was analyzed to provide supplementary context and triangulate the findings. This included the teacher's lesson plans (teaching modules), focusing on the media used in the classroom. By examining these documents, the study aimed to gain a deeper understanding of how the teacher's theoretical knowledge is translated into practical application within the classroom setting. The combination of these two methods was intended to produce more in-depth and comprehensive data.

Based on the data collected, the primary data instruments were an interview guideline and a table of analysis. Data analysis techniques in this study was

thematic analysis, following six phases, namely recognizing data, generating initial code, searching for themes, reviewing themes, defining and naming themes, and preparing reports (Braun & Clarke, 2006). These six phases were applied to the entire corpus of data, both interview transcripts and notes from documents.

The first stage was familiarization with the data, in which the researcher transcribed the interview, read the transcript repeatedly, and noted relevant initial ideas. The second step was to generate initial codes by labeling the meaningful parts of the data according to the focus of the research. The third stage was search for themes, done by grouping interrelated codes into potential themes. In the fourth stage, reviewing themes, researchers re-examine the relevance between code, theme, and overall data to ensure consistency. The fifth stage was defining and naming themes, where the researcher gives a clear and descriptive name to each theme along with a narrative explanation. Finally, the sixth stage was to compile a report (producing the report) containing a comprehensive description of the themes found, supplemented by direct quotations from interview data to strengthen the analysis.

To ensure the validity and credibility of the results of the study, a methodological triangulation strategy was used (Denzin, 2017). In this study, triangulation was done by comparing and confirming the data from in-depth interviews with data obtained through document analysis (teaching modules). Oral information obtained from interviews, which reflects the experience and strategies of the English teacher in

managing teaching media, is reviewed and confirmed through written evidence recorded in official documents.

## RESULTS AND DISCUSSION

The results of this study were presented using thematic analysis techniques proposed by Braun & Clarke (2006). Through the stages of coding and grouping, the data were analyzed to produce several key themes that represent the practice of managing teaching media by English teacher in situations of limited use of mobile phones due to school policies. From the process, five major themes were identified, namely school policy as a determining factor, media selection and use practices, support for school facilities, innovation compared to conservatism, and media reflection and evaluation. To maintain the credibility of the research, the analysis was carried out using the triangulation method approach, that is, by comparing the findings obtained from teacher interviews and the results of the analysis of teaching module documents.

### *Compliance with School Policy (mobile phone-banned) as a Determining Factor*

The initial theme that was identified in the interviews was that the teacher preferred to use the available media content particularly those found in textbooks and online resources. A number of codes were developed considering this theme as an indication of intentional practices and pedagogical thought. The following Table 1 gives the overview of the codes that constituted this theme.

**Table 1.** The First Theme Coding Overview

| No. | Statements                                                 | Theme                                                                       |
|-----|------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1.  | Ban on mobile phone use                                    | Compliance with School Policy (mobile phone-banned) as a Determining Factor |
| 2.  | Exception for educational purposes                         |                                                                             |
| 3.  | Procedure for obtaining permission to bring a mobile phone |                                                                             |
| 4.  | Use LCD / projector                                        |                                                                             |
| 5.  | Technology restrictions                                    |                                                                             |



As shown in Table 1, school policies on mobile phone use are a major factor shaping how learning media are managed. Interviews show that the teacher must follow rules prohibiting mobile phones during class, except with official permission from homeroom teacher and school officials. This rule serves as an initial filter that limits the use of mobile phone-based digital media, including independent information searches and the use of language learning applications in class. However, the teacher acknowledges that mobile phones can provide positive benefits if used in a controlled manner, for example, to record conversations or access online materials.

In response to this policy, the teacher shifted the function of mobile phone-based media to tools provided by the school, such as projectors, laptops, and speakers. Projectors or LCDs became the main media for displaying visual materials, while audio was played through speakers as a means of practicing listening skills. In this way, learning continued to utilize digital technology even though the use of mobile phones was restricted.

*"The use of mobile phones is not allowed, right? It is not allowed in 19 (this school), and it is prohibited even for learning purposes" (T1, CSP1; CSP5).*

*"Unless there is learning that really requires it and the parents themselves give permission" (T1, CSP3).*

*"So, permission must be sought from the homeroom teacher, who will then submit it to the school to obtain permission for any student to bring a mobile phone. That is the procedure" (T1, CSP3).*

*"As for the LCD, it has an impact on these students. They are happier because they don't get bored since it's not monotonous..." (T1, CSP5).*

While the analysis of the teaching module shows consistency with teacher practice. The module does not list mobile phones as a learning media, but emphasizes the use of media that is in line

with school policy, such as worksheets, built-in audio files, and projected images. The module also directs the teacher to utilize classroom-based media, in line with school rules. Triangulation results confirm the consistency between teacher practices and planning documents, both of which demonstrate compliance with school policy.

The difference between the two lies mainly in the depth of information: the interviews highlight the teacher's strategy for overcoming limitations, including flexibility in the use of mobile phones when necessary, while the module only provides a list of permitted media without giving reasons for their selection. This indicates that the interviews capture the reflective and adaptive dimensions of the teacher, while the module is normative and administrative in nature.

This result correlates with the research conducted by Singh (2019) that states that the major external obstacle to integrating technology in schools is the school policies, as well as the lack of infrastructure and the training of educators. Similarly, Supriyanto et al. (2020) discovered the inability of teacher to use devices and the lack of supportive facilities in the process of teaching and learning. Nonetheless, unlike those research findings, the teacher participant in the research was capable of modifying the media utilization strategies through the use of alternative school resources like projectors and speakers. In addition, Ardiç & Çiftçi (2019) also indicates that English teachers use the internet as the main source of finding appropriate learning resources, and Hojatpanah & Dashtestani (2020) discuss the weakness in digital infrastructure as one of the significant challenges in educational institutions.

This paper builds on the two findings by demonstrating that not only the limits of access to digital tools influence the implementation process in the classroom but also the pre-implementation phases of

planning and the choice of the media to maintain the learning process topical and engaging. This contributes to the Fullan (2016) perspective, that the success of the implementation of the educational policies is based on the capacity of teacher to interpret the policies and apply them to the teaching practice. Based on the concept of classroom management as described by Evertson & Weinstein (2013), adherence to mobile phone usage policies also helps in sustaining student

learning focus in addition to conducive classroom discipline.

### ***Variety and Creativity in Media Management***

The second theme emphasizes how teacher can be diverse and creative in addressing the learning media based on the classroom conditions and technological constraints. The theme of variety and creativity in media management is made up of the following codes as indicated in Table 2 below.

**Table 2.** The Second Theme Coding Overview

| No. | Statements                                            | Theme                                      |
|-----|-------------------------------------------------------|--------------------------------------------|
| 1.  | Predominant use of PowerPoint                         | Variety and Creativity in Media Management |
| 2.  | School facilities: Smartboard                         |                                            |
| 3.  | Images provided                                       |                                            |
| 4.  | Dolls                                                 |                                            |
| 5.  | Audio Book                                            |                                            |
| 6.  | Interactive technology<br>Concrete media for speaking |                                            |

The teacher emphasizes the importance of varying media to maintain student engagement. Based on interviews, PowerPoint is the most frequently used medium because it supports visual presentations and animations that facilitate understanding. When available, smartboards are also used so that the teacher and students can interact directly with the material. In addition, the teacher uses concrete media such as puppets for speaking practice and crossword puzzles to reinforce vocabulary, creating an interesting combination of digital and manual media.

*"Nowadays, we use PowerPoint more often, and coincidentally, SMP 19 also has a smartboard."* (T1, VCM1).

*"For speaking, we can use dolls."* (T1, VCM4).

The teaching modules, on the other hand, feature more standard media such as images and audio files, with few references to additional creative media or interactive technology. However, the modules provide space for the teacher to

customize and enrich activities according to class needs.

The triangulation results show that both the teacher and modules recognize the importance of media, but the interviews describe a more diverse and creative use of media. The teacher takes the initiative to add games, animations, and concrete media to provide variety, while the modules only serve as a basic framework. This confirms that field practices tend to be more innovative than formal documents.

This result is also proposed by Mayer (2009), who noted that multimodal learning can enhance the understanding of students as a result of text, images, and audio used together. The teacher in this study has used the principle on intuition though without having the teaching module explicitly supporting that. Such findings can also be compared to those by Tafani (2009) who demonstrated that the application of different forms of media can enhance knowledge and stimulate the interest of students in learning the language. Nevertheless, this study

indicates that the teacher can still be creative despite a policy that restricts the use of cell phones contrary to the proposed study by Tafani (2009) who found that the application of media in a context with no technology policy issues was successful provided that there was provision of sufficient infrastructure.

### **Utilization of School Facilities**

The third theme indicates how teacher fully utilize the school facilities that are available e.g. projectors, computers or interactive whiteboard to facilitate learning without having to use cell phones held by students. The central codes that uphold the theme of using school facilities are presented in Table 3 below.

**Table 3.** The Third Theme Coding Overview

| No. | Statements                      | Theme                            |
|-----|---------------------------------|----------------------------------|
| 1.  | Projector available             | Utilization of School Facilities |
| 2.  | Laptop available                |                                  |
| 3.  | Speakers available              |                                  |
| 4.  | Availability of digital devices |                                  |

The availability of school facilities plays an important role in supporting the use of learning media. Interviews revealed that the teacher routinely uses projectors, laptops, and speakers in almost every meeting, enabling the presentation of PowerPoint slides, audio playback, and image display without relying on students' personal devices. The teacher believes that these facilities help facilitate the transition from manual to digital media while creating a more engaging learning environment.

However, teacher acknowledged technical obstacles, such as projectors that occasionally malfunctioned or speakers that died, which could disrupt the learning process. teacher had to prepare alternatives, such as writing material on the board or reading audio transcripts. This emphasized the importance of teacher preparedness even when facilities were available.

*"We happen to have an LCD (projector) screen, laptop, and speakers here."* (T1, USF1-USF4)

Analysis of the teaching module shows consistency with field practice because it lists projectors, laptops, and speakers as supporting media in almost every meeting, especially for listening activities. However, the module does not

discuss possible technical obstacles or backup solutions, assuming that the facilities always function properly.

The triangulation results show that both emphasize the importance of school facilities, but the interviews provide a more realistic perspective on field constraints. Thus, the interviews add a practical dimension that enriches the understanding of media implementation in the classroom.

These are also in line with the TPACK framework (Harris et al., 2009) which underlines that once there was an adequate infrastructure, the use of media in a context where technology policy issues were not a problem could still succeed. As can be understood, teacher in this study revealed that the facility support like projectors and speakers can enable them to incorporate even some aspects of technology in instruction despite the policy of restricting mobile phone use. Nonetheless, unlike the TPACK assumption that underlines readiness to technology as a precondition, the study makes sure that adaptive readiness of teacher i.e. the skills to adapt in case facilities are interrupted, is no less significant than the presence of the devices themselves.



However, the findings also agree with the findings of Akram et al. (2022), who say that adequate facilities are a critical aspect of successful implementation of technology in the teaching of English language, but their effectiveness depends on the competence of the teachers to handle the disruptive technological and logistical challenges. This research builds upon the results of Akram et al. (2022) by stating that in the environment of the technological restriction policy, the teachers are more inclined to flexibly utilize the available

facilities of the school according to the needs and capabilities of the learners.

### ***Reference to Syllabus and Consideration of The Student's Ability***

The fourth theme is associated with the roles of syllabus and the characteristics of students in deciding on the learning media. Table 4 below provide a summary of the codes, which capture the subject theme of syllabus references and taking into consideration the abilities of the students.

**Table 4.** The Fourth Theme Coding Overview

| No. | Statements                                      | Theme                                                            |
|-----|-------------------------------------------------|------------------------------------------------------------------|
| 1.  | Creative teacher: crossword puzzles, animations | Reference to Syllabus and Consideration of The Student's Ability |
| 2.  | Conservative/standard module                    |                                                                  |
| 3.  | Searching for materials from various sources    |                                                                  |
| 4.  | Variety of methods                              |                                                                  |
| 5.  | Visualization of material                       |                                                                  |

The interview results indicate that the teacher always bases their planning and selection of teaching media on the syllabus. The teacher emphasizes that all materials and media must be in line with the basic competencies (KD) and learning objectives set out in the curriculum. Media is seen as a supporting tool that must not deviate from the learning objectives. Thus, the syllabus serves as the main reference that ensures consistency between the objectives, material, and media used in the learning process.

In addition to referring to the syllabus, the teacher also considers students' abilities when determining the media. If a medium is considered too difficult or confusing, the teacher will choose a simpler alternative so that students can follow the lesson well. For example, if the audio is too fast, the teacher will play it repeatedly or replace it with a transcript. This approach aims to maintain student motivation while ensuring that learning objectives are achieved appropriately.

*"I usually look it up in books or on the internet. But I adjust it to the students' level,*

*so sometimes I simplify it or just take the relevant parts."* (T1, RSA1; RSA3).

*"There are various types of animations so that children don't have to look at the text."* (T1, RSA1; RSA5).

*"For example, if I want to teach vocabulary or something, we can use crossword puzzles."* (T1, RSA1)

Analysis of the teaching modules shows results that are consistent with the interviews. Each session in the module lists the relationship between basic competencies, learning objectives, achievement indicators, and recommended media. The modules provide a clear framework for the teacher to adjust the media to the level of difficulty of the material and the characteristics of the students.

This result is supported by Nunan (2015), who insists that the student-centered approach to learning implies that the teachers should be able to alter methods and materials, including media, depending on the needs and abilities of the learners. The principle is used in this study because teacher assess the appropriateness of the media to the

classroom situation and make adjustments when it is necessary. Moreover, the findings enable us to additionally substantiate. Richards (2013) that stresses the duality of the teachers, who act as both implementers and creators of the curriculum, based on the process of interpretation and adaptation to the local environment.

Within the framework of this research, it is not only that the teacher adheres to the syllabus but the teacher must make reflective pedagogic decisions, which will make sure that the medium is indeed effective and relevant to the students, through reflection both in-the-middle and after learning has taken place

Data triangulation reinforces these results, showing consistency between the teacher's practices and teaching module documents. Both interviews and modules emphasize the importance of media

suitability for the curriculum and student needs. The difference lies in the depth of information: interviews reveal a reflective process in which the teacher actively evaluates the suitability of media to classroom conditions and makes adjustments as necessary, while the module only presents a list of recommended media without explaining the adaptation process. These results reinforce the role of the teacher as the final decision-makers who ensure that media are truly appropriate for the learning situation.

### **Media Reflection and Effectiveness**

The fifth theme is the reflection of the teacher concerning the effectiveness of the learning media applied. Table 5 below shows codes of theme of reflection and media effectiveness.

**Table 5.** The Fifth Theme Coding Overview

| No. | Statements                                  | Theme                              |
|-----|---------------------------------------------|------------------------------------|
| 1.  | Teacher assesses the effectiveness of media | Media Reflection and Effectiveness |
| 2.  | No reflection in the module                 |                                    |
| 3.  | Flexibility of approach                     |                                    |
| 4.  | No evaluation notes                         |                                    |
| 5.  | Lack of teacher reflection on media         |                                    |

The teacher consistently evaluates the effectiveness of the media used. If a medium is ineffective, the teacher immediately modifies or replaces it with another method at the next meeting. For example, if animations in PPT are considered unhelpful, the teacher will replace them with games or hands-on exercises. This reflection is considered important so that learning remains meaningful and students remain motivated.

*"If the media is ineffective, I will try another method."* (T1, MRE1; MRE3)

Meanwhile, teaching modules do not include a reflection component related to media. The modules only list the media used and instructions for their use, without any information about the results or student feedback (M, MRE4; MRE5).. As

a result, the modules appear to be more procedural than reflective.

Triangulation confirms that teacher reflection makes an important contribution that is not recorded in formal documents. The teacher does not simply follow the module instructions, but also adjust their strategies based on classroom experience. Thus, teacher reflection serves as a mechanism for improving the quality of learning while bridging the gap between written planning and actual practice.

In conclusion, these results indicate that the effectiveness of media greatly depends on the teacher's ability to assess and adapt its use according to student needs. Teacher reflection is an important factor that connects the module with dynamic teaching practices.

The results are comparable to the ideas of reflection-in-action and reflection-on-action suggested by Schön (2017) where educators not only reflect on their practice but also do so in the middle of the learning process and post-learning period. The English teacher of this research was able to exhibit the two types of reflection by continuously assessing the efficiency of the media and modifying it according to the observations in the classroom. The teacher in this study exhibited both types of reflections since the media examined functionality on a continual basis and made adaptations to it in accordance with the outcomes of classroom observations. This, on the other hand, confirms the opinion of Brookfield (2017) that considers that the reflection of teachers is often superficial and confined to the cognitive level, and is not always converted into tangible action.

Teacher reflection, in this study, does indeed lead to a tangible alteration on the use of media, both demonstrates a close association between reflective awareness and actual teaching practice. The same is also found in the study by Widiastari & Fithriani (2024) that has proven that the success of learning English is positively influenced by teacher reflection. The teacher in the study were perpetually reflective to the extent that they did not only enhance the effectiveness of the media but also reinforced the motivation of the students.

However, in the meantime, the discrepancies between reflective practices of teacher and the procedural character of teaching modules point to the idea that the planning documents continue to be oriented towards the administrative organization and adherence since the functions of modules are outlined by the Ministry of Education, Culture, Research, and Technology Number 16 of 2022.

## CONCLUSIONS AND SUGGESTIONS

Based on the five identified themes in the results and discussion above, this study shows that the management of media by the English teacher is greatly influenced by school policies that restrict the use of mobile phones in the classroom. Although the use of mobile phones is not completely prohibited, the teacher cannot fully rely on student-based digital media. In facing these challenges, institutional support in the form of resources and professional development is key so that the teacher can carry out teaching optimally and innovatively. The strategy implemented is to adapt by utilizing school facilities, such as projectors, laptops, speakers, and smartboards, that can prevent learning from becoming monotonous. It shows that despite policy limitations, the teacher still strives to create an engaging learning experience for students.

However, the study found differences between the teacher's actual practices in class and teaching modules. Thus, the process of media management in this school can be understood as a combination of compliance with school policies, utilization of available facilities, and teacher creativity, while still utilizing the flexibility to allow limited use of mobile phones through official permission. Consequently, school administrators and policymakers are urged to reconsider current policies regarding the use of technology to offer more liberal and responsive to the pedagogical directions.

A supervised purposeful and controlled use of digital media by teachers can lead to better student engagement and a more 21st-century-based learning classroom in practice. It is suggested that the future research should engage in comparative research studies in various school settings to determine the impact of various institutional policies on the media

management practices of teachers. Additional research should also come up with a practical model or a framework of instructional media management that will be tested especially in a technology-restrained environment.

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