INDONESIAN EFL TEACHER SELF-EFFICACY IN TECHNOLOGY INTEGRATION INTO ONLINE LEARNING DURING COVID-19 PANDEMIC

A THESIS

By

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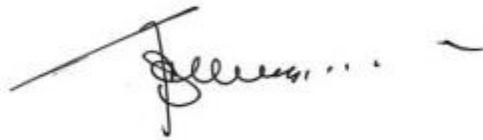
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Oleh
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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Indonesian EFL Teacher Self-Efficacy in Technology Integration into Online Learning During Covid-19 Pandemic

ABSTRACT

The Covid-19 pandemic has made major changes in the educational system in Indonesia, one of which is technology integration into online learning. This situation forces teachers to adapt and improve their technological skills. Numerous studies have shown that teacher self-efficacy is important in determining success and failure in technology integration into online learning. Thus, this study aimed to investigate Indonesian EFL teachers' self-efficacy in technology integration into online learning during the Covid-19 pandemic. In this case study, 40 Junior High School and Senior High School EFL teachers who implemented online learning for at least 12 months were invited to an initial technology integration self-efficacy questionnaire. The questionnaire data were computed using SPSS 26 for descriptive analysis. A group of six teachers with varying levels of technology self-efficacy was interviewed to better understand the factors that influenced their current level of self-efficacy. Results revealed most of the EFL teachers possessed a medium-to-high level of self-efficacy in technology integration. Moreover, several factors influenced teachers' technology self-efficacy, such as work-related factors, namely (1) local school support, (2) teachers' experience with instructional technology, (3) teachers' frequent use of technology, and (4) teachers' previous training towards instructional technology. Furthermore, personal factors, namely (1) teachers' attitudes toward technology, (2) teachers' perceived personality traits, and (3) personal fears and barriers teachers had toward instructional technology. Meanwhile, other issues in technology integration in online learning across self-efficacy levels are also discussed in this study. Moreover, this study provided implications for English language teachers, school management, teacher educators, stakeholders, and researchers. Also, this study discovered prospects for further research underlying the issues of teachers' self-efficacy in technology integration for developing technology training design.

Keywords: Covid-19 pandemic, online learning, teacher self-efficacy, technology integration

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