

CHAPTER I

INTRODUCTION

This chapter presents the rationales behind the topic of this study. It comprises the background of the study, questions of the study, purposes of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

1.1 Background of the Study

The effect of the Covid-19 pandemic on the worldwide education system cannot be taken lightly. Since mid-March 2020, online teaching and learning activities from home have been implemented in Indonesian schools. The abrupt transition from face-to-face practices in the classroom to online learning at home caused teachers to rush to conduct online learning, thus searching for the best online teaching methods and integrating technology in their virtual classroom (Atmojo & Nugroho, 2020). During the Covid-19 pandemic, the Ministry of Education and Culture supported online distance learning by collaborating with educational technology companies (EdTech) to provide free access to online learning platforms. Companies such as *Ruangguru*, *Zenius*, and *Quipper*, for example, have developed and offered self-e-learning content. At the same time, *Websis* and *PesonaEdu* assisted teachers and educational institutions in adopting and integrating available digital solutions to become more productive (World Bank Group, 2020). Furthermore, the Ministry of Education and Culture has partnered with telecommunications companies to provide free internet quotas for teachers and students. The government also provides books and electronic worksheets to schools and has authorized School Operational Assistance (BOS) funds to aid online learning success (Ministry of Education and Culture, 2020).

However, even though the government has taken many timely steps to support online learning, the abrupt shift from physical teaching to online teaching caused by Covid-19 presents various challenges, especially from the perspective of

educators. Many teachers claimed they struggled to quickly convert traditional face-to-face classes to fully online learning, especially since they have no experience teaching online (Cruickshank, 2020). Furthermore, teachers who are new to online teaching might face numerous challenges in putting practices in place, and those with fewer technological skills are likely to face even more difficulties (Kessler & Plakans, 2008). Furthermore, many challenges were associated with the limitation of resources, lack of skills and training, instructional technology beliefs, lack of self-efficacy and confidence in teaching with technology, lack of time experimenting with instructional, and lack of online teaching experience (Buabeng-Andoh, 2012; Gilakjani, 2013; Fu, 2013; Atmojo & Nugroho, 2020; Johnson, Veletsianos, & Seaman. 2020; Flack, Walker, Bickerstaff, Earle, & Margetts, 2020).

During online learning due to the Covid-19 pandemic, all teachers must be able to use technology. Increasing the competence of educators at all levels to use online distance learning applications is crucial. A comprehensive study by Ali (2020) addressed some critical areas for continuing successful online learning in this pandemic situation. Aside from digital resources and technological skills, teachers' motivation, confidence, interest, and positive attitude toward stressful events are important factors to work on to ensure effective teaching and learning. These factors are pertinent to teachers' self-efficacy. The teacher's confidence in their ability to work successfully with technology is critical in determining how technology is employed in their teaching and learning activities (Abbit & Klett, 2007; Abbit, 2011; Buabeng-Andoh, 2012; Gilakjani, 2013). Meanwhile, a lack of self-efficacy in operating any instructional technology and media will prevent teachers from successfully integrating it into their classroom practices (Kim, Kim, Lee, Spector, & DeMeester 2013). In this regard, it is unlikely that teachers will successfully integrate such instructional technology into their instructional activities if they do not believe they could use instructional technology in the classroom (Kim et al., 2013).

Teacher self-efficacy has become an essential component of teaching and learning. It is classified as "the teacher's belief in his or her capability to organize and execute courses of action required to accomplish a specific teaching task in a particular context" (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers' actions and expectations of teaching and learning are guided by their self-efficacy (Tschannen-Moran et al., 1998). Individuals with positive self-efficacy are more likely to be organized and proactive, try new teaching approaches, be more persistent when faced with obstacles, and have critical responsiveness to students' learning (Jerald, 2007). More importantly, the ability to teach English depends on EFL teachers' confidence in their capacities as language educators. Their self-efficacy affected the teaching environment and the various instructional approaches they employed in the classroom (Eslami & Fatahi, 2008).

Numerous research studies have found that teacher self-efficacy is essential in understanding success and failure in technology integration in online learning. Due to the difference in the classroom environment between physical and online education, teachers are most likely to lack confidence in online teaching and learning (Johnson et al., 2020). It was reported that educators who had to teach online before were more likely to have a greater drive to teach online (Horvitz et al., 2015). Those with no previous experience with online teaching and learning reported having lower self-efficacy when transitioning to online instruction (Devica 2015). According to a recent online learning study on the Covid-19 pandemic, increasing teachers' self-efficacy will improve readiness in online learning (Haverback, 2020). Furthermore, a survey on teacher self-efficacy during Covid-19 in China by Ma, Chutiyami, Zhang, & Nicoll (2021) discovered that while technology self-efficacy for online instruction did not greatly increase during an online classroom, however, teacher's technology self-efficacy for technology application did increase. Inadequate experience in online teaching is one of the teachers' most common causes of low self-efficacy. Richter and Idleman (2017) argued that spending more time experimenting with technology will increase teachers' technology self-efficacy for online instruction.

Due to the importance of teacher self-efficacy in influencing the teacher's behaviour to conduct successful learning, further study on EFL teacher self-efficacy is beneficial to the educational realm, especially during the unprecedented times of the Covid-19 pandemic. A study on EFL teachers' self-efficacy in technology integration is worthwhile to conduct in order to provide additional insight into the role teachers play in integrating technology into their online instruction.

Research on teacher self-efficacy has been primarily based on physical classroom settings. There is a need for research into online TSE and how it relates to teachers' use of technology during online learning activities. With the Covid-19 pandemic adding to the already-existing challenges of teachers' self-efficacy in managing an online classroom, the need for research in this area cannot be overstated. To the best of the researcher's knowledge, there is a little study in Indonesia on teachers' self-efficacy and technology integration in online learning, especially in the Covid-19 pandemic context. As a result, to further discussed and explore the complexity of teacher self-efficacy and technology integration, this study investigated Indonesian EFL teachers' self-efficacy in technology integration into online learning. Furthermore, this study also explored what factors influence teachers' self-efficacy beliefs in using technology in an online classroom. The research will shed some light on the theoretical underpinning of teacher self-efficacy, particularly in online teaching and learning.

1.2 Questions of the Study

The study aimed to explore teachers' self-efficacy in technology integration into online learning during to the Covid-19 pandemic in Indonesia. The following research questions are addressed in this study:

1. What are the levels of the EFL teachers' self-efficacy in technology integration into online learning during the Covid-19 pandemic in Indonesia?
2. What factors influenced the EFL teachers' self-efficacy to integrate technology into online learning during the Covid-19 pandemic in Indonesia?

1.3 Purposes of the Study

Referring to the research questions addressed, this study was conducted:

1. To discover the levels of the EFL teachers' self-efficacy in technology integration in online learning during the Covid-19 pandemic in Indonesia.
2. To discover what factors influenced the EFL teachers' self-efficacy to integrate technology into online learning during the Covid-19 pandemic in Indonesia

1.4 Significance of the Study

The findings of this research were aimed to meet the needs of sources related to teacher self-efficacy and to broaden EFL teachers' understanding of the importance of self-efficacy on how it relates to teachers' actions and behaviours employing technology in an online classroom. Furthermore, the present study's findings can be used as a foundation for a study on teachers' technology integration self-efficacy.

Practically, the findings of this research are expected to be used as a reflection for English teachers to continue increasing their self-efficacy and developing technology implementation in online classrooms. This study may also help raise teachers' awareness of the importance of self-efficacy in technology integration, leading them to consciously implement it in the school even after the Covid-19 pandemic ended.

Professionally, the findings of this research could be an essential source of reference for educational stakeholders in developing policies related to the teaching approach and practice of EFL classrooms in an online learning context. This study can also be used to develop a program, such as English teacher training, to increase EFL teachers' technology integration self-efficacy by exploring various factors and sources of teachers' self-efficacy. The study could also aid in the redesign of a suitable educational program for teacher that endorses comprehensive knowledge and awareness of teachers' self-efficacy and its relationship to technology integration.

1.5 Scope of the Study

This case study explored the level of self-efficacy for technology integration for junior high school and senior high school Indonesian EFL teachers' during the online learning due to Covid-19 pandemic in South Sumatera, Indonesia. It focuses on EFL teachers' self-efficacy in technology integration to investigate the teacher's confidence in technology use. This study also examined factors influencing Indonesian EFL teachers' self-efficacy for integrating technology in online classrooms. The participants were Indonesian EFL teachers who had been teaching online for approximately 12 months during the Covid-19 pandemic.

1.6 Clarification of Terms

To prevent confusion and misinterpretation, the following fundamental operational terms frequently mentioned in this study are defined as follows:

The Covid-19 pandemic, regarded as the coronavirus pandemic, is a worldwide pandemic of coronavirus disease 2019 (COVID-19) affected by the SARS-CoV-2 coronavirus (WHO, 2020). The worldwide spread of the Covid-19 pandemic caused class suspensions, ultimately leading many schools to conduct online learning (Moorhouse, 2020).

Teacher self-efficacy (TSE) is the teachers' belief in managing and accomplishing goals to efficiently achieve a particular teaching task in a certain context of teaching (Tschannen-Moran & Woolfolk Hoy, 2001). Moreover, teacher self-efficacy can also be defined as the belief in one's abilities to accomplish the anticipated outcomes of teaching and learning activities (Tschannen-Moran & Hoy, 2001). Teachers' high perception of their abilities in doing certain task will result in positive outcomes and vice versa. Therefore, self-efficacy is presented as a source to predict whether a person will achieve their goal as intended (Bandura, 1997).

Technology integration is the utilization of different instructional technology tools to help the teaching and learning practice in a classroom by using instructional technology media such as messaging, teleconferencing, video conferencing, and

other communications technology tools. Most educational technology applications have moved away from traditional classroom teaching and learning and toward virtual education in the past few years (Kafyulilo, 2015).

Online learning refers to learning experiences both in synchronous direct online learning settings or asynchronous settings. Both students and teachers can be anywhere (independent) in these environments to learn and interact in an online classroom setting (Singh & Thurman, 2019). The learning employed various technology tools with access to signals and the internet.

English as Foreign Language (EFL) refers to those who learn the language in non-English speaking countries (Iwai, 2011). According to Harmer (2007), EFL is a condition in which English is learned to use with any other English speakers in the world.

1.7 Organization of the Paper

There are five parts to this research thesis. The first chapter gives an overview regarding the overall content of this thesis. The second chapter explains the literature review on self-efficacy, teacher self-efficacy, and technology integration in more detail. The third chapter discusses the research design, data collection, and data analysis methods used in this study. It also explains why those methods were chosen. The fourth chapter explores the findings and discussion results of this study. Finally, the fifth chapter presents the conclusions, recommendations, as well as limitations of the study.