

**PROFILING ICT AVAILABILITY AND
DETERMINANTS OF TEACHERS' ICT
ACCEPTANCE IN JEMBER SCHOOLS, EAST JAVA,
INDONESIA.**

BY

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**INTERNATIONAL ISLAMIC UNIVERSITY
MALAYSIA**

2012

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A dissertation submitted in fulfilment of
the requirement for the degree of Doctor of Philosophy in
Education (Instructional Technology)

Institute of Education
International Islamic University
Malaysia

AUGUST 2012

ACKNOWLEDGEMENTS

Alhamdulillah, all praises belong to Allah, the Almighty.

I wish to record my sincere gratitude to my major supervisor, Associate Professor Dr. Tunku Badariah Tunku Ahmad for her patience, kindness and understanding in supervising this research. Her persistence, thoroughness, and intellectual enthusiasm have enabled me to produce a thesis of this quality. She has generously shared her research knowledge and skills to help me arrive at this product, of which I am very proud. I thank Allah for her and I pray that she continues to guide other students in the way that she has guided me.

I am grateful to Professor Dr. Mohamad Sahari Nordin for his precise and constructive advice on this work, particularly on the data analysis part involving SEM. His exemplary knowledge and vast experience in research inspires me tremendously. I am also grateful to Associate Professor Dr. Kamal Basha Madarsha for being in the supervisory committee. His thoughts and advice are much appreciated. A special thank you to both of my thesis examiners, Dr. Mohd Burhan Ibrahim (internal) and Associate Prof. Dr. Rosseni Din (external) for their very constructive comments that helped to further refine my work.

I am forever indebted to my beloved wife (Astiti Rahayu) and son (Abdul Hakim Hamid) for their ceaseless patience and unconditional love which truly empowered me to complete this research. I extend my gratitude to my parents-in-law (MZA Djalal and Sri Wahyuni) for their encouragement, understanding and optimism. I would also like to thank all my siblings (Siratjuddin, Fathorrahman, Halimatussa'diyah) and all my friends for their prayers and continued support.

And not forgetting all the teachers in Jember who generously participated in this study – to all of them, I extend my utmost appreciation. Without their participation, this research would have just been an idea and a theory. I thank all the staff of Dispendik for their generous assistance, and the authorities of Bakesbang and Dispendik for approving this research to be conducted.

Finally, I would like to thank all those who provided the data utilized in this research, and all the individuals who contributed, directly and indirectly, towards the completion of this study. Alhamdulillah, all praises belong to Allah.

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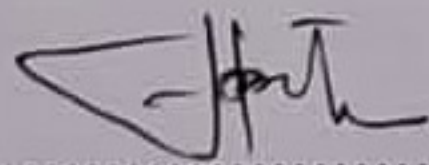
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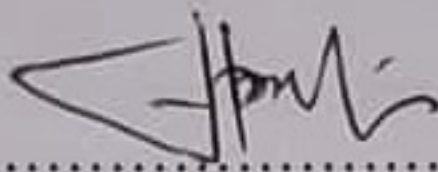
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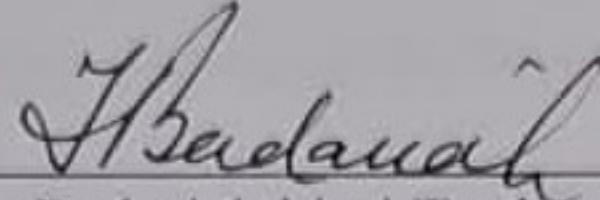
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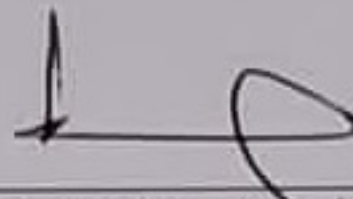
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APPROVAL PAGE

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ملخص البحث

يهدف هذا البحث إلى معرفة توفر تكنولوجيا المعلومات والاتصالات في ثلاث مدارس حكومية نموذجية بمنطقة جيمبر. كما يهدف هذا البحث إلى فحص العناصر المهمة التي تؤثر على قرار المعلمين في استخدام تكنولوجيا المعلومات والاتصالات في عملية التعليم والتعلم في المدرسة. قام الباحث باقتراح نموذج جديد المعدل من نظرية قبول تكنولوجيا (TAM) بإضافة عنصرين؛ الفاعلية الذاتية، ودعم المدرسة لمتطلبات التكنولوجيا. يختبر هذا النموذج معرفة مدى تأثيره على قرار المعلمين باستخدام تكنولوجيا المعلومات والاتصالات في عملية التعليم والتعلم. وقد استخدم الباحث نوعين من التحليلات الإحصائية للوصول إلى النتائج؛ التحليل الوصفي، والتحليل الإحصائي (SEM). واشتملت عينة هذا البحث على ١١٣٧ معلماً وتم اختيارهم عشوائياً من ٦٥ مدرسة حكومية بمنطقة جيمبر. ونتيجة هذه الدراسة أشارت إلى أن وسائل التكنولوجيا في ثلاث مدارس يختلف توفرها من مدرسة إلى أخرى، كما أنه ليس على المستوى المرغوب، لاسيما أجهزة الكمبيوتر. كما أشارت نتيجة التحليل الإحصائي على أن النموذج المقترح مناسب لعينة البحث لاستيفاء كافة المعايير الموصى بها. وكما أظهر التحليل أن العنصرين المقترحين في النموذج والعناصر الأخرى لها آثار كبيرة في اتخاذ قرار المعلمين في استخدام وسائل التكنولوجيا في عملية التعليم والتعلم. وكذلك النموذج المقترح يختلف بالنسبة لكل من المعلمين والمعلمات في التحليل الإحصائي. بمعنى أن الجنس يؤثر في اتخاذ القرار على الاستفادة بأجهزة التكنولوجيا. وكل العوامل في النموذج تؤثر إيجابياً بنسبة ٦٣% على اتخاذ قرار المعلمين باستخدام تكنولوجيا المعلومات والاتصالات في عملية التعليم والتعلم. هذا النموذج مهم ومفيد جداً للقائمين على العملية التعليمية وواضعي السياسات الذين يحفزون استخدام تكنولوجيا المعلومات والاتصالات بين المعلمين في عملية التعليم والتعلم في المدارس.

ABSTRACT

This study on ICT acceptance was conducted with two major purposes: (i) to profile ICT availability in three (3) categories of national standard schools (SMP, SMA and SMK) in the district of Jember, Indonesia, and (ii) to test an extended Technology Acceptance Model that hypothesized the relationships among computer self-efficacy (CSE), organizational support (OS), perceived ease of use (PEU) and perceived usefulness (PU) as determinants of Jember teachers' intention to use (INT) ICT in teaching and learning. A total of 1,137 teachers from 65 schools participated in the survey. Two types of statistical analysis were employed to analyze the data: (i) descriptive analysis was used to describe ICT availability in the three schools, and (ii) Structural Equation Modeling (SEM) was used to assess the direct and indirect effects of CSE and OS on Jember teachers' intention to use ICT. The analysis revealed that ICT availability across the three school types varied from one school to another and was not consistent. Basic ICT facilities, especially computer sets, were found to be lacking in each school type. The SEM results revealed that all four hypothesized factors – CSE, OS, PU and PEU – significantly and positively influenced Jember teachers' intention to use ICT, accounting for approximately 63% of the variance explained. The structural model also produced a statistically significant change in the chi-square value when tested across gender, indicating that gender moderated the structural model. The findings have important implications for stakeholders and policy makers, particularly with respect to their efforts to galvanize greater ICT utilization among teachers in Jember schools.

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