

# Hubungan antara computer self efficacy dan penggunaan komputer pada guru sekolah dasar = The relationship between computer self efficacy and teachers use of computer on elementary school teachers / Silvia Ranny Wafiroh

Silvia Ranny Wafiroh, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20412619&lokasi=lokal>

---

## Abstrak

### **ABSTRAK**

Penelitian korelasional ini dilakukan untuk mendapatkan gambaran mengenai hubungan antara computer self-efficacy (CSE) dan penggunaan komputer oleh guru sekolah dasar. CSE didefinisikan sebagai keyakinan seseorang mengenai kapabilitasnya untuk menggunakan komputer (Compeau & Higgins, 1995), sedangkan penggunaan komputer didefinisikan sebagai frekuensi guru menggunakan komputer dalam bentuk preparation, professional e-mail, delivering instruction, accommodation, dan grading (Babell, Russell, & O'Dwyer, 2004). CSE diukur menggunakan alat ukur Computer Self-Efficacy milik Compeau & Higgins (1995) dan penggunaan komputer menggunakan alat ukur Teachers' Technology Use milik Babell, Russell, & O'Dwyer (2004). Data didapat dari 164 orang partisipan guru sekolah dasar di Jakarta, Bogor, dan Bekasi. Hasil penelitian menunjukkan terdapat hubungan positif signifikan antara CSE dan penggunaan komputer pada guru sekolah dasar ( $r = 0,486$ ,  $p = 0,000$ , L.o.S. 0,01). Berdasar pada hasil penelitian, peneliti menyarankan pihak guru dan sekolah untuk mengupayakan peningkatan CSE guna meningkatkan penggunaan komputernya.

<hr>

### **ABSTRACT**

This correlational study was conducted to demonstrate the relationship between computer self-efficacy (CSE) and elementary school teachers' use of computer. CSE is defined as a judgement of one's capability to use a computer (Compeau & Higgins, 1995) and teachers' use of computer is defined as the frequency of teachers' using computer in the form of preparation, professional e-mail, delivering instruction, accommodation, and grading (Babell, Russell, & O'Dwyer, 2004). CSE was measured by Computer Self-Efficacy Scale (Compeau & Higgins, 1995) and teachers' use of computer was measured by Teachers' Technology Use Scale (Babell, Russell, & O'Dwyer, 2004). Data was collected from 164 elementary school teachers in Jakarta, Bogor, and Bekasi. The main result shows that there is a significant positive correlation between computer self-efficacy and teachers' use of computer on elementary school teachers ( $r = 0,486$ ,  $p = 0,000$ , L.o.S. 0,01). Based on the study result, it is suggested for teachers and schools to work on improving the CSE in order to increase the use of computers.

This correlational study was conducted to demonstrate the relationship between computer self-efficacy (CSE) and elementary school teachers' use of computer. CSE is defined as a judgement of one's capability to use a computer (Compeau & Higgins, 1995) and teachers' use of computer is defined as the frequency of teachers' using computer in the form of preparation, professional e-mail, delivering instruction, accommodation, and grading (Babell, Russell, & O'Dwyer, 2004). CSE was measured by Computer Self-Efficacy Scale (Compeau & Higgins, 1995) and teachers' use of computer was measured by Teachers'

Technology Use Scale (Babell, Russell, & O'Dwyer, 2004). Data was collected from 164 elementary school teachers in Jakarta, Bogor, and Bekasi. The main result shows that there is a significant positive correlation between computer self-efficacy and teachers' use of computer on elementary school teachers ( $r = 0,486$ ,  $p = 0,000$ , L.o.S.  $0,01$ ). Based on the study result, it is suggested for teachers and schools to work on improving the CSE in order to increase the use of computers.