

Hubungan antara keterbukaan terhadap perubahan dan self-efficacy for technology integration pada guru Sekolah Dasar (SD) = The relationship between openness to change and self-efficacy for technology integration among Elementary Teacher

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Abstrak

Implementasi integrasi teknologi khususnya di bidang pendidikan di Indonesia penting untuk dilaksanakan, namun masih ditemukan guru-guru yang belum terbuka terhadap perubahan dan tidak yakin akan kemampuannya untuk mengintegrasikan teknologi di dalam kelas. Penelitian korelasional ini bertujuan untuk mengetahui hubungan antara keterbukaan terhadap perubahan dan self-efficacy for technology integration pada guru sekolah dasar (SD). Sebanyak 88 guru SD yang berasal dari empat SD Negeri di Jakarta dan empat SD Negeri di Bogor berpartisipasi pada penelitian ini.

Alat ukur yang digunakan adalah Computer Technology Integration Survey (CTIS) yang diadaptasi dari Wang, Ertmer, dan Newby (2004) untuk mengukur self-efficacy for technology integration dan The Innovativeness Scale (TIS) yang diadaptasi dari Van Braak (2001) untuk mengukur keterbukaan terhadap perubahan, yang terdiri dari faktor technological innovativeness dan faktor general innovativeness.

Hasil Pearson Correlation menunjukkan bahwa terdapat hubungan positif yang signifikan antara technological innovativeness ($r = 0,366$, $p < 0,01$) maupun general innovativeness ($r = 0,406$, $p < 0,01$) dan self-efficacy for technology integration pada guru SD di Jakarta dan Bogor. Berdasarkan hasil penelitian ini, peneliti menyarankan kepada sekolah dan pemerintah untuk memberikan pelatihan yang dapat meningkatkan keterbukaan terhadap perubahan dan keyakinan untuk mengintegrasikan teknologi pada guru sekolah dasar.

.....Implementation of the technology integration especially in the field of education in Indonesia is important to be implemented, but still found the teachers were not yet open to change and are not confident in their ability to integrate technology in the classroom. This correlational study aims to seek the relationship between openness to change and self-efficacy for technology integration among elementary teacher.

Computer Technology Integration Survey (CTIS) was used to assess self-efficacy for technology integration (Wang, Ertmer, & Newby, 2004) and The Innovativeness Scale (TIS) was used to assess openness to change that consists of technological innovativeness factor and general innovativeness factor (Van Braak, 2001). 88 elementary teachers from four public elementary schools in Jakarta and four public elementary schools in Bogor participated in this study.

The result of this study showed a positive and significant correlation between technological innovativeness and self-efficacy for technology integration ($r = 0,366$, $p < 0,01$) and also between general innovativeness and self-efficacy for technology integration ($0,406$, $p < 0,01$) among elementary teacher in Jakarta and Bogor area. Based on this result, it is suggested for school and government to provide technology training for elementary teacher in order to improve their openness to change and self efficacy to integrate technology.