A Technology Acceptance Case of Indonesian Senior School Teachers:
Effect of Facilitating Learning Environment and Learning Through Experimentation

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ABSTRACT

Based on the immense importance of technology acceptance among the teachers and its vital role in education, the current study aims to bridge the theoretical gap by investigating the association between the school teachers' perception of facilitation learning environment and learning through experimentation among senior school teachers in Indonesia. Data was collected from the senior school teachers of Indonesia using a cross-sectional field survey. The final dataset of 163 respondents was then analyzed using SmartPls3 to test the measurement and structural models. Results revealed that the external variables like facilitation learning environment and learning through experimentation were positively associated with the perceived usefulness, perceived ease of use, and actual use of the educational technology among the senior school teachers. This study provided insights that the technology supportive learning through experimentation gives a feeling of comfort and ease to teachers, further leading towards the actual usage of modern technology in classroom settings.

KEYWORDS

Attitude Towards Educational Technology, Facilitating Learning Environment, Learning Through Experimentation, Senior School Teachers, Technology Acceptance Model (TAM)

INTRODUCTION

Technology is an integral part of bringing change in any organization and also at the societal level. Introducing a technological change in an organization and then maintaining it effectively has always been a great challenge for the decision-makers, especially change practitioners. In today's world, usage and integration of new technology has enormous prominence. In the current educational system, creating knowledge through new technology is vital for both teachers and students (Nedal & Alcoriza, 2018; Vincent-Lancrin et al., 2019). Thus, schools, especially teachers, need to use the technology in their teaching practices for constructive learning and better transformation of the knowledge (Admiraal et al., 2017).