

Teacher self-efficacy in digital technology: An exploratory analysis on Indonesian elementary schools' teacher digital competence in classroom

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Abstract

Teacher self-efficacy beliefs will determine the level of teacher confidence and competence to involve with a task. In this study, we explore engagement with digital technology and the related learning and teaching of digital technology. Twenty elementary teachers in Semarang, Central Java Indonesia were participates in interviews about their attitudes toward technology and challenges of integrating technology to classroom. Findings shows there were high demand to keeping pace with the fast change in technology, and they have to try to actively involve into their digital students life. The results also highlight the way the teachers perceived their competence towards engaging with digital technology especially when combine with classroom management would affect their confidence as teachers. The results also indicating that older teachers are less self-efficacious than their younger colleagues. Implications of findings are discussed.

Keywords : self-efficacy, elementary teachers, digital technology, Indonesia