

**ENGLISH TEACHERS' PERCEPTION OF THEIR
READINESS TO USE myON LMS FOR IN-SERVICE
ENGLISH READING TRAINING:
A CASE STUDY AT ISLAMIC INTERNATIONAL
SCHOOL PSM MAGETAN**

THESIS



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MOTTO

“To Live Once, but with Hope”

DEDICATION

I dedicate this Master's study to my beloved teachers at Pondok Modern Arrisalah Program Internasional Ponorogo; without their contributions, God would not have destined me to pursue this deeply meaningful postgraduate journey.

I dedicate this thesis to my mother, my wife, my children, my friends, and my students. Their support and inspiration motivated me to finish my work on time.

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The researcher realizes that this thesis may still contain limitations, both in content and presentation. Therefore, constructive criticism and suggestions from all parties are highly welcomed. It is hoped that the results of this study will be beneficial and contribute to the development of scientific knowledge.

Gresik, 15 of March 2026

Muhammad Andrie Bagia

ABSTRACT (INDONESIAN)

Penelitian ini mengkaji persepsi kesiapan guru bahasa Inggris dalam menggunakan myON Learning Management System (LMS) untuk pelatihan membaca bahasa Inggris dalam jabatan di Islamic International School Pesantren Sabilul Muttaqin (PSM) Magetan. Pendekatan studi kasus kualitatif digunakan dengan dua partisipan guru: T1 (tingkat sekunder) dan T2 (tingkat elementer). Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik reflektif berdasarkan kerangka Braun dan Clarke (2006, 2021).

Temuan menunjukkan bahwa persepsi kesiapan bersifat multidimensional dan tergantung konteks. T1 melaporkan kesiapan parsial (sekitar 50%) akibat beban kerja struktural tingkat sekunder, termasuk program institusional tahunan seperti Parent Partnership Program dan Final Project Dissemination. T2 melaporkan kesiapan penuh sejak awal, didukung motivasi intrinsik dan aksesibilitas platform melalui perangkat seluler. Kedua guru mempersepsikan myON sebagai platform yang berguna secara profesional: T1 melalui pengembangan kosakata yang diterapkan dalam pengajaran, T2 melalui fungsi ganda sebagai sarana pengembangan diri sekaligus sumber materi ajar bagi siswa elementer. Tantangan utama T1 adalah keterbatasan waktu struktural, sementara T2 hanya menghadapi kendala konektivitas internet.

Penelitian ini menyimpulkan bahwa keberhasilan implementasi awal myON LMS bergantung pada fasilitasi institusional yang terdiferensiasi sesuai jenjang akademik, keselarasan konten platform dengan peran profesional guru, dan komitmen organisasional jangka panjang terhadap program.

Kata kunci: kesiapan guru, myON LMS, pelatihan dalam jabatan, membaca bahasa Inggris, pengembangan profesional guru, Technology Acceptance Model, Self-Determination Theory

ABSTRACT (ENGLISH)

This study investigates English teachers' perception of their readiness to use myON Learning Management System (LMS) for in-service English reading training at Islamic International School Pesantren Sabilul Muttaqin (PSM) Magetan. A qualitative case study approach was employed with two teacher participants: T1 (secondary level) and T2 (elementary/primary level). Data were collected through semi-structured interviews and analyzed using reflexive thematic analysis based on Braun and Clarke's (2006, 2021) framework.

The findings indicate that perceived readiness is multidimensional and context-dependent. T1 reported partial readiness (approximately 50%) due to structural workload demands at the secondary level, including annual institutional programs such as the Parent Partnership Program and Final Project Dissemination. T2 reported full readiness from the outset, supported by intrinsic motivation and platform accessibility via mobile devices. Both teachers perceived myON as professionally useful: T1 through vocabulary development applied in teaching, and T2 through a dual function as both a personal development resource and a source of classroom teaching materials for elementary students. T1's primary challenge was structural time scarcity, while T2's only challenge was intermittent internet connectivity.

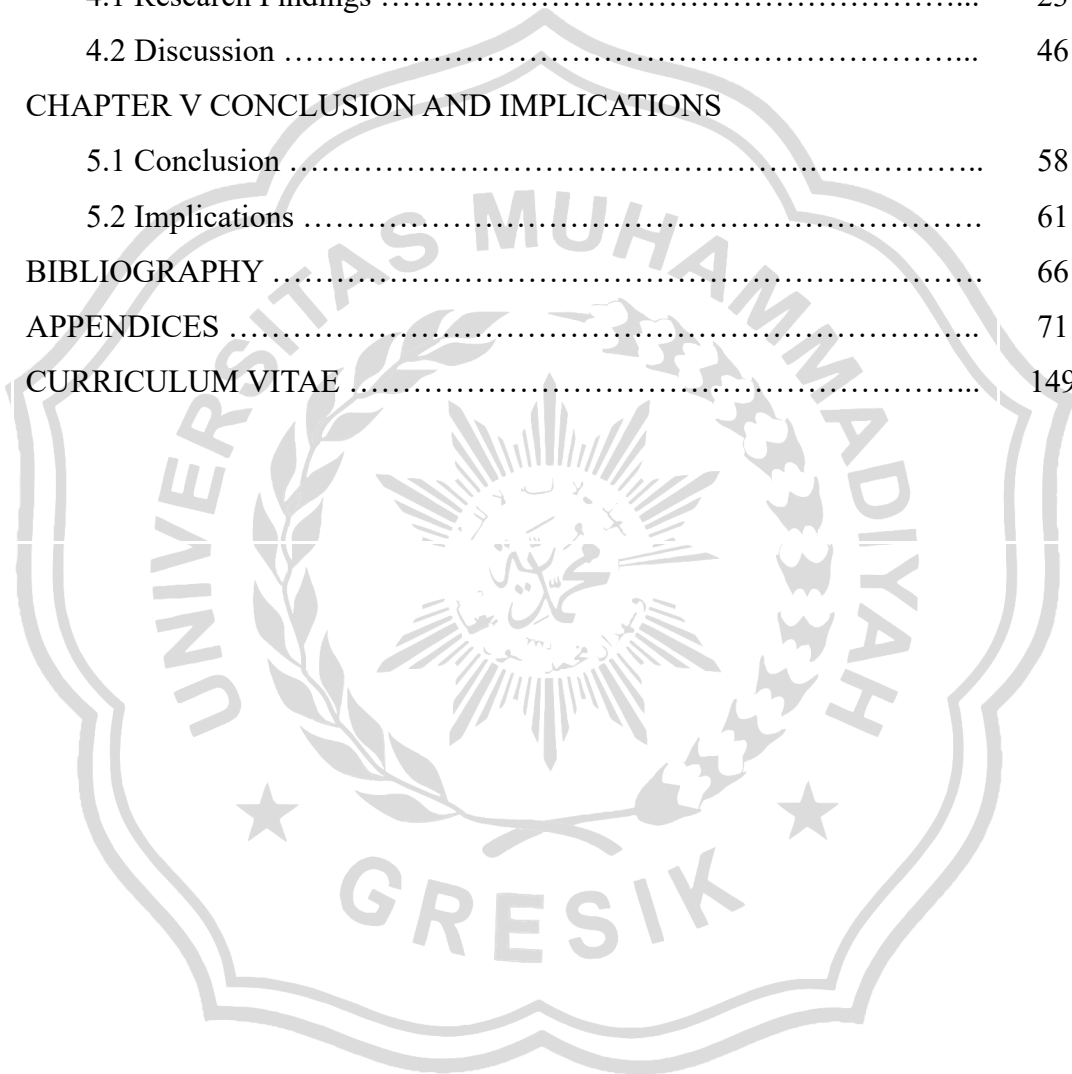
This study concludes that the successful early implementation of myON LMS depends on differentiated institutional facilitation aligned with each academic level's workload structure, alignment of platform content with teachers' specific professional roles, and long-term organizational commitment to the program.

Keywords: teacher readiness, myON LMS, in-service training, EFL reading, teacher professional development, Technology Acceptance Model, Self-Determination Theory

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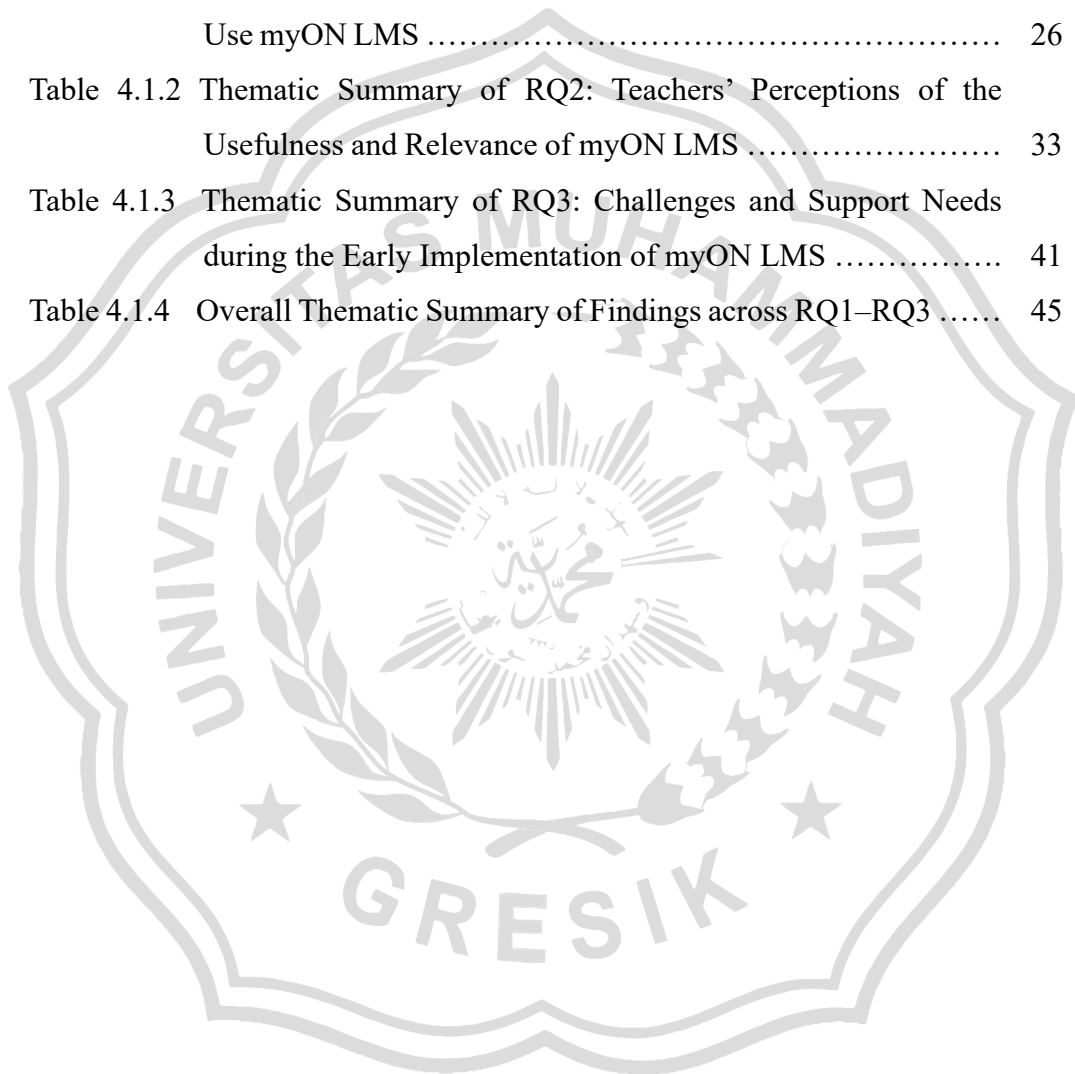
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