

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

The integration of digital technology into educational systems has transformed not only classroom instruction but also the way teachers engage in professional development. Learning Management Systems (LMS) are increasingly used to support continuous learning, independent skill development, and structured professional engagement beyond formal classroom teaching (Davis, 1989; Venkatesh et al., 2003). In this context, teacher professional development is no longer limited to workshops or short-term training sessions but extends to sustained, self-directed learning supported by digital platforms (Desimone, 2009).

In international and bilingual school environments, English proficiency is a critical component of teacher professionalism. Teachers are expected to read academic texts, teaching resources, institutional documents, and professional correspondence in English on a regular basis. Consequently, English reading development becomes an essential aspect of teacher professional competence, not only for English teachers but particularly for those who are responsible for maintaining high linguistic standards in instructional and professional settings (Richards & Farrell, 2005).

Islamic International School Pesantren Sabilul Muttaqin (PSM) Magetan is a secondary-level institution that adopts English as a medium of professional communication among teachers. To support this policy, the school introduced myON LMS, a digital reading platform originally designed to promote extensive reading through personalized text selection and progress monitoring. Unlike conventional LMS implementation that focuses on classroom instruction, myON at PSM Magetan is utilized as part of an in-service English reading training program aimed at strengthening teachers' reading habits, vocabulary exposure, and professional literacy.

During the initial phase of implementation, English teachers were prioritized as key participants due to their linguistic expertise and their role in modeling professional English use within the institution. The implementation of myON marked a shift from previously manual and offline reading activities toward a digitally mediated professional development model. As a newly introduced platform, myON required teachers to adjust not only to new technical features but also to new learning routines and expectations.

Research on technology adoption consistently emphasizes that early-stage implementation is a critical period that determines long-term sustainability (Davis, 1989; Venkatesh et al., 2003). Teachers' perception of their readiness, encompassing technical confidence, linguistic preparedness, and psychological willingness, plays a decisive role in shaping their engagement with new digital tools. When teachers perceive a platform as useful, manageable, and relevant to their professional needs, they are more likely to sustain its use over time. Conversely, low readiness and negative early perceptions may lead to disengagement, superficial participation, or resistance.

Studies conducted in Indonesian educational contexts indicate that teachers' readiness for digital platforms varies considerably due to differences in digital competence, access to technical support, and alignment between technology use and professional goals (Nurhidayat et al., 2024; Tuzahra et al., 2021). While these studies have explored technology integration for instructional purposes, fewer investigations have focused on digital reading platforms used specifically for teacher professional development, particularly among English teachers in Islamic school settings (Fadlilah et al., 2025).

Moreover, research on digital reading platforms such as myON has largely concentrated on student literacy outcomes rather than teacher learning experiences (Renaissance Learning, 2025; Pertiwi & Purnawarman, 2025). This creates a research gap regarding how teachers, as adult learners and professionals, perceive their readiness and experience challenges when engaging in structured digital reading activities.

Given these considerations, there is a clear need to explore how English teachers perceive their readiness to use myON LMS during the early stages of in-service English reading training. Understanding their perceptions of readiness, perceived usefulness, and experienced challenges is essential for informing institutional decision-making, improving training design, and ensuring the long-term effectiveness of digital professional development initiatives.

## **1.2 Statement of the Problem**

Despite the increased availability of LMS tools, teacher adoption in many Indonesian institutions remains uneven, largely due to differing levels of digital competence, limited training, and gaps in perceived usefulness (Akram et al., 2022; Budianto et al., 2023). At Islamic International School Pesantren Sabilul Muttaqin (PSM) Magetan, myON has only recently been introduced, and teachers are still adjusting to digital reading activities as part of their English proficiency development.

Because the platform is relatively new, several questions remain unanswered. It is unclear whether teachers feel technically and pedagogically prepared to integrate myON into their professional learning routines, especially after years of relying on offline methods. Additionally, teachers' initial perceptions—whether positive or hesitant—will determine the sustainability of the program. A lack of readiness or negative early impressions may hinder engagement, reduce consistency in reading practice, and undermine the school's long-term English development goals.

Therefore, a systematic investigation is needed to determine how ready the teachers are, how they perceive the platform's usefulness and ease of use, and what challenges they face during initial implementation.

## **1.3 Objectives of the Research**

This research aims to:

1. To explore English teachers' perception of their readiness in using myON LMS during in-service English reading training.
2. To examine English teachers' perceptions of the usefulness and relevance of myON LMS for their English reading professional development.
3. To identify challenges and support needs experienced by English teachers during the early implementation of myON LMS.

## **1.4 Significance of the Research**

### **1.4.1 Theoretical Significance**

Theoretically, this study contributes to the literature on technology acceptance and teacher professional development by extending the application of the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT) to a digital reading-based professional development context. While TAM and UTAUT have been widely applied to instructional technology adoption (Scherer et al., 2019; Kittinger & Law, 2024), fewer studies have examined their relevance in sustained, non-classroom professional learning environments.

By focusing on teachers' perception of their readiness rather than measured performance or learning outcomes, this study provides insight into the cognitive and affective dimensions of teacher engagement with digital professional development tools. The findings also enrich discussions on teacher learning by positioning extensive digital reading as a legitimate form of professional development (Krashen, 2004; Yamashita, 2008).

### **1.4.2 Practical Significance**

Practically, the findings of this study offer valuable insights for school leaders, program coordinators, and professional development designers at Islamic International School PSM Magetan and similar

institutions. Understanding English teachers' perceptions of readiness, usefulness, and challenges can inform:

- a. the design of targeted training and orientation sessions,
- b. the provision of technical and pedagogical support,
- c. the refinement of reading targets and expectations, and
- d. the development of sustainable digital professional development policies.

Such evidence-based insights help institutions avoid premature judgments about program success and instead focus on supporting teachers during critical early implementation stages (Amemasor et al., 2025; Desimone, 2009).

#### **1.4.3 Future Research Significance**

From a research perspective, this study establishes a qualitative baseline for future investigations into digital reading-based professional development. Subsequent studies may adopt longitudinal designs to examine changes in teachers' reading habits, confidence, and professional literacy over time or expand participation to other subject teachers.

#### **1.4.4 Scope and Limitation of the Study**

This study is limited to English teachers participating in the myON-based in-service English reading training at Islamic International School PSM Magetan. The participants consist of two English teachers: one teacher from the Elementary level and one teacher from the Secondary level, both of whom are active participants of the myON reading training program. The study focuses exclusively on teachers' perceptions and experiences and does not examine student learning outcomes, classroom implementation, or quantitative measures of reading improvement.

Given the small number of participants, the findings are context-specific and are not intended to be generalized beyond similar institutional settings. However, this limitation is consistent with the qualitative case study approach adopted in this study, which prioritizes depth of

understanding over breadth of representation (Yin, 2018; Merriam & Tisdell, 2016).

## **1.5 Definition of Key Terms**

### **1.5.1 Perception of Readiness**

Teachers' self-reported perception of their preparedness, confidence, and willingness to use myON LMS for professional English reading activities, including technical, linguistic, and psychological dimensions.

### **1.5.2 myON LMS**

A digital reading platform used in this study as a professional development tool to support English reading through personalized text selection and progress monitoring.

### **1.5.3 In-Service English Reading Training**

A structured professional development program that engages English teachers in sustained English reading activities during their period of active teaching service.