

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Background

The integration of digital technologies into teacher professional development has been widely examined through established technology adoption frameworks. Among these, the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT) remain the most influential in explaining how and why educators adopt digital platforms (Davis, 1989; Venkatesh et al., 2003; Scherer et al., 2019).

2.1.1 Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) proposes that two primary beliefs determine users' acceptance of technology: perceived usefulness and perceived ease of use (Davis, 1989). Perceived usefulness refers to the extent to which individuals believe that using a system will enhance their performance, while perceived ease of use relates to the degree to which the system is perceived as effortless.

In teacher professional development contexts, perceived usefulness is often interpreted as teachers' belief that a digital platform contributes meaningfully to their professional growth, instructional competence, or language development. When teachers perceive a system as directly supporting their professional needs, their willingness to engage increases substantially. Conversely, if the perceived relevance is low, adoption tends to be superficial or short-lived.

Perceived ease of use is particularly significant during the early stages of implementation. Teachers who struggle with navigation, system complexity, or technical requirements may develop negative perceptions that hinder sustained engagement. A meta-analytic review by Scherer et

al. (2019) confirmed that both perceived usefulness and ease of use are consistent predictors of teachers' adoption of digital technology across diverse educational contexts. Similarly, Al-Azawei et al. (2017) demonstrated that TAM variables reliably explain learner satisfaction and technology acceptance in blended learning environments, even when accounting for individual differences.

Research further indicates that teachers' digital competence moderates their technology acceptance, with higher competence leading to stronger perceptions of usefulness and ease of use (Antonietti et al., 2022). In Indonesian educational settings, studies show that ease of use strongly influences teachers' initial responses to LMS platforms, particularly among those with varying levels of digital literacy (Nurhidayat et al., 2024; Tuzahra et al., 2021).

In the context of myON LMS used for in-service English reading training, TAM provides a relevant lens for examining how English teachers evaluate the platform's usefulness for improving reading competence and its manageability within their professional routines.

2.1.2 Unified Theory of Acceptance and Use of Technology (UTAUT)

UTAUT extends earlier acceptance models by incorporating additional determinants of technology use, including performance expectancy, effort expectancy, social influence, and facilitating conditions (Venkatesh et al., 2003). These constructs offer a more comprehensive explanation of technology adoption within institutional contexts.

Performance expectancy aligns closely with perceived usefulness and refers to the belief that using a technology will result in gains in performance. In professional development settings, this may include improvements in language proficiency, confidence, or professional competence. Effort expectancy relates to perceived ease of use and concerns the degree of effort required to operate the system.

Social influence reflects the extent to which individuals perceive that important others—such as school leaders or colleagues—expect them to use the technology. In institutional professional development programs, social influence often emerges through policy mandates, leadership encouragement, or peer norms. Facilitating conditions refer to the availability of technical infrastructure, training, and institutional support that enable sustained use.

A systematic review by Kittinger and Law (2024) found that performance expectancy and social influence are the most consistently reported predictors of technology adoption among K-12 educators when applying the UTAUT framework. Additionally, Xue et al. (2024) confirmed that facilitating conditions play a particularly important role in higher education contexts, where institutional infrastructure and policy alignment substantially shape technology engagement. Among EFL teachers, Mohammad-Salehi et al. (2021) demonstrated that UTAUT constructs, particularly performance expectancy and facilitating conditions, effectively explained adoption of Web 2.0 tools, underscoring the framework's relevance for language teacher contexts.

Research further indicates that facilitating conditions play a critical role in early-stage LMS adoption among teachers, particularly in contexts where digital tools are newly introduced (Budianto et al., 2023). In this study, UTAUT is particularly relevant for examining how institutional expectations, technical support, and administrative assistance shape English teachers' readiness to engage with myON LMS.

2.2 Previous Study

2.2.1 Teacher Readiness for Digital Professional Development

Teacher readiness is a multidimensional construct that encompasses technical skills, confidence, attitudes, and contextual support. In digital professional development contexts, readiness extends beyond mere technological competence to include teachers' willingness

to integrate digital tools into their learning routines and professional identities (Pennington & Richards, 2016; Ping, 2022).

Studies conducted in Indonesian schools reveal that many teachers possess positive attitudes toward educational technology but face challenges related to digital literacy gaps, limited training, and inconsistent support systems. These challenges often result in uneven adoption and reliance on surface-level engagement with digital platforms (Akram et al., 2022; Tuzahra et al., 2021).

Budianto et al. (2023) found that in-service EFL teachers in Indonesia demonstrated high motivation to engage with digital professional training programs even when their technical competence was still developing, suggesting that motivational readiness may precede practical readiness. Similarly, Nurhidayat et al. (2024) confirmed that teacher competency in technology integration in Indonesian EFL classrooms is shaped by both individual initiative and institutional facilitation, with structured support systems producing more sustained engagement.

Barrot (2021) further documented that teachers and learners face structural challenges in online learning environments, particularly related to time constraints and workload, which directly affect the consistency of digital platform use. These findings reinforce the importance of examining readiness not merely as a personal attribute but as a situationally embedded condition shaped by contextual and institutional factors.

In the present study, teacher readiness is conceptualized as perception of readiness, emphasizing teachers' self-assessment of their preparedness to use myON LMS. This perspective aligns with qualitative inquiry, which seeks to understand how teachers interpret their own experiences rather than measuring readiness through standardized indicators (Yin, 2018; Merriam & Tisdell, 2016).

2.2.2 Teacher Professional Development and Professional Reading

Teacher professional development is widely recognized as a central factor in improving educational quality and sustaining instructional effectiveness. Effective professional development is characterized by content relevance, active engagement, coherence with institutional goals, and sustained duration (Desimone, 2009; Darling-Hammond et al., 2017). Amemasor et al. (2025) further demonstrated through a systematic review that teacher professional development programs which are contextually aligned and sustained over time produce significantly stronger impacts on digital instructional integration.

Professional reading plays a crucial role in teacher development, particularly for language teachers. Richards and Farrell (2005) emphasize that sustained engagement with professional and authentic texts supports teachers' linguistic competence, pedagogical awareness, and reflective practice. Reading enables teachers to access new ideas, refine language use, and engage critically with professional discourse. Pennington and Richards (2016) further argue that teachers' professional identity is closely tied to their language practices, meaning that regular reading activity reinforces their self-concept as competent language professionals.

Extensive reading research demonstrates that regular reading exposure contributes to vocabulary growth, reading fluency, and comprehension across learner populations (Krashen, 2004; Yamashita, 2008; Jeon & Day, 2016). Zhu et al. (2024) confirmed through a meta-analysis of 21 studies that digital reading environments produce significant vocabulary gains in second and foreign language learners, while Arndt and Woore (2021) demonstrated that incidental vocabulary learning occurs naturally through extensive engagement with digital texts. Although much of this research focuses on students, its principles

are applicable to adult learners, including teachers engaged in professional development.

For English teachers in international school contexts, reading proficiency is directly linked to professional performance. Teachers must read instructional materials, curriculum documents, and academic resources in English, making reading development an essential component of professional competence.

2.2.3 Digital Reading Platforms in Professional Development

Digital reading platforms offer structured environments that support extensive reading through features such as text leveling, reading logs, progress monitoring, and personalized recommendations. myON LMS provides these features and has been used across student literacy programs, with documented positive outcomes for reading achievement (Renaissance Learning, 2025). Pertiwi and Purnawarman (2025) conducted the first dedicated study of myON as a reading-for-pleasure platform, identifying its practical benefits as well as challenges faced by users, including the need for greater language support features and more flexible reading schedules.

Lo (2023) found that teachers in ESL higher education contexts generally held positive perceptions toward digital learning environments but emphasized the importance of usability, relevance, and institutional backing as conditions for sustained engagement. These findings parallel the context of myON implementation at PSM Magetan, where platform usability and institutional support are key determinants of teachers' early experiences.

In Islamic school contexts, Fadlilah et al. (2025) found that faith-based values and institutional culture influence how EFL teachers perceive and engage with technology-mediated professional learning, suggesting that contextual factors beyond technical readiness must be considered in digital professional development research.

However, the successful integration of digital reading platforms in teacher professional development depends heavily on teachers' readiness, perceived relevance, and institutional support (Hennessy et al., 2022). Without these elements, digital reading programs risk becoming compliance-driven rather than developmental.

The limited empirical attention given to teachers as primary users of digital reading platforms highlights a gap in the literature. This study addresses that gap by examining English teachers' perceptions of readiness and experience during early myON implementation.

2.3 Conceptual Framework of the Study

This study is guided by a conceptual framework that integrates elements from TAM, UTAUT, and teacher professional development literature. The framework centers on three interrelated constructs: perception of readiness, perceived usefulness and relevance, and implementation challenges and support needs.

Perception of readiness encompasses teachers' confidence, technical familiarity, and willingness to engage in digital reading activities. Perceived usefulness and relevance relate to teachers' evaluations of myON as a meaningful professional development tool. Implementation challenges and support needs capture contextual factors that influence sustained engagement, including technical barriers, time constraints, and institutional support mechanisms (Hennessy et al., 2022; Amemasor et al., 2025).

Together, these constructs provide a coherent lens for understanding how English teachers adapt to digital reading-based professional development during the early stages of implementation.

Figure 2.3 Conceptual Framework of the Study

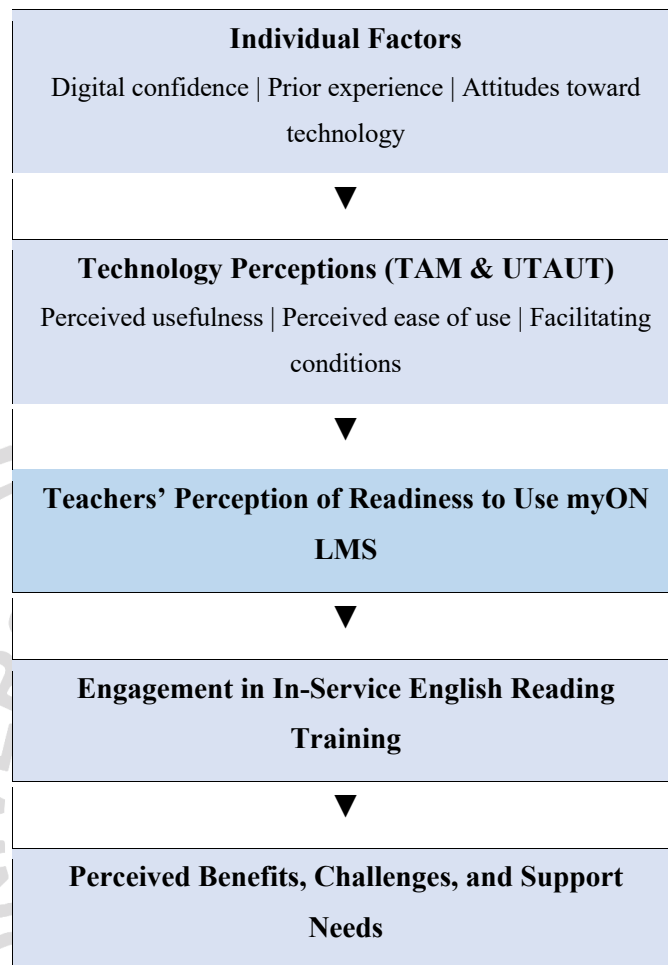


Figure 2.3 illustrates that teachers' perception of readiness mediates the relationship between technology-related perceptions and their engagement in digital professional development. Challenges and support needs are not treated as failures but as contextual indicators informing improvement of the training program.

Table 2.3 Alignment of Theoretical Constructs, Research Focus, and Data Sources

Theoretical Construct	Key Concept	Research Focus	Data Source
Technology Acceptance Model (Davis, 1989)	Perceived usefulness, perceived ease of use	Teachers' perceptions of myON LMS	Teacher interviews
UTAUT (Venkatesh et al., 2003)	Performance expectancy, facilitating conditions	Institutional support and usability	Teacher & admin interviews
Teacher Readiness Theory	Confidence, preparedness, willingness	Teachers' perception of readiness	Teacher interviews
Professional Development Theory (Desimone, 2009)	Relevance, sustained learning	In-service English reading training	Teacher reflections
Digital Reading Theory (Krashen, 2004; Yamashita, 2008)	Extensive and sustained reading	Professional reading engagement	Teacher experiences

Positioning of the Framework: This conceptual framework supports the qualitative nature of the study by focusing on perceptions, experiences, and contextual influences, rather than measurable instructional outcomes. It provides a coherent structure for interpreting findings related to perception of readiness, perceived usefulness, and challenges encountered during the implementation of myON LMS as a professional development tool.

2.4 Research Gap

Existing studies on learning management system (LMS) adoption in English education have predominantly focused on classroom instruction, teaching practices, and student learning outcomes, often emphasizing effectiveness, engagement, or achievement-based measures (Davis, 1989; Venkatesh et al., 2003; Scherer et al., 2019; Kittinger & Law, 2024). While

these studies provide valuable insights into instructional technology use, they offer limited attention to LMS use as a tool for teacher professional development, particularly in the form of sustained digital reading activities.

Research on digital reading platforms has largely examined student literacy development, with relatively little focus on teachers as primary users or learners within professional development contexts (Krashen, 2004; Yamashita, 2008; Renaissance Learning, 2025). The only published study directly examining myON as a teacher-facing platform, Pertiwi and Purnawarman (2025), focused on reading-for-pleasure activities rather than structured in-service training, leaving the present context underexplored. Moreover, existing studies tend to rely on quantitative measures, leaving teachers' perceived readiness and early experiences underexplored through qualitative inquiry, especially during initial implementation phases (Desimone, 2009; Merriam & Tisdell, 2016).

In the Indonesian context, while technology integration among EFL teachers has received growing attention (Tuzahra et al., 2021; Nurhidayat et al., 2024; Budianto et al., 2023), research specifically addressing digital reading platforms in Islamic school professional development environments remains scarce (Fadlilah et al., 2025). This represents both a contextual and methodological gap in the existing literature.

By focusing on English teachers' perception of their readiness in using myON LMS for in-service English reading training, this study addresses a gap in the literature by shifting attention from classroom outcomes to teacher professional learning and by providing context-specific qualitative insights into early-stage digital professional development in an Islamic international school setting.