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Exploring Teachers' Enabling and Inhibiting Factors in Using Mobile Teaching Platform with Technology Readiness Index 2.0

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Abstract: In this digital era, teachers, as the main actors in delivering instruction at the school level, need to keep up with the new technology that could develop their competence. The Indonesian government has launched an application called Platform Merdeka Mengajar as an episode of Merdeka Belajar. Introducing and encouraging the teachers to utilize the application is done through national and regional education authorities. Therefore, it is vital to understand better what influences teachers to use the application. This study aims to examine the factors that motivate and inhibit primary school teachers from using Platform Merdeka Mengajar application investigated through the Technology Readiness Index 2.0 (TRI 2.0) constructs. It is a preliminary study exploring the use of the platform provided by the government to support teachers' professional development. This study uses a quantitative approach with a survey design. The instrument consists of 16 items adapted from TRI 2.0. This study involves 303 primary school teachers in Boyolali. Once the data is collected, the data analysis begins by looking at the teachers' demographic information and the descriptive statistics of each factor being investigated. The result of the study suggests that two constructs in TRI 2.0 indeed motivate the teachers to utilize the government-provided application. Surprisingly, the inhibiting factors do not significantly hinder teachers from using the application. Limitations of the study and suggestions for further research are also described in the conclusion section.

Keywords: PMM; technology readiness; enabling factors; inhibiting factors

Abstrak: Di era digital ini, guru yang merupakan pelaku utama dalam pelaksanaan pembelajaran di tingkat sekolah perlu mengikuti teknologi untuk mengembangkan kompetensinya. Pemerintah Indonesia telah meluncurkan aplikasi bernama Platform Merdeka Mengajar sebagai salah satu episode Merdeka Belajar. Dinas pendidikan baik tingkat nasional maupun daerah berupaya mengenalkan dan mendorong pemanfaatan aplikasi ini. Oleh karena itu, sangat penting untuk memahami apa yang mempengaruhi guru untuk menggunakan aplikasi tersebut. Penelitian ini bertujuan untuk mengkaji faktor-faktor yang memotivasi dan menghambat guru sekolah dasar untuk menggunakan aplikasi Platform Merdeka Mengajar melalui dimensi pada Technology Readiness Index 2.0 (TRI 2.0). Ini merupakan studi pendahuluan yang mengeksplorasi penggunaan platform yang disediakan oleh pemerintah untuk mendukung pengembangan profesional guru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei. Instrumen ini terdiri dari 16 item yang diadaptasi dari TRI 2.0. Penelitian ini melibatkan 303 guru sekolah dasar di Boyolali. Setelah data dikumpulkan, analisis data dilakukan dengan melihat informasi demografis guru dan statistik deskriptif dari setiap faktor yang diselidiki. Hasil penelitian menunjukkan bahwa dua dimensi dalam TRI 2.0 memang memotivasi para guru untuk memanfaatkan aplikasi yang disediakan pemerintah. Yang mengejutkan adalah bahwa faktor penghambat tidak secara signifikan menghambat guru untuk menggunakan aplikasi tersebut. Keterbatasan studi dan saran untuk penelitian lebih lanjut juga dijelaskan di bagian kesimpulan

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Kata Kunci: PMM; technology readiness; faktor penghambat; faktor pendukung

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INTRODUCTION

Technology has transformed all aspects of society (Wang, 2024), including the education world. In order to thrive in the digital era, teachers must possess a range of technological competencies that go beyond simply mastering the subject matter. They must be proficient in using tools such as computers, laptops, mobile phones, cameras, and various applications, including social networking services, video editors, browsers, blogs, and presentation applications. Teachers who can activate and integrate these technologies into their teaching practices will be better equipped to engage and support students in their learning process. It aligns with one of the ISTE standards (The International Society for Technology in Education), which describes teachers needing to explore practices leveraging technology to improve students' learning (ISTE, 2024). Improving their competence in technology contributes to their continuing professional development as teachers. Besides, skills, knowledge, and attitude toward technology are predictive of their use of technology, as suggested in a study looking at a particular technology, which is the internet (Mota & Cilento, 2020).

Teachers could use technology as a teaching and learning activity or as their instruction content (Guggemos & Seufert, 2021). Furthermore, integrating technology into their professional development allows teachers to enhance student engagement and motivation. Teachers can use online-based resources to create interactive and engaging learning materials directly involving students in the learning process. This fosters more intensive communication between teachers and students and empowers students to become active participants in their education.

In today's constantly evolving educational landscape, teachers must embrace technology and utilize it to enhance the teaching and learning experience. Embracing technology in their professional development will enable the teachers to provide alternative options for their students to demonstrate their competence using technology (ISTE, 2024). Incorporating innovative technology into teachers' professional development can enhance the learning experience and foster continuous growth. By utilizing innovative technology, teachers can explore new teaching methods, engage in collaborative learning opportunities, access a vast array of educational resources, and stay up to date with the latest research and best practices in their field (Razak, Othman, Hamzah, & Zulkifli, 2014)..

The Indonesian government has launched many episodes of emancipated learning (Merdeka Belajar) for its education transformation. One of the episodes is launching Platform Merdeka Mengajar (PMM hereafter) (Direktorat Sekolah Dasar, 2024). It is known as the 15th episode of Merdeka Belajar. It is also known as one of the priorities for school digitalization. PMM provides references and resources for teachers to improve their teaching and learning quality when implementing an emancipated curriculum (Kurikulum Merdeka). It

could be one of the strategies for teacher professional development (TPD) categorized as program-based TPD (Qian, Junfeng, Wang, Chen, & Chengming Yang, Mei Li, Jing Wang, Kaiyu Yi, Xibin Han, Guoqiang Cui, 2024).

Furthermore, PMM encourages teachers to be more productive and share their best practices. It is a specific platform for teachers in which they will be able to do their macro learning, participating in online courses to build their capacity and competence. Besides, the platform enables the teachers to complete a step-by-step course on a topic of their choice, and finally, they obtain a nationally-acknowledged certificate.

This locally contextualized professional development has proven promising (Hennessy et al., 2022). Their study of technology use in middle-low income countries has shown various technology-mediated teacher professional development such "as virtual coaching, social messaging, blended learning, video-stimulated reflection, and use of subject-specific software/applications" (ibid, p.1). PMM application provides space and opportunities for sharing their practice and easily accessible learning opportunities for the teachers. These two strategies contribute to developing teachers' digital competence (Chiu, 2022). When viewed through the lens of teacher professional development, building an online platform like the one provided in PMM has proven to be an exemplary good practice conducted in China (Tiedao Zhang, Qian Zhou, Chengming Yang, Xiaojing Bai, Xibin Han, Guoqiang Cui, 2024). This digital competence might improve teachers' technological pedagogical content knowledge (TPACK) (Schmidt, Koehler, & Shin, 2009) as an inseparable aspect in this digital era.

The Ministry of Education has encouraged using PMM to support teachers' professional development (Kemdikbud, 2022). However, teachers still need to maximize the use of PMM. Since PMM is a new platform, in the long run, it is expected to be a place where teachers can professionally develop their competence to improve the quality of their teaching and learning activities. Adopting new technology, including PMM in this case, is often influenced by many factors such as motivation, readiness level, acceptance, and the teachers' technological competence. One way of assessing the technology readiness level is by looking at what encourages and discourages the adoption of new technology in teachers' practice.

Parasuraman and Colby (2015) have explained that there are four constructs determining how people use new technology. Further, they underscore the idea of the technology readiness index (Parasuraman & Colby, 2015). The four constructs include optimism, innovativeness, discomfort, and technology. The first two constructs are categorized into enabling factors, and the rest are the inhibiting factors. These four constructs are essential in determining whether people are ready to embrace the new technology. Digital self-efficacy is likely to support the use of technology (Moreira-Fontán, García-Señorán, Conde-Rodríguez, & González, 2019) as opposed to other technology-related traits like distrust and discomfort (Parasuraman & Colby, 2015). Furthermore, optimism and innovativeness are the other constructs of the technology readiness index that contribute to enabling factors.

Drawn to the focus of the study, which is the use of PMM as the new technology for Indonesian teachers, it is important to analyze how teachers adopt this new technology. It is one form of locally-contextualized professional development using technology (Hennessy et al., 2022). Therefore, exploring the factors influencing teachers in utilizing PMM optimally could contribute to understanding teachers' practice of using technology as part of their professional development. The use of PMM has been introduced and facilitated by many community service activities (Hasmawaty, Muliati, & Bachtiar, 2023; Ramdani, Yuliyanti, Rahmatulloh, & Suratman, 2022; Surani, Asnawati, & Kusuma, 2022).

Surprisingly, factors influencing teachers' use of PMM in their professional development have yet to be extensively investigated. Little has been explored about the use of PMM; a previous study has investigated the effectiveness of PMM for teaching with a limited number of teachers as participants (Eliya Husnatu , Ramdini , Neng Siti Nur, Sadiyah, Zahira, 2022). Therefore, exploring what motivates and hinders teachers from using PMM sheds new light on teacher professional development facilitated through technology, viewed through the lens of the Technology Readiness Index. This study aims to investigate the enabling and inhibiting factors influencing teachers' use of Platform Merdeka Mengajar (PMM) for professional development, by examining the four core constructs of the Technology Readiness Index 2.0 (optimism, innovativeness, discomfort, and insecurity) as proposed by Parasuraman and Colby (2015)

METHODS

This study adopted the quantitative approach to describe the factors that motivated and hindered teachers from utilizing PMM in their professional development. The study wanted to establish the overall view of the teachers in using PMM and how their views varied among them (Creswell, 2012) to establish the overall tendency of responses from individuals. The study involved primary school teachers in Boyolali. Teachers in this area were encouraged by the education authorities at the regency level to use actively and access PMM as part of school digitalization. Those teachers had various backgrounds in Information Technology competence. The young teachers were more familiar with accessing applications or new technology than the old ones. Therefore, gaining their view of using this platform was beneficial, especially concerning its influencing factors.

The current study was a non-intervention research since it did not involve any intervention that affected the outcome (Creswell, 2012). This study employed a survey design, which was administered using Google Forms. The survey instruments were adapted from Parasuraman & Colby (2015) with their Technology Readiness Index 2.0. The study used convenience sampling, meaning the participants were willing to be studied. Potential participants, primary school teachers in the Boyolali area, were invited to participate in this study. There were 303 primary school teachers participating in this study. They were asked to answer the 16-item questionnaire and inform their consent. Those teachers consented when they filled in the questionnaire using Google Forms.

The instrument used for this study covered the four constructs of the Technology Readiness Index. They were optimism (4 items), innovativeness (4 items), discomfort (4 items), and insecurity (4 items). The survey used 5 Likert scales from strongly disagree to

strongly agree as the ordinal variable (Bryman & Cramer, 2012). The following table shows the sample items for each construct investigated in this study.

Table 1. Sample item of the questionnaire

Construct	Sample item
Optimism	Platform Merdeka Mengajar contributes to better planning and implementation of teaching and learning.
Innovativeness	Among my colleagues, I was the first to acquire Platform Merdeka Mengajar when it was launched.
Discomfort	I am not comfortable with the technical support provided by Platform Merdeka Mengajar.
Insecurity	I am too dependent on Platform Merdeka Mengajar when I look for any reference about teaching or Kurikulum Merdeka (emancipated curriculum)

Apart from the items on the investigated constructs, the questionnaire collected demographic information such as age, how long the teachers have been using Platform Merdeka Mengajar, how they accessed the platform, and whether they had it installed on their devices.

Finishing with the data collection, the data analysis was conducted statistically. The analysis comprised two steps. Firstly, the study tried to describe the demography of the participants, including how they accessed the platform. The percentage of each demographic information was described to gain a general understanding of the participants. Secondly, descriptive statistic analysis was done to get the general tendency in the data (Creswell, 2012). It was used to look at the mean (average of score), mode (a score that frequently appears), and standard deviation (indicating the dispersion of the score) of the data. Besides, Cronbach's Alpha was calculated to see the internal validity. Having the statistical data analysis done, the study proceeded with interpreting the data and cross-examining it with the previous or existing research. At this stage, there was also a chance to provide a detailed analysis of the study's results.

The reliability analysis showed a score of 0.76 for the Cronbach Alpha which indicated that all the items used for the data collection were reliable. Not only, the items were reliable but they were also valid. The validity analysis showed that all the items had a higher value of Pearson Product Moment correlation coefficient compared to the r table. The coefficient ranged from 0.29-0.59 , meanwhile the r table coefficient was 0.113.

RESULTS & DISCUSSION

This section reports the data analysis after the data collection is completed. The first part describes the demographic information of the participants. The second part deals with the internal validity and reliability of all the items used in the questionnaire. The last part

explains the descriptive statistics to understand the participants' views regarding the enabling and inhibiting factors of utilizing Platform Merdeka Mengajar as part of their technology-mediated professional development. The participants of this study were primary school teachers in Boyolali Regency. The following table demonstrates the demographic information of the 303 participants of the study.

Table 2. Demography of the Participants

Male teachers	222
Female teachers	81
Age range	20 -50 years old

From Table 2, most of the teachers who participated in this study were female, accounting for 73.3% of the total. Surprisingly, there was fair distribution in terms of the age group of the participants. It was quite a balanced distribution of the age group, as shown in the following figure (Figure 1).

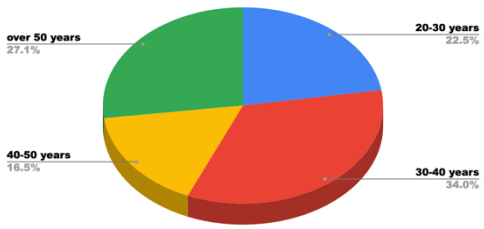

Figure 1. Age Group of the Participants

The figure showed the surprising fact that teachers in the 50 years and over age group occupy more than a quarter percentage of the participants. The younger age group in this study was only 22%. It indicated that fewer young teachers were participating than the older age group. There were two possibilities in this study: they were short of young teachers aged between 20 – and 30 years old, or teachers in this group did not want to participate.

The pie chart (see Figure 2) displayed that 98% of teachers had smartphones to access PMM. There were only 6 teachers who did not have smartphones. Among the 297 teachers, 281 installed the application (Platform Merdeka Mengajar) on their phones, and the rest did not. See Figure 2 for the percentage of the teachers who installed the PMM application on their smartphones.

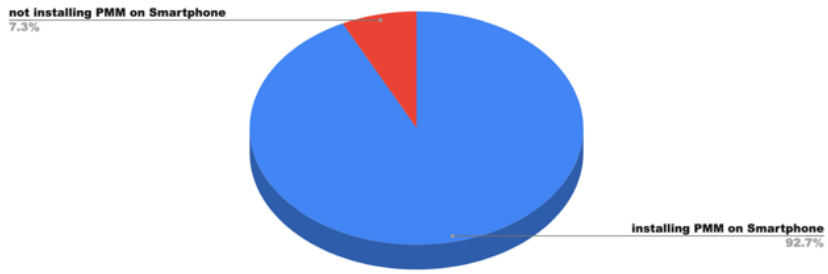

Figure 2. Installing PMM

Regarding the length of PMM application use, 73.9% (224 teachers) have used PMM for more than a year, and the remaining teachers have used the application for less than a year. It might be safe to assume that this condition was acceptable since it was only launched in early 2022. Over half of the teachers have accessed and used the application since the launch. Regarding how teachers access the PMM application, 57% claimed they accessed it on their smartphones and laptops. Only 7.3% of the teachers accessed the application solely on their laptop or personal computer. The rest of the teachers accessed it on their smartphones. The information on how they accessed the application can be seen in Figure 3.

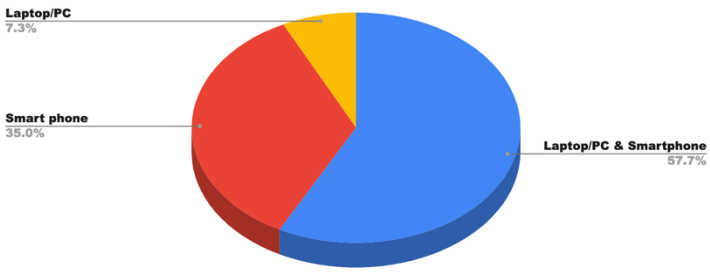

Figure 3. Devices for accessing PMM

The demographic information implied that most of the teachers, regardless of their age, have accessed PMM in one way or another in their day-to-day activities as teachers. Having seen the result of demographic information analysis, it was crucial to see the internal consistency of the survey and its validity. The validity of the instrument was done by using the pearson product-moment correlation. When the Pearson Product - Moment correlation coefficient is bigger than the r table then the data are valid. The validity test result could be seen in Table 3. The table indicated that all items used in the questionnaire were valid.

Table 3. Validity Result Test

Items	Pearson- Product Moment Correlation Coefficient	R-Table	Validity Test Result
OPT1	0.37	0.013	Valid
OPT2	0.47	0.013	Valid
OPT3	0.48	0.013	Valid
OPT4	0.51	0.013	Valid

INN1	0.54	0.013	Valid
INN2	0.59	0.013	Valid
INN3	0.51	0.013	Valid
INN4	0.35	0.013	Valid
DIS1	0.47	0.013	Valid
DIS2	0.48	0.013	Valid
DIS3	0.48	0.013	Valid
DIS4	0.52	0.013	Valid
INS1	0.44	0.013	Valid
INS2	0.44	0.013	Valid
INS3	0.44	0.013	Valid
INS4	0.29	0.013	Valid

The internal consistency was calculated using Anova-two factors without replication and Cronbach's Alpha formula. The Cronbach's Alpha indicating the internal consistency of the item used in the survey instrument was 0.76. It showed that the survey had acceptable internal consistency; it was reliable to measure what it was supposed to measure in the study.

Table 4. Anova -Two Factors Without Replication and Cronbach's Alpha

Source of Variation	SS	df	MS	F	P-value	F crit
Rows	873.60	302	2.89	4.08	0	1.14
Columns	2925.65	15	195.04	275.66	0	1.66
Error	3205.10	4530	0.71			
Cronbach's Alpha	0.76					

The descriptive statistics result for both factors investigated in this study is presented in the following table (Table 5).

Table 5 . Factors Influencing the Use of Platform Merdeka Mengajar

Factors	N	Max	Min	Mean	Standard Deviation	Mode	Sample Variance
Enabling Factors	303	5.00	1.88	3.74	0.61	3.63	0.38
Inhibiting Factors	303	5.00	1.00	2.40	0.69	3.00	0.48

The mean of the enabling factors was 3.74. The enabling factors comprised two constructs: optimism and innovativeness. It suggested that teachers' positive views of PMM and their belief that it benefits their teaching professional development influenced them to use the technology. Moreover, their thought of being pioneers (Parasuraman & Colby, 2015) in using technology drove them to use the platform as encouraged by their educational authorities. Furthermore, this high mean value revealed that optimism and innovativeness encouraged teachers to use the locally contextualized form of technology-mediated professional development (Hennessy et al., 2022).

Even though the enabling factors seemed to highly influence teachers in using PMM, the inhibiting factors could not be taken for granted either. The table showed that the mean for the inhibiting factors was 2.40. The number lies between the categories of disagree and neutral. This reflected that, somehow, there were still factors that hindered the teachers from using Platform Merdeka Mengajar. Looking back at the constructs contributing to the inhibiting factors, feeling uncomfortable and insecure about the technology might discourage them from using it. This was consistent with the inhibiting factors coined by Parasuraman & Colby (2015).

Table 6. Enabling Factors in Using PMM Application

Construct	N	Max	Min	Mean	Standard Deviation	Mode	Sample Variance
Optimism	303	5.00	1.00	4.17	0.66	4.00	0.44
Innovativeness	303	5.00	1.50	3.31	0.74	3.50	0.54

The evidence that optimism significantly influenced teachers in using the platform or application was its value mean of 4.17 (See Table 6). It suggested their view and belief that using PMM simultaneously offered them control of technology, efficiency, and effectiveness. This corresponded to the studies results believed that technology enhanced the quality and efficiency of teaching practices and improved instructional outcomes (Bakar, Maat, & Rosli, 2018; Dahri et al., 2024). In addition, the data represented that more than half of the teachers participating in this study (52%) claimed that PMM contributed to their productivity as teachers and improved their teaching competence. They also acknowledged that the application supported their capacity building through the independent learning provided on the platform. It was such a compelling finding that could impact their pedagogical content knowledge and their professional development. This was aligned with a study indicated that effective online professional development predicted changes in teachers' professional development (Meyer, Kleinknecht, & Richter, 2023).

While optimism indicated a high mean value, innovativeness played quite a significant role, with a mean of 3.31. This number was between the neutral category and agreed on the Likert scale. Innovativeness referred to the tendency to be a pioneer. In other words, teachers were leaning towards neutrality in judging themselves to pave the way for using new technology. Nonetheless, when the two constructs combined, they motivated the teachers to use PMM in their teaching and learning activity, including their mediated-technology professional development. Their belief and positive views of themselves in using new technology were also part of their digital self-efficacy as they viewed themselves as being able to utilize technology (Moreira-Fontán et al., 2019).

The result of the study suggested that two constructs serving as inhibiting factors had the mean value of 2.18 and 2.16 (see Table 7). Both means were slightly above the disagree option on the Likert scale. It might represent the idea that they are comfortable and secure using PMM as part of their professional development. The low mean value also suggest that the teachers did not really perceived the inhibiting factors. This could reflect a supportive user experience design alignment with their professional development needs. This fostered a psychologically safe and technologically enabling environment for the teachers to engage with the platform (Teo, 2011). The mean value also reflected minor

usability issues or probably situation access challenges especially those in undeserved area (Zhao, Pinto Llorente, & Sánchez Gómez, 2021)

Table 7. Inhibiting Factors in Using Platform Merdeka Mengajar Application

Construct	N	Max	Min	Mean	Standard Deviation	Mode	Sample Variance
Discomfort	303	5.00	1.00	2.18	0.81	2.00	0.65
Insecurity	303	5.00	1.00	2.61	0.72	3.50	0.51

Apart from the data showing that the constructs of discomfort and insecurity did not affect the use of PMM in general, it was quite surprising to see more than 30% of the participant indicate their neutral choice whether the insecurity hinders them from utilizing the platform to support their teaching and learning activity. This neutrality reflected a latent apprehension in using the platform. The finding resonated with Parasuraman & Colby (2015) which posited insecurity was one of the psychological inhibitors that could manifest as hesitancy in adopting technology. This might result from the participants wanting to be safe in expressing their views, or it was what they perceived regarding the construct of insecurity.

Regarding the construct of discomfort, items stated that they were uncomfortable using Platform Merdeka Mengajar presented a surprising number; more than a quarter of the participants (215 teachers) stated that they did not agree with the statement (see Figure 4). It showed that they were comfortable enough using the application. Furthermore, 72 teachers claimed neutrality in expressing their view of the discomfort in using PMM. Again, the neutral option might be their way of expressing their opinion to be safe, or it may reveal how they felt about the discomfort. The response pattern displayed in this study exhibited a high level of confidence for the technology user and technology readiness aligned with TRI 2.0 that characterized discomfort as one of the key inhibitors in digital engagement (Parasuraman, 2000).

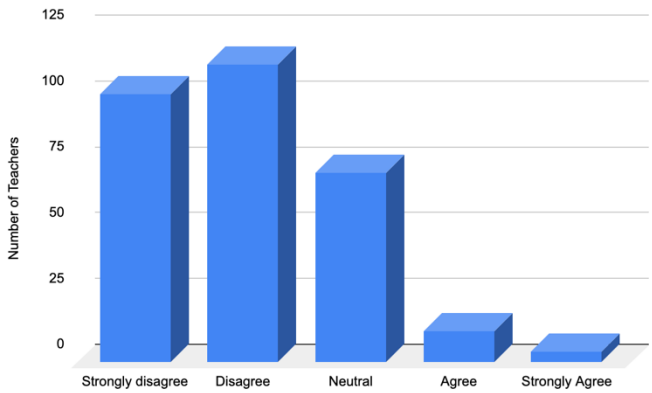

Figure 4. Participants View on the discomfort of using PMM

The results show that optimism and innovativeness significantly motivate primary school teachers in this study to use the PMM application on their smartphones, laptops, or personal computers. This aligns with Parasuraman & Colby (2015), who identified optimism and innovativeness as the enabling factors in adopting technology. Teachers who view

digital platform could empower them were more likely to integrate PMM into their professional development practices. They perceived the platform to be useful and could contribute to their professional development. This conformed to perceived of use construct in Technology Acceptance Model (Venkatesh & Davis, 2000)

On the other hand, the construct's discomfort and insecurity did not hinder the teachers from using the application since more than half of the participants were on the neutral side, leaning towards the disagree position. The findings help us understand that the teachers started embracing and utilizing the new technology for their professional development. At the same time, being comfortable and optimistic in using new technology might enhance their digital self-efficacy and competence. The finding of the study implies that optimism and innovativeness are indeed strong predictors of technology adoption (Parasuraman, 2000; Parasuraman & Colby, 2015) . It further demonstrates that even in traditionally low-tech environments like primary education, these positive dimensions are powerful enablers of technology adoption. This corresponded to the idea that technology readiness predicted the ease of use and perceived value of smart classroom adoption in Thailand (Kim, Jitpakdee, Praditsilp, & Issayeva, 2025). The findings also validate that TRI 2.0's theory asserting that individuals who have a positive view of technology and a tendency toward early adoption are more likely to embrace new digital tools (Parasuraman, 2000)

CONCLUSION

The present study was designed to examine what motivated. It inhibited teachers from using PMM Application as part of their journey in their professional development, as seen using adapted constructs of technology readiness index 2.0. The findings indicated that optimism and innovativeness did contribute to the enabling factors. Meanwhile, the inhibiting factors did not significantly inhibit teachers in this study from utilizing the PMM application. Understanding how teachers embrace and use the application could help policymakers initiate a program for optimizing similar applications to develop teachers' digital competence from the school to the district, even to the regency level. This study is limited because it was restricted to primary school teachers and employed a quantitative approach. Research could involve high school or early education teachers. By investigating those teachers, a more thorough picture of how teachers utilize PMM would provide insights for those policymakers and other school stakeholders to maximize the use of this application to build teachers' capacity for a better quality of teaching and learning.

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