

## Technology Acceptance Among English Teachers: A UTAUT Framework to Merdeka Mengajar Platform (PMM)

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### ABSTRACT

This study explored the acceptability of the Merdeka Mengajar Platform (PMM) among Indonesian English educators using the UTAUT framework. Fifty English teachers completed a questionnaire, and data were analyzed through structural equation modeling. Key factors examined included Behavioral Intention (BI), Use Behavior (UB), Social Influence (SI), Effort Expectancy (EE), Performance Expectancy (PE), and Facilitating Conditions (FC). Results revealed that Effort Expectancy significantly influenced Behavioral Intention in 73.3% of respondents, while Performance Expectancy and Social Influence had no significant impact. Facilitating Conditions also did not affect Use Behavior. The study highlighted the importance of improving user-friendly features to enhance Behavioral Intention. Future research should investigate why Performance Expectancy and Social Influence have limited effects on technology adoption in education.

*Keywords:* Behavioral intention, English teachers, PLS-SEM, PMM, technology acceptance, use behavior, UTAUT

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### INTRODUCTION

Technology has revolutionized teaching and learning processes in education in recent years, becoming an essential component of the curriculum. It is becoming more widely accepted that integrating digital tools and platforms into the classroom can improve instruction, develop students' problem-solving abilities, and increase student engagement (Khan & Emara, 2018). The Merdeka Mengajar Platform (PMM),

created to support educators in providing high-quality instruction in line with the Merdeka Curriculum, is one example of an invention in Indonesia. This platform offers a wealth of resources that promote a more dynamic and interactive learning environment, such as lesson plans, teaching materials, and assessment tools (Ikram et al., 2023; Marisana et al., 2023; Pusat Informasi Kemendikbud, n.d.).

The benefits that PMM offers, like resource sharing and teacher cooperation, underscore its significance in the field of education. According to Weng et al. (2018), teachers can cooperate and exchange resources more effectively when they use technology-based teaching tools like those offered by PMM. To be fully effective, however, PMM platforms need to properly understand the aspects impacting teachers' adoption and usage of these digital tools. It is necessary to address a number of issues that affect teachers' readiness and willingness to adopt these advances to successfully integrate technology into education (Erni et al., 2023; Lestari & Khusyairi, 2023; Sudarsih, 2023).

## **PROBLEM STATEMENT**

Despite the advantages of technology, barriers remain to its adoption in classrooms. Various factors affect teachers' willingness and ability to use digital tools. The Unified Theory of Acceptance and Use of Technology (UTAUT) offers a comprehensive framework to explore these issues. Understanding these factors is crucial for improving the effectiveness of educational platforms like the Merdeka Mengajar Platform (PMM).

## **RESEARCH QUESTIONS**

This study explores the factors influencing English teachers' use of the Merdeka Mengajar Platform (PMM) by applying the UTAUT model, aiming to guide platform improvements for better adoption. The main constructs examined include Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC), with Behavioral Intention (BI) and Use of Behavior (UB) as dependent variables (Venkatesh et al., 2003). Hypotheses suggest that PE, EE, and SI influence BI, while UB is strongly affected by FC and BI. Data were gathered via a survey of 50 English teachers in Indonesia using a structured questionnaire with a five-point Likert scale.

The Indonesian Ministry of Education 2023 designed PMM to support the Merdeka Curriculum, providing resources for lesson planning, student assessment, and professional collaboration. Research shows that PMM enhances teaching efficiency and integrates technology into classrooms (Hakim & Abidin, 2024; Wang et al., 2023). Analyzing data with partial least squares structural equation modeling (PLS-SEM), the study finds that EE significantly impacts BI, while PE and SI do not. Most participants, with 6-10 years of teaching experience, use both digital and traditional resources and favor discussion-based methods, indicating a strong integration of PMM into their teaching practices. This study's

insights contribute theoretically and practically to the platform’s development, addressing the digital shift in education (Venkatesh et al., 2003).

Based on the provided data, Figure 1 shows the significant and non-significant paths, along with the respective p-values, that indicate the strength and impact of each factor on Behavioral Intention (BI) and Use Behavior (UB). For example, Behavioral Intention (BI) has a significant impact on Use Behavior (UB). In contrast, other factors like Performance Expectancy (PE) and Social Influence (SI) do not have a significant impact on Behavioral Intention.

The results indicated that effort expectation is a major factor influencing teachers’ BI to use PMM. This result is consistent with earlier studies that highlight the significance of usability in the adoption of technology (Venkatesh et al., 2003). In addition, the fact that PE and SI had no discernible effect on behavioral intention raised the possibility that teachers might place more value on usability than on perceived performance gains or peer pressure (Al-Rahmi et al., 2019). Thus, the lack of significance for Facilitating Conditions indicates that while resources and support are necessary, they are insufficient without strong Behavioral Intention to drive actual usage.

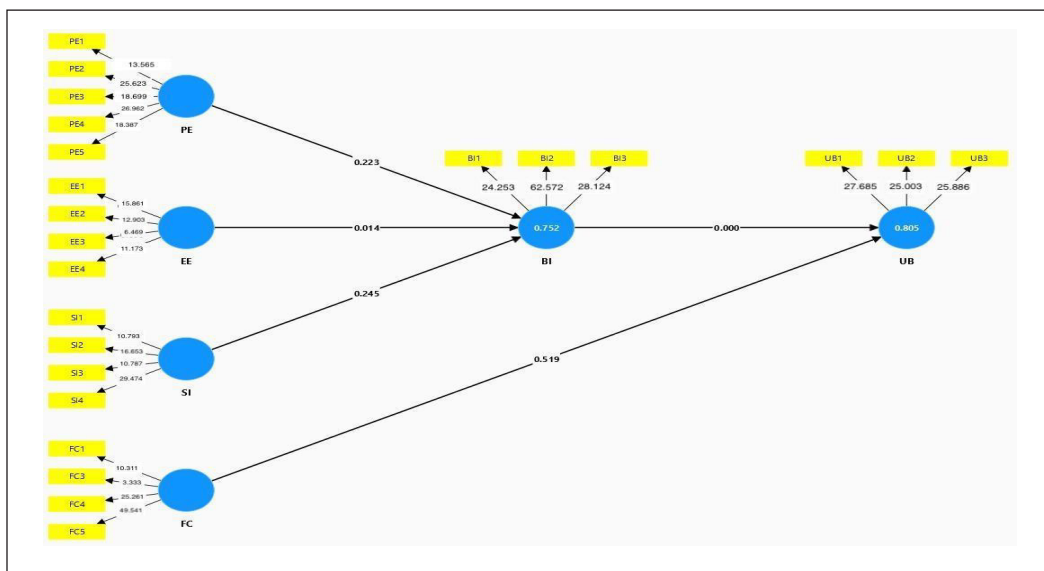


Figure 1. Structural model

## CONCLUSION

This survey indicates that English teachers had a generally positive opinion of the Merdeka Mengajar Platform (PMM), with a Behavioral Intention (BI) score of 3.933, or around 73.3% approval. It suggests that there is a good chance that educators will use PMM in their instruction. The results emphasize the importance of components such as

simplicity of use and the requirement for a welcoming environment in promoting PMM adoption. Policymakers and school administrators should strengthen the platform's usability, performance features, and teacher support and resource availability to secure its long-term viability. To boost acceptance, future iterations of PMM should prioritize enhancing the user experience and providing additional professional development opportunities. Further studies should look at other factors that might influence technology uptake, like teachers' opinions on digital teaching, as well as the long-term effects of PMM on student outcomes.

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