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Awards

2012-13 Travel & Minor Research Award, Simon Fraser University
Emerging Technologies Acceptance in Online Tutorials: Tutors’ and Students’ Behavior

ABSTRACT

Tutors’ and students’ intentions to use emerging technologies (ETs) in e-learning systems in higher education institutions are a central concern of researchers, academicians, and practitioners. Higher education institutions are investing substantial resources to incorporate and maintain the infrastructure of e-learning systems; however, tutors’ and students’ intentions to use ETs in e-learning systems in higher education distance learning are relatively low. In this context, the goal of this study was to investigate the factors that may affect tutors’ and students’ intentions to use ETs in online tutorials. Based on a literature review of technology acceptance, this study proposed a theoretical model predicting tutors’ and students’ intentions to use ETs based on their ETs reaction (ETsR), ETs understanding (ETsU) and technology competencies (TCs). Consequently, this study investigated the relationships of three independent variables to the dependent variable, intention to use ETs.

A Web-based survey was designed to empirically assess the effect of the aforementioned constructs on tutors’ and students’ intentions to use ETs in online tutorials. The web-based survey was developed as a multi-item measure using Likert-type scales. Existing validated scales were used to develop the web-based survey. The target population of this study was tutors and students of the Open University of Indonesia (Universitas Terbuka-UT). This constituted 436 potential survey tutor participants and 3,385 student’s participants. I collected 159 responses from tutors (126 fully completed), representing a response rate of approximately 36.5% and I collected 1,734 responses from students (1,201 fully completed), representing a response rate of approximately 51.2%.

Four statistical methods were used to formulate and test predictive models: Exploratory Factor Analysis (EFA), Multiple Linear Regression (MLR), Ordinal Logistic Regression (OLR) and Binary Logistic Regression (BLR). The statistical analysis results showed that the theoretical model was able to predict instructors’ and students’ intention to use ETs in online tutorials. However, not all three independent variables showed significant relationships with the dependent variable. Results of MLR and OLR analyses were consistent on technology competencies (TC) as having the greatest weight on predicting instructors’ and students’ intentions to use ETs, while ETsU in the MLR analysis was found to have the least weight.

This study contributed to the body of knowledge by providing empirical results for the key constructs that affect tutors’ and students’ intention to use ETs in online tutorials. Results of this research may also help UT to concentrate its efforts on ways to address tutors’ and students’ technology competencies as it was found to be the most significant factor affecting ETs acceptance by them.

Academic Record

Doctor of Philosophy – Curriculum, Theory and Implementation, Simon Fraser University

Dissertation – Emerging Technologies Acceptance in Online Tutorials: Tutors’ and Students’ Behavior

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Positions

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