

## ABSTRACT

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**“THE EFFECT OF *SELF-EFFICACY*, SOCIAL INFLUENCE AND DIGITAL COMPETENCE WITH INTERVENING VARIABLE OF PRACTICAL PROFICIENCY TO THE TEACHER’S BEHAVIORAL INTENTION AND TEACHING EFFECTIVENESS AT XYZ SCHOOL”**

(xvi + 163 pages: 33 figures; 26 tables; 13 attachments)

The purpose of this research is to examine the effect of self-efficacy, social influence and digital competence with intervening variable of practical proficiency to the teacher’s behavioral intention and teaching effectiveness at XYZ school. The use of different curricula in school recently requires teachers to have additional jobs to create curriculum maps so that the entire material from the curriculum can be completed in one school year and requires each teacher to have sufficient competence and professionalism so that they can carry out his duties in teaching. With this demand, the teacher is expected to be more innovative, flexible and efficient in carrying out their duties. They are expected to be able to deliver students to achieve their higher level educational both in Indonesia or in other countries. The school’s performance in educational business can be measured from the teaching effectiveness and teacher’s behavioral intention. The research is also to determine the teachers’ intentions to use information and communication technology (ICT) in their teaching-learning process. Data were collected from 98 teachers who participated in the survey. Respondents were teachers at a high school in South of Jakarta. The teachers answered the questionnaire given. Structural equation modelling (SEM) was used to test a hypothesized the relationship between self-efficacy, social influence, digital competence using intervening variable of practical proficiency to behavioral intention and teaching effectiveness using ICT. Practical Proficiency was seen to have the highest influence on teacher’s behavioral intention to use ICT, while digital competence and social influence had a low direct effect. Design of the research has shown that there is a positive effect of self-efficacy to practical proficiency, social influence to practical proficiency, self-efficacy to behavioral intention, practical proficiency to behavioral intention and behavioral intention to teaching effectiveness.

Keywords: teaching effectiveness, behavioral intention, practical proficiency, digital competence, social influence, self-efficacy, ICT, SEM

References: 65 (2008 – 2018)

## ABSTRAK

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### **“PENGARUH *SELF-EFFICACY*, *SOCIAL INFLUENCE*, *DIGITAL COMPETENCE* DENGAN VARIABEL MEDIASI *PRACTICAL PROFICIENCY* TERHADAP *BEHAVIORAL INTENTION* DAN *TEACHING EFFECTIVENESS* GURU DI SEKOLAH XYZ”**

(xvi + 163 halaman: 33 gambar; 26 tabel; 13 lampiran)

Tujuan dari penelitian ini adalah untuk menguji pengaruh *self-efficacy*, *social influence* dan *digital competence* dengan menggunakan variabel mediasi *practical proficiency* terhadap *behavioral intention* dan *teaching effectiveness* guru di sekolah XYZ. Penggunaan berbagai kurikulum di sekolah baru-baru ini mengharuskan guru untuk memiliki pekerjaan tambahan untuk membuat peta kurikulum sehingga seluruh materi dari kurikulum dapat diselesaikan dalam satu tahun sekolah dan mengharuskan setiap guru untuk memiliki kompetensi dan profesionalisme yang memadai sehingga mereka dapat melaksanakan tugasnya. tugas dalam mengajar. Dengan tuntutan ini, guru diharapkan lebih inovatif, fleksibel dan efisien dalam menjalankan tugasnya. Mereka diharapkan dapat mengantarkan siswa untuk mencapai tingkat pendidikan yang lebih tinggi baik di Indonesia maupun di negara lain. Kinerja sekolah dalam bisnis pendidikan dapat diukur dari efektivitas mengajar dan niat perilaku guru. Penelitian ini juga untuk menentukan niat guru untuk menggunakan teknologi informasi dan komunikasi (TIK) dalam proses belajar-mengajar mereka. Data dikumpulkan dari 98 guru yang berpartisipasi dalam survei. Responden adalah guru di sebuah sekolah menengah di Jakarta Selatan. Para guru menjawab kuesioner yang diberikan. Pemodelan persamaan struktural (*Structural Equation Modelling*, SEM) digunakan untuk menguji hipotesis hubungan antara *self-efficacy*, *social influence* dan *digital competence* dengan menggunakan variabel mediasi *practical proficiency* terhadap *behavioral intention* dan *teaching effectiveness* menggunakan TIK. *Practical proficiency* dipandang memiliki pengaruh tertinggi pada *behavioral intention* guru untuk menggunakan TIK, sementara *digital competence* dan *social influence* memiliki efek langsung yang rendah. Desain penelitian telah menunjukkan bahwa ada efek positif dari *self-efficacy* terhadap *practical proficiency*, *social influence* terhadap *practical proficiency*, *self-efficacy* terhadap *behavioral intention*, *practical proficiency* terhadap *behavioral intention* dan *behavioral intention* terhadap *teaching effectiveness*.

Kata Kunci: *teaching effectiveness*, *behavioral intention*, *practical proficiency*, *digital competence*, *social influence*, *self-efficacy*, TIK, SEM

Referensi: 65 (2008 – 2018)