

BETWEEN CLICKS AND CONTENT: INDONESIAN ENGLISH TEACHERS' CHALLENGES AND DIGITAL READINESS IN A MOOC-BASED PROFESSIONAL DEVELOPMENT PROGRAMME

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Abstract: This study examines Indonesian English teachers' experiences in a nationally endorsed MOOC-based professional development programme that integrates synchronous and asynchronous learning via a Learning Management System (LMS). Using a mixed-method design (N=35 survey respondents; four in-depth interviews), the study identifies technical, pedagogical, and affective barriers to LMS adoption, including login and navigation problems, curricular misalignment, and variable digital self-efficacy. Despite these challenges, most participants reported improved English competence and interest in further digital professional development. The findings inform recommendations for LMS usability improvements, offline access option, curriculum misalignment, and tiered digital literacy support. Additionally, emotional comfort, such as the level of confidence and peer integration, should also be considered. However, nearly all participants reported improvements in their English and high interest in further implementation. The article's findings can be instrumental in guiding the development of more user-friendly LMS designs, offline level adaptation, curricular relevancy, and support mechanisms attuned to the most heterogeneous levels of educators' digital competence. They also broaden the current knowledge of teachers' perceptions and readiness for digital-scale professional development and carry numerous practical implications for more inclusive and context-oriented MOOCs.

Keywords: *massive open online course (MOOC), digital readiness, english teacher development, learning management system (LMS)*

INTRODUCTION

The COVID-19 pandemic accelerated the adoption of digital technologies in teacher education, transforming professional development from predominantly face-to-face workshops to distributed online models. Digitalised learning offers broader access to resources and greater flexibility, but teachers still face barriers, such as limited infrastructure, technical difficulties, and insufficient experience with online platforms, that can undermine the effectiveness of such programmes (Alam et al., 2022).

Yet, despite the power of digital learning, teachers still must overcome challenges for technology to add value to their professional growth. These barriers include restricted access

and infrastructure, technical challenges, and lack of experience in using digital platforms (Reisoğlu, 2022). Lack of experience and technical support often affected teachers' confidence, which eventually impacts the effectiveness of online learning.

The use of Massive Open Online Courses (MOOCs), which are usually assisted by Learning Management System is one new approach. According to Liyanagunawardena et al. (2013) MOOCs serve as learning models designed to connect participants on a large and open scale. Additionally, Siemens (2013) described MOOCs as an educational innovation that facilitates participatory learning for diverse audiences in the internet era. On the other hand, LMSs are tools that manage the technical aspects of online learning, including material distribution, discussions, assessments, and monitoring of the learning process. LMS is designed as a software application used to provide, deliver and manage educational content (Bradley, 2020). This combination allows teacher professional development programmes to be more structured, flexible, and systematically monitored.

An extensive number of studies support the effectiveness of MOOCs in enhancing teacher skills and competencies. Research shows that digital literacy, pedagogical skills, and teaching confidence can be improved by teacher participation in MOOCs (Clipa et al., 2023; Salam et al., 2023). Furthermore, MOOCs may strengthen teachers' engagement in online learning communities fostering collaboration and reflective practice.

However, prior research tends to emphasise the wide benefits of MOOCs with less attention to the challenges experienced by teachers and their level of digital readiness has received particularly in the Indonesian context. Clearly mapping teachers' challenges and digital readiness is crucial to ensuring the successful implementation of MOOCs as professional development programmes.

Although MOOCs and LMSs have been shown to support teacher learning and digital literacy, a few studies have systematically mapped the specific challenges and levels of digital readiness among Indonesian EFL teachers participating in nationally endorsed MOOC programmes. This study addresses that gap by applying the Unified Theory of Acceptance and Use of Technology (UTAUT) framework and the concept of self-efficacy to analyse teachers' experiences and readiness. UTAUT framework describes factors influencing technology acceptance, such as performance expectancy, effort expectancy, social influence, and facilitating conditions (Venkatesh et al., 2003; Reisoğlu, 2022; Wati et al., 2025). Additionally, the concept of self-efficacy which refers to teachers' confidence in their ability to perform a specific task strengthens this study (Bandura, 1997). Self-efficacy is essential since the way teachers experience and adapt to LMS was affected by their confidence. By combining UTAUT and self-efficacy, this study provides a more comprehensive approach of comprehending the elements influencing teachers' participation in LMS-based MOOCs.

Based on the framework applied, this research aims to answer two main questions: 1. What challenges do English teachers in Indonesia encounter when engaging with the LMS in a MOOC-based professional development program receiving national endorsement? 2. How does digital readiness influence teachers' ability to participate effectively in a nationally endorsed MOOC-based professional development programme?

The purpose of this study is to trace the problems experienced by English teachers in Indonesia who are engaged in a nationally adopted MOOC-based teacher professional development and to analyse how digital readiness can affect their participation effectiveness. It is hoped that the

results of this study will contribute to the theoretical level related to adoption of educational technology and practical level for policymakers and those responsible with teacher's training.

METHODS

Employing a mixed-methods approach, to get a full picture of Indonesian EFL teachers' experiences with LMS as part of a national MOOC programme, both quantitative and qualitative data were gathered.

Mixed-methods design was used to provide a comprehensive understanding of Indonesian EFL teachers' experiences in utilising LMS in MOOC-based professional development. According to Creswell and Creswell (2018), mixed-methods design ensures it makes sense to employ two different strategies to ensure that the understanding of the subject is both broad and deep by integrating narrative descriptions and numerical data. For instance, the quantitative part focused on patterns related to usability, digital competence, and perceived challenges, while the qualitative phase tried in more detail to examine individual experiences and contextual factors.

The participants in this study were 35 English teachers still teaching who had completed training in 2024. These teachers came from various regions and taught at either the junior or senior high school level. All participants voluntarily completed an online survey distributed via Google Forms at the end of the training. To enrich the data, five teachers were purposely selected for in-depth interviews based on the variety of their survey responses and willingness to participate further. This selection strategy allowed for maximum variation in terms of teaching experience, digital literacy, and reactions to LMS (Cohen et al., 2017).

The data were collected using two main instruments. The first was a structured online survey, consisting of multiple-choice, Likert-scale, and open-ended questions designed to gather information on the participants' digital readiness, challenges in using LMS, and perceptions of its relevance and usability. The second instrument was a semi-structured interview guide, which included open-ended questions covering technical difficulties, pedagogical application, and teachers' suggestions for improving the LMS experience. Then the teachers responded in face-to-face interviews, each lasting (on average) about half an hour long. This way has attendant advantages of flexibility, accessibility, and safety for respondents, after all unbearable considering the heavy teaching load.

In this study, the main focus will be the difficulties faced by teachers, and what aspects of digital literacy affect their use of LMS. Drawing from the Unified Theory of Acceptance and Use of Technology (UTAUT) (Kundu et al., 2021; Reisoğlu, 2022) and the notion of self-efficacy (Clipa et al., 2023), the analytical frameworks delve into aspects like performance expectancy, effort expectancy, social influence, and facilitating conditions, as well as teachers' confidence in their capacity to utilise digital technology.

Referencing the UTAUT elements and self-efficacy dimensions, thematic analysis was used for data analysis, particularly in the coding process. From this process, two research focuses were addressed by the emerging main themes: (1) challenges encountered by teachers when using LMS in MOOC programs, and (2) factors that define digital readiness and influence the effectiveness of their participation. The validity of the findings was strengthened through source triangulation (questionnaires and interviews) and peer debriefing with fellow researchers.

FINDINGS AND DISCUSSION

Findings

The UTAUT framework and the concept of self-efficacy can be used to map teachers' perspectives of the use of LMS in a nationally endorsed MOOC-based programme based on the findings of the survey (N=35) and in-depth interviews (N=4).

Performance Expectancy (PE)

Despite its limited relevance to the classroom context, teachers believed that LMS had the potential to support professional development. LMS content was considered relevant by 48% of respondents, neutral by 32%, and less relevant by 20%. In terms of applicability, only 37% of teachers felt LMS activities were very applicable in their classrooms.

Table 1. LMS Content Relevance to the Classroom Context

Themes	Answer Descriptions	Percentage
LMS relevance to the classroom context	Relevant	48%
	Neutral	32%
	Less relevant	20%

The curriculum gap is revealed from the interview as Teacher A noted, *"I hope LMS can adapt the material to the school curriculum."*

Teachers recognised the potential of LMS for enhancing professional development as well as improving language competence. However, some teachers felt that the content did not completely align with the national curriculum in Indonesia.

Effort Expectancy (EE)

Teachers claimed that the LMS system's navigation and interface were occasionally challenging to use. Based on the survey's findings, 54% of respondents rated the interface as average, 31% of respondents thought it was good, and 15% of respondents felt it was poor. This statistic indicates that most teachers rated the system as "adequate" but not yet ideal.

According to feedback from various teachers, the most difficulties arose during the initial stage of implementation. Teacher C said:

"At first, I was confused due to the need to log in to a different website, and the interface navigation was confusing."

The challenges identified encompassed the login procedure, the layout of menus, and the terminology used within the platform. Teachers who had previous experience with LMS generally grasped the concepts more quickly than those with lower digital experience.

Issues that emerged included the login procedure, menu layout, and the use of specific terminology within the platform. Teachers with prior experience with LMS tended to understand the concept faster, while teachers with limited digital experience were more confused.

After multiple attempts, though, some teachers reported that they had adapted to the system's layout and workflow. In other words, the initial effort was comparatively higher but dropped with more LMS experience.

Facilitating Conditions

According to the results of the questionnaire, teachers encountered some technical challenges when utilising LMS. Delayed loading (62%) was the most commonly reported issue, followed by login difficulties (45%), and loss of progress data (40%). These percentages indicate that most participants faced technical challenges, but with varying degrees of severity.

Table 2. Technical Challenges When Using LMS

Themes	Answer Descriptions	Percentage
Technical challenges when using LMS	Delayed loading	62%
	Login difficulties	45%
	Loss of progress data	40%

The teacher described their experiences with these issues in the interview. *“Technically, there weren't really any problems; just the network was unstable,”* Teacher A clarified.

Numerous teachers reported that the login procedure took a long time and sometimes failed, requiring multiple attempts. Furthermore, the loss of progress data caused some teachers to repeat exercises they had previously completed.

To overcome these challenges, teachers generally sought technical assistance from the facilitator or utilised their own hotspots as an alternative network. Some also turned to conversations in small groups to solve specific errors. This suggests that teachers persisted in finding ways to ensure the learning process with LMS, even when technological barriers occurred frequently.

Social Influence (SI)

Results from the questionnaire and interview indicate that social assistance, both from facilitators and fellow participants, plays a crucial role in effective LMS utilisation. Teachers showed that they frequently turn to interactions outside the LMS—particularly via message application groups and discussions in virtual meeting during live sessions—to support each other when experiencing technical issues or unclear instructions.

In an interview, Teacher C said: *“I usually share it with my classmates when I have problems.”*

It is suggested by these findings that the fostering of a collaborative atmosphere of learning through social support will be helpful in the sustained utilisation LMS, even faced with such persistent technical and cognitive barriers.

Moreover, they found that collaboration between teachers and students has a significant impact on facilitator assistance, especially situations like login issues or incomprehensible courseware.

As group discussions emerged as a primary platform for sharing experiences and finding practical solutions, they felt less alone in confronting challenges.

Self-efficacy

When using LMS, teachers seem to be highly confident. The results revealed that 43% of respondents were very confident, 40% were confident, and just 17% were less confident. Based on this study, the majority of teachers were confident in utilising LMS.

Interviews, though, ratified that experience differed with degrees of digital literacy. The teachers with extensive experience of technology reported a smooth transition process and faced fewer setbacks. Teacher A, for instance, was quoted:

“I can access and finish the exercises through my comparatively good digital literacy.”

On the other hand, teachers who were new to other LMSs or unfamiliar with digital platforms and had not regularly been using digital media were able to learn the LMS workflow. However, peer and facilitator mentoring helped to restore their lost confidence.

Therefore, the results of self-efficacy indicate that among the predictors of teachers' ability to effectively apply LMS to professional learning, is technology use confidence.

Discussion

Performance Expectancy (PE)

Teachers found MEL content very useful to develop competency, but its usefulness to apply to the classroom was not yet that broad. This supports Davis' (1989) findings about usefulness being perceived, that relevance to the needs of the user is a significant determinant of technology acceptance. The absence of congruence with the local curriculum results in a curriculum gap, again found by a comparable study within the Asian EFL context (Kong & Song, 2015), whereby global digital resources were typically not well integrated with national frameworks.

Effort Expectancy (EE)

Some teachers assess the platform's interface navigation as average to poor suggesting that utilising it without prior experience requires a lot of cognitive work. According to UTAUT theory, perceived ease of use directly influences adoption intention (Venkatesh et al., 2003). This result is in line with a study by Sun and Gao (2020), which discovered that while repeated experience can lessen these obstacles, EFL teachers encounter difficulties adjusting when they first engage with a web-based LMS.

Facilitating Conditions (FC)

Significant challenges to LMS adoption include technical issues, such as slow loading times, login issues, and lost progress. The UTAUT model confirms that technology acceptance is influenced by the availability of supportive infrastructure and technical guidance (Venkatesh et al., 2003). This reflection parallels the report by Al-Marroof and Al-Emran (2018), which stipulated that network and system limitations often outweigh the effectiveness of LMSs among developing countries. Within the context of LMS-based MOOCs, using personal hotspots and facilitator guidance recognises the value of facilitating assistance.

Social Influence (SI)

One of the most important factors to overcome barriers to LMS adoption has been demonstrated to be social support from peers and facilitators. According to UTAUT, acceptability of technology is influenced by both social norms and environmental factors. This finding supports the research of Teo (2010), who discovered teachers' readiness to use ICT in the classroom was enhanced by collaboration between teachers and institutional support.

Self-Efficacy

Despite the impact of their digital literacy background, teachers' confidence in using LMS was quite strong. According to Bandura (1997), self-efficacy is closely related to an individual's capacity to face challenges. In this context, teachers with higher digital literacy in this situation adapted more quickly, while teachers with low literacy required more assistance. Liaw's (2008) study emphasised how computer self-efficacy influences perceived usefulness and ease of use of e-learning.

The research results prove once again that LMS acceptance is affected by many elements. It is impacted by content or system quality, by personal factors (self-efficacy), by social factors (peer support and tutor support), and by technical conditions. As for the percentage of teaching faculty able to achieve LMS at an optimum level in the MOOC-based programme, it depends on the extent to which all these elements are brought together. By the UTAUT model with the self-efficacy dimension added, a comprehensive frame of reference for understanding the dynamics of technology acceptance among Indonesian EFL teachers is offered here.

CONCLUSION

This study provides an in-depth examination of the experiences of Indonesian teachers utilising LMS within a nationally recognised MOOC-based training programme. It employs the UTAUT framework, with an added focus on self-efficacy. The results indicate that while LMS

has the capability to assist in enhancing teachers' language competency, its implementation is hindered by various challenges.

Regarding performance expectancy, teachers acknowledge the importance of LMS, yet the limited relevance of the content to the national curriculum creates gaps in its application in the classroom. In terms of effort expectancy, most of teachers considered the interface quite challenging to navigate, especially when they were first starting out. Facilitating conditions emerged as a significant concern, as technical issues like slow loading times, login failures, and loss of data were common occurrences. Moreover, self-efficacy was identified as a critical element; teachers with high digital literacy adapted more rapidly, whereas those with less digital literacy required more assistance.

The primary contribution of this research lies in the application of the UTAUT framework, enriched with the self-efficacy dimension, to comprehend the dynamics of educational technology acceptance in the Indonesia. This shows that psychological factors (self-confidence), social factors (community support), and policy factors (curriculum alignment) are essential for successful LMS adoption, in addition to content quality or infrastructure.

Practically, this research emphasises the importance of:

1. integrating digital content with the national curriculum to increase relevance and applicability in the classroom;
2. simplifying the interface and improving system stability to reduce technical barriers frequently experienced by teachers;
3. continuing digital literacy training programmes to improve teacher self-efficacy, especially those with limited experience with technology; and
4. strengthening the collaborative ecosystem through facilitators and teacher communities to provide social support in addressing technical and pedagogical challenges.

The study's limitations include the relatively small number of participants and the restricted scope of the MOOC-based programme. Therefore, generalisation to a national scale requires more extensive research. Thus, future research could broaden its scope by including a greater number of educators from different educational tiers and examining additional elements such as anxiety related to technology utilisation or the role of institutional support.

In summary, the findings indicate that for the successful and sustainable integration of LMS-based learning technologies in Indonesia, it is essential to adopt a holistic approach that aligns curriculum, technology, individual competencies, and social support.

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BIO STATEMENT

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