ABSTRAK

***The Influence of Digital Divide Internet Access Towards Teachers's Perception
on Bandarlampung's Private Madrasah Aliyah
(A Case Study on Teachers of Private Madrasah Aliyah in Bandarlampung)***

By

Hesty Prihastuti

*The purposes of this study are: 1. Revealing teachers's perception towards
internet on Private Madrasah Aliyah in Bandarlampung, 2. Knowing the influence
of digital divide towards teachers's perception on Private Madrasah Aliyah in
Bandarlampung. Discussing teachers's Perception using Technology Acceptance
Model's Theory (TAM) with 2 constructs, Perceived Ease of Use (PEOU), and
Perceived Usefulness (PU). Research population is consist of 8 Privates
Madrasah Aliyah in Bandarlampung, and the samples are 3 Privates Madrasah
Aliyah in Bandarlampung which digitally divide. Those schools are MAS Al-
Hikmah, as 1st category school which has computer laboratory and also the
internet connection, next is MAS Muhammadiyah as 2nd category school which
has the computer laboratory and zero internet connection, last is MAS Al-
Asy'Ariyyah as 3rd category school which is neither has computer laboratory, nor
internet connection. Analysis unit of this research is teachers of those 3 digitally
divide schools. Result of different test sample on 3 Private Madrasah Aliyah
which is digitally divided showed differences on teachers's perception about
internet. The statistic test result showed that Toutput (64.809) > Ttable (1,996),
therefore H_0 is rejected. Those dissimilarity perceptions can be seen through
school number one's result of PEOU, which shows that teachers's perceived ease
of use towards internet on that school has reached 75,6%, surpassing the
teachers's perceived ease of use towards internet on school number 2 that
reached 59%, and school number 3 which reached 56,8% teachers on that school
who thinks that internet is easy to learn and use. For the perceived of usefulness's
result shows that 91,2% teachers in 1st category schoo admitted that they can take
many advantages by using internet. Meanwhile for the 2nd category school is
84,2%, and for the 3rd category school is 76% teachers who think the same.
Whereas, the one sample t test results shows that digital divide is indeed
influencing teachers's perception towards internet in Private Madrasah Aliyah
with digital divide. That test's result shows that Toutput in each schools > Ttable,
therefore H_1 is accepted. Those kinds of influence also can be seen in school
number one, which already has a good facilities and infrastructures towards ICT.
In the 1st school, teachers's PEOU and PU have reached good numbers of
positive responds. It means that teachers in 1st category school which is has been
succeed on implementing ICT in their school, already has good understanding*

and positive perception towards the ease of use and also the usefulness of using internet, because they're familiar with that kind of technology compared with teachers from school number 2 and 3 which has less school's ICT facilities and infrastructure, in the end, it made them unfamiliar and feel so weird with the idea of using internet on teaching activity. Therefore, the understanding and comprehension's of teachers towards internet from each school is different up to their school's ability to support. Teachers from school number 2 and 3's perception toward internet aren't as good as teachers from school number 1 which has good support of facilities and infrastructure towards internet/ICT.