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## APPLICATION OF UTAUT THEORY (UNIFIED THEORY OF ACCEPTANCE AND USE OF TECHNOLOGY) TO KNOW THE USE BEHAVIOR OF UPN SCIENCE E-LEARNING USERS WITH BEHAVIORAL INTENTION AS INTERVENING VARIABLES

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### Abstract

This study aims to determine: (1) the effect of Performance Expectancy, Effort Expectancy, Social Influence, Perceived Ease of Use, Perceived Usefulness on the Behavioral Intention of UPN Science e-learning users; (2) Effect of Facilitating Condition and Behavioral Intention on Use Behavior of UPN Science e-learning users. The population in this study were UPN Veterans East Java students who used e-learning in UPN Science. In this study using a sample of 266 respondents. The sampling technique in this study is the purposive sampling technique with the criteria of UPN Veterans East Java students using UPN Science in their learning process. The data analysis technique uses Partial Least Square using smartPLS 3.0 software.

The results of this study indicate that Performance Expectancy, Effort Expectancy, Social Influence, Perceived Ease of Use, Perceived Usefulness have a positive and significant influence on Behavioral Intention. Likewise, Facilitating Condition and Behavioral Intention have a positive and significant influence on Use Behavior.

**Keywords:** Performance Expectancy, Effort Expectancy, Social Influence, Perceived Ease of Use, Perceived Usefulness, Facilitating Condition, Behavioral Intention, Use Behavior.

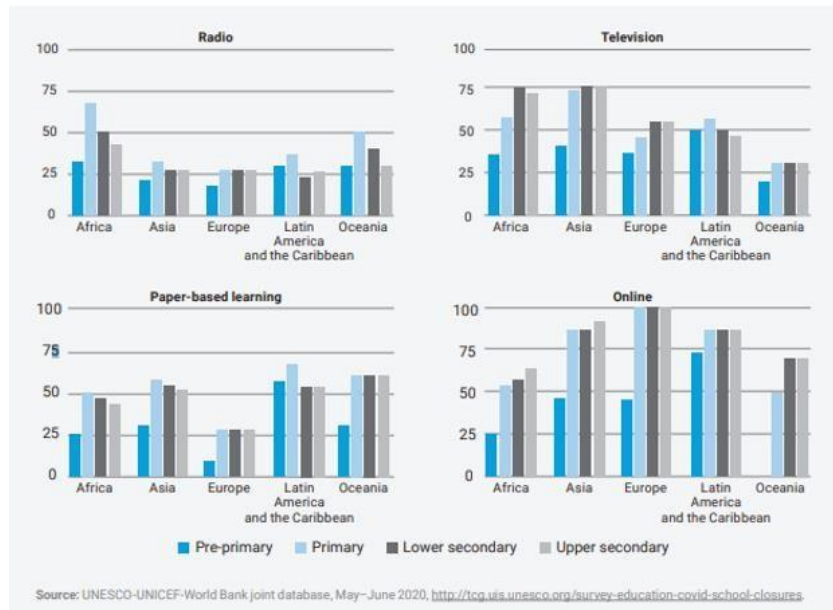
### Introduction

The field of education in Indonesia is experiencing significant and very rapid development. This can be seen from the growing development of learning methods used by universities and schools, various methods used to improve the quality of academic and learning activities (Hartanto, 2016). With the use of information technology in the field of education, it can offer comfort and convenience in learning. According to Moertini (2008) universities really need the existence and use of Information Technology (IT) quickly, timely, accurate, and relevant in supporting business processes in their activities, especially in the implementation of academic activities.

The Covid-19 pandemic has had an impact on almost all areas of people's lives, especially in the field of education. Prior to the Covid-19 pandemic, the learning process could be carried out directly, namely with educators and students present in the same place in carrying out their teaching and learning activities. With the lockdown policy during the Covid-19 Pandemic, especially in March 2020, there was a policy, namely as a substitute for face-to-face learning meetings, every

school and college decided to carry out distance learning through online or online learning (Prodjo, 2020).

Before COVID-19, only a few educational institutions implemented online or blended learning methods. Little by little, more schools, universities and ministries of education are starting to implement it, but at a very slow pace. Only early adopters, enthusiasts and visionaries, want to give it a try. When the pandemic hit, everyone had to switch from offline to online classes. In fact, according to UNESCO, 191 countries in the world (98% of the global student population) are turning to online learning (Edtick, 2020). School closures have an impact on almost all schools and colleges in the world.



Source : United Nations Policy, 2020

Figure 1. Regional Data Using Distance Learning

The data above is data obtained from the United Nations policy report in 2020. The data shows that several regions in the world have been affected by Covid-19 in the world of education and have decided to conduct distance learning. With various media

used are through radio, television, Paper-based learning (Take Home), and also online. In the data, learning using online media has the highest graph, especially in Europe, Asia, and Latin America. Other data obtained from PISA (Program for International Student Assessment) that around 70% of educational institutions in Indonesia feel that they have adequate facilities to conduct online learning (OECD, 2020).

One of the media used in the distance learning process is E-Learning. According to Hartley (2001) states that the definition of E-Learning is one type of system in teaching and learning that supports the delivery of learning materials to students/students by using media in the form of the internet, or other computer networks (Wahono, 2005). and According to Gautam (2020) With E-Learning, users can save time and energy. Many users of the E-Learning platform think that online learning ensures that E-Learning can be used easily, and students can easily connect with teachers and teaching materials (Maatuk et al., 2021). The types of E-Learning used also vary, such as Edmodo, Google Classroom, google meet, and of course the school's E-learning portal.

Online learning is certainly not far from obstacles, especially if the implementation is carried

out suddenly and forced due to the current Covid-19 pandemic. According to research from (Jamaluddin et al., 2020) the two biggest distractions from online learning in a pandemic are an unstable internet network and limited internet quota. This shows that the facilitating conditions are very influential on the use of a technology. From research conducted by (Adijaya, 2018) it is stated that students do not agree that the interaction in online lectures supports students in learning. and also mentions that the learning environment in online lectures does not support student learning. This is because students have difficulty in finding solutions to problems in learning.

Data obtained from the official website of UPN Science E-Learning ([science.upnjatim.ac.id](http://science.upnjatim.ac.id)), currently all faculties at UPN Veterans East Java have used UPN Science E-Learning, namely the Faculty of Computer Science (FIK), Faculty of Economics and Business (FEB), Faculty of Law (FH), Faculty of Agriculture (FP), Faculty of Social and Political Sciences (FISIP), Faculty of Architecture and Design (FAD), Faculty of Engineering (FT), and also the Postgraduate Program. But in its implementation, not all courses in each faculty have used UPN Science E-Learning. this can be seen from the number of courses registered in each faculty. The number of courses registered and already using UPN Science are 14 courses from the Faculty of Architecture and Design, 50 courses from the Faculty of Engineering, 35 courses from the Faculty of Law,

There are several things that must be observed in the process of implementing E-Learning as a learning medium, such as infrastructure problems, satisfaction with using a technology, willingness on the part of users, and so on (Arami et al., 2004). The application of E-Learning or the use of technology will not run effectively and as expected if the user or technology user has not or is unable to understand the use of the E-Learning. Success in the use of a technology is very dependent on the use and acceptance by users of the technology (Dwita, 2018). The presence of an information technology has provided changes to the organization of information technology has also greatly improved the company's performance. In order for an information technology to improve the performance of an organization, The technology must be accepted and used first by its users (Jogiyanto, 2007). There are also several factors that can cause low acceptance of a technology, especially in this case E-learning, such as infrastructure problems, the willingness and interest of users, satisfaction in using the technology, complexity in its use, and so on (Mitra Arami, 2004).

Utilization of information technology is a benefit that is expected by users of the information system in carrying out their duties or behavior in using technology (Use Behavior) when doing work (Thomson and Nasution, 2004:4). The statement illustrates that the use of information technology is closely related to the needs of information technology users and can meet their needs, the user's attitude tends to accept the technology and can generate interest in using an information technology (Behavioral Intention). In this case, the user's role in the use of information technology is very important, so to know the level of user acceptance, it is necessary to know, especially in Use Behavior (User Behavior) and also Behavioral Intention (Use Interest) which there are factors that have an influence on user behavior (Use Behavior). ) which are variables or factors that exist in UTAUT theory, among others, namely performance expectancy, effort expectancy, social influence and facilitating conditions. Therefore, in practice, in order to determine the success of the implementation of a technology, it is necessary to know the factors that can support or influence student use behavior. In this case, the author uses a theoretical approach, namely the Unified Theory of Acceptance and Use of Technology (UTAUT). The approach with the UTAUT model is often applied to the academic environment in researching and evaluating the acceptance of E-Learning.

The UTAUT model is a theory developed by Venkatesh, et al (2003) which shows that behavioral intention (behavioral intention) and behavior in the use of a technology (Use behavior) is influenced by performance expectancy, effort expectancy, influence Social influence and facilitating conditions affect use behavior (Ariska et al., 2019). In addition to these four variables, the UTAUT model also has 4 mediators that function to strengthen the influence of the four main variables on

the acceptance and use of technology, namely Age (Age), Voluntariness of Use (Voluntaryness to use), Gender (gender), and also Experience ( Experience).

In this study, researchers modified the UTAUT approach, the modifications made were by adding several variables to the TAM theory, namely the Perceived Ease of Use variable and the Perceived Usefulness variable. The variable Perceived ease of use means the ease with which users of a technology feel when using the technology, so that the burden, cost, and effort are minimal or easier (Jeng, 2019). While the second additional variable, Perceived Usefulness, is the desired benefit by users of a technology when using a technology so that their work becomes more effective (Jeng, 2019). Researchers added these two variables to modify this research because according to Wu & Chen (2017) in (Muliadi & Japariato, 2021) that Perceived Usefulness has a greater influence on Behavior Intention. Research conducted by Wu & Chen (2017) which examines the online learning system as the object of their research where Perceived Ease of Use as an independent variable and Perceived Usefulness as a mediating variable that influences and determines people's intentions in the use of learning on line.

Based on the data and theories that have been presented, this study discusses the factors that influence the Use Behavior of the use of E-Learning technology, with the title "Application of the Theory of UTAUT (Unified Theory of Acceptance and Use of Technology to Know the Use Behavior of E-Learning in UPN Sciences). with Behavioral Intention as an Intervening Variable (Case Study on UPN Veterans East Java Students)". Research Methods

#### Types of research

This type of research conducted by researchers using quantitative research methods. The quantitative method used in this research is an explanatory research. This research is used to find out the explanation of why an event or symptom occurs. This research uses SEM (Structural Equation Modeling) equation analysis. SEM is one of the fields of statistical studies that is used to solve problems in a research.

#### Data Measurement

Measurement of variables using a Likert scale. Likert is a scale used in measuring attitudes, responses, and opinions of individuals or groups towards a social phenomenon. The Likert scale contains systematic statements in order to show the respondent's attitude towards a statement (Priyono, 2016).

#### Population, Sample

The population in this study were users of the UPN Science E-Learning portal, namely UPN Veterans East Java students.

The research sample is part of the population taken as a data source and can represent the entire population. In this study, the total population is known to be 16,444 active students who use UPN Science at UPN "Veteran" East Java. The determination of the number of samples taken is based on Isaac and Michael's table, with a population of about 15,000 people with an error rate of 10%, namely the number of samples considered representative of 266 respondents. So it is known that the sample size needed in this study is 266 respondents, namely students of UPN Veterans, East Java, users of the UPN Science E-Learning portal.

#### Sampling Technique

The sampling method used in this study is by using a non-probability sampling method, where each member of the population does not have the same opportunity or opportunity as the sample. While in determining the sample using purposive sampling technique. Where this technique is a technique used for determining samples with certain considerations and characteristics in a study (Sugiyono, 2018).

Results and Discussion

Evaluation of the Measurement Model (Outer Model)

Reflective Construct Model Re-Estimated Results

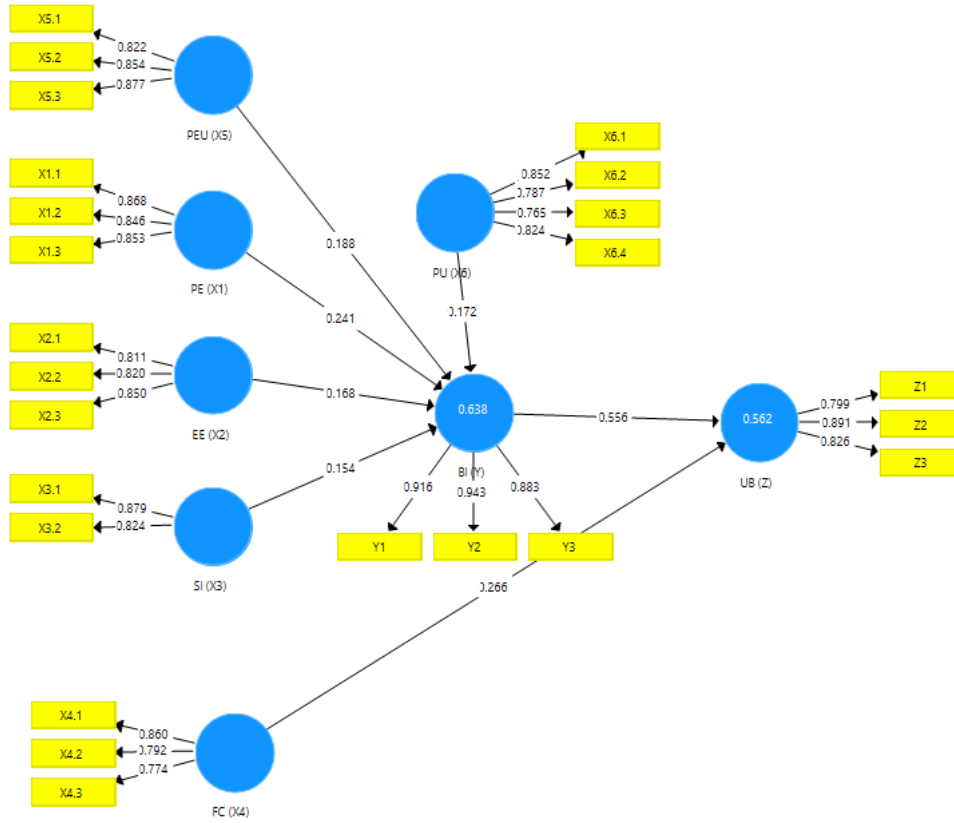


Figure 2. Results of the Reflective Construct Model

Figure 2.above shows the re-estimated value or re-calculation of the Outer Loading value of each indicator tested using the PLS Algorithm after several indicators have been removed from the model.

Table 1. Results of Cross Loading

	BI (Y)	EE(X2)	FC (X4)	PE (X1)	PEU(X5)	PU (X6)	SI (X3)	UB (Z)
X1.1	0.647	0.703	0.558	<b>0.868</b>	0.642	0.669	0.376	0.653
X1.2	0.564	0.647	0.548	<b>0.846</b>	0.588	0.678	0.372	0.524
X1.3	0.599	0.634	0.522	<b>0.853</b>	0.572	0.644	0.414	0.558
X2.1	0.615	<b>0.811</b>	0.628	0.7	0.634	0.675	0.452	0.551
X2.2	0.581	<b>0.82</b>	0.563	0.554	0.684	0.635	0.543	0.55
X2.3	0.604	<b>0.85</b>	0.506	0.661	0.665	0.639	0.383	0.524
X3.1	0.517	0.542	0.629	0.445	0.601	0.541	<b>0.879</b>	0.48
X3.2	0.436	0.391	0.42	0.317	0.376	0.403	<b>0.824</b>	0.361
X4.1	0.594	0.606	<b>0.86</b>	0.578	0.668	0.65	0.571	0.553
X4.2	0.418	0.513	<b>0.792</b>	0.427	0.604	0.51	0.587	0.419
X4.3	0.461	0.534	<b>0.774</b>	0.517	0.562	0.531	0.367	0.49
X5.1	0.679	0.705	0.725	0.683	<b>0.822</b>	0.734	0.55	0.595
X5.2	0.529	0.639	0.6	0.544	<b>0.854</b>	0.596	0.445	0.521
X5.3	0.595	0.684	0.588	0.548	<b>0.877</b>	0.62	0.478	0.546
X6.1	0.665	0.704	0.636	0.705	0.696	<b>0.852</b>	0.552	0.617
X6.2	0.576	0.645	0.619	0.632	0.672	<b>0.787</b>	0.436	0.558
X6.3	0.527	0.555	0.463	0.519	0.49	<b>0.765</b>	0.394	0.492
X6.4	0.555	0.626	0.536	0.632	0.62	<b>0.824</b>	0.41	0.55
Y1	<b>0.916</b>	0.624	0.587	0.626	0.645	0.668	0.536	0.661
Y2	<b>0.943</b>	0.668	0.536	0.648	0.633	0.654	0.511	0.657
Y3	<b>0.883</b>	0.696	0.563	0.663	0.68	0.66	0.495	0.656
Z1	0.543	0.442	0.39	0.502	0.44	0.493	0.363	<b>0.799</b>
Z2	0.639	0.54	0.498	0.557	0.539	0.565	0.431	<b>0.891</b>
Z3	0.621	0.648	0.619	0.639	0.652	0.662	0.451	<b>0.826</b>

Table 1 explained that each indicator in this study has a correlation value of loading from the reflective model is greater than the value of cross loading on other constructs. This is shown in the data listed in table 4.16 with numbers or values with numbers in bold as an example, seen from the correlation value on the X1.1 indicator with the Performance Expectancy (X1) variable having a value of 0.868 which has a value greater than the correlation indicators of Performance Expectancy against other constructs (can be seen from the same line the value is the highest value) and this also applies to the correlation between constructs and other indicators.

Value of Square Root of AVE

Table 3. Value of Square Root of AVE

	Y	X2	X4	X1	X5	X6	X3	Z
Behavioral Intention (Y)	<b>0.914</b>							
Effort Expectancy (X2)	0.726	<b>0.827</b>						
Facilitating Conditions (X4)	0.615	0.684	<b>0.809</b>					
Performance Expectancy (X1)	0.707	0.774	0.634	<b>0.856</b>				
Perceived Ease of Use (X5)	0.715	0.799	0.757	0.703	<b>0.851</b>			
Perceived Usefulness (X6)	0.723	0.786	0.702	0.775	0.772	<b>0.808</b>		
Social Influence (X3)	0.562	0.554	0.625	0.452	0.583	0.56	<b>0.852</b>	
Use Behavior (Z)	0.72	0.655	0.608	0.679	0.656	0.689	0.498	<b>0.839</b>

The table above presents the AVE root value of each construct or variable in this study and it can be seen that the AVE root value in each construct has a higher value than the correlation value between variables. This can be seen in the table data that has numbers or values in bold. For example, the Facilitating Conditions variable has an AVE root value of 0.809, i.e. this value is greater than the correlation value between the Facilitating Conditions variable and the X2 variable or the Effort Expectancy variable which has a correlation value of 0.827. Thus it can be concluded that all variables or constructs are declared valid in meeting the discriminant validity value and the variables are considered suitable for use in further research..

Composite Reliability

Table 4. Composite Reliability Value

Variable	Composite Reliability Value
<i>Behavioral Intention</i>	0.939
<i>Effort Expectancy</i>	0.867
<i>Facilitating Conditions</i>	0.85
<i>Perceived Ease of Use</i>	0.888

<i>Perceived Usefulness</i>	0.882
<i>Performance Expectancy</i>	0.826
<i>Social Influence</i>	0.841
<i>Use Behavior</i>	0.877

Based on table 4.18, it can be seen that each construct has a composite reliability value of more than 0.7, so it can be concluded that all constructs are reliable and meet the composite reliability value measurement. With the Behavioral Intention variable value of 0.939, Effort Expectancy variable of 0.878, Facilitating Conditions variable of 0.867, Perceived Ease of Use variable of 0.888, Perceived Usefulness variable of 0.882, Performance Expectancy variable of 0.826, and Use Behavior variable of 0.877.

#### R-Square

Table 5. Results of R-Square

Variable	R-Square . Value
<i>Behavioral Intention(Y)</i>	0.638
<i>Use Behavior(Z)</i>	0.559

Based on table 5 above, it can be seen that the Behavioral Intention (Y) variable has an R-Square value of 0.638 so that in this case it indicates that the Behavioral Intention (Y) variable can be explained by the Performance Expectancy (X1), Effort Expectancy (X2), Social Influence variables. (X3) , Perceived Ease of Use (X5) , and Perceived Usefulness (X6) of 63.8% and the remaining 36.2% can be influenced by other constructs outside this study. While the Use Behavior variable is 0.559 so that in this case it indicates that Use Behavior (Z) can be explained by the Facilitating Conditions (X4) and Behavioral Intention (Y) variables of 55.9% while the remaining 44.1% is influenced by other constructs outside the study. this.

#### Path Analysis

Table 6. Path Coefficient Results

	<i>Path Coefficient</i>	T Statistics	P Values	Information
<i>Behavioral Intention(BI) -&gt; Use Behavior (UB)</i>	0.556	9,629	0.000	Positive and Significant Influence
<i>Effort Expectancy(EE) -&gt; Behavioral Intention (BI)</i>	0.168	2.134	0.033	Positive and Significant Influence
<i>Facilitating Conditions(FC) -&gt; Use Behavior (UB)</i>	0.266	4,577	0.000	Positive and Significant Influence
<i>Performance Expectancy(PE) -&gt; Behavioral Intention (BI)</i>	0.241	3.016	0.003	Positive and Significant



<i>Perceived Ease of Use</i> (PEU)-> Behavioral Intention (BI)	0.188	2,625	0.009	Influence Positive and Significant
<i>Perceived Usefulness</i> (PU)-> Behaviora Intention (BI)	0.172	2,665	0.008	Influence Positive and Significant
<i>Social Influence</i> (SI)-> Behavioral Intention (BI)	0.154	3,221	0.001	Influence Positive and Significant

Based on table 4.20 it can be seen that the path coefficient value *Performance Expectancy* to *Behavioral Intention* > 0.1 or equal to 0.241 > 0.1. The resulting t-statistic value is 3.016 and the p-value is 0.003, the value is above the t-statistic threshold value of 1.96 and below the p-value of 0.05, thus indicating that there is a significant relationship and positive between variables *Performance Expectancy* to *Behavioral Intentions*. Based on these results it can be stated that H1 is *Performance Expectancy* significant effect on *Behavioral Intention* the use of UPN Science E-Learning by UPN Veteran East Java students was accepted.

Path coefficient value *Effort Expectancy* to *Behavioral Intention* > 0.1 or equal to 0.168 > 0.1. The resulting t-statistic value is 9.629 and the p-value is 0.000, the value is above the t-statistic threshold value of 1.96 and below the p-value of 0.05, thus indicating that there is a significant relationship and positive between variables *Effort Expectancy* to *Behavioral Intentions*. Based on these results it can be stated that H2 is *Effort Expectancy* significant effect on *Behavioral Intention* the use of UPN Science E-Learning by UPN Veteran East Java students was accepted.

Path coefficient value *Social Influence* to *Behavioral Intention* > 0.1 or equal to 0.154 > 0.1. The resulting t-statistic value is 3.221 and the p-value is 0.001, the value is above the t-statistic threshold value of 1.96 and below the p-value of 0.05, thus indicating that there is a significant relationship and positive between variables *Social Influence* to *Behavioral Intentions*. Based on these results it can be stated that H3 is *Social Influence* significant effect on *Behavioral Intention* the use of UPN Science E-Learning by UPN Veteran East Java students was accepted.

Path coefficient value *Facilitating Condition* to *Use Behavior* > 0.1 or equal to 0.266 > 0.1. The resulting t-statistic value is 4.577 and the p-value is 0.000, this value is above the t-statistic threshold value of 1.96 and below the p-value of 0.05, thus indicating that there is a significant relationship and positive between variables *Facilitating Condition* to *Use Behavior*. Based on these results it can be stated that H4 is *Facilitating Condition* significant effect on *Use Behavior* the use of UPN Science E-Learning by UPN Veteran East Java students was accepted.

Path coefficient value *Perceived Ease of Use* to *Behavioral Intention* > 0.1 or equal to 0.188 > 0.1. The resulting t-statistic value is 2.625 and the p-value is 0.009, this value is above the t-statistic threshold value of 1.96 and below the p-value of 0.05, thus indicating that there is a significant relationship and positive between variables *Perceived Ease of Use* to *Behavioral Intentions*. Based on these results it can be stated that H5 is *Perceived Ease of Use* significant effect on *Behavioral Intention* the use of UPN Science E-Learning by UPN Veteran East Java students was accepted.

Path coefficient value *Perceived Usefulness* to *Behavioral Intention* > 0.1 or equal to 0.172 > 0.1. The resulting t-statistic value is 2.665 and the p-value is 0.008, this value is above the t-statistic threshold value of 1.96 and below the p-value of 0.05, thus indicating that there is a significant relationship and positive between variables *Perceived Usefulness* to *Behavioral Intentions*. Based on these results it can be stated that H6 is *Perceived Usefulness* significant effect on *Behavioral Intention* the use of UPN Science E-Learning by UPN Veteran East Java students was accepted.

Path coefficient value *Behavioral Intention* to *Use Behavior* > 0.1 or equal to 0.556 > 0.1. The resulting t-statistic value is 2.134 and the p-value is 0.000, this value is above the t-statistic threshold value of 1.96 and below the p-value of 0.05, thus indicating that there is a significant relationship and positive between variables *Behavioral Intention* to *Use Behavior*. Based on these results it can be stated that H7 is *Behavioral Intention* significant effect on *Use Behavior* the use of UPN Science E-Learning by UPN Veteran East Java students was accepted.

## DISCUSSION

### 1. The Effect of Performance Expectancy on Behavioral Intention

Based on the results of statistical tests, it is known that Performance Expectancy has a positive effect on Behavioral Intention, this can be seen in the results of the original sample value of  $0.241 > 0.1$ , which means that Performance Expectancy has a positive effect on Behavioral Intention. Then based on the results of the statistical test, it shows that the Performance Expectancy variable has a p-value of 0.003 where the value is  $0.003 < 0.05$  which means that Performance Expectancy has a significant effect on Behavioral Intention. So it can be concluded that Performance Expectancy has a positive and significant influence on Behavioral Intention.

### 2. Effect of Effort Expectancy on Behavioral Intention

Based on the results of statistical tests, it is known that Effort Expectancy has an effect Positive on Behavioral Intention, this can be seen in the results of the original sample value of  $0.168 > 0.1$ , which means that Effort Expectancy has a positive effect on Behavioral Intention. Then based on the results of statistical tests, it shows that the Performance Expectancy variable has a p-value of 0.000 where the value is  $0.000 < 0.05$  which means that Performance Expectancy has a significant effect on Behavioral Intention. So it can be concluded that Effort Expectancy has a positive and significant influence on Behavioral Intention.

### 3. The Influence of Social Influence on Behavioral Intention

Based on the results of statistical tests, it is known that Social Influence has a positive influence on Behavioral Intention, this can be seen in the results of the original sample value of  $0.154 > 0.1$ , which means that Social Influence has a positive effect on Behavioral Intention. Then based on the results of the statistical test, it shows that the Social Influence variable has a p-value of 0.001 where the value is  $0.001 < 0.05$  which means that Social Influence has a significant effect on Behavioral Intention. So it can be concluded that Social Influence has a positive and significant influence on Behavioral Intention.

### 4. Effect of Facilitating Conditions on Use Behavior

Based on the results of statistical tests, it is known that Facilitating Conditions have a positive influence on Use Behavior, this can be seen in the results of the original sample value of  $0.266 > 0.1$ , which means that Facilitating Conditions have a positive effect on Use Behavior. Then based on the results of the statistical test, it shows that the Facilitating

Conditions variable has a p-value of 0.000 where the value is  $0.000 < 0.05$  which means that the Facilitating Conditions have a significant effect on Use Behavior. So it can be concluded that Facilitating Conditions have a positive and significant influence on Use Behavior.

5. The Effect of Perceived Ease of Use on Behavioral Intention

Based on the results of statistical tests, it is known that Perceived Ease of Use has a positive influence on Behavioral Intention, this can be seen in the results of the original sample value of  $0.188 > 0.1$ , which means that Perceived Ease of Use has a positive effect on Behavioral Intention. Then based on the results of the statistical test, it shows that the Perceived Ease of Use variable has a p-value of 0.009 where the value is  $0.009 < 0.05$  which means that the Perceived Ease of Use has a significant effect on Behavioral Intention. So it can be concluded that the Perceived Ease of Use has a positive and significant influence on Behavioral Intention.

6. The Effect of Perceived Usefulness on Behavioral Intention

Based on the results of statistical tests, it is known that Perceived Usefulness has a positive influence on Behavioral Intention, this can be seen in the results of the original sample value of  $0.172 > 0.1$ , which means that Perceived Usefulness has a positive effect on Behavioral Intention. Then based on the results of the statistical test, it shows that the Perceived Usefulness variable has a p-value of 0.008 where the value is  $0.008 < 0.05$  which means that Perceived Usefulness has a significant effect on Behavioral Intention. So it can be concluded that Perceived Usefulness has a positive and significant influence on Behavioral Intention.

7. The Effect of Behavioral Intention on Use Behavior

Based on the results of statistical tests, it is known that Behavioral Intention has a positive influence on Use Behavior, this can be seen in the results of the original sample value of  $0.556 > 0.1$ , which means that Behavioral Intention has a positive effect on Use Behavior. Then based on the results of the statistical test, it shows that the Behavioral Intention variable has a p-value of 0.000 where the value is  $0.000 < 0.05$  which means that Behavioral Intention has a significant effect on Use Behavior. So it can be concluded that Behavioral Intention has a positive and significant influence on Use Behavior.

## CONCLUSION

1. *Performance Expectancy* have an influence on Behavioral Intention.
2. *Effort Expectancy* have an influence on Behavioral Intention.
3. *Social Influence* have an influence on Behavioral Intention.
4. *Facilitating Conditions* have an influence on Use Behavior.
5. *Perceived Ease of Use* have an influence on Behavioral Intention.
6. *Perceived Usefulness* have an influence on Behavioral Intention.
7. *Behavioral Intention* have an influence on Use Behavior

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