AN ACCEPTANCE MODELS OF BEHAVIORAL INTENTION ON E-LEARNING

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ABSTRACT

This study aims to analyze behavior intention of college students to use e-learning in Jakarta Indonesia based on the variables of model UTAUT, TPB and TAM2. The problem is how student's intention to use e-learning, collect data by distribution of 401 questionnaires to students or college students that domiciled in Jakarta. The analytical method used in this research is Structural Equation Modeling called SEM using SmartPLS 3.0 software. The finding of this study There are significant variables and research models that focus on the acceptance of the use of e-learning system based on behavioral intentions of consumers.

Keywords: e-Learning, Behavioral Intention, Model

1. INTRODUCTION

In the current global era in the face-to-face learning long distance is not difficult to do with the support of increasingly sophisticated technology so that people can easily learn without having to meet with teachers, read books in the library and can also learn only prioritize the internet. E-learning was introduced in 1990 by the University of Illionius at Urbana-Champaign with a computer-based instruction system, also called computer-assisted instruction and a computer called PLATO, but in that year the era of CBT (computer-based training) began to emerge applications -learning that can be used through astand alone PC or on a CD-ROM whose material content is in the form of writing or multimedia (video and audio) in the format mov, mpeg-1, or avi. (Quipper.com, 2016)

E-learning users follow with the development of internet use, therefore with the development of the internet, e-learning technology advances also become better. The results of a survey conducted by APJII in 2016. The largest internet user penetration in Indonesia is held by college students and students by 89.7% and 69.8% of workers, housewives and others. While internet users in Indonesia for education are 93.8% of the total population, which means that there are quite a lot of internet users in Indonesia who care about education. Even though education does not include the dominance of the top three, internet user behavior in Indonesia is quite high, namely 124.4 million people or 93.8% of the number of 2016 internet users, that is 132.7 million people, which is dominated by college students and students, so Jakarta is the right area for e-learning research.

2. METHODOLOGY

Methodology used is to provide questions derived from google forms personally to social media users who have used e-learning as many as 401 people, so that the results of the respondents' assessment of the indicators on each variable will be obtained and then processed using the Structural Equation Modeling PLS is able to explain whether there is a relationship between latent variables (prediction), PLS can also be used to confirm the theory. (Ghazali & Latan, 2015) so that the results can be obtained whether these variables have a significant influence on the user's behavioral intention on e-learning in Jakarta. The variables used are based on the PLE model from Barrio *et. al*., (2015), VBL from the study of Mikalef *et. al.* (2016), UTAUT, TPB and TAM2. Then the variables studied are as follows Satisfaction, Self Efficacy, Performance Expectancy, Effort Expectancy, Social Influence, Perceived Usefulness, Perceived Ease of Use, Perceived Behavioral Control, Attitude Toward Using that affect the behavioral intention of e-learning users in Jakarta.

Mikalef *et. al.* (2016) cites VBL (Video Based Learning) models and hypotheses Perceived Behavioral Control, Self Efficacy, Effort Expectancy, Performance Expectancy and Social Influence. Cheung and Vogel (2013) to quote Attitude hypotheses. Lee & Lehto (2013) to quote a hypothesis from Sattisfaction. Satisfaction is defined as a response to customer demand fulfillment (Udo *et. al.,* 2011). "Customer Satisfaction is the customer's perception that his expectations have been fulfilled exceeded" (Dewanti, 2006). Self Efficacy of a person's ability to use technology to complete a particular job or task (Yoo & Huang, 2016). Performance Expectancy is defined as the level of a person who believes that using a system will help him or her get benefits for performance (Kurniabudi & Assegaff, 2016). Effort Expectancy can be interpreted as the level of ease associated with the use of the system (Yoo & Huang, 2016). Social Influence is the extent to which a person feels important to others when he uses a new system (Yoo & Huang, 2016).

Perceived Usefulness means that the extent to which a person's trust in using certain technologies will improve their work performance (Hamid *et. al.,* 2015). Perceived Ease of Use is defined as the extent to which a person believes that using a technology will be free of any effort (free of effort) (Hamid *et. al*., 2015). (Khasawneh, 2015) states that Perceived Behavioral Control is an individual's awareness of support or obstacles to behavior. Attitude is a positive or negative individual feeling about the performance of target behavior (Yoo & Huang, 2016). And Behavioral Intention is defined as a measure of the strength of a person's intention to perform certain behaviors.

3. RESULTS AND DISCUSSION

On the loading factor test, it is found that all indicators on the variable can be said to be valid because it has a value greater than 0.7. While the cross loading test can be said to be valid because all indicators on similar variables have values greater than other variables. In the Average Variance Extracted test each variable can be said to be valid because it has a value greater than 0.5. In the Cronbach's Alpha & Composite Test Reliability all variables can be said to be reliable because they have a value greater than 0.7. So that each indicator on the variable has fulfilled the validity and reliability test on Structural Equation Model - Partial Least Square, then it can be continued with a significant test.

Table 1 Path Coefficients Result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Attitude Toward Using -> Behavioral Intention	0.229	0.229	0.071	3.214	0.001
Effort Expectancy -> Behavioral Intention	0.186	0.189	0.085	2.197	0.028
Perceived Behavior Control -> Behavioral Intention	0.015	0.014	0.056	0.270	0.787
Perceived Ease Of Use -> Behavioral Intention	0.037	0.037	0.077	0.481	0.630
Perceived Usefulness -> Behavioral Intention	-0.084	-0.082	0.067	1.241	0.215
Performacnce Expectancy -> Behavioral Intention	0.078	0.080	0.076	1.018	0.309
Satisfaction -> Behavioral Intention	0.264	0.261	0.072	3.664	0.000
Self Efficacy -> Behavioral Intention	0.025	0.026	0.042	0.606	0.545
Social Influence -> Behavioral Intention	0.101	0.102	0.047	2.152	0.032

Based on the calculations obtained in the calculation of Structural Equation Modeling (SEM). Of the nine variables used, there are only four variables that significantly influence the e-learning user behavior intention by looking at the t-statistic value that is greater than the t-value of 1.96 from the 95% confidence level, namely Satisfaction, Social Influence, Effort Expectancy and Attitude Toward Using behavioral intentions in using e-learning. While the other five variables such as Self Efficacy, Performance Expectancy, Perceived Usefulness, Perceived Ease of Use and Perceived Behavioral Control did not significantly influence behavioral intentions in using e-learning. The first hypothesis (H1) is to partially analyze the effect of the Satisfaction variable on Behavioral Intention on e-learning users in Jakarta. The t-statistic value obtained is 3,664 which is 3,664 which is greater than the T-value of 1,96, so the Satisfaction of Behavioral Intention is significant. The original positive 0.2,2 sample states that the first hypothesis (H1) in this study is acceptable, that is, there is a significant effect of Satisfaction on Behavioral Intention partially. Need to be improved and maintain the Satisfaction element so that Behavioral Intention also increases.

The second hypothesis (H2) is analyzing the effect of the Self Efficacy variable on the Behavioral Intention partially on e-learning users in Jakarta. The t-statistic value obtained is 0.606 where the value is smaller than the t-value value of 1.96 which means that the self efficacy variable does not significantly affect the Behavioral Intention variable parisally on e-learning users in Jakarta. Need to improve the element of Self Efficacy in order to be able to influence the behavior of e-learning users in Jakarta. In a previous study Mikalef et al (2016) entitled "An integrative adoption model of video-based learning" states that self-efficacy positively influences user behavioral intentions but the calculation results obtained suggest that self-efficacy does not affect the behavioral intentions of e-learning users in Jakarta. Independent indicators, beliefs and confidence in self efficacy have different effects on e-learning in Jakarta. Based on the indicators that have been explained, the Self-Efficiency element can be improved by creating a system that is easy and clear, products or services can be completed immediately by the user, the service or product is explained in a simple, attractive and convincing way.

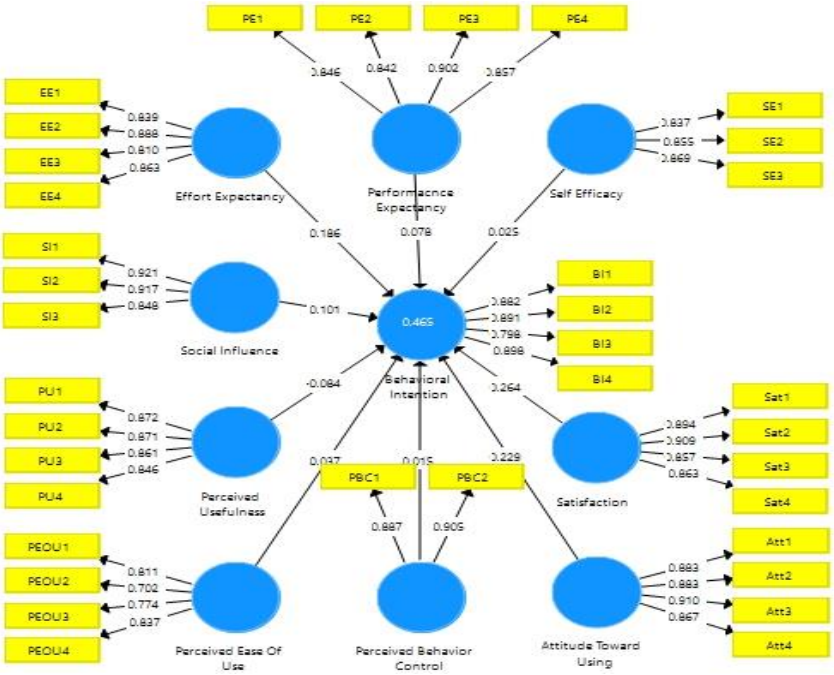

Figure 2. Output SEM Model

The third hypothesis (H3) analyzes the effect of the Performance Expectancy variable on Behavioral Intention on e-learning users partially. The t-statistic value contained in Performance Expectancy is 1.018 which has a value smaller than t-value of 1.96 so that Performance Expectancy for Behavioral Intention can be said to be insignificant. It is necessary to improve the Performance Expectancy element in order to be able to influence the behavioral intentions of e-learning users in Jakarta. In a previous study Mikalef et al (2016) entitled "An integrative adoption model of video-based learning" states that there is a positive influence on performance expectancy on behavioral intention. This statement is different from the results of calculations conducted in this study where there is no effect of performance expectations on the behavioral intentions of e-learning users in Jakarta. Based on Performance Expectancy indicators namely improvement, motivating, enchance and useful have different effects on e-learning in Jakarta. That way Performance Expectancy can be improved by continuing to provide various benefits to customers such as helping to improve user performance, good mobility by being able to be used either on a computer or through a smartphone with the help of an internet connection so that users can learn anytime and anywhere.

The fourth hypothesis (H4) analyzes the effect of the Effort Expectancy variable on Behavioral Intention on e-learning users partially. The t-statistic value contained in Effort Expectancy is 2,197 which means it is greater than the t-value of 1.96. So the effect of Effort Expectancy on Behavioral Intention is partially significant and the hypothesis is accepted. The original sample value obtained was 0.186 which was positive to influence Behavioral Intention in e-learning users in Jakarta. Need to be improved and maintain the Effort Expectancy element so that Behavioral Intention also increases.
From the test results on filling out the Effort Expectancy variable questionnaire, the indicator that has the highest value on indicator number 2 is "I will find it easy for me to become skilled in using e-learning". The lowest indicator items are found in indicator number 3, "I will become proficient in using e-learning". The results of this study are supported by a previous research journal Mikalef et al (2016) entitled "An integrative adoption model of video-based learning" states that there is a positive influence of business expectations on behavioral intentions.

The fifth hypothesis (H5) analyzes the effect of Social Influence variables on Behavioral Intention on e-learning users in Jakarta. The t-statistic value obtained is 2.152 which has a value greater than the t-value of 1.96 which means that there is a significant influence between Social Influence on Behavioral Intention on e-learning users in Jakarta. Whereas in previous studies Mikalef et al (2016) entitled "An integrative adoption model of video-based learning" states that there is no positive influence between social influences on behavioral intentions. From the test results on the Social Influence variable the highest indicator value is found in indicator at number one which states that "The person closest to me thinks that I should use e-learning" and the indicator that has the lowest value on the Social Influence variable is indicator number 3 namely "My friend thinks that I have to use e-learning".

The sixth hypothesis (H6) analyzes the effect of the Perceived Usefulness variable on Behavioral Intention on e-learning users in Jakarta. The t-statistic value is 1,241 which is smaller than the t-value of 1,96, the hypothesis is

rejected, that is, there is no significant effect between Perceived Usefulness on Behavioral Intention of el-learning users in Jakarta. Need to improve the element of Perceived Usefulness in order to be able to give effect to the behavioral intentions of e-learning users in Jakarta. Based on the indicators explained by Mahdi (2014), Perceived Usefulness can be improved by making the use of e-learning able to improve user learning performance, making e-learning learning effective for use, able to help the user's productivity and get many benefits from the use of e-learning.

The seventh hypothesis (H7) analyzes the effect of the Perceived Ease of Use variable on Behavioral Intention on e-learning users in Jakarta. The t-statistic value obtained at the Perceived Ease of Use is 0.481, where the t-value used is 1.96, which means the t-statistic value has a value smaller than the t-value and the hypothesis is rejected. There is no significant effect between the variable Perceived Ease of Use on Behavioral Intention. Need to improve the Perceived Ease of Use element in order to be able to influence the behavioral intentions of e-learning users in Jakarta. Based on indicators of perceived ease of use, understandable, mental effort, Easy to use, and fluency have different effects on e-learning in Jakarta. And based on the indicators explained by Mahdi (2014), the Perceived Ease of Use can be increased easily by users to understand the system used and help use the system for easy use.

The eighth hypothesis (H8) is an analysis of the influence of Perceived Behavioral Control on Behavioral Intention on e-learning users partially. The t-statistic value in the Perceived Behavioral Control variable is 0.270 which has a smaller value than the t-value of 1.96, the hypothesis is rejected which means that there is no significant effect between the Perceived Behavioral Control variable on Behavioral Intention. Need to improve the element of Perceived Behavioral Control in order to be able to influence the behavioral intentions of e-learning users in Jakarta. This research is supported by previous research conducted by Mikalef et al (2016) entitled "An integrative adoption model of video-based learning" in which there is no significant influence between perceived behavioral control (behavioral control) of behavioral intention (behavioral intention). As the indicators explained by Mikalef, Pappas and Giannakos (2016) Perceived Behavioral Control can be improved by reducing the use of e-learning so that users have the knowledge and are able to use e-learning.

The ninth hypothesis (H9) analyzes the effect of the Attitude toward using variables on Behavioral Intention on e-learning users in Jakarta. The t-statistic value obtained is 3,214 which has a value greater than t-value that is 1.96 which means there is a significant influence between the variables between Attitude toward using towards Behavioral Intention on e-learning users in Jakarta because the hypothesis is accepted. The original value of the sample obtained at the Attitude toward using variable is 0.229 which is positive which means that Attitude toward using gives a positive influence on Behavioral Intention. E-learning industry developers need to increase and maintain Attitude toward using so that the Behavioral Intention of e-learning users in Jakarta. This research is supported by previous research conducted by Cheung & Vogel (2013). "Predicting user acceptance of collaborative technologies:" An extension of the technology acceptance model for e-learning "which states that there is a significant influence of attitudes towards use (Attitude Toward Using) on behavioral intentions (Behavioral Intention). From the test results of Attitude toward using there are indicators with the highest indicator found in the indicator at number 3 which has the statement "Working with the system for e-learning is fun" and the lowest indicator is in indicators number 1 and 2, wherein the statement on indicator 1 is "Using an e-learning system is a good idea" and the statement on indicator 2 is "a system for e-learning makes work more interesting".

From the test results explaining the results of filling the satisfaction variable questionnaire it is known that the indicators that have the highest score in item number 2 are "do you agree to say that my choice to register e-learning is wise?" "And the lowest indicator on the satisfaction variable is the point item statement number 3 which is "do you agree to say that 'I think I did the right thing when I paid for e-learning?'" to support the results of this analysis, previous research conducted by Lee, DY, & Lehto, MR (2013) in a journal entitled "User acceptance of Youtube for procedural learning: An extension of the Technology Acceptance Model" which says that the existence of Satisfaction positively influences Behavioral Intention. Satisfaction in learning needs to be improved in order to increase the user's behavioral intentions. From the test results explain the results of filling in the satisfaction variable questionnaire is known that the indicators that have the highest score in item number 2 statement is "do you agree to say that my choice to register e-learning is wise?" And the lowest indicator on satisfaction variable is the statement number 3, "do you agree to say that 'I think I'm doing the right thing when I pay for e-learning?'".

Self Efficacy can be improved by creating a system that is easy and clear, products or services can be completed immediately by users, services or products explained by simple, attractive and convincing. Performance Expectancy can be improved by continuing to provide various benefits to customers such as helping to improve user performance, good mobility by being used either on a computer or through a smartphone with the help of an internet connection so that users can learn anytime and anywhere. Effort Expectancy can be improved by providing ease of use of the system and referring clear usage, so that users feel comfortable in using e-learning, making users able to operate the system easily and do not need the help of others who can minimize their efforts. From the test results on

filling out the questionnaire for the Effort Expectancy variable, the indicator that has the highest value on indicator number 2 is "I will find it easy for me to be skilled in using e-learning". The lowest indicator item is in indicator number 3, "I will become proficient in using e-learning".

From the test results on the Social Influence variable the highest indicator value is found in the indicator at number one which states that "The person closest to me thinks, that I must use e-learning" and the indicator that has the lowest value on the Social Influence variable is on indicator number 3 namely "My friend thinks that I have to use e-learning". Perceived Usefulness can be improved by making the use of e-learning able to improve user learning performance, making e-learning learning effective to use, able to help the productivity of the user and get many benefits from the use of e-learning.

Perceived Ease of Use is enhanced by the ease of the user to understand the system used and help the use of the system for easy use. Perceived Behavioral Control can be enhanced by the introduction of e-learning so users have the knowledge and are able to use e-learning. Attitude Toward Using can be improved by making the use of e-learning to be an interesting and fun learning to use, and e-learning users like to keep learning to use electronic learning. From the test results Attitude toward using are indicators with indicators is highest at the indicator at the number 3 which has the statement "Working with the system for e-learning was fun" and indicators are lowest for the indicator number 1 and 2, in which the statement on the indicator 1 is "Using e-learning system is a good idea" and statements in the second indicator is the "e-learning systems to make work more attractive".

4. CONCLUSIONS

It can be concluded that the e-learning industry needs to increase the element of satisfaction and make adoption of e-learning the right thing, making e-learning easy to use and understand, making e-learning important and educating, and making learning in e-learning more fun and interesting. Although Self Efficacy, Performance Expectancy, Perceived Usefulness, Perceived Ease Of Use and Perceived Behavioral Control do not significantly affect the intention of respondents to use e-learning, but these five variables still need to be re-evaluated in further research because in the research conducted by Mikalef et al in 2016 that Self Efficacy and Performance Expectancy affect the use of e-learning. Perceived Usefulness and Perceived Ease of Use have a positive effect on the behavioral intention of e-learning users, and Perceived Behavioral Control influence on intention e-learning user behavior (Mikalef et al., 2016). Need to be improved so as to be able to influence the intention to use e-learning.

While the four variables that significantly influence the e-learning user intentions, namely Satisfaction, Effort Expectancy, Social Influence and Attitude Toward Using need to be improved and also maintained to be able to encourage users to still want to use e-learning. These significant results prove that in accordance with the Satisfaction variable shows e-learning users in Jakarta are influenced by the perceived importance of satisfaction in using e-learning and to adopt e-learning is also the right thing. In the Effort Expectancy, it is proven that e-learning users in Jakarta are influenced by the ease of using e-learning and also the ease of understanding e-learning learning. On Social Influence shows that e-learning users in Jakarta are strongly influenced by Indonesian culture that e-learning is important and educates the public. Attitude shows that e-learning users in Jakarta are influenced by the interest in using e-learning, because of like to using, fun and also makes learning attractive. Based on the PLE, VBL, UTAUT, TPB and TAM2 models that focus on system acceptance, there are significant variables, namely Satisfaction, Effort Expectancy, Social Influence and Attitude. Then created a model that focuses on behavioral intentions in the acceptance of e-learning systems, also known as EAMBI (e-learning Acceptance Model on Behavioral Intention). With the following model.

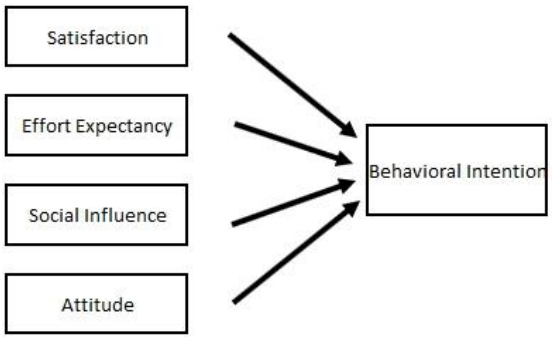

Figure 3. EAMBI (*e-learning Acceptance Model on Behavioral Intention*)

Behavioral Intention e-learning users are Effort Expectancy, Social Influence, Satisfaction and Performance Expectancy.

a. In Effort Expectancy where EE2 with the highest cross loading on the Effort Expectancy variable with the statement "I will find it easy for me to become skilled in using e-learning". Based on the indicators explained by Tan (2013), the e-learning industry developer in Jakarta needs to improve the ease of use of e-learning, and is easy to understand and become proficient for e-learning users
b. In Social Influence, it becomes a significant variable that positively influences Behavioral Intention of e-learning users in Jakarta in the calculation results in chapter 4. Proves that e-learning users tend to be influenced by people who influence e-learning users' learning behavior as it is explained in SI1 Indicator that people closest to me think that I should use E-learning. SI2 says that people who influence user learning behavior think that users must use e-learning. And SI3 said that the user's friend thinks that the user must use e-learning. Based on the indicators explained by Tan (2013), e-learning industry developers in Jakarta need to influence users, make e-learning a suggestion to be used for potential e-learning users and make e-learning a trend that follows the times for users.
c. In Satisfaction where Sat2 is the highest cross loading indicator with the statement "Do you agree to say that 'My choice to register e-learning is wise'". Based on the indicators described by Udo et al (2011), the e-learning industry developer in Jakarta needs to provide satisfaction and pleasure in the use of e-learning, and make it wise and right in adopting e-learning.
d. In Attitude Toward Using where Att3 is the highest cross loading indicator with the statement "Working with e-learning is fun".
e. In this study there are five variables that are not significant to the behavioral intentions of e-learning users, namely Self Efficacy, Performance Expectancy, Perceived Usefulness, Perceived Ease of Use and Perceived Behavioral Control. Whereas based on previous research, the five variables influence the intention of e-learning behavior, it is necessary to be re-evaluated through subsequent research involving these five variables. Based on the UTAUT model, TPB and TAM2 focus on system acceptance obtained significant variables, namely Satisfaction, Effort Expectancy, Social Influence and Attitude which are dominated by UTAUT and TAM. Then created a model that focuses on behavioral intentions in the acceptance of e-learning systems, also called EAMBI (e-learning acceptance models on behavioral intention).

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