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# FACTORS AFFECTING USE BEHAVIOR IN E-LEARNING IMPLEMENTATION USING CHROMEBOOK DEVICES

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#### ABSTRACT

With the developments in the world, especially in the world of education, technology has become a necessity. The rapid development of technology causes schools and educational institutions to compete by integrating technology in teaching and learning activities. Educators' readiness to integrate technology with conventional learning is a challenge for schools and educational institutions today. This study aimed to determine the factors that influence behavioral intention and use behavior towards e-learning using Chromebooks for educators. This study uses a modified UTAUT research model to suit the study. Through this research model, the writer tries to find a relationship between Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Condition on Behavioral Intention, and the relationship between Facilitating Condition and Behavioral Intention to Use Behavior. This study used a census method for all Junior High and Senior High, with 34 respondents. Hypothesis testing is done with the SmartPLS 3 computer application. This study has five hypotheses, two hypotheses are rejected because they have an insignificant relationship. This research can be used as a reference and management consideration in implementing policies.

Keywords: E-Learning, Chromebook, Google Classroom, UTAUT, and Educational Technology

### 1. INTRODUCTION

In recent years, technological developments in science are very influential. The learning process is required to adapt to existing technological developments continuously. It is not only the learning process required to adapt; educators are also required to innovate by using technology in the teaching process. Google Classroom is an LMS for the application of E-Learning from Google. Another example of an LMS that is widely used for E-Learning is Moodle and Team from Microsoft. Moodle is an open-source LMS. so that users can make adjustments to the application as needed. Full adjustments make it not as easy to use as other LMSs such as Google Classroom or Team from Microsoft. Google Classroom has the advantage of being developed by Google. and Google Classroom is one of G-Suite for Education features. G-Suite for Education is provided free of charge to

The use of Chromebook devices to support E-Learning implementation with the Classroom LMS was chosen because Chromebook device is a Google product. So that all Google features are the main features in using

advantage of G-Suite for Education.

Chromebook. Chromebooks are devices that are similar to notebooks. The basic difference is that Chromebooks use Google's operating system, namely Chrome-OS., and runs the majority with the cloud's function as a storage medium. Chromebook

educational institutions with complete features to support E-Learning application. G-Suite for

Education's advantage is that apart from being free

of charge, admins through the admin console can

create a large number of user accounts for free.

Google Drive, as another feature of G-Suite for

Education is Google's cloud storage media. Google

Drive, unlimited storage capacity is also an

Google

the

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device usage settings can be done strictly through Chrome Device Management (CDM). Through this CDM, each device can be registered as school property and the rules for its use can be done through the CDM. The advantage of using the Cloud on a Chromebook is that the Chromebook does not require a large hard drive for data storage, so it can lighten the weight of the Chromebook device and save power so that the use time of the Chromebook device is longer. Table 1 contains a comparison between Chromebook, Laptop, and Macbook.

Table. 1. Comparison of Chromebook, Laptop / Notebook, and Macbook

	Chromebook	Laptop	MacBook
Operating System	ChromeOS	Windows 10	MacOS
Price Range	\$200 - \$1000	\$300 - \$2500	\$999 – \$2800
Screen Size	10-15-inches	11 – 17- inches	12 – 15- inches
Processor	Mobile chip	Intel Core	Intel Core
Microsoft Office	Web apps	Windows Office	Mac Office
Storage	32GB+	128GB – 1TB	128 – 500GB
Battery	10 hours+	3 – 12 hours	10 – 12 hours

Researchers used an adapted UTAUT model to analyze the factors that influence behavioral intention and use behavior in e-learning with the use of a Chromebook device. UTAUT is developed by Venkatesh [1].

# 2. LITERATURE REVIEW

In the Standards for Technological Literacy (STL) published in 2000 by the International Technology Education Association, it is said that humans are referred to as animals that create tools [2]. Currently, various activities carried out by humans are assisted by using tools, machines, and systems using the help of these tools. Human work becomes more effective and efficient. In the learning process, we also need a tool in the form of technology to facilitate the process and learning results.

The use of information and communication technology in learning is related to computers and the internet [3]. The application of information and

communication technology in learning must be carried out by educators, students, schools in providing supporting facilities, and parents of students who play a role in accepting information and communication technology in learning. Each role must have confidence in using computers in completing work [4].

If in the past, the use of computers is limited to educators making questions or materials for teaching, so in the use of computers as information and communication technology, computers are also used as a medium of communication between educators and students. So that computers are used as a medium to increase effectiveness in the learning process. The use of computers and internet as learning media is very beneficial [5]:

- 1. The Internet provides a very broad connection.
- **2.** Access to information via the internet can be done at any time.
- **3.** Finding information through the internet is much faster than finding information through books in the library.
- 4. The Internet provides interactive learning.
- **5.** Users can discuss anything if they are part of a mailing list or chat.
- **6.** Finding information through the internet is much cheaper than buying original books or magazines.

The integration of information and communication technology in the learning process is divided into five levels [6]:

- 1. Integration of basic ICT, educators organize activities aimed at developing students' basic ICT skills. prepare lesson plans. including utilizing available ICT applications.
- 2. ICT integration level 1, educators give students homework and analyze it using ICT to support their learning process.
- 3. ICT integration level 2, educators aim to develop students' thinking skills. Educators create activities to train students to solve problems and think critically.
- 4. ICT integration level 3, educators and students communicate with experts or students from other schools outside the classroom online.
- 5. ICT integration level 4, students use ICT and ICT applications to find solutions to real problems related to learning.

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Although there are many uses of ICT in learning, many educators find obstacles in the application of ICT in learning. Educators cannot take advantage of ICT in learning because of a lack of training, knowledge, skills, and time [7]. Many factors influence the teaching force in applying ICT, such as lack of ICT skills and knowledge, limited ICT facilities in schools, and teaching hours beyond the limit [8]. A transformation to the application of technology in learning requires developing a positive attitude from users towards new technology [9]. When users are antipathy to technology, they may become resistant to changes in technology. This is in line with Watson, who said that the development of a positive attitude of the teaching staff towards the application of ICT is a key factor for ICT integration and avoiding teaching force resistance to computer use [10].

### 2.1. E-Learning

E-Learning is an application of information technology in education. Learning designed by utilizing technology will help students get better results [11]. If the traditional learning process requires face-to-face and in-class learning processes, by utilizing E-Learning, the learning process can be carried out through internet network and from anywhere.

Application of e-Learning in ICT. can be done with 3 systems: (1) Web Course; (2) Web Centric Courses; (3) Web Enhanced Courses. The application of e-Learning with Google Classroom carried out by middle-level educators at the "XYZ" school is carried out with the Web Centric Course system, where teaching materials are provided through the Learning Management System (LMS), while the exam is face-to-face [5].

#### 2.2. Google Classroom

G-suite for Education is a Google service for education ranging from basic education, secondary education, and higher education [12]. Google Classroom is a Google's free service, an important and popular lesson management application in education [13]. Google Classroom for material delivery, assignment, and task assessment.

#### 2.4. Chromebook Device

Chromebook devices are laptops that use the Linux-based operating system, ChromeOS.

Chromebook is a product from Google that works under the basic functions of Google and uses Cloud storage from Google. This cloud storage makes the Chromebook lighter, because it no longer uses the hard drive as storage media. Chromebook device user settings can be done centrally from the administrator by using Chrome Device Management (CDM).

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Chromebook devices can increase the effectiveness of teaching time because it has a high level of reliability and Cloud storage, thus minimizing the risk of data loss [14].

# **2.5. UTAUT**

UTAUT is one of the technology acceptance models developed by Venkatesh, Morris, Davis and Davis in 2003. In UTAUT there are 4 constructs that are seen as directly affecting Behavioral Intention and Use Behavior. The 4 constructs are Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditon. Besides the 4 constructs that influence, in UTAUT there are also 4 moderators considered to be able to influence the relationship between the 4 constructs with Behavior Intention and Use Behavior. The 4 moderators are Gender, Age, Expercience, and Voluntariness of Use [15]. The UTAUT model can be seen in Figure 1.



Figure. 1. UTAUT Model

The four variables in UTAUT can be explained as follows :

- 1. Performance Expectancy, the level where someone believes that using a technology/system will improve job performance.
- 2. Effort Expectancy, a person's level of convenience in using a technology/system.

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- 3. Social Influence, the degree to which a person feels that the people who are important to him believe; he should use the technology/system.
- 4. Facilitating Condition, the degree to which one believes there are technical support and infrastructure in using the technology/system.

UTAUT was developed from the acceptance model of technology [1], that is :

- 1. Theory of Reasoned Action (TRA)
- 2. Technology Acceptance Model (TAM)
- 3. Motivationel Model (MM)
- 4. Theory of Planned Behavior (TPB)
- 5. Model of PC Utilization (MPCU)
- 6. Innovation Diffusion Theory (IDT)
- 7. Social Cognitive Theory (SCT).

Through previous research [1]. UTAUT has an adjusted R2 value of 0.70 to the intended use, is greater than the adjusted R2 of other models. The adjusted R2 comparison of the results of this study can be seen in Table 2.

No	Model	R <sup>2</sup>	No	Model	R <sup>2</sup>
1	TRA	0.36	7	TPB with	0.47
				Age	
2	TAM 2	0.53	8	TAM +	0.39
				TPB	
3	TAM with	0.52	9	MPCU	0.47
	Gender				
4	MM	0.38	10	IDT	0.40
5	TPB with	0.36	11	SCT	0.36
	Voluntariness				
6	TPB with	0.46	12	UTAUT	0.70
	Gender				

Table. 2. Comparison of Adjusted R2 Values

Anandari [16] conducted a study using UTAUT to measure individual acceptance of Health Information System technology. Researchers used a quantitative approach with a survey method at 39 health centers in Banyumas that implemented a Nutrition Information System. The results of this study show that the effect of Behavior Intention on Use Behavior is 23.6%. Effect of Performance Expectancy, Effort Expectancy, and Social Influence on Behavior Intention is 49.1%. So the adoption of a Health Information System needs to consider Behavior Intention, Performance

Expectancy, Effort Expectancy, and Social Influence.

Priyadi [17] conducted a study to measure the behavior of using the E-Office portal at Bank "XYZ". Researchers used quantitative descriptive research using a structured questionnaire. The research model used is UTAUT. but the researchers did not use a moderator as a factor that affects the relationship variables. The results of this study show that Behavioral Intention Of Use is only influenced by Performance Expectancy. while Business Expectancy (Effort Expectancy) and Social Influence (Social Influence) have no effect. Use Behavior is influenced by Behavioral Intention of Use and Supporting Conditions (Facilitating Conditions).

Afonso [18] in a study to determine the effect of gender moderator on the UTAUT model in a case study of user acceptance in using the Electronic Document Management System (EDMS). using the UTAUT model with a Gender moderator. Data collection is done by survey method. and obtained 2,715 valid responses from EDMS users in Portugal. Data analysis using PLS-SEM with the help of SmartPLS software. The results of this study indicate that the expected features of EDMS can differ between genders. Performance Expectancy has a stronger relationship with Intention Of Use in men than women. Men are more driven by factors such as competitive and have higher motivation and find EDMS useful. While the relationship Effort Expectancy. shows that women are more experienced in using EDMS to overcome the difficulties of using and the complexity of using EDMS. Social Influence relationship does not differ between men and women. These results indicate that women have a sufficient level of experience and are not affected by the fit factor.

Magsamen and Conrad [19] conducted a study using UTAUT to understand generational differences (Age) in the adoption of new technologies. The sample used in this study ranged between the ages of 19-99 years. consisting of users and non-tablet users, owners and non-owners of tablets that range from no use to continuous use. The results of this study indicate that the relationship between different ages with a positive attitude in the use of technology. negatively related. Researchers divide the age category into Builder, boomers, Gen Y, and Gen X. Builders think there are few resources and technical help that will help them use a tablet. This shows that to encourage the use of technology, parents must have supporting



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facilities. Effort Expectancy is the most influential factor in tablet use. taking into account social and cultural factors. in relation to age and technology.

# **3. RESEARCH METHODOLOGY**

This study uses the UTAUT model which has been adjusted to research on the factors that influence Behavior Intention and Use Behavior in the use of Google Classroom as an LMS (Learning Management System) for the application of E-Learning through the use of Chromebook devices, namely at the junior and senior high school levels. UTAUT model is used because UTAUT has an adjusted R2 value of 0.70 towards the intended use, which is greater than the adjusted R2 of other models [1].

The hypothesis is a temporary answer to research. Based on the research model in Figure 2, the research hypothesis is as follows :

H1 Performance Expectancy has a positive effect on Behavioral Intention in the application of e-learning through the use of a Chromebook device

H2 Effort Expectancy has a positive effect on Behavioral Intention in the application of e-learning through the use of a Chromebook device

H3 Social Influence has a positive effect on Behavioral Intention in the application of e-learning through the use of a Chromebook device

H4 Facilitating Condition has a positive effect on Behavioral Intention in the application of elearning through the use of a Chromebook device

H5 Facilitating Condition has a positive effect on Use Behavior in the application of e-learning through the use of a Chromebook device

H6 Behavioral Intention has a positive effect on Use Behavior in the application of e-learning through the use of a Chromebook device



Figure. 1. Research Methodology

The constructs on the independent variables were found to be similar to previous studies. The indicators of each variables can be seen in the Table below.

Table. 2. Performance Expectancy Indicators

Code	Indicator	References
PE1	User	[20], [21], [22], [1]
	perceptions of	
	the system	
PE2	Motivation of	[20], [21], [22], [1]
	users towards	
	the system	
PE3	Suitability for	[20], [21], [1]
	work	
PE4	Benefits	[21], [22]
	related to the	
	use of the	
	system	

Table.4. Effort Expectancy Indicators

Code	Indicator	References
EE1	Ease of	[20], [21],
	exploration	
	capabilities	
EE2	Ease of use	[20], [21], [22], [1]
EE3	Compatibility	[20], [21], [1]
	studied	
	systems	

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Table.5. Social Influence Indicators

Code	Indicator	References
SI1	Subjective	[20], [21], [22]
	norms	
SI2	Social	[20], [21], [22]
	influence	
	factors	
SI3	Environmental	[21], [1]
	motivation	

Tabla 6	Facilitating	Condition	Indicators
Table.0.	гасшания	Conaliton	inalcalors

Code	Indicator	References
FC1	Knowledge in	[20], [21], [22], [1]
	system usage	
FC2	Compatibility with	[20], [21]
	other systems used	
FC3	Support in using	[21], [1]
	the system	
FC4	Resources for	[20], [21], [22]
	system use	

$1 \alpha \sigma \sigma \sigma$	Table.7.	Behavioral	Intention	Indicators
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BI1	Intention to use	[20], [21], [22], [23]
	the system by the	
	user	
BI2	Prediction of	[20], [24]
	system usage by	
	users	
BI3	User usage system	[25], [20]
	plan	

UB1	Experience level using the system	[20], [1], [26]
UB2	Level of system usage	[20]
UB3	Level in developing knowledge of the system	[20], [1]

The data collection method was done by using the census method. The respondents are all educators who teach at the middle-level private school in Indonesia. The questionnaire contains questions that reflect each variable's constructs of the UTAUT model used by the researcher. The questionnaire was prepared using a Likert five scale, which consists of Strongly Agree (SA), Agree (A), Doubt (DO), Disagree (DA), and Strongly Disagree (SD). To get a conclusion from the census data with the research model used, an evaluation will be carried out using SMART PLS3. The evaluation is divided into two models, namely the Outer Model evaluation and Inner Model evaluation.

Outer Model evaluation is used to test the validity of the variables and the instruments' reliability. There are 2 kinds of measurement models in the Outer Model, namely the Reflective and measurement model the Formative measurement model. The Reflective Measurement Model is represented by an arrow from the latent construct to the indicator. Indicators in the Reflective measurement model are seen as a result of latent constructs. While the formative measurement model is depicted by arrows from indicators to latent constructs. In this study, the latent construct affects the indicators, so the researcher uses the Reflective measurement model.

In PLS-SEM there are 2 types of validity, namely convergent validity and discriminant validity. Convergent validity tests can be seen from the comparison of indicator scores with variable scores. The indicator is considered valid if the AVE value is greater than 0.5 and the Outer Loadings value is greater than 0.708 [27], which illustrates adequate convergent validity. Meanwhile, discriminant validity aims to see that the combined indicators are not unidimensional. Discriminant validity was measured by criteria from Fornell-Larcker and Crossloadings [27]. In this study using convergent validity, so the researchers used the AVE value and the Outer Loadings value in testing the validity.

The reliability test can be seen from the Cronbach's alpha value and the composite reliability value. To be declared reliable, Cronbach's alpha value must be more than 0.7, and the composite reliability value must be more than 0.7 [27].

Evaluation Inner Model is used to process the data. This study uses the Partial Lease Square Structural Equation Model (PLS-SEM) method to process the existing data. While the software that

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will be used for this data processing is SmartPLS3. Inner Model evaluation was carried out by measuring R Square and Estimate for Path Coefficients. The value of R Square is the coefficient on the endogenous construct with the value of R<sup>2</sup> 0.75. 0.50. or 0.25 for endogenous latent variables. As a rule of thumb, each one is described as substantial, moderate, or weak [28]. The path coefficient is used to see the relationship between variables. The path coefficient has a value between -1 to +1, where this value shows a weak negative relationship to a strong positive relationship. Hypothesis testing is done by comparing T statistics and P-value from the SmartPLS3 bootstrapping results. T statistics are compared with the T-table value with the one-tailed test, so that the accepted hypothesis is if the Tstatistic is greater than the T-table. Meanwhile, the significant relationship assessed is at the 5% level, so that the acceptable P-value is less than 0.05 [27].

# 4. RESULT

Of the 34 respondents, the majority of the age range 30-40 years is 52.9%, 20-30 years old is 35.3%, and 40-50 years old is 11.8%. The experience level of 34 respondents, experience> 2 years was 50\%, 1-2 years experience was 47.1%, and experience <1 year was 2.9%.

The majority of the population of this study is an experience level of > 2 years totaling 17 respondents or equivalent to 50%, then an experience level of 1 - 2 years totaling 16 respondents or equivalent to 47.1%, and the lowest number is an experience level of < 1 year amounting to 1 respondents or equivalent to 2.9%.

# 4.1. Validity and Reliability

The validity can be seen from the comparison of the indicator score with the variable score. The validity test is done by calculating the AVE and Outer Loadings values. The indicator is considered valid if the AVE value is greater than 0.50 and the Outer Loadings value is greater than 0.708 [27], which illustrates adequate convergent validity. The result can be seen in Table 9.

Tabel.9. Outer Loadings Value and AVE value

Variabel	Indikator	Outer Loadings Value	AVE Value	Result
Behavior	BI1	0.947	0.941	Valid

Variabel	Indikator	Outer Loadings Value	AVE Value	Result
al	BI2	0.976		Valid
Intention	BI3	0.985		Valid
Effort	EE1	0.816		Valid
Expectan	EE2	0.865	0.753	Valid
cy	EE3	0.919		Valid
Facilitati	FC1	0.857		Valid
ng	FC2	0.632	0.527	Invalid
Conditio	FC3	0.592		Invalid
n	FC4	0.790		Valid
Performa	PE1	0.866		Valid
nce	PE2	0.869	0.683	Valid
Expectan	PE3	0.822	0.085	Valid
cy	PE4	0.742		Valid
Social	SI1	0.474		Invalid
Influence	SI2	0.945	0.639	Valid
Influence	SI3	0.894		Valid
Use	UB1	0.877		Valid
Behavior	UB2	0.838	0.674	Valid
Benavioi	UB3	0.740		Valid

Three indicators are invalid because they have Outer Loadings values below 0.708, namely the FC2, FC3, and SI1 indicators. Each indicator has an Outer Loadings value greater than 0.708 and the AVE value of each indicator is greater than 0.50, so that each indicator can be declared valid.

Validity test results where the FC2, FC3, and SI1 indicators have been eliminated. The Outer Loadings and AVE values can be seen in the table 10.

Tabel.10. Outer Loadings and AVE Values Elimination Result Indicator

Variabel	Indikator	Outer Loadings Value	AVE Value	Result
Behavioral	BI1	0.948		Valid
Intention	BI2	0.976	0.941	Valid
Intention	BI3	0.985		Valid
Effort	EE1	0.816		Valid
Enon	EE2	0.865	0.753	Valid
Expectately	EE3	0.919		Valid
Facilitating	FC1	0.940	0.813	Valid
Condition	FC4	0.862	0.015	Valid

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Performance	PE1	0.866		Valid
	PE2	0.869	0.683	Valid
Expectancy	PE3	0.822		Valid
	PE4	0.742		Valid
Social	SI2	0.952	0.915	Valid
Influence	SI3	0.962	0.715	Valid
Use	UB1	0.880		Valid
Behavior	UB2	0.833	0.674	Valid
	UB3	0.744		Valid

The reliability test can be seen from the Cronbach's alpha value and the composite reliability value. Requirements for it to be declared reliable. Cronbach's alpha value must be greater than 0.70, and the composite reliability value must be greater than 0.70 [27]. The Cronbach's Alpha Values and Composite Reliability Values can be seen in Table 11.

Table.11. Cronbach's Alpha Values and Composite Reliability Values

Variable	Cronbach's Alpha Values	Cronbach's Alpha Standard Values	Composite Reliability Values	Composite Reliability Standard Values	Result
PE	0.846	> 0.70	0.896	> 0.70	Reliable
EE	0.835	> 0.70	0.901	> 0.70	Reliable
SI	0.908	> 0.70	0.956	> 0.70	Reliable
FC	0.778	> 0.70	0.897	> 0.70	Reliable
BI	0.968	> 0.70	0.979	> 0.70	Reliable
UB	0.759	> 0.70	0.861	> 0.70	Reliable

Based on the validity test and reliability test results, it can be concluded that the variables and indicators used are valid and reliable, and ready for further testing, provided that three indicators have been eliminated because they have an invalid outer loadings value in the validity test. The indicators are:

- 1.FC2 : I feel Google Classroom through Chromebook devices is SIS (School Information System) compliant
- 2. FC3 : There are certain people/sections who are ready to help if you encounter difficulties using Google Classroom via Chromebook devices

3. SI1: My leader/colleague who is my role model, thinks I can easily use Google Classroom through Chromebook devices in teaching and learning activities

# 4.2. Hypotheses Testing

In the Inner Model, measurements of R Square and Estimate for Path Coefficients were performed. The value of R Square is the coefficient on the endogenous construct with the value of  $R^2$  0.75. 0.50. or 0.25 for endogenous latent variables. As a rule of thumb. each was described as substantial, moderate, or weak [28]. R2 Values can be ssen in Table 12.

Table.12. R Square Values

	R-Square	R-Square Adjusted
Behavioral Intention	0.789	0.760
Use Behavior	0.896	0.890

It can be concluded that the independent variable can explain behavioral Intention in this study at 78.90%, and the independent variable can explain use Behavior in this study at 89.60%. Result of Path Coefficient Testing can be seen in Table 8 and Hypotheis Testing Result can be seen in Table 13.

Table.13. Hypothesis Testing Results

Path	Original Sample	T Statistics	T Tabel	Result T statistics > T Tabel
PE -> BI	0.412	1.633	1.69	Not Accepted
EE -> BI	0.130	0.218	1.69	Not Accepted
SI -> BI	0.558	3.155	1.69	Accepted
FC -> BI	0.367	2.067	1.69	Accepted
FC -> UB	0.201	2.106	1.69	Accepted
BI -> UB	0.800	9.511	1.69	Accepted

H1: Performance Expectancy has a positive effect on Behavioral Intention in the application of e-learning through the use of a Chromebook device

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Based on the results of testing the outer model and inner model with the help of SmartPLS, the path coefficient of Performance Expectancy (PE) on Behavioral Intention (BI) is 0.254, so Performance Expectancy (PE) has a positive effect on Behavioral Intention (BI). The magnitude of the influence of Performance Expectancy (PE) on Behavioral Intention (BI) seen from the P values is 0.052 (< 0.05) and the T statistics value is 1.633 (<1.69), so both are declared insignificant. From the test results, the hypothesis H1 is "Performance Expectancy has a positive effect on Behavioral Intention in the application of e-learning through the use of chromebook devices for school educators "XYZ" "is rejected. This proves that Performance Expectancy (PE) does not have a positive effect on Behavioral Intention (BI) in the application of elearning through the use of chromebook devices for "XYZ" school educators.

The results of this test illustrate that respondents do not believe that the expected benefits and performance of using the system affect behavioral intention in using the system. This is in line with research [29], where e-government sites are not associated with increased job performance.

### H2: Effort Expectancy has a positive effect on Behavioral Intention in the application of elearning through the use of a Chromebook device

Based on the test results of the outer model and inner model with the help of SmartPLS, the path coefficient of Effort Expectancy (EE) on Behavioral Intention (BI) is 0.043, so Effort Expectancy has a positive effect on Behavioral Intention (BI). The magnitude of the effect of Effort Expectancy (EE) on Behavioral Intention (BI) seen from the P values is 0.414 (> 0.05) and the T statistics value is 0.218 (< 1.69), so both are declared insignificant. From the test results, the hypothesis H2, namely "Effort Expectancy has a positive effect on Behavioral Intention in the application of e-learning through the use of chromebook devices on school educators "XYZ" "is rejected. This proves that Effort Expectancy (EE) does not have a positive effect on Behavioral Intention (BI) in the application of e-learning through the use of chromebook devices for "XYZ" school educators.

The results of this test illustrate that respondents are not sure that the expected ease of using the system affects behavioral intention in using the system. This is in line with research [30], where there is no significant effect between the direct relationship of Effort Expectancy with Behavioral Intention or technology in the classroom.

# H3: Social Influence has a positive effect on Behavioral Intention in the application of elearning through the use of a Chromebook device

Based on the test results of the outer model and inner model with the help of SmartPLS, the Social Influence (SI) path coefficient on Behavioral Intention (BI) is 0.525, so that the Social Influence (SI) path has a positive effect on Behavioral Intention (BI). The magnitude of the influence of the Social Influence (SI) path on Behavioral Intention (BI) seen from the P values is 0.001 (< (0.05) and the T statistics value is (> 1.69), so both are declared significant. From the test results, the hypothesis H3 which is "Social Influence has a positive effect on Behavioral Intention in the application of e-learning through the use of chromebook devices on school educators "XYZ" "is accepted. This proves that Social Influence (SI) has a positive effect on Behavioral Intention (BI) in the application of e-learning through the use of chromebook devices for school educators "XYZ".

The results of this test illustrate that respondents believe that leaders or colleagues who are considered important or influential in their surroundings affect behavioral intention in using the system. This is in line with research [31], where Social Influence is significant in influencing Behavioral Intention.

# H4: Facilitating Condition has a positive effect on Behavior Intention in the application of elearning through the use of a Chromebook device

Based on the test results of the outer model and inner model with the help of SmartPLS, the path coefficient of Facilitating Condition (FC) on Behavioral Intention (BI) is 0.367, so that Path Facilitating Condition (FC) has a positive effect on Behavioral Intention (BI). The magnitude of the effect of path Facilitating Condition (FC) on Behavioral Intention (BI) seen from the P values is 0.020 (< 0.05) and the T statistics value is 2.067 (>1.69), so both are significant. From the test results, the hypothesis H4 which is "Facilitating Condition has a positive effect on Behavioral Intention in the application of e-learning through the use of chromebook devices on school educators "XYZ"

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"is accepted. This proves that Facilitating Condition (FC) has a positive effect on Behavioral Intention (BI) in the application of e-learning through the use of chromebook devices for school educators "XYZ".

The results of this test illustrate that respondents believe that the available resources, both facilities and infrastructure and knowledge affect behavioral intention in using the system. This is in line with the results of research [32], where from the sample in the USA it was found that Facilitating Condition had a significant effect on Behavioral Intention in the use of E-Learning.

# H5: Facilitating Condition has a positive effect on Use Behavior in the application of e-learning through the use of a Chromebook device

Based on the test results of the outer model and inner model with the help of SmartPLS, the path coefficient of Facilitating Condition (FC) on Use Behavior (UB) is 0.199, so path Facilitating Condition (FC) has a positive effect on Use Behavior (UB). The magnitude of the effect of path Facilitating Condition (FC) on Use Behavior (UB) seen from the P values is 0.018 (< 0.05) and the T statistics value is 2.106 (> 1.69), so both are significant. From the test results, the hypothesis H5, namely "Facilitating Condition has a positive effect on Use Behavior in the application of e-learning through the use of chromebook devices on school educators "XYZ" "is accepted. This proves that Facilitating Condition (FC) has an effect on Use Behavior (UB) in the application of e-learning through the use of chromebook devices for "XYZ" school educators.

The results of this test illustrate that respondents believe that the available resources, both facilities and infrastructure and knowledge affect use behavior in using the system.

### H6: Behavioral Intention has a positive effect on Use Behavior in the application of e-learning through the use of devices

Based on the test results of the outer model and inner model with the help of SmartPLS, the path coefficient of Behavioral Intention (BI) on Use Behavior (UB) is 0.800, so that the Path Behavioral Intention (BI) has a positive effect on Use Behavior (UB). The magnitude of the effect of Path Behavioral Intention (BI) on Use Behavior (UB) seen from the P values is 0.000 (< 0.05) and the T statistics value is 9.511 (> 1.69), so both are declared significant. From the test results, hypothesis H6, namely "Behavioral Intention has a positive effect on Use Behavior in the application of e-learning through the use of chromebook devices on school educators "XYZ" "is accepted. This proves that Behavioral Intention (BI) has an effect on Use Behavior (UB) in the application of elearning through the use of chromebook devices for school educators "XYZ".

The results of this test illustrate that respondents believe that the respondent's intention to use the system affects use behavior in using the system. This is in line with research (Lewis et al., 2013), where the results of testing the intention to use technology have a significant positive effect on Use Behavior.

# 7. DISCUSSION AND LIMITATIONS

This study has limitations. First, the number of respondents in this study, who only came from one school, was only 34 respondents, thus limiting the data's diversity. By having more respondent data, the results of the research will increasingly reflect the real situation. Second, the majority of sufficient respondents have experience in implementing e-learning with the use of Chromebook devices.

Based on the research results on the factors that influence moral intention and use behavior in the application of e-learning with the use of Chromebook devices, several things can be concluded. First, the variables Performance Expectancy and Effort Expectancy do not positively affect Bevarioal Intention from the application of e-learning with the use of Chromebook devices.

Second, the Social Influence and Facilitating Condition variables have a positive effect on Behavioral Intention from implementing e-learning with Chromebook devices. Third, the variables Facilitating Condition and Behavioral Intention have a positive effect on the Use Behavior of elearning with the use of Chromebook devices.

Future research can expand the population to make research more reflective of the actual situation. In addition, further research can also add a moderator in accordance with the scope of the research.



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