

ABSTRACT

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"THE EFFECT OF PERCEIVED USEFULNESS, PERCEIVED EASE OF USE, AND SUBJECTIVE NORM ON BEHAVIORAL INTENTION TO USE AND ACTUAL USE OF THE MOODLE LEARNING MANAGEMENT SYSTEM AMONG TEACHERS USING THE TECHNOLOGY ACCEPTANCE MODEL "

(xiv + 99 pages; 13 figures; 16 tables; 11 Appendixes)

Education in the digital era is advancing rapidly with the use of information and communication technology. E-Learning platforms like Moodle are utilized to facilitate learning and achieve educational goals. This study analyzes the factors influencing the acceptance of LMS Moodle based on the framework of the Technology Acceptance Model (TAM). The factors examined include perceived usefulness, perceived ease of use, and subjective norm, which affect behavioral intention to use and actual use. The research adopts a quantitative approach, involving 125 teachers as respondents from XYZ Private Christian School. Data was collected through the distribution of a questionnaire consisting of 20 statements using a five-point Likert scale. Smart PLS 4.0 was used for data analysis, employing the Structural Equation Modeling (SEM) approach - Partial Least Square. The findings reveal that perceived usefulness and perceived ease of use have a significant positive influence on behavioral intention in utilizing LMS Moodle. However, no significant influence was found between subjective norm and behavioral intention. Additionally, subjective norm also influences perceived usefulness. The results also demonstrate that behavioral intention to use significantly affects the actual use of LMS Moodle. In conclusion, it is crucial to enhance the perceived usefulness and ease of use of LMS Moodle to increase behavioral intention and actual system usage.

Keywords : Perceived Usefulness, Perceived Ease of Use, Subjective Norm, Behavioral Intention to Use, Actual Use, LMS, TAM

References : 55 (1989-2023)

ABSTRAK

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“PENGARUH *PERCEIVED USEFULNESS*, *PERCEIVED EASE OF USE*, *SUBJECTIVE NORM* TERHADAP *BEHAVIORAL INTENTION TO USE* DAN *ACTUAL USE LEARNING MANAGEMENT SYSTEM MOODLE* PARA GURU DENGAN MENGGUNAKAN *TECHNOLOGY ACCEPTANCE MODEL*”

(xiv + 99 halaman : 12 gambar; 16 tabel; 11 Lampiran)

Pendidikan di era digital semakin maju dengan penggunaan teknologi informasi dan komunikasi. E-Learning, seperti Moodle, digunakan untuk memfasilitasi pembelajaran dan mencapai tujuan pembelajaran. Penelitian ini menganalisis faktor penerimaan LMS Moodle berdasarkan kerangka teori *Technology Acceptance Model* (TAM). Faktor-faktor yang mempengaruhi niat perilaku (*Behavioral Intention to Use*) dan penggunaan aktual (*Actual Use*) meliputi persepsi kebermanfaatan (*Perceived Usefulness*), persepsi kemudahan (*Perceived Ease of Use*), dan norma subyektif (*Subjective Norm*). Metode penelitian yang digunakan adalah pendekatan kuantitatif. Responden yang terlibat adalah guru di sekolah swasta Kristen XYZ, dengan sampel sebanyak 125 orang. Data dikumpulkan melalui penyebaran kuesioner yang terdiri dari 20 pernyataan menggunakan skala Likert lima poin. Analisis data menggunakan SmartPLS 4.0 dan pendekatan yang digunakan adalah *Structural Equation Modeling (SEM)-Partial Least Square*. Dalam penelitian ini, ditemukan bahwa persepsi kebermanfaatan dan persepsi kemudahan penggunaan memiliki pengaruh positif dan signifikan terhadap niat perilaku dalam memanfaatkan LMS Moodle. Namun, tidak terdapat pengaruh yang signifikan antara norma subjektif dan niat perilaku. Selain itu, norma subjektif juga berpengaruh terhadap persepsi kebermanfaatan. Hasil penelitian juga menunjukkan bahwa niat perilaku memiliki pengaruh positif dan signifikan terhadap penggunaan aktual LMS Moodle. Kesimpulannya, penting untuk meningkatkan persepsi kebermanfaatan dan kemudahan penggunaan LMS Moodle agar dapat meningkatkan niat perilaku dan penggunaan aktual sistem tersebut.

Kata Kunci : *Perceived Usefulness, Perceived Ease of Use, Subjective Norm, Behavioral Intention to Use, Actual Use, LMS, TAM*

Referensi : 55 (1989-2023)