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THE EFFECT OF PERCEIVE EASE OF USE AND SATISFACTION TO CONTINUANCE INTENTION LEARNING MANAGEMENT SYSTEM

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ABSTRACT

This study aims to determine whether the variable Perceived ease of use, satisfaction affects the continuance intetion of Google Classroom users at the State University of Jakarta. A total of 200 respondents or students from Jakarta State University were obtained by survey method using Google Form and using Likert Type by purposive sampling. By using the Structural Equation Modeling (SEM) method, the results show that Perceived ease of use has a positive and significant effect on satisfaction and continuance intetion and satisfaction has a positive and significant effect on continuance intetion with Plabel value < 0.050 and C.R value > 1960.
***Keyword: Perceived Ease of Use, Satisfaction, Continuance Intention,* SEM**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah variabel kemudahan yang diterima, kepuasan berpengaruh pada kontinuitas penggunaan pengguna *Google Classroom* di Universitas Negeri Jakarta. Sebanyak 200 responden atau mahasiswa dari Universitas Negeri Jakarta didapatkan dengan metode survei dengan *Google Form* dan menggunakan *Likert Type* secara *purposive sampling*. Dengan menggunakan metode *Structural Equation Modeling* (SEM) didapatkan hasil bahwa kemudahan yang diterima berpengaruh positif dan signifikan terhadap kepuasan dan kontinuitas penggunaan serta kepuasan berpengaruh positif dan signifikan terhadap kontinuitas pengguaan dengan nilai Plabel <0.050 dan nilai C.R > 1960.
Kata kunci: Kemudahan yang Diterima, Kepuasan, Kontinuitas Penggunaan, SEM

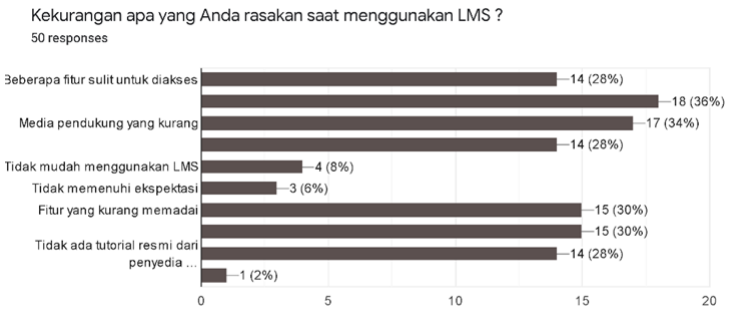
BACKGROUND

According to Kurie, the founder of codingcamp.id at detik.com, digital learning is very much but there are still many who have not gotten used to it. able or marginalized who rarely hold technology tools on them will find it difficult in the future to use technology (detik.com, 2019). Reported from the Republika.co.id news portal, Widyanuratikah wrote: (2020) According to PTP Pusdatin Kemendikbud, Gogot Suharto, digital literacy in Indonesia is still very low. He said that Indonesia was still ranked 56 out of 63 countries that participated in the mapping World Digital Competitiveness Ranking 2020 (WDCR 2020). WDCR 2020 measures the capacity and readiness of 63 countries to adopt and exploit digital technology. The

development and use of technology in the 4.0 era is indeed fast, but in the field of education, the use of technology and communication is still less than optimal. According to Plt. Ministry of Education and Culture Gogot Suharwoto told medcom.id that technology in the education sector is not as fast as other technologies such as finance *(Finance* atau *Fintech)* (medcom.id, 2020)

The facts above can at least describe how the condition of education in Indonesia, the burden or problems faced by the education system in Indonesia, in addition to the unequal facilities, the use of learning media obtained by students to support teaching and learning activities is also less than optimal, even though in this modern era technological advances very fast. It is time for Indonesian education to be able to maximize the use of information and communication technology for teaching and learning activities

According to Thomson on Ansong-Gyimah (2020) Learning can be done without meeting face to face because technology at this time is sophisticated with technology, educators and students can meet face to face without having to be close to or come to school. The intermediary technology is called e-learning. E-learning or electronic learning is any teaching and learning that uses the internet, e-learning consists of infrastructure, systems, applications and content. Content on e-learning can be stored in the learning management system (LMS) (Putra et al., 2020). Reporting from Kompas.com, the results of a national survey from the Indonesian Survey Flow Google Classroom ranked first as the platform used during PJJ (Kamil, 2020)



Source : Researcher Survey

Based on the results of the initial survey conducted by researchers, although respondents felt the benefits of using a learning management system (LMS), respondents also still felt the shortcomings of the LMS, such as in operating the LMS, there were some respondents who still felt difficulties, there were features that were difficult. accessible and for free users there are features that are limited, in the provision of material through the LMS the explanation given is also limited because the LMS features do not support and there are technical problems such as the internet network that must be strong and stable.

Whereas based on the TAM theory, Perceive Ease of Use is one of the important factors in adapting new technologies (Ashfaq et al., 2020). The perceived ease of use is one of the most important factors in determining one's satisfaction. If a person's level of satisfaction is not met, according to the expectation confirmation model (ECM) theory, it will affect the continuity of use (continuance intention) on a technology. (Ashfaq et al., 2020; Bhattacherjee, 2001)

Therefore, with the existence of obstacles in the use of LMS, researchers want to find out whether the level of perceive ease of use, satisfaction is sufficient to affect the continuity of use (continuance intention) in the use of LMS at the State University of Jakarta by using Google Classroom as object of research.

THEORETICAL FRAMEWORK

Perceive Ease of Use (PEOU)

According to Fred D. Davis in research Shang & Wu (2017) Perceive ease of use is a person's level of confidence that using a system will not expend much effort in its operation. according to Bhattacherjee (2001) *perceive ease of use* it can also represent users' belief that using technology can enhance their experience.

Based on the explanation above, the notion of perceived ease of use can be concluded as the ease with which users receive when using a new information system, and does not expend so much effort to adapt an information system and does not burden the user mentally and physically.

Satisfaction (ST)

Based on the theory of Bhattacherjee (2001) expectation confirmation model (ECM) satisfaction is the result of user expectations being met before trying an information system. In the theory of expectation confirmation model (ECM) the level of satisfaction is based on how much an information system provides usefulness for the user and how much the user's expectations before using the information system. In the Technology Acceptance Mode (TAM) developed by Fred D. Davis (1989) satisfaction is an influence of positive feelings and negative feelings called dissatisfaction. Besides being in the technology acceptance mode (TAM) satisfation model in the expectation confirmation theory (ECT) developed by Ollver (1980) and the model used as the basis for developing the expectation confirmation model (ECM), satisfaction is a condition where user expectations are met after using an information system.

Continuance Intention (CI)

Based on Bhattacherjee (2001) in the model he developed, the expectation confirmation model (ECM) explains a person's behavior after using an information system. In his research, continuance intention is the intention to use an information system that will appear when user expectations are achieved or confirmed after they use an information system. Bhattacherjee (2001) explains that continuance intention is the same as repurchase intention because the decision to buy or continue to use an item or information system is determined by receiving or buying the item first, then after using or buying the item the user will get experience about the item they have purchased. or use and will do the evaluation. If in the evaluation they are satisfied and their expectations for the item are met, then a sense of wanting to use or buy the item will arise in the futureBerdasarkan penjelasan di atas peneliti menyimpulkan bahwa kontinnuitas penggunaan (*continuance intention*) adalah niat untuk terus menggunakan suatu sistem informasi setelah pengguna menggunakannya.

HYPOTHESIS DEVELOPMENT

Perceive Ease of Use (PEOU) and Satisfaction (ST)

In the research of Shang et al. (2017) discussing what factors contribute to the intention to shop for food and non-food items via mobile and other media (mobile shopping app) said that perceived ease of use is one of the main tools in adapting an information system (IS). The level of ease obtained or percived ease of use for each user may vary due to the diverse habits, age and gender of users, so their level of satisfaction will also vary. (Shang & Wu, 2017). In his research, it can be interpreted that different levels of perceived ease of use will affect different levels of satisfaction as well. In other studies that examine the learning management system (LMS), namely: (Ashrafi et al., 2020), said that the ease received by students who use a learning management system (LMS) will affect satisfaction. This is based on researcher Liao in (2020) a conceptual model that combines two theories, namely the theory of planned behavior and the expectation disconfirmation model with the context of online services, resulting in that percived ease of use greatly affects satisfaction.
So the researcher assumes that the convenience received has a role in positively influencing user satisfaction in the use of learning management systems (LMS).

H1 : Perceive Ease of Use positive and significant effect on Satisfaction.

Perceive Ease of Use (PEOU) and Continuance Intention (CI)

In Cheng's research (2018) which discusses enterprise resource planning (ERP), it is stated that perceived ease of use will affect the continuity of a person's use if the user or in the context of this research is the company feels the ease or difficulty in using eterprise resource planning (ERP) software. will increase the continuity of use of the software. Regarding online shopping, the research conducted by Shang et al (2017) discussing online shopping apps, this study seeks to find out the factors that influence continuance intention in online shopping. In the results of his research, perceived ease of use affects continuance intention positively. In another study made by Liu & Pu (2020) discussing the model that explains the factors that influence the continuity of the use of one to one online learning, in his research there is a hypothesis that connects perceived ease of use with continuance intention and the results of this study say that perceived ease of use has an effect on continuance intention.

So the researcher assumes that the ease of acceptance has a role in positively influencing the continuity of user use in the use of learning management systems (LMS).

H2: Perceive Ease of Use positive and significant effect on Continuance Intention

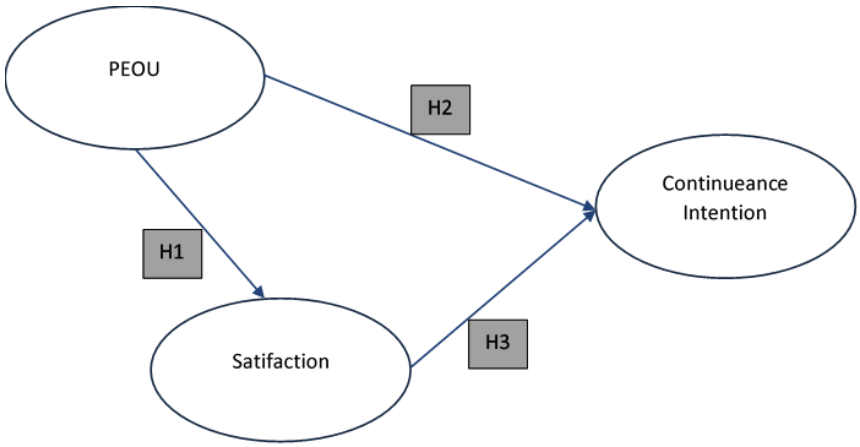
Satisfaction (ST) dan Continuance Intention (CI)

In the expectation confirmation model (ECM) satisfaction will affect continuance intention in an information system, but the level of satisfaction will vary depending on how much user expectations are met. If the level of fulfillment is low, the level of satisfaction will be low as well as its effect on continuance intention (Bhattacherjee, 2001). In Cheng's research (2018) which discusses enterprise resource planning (ERP) satisfaction is the cause of continuance intention, the more users feel satisfaction, the greater the likelihood of user continuance intention. The results of this study say that satisfaction affects the continuance intention of ERP software. In other studies such as that of Joo et al. (2017) regarding

continuance intention in digital books, his research results that satisfaction affects the continuance intention of digital books. The same thing happened to Cheng (2019) 's research which researched e-learning. In his research, he found that satisfaction greatly affects continuance intention.

So the researcher assumes that satisfaction has a role in positively influencing the continuity of user use in the use of learning management systems (LMS).

H3: Satisfaction positive and significant effect on Continuance Intention



METHOD

This research method uses a survey method with data measurement techniques using a 6-point Likert scale.

Population

The population of this study is the student in Universitas Negeri Jakarta

Sample

Jakarta State University students who use a learning management system (LMS) batch 2017 to 2020

Data collection technique

The data collection method used to obtain data in this study is to use primary data, by distributing questionnaires. In this study, the questionnaire was conducted by giving questions to respondents who studies in Jakarta State University who use a learning management system (LMS) batch 2017 to 2020.

The distribution of the questionnaires was carried out online through the google form. In addition, researchers also use secondary data in the form of information obtained through the results of research conducted by snapcart, articles, and other reference sources.

RESULT

VALIDITY TEST & RELIABILITY TEST

Validity test used so that the instrument or benchmark used is appropriate or not so that researchers can measure something appropriately (Hair Joseph F. JR et al., 2018). The purpose of measuring the accuracy of the instrument researchers can measure accurately. The loadin factor of each indicator must be < 0.40.

Reliability test according to Susan in Sugiyono (2018) is how consistent and stable the data is obtained for testing. Even if the test is repeated, the data obtained will continue to be consistent. If the value of Cronbach's Alpha > 0.60 then the data is said to be reliable.

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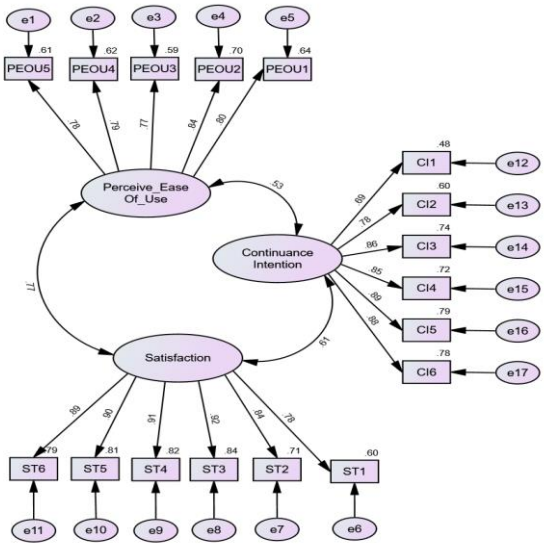
CFA Test

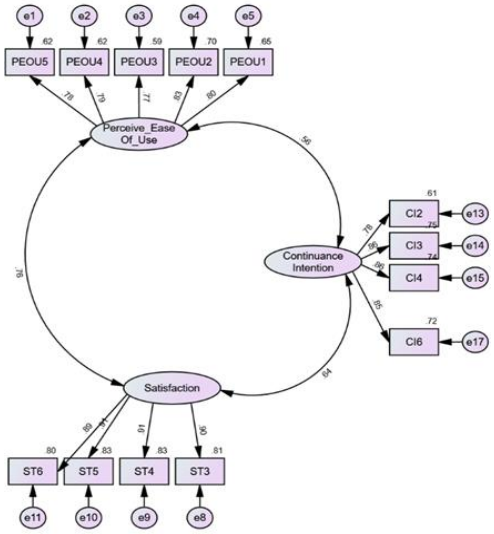
CFA test *(Confirmation Fcator Analysis)* is a way of determining how well a variable's benchmark represents its construct (Hair et al., 2018). Testing at the CFA stage must meet several minimum value requirements at the cut off value. Goodness fit indices , chi-square, probability, CMIN/DF, TLI, CFI, GFI, AGFI and RMSEA. If the model test is still not fit, then there must be modifications to the shape of the model. Here is the research model.

Variabel	Indikator	Faktor Loading	Cronbanch's Alpha
Continuance Intention	Z1	0.765	0.928
	Z2	0.835	
	Z3	0.889	
	Z4	0.868	
	Z5	0.894	
	Z6	0.891	
Satisfaction	Y1	0.825	0.949
	Y2	0.878	
	Y3	0.929	
	Y4	0.916	
	Y5	0.910	
	Y6	0.904	
Perceive Ease of Use	X1	0.850	0.889
	X2	0.864	
	X3	0.813	
	X4	0.839	
	X5	0.835	

Indeks Model	*Goodness of Fit Indices Cut-Off Value*	Resultl Model	Conclusion
Chi -Square	Diharapkan Kecil	217.000	Expected Small
Probabilitas (P)	≥ 0.05	0.000	*Not Fit*
CMIN/DF	≤ 2.00	1.871	*Fit*
TLI	≥ 0.95	.959	*Fit*
GFI	≥ 0.90	.885	*Not Fit*
AGFI	≥ 0.90	.849	*Not Fit*
CFI	≥ 0.95	.965	*Fit*
RMSEA	≤ 0.08	.066	*Not Fit*



Based on the picture and table above, there are still Goodness of fit indices that are not fit, so there are several indicators that must be discarded. Referring to the results of the output modification indices. The results of the output modification indices below show that the following model produces a fit model.

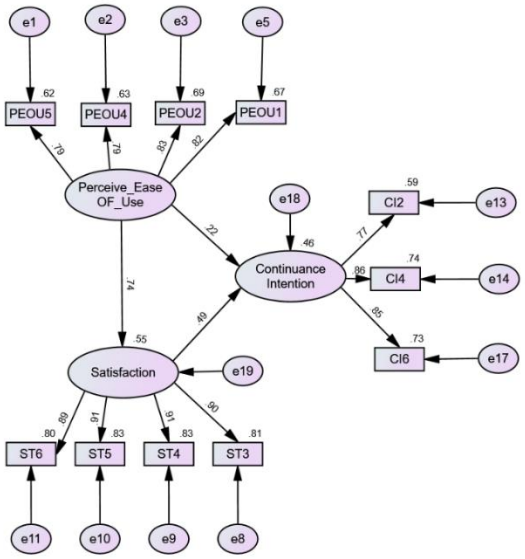


Indeks Model	*Goodness of Fit Indices Cut-Off Value*	Result Model	Conclusion
Chi -Square	Diharapkan Kecil	71.517	Expected Small
Probabilitas (P)	≥ 0.05	.191	*Fit*
CMIN/DF	≤ 2.00	1.154	*Fit*
TLI	≥ 0.95	.994	*Fit*
GFI	≥ 0.90	.950	*Fit*
AGFI	≥ 0.90	.926	*Fit*

CFI	≥ 0.95	.995	*Fit*
RMSEA	≤ 0.08	.028	*Fit*

HIPOTESIS TEST

There are three things that researchers can pay attention to to determine whether the SEM model is declared feasible or not (Haryono, 2016), that is ; Absolute Fit Indicates, Incremental Fit Indicates, and Parsimony Fit Indicates. After all three things are fit then hypothesis testing can be done, following are the results of hypothesis testing using SPSS Amos version 26.



			Estimate	S.E	C.R.	PLabel
Satisfaction	<--	*Perceive_Ease_OF_Use*	1.060	.106	9.996	***
Continuance_Intention	<--	*Perceive_Ease_OF_Use*	.228	.107	2.128	*.033*
Continuance_Intention	<--	*Satisfaction*	.351	.076	4.650	***

			Estimate
Satisfaction	<--	*Perceive_Ease_OF_Use*	.742

Continuance_Intention	<--	*Perceive_Ease_OF_Use*	.224
Continuance_Intention	<--	*Satisfaction*	.494

Based on the figure and table above, the results of P. label >0.05 and C.R results that exceed 1.960. So it can be concluded that there is a significant relationship between each construct that the researcher proposes.

DISCUSSION

Percieve ease of Use to Satifaction.

Based on table 4.15, the Plabel value < 0.05 is (***) or close to 0.00 and the C.R value > 1.960 is 9,996. This means that the researcher's first hypothesis can be accepted because of the positive and significant influence between the variables of ease of use (Percieve ease of Use) and satisfaction (Satifaction), with a value of .0.742.

The results of the positive influence between these variables are also in line with the journal results of Ashrafi et al. (2020), Cheng (2018), Shang et al. (2017), dan Ashfaq et al. (2020) which says that the ease with which users of an information system will affect their satisfaction.

Percieve ease of Use to Continueane Intention.

Based on table 4.15, the Plabel value < 0.050 is 0.033 and the C.R value > 1.960 is 2.128. This means that the researcher's second hypothesis can be accepted because of the positive and significant influence between the variables of ease of use (Percieve ease of Use) and continuity of use (Continueane Intention), with a value of .224

The test results on the first hypothesis show that the ease of acceptance (Percieve ease of Use) has a positive and significant effect on the satisfaction of continuity of use (Continueane Intention), with a Plabel value < 0.050 (0.033) and a CR value > 1.960 which is 2.128 and a positive value of 0.224 . The results of the positive influence between these variables are also in line with the journal results of Ashfaq et al. (2020), Shang et al.(2017), Cheng (2018), Liu et al. (2020) which says that the ease with which users of an information system will affect the continuity of its use.

Satifaction tto Continueane Intention.

Based on table 4.15, the Plabel value < 0.050 is (***) or close to 0.000 and the C.R value > 1.960 is 4.650. This means that the researcher's third hypothesis can be accepted because of the positive and significant influence between the variables of satisfaction (Satifaction) and continuity of use (Continueane Intention), with a value of .224

The test results on the first hypothesis show that satisfaction (Satifaction) has a positive and significant effect on the satisfaction of continuity of use (Continueane Intention), with a Plabel value < 0.050 that is (***) or close to (0.000) and a CR value of > 1.960 which is 4.650 and a positive effect of 0.494. The results of the positive influence between these variables are also in line with the journal results of Ashfaq et al. (2020), Shang et al.(2017), Cheng (2018), Amoroso et al. (2017) which says that user satisfaction in an information system will affect the continuity of its use.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of hypothesis testing regarding the effect of perceived ease of use and satisfaction on the intention to continue using the learning management system. Researchers conclude several things, namely:

1. The ease of receiving (Percieve ease of Use) has a positive and significant effect on satisfaction (Satifaction). The point is that Google Classroom is very easy to operate, and it makes its own satisfaction in using Google Classroom.
2. The ease of receiving (Percieve ease of Use) has a positive and significant effect on the satisfaction of continuity of use (Continueane Intention). This means that Google Classroom is very easy to operate, and this makes the continuity of using Google Classroom appear in the respondents.
3. Satisfaction (Satifaction) has a positive and significant effect on the satisfaction of continuity of use (Continueane Intention). This means that Google Classroom has a very good performance and satisfies the respondents, and this makes the continuity of the use of Google Classroom appear in the respondents.

Suggestions

In the independent variable, namely the perceived ease of use, there is an indicator that has the lowest score with the sound "Learning activities using Google Classroom are very easy.". Although it still has a high score, this indicates that the level of ease of use of Google Classroom in teaching and learning activities can still be improved. Researchers suggest Google Classroom to further improve existing facilities or features so that the ease of use of teaching and learning activities can be even higher.

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