

Model Integrate

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Google Classroom User Behaviour Analysis with TAM and TPB Model Integration Approach

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ABSTRACT

E-learning is becoming a very popular concept in the education sector today; one of the platforms used in online learning is Google Classroom. This study aims to examine the determinants of user behavior by testing perceived ease of use variables, perceived usefulness, and subjective norm as a predictor of intention and actual control as moderation of intention-to-behavior relationship. The population in this study is a learner in the competence of Otomatisasi dan tata Kelola perkantoran totaling 108 learners. This study uses survey techniques or saturated samples. Data collection in this study using questionnaires. The analysis method used is a structural equation model (SEM) with SmartPLS 3.0 analysis tool. The study results found that perceived ease of use, perceived usefulness, and subjective norm are predictors of behavioral intentions with a value of R^2 0.783 or 78.3%. Furthermore, behavior intention predicts user behavior with R^2 0.647 or 64.7%. Furthermore, Actual control succeeded in moderating the relationship of behavior intention to and use behavior.

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1. INTRODUCTION

E-learning has become a trendy concept in the education sector today, even before the COVID-19 pandemic, e-learning was already very popular. Kumar & Bervell, (2019) stated that such rapid technological changes have learners assimilated technology in every aspect of life, especially in terms of education and the learning process. According Palvia et al., (2018) report that the development of E-learning in various countries is due to three things, namely the discovery of new technologies, the adoption of the internet at the global level, and the increasing demand for skilled labor in the era of the growing digital economy. (Gunasinghe et al., 2020) E-learning has been considered capable of facilitating the implementation of learning without paying attention to space and time, easily monitoring students, and improving the skills of graduates from educational institutions. Previously e-learning has been carried out with a blended learning model, a combination of face-to-face and learning through a learning platform (Chowdhury, 2020).

Along with establishing social distancing policies during the COVID-19 pandemic to maintain the safety of both educators and students. Learning through technology or E-learning is evolving very quickly with a wide selection of platforms that can be used. Even Salloum & Shaalan, (2019) state that e-learning is considered one of the most revolutionary tools for educational institutions because it can be used widely and globally.

However, in its implementation, e-learning using the platform does not run correctly. Susanto et al. (2021) use of learning platforms encountered various obstacles, including the time given for student attendance being very limited and requiring stable network quality, so it takes a relatively long time. Google Classroom is one of the four platforms often used during online learning (Assidiqi & Sumarni, 2020). Google Classroom has the potential to do effective communication and provide access to discussion and task collection (Iftakhar, 2016). However, according to Alim et al., (2019), using this platform is encountered several technical obstacles, including students being able to access materials provided by educators, time for attendance being very limited, and network availability must be stable.

Meanwhile, when viewed from the ability and demographic conditions, students have different backgrounds, both from the quality of supporting facilities such as signals and the ability to operate technology that is not the same. This situation is undoubtedly essential to study, especially user behavior from the Google Classroom platform. Because learning mediated by technology requires users to use reliable hardware and easy-to-use software and a stable network supported by User skills (Chowdhury, 2020).

Jordan & Duckett, (2018) state that more research is needed to explore how technology can affect learners' learning and suggests comparing user behavior patterns with the true purpose of using the system. Previous studies show various inconsistent results regarding tam constructs in determining user intentions and behaviors such as Yeop et al., (2019) revealed that there is no influence between behavioral intention and use behavior. Research by Al-Rahmi et al., (2019), found that perceived usefulness and perceived ease of use are predictors of behavioral intention. However, it is different from Guner & Acarturk, (2020) research that perceived usefulness and perceived ease of use do not affect behavioral intention. Troise et al., (2021) found that perceived usefulness does not affect behavioral intention. At the same time, perceived ease of use, Perceived behavioural control, and subjective norms affect behavior intention.

Research related to the behavior of using systems has been widely studied using TAM model. However, many studies have confirmed that TAM is a good model for predicting system usage behavior. This study seeks to integrate the TAM and SDG models to provide more optimal results. The difference with previous studies lies in actual control, which moderates the relationship of intention to behavior. It is based on research by Moghavvemi et al., (2013) revealed that behavioral intentions have a weak predictive and explanatory ability to deal with uncertain and unexpected events between the time the intention is formed and the behavior is carried out. It is further that weak behavioral intentions have a weak ability to predict behaviors that are not entirely within the control of the will of the individual. Referring to this opinion, this study included the actual control variable as a moderation variable that is expected to strengthen the relationship of intention to behavior.

This study aims to examine the determinants of user behavior by testing the variables of perceived ease of use, perceived usefulness, and subjective norm as a predictor of intention and actual control as moderation of the relationship of intention to behavior.

Technology Acceptance Model (TAM) as a theory used to explain and predict user acceptance of technology. This theory is a development of the Theory of Reasoned Action (TRA), which is specialized in modeling a user acceptance of information systems. The purpose of TAM is to explain the determinants of a person's acceptance and becoming a technology user. TAM has been defined as a commonly used model for system acceptance and use. The model shows that when users are presented with new technology, what factors influence their decision to use it. The two constructs that make up the TAM model are the perspective of usefulness (perceived usefulness) and ease of use (perceived ease of use) as the main determinants of attitudes towards new technology. Along with the times, researchers continue to explore and want to uncover new determinants that are thought to have an influence and can complement the variables of the core TAM Model.

The Theory of Planned Behavior (TPB) is an extension of the Theory of Reasoned Action, which initially only had two primary constructs of behavioral intentions: attitude toward behavior and subjective norm. Then because of its limitations in explaining one's behavior, Azjen (1991) introduced it

concerning perceived behavior control as one of the determinants of behavior. Until now, TPB has been used in various studies with three main variables: attitudes, subjective norms, and behavioral control. TPB is also thought to predict intentional behavior because behavior can be deliberative and planned. The three predictors of behavior are described by Azjen (1991) as follows: first, the attitude towards a behavior is the extent to which the performance of the behavior is assessed positively or negatively. It is determined by fully accessible behavioral beliefs that link the behavior to various outcomes and other attributes. Both subjective norms are perceived social pressures to engage or not engage in a behavior. Subjective norms are determined by the total set of accessible normative beliefs regarding important reference expectations. Third, perceived behavioral control refers to people's perceptions of their ability to perform certain behaviors. Perceived behavioral control is determined by accessible control beliefs, namely beliefs about the existence of factors that can facilitate or inhibit behavior. To the extent that it is an accurate reflection of actual, perceived behavioral control.

TAM has developed into a critical model for understanding predictors of use behavior on the potential for acceptance or rejection of technology (Marangunić & Granić, 2015). This research integrates two behavioral theories, namely The Theory of Planned Behavior (TPB) by Azjen (1991) and the Technology Acceptance Model (TAM) by Davis (1989), intending to examine the antecedents of behavior and intention to use Google Classroom in education. Where TAM variables such as perceived usefulness and perceived ease of use as predictors of behavioral intentions, while subjective norms as predictors of intention and actual control as moderating variables are taken from TPB.

Perceived Ease of Use (PEU)

Davis (1989) defines perceived ease of use as referring to the extent to which a person believes that using a particular application requires little effort. According to Al Kurdi et al., (2020), perceived ease of use in online learning systems will be more attractive to students by considering the skills of those who have used various other types of information systems. Meanwhile, in terms of educational implications, the ease of use of a system by students will improve their learning experience and performance (Al-Rahmi et al., 2019).

Previous studies have confirmed that perceived usefulness is a predictor of behavior intention, such as the research of Rafique et al., (2020) and To & Trinh, (2021). Meanwhile, from the educational perspective, Binyamin et al., (2019) have confirmed that perceived ease of use significantly affects behavioral intention, so the first hypothesis is:

H1: Perceived Ease of Use (PEU) affects Behavior Intention (BI)

Perception of Usefulness (PU)

Davis (1989) defines the perception of usefulness as the extent to which a person believes that using a particular system will improve their job performance. Yucel et al., (2013) revealed that in the Technology acceptance model, perceived usefulness is the most important factor determining intention. Research by To & Trinh, (2021) found that Perception of Usefulness affects behavior intention. Similarly, in the context of e-learning, Hanif et al., (2018) have confirmed that the Perception of Usefulness affects behavioral intentions to use technology for learning, so the second hypothesis is:

H2: Perception of Usefulness (PU) affects Behavior Intention (BI)

Subject Norm (SN)

Ajzen and Fishbein, (1980) define subjective norm as an individual's perception that most people who are important to him think that he should or should not perform the behavior in question. A person sees that the more importantly other people think he should perform a behavior, the more he will aim to do it (Buabeng-Andoh, 2018). Furthermore, in the context of e-learning, it emphasizes how the tendency of students to use e-learning is influenced by the opinions of friends or other people in the educational environment (Hanif et al., 2018). Research by Troise et al., (2021) found that subjective norms affect behavior intention so the third hypothesis is:

H3: Subject Norm (SN) affects Behavior Intention (BI)

Behavior Intention (BI)

According to Davis, (1989), behavior intention refers to the readiness of behavior to accept, use or adopt certain technologies. Furthermore, Yakubu and Dasuki, (2018) revealed that behavioral intentions represent an individual's intention to use the system, the possibility that the individual will show certain behaviors, and a strong commitment to engaging in that behavior. The research of Sitar-Taut & Mican, (2021) and Gunasinghe et al., (2020) has confirmed that behavior intention affects use behavior, so the fourth hypothesis is:

H4 : Behavior Intention (BI) affects Use Behavior (UB)

Actual Control (AC)

Ajzen (1991) formulates the construct of perceived behavioral control (PBC) as behavioral intentions that can be converted into actual behavior if the behavior shows deep volitional control (control for using google classroom). Based on this definition, it can be assumed that behavioral control is likely moderated (Kaur & Bhardwaj, 2021). Furthermore, Ajzen (1991) and Sheeran et al., (2003) as actual control increases, can better predict one's intention to turn into a behavior.

Previous research has proven that behavioral control moderates behavioral intentions and relationships (Carrington et al., 2010). Similarly, research by Kaur & Bhardwaj, (2021) shows that actual control is able to be a moderator to strengthen the relationship between behavioral intentions and user behavior. then the fifth hypothesis is:

H5: Actual Control (AC) moderates the relationship between Behavior Intention (BI) and Use Behavior (UB)

2. METHODS

This study uses a quantitative approach with a research design to test hypotheses that aim to analyze, describe, and obtain empirical evidence of the pattern of influence between variables (Wahyudin, 2015). This study uses Structural Equation Modeling (SEM), a multivariate statistical analysis technique with the Smart PLS 3.0 tool.

This study empirically examines student behavior using Google Classroom in Otomatisasi dan Tata Kelola Perkantoran at SMK Negeri 1 Pelaihari from grades X, XI, and XII. The class details are 36 students, so the total sample is 108. Considering that the sample is relatively small, this study uses a survey method or a saturated sample where all the population is a sample.

The instruments used in this study were adopted from several sources. The questionnaire used in this study was adopted from several sources, including Perceived Ease of Use (PEU) consisting of 3 items from Davis, (1989), Perception of Usefulness (PU) 4 items from Davis, (1989), Subject Norm (SN) 5 items from Taylor & Todd (1995) and Venkatesh & Davis (2000), Behavior Intention (BI) 3 items from Davis, (1989), Use Behavior (UB) 2 items from Davis, (1989), and Actual Control (AC) 2 items from (Kaur & Bhardwaj, 2021)

3. FINDINGS AND DISCUSSION

Measurement Model Analysis

Outer model analysis is used to determine the validity and reliability of a construct. Abdullah & Hartono, (2015) state that the rule of thumb of convergent validity is outer loading > 0.7 , communality > 0.5 and Average Variance Extracted (AVE) > 0.5 . Furthermore, discriminant validity relates to the principle that measures of different constructs should not be highly correlated. The rule of thumb of discriminant validity is cross loading > 0.7 or AVE $>$ correlation between constructs. Meanwhile, reliability is used to measure the internal consistency of the measuring instrument. Reliability testing can use Cronbach's alpha and composite reliability > 0.7 .

Table 1. Convergent Validity

Konstruk	Item Indikator	Loading	Cronbach	rhoA	CR	AVE
Actual Control (AC)	AC1	0,929	0,850	0,851	0,930	0,869
	AC2	0,935				
Behavior Intention (BI)	BI1	0,848	0,831	0,834	0,898	0,747
	BI2	0,856				
	BI3	0,888				
Efek Moderasi	Behaviour Intention * Actual Control	0,968	1,000	1,000	1,000	1,000
Perceived Ease of Use (PEU)	PEU1	0,755	0,780	0,798	0,872	0,695
	PEU2	0,883				
	PEU3	0,858				
Perception of Usefulness (PU)	PU1	0,806	0,844	0,850	0,895	0,681
	PU2	0,873				
	PU3	0,813				
	PU4	0,807				
Subject Norm (SN)	SN1	0,791	0,865	0,875	0,902	0,648
	SN2	0,776				
	SN3	0,865				
	SN4	0,798				
	SN5	0,793				
Use Behavior (UB)	UB1	0,796	0,881	0,887	0,918	0,738
	UB2	0,890				
	UB3	0,892				
	UB4	0,854				

Based on table 2. shows that the outer loading value is between 0.755 to 0.935 or > 0.7 , then the Average Variance Extracted (AVE) value of all variables is > 0.5 so that it can be stated that the model construct meets convergent validity standards. Furthermore, the value of Cronbach's alpha and composite reliability > 0.7 all variables show a value of > 0.7 so that all variables can be declared reliable.

Inner Model Analysis

Inner model analysis in SEM assumptions on Smart PLS version 3.0 is evaluated using R-Square (R^2) for the dependent construct, path coefficient value or p-value for significance. The higher R^2 , the better the prediction model of the proposed research model.

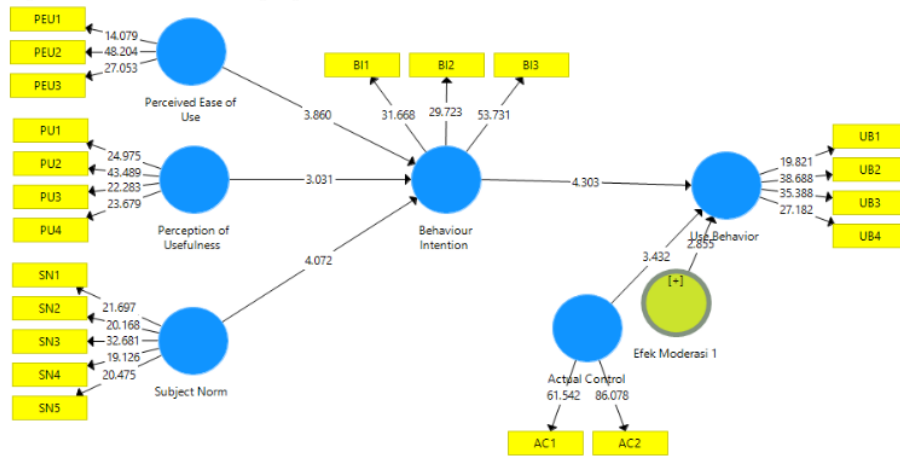


Figure 1. SmartPLS inner test Results

The results of the inner model test on the R-Square (R^2) show the relationship between latent variables based on the theory evaluated by the dependent construct. The value of R^2 indicates goodness of fit. R^2 is worth > 0.67 in the good category, > 0.33 in the moderate or sufficient category and < 0.19 is considered weak (Ghozali, 2014).

Table 2. R-Square (R^2)

Variabel Dependen	R Square	Adjusted R Square
Behaviour Intention	0,783	0,777
Use Behavior	0,647	0,637

Based on Table 3. shows that the magnitude of R^2 of the Behavior Intention and Use Behavior variables is in the good category.

Furthermore, the analysis of the results of hypothesis testing obtained decisions in the following table:

Table 3. Hypothesis Testing

Hypothesis	Original Sampel (O)	T Statistik (O/STDEV)	P Values	Decision
PEU -> BI	0,334	3,860	0,000	Accepted
PU -> BI	0,265	3,031	0,003	Accepted
SN -> BI	0,367	4,072	0,000	Accepted
BI -> UB	0,457	4,303	0,000	Accepted
Efek Moderasi 1 -> UB	0,173	2,855	0,004	Accepted

Based on Table 4. shows that the test of the significance of the direct influence between exogenous and endogenous is as follows: H1 PEU -> BI with P Value 0.000 and T statistics 3.860, H2 PU -> BI with P Value 0.003 and T statistics 3.031, H3 SN -> BI with P Value 0.000 and T statistics 4.072, H4 BI -> UB with P Value 0.000 and T statistics 4.303. Meanwhile, Actual Behavior also contributes to strengthening the relationship between behavioral intentions and user behavior. H5 Moderation Effect 1 -> UB with P Value 0.004 and T statistics 2.855. Overall it can be stated that all hypotheses are accepted.

DISCUSSION

The results showed that perceived ease of use affected behavior intention. This result is also confirmed by previous research by Rafique et al., (2020) and To & Trinh, (2021), and Binyamin et al., (2019) that perceived ease of use is a predictor of behavioral intention. Al Kurdi et al. (2020) perceived that ease of use in online learning systems would be more attractive to students by considering the skills of those who have used various other types of information systems. So it can be said that the more accessible a system, in this case, Google Classroom, to be used by students will increase the user intention to survive and use it.

Furthermore, the perception of usefulness affects behavior intention. These findings sequentially support previous research by Hanif et al., (2018) that the perception of usefulness affects behavioral intentions to use technology for learning. Davis (1989) defines the perception of usefulness as the extent to which a person believes that using a particular system will improve their job performance. So it can be concluded that the more students believe that the use of Google Classroom can improve their performance during distance learning, the more they will increase their intention to continue using and persist in using it.

Subjective norms affect behavior intention. Ajzen and Fishbein, (1980) define subjective norm as an individual's perception that most people who are important to him think that he should or should not perform the behavior in question. A person sees that the more importantly other people think he should perform a behavior, the more he will aim to do it (Buabeng-Andoh, 2018). So it can be concluded that the higher a person's belief in using technology, the higher the intention to use it. Research by Hanif et al., (2018) and Troise et al., (2021) also supports this finding.

Behavior intention affects user behavior. Davis, (1989) behavior intention refers to the readiness of behavior to accept, use or adopt certain technologies. Similarly, Yakubu and Dasuki, (2018) revealed that behavioral intentions represent an individual's intention to use the system, the likelihood that the individual will exhibit certain behaviors, and a strong commitment to engaging in that behavior. So it can be said that the more someone intends to use a system, namely Google Classroom, the more it will affect their behavior in using it. These results also support research by Sitar-Taut & Mican, (2021) and Gunasinghe et al., (2020) that behavior intention affects user behavior.

Actual control managed to moderate the relationship between behavioral intention and use behavior. Ajzen (1991) formulates the construct of perceived behavioral control (PBC) as behavioral intentions that can be converted into actual behavior if the behavior shows profound volitional control (control for using google classroom). Previous research has also proven that behavioral control moderates behavioral intentions and relationships (Carrington et al., 2010) Similarly, research by Kaur & Bhardwaj, (2021) shows that actual control can become a moderator to strengthen the relationship between behavioral intentions and user behavior.

4. CONCLUSION

The TAM and TPB integration models in this study have confirmed that the constructed model has met the criteria of a good model. The study's results found that perceived ease of use, perceived usefulness, and subjective norm were predictors of behavioral intentions with an R2 value of 0.783 or 78.3%. Furthermore, behavior intention predicts user behavior with an R2 value of 0.647 or 64.7%. Furthermore, actual control successfully moderates the relationship between behavioral intention and use behavior. The expansion of the TAM model by placing actual control as a moderating variable has proven to moderate the relationship between BI and UB. This finding is expected to confirm and enrich the literature on the expansion of TAM theory.

Although the research results show that the TAM and TPB model integration constructs can measure user behavior from Google Classroom, this study also has various limitations. First, the respondents in this study were only in one school and one competency, namely Office Automation and Governance, so the generalization of the results was minimal. Both of these studies do not use external

factors as predictors of intention, so it is essential to analyze other external predictors that are thought to be able to influence intention. Differences in characteristics and geography (regarding signal strength) will cause different research results, so future research is expected to identify other factors, either independent variables or moderator variables, that are thought to be analyzed in the TAM construct regarding the use of Google Classroom.

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