Technology Acceptance of an Online Learning Platform: A Case Study of Leson.id

[1]Ailsa Amelia, [2]Astari Retnowardhani

[12]Information Systems Management Department, BINUS Graduate Program – Master of Information Systems Management, Bina Nusantara University, Jakarta, 11480, Indonesia
E-mail: [1]ailsa.amelia001@binus.ac.id, [2]aretnowardhani@binus.edu

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Abstract: This case study aims to evaluate e-learning acceptance through the modified UTAUT model by contributing variables to the acceptance of e-learning called Leson.id which developed by PT. Gramedia Widiasarana Indonesia. Leson.id site seeks to optimize user engagement through the features available on Leson.id. The purpose of this study is to evaluate the features of question processing and learning. .id by looking at the influence of independent variables on Behavior Intention and the influence of Behaviour Intention on Use Behaviour. The research was conducted using a modified UTAUT method. The data were collected through 35 questionnaire questions distributed to 392 leson.id users who had used the question processing and learning features on the Leson.id site. Based on the results of data processing using the PLS-SEM method through the smartPLS v.3.3.1 application, variables that greatly contributed to the higher e-learning acceptance were Performance Expectancy, Facilitating Condition, Effort Expectancy, Social Influence, and Price Value have a significant positive effect on Behaviour Intention; Self Efficacy and Anxiety have lower effect on Behaviour Intention; Behaviour Intention has a significant positive effect on Use Behavior.

Keywords: Education, e-Learning, Acceptance, UTAUT

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1. Introduction

During the last decade, the impact of Information Technology has grown significantly, especially in the field of education, Information Technology in education has the advantage of reaching knowledge in a more effective way. Technological advances and the use of internet has greatly influenced the world of education, especially education in Indonesia. By applying digital transformation to the learning and teaching process, various technological innovations that can be applied in the field of education which can increase the learning and teaching process in the future to become more effective and efficient [1]. Education obtained is not only through formal education at school, but can also be obtained through non-formal education outside school such as private tutoring sessions. Currently, there are many tutoring institutions that have implemented the use of technology and the internet to support their needs for facilities and infrastructure and could be accessed by mobile phone, one of the institution that has implemented is Kompas Gramedia, the application itself is called Leson.id.

Leson.id is an educational technology platform developed by PT. Gramedia Widiasarana Indonesia in mid-2019. PT Gramedia Widiasarana Indonesia is a company that specialized in publishing under Kompas Gramedia. The publishing company was awarded "Best Performance Publishing and Education" for two consecutive years. Most of the Books published in PT. Gramedia Widiasaran Indonesia are education field from primary school until professions, they have decided to create a digital innovation in learning by creating Leson.id. Based on tracxn.com, currently there are 133 educational startups or what is often called e-learning in Indonesia, the most visited educational platforms in Indonesia are Zenius Education in first place and Soal Online in second place. Zenius Education began operating by making recordings of subject matter, then carrying out trading activities with Zenius partners, PT. Zenius Education is officially established and legally incorporated as a limited liability company. Then for the second position there is an educational platform called SoalOnline, SoalOnline itself comes from the word Question Bank and Online Class, SoalOnline consists of a collection of questions with discussion. SoalOnline is intended for all levels of education.

Leson.id is considered a new contender in Education start up in Indonesia, it is considered a corporate start up thus it came from the one of the biggest mass media company called Kompas Gramedia, Leson.id is managed by PT. Gramedia Widiasarana Indonesia teams located in Jakarta. Leson.id went live in mid 2019 and has a vision to help Indonesian students to prepare for various forms of exams, as well as daily learning materials. Leson.id provides products in the form of various kinds of online tests or question banks consisting of a number of exam questions and learning material per subject for elementary, junior high, high school, vocational and tertiary education levels up to the professional level according to the National curriculum and also provides a variety of complete exam-ready packages that are relatively cheap compared to question bank provider platforms, but by providing quality

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content, because the questions presented are equivalent to those published in Gramedia bookstores. As there are various kinds of educational technology application, however Leson.id will continue to innovate and to facilitate Indonesian students to get effective and efficient online learning activities, starting from providing thousands of related materials and list of questions from all education levels. Nevertheless, based on data obtained from the Leson.id and google analytics database, it shows that the growth in the number of Leson.id users has decreased over time, the data obtained is the number of accesses to the Leson.id platform for 6 months which refers to each level of education.

The results of analysis that has been carried out based on reliable sources, further evaluation is needed of the number of user accesses from each level of junior high and high school education, both in terms of types of learning materials and types of practice exam questions. Based on the results of the analysis of the main data collection and supporting data from the Leson.id database, the main data explains that there is a decrease in the number of user accesses on the education level of Junior High School and Senior High School which need further evaluation. In this context, the research study will explore the factors that will lead to higher participation rates or use of learning materials and exercises for junior and senior high school education levels in Leson.id.

Acceptance has an important factor for the success information technology, because the prospect that a well-developed system can be used, provides added value, and has a positive impact on users, certainly can bring a competitive advantage to businesses and individuals [2]. With that, it is possible to identify several theories that can be used to predict the impact of technology on human behavior. The level of customer satisfaction with a product is an adequate indicator of customer loyalty. Conversely, a customer's emotional attachment to a product or brand may be critical to their loyalty [3].

To identify the factors that influence the use of Leson.id, this study was made using the UTAUT and UTAUT2 methods [10] This study also includes two non-UTAU namely self-efficacy and anxiety[11]. The variables and indicators contained in the UTAUT and non-UTAUT modification methods are deemed appropriate to prove the hypothesis of the relationship between the variables of Performance Expectancy, Effort Expectancy, Social Influence, Price Value and Facilitating Condition with Behavior Intention to Use Behavior in evaluating the use or work of the type of question package available on the leson.id site in order to maximize the use and acceptance of technology. It is hoped that by knowing the factors that affect the use e-learning platform Leson.id, the company can develop and improve products and services with the right target and can expand access to quality education through technology

2.Literature Review

2.1 User Engagement

Role User engagement is a process whereby a user who uses a computer / mobile as a media platform to initiate and maintain engagement, then detaches himself from the application or task they are currently performing, and potentially re-engages multiple times during a single interaction with the application [4]. User engagement refers to the quality of the user experience which emphasizes the positive aspects of interaction, and especially where users feel motivated to use the mobile/web platform. Successful web / mobile applications are not only used by users, but these applications are part of the investment of time, attention, and emotions in the user's life [5]. he writing study has been given to indicating the exact visual portrayal of customer conduct with the end goal that it covers all the zones of interest needed for an internet business association to make enhancements in their items and advertising procedures. Past investigations have zeroed in on strategies on how social brain science can be a significant factor in deciding the purchasing conduct of any client. This would incorporate the creator's emotional, or target sentiments on items. Snowball examining was utilized to remove exceptionally compelling clients [1]. Assessment of client's design mindfulness with the most recent patterns utilizing customized positioning capacities dependent on the client's previous criticism. How much visual highlights impact shopper choices [2]. Deciding connections of appearances of sets of articles and investigation of human brain research, regardless of whether the purchaser base acknowledges the matching of items or not [3]. The creators utilized synergistic separating to anticipate a client's choice of another commercial dependent on the client's survey history.

2.2 Education Technology

In the past few decades, there has been significant investment in digital technology, platforms, and infrastructure. Current technology is in the field of education, starting from owning a computer and the ease with which it is easy to have an internet network at a private school / house. The availability of computers and networks at home has led to significant changes in learning today [7]. The increase in digital technology affects most aspects of social life including; Development of applications, digital platforms, software, etc., by providing the right information and appropriate advice in relation to any social practice, one of those aspects is education,

Educational Technology is the study and ethics of practice to facilitate and enhance learning performance. The study and ethics of these practices can be through the creation, use, management of processes, and technological resources.

Digitalization promises to drastically change the space and time of education. Technology and digital infrastructure are important aspects of the contemporary school landscape. Data, algorithms and platforms are new policy tools for education governance, education systems and practices are collective and systematic efforts to improve education performance and make structures more visible and sustainable [6].

2.3 e-Learning

E-learning has developed rapidly with various technologies and devices to access learning resources, such as laptops, computers and smartphones. Technology has greatly influenced education and methods of learning and teaching. Traditionally, accessibility to learning materials has been limited to some individuals. Today, a large number of learning resources in different formats (eg, text, images, audio, video) are available via the Internet which encourages self-learning and transcends geographic boundaries. In addition, more opportunities for interactive collaboration and communication features have been expanded, such as wikis, forums, chats, and peer-to-peer activities [8][9].

2.4 The Unified Theory of Acceptance and Use of Technology (UTAUT)

The technology acceptance model of the Unified Theory of Acceptance and Use of Technology (UTAUT) developed by Ventakesh et al is a methodology for use and acceptance of a technology. UTAUT theory itself is a combination of various elements in the eight existing technology acceptance models including; TRA (Theory of Reasond Action), TAM (Technology Acceptance Model), MM (Motivational Model), TPB (Theory of Planned Behavior), TAM and TPM combined model, PC utilization model (Model of PC Utilization or MPCU), IDT (Innovation Diffusion theory), & SCT (Social Cognitive Theory)[11].
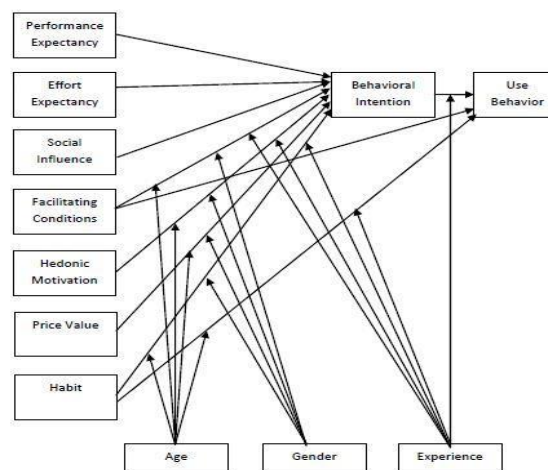

Figure.1.UTAUT 2 Model

3.Methodology

3.1 Research Method

The analysis in this study was carried out using the UTAUT and UTAUT2 research models by Venkatesh [10]. This study also includes two non-UTAUT factors [11]. namely self-efficacy and anxiety. The image below is a model description that shows the relationship between variables related to one another.
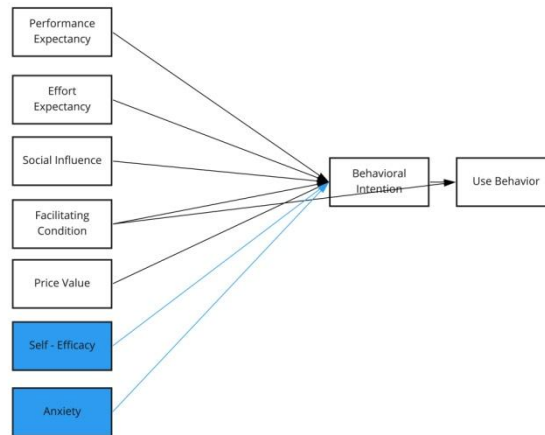
Figure.2. Research Model

The following are the variables in the UTAUT and UTAUT2 research methods that are not used in this study, because they do not affect the relationship between profitability and decisions in system use. These variables include:

- Gender Variable
- Experience Variable
- Voluntariness of use Variable
- Age Moderator
- Hedonic Motivation Variable
- Habit Variable
- Social Influence Variable

In this study, there was a removal of Gender as a moderator, the reason was because in the use of educational technology platforms there was no gender difference and gender distribution was only needed to describe respondents and did not affect the results of the study [12]. Based on research on the use of the RuangGuru application, the variables rejected in the application of the UTAUT2 model to evaluate the RuangGuru application are the hedonic motivation variable (Hedonic Motivation), the habit variable (Habit), and the social factor variables. (Social Influence) which has a low significance value [13]. Other results of the study state that gender and experience have a negative influence on the performance expectancy variable and have a negative effect on behavior to adopt (Behavioral intention) for the use of Massive Open Online Courses (MOOCs) [14].

Based on further research on the acceptance and use of technology (UTAUT) methodology to study the acceptance and use of technology in consumers, it was stated that there were changes to the UTAUT2 model, namely by reducing the voluntary use moderator variable (Voluntariness of use)[10]. because in general, volunteerism can be considered as a continuum of absolute, consumers do not have organizational management and thus most consumer behavior is voluntary, so there is no difference in the volunteer construct.

In this study there is a removal of variable of age, because the respondents in the case study are junior high and high school students and both are included in the Alpha generation category where there is a relationship between each other and because they do not have a significant gap between the two, the Alpha generation is a generation that is dependent on the display layer and the touch layer world. They are related to each other so that they are called "Digital Native", this generation is a generation that has the skills to gather information quickly and often performs multitasking. This generation was born in the period 2010 to 2025 [15].

For additional variables in the modified UTAUT research model that is applied there is a variable price value (Price value). The addition of this variable is needed because there is support in the past research on the use of the RuangGuru application, that there is a variable effect of the price value because price plays a role in influencing individuals to take advantage of a system [13]. Furthermore, for non UTAUT variables, namely self-efficacy and anxiety. Based on research on the use of MOOC in Malaysia, that there were positive results with the self-efficacy variable, as many as 50.9% of respondents felt that they could not complete the problem exercises in E- Learning if no one instructs them to act. For variable anxiety applied to this study because some anxiety arises in students who are new to E-Learning, it will be further investigated whether there is a positive effect on the acceptance and use of Leson.id technology education[16].

3.2 Research Hypothesis

This study will examine the influence between variables that have been described in Figure 2, which can be assumed as follows:

H1: Performance Expectancy has a positive influence on Behavior Intention.

H2: Effort Expectancy has a positive influence on Behavior   Intention.

H3: Social Influence has a positive influence on Behavior Intention.

H4: Facilitating Condition has a positive influence on Use Behavior.

H5: Facilitating Condition has a positive influence on Behavior Intention

H6: Price Value has a positive influence on Use Behavior

H7: Self Efficacy has a positive influence on Behavior Intention

H8: Anxiety has a negative effect on Behavior Intention

H9: Behavior Intention has a positive influence on Use Behavior

3.3 Data Collection Method

The data collected for this study consisted of primary data and secondary data. The Primary data collected by distributing questionnaires to Leson.id users that currently in Junior High School and Senior High School. Meanwhile, the data collected from the Leson.id database and literature reviews are secondary data collection methods.

Interview were conducted directly with internal staff of leson.id to get a perspective on the problems currently being faced, as well as the expected situation. Interviews were conducted with 4 Leson.id staff, namely:

- Chief Technology Officer
- Head of Marketing and Sales
- Product Manager
- Head of UI/UX Researcher

1.Questionnaire

The questionnaire was distributed to Leson.id users according to their level of education. By using a questionnaire, it is hoped that the variations in the types of questions that have been provided on the Leson.id website can get direct feedback from Leson.id users, so that the results of the questionnaire can be used as evaluation material for the types of question packages that Leson.id has provided.

2.Database Access

Access to the Leson.id database is used to retrieve data on the number of access from Junior high School and Senior High School education level for a period of 6 months.

3.Literature Review

Literature review used to collect supporting information such as related research that has been done previously. Librarian research is conducted to obtain a theoretical basis that can be used as secondary data, secondary data can be used as supporting data in analyzing primary data obtained from the results of questionnaire data.

4. Result and Discussion

The data were obtained by distributing 421 questionnaires to junior high and high school students who are an active user of Leson.id. The questionnaires were given to them through Leson.id newsletter that specifically tailored for Junior High School Student and High School Student in Indonesia, there are questions that represent the variables of the UTAUT methodology. Using a rating scale from 1 which represents Strongly Disagree to 5 which represents Strongly Agree. In the newsletter we informed that the questionnaire solemnly conducted for research purposes only and assured that the responses will be kept confidential and protect their anonymity and assured that Leson.id avoid using deceptive practices and give participants the right to withdraw from the research.

This section describes the results of the research as well as the analysis of the data collected through questionnaires that started from September 2020. The results of questionnaires we received represent the demographics of the respondents and whether the formulated hypothesis is acceptable or not. Results of the

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distribution of the last questionnaire is at the end of October 2020, and as many as 421 respondents were collected, but after the recap results collected 395 respondents who were considered valid because they filled out the questionnaire completely and in accordance with the given instructions.

4.1 Validity Test

The questionnaires that have been obtained are processed using SmartPLS v.3.3.1 with validity testing. The validity test is done by comparing the value of the coefficient and loading factor. The coefficient used was 0.700. Each statement item is declared valid if it has a loading factor value> 0.700.

Table 1. Validity Result Table

Variable	Item Code	Coef	Loading Factor	Desc
Performance Expectancy	PE1_1	0.700	0.879	Valid
	PE1_2	0.700	0.936	Valid
	PE2_2	0.700	0.925	Valid
Effort Expectancy	EE1_1	0.700	0.741	Valid
	EE1_2	0.700	0.889	Valid
	EE1_3	0.700	0.920	Valid
	EE2_1	0.700	0.725	Valid
	EE2_2	0.700	0.784	Valid
Social Influence	SI1_1	0.700	0.814	Valid
	SI1_2	0.700	0.931	Valid
	SI2_1	0.700	0.730	Valid
	SI2_2	0.700	0.856	Valid
Facilitating Condition	FC1_1	0.700	0.744	Valid
	FC1_2	0.700	0.799	Valid
	FC2_1	0.700	0.803	Valid
	FC2_2	0.700	0.731	Valid
Price Value	PV1_1	0.700	0.818	Valid
	PV2_1	0.700	0.735	Valid
	PV3_1	0.700	0.878	Valid
Self Efficacy	SE1_1	0.700	0.819	Valid
	SE2_1	0.700	0.927	Valid
Anxiety	AN2_1	0.700	0.927	Valid
	AN3_1	0.700	0.958	Valid
Behavioral Intention	BI1_1	0.700	0.795	Valid
	BI1_2	0.700	0.915	Valid
	BI2_1	0.700	0.804	Valid
	BI2_2	0.700	0.900	Valid
Use Behavior	UB1_1	0.700	0.933	Valid
	UB2_1	0.700	0.953	Valid

4.2 Reliability Test

The reliability test was carried out after all variables were declared valid using the SmartPLS v.3.3.1 software with a reference value of Cronbach's Alpha> 0.700. All of them are declared reliable because the Cronbach's Alpha value is more than 0.70 so all variables are feasible to use.

Table 2. Reliability Result Table

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Variabel	Min Value	Cronbach's Alpha	Result
Performance Expectancy	0.700	0.902	Reliable
Effort Expectancy	0.700	0.874	Reliable
Social Influence	0.700	0.859	Reliable
Facilitating Condition	0.700	0.770	Reliable
Price Value	0.700	0.757	Reliable
Self-Efficacy	0.700	0.709	Reliable
Anxiety	0.700	0.878	Reliable
Behavioral Intention	0.700	0.879	Reliable
Use Behavior	0.700	0.877	Reliable

4.3 Hypothesis Test

To see whether a hypothesis can be accepted or rejected, bootstrapping method is used on SmartPLS by looking at the significance value of beta coefficients between variables (Original Sample), T-Statistics, and P-Values. There are 3 rules of thumb used in this study, namely the beta coefficient must be in accordance with the hypothesis, T-Statistics> 1.96, and P-value <0.05 (5%). The results of hypothesis testing are shown in Table 3.

Table 3. Hypothesis Result Table

	Hypothesis	Result			Desc
		Koef Beta	T-Stat	P-Value	
H1	Performance Expectancy has a positive influence on Behavior Intention.	-0.202	8.914	0.000	Accepted
H2	Effort Expectancy has a positive influence on Behavior Intention.	1.690	6.690	0.000	Accepted
H3	Social Influence has a positive influence on Behavior Intention.	-0.902	5.024	0.000	Accepted
H4	Facilitating Condition has a positive influence on Use Behavior.	0.564	18.131	0.000	Accepted
H5	Facilitating Condition has a positive influence on Behavior Intention	-0.992	10.688	0.000	Accepted
H6	Price Value has a positive influence on Behavior Intention	0.184	5.342	0.000	Accepted
H7	Self Efficacy has a negative influence on Behavior Intention	-0.024	0.459	0.647	Declined
H8	Anxiety has a positive influence on Behavior Intention	1.154	40.106	0.000	Declined

H9	Behavior Intention has a positive influence on Use Behavior	0.441	12.261	0.000	Accepted

4.4 Hypothesis Result

To see whether a hypothesis can be accepted or rejected, bootstrapping method is used in SmartPLS by looking at the significance value between variables (Original Sample), T-Statistics, and P-Values.

Hypothesis 1: Performance Expectancy has a positive influence on Behavior Intention.

The results of this case study were consistent with previous research that showed that performance expectancy has a direct effect and positive influence on behavior intention [10][13][14][17]. The result stated with a T-statistical value of 8,914 and a P-value 0.000, the Performance Expectancy Variable was theoretically and empirically proven to have a positive effect on behavioral intention. Based on the hypothesis result, Leson.id was perceived by student from Junior high School and High School to improve their performance and competence by exercising and accessing materials from Leson.id.

Hypothesis 2: Effort Expectancy has a positive influence on Behavior Intention.

The Effort Expectancy were in line with the results of the previous studies that showed the effort expectancy variables had a direct effect on behavioral intention [10][13][14][17]. The evaluation of the acceptance of e-learning platform called leson.id confirmed that the effort expectancy theoretically and empirically positively affected by behavioral intention, with a T-statistics value of 6,990 and a P-Value of 0,000 which makes the initial hypothesis accepted. The hypothesis result concluded that the higher the level of effort of each individual specifically Junior high school and High school student in using the system, the higher the usage of e-learning platform called Leson.id

Hypothesis 3: Social Influence has a positive influence on Behavior Intention.

The results of this study were similar to the results of previous studies that showed social influence has directly affected behavioral intention [10][13][14][17]. The evaluation of the acceptance of e-learning platform called leson.id confirmed that social influence theoretically and empirically positively affected by behavioral intention to accept or use e-learning platform called Leson.id, with T-statistics value of 5.024 and P-Values 0.000 which makes the initial hypothesis accepted. Based on the Statistical Analysis from the result of the questionnaire, the result concluded that the schools and by the student's peer influence the use of the platform Leson.id institution by having the highest average score between other statements within the Social Influence variables.

Hypothesis 4: Facilitating Condition has a positive influence on Behavior Intention

The results of this study were similar to the results of previous studies that showed Facilitating condition has directly affected behavioral intention [10][13][14][17]. The evaluation of the acceptance of e-learning platform called leson.id confirmed that facilitating condition theoretically and empirically positively affected user to use e-learning platform called Leson.id, with a T-Statistics value of 18.131 and a P-Value 0.000 which makes the initial hypothesis accepted.

Hypothesis 5: Facilitating Condition has a positive influence on Use Behavior

In contrast with the variable facilitating condition toward behavior intention, The Facilitating condition has directly affected the use and acceptance of e-learning [10][13][14][17]. The evaluation of the acceptance of e-learning platform called leson.id confirmed that facilitating condition theoretically and empirically positively affected user to use e-learning platform called Leson.id, with a T-Statistics value of 10.688 and a P-Value 0.000 which makes the initial hypothesis accepted. Based on the questionnaire result the Junior high school and high school student agreed that Leson.id could be access by mobile phone, both android and IoS operating system.

H6: Price Value has a positive influence on Behavior Intention

The results of this study were similar to the results of previous studies that showed Price value has directly affected behavioral intention [10][11][16]. The evaluation of the acceptance of e-learning platform called leson.id confirmed that price value theoretically and empirically positively affected user to use e-learning platform called Leson.id. The price value has an influence on the intention to use the system, with a T-Statistics value of 5.342 and a P-Value 0.000 which makes the initial hypothesis accepted.

H7: Self Efficacy has a positive influence on Behavior Intention

The results of this study were not similar to the results of previous studies that showed self efficacy has directly affected behavioral intention [11][14][16]. The Self Efficacy variable has a negative effect on Behavior Intention with a T-statistical value of 0.459 and a P-Value 0.647 which makes the initial hypothesis rejected. the user's perception of their own ability to complete tasks using the system has no theoretical and empirical influence on the user's interest in using the Leson.id E-Learning platform.

H8: Anxiety has a negative influence on Behavior Intention

The results of this study were not similar to the results of previous studies that showed self-efficacy has directly affected behavioral intention [11][14][16]. The evaluation of the acceptance of e-learning platform called leson.id confirmed that variable Anxiety theoretically and empirically positively influenced user to use e-learning platform called Leson.id. with a T-statistical value of 40.106 and a P-Value 0.000 which makes the initial hypothesis rejected. It concluded the level of user anxiety in using the Leson.id E-Learning platform has increased, it does not discourage users from continuing to use the Leson.id E-Learning platform, on the contrary, it increases users' interest in using the Leson.id platform.

H9: Behavior Intention has a positive influence on Use Behavior

The result of this study resembled the results of previous studies that indicated that behavioral intention directly affected e-learning platform [10][13][14][17]. The Behavior Intention variable has a positive effect on Use Behavior with a T-Statistics value of 12.261 and P-Value of 0.000. The higher intention of sustainable usage of the e-learning Leson.id was greately contributed to e-learning acceptance.

The result of the case study on evaluating the use of the E-Learning platform at Leson.id at PT. Gramedia Widiasarana Indonesia using the modified UTAUT method, there are several findings from the Hypothesis test results (Table 3). The Facilitating Condition variable is the variable that has the most positive influence on intention to use the Leson.id e-learning platform, followed by Performance expectancy and Effort Expectancy. Performance expectancy and facilitating conditions, and price value determine the intention of sustainable use in the Teacher Room application, but there are similarities to the results of the analysis, namely for the Social Influence variable, it is difficult to get social influence in increasing the use of the educational platform. Another studies of Technology Acceptance of Massive Open Online Courses in Malaysia, MOOC is also one type of Education Technology, the results of MOOC research in Malaysia stated that non UTAUT factors were found [11] [16] , more than half of students who use MOOC in Malaysia, feel that they cannot complete tasks in MOOCs if no one instructs them to act. As for the last factor of anxiety, most of them felt not anxious (32.6%) to use MOOCs for studying.

However, it is different from the results of research on the e-learning platform Leson.id, for the variable Self Efficacy User perceptions about their own ability to complete tasks using the system do not have a significant effect on the use of e-Learning Leson.id, the conclusion is that users of Leson.id at the level Middle and high school education needs someone to instruct them to act, and for the Anxiety variable there are also findings from research on the Leson.id e-learning platform, the results of the analysis show that the higher the anxiety factors the Leson.id users are, the higher their desire to continue using Leson.id.

5.Conclusion and Recommendations

5.1 Conclusion

Based on the results of evaluating the use of the E-Learning platform at Leson.id at PT. Gramedia Widiasarana Indonesia uses the modified UTAUT method, the following conclusions can be drawn:

The Facilitating Condition variable has a positive influence on Behavior Intention. The study concluded the level of user confidence and the level of user knowledge have an influence on behavioral intentions in using the Leson.id platform. In contrast with the variable facilitating condition toward behavior intention, The Facilitating condition has directly affected the use and acceptance of e-learning Leson.id. Variable Performance Expectancy has a positive influence on Behavior Intention. Leson.id was perceived by student from Junior high School and High School to improve their performance and competence by exercising and accessing materials from Leson.id. Thus, the variables that influenced the acceptance of e-learning were, performance expectancy, effort expectancy, facilitating conditions, price value, and social influence. The most contributing variables to the e-learning acceptance were the independent variable of facilitating condition and the dependent variable behavioral intention. The findings of this study have confirmed eight out of nine variables can be used to measure or evaluate student's acceptance of e-learning platform called Leson.id

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Furthermore, there are some Practical Implications, which are the end results that will occur if certain conditions are met. Because this research was conducted during the Pandemic, there are several implications including the pandemic being a challenge in developing creativity in the use of technology, not only the transmission of knowledge, but also how to ensure learning is conveyed properly, this pandemic period can train and instill the habit of being independent learners. through various online classes or webinars attended by Students and female students. This pandemic situation is a challenge for the creativity of each individual in using technology to develop the world of education.

Based on the information put forward by the Minister of Education and Culture regarding Learning Policies during the Covid-19 Pandemic online, the principle of education policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education personnel, families, and society in general, and to consider growth and development of students and psychosocial conditions in an effort to fulfill educational services during pandemic.

In this case, if from the results of the research conclusions, the researcher hopes that the company will apply the suggestions and recommendations that have been described, especially during this pandemic, from various kinds of technology education platforms in Indonesia, of course there is a very competitive online competition situation, determining customer satisfaction. and customer loyalty is one of the main goals of the company to ensure competitiveness and to ensure long-term success. In the future, it is hoped that Leson.id can implement the innovations recommended by researchers, with the hope of ensuring competitiveness against other education platforms in Indonesia.

The variables that are very influential to Leson.id site using the modified UTAUT model to evaluate the Leson.id site are Performance Expectancy, Facilitating Condition, Effort Expectancy, social influence and Price Value variables. The variables that were rejected using the modified UTAUT model to evaluate the Leson.id site are Self Efficacy and Anxiety

The problem behind this study case is the growth in the level of use of Leson.id, especially at the junior and senior high school levels, decreasing over time.

Based on the result, there are a few recommendations that could be added to Leson.id, by optimizing the user experience on the 'Question and Answer' features, discussion and problem discussion, thus the user could refer to the feature if there are obstacles in solving the problems, as well as creating interactive and persuasive guides or suggestions to invite users to use the leson.id platform, so that users have no difficulty using the features available on the Leson.id Platform. It is hoped that the recommendations given can be used to improve the Leson.id platform and can be used for further research of education technology field.

5.2 Recommendations

Based on the results of the recommendations, here are some suggestions that can be used as future reference. Based on the Performance Expectancy variable which is each individual's belief in how far the system can help and provide benefits in work, there are several suggestions that can increase user confidence in the system used in order to help him complete courses or practice questions on Leson.id, including by optimizing the question and answer practice features, and optimizing the question and answer feature as a means of expression, communication, and a place to find additional information that can benefit the daily activities of Leson.id users, whereby increasing productivity in e-learning such as various courses and practice questions that are updated over time it can increase user confidence in using the e-Learning platform.

Based on the Effort Expectancy variable which is the level of effort of each individual in using the system, there are several suggestions that can improve user ease (ease of use) of the system it uses. Optimizing the user experience on the main features of Leson.id including, conducting practice questions, 'Questions and Answers', Discussions and discussing questions, so that you can more easily navigate the various features available on Leson.id, as well as create interactive guides or suggestions. persuasive to invite users to use the leson.id platform, so that users do not experience difficulties using the features available on the Leson.id Platform. Based on the Social Influnce variable which is the social influence of other users in using a system, there are several suggestions that can be applied in order to increase interaction between Leson.id users, by using points or gamification, where each user conducts discussions between other users or sharing practice questions / exams and sharing the scoring board between users will get some sort of points that can be exchanged for attractive vouchers. Progress and user activity status can also be displayed graphically, because basically having progress can motivate users to work even harder.

Based on research on gamification, with proper integration of game mechanics methods can have a positive impact on the learning process, including high levels of satisfaction, motivation and greater student involvement, the use of gamification can connect students' personal goals with E-Learning goals [18]. Based on the Effort Expectancy variable, there are several suggestions that can be applied, including providing information or guidance based on the user's education level, as well as tips and tricks to be able to take advantage of the personalization of the Leson.id platform, where each Leson.id user has a different response. For further research, the author suggests expanding the geographic location of the Leson.id population sample so that the research results represent all Leson.id users in Indonesia and improve the quality of E-Learning Leson.id.

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