

## ACCEPTANCE AND USE OF LIVE UNPAD IN VOCATIONAL EDUCATION STUDENT: EXTENDED UTAUT-3 APPROACH

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**Abstrak:** The applied Learning Management System (LMS) method utilizes a blended learning model that combines synchronous and asynchronous methods. LiVE Unpad itself is an LMS used by Padjadjaran University which was developed to apply E-learning where lecturers and students carry out the teaching and learning process separately from distance, time, or both. Owing to the important role of students as end users of the LiVE Unpad, it is important to understand the factors affecting acceptance and use of LiVE Unpad. Therefore, this study is an effort to explore the acceptance and use of LiVE Unpad among vocational school students enrolled in Universitas Padjadjaran using UTAUT-3 approach. The result in this study shows that Perceived Pedagogical Value effects all endogenous variables. All variable in UTAUT-3 influenced the behavioural intention and use behaviour except the price value and personal innovativeness factors

**Kata Kunci :** LiVE Unpad, Extended UTAUT-3, Vocational Education

### 1. INTRODUCTION

Information technology has caused dramatic changes in all aspects of life, and higher education is no exception. In fact, technology has always been used to enhance the learning process (Zwain, 2019). Inevitably, information technology has brought about several changes in higher education by modifying earlier concepts of learning. The learning management system (LMS) is one of the emerging information technology tools that facilitates e-learning and provides education without time and place constraints. It is a web-based system that allows lecturers and students to interact via the web and share information and resources (Ain et al., 2016). The applied Learning Management System (LMS) method utilizes a blended learning model that combines synchronous and asynchronous

methods. The synchronous method allows lecturers to communicate directly (both ways) through platforms such as video conferencing or messengers, where lecturers and students can exchange information with each other via video, text, or audio. As for the asynchronous method, universities use the Learning Management System (LMS) as the main learning platform. LMS facilitates the delivery of materials, activities, interactions, and administration of learning. The LMS also allows flexible two-way communication, where students can access the available teaching materials anytime and anywhere without relying on the lecturer in terms of schedule (Vashty, 2022).

Universitas Padjadjaran (Unpad) as one of the state universities that implements distance learning also uses asynchronous learning methods in its blended learning model called LiVE Unpad (Vashty, 2022). LiVE Unpad itself is an LMS used by Padjadjaran University which was developed to apply E-learning where lecturers and students carry out the teaching and learning process separately from distance, time, or both. This situation is expected to be a way for educational institutions to carry out the teaching and learning process without being hindered by face-to-face (conventional) situations (Hara Permana et al., 2022).

Owing to the important role of students as end users of the LiVE Unpad, it is important to understand the factors affecting acceptance and use of LiVE Unpad as a sustainable teaching and learning tool because in higher education, a technological reach learning environment is not a guarantee of successful utilization of technology (Sharif et al., 2019). Therefore, this study is an effort to explore the acceptance and use of LiVE Unpad among vocational school students enrolled in Universitas Padjadjaran, while Farooq, M. S., et al.'s (2012) and Tamilmani, K., et al.'s (2022) unified theory of acceptance and use of technology 3 (UTAUT-3) which is used as an underpinning theory (Farooq et al., 2017),(Tamilmani et al., 2021). Hence, this study makes sizeable theoretical, contextual, and methodological contributions by using Extended UTAUT-3 in the partial least square (PLS) structural equation modelling (SEM) (PLS-SEM) approach.

## 2. LITERATURE REVIEW

### 2.1 LiVE Unpad as Learning Management System (LMS)

Information and Communication Technology (ICT) growth triggers various educational institutions, especially universities, to use technology in their learning. The learning model with ICT is known as e-learning which is designed using a Learning Management System (LMS). Utilization of e-learning can increase student understanding which will affect the achievement of educational goals i.e. student learning experiences growth and improve (Buana & Linarti, 2021) For educators, skills to utilize e-learning can be used as a tool to increase productivity, efficiency, and effectiveness, and increase attention and interest students in the learning process which can be adjusted to needs (M. Adri et al., 2017)

LMS is the management of ICT-based learning process interaction through websites. LMS is a multimedia resource with a web-based online way to manage and facilitate learning activities. LMS contains materials in pedagogical and professional competencies, made with multi-media packaging (text, animation, video, sound, FX), given as a supplement and enrichment for the development of learner competencies. (S. Luckyardi and L. Rahman, 2021)

Learning In Virtual Environment Universitas Padjadjaran (LiVE Unpad) LMS is designed to facilitate various blended learning needs of the Padjadjaran University academic community so that the expected learning objectives can be achieved effectively. LiVE Unpad LMS is able to carry out a learning system anywhere and anytime.

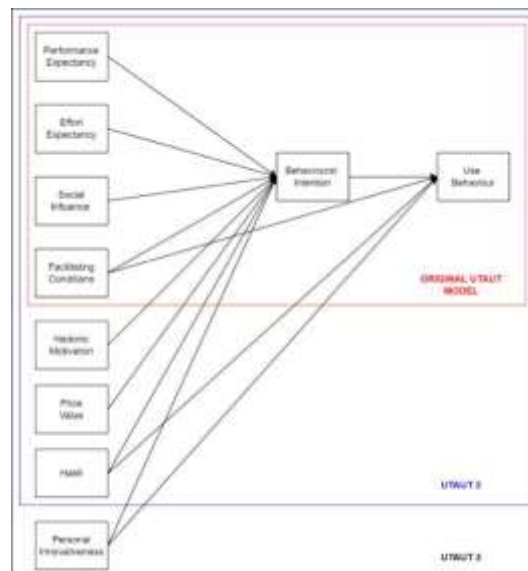
Figure 1. LiVE Unpad LMS



## 2.2 UTAUT-3

The TAM theory discovered by Davis (1989) has been widely used by various studies on the acceptance and use of technology in the user perspective to the organizational perspective (S Davis, 1989). In addition, other studies have also found a stronger theory that focuses on organizational perspectives and user perspectives, namely the UTAUT theory (Unified Theory of Acceptance and Use of Technology) discovered by Venkatesh (Venkatesh et al., 2003). According to the research, UTAUT was created based on an experimental combination of eight different models adapted from psychological and sociological theories mainly used for research on the acceptance and use of new technologies (Venkatesh et al., 2003). The eight models include TRA, TAM, Motivation Model (MM), Planned Behavior Theory (SDGs), combined TAM and SDGs (C-TAM-TPB), PC utilization model (MPCU), innovation diffusion theory (IDT) and social cognitive theory (Tosuntaş et al., 2015).

Figure 2. UTAUT-3



The UTAUT model is based on four latent variables, namely performance expectancy (PE), effort expectancy (EE), social influence (SI) where these four variables are determinants of behavioural intention (BI) which measures acceptance as the use of technology (Use Behaviour). According to previous research ((Farooq et al., 2016), (Ketterl et al., 2011), (Nair et al., 2015), (Teo,

2011)states that UTAUT has become one of the most widely embraced and widely used models for testing ICT adaptations in areas such as online learning, internet banking, online recruitment processes, online ticketing systems, and the adoption of e-governance. The four exogenous variables from UTAUT namely PE, EE, SI, and FC explain up to 70 percent of the variants in the acceptance and use of technology so that the four exogenous variables are significant predictors for the acceptance and use of technology ((Brooks et al., 2014); (Farooq et al., 2016); (Nair et al., 2015); (Tosuntaş et al., 2015).

Furthermore, UTAUT-2 was discovered by the Venkatesh (2012) with the usefulness of exploring the factors influencing the acceptance and use of technology with a user perspective Venkatesh, Walton, et al., 2012) . This UTAUT-2 model expands the old version of UTAUT by adding three new exogenous variables, namely hedonic motivation (HM), price value (PV), and habit (H) along with 4 other latent variables (PE, EE, FC, SI) as determinants of BI and UB in the use of technology in users (Venkatesh, Walton, et al., 2012).

The theory about the UTAUT-3 model was discovered by Farooq et al. (2017) who stated that UTAUT 2 needs to be extended to cover the determining factors for the acceptance and use of technology (Farooq et al., 2017). In the UTAUT 3 model Farooq et al. (2017) added one more latent variable, namely personal innovativeness in IT so that the latent variable UTAUT-3 becomes eight variables (PE, EE, SI, FC, HM, PV, HB, and PI) (Farooq et al., 2017). The study also stated that UTAUT-3 is a model that has an explanatory power of 66 percent in predicting the acceptance and use of technology (Farooq et al., 2017) (Figure 1).

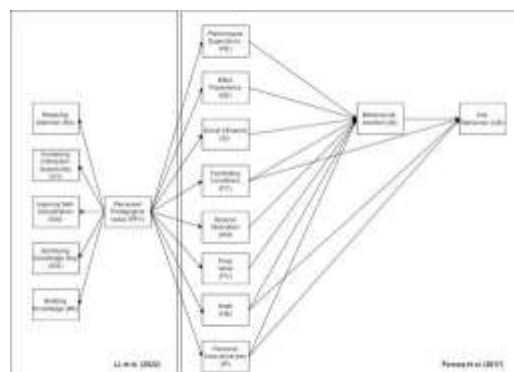
### **2.3 Extended UTAUT-3 Using External Factor of Perceived Pedagogical Value (PPV)**

The UTAUT-3 model has a new variable, namely the personal innovativeness variable in IT to add variables to UTAUT-2. According to the theory of Van Raaij and Schepers, (2008) personal innovativeness in IT was found to be significant in understanding the acceptance and use of technology in the field of education by teachers and lecturers. The theory of UTAUT-3 began to be tested in the higher education environment, where the UTAUT-3 model was used to test



educational technology in Asian countries which created a context like the research to be studied in this study (van Raaij & Schepers, 2008). In this study, researchers tried to develop the theory of UTAUT-3 by adding external factors from the theory of Li, et al. (2022) namely perceived pedagogical value (PPV). By conceptually testing new theoretical models in new technologies in the world of educational technology, this research will contribute theory in the field of acceptance and use of information systems and information technology in the world of education (Li et al., 2022). According to Li, et al. (2022), understanding the value of perceived pedagogical value in students in using learning technology is an important research direction. This study proposes the external factors of PPV in UTAUT-3 so that it becomes an Extended UTAUT-3 model which is used to measure students' perceptions of the value of learning technology from a pedagogical perspective (Li et al., 2022) (Figure 2).

Figure 3. Extended UTAUT-3



### 3. RESEARCH METHOD

In this study, the researcher wanted to know the acceptance and use of LiVE Unpad in vocational education student using Extended UTAUT 3 approaches. Researchers identify research models as Perceived Pedagogical Value (PPV), Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Hedonic Motivation (HM), Price Value (PV), Habit (HB), Personal Innovativeness (PI), Behavioural Intention (BI), User Behaviour (UB). In several studies by Farooq et al. (2017); Li, et al. (2022), researchers present a new synthesis model of acceptance and use of LiVE Unpad in vocational

education student using Extended UTAUT 3 approaches, which can be seen in Figure 3 (Farooq et al., 2017), (Li et al., 2022).

Figure 4. Conceptual model of research

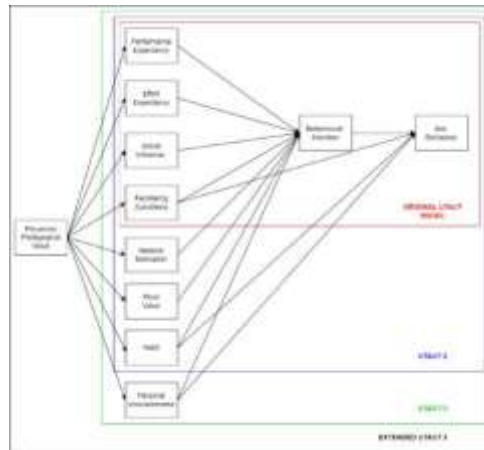


Figure 3 shows a new synthesis model that will be tested by researchers. From Figure 3 the researchers identified the following hypotheses:

- H1: PPV positively and significantly affects PE
- H2: PPV positively and significantly affects EE
- H3: PPV positively and significantly affects SI
- H4: PPV positively and significantly affects FC
- H5: PPV positively and significantly affects HM
- H6: PPV positively and significantly affects PV
- H7: PPV positively and significantly affects HB
- H8: PPV positively and significantly affects PI
- H9: PE positively and significantly affects BI
- H10: EE positively and significantly affects BI
- H11: SI positively and significantly affects BI
- H12: FC positively and significantly affects BI
- H13: FC positively and significantly affects UB
- H14: HM positively and significantly affects BI
- H15: PV positively and significantly affects BI
- H16: HB positively and significantly affects BI
- H17: HB positively and significantly affects UB
- H18: PI positively and significantly affects BI
- H19: PI positively and significantly affects UB
- H20: BI positively and significantly affects UB

This research was conducted quantitatively using a survey method. Data were collected by distributing closed questionnaires containing alternative answers designed using a Likert scale by Farooq et al., (2017) and Li et al., (2022) .

Moreover, respondents of vocational education student in Universitas Padjadjaran who using LiVE Unpad were selected as samples using a purposive sampling method (Hair, 2014). Statistical analysis was used to examine the relationship between the variables, and this involved the application of the structural equation model (SEM) as well as Partial Least Square (PLS).

## 4. RESULTS AND DISCUSSION

### 4.1. Descriptive Variable

Based on all items on the instrument presented to analysis of acceptance and use of LiVE Unpad in vocational education student at Universitas Padjadjaran, it is known that the respondents' perceptions are dominated by agreeing to answers to the statements on the instruments presented (Table 1). It is also known for the highest index on the IIO1 statement, " I was most involved when I participated in LiVE Unpad and the teacher explained the material in LiVE Unpad it to me." As for the lowest index in the HB3 statement, " Use of LiVE Unpad is a habit for me."

Table 1. Variable Descriptive Standa Excel

Name	Mean	Standard deviation	Exce ss kurto sis	Skewness
RA1	3.953	0.801	-0.059	-0.417
RA2	3.946	0.819	-0.081	-0.452
RA3	4.174	0.795	0.003	-0.649
IIO 1	4.2 29	0.771	0.422	-0.776
IIO 2	3.8 8	0.951	0.508	-0.791
IIO 3	3.9 26	0.939	0.583	-0.784
ISA 1	4.1 86	0.805	0.245	0.245
ISA 2	3.9 81	0.966	0.275	-0.791
ISA 3	3.9 26	0.939	0.583	-0.784
IK G1	4.1 86	0.805	0.245	-0.755
IK G2	3.9 81	0.966	0.275	-0.791
IK G3	3.7 95	0.932	-0.04	-0.504
BK 1	4.1 36	0.881	0.806	-0.953
BK 2	4.0 81	0.843	0.79	-0.937
BK 3	4.0 74	0.839	0.156	-0.695
PE1	3.9 53	0.801	- 0.059	-0.417
PE2	3.9 46	0.819	- 0.081	-0.452
PE3	4.1 01	0.834	0.814	-0.797
PE4	3.9 53	0.801	- 0.059	-0.417
EE1	4.0 27	0.809	- 0.086	-0.492



EE2	3.9 03	0.864	- 0.375	-0.392
EE3	3.9 81	0.869	-0.32	-0.497
EE4	4.0 23	0.893	- 0.516	-0.505
SI1	4.0 19	0.809	0.46	-0.61
SI2	3.9 92	0.783	0.755	-0.621
SI3	3.9 57	0.85	-0.36	-0.413
SI4	3.9 42	0.894	-0.091	-0.639
FCI	3.942	0.872	-0.65	-0.31
FC2	4.05	0.827	0.007	-0.591
FC3	4.105	0.831	0.869	-0.81
FC4	3.822	0.839	-0.512	-0.167
HM1	3.884	0.908	0.003	-0.55
HM2	4.178	0.889	0.511	-0.958
HM3	4.167	0.915	0.347	-0.948
PV1	3.977	0.862	-0.346	-0.466
PV2	4.008	0.831	-0.143	-0.504
HB1	4.159	0.827	0.192	-0.759
HB2	3.996	0.847	-0.147	-0.532
HB3	3.717	1.064	-0.3	-0.52
PI1	3.884	1.043	0.175	-0.776
PI2	4.012	0.78	-0.054	-0.415
PI3	3.942	0.793	-0.317	-0.271
BI1	3.977	0.811	-0.223	-0.395
BI2	3.884	0.873	-0.491	-0.335
BI3	4.097	0.832	0.828	-0.793
UB1	4.089	0.828	0.858	-0.786
UB2	3.965	0.929	0.622	-0.835
UB3	3.884	0.974	-0.052	-0.601

## 4.2. Data Analysis

### 4.2.1. Outer Model

Evaluation of the measurement model is carried out to assess the validity and reliability of the model. The research measurement model in PLS SEM is an outer model consisting of a set of relationships between indicators and latent variables (Hair Jr, 2021) According to Hair et al. (2021), to assess the validity of convergent, the loading factor value must be more than 0.70 (Hair Jr, 2021). However, according to (Henseler et al., (2016) the loading factor of reflective indicators can be considered a good measure for latent variables if it is above 0.50 (loading factor reflective indicator > 0.50) so that the 46 decisions that can be taken for the outer loading's acceptance limit are between 0.60. Furthermore, the

analysis continued by looking at the average variance extracted (AVE) value to test convergent validity with a cut off value above 0.50(Henseler et al., 2016).

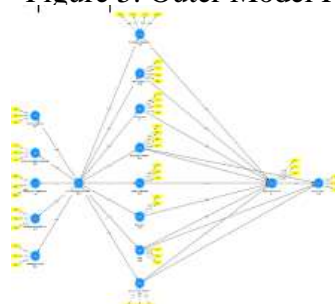
Table 2. Convergent Validity

Price Value (PV)	PV1	0.975	0.949	Valid correlation
	PV2	0.974		
Habit (HB)	HB1	0.911	0.737	wong, Valid
	HB2	0.877		
	HB3	0.783		
Personal Innovativeness (PI)	PI1	0.713	0.740	Valid
	PI2	0.936		
	PI3	0.915		
Behavioural Intention (BI)	BI1	0.949	0.867	Valid
	BI2	0.925		
	BI3	0.920		
Use Behaviour (UB)	UB1	0.860	0.822	Valid
	UB2	0.927		
	UB3	0.932		

Based on Figure 4 and Table 2, all measuring items have met the loading factor value testing requirements after the removal of invalid indicator items and the average variance extracted (AVE) above 0.50 so that it can be said to be valid and can be used to measure each of the latent variables.

Since there is no problem with convergent validity, the next step tested is the problem related to discriminant validity for each construct with the correlation value between the constables in the model (Kwong & Wong, 2019). This method is often called Cross Loadings.

Figure 5. Outer Model Result



Based on Figure 4 and Table 3 shows that all cross-loading values on each intended construct are greater than the cross-loading values with the other constructs. It can be concluded that all indicators are valid and there are no problems with discriminant validity.

Table 3. Discriminant Validity in  
appendix 1

The reliability of each latent construct is assessed using cronbach's alpha and composite reliability values, however, in addition to using cronbach's alpha and composite reliability, rho\_A values can be considered to ensure the reliability of the PLS construction score, as defined in Dijkstra & Henseler (Dijkstra & Henseler, 2015). Cronbach's alpha and composite reliability is higher than 0.70 (Kwong & Wong, 2019) while the rho\_A value should be 0.70 or greater indicating its composite reliability.

Table 4. Construct Reliability

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Behavioural Intention (BI)	0.924	0.928	0.951
Building Knowledge (BK)	0.850	0.855	0.910
Effort Expectancy (EE)	0.842	0.844	0.894
Facilitating conditions (FC)	0.873	0.884	0.913
Habit (HB)	0.819	0.821	0.894
Hedonic motivations (HM)	0.859	0.858	0.914
Identifying Knowledge Gap (IKG)	0.801	0.801	0.883
Increasing Interaction Opportunity (IIO)	0.700	0.701	0.830
Inspiring Self-Actualization (ISA)	0.791	0.793	0.878
Perceived Pedagogical Value (PPV)	0.936	0.938	0.944
Performance Expectancy (PE)	0.940	0.939	0.958
Personal Innovativeness (PI)	0.818	0.845	0.894
Price Value (PV)	0.947	0.947	0.974
Retaining Attention (RA)	0.878	0.887	0.926
Social Influence (SI)	0.924	0.925	0.946
Use Behaviour (UB)	0.893	0.908	0.933

Table 4 shows that the results of composite reliability tests show that all latent variable values have a value of Cronbach's alpha  $\geq 0.70$ . Thus, the construct is acceptable in reliability.

#### 4.2.2. Inner Model

After the estimated model meets the outer model criteria, the next structural model (inner model) testing is carried out. According to Hair et al. (2017), the evaluation of structural models (inner models) aims to predict relationships between latent variables. Ramayah et al. (2017) suggests looking at the values of the coefficients of determination (R<sup>2</sup>), f-Square and model fit to assess the structural (inner model) (Ramayah, 2017).

In assessing a model with PLS begins by looking at R-Square (R<sup>2</sup>) for each endogenous latent variable. The R-square coefficient of determination (R<sup>2</sup>) shows how much an exogenous variable explains its endogenous variable. The value of R-Square (R<sup>2</sup>) is zero to one. When the value of R-Square (R<sup>2</sup>) gets closer to one, then the independent variables provide all the information needed to predict the variation of endogenous variables. Conversely, the smaller the R-Square (R<sup>2</sup>) value, the more limited the ability of independent variables to explain the variation of endogenous variables. The value of R-Square (R<sup>2</sup>) has the disadvantage that the value of R-Square (R<sup>2</sup>) will increase every time there is the addition of one exogen variable even though the exogenous variable has no significant effect on the endogenous variable. In this study, there were five endogenous variables, namely PE, EE, SI, FC, HM, PV, HB, PI, BI and UB which were influenced by exogenous variable, namely PPV.

Table 5. R-Square

Variable	Rsquar e	R-square adjusted
Performance Expectancy (PE)	0.737	0.736
Effort Expectancy (EE)	0.715	0.714
Social Influence (SI)	0.642	0.641
Facilitating conditions (FC)	0.700	0.699

Hedonic motivations (HM)	0.517	0.515
Price Value (PV)	0.538	0.536
Habit (HB)	0.591	0.589
Personal Innovativeness (PI)	0.679	0.678
Behavioural Intention (BI)	0.833	0.828
Use Behaviour (UB)	0.700	0.695

From Table 5 above, the value of R-Square ( $R^2$ ) or the coefficient of determination of the PE construct is 0.737. These results show that the endogenous variable PE can be explained by the exogenous variable, namely PPV of 73.7% while the rest is explained by other exogenous variables outside this study. Meanwhile, for the EE and SI variables, the value of the coefficient of determination of 0 was found. 715 and 0.642 indicate that the endogenous variables EE and SI can be explained by the PPV exogenous variables of 71.5% and 64.2% while the rest are explained by other exogenous variables outside this study. Meanwhile, for the variables FC, HM, PV, HB, PI, BI and UB, successive coefficient of determination values of 0.700 were found; 0.517; 0.538; 0.591; 0.679; 0.833; and 0.700 which indicates that the endogenous variables FC, HM, PV, HB, PI, BI and UB can be explained by exogenous variables i.e. PPV successively of 70%; 51.7%; 53.8%; 59.1%, 67.9%; 83.3% and 70% while the rest are explained by other exogenous variables outside this study.

Furthermore, the  $f^2$  test is known as the simultaneous test or the Anova model/test, which is a test to see how all its free variables together affect their bound variables. The effect size according to Cohen (1988) is small ( $f^2 > 0.02$ ), medium ( $f^2 > 0.15$ ), and large ( $f^2 > 0.35$ ) [25]

Table 6. f-Square

Correlation	f-Square	Effect Size
PPV -> PE	2.808	Large
PPV -> EE	2.508	Large
PPV -> SI	1.794	Large
PPV -> FC	2.334	Large



PPV -> HM	1.069	Large
PPV -> PV	1.162	Large
PPV -> HB	1.444	Large
PPV -> PI	2.118	Large
PE -> BI	0.131	Small
EE -> BI	0.154	Medium
SI -> BI	0.040	Small
FC -> BI	0.024	Small
FC -> UB	0.108	Small
HM -> BI	0.037	Small
PV -> BI	0.003	Small
HB -> BI	0.044	Small
HB -> UB	0.021	Small
PI -> BI	0.285	Medium
PI -> UB	0.009	Small
BI -> UB	0.079	Small

Based on the test results in Table 6, it can be found that there are ten of relationships that have little influence, two relationships have moderate influence, and the other eight relationships have a large influence.

Moreover, testing the fit model in this study was carried out using two testing models, including standardized root mean square residual (SRMR) and normal fit index (NFI) proposed by Ramayah et al. (2017) that the model will be considered to have good fit if the value of the standardized root mean square residual (SRMR) is below 1.00 (Hair, 2014) (Ramayah, 2017). Another conformity index is the normed fit index (NFI) with the calculation of the value of Chi2 (Bentler & Bonett, 1980). The Chi-square value is then compared with the given benchmark in the context of Goodness of Fit. Referring to Bentler and Bonett (1980), acceptable conformity values when using Chi-square as a measurement are greater than 0.9 ( $\text{Chi}^2 > 0.9$ ) (Bentler & Bonett, 1980).

Table 7. Model Fit

Model fit	Saturated model	Estimated model
SRMR	0.107	0.118
d_ULS	22.985	27.903
d_G	n/a	n/a
Chi-square	infinite	infinite
NFI	n/a	n/a

Based on Table 7, the results showed that the model in this study had a good fit because it had a standardized root mean square residual (SRMR) value below 1.00 and normal fit index (NFI) and Chi-square values were not detected in this study because the model in this study had quite a lot of pathways.

#### 4.2.3. Hypothesis Testing

This hypothesis testing stage is carried out after the structural model evaluation stage is carried out. This stage is carried out to find out whether the research hypothesis proposed on the research model is accepted or rejected. To test the proposed hypothesis, it can be seen from the value of path coefficients and the value of T-Statistics through the bootstrapping procedure.

According to Hair et al. (2014), the value of the path coefficient that is in the range of values -1 to +1, where the value of the path coefficient close to +1 represents a strong positive relationship and the value of the path coefficient that is -1 indicates a strong negative relationship. Meanwhile, the limit of the t-statistical value to reject and accept the proposed hypothesis is  $\pm 1.96$ , where if the t statistic value is in the range of values -1.96 and 1.96 then the hypothesis will be rejected or in other words accept the null hypothesis ( $H_0$ ) (Hair, 2014). While T-Statistic (bootstrapping) is used to see which significance value between constructs. Ramayah et al. (2017) suggests bootstrapping procedure with a re-sample value of 5,000. The limit for rejecting and accepting the proposed hypothesis is  $\pm 1.96$ , where if the t-statistical

values are in the range of values -1.96 and 1.96 then the hypothesis will be rejected or in other words accept the null hypothesis (H<sub>0</sub>) (Ramayah, 2017).

Table 8. Hypothesis Testing

Variable	Original sample (O)	T statistics ( O/STDEV )	P values
PPV -> PE	0.859	42.998	0.000
PPV -> EE	0.846	37.456	0.000
PPV -> SI	0.801	29.282	0.000
PPV -> FC	0.837	34.122	0.000
PPV -> HM	0.719	19.388	0.000
PPV -> PV	0.733	21.528	0.000
PPV -> HB	0.769	19.196	0.000
PPV -> PI	0.824	36.387	0.000
PE -> BI	0.322	4.880	0.000
EE -> BI	0.432	5.734	0.000
SI -> BI	0.160	2.588	0.010
FC -> BI	0.175	2.592	0.010
FC -> UB	0.366	4.576	0.000
HM -> BI	0.129	2.724	0.006
PV -> BI	-0.038	0.818	0.413
HB -> BI	0.163	3.087	0.002
HB -> UB	0.123	2.094	0.036
PI -> BI	0.419	7.342	0.000
PI -> UB	-0.107	1.418	0.156
BI -> UB	0.324	4.236	0.000

Based on the test results, it was found that the PPV had a positive ( $b = 0.859$ ) and significant ( $t = 42.998$ ,  $p = 0.000$ ) effect on PE, positive ( $b = 0.846$ ) and significant ( $t = 37.456$ ,  $p = 0.000$ ) effect on EE, positive ( $b = 0.801$ ) and significant ( $t = 29.282$ ,  $p = 0.000$ ) effect on SI, positive ( $b = 0.837$ ) and significant ( $t = 34.122$ ,  $p = 0.000$ ) effect on FC, positive ( $b = 0.719$ ) and significant ( $t = 19.388$ ,  $p = 0.000$ ) effect on HM, positive ( $b = 0.733$ ) and significant ( $t = 21.528$ ,  $p = 0.000$ ) effect on PV, positive ( $b = 0.769$ ) and significant ( $t = 19.196$ ,  $p = 0.000$ ) effect on HB, positive ( $b = 0.824$ ) and significant ( $t = 36.387$ ,  $p = 0.000$ ) effect on PI. Thus, hypotheses 1 to 8 were accepted, means the higher PPV the level of PE, EE, SI, FC, HM, PV, HB, and PI will increase.

Furthermore, the findings in this study reveal that BI had been affected positively and significantly by PE ( $b = 0.322$ ,  $t = 4.880$ ,  $p = 0.000$ ), EE ( $b = 0.432$ ,

$t = 5.734$ ,  $p = 0.000$ ), SI ( $b = 0.160$ ,  $t = 2.588$ ,  $p = 0.010$ ), FC ( $b = 0.175$ ,  $t = 2.592$ ,  $p = 0.010$ ), HM ( $b = 0.129$ ,  $t = 2.724$ ,  $p = 0.006$ ), HB ( $b = 0.163$ ,  $t = 3.087$ ,  $p = 0.002$ ), and PI ( $b = 0.419$ ,  $t = 7.342$ ,  $p = 0.000$ ). Thus, hypotheses 9-12, 14, 16, and 18 were accepted, means that BI had been influenced by the value of PE, EE, SI, FC, HM, HB, and PI.

Moreover, the findings in this study reveal that UB had been affected positively and significantly by FC ( $b = 0.366$ ,  $t = 4.576$ ,  $p = 0.000$ ), HB ( $b = 0.123$ ,  $t = 2.094$ ,  $p = 0.036$ ), and BI ( $b = 0.324$ ,  $t = 4.236$ ,  $p = 0.000$ ). Thus, hypotheses 13, 17, and 20 were accepted, means that UB had been influenced by the value of FC, HB, and BI.

Nevertheless, for PV had a hypothesis rejecting (H15). It had negative and no significant effect on BI ( $b = -0.038$ ,  $t = 0.818$ ,  $p = 0.413$ ). These means the higher value of PV has no influence on the value of BI. Furthermore, for PI had a hypothesis rejecting (H19). It had negative and no significant effect on UB ( $b = -0.107$ ,  $t = 1.418$ ,  $p = 0.156$ ). These means the higher value of PI has no influence on the value of UB.

## 5. CONCLUSION

There are 2 rejected hypotheses and 18 accepted hypotheses from 20 hypotheses in this study. This research shows that PPV (Perceived Pedagogical Value) had a positive and significant effect on all endogenous variables (PE, EE, SI, FC, HM, PV, HB, and PI) where it corresponds to research from Li, N., et al. (2022) [18]. Furthermore, BI had been affected positively and significantly by Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Hedonic Motivations (HM), Habit (HB) and Personal Innovativeness (PI) which is in accordance with research from Farooq, M. S., et al. (2017) [6]. Moreover, UB had been affected positively and significantly by Facilitating Conditions (FC), Habit (HB) and Behavioural Intention (BI) where this is in accordance with the research of Farooq, M. S., et al. (Farooq et al., 2017)

Nevertheless, Price Value (PV) still had no significant influence on Behavioural Intention (BI). This is because some student still did not have positive perceptions to use LiVE Unpad because LiVE Unpad is just a tool of learning management system to facilitate hybrid and online learning, no more. In addition,

Personal Innovativeness (PI) had no significant influence on Use Behaviour (UB) because some students still do not use LiVE Unpad as innovative learning methods during their academic period even though mostly they use LiVE Unpad. All in all, an interesting finding in this study is that PPV (Perceived Pedagogical Value) can encourage all endogenous variable in UTAUT-3 and has implications for increasing Behavioural Intention (BI) to improve the Use Behaviour of LiVE Unpad.

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Items	BI	BK	EE	FC	HB	HM	IKG	IIO	ISA	PE	PI	PV	RA	SI	UB
BI1	0.949	0.432	0.779	0.734	0.516	0.448	0.638	0.624	0.670	0.753	0.774	0.533	0.634	0.628	0.701
BI2	0.925	0.453	0.780	0.682	0.445	0.407	0.547	0.576	0.592	0.721	0.739	0.454	0.625	0.591	0.615
BI3	0.920	0.442	0.792	0.839	0.507	0.530	0.677	0.653	0.723	0.800	0.780	0.532	0.626	0.659	0.830
BK1	0.383	0.782	0.584	0.532	0.527	0.566	0.434	0.536	0.426	0.508	0.446	0.516	0.597	0.583	0.464
BK2	0.423	0.936	0.591	0.539	0.601	0.570	0.417	0.552	0.412	0.596	0.511	0.578	0.677	0.582	0.446
BK3	0.444	0.913	0.604	0.545	0.631	0.590	0.418	0.584	0.428	0.594	0.524	0.606	0.653	0.521	0.465
EE1	0.549	0.651	0.795	0.671	0.590	0.562	0.552	0.654	0.592	0.587	0.603	0.599	0.575	0.607	0.630
EE2	0.908	0.445	0.774	0.668	0.436	0.402	0.530	0.569	0.577	0.700	0.737	0.437	0.611	0.577	0.593
EE3	0.591	0.595	0.865	0.838	0.673	0.656	0.571	0.661	0.576	0.709	0.676	0.676	0.710	0.697	0.655
EE4	0.678	0.552	0.858	0.828	0.607	0.646	0.570	0.628	0.580	0.727	0.635	0.645	0.693	0.731	0.686
FC1	0.610	0.571	0.822	0.866	0.602	0.639	0.520	0.607	0.521	0.706	0.606	0.630	0.745	0.734	0.660
FC2	0.613	0.563	0.787	0.883	0.623	0.627	0.560	0.729	0.578	0.707	0.659	0.652	0.717	0.699	0.625
FC3	0.915	0.431	0.790	0.844	0.498	0.524	0.678	0.655	0.725	0.801	0.780	0.527	0.628	0.656	0.822
FC4	0.558	0.544	0.693	0.807	0.662	0.593	0.539	0.610	0.536	0.647	0.586	0.698	0.638	0.616	0.565
HB1	0.489	0.606	0.630	0.618	0.911	0.669	0.537	0.645	0.516	0.580	0.595	0.732	0.626	0.571	0.540
HB2	0.408	0.668	0.592	0.600	0.877	0.641	0.440	0.630	0.422	0.575	0.514	0.699	0.672	0.558	0.453



HB3	0.454	0.451	0.563	0.562	0.783	<del>0.640</del>	<del>0.656</del>	<del>0.606</del>	<del>0.752</del>	<del>0.767</del>	<del>0.658</del>	<del>0.569</del>	<del>0.535</del>	<del>0.615</del>	<del>0.58200</del>	0.966	0.700	0.645	0.948	0.767	0.616
HM1	0.480	0.516	0.615	0.656	0.701	<del>0.829</del>	<del>0.579</del>	<del>0.387</del>	<del>0.520</del>	<del>0.542</del>	<del>0.699</del>	<del>0.548</del>	<del>0.687</del>	<del>0.605</del>	<del>0.57515</del>	0.500	0.713	0.504	0.440	0.599	0.648
HM2	0.388	0.604	0.593	0.600	0.629	<del>0.927</del>	<del>0.878</del>	<del>0.493</del>	<del>0.745</del>	<del>0.722</del>	<del>0.545</del>	<del>0.525</del>	<del>0.689</del>	<del>0.654</del>	<del>0.68483</del>	0.733	0.936	0.536	0.650	0.652	0.657
HM3	0.448	0.616	0.596	0.581	0.643	<del>0.892</del>	<del>0.748</del>	<del>0.588</del>	<del>0.728</del>	<del>0.749</del>	<del>0.595</del>	<del>0.574</del>	<del>0.660</del>	<del>0.679</del>	<del>0.66500</del>	0.783	0.915	0.598	0.738	0.691	0.633
IKG1	0.622	0.399	0.605	0.610	0.441	<del>0.437</del>	<del>0.318</del>	<del>0.669</del>	<del>0.805</del>	<del>0.703</del>	<del>0.796</del>	<del>0.690</del>	<del>0.543</del>	<del>0.633</del>	<del>0.52747</del>	0.568	0.632	0.975	0.683	0.689	0.571
IKG2	0.540	0.359	0.551	0.543	0.487	<del>0.426</del>	<del>0.894</del>	<del>0.602</del>	<del>0.880</del>	<del>0.785</del>	<del>0.726</del>	<del>0.835</del>	<del>0.905</del>	<del>0.679</del>	<del>0.55965</del>	0.529	0.603	0.974	0.655	0.712	0.584
IKG3	0.531	0.460	0.552	0.574	0.592	<del>0.517</del>	<del>0.832</del>	<del>0.679</del>	<del>0.757</del>	<del>0.787</del>	<del>0.698</del>	<del>0.590</del>	<del>0.531</del>	<del>0.668</del>	<del>0.58226</del>	0.966	0.700	0.645	0.948	0.767	0.616
IIO1	0.454	0.666	0.656	0.674	0.658	<del>0.636</del>	<del>0.885</del>	<del>0.672</del>	<del>0.793</del>	<del>0.733</del>	<del>0.628</del>	<del>0.521</del>	<del>0.729</del>	<del>0.647</del>	<del>0.58482</del>	0.944	0.717	0.630	0.940	0.779	0.606
IIO2	0.478	0.366	0.506	0.503	0.574	<del>0.890</del>	<del>0.438</del>	<del>0.676</del>	<del>0.698</del>	<del>0.658</del>	<del>0.636</del>	<del>0.839</del>	<del>0.487</del>	<del>0.684</del>	<del>0.48749</del>	0.595	0.511	0.575	0.800	0.608	0.444
IIO3	0.633	0.448	0.622	0.618	0.500	<del>0.916</del>	<del>0.612</del>	<del>0.896</del>	<del>0.738</del>	<del>0.730</del>	<del>0.586</del>	<del>0.345</del>	<del>0.656</del>	<del>0.647</del>	<del>0.60688</del>	0.698	0.693	0.619	0.672	0.898	0.695
ISA1	0.622	0.399	0.605	0.610	0.441	<del>0.917</del>	<del>0.831</del>	<del>0.564</del>	<del>0.776</del>	<del>0.704</del>	<del>0.615</del>	<del>0.380</del>	<del>0.623</del>	<del>0.635</del>	<del>0.62647</del>	0.724	0.704	0.652	0.697	0.923	0.685
ISA2	0.540	0.359	0.551	0.543	0.487	<del>0.916</del>	<del>0.894</del>	<del>0.592</del>	<del>0.816</del>	<del>0.888</del>	<del>0.695</del>	<del>0.395</del>	<del>0.326</del>	<del>0.392</del>	<del>0.50965</del>	0.716	0.632	0.655	0.739	0.893	0.536
ISA3	0.633	0.448	0.622	0.618	0.500	<del>0.916</del>	<del>0.619</del>	<del>0.872</del>	<del>0.736</del>	<del>0.708</del>	<del>0.643</del>	<del>0.865</del>	<del>0.525</del>	<del>0.627</del>	<del>0.51688</del>	0.774	0.680	0.670	0.788	0.895	0.573
PE1	0.684	0.640	0.757	0.767	0.658	<del>0.894</del>	<del>0.853</del>	<del>0.468</del>	<del>0.782</del>	<del>0.848</del>	<del>0.550</del>	<del>0.575</del>	<del>0.688</del>	<del>0.672</del>	<del>0.71616</del>	0.767	0.771	0.583	0.627	0.653	0.860
PE2	0.695	0.662	0.741	0.733	0.628	<del>0.827</del>	<del>0.594</del>	<del>0.497</del>	<del>0.550</del>	<del>0.641</del>	<del>0.787</del>	<del>0.466</del>	<del>0.588</del>	<del>0.759</del>	<del>0.65706</del>	0.564	0.602	0.511	0.492	0.606	0.927
PE3	0.918	0.441	0.792	0.842	0.506	<del>0.828</del>	<del>0.682</del>	<del>0.554</del>	<del>0.699</del>	<del>0.885</del>	<del>0.782</del>	<del>0.571</del>	<del>0.529</del>	<del>0.767</del>	<del>0.66828</del>	0.511	0.615	0.496	0.543	0.599	0.932