

LAPORAN AKHIR
Penelitian Internasional



**Pengaruh Self-Efficacy Terhadap Kepuasan Mahasiswa
menggunakan Teknologi Learning Management System**

Oleh;

Nama ketua : Zulherman,M.Pd (0329078602)
Anggota Mahasiswa: Putri Alya Diana (2001025368)

Nomor Kontrak Penelitian:
Dana Penelitian: Rp.15.000.000

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN GURU SEKOLAH DASAR
UNIVERSITAS MUHAMMADIYAH PROF DR HAMKA
JAKARTA
TAHUN 2023

SPK PENELITIAN YANG SUDAH DI TANDA TANGANI OLEH PENELITI, KETUA LEMLITBANG, DAN WAKIL REKTOR II



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SURAT PERJANJIAN KONTRAK KERJA PENELITIAN LEMBAGA PENELITIAN DAN PENGEMBANGAN UNIVERSITAS MUHAMMADIYAH PROF DR HAMKA

Nomor : 124 / F.03.07/2023
Tanggal : 1 Maret 2023

Bismillahirrahmanirrahim

Pada hari ini, Kamis, tanggal Satu, bulan Desember, Tahun Dua Ribu Dua Puluh Dua, yang beranda tangan di bawah ini **Dr. apt. Supandi M.Si.**, Ketua Lembaga Penelitian dan Pengembangan Universitas Muhammadiyah Prof. DR. HAMKA, selanjutnya disebut sebagai **PIHAK PERTAMA**, **ZULHERMAN S.Pd,M.Pd.**, selanjutnya disebut sebagai **PIHAK KEDUA**.

PIHAK PERTAMA dan **PIHAK KEDUA** sepakat untuk mengadakan Perjanjian Kontrak Kerja Penelitian yang didana oleh RABP Universitas Muhammadiyah Prof. DR. HAMKA

Pasal 1

PIHAK KEDUA akan melaksanakan kegiatan penelitian dengan judul : **PENGARUH SELF-EFFICACY TERHADAP KEPuasan MAHASISWA MENGGUNAKAN TEKNOLOGI LEARNING MANAGEMENT SYSTEM** dengan luaran wajib dan luaran tambahan sesuai data usulan penelitian Batch 2 Tahun 2022/2023 melalui simakip.uhamka.ac.id.

Pasal 2

Kegiatan tersebut dalam Pasal 1 akan dilaksanakan oleh **PIHAK KEDUA** mulai tanggal 1 Maret 2023 dan selesai pada tanggal 1 Agustus 2023.

Pasal 3

- (1) Bukti progres luaran wajib dan tambahan sebagaimana yang dijanjikan dalam Pasal 1 dilampirkan pada saat Monitoring Evaluasi dan laporan.
- (2) Luaran penelitian, dalam hal luaran publikasi ilmiah wajib mencantumkan ucapan terima kasih kepada pemberi dana penelitian Lemlitbang UHAMKA dengan menyertakan nomor kontrak dan Batch 2 tahun akademik 2022/2023.
- (3) Luaran penelitian yang dimaksud wajib PUBLISIH, maksimal 1 tahun sejak tanggal SPK.

Pasal 4

Berdasarkan kemampuan keuangan lembaga, **PIHAK PERTAMA** menyediakan dana sebesar Rp.15.000.000,- (Terbilang : *Lima Belas Juta*) kepada **PIHAK KEDUA** untuk melaksanakan kegiatan tersebut dalam Pasal 1. Sumber biaya yang dimaksud berasal dari RAB pada Lembaga Penelitian dan Pengembangan Universitas Muhammadiyah Prof. DR. HAMKA Tahun Anggaran 2022/2023.

Pasal 5

Pembayaran dana tersebut dalam Pasal 4 akan dilakukan dalam 2 (dua) termin sebagai berikut:
(1) Termin I 70 % : Sebesar 10.500.000 (Terbilang: *Sepuluh Juta Lima Ratus Ribu Rupiah*) setelah **PIHAK KEDUA** menyerahkan proposal penelitian yang telah direview dan diperbaiki

sesuai saran reviewer pada kegiatan tersebut Pasal 1.

(2) Termin II 30 % : Sebesar 4.500.000 (Terbilang: *Empat Juta Lima Ratus Ribu Rupiah*) setelah **PIHAK KEDUA** mengunggah laporan akhir penelitian dengan melampirkan bukti luaran penelitian wajib dan tambahan sesuai Pasal 1 ke simakip.uhamka.ac.id.

Pasal 6

- (1) **PIHAK KEDUA** wajib melaksanakan kegiatan tersebut dalam Pasal 1 dalam waktu yang ditentukan dalam Pasal 3.
- (2) **PIHAK PERTAMA** akan melakukan monitoring dan evaluasi pelaksanaan kegiatan tersebut sebagaimana yang disebutkan dalam Pasal 1. Bila **PIHAK KEDUA** tidak mengikuti Monitoring dan Evaluasi sesuai dengan jadwal yang ditentukan, tidak bisa melanjutkan penyelesaian penelitian dan harus mengikuti proses Monitoring dan Evaluasi pada periode berikutnya.
- (3) **PIHAK PERTAMA** akan membekukan akun SIMAKIP **PIHAK KEDUA** jika luaran sesuai pasal 3 ayat (3) belum terpenuhi.
- (4) **PIHAK PERTAMA** akan memondasi **PIHAK KEDUA** setiap hari keterlambatan penyerahan laporan hasil kegiatan sebesar 0,5 % (setengah persen) maksimal 20% (dua puluh persen) dari jumlah dana tersebut dalam Pasal 4.
- (5) Dana Penelitian dikemakan Pajak Penghasilan (PPh) dari keseluruhan dana yang diterima oleh **PIHAK PERTAMA** sebesar 2 % (dua persen).
- (6) **PIHAK PERTAMA** akan memberikan dana penelitian Termin II dalam pasal 5 ayat (2) maksimal 29 Agustus 2023.

PIHAK PERTAMA
Lembaga Penelitian dan Pengembangan
Universitas Muhammadiyah Prof. DR. HAMKA
Ketua,

Dr. apt. Supandi M.Si.

Jakarta, 1 Maret 2023

PIHAK KEDUA
Peneliti,

ZULHERMAN S.Pd,M.Pd.



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Halaman 2 dari 2

**LAPORAN PENELITIAN****UNIVERSITAS MUHAMMADIYAH PROF DR. HAMKA Tahun 2023**

Judul : Pengaruh Self-Efficacy Terhadap Kepuasan Mahasiswa menggunakan Teknologi Learning Management System
Ketua Peneliti : Zulherman, M.Pd
Skema Hibah : Penelitian Internasional
Fakultas : FKIP
Program Studi : PGSD

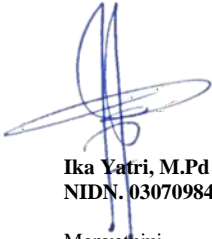
Luaran Wajib

No	Judul	Nama Jurnal	Level SCIMAGO /SINTA	Progress Luaran
1	The Investigating of Computer Self-Efficacy on Learning Management System Use	International Journal of Information and Education Technology	Scopus Quartile 3	In Review

Luaran Tambahan

No	Judul	Nama Jurnal	Level SINTA/SCIMAGO	Progress Luaran
1	"Students Uji awal Instrumen pada Penggunaan Learning Management System: A Pilot Study	SAP (Susunan Artikel Pendidikan)	Sinta 3	In Review

Mengetahui,
Ketua Program Studi



Ika Yatri, M.Pd
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Menyetujui,
Dekan Fakultas Keguruan dan Ilmu
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Ketua Peneliti

Zulherman

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Ketua Lemlitbang UHAMKA

Dr. apt. Supandi, M.Si
NIDN. 0319067801

LAPORAN AKHIR**Judul (Title):**

The Investigating of Computer Self-Efficacy on Learning Management System Use

Latar Belakang (Background)

Internet technology affects education, especially digital learning. Online university learning affects teachers and students. [1]. Technology-based learning is also becoming more popular in developing countries, particularly Southeast Asia.

Internal and external forces affect technology's development. In developing countries, LMS-based learning technology is prevalent [2]. The users of this LMS are mostly university lecturers and students. In evaluating the implementation, it will be seen that user satisfaction is an indicator of the success of the technology implementation. Therefore, using the model theory approach as the basis for measuring this success is necessary.

User characteristics such as self-efficacy are an exciting example of how each individual has distinct beliefs. Self-efficacy refers to a person's belief in their ability to complete tasks to increase work performance [3]. A previous study has shown that self-efficacy is frequently employed in different user technology subjects, but few have used it to evaluate the implementation of LMS technology.

Tujuan Riset (Objective)

This study tries to determine the factors influencing student satisfaction with the LMS at their university. Therefore, we employ the Delone McLean model theory approach, adding the computer self-efficacy (CSE) factor to assess the

user's confidence in using the LMS, which impacts the likelihood of performance improvement.

Metodologi (Method)

A. Participants

The study was conducted among 311 undergraduate students at two private Islamic universities in Jakarta, Indonesia. The responding students were between 18 and 24 years old, with a ratio of 36% male and 64% female students, with random sampling. Respondents have answered the questionnaire distributed through a Google Form link from May to July 2023.

B. Data Collection

In this section, students shared their LMS learning experiences. This study's primary goal is to assess how computer self-efficacy (CSE) affects LMS utilization and student happiness. The LMS's performance can be assessed, and virtual learning can be improved using the research findings.

In our research, we worked with the university to help distribute the questionnaires to the students, and it only took 10–15 minutes for the respondents to complete the questionnaires. A total of 311 respondents met the criteria, as there were repeat respondents. The questionnaire used a Likert scale between 1 (strongly disagree) and 5 (strongly agree) to measure 21 items in the model constructs.

C. Measures

In this study, data analysis was carried out using the structural equation modeling (SEM) method with the Smart PLS version 3.0 program. [28]. PLS is a well-known method for evaluating structural model path coefficients that have gained popularity in marketing research over the last decade due to its ability to model latent structures under irregularity and trim to medium sample sizes [29].

However, research employing PLS has been conducted and shown to be an appropriate component of this study. In addition, the PLS algorithm mechanism was used to evaluate the set, weights, and path coefficients and determine the significance of the hypothesis using the bootstrap method (5000 samples). This measurement model is accurate and adequate for empirical validation protocols [30].

Hasil dan pembahasan

measurement model. Model validity and reliability tests demonstrate that the defined constructs are reliable and valid. In the meantime, the structural model's validation demonstrates that the derived model is a good fit and has exceptional predictive relevance.

Based on the results of the established structural model concerning direct effects, hypotheses H1, H2, H5, and H6 are supported. However, H3 and H4 were rejected. The results prove that information quality and system quality have a direct positive effect on student satisfaction. Computer self-efficacy and student satisfaction also have a positive effect on LMS usage.

For testing the first hypothesis (H1), the value obtained is above zero at a confidence interval of 5% (0.490) and 95% (0.658), so the results are supported. The positive effect of information quality on student satisfaction is an impact that occurs with the use of university LMS. Previous studies by Alkhateeb and Abdall (2021) prove the same [31]. Likewise, the study by Ohliati and Abbas (2019) found that information quality affects student satisfaction [32]. However, a study by Togar (2021) shows that information quality only affects student satisfaction due to internal user factors [33].

For testing the second hypothesis (H2), the value above zero is obtained at a confidence interval of 5% (0.506) and 95% (0.668), so the results are supported. System quality was found to influence student satisfaction. The same results were obtained by Ghazal (2018), showing that the sound system quality of LMS technology positively affects user satisfaction [10]. In other studies, it is also known that system quality affects student satisfaction [34]. However, different results were found by Mtebe and Raisamo (2014), who found that system quality does not affect student satisfaction [35]. Quality feasibility factors largely determine user satisfaction outcomes.

For testing the third hypothesis (H3), the value above zero is obtained at a confidence interval of 5% (-0.612) and 95% (-0.012), so the results are rejected. According to Mtebe and Raisamo (2014), service quality does not affect user satisfaction because user knowledge of using the LMS is not maximized [35]. Ghazal (2018) also found the same thing: the limited menu of supporting services dissatisfied users with using the LMS. However, according to Alzahrani and Seth (2021), it turns out that student satisfaction with using LMS technology is determined by the skill factor of using LMS technology. Generally, in some universities, holding training for these users is essential. Ohliati & Abbas (2019) demonstrated that a person's knowledge attitude affects satisfaction with using technology [32].

For testing the fourth hypothesis (H4), the value above zero is obtained at a confidence interval of 5% (-0.198) and 95% (-0.060), so the results are rejected. According to Ghazal (2018), computer self-efficacy affects student satisfaction using the LMS due to the ease of communication access services with operators and training to use the LMS, thus increasing student skills to operate the LMS [14], [36]. Prifti (2022) and Aldholay (2018) discovered the same thing: the factors of understanding and skills in mastering technology directly affect one's

behavior in using the LMS, which has an impact on the level of satisfaction [37], [38]. However, according to Eom (2014), one's self-efficacy factor does not affect LMS satisfaction [39].

For testing the fifth hypothesis (H5), the value above zero is obtained at a confidence interval of 5% (0.418) and 95% (0.588), so the results are supported. The result is that computer self-efficacy (CSE) affects the use of LMS. In the findings by Aldholay (2018), student's confidence in using the LMS determines their continued use of the LMS [40].

For testing the sixth hypothesis (H6), the value above zero is obtained at a confidence interval of 5% (0.344) and 95% (0.529), so the results are supported. User satisfaction affects the use of LMS. According to Aldholay (2020), in online learning, learner satisfaction determines the continued use of the LMS [37], [41].

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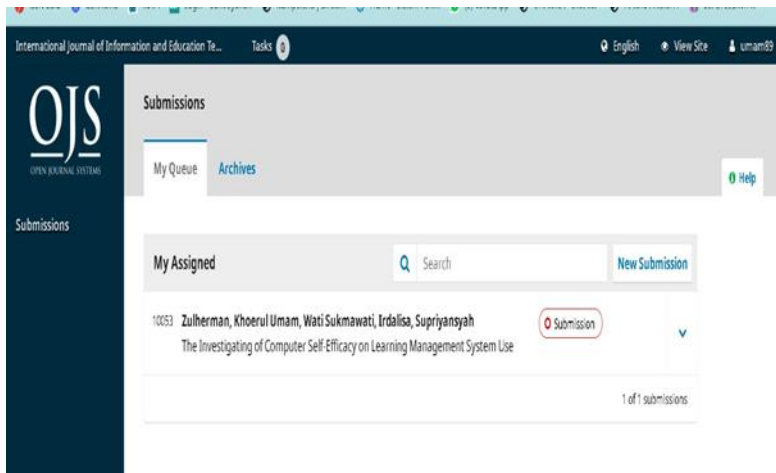
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	<p><i>Syst. Dev. Ctries.</i>, vol. 61, no. 1, pp. 1–17, Feb. 2014, doi: 10.1002/j.1681-4835.2014.tb00436.x.</p>
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<p>Target Jurnal Internasional (Output) :</p> <p>International Journal of Information and Education Technology (IJJET)</p>	

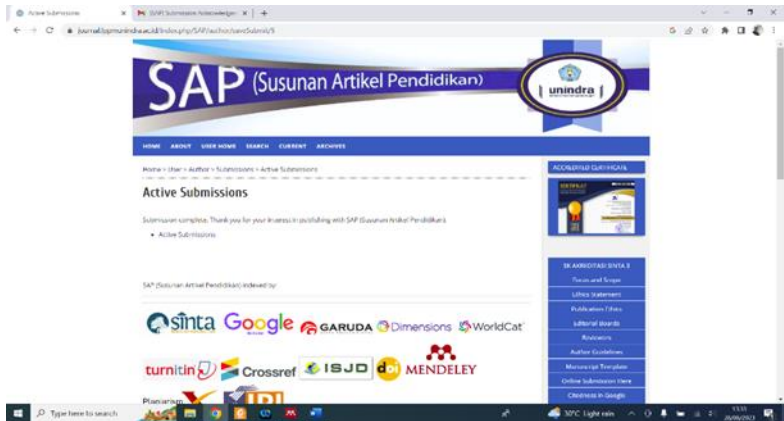
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No	Tanggal	Kegiatan
1	02 Juni 2023	Pilot Study Instrument
2	04 Juni – 9 Juni 2023	Proses pengisian kuesioner oleh responden
3	10 Mei 2023	Drafting artikel
4	11 Juni 2023	Submit artikel ke IJIET

Lampiran LuaranWajib



Lampiran Luaran Tambahan



Bukti Indexed

