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# The Influence of Motivation and Habit on Acceptance of Elementary School Students Using the Google Classroom Platform

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## ABSTRACT

This study aims to prove the factors that influence the interest of elementary school students in using the Google Classroom platform. This study also used a technology acceptance (TAM) model theory approach, by adding external variables, namely motivation and habit, to the study. The survey method was conducted to collect data from 209 elementary school students. We analysed the data using the SEM PLS 3.0 application. The results of the study showed that one hypothesis was rejected, namely that motivation had no significant effect on perceived usefulness (PU), while the other seven hypotheses had a significant positive effect. Research suggests that the habit factor fits the theoretical approach of the TAM model.

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## 1. INTRODUCTION

At the beginning of 2020, the world was rocked by the COVID-19 virus, which infected more than forty million people [1], and the virus spread and spread in Wuhan on January 20 and February 5, 2020 [2]. In a very short time, the COVID-19 virus has spread in various parts of the world and requires every community to maintain social distance [3], the spread of COVID-19 until it has an impact on the education sector throughout the world, learning activities that were previously carried out offline require every educational institution to implement an online learning system. This is confirmed by a Circular from the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, which aims to break the chain of transmission of COVID-19 in the scope of education. Therefore, all educational institutions decide on teaching and learning activities through the online learning system at home [4].

Online learning had to be carried out to reduce the transmission of COVID-19. Utilization of technology is used as a learning tool that can be carried out anywhere, including at home. Technology creates several platforms and e-learning to facilitate online learning activities [5]. Distance learning can be done easily with the support of technological developments in the application of distance learning can be done easily by utilising technology as a learning tool [6]. Several e-learning and various learning support platforms such as WhatsApp, Zoom, Google Classroom, Moodle, etc. Previous researchers have also stated that this technology-based online learning can build many opportunities in the learning process and can also build interactions between teachers and students [7],[8].

Now, online learning systems are supported by internet access and technological devices [9]. Of course, it cannot be separated from the use of digital learning platforms and the use of technology. There are many choices of platforms and e-learning that can be used in online learning [10]. This is corroborated by the opinion of Appbrain.com, which states that Google Classroom is ranked first with the highest number of downloads and usage in Indonesia [11]. Google Classroom is an online platform that was created in 2014. This application can be accessed on various devices such as PCs, android and IOS mobile phones. Google Classroom is widely used because it can facilitate teachers and students in online learning activities at every level of education [12].

Google Classroom is a learning platform used for online learning. The Google Classroom platform is considered capable of facilitating teachers and students to facilitate online learning with the various features provided [13]. Previous literature also proves that the use of the Google Classroom platform can make a positive contribution to increasing student motivation to be more active in learning activities [14]. Another finding is that the use of the Google Classroom platform can increase motivation, student learning habits, and can also increase the positive impact on student learning outcomes [15]. Based on the Technology Acceptance Model (TAM), the goal of our study is to find out what makes elementary school students want to use the Google Classroom app for learning activities and what habits they have when they do.

### 1.1 Theoretical background & Hypothesis Development

We developed the TAM model by adding an external factor, namely motivation, because motivational factors will have an impact on student attitudes during learning activities. Another external factor adopted from research is the habit factor [16], which also applies to elementary school students in online learning activities. This factor is important because it will make a student's attitude consistent in learning [17]. By adding two variables for motivation and habit, we see that there is a novelty in this research. So we hope that these findings will contribute to knowledge.

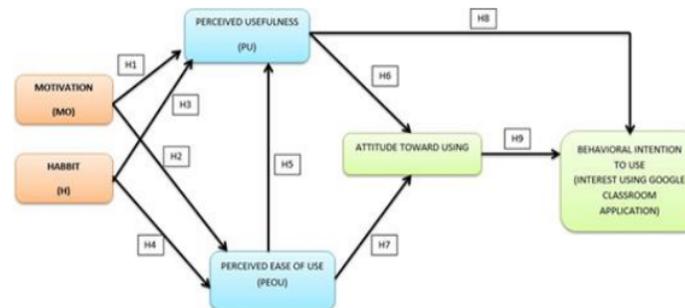


Figure 1. Proposed research model

#### Motivation

Motivation is a complex psychological perception linked to balanced actions in emotional, cognitive, and personality that will have an effect on individual behavior. In our opinion, the source of power to encourage, direct, and limit individual behaviour in behaviour [18], using an external variable, namely motivation, was adopted from previous research [11]. So this is the justification for our research, so we propose the following hypothesis:

- H1: Does motivation have a positive effect on Perceived Usefulness?
- H2: Does Motivation have a positive effect on Perceived Ease of Use?

#### Habit

From the perception of individuals who provide feedback on the use of technology-based learning applications, we can see that the application of the system easily has some impact on students, especially how much students spend their time studying and doing learning activities and how many results they want. From his learning activities [19]. Therefore, the justification for the hypothesis is as follows:

- H3: Does Habit have a Positive Effect on Perceived Usefulness?
- H4: Does Habit have a Positive Effect on Perceived Ease of Use?

### Perceived Usefulness

Perceived usefulness is the perceived trustworthiness of the user when using a technology to improve performance in a job [20]. A person will continue to use an application if they believe that the application can indeed help improve their performance. It can be concluded that the attitude towards the use of technology is positive or negative depending on how users feel when using technology in learning or teaching activities [21]. Therefore, the justification for the hypothesis is as follows:

H6: Does perceived Usefulness have a positive effect on Attitude Toward Using?

H8: Does perceived Usefulness have a positive effect on Behavior Intention to use google classroom?

### Perceived Ease of Use

Perceived ease of use is a user's perception that using an application can make it easier and free from effort in doing a job [20], this perception can also be said as the user's perception of trust that using an application can facilitate his work. This perception explains that a system can complete a person's task or work faster [11]. Therefore, the justification for the hypothesis is as follows:

H5: Does Perceived Ease of Use have a positive effect on Perceived Usefulness??

H7: Does perceived Ease of Use have a positive effect on Attitude Toward Using?

### Attitude Toward Using

From the perception of individuals who provide feedback on the use of technology-based learning applications, we can see that the application of the system easily has some impact on students, especially how much students spend their time studying and doing learning activities and how many results they want. From his learning activities [19]. Therefore, the justification for the hypothesis is as follows:

H9: Does Attitude Toward Using have a positive effect on Behavior Intention to use google classroom?

## 2. METHOD (10 PT)

### 2.3. Participants

Data collection in this study was collected by a questionnaire survey using Google Forms obtained from fourth grade elementary school students in Jakarta, Indonesia. As many as 209 students actively use the Google Classroom application as a learning support platform. This study focuses on students as objects studied on interest in using the Google Classroom platform based on TAM model theory. Table 1 shows the profile of elementary school students as respondents.

Table 1. Respondent Demographic

Demographic Respondent		
Gender	Frequency	Percentage
Male	120	57%
Female	89	43%
Age (years old)		
9	2	1%
10	57	27%
11	74	35%
12	69	33%
13	6	3%
14	1	0.5%
class		
4A	26	12%
4B	30	14%
4C	29	13%
5A	33	15%
5B	30	14%
5C	31	14%
5D	30	14%

### 2.3. Collecting Data

In this study, we cooperated with Indonesian primary schools in Depok and Jakarta to give questionnaires to pupils. Due to the school's inadequate computer resources, it takes 20–30 minutes for students to complete the questionnaire. Due to the absence of a few students, a total of 209 out of 215 pupils have

completed the questionnaire. The questionnaire measures 27 questions in 6 construct models using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

### 2.3. Measuring

In this study, we utilised the Structural Equation Modeling (SEM) approach of the PLS Program version 3.0 [28] to analyse the data. PLS is a well-known method for evaluating the path coefficients of structural models and has gained popularity in research over the past decade due to its capacity to model latent structures under irregular and small-to-moderate sample sizes [29]. However, PLS research has been conducted and proven to be an appropriate component of this study. The mechanism PLS methodology is also utilised to evaluate the set, weights, and path coefficients and to determine the significance hypothesis utilising the bootstrap technique (5000 samples). The measurement model is precise and efficient for empirical validation methods of the structural model's structure dependence [30]. The utilised method permits the development and evaluation of the proposed theoretical framework's dependability.

## 3. RESULTS AND DISCUSSION (10 PT)

### Results

#### 3.1. Reliability Measurement

In this study, we assessed the dependability of each indicator for each of these variables using the conventional loading factor. To evaluate the validity of the subsequent study model, Composite Reliability (CR) and Average Variance Extracted were employed (AVE). The utilised standard value reflects the significant association between the indicator and the value of the latent variable. In this test, we have also used the Composite Reliability (CR) value in conjunction with a "very good" standard rating if the reliability value (CR) is greater than 0.70. If the value is greater than the threshold, it can be claimed that the variable's indicator is dependable or perfect [22]. If the Average Variance Extracted (AVE) value is larger than 0.5, it can be claimed that the latent variable has a high degree of reliability [23]. The CFA (confirmatory factor analysis) calculations performed in this work have facilitated the identification of factor structures in item variables (Sarmiento et al., 2019). We found that the hypothesis has a significant effect with a significance level of 5% and a P value of 0.05 [24].

Table 2. Reliability Measurement

Variable	Items	Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Motivation	Mo1	0.726	0.700	0.833	0.626
	Mo2	0.826			
	Mo3	0.817			
Habit	H1	0.763	0.720	0.826	0.542
	H2	0.717			
	H3	0.735			
	H4	0.729			
Perceived Usefulness	PU1	0.830	0.827	0.885	0.659
	PU3	0.807			
	PU4	0.783			
Perceived Ease of Use	PEOU1	0.768	0.863	0.898	0.594
	PEOU2	0.777			
	PEOU3	0.776			

	PEOU4	0.779			
	PEOU5	0.783			
	PEOU6	0.740			
	ATU1	0.884			
Attitude Toward Using	ATU2	0.880	0.843	0.895	0.682
	ATU3	0.769			
	ATU4	0.763			
	BIU1	0.754			
	BIU2	0.837			
Behavior Intention	BIU3	0.801	0.836	0.884	0.605
	BIU4	0.755			
	BIU5	0.736			

Based on table 2, it can be seen that the loading factor has met the value of above 0.7. This also meets the Cronbach Alpha of above 0.7. The lowest CR value is 0.826 on the habit variable and the highest is 0.898 on the PEOU variable, which has also fulfilled the value above 0.7. Finally, with the lowest AVE value of 0.542 on Habit and the highest AVE value of 0.682 on the ATU variable, with a limit value of 0.5, this has met the criteria.

### 3.2. Discriminant Validity

Discriminant validity is used to be able to see the value of cross loading between indicators and their constructs. The results of this calculation are an alternative to the results of the AVE test and the Fornell Laker Criterion Correlation. So to find out each latent model has differences with other variables, and validity testing is carried out to find out how valid the measuring instrument is in its use [25].

Table 3. Discriminant Validity

Path	Attitude Toward Using	Perceived Usefulness	Perceived Ease of Use	Behavior Intention	Habit	Motivation
Attitude Toward Using	0.826					
Perceived Usefulness	0.749	0.812				
Perceived Ease of Use	0.840	0.777	0.771			
Behavior Intention	0.829	0.729	0.846	0.778		
Habit	0.723	0.742	0.799	0.777	0.736	
Motivation	0.609	0.602	0.648	0.614	0.641	0.791

### 3.2. Hypothesis Testing

In this work, we tested the hypothesis using the smartpls tool, which employs a bootstrapping strategy. Therefore, 500 repetitions of data calculations were performed [26]. With a 5% level of significance and P value 0.05, the hypothesis can be considered as significant [27],[28].

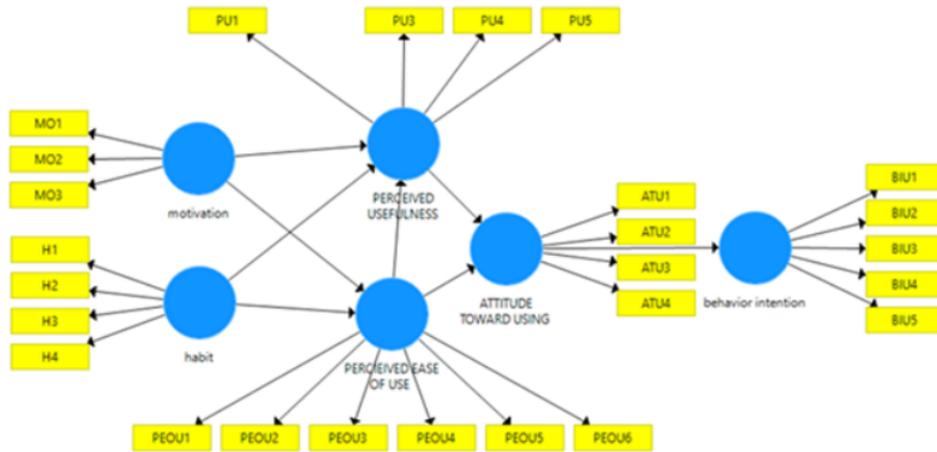


Figure 2. SEM hypothesis Model

Table 4. Hypothesis Testing

Hypothesis	Path	Std.Betta	Std.Error	T-Value	P-Value	Bias	Confidence Interval		Results
							5%	95%	
H1	Motivation > Perceived Usefulness	0.107	0.083	1.288	0.099	-0.006	0.072	0.405	Not supported
H2	Motivation > Perceived Ease of Use	0.230	0.069	3.333	0.000	-0.010	-0.017	0.255	Supported
H3	Habit > Perceived Usefulness	0.298	0.112	2.671	0.004	0.000	0.107	0.334	Supported
H4	Habit > Perceived Ease of Use	0.652	0.056	11.629	0.000	0.003	0.105	0.473	Supported
H5	Perceived Usefulness > Attitude Toward Using	0.244	0.103	2.378	0.009	0.007	0.567	0.753	Supported
H6	Perceived Ease of Use > Perceived Usefulness	0.469	0.111	4.241	0.000	0.000	0.267	0.640	Supported
H7	Perceived Ease of Use > Attitude Toward Using	0.650	0.090	7.207	0.000	0.001	0.498	0.796	Supported
H8	Attitude Toward Using > Behavior Intention	0.829	0.037	22.724	0.000	0.010	0.768	0.886	Supported

Figure 2 & Table 4 showed the hypothesis testing. From H1 to H8, there were 8 hypotheses that have been tested. It was known that 7 hypotheses were supported and only 1 was rejected in H1. Meanwhile, the smallest T-value was 1,288 on H1 and the highest was 22,724 on H8. If the P-value was below 0.05, then the P-value would meet the criteria, and if it was more than 0.05, then it would not. In table 4, it was clear that only H1 was not met because the value of  $P = 0.099$ . While H2 to H8 have been fulfilled.

## Discussion

The data in statistical hypothesis testing shows that there is an insignificant effect on H1 Motivation > Perceived Usefulness because the value ( $\beta$  1.288) and P value (0.099). The H1 is supported by research from [18]. The findings are not in line with previous research, which has shown that motivational factors have a positive effect in this study. Furthermore, in H2, namely Motivation > Perceived Ease of Use, with a value of ( $\beta$  3.333) and with a P-value of (0.000), the following results have a significant positive effect similar to the research conducted by [29]. Also, the motivation variable is used [30]. The results of this study indicate that students feel motivated in using the Google Classroom application, and the use of Google Classroom has a positive effect on perceptions of usefulness and convenience for students while learning to use the Google Classroom application. This motivation factor is also reinforced by a study conducted by [30]. So, based on the calculations, we can say that the perceived usefulness and ease of use of Google Classroom can make students more interested in learning.

In H3 Habit > Perceived Usefulness, it is known that the calculation of the results of H3 is with a value of 2.671 and a P value of 0.004, so the results can be said to be significant. This is contrary to research from [31]. However, H3 is supported by research [17] and [32], which is similar to the results of this study. In his research on Habit > Perceived Usefulness, the results have a positive or significant effect. This indicates that the use of the Google Classroom application can improve students' habits in student learning activities and affect the usefulness of the tools they use. Therefore, Google Classroom is useful to help students with their learning activities.

In H4, namely Habit > PEOU (Perceived Ease of Use), the results of the calculation  $\beta$  11.629 and the P value is (0.000), with the meaning that the hypothesis value has a positive or significant effect, so this result is supported by research from [17]. It can be concluded that H4 is relevant and learning habits acquired by using the Google Classroom application can be easily used by students in carrying out the use of the Google platform..

In H5 is PU (Perceived Usefulness) > ATU (Attitude Toward Using) with a result of 2.378 and a P value of 0.009, indicating that the hypothesis value is significant. This demonstrates that usability has a substantial impact on user attitudes towards Google Classroom. This study is bolstered by the fact that its significant findings are identical to those of [17], [33], in their study "Perceived Usefulness > Attitude Toward Using." H5's conclusion is pretty pertinent. Therefore, the perception of simplicity influences the attitude toward utilising the Google Classroom programme positively.

In H6, PEOU (perceived ease of usage) is greater than PU (perceived usefulness), with a result value of 4.24 and a P value of 0.000, which is acceptable or significant and supports studies employing the TAM theory (technology acceptance model). These findings demonstrate that perceived ease of use (PEOU) of the Google Classroom application has a positive and statistically significant effect on perceived usefulness (PU) and the perpetrator's desire to continue using the Google Classroom programme for e-learning. These findings are confirmed by the original theory of TAM [34], [35], as well as additional studies [36], and research [37]. And the conclusion is the notion of influence's simplicity, which assists pupils in following the learning process.

In H7, the relationship between PEOU (Perceived Ease of Use) and ATU (Attitude Toward Using) is substantial. This is corroborated by the results of this test of the hypothesis, which yielded a value of 7,207 and a p-value of (0.000). However, this discovery contradicts previous studies [11]. However, research conducted by [38], [39], and [40], demonstrates that "perceived ease of use > attitude toward positive or significant effect." Students' interest in utilising the Google Classroom application during the learning process is quantified by comparing the three results to the findings of this study's research.

In H8 ATU (Attitude Toward Using) > BI (Behavior Intention) and produce the following test values: 22.724 and p-value (0.000), the results have a significant effect. Students' attitudes towards using the application have a significant effect on students' interest in using the Google Classroom application during the learning process. For H8, this is supported by research conducted by the same [41], ATU > BI with significant results in this study, supported by research conducted by [42]. The conclusion is that there is a significant effect of attitudes on students' interest in using Google Classroom.

#### 4. CONCLUSION

In this research, it is found that the factors that influence students' use of Google Classroom are habits, perceptions of convenience, usefulness, and attitudes that affect interest. However, motivation has not shown any influence due to external factors. so that further research recommendations, motivation, and the addition of other variables can be continued.

#### 5. ACKNOWLEDGEMENTS

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