EFFECT OF COMPUTER SELF-EFFICACY AND SUBJECTIVE NORM TO 
PERCEIVED USEFULNESS, PERCEIVED EASE OF USE AND BEHAVIORAL 
INTENTION TO USE

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Abstract

This study aimed to determine the effect of computer self-efficacy and subjective norm to perceived usefulness, perceived ease of use and behavioral intention to use. The number of respondents in this study is 500 respondents. The method used is quantitative research with data analysis techniques using Partial Least Square (PLS), and the process of data collection is done through a questionnaire. The results showed that Computer Self Efficacy and Subjective Norms affects to Perceived Usefulness and Perceived Ease Of Use. Also, this study explained that the Perceived Usefulness and Perceived Ease Of Use affect to the Behavioral Intention To Use especially on technology in teaching and learning. In this research, it was found that each indicator has a positive and significant influence on other indicators. That is evidenced by the t-statistic value and the original value of each hypothesis is positive.

Keyword: TAM, Perceived Usefulness, Perceived Ease Of Use, Behavioral Intention To Use, Computer Self-Efficacy, Subjective Norms

INTRODUCTION

Substitution age to age period raises more convenience for people in the world with their progress in the realm of technology. Information and Communication Technology (ICT) fundamentally has brought about significant changes in the speed and innovation of education provision in different countries. Several countries have integrated Information and Communication Technology (ICT) in the planning and implementation of national education.

One such e-learning that is media use Information and Communication Technology (ICT) to make a change in the learning activities. Learning management systems (LMS) has been the most popular technology to facilitate e-learning and are regarded as the most commonly used technology in the field of education.

Learning management system in this study using a combination of TAM model. Where TAM has factors assessors as a measure of acceptance of new technologies on learning management system used is such perceived ease of use (PEOU), perceived usefulness (PU), attitude toward use (ATU) and behavioral intention to use (BIU).

Besides, this study also adopted the external variables that affect the acceptance and use of new technologies in learning management systems. Self computer efficacy (CSE) which refers to a person's judgment for his ability to operate computer applications, as well
as one's perception of self-efficacy in performing certain tasks related to the computer. And variable subjective norm (SN) that is, like a student feels if people are important to him believe that he must use the LMS, it will tend to use the system.

THEORETICAL FRAMEWORK
Technology Acceptance Model (TAM)

Model acceptance of the technology or the Technology Acceptance Model (TAM) is one model of user acceptance of the use of information technology systems (Venkatesh, 2003), TAM was developed by Fred Davis to introduce the theoretical framework that is based on the theory of reasoned action (TRA). TAM explains the relationship between users with technology to estimate the user acceptance of the technology (Binyamin, Rutter, & Smith, 2018).

TAM explains the causal relationship between faith (the benefits of a technology/information systems and consumer convenience) and behavior, as well as the purpose/purposes and actual use of technology/information system (Aditya & Ward, 2018).

According to the TAM model, acceptance of new technologies can be assessed by considering the four determinants: perceived ease of use (PEOU), perceived usefulness (PU), attitude toward use (ATU) and behavioral intention to use (BIU). PEOU can be defined as the extent to which a person believes that using LMS required minimal cognitive effort, and PU can be defined as the extent to which a person believes that using LMS will improve its performance.

Perceived Usefulness

Perceived Usefulness is the extent to which individuals believe that using technology can help improve the performance of their duties (Gardner and Amoroso, 2004 in Kartika, 2009). From these definitions it can be seen if a person has the confidence of the decision-making process, as well as the technology that brings the benefits system and useful for him then someone is going to use it. Likewise, if a person is a trusted technology system that does not benefit then he would not use it. Perceived usefulness can be interpreted as a measure of where the individual believes that the use of a particular technology will drive the performance of their duties (Nursiah, 2017).

(Venkatesh et al., 2003) States that there is an important influence in understanding the response of individual benefits in information technology. The same thing expressed by (Shun Wang et al., 2003 in Luh Putu, 2013) that the perception of the usefulness of these is where a person believes in using something the system can improve their performance. According to (Davis, 1989 in Aditya & Ward, 2018) usefulness is a person's level of confidence that the use of a special system will improve the performance of their jobs. Perceived usefulness is defined as the usefulness of a technology so that when power to a doubtful technology, will not show the intention of a person to use it.
Based on the explanation above it can be concluded Perceived Usefulness is the extent to which a person believes that using technology will increase productivity and performance benefits of acceptance of information technology systems. If someone believes that the benefits of the information technology system, then someone is going to use it and make a positive contribution.

This concept describes the size in which the use of technology is believed to bring benefits to the wearer. The concept of the perceived benefits can be grouped into two categories, namely:

a. Perceived usefulness to the estimation of the factors, the indicator is:
   1. Making the job easier (make job Easier).
   2. Helpful (usefulness).
   3. Increase productivity (increase of productivity).
   4. Heightening effectivity (Enhance effectiveness).

b. Perceived usefulness with two estimators, the indicator is:
   1. Expediency, covering dimensional work easier, useful, and adds to productivity.
   2. Effectiveness, encompassing the dimensions enhance the effectiveness and develop performance (Nursiah, 2017).

Perceived Ease of Use

Perceived ease of use is defined as the extent to which prospective users expect easy target system implementation. In other words, do not expect the prospective users a high difficulty to learn and implement the use of these technologies (Chuttur, 2009). Ease of use is defined as the individual's perception that the use of new technology will be free of difficulty and great effort (Johar & Awalluddin, 2011).

Studies show that PEOU is positively related to the intention of continuing in the context of web-based learning (Chiu, 2008) (Adnan Abd. Hamida, 2016). Perceived ease of use is specified as to which potential users who expected an easy target system implementation. In other words, users do not need a high difficulty to ask for and use of these technologies (Chuttur 2009; Surendran, 2013). Perceived ease of use affects the usability constructs, attitudes, intentions and use of real technology. However, the most significant is the effect to construct usability, while on the other construct the effect was not significant (Jogiyanto 2008, p. 115).

Perceived ease of use (Perceived Ease of Use) is defined as how a person has a belief that the use of technology that is useable then someone will intend to use it. Ease meaning without difficulty or free from difficulties and not have to try hard. In the above statement can be concluded definition of perceived ease of use is someone will have confidence if the information technology system that will be applied and used not give difficulties in operation or does not require more effort to use.

In other words a person's level of confidence that the use of information systems is easy and requires no effort from the user. This simplicity will reduce energy, thoughts, and time spent to learn and use information systems. People who work with information systems, work more easily than people who work manually without information systems.

Indicators in a study conducted by (Nursiah, 2017) mentioned
indicators in measuring perceived ease of use are as follows:
  a. The ease of studying.
  b. Working on the desired job with ease.
  c. Easy to increase user skills.
  d. Easy to use/operate.

**Behavioral Intention to Use**

The use of information systems has long hypothesized the existence of behavior intention to use. Because the behavioral intention estimated by the attitude toward the action, making it reasonable to predict that a good attitude will lead to good behavior. Further stated that the intention to use behavior is a good predictor to determine the actual use (actual system usage). Behavior intention to use on information technology is a behavioral tendency to continue to use information technology (Nursiah, 2017).

Behavioral intention to use shows the desire of individuals to reuse the same thing when the time requires back (Taylor and Baker, 1994 (Kartika, 2009)). Behavior intention to use is the desire of individuals to reuse the same thing when time requires re (Taylor & Todd, 2007). In other words, a person's subjective probability that someone will perform a behavior or some behavior associated with a particular object.

Behavioral intention is a measure of the likelihood of someone using the app (Surendran, 2012). Behavioral intention, defined as a person's subjective probability that he will perform some behavior (Ducey, 2013).

It can be concluded that the Behavioral Intention to Use is a form of behavioral intentions to the trend of using a new system that is applied in the organization. Interest in using the system is an interest in a person as a target of an application system is implemented. Interest and willingness emerge from intention in myself to want to apply a system to be implemented and influence to motivate other users.

Venkatesh research and Bala (2008) uses multiple measurements of interest/intent with the following indicators:
  a. The desire to use.
  b. Always try to use.
  c. Sustainable use in the future.

**Computer Self-Efficacy (CSE)**

The variable most widely used first to expand TAM in the field of e-learning is computer self-efficacy (CSE). This factor was introduced as a determinant PEOU by Venkatesh and Davis in 1996 (Benjamin et al., 2018). CSE measures a person's upper estimate of its ability to use computer technology. Therefore, if a person feels that he has a high ability to use computer technology, he is more likely to use the system. For the purposes of this study, the CSE is intended to be a student of confidence about their ability to use the LMS provided by their institution.

Derived from the theory of self-efficacy, CSE showed a person votes for his ability to use the computer, which in turn affects their perception of ease of use and technology acceptance decisions (Gong, Xu, and Yu, 2004). An individual with a strong sense of CSE will tend to be frustrated by technical constraints; otherwise, he would show diligence in an effort to overcome the difficulties, and show a higher intention to use technology than those who lose the confidence of CSE.
ability—his ability to organize and carry out a set of activities required to get the performances are planned.

Computer self-efficacy refers to the rate at which an individual believes that he has the ability to perform specific job tasks or using the computer. It's not related to what a person has done in the past, but with an assessment of what can be done in the future. (Compeau & Higgins, 1995), That is, the computer self-efficacy as a belief or confidence in the capabilities and expertise of people's computers to perform tasks using information technology.

Indicators used in computer self-efficacy is the magnitude, strength, and generalizability (Compeau & Higgins, 1995), Magnitude refers to a person's level of capability in the use of computers properly. Strength refers to the level of his confidence about the ability of the individual is able to complete a computerized accounting. Generalizability refers to the ability to use software packages and systems that are different compared to individuals with a lower level of generalizability.

Subjective Norm
Perception of making decisions about social influences to engage or not engage in certain behaviors that are known as subjective norms. Theory of Planned Behavior found when the decision-makers feel that the other person is important to approve or suggest certain behaviors, decision-makers are more likely to engage in behaviors that(Prime, Hasan, and Apostolic, 2018).

Researchers use the term social influence and alternately subjective norm. Subjective Norm shows the extent to which individuals feel that others think they should or should not do certain behaviors. in the study(Benjamin et al., 2018) If a student feels that the people who are important to him believe that he must use the LMS, it is more likely to use the system. It proves that the subjective norm affects the use of technology among students, especially in developing countries. (Fishbein & Icek, 1975), Argued that the subjective norm is "the subjective norm is the person's perception that most people who are important to him think he should or should not perform the behavior in question" (subjective norm is the perception that most people think about whether she should or should not be questionable behavior).

While in (Linan, 2008), Explained that subjective norms or social norms in question are the individual's perception of social pressure provided by family, friends or the people closest to her decision to show entrepreneurial behavior. Based on the above theory, it can be concluded that subjective norms are all about one's understanding of the decision to do something based on confidence and supported by internal and external motivation. Subjective norms obtained from the individual to the surrounding environment of confidence and motivation of individuals to follow these norms.

Fishbein and Ajzen found that subjective norm is generally determined by two determinants as well be an indicator of which is as follows:

1. Perceptions or beliefs about the expectations of certain individuals or groups against him is the reference to the behavior or not (normative beliefs),

2. Motivation of individuals to meet these expectations (motivation to comply).
**HYPOTHESIS**

H1: CSE has a positive influence on PU in the use of learning management system  
H2: CSE has a positive influence on the PEOU in the use of learning management system  
H3: SN positive effect on PU in the use of learning management system  
H4: SN positive effect on PEOU in the use of learning management system  
H5: PEOU positive effect on PU in the use of learning management system  
H6: PU has a positive influence on BIU  
H7: PEOU positive effect on BIU

**Pic.II. Research Model**  
Source: Data Processed

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**RESEARCH METHODOLOGY**

Based on the problems that researchers formulated, then the purpose of this study is to get proper knowledge and trustworthy on the Influence of Computer Self Efficacy and Subjective Norm and Perceived Usefulness and Perceived Ease to Use in the use of learning management systems. The method used in this study is a survey method, to get the correct data and following the facts directly from the source used comparative approach. Besides, this study uses a quantitative approach in which each data is implemented in the form of numbers which are then analyzed to generate value statisticians. The data used are primary data for the independent variables (Computer Self Efficacy and Subjective Norm) and the dependent variable (Perceived Usefulness, Perceived Ease to Use and Behavioral Intention to Use).

**Operational Variables**

Variables defined as a differentiator or create variations in value. Values can be different in the period to an object or the same person, or in the same period for different objects (have now, 2010). According to the operational functions of variables in the study are divided into two, namely the independent variable (independent) and the dependent variable (dependent).

a. Variables (Independent), according to Sugiyono (2014) the independent variable is a variable that affects or is the cause of the change or the emergence of the dependent variable (dependent). In this study, the independent variable is the Computer Self Efficacy and Subjective Norm.

b. Bound Variables (Dependent), according to Sugiyono (2014) the dependent variable is a variable that is affected or which becomes due for their independent variables. In this study, the dependent variable is Perceived Usefulness, Perceived Ease to Use and Behavioral Intention to Use.
### Table 1. Operational Variable

<table>
<thead>
<tr>
<th>Variables</th>
<th>Definition</th>
<th>Indicator</th>
</tr>
</thead>
</table>
| Perceived of Usefulness       | How far a person believes that using a technology will increase productivity and performance benefits of acceptance of information technology systems. If someone believes that the benefits of the information technology system, then someone is going to use it and make a positive contribution. | 1. Making the job easier.  
2. Helpful.  
3. Increase productivity.  
4. Heightening effectivity.  
5. Develop job performance. |
| Perceived Ease of Use         | Someone will have confidence if the information technology system that will be applied and used not give difficulties in operation or does not require more effort to use.                                      | 1. The ease of studying.  
2. Working on the desired job with ease.  
3. Easy to increase user skills.  
4. Easy to use/operate. |
| Behavioral Intention to Use   | Forms of behavior intention to the trend of using a new system that is applied in the organization. Emerging trends of intention in myself to want to apply a system to be implemented and influence to motivate other users.          | 1. The desire to use.  
2. Always try to use.  
| Computer self-efficacy        | A belief or confidence in the capabilities and expertise of people's computers to perform tasks using information technology.                                                                                | Magnitude, Strength, generalizability                                                        |
| Subjective Norm               | Everything about one's understanding of the decision to do something based on confidence and supported by internal and external motivation. Subjective norms obtained from the individual to the surrounding environment of confidence and motivation of individuals to follow these norms. | Normative Beliefs, Motivation To Comply                                                      |

### Results and Discussion
An indicator is said to be valid if it has a loading factor above 0.5 against the intended constructs. Output SmartPLS for loading factors provide the following results:

![SmartPLS output](image)

**Pic.III. SmartPLS output results**
Source: Data processed
All indicators have a loading factor value above 0.5, it can be said that the indicators used in this study is valid or has met the convergent validity. Further, reflective indicators also need to be tested by cross loading discriminant validity as follows:

### Table 2. Loading Factor

<table>
<thead>
<tr>
<th>Behavioral Intention to Use</th>
<th>Computer Self Efficacy</th>
<th>Perceived Ease Of Use</th>
<th>Perceived Usefulness</th>
<th>Subjective Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUI1</td>
<td>0.894</td>
<td>0.773</td>
<td>0.779</td>
<td>0.812</td>
</tr>
<tr>
<td>BUI2</td>
<td>0.883</td>
<td>0.779</td>
<td>0.782</td>
<td>0.784</td>
</tr>
<tr>
<td>BUI3</td>
<td>0.882</td>
<td>0.763</td>
<td>0.763</td>
<td>0.789</td>
</tr>
<tr>
<td>CSE1</td>
<td>0.764</td>
<td>0.887</td>
<td>0.780</td>
<td>0.805</td>
</tr>
<tr>
<td>CSE2</td>
<td>0.794</td>
<td>0.895</td>
<td>0.790</td>
<td>0.808</td>
</tr>
<tr>
<td>CSE3</td>
<td>0.764</td>
<td>0.885</td>
<td>0.761</td>
<td>0.796</td>
</tr>
<tr>
<td>PEOU1</td>
<td>0.782</td>
<td>0.781</td>
<td>0.884</td>
<td>0.808</td>
</tr>
<tr>
<td>PEOU2</td>
<td>0.758</td>
<td>0.781</td>
<td>0.881</td>
<td>0.804</td>
</tr>
<tr>
<td>PEOU3</td>
<td>0.772</td>
<td>0.771</td>
<td>0.886</td>
<td>0.797</td>
</tr>
<tr>
<td>PEOU4</td>
<td>0.771</td>
<td>0.752</td>
<td>0.876</td>
<td>0.792</td>
</tr>
<tr>
<td>PU1</td>
<td>0.784</td>
<td>0.805</td>
<td>0.796</td>
<td>0.870</td>
</tr>
<tr>
<td>PU2</td>
<td>0.767</td>
<td>0.772</td>
<td>0.786</td>
<td>0.872</td>
</tr>
<tr>
<td>PU3</td>
<td>0.796</td>
<td>0.802</td>
<td>0.792</td>
<td>0.859</td>
</tr>
<tr>
<td>PU4</td>
<td>0.793</td>
<td>0.777</td>
<td>0.798</td>
<td>0.885</td>
</tr>
<tr>
<td>PU5</td>
<td>0.763</td>
<td>0.775</td>
<td>0.776</td>
<td>0.865</td>
</tr>
<tr>
<td>SN1</td>
<td>0.763</td>
<td>0.764</td>
<td>0.794</td>
<td>0.806</td>
</tr>
<tr>
<td>SN2</td>
<td>0.768</td>
<td>0.773</td>
<td>0.795</td>
<td>0.799</td>
</tr>
</tbody>
</table>

Source: Data processed

An indicator is said to be valid if it contains the highest loading factor on the targeted construct loading factor compared to other constructs. Discriminant validity evaluation carried out in two stages, which saw the value of cross loadings and compared the value of the square of the correlation between the value AVE construct or construct correlation with roots AVE. The criteria in the cross loading is that each indicator that measures must be correlated is higher with its construct compared to other constructs. The output of cross loading is shown in Table 2 which shows that the loading factor of each indicator for the construct is higher loading factor to other constructs. Another method to see discriminant validity is to look at the value of the square root of the average variance extracted (AVE) to the recommended values above 0.5. The following are the values AVE in the study:

### Table 4. Reability and Validity

<table>
<thead>
<tr>
<th>Behavioral Intention to Use</th>
<th>Cronbach's Alpha</th>
<th>rho_A</th>
<th>Composite Reliability</th>
<th>Average Variance Extracted (AVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.863</td>
<td>0.864</td>
<td>0.916</td>
<td>0.785</td>
</tr>
<tr>
<td>Computer Self Efficacy</td>
<td>0.867</td>
<td>0.867</td>
<td>0.919</td>
<td>0.790</td>
</tr>
<tr>
<td>Perceived Ease Of Use</td>
<td>0.905</td>
<td>0.905</td>
<td>0.933</td>
<td>0.778</td>
</tr>
<tr>
<td>Perceived Usefulness</td>
<td>0.920</td>
<td>0.920</td>
<td>0.940</td>
<td>0.757</td>
</tr>
<tr>
<td>Subjective Norms</td>
<td>0.813</td>
<td>0.813</td>
<td>0.915</td>
<td>0.843</td>
</tr>
</tbody>
</table>

Source: Data processed
Table 4 shows that the value AVE all the variables above 0.5. Lowest AVE value amounted to 0.757 at Perceived Usefulness construct. Reliability testing is done by looking at the value of the block of composite reliability indicator that measures the construct. Results composite reliabilities be quite reliable if the value is above 0.3 but will produce a satisfactory value is located positioned more than 0.7. Furthermore, reliability testing may be approved by Cronbach's Alpha wherein the resulting output has a value above 0.3 so it is said to be reliable. In this study, all constructs have a value of Cronbach's alpha and composite reliability above 0.7 and that value means that constructs used reliably.

Hypothesis Test

<table>
<thead>
<tr>
<th>Table 5. Path Coefficient (Mean, STDEV, T-Values, P-Values)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>CSE -&gt; PEOU</td>
</tr>
<tr>
<td>CSE -&gt; PU</td>
</tr>
<tr>
<td>PEOU -&gt; BIU</td>
</tr>
<tr>
<td>PEOU -&gt; PU</td>
</tr>
<tr>
<td>PU -&gt; BIU</td>
</tr>
<tr>
<td>SN -&gt; PEOU</td>
</tr>
<tr>
<td>SN -&gt; PU</td>
</tr>
</tbody>
</table>

Source: Data processed

The influence between CSE against PU in this study is said to be significant with a t-statistic of 11,918 (>1.96). The original value estimate is a positive sample is 0.388 which indicates that the direction of the relationship between CSE with PU is positive. Therefore, the first hypothesis (H1) in this study that states that Computer Self Efficacy (CSE) positive and significant effect on the Perceived Usefulness (PU).

The value of the t-statistic variable towards CSE with PEOU of 14,882 (>1.96). The original value estimate is a positive sample is 0.501 which indicates that the direction of the relationship between CSE and PEOU is positive. Therefore, the second hypothesis (H2) in this study that states that Computer Self Efficacy (CSE) positive and significant effect on the Perceived Ease Of Use (PEOU).

The influence between SN againsts PEOU is significant with a value of t-statistic of 6,763 (>1.96). The original value estimate is a positive sample is 0.227 which indicates that the direction of the relationship between SN with PU is positive. Therefore, the third hypothesis (H3) in this study that states that Subjective Norms (SN) positive and significant effect on the Perceived Usefulness (PU).

The influence between SN againsts PEOU is significant with a value of t-statistic of 13,038 (>1.96). The original value estimate is a positive sample is 0.446 which indicates that the direction of the relationship between SN with PEOU is positive. Therefore, the fourth hypothesis (H4) in this study that states that Subjective Norms (SN) positive and significant effect on the Perceived Ease Of Use (PEOU). This research is the same as research by (Binyamin et al., 2018) that shows that computer self-efficacy and subjective norm are two necessary factors that influence the students’ use of LMS,
which contribute to their academic achievements and performance.

Then, on the table 5 shows that the influence of between PEOU with PU is significant by the t-statistic values of 10,503 (<1.96). This is in line with the estimated value of its original sample is 0.371 which indicates that the direction of the relationship between PEOU with PU is positive. Therefore, the fifth hypothesis (H5) in this study that states that Perceived Ease Of Use (PEOU) positive and significant effect with Perceived Usefulness (PU).

Next, the Influence of PU of the BIU is significant with a value of t-statistic of 13.707 (>1.96). The original value estimate is a positive sample is 0.591 which indicates that the direction of the relationship between PU with BIU is positive. Therefore, the sixth hypothesis (H6) in this study that states that Perceived Usefulness (PU) positive and significant effect on the Behavioral Intention To Use (BIU).

Based on the structural test model, the effect of PEOU against BIU is significant, because it has a value of t-statistic of 7.924 (> 1.96). The original value estimate is a positive sample is 0.338 which shows that the direction of the relationship between PEOU against BIU is positive. Therefore, the seventh hypothesis (H7) in this study that stated that there is a positive and significant impact on the Perceived Ease Of Use (PEOU) with Behavioral Intention To Use (BIU). These results are the same as the results in study (Aditya & Wardhana, 2018) which states that perceived usefulness in the position with a number of high category, perceived ease of use are at the figure with a high category, behavioral intention to use is in a position with high category, perceived usefulness significant effect against behavioral intention, perceived ease of use significantly influence the behavioral intention and the perceived usefulness and perceived ease of use significantly influence behavioral intention.

Based on above presentation, this research explains that Computer Self Efficacy and Subjective Norms affects to Perceived Usefulness and Perceived Ease Of Use. Also, this study explained that the Perceived Usefulness and Perceived Ease Of Use affect to the Behavioral Intention To Use especially on technology in teaching and learning. In this research, it was found that each indicator has a positive and significant influence on other indicators. That is evidenced by the t-statistic value and the original value of each hypothesis is positive.

CONCLUSION
1. Computer Self Efficacy positively influence the Perceived Usefulness with a significance level of 11,918 and direction of the relationship between Computer Self Efficacy with Perceived Usefulness is positive.
2. Computer Self Efficacy positively influence the Perceived Ease Of Use with a significance level of 14,882 and direction of the relationship between Computer Self Efficacy with Perceived Ease Of Use is positive.
3. Subjective Norms positively influence the Perceived Usefulness with a significance level of 6,763 and direction of the relationship between Subjective Norms with Perceived Usefulness is positive.
4. Subjective Norms positively influence the Perceived Ease Of Use with a significance level of 13,038 and direction of the relationship between Subjective Norms with Perceived Ease Of Use is positive.
5. Perceived Ease Of Use positively influence the Perceived Usefulness with a significance level of 10,503 and direction of the relationship between Perceived Ease Of Use and Perceived Usefulness is positive.

6. Perceived Usefulness positively influence the Behavioral Intention to Use with a significance level of 13,707 and direction of the relationship between Perceived Usefulness with Behavioral Intention to Use is positive.

7. Perceived Ease Of Use positively influence the Behavioral Intention to Use with a significance level of 7,924 and direction of the relationship between Perceived Ease Of Use with Behavioral Intention to Use is positive.

SUGGESTION

This research explains that Computer Self Efficacy and Subjective Norms affects to Perceived Usefulness and Perceived Ease Of Use. Also, this study explained that the Perceived Usefulness and Perceived Ease Of Use affect to the Behavioral Intention To Use especially on technology in teaching and learning. In this research, it was found that each indicator has a positive and significant influence on other indicators. That is evidenced by the t-statistic value and the original value of each hypothesis is positive.

The use of technology in the present has been commonly used for various things, including the educational domain. Because technology is believed to be able to help improve one's confidence and expertise in matters of learning. For this reason, technology-based learning should be applied in teaching and learning activities. One determining factor for a person to be able to hone their ability to apply technology well in learning activities is the perception of one's own beliefs, perceived usefulness of the technology, perceptions of ease of use of technology, and the intention to behave to use technology. In exerting this perception, computer self-efficacy and subjective norms can also be used as external factors for the use of technology for teaching and learning activities.

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