

ABSTRAK

INTEGRASI *SERVICE QUALITY* DAN *COMPLEXITY* DENGAN *TECHNOLOGY ACCEPTANCE MODEL (TAM)* UNTUK PENGGUNAAN *LEARNING MANAGEMENT SYSTEM* DI INDONESIA

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Penelitian ini berlandaskan pada sebuah masalah pokok pembelajaran di Indonesia yang terhambat dengan adanya pandemi Covid-19 dengan adanya teknologi masakini maka pembelajaran berbasis online (*e-learning*) bermunculan, maka adanya pengukuran penerima penggunaan aplikasi *Learning Management System* menggunakan TAM. Penelitian ini dikategorikan penelitian kuantitatif dengan menggunakan metode deskriptif dengan teknik *Partial Least Squares (PLS)*. Hasil penelitian menunjukkan bahwa *Complexity*, *Perceived Usefulness*, *Perceived Ease of Use*, *Service Quality*, berpengaruh signifikan baik secara parsial maupun simultan terhadap *Behavioral Intention*. Kemudian variabel *Complexity*, *Perceived Usefulness*, *Perceived Ease of Use* berpengaruh signifikan baik secara parsial maupun simultan terhadap *Behavioral Intention*. Dari delapan hipotesis yang terbukti ada lima hipotesis dan yang tidak terbukti tiga hipotesis dan jumlah kuesoner yang diolah sebanyak 100 kuesoner dari jumlah yang terkumpul 187 kuesoner untuk sisanya kuesoner tidak dapat di olah. Penelitian ini menunjukkan bahwa variabel yang diuji sudah baik untuk mempengaruhi variabel lain, namun perlu dikembangkan lagi pelaksanaan kongkretnya pada aplikasi *Learning Management System*.

Kata kunci : TAM, *Learning Management System*, *Partial Least Squares (PLS)*

ABSTRACT

INTEGRATION OF SERVICE QUALITY AND COMPLEXITY WITH TECHNOLOGY ACCEPTANCE MODEL (TAM) FOR USING LEARNING MANAGEMENT SYSTEM IN INDONESIA

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This research is based on a major problem of learning in Indonesia which is affected by the Covid-19 pandemic with the existence of today's technology, online-based learning (e-learning) has emerged, hence the measurement of recipients using the Learning Management System application using TAM. This research is categorized as quantitative research using descriptive method with Partial Least Squares (PLS) technique. The results showed that Complexity, Perceived Usefulness, Perceived Ease of Use, Service Quality, had a significant effect either partially or simultaneously on Behavioral Intention. Then the variables of Complexity, Perceived Usefulness, Perceived Ease of Use have a significant effect both partially and simultaneously on Behavioral Intention. Of the eight hypotheses that were proven there were five hypotheses and those that were not proven were three hypotheses and the number of questionnaires that were processed was 100 questionnaires from the total collected 187 questionnaires for the rest the questionnaires could not be processed. This study shows that the tested variables are good for influencing other variables, but the concrete implementation needs to be developed again in the Learning Management System application.

Keywords : TAM, Learning Management System, Partial Least Squares (PLS)