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Acceptance analysis of using google classroom with the UTAUT method in online learning

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ABSTRACT

The use of Google Classroom, which is not yet optimized for online learning, requires an analysis to identify the factors influencing its acceptance at SMK Negeri 3 Mataram. One frequently used technology acceptance model is the Unified Theory of Acceptance and Use of Technology (UTAUT). The main variables of UTAUT in this study include six key factors: Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Behavioral Intentions, and Use Behavior, along with two additional variables: Attitude Toward Using Technology and Computer Self-Efficacy. Data were collected through a questionnaire distributed to class XII students at SMK Negeri 3 Mataram. The data were then analyzed using two methods: the outer model and the inner model. Bootstrapping was subsequently performed to obtain the path coefficient values, which served as the basis for significance testing. The results revealed that the factors influencing the acceptance of Google Classroom at SMK Negeri 3 Mataram include: Social Influence on Behavioral Intention, Facilitating Conditions on Behavioral Intention, Facilitating Conditions on Use Behavior, Computer Self-Efficacy on Performance Expectancy, Computer Self-Efficacy on Effort Expectancy, Performance Expectancy on Attitude Toward Using Technology, Effort Expectancy on Performance Expectancy, Attitude Toward Using Technology on Use Behavior, and Computer Self-Efficacy on Use Behavior.

Keywords: technology acceptance factors, UTAUT, Google Classroom, online learning

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INTRODUCTION

Google Classroom is a free online platform in the form of a virtual class that educators and students can use to carry out teaching and learning activities on Google (Beaumont, 2018). This virtual class functions as a place for educators to create and post materials (images, videos, links), invite students, assign tasks, conduct quizzes, and manage administrative needs (Harjanto & Sumarni, 2019). At SMK Negeri 3 Mataram, Google Classroom is used as an online learning medium, especially for class XII students who are participating in field work practice while engaging in distance learning for five subjects: Pendidikan Agama, Pendidikan Pancasila, Bahasa Indonesia, Matematika, and Bahasa Inggris. The school implements field work practice and distance learning simultaneously because it can only partially rely on grades based on performance during field work practice, where the assessment is more focused on skill

competencies. As many as 53% of educators at SMK Negeri 3 Mataram use Google Classroom, including 31 out of 58 educators in non-vocational or general fields. Due to the busy schedule of field industry activities, the school provides flexibility in accessing the provided material. However, the school usually schedules formative tests on Sundays, which are outside working hours.

Google Classroom provides benefits for both educators and learners. These advantages include easy access and operation, flexible teaching and learning times, and support for various learning resources (Marisa & Ningsih, 2022). According to Sriyani (2021), Google Classroom has the potential to save time for both learners and educators because the process of setting up Google Classroom is fast and convenient. Educators can also save time distributing physical documents, as the tasks assigned to learners can be completed online in a timely manner. Marharjono (2020) also highlighted the advantages of using Google Classroom, noting that educators and students become accustomed to online learning.

However, despite its many features and benefits, there are still some obstacles to using Google Classroom at SMK Negeri 3 Mataram during online learning. Class XII students have reported difficulties balancing the assignments given in Google Classroom with their activities in the industry during the field work practice period. Students practicing in rural areas also face challenges with signal reception, making it difficult to access Google Classroom. Teachers have also noticed that when they assign online tasks, many students submit their assignments late, and some do not submit them at all.

According to the Head of Curriculum at SMK Negeri 3 Mataram, several obstacles have been identified during the implementation of Google Classroom. These include a lack of motivation to learn online, as students spend most of their time in the industry during field work practice and feel less motivated to complete independent assignments. There are also limited facilities, such as devices and data, with students often encountering issues accessing Google Classroom due to signal obstructions or data exhaustion while practicing in the field. Additionally, some students still struggle with IT skills and are confused about operating Google Classroom features, though this is considered the least significant obstacle, according to the Head of Curriculum.

This study aims to determine the acceptance factors of using Google Classroom at SMK Negeri 3 Mataram in online learning. One of the models used to analyze the acceptance of technology is the UTAUT. UTAUT is one of the latest technology acceptance models, developed by Venkatesh et al. (Putri & Jumhur, 2019). It is based on previous technology acceptance models, namely the Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), Task-Technology Fit Theory, and especially the Technology Acceptance Model (TAM). UTAUT includes four main variables: performance expectancy, effort expectancy, social influence, and facilitating

conditions. UTAUT suggests that actual technology use is influenced by a person's behavioral intention to use it (Shachak et al., 2019).

(Andarwati & Harman, 2022) explained that the UTAUT construct has a positive effect on the acceptance and use of the Learning Management System (LMS). Several previous studies have successfully used the UTAUT method to analyze technology acceptance, focusing on variables such as performance expectancy, effort expectancy, social influence, facilitating conditions, and behavioral intention to determine their effect on technology acceptance (Altalhi, 2021; Amalia et al., 2018; Mahande & Malago, 2019; Tussardi et al., 2021). Altalhi (2021) found that attitude is important in verifying the UTAUT model, even though most studies on technology acceptance exclude attitude.

In this study, the variables used are performance expectancy, effort expectancy, social influence, facilitating conditions, computer self-efficacy, attitude toward using technology, behavioral intention, and use behavior to analyze the acceptance of Google Classroom at SMK Negeri 3 Mataram as an online learning medium. The results of this study are expected to help schools increase students' interest in using Google Classroom, thereby improving the quality of learning in the online teaching and learning process.

METHOD

This study employs a quantitative survey method to examine the use of Google Classroom as an online learning medium at SMK Negeri 3 Mataram, located at Jalan Pendidikan No.47, Dasan Agung Baru, Selaparang District, Mataram City, West Nusa Tenggara. Data was collected through Google Forms questionnaires distributed to class XII students at SMK Negeri 3 Mataram. The total population of this study comprised 570 students, as shown in Table 1. The sampling technique used is accidental sampling. According to Sugiyono (2013), accidental sampling involves selecting individuals who happen to meet the research criteria and can be used as a sample.

Table 1. Population of Students in Class XII SMK Negeri 3 Mataram

Majors	Number of Students
Construction and Property Business	29
Modeling Design and Building Information	66
Geomatics Engineering	35
Multimedia	65
Audio Video Engineering	53
Motorcycle Engineering and Business	32
Industrial Electronics Engineering	30
Solar, Hydro, and Wind Energy Engineering	29
Electrical Power Installation Engineering	34

Computer & Network Engineering	35
Automotive Light Vehicle Engineering	65
Metal Casting Engineering	27
Machining Engineering	36
Refrigeration and Air Conditioning Engineering	34
Total	570

The instrument in this study consisted of 29 questions previously validated by experts in their fields with the instrument grid as in Table 2.

Table 2. Research Instruments

Variable	Item	Indicators	Item Numbers
Performance Expectancy (PE)	PE1	Perceived system benefits	1,2,3,4
	PE2	Makes work easier	
	PE3	Increasing productivity	
	PE4	Improving effectiveness	
Effort Expectancy (EE)	EE1	Ease of interacting with the system	5,6,7,8
	EE2	Easy to learn	
	EE3	Easy to use	
	EE4	System operation is easy to learn	
Social Influence (SI)	SI1	Educator factors	9,10,11
	SI2	Friend factors	
	SI3	School environmental factors	
Facilitating Conditions (FC)	FC1	Availability of resources	12,13,14,15
	FC2	Availability of knowledge	
	FC3	compatible	
	FC4	Availability of assistants with difficulty issues	
Attitude Toward using Technology (ATT)	ATT1	Perceived decision to use technology is a good thing	16,17,18
	ATT2	Perceived enjoyment of using technology	
	ATT3	Perceptions of learning is more fun using technology	

Computer Self-Efficacy (CSE)	CSE1	Confident in using technology even If no one shows how to use It	19,20,21,22,23
	CSE2	Confident in using technology even if have Never used similar technology before	
	CSE3	Confidently download or upload files on Technology from Personal Computer, Smartphone, or tablet	
	CSE4	Be confident to complete quizzes from personal computer, smartphone, or tablet	
	CSE5	Confident can use google classroom features for meetings, create or manage assignments, and view grades as they should.	
Behavioral Intention (BI)	BI1	Intend to use in the future	24,25,26
	BI2	Planning to use in the future	
	BI3	Planning to use the system continuously	
Use Behavior (UB)	UB1	Use of system to complete tasks	27,28,29
	UB2	intensity of system usage	
	UB3	Dependability of system usage	

The instrument will provide alternative answers using the Likert scale model: strongly disagree, disagree, neutral, agree, and strongly agree. Each alternative answer is assigned a weighted value, as shown in Table 3.

Table 3. Weighted Value of Alternative Questionnaire Answers

Alternative Answer	Weight Value
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Acceptance of the use of Google Classroom as an online learning media at SMK Negeri 3 Mataram consists of 160 respondent data collected with details as in Figure 1.

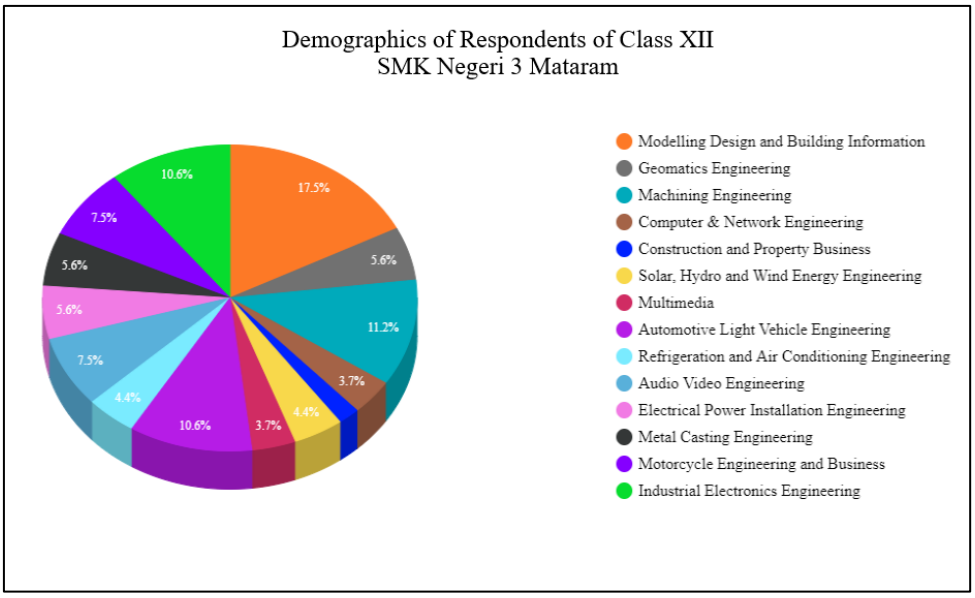

Figure 1. Demographics of Respondents

The data was analyzed using SmartPLS 4 software, applying the UTAUT technology acceptance model with the addition of two variables: computer self-efficacy and attitude toward using technology, as shown in Figure 2. Consequently, the variables in this study are performance expectancy, effort expectancy, social influence, facilitating conditions, attitude toward using technology, computer self-efficacy, behavioral intention, and use behavior.

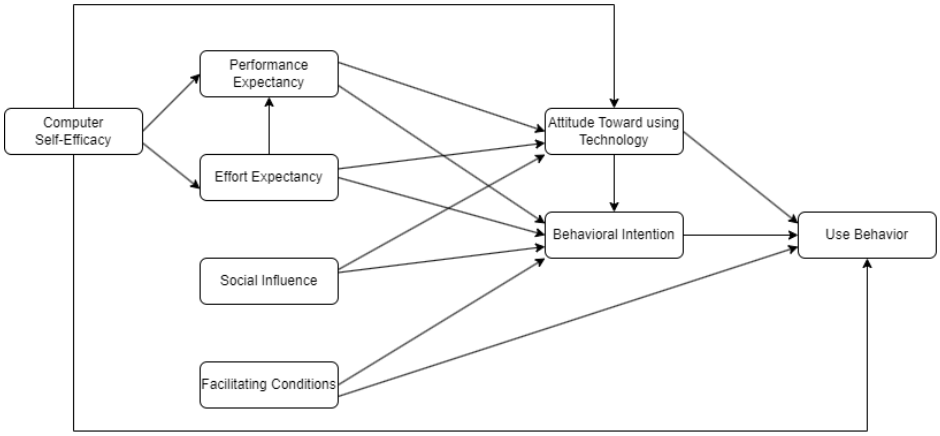

Figure 2. UTAUT Research Framework

The data analysis technique used in this study is Partial Least Squares (PLS), assisted by SmartPLS 4 software, through the following steps:

1. **Measurement Model Analysis (Outer Model)** The data is considered feasible (valid and reliable) based on the following indicators:

a. **Convergent Validity Test:** This test is conducted by checking individual item reliability, internal consistency reliability, and average variance extracted (AVE)..
b. **Discriminant Validity Test:** In this study, discriminant validity is assessed through cross-loading.

2. **Structural Model Analysis (Inner Model)** In this study, three methods are used to test the structural model: the multicollinearity test, the R-Square test, and the Q-Square test.
3. **Significance Test** The significance test is conducted by evaluating if the p-value, confidence interval, and F-Square value are significant.

RESULTS AND DISCUSSION

The results of this study, which involved 160 respondents analyzing the acceptance factors of using Google Classroom at SMK Negeri 3 Mataram through the UTAUT model, were obtained through several stages of analysis.

1. Measurement Model Test (Outer Model)
   a. Convergent Test

      The loading factor value must be more than 0.7 to determine whether the data is valid. (Agus Purwanto & Yuli Sudargini, 2021).

Table 4. Loading Factor Value

Variable	Indicators	Loading factor	Significance (> 0.7)
Performance expectancy	PE1	0.894	**Valid**
X1.2 <- Performance expectancy	PE2	0.929	**Valid**
X1.3 <- Performance expectancy	PE3	0.916	**Valid**
X1.4 <- Performance expectancy	PE4	0.836	**Valid**
Effort expectancy	EE1	0.826	**Valid**
X2.2 <- Effort expectancy	EE2	0.901	**Valid**
X2.3 <- Effort expectancy	EE3	0.904	**Valid**
X2.4 <- Effort expectancy	EE4	0.897	**Valid**
Social influence	SI1	0.936	**Valid**
X3.2 <- Social influence	SI2	0.952	**Valid**
X3.3 <- Social influence	SI3	0.927	**Valid**
Facilitating conditions	FC1	0.713	**Valid**
X4.2 <- Facilitating condition	FC2	0.896	**Valid**
X4.3 <- Facilitating condition	FC3	0.879	**Valid**
X4.4 <- Facilitating condition	FC4	0.859	**Valid**
Attitude toward using technology	ATT1	0.935	**Valid**
X5.2 <- Attitude toward using technology	ATT2	0.941	**Valid**

X5.3 <- Attitude toward using technology	ATT3	0.939	**Valid**
Computer self-efficacy	CSE1	0.863	**Valid**
X6.2 <- Computer self-efficacy	CSE2	0.919	**Valid**
X6.3 <- Computer self-efficacy	CSE3	0.900	**Valid**
X6.4 <- Computer self-efficacy	CSE4	0.920	**Valid**
X6.5 <- Computer self-efficacy	CSE5	0.868	**Valid**
Behavior intention	BI1	0.941	**Valid**
X7.2 <- Behavioral intention	BI2	0.955	**Valid**
X7.3 <- Behavioral intention	BI3	0.924	**Valid**
Use behavior	UB1	0.925	**Valid**
X8.2 <- Use behavior	UB2	0.935	**Valid**
X8.3 <- Use behavior	UB3	0.955	**Valid**

Table 4. shows that each indicator shows a loading factor value of more than 0.7, declaring each indicator valid. The next test is the internal consistency reliability test, by looking at the minimum value of Cronbach's alpha and composite reliability (CR)> 0.7 to be accepted. (Agus Purwanto & Yuli Sudargini, 2021). Based on the internal consistency reliability test in Table 5. shows that each research variable has a value> 0.70, which is acceptable and valid.

Table 5. Internal Consistency Reliability Test Value

Variable	Cronbach's alpha	Composite reliability (rho_c)
Attitude Toward using Technology	0.932	0.957
Behavioral Intention	0.934	0.958
Computer Self-Efficacy	0.937	0.952
Effort Expectancy	0.905	0.934
Facilitating Conditions	0.858	0.905
Performance Expectancy	0.916	0.941
Social Influence	0.932	0.957
Use Behavior	0.932	0.957

A good measure of convergent validity can be shown if the AVE value is at least 0.5 (Agus Purwanto & Yuli Sudargini, 2021). The results of this study, as shown in Table 6, reveal that each variable has an AVE value above 0.5. Therefore, it can be

concluded that the eight variables used in this research exhibit good convergent validity and are suitable for proceeding to the discriminant validity test.

Table 6. AVE Test Results

Variable	Average Variance Extracted (AVE)
Attitude Toward using Technology	0.881
Behavioral Intention	0.884
Computer Self-Efficacy	0.800
Effort Expectancy	0.779
Facilitating Conditions	0.705
Performance Expectancy	0.800
Social Influence	0.881
Use Behavior	0.881

b. Discriminant Test

In this study, the discriminant test was performed by examining cross-loading values. This method is effective when the correlation between indicators and their constructs is higher than the correlations with other construct blocks (Agus Purwanto & Yuli Sudargini, 2021).

Table 7. Cross-Loading Value

	ATT	**BI**	**CSE**	**EE**	**FC**	**PE**	**SI**	**UB**
ATT1	**0.935**	0.482	0.650	0.664	0.786	0.795	0.750	0.724
ATT2	**0.941**	0.444	0.595	0.571	0.669	0.821	0.754	0.697
ATT3	**0.939**	0.422	0.620	0.592	0.676	0.777	0.656	0.702
BI1	0.478	**0.941**	0.656	0.599	0.675	0.550	0.480	0.509
BI2	0.445	**0.955**	0.601	0.538	0.666	0.505	0.462	0.524
BI3	0.429	**0.924**	0.627	0.545	0.667	0.466	0.396	0.508
CSE1	0.657	0.516	**0.863**	0.647	0.685	0.667	0.629	0.667

CSE2	0.586	0.618	**0.919**	0.701	0.713	0.580	0.647	0.702
CSE3	0.547	0.545	**0.900**	0.667	0.677	0.561	0.629	0.684
CSE4	0.612	0.621	**0.920**	0.724	0.751	0.587	0.708	0.714
CSE5	0.558	0.690	**0.868**	0.645	0.738	0.565	0.634	0.729
EE1	0.644	0.540	0.570	**0.826**	0.705	0.730	0.612	0.594
EE2	0.509	0.498	0.697	**0.901**	0.697	0.543	0.659	0.647
EE3	0.575	0.585	0.674	**0.904**	0.732	0.614	0.673	0.629
EE4	0.555	0.474	0.735	**0.897**	0.674	0.536	0.653	0.575
FC1	0.414	0.644	0.535	0.553	**0.713**	0.357	0.374	0.425
FC2	0.585	0.614	0.814	0.778	**0.896**	0.618	0.699	0.761
FC3	0.793	0.594	0.689	0.700	**0.879**	0.834	0.796	0.780
FC4	0.719	0.559	0.619	0.628	**0.859**	0.758	0.730	0.717
PE1	0.750	0.435	0.583	0.552	0.644	**0.894**	0.706	0.702
PE2	0.772	0.473	0.619	0.663	0.726	**0.929**	0.777	0.723
PE3	0.803	0.483	0.535	0.588	0.685	**0.916**	0.730	0.704
PE4	0.714	0.535	0.632	0.660	0.728	**0.836**	0.644	0.617
SI1	0.695	0.419	0.648	0.704	0.702	0.769	**0.936**	0.720
SI2	0.743	0.494	0.694	0.689	0.770	0.764	**0.952**	0.802
SI3	0.723	0.419	0.702	0.681	0.747	0.717	**0.927**	0.791
UB1	0.641	0.534	0.745	0.626	0.757	0.711	0.753	**0.925**
UB2	0.747	0.517	0.692	0.639	0.741	0.703	0.751	**0.935**
UB3	0.733	0.491	0.762	0.686	0.789	0.747	0.809	**0.955**

Based on the cross-loading values presented in Table 7, each correlation between variables has a cross-loading value greater than that of the other constructs. Therefore, it can be concluded that the eight variables in this study are valid.

2. Structural Model Test (Inner Model)

The measurement test or inner model will be evaluated based on the inner VIF value, R-squared, and Q-squared values. The results presented in Table 8 show that the inner VIF values are less than 5, indicating that there are no collinearity issues among the variables, in accordance with the guidelines outlined in the research of Hair et al., (2019).

Table 8. Inner VIF Value

	ATT	**BI**	**CSE**	**EE**	**FC**	**PE**	**SI**	**UB**
ATT		4.076						2.476
BI								2.214
CSE	2.770			1.000		2.344		3.016
EE	2.927	3.006				2.344		
FC		4.221						4.514
PE	2.979	4.709						
SI	3.639	3.763						
UB								

The value of the R-Square, whose prediction model is based on previous research (Hair et al., 2011) respectively in this study, is shown in Table 9.

Table 9. R-Square Value

Variable	R-square	R-square adjusted	Prediction Model
Attitude Toward using Technology	0.751	0.744	Strong
Behavioral Intention	0.543	0.528	Moderate
Effort Expectancy	0.573	0.571	Moderate
Performance Expectancy	0.523	0.516	Moderate
Use Behavior	0.747	0.740	Strong

Table 9 shows that the "Attitude Toward Using Technology" variable can be explained by the "Performance Expectancy," "Effort Expectancy," "Social Influence," and "Computer Self-Efficacy" variables to the extent of 74.4%. The "Behavioral Intention" variable can be explained by the "Performance Expectancy," "Effort Expectancy," "Social Influence," "Facilitating Conditions," and "Attitude Toward Using Technology" variables to the extent of 52.8%. The "Effort Expectancy" variable can be explained by the "Computer Self-Efficacy" variable to the extent of 57.1%. The "Performance Expectancy" variable can be explained by the "Effort Expectancy" and "Computer Self-Efficacy" variables to the extent

of 51.6%. The "Facilitating Conditions" variable can explain the "Use Behavior," "Attitude Toward Using Technology," "Computer Self-Efficacy," and "Behavioral Intention" variables to the extent of 74%.

The Q-Square value in this study is shown in Table 10, where each variable Q^2 variable value has an RMSE and MAE value close to 0, so it can be said that the prediction is accurate.

Table 10. Q-Square Value

Variable	Q^2predict	RMSE	MAE
Attitude Toward using Technology	0.516	0.709	0.437
Behavioral Intention	0.542	0.688	0.548
Effort Expectancy	0.561	0.676	0.470
Performance Expectancy	0.432	0.77	0.529
Use Behavior	0.711	0.551	0.414

3. Significance Test

In the significance test, sample bootstrapping is performed using the Bias-Corrected and Accelerated (BCa) bootstrap method with a 5% significance level. The results of the path coefficient analysis and p-values are presented in Table 11. The indicators used to test significance in this study include the path coefficient value, p-value, 95% confidence interval, and f-square value between variables. If the p-value is greater than 0.05, it indicates that the variable does not significantly influence the path coefficient.

Table 11. Significance Test

Variable	Path Coefficient	P values	95% Confidence Interval Path Coefficient		F Square
			Lower Bounds	Upper Bounds	
Attitude Toward using Technology -> Behavioral Intention	-0.140	0.244	-0.348	0.119	0.010
Attitude Toward using Technology -> Use Behavior	0.262	**0.018**	0.092	0.529	0.109
Behavioral Intention -> Use Behavior	-0.104	0.121	-0.239	0.026	0.019
Computer Self-Efficacy -> Attitude Toward using Technology	0.119	0.160	-0.026	0.307	0.020
Computer Self-Efficacy -> Effort Expectancy	0.757	**0.000**	0.668	0.836	1.344

Computer Self-Efficacy -> Performance Expectancy	0.328	**0.012**	0.061	0.574	0.096
Computer Self-Efficacy -> Use Behavior	0.355	**0.003**	0.110	0.571	0.165
Effort Expectancy -> Attitude Toward using Technology	-0.015	0.841	-0.168	0.131	0.000
Effort Expectancy -> Behavioral Intention	0.153	0.114	-0.017	0.363	0.017
Effort Expectancy -> Performance Expectancy	0.442	**0.000**	0.239	0.643	0.174
Facilitating Conditions -> Behavioral Intention	0.799	**0.000**	0.506	1.008	0.330
Facilitating Conditions -> Use Behavior	0.405	**0.001**	0.129	0.602	0.144
Performance Expectancy -> Attitude Toward using Technology	0.631	**0.000**	0.353	0.821	0.536
Performance Expectancy -> Behavioral Intention	0.164	0.288	-0.153	0.446	0.012
Social Influence -> Attitude Toward using Technology	0.189	0.063	-0.006	0.396	0.039
Social Influence -> Behavioral Intention	-0.292	**0.004**	-0.504	-0.106	0.049

Based on Table 11. the following discussion results are obtained.

1. **Attitude Toward Using Technology and Behavioral Intention**: The path coefficient value for Attitude Toward Using Technology in relation to Behavioral Intention is -0.140, with a p-value of 0.244, which is greater than 0.05. In the 95% confidence interval, the effect of Attitude Toward Using Technology on increasing Behavioral Intention ranges from -0.348 to 0.119. The influence of Attitude Toward Using Technology on increasing Behavioral Intention is low at the structural level (f-square = 0.010). Therefore, based on these results, Attitude Toward Using Technology does not have a significant effect on Behavioral Intention.
2. **Attitude Toward Using Technology and Use Behavior**: The path coefficient value for Attitude Toward Using Technology in relation to Use Behavior is 0.262, with a p-value of 0.018, which is less than 0.05. In the 95% confidence interval, the effect of Attitude Toward Using Technology on increasing Use Behavior ranges from 0.092 to 0.529. Although Attitude Toward Using Technology has a significant effect on Use Behavior, its influence at the structural level is still considered low (f-square = 0.109). Therefore, it can be concluded that Attitude Toward Using Technology significantly affects Use Behavior.
3. **Behavioral Intention:** on Use Behavior has a path coefficient value of -0.104 and a p-value of 0.121 (which is greater than 0.05). The 95% confidence interval for the effect of Behavioral Intention on increasing Use Behavior ranges from -0.239 to 0.026. The influence of Behavioral Intention on increasing Use Behavior at the structural level is low (f-square =

0.019). Based on these results, it can be concluded that Behavioral Intention does not have a significant effect on Use Behavior.

4. **Computer Self-Efficacy:** on Attitude Toward Using Technology has a path coefficient value of 0.119 and a p-value of 0.160 (which is greater than 0.05). The 95% confidence interval for the effect of Computer Self-Efficacy on improving Attitude Toward Using Technology ranges from -0.026 to 0.307. The influence of Computer Self-Efficacy on improving Attitude Toward Using Technology is low (f-square = 0.020). Based on these results, Computer Self-Efficacy does not significantly affect Attitude Toward Using Technology.
5. **Computer Self-Efficacy on Effort Expectancy**: The path coefficient value is 0.757, with a p-value of 0.000, which is less than 0.05. In the 95% confidence interval, the effect of computer self-efficacy on increasing effort expectancy ranges from 0.668 to 0.836. Additionally, computer self-efficacy has a strong influence on increasing effort expectancy at the structural level (f-square = 1.344). Based on these results, computer self-efficacy significantly affects effort expectancy.
6. **Computer Self-Efficacy on Performance Expectancy:** The path coefficient value is 0.328, with a p-value of 0.012, which is less than 0.05. In the 95% confidence interval, the effect of computer self-efficacy on increasing performance expectancy ranges from 0.061 to 0.574. However, the influence of computer self-efficacy on performance expectancy is relatively low at the structural level (f-square = 0.096). Based on these results, computer self-efficacy significantly affects performance expectancy.
7. **Computer Self-Efficacy on Use Behavior:** The path coefficient value is 0.355, with a p-value of 0.003, which is less than 0.05. In the 95% confidence interval, the effect of computer self-efficacy on increasing use behavior ranges from 0.110 to 0.571. The influence of computer self-efficacy on increasing use behavior is moderate at the structural level (f-square = 0.165). Based on these results, Computer Self-Efficacy significantly affects Use Behavior.
8. The path coefficient value of Effort Expectancy on Attitude Toward Using Technology is -0.015 with a p-value of 0.841, which is greater than 0.05. In the 95% confidence interval, the effect of Effort Expectancy on increasing Attitude Toward Using Technology ranges from -0.168 to 0.131. The influence of Effort Expectancy on increasing Attitude Toward Using Technology is low at the structural level (f-square = 0.000). Based on these results, it can be concluded that Effort Expectancy has no significant effect on Attitude Toward Using Technology.
9. The path coefficient value of Effort Expectancy on Behavioral Intention is 0.153 with a p-value of 0.114, which is greater than 0.05. In the 95% confidence interval, the effect of Effort Expectancy on increasing Behavioral Intention ranges from -0.017 to 0.363. The influence of Effort Expectancy on increasing Behavioral Intention is low at the structural level (f-square

= 0.017). Based on these results, it can be concluded that Effort Expectancy has no significant effect on Behavioral Intention.

10. Effort Expectancy on Performance Expectancy has a path coefficient value of 0.442 and a p-value of 0.000, which is less than 0.05. Within the 95% confidence interval, the effect of Effort Expectancy on increasing Performance Expectancy ranges from 0.239 to 0.643. The influence of Effort Expectancy on increasing Performance Expectancy is moderate at the structural level (f-square = 0.174). Based on these results, it can be concluded that Effort Expectancy significantly affects Performance Expectancy.
11. Facilitating Conditions on Behavioral Intention has a path coefficient value of 0.799 and a p-value of 0.000, which is less than 0.05. Within the 95% confidence interval, the effect of Facilitating Conditions on increasing Behavioral Intention ranges from 0.506 to 1.008. However, Facilitating Conditions in increasing Behavioral Intention have a moderate effect at the structural level (f-square = 0.330). Based on these results, Facilitating Conditions significantly affect Behavioral Intention.
12. Facilitating Conditions on Behavioral Intention has a path coefficient value of 0.799 and a p-value of 0.000, which is less than 0.05. Within the 95% confidence interval, the effect of Facilitating Conditions on increasing Behavioral Intention ranges from 0.506 to 1.008. However, Facilitating Conditions in increasing Behavioral Intention have a moderate effect at the structural level (f-square = 0.330). Based on these results, Facilitating Conditions significantly affect Behavioral Intention.
13. Performance Expectancy on Attitude Toward using Technology has a path coefficient value of 0.631 and a p-value of 0.000, which is less than 0.05. In the 95% confidence interval, the effect of performance expectancy on increasing Attitude Toward using Technology lies between 0.353 and 0.821. The existence of performance expectancy in increasing Attitude Toward using Technology strongly influences the structural level (f-square = 0.536). Based on the test results, Performance Expectancy significantly affects Attitude Toward using Technology.
14. Performance Expectancy on Behavioral Intention has a path coefficient value of 0.164 and a p-value of 0.288, which is greater than 0.05. In the 95% confidence interval, the effect of performance expectancy on increasing behavioral intention lies between -0.153 and 0.446. The existence of performance expectancy in increasing behavioral intention has a low influence at the structural level (f-square = 0.012). Based on the test results, it can be concluded that Performance Expectancy has no significant effect on Behavioral Intention.
15. Social Influence on Attitude Toward using Technology has a path coefficient value of 0.189 and a p-value of 0.063, which is greater than 0.05. In the 95% confidence interval, the effect of social influence on increasing Attitude Toward using Technology lies between -0.006 and

0.396. The existence of social influence in increasing Attitude Toward using Technology has a low influence at the structural level (f-square = 0.049). Based on the test results, Social Influence has no significant effect on Attitude Toward using Technology.

16. Social Influence on Behavioral Intention has a path coefficient value of -0.292 and a p-value of 0.004, which is less than 0.05. In the 95% confidence interval, the effect of social influence on increasing behavioral intention lies between -0.504 and -0.106. However, social influence in increasing behavioral intention has a low effect at the structural level (f-square = 0.049). Based on the test results, Social Influence significantly affects Behavioral Intention.

Based on the test results, some variables have no significant effect, explained as follows:

1. Performance Expectancy, Effort Expectancy and Attitude Toward using Technology have no significant effect on Behavioral Intention.

   In using Google Classroom as a learning medium during field work practice at SMK Negeri 3 Mataram, system performance expectations, where students should feel facilitated in the online learning process, do not affect interest in using Google Classroom. This aligns with previous research (Ahya et al., 2018; Altalhi, 2021) where performance expectancy does not affect behavioral intention. Similarly, prior research (Taqwatika et al., 2019) found that effort expectations did not significantly affect interest in using the learning system because it was still complicated to use. At SMK Negeri 3 Mataram, it was also found that students were still confused in using Google Classroom during field work practice. Additionally, this study found that Attitude Toward Using Technology had no significant effect on Behavioral Intention, as seen in previous research (Ibrahim et al., 2022).
2. Effort Expectancy, Social Influence and Computer Self-Efficacy have no significant effect on Attitude Toward using Technology.
3. This study found that effort expectancy does not significantly affect attitude toward using technology, consistent with Gunawan & Zulkarnain's (2021) research on the acceptance of E-Rapor in Banjarmasin State Junior High School. Social influence on attitude toward using technology in the case of using Google Classroom at SMK Negeri 3 Mataram also has no significant effect, similar to previous research (Mosunmola et al., 2018). Learners' confidence in using computers does not influence the emergence of positive or negative feelings to generate interest or motivation when using Google Classroom as an online learning medium during field work practice, aligning with previous research (Ahya et al., 2018).
4. Behavioral Intention does not have a significant effect on Use Behavior.

   This study found that behavioral intention does not have a significant effect on use behavior. The use of Google Classroom at SMK Negeri 3 Mataram does not positively influence the

frequency or intensity of use in the future, similar to previous research (Ahya et al., 2018) which found that the intention to use e-learning does not affect the frequency of e-learning use among students.

This study also found factors that significantly affect the acceptance of using Google Classroom, explained as follows:

1. Computer Self-Efficacy has a significant effect on Performance Expectancy and Effort Expectancy.

   The computer self-efficacy factor in students at SMK Negeri 3 Mataram has a significant effect on effort expectancy where this can increase acceptance of the use of Google Classroom at SMK Negeri 3 Mataram in line with previous research, namely computer self-efficacy has a significant effect on performance expectancy and effort expectancy (Altalhi, 2021).

2. Effort Expectancy has a significant effect on Performance Expectancy.

   This study found that the use of Google Classroom at SMK Negeri 3 Mataram during the *field work practice* was influenced by the effort expectancy factor on performance expectancy. In line with previous research (Ahya et al., 2018), which found that students perceived ease in using the system can increase the perceived usefulness of information systems to improve their job performance so that the system will be reused.

3. Performance Expectancy has a significant influence on Attitude Toward using Technology.

   Students' perceptions of using Google Classroom can increase their interest in using Google Classroom as a learning media at SMK Negeri 3 Mataram, as well as previous research where performance expectancy affects attitudes towards MOOCs which are one of the learning media(Altalhi, 2021).

4. Social Influence and Facilitating Conditions have a significant influence on Behavioral Intention.

   The social influence factor on facilitating conditions, namely the influence of the device and the environment of students in this study, also significantly affects the acceptance of using Google Classroom, in line with previous research where social influence and facilitating conditions affect behavioral intention (Mosunmola et al., 2018).

5. Facilitating Conditions, Attitude Toward using Technology and Computer Self-Efficacy have a significant influence on Use Behavior.

   The availability of facilities such as devices, internet networks, and attitudes when using the system significantly influence the intensity of using Google Classroom so that it can increase the acceptance of using Google Classroom. In previous studies, it was also found that facilitating conditions and attitude towards using technology have a significant effect on use behavior. The Computer Self-Efficacy factor on Use Behavior in this study also significantly

increases the use of Google Classroom. Rakhmawati et al. (2022) explained that computer self-efficacy is one of the beginnings of system proficiency. Therefore, if there is already a perception of using technology, this will encourage an increase in perceived usefulness, affecting the use of e-learning (Rakhmawati et al., 2022).

Furthermore, discussing the results of the research conducted, SMK Negeri 3 Mataram still has the potential to increase the intensity of using Google Classroom as an online learning medium during fieldwork practice. Teachers can actively invite students to engage in discussions using the Google Classroom feature, namely Discussion/Forum, by asking about the obstacles encountered during fieldwork practice or discussing lessons. The more Google Classroom features that educators and students utilize, the more proficient they will become with the system. In this study, the sample data obtained consists of 160 students from class XII at SMK Negeri 3 Mataram across all disciplines who have completed a questionnaire about their experience using Google Classroom during fieldwork practice. It is hoped that further research can increase the data sample size to account for various factors that may arise. Teachers also need to analyze the use of Google Classroom to better understand the constraints experienced by both teachers and students when using it as a learning medium.

CONCLUSION

Based on the analysis and discussion above, it is evident that the acceptance of Google Classroom at SMK Negeri 3 Mataram, using the UTAUT model, identifies several factors that significantly affect the increased acceptance of Google Classroom as an online learning medium. The factors with a significant effect include: Social Influence on Behavioral Intention; Facilitating Conditions on Behavioral Intention; Facilitating Conditions on Use Behavior; Computer Self-Efficacy on Performance Expectancy; Computer Self-Efficacy on Effort Expectancy; Performance Expectancy on Attitude Toward Using Technology; Effort Expectancy on Performance Expectancy; Attitude Toward Using Technology on Use Behavior; and Computer Self-Efficacy on Use Behavior. Schools can utilize these factors to increase the use of Google Classroom as a learning medium in the future.

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