Eduvest – Journal of Universal Studies
Volume 5 Number 1, January, 2025
p- ISSN 2775-3735- e-ISSN 2775-3727

THE EFFECT OF THE GO-EXPERT APPLICATION ON GANESHA OPERATION STUDENT SATISFACTION

Andy Yusuf Martua
Harapan Bangsa Business School, Indonesia
Email: andy9haan@gmail.com

ABSTRACT

This study aims to analyze the impact of the GO-Expert application on student satisfaction at Ganesha Operation using the Technology Acceptance Model (TAM) approach. The research employed a quantitative descriptive method with a survey design and linear regression analysis. Data were collected through a closed questionnaire filled out by students using the e-learning system. The results indicate that the ease of use of the GO-Expert application positively influences perceived usefulness and attitudes toward its use. Although students recognize the benefits of the application, mandatory usage diminishes their interest in continuing to use the system. Overall, the findings suggest that behavioral attitudes positively affect behavioral intentions, which in turn influence the actual use of the GO-Expert application.

KEYWORDS *technology acceptance model (TAM), student satisfaction, GO-Expert*

INTRODUCTION

E-Learning has become a phenomenon that revolutionizes the world of education in this digital era. Its presence brings various changes and opens up new opportunities in the teaching and learning process. In its development, E-learning has a positive impact on its users, including accessibility, flexibility, interactivity, personalization and efficiency. In accessibility, E-learning provides an opportunity for students to access their learning materials anytime, anywhere, with various electronic devices superti, computers, laptops, tablets, or smartphones. The flexibility of E-learning provides opportunities for students to manage their study time and determine their learning pace. Interactivity in E-learning provides an opportunity for students to increase participation and engagement between students, teachers, and parents in the teaching and learning process (through features such as online chats, interactive quizzes, etc.). Personalization in E-learning allows for more personalized learning tailored to student performance acquisition data and

How to cite: Andy Yusuf Martua. (2025). The Effect of the GO-Expert Application on Ganesha Operation Student Satisfaction. *Journal Eduvest. 5*(1), 1104-1123
E-ISSN: 2775-3727

individual learning styles. Efficiency in E-learning can help save time and money in the teaching and learning process.

E-learning continues to develop rapidly and is predicted to play an increasingly important role in the world of education in the future. New technologies such as artificial intelligence, virtual realityand augmented reality will be increasingly integrated with e-learning to create a more immersive and personalized learning experience. (Web: forbes.com - Growth despite a downturn prediction for the hybrid learning industry).

The development of E-learning also has challenges such as the digital divide, where not all students have access to adequate electronic devices and the internet. The motivation of students to learn through E-learning also varies, requiring discipline to be able to complete their learning optimally. The technological skills of each student and the quality are also diverse, this is also a challenge in the development of E-learning. In addition, the quality of learning materials is very important to ensure their effectiveness, such as it must be good, interesting, and easy to understand by students, and is also directly accompanied by learning evaluations to measure student learning progress and ensure the achievement of learning goals.

Educational institutions in Indonesia, one of the learning institutions are concerned in developing E-learning. During the pandemic, several learning applications were developed, including Ruang Guru, Zenius, Quipper, and Google Classroom. One of the largest learning institutions is Ganesha Operation. Ganesha Operation is a tutoring institution that has been established since May 2, 1984, established by Prof. Dr. Ir. Bob Foster, M.M. Ganesha Operation is present because of the broken link between information in Senior High School (SMA) and the world of State Universities (PTN). At the beginning of its establishment, Ganesha Operation focused on learning to enter State Universities (PTN). Along with its development, Ganesha Operation handles various other learning programs such as preparation for entering official schools, programs for preparation for the National Exam, and many other programs. (Source : https://ganeshaoperation.com)

Figure 1. Learning Journey for Ganesha Operation Students
Source: https://ganeshaoperation.com/

In 2023, Ganesha Operation developed its Learning Application, namely GO-Expert. This is done to adjust to the development of learning in the digital world, and improvements from the previous learning application, GO-Kreasi, which has not had optimal performance to support digital learning. The ratings listed on the Play Store on android devices and the App Store on IOS devices show a review of the quality of the last version of an application from its users. The latest data in the App Store is 1.7/5.0 (299 reviewers) and in the Play Store is 2.1/5.0 (3382 reviewers).

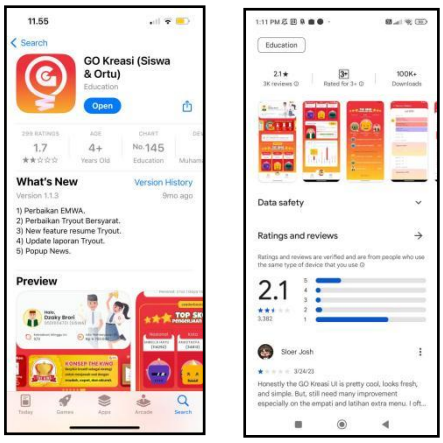

Figure 2. GO-Creation Rating
Source: App Store and Play Store

GO-Expert soft launching in October 2024. is a breakthrough of Ganesha Operation in the development of the Digital Learning concept. There are various menus that support students in learning, such as practice questions (TOBK, Sakti Book, & EMPATI), KBM information, attendance, VAK, SNBT simulation, Tryout Report, and others. The GO Expert application provides flexibility for students to be able to study anywhere and anytime. Here are the interesting features of GO-Expert to help students learn effectively and optimally.

Figure 3. GO-Expert App Menu and Content

Source: : https://ganeshaoperation.com/

The quality and reviews of GO-Expert can be seen from the ratings listed on the Play Store on android devices and the App Store on IOS devices showing reviews of the quality of the last version of an application from its users. Last data in the App Store is 2.3/5.0 (967 reviewers) and in the Play Store is 3.4/5.0 (2235 reviewers).

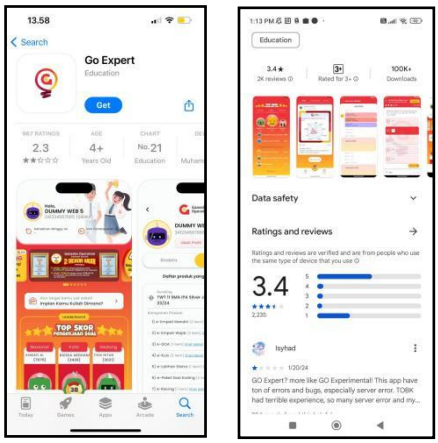

Figure 4. GO-Kreasi Rating
Source: App Store and Play Store

Behind its incredible potential, the GO-Expert app presents a new challenge. Student satisfaction in using the GO-Expert application is something that needs to be analyzed. Many factors affect it, such as the difficulty of using the platform, uninteresting materials, and lack of interaction between teachers and students. Therefore, in-depth research on the effect of using the GO-Expert application on student satisfaction of Ganesha Operation is very important.

To find out the acceptance rate of students in using the application, one of the theories that is quite often used is the Technology Acceptance Model (TAM). The Technology Acceptance Model is a sauté model of technology system acceptance used by students, this model was developed by Davis et al in 1989. TAM has several constructs, where these constructs are Perceived Ease to Use, Perceived Usefulness, Attitude Towards Using Technology, Behavioral Intention to Use, and Actual Technology to Use. (Source: H.Jogiyanto 2007).

RESEARCH METHOD

This study uses a descriptive research method that is carried out quantitatively with a survey design and then statistical analysis is carried out with linear regression. Linear regression is the right statistical technique to test the hypothesis in this study. This technique was used to look at the relationship between the dependent variable (Student Satisfaction) and the independent variable (Ease of

Use, Perceived Usability, Pleasure of Interacting). In this study, SPSS (Statistical Product and Service Solution) and AMOS (Analysis of Moment Structure) tools or tools are used.

Data collection is carried out by a closed questionnaire method that will be filled out by students using an e-learning system. The determination of the answer measurement scale in the questionnaire uses the Likert scale, which is a scale commonly used to measure a person's attitude, opinion, and perception. The answers to each questionnaire item were arranged from very positive to negative gradations (strongly agree, agree, neutral, disagree, and strongly disagree).

After the research questionnaire is made and before being distributed to students, the questionnaire is tested for validity and reliability first to measure the validity or not. Validity and reliability testing was carried out using SPSS 22 software. Validates testing is related to the accuracy of the measuring tools used, while reliability testing is to see the stability of the data used as a research measuring tool. Measuring validates is done by looking at the correlation value of Pearson's Product Moment, if r calculates > r table, it is declared valid. Meanwhile, to measure reliability using the bias alpha coefficient, it is calculated using the Cronbach Alpha statistical test where a construct is declared reliable if the Cronbach Aplha value > 0.7.

The method used to analyze the data is a statistical method using the SPSS application. The data that has been obtained is then processed using the Microsoft Excel program and the SPSS 22 program. Furthermore, data processing and analysis using the SmartPLS application.

RESULT AND DISCUSSION

The questionnaire data collected was 200 pieces. The respondents consisted of Ganesha Operation class XII students who used the GO-Expert application.

Results of *Partial Least Square Analysis*

In line with the purpose of evaluating the model formed in this study, several tests were carried out to test that the latent variables studied were Perceive Ease of Use, Perceived Usefulness, Attitude Toward Using, Behavioral Intention and Actual Behavior consistently and precisely explained by each of the construction indicators. For this reason, 2 stages of testing are carried out, namely the measurement model test (Outer Model) and the structural model test (Inner Model). The data processing technique in this study uses the SEM method based on Partial Least Square (PLS) where the data processing uses the SmartPLS 3.0 program. The purpose of using PLS is to find the optimal predictive linear relationship that exists in the research model.

Measurement Model Test Results (Outer Model)

Outer model analysis defines how each indicator relates to its latent variable. The tests were carried out with the following criteria:

1. Convergent Validity. The convergent validity value is the value of the loading factor on the latent variable with its indicators. The expected value > 0.7.
2. Discriminant Validity. This value is a Cross Loading factor value that is useful for determining whether the construct has an adequate Discriminant,

namely by comparing the loading value on the intended construct must be greater than the loading value with other constructs.

3. Composite Realibility. Data that has a Composite Reality > 0.7 has high reliability.
4. Average Variance Extracted (AVE). The expected AVE value > 0.5.
5. Cronbach Alpha. The reliability test is strengthened with Cronbach Alpha. The expected value > 0.6 for all constructs.

Convergent Validity

In assessing each construct, the construction assessment is seen from convergent validity. Convergent Validity is measured using outer loading and AVE (Average Variance Extracted) parameters. Individual reflexive measures are said to correlate if the value is more than 0.7 with the construct to be measured.

However, for research in the early stages of development, a measurement scale with a loading factor value of 0.5 to 0.6 is considered sufficient (Ghozali and Latan, 2015). The following are the results of the outer model that shows the value of Outer Loading using the SmartPLS 3.0 analysis tool.

Convergent Validity aims to determine the validity of each relationship between an indicator and its construct or latent variable. The Convergent Validity of the measurement model with reflective indicators is assessed based on the correlation between the item score or Component Score and the latent variable score or Construct Score estimated with the SmartPLS program.

Table 1. Outer Loading Test Results – Phase 1

Variable	Indicator	Outter Loading	Criterion	Information
Perceive Ease of Use	PEU.1	0.652	< 0.7	Invalid
	LITTLE.2	0.807	> 0.7	Valid
	LITTLE.3	0.822	> 0.7	Valid
	LITTLE.4	0.791	> 0.7	Valid
	LITTLE.5	0.765	> 0.7	Valid
	LITTLE.6	0.746	> 0.7	Valid
Perceived Usefulness	PU.1	0.803	> 0.7	Valid
	PU.2	0.768	> 0.7	Valid
	PU.3	0.794	> 0.7	Valid
	PU.4	0.795	> 0.7	Valid
	PU.5	0.798	> 0.7	Valid
	PU.6	0.757	> 0.7	Valid
Attitude Toward Using	ATU.1	0.786	> 0.7	Valid
	ATU.2	0.826	> 0.7	Valid
	ATU.3	0.817	> 0.7	Valid
	ATU.4	0.804	> 0.7	Valid
Behavioral Intention	BI.1	0.735	> 0.7	Valid
	BI.2	0.634	< 0.7	Invalid
	BI.3	0.780	> 0.7	Valid
	BI.4	0.714	> 0.7	Valid
	BI.5	0.721	> 0.7	Valid
Actual Behavior	AU.1	0.892	> 0.7	Valid
	AU.2	0.862	> 0.7	Valid

Source: Data processed from questionnaires (2024)

Based on the results of the first calculation, the loading factor value is still smaller than 0.7, namely, PEU.1 and BI.2. So it must be retested by issuing invalid indicators.

Table 2. Outer Loading Test Results

Variable	Indicator	Outter Loading	Criterion	Information
Perceive Ease of Use	LITTLE.2	0.808	> 0.7	Valid
	LITTLE.3	0.833	> 0.7	Valid
	LITTLE.4	0.791	> 0.7	Valid
	LITTLE.5	0.784	> 0.7	Valid
	LITTLE.6	0.750	> 0.7	Valid
Perceived Usefulness	PU.1	0.802	> 0.7	Valid
	PU.2	0.768	> 0.7	Valid
	PU.3	0.794	> 0.7	Valid
	PU.4	0.795	> 0.7	Valid
	PU.5	0.799	> 0.7	Valid
	PU.6	0.757	> 0.7	Valid
Attitude Toward Using	ATU.1	0.786	> 0.7	Valid
	ATU.2	0.826	> 0.7	Valid
	ATU.3	0.817	> 0.7	Valid
	ATU.4	0.804	> 0.7	Valid
Behavioral Intention	BI.1	0.789	> 0.7	Valid
	BI.3	0.771	> 0.7	Valid
	BI.4	0.711	> 0.7	Valid
	BI.5	0.755	> 0.7	Valid

Variable	Indicator	Outter Loading	Criterion	Information
Actual Behavior	**AU.1**	0.892	> 0.7	**Valid**
	AU.2	0.862	> 0.7	**Valid**

Source: Data processed from questionnaires (2024)

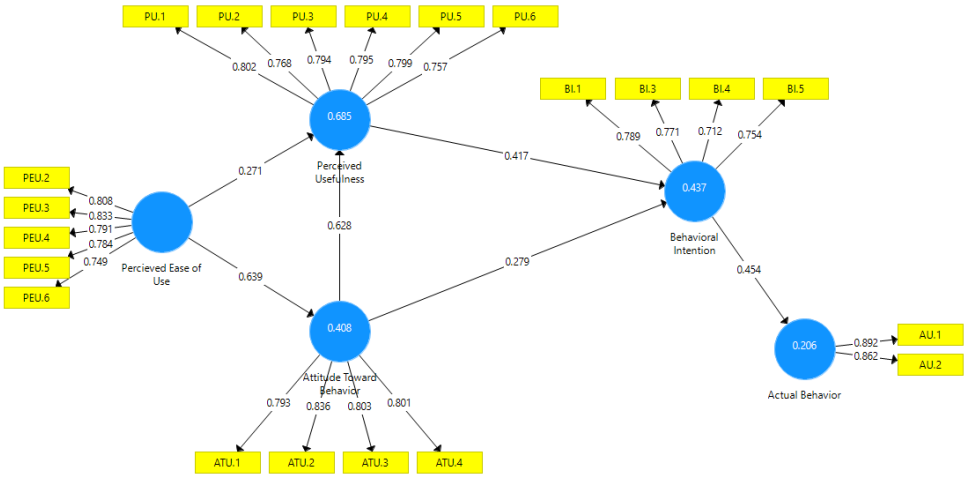

Figure 5. PLS Algorithm Results
Source: Data processed from questionnaires (2024)

Based on Table and Figure, it can be seen that all indicators have a Loading Factor value of more than 0.70. Therefore, the data in this study can be continued to the next test.

Discriminant Validity

Discriminant validity is used to test the validity of a model. The Discriminant Validity value is seen through the Cross Loading value which shows the magnitude of the correlation between the construct and its indicators and indicators of other constructs.

The standard value used for Cross Loading should be greater than 0.7 or by comparing the Square Root Average Variance Extracted (AVE) value of each construct with the correlation between the construct and the other constructs in the model. If the AVE root value of each construct is greater than the correlation value between the construct and other constructs in the model, then it can be said to have a good Discriminant Validity value (Fornel and Larcker, 1981 in Ghozali and Latan, 2013). The results of Cross Loading in the Discriminant Validity analysis can be seen in table 4.13 of the Discriminant Validity test, the reflective indicator can be seen in the Cross Loading between the indicator and its construct. According to Ghozali (2015) An indicator is declared valid or declared to meet Discriminant Validity if the Cross Loading value of the indicator on the variable is the largest compared to other variables, as shown in Table below:

Table 3. Discriminant Validity *Test Results*

	Actual Behavior	Attitude Toward Behavior	Behavioral Intention	Perceived Usefulness	Percieved Ease of Use
ATU.1	0.366	0.786	0.499	0.686	0.518
ATU.2	0.392	0.826	0.476	0.722	0.574
ATU.3	0.282	0.817	0.476	0.579	0.432
ATU.4	0.360	0.804	0.530	0.590	0.529
AU.1	0.892	0.407	0.419	0.454	0.466
AU.2	0.862	0.349	0.374	0.361	0.424
BI.1	0.380	0.547	0.789	0.484	0.504
BI.3	0.303	0.429	0.771	0.482	0.556
BI.4	0.447	0.373	0.711	0.501	0.629
BI.5	0.227	0.502	0.755	0.469	0.594
LITTLE.2	0.333	0.510	0.619	0.472	0.808
LITTLE.3	0.388	0.546	0.640	0.571	0.833
LITTLE.4	0.452	0.457	0.558	0.555	0.791
LITTLE.5	0.429	0.505	0.610	0.552	0.784
LITTLE.6	0.414	0.497	0.551	0.509	0.750
PU.1	0.370	0.671	0.520	0.802	0.522
PU.2	0.325	0.562	0.419	0.768	0.462
PU.3	0.338	0.581	0.506	0.794	0.494
PU.4	0.360	0.598	0.547	0.795	0.567
PU.5	0.375	0.659	0.499	0.799	0.521

PU.6	0.425	0.672	0.513	0.757	0.587

Source: Data processed from questionnaires (2024)

From Table, it can be seen that the correlation of the Perceive Ease of Use construct in each indicator, namely, PEU.2, PEU.3, PEU.4, PEU.5 and PEU.6 is 0.808, 0.833, 0.791, 0.784; and 0.750 respectively higher than the correlation of other construction indicators. Furthermore, the correlation of Perceived Usefulness in each indicator, namely, PU.1, PU.2, PU.3, PU.4, PU.5 and PU.6 respectively is 0.802; 0.768; 0.794; 0.795; 0.799 and 0.757 higher than the correlation of other construction indicators. The correlation of Attitude Toward Using in each indicator of ATU.1, ATU.2, ATU.3 and ATU.4 is respectively 0.786; 0.826; 0.817 and 0.804 higher than the correlation of other construction indicators. The Behavioral Intention correlation in each indicator of BI.1, BI.3, BI.4 and BI.5 is respectively 0.789, 0.771; 0.711 and 0.755 higher than the correlation of other construction indicators. The correlation of Actual Behavior in each indicator of AU.1 and AU.2 is respectively 0.892 and 0.890 higher than the correlation of other construction indicators.

Thus, it can be concluded that all constructs or latent variables already have good discriminant validity, where the indicators in the construction indicator block are higher than the indicators in other blocks.

Discriminant Validity tests can also be performed by looking at the root of the AVE for each construct that must be greater than the correlation with the other constructs, which will be seen from Table of the Fornell-Lacker Criterion.

Table 4. Fornell-Lacker Criterion Test Results

	Actual Behavior	**Attitude Toward Behavior**	**Behavioral Intention**	**Perceived Usefulness**	**Percieved Ease of Use**
Actual Behavior	0.877				
Attitude Toward Behavior	0.433	0.809			
Behavioral Intention	0.453	0.613	0.757		
Perceived Usefulness	0.467	0.797	0.640	0.786	
Percieved Ease of Use	0.508	0.635	0.752	0.672	0.793

Source: Data processed from questionnaires (2024)

Based on the results of the discriminant validity test (Fornell-Lacker Criterion), it can be seen that there are still Fornell-Lacker Criterion values that are

at the bottom of the column and in the left column are larger than the columns in the cross section between variables. Overall, it can be concluded that according to the results of the discriminant validity test (Fornell-Lacker Criterion), the research data model has been included in the good criteria and is worthy of continuing.

Table 5. Testing reults Discriminant Validity (Heterotrait-Monotrait Ratio)

	Actual Behavior	Attitude Toward Behavior	Behavioral Intention	Perceived Usefulness	Percieved Ease of Use
Actual Behavior					
Attitude Toward Behavior	**0.568**				
Behavioral Intention	**0.616**	**0.777**			
Perceived Usefulness	**0.590**	**0.734**	**0.784**		
Percieved Ease of Use	**0.656**	**0.757**	**0.741**	**0.772**	

Source: Data processed from questionnaires (2024)

Next is the discriminant validity test using the Heterotrait-Monotrait Ratio (HTMT) matrix. According to Henseler et al (2016), there is a new criterion for testing Discriminant Validity by looking at the results of the Heterotrait-Monotrait Ratio (HTMT) matrix in PLS. Where it is recommended that the measurement value must be less than 0.85 even though values above 0.85 to a maximum of 0.90 are still considered sufficient. The results of the discriminant validity test showed that the research variables had met the validity requirements, because none exceeded the value of 0.85.

Average Variance Extracted Resuts (AVE)

Another method to see Discriminant Validity is to look at the Square Root of Average Variance Extracted (AVE) value of each construct with the correlation between the construct and other constructs in the model, then it can be said that in this study the AVE value of each construct is above 0.5, so there is no Convergent Validity problem in the tested model so that the construct in this research model has Good Discriminant Validity.

Table 6. Discriminant Validity *(*AVE) test results

Variable	Criterion	Average Variance Extracted (AVE)

Perceived Ease of Use	> 0,5	0.630
Perceived Usefulness	> 0,5	0.618
Attitude Toward Behavior	> 0,5	0.654
Behavioral Intention	> 0,5	0.573
Actual Behavior	> 0,5	0.769

Source: Data processed from questionnaires (2024)

From Table 4.6 above, it can be seen that the Perceive Ease of Use variable has an AVE value (0.630), the Perceived Usefulness variable has an AVE value (0.618) then the Attitude Toward Using variable has an AVE value (0.654), the Behavioral Intention variable has an AVE value (0.573) and finally the Actual Behavior variable with an AVE value of 0.769. Thus, it can be stated that each variable in this study has a good AVE value.

The Cronbach's Alpha test aims to test the reliability of the instrument in a research model or measure the internal consistency and the value must be ≥ 0.60. If all latent variable values have a Composite Reliability value or a cronbach alpha ≥ 0.60, it indicates that the construct has good reliability or the questionnaire used as a tool in this study is reliable and consistent (Ghozali, 2015).

Table 7. Validity *and* Reliability Construct *Test Results*

Variable	Criterion	Cronbach's Alpha
Percieved Ease of Use	> 0,6	0.852
Perceived Usefulness	> 0,6	0.876
Attitude Toward Behavior	> 0,6	0.823
Behavioral Intention	> 0,6	0.752
Actual Behavior	> 0,6	0.701

Source: Data processed from questionnaires (2024)

Based on Table 4.7, it was obtained that all research variables had Cronbach's Alpha values greater than 0.6. So it can be concluded that the data in this study passed the Validity and Reliability Construct tests.

Structural Model Test Results (Inner Model)

Inner model testing is the development of a concept-based and theoretical model in order to analyze the relationship between exogenous and endogenous variables, has been described in a conceptual framework. Inner model analysis is carried out with the aim of ensuring that the structural model built is robust and accurate. Testing of the structural model was carried out by looking at the R-Square

value which is a Goodness - Fit model test. The stages of testing the structural model (Inner model) are carried out with the following steps:

R-Square Determination Coefficient (R2)

The determination coefficient of R-Square (R2) indicates how much the independent variable explains its dependent variable. The R-Square value is zero to one. If the R-Square value is getting closer to one, then the independent variables provide all the information needed to predict the variation of the dependent variable. On the other hand, the smaller the R-Square value, the more limited the ability of independent variables to explain the variation of dependent variables. The R-Square value has a disadvantage, namely the R-Square value will increase every time there is an addition of one independent variable even though the independent variable does not have a significant effect on the dependent variable. Based on the data processing that has been carried out, the R-Square value is obtained as follows:

Table 8. R-Square Test Results

		R Square	R Square Adjusted
Model Structural 1	**Perceive Ease of Use; Attitude Toward Using → Perceived Usefulness**	0.681	0.678
Model Structural 2	**Perceive Ease of Use → Attitude Toward Using**	0.403	0.401
Model Structural 3	**Perceived Usefulness; Attitude Toward Using → Behavior Intention**	0.438	0.434
Model Structural 4	**Behavior Intention → Actual Behavior**	0.206	0.202

Source: Data processed from questionnaires (2024)

Based on the results of the R-Square test in table 4.8 of the Structural Model 1, it indicates that the model in the Perceived Usefulness variable can be said to be strong because it has a value in the range of 0.600 – 0.800. The Perceived Usefulness research model has an R-square value of 0.681 or 68.1%, meaning that Perceived Usefulness can be explained by Perceive Ease of Use and Attitude Toward Using while 21.9% can be influenced by other variables that are not studied.

Furthermore, the results of the R-Square test in table 4.8 of the Structural Model 2 showed that the model in the Attitude Toward Using variable can be said to be moderate because it has a value in the range of 0.400 – 0.600. Attitude Toward Using produced an R-square value of 0.403 or 40.3%, meaning that Attitude

Toward Using could be explained by Perceive Ease of Use, while 59.7% could be influenced by other variables that were not studied.

Furthermore, the results of the R-Square test in table 4.8 of the Structural Model 3 obtained the result that the model in the Behavior Intention variable can be said to be moderate because it has a value in the range of 0.400 – 0.600. Behavior Intention produces an R-square value of 0.438 or 43.8%, meaning that Behavior Intention can be explained by Perceived Usefulness and Attitude Toward Using, while 59.7% can be influenced by other variables that are not studied.

Finally, the results of the R-Square test in table 4.8 of the Structural Model 4 showed that the model in the Actual Behavior variable can be said to be weak because it has a value in the range of 0.200 – 0.400. Actual Behavior produces an R-square value of 0.206 or 20.6%, meaning that Actual Behavior can be explained by Behavior Intention, while 79.4% can be influenced by other variables that are not studied.

F-Square Coefficient of Determination (f2)

F-Square (Effect Size) is a measure used to assess the relative impact of an influencing variable (exogenous) on the affected variable (endogenous). The F-Square value of the model is used to determine the magnitude of the effect size of the endogenous latent variable on the exogenous latent variable. If the F-Square value is above or equal to 0.35, it can be interpreted that the latent variable predictor has a strong influence, if the value is in the range of 0.15 – 0.35 it has a moderate influence and if the value is in the range of 0.02 – 0.15 it has a weak influence (Ghozali, 2014).

Table 9. F-Square Test Results

	Model Structural 1		**Model Structural 2**		**Model Structural 3**		**Model Structural 4**	
	Perceived Usefulness	**Criterion**	**Attitude Toward Behavior**	**Criterion**	**Behavioral Intention**	**Criterion**	**Actual Behavior**	**Criterion**
Perceive Ease of Use	0.144	**Lemah**	**0.676**	**Strong**				
Perceived Usefulness					0.112	**Lemah**		
Attitude Toward Using	**0.720**	**Strong**			0.051	**Lemah**		

Behavioral Intention		**0.259**	**Keep**

Source: Data processed from questionnaires (2024)

Q-Square Determination Coefficient (Q2)

Prediction relevance (Q-square) or known as Stone-Geisser's. This test was carried out to determine the prediction capability with the blindfolding procedure. If the value obtained is 0.02 (small), 0.15 (medium) and 0.35 (large). A Q-square value greater than 0 (zero) indicates that the model has predictive relevance, while a Q-square value of less than 0 (zero) indicates that the model lacks predictive relevance. However, if the calculation results show that the Q-square value is more than 0 (zero), then the model is worth saying to have a relevant predictive value.

Table 10. Q-Square Test Results

		SSO	SSE	Q^2 (=1-SSE/SSO)	Criterion
Model Structural 1	**Perceived Usefulness**	1488.000	870.247	0.415	Big
Model Structural 2	**Attitude Toward Attitude**	992.000	734.775	0.259	Keep
Model Structural 3	**Behavior Intention**	992.000	749.884	0.244	Keep
Model Structural 4	**Actual Behavior**	496.000	421.254	0.151	Keep

Source: Data processed from questionnaires (2024)

Based on Table 4.10, the results of the Construct Crossvalidated Redundancy test show the test results of Q2 = 0.415 on the Perceived Usefulness variable, Q2 value = 0.259 on the Attitude Toward Attitude variable, Q2 value = 0.244 on the Behavior Intention variable and Q2 value = 0.151 on the Actual Behavior variable. The calculation results show that the prediction of relevance values > 0 in the three structural models in the study, so that the model can be said to be feasible and has relevant prediction values.

Hypothesis Test Results

The next test is to see the significance of the influence between variables by looking at the value of the parameter coefficient and the value of t-statistical significance, namely through the bootstrapping method (Ghozali & Latan, 2015).

The significance test is based on the bootstrapping error standard as the basis for calculating the t and p values on the path coefficient.

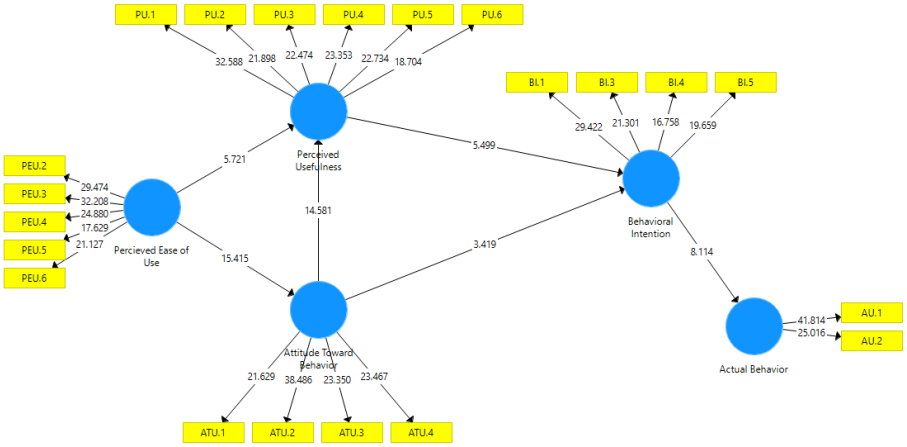

Figure 6. Bootstrapping Test Results

Table 11. Hypothesis Test Results

No	Hypothesis	Original Sample	Standard Deviation	t-statistics	t-table	Mr.	Results
1	Percieved Ease of Use → Perceived Usefulness	0,278	0,050	5,588	1,969	0,000	H1 accepted
2	Attitude Toward Using → Perceived Usefulness	0,620	0,045	13,737	1,969	0,000	H1 accepted
3	Percieved Ease of Use → Attitude Toward Using	0,635	0,042	15,156	1,969	0,000	H1 accepted
4	Perceived Usefulness → Behavior Intention	0,416	0,076	5,493	1,969	0,000	H1 accepted

No	Hypothesis	Original Sample	Standard Deviation	t-statistics	t-table	Mr.	Results
5	Attitude Toward Using → Behavior Intention	0,281	0,083	3,390	1,969	0,001	H1 accepted
6	Behavior Intention → Actual Behavior	0,453	0,056	8,042	1,969	0,000	H1 accepted

Source: Data processed from questionnaires (2024)

Influence Perceive Ease of Use terhadap Perceived Usefulness

Based on Table 4.11 and Figure 4.2 above, it shows that the influence of Perceive Ease of Use on Perceived Usefulness is significant with a t-statistic value of 3.390 (>1.969; t-table2,0.05,248). The original sample estimate value was positive, which was 0.278, which showed that the direction of the relationship between Perceive Ease of Use and Perceived Usefulness was positive. So in the H1 hypothesis in this study, it can be concluded that Perceive Ease of Use has a positive and significant effect on Perceived Usefulness is accepted.

Influence Attitude Toward Using terhadap Perceived Usefulness

Based on Table 4.11 and Figure 4.2 above, it shows that the influence of Attitude Toward Using on Perceived Usefulness is significant with a t-statistic value of 13.737 (>1.969; t-table2,0.05,248). The original sample estimate value was positive, which was 0.620, which showed that the direction of the relationship between Attitude Toward Using and Perceived Usefulness was positive. So in the H1 hypothesis in this study, it can be concluded that Attitude Toward Using has a positive and significant effect on Perceived Usefulness is accepted.

Influence Attitude Toward Using terhadap Information Usefulness

Based on Table 4.11 and Figure 4.2 above, it shows that the effect of Perceived Ease of Use on Attitude Toward Using is significant with a t-statistic value of 15.156 (>1.969; t-table2.0.05.248). The original sample estimate value is positive, which is 0.635, which shows that the direction of the relationship between Perceived Ease of Use and Attitude Toward Using is positive. So in the H1 hypothesis in this study, it can be concluded that Perceived Ease of Use has a positive and significant effect on Attitude Toward Using is accepted.

The Effect of Perceived Usefulness on Behavior Intention

Based on Table 4.11 and Figure 4.2 above, it shows that the influence of Perceived Usefulness on Behavior Intention is significant with a t-statistical value of 5.493 (>1.969; t-table2,0.05,248). The original sample estimate value is positive, which is 0.416 which shows that the direction of the relationship between Perceived Usefulness and Behavior Intention is positive. So in the H1 hypothesis in this study, it can be concluded that Perceived Usefulness has a positive and significant effect on Behavior Intention is accepted.

The Effect of Attitude Toward Using on Behavior Intention

Based on Table 4.11 and Figure 4.2 above, it shows that the influence of Attitude Toward Using on Behavior Intention is significant with a t-statistic value of 3,390 (>1,990; t-table2,0.05,248). The original sample estimate value was positive, which was 0.281 which showed that the direction of the relationship between Attitude Toward Using and Behavior Intention was positive. So in the H1 hypothesis in this study, it can be concluded that Information Usefulness has a positive and significant effect on Information Adoption is accepted.

The Effect of Information Adoption on Actual Behavior

Based on Table 4.11 and Figure 4.2 above, it shows that the influence of Information Adoption on Actual Behavior is significant with a t-statistic value of 8.042 (>1.990; t-table2,0.05,248). The original sample estimate value is positive, which is 0.453 which shows that the direction of the relationship between Information Adoption and Actual Behavior is positive. So in the H1 hypothesis in this study, it can be concluded that Information Adoption has a positive and significant effect on Actual Behavior is accepted.

CONCLUSION

Of the six hypotheses submitted, six hypotheses were declared accepted (H1,H2, H3,H4, H5, and H6). Although students have understood and felt the benefits of the GO-Expert application, it does not affect their interest in using the system. This can happen because even though students feel that the use of the GO-Expert application will help them in completing all the material in preparation for entering the destination university, but because the use of the GO-Expert application is mandatory, they do not have any interest in continuing to use it.

The results of the study show that ease of use has a positive effect on public perception, perception of benefits and attitudes of use, It shows that if users of the Go-Expert application feel that the system is easy to use, it will provide benefits for students and affect the acceptance of the GO-Expert application. Students will likely have the intention to continue utilizing the system if the Go-Expert app meets their needs efficiently. The attitude of sender behavior has a positive effect on behavioral intentions. Furthermore, the results of the study showed that the results of behavior had a positive effect on real use, the use of the GO-Expert application is a must for the Ganesha Operation so that it affects the real use of the system as shown by the frequency of accessing the GO-Expert application.

REFERENCES

Agustina, Riska, Paulus I. Santosa and Ridi Ferdian. "History, Challenges, and Success Factors in E-learning Development.", accessed March 22, 2024. https://is.its.ac.id/pubs/oajis/index.php.

Akhiruddin, Sujarwo, Haryanto, and Nurhikmah. Learning and Learning. Gowa: CV Cahaya Bintang Cemerlang, 2019.

Allen, Mike, Rayond W. Preiss, Barbara Mae Gyle, dan Nancy Burrel. Interpersonal Communication Research Advance Trough Meta-Analysis. London: Lawrance Erlbaum Associaties Publisher, 2012.

Andria and Reza Kusuma Setyaningsih. Implementation of Web-based E-learning

and Android Applications in Education. Madiun: UNIPMA PRESS, 2019.

Anggraeni, Desak Made, and Ferdinandus Bale Sole. E-Learning Moodle, 21st Century Physics Learning Media." Journal of Research and Assessment of Educational Sciences: e-Sainsika Vol. 1, No. 2, 2018.

BPS. "Internet Use Among Students Is Increasing.", accessed March 30, 2024. www.bps.go.id.

Cohen, Louis, Lawrence Manion, dan Keith Morrison. Research Methods in Education. Sixth Edition. New York: Routledge, 2018.

Djamaluddin, Adhar, and Wardana. Learning and Learning 4 Pillars of Pedagogical Competency Improvement. South Sulawesi: CV Kaffah Learning Center, 2019.

Farisyi, Salman Al, dan Sri Hastuti Noer. "A Meta-Analysis: Utilizion of ELearning Interactive Media In Improving The Quality of Mathematical Learning." European Union Digital Liblary, ICOPE, 2020.

Fitriani, Rini Siski, Tari Okta Puspitasari, and Defri Melisa. "Description of Students' Attitudes in the Fun of Learning Physics and Interest in Increasing Physics Learning Time at SMAN Batanghari." Journal of Physical Sciences and its Learning Vol. 4, No. 1, 2020.