

Assessing the Impact of Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions on Technology Adoption in Educational Institutions

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ABSTRACT

This study looks into the elements that influence the behavioral intention and user behavior regarding the Integrated Software System of Christian Education Foundation X among employees, teachers, and school leaders. The application of Structural Equation Modeling (SEM) in conjunction with a Partial Least Squares (PLS) methodology, we analyze the impact of various constructs, including Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions, on Behavioral Intention and User Behavior. The findings demonstrate that Performance Expectancy substantially improves Behavioral Intention, although Facilitating Conditions also considerably contribute to user engagement. Conversely, Effort Expectancy and Social Influence did not show significant effects on Behavioral Intention, suggesting that ease of use and peer influence may require further investigation to improve their impact. These findings underscore the importance of emphasizing performance benefits and providing organizational support to facilitate technology adoption in educational contexts. Practical implications for management strategies are discussed, along with recommendations for enhancing user experience and future research directions.

1. INTRODUCTION

In the current digital age, the integration of technology into organizational systems has become indispensable, particularly in the education sector. Educational institutions are increasingly adopting various forms of technology to enhance operational efficiency, improve administrative processes, and support academic activities. One such initiative is the implementation of integrated software systems designed to streamline management and communication within schools. However, the success of these technological adoptions largely depends on how well they are accepted and utilized by the users—teachers, staff, and administrators. Without adequate acceptance and usage, the potential benefits of the systems might not be fully realized (Alghamdi & Holland, 2020).

The Unified Theory of Acceptance and Use of Technology (UTAUT2), created by (Venkatesh et al., 2012), is a widely recognized framework for studying technology acceptance and usage. The application of this theory has been made in a variety of sectors in order to investigate the elements that influence the behavioural intention of humans to adopt new technologies. Among the important characteristics that are incorporated into UTAUT2 are performance expectancy, effort expectancy, social influence, and facilitating conditions. These factors directly affect how users plan to behave and how they actually use the system. These things are very important for getting people to use and keep using technology, especially when the technology is new or hard to understand.

In the context of Yayasan Pendidikan Kristen X, a Christian Education Foundation in Bandung, an integrated software system has been developed and introduced to improve the administration, communication, and management within the foundation's schools. However, it has been hard for workers, teachers, and school principals to accept and use this system appropriately. It is important to know what makes them want to accept and use this software in order for the implementation to go smoothly.

The UTAUT2 model is used in this study to look into the things that made Yayasan Pendidikan Kristen X decide to use a combined software system. The study specifically looks at how performance expectations, effort expectations, social impact, and facilitating conditions affect users' plans to behave and how they actually behave. In addition, it looks at how behavioral purpose affects the connection between these factors and how users actually act. By looking into these connections, this study hopes to give information that can help more people adopt and use the integrated software system, which will eventually make the foundation's operations and teaching more effective.

The primary focus of this research is to address key issues surrounding the adoption and usage of the integrated software system at Yayasan Pendidikan Kristen X. The following study questions have been made based on the background information and the problem that was identified:

1. How does performance expectancy influence the behavioral intention of employees, teachers, and school principals in using the integrated software system at Yayasan Pendidikan Kristen X?
2. How does effort expectancy affect their behavioral intention of employees, teachers, and school principals in using the integrated software system at Yayasan Pendidikan Kristen X?
3. How does social influence impact the behavioral intention of employees, teachers, and school principals in using the integrated software system at Yayasan Pendidikan Kristen X?
4. How do facilitating conditions affect the behavioral intention of employees, teachers, and school principals in using the integrated software system at Yayasan Pendidikan Kristen X?
5. How do performance expectancy, effort expectancy, social influence, and facilitating conditions influence actual user behavior, with behavioral intention as a mediating factor?

By reaching these goals, the study hopes to add to our knowledge of how technology is accepted in schools, both theoretically and practically. It will focus on the factors that affect the acceptance of integrated software systems. It is hoped that this study will add a lot to the body of general knowledge about how people accept and use technology, especially in schools. By using the UTAUT2 model on Yayasan Pendidikan Kristen X, the study adds to our knowledge of how different factors like performance expectation, effort expectation, social influence, and facilitating conditions affect both users' intentions to behave and their real actions. The UTAUT2 model will also be used in more situations because this study looks at the role of behavioral purpose as a mediator in educational settings.

The study results can help Yayasan Pendidikan Kristen X and other similar schools by giving them useful information they can use. The results will help management come up with better ways to get more people to accept and use the combined software system. By understanding the key factors influencing adoption, the institution can develop targeted interventions such as tailored training programs, enhanced technical support, and organizational initiatives that promote a supportive culture for technology adoption. Furthermore, the study can provide guidance for future policy development in educational technology implementation, ensuring that systems like the integrated software are fully utilized to improve school operations and the quality of education.

This part gives a full summary of the relevant literature that looks at the main factors that affect how the "Sistem Terpadu Software Yayasan Pendidikan Kristen X" is adopted and used in a school setting. The Unified Theory of Acceptance and Use of Technology (UTAUT) model is used to base the study. This model is the main way to understand how people accept and use technology.

Unified Theory of Acceptance and Use of Technology (UTAUT)

The UTAUT model, created by Venkatesh et al. (2003), combines several ideas about how people accept new technologies. It provides a complete framework for figuring out how likely it is that people will adopt new technologies in different situations. The model is made up of four main factors that affect behavior: performance expectation, effort expectation, social influence, and facilitating conditions. These are affected by gender, age, experience, and the person's choice to use the model. Many different types of businesses have used this model to figure out how to get people to use new technologies, like educational apps in schools.

In the context of this study, the UTAUT model is particularly relevant, as it provides a clear structure for analyzing how teachers and administrative staff at Yayasan Pendidikan Kristen X might adopt the integrated software system. By examining the influence of these four constructs, the model helps identify key drivers of user intention and behavior, offering a basis for predicting the success of the software implementation. The review of UTAUT-based research reveals that this model has consistently proven effective in explaining the factors that shape both initial acceptance and long-term use of technology in educational settings.

Performance Expectancy (PE)

Performance Expectancy (PE) is what people think the benefits will be of using new technology. In educational institutions, this could relate to improvements in administrative efficiency, enhanced communication, or better teaching outcomes. Research consistently shows that PE is a strong predictor of technology adoption, particularly when users believe that the system will improve their work performance. In the context of the "Sistem Terpadu Software Yayasan Pendidikan Kristen X," PE is critical, as staff members need to perceive the software as a tool that can enhance productivity and streamline workflows.

The literature highlights that systems designed with clear performance benefits are more likely to be adopted by users. When technology directly aligns with job-related tasks and improves operational efficiency, users are more inclined to adopt and integrate it into their daily routines. Research by Venkatesh et al., (2012) and Asyari et al., (2022) stress how important it is to connect technology features with user expectations to maximize performance outcomes. This alignment can drive the perceived value of the technology, thereby increasing the likelihood of its acceptance and continued use.

Effort Expectancy (EE)

Effort Expectancy (EE) is a measure of how easy someone thinks a device is to use. In the educational context, ease of use is crucial for adoption, as many users may not be technologically savvy or have the time for extensive training. Research by Davis, (1989) and Asyari et al., (2022) showing that people are more likely to use a tool if they think it is simple to learn and use. This is especially important for educators and administrative staff who may face constraints related to time and resources, making a user-friendly interface essential for widespread adoption.

The significance of EE becomes even more pronounced in educational environments where technology adoption can be hindered by complex systems or steep learning curves. As such, the "Sistem Terpadu Software Yayasan Pendidikan Kristen X" must be designed with simplicity and user experience in mind to ensure that users can quickly navigate the system without requiring extensive technical support. Studies have demonstrated that systems perceived as intuitive and easy to operate not only see higher adoption rates but also foster sustained use over time, thus reinforcing the importance of EE in technology acceptance models.

Social Influence (SI)

Social Influence (SI) measures how much people feel pressured to use a certain tool by important people in their lives, like coworkers, bosses, or peers. In schools, how people feel about adopting new technology is strongly affected by how their friends or higher-ups feel about it.. Research has shown that when key stakeholders in an organization actively support or mandate the use of technology, it can positively influence individual user behavior. In the case of the "Sistem Terpadu Software Yayasan Pendidikan Kristen X," SI could come from school leadership, encouraging teachers and staff to engage with the software as part of broader institutional goals.

Additionally, social support within the organization can significantly impact the adoption process. Teachers and staff members who perceive a collective endorsement of the system may feel more inclined to engage with the technology. Research by Oktavianita, (2021) and Timbula & Marvadi, (2023) showing that people are more likely to use technology if they see their friends using it or if important people in the organization encourage them to do so. This social validation provides users with the confidence needed to experiment with and ultimately adopt new systems.

Facilitating Conditions (FC)

The organizational and technical framework that makes it possible to use technology is called facilitating conditions (FC). For schools, this means having access to tools like training, technical support, and the right hardware and software. People are more likely to use technology if they think they have the tools and help they need to do it well, according to research. Shah et al., (2021) argue that an organization's ability to provide adequate training and troubleshooting resources significantly influences the long-term success of technology adoption initiatives.

Moreover, facilitating conditions (FC) encompasses the availability of resources and the presence of a conducive environment for the technology's use. If users perceive the infrastructure as insufficient or lacking in support mechanisms, their likelihood of adopting the technology decreases. In the case of the "Sistem Terpadu Software Yayasan Pendidikan Kristen X," providing comprehensive training and technical assistance is critical to ensuring smooth integration. Previous studies have emphasized that the absence of these conditions can result in technology underutilization or failure, even if the technology itself is well-designed and aligns with user needs.

Behavioral Intention (BI)

When a user says they want to use a certain tool in the future, that's called behavioral intention (BI). BI can directly predict how people will actually use technology, which makes it a key variable in knowing how people adopt new technologies. Studies by Venkatesh, (2000) and Asyari et al., (2022) Ensure that the more a person wants to use a system, the more likely it is that they will use it in their daily lives. For the "Sistem Terpadu Software Yayasan Pendidikan Kristen X," understanding the factors that shape BI is essential to designing strategies that encourage adoption among teachers and administrative staff.

A range of factors, such as perceived usefulness, ease of use, social influence, and facilitating conditions, influence BI. The intention to use a system is closely linked to the user's overall perception of how the technology aligns with their work processes. A lot of research has shown that people are more likely to want to use technology if they think it will make their work easier and if it doesn't present too many problems. By making people like the software, the chances of them continuing to use it go up (Adirineko et al., 2020).

User Behavior (UB)

User Behavior (UB) refers to the actual use of the technology, reflecting how often and for what purposes the system is used by individuals within an organization. UB is often the result of BI, though actual use may be influenced by factors such as technical difficulties, organizational policies, or changes in user needs. Research by Ambarwati et al., (2020) and Venkatesh et al., (2003) emphasizes that while intention is a strong predictor of use, external factors such as organizational support, ease of access, and infrastructure also play critical roles in shaping user behavior.

In educational settings, understanding UB is crucial to evaluating the success of technology implementation. By tracking user engagement and identifying patterns of use, institutions can pinpoint areas where additional support or training may be needed. Monitoring UB also allows administrators to assess the effectiveness of the technology in achieving desired outcomes, such as increased efficiency, improved communication, or enhanced teaching capabilities. In the case of the "Sistem Terpadu Software Yayasan Pendidikan Kristen X," assessing UB will provide insights into the system's overall impact on institutional operations and user satisfaction (Ambarwati et al., 2020).

With the UTAUT framework as a guide, this literature review looked at the main factors that affect people's decisions to accept and use technology. Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions are the four main parts of the model. Each one has a big impact on Behavioral Intention and User Behavior. The review shows that putting technology to good use in schools rests on more than just how the technology is made. It also needs to be accompanied by the right help, training, and social approval (Alam et al., 2021; Mahande & Malago, 2019; Timbula & Marvadi, 2023).

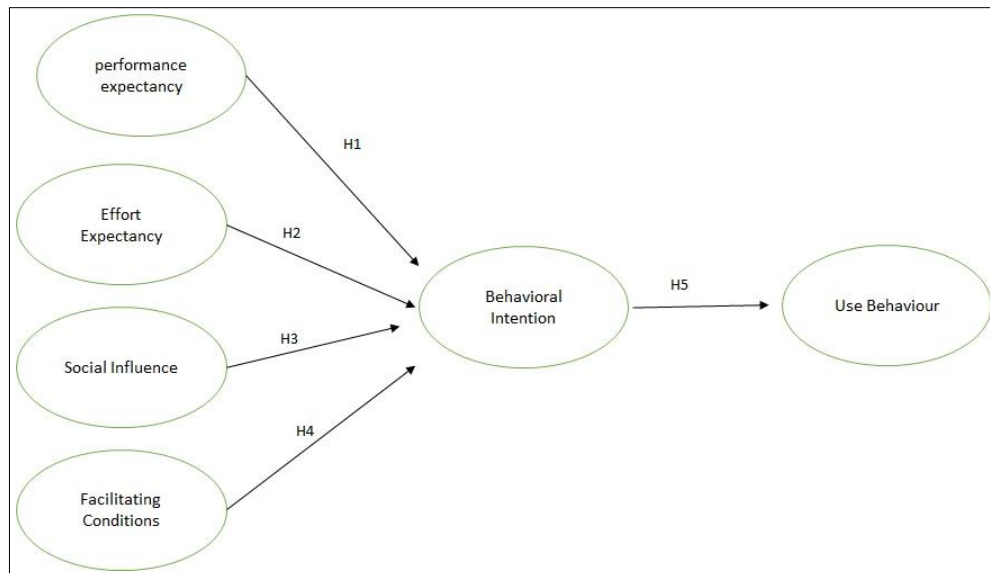


Fig. 1. Research construct

By understanding these factors, educational institutions like Yayasan Pendidikan Kristen X can better prepare for the successful integration of new technologies. Through the UTAUT framework, we can look at all of the problems and chances that come with adopting new technologies. This gives us useful information for future study and real-world use.

2. METHOD

The population of this research comprises all employees of the Christian Education Foundation X Bandung, totaling 1,096 individuals. This foundation operates 30 schools across nine locations in Bandung, providing a diverse array of educational programs, including regular, bilingual, and international curricula from kindergarten through senior high school. The population includes various employee groups with distinct roles and responsibilities, incorporating both organic and outsourced personnel. In contrast, outsourced employees are hired through third-party agencies or outsourcing firms, contributing to the foundation's operational structure.

To ensure representativeness and mitigate bias, the sample will be drawn using a simple random sampling method from the identified population. We chose this method so that everyone in the population has an equal chance of being chosen as a respondent. This way, the results can show how different employee groups using the "Integrated Software System of the Christian Education Foundation X" felt and what they had to say. This methodological approach enhances the reliability of the findings, as it captures a broad spectrum of employee insights.

The total population and a desirable error rate will be used to figure out the sample size, ensuring proportional representation among the various groups, including Heads of Schools, Deputy Heads of Schools, Structural Secretariat Staff, Foundation Managers, and other employees, both organic and outsourced (Creswell & Creswell, 2018). A total of 177 respondents participated in the survey, selected through a stratified random sampling method. This approach ensures representation across different demographic categories, enhancing the reliability and validity of the findings.

Table 1. Demographic Characteristics of Respondents

Demographic Characteristic	Category	Frequency	Percentage (%)
Gender	Male	67	37.8
	Female	110	62.2
Age	< 17	0	0.0
	17-25	6	3.4
	26-35	35	19.8
	36-45	68	38.4
	46-55	56	31.6
	> 56	12	6.8
Education Level	High School	4	2.3
	Diploma (D3)	6	3.4
	Bachelor D4/S1)	133	75.1
	Master's (S2)	34	19.3
	Doctorate (S3)	0	0.0
Location	Banda	44	24.9
	Pasirkaliki	32	18.1
	Holis	19	10.7
	Guntur	15	8.5
	Kota Baru Parahyangan	8	4.5
	Cibeureum	13	7.3
	Singgasana	10	5.6
	Sudirman Kota	11	6.2
	Sudirman Batas Kota	5	2.8
	Others	20	11.3
Job Position	Head of School	19	10.7
	Deputy Head of School	10	5.6
	Organic Staff	47	26.5
	Foundation Manager	8	4.5
	Outsourcing Staff	39	22.0
	Educators	54	30.5

The demographics of the respondents show that the group is representative of the Christian Education Foundation X Bandung as a whole.. In terms of gender, most of the responses (62.2%) are women and only 37.8% are men. This gender distribution is crucial as it reflects the varied perspectives and experiences of both male and female employees within the organization. The age distribution indicates a predominance of respondents aged 36-45 (38.4%), followed by those aged 46-55 (31.6%). Notably, there were no respondents under 17, highlighting that the survey targeted adult employees, likely contributing to the maturity and professionalism of the insights gathered. The educational background shows that a substantial majority hold Bachelor's degree (75.1%), followed by Master's degrees (19.3%), indicating a highly qualified workforce that may impact their engagement with the "Integrated Software System."

Additionally, the location of the respondents reflects the geographical diversity of the foundation's operations, with the largest group from Banda (24.9%) and smaller representations from various other localities, ensuring that the perspectives captured are not limited to a single area. When

examining job positions, Organic Staff represent 26.5% of the respondents, while Educators make up 30.5%. This distribution highlights the inclusion of different roles within the organization, from leadership positions like Head of School and Deputy Head of School to foundational and outsourced roles, ensuring a comprehensive view of user behavior regarding the Integrated Software System. Such a diverse demographic mix is essential for understanding the dynamics of system usage across different levels of the organization and helps with the study of how demographic factors might affect how well and how widely educational tools are used.

3. RESULT AND DISCUSSION

Results

This part shows the outcomes of the study that was done on the Integrated Software System for the Christian Education Foundation X. We used Structural Equation Modeling (SEM) with Partial Least Squares (PLS) to look at the connections between different ideas, such as Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Behavioral Intention (BI), and User Behavior (UB). The results give us information about what makes people act the way they do when it comes to using technology in schools.

Table 2. Run Indicator Pls Algorithm

Variables	Indicator	score	CR	AVE
<i>Performance Expectancy</i>	PE1	0,861	0,937	0,788
	PE2	0,917		
	PE3	0,908		
	PE4	0,863		
<i>Effort Expectancy (EE)</i>	EE1	0,749	0,907	0,705
	EE2	0,869		
	EE3	0,875		
	EE4	0,859		
<i>Social Influence (SI)</i>	SI1	0,773	0,888	0,666
	SI2	0,787		
	SI3	0,872		
	SI	0,829		
<i>Facilitating Conditions (FC)</i>	FC1	0,793	0,836	0,614
	FC2	0,830		
	FC3	0,653		
	FC4	0,843		
<i>Behavioral Intention (BI)</i>	BI1	0,916	0,950	0,836
	BI2	0,932		
	BI3	0,939		
<i>User Behavior (UB)</i>	UB1	0,764	0,868	0,632
	UB2	0,865		
	UB3	0,791		
	UB4	0,732		

Table 2 presents the results of the PLS algorithm, which assesses the indicators of the various constructs involved in the study. Each construct is evaluated based on the loading values of its respective indicators, as well as the Composite Reliability (CR) and Average Variance Extracted (AVE) metrics. For Performance Expectancy (PE), the indicators (PE1 to PE4) show loading values ranging from 0.861 to 0.917, indicating that these items are highly correlated with the underlying construct. The CR of 0.937 and AVE of 0.788 further confirm the reliability and convergent validity of this construct, suggesting that it effectively captures the concept of performance expectancy. Similar patterns are observed across other constructs. For example, Effort Expectancy (EE) indicators (EE1 to EE4) also demonstrate strong loadings (0.749 to 0.875), with a CR of 0.907 and an AVE of 0.705, indicating good reliability and validity.

Moreover, the remaining constructs—Social Influence (SI), Facilitating Conditions (FC), Behavioral Intention (BI), and User Behavior (UB)—exhibit comparable results, with loading values above the acceptable threshold of 0.70, which signifies a strong relationship between the indicators and their respective constructs. Specifically, the Social Influence indicators (SI1 to SI4) have loadings from 0.773 to 0.872, with a CR of 0.888 and an AVE of 0.666. While the Facilitating Conditions construct shows slightly lower loading for FC3 (0.653), it maintains an adequate CR of 0.836 and an AVE of 0.614. Behavioral Intention demonstrates exceptional reliability, with CR and AVE values of 0.950 and 0.836, respectively, confirming its robustness as a determinant of user behavior. Lastly, the User Behavior construct, with loadings ranging from 0.732 to 0.865, has a CR of 0.868 and an AVE of 0.632, supporting its role in the model. The overall validity and reliability of the constructs used in this study are supported by these results. This gives us a solid base for understanding what makes people use technology in the classroom.

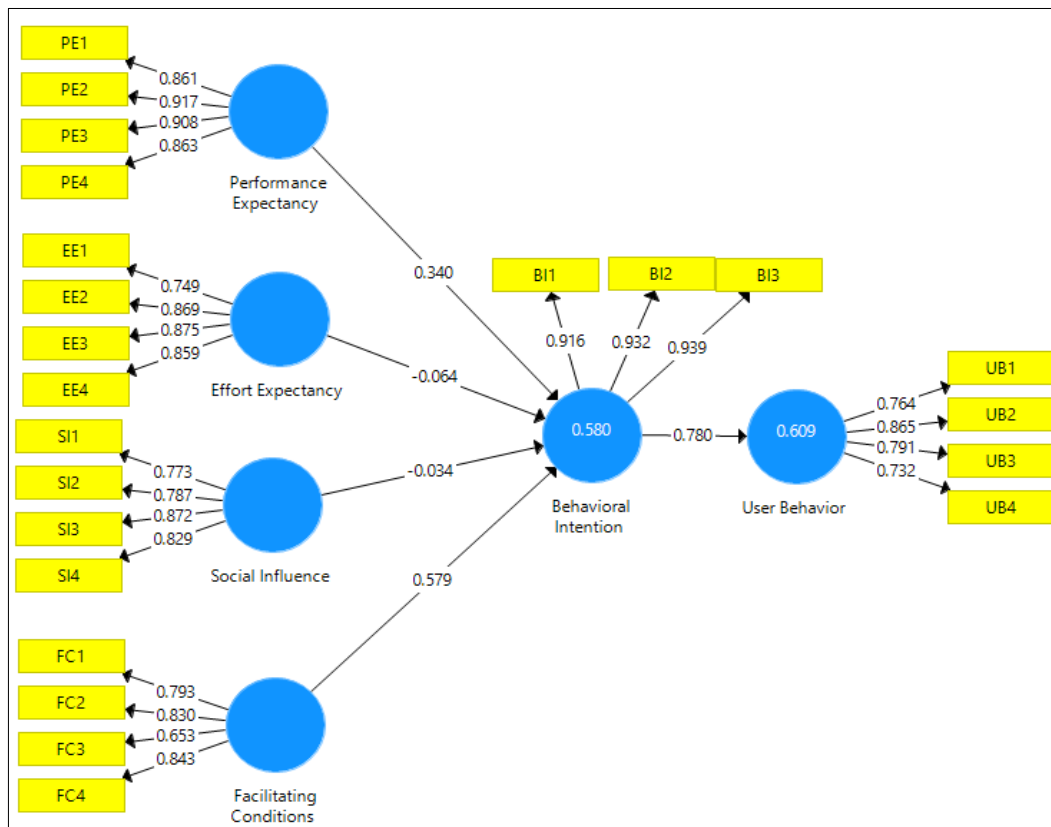


Fig.2. Output PLS Algorithm

Table 3 Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Behavioral Intention -> User Behavior	0,780	0,785	0,034	22,759	0,000
Effort Expectancy -> Behavioral Intention	-0,064	-0,055	0,088	0,733	0,464
Facilitating Conditions -> Behavioral Intention	0,579	0,577	0,098	5,915	0,000
Performance Expectancy -> Behavioral Intention	0,340	0,332	0,079	4,314	0,000
Social Influence -> Behavioral Intention	-0,034	-0,029	0,071	0,481	0,630

The path coefficients from the structural equation modeling analysis are shown in Table 3. These coefficients show how the constructs in the suggested model are related to each other. The values of the path coefficients show how strong and in what direction the relationships are between the independent factors and the dependent variable, User Behavior, through Behavioral Intention. The path from Behavioral Intention to User Behavior shows a significant positive coefficient of 0.780 (with a T-statistic of 22.759) and a p-value of 0.000. This indicates a robust relationship, suggesting that as users' behavioral intention increases, their actual usage behavior also significantly increases. This strong relationship supports the notion that enhancing behavioral intention is crucial for improving user engagement (Hair et al., 2022).

Several paths, on the other hand, have connections that are not important. With a negative coefficient of -0.064 (T-statistic of 0.733; p-value of 0.464), Effort Expectancy doesn't seem to have a big effect on Behavioral Intention. Also, Social Influence has a negative coefficient of -0.034 (T-statistic of 0.481; p-value of 0.630), which means it doesn't have a big effect on people's plans to behave either. Facilitating Conditions and Performance Expectancy, on the other hand, both have good effects on Behavioral Intention, with coefficients of 0.579 and 0.340, respectively. The results show that outside help and the idea of benefits play a big role in deciding whether or not a person will use technology. Both Facilitating Conditions and Performance Expectancy had statistically significant results (p-values of 0.000), which shows that these factors are very important for getting people to want to behave in a good way. Overall, the data in Table 3 tell us a lot about how people adopt new technologies. They stress how important it is to have a supportive environment and focus on how users think the technology will improve their performance in order to change their behavior.

Discussion

Several things were looked at in this study to see how they affected people's plans and actions when they used the "Integrated Software System of Christian Education Foundation X." Through the SEM PLS analysis, it was found that Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions all had significant effects on how workers, teachers, and principals planned to behave. The study goal was to find out how each factor affects users' plans to use the system, and these results fit that goal.

a. Performance Expectancy's Positive Impact on Behavioral Intention

Performance Expectancy positively influences Behavioral Intention, with an influence coefficient of 0.340, a T-statistic of 4.314, and a p-value of 0.000, indicating significant impact. This makes the point that workers, teachers, and principals are more likely to use the system if they think it will help them do their jobs better. This aligns with technology acceptance theories, which assert that expectations for improved performance are primary drivers in adopting new technologies.

b. Insignificant Influence of Effort Expectancy on Behavioral Intention

With a coefficient of -0.064 and a T-statistic of 0.733 (p-value 0.464), it was found that Effort Expectancy did not have a significant effect on BUI. This means that how easy the method is to use doesn't directly affect how likely someone is to use it. People may think that things like social support and situations that make it easier are more important than technical ease. This result makes it clear that we need a comprehensive plan to deal with any problems that might make it hard to use the system.

c. Social Influence's Insignificant Effect on Behavioral Intention

For Social Influence, too, the calculations showed no significance, with a score of -0.034 and a T-statistic of 0.481 (p-value 0.630). So, it looks like employees, teachers, and leaders didn't let social pressure from coworkers or bosses change their minds about using the system. People might be more influenced by their own experiences than by ideas from others, which could be caused by uncertainty or doubt in the workplace as a whole.

d. Significant Influence of Facilitating Conditions on Behavioral Intention

With a coefficient of 0.579 and a T-statistic of 5.915 (p-value 0.000), Facilitating Conditions had a big positive impact on Behavioral Intention. This finding shows how important it is for users to have access to resources and technical help in order to make them more likely to do what they want to do. Users are more likely to be confident and willing to use the system if they feel like they are backed by their surroundings. This study stresses how important it is to have the right infrastructure and help for people who use new technologies.

e. Simultaneous Influence on User Behavior Mediated by Behavioral Intention

The study shows that Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions all work together to make User Behavior better, through Behavioral Intention. The relationship between behavioral purpose and user behavior is 0.780, and the p-value is 0.000. This means that user intention is a very important factor in determining how they actually use the system. This means that if you want to change user behavior, you should focus on things that make users more likely to do what you want them to do, like Performance Expectancy and Facilitating Conditions.

Overall, the SEM PLS analysis results give us a lot of information about how different concepts relate to each other when it comes to using technology. The results show that Performance Expectancy and Facilitating Conditions have a big effect on user plans, but Effort Expectancy and Social Influence need more work to have a bigger effect. This research suggests that interventions focusing on improving performance expectations and providing adequate support can strengthen user intentions, subsequently improving actual usage behaviors.

From a practical perspective, it is essential for the management of Christian Education Foundation X to understand these results and formulate appropriate strategies. Training that emphasizes the tangible benefits of the system, along with creating a supportive environment for employees, teachers, and principals, can enhance acceptance and usage of the proposed system. Furthermore, a more collaborative approach where users can share experiences and address challenges collectively may enhance the social influence surrounding the system's usage.

To ensure the success of the implementation of the "Integrated Software System of Christian Education Foundation X," this research highlights the need for ongoing evaluation of the factors influencing user intentions and behaviors. By understanding these dynamics, the foundation can take proactive steps to improve user experience and overall educational outcomes. Future research may explore additional variables that may contribute to technology usage in the educational context.

4. CONCLUSION

This study concludes that Performance Expectancy (PE) and Facilitating Conditions (FC) are the main factors influencing users' Behavioral Intention to adopt the Integrated Software System of Christian Education Foundation X. Users are more likely to adopt the system when they perceive clear benefits for improving productivity, efficiency, communication, and data management, and when adequate infrastructure, resources, training, and technical support are available.

Effort Expectancy (EE) has a less pronounced influence, while Social Influence (SI) does not significantly affect Behavioral Intention. These findings indicate that system adoption depends more on perceived usefulness and organizational support than on ease of use or social pressure. Behavioral Intention also plays an important role in translating users' intentions into actual system use.

Therefore, management should prioritize communicating the practical benefits of the system, strengthening technical and organizational support, providing continuous and user-oriented training, and establishing regular feedback mechanisms. A tailored implementation strategy is also needed to accommodate differences among users and improve long-term system acceptance and utilization.

Future research should examine user adoption over time, explore Social Influence in different organizational and cultural contexts, involve broader stakeholders such as students and parents, and

compare different training approaches to identify effective strategies for sustainable technology adoption in educational institutions.

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