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The effect of self-efficacy and social influence on behavioral intention to use Zoom Cloud Meeting in implementing virtual learning for students of Brawijaya University

Sahri Aflah Ramadiansyah¹, Reza Safitri², Bambang Dwi Prasetyo³

¹²³ Brawijaya University, Malang Indonesia

sahriaflah07@gmail.com¹, rezasafitri24@gmail.com², prast_cdbl@yahoo.com³

Abstract. This study discusses and analyzes the relationship between the influence of self-efficacy and social influence on the behavioral intention to use Zoom Cloud Meeting in the implementation of virtual learning for Brawijaya University students. In this study, the researcher used random sampling to take samples, namely from 100 students from various faculties. This research uses descriptive quantitative. This study uses the theory proposed by Davis, namely the Technology Acceptance Model (TAM). In this study, the researchers modified the core theoretical concepts, namely Perceiver Usefulness (PU), Perceived Easy of Use (PEOU), and Behavioral Intention to Use (BITU) by adding external variables, namely Self-Efficacy and Social Influence on the use of Zoom Cloud Meetings in virtual operations. student learning Universitas Brawijaya.

Keywords. Self-Efficacy, Social Influence, Perceived Usefulness, Perceived Easy of Use, Behavioral Intention to Use, TAM, Virtual Learning, Zoom Cloud Meeting, Brawijaya University

1. Introduction

According to data on the International website Worldometer.info in the journal "Is spread of COVID-19 a chaotic epidemic" (Jones & Strigul, 2021) explains that the COVID-19 pandemic is growing and challenging humanity in 2020, more than 15 million people infected by COVID-19 and more than 600,000 people died from this disease as of July 20, 2020. Based on data from the New York Times international media in early May 2020, in Indonesia there were less than 12,000 cases of the coronavirus, with around 865 deaths, as of Thursday, the number increased to 24,538 confirmed cases and 1,496 deaths (Beech, 2020). As the pandemic progresses across the globe, strict border controls and travel restrictions are imposed which lead to an unprecedented lockdown. Other countries are temporarily isolated by implementing various strategies to limit the spread of pandemic outbreaks, many countries are implementing lock-downs including closing businesses, schools, and other gathering places (Jones & Strigul, 2021).

Report from Merdeka.com, in Indonesia, there are around 646,200 schools closed from PAUD to tertiary education levels, as a result, 68.8 million students study at home, and 4.2 million teachers and lecturers teach from home (Faqir, 2020). In response to the closure of

schools in Indonesia, KEMENDIKBUD Nadiem Anwar Makarim stated that "The principle of learning policy during the Covid-19 pandemic is to prioritize the health and safety of students, educators, education staff, families, and society in general, and consider the growth and development of students and the conditions of the school. psychosocial efforts to fulfill educational services during the Covid-19 pandemic" (GTK Secretariat, 2020). Reporting from Kompas Pedia that in March 2020, the Minister of Education issued a circular letter numbered 36962/MPK.A/HK/2020 regarding online learning and working from home to prevent the spread of Covid-19. In addition, the Ministry of Education and Culture urges all educational units under the Ministry of Education and Culture to postpone holding events that invite many participants and replace them with video conferences or other online communications (Chryshna, 2020).

The use of video conferences in the world of education can be used as a learning tool which is usually done face-to-face in class into virtual learning activities through application facilities that are connected to the internet network (Monica, 2020). According to Thurlow, Lengel, and Tomic (2004) (in Prasetyo, 2018, p. 4), Computer-Mediated Communication (CMC) is a process of human communication through computers, involving other people, situated in a certain context, and involved in the process. -the process of shaping media for various purposes. According to Roudhonah (2007, p. 21) communication that occurs between these two people can be in the form of direct communication face to face or face to face and can also be through the means of communication media, namely by telephone, email, and others. It is called mediation because it refers to the process of exchanging messages, i.e. messages are conveyed through media intermediaries in the form of technology from the simplest such as paper, to advanced technology such as Internet computers (Prasetyo, 2018, p. 4).

When viewed from a communication perspective, communication patterns in today's digital era media can be an alternative in carrying out communication between individuals and make it easier for us to communicate remotely through text, audio, and video-based channels (Zheng & Li, 2020, p. 257). The characteristics inherent in new media are digital form, interactive nature, exaggeration of text, virtual networking, and simulation (Prasetyo, 2018, p. 237). Computer-based technology is one of the mediums used to support learning activities, one of which is Distance Education (PJJ). In the classroom, students interact between students and lecturers, but in the distance education system, there is a distance between lecturers and students so that direct interaction between individuals does not occur but is mediated by digital platforms (Putra & Irwansyah, 2020). The pattern of computer-mediated communication changes the nature of human communication interactions from physical face-to-face to meetings in a digital room, with the support of internet devices and applications that allow students to carry out virtual learning, students can communicate, discuss, with someone wherever they are. Arnus, 2019, p. 19).

One of the video conference applications that can be used to carry out virtual learning activities is Zoom Cloud Meeting, this application provides various features for virtual face-to-face interaction between lecturers and students. It is called virtual because it can be realized in the form of computer graphics and digital video (Prasetyo, 2020, p. 238). Zoom cloud meetings can be accessed via PCs, laptops, and smartphones, this application offers advanced features to its users by combining video conferencing, chat online meetings, and collaboration (Sharanani, 2020). The use of meetings in this application can accommodate 100 participants or more in one virtual meeting. This application is considered to have good quality because it can prove that companies that are included in the Fortune 500 have used this service (Wibawanto, 2020).

In this study, researcher used the Technology Acceptance Model (TAM) to predict user acceptance of the use of Zoom Cloud Meeting as a communication medium during Distance Learning (PJJ). The model introduced by Davis is the most widely used in information systems research, because it produces good validity (Nasution, 2004). The TAM concept offers a theory as a basis for studying and understanding user behavior in receiving and operating information systems, the concepts used are perceived usefulness, perceived ease of use, and behavioral intention to use, and actual system usage conditions (Davis, 1989). This model aims to explain the key factors of information technology user behavior toward the acceptance of information technology adoption (Ferda, 2011; Seeman, 2009). The expansion of the TAM concept is expected to help predict a person's attitude and acceptance of technology and can provide the necessary basic information about the factors that drive the individual's attitude (Rose, 2006; Lee, 2010). TAM explains that a person's intention to use a system or technology is determined by two factors, namely perceived usefulness is the level of individual believes that the use of technology will improve performance, and perceived ease of use is the level of individual belief that the use of technology makes it easier to get the job done (Venkatesh & Davis, 2000).

1.1 Research Problems

Research on behavior intention has been studied by many previous researchers using the Theory of Planned Behavior (TPB) and Theory of Reaction Action (TRA), and in this study, the researcher wanted to examine behavior intention with a different concept, namely using the Technology Acceptance Model (TAM) proposed by (Venkatesh, Viswananth, and Davis, 2003) using an extended concept. The TAM concept offers a theory as a basis for studying and understanding user behavior in receiving and operating information systems, the concepts used are perceived usefulness, perceived ease of use, behavioral intention to use, and actual system usage conditions (Davis, 1989). The researcher wants to use Zoom Cloud Meeting as a medium to see behavioral intention by using the TAM concept. This is a novelty of research on behavior in the TAM concept that uses Zoom Cloud Meeting media as a means of communication. The difference between this study and previous research is that it uses different constructs on external variables, although research with the TAM concept to predict technology acceptance has been used previously by (Izuagbe et al., 2019) and (Keinonen et al., 2021) researchers using a construct that different on the external variable TAM adjusts to the phenomenon to be studied, namely the acceptance of Zoom Cloud Meetings for Brawijaya University Students.

2. Literature Review

2.1 Self-Efficacy

Bandura (in Zheng & Li, 2020, p. 2) defines self-efficacy as a person's belief in his ability to complete a job. As Bandura suggests that self-efficacy is a person's belief about their ability to produce a level of performance and master situations that affect their lives, then self-efficacy will also determine how individuals feel, think, motivate themselves, and behave (Hardianto et al., 2016, 2016). p. 1). In addition, Baron and Byrne also define self-efficacy as a person's belief in his ability or competence to perform a given task, achieve a goal, or overcome an obstacle (Nasution, 2017, p. 9).

From some of the theoretical descriptions above, it can be concluded that self-efficacy is an individual's belief in his ability to achieve goals, carry out tasks and situations at hand, and in this study, it means that self-efficacy is a belief about students' abilities in using the Zoom Cloud Meeting application to carry out tasks. learning activities between lecturers and students

during the Covid-19 period. Individuals who have high self-efficacy will have high confidence when using new things and are more motivated to use them in interacting.

H1: Self-efficacy has a positive effect on the perceived usefulness of Zoom Cloud Meeting in the implementation of virtual learning for Universitas Brawijaya students.

H2: Self-efficacy has a positive effect on the perceived ease of use of Zoom Cloud Meeting in the implementation of virtual learning for Brawijaya University students.

H3: Self-efficacy has a positive effect on behavioral intention to use Zoom Cloud Meeting in the implementation of virtual learning for Brawijaya University students.

Self-Efficacy Relationship to Communication

Bandura, 1997 (Zheng & Li, 2020), uses the term self-efficacy in explaining individual self-confidence. According to him, self-efficacy refers to the individual's belief that he has the ability within certain limits to carry out an activity. In addition, (Schwarzer, 2001) explains that low self-confidence will be associated with depression, anxiety, and helplessness. Bandura, 1997 (Zheng & Li, 2020), uses the term self-efficacy in explaining individual self-confidence. According to him, self-efficacy refers to the individual's belief that he has the ability within certain limits to carry out an activity. In addition, (Schwarzer, 2001) explains that low self-confidence will be associated with depression, anxiety, and helplessness.

2.2 Social Influence

According to Wang and Chou (in Haryono et al., 2015), social influence is about a person's strategy to persuade others to influence decisions to behave. This is supported by the closest people such as family, friends, and the work environment. So it can be concluded that social influence is a strategy of a group or person influencing others to use a product or service through the messages conveyed.

H4: Social influence has a positive effect on the perceived usefulness of Zoom Cloud Meeting in the implementation of virtual learning for Universitas Brawijaya students.

H5: Social influence has a positive effect on the perceived ease of use of Zoom Cloud Meeting in the implementation of virtual learning for Universitas Brawijaya students.

H6: Social influence has a positive effect on behavioral intention to use Zoom Cloud Meeting in the implementation of virtual learning for Universitas Brawijaya students.

2.3 Technology Acceptance Model (TAM)

According to Davis (1989), the Technology Acceptance Model (TAM) predicts acceptance of the use of technology-based on the influence of two cognitive factors, namely perceived usefulness and perceived ease of use. TAM adopts a causal chain of beliefs, attitudes, intentions, and behaviors as proposed by social psychologists named Fishbein and Ajzen (Fishbein & Ajzen, 1975) and the famous Theory of Reasoned Action (TRA).

The intention to use a system or technology can arise or work for someone if the perception of ease of use and the perception of benefits leads to a positive end followed by a positive attitude. This statement is supported by the opinion of Davis et al: Davis explains that the intention to use technology can be explained in two ways, one of which is when the perception of benefits and the perception of ease of use leads to a positive end followed by a positive attitude (Nugroho et al., 2019, p. 50). In Zheng & Li (2020), perceived convenience and perceived usefulness were positively predicted by self-efficacy. Online education helps

students to interact and share space so that they can collaborate between lecturers and students through discussion and debate (Baber, 2021, p. 8).

2.4 Perceived Usefulness

According to Davis (in Baber, 2021, p. 9), the definition of perceived usefulness or perceived usefulness is the degree to which an individual believes that using the system will improve the performance that is being implemented. Adamson & Shine (2003) define perceived usefulness as a construct of one's belief that the use of a particular technology will be able to improve one's performance. From these two definitions, it can be concluded that the perceived usefulness of the system is related to the productivity and effectiveness of the system from usability in the overall task to improving the performance of people who use the system. (Venkatesh & Morris, 2003) states that there is an important influence of benefits in understanding individual responses to information technology.

H7: Perceived usefulness as a mediator has a positive effect on behavioral intention to use Zoom Cloud Meeting in the implementation of virtual learning for Brawijaya University students.

2.5 Perceived Ease of Use

Perceived Ease of Use (perceived ease of use) is the level that which a person believes that technology is easy to understand Davis (in Baber, 2021, p. 8). This definition is also supported by (Wibowo, 2006) who states that the perception of the ease of use of technology is defined as a measure that a person believes that the technology can be easily understood and used. Based on some of these definitions, it can be said that ease of use can reduce a person's effort both time and energy to learn a system or technology because individuals believe that the system or technology is easy to understand. The intensity of use and interaction between the user and the system can also indicate ease of use.

H8: Perceived ease of use as a mediator has a positive effect on behavioral intention to use Zoom Cloud Meeting in the implementation of virtual learning for Brawijaya University students.

2.6 Behavioral Intention to Use

Behavioral Intention to Use is a behavioral tendency to continue using a technology (Davis in Baber, 2021, p. 20). With the intention then someone will have an interest in something. Therefore it is important to know the intentions that exist in the individual because knowing this will lead to positive behavior (Zheng & Li, 2020, p. 102). The level of use of computer technology in a person can be predicted from the attitude of the user's attention to the technology, for example, the desire to add supporting peripherals, the motivation to keep using it, and the desire to motivate other users (Marlina, 2018, p. 5).

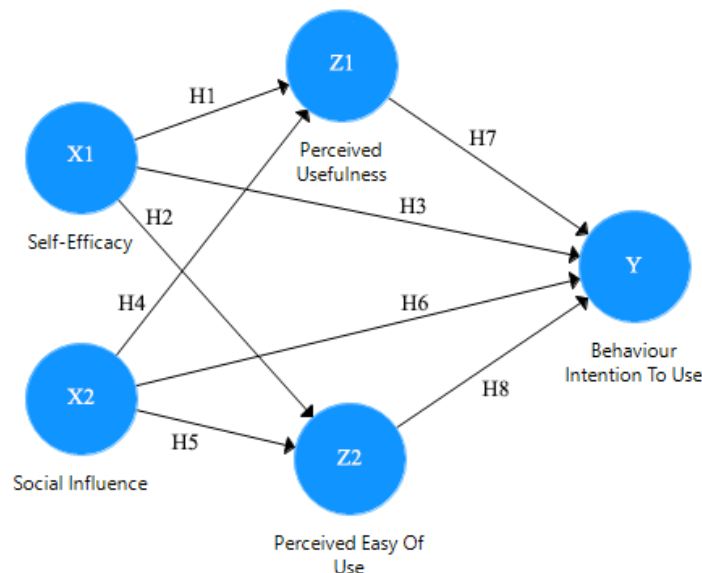
2.7 Virtual Learning

Communication science is a branch of science that covers almost all aspects of everyday life, one of which is in the field of learning or education. Learning is generally carried out by educators and students in a classroom, but there is also learning that utilizes media in the process of transferring knowledge from educators to students which are carried out virtually, called virtual because it can be realized in the form of computer graphics and digital videos (Prasetyo & Febriani, 2020, p. 238).

2.8 Zoom Cloud Meeting

Zoom Cloud Meeting is an application that provides face-to-face interaction facilities for educators and students virtually via video conference with a PC or laptop or smartphone, this application is an application that is used as a medium of remote communication by combining video conferencing, and chat online meetings and mobile collaboration. The use of meetings in this application can accommodate 100 or more participants together in one virtual meeting. This application can be downloaded for free but is still functional, features include telephone calls, webinars, presentations, and many others. This application is considered to have good quality, it can be proven by companies that have entered the Fortune 500 already using this service (Wibawanto, 2020).

Figure 1. Research Model



3. Research Method

3.1 Sample

This study uses a quantitative approach, and in data collection, the researcher uses a survey method using a questionnaire as a data collection instrument. In distributing the questionnaire, the researcher spreads it through the google form media and the link will be shared through personal chats and WhatsApp, Line, and Instagram groups. This research is exploratory research which has a population of 72,718, namely students from Brawijaya University who are sourced from the Higher Education Database (PDDikti, 2021). Regarding the size or sample size, there is no definite size from a lot of literature (Kriyantono, 2020, p. 322). Some consider a sampling fraction of 10% or 20% of the total population to be adequate. In this study, a sample of the total population was determined and the sample was taken using a random sampling technique from the total research population, namely active students of Brawijaya University. The researcher uses the Slovin formula in calculating the sample with an error rate of 10%, namely the number of samples is 100 Brawijaya University students.

3.2 Measurement

In this study, researchers have tested the validity and reliability of 5 variables and 21 indicators that will be used to measure the results of this study. The results of the instrument

test in this study were that the 21 indicators used had met the requirements with an outer loading above 0.70, then in calculating the measurements this study used 2 exogenous variables and 2 mediating variables, and 1 endogenous variable which had an overall total of 21 indicators.

Table 1 Research Instruments

Variable	Indicator	Statement Items
Self- efficacy	SE1	I have the confidence and effort to be able to use Zoom Cloud Meeting when implementing virtual learning.
	SE2	I have a strong belief that I am motivated to use Zoom Cloud Meeting when carrying out virtual learning
	SE3	I feel confident that I can operate Zoom Cloud Meeting well when implementing virtual learning.
	SE4	I feel optimistic that the amount of effort put in can achieve the goal.
	SE5	I feel confident with Zoom Cloud Meeting's ability to carry out virtual learning optimally.
Social influence	SI1	Opinions or suggestions from friends greatly influenced me in using Zoom Cloud Meeting when carrying out virtual learning.
	SI2	Opinions or suggestions from family or close relatives greatly influenced me in using Zoom Cloud Meeting when carrying out virtual learning.
	SI3	Roles and status affect me in using Zoom Cloud Meeting as a means of communicating when carrying out virtual learning.
Perceived usefulness	PU1	I feel that using Zoom Cloud Meeting allows me to learn faster in academia.
	PU2	I feel that using Zoom Cloud Meeting improves my academic skills when doing virtual learning.
	PU3	I feel that using Zoom Cloud Meeting will make it easier for interaction between lecturers and students when carrying out virtual learning.
	PU4	I feel that using Zoom Cloud Meeting will increase my effectiveness in composing relevant content.
	PU5	I find using Zoom Cloud Meeting when conducting virtual learning is useful on my campus.
Perceived easy of use	PEOU1	I feel that using Zoom Cloud Meeting when doing virtual learning will be easy for me.
	PEOU2	I find it easier to use Zoom Cloud Meeting during the learning process.
	PEOU3	My interactions with Lecturers using Zoom Cloud Meeting will be clear and understandable.
	PEOU4	I will find the ease of various features in Zoom Cloud Meeting so that it is flexible to interact.
	PEOU5	It's easy to become skilled at using Zoom Cloud Meeting when conducting virtual learning.
Behavioral intention to use	BITU1	I intend to use Zoom Cloud Meeting as a means of communicating when carrying out virtual learning

BITU2	I will always try to use Zoom Cloud Meeting as a means of communication when implementing virtual learning in my education.
BITU3	I plan to continue to use Zoom Cloud Meeting as a means of communication when implementing virtual learning.

First, the exogenous variables in this study are self-efficacy (Zheng & Li, 2020) and social influence, the endogenous variables in this study are behavioral intention to use, and the advantages in this study make perceived usefulness and perceived ease of use as moderator variables as a link between exogenous and endogenous variables. In measuring the overall components in this study using 21 statement items.

3.3 Data Analysis

The researcher wants to test the results of the data obtained from distributing the questionnaire by using the Partial Least Square application or commonly called Smart PLS because the researcher focuses on developing the theory of the Technological Acceptance Model by adding self-efficacy and social influence as external variables. Researchers used the latest version of Smart PLS 3 with a PLS-SEM background which has the advantage of being efficient with a small sample of 100 samples for the student version, but Smart PLS is suitable for use for large sample sizes (Anderson & Swaminathan, 2011).

3.4 Measurement Evaluation

4. **Table 2.** Loading Factor and AVE

Variable	Indikator	Outer Loading	AVE
Self-efficacy	SE1	0.855	0.715
	SE2	0.857	
	SE3	0.855	
	SE4	0.799	
	SE5	0.859	
Social influence	SI1	0.853	0.725
	SI2	0.918	
	SI3	0.779	
Perceived usefulness	PU1	0.767	0.666
	PU2	0.820	
	PU3	0.798	
	PU4	0.842	
	PU5	0.851	
Perceived easy of use	PEOU3	0.910	0.841
	PEOU4	0.929	
	PEOU5	0.913	
Behavioral intention to use	BITU1	0.868	0.802
	BITU2	0.923	

Table 3. Discriminant Validity

	Behavioral Intention to Use	Perceived Easy of Use	Perceived Usefulness	Self Efficacy	Social Influence
Behavioral Intention to Use	0.896				
Perceived Easy of Use	0.823	0.917			
Perceived Usefulness	0.400	0.416	0.816		
Self-Efficacy	0.520	0.405	0.728	0.845	
Social Influence	0.390	0.292	0.708	0.692	0.852

Table 4. Composite Reliability & Cronbach's Alpha

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Self-Efficacy	0.901	0.911	0.926	0.715
Social Influence	0.808	0.821	0.887	0.725
Perceived Usefulness	0.875	0.878	0.909	0.666
Perceived Easy of Use	0.906	0.909	0.941	0.841
Behavioral Intention to Use	0.758	0.792	0.890	0.802

4. Hypothesis Testing

Table 5. Hypothesis Test

Hypothesis	Path	P Values	t-statistic	Result
H1	SE – PU	0.000	5.374	Supported
H2	SE – PEOU	0.001	3.332	Supported
H3	SE – BITU	0.002	3.160	Supported
H4	SI – PU	0.000	5.025	Supported
H5	SI – PEOU	0.869	0.165	NS
H6	SI – BITU	0.129	1.519	NS
H7	PU – BITU	0.016	2.424	Supported
H8	PEOU - BITU	0.000	14.916	Supported

5. Discussion

This study, measures the relationship between self-efficacy, social influence, and behavioral intention to use Zoom Cloud Meeting in the implementation of virtual learning for

Brawijaya University students by adding mediation variables, namely perceived usefulness and perceived intention to use which are based on the Technology Acceptance Model (TAM) theory. First, based on the results of statistical calculations, the self-efficacy variable (X1) has a positive and significant effect on perceived usefulness (Z1) and has a positive influence on behavioral intention to use (Y). This means that if students have high self-efficacy, the perceived usefulness obtained by students is also high. This proves that self-efficacy or self-efficacy can affect the perceived usefulness or the perceived usefulness of Zoom Cloud Meetings in implementing virtual learning. As Bandura suggests that self-efficacy is a person's belief about their ability to produce a level of performance and master situations that affect their lives, then self-efficacy will also determine how individuals feel, think, motivate themselves, and behave (Hardianto et al., 2016, 2016). p. 1).

Second, the social influence variable (X2) does not influence the behavioral intention to use variable (Y), and social influence (X2) does not affect the mediating variable, namely perceived easy of use (Z2). However, the correlation between the social influence variable (X2) on the mediating variable perceived usefulness (Z1) has a positive and significant effect, as well as the correlation between the perceived easy of use mediation variable (Z2) has a positive and significant effect. In this case, the social influence variable in the context of accepting the Zoom Cloud Meeting as a communication medium in the implementation of virtual learning cannot be used to expand the concept of the Technology Acceptance Model (TAM), because statistical calculations do not have a positive effect.

6. Conclusion

From this research, it can be concluded that the external factor, namely self-efficacy, can be accepted as a development of the concept of the Technology Acceptance Model TAM because self-efficacy in statistical calculations is positively correlated with perceptions of usefulness as a mediation which also affects the intention to use Zoom Cloud Meeting in implementing virtual learning for Brawijaya students. And self-efficacy can also have a positive effect on the perception of ease of use as a mediation which also has a positive effect on the intention to use Zoom Cloud Meeting in implementing virtual learning for Brawijaya students. Unlike the case with social influence as an external factor in this study, it cannot be used to develop the concept of the Technology Acceptance Model TAM, because social influence does not have an indirect effect on perceptions of ease of use and does not directly affect the intention to use Zoom Cloud Meeting in implementing virtual learning for students. Brawijaya.

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