Jurnal Ilmu Sosial Mamangan
Program Studi Pendidikan Sosiologi STKIP PGRI Sumatera Barat

Jurnal Ilmu Sosial Mamangan
Volume 6, Number 2, July-December 2017

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Source : Jurnal Ilmu Sosial Mamangan, Volume 6, Number 2, July-Desember 2017
Published by : Laboratorium Pendidikan Sosiologi, STKIP PGRI Sumatera Barat

To Cite the Articel:
Zaky, Achmad & Muhammad Naufal, 2017. The Analysis of Electronic Journal Utilization In Learning Process: Technology Acceptance Model And Information System Success. Jurnal Ilmu Sosial Mamangan, Volume 6, Number 2, July-December, 2017: 97-106.

ISSN : 2301-8496 (*Print*), ISSN : 2503-1570 (*Online*)

Laboratorium Pendidikan Sosiologi
STKIP PGRI Sumatera Barat

Jurnal Ilmu Sosial Mamangan
Volume 6, Number 2, July-December 2017, p. 97-106
ISSN : 2301-8496 (*Print*), ISSN : 2503-1570 (*Online*)
http://ejournal.stkip-pgri-sumbar.ac.id/index.php/jurnal-mamangan
DOI : 10.22202/mamangan.2358

The Analysis of Electronic Journal Utilization In Learning Process: Technology Acceptance Model And Information System Success

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ABSTRACT

This study aims to observe the behavior of electronic journal (e-journal) among bachelor students of the Universitas Brawijaya by Technology Acceptance Model (TAM) and Information System Success (ISS) as theoretical framework. The research samples are all bachelor students who have used e-journal in their learning process. The respondents are selected by convenience sampling method. The data are collected through survey and analyzed by Partial Least Square (PLS) with SmartPLS 3. The result of the study reveals that user satisfaction and intention to use have significant effect on actual use of e-journal among bachelor students at the Universitas Brawijaya. Those variables affect the actual use because they have been formed by other variables such as information quality, perceived easiness, perceived usefulness, and attitude towards behavior. Furthermore, information quality has significant influence on user satisfaction, while perceived usefulness and perceived usefulness do not have direct effect on the intention to use. The implication of this study is relevant for educators to recognize the reason factors to use e-journal in the learning process.

Keywords: *Electronic journal, Technology Acceptance Model, Information System Success*

INTRODUCTION

In order to create scholarly environments among scholar, journals can be used to provide an overview research in field of study. Academic journals are one of the primary sources of information from research that are widely used for information needs, primarily for academic purpose (Linuwih, 2015). The substance of the journal contains up-to-date information. It has credible data because using recent research with theory. Journals also belong to one of the primary resources because it's originality of information in ideas, concepts, and experiences (Harisyah & Azwar, 2015). Bin et al., (2013) reveals the important role of journals as a reference by academician for their research (Bin, Bakar, Yahya, & Ariffin, 2013).

Along with the development of technology, journal are available in softcopy, it is commonly called electronic journals (e-journal). E-journal also emerged as an important component to information resource and became the main information distribution (Vasishta, 2011).. Although the publication is in electronic form, the printed journals quality is as good as electronic form.

The success story of e-journals as academics information sources can not be separated from the quality of information it self. Based on the theory of Information System Success (ISS), the quality of information refers to the quality of output

generated by information systems in the reports (DeLone & McLean, 1992). The availability of e-journals among scholars can provide the latest information related to the field of study. Guatama (2014) reveals the purpose of students utilizing e-journals. They could find information for their paper. It is similar with Vasishta (2011), e-journals is helpful for research. Based on both research, the proper use of journals assist scholar to complate various research. Journal plays an important role in academic purpose. The journals role as a provider of good information plays an important role in supporting academic purpose. Journal roles can not be separated from the various perceptions, it affect scholar attitude.

Technology Acceptance Model (TAM) is one of the well-known models in explaining and predicting user behavior of technology (Siang & Santoso, 2015). In this theory, individual perceptions of a technology or information system are analyzed in order to know their attitude or behavior. The perceptions of easy and useful to utilizing technology or information system are believed to influence their attitudes (Ghazi, 2011). Technology Acceptance Model (TAM) is used as theoretical framework because TAM can establish the basis of tracing the influence of external factors on the beliefs, attitudes, and goals of computer users. TAM describes user behaviour of the information system based on the perception of its users. In its development, TAM uses a causal relationship between the two key beliefs. It consists of the Theory of Reasoned Action (TRA) and the users attitude, such as intentions and the Actual System Adoption Behavior (Kim, 2005).

Adaptation of TAM from TRA lies in the construct of behavioral interest which has an influence on actual system usage. The interest of behavior in TAM theory is determined based on perceived usefulness and perceived eases of use (Ghazi, 2011). The relationship between perceptions of usefulness and interests of behavior shows the attitude of organizing an organization. Individuals make an intention toward behaviors that they believe will improve the performance of their work. Usability perceptions have a direct impact on interest behavior if the attitude is not fully formed. Thus one's attitude can not reflect the impact of performance considerations on the interests of behavior (Kim, 2005). It has a direct and indirect effect on interest through construct of usability perception as for the construct of perceived usefulness.

Theory of Information System Success (ISS) is used in research to measure the success or effectiveness of an information system. About information in an information system Delone and McLean (1992) implay the effect on performance of individuals or organizations. The ISS theory generates six taxonomies of information system success such as system quality, information quality, usability, user satisfaction, individual impact, and impact on the organization.

In 2004, Delone and McLean conducted an evaluation of the IS model from their previous research. They change the constructs usability to utilization. They also add new constructs. This additional constructs is the quality of services. They also do classification to the impact into the constructs of net benefits (Wang & Liao, 2008). Delone and McLean (D&M) method of measuring the success of information system which has been improved in 2004 consists of six taxonomy such as information quality, system quality, service quality, system usage, user satisfaction, and net benefit.

This research uses TAM and ISS integration as a theoritical framework. Preliminary research about utilization of e-learning in Iran is analyzed by integrating TAM with ISS (Mohammadi, 2015). There are some variables other than the TAM construct used to measure e-learning utilization such as information quality, system quality, service quality, educational quality, and user satisfaction. There are onother research conducted by Siang and Santoso. They use TAM as theoritical framework to look at individual acceptance behavior toward e-learning. There are various variables used to measure the true utilization of the management learning system at the University such as perceived ease of use, perceived usefulness, attitudes toward behavior, and intention to use (Siang & Santoso, 2015).

E-journal and e-learning are an alternative learning media that used to support learning process. If journal is used as medium of case study, e-learning would be collaborative learning as a method that

allows users to access information and interact with other users by online.

The existence of e-journals should facilitate the users to access it as references. Easy access to e-journals is expected to be maximally used to support academics. These advantages and conveniences are the other way to the level of utilization in university. Other research found the utilization of journals is still in the low level (Harisyah & Azwar, 2015; Ramdhani, 2007). These researchs conducted in one of university. Unawareness of journal is caused by the lack of socialization from the campus. So, the level of awareness of students to academic journal is still in the low level (Harisyah & Azwar, 2015) . While Ramadan (2011) states that the level of awareness of scholars of the Faculty of Public Health Indonesia University (FKM UI) is quite high. But the low rate can be seen from the rarity of scholar access academic journals. The average number of academic journals downloaded is no more than five journals. Regardless of the low used rate, both studies also stated that students still use academic journals as reference in their work.

As well as other universities, Universitas Brawijaya with A rank for their library, attempts to provide facilities by subscribing e-journal from various publishers to their scholar. Universitas Brawijaya subscribes some publishers of e-journals such as Sciencedirect, Scop us, EBSCO, Emerald Insight, and Proquest. The availability of these accesses should be able to attract scholar to use it in maximal level. Technological developments are rapidly increase, it makes gadget such as laptops and smartphones as popular items among scholar. This available should be able to support scholar to use e-journals in learning process.

Based on the problems, this research aims to observe the utilization behavior of e-journals among scholar of bachelor degree in Universitas Brawijaya by integrating TAM and ISS as theoritical famework. Author uses TAM to observe behavior and acceptance of students to a technology. The ISS is used to measure the success of technology used by students in supporting their research.

RESEARCH METHODS

This research conducted to bachelor degree in Universitas Brawijaya (UB). Although the total active students in UB is known, but the total students who have been utilizing e- journals from each faculty can not be known with certainty. Based on these conditions, the determination of total samples is based on Roscoe's (1975). Researchers assumed that there are 7 e-journals user in 70 scholars from each program in UB. Author expected 490 students as the total of sample respondents in this study.

The author uses convenience sampling method as one type of nonprobability sampling. The data were collected by survey method using questionnaire. The author distribute questionnaire through electronic.

This reseach uses items term from preliminary reseach such as Mohammadi (2014), and Siang and Santoso (2015). Item questions contained in this research are in likert scale form. The author uses Mohammadi (2014) research item such as information quality, perceived ease of use, perceived usefulness, intention to use, and satisfaction. The author also uses Siang dan Santoso (2015) research item term such as attitude towards behavior and actual use.

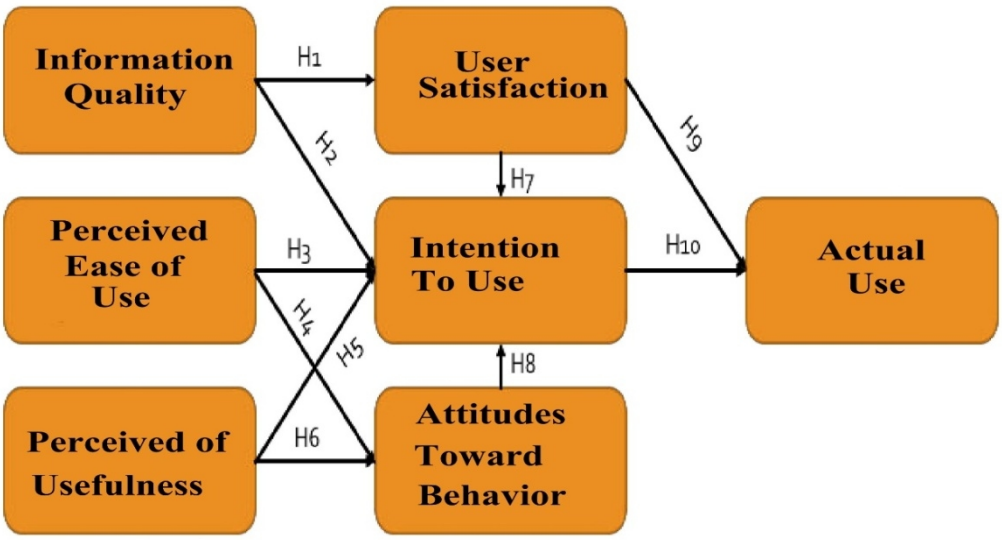
The author uses Partial Least Squares (PLS) as statistical tool in hypothesis testing. PLS is a statistical tool which is a combination of regression analysis, path analysis, and factor analysis (confirmatory) and major component analysis (Solimun, 2010). PLS is widely used by researchers for predictive purposes. The author uses PLS as a statistical tool for high complexity and low theoretical support research (Ghozali, 2006). The evaluation in the PLS includes two stages such as outer model evaluation to measure the validity and reliability of the research instrument. In this stage, the value of validity can be seen from the convergent validity and discriminant validity. The reliability can be seen from the value of composite reliability of each construct. The inner model evaluates with R^2 for each dependent construct. Q^2 measures the relevance of predictive. T measures the level of significance of the path coefficients between constructs in the structural model.

Model evaluation in this research consists of two stages such as outer model and inner model. The author uses

measurement evaluation to know the validity and reliability of an instrument. Furthermore, the evaluation of inner model is carried out to ensure that the structural model in which the research exists has a strong and accurate relationship.

Evaluation of the outer model was conducted twice. It is because the results of the first outer model test is not completed. There are three standard indicators in loading factor that has been determined. So that indicator must be removed and re-tested.

Figure 1
Operational Stages of ISM Analysis



Based on the description, the alternative hypotheses can be formulated as:

H1 : The quality of information affects the user satisfaction of e-journals.
H2 : The quality of information affects the interest in the utilization of e-journals.
H3 : The perception of easiness has an effect on the interest of the utilization of e-journals.
H4 : The perception of easiness affects the attitude of utilization of e-journals.
H5 : Usability perception affects the interest of e-journals utilization.
H6 : Usability perception affects the user attitude of e-journals.
H7 : User satisfaction affects the interest of e-journals utilization.
H8 : Attitudes toward behavior affect the interest in the utilization of e-journals.
H9 : User satisfaction affects the utilization of e-journals.
H10 : Interest utilization affects the utilization of e-journals.

RESULT AND DICUSSION

Respondents are bachelor active students in Universitas Brawijaya (UB). Data collection is conducted by survey method. The data was collected through questionnaires distributed by online to all faculties in Universitas Brawijaya. The author collected it in 10 days. Questionnaires were distributed in 490 respondents, but the total of questionnaires that can be collected in 486 respondents. There are 36 respondents who do not fulfill the criteria because there are incomplete samples and unfit for inclusion in the advanced analysis phase. The reason for these 36 samples stated never use e-journals in learning process. So, the author uses 450 respondents after checking the validity of respondent questionnaire.

Table 1.
Sample and Usable Respon Rate

Total of Questionnaires Spread	490
Total of Unfilled Questionnaires	4
Filled Questionnaire	**486**
Questionnaire Dropped	36
Questionnaire Used	**450**
Respon rate	99%
Usable respon rate	92%

Table 2.
Research Instruments

Construct	Question	Source	*Loading factor*
Information Quality (IQ)	Provide information as needed (IQ1)	Mohammadi (2014)	0.810
	Provide comprehensive information (IQ 2)	Mohammadi (2014)	0.787
	Provide the desired information (IQ 3)	Mohammadi (2014)	0.799
	Provide up-to-date information (IQ 4)	Mohammadi (2014)	0.756
	Systematic presentation (IQ 5)	Mohammadi (2014)	0.704
Perceived Ease of Use(PE)	Easy to use (PE1)	Mohammadi (2014)	0.796
	Easy to learn (PE2)	Mohammadi (2014)	0.810
	Easily accessible (PE3)	Mohammadi (2014)	0.633
	The terms are easy to understand (PE4)	Mohammadi (2014)	0.741
	Convenient to use (PE5)	Mohammadi (2014)	0.783
Perception Usefulness (PU)	Quickly learning process (PU1)	Mohammadi (2014)	0.673
	Cost Saving (PU2)	Mohammadi (2014)	0.680
	Improve science (PU3)	Mohammadi (2014)	0.800
	Improve performance in conducting academic work (PU4)	Mohammadi (2014)	0.811
	Effective in learning process (PU5)	Mohammadi (2014)	0.774
	Complete the task with precision and care (PU6)	Mohammadi (2014)	0.791
User Satisfaction (US)	Use it happily (US1)	Mohammadi (2014)	0.811
	Academic needs satisfaction (US2)	Mohammadi (2014)	0.877
	Satisfied with the information provided by e-journals (US3)	Mohammadi (2014)	0.865
	Able to increase confidence in learning process (US4)	Mohammadi (2014)	0.822
Attitudes toward Behavior (ATB)	Utilizing e-journal without coercion (ATB1)	Siang and Santoso (2015)	0.717
	Requires e-journal to academic purpose (ATB2)	Siang and Santoso (2015)	0.756
	Utilizing e-journal in learning	Siang and Santoso	0.845

	process is a good idea (ATB3)	(2015)	
	Utilizing e-journal is a good and wise decision (ATB4)	Siang and Santoso (2015)	0.828
	Encourage scholar to use e-journal (ATB5)	Siang and Santoso (2015)	0.803
Intention To Use (IU)	Planing to utilize (IU1)	Mohammadi (2014)	0.888
	Interested in utilizing e-journal in learning process (IU2)	Mohammadi (2014)	0.904
	Possiblity of timeless (IU3)	Mohammadi (2014)	0.844
Actual Use (AU)	Utilizing e-journal to support academic purpose (AU1)	Siang and Santoso (2015)	0.783
	Always utilize e-journal in learning activity every time (AU2)	Siang and Santoso (2015)	0.788
	Satisfied utilize e-journal (AU3)	Siang and Santoso (2015)	0.859
	Share their satisfaction utilizing e-journal (AU4)	Siang and Santoso (2015)	0.781

The first algorithm test results are presented in Table 3. Low reflexive values in this table indicators are found in the construct of perception of utility (PU), such as PU1 (Save time in learning process) with reflexive value of 0.673 and PU2 (cost saving) with reflexive value 0.680. In the construct of Perceived Ease of Use (PE), there is an invalid indicator such as PE3 (easily accessible) with reflexive value 0.633. These three indicators should be eliminated in the model and re-tested outer model.

The author retests the algorithm after the deletion of the invalid construct indicator. In Table 3, loading factor value of each indicator is greater than 0.7. So, the convergent validity in this model can be said either. The next test expects to get the rate of discriminant validity which can be obtained by two ways. The author looks at the rate of cross loading indicator from the variable or compare it to the square root of average variance extracted (AVE) each construct with the correlation value between the constructs in the research model. Reliability test expects to measure the internal consistency of the composite reliability rate, the rate of AVE, and rate of cronbach's alpha.

Then, the author evaluates structural model by looking at the rate of R^2 to see the diversity of data. It can be explained by the existing model. Predictive relevancy test can be used to find Q^2, it can measure the quality of structural model in a study.

Based on square root of Average Variance Extracted *(AVE)* rate in table 4, it can be seen that the square root rate of AVE of each construct is higher than the square root rate between constructs. It shows the discriminant validity in a good model. A reliable construct indicator is in the minimum rate of cronbach's alpha and composite reliability on 0.7. In table 3, the constructs have cronbach's alpha and composite reliability rate greater than 0.7. So it can be said that all constructs in this study is reliable.

After fulfilling the validity and reliability test, the author uses structural model evaluation. In table 3, the actual utilization variables have R^2 values of 0.662. It means that the information contained in the utilization variable is actually able to be explained by the variable of user utilization and user satisfaction of 66.2%. Meanwhile, the remaining percentage is explained by other variables beside this research. Further, test results of Q^2 showed rate of 0.97, equivalent to 97%. Quantity rate of Q^2 which close to number one can be said that model in this research have good enough.

This rate shows the reason of actual utilization variable. It can be explained by variables such as the variable of quality of information, perception of easiness, perception of usability, user satisfaction, attitude toward behavior, and interest

utilization of 97%. While 3% is explained by other variable besides this research.

$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2)(1 - R_3^2)(1 - R_4^2)$
$Q^2 = 1 - (0{,}517)(0{,}378)(0{,}338)(0{,}448)$
$Q^2 = 1 - 0{,}03$
$Q^2 = \mathbf{0{,}97}$

RESULTS

Hypothesis test is conducted to examine the relationship between variables. The author uses T-test. The author compares t-statistic rate and t-table rate (1,96). If the value of t-statistics is higher than the t-table rate, the hypothesis would be expressed to have a significant influence. The author also tests it in P rate, if $P \leq 0.05$ ($\alpha = 5\%$), then the hypothesis can be significant (Solimun, 2010). Hypothesis test use bootstrapping against incoming samples, using Smart PLS 3 program.

Table 3.
Statistical Test Results

Construct	Item	Loading Factor	AVE	CR	R^2	Cronbach Alpha
Information Quality (IQ)	IQ1	0,810	0,596	0,880	-	0,830
	IQ2	0,787				
	IQ3	0,799				
	IQ4	0,756				
	IQ5	0,704				
Perceived Ease of Use(PE)	PE1	0,794	0,638	0,876	-	0,811
	PE2	0,828				
	PE4	0,766				
	PE5	0,806				
Perception Usefulness (PU)	PU3	0,814	0,669	0,890	-	0,835
	PU4	0,840				
	PU5	0,810				
	PU6	0,808				
User Satisfaction (US)	US1	0,811	0,713	0,908	0,483	0,865
	US2	0,877				
	US3	0,865				
	US4	0,822				
Attitudes toward Behavior (ATB)	ATB1	0,716	0,626	0,893	0,552	0,849
	ATB2	0,755				
	ATB3	0,845				
	ATB4	0,828				
	ATB5	0,804				
Intention to Use (IU)	IU1	0,888	0,773	0,911	0,622	0,853
	IU2	0,904				
	IU3	0,844				
Actual Use (AU)	AU1	0,716	0,646	0,879	0,662	0,818
	AU2	0,755				
	AU3	0,845				
	AU4	0,828				

Table 4.
Square Root *AVE* Rate

	US	IQ	IU	AU	PU	PE	ATB
US	**0,844**						
IQ	0,695	**0,772**					
IU	0,664	0,626	**0,879**				
AU	0,739	0,616	0,745	**0,804**			
PU	0,737	0,699	0,657	0,689	**0,818**		
PE	0,653	0,595	0,550	0,603	0,609	**0,799**	
ATB	0,749	0,690	0,765	0,798	0,716	0,593	**0,791**

Note:
Information Quality (IQ); Perceived Ease of Use(PE); Perception Usefulness (PU), User Satisfaction (US), Attitudes toward Behavior (ATB); Intention to Use (IU); Actual Use (AU).

Table 5.
Hypothesis Test Results

No.	Hipotesis	T Statistics	P VALUE	Keputusan
1	IQ → US	5,313	0,000	Accepted
2	IQ → IU	0,761	0,447	**Rejected**
3	PE → IU	0,576	0,565	**Rejected**
4	PE → ATB	2,738	0,006	Accepted
5	PU → IU	1,290	0,198	**Rejected**
6	PU → ATB	4,634	0,000	Accepted
7	US → IU	0,598	0,550	**Rejected**
8	ATB → IU	3,924	0,000	Accepted
9	US → AU	4,835	0,000	Accepted
10	IU → AU	4,057	0,000	Accepted

Note:
Information Quality (IQ); Perceived Ease of Use(PE); Perception Usefulness (PU), User Satisfaction (US), Attitudes toward Behavior (ATB); Intention to Use (IU); Actual Use (AU).

The results of the hypothesis show significant relationship between variables. It can be seen in hypothesis 1, hypothesis 4, hypothesis 6, hypothesis 8, hypothesis 9, and hypothesis 10. Otherwise, the hypothesis does not consider a significant relationship between variables such as hypothesis 2, hypothesis 3, hypothesis 4, and hypothesis 7.

DISCUSSION

E-journal is influenced by user satisfaction and attitude towards e-journals. User satisfaction can influence the utilization of e-journals through the quality of information. Theory of Information Systems Success (DeLone & McLean, 1992) reveals the quality of information as a variable to measure user satisfaction in using an information system. Quality of information can provide satisfaction for users of e-journals. It can be assessed from the completeness, conformity of appropriate information, the relevance of information, and presentation of information systematically.

According to Hari and Santoso (2015), there are certain significant relationships to the utilization of an information system such as perceptions of easiness, perceptions of usefulness, and attitudes toward behavior. The result of structural model evaluation shows the effect on the utilization behavior of e-journal as medium through the perception of easiness, perception of usability, and

attitudes. Easiness of e-journal affects the perception of easiness in utilizing e-journals. The use of term easy and comfortable in e-journals affects user perceptions in positive feelings while utilizing e-journals. Perceptions of usefulness are influenced by the increased knowledge of respondents after obtaining information from e-journals. The effectiveness of e-journals impacts on improving the performance of respondents. Indicators of usefulness perception have a significant influence on user attitudes towards e-journals.

Interest utilization is often seen as a component that has a relationship with attitude (Ajzen & Fishbein, 1975). The results showed a good idea and a wise decision to use e-journals to support academic purpose. It can impact the interest of respondents to use e- journals. The interest of Universitas Brawijaya students in utilizing e-journals can be influenced by the encouragement of the closest colleague. It can be recommendation from the lecturer to access e-journal for academic purpose. Universitas Brawijaya student behavior indirectly depends on the quality of information, the easiness perception and usefulness of e-journals.

There are indirect relationships to the utilization of e-journals such as perceptions of usable and easy to utilizing e-journal. Although perceptions of usable and easy to utilizing e-journal do not have a direct impact on interest in utilization, but both of the constructs have a role in shaping scholar attitudes toward e-journals. User satisfaction also has a direct influence on the utilization of e-journals. The lecturers need to provide an alternative literature such as credible e-journals for academic purpose. It can impact scholar satisfaction and sustainability directly in utilizing e-journals as a source of information in learning process.

CONCLUSION

This study has revealed the significant influence on Actual Use (AU) of e-journals based on the variable User Satisfaction (US) and Intention to Use (IU). It is an impact from the result of the formation of other variables such as Information Quality (IQ), Perceived Ease of Use (PE), Perception Usefulness (PU), and Attitudes toward Behavior (ATB).

The variable quality of the information has a significant impact on user satisfaction variables. However, the variable quality of the information does not have a significant impact on scholar interest on e-journals. This research also showed significant influence on the attitudes of students from the perceived ease to use and perceived usefulness in e-journals. There are various factors that affect the formation of student attitudes toward electronic scientific journals such as various facilities which impact on improving student performance in carrying out the learning process.

Although the perception of convenience and usability do not have a direct influence on the interest of utilization, but the construct of attitude can be a variable to scholar's perceptions of e-journals. User satisfaction is influenced by the quality of information to encourage the scholar to use e-journals to support their academic. Interest's utilization also showed a significant effect on the use of e-journals by UB students.

The author suggests to reconstruct the research model for further research. For further research, the researcher can develop it in user satisfaction as the dependent variable in accordance with the *updated* theory of *information system success* by DeLone and McLean in 2004. This further research will enrich the research results related to the behavior of students when utilizing e-journals.

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