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RESEARCH ARTICLE

Factors Influencing Behavior Intention to Use the Independent Teaching Platform of Public High School Teachers in Jakarta Province

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ABSTRACT

This study aims to analyze the implementation of the Merdeka Mengajar (PMM) platform by State Senior High School (SMAN) teachers in the DKI Jakarta area in order to support the implementation of the Merdeka Curriculum. This platform is designed to increase teacher capacity through professional development, material access, and learning evaluation. The research method used is quantitative with a Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The sample consisted of 323 teachers selected using convenience sampling technique from a population of 1,346 high school teachers. The results showed that the level of PMM utilization by teachers in the DKI Jakarta area is still low, with the percentage of teachers accessing the platform and passing topics varying in each region. For example, only 15% of teachers in West Jakarta and 23% in Central Jakarta successfully completed the topic. The analysis shows that factors such as trust, ease of use, and subjective norms have a significant influence on teachers' behavioral intention to use PMM. In conclusion, PMM has great potential to improve teachers' ability to implement Merdeka Curriculum, but low engagement suggests efforts are needed to improve motivation and utilization of this platform. This study provides recommendations for improving training, facility support, and teacher awareness of the importance of PMM as a means of self-learning to improve professional competence in teaching based on the Merdeka Curriculum.

INTRODUCTION

Education is very important for the Indonesian people because education is a means to an end, namely achieving one of the state goals listed in the preamble of the 1945 Constitution, namely educating the nation's life. This is the main objective of the study program. According to Law No. 20 of 2003 governing the National Education System, the curriculum is a set of plans and arrangements relating to goals, content, and learning resources. In an effort to implement Merdeka Curriculum inclusively and cooperatively, this platform can help educators to find relevant materials, get ideas, and refine their teaching practices. In addition, PMM is available as an app to facilitate teaching based on student abilities, offer professional development to improve proficiency, and collaborate with colleagues to motivate others.

PMM has a number of advantages, including the ability to enhance teachers' capacity to impart knowledge to students, serve as a tool to achieve measurable learning goals, and support teachers in assessing students' understanding so that the outcome of their learning achievement can be determined (Ketaren et al., 2022). One of the outcomes of teachers' work on the PMM concept is the development of concrete activities. According to the researcher's observations, teachers face a number of problems when learning about PMM and developing concrete activities, which makes it difficult for teachers to upload the concrete actions required by the Ministry of Education and Culture. In fact, not all high school teachers in the Jakarta metropolitan area have downloaded and used the application. The above description shows that reality and what should happen are contradictory. In fact, there are still many teachers in public high schools in Jakarta who have not downloaded the PMM application, connected their belajar.id account, and used it to its full potential.

In conclusion, PMM has the potential to improve educators' knowledge of the autonomous curriculum, their ability to utilize technology for professional development, and their professional competence (Muspardi, 2015). Budiarti (2022), Muchlis (2022), Sumandya (2022), Ketaren et al. (2022), and Surani et al. (2023) are some of the researchers who have examined PMMs (2022). However, none of the previous studies looked at how teachers analyze their own use of PMM.

Theory of Acceptance Model (TAM) by Kasilingam (2020), is the most influential research model in explaining the application of information technology and is considered useful for learning about the acceptance of various technology-related contexts. While Davis (1989) also explains, that TAM is an important factor perceived by a person to determine their behavior. TAM has been widely applied in online-based technologies such as online shopping, E-commerce, Marketplace, mobile instant messages, mobile payments, and E-commerce cars (Thakur and Srivastava, 2013). Theory of Reasoned Action/TRA according to (Fishbein & Ajzen, 2011) became the basis of TAM. Consumers' attitudes towards accepting technology are ultimately influenced by their perceptions and reactions, which are explained by TRA. TAM uses a comparison between Theory of Reasoned Action (TRA) and Theory of Planned Behaviour (TPB). The theory in TAM describes a person's behavior with the aim of using a system that is determined in two main variables: first, perceived usefulness (POU), where a person believes that using the system can improve their job performance. Second, Perceived Ease Of Use (PEOU), where a person believes that using the system will minimize the effort to use the system (Venkatesh & Davis, 2000).

One of the variables that influence behavior intention is facilitating conditions, which refers to a person's guarantee of the availability of facilities and support systems for using innovations (Venkatesh & Davis, 2000). Greater experience can lead to greater familiarity with the technology and a better knowledge structure to facilitate user learning. The more support facilities for the new system, the greater the individual's intention to use the technology (Venkatesh & Davis, 2000).

The second variable is trust. According to Eisingerich & Bell (2008), trust is a determinant of the success of a company because if someone does not trust the company then it will cause negative things even for a long time. Teachers want to ensure their personal data is safe in order to create behavior intention in using PMM. Lien et al. (2015) also states that when there is trust, individuals will be more likely to engage in cooperative behavior and be more involved in emotional actions such as using PMM in the learning process.

Subjective Norm is a view that is considered important by individuals who advise individuals to do or not do certain behaviors and are motivated by the willingness to do or not do something that is considered important (Wedayanti & Giantari, 2016). According to Y. Wang & Wang (2024), Subjective norms or socially refers to a person's beliefs about how and what to think about others is considered important and motivated to follow those thoughts. Subjective norms are norms that stem from the inner elements or conscience of people (Utami, 2017). In entrepreneurship, individual views are sourced from the beliefs and support of family, friends or people who are considered important to the individual.

The Technology Acceptance Model (TAM) is basically a model consisting of several factors that explain the behavior and use of technology, both directly and indirectly (perceived usefulness, perceived ease of use, and attitudes toward technology), including those related to other external factors (Scherer et al., 2019). TAM refers to six constructs, namely external variables, perceived ease of use, perceived usefulness, attitude toward using, behavioral intention to use, and actual usage (Davis, 1989). The external variable construct will have an influence on the perceived ease of use and perceived usefulness constructs. The perceived ease of use construct is considered to have an influence on the perceived usefulness construct. In addition, the two constructs (perceived ease of use and perceived usefulness) both affect the attitude toward using construct. The perceived usefulness construct will influence behavioral intention to use. In addition, behavioral intention to use will be influenced by the attitude toward using construct and will influence actual usage at the same time. Perceived usefulness (PU) and perceived ease of use (PEU) are considered as the main variables that directly or indirectly explain the outcomes (Passos et al., 2018). The outcomes of TAM in this study are teachers' readiness to implement PMM.

From the data above, it can be seen that not all teachers have accessed the teaching independence platform and not all teachers have passed the topic on PMM. West Jakarta State Senior High School

has 32% of teachers who access PMM and 15% who Pass Topic. East Jakarta SMAN 63% of teachers accessed PMM while only 36% of teachers passed the topic. The number of teachers who accessed PMM at South Jakarta Regional SMAN was 72% while those who passed the Topic were 35%. The number of teachers who accessed PMM at North Jakarta State Senior High School was 70% while those who passed the Topic were 32%. The number of teachers who accessed PMM in Central Jakarta area high schools was 72% while those who passed the Topic were 23%.

From the results obtained, only a few teachers accessed PMM and passed the topic, meaning that teachers' work engagement in implementing learning related to the Merdeka Belajar Curriculum is still lacking. Teachers are still not motivated to complete their tasks in PMM as an effort to improve their expertise and competence in teaching. As previously explained, it is very important for teachers to recognize and learn the new curriculum, namely the Merdeka Curriculum as a basic reference for the teaching process at school. This is also a major determinant of a school's success in creating a generation of Pancasila Profiles in accordance with the educational objectives stated in the Merdeka Curriculum. Based on the above problems, it is necessary to make efforts to increase teachers' willingness and motivation to access PMM as a means of self-learning and increase their knowledge in implementing the Merdeka Curriculum in schools.

LITERATURE REVIEW

Facilitating Condition

Facilitating conditions relate to how much the organizational and technical infrastructure persuades users to feel that they should use the system (Kuncoro et al., 2019). Perceived behavioral control is a concept of a collection of characteristics that can be drawn from previous research models, according to research (Pransiska, 2018). The level of user confidence in the technical infrastructure support they receive after utilizing the information system is a facilitating condition variable (Venkatesh & Davis, 2000).

The Facilitating Condition indicators used in this study are:

1. User assistance facilities.
2. Knowledge
3. Resource

Trust

Trust According to Pavlou (2003), When there is uncertainty, most social and economic transactions are characterized by trust. In a broad sense, trust, according to Gefen et al. (2003), Trust is the belief that a person has about another person's expectations based on previous interactions. Credibility and goodwill are two examples of trust as a very important belief (Pavlou, 2003). The term encompasses two distinct but defensible dimensions of trust in e-commerce: the first relates to conventional notions of trust in individuals, while the second relates to the integrity of the transaction medium (Pavlou, 2003). As stated by Mayer et al. (1995) In his research, trust is the ability to be open to the actions of others with the expectation that the activity will benefit the other party. Meanwhile, the readiness to rely on an exchange partner who has confidence is what is defined by Moorman et al. (1992) as trust. According to Mayer et al. (1995), There are three factors that form a person's trust in others: ability, benevolence, and integrity.

Subjective Norm

Social norms, often referred to as subjective norms, are characterized as an individual's belief that others have a significant impact on whether or not a certain action should be taken (T. Wang et al., 2014). Another way to describe subjective norms is as external influences, when one's actions are affected by the judgment of others. This viewpoint comes from local news sources and community perspectives (Lao, 2014). Subjective norms are determined by two things Ajzen (2005) That is:

1. Normative belief
2. Motivation to comply

Perceived usefulness

Perceived usefulness is the extent to which a person thinks that they can do their work faster by utilizing modern technology (Kasilingam, 2020). According to Mohammadi (2015), Consumers are more likely to use technology if it is innovative and easy to use, as demonstrated by the simplicity of payment transaction procedures. If a new technology is easy to use and facilitates the process of using it, people will more readily accept it (Q. Wang et al., 2009). According to Venkatesh & Davis (2000), Perceived usability includes the following signs in addition to the dimensions mentioned above:

1. Speeds up work
2. Effectiveness
3. Helpful
4. Increase productivity

Perceived ease of use

Perceived ease of use, on the other hand, is defined as the extent to which potential users believe that the system is free from barriers (Y. Wang et al., 2003). According to Agustian & Syafari (2014), The term "perceived ease of use" refers to how well people think they can utilize and understand various forms of information technology to do their jobs. Perceived usefulness is often associated with how one perceives the flow of the end product, according to Cho & Sagynov (2015).

Attitude Towards Using

According to Davis (1989), The attitude towards the system used in TAM is a measure of the influence a person feels when using a particular system in the workplace. According to Davis (1989), A person's attitude towards technology use can be positive or negative depending on whether they need to act against the system. In Teori (n.d.) presents an attitude model with three indicators: 1) Cognitive Component; 2) Affective Component; and 3) Conation Component.

Behavior Intention to Use

According to Muhibbin (2010), Interest is a terminological feature that characterizes a person's willingness accompanied by encouragement from others to identify similar objects. Interest also refers to a high inclination and enthusiasm or a great desire for something. Ajzen (2011) defines interest, on the other hand, as a state that a person has in the subjective dimension of possibility, which includes the relationship that person has with an activity. Since a person will evaluate, choose and decide something depending on what they feel and what they think, interest is closely related to these mental processes.

Thinking Framework

The framework in this study can be described as follows:

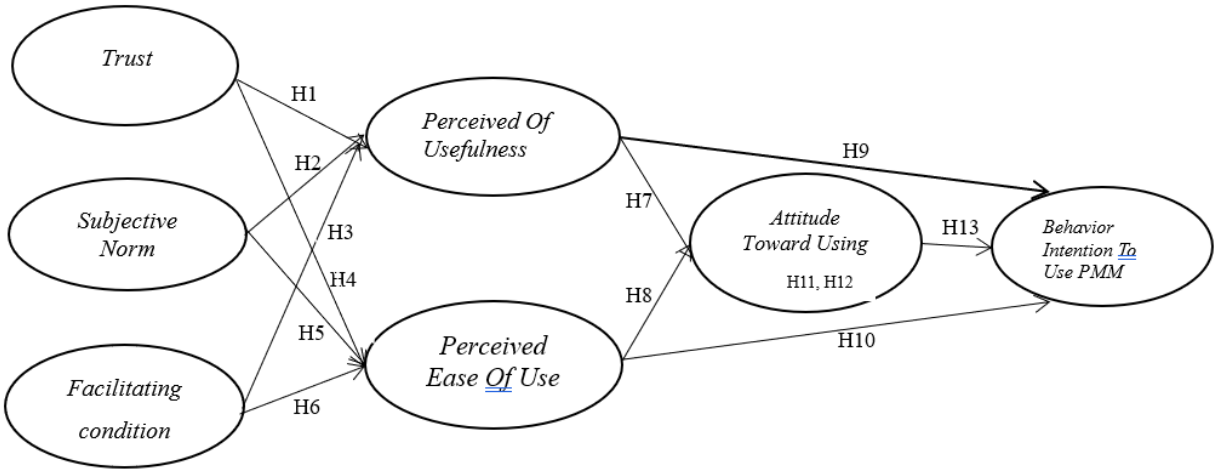

Figure 1. Research model/framework

METHODOLOGY

Sampling and Data Collection

A population is a list of things or people that share the same characteristics; it is a way of generalizing. Public high school educators in the DKI Jakarta area constitute the population of this study. The participants in this study are 1,346 educators from public high schools in the DKI Jakarta area. Determination of the sample size will use the inverse square root method which is the minimum sample size for research using partial least square structural equation modeling (PLS-SEM), namely 160 (Kock, N., & Hadaya, 2018). The number of samples used in this study was 323 teachers.

The sampling technique in this study was the Convenience Sampling or Accidental Sampling method. According to Sugiyono (2018), Convenience Sampling or Accidental Sampling is a sampling procedure that selects samples from people or units that are most easily encountered or accessed. Meanwhile, according to Bougie & Sekaran (2020), Convenience Sampling or Accidental Sampling is taking respondents as samples based on chance, that is, anyone who happens to meet the researcher can be used as a sample if the person who happens to be met is suitable as a data source with the main criterion being that the person is a Public Senior High School Teacher in the Jakarta area.

In this study, the sample was selected randomly. The population of 117 schools was randomized. Determination of the number of samples based on the opinion Fraenkel dan Wallen (1993) dalam Maksum (2012, hlm.62) that "There is no definite measure of how much a representative sample is". Based on the explanation above, the school groups sampled in this study are as follows:

Table 1.

No	Area	School	Number Of Teachers
1	Jakarta Utara	SMAN 73	7
		SMAN 80	10
		SMAN 114	10
		SMAN 83	10
		SMAN 40	10
		SMAN 75	10
2	Jakarta Timur	SMAN 76	10
		SMAN 67	13
		SMAN 105	7
		SMAN 61	7
		SMAN 103	10
		SMAN 22	7
3	Jakarta Selatan	SMAN 47	10
		SMAN 90	10
		SMAN 46	10
		SMAN 70	10
		SMAN 49	10
		SMAN 87	15
4	Jakarta Barat	SMAN 94	10
		SMAN 96	10
		SMAN 56	15
		SMAN 16	20
		SMAN 85	7
		SMAN 95	15
5	Jakarta Pusat	SMAN 68	10
		SMAN 35	10
		SMAN 27	20
		SMAN 1	10
		SMAN 4	10
		SMAN 24	10
		TOTAL	323

Measurement

Research instruments are equipment used to measure the variables being studied to collect data to support research findings. The number of research instruments needed is directly proportional to the number of variables that need to be studied. Each respondent, or sample in this study, consisting of public high school teachers in the Jakarta City Region, received a list of questionnaire questions. This list of questions is a commonly used research instrument.

Latent variables, also referred to as constructs, are variables that need to be quantified using one or more indicators because they cannot be measured directly. Variable measurement is an important part of a study with the aim of answering questions in a study. Measurement is collecting data in the form of numbers or symbols using a scale on the characteristics of an object (Bougie & Sekaran, 2020). In this study, there are three types of latent variables (constructs) that will be measured, namely dependent variables, and independent variables. The variables are *Trust, Subjective Norms, facilitating condition, Perceived of Usefulness, Perceived Of Use, Attittude Towards Using, Behavior Intention To Use*

Data Analysis

Data Analysis Methods Data analysis was carried out after the data collection stage was completed, with the help of statistics to describe the data, test the relationship between variables, and test hypotheses. With the help of SmartPLS software version 3.3.3, the partial least squares structural equation modeling (PLS-SEM) approach was used for data analysis in this study (Ringle et al., 2015). PLS-SEM is a statistical modeling technique that uses the relationship between multiple regression equations to describe the relationship between variables. These equations describe the relationship between constructs (independent variables and dependent variables) to be analyzed, where each construct has several latent factors.

Thus PLS-SEM is a unique combination of several multivariate statistical techniques such as multiple regression analysis and factor analysis (Ringle et al., 2015). In partial least squares support vector machine (PLS-SEM) analysis, a model often consists of two sub-models: a structural model and a measurement model. The measurement model describes the steps used to convert latent variables into observed variables. Meanwhile, the structural model shows how strongly latent variables or constructs are related to each other. Reflective or formative indications can be found on latent variables in PLS SEM. Reflective indicators, which assume variance in the measurement of latent variables, are indicators of construct manifestation and are appropriate for traditional theory testing.

RESULTS

Model Design

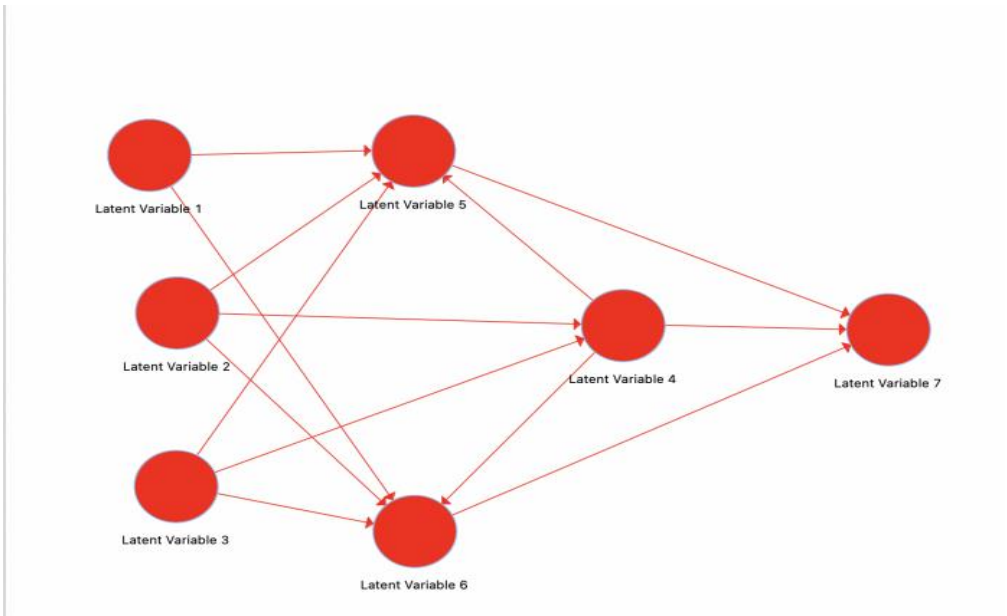

Figure 2. Inner model design

The design of this model illustrates how the latent variable relationship is referred to the hypothesis, problem formulation and theoretical study. Figure 2 is the design of the inner model of SmartPLS software processing results where the red environment is a symbol of the research variables.

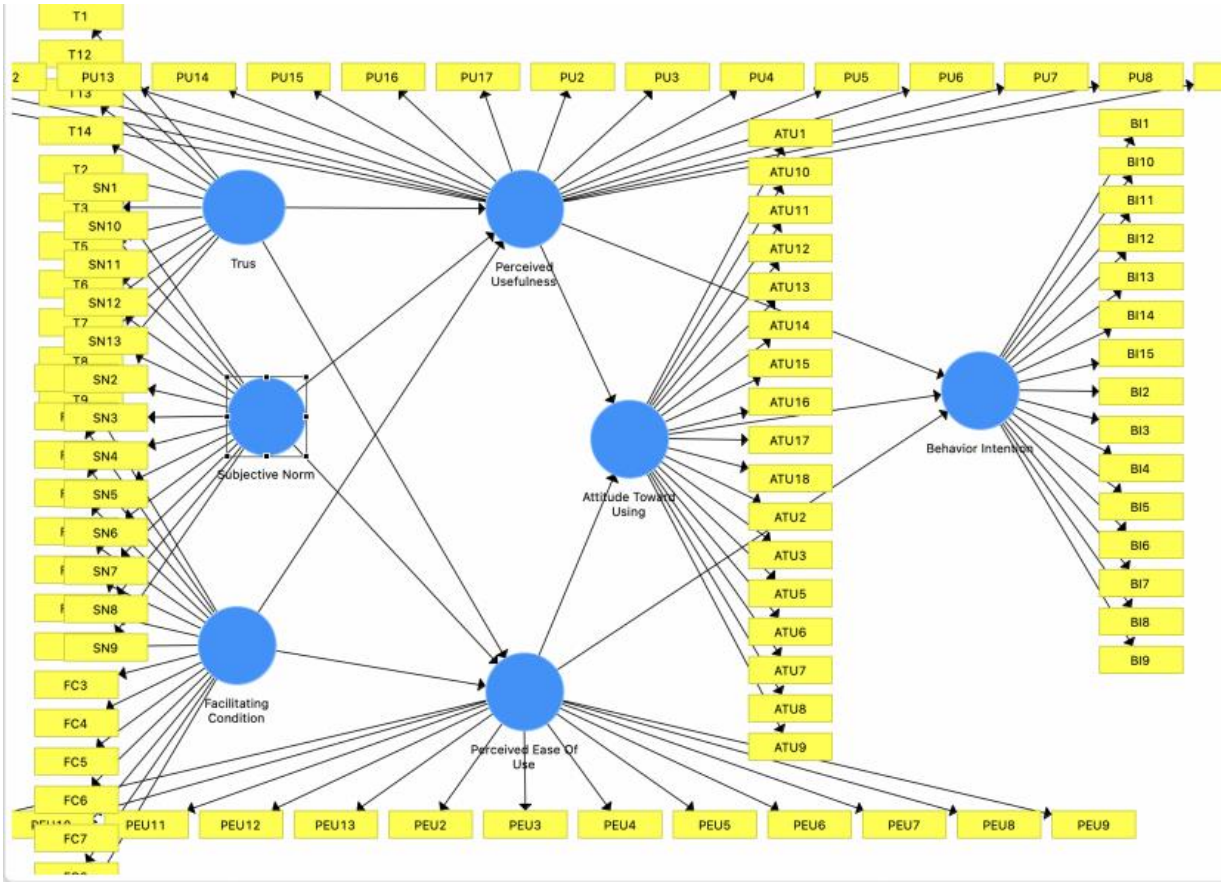

Figure 3. Outer model design

This model design is a model design that describes how the relationship between indicators and their variables. Each variable has an indicator to which the arrow is drawn with a yellow box. Figure 3 shows that Trust is measured by 11 indicators, Subjective Norms are measured by 13 indicators. Facilitating Conditions are measured by 13 indicators. Job Resource is measured by 2 indicators, namely JR4, JR9. Perceived Usefulness is measured by 14 indicators. Perceiver Ease Of Use is measured by 12 indicators. Attitude Toward Using is measured by 17 indicators. Behavior Intention is measured by 15 indicators.

Data Analysis

Analysis of the measurement model (outer model) in this study was carried out using validity and reliability tests. The validity test consists of convergent validity and discriminant validity. While the reliability test is expressed in the calculation of the composite reliability value and Cronbach's Alpha. Discriminant validity can be seen in the AVE (Average Variance Extracted) value. The criteria for a good AVE value is above 0.5 (Ghozali, 2014). The AVE value in this study can be seen in Table 2 below:

Table 1. Average variance extracted

Variable	Average Variance Extracted (AVE)
Subjective Norm_	0,703
Attitude Toward Using	0.809
Behavior Intention	0.721
Perceived Ease of Use	0,679
Perceived Usefulness	0.691
Facilitating Condition	0.701
Trust	0.653

The next analysis after the validity test is the reliability test. The instrument reliability test is carried out to determine the consistency of the regularity of the measurement results of an instrument even though it is carried out at different times, locations, and populations. Construct reliability is measured by two different criteria, namely composite reliability and Cronbach's Alpha (internal consistency reliability). A construct is declared reliable if the value of composite reliability is more than 0.7 and the Cronbach's Alpha value is more than 0.6. (Fornell and larcker, 1981). The results of the reliability test calculation on composite reliability and Cronbach Alpha are shown in Table 3 below:

Table 2. Composite reliability and Cronbach's alpha

	Cronbach's Alpha	**Composite Reliability**
Subjective Norm	0,965	0,968
Attitude Toward Using	0.985	0.986
Behavior Intention	0.972	0.975
Perceived Ease of Use	0.960	0.961
Perceived Usefulness	0.970	0.973
Facilitating Condition	0.969	0.972
Trus	0.965	0.968

The results of measuring Composite Reliability and Cronbach's Alpha in the table show that all variables for Composite Reliability have values above 0.70 and all variables for Cronbach's Alpha have values above 0.60. Thus, these results can be declared valid and have a fairly high reliability.

Furthermore, the Inner model can be measured by calculating the R-square for the dependent construct, t-test and the significance of the structural path parameter coefficients. Chin provides criteria for R Square values of 0.67, 0.33 and 0.19 as strong, moderate, and weak (Chin, 1998 in Ghozali and Latan, 2015). The R-square value of the dependent variable obtained in this research model can be seen in Table 4 below.

Table 3. R square

	R Square
Attitude Toward Using	0.740
Behavior Intention	0.809
Perceived Ease Of Use	0.837
Perceived Usefulness	0.846

Testing the structural model is by looking at the R square value as a goodness-fit model test or alignment test. The following is an explanation related to the R-square results based on the table above. The Behavior Intention variable has an r-square value of 0.809 after calculation through SmartPLS 4.0, this means that the variance ability that can be explained by the Attitude Toward Using, Perceived Ease of Use, Perceived Usefulness variables on the Behavior Intention variable is 80%.

The next process after the R square value is obtained is to conduct a significance t-test of the structural path parameter coefficient. The significance of the influence between latent variables can be seen from the statistical significance value. The significance value of the parameter coefficient can be calculated using the bootstrapping method. Bootstrapping is a non-parametric procedure that can be applied to test whether coefficients such as outer weights, outer loadings, and path coefficients are significant by estimating the standard error for the estimate. Bootstrapping in this test is carried out using a sub-sample with a significance level of 0.5. The path coefficient table can be seen in Table 5

The critical value of path coefficients is indicated by the t value, for hypotheses with one tailed is 1.65 (5% significance level). The significance value of the parameter coefficient can be calculated using the bootstrapping method. The results of testing each hypothesis based on the results of t-statistics and path coefficients in Table 5 are explained as follows:

Table 4. Hypothesis testing of direct influence

Hypothesis	Pathway		By	Original Sample	t Statistik	p value	Description
	from	To					
Hypothesis 1	Trust	POU		0,289	5,174	0,000	Supported
Hypothesis 2	Trust	PEOU		0,559	10,033	0,000	Supported
Hypothesis 3	Facilitating Condition	POU		0.051	0.769	0.222	Not Supported
Hypothesis 4	Facilitating Condition	PEOU		0.469	6,200	0.000	Supported
Hypothesis 5	Subjective Norm	POU		0.365	5,904	0.000	Supported
Hypothesis 6	Subjective Norm	PEOU		0,359	5,509	0.000	Supported
Hypothesis 7	POU	Attitude Toward Using		0.419	4,193	0.000	Supported
Hypothesis 8	PEOU	Attitude Toward Using		0.466	4.567	0.000	Supported
Hypothesis	POU	BI		0.335	3,715	0.000	Supported
9	PEOU	BI		0.584	6.63	0.000	Supported
Hypothesis 10	POU	BI	Attitude Toward Using	0.377	4,257	0.000	Supported
Hypothesis	PEOU	BI	Attitude Toward Using	0.420	4.433	0.000	Supported
11	Attitude Toward Using	BI		0.900	52.666	0.000	Supported

DISCUSSION

The results showed that most of the hypotheses were accepted, confirming the positive and significant relationship between the variables studied. H1 states that teachers' trust in PMM has a positive and significant effect on perceived ease of use (Perceived Usefulness), in line with the research. Trivedi & Yadav (2018). H2 revealed that subjective norm influences perceived usefulness of PMM, with support from peers, principals and government encouraging positive attitudes, as per the findings (Wijaya et al., n.d.). In contrast, H3 was rejected, indicating that inadequate facilities were not significant in increasing the perceived benefits of PMM, supporting the finding that (Kamaghe et al., 2020).

For H4, trust in PMM also has a positive impact on perceived ease of use, supported by research (Ponte, 2019). Subjective norms also play an important role (H5) in increasing the perceived ease of use of PMM, as in your research (2021). H6 shows that good facilitation conditions in schools support the perceived ease of use of technology, consistent with the research of (Shin & Kang, 2015).

Furthermore, H7 and H8 prove that perceived benefits and ease of use of technology affect teachers' positive attitudes towards using PMM, in accordance with research Shin & Kang (2015) and Tanjung et al. (2020). This positive attitude went on to influence the intention to use PMMs (H9), supporting the research of Durman & Musdholifah (2020). Perceived Usefulness and Perceived Ease of Use also directly have a positive impact on PMM usage intention (H10 and H11), supporting the findings of Hosseini et al, Wattoo et al. (2018).

Finally, both Perceived Usefulness and Perceived Ease of Use have an indirect influence on intention to use through attitude towards technology (H12 and H13), in accordance with previous research by Handayani et al. (2018) and Zena & Susanto (2022). Overall, these results emphasize the importance of trust, subjective norms, ease of use, and facility support in encouraging PMM use among teachers.

CONCLUSION AND RECOMMENDATION

Based on the analysis and discussion, this study concludes that perceived usefulness has a positive and significant effect on behavioral intention to use and attitude toward using. Attitude toward using also has a positive and significant effect on behavioral intention to use. In addition, perceived usefulness has an indirect effect on behavioral intention to use through attitude toward using as a mediating variable. Thus, the usefulness of the Merdeka Mengajar Platform (PMM) can increase the intention to use it if accompanied by a positive attitude from users. This shows the importance of facility support to increase teacher perceptions of the ease and benefits of the platform.

Managerially, several steps can be taken to increase teachers' intention to use PMM, such as continuous training that focuses on technology utilization, providing adequate infrastructure, incentive policies to increase teacher involvement, developing platforms that suit user needs, and effective socialization campaigns. This study also emphasizes the importance of support from the education office in providing training, access to technology and policies that encourage the adoption of educational technology.

This study has several limitations, such as a focus on public high school teachers in DKI Jakarta, data collection methods using online questionnaires, and limited geographical coverage. The findings provide relevant practical, policy, theoretical and social implications, such as improving the quality of training, developing platform features and public awareness of the importance of technology in education. Suggestions for improvement include providing incentives, equitable training, and socializing PMM features that emphasize the advantages and convenience of the platform to support successful implementation in the long term.

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