

# Applying UTAUT To Understanding Factors Influence The Use Of Elearning Bpk Corporate University In Jfp Ap Training

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## ABSTRACT:

Decision making will always be based on valid and reliable data. The effectiveness and efficiency of information are a must for agencies to evaluate their programs. The process of conducting effective and efficient training for training participants to the training organizers. Innovation based on the use of the system has an important role in fulfilling learning services in the Badiklat PKN BPK RI environment. The implementation of training during the pandemic forced agencies to use a system that can run quickly and control the learning process. This study wants to evaluate the system used in the process of conducting training in the Badiklat PKN BPK RI using the UTAUT (Unified Theory of Acceptance and Use of Technology) method. The research sample comprises 55 Auditor Functional CPNS individuals from the Audit Board of the Republic of Indonesia in 2022. This research shows that social influence and behavioral intention have a significant and positive effect. However, Performance Expectancy (PE) and effort Expectancy (EE), do not affect Behavioral Intention. An optimal system is a system that can be used easily by users, if users cannot use the system, then there will be system failure because the data generated will be biased and invalid. Suppose the user has difficulty operating the system. In this case, it is better to immediately evaluate in the form of input and training to further improve the skills of users who use it.

**Keywords: Performance Expectation, Effort Expectation, Social Influence, Facility Condition, Behavioral Intention, Use Behavior**

## I. INTRODUCTION

The COVID-19 pandemic entered Indonesia, requiring agencies to innovate in running business processes. No exception at the State Financial Examination Education and Training Agency of the Republic of Indonesia (Badiklat PKN BPK RI), during the Pandemic must continue to organize the Education and Training process (diklat) to improve competent human resources to carry out their duties effectively according to the vision of BPK RI, namely to Become a Trusted Audit Institution that Plays an Active Role in Realizing Quality and Beneficial State Financial Governance to Achieve State Goals. To answer these challenges, BPK Corporate University (BPK Corpu) launched a blended learning training program (BPK Corpu eLearning). The system is designed to conduct blended learning where training participants will learn independently (self-learning), with materials that have been provided. In addition to self-learning, BPK Corpu provides exam features and other features. The examination feature is

designed to measure the ability and success rate of participants in participating in training programs and to occupy the position of the examiner, where an examiner must have competence in the field of examination of state financial accountability so that they can carry out their duties by the expectations of the assignment. In addition to learning through the BPK Corpu eLearning system, the implementation of training is also carried out via video conference, to increase understanding of the material that has been provided in the BPK Corpu eLearning application. It is hoped that this system can increase effectiveness in the implementation of training. To improve employee competence and achieve the agency's vision.

The TAM factor itself is a model to predict and explain how technology users accept and use the technology in their work, this model was developed which research framework (Davis et al., 1989). According to Sari & Hermanto's research (2016), the technology acceptance model is an information systems theory that explains how users understand and use information technology. The Technology Acceptance Model aims to explain and predict user acceptance of technology. The Technology Acceptance Model is a development of the Theory of Reasonable Action (TRA) which predicts user acceptance of technology based on the influence of two factors, namely perceived usefulness and perceived ease of use.

Based on the background explanation, the problem will be discussed in this study as follows: Does Performance Expectancy (PE), Effort Expectancy (EE), and Social Influence (SI) partially have a positive effect on Behavioral Intention (BI) in using BPK Corpu eLearning?, and Do Facilitating Conditions (FC) and Behavioral Intention (BI) partially have a positive effect on Use Behavior (UB) in BPK Corpu eLearning?

## II. LITERATURE REVIEW

The Unified Theory of Acceptance and Use of Technology (UTAUT) was developed by Venkatesh et al. in 2003. This model explains the factors that influence an individual's acceptance of information technology. In the UTAUT model, four constructs/variables - PE, EE, SI, and FC are significant direct determinants in the acceptance and use of technology. PE is defined as how highly a person believes using a system will help him get benefits in his job performance, and EE is defined as the level of ease associated with using a system. If the system is easy to use, the effort made will not be too high, and vice versa. If a system is challenging, then it requires a high level of effort to use it. SI is defined as the extent to which an individual perceives interests believed by others that will influence him to use the new system. Furthermore, FC defines how one believes that organizational and technical infrastructure is in place to support the system.

### A. Research Framework

The research framework based on theoretical foundations is as follows

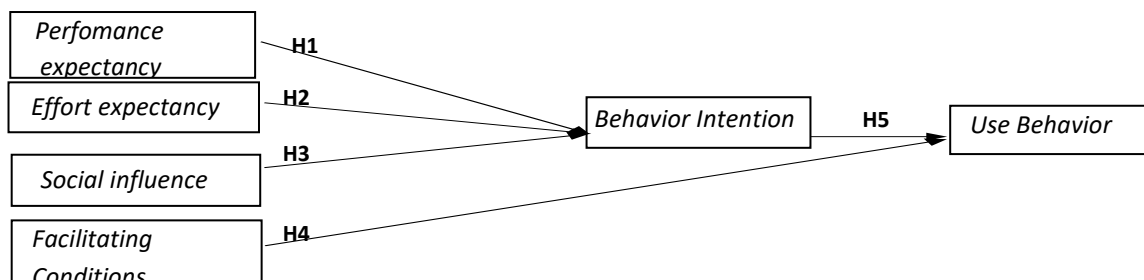


Figure 1. Research Framework

## B. Hypothesis Development

### 1. The Effect of Performance Expectancy on Itention Behavior

Performance expectancy is defined as the degree to which a person believes using the system will help the person gain performance benefits on the job (Venkatesh, et al: 2003). Research conducted by Taqwatika, Agustini, and Suyasa (2019) indicated that the utilization of the Online Learning System at SMP Negeri 1 Singaraja did not impede or enhance the teaching and learning system for grade IX students [7]. Based on this, the hypothesis test tested is:

H1 : Performance Expectancy has a positive and significant effect on Behavior intention

### 2. The Effect of Effort Expectancy on Itention Behavior

Effort expectancy is defined as the level of ease that individuals feel related to the use of the system they use (Venkatesh, et al: 2003). Research conducted by Mulyati and Anggoro Aryo Pramuditho (2019) demonstrated that users displaying high effort in utilizing the system can enhance their intention to use the information system. Based on this, the hypothesis test tested is:

H2 : Effort Expectancy has a positive and significant effect on Behavior Intention.

### 3. The Effect of Social Influence on Itention Behavior

Social Influence is defined as the extent to which an individual's perception of the importance of another individual perceives that he or she must use a new system (Venkatesh et al., 2003). Research conducted by Faizatul Amalia, Adam Hendra Brata, Rizki Tri Sulisty, and Andre Diofanu (2018) indicated that the social environment significantly influences a teacher's decision to adopt a free blog as a learning medium, particularly within the dominant work environment of schools. Based on this, the hypothesis test tested is:

H3 : Social Influence has a positive and significant effect on Behavior Intention.

### 4. The Effect of Facilitating Condition on Use Behavior

Facilitating Conditions is defined as the extent to which an individual believes that the availability of organizational and technical infrastructure can facilitate the use of the system (Venkatesh, et al: 2003). Research conducted by Iqbal Hanif Rohmatulloh (2022) demonstrated that Facilitating Condition does not exhibit a positive and significant influence on Behavioral Intention regarding the acceptance and use of VINESA during the COVID-19 pandemic. Based on this, the hypothesis test tested is:

H4: Facilitating Condition has a positive and significant effect on Behavior Intention.

### 5. The Effect of Behavior Intention on Use Behavior

In this study, Behavior Intention is used to describe how much influence the behavior intention of JFPAP Training Participants in using the BPK Corpu eLearning platform continuously assuming that they have access to information, while use behavior is used to explain the level of user awareness in using the BPK Corpu E-Learning platform will provide benefits to support the implementation of training. Research conducted by Hidayat, Nasrullah, and Istyanto (2022) demonstrated that interest in technology utilization (behavioral intention) significantly influences use behavior. Based on this, the hypothesis test tested is:

H5 : Behavior Intention has a positive and significant effect on Behavior Intention.

### III. METHODS

The focus of this scientific journal is the Evaluation of the Implementation of the BPK Corpu eLearning System in the training process for the first expert functional position of examiners within the BPK RI State Financial Examination Education and Training Agency (Badiklat BPK RI), utilizing the Unified Theory of Acceptance and Use of Technology (UTAUT) Model. The selection of Badiklat BPK RI as the research subject is predicated on its recent adoption of a novel system warranting investigation. Furthermore, Badiklat BPK RI operates as a training hub for fostering skilled examiners, aligning with the objectives of the Audit Board of the Republic of Indonesia (BPK RI) [3]. Which is to become a trusted audit institution that plays an active role in realizing quality and beneficial state financial governance to achieve goals country. The sampling technique used is a purposive sampling method using several criteria in order to provide information in accordance with the purpose of the study. This study employs Descriptive Statistical Tests and Multiple Regression Analysis to analyze the sample data. Additionally, it conducts a Validity Test using the Pearson Correlation method and a Reliability Test using the Cronbach's Alpha method. The Classical Assumption Test comprises a Normality Test employing the One-Sample Kolmogorov-Smirnov method, a Multicollinearity Test, and a Heteroskedasticity Test using Spearman's Rho method. Hypotheses are evaluated using the Test R2, Test F, and Test t. The Multiple Regression Analysis Model utilized in this study is as described [6]:

$$BI = b_1BI_1 + b_2EE_2 + b_3SI_3 + e_1$$

$$UB = b_4FC_4 + b_5X_5 + e_2$$

Information:

- BI = Behavioral Intention (Dependent Variable)
- PE1 = Performance Expectancy (Free variable)
- EE2 = Effort Expectancy (Independent variable)
- SI3 = Social Influence (Independent variable)
- FC4 = Facilitating Condition (Free variable)
- a = Value of the constant
- b = Value of regression coefficient (BI1, PE2, SI3, and FC4)
- e = Error limit

#### A. Data Collection

The samples used in this study were participants in the Jabatan Fungsional Pemeriksa Ahli Pertama (JFP AP) training for fiscal year 2022, consisting of various disciplines, gender, age and formation of the first Expert Examiner. The sampling consisted of 55 participants spread across 5 different locations namely Kalibata, Gowa, Medan, Jogjakarta and Bali.

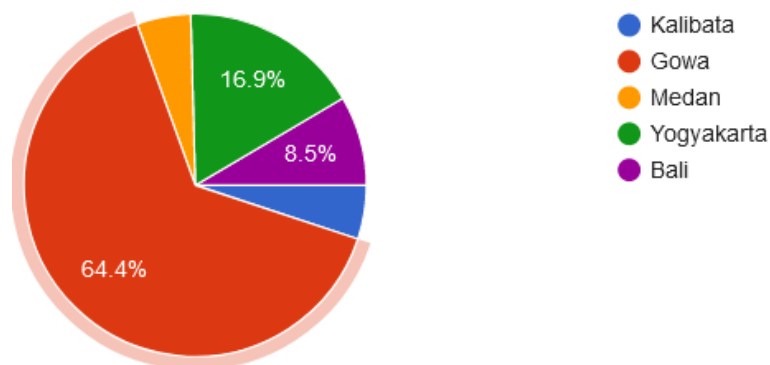


Figure 2. Demografi Responden

IV. RESULTS AND DISCUSSION

A. Descriptive Statistical Analysis

Descriptive statistics are used to see a general picture of the data that has been collected in this study. Each respondent's answer, to facilitate the assessment of the average, then the interval of the average assessment criterion can be interpreted as follows:

Table 1. Questionnaire answer scoring interval

Description	Interval
Very bad	1,00 – 1,79
Bad	1,80 – 2,59
Good enough	2,60 – 3,39
Good	3,40 – 4,19
Very good	4,20 – 5,00

Table 2. Descriptive Analysis of Performance Expectancy

Description	PE.1	PE.2	PE.3	PE.4	PE.5	PE.6	PE.7
N	Valid	46	46	46	46	46	46
	Missing	0	0	0	0	0	0
Mean	4,4130	4,1087	4,2391	3,9130	4,0652	4,1087	3,9783
Median	4,0000	4,0000	4,0000	4,0000	4,0000	4,0000	4,0000
Sum	203,00	189,00	195,00	180,00	187,00	189,00	183,00
Conclusion	Very good	Good	Very good	Good	Good	Good	Good

For the Performance Expectancy variable, it is said to be very good because it has an average of 4.11 which is in the interval 3.4 – 4.19, meaning the assessment interval is in the good category.

Table 3. Descriptive Analysis of Effort Expectancy

Description	EE.1	EE.2	EE.3	EE.4	EE.5
N	Valid	46	46	46	46
	Missing	0	0	0	0
Mean	4,4783	4,3261	4,3478	4,0870	4,4565
Median	5,0000	4,0000	4,0000	4,0000	4,5000
Sum	206,00	199,00	200,00	188,00	205,00
Conclusion	Very good	Very good	Very good	Good	Very good

For the variable Effort Expectancy is said to be very good because it has an average of 4.41 which is in the interval 4.19 – 5.00 meaning the assessment interval in the category is very good.

Table 4. Descriptive Analysis of Social Influence

Description	SI.1	SI.2	SI.3	SI.4
N	Valid	46	46	46
	Missing	0	0	0
Mean	4,2826	4,3043	4,2826	3,9348
Median	4,0000	4,0000	4,0000	4,0000
Sum	197,00	198,00	197,00	181,00
Conclusion	Very good	Very good	Very good	Good

For the Social Influence variable, it is said to be very good because it has an average of 4.20 which is in the interval of 4.19 – 5.00, meaning that the assessment interval in the category is very good.

Table 5. Descriptive Analysis of Facilitating Conditions

Description	FC.1	FC.2	FC.3	FC.4	FC.5
N	Valid	46	46	46	46
	Missing	0	0	0	0
Mean	4,4130	4,4783	3,8913	3,9565	3,8261

Description	FC.1	FC.2	FC.3	FC.4	FC.5
Median	4,0000	4,0000	4,0000	4,0000	4,0000
Sum	203,00	206,00	179,00	182,00	176,00
Conclusion	Very good	Very good	Very good	Good	Good

For the Facilitating Conditions variable, it is said to be good because it has an average of 4.11 which is in the interval 3.40 – 4.19, meaning that the assessment interval falls into the good category.

Table 6. Descriptive Analysis of Behavioral Intention

Description		BI.1	BI.2
N	Valid	46	46
	Missing	0	0
Mean		4,4130	4,3261
Median		4,0000	4,0000
Sum		203,00	199,00
Conclusion		Very good	Very good

For the Behavioral Intention variable, it is said to be very good because it has an average of 4.36 which is in the interval of 4.20 – 5.00, meaning that the assessment interval falls into the very good category.

Table 7. Analisis Deskriptif Use Behavior

Description		UB.1	UB.2	UB.3
N	Valid	46	46	46
	Missing	0	0	0
Mean		4,2609	3,1957	3,913
Median		4	3	4
Sum		196	147	180
Conclusion		Very Good	Good	Good

For the Use Behavior variable, it is said to be good because it has an average of 3.78 which is in the interval 3.40 – 4.19, meaning that the assessment interval falls into the good category.

## B. Validity and Reliability Test

The validity test is used to measure the validity or validity of a questionnaire. This validity measurement is done by comparing the calculated  $r$  value with the table  $r$  for degree of freedom ( $df$ ) =  $n - 2$ , in which case  $n$  is the number of samples. The number of samples in this study was 45 and the magnitude of  $df$  can be calculated  $45 - 2 = 43$  and alpha 5%. Thus, the author obtained  $r$  table with a double-sided test of 0.05.

After the  $r$  table has been known, the author can draw conclusions on:

1. The question can be said to be valid if  $r$  calculate >  $r$  table,
2. The question can be said to be invalid if  $r$  calculate <  $r$  table

Table 8. Variable Validity Test Results and Reliability Table

Variabel	R Hitung	R tabel	Keterangan
Effort Expectancy	0,456**	0,294	Valid
Social Influence	0,738**	0,294	Valid
Facilitating Conditions	0,610**	0,294	Valid
Behavioral Intention	0,605**	0,294	Valid
Use Behavior	0,527**	0,294	Valid

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**C. Multiple Regression Analysis Test**

In this study using multiple linear regression with the aim of measuring the strength of the relationship between two or more variables; and shows the direction of the relationship between the dependent variable and the independent variable. The regression model in this study used four independent variables and two dependent variables.

Table 9. Multiple Linear Regression Analysis Test

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model						
1	(Constant)	2,739	1,133		2,416	0,020
	Performance_Expectancy	0,076	0,048	0,273	1,573	0,123
	Sosial_Influence	0,196	0,082	0,411	2,399	0,021
	Effort_Expectancy	0,024	0,050	0,063	0,486	0,629

a. Dependent Variable: Behavioral\_Intention

$$BI = 2,739 + 0,076 PE + 0,196SI + 0,024EE + e_1$$

From the results of the multiple regression equation, the variables Performance Expectancy, Effort Expectancy and Social Influence can be interpreted as having an effect on Behavioral Intention as follows:

- a. The value of the constant with a positive sign of 2.739, which indicates that if the Behavioral Intention variable is not influenced by Performance Expectancy, Effort Expectancy and Social Influence, the Behavioral Intention will be 2.739
- b. The Performance Expectancy variable has a regression coefficient marked positive of 0.076, this means that if the Performance Expectancy value increases by 1 unit assuming other variables remain, it will increase Behavioral Intention by 0.076
- c. The Effort Expectancy variable has a positive regression coefficient of 0.024, this means that if the Effort Expectancy value increases by 1 unit assuming other variables remain, it will increase the Effort Expectancy by 0.024.
- d. The Social Influence variable has a regression coefficient marked positive of 0.196 this means that if the value of Social Influence increases by 1 unit assuming other variables remain, it will increase Behavioral intention by 0.196.

**D. Hypothesis Test**

Ghozali (2016: 97), the coefficient of determination ( $R^2$ ) essentially measures how far the model is able to explain the variation of the dependent variable. The value of the determinant coefficient is between zero and one. A small ( $R^2$ ) value (close to 0) means that the ability of independent variables (Performance Expectancy, Effort Expectancy, Social Influence and Facilitating Conditions) to explain the variation of the dependent variable (Behavioral Intention or Use Behavior) is very limited. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable. In general, it can be said that the coefficient of double determination ( $R^2$ ) is between  $0 < R^2 < 1$ .

Table 10. Coefficient of Determination Test

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.672 <sup>a</sup>	0,452	0,413	0,79874	0,452	11,533	3	42	0,000

a. Predictors: (Constant), Effort\_Expectancy, Sosial\_Influence, Performance\_Expectancy

The magnitude of the influence of performance expectancy, effort expectancy, and social influence on behavioral intention can be used to analyze the coefficient of determination, which is 0.413 or 41.3%, while the remaining 39.5% is influenced by other factors that are not measured in this study.

Table 11. Coefficient of Determination Test

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.567 <sup>a</sup>	0,321	0,290	1,70742	0,321	10,181	2	43	0,000

a. Predictors: (Constant), Behavioral\_Intention, Facilitating\_Conditions

The magnitude of the influence of facilitating conditions and behavioural intention on use behaviour can be used Coefficient of Determination analysis which is 0.290 or 29%, while the remaining 71% is influenced by other factors that are not measured in this study.

F test is carried out to see whether the analyzed model has a high level of model feasibility, namely the variables used by the model are able to explain the phenomenon analyzed (Ferdinand, 2014, p. 239). The F test can be done by comparing  $F_{\text{calculate}}$  with  $F_{\text{table}}$ , if  $F_{\text{calculate}}$  is > from  $F_{\text{table}}$  ( $H_0$  is rejected and  $H_a$  is accepted) then the model is significant or can be seen in the significance column on Anova in SPSS

Table 12. Statistical Test F

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	22,074	3	7,358	11,533	,000 <sup>b</sup>
Residual	26,796	42	0,638		
Total	48,870	45			

a. Dependent Variable: Behavioral\_Intention

b. Predictors: (Constant), Effort\_Expectancy, Sosial\_Influence,

From the table above, the  $F_{\text{calculate}}$  value is 11.533, while the  $F_{\text{table}}$  value with the free degree of numerator 3 and denominator 45 in  $\alpha$  (0.05) is 2.59. Thus  $F_{\text{calculate}}$  (11.533) >  $F_{\text{table}}$  (2.59), so  $H_0$  is rejected and  $H_a$  is accepted. This shows that Performance Expectancy, Effort Expectancy, and Social Influence simultaneously affect Behavioral intention.

Table 13. Uji Statistik F

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59,360	2	29,680	10,181	,000 <sup>b</sup>
	Residual	125,357	43	2,915		
	Total	184,717	45			

a. Dependent Variable: Use\_Behavior  
 b. Predictors: (Constant), Behavioral\_Intention, Facilitating\_Conditions

From the table above, the  $F_{\text{calculate}}$  value is 10.181, while the  $F_{\text{table}}$  value with the free degree of numerator 2 and denominator 43 in  $\alpha$  (0.05) is 2.59. Thus  $F_{\text{calculate}}$  (10.181) >  $F_{\text{table}}$  (2.59), so  $H_0$  is rejected and  $H_a$  is accepted. This shows that Facilitating Conditions and Behavioral Intention simultaneously affect Use Behavior.

The T test (Ghozali, 2016: 98), is used to determine whether the independent variable individually (partially) has an effect on the dependent variable. The criteria shown are as follows:

- 1) If the value of sig-t is less than the significant level of 0.05 which means that the independent variable individually (partially) has an effect on the dependent variable.
- 2) If the value of sig-t is more than the significant level of 0.05 which means that the independent variable individually (partially) has no effect on the dependent variable.

Table 14. Statistical Test t

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,739	1,133		2,416	0,020
	Performance_Expectancy	0,076	0,048	0,273	1,573	0,123
	Sosial_Influence	0,196	0,082	0,411	2,399	0,021
	Effort_Expectancy	0,024	0,050	0,063	0,486	0,629

a. Dependent Variable: Behavioral\_Intention

$$BI = 2,739 + 0,076 PE + 0,196SI + 0,024EE + e_1$$

From the table above, it can be explained that in the Performance Expectancy variable  $Df = n - 2 = 45 - 2 = 43$ ;  $t_{\text{table}} = t_{\text{table}} = t(\alpha ; df) = (0.05 ; 43) = 2.01669$  has a calculated  $T_{\text{value}}$  of  $1.573 < t_{\text{table}} 2.01669$ . This means that individually the Performance Expectancy variable does not have a significant influence on Behavioral Intention. This is supported by a probability value of  $0.123 > 0.05$  which means it has no significant influence on Behavioral Intention. So  $H_1$  in this study, performance expectancy did not have a significant effect on Behavioral Intention can be rejected

The variable Effort Expectancy has a calculated  $T_{\text{value}}$  of  $0.486 < t_{\text{table}} 2.01669$  This means that individually the variable Effort Expectancy has no influence on Behavioral Intention. This is supported by a probability value of  $0.486 > 0.05$  which means there is no influence on Behavioral Intention. So  $H_2$  in this study, Effort Expectancy had no significant effect on Behavioral Intention rejected.

The Social Influence variable has a calculated  $T_{\text{value}}$  of  $2.399 > t_{\text{table}} 2.01669$ . This means that individually the Social Influence variable has a significant influence on Behavioral Intention. This is supported by probability values of  $0.021 < 0.05$ . This means that it has a significant

influence on Behavioral Intention. So  $H_3$  in this study, Social Influence has a significant effect on acceptable Behavioral Intention.

Table 15. Statistical Test t

Model		Unstandardized		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,322	2,319		0,570	0,572
	Facilitating_Conditions	0,062	0,110	0,085	0,566	0,574
	Behavioral_Intention	1,003	0,292	0,516	3,440	0,001

a. Dependent Variable: Use\_Behavior

$$UB = 1,322 + 0,062FC + 1,003BI + e_1$$

From the table above, it can be explained that the Facilitating Conditions variable has a calculated  $T_{\text{value}}$  of 0.566 <  $t_{\text{table}}$  2.01669. This means that individually the Facilitating Conditions variable does not have a significant influence on Use Behavior. This is supported by a profitability value of 0.574 > 0.05 which means it does not have a significant influence on Use Behavior. So the  $H_4$  in this study, which states Facilitating Conditions has no significant effect on Use Behavior.

As well as the Behavioral Intention variable has a calculated  $T_{\text{value}}$  of 3.440 >  $t_{\text{table}}$  2.01669. This means that individually the variable Behavioral Intention has a significant influence on Use Behavior. This is supported by a profitability value of 0.001 < 0.05 which means it has a significant influence on Use Behavior. So  $H_5$  in this study, Behavioral Intention had a significant influence on acceptable Use Behavior.

## V. DISCUSSION

This study aims to determine the influence of performance expectancy, effort expectancy, and social influence on behavioral intention. The influence of facilitating conditions on use behavior, as well as the influence of behavioral intention on use behavior in the implementation of JFPAP Training of the Audit Board of the Republic of Indonesia. Based on the results of research and discussion that has been described by the author in the previous chapter, the author makes the following conclusions:

1. The performance expectancy variable has no significant effect, and the regression coefficient leads positively to behavioral intention. This shows that the performance expectancy variable in this study explains that users using eLearning BPK Corpu cannot improve and assist in conducting JFP AP training. The results stated that users of the BPK Corpu eLearning system did not want to maintain the system for the JFP AP training process.
2. The effort expectancy variable has no effect, and the regression coefficient leads positively to behavioral intention. This shows that the effort expectancy variable in this study for some users found difficulty in operating or using the BPK Corpu eLearning system.

## VI. CONCLUSIONS

Based on the research results, it can be concluded that, Social influence variables have a positive and significant effect, and the regression coefficient leads positively to behavioral intention. This shows that the social influence variables in this study are social factors that

influence users in using the BPK Corpu eLearning system. The facilitating conditions variable has no significant effect, and the regression coefficient leads positively to use behavior. This shows that the facilitating conditions variable in this study states that users do not believe that the existing facilities strongly support the use of BPK Corpu eLearning against the various technical availability, infrastructure, and facilities provided in supporting the use of BPK Corpu eLearning system. The behavioral intention variable has a significant effect, and the regression coefficient leads positively to use behavior. This shows that using the BPK Corpu eLearning System can increase effectiveness in the implementation of JFP AP training.

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