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Acceptance Of Website-Based Learning Media with Independent Flow in Elementary Schools in Sumedang Regency

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Abstract
In the current digital era, the integration of information and communication technology in education has become an urgent necessity. One rapidly developing innovation is the use of website-based learning media. This study examines the acceptability of website-based learning media designed in alignment with the Merdeka learning framework in elementary schools in the Sumedang region. The research employs a quantitative approach, using a correlational survey method with path analysis. The findings indicate that, among the ten evaluated indicators, two indicators Social Influence on Behavioral Intention and Effort Expectancy on Behavioral Intention play a decisive role in determining the acceptability of instructional materials and media. These indicators demonstrate a strong positive influence on the developed media, indicating high levels of acceptance. The results show that social influence and perceived ease of use are the primary determinants of acceptance and effectiveness of the learning media.
Keywords: Website-Base Learning, Independent Flow, Elementary Schools

1. INTRODUCTION

In today's digital era, the integration of information and communication technology into education has become increasingly urgent. One innovation that continues to grow rapidly is the use of website-based learning media. This type of media offers flexibility, accessibility, and interactivity that are not found in conventional learning methods. Within the context of education in Indonesia, the Merdeka Belajar (Independent Learning) concept introduced by the Ministry of Education and Culture emphasizes autonomy and freedom in the teaching and learning process. This concept encourages the use of technology to create more personalized, contextual, and adaptive learning experiences. According to Syafi'i (2022), Education 4.0 is an initiative aimed at strengthening intelligent education by improving quality and equity, expanding access, and enhancing relevance through the use of technology, with the goal of creating a global educational environment that fosters collaboration, communication, critical thinking, and creativity skills. Meanwhile, Sherly et al. (2021) highlight that the significant impact of the Industrial Revolution 4.0 on the current education system is increasingly evident. Rapid changes, coupled with increasingly complex human needs, require education to adapt in order to effectively face contemporary challenges. This is further emphasized by Siregar et al. (2020), who state that independent learning has become a strategic approach to anticipating continuous changes, enabling higher education institutions that support learning autonomy to better respond to the Industrial Revolution 4.0 era. To achieve these objectives, appropriate learning media are required. Digital learning media serve as

instructional tools that align with the Merdeka Belajar concept (Ulfah et al., 2023).

Website-based learning media represent one of the interactive learning media innovations used in today's digital era. Such media facilitate teachers in integrating face-to-face and online learning to explain instructional content. Easy access to web-based learning media for both teachers and students can improve student academic achievement. According to Sherly et al. (2021), the use of website-based learning media provides convenience for teachers and students, enabling a more effective learning process. Teachers can easily upload instructional materials and learning videos to the platform, while students can answer questions presented on the website and receive feedback on correct and incorrect responses, ultimately increasing student satisfaction with their learning experience. Similarly, Rijal (2020) states that the presence of website-based learning media is expected to facilitate teachers in improving student learning outcomes, thereby achieving learning objectives. Technological advancements have made it easier for teachers to conduct classroom instruction. Research conducted by Indariani et al. indicates that technology utilized as a learning medium can simplify the learning process, motivate students, and contribute to improved academic achievement (Indariani et al., 2018; Jazuli et al., 2017; Octaviani, 2017, as cited in Yunansah et al., 2022).

This study aims to explore the level of acceptance of website-based learning media aligned with the Merdeka learning framework in elementary schools in Sumedang Regency. Through a deeper understanding of the factors influencing acceptability, this study seeks to identify effective strategies to enhance learning quality and ensure the successful implementation of technology in primary education. Various web-based services can be utilized as learning media or learning resources, one of which is Google Sites. Google Sites is a web-based platform developed by Google and launched in 2008. It can be used as a learning medium capable of increasing students' learning interest. The availability of Google Sites represents an opportunity that teachers should leverage, both to improve the quality of services provided to students during the learning process and to enhance teachers' own information technology competencies. Through Google Sites, teachers can design learning media tailored to instructional needs, subject matter characteristics, student characteristics, and targeted competencies (Yunansah et.al., 2022; Wahid et.al., 2023; Wahid & Asrina, 2024).

Multimodality refers to the study of interactions and interdependencies among various modes of communication in creating meanings that complement, extend, or even contradict one another (Abidin, 2022). Various forms and approaches have been implemented to apply multimodality in learning. A case study demonstrates that the use of multimodal technology in learning can enhance higher-order thinking skills and students' conceptual engagement during the learning process. Through multimodal learning, students are provided with opportunities to independently construct their knowledge (Maja, 2019).

One widely used model for analyzing technology acceptance and usage is the Unified Theory of Acceptance and Use of Technology (UTAUT). Venkatesh (2022) defines UTAUT as a theory aimed at explaining behavioral intentions to use technology. Meanwhile, the Theory of Reasoned Action (TRA) explains that behavior is determined by an individual's intention to perform or not perform a particular behavior (Mahyarni, 2013). In this learning model, various forms of audio, video, and visual learning media are integrated into a single platform—namely, a web-based system aligned with current technological advancements—thereby facilitating teachers in the instructional process and increasing student interest (Herlambang, 2021; Herlambang & Abidin, 2022; Permana et.al., 2024). The results of this study are expected to identify the factors influencing the proposed research model and provide evaluative outcomes that support the use of web-based multimodal learning media, particularly in elementary schools. This model has been widely applied in technology acceptance studies, including in educational media usage contexts. The UTAUT model identifies key factors influencing technology adoption, such as perceived usefulness, ease of

use, social norms, and behavioral beliefs (Amalina et al., 2022). By applying this model, the present study seeks to investigate the factors influencing teachers' acceptance of website-based multimodal learning media.

2. METHOD

This study was conducted using a quantitative research approach. The research method employed was a correlational survey with path analysis. According to Hair et al. (2019), a correlational survey method with path analysis is an effective approach for exploring relationships among variables in research. Through this technique, researchers can identify and examine causal relationships between variables.

The path analysis in this study was carried out using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the assistance of the SmartPLS 3 application. Structural Equation Modeling (SEM) is a statistical technique used to analyze structural relationships, combining factor analysis and path analysis to estimate relationships among latent variables. Partial Least Squares (PLS) is one of the most widely used SEM methods, commonly referred to as SEM-PLS. PLS is primarily applied when the research objective is to predict and explain data variability.

This study involved elementary school teachers in Sumedang Regency, with a total of 115 teachers serving as respondents, drawn from 26 districts. The following section presents the demographic data of respondents regarding the acceptability of website-based instructional media aligned with the Merdeka learning pathway.

Tabel 1. Demographic Data of Respondents on the Acceptability of Website-Based Learning Media with the Merdeka Learning Pathwa

Demographic Data		Frequency	Percentage (%)
Gender	Male	36	31
	Female	79	69
Age	≤ 30 years	15	13
	31-40 years	58	50
	41-50 years	25	22
	≥ 51 years	17	15
Teaching Experience	≤ 10 years	29	25
	11-20 years	53	46
	21-30 years	30	26
	≥ 31 years	3	3

The instrument used in this study was a questionnaire. The questionnaire was distributed to teachers online via Google Forms to ensure their voluntary participation in the study. It consisted of two sections: one collecting respondents' demographic data and another containing questions related to acceptability. The content section of the questionnaire comprised indicators to be measured, namely Affective Needs (AN), Attitude (A), Behavioral Intention (BI), Effort Expectancy (EE), Facilitating Conditions (FC), ICT Usage Habit (IUH), Perceived Learning Opportunities (PLO), Performance Expectancy (PE), Self-Efficacy (SE), and Social Influences (SI). The acceptability questionnaire employed a five-point Likert scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

developed from regression and path analysis. SEM data analysis is more complex because it is composed of both a measurement model and a structural model. SEM involves three simultaneous procedures: testing the validity and reliability of the instrument (confirmatory factor analysis), examining the relationships among variables (path analysis), and obtaining a model suitable for prediction (structural model analysis and regression analysis). A complete SEM framework essentially consists of a measurement model and a structural or causal model. The measurement model is used to assess convergent and discriminant validity, while the structural model represents the hypothesized relationships among variables. To facilitate SEM data analysis, various statistical software packages are available, including LISREL, AMOS, and SmartPLS

3. RESULT AND DISCUSSION

Result

The analysis of indicator measurements (outer model) was conducted to ensure that the measurements are adequate and valid in determining the relationships between latent variables and their respective indicators. Figure 3 presents the outer model illustrating the results of the analysis of relationships between latent variables and their indicators.

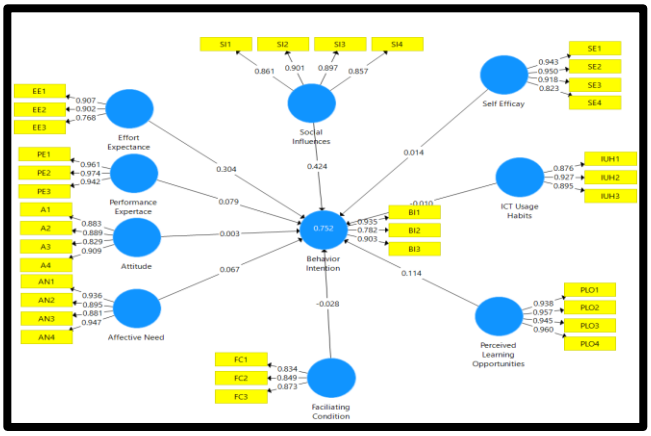

Figure 1. Results of Outer Loading Measurements

Results and Discussion

Based on the results of the analysis of relationships among variables, the following validity results were obtained.

Table 2. Instrument Item Validity Test / Outer Loading

	AN	A	BI	EE	FC	IUH	PE	PLO	SE	SI
A1	**0,883**									
A2	**0,889**									
A3	**0,829**									
A4	**0,909**									
AN1		**0,936**								
AN2		**0,895**								
AN3		**0,881**								
AN4		**0,947**								
BI1			**0,935**							

BI2	**0,782**								
BI3	**0,903**								
EE1		**0,907**							
EE2		**0,902**							
EE3		**0,768**							
FC1			**0,834**						
FC2			**0,849**						
FC3			**0,873**						
IUH1				**0,876**					
IUH2				**0,927**					
IUH3				**0,895**					
PE1					**0,961**				
PE2					**0,974**				
PE3					**0,942**				
PLO1						**0,938**			
PLO2						**0,957**			
PLO3						**0,945**			
PLO4						**0,960**			
SE1							**0,943**		
SE2							**0,950**		
SE3							**0,918**		
SE4							**0,823**		
SI1								**0,861**	
SI2								**0,901**	
SI3								**0,897**	
SI4								**0,857**	

An instrument item is considered valid if it has an outer loading value greater than 0.7. Based on Table 2, the indicators with values greater than 0.7 and therefore declared valid are A1, A2, A3, AN1, AN2, AN3, AN4, BI1, BI3, EE1, EE2, FC1, FC2, FC3, IUH1, IUH2, IUH3,

PE1, PE2, PE3, PLD1, PLD2, PLD3, PLD4, SE1, SE2, SE3, SE4, SI1, SI2, and SI3.

After conducting the validity test, a reliability test was performed using composite reliability, as presented in the following table.

Tabel 3. *Construct Reliability and Validity*

	Cronbach's Alpha	***rho_A***	***Composite Reliability***	***Average Variance Extracted (AVE)***
Affevtefe Needed	0,935	0,938	0,954	0,838
Atitude	0,901	0,904	0,931	0,771
Behavior Intention	0,845	0,856	0,908	0,767
Effort Expectance	0,823	0,836	0,895	0,742
Facilitating Condition	0,812	0,821	0,888	0,727
ICT Usage Habit	0,884	0,907	0,927	0,809
Perceived Learning Opportunities	0,964	0,965	0,974	0,903
Performance Expectancy	0,956	0,957	0,972	0,920
Self-Efficacy	0,930	0,937	0,951	0,828
Social Influences	0,902	0,902	0,931	0,773

Validity can also be assessed through the Average Variance Extracted (AVE) value for each latent variable, which should be greater than 0.5 (Muhson, 2022).

Table 4. Validity Test

Variabel	**AVE**	**Information**
Affevtefe Needed	0,838	Valid
Atitude	0,771	Valid
Behavior Intention	0,767	Valid
Effort Expectance	0,742	Valid
Facilitating Condition	0,727	Valid
ICT Usage Habit	0,809	Valid
Perceived Learning Opportunities	0,903	Valid
Performance Expectancy	0,920	Valid
Self-Efficacy	0,828	Valid
Social Influences	0,773	Valid

The table shows that all variables have an AVE value greater than 0.5, indicating that the variables used in this study are valid. After the validity test, reliability testing was conducted. Reliability testing can be performed once all variables have been declared valid. Reliability was assessed by examining Cronbach's Alpha and Composite Reliability values, which should be greater than 0.7 (Muhson, 2022). The results

of the reliability test are presented in the following table.

Tabel 5. Uji Reliabilitas

Variabel	*Cronbach's Alpha*	*Composite Reliability*	Information
Affevtefe Needed	0,935	0,954	Reliabel
Atitude	0,901	0,931	Reliabel
Behavior Intention	0,845	0,908	Reliabel
Effort Expectance	0,823	0,895	Reliabel
Facilitating Condition	0,812	0,888	Reliabel
ICT Usage Habit	0,884	0,927	Reliabel
Perceived Learning Opportunities	0,964	0,974	Reliabel
Performance Expectancy	0,956	0,972	Reliabel
Self-Efficacy	0,930	0,951	Reliabel
Social Influences	0,902	0,931	Reliabel

Based on the results obtained, the questionnaire used in this study is both valid and reliable; therefore, it can be used for data collection and hypothesis testing.

The strength of the UTAUT 2 model was evaluated by examining the R-square values of the constructs. R-square values range from 0 to 1. The obtained R-square values are presented in the following table.

Tabel 6. R Square Value

	R Square	*R Square Adjusted*
Behavior Intention	0,752	0,731

Table 6 shows that the R-square value obtained is 0.752, indicating that 75% of Behavioral Intention (BI) is influenced by Affective Needs (AN), Attitude (A), Effort Expectancy (EE), Facilitating Conditions (FC), ICT Usage Habit (IUH), Perceived Learning Opportunities (PLO), Performance Expectancy (PE), Self-Efficacy (SE), and Social Influences (SI). The remaining 25% is influenced by factors outside the UTAUT 2 model or other factors not discussed in this study.

After evaluating the measurement model and confirming that all research constructs are valid and reliable, the next step was to test the proposed hypotheses to examine the relationships among variables and identify the factors influencing Behavioral Intention. The results of the path coefficients analysis are presented as follows.

Tabel 7. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Affevtefe Needed -> Behavior Intention	0,067	0,074	0,112	0,596	**0,552**
Atitude -> Behavior Intention	0,003	0,011	0,079	0,042	**0,967**
Effort Expectance -> Behavior Intention	0,304	0,298	0,090	3,365	**0,001**
Facilitating Condition -> Behavior Intention	-0,028	-0,020	0,127	0,220	**0,826**
ICT Usage Habit -> Behavior Intention	-0,010	-0,004	0,083	0,117	**0,907**
Perceived Learning Opportunities -> Behavior Intention	0,114	0,101	0,099	1,157	**0,248**
Performance Expectancy -> Behavior Intention	0,079	0,069	0,131	0,603	**0,547**
Self-Efficacy -> Behavior Intention	0,014	0,018	0,153	0,094	**0,926**
Social Influences -> Behavior Intention	0,424	0,420	0,097	4,393	**0,000**

If the p-value is less than 0.05 or the T-value is greater than 1.96, the variable or factor is considered to have a significant effect. Based on the path coefficient table, Social Influences (SI) and Effort Expectancy (EE) have a significant effect on Behavioral Intention (BI), as these variables have p-values less than 0.05 and T-values greater than 1.96. In contrast, Attitude (A), Affective Needs (AN), Facilitating Conditions (FC), ICT Usage Habit (IUH), Performance Expectancy (PE), and Self-Efficacy (SE) do not have a significant effect on Behavioral Intention (BI), as these variables have p-values greater than 0.05 and T-values less than 1.96.

Discussion

Based on the ten existing indicators, the indicators that determine the acceptability of the developed teaching materials and media are Social Influence → Behavioral Intention and Effort Expectancy → Behavioral Intention. Tafonao (2018) states that implementation and experience across various aspects of social life contribute to the quality of the learning process. Meanwhile, Rosihah and Pamungkas (2018) argue that high-quality instructional media play an important role in supporting the development of students' social lives. This view is reinforced by Andari (2019), who emphasizes

that the technical quality of instructional media affects the effectiveness of content delivery to students.

In summary, the influence of social factors on digital media indicates that the acceptability of teaching materials and instructional media is determined by social influence (Social Influence → Behavioral Intention) and the effort required to use the media (Effort Expectancy → Behavioral Intention). The application of and experience in various aspects of social life support the quality of the learning process. High-quality instructional media are essential in fostering students' social development. In addition, the technical quality of instructional media has a significant impact on the effectiveness of material delivery. Therefore, both social and technical aspects are crucial in creating effective and high-quality instructional media.

Regarding the effort required to use media, Rahma et al. (2023) state that in the 21st century, digital instructional media can be utilized by teachers to support the teaching and learning process. Sitepu (2022) notes that the educational revolution promoted through the Kurikulum Merdeka emphasizes the principle of learning autonomy through digital-based learning that can take place beyond the classroom. Furthermore, Nucifer et al. (2022) conclude that training in the use of digital media for teachers encourages them to develop the digital media needed for classroom learning in accordance with contemporary demands, thereby making the effort involved in using media more effective.

In the 21st century, the use of digital instructional media has become one of the primary means for teachers to support the teaching and learning process. With the educational reform emphasized by the Kurikulum Merdeka, the principle of learning autonomy is increasingly promoted through digital-based learning that can be conducted outside the classroom. Consequently, training in the use of digital media for teachers is essential to ensure that they are able to develop digital media that align with current learning needs. Only in this way can the effort involved in using media be perceived as effective and make a positive contribution to sustainable learning processes.

In conclusion, the success of teaching materials and instructional media is strongly influenced by social factors and the effort involved in using such media. Indicators such as social influence and effort expectancy are key determinants of the acceptance and effectiveness of instructional media. The integration of social experiences into the learning process and the technical quality of instructional media play a significant role in enhancing learning quality. In the current digital era, instructional media serve as a primary tool in supporting teaching and learning, particularly with the emphasis on learning autonomy through the Kurikulum Merdeka. Therefore, training teachers in the use of digital media is crucial to ensure that the media employed meet contemporary learning needs, enabling the effort invested in using media to make a positive contribution to the learning process.

4. CONCLUSION

The development of a website-based digital learning medium aligned with the Merdeka learning pathway in the Sumedang region has been well accepted. This is evidenced by the results of the Social Influence–Behavioral Intention indicator and the Effort Expectancy–Behavioral Intention indicator, both of which demonstrate a high level of acceptance. The findings indicate that responses related to these indicators are significantly influenced by social factors and the perceived ease of using the media, which serve as key determinants of the acceptance and effectiveness of learning media. Therefore, the development of this medium is expected to introduce a new learning atmosphere that supports the implementation of the Merdeka Curriculum by integrating digital-based learning media that align with contemporary demands, where technology is inherently embedded in all aspects of life.

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