

**ARTICLE**

Volume 3, Number 1, 2025 pp. 1-8  
E-ISSN: 3025-2741  
Doi:

# Acceptability Of The “Dasunse” Website-Based Learning Media with The Merdeka Learning Pathway in Elementary Schools Across West Java

Riyadi Rafiki<sup>1</sup>  
Ai Sutini<sup>4</sup>



Yusuf Tri Herlambang<sup>2</sup>  
Yoga Prima Putra<sup>5</sup>



Budi Hendrawan<sup>3</sup>  
Rahman Wahid<sup>6</sup>

**Affiliation:**

<sup>1,2,3,4,5</sup> Universitas Pendidikan Indonesia,  
Bandung, Indonesia

<sup>6</sup> Institut Darul Falah, Bandung Barat,  
Indonesia

**Correspondence:**

Jl. Raya Cibiru KM 15 Bandung 40393,  
Jawa Barat, 40625, Indonesia. Email:  
riyadirafiki@upi.edu

**Funding information:**

Universitas Pendidikan Indonesia,  
Indonesia, Grant/Award Number:  
Latitude) -6.9156, Longitude 107.7184,

**Abstract**

The use of technology in the learning process in schools today is often used to support teachers in teaching. The use of technology in education by teachers in elementary schools can enrich students' learning experiences, so it is important for teachers to utilize technology as a tool in learning. Web-based learning media is a form of using technology in education, which is implemented in the teaching and learning process using technology. Research regarding the use of website-based learning media has been well received, and researchers will examine the acceptance of Website-Based Learning Media with the Independent Learning Model by teachers throughout West Java. This research was conducted using a quantitative research approach. The research method that researchers used was a correlational survey with path analysis. The results of the research show that the creation of website-based digital media with an independent flow in the West Java region is well received, this can be seen from the results of Self-Efficacy (Self Application) which has a relationship with Behavioral Intention (Technology Acceptance) which has good acceptance seen from the value above that The response results related to these indicators are influenced by self-influence and efforts to use media which are the main determinants in the acceptance and effectiveness of learning media.

Keywords: Dasunse, Website-Based Learning, Merdeka Learning

## 1. INTRODUCTION

In 21st-century life, technological development continues to progress rapidly. According to Rahayu et al. (2024), the modern era is characterized by technological advances that influence all aspects of life. Prayogi et al. (2020) state that in the 21st century, individuals interact with various technologies that offer ease of access to information, work efficiency, and communication without limitations of

distance and time. Yunansah et al. (2022) argue that the integration of technology into various aspects of life can foster an intelligent society. It can be concluded that the constantly evolving development of digital technology affects all aspects of life by facilitating access to information, improving work efficiency, and enabling unlimited long-distance communication. The integration of technology into daily life has the potential to create a smart society.

Many students now prefer to seek information through the internet rather than other media and use it to search for learning materials. The limited availability of learning media in schools encourages students to rely more heavily on the internet as a learning resource (Rahayu et al., 2024). Yunansah et al. (2022) note that this is due to the ease of accessing the internet anytime and anywhere, as well as the abundance of available information. Grossman (2017) states that the internet can be utilized as a learning resource offering various interactive learning media. Interactive learning has attracted the attention of many academics and education observers because it creates interactive environments between teachers and students, as well as among students themselves (Dikilitas & Mumford, 2020).

The use of technology in school learning processes is often intended to support teachers in teaching activities (Mukaromah, 2020). Anggraeny et al. (2020) add that the use of technology in elementary education can enrich students' learning experiences, making it important for teachers to utilize technology as an instructional aid. Akbar and Noviani (2019) emphasize the importance of adequate access to digital technology and the internet in schools for both teachers and students. Interactive learning materials that utilize devices such as laptops or computers can enhance learning experiences. Teachers also need the competence and skills to use digital tools effectively. Support from all stakeholders—including principals, teachers, and students—along with adequate budget allocation for procurement, development, and maintenance of facilities and infrastructure, is crucial for the effective implementation of ICT-based learning.

Research conducted by Aurora and Effendi (2019) shows that the use of e-learning media can increase learning motivation. Mustofa and Khoir (2020) state that selecting appropriate learning media is

essential; such media not only illustrate instructional content but also enhance students' motivation and interest in learning. Interactive learning media such as e-learning have proven to be practical (Andrizal & Arif, 2017). Therefore, the use of interactive media is necessary to deliver engaging and non-boring instructional content. One example of such media is a website. Rahmawati and Hidayat (2022) report that website-based multimedia has a positive effect on students' learning motivation (Yunansah et.al., 2022; Wahid et.al., 2023; Wahid & Asrina, 2024).

Web-based learning media represent one form of technology utilization in education, implemented in the teaching-learning process through technology (Salsabila & Aslam, 2022). The advantages of website-based learning media include their ability to stimulate students' motivation and independent learning interest (Danaswari & Gafur, 2018). Research by Suryandaru and Setyaningtyas (2021) shows that web-based learning media can support students in maximizing the use of their mobile phones for learning and can be easily accessed whenever needed. Suanah (2019) found that, based on student evaluations as users, web-based learning media were rated positively in terms of ease of use, attractiveness, and usefulness. Mardi et al. (2022) demonstrated that through training, teachers can be empowered to create up-to-date learning experiences aligned with current developments by utilizing website-based learning media. This creates opportunities to improve learning quality by leveraging the various advantages offered by such media. Therefore, research on the use and acceptability of website-based learning media is warranted. This study examines the acceptability of Website-Based Learning Media with the Merdeka Learning Model among elementary school teachers across West Java to assess the extent of their mastery in developing digital-based learning media (Herlambang, 2021; Herlambang & Abidin, 2022; Permana et.al., 2024).

## 2. METHOD

This study employed a quantitative research approach. The research method used was a correlational survey with path analysis. Hair et al. (2019) state that correlational survey methods with path analysis are effective approaches for exploring relationships among research variables. Using this technique, researchers can identify and test causal relationships between variables. The path analysis in this study utilized Structural Equation Modeling-Partial Least Squares (SEM-PLS) through the SmartPLS 3 application. Structural Equation Modeling (SEM) is a statistical technique used to analyze structural relationships by

combining factor analysis and path analysis to estimate relationships among latent variables. Partial Least Squares (PLS), commonly referred to as SEM-PLS, is particularly suitable when the research objective is to predict and explain data variability.

This study was conducted with elementary school teachers in the West Java region, involving 100 teachers as respondents. The following presents the demographic data of respondents regarding the acceptability of website-based learning media with the Merdeka Learning pathway.

**Table 1.** Demographic Data of Respondents on the Acceptability of Website-Based Learning Media with the Merdeka Learning Pathway

Demographic Data		Frequency	Percentage (%)
Gender	Male	32	15
	Female	78	75
Age	≤ 30 years	50	50
	31-40 years	36	36
	41-50 years	24	24
	≥ 51 years	0	0
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 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 comprised indicators to be measured, namely Affective Needed (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 Influence (SI). The

acceptability questionnaire employed a five-point Likert scale, defined as follows: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; and 5 = Strongly Agree.

Structural Equation Modeling (SEM) is a multivariate statistical analysis method developed from regression and path analysis. SEM data analysis is more complex because it comprises both a measurement model and a structural model. SEM simultaneously involves three main procedures: examining the validity and reliability of the instrument (confirmatory

factor analysis), testing the relationships among variables (path analysis), and obtaining a model suitable for prediction (structural model analysis and regression analysis). A complete model essentially consists of a measurement model and a structural or causal model. The

### 3. RESULT AND DISCUSSION

#### Result

The analysis of indicator measurement (outer model) was conducted to ensure that the measurement model is appropriate and valid in explaining the

measurement model is used to assess convergent and discriminant validity, while the structural model depicts the hypothesized relationships among variables. To facilitate SEM data analysis, various statistical software packages can be used, such as LISREL, AMOS, and SmartPLS.

relationships between latent variables and their respective indicators. The following figure presents the outer model resulting from the analysis of the relationships between latent variables and their indicators.

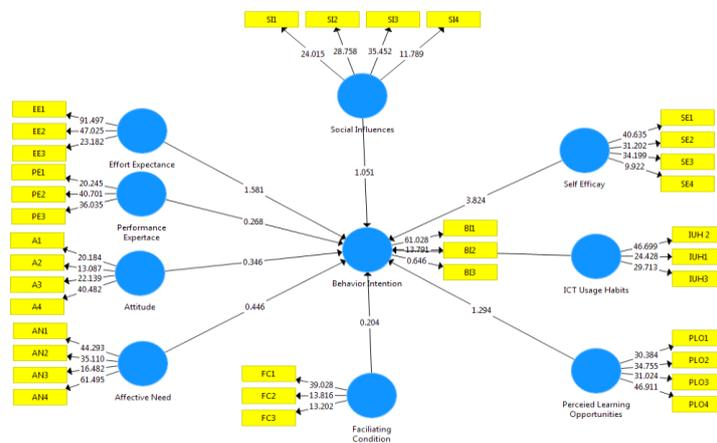


Figure 1. Results of Outer Loading Measurement

	Affective	Attitude	Behavior	Effort Exp	Facilitating	ICT Usage	Perceived	Performance	Self Efficacy
A1		0.789							
A2		0.740							
A3		0.764							
A4		0.861							
AN1	0.899								
AN2	0.879								
AN3	0.774								
AN4	0.920								
BI1			0.902						
BI2			0.828						
BI3			0.219						
EE1				0.949					
EE2				0.912					
EE3				0.826					
FC1					0.866				
FC2					0.812				
FC3					0.755				
IUH 2						0.909			
IUH1						0.821			
IUH3						0.896			
PE1							0.859		
PE2							0.901		
PE3							0.874		
PLO1							0.849		
PLO2							0.882		
PLO3							0.888		
PLO4							0.913		
SE1								0.879	

The item validity test indicates that indicators with values greater than 0.7 are considered valid. Based on Table 2, the indicators with values greater than 0.7 and thus 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.

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

**Figure 2.** Instrument Item Validity Test / Outer Loading

Variabel	Average Variance Extracted (AVE)	Keterangan
<b>Affective Need</b>	<b>0.757</b>	<b>Valid</b>
<b>Attitude</b>	<b>0.758</b>	<b>Valid</b>
<b>Behavior Intention</b>	<b>0.759</b>	<b>Valid</b>
<b>Effort Expectance</b>	<b>0.760</b>	<b>Valid</b>
<b>Facilitating Condition</b>	<b>0.761</b>	<b>Valid</b>
<b>ICT Usage Habits</b>	<b>0.762</b>	<b>Valid</b>
<b>Perceived Learning Opportunities</b>	<b>0.763</b>	<b>Valid</b>
<b>Performance Expertise</b>	<b>0.764</b>	<b>Valid</b>
<b>Self Efficacy</b>	<b>0.765</b>	<b>Valid</b>
<b>Social Influences</b>	<b>0.766</b>	<b>Valid</b>

Based on the table above, all variables have Average Variance Extracted (AVE) values exceeding 0.5. This indicates 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 evaluated using Cronbach’s Alpha and Composite Reliability, with values greater than 0.7 indicating acceptable reliability (Muhson, 2022).

In accordance with the results obtained, the questionnaire used in this study was found to be valid and reliable.

Therefore, it can be concluded that the questionnaire used for data collection and hypothesis testing is appropriate and suitable for use (Bashir, 2020).

The strength of the relationships within the UTAUT 2 model was examined by analyzing the R-square values of the constructs. R-square values range between 0 and 1. The obtained R-square values are presented in the following table.

**Figure 3.** Value R Square

	R Square	R Square Adjusted
<b>Behavior Intention</b>	<b>0.716</b>	<b>0.696</b>

Figure 3 shows that the R-square value obtained is 0.716, indicating that 71% of Behavioral Intention (BI) is influenced by Affective Needed (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 29% 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 obtained path coefficient results are presented as follows:

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 above, Social Influences (SI) and Effort Expectancy (EE) have a significant effect on Behavioral Intention (BI), as indicated by p-values less than 0.05 and T-values greater than 1.96. In contrast, Attitude (A), Affective Needed (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 their p-values are greater than 0.05 and T-values are less than 1.96

### Discussion

The relationship with Behavioral Intention (Technology Acceptance) is evidenced by a p-value of 0.00 and a T-value of 3.61, which exceeds the established minimum and maximum thresholds. Therefore, it can be concluded that this variable has a significant effect. Regarding efforts in the use of instructional media, Rahma et al. (2023) state that in the 21st century, digital learning media can be utilized by teachers to support the teaching and learning process. Furthermore, Sitepu (2022) explains that the educational revolution through the Merdeka Curriculum emphasizes the principle of freedom to learn through digital-based learning that can be conducted beyond the classroom. In line with this, Nucifer et al. (2022) conclude that training in the use of digital media for teachers encourages them to develop digital media required for classroom learning in accordance with contemporary demands,

thereby making media usage efforts more effective.

### 4. CONCLUSION

The development of website-based digital learning media aligned with the Merdeka learning pathway in the West Java region has been well accepted. This is indicated by the results showing that Self-Efficacy (Application Self-Efficacy) has a relationship with Behavioral Intention (Technology Acceptance), demonstrating a high level of acceptance. Based on the results, responses related to these indicators are influenced by factors such as self-confidence and efforts in media usage, which serve as the main determinants of acceptance and effectiveness of instructional media. Therefore, the development of this media is expected to present a new learning atmosphere that supports the implementation of the Merdeka Curriculum through digital-based instructional media in accordance with the demands of the times, in which all aspects of life are closely intertwined with technology.

### 5. ACKNOWLEDGE

The author expresses gratitude to Allah, SWT, for all blessings bestowed. Sincere thanks are also extended to the author's parents. The author would like to express heartfelt appreciation to Dr. Yunus Abidin, M.Pd., and Dr. Dede Tri Kurniawan, S.Si., M.Pd., for their guidance and supervision throughout the academic process. Appreciation is also conveyed to all parties involved who contributed to the completion of this research.

### 6. REFERENCES

- Abidin, Y. (2022). Pengaruh pembelajaran berbasis multimodal terhadap kemampuan literasi membaca siswa sekolah dasar. *Jurnal Cakrawala Pendas*, 8(1), 103-116.
- Amalina, N., Kurniawan, R. A., Rizkiawan, I. K., Sari, D. P., & Auliana, N. (2022). Faktor Yang Mempengaruhi Minat Adopsi E-

- Commerce Dan Pengaruhnya Pada Tingkat Penjualan UMKM di Surakarta. *Jurnal Ilmu Manajemen Retail (JIMAT)*, 3(1), 1-11.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Herlambang, Y. T. (2021). Pedagogik: Telaah kritis ilmu pendidikan dalam multiperspektif. Bumi Aksara.
- Herlambang, Y. T., & Abidin, Y. (2023). Pendidikan Indonesia dalam menyongsong dunia Metaverse: Telaah filosofis semesta digital dalam perspektif pedagogik futuristik. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 7(2), 1630-1640.
- Indariani, A., Pramuditya, S. A., & Firmasari, S. (2018). Pengembangan bahan ajar digital berbasis kemampuan pemecahan masalah matematis pada pembelajaran matematika (bahan ajar digital interaktif pada materi pertidaksamaan nilai mutlak linear satu variabel). *EduMa: Mathematics education learning and teaching*, 7(2), 89-95.
- Jazuli, M., Azizah, L. F., & Meita, N. M. (2017). Pengembangan bahan ajar elektronik berbasis android sebagai media interaktif. *LENSA (Lentera Sains): Jurnal Pendidikan IPA*, 7(2), 47-65.
- Maja, M. M. (2019). Creating a Multimodal Learning Environment. *The International Journal of Pedagogy and Curriculum*, 26(1), 27.
- Okra, R., & Novera, Y. (2019). Pengembangan media pembelajaran digital IPA di SMP N 3 Kecamatan Pangkalan. *Journal Educative: Journal of Educational Studies*, 4(2), 121.
- Permana, B. S., Hazizah, L. A., & Herlambang, Y. T. (2024). Teknologi pendidikan: efektivitas penggunaan media pembelajaran berbasis teknologi di era digitalisasi. *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora*, 4(1), 19-28.
- Rahma, F. A., Harjono, H. S., & Sulisty, U. (2023). Problematika Pemanfaatan Media Pembelajaran Berbasis Digital. *Jurnal Basicedu*, 7(1), 603-611.
- Ratna, R. A. K., Abidin, Y., & Kurniawan, D. T. (2023). The UTAUT Model KEBERTERIMAAN MEDIA MULTIMODALITAS BERBASIS WEBSITE DALAM PERSPEKTIF GURU: TINJAUAN THE UTAUT MODEL. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 9(2), 104-116.
- Rijal, A. S. (2020). Pengembangan media pembelajaran berbasis web untuk meningkatkan kreativitas guru. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 6(1), 81-96.
- Rosihah, I., & Pamungkas, A. S. (2018). Pengembangan media pembelajaran scrapbook berbasis konteks budaya Banten pada mata pelajaran ilmu pengetahuan sosial di sekolah dasar. *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 4(1), 35-49.
- Sherley, Y., Ardian, Q. J., & Kurnia, W. (2021). Rancang Bangun Sistem Informasi Media Pembelajaran Berbasis Website (Studi Kasus: Bimbingan Belajar De Potlood). *Jurnal Teknologi dan Sistem Informasi*, 2(3), 136-147.
- Sherly, S., Dharma, E., & Sihombing, H. B. (2021, August). Merdeka belajar: kajian literatur. In *UrbanGreen Conference Proceeding Library* (pp. 183-190).
- Siregar, N., Sahirah, R., & Harahap, A. A. (2020). Konsep kampus merdeka belajar di era revolusi industri 4.0. *Fitrah: Journal of Islamic Education*, 1(1), 141-157.
- Sitepu, E. N. (2022). Media Pembelajaran Berbasis Digital. *Prosiding Pendidikan Dasar*, 1(1), 242-248.
- Syafi'i, F. F. (2022, January). Merdeka belajar: sekolah penggerak. In *Prosiding Seminar Nasional Pendidikan Dasar*.
- Tafonao, T. (2018). Peranan media pembelajaran dalam meningkatkan minat belajar mahasiswa. *Jurnal*

- komunikasi pendidikan, 2(2), 103-114.
- Ulfah, A., Fitriyah, L., Zumaisaroh, N., & Jesica, E. (2023). Pemanfaatan Media Pembelajaran Digital dalam Pembelajaran Menulis Puisi di Era Merdeka Belajar. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 5(1), 42-57.
- Venkatesh, V. (2022). Adoption and use of AI tools: a research agenda grounded in UTAUT. *Annals of Operations Research*, 308(1), 641-652.
- Wahid, R., & Asrina, N. J. (2024). Workshop Revitalisasi Peran Orang Tua dalam Mendidik Generasi Alpha. *Jurnal Pengabdian Kepada Masyarakat Abdi Putra*, 4(3), 198-203.
- Wahid, R., Nurihsan, J., & Nuryani, P. (2023). Kajian Pedagogik Tentang Pendidikan Multikultural Pada Materi PPKn Untuk Meningkatkan Nasionalisme Siswa. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 7(2), 1519-1525.
- Yunansah, H., Yuniarti, Y., Herlambang, Y. T., Wahid, R., & Hendriyani, A. (2022). Rancang bangun media bahan ajar digital berbasis multimodality dalam pendekatan pedagogik futuristik. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 6(2), 1136-1149.
- Yunansah, H., Yuniarti, Y., Herlambang, Y. T., Wahid, R., & Hendriyani, A. (2022). Rancang bangun media bahan ajar digital berbasis multimodalality dalam pendekatan pedagogik futuristik. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 6(2), 1136-1149.
- .
- .