

THE CORRELATION BETWEEN ATTITUDE TOWARD USING (ATU) AND BEHAVIORAL INTENTION (BI) IN STUDENTS USING SCOLA BIOLOGY TEACHING AT DEDIKASI EDUKASI KUALIVA SENIOR HIGH SCHOOL

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Abstract

Broad and complex biology topics require electronic learning media such as Scola to assist students in learning. Student responses are important to know in the use of IT systems as an evaluation. The aim of this study was to find out the value of ATU and BI values in the use of Scola, the correlation between ATU and BI in students using Scola in biology learning at DEK High School. The type of this study was descriptive correlation with a quantitative approach conducted at DEK SMA. The sample of this research consisted of 48 students using the total sampling technique. The data analysis used was the Pearson Product Moment correlation test and the t test and it was found that the data were normally distributed. The results showed that Attitude Toward Using was 72% with high criteria. Behavioral Intention was 74% with high criteria, and the correlation between ATU and BI had a value of $r = 0.74$ (strong correlation) this means that there is a positive correlation and the t test results obtained $t_{count} = 7.37$ which is greater than $t_{table} = 1.67$. Dealing with the results of the study, it can be concluded that ATU has a significant positive correlation to BI in students who use Scola in biology learning at DEK Senior High School.

Keywords: ATU, BI, Learning Biology, Scola

INTRODUCTION

Biology learning based on ICT is a necessity for students to cope issues in learning. The learning process will be more productive, active and fun because ICT is able to direct learning activities effectively to achieve cognitive, affective and psychomotor elements (Supianti, 2018). Biology topics taught in high school and its equivalent are numerous, complex and do not always interact directly with the surrounding environment, teachers

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usually concentrate on visual media with the help of technology that will help students learn (Sumiyati et al., 2021). The types of visual media commonly used in the learning process are pictures, graphics, posters and comics as well as electronic learning media known as e-learning (Mumtahanah, 2014).

The use of e-learning is one way to create visualization of biology learning material. The results of (Zahora & Saparso, 2021). Concluded that the use of e-learning in biology subjects can increase students' interest and learning outcomes. The type of e-learning that is widely used in learning is in the form of a website with applications such as Edmodo, Schoology, Google Classroom and Scola. Scola is an e-learning application in the form of a Learning Management System (LMS). The purpose of this learning management system is to maximize learning effectiveness. Many schools have used the Scola application in their learning process, including SMKN 11 Bandung, Al Azhar Syifa Parahyangan, Santo Aloysius Bandung and also the Kualiva Education Deduction High School (DEK) (Sari, 2015).

Based on the results of an interview with the Principal of SMA DEK on November 24 2022, it is known that SMA DEK uses LMS as a system that runs learning applications. The type of LMS currently used is Scola. SMA DEK conducts face-to-face biology lessons with e-learning support through the Scola platform. Scola is used by schools for administrative purposes and information about school administration. The use of e-learning at DEK High School has been going on for 3 years. The Scola application is already integrated into the system, operates normally and is not currently in the testing phase.

Student responses appear when educators provide a new system in the learning process. Educators need to ensure that the biology learning process is carried out as effectively as possible, for this reason educators must have access to student response data so they can determine the right learning process and according to their needs (Astuti et al., 2022). The user response of an information technology system to accept or reject can be predicted using technology acceptance models, namely Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), Motivational Model (MM) and Technology Acceptance Model (TAM) (Hendra, 2016).

TAM is used to explain the behavior of accepting the use of information technology systems. User opinion about the usefulness and ease of use of information technology is one of the elements that can have an impact on user actions in accepting or rejecting an information technology (Irawati et al., 2020). TAM was developed with a strong theoretical

basis, has been tested by many studies and is a parsimony model, which is a simple but valid model (I. S. Rahayu, 2016). There are 2 important variables in the TAM model, namely Attitude Toward Using (ATU) and Behavioral Intention (BI).

Attitude Toward Using (ATU) is a person's attitude when using or attitudes toward using an information system either at work, at school or anywhere else. This attitude can be in the form of acceptance or rejection, the user's attitude towards the use of information systems can be considered as acceptance if the response is like feeling happy, comfortable and enjoying an information system or it can be considered as rejection if the response is like feeling bored and not liking an information system (Gunawan, 2016).

Behavioral Intention (BI) is a behavioral intention or behavioral tendency to continue using a technology. Someone will do a behavior (behavior) if they have the desire or interest to do so. The way a person pays attention to an information system can be used to predict how much they will use an information system, for example, the desire to use it under any circumstances, the urge to continue using it, and the urge to motivate other users (Faisal & Kraugusteeliana, 2019).

The correlation between Attitude Toward Using (ATU) and Behavioral Intention (BI) has an influence on the information system used by schools. Schools need to choose an appropriate information system to support their learning process, then the effectiveness of this information system must be evaluated against the goals, vision and mission of the school (Meirawan, 2013). Knowing the correlation between ATU and BI can help schools determine which information system best suits their needs during the learning process. If user behavior rejects the information system, so that the utilization rate of the information system is low making the learning process not run smoothly, schools need to replace the information system that is currently used.

Dealing with the results of interviews with biology subject teachers on November 24 2022, it is known that teachers always use the Scola application when studying biology, especially during attendance, final exams and providing material in the form of pictures and videos. These learning videos and pictures can support the biology learning process to make it easier to understand. The use of Scola in SMA DEK has been going on for 1 year, but there has never been an evaluation of the use of Scola so that the level of acceptance of Scola by students is unknown. In addition, the correlation between ATU and BI in students using Scola at DEK High School is also unknown. Based on the problems that have been

described, this prompted the writer to conduct research on the correlation between Attitude Toward Using (ATU) and Behavioral Intention (BI) in students using Scola in biology learning at Kualiva Dedicated Education High School.

METHODS

This study used a descriptive correlation research method. Descriptive research can be done quantitatively so that further statistical analysis will be carried out. The sampling technique in this study was total sampling. According to Sugiyono (2007) Total sampling is a sampling technique using the same number of samples as the population. The samples in this study were class X, XI MIPA and class XII MIPA with a total sample of 48 samples.

Retrieval of data in the study used a student response questionnaire to the use of Scola, especially in the correlation between ATU and BI in biology learning, which totaled 27 questions. Determination of the answer measurement scale using a Likert scale which is a scale commonly used to measure attitudes, opinions and perceptions of a person, modified into 4 alternative answers, namely SS, S, TS and STS.

Table 1. Construction Indicator Variables

Constructs	Indicator Variable
<i>Attitude Toward Using (ATU)</i>	X1 = Happy feeling
	X2 = Comfortable feeling/enjoying
	X3 = Boring feeling
	X4 = Dislike feeling
<i>Behavioral Intention (BI)</i>	Y1 = Using anytime
	Y2 = Using any condition
	Y3 = Continuous usage
	Y4 = The intention of continuous usage
	Y5 = Expect to use

The instrument test in this study was the validity test conducted on 2 Biology lecturers, FMIPA, UNP and the instrument reliability test using the Cronbach Alpha formula.

The data analysis technique used was as follows:

1. Score Distribution

Calculate the average score using the following formula:

$$p = \frac{\sum S}{SM} \times 100\%$$

Description:

p = Wanted score

SM = Maximum score

$\sum S$ = Total score

The results of calculating the percentage of ATU and BI are grouped using the percentage assessment criteria which can be seen in the following table:

Table 2. Percentage Assessment Criteria

Criteria	Percentage
Very High	81-100
High	61-80
Medium	41-60
Low	21-40
Very Low	0-20

2. Normality test

The normality test in this study used the Liliefors test. The Liliefors test results obtained a value of L_0 which will be compared with the critical value of L_{table} , with a significant level of $\alpha = 0.05$. If $L_{count} < L_{table}$ then the data is normally distributed.

3. Correlation Test

Using the Person Product Moment test with the condition that the data must be normally distributed, analyze the correlation with the following formula:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

Description:

r = Correlation between variable X and variable Y

x = Variable ATU

y = Variable BI

n = Total data

The meaning of the value of r will be consulted with the table which can be seen in Table 3.

Table 3. Guidelines for Interpreting Correlation Coefficients

Coefficient Interval	Relationship Level
0,00-0,19	Very Low
0,20-0,39	Low
0,40-0,59	Medium
0,60-0,79	Strong
0,80-1,00	Very Strong

4. Significance Test

This is undertaken to find out whether the variable has a significant effect or not, by comparing the t_{count} value with the t_{table} at degrees of freedom (dk) = ($n-2$) and a significance of 5%. If the $t_{\text{count}} > t_{\text{table}}$ then the variable has a significant effect. The t_{count} value is calculated by the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Description:

t = Count value

r = Correlation coefficient value

n = Total samples

RESULTS

Dealing with the finding, primary data was obtained from the results of student response questionnaires, especially at ATU and BI. Data was presented in the form of raw data and processed using descriptive statistical techniques. Before distributing the questionnaire, a validity test was carried out for each ATU and BI variable which was in the valid criteria and the reliability test results for each ATU and BI variable were in the very high and high criteria.

1. *Attitude Toward Using (ATU)*

The ATU variable was measured through a questionnaire with 13 questions. The highest score was 48 from the maximum score of $(4 \times 13) = 52$ and the lowest score was 28 from the maximum score of $(1 \times 13) = 13$. To determine student acceptance of the use of Scola in biology learning at DEK High School, it can be known through Attitude Toward Using (ATU) level in Table 4.

Table 4. Levels of ATU values

Value range (%)	Freq.	P(%)	Criteria
81 – 100	10	20,83	Very High
61 – 80	33	68,75	High
41 – 60	5	10,41	Medium
21 – 40	-	-	Low
Total	3436,32		
Average	72 %		High

2. *Behavioral Intention (BI)*

The BI variable was measured through a questionnaire with 14 questions. The highest score was 56 from the maximum score of $(4 \times 14) = 56$ and the lowest score was 31 from the maximum score of $(1 \times 14) = 14$. To find out the student acceptance of the use of Scola for biology learning at DEK Senior High School, it can be known through the level of behavioral intention or Behavioral Intention which can be seen in Table 5.

Table 5. Levels of BI values

Value range (%)	Freq.	P (%)	Criteria
81 – 100	9	18,75	Very High
61 – 80	36	75	High
41 – 60	3	6,25	Medium
21 – 40	-	-	Low
Total	3549,8		
Average	74 %		High

3. Normality Test

The results of the normality test with a significant level of $\alpha = 0.05$ obtained the value of $L_{\text{count}} < L_{\text{table}}$. It can be concluded that the data is normally distributed. The recapitulation of the normality test results of ATU and BI data can be seen in Table 6.

Table 6. Results of the Research Variable Normality Test

Variable	L_{count}	L_{table}	Description
ATU	0,074	0,128	Normal
BI	0,095	0,128	Normal

4. Correlation Analysis

Based on the analysis of the correlation between ATU and BI using Pearson Product Moment, the value is $(\Sigma X) = 3436.32$ $(\Sigma X)^2 = 11808295.14$ $\Sigma X^2 = 250342.404$ $(\Sigma Y) = 3549.8$ $(\Sigma Y)^2 = 12601080.04$ $\Sigma Y^2 = 267170.818$ so that the value of r is obtained, which can be seen in Table 7.

Table 7. Correlation Test Results

Total Samples	Correlation	r Value	Criteria
48	<i>Attitude Toward Using</i> (ATU) with <i>Behavioral Intention</i> (BI)	0,74	Strong correlation

5. Significance Test

A significance test was carried out to find out whether there was a significant correlation between ATU and BI in students. The results of the significance test can be seen in Table 8.

Table 8. Significance Test Results

Correlation	t_{count}	t_{table}	Criteria
<i>Attitude Toward Using</i> (ATU) with <i>Behavioral Intention</i> (BI)	7, 48	1,67	Significant

DISCUSSION

1. *Attitude Toward Using* (ATU)

The theoretical concept of TAM Attitude Toward Using (ATU) refers to a person's attitude towards the use of technological systems, which can be manifested in a person's acceptance or rejection due to the use of technology systems to meet job demands (Setyawati, 2020). A person's attitude towards the use of technology is expressed by Davis as positive feelings or negative feelings if someone has to use a system (Bagozzi et al., 1992). Attitude towards use is also interpreted as an evaluation of the user/users about their correlation in using a system (Dalimunthe & Wibisono, 2014). Regarding to the explanation above, it can be concluded that Attitude Toward Using (ATU) is a response or response from IT system users in the form of positive feelings or negative feelings which will form an attitude of acceptance or rejection as a form of evaluation. use of information technology systems.

The Attitude Toward Using (ATU) variable in this study was measured through indicators of pleasure, comfort/enjoyment, boredom, and dislike in using the Scola application. Based on the data analysis that was carried out by the researchers, it was found that the ATU score or attitude towards the use of Scola in biology learning at DEK High School was in the high category. The average percentage score is 72%, this means that there is a positive attitude or attitude of acceptance of the Scola application.

This positive attitude exists because students feel that using the Scola application can make them not get bored quickly, feel comfortable with e-learning features, are happy with the design and feel happy when interacting using e-learning. When students believe that the e-learning system is easy to use and useful, especially in supporting the biology learning

process which requires pictures or videos in the learning process, it creates positive feelings such as feeling comfortable and happy when using e-learning. This is consistent with the results of (Salloum et al., 2019). which states that e-learning systems are user-friendly, easy to use and useful for learners have a significant positive effect on attitudes and behavioral intentions.

2. *Behavioral Intention (BI)*

Behavioral Intention (BI) or behavioral intention is a desire (interest) to engage in certain activities or behaviors. If someone has the intention, desire, or interest to do something or a certain action, then they will easily do that behavior. Interest can also make someone take action or behavior in the future and will be repeated at a later date (Aditya & Wardhana, 2016). Davis disclosed behavioral intention to use as a person's conscious plan to use or not use an IT system that has been decided for the future (Davis, 1989). Based on the explanation above, it can be concluded that Behavioral Intention (BI) is a person's desire or plan to do something or use something, this is what makes it easy for someone to carry out certain behaviors and repeat them in the future.

The Behavioral Intention (BI) variable in this study was measured through indicators of using anytime, using any conditions, continuing to use, continuing to use intention, and hoping to use the Scola application. Based on the data analysis that was carried out by the researchers, it was found that the BI value or behavioral intention to use Scola in biology learning at DEK High School was in the high category. The average percentage score is 74%, this means that there is an intention to use the Scola application in learning biology now and in the future. Behavioral Intention (BI) is influenced by several factors, namely trust, satisfaction and attitudes towards the use of IT systems (Pratiwi, 2016).

3. *The Correlation between Attitude Toward Using (ATU) with Behavioral Intention (BI)*

Based on the results of research and data analysis it is known that there is a significant positive correlation between Attitude Toward Using (ATU) and Behavioral Intention (BI) variables. A positive correlation is obtained from the value of $r_{xy} = 0.74$ which indicates that there is a correlation between the two variables, the correlation between these two variables is a strong correlation when seen from the table of guidelines for interpretation of the correlation coefficient that the value of r ranges from 0.60 to 0.79 means has a strong correlation, the absence of a sign (-) on the value of r indicates a positive correlation. This is in line with the theory which states that if the value of $r = -1$ means that the correlation is

perfectly negative (stating that the direction of the correlation X and Y is negative and very strong), $r = 0$ means there is no correlation, $r = 1$ means that the correlation is very strong in the opposite direction. positive, while the meaning of the r value will be consulted with the table of guidelines for interpreting the correlation coefficient (Riyanto, 2022).

A significant correlation was obtained from the $t_{\text{count}} = 7.48$ and the $t_{\text{table}} = 1.67$. Based on these results it was found that $t_{\text{count}} > t_{\text{table}}$ means that there is a significant correlation between the two variables. This is in line with the theory which states that the interpretation of statistical test results is done by comparing the statistical values obtained (called empirical values) with the statistical values listed in the significance table (called theoretical values). If the empirical value is equal to or greater than the theoretical value, then the interpretation of the statistical test results is said to be significant (significant or significant). This means that the statistical test results are significant not only for the sample but also for generalization or population (Winarsunu, 2017).

A significant positive correlation indicates that there is a harmonious or unidirectional correlation between the two variables, meaning that the greater the value of a variable, the greater the value of another variable, and the smaller the value of a variable, the smaller the value of other variables (Santosa, 2019). Dealing with the theory above, it can be concluded that the greater the value of the Attitude Toward Using (ATU) variable, the greater the Behavioral Intention (BI) variable value and the smaller the Attitude Toward Using (ATU) variable value, the smaller the Behavioral Intention (BI) variable value.

The result of this study is in line with (F. S. Rahayu et al., 2017). with the title "Analysis of E-learning Acceptance Using the Technology Acceptance Model (TAM)". The CR value of Attitude Toward Using (ATU) for Behavioral Intention (BI) for Atma Jaya Yogyakarta University students is 4.46. This shows that there is an influence of the attitude of use on the intention to behave, because it fulfills the CR requirements above 1.96. Thus it can be said that the results of this research hypothesis are accepted because they meet the requirements.

It is supported by (Lee & Wella, 2019). with the title "Analysis of Technology Acceptance Models for Using E-Learning in Students". Attitude Toward Using (ATU) has a direct effect of $= 0.436$ and a significance of $= 0.000$ on Behavioral Intention (BI). This shows that there is a significant positive influence between Attitude Toward Using (ATU) on Behavioral Intention (BI).

The relationship between ATU and BI illustrates that if users of an information technology feel happy and comfortable in using a technology system, it will affect their intention to use the technology system. Feelings of pleasure and comfort arise because of the convenience and benefits of a technology system that gives enthusiasm or encouragement to continue using the technology system. This is consistent with previous studies which prove the importance of attitude towards use as an intrinsic motivator for behavioral intention (Letchumanan & Tarmizi, 2011).

CONCLUSION

Regarding to the results of the research and discussion that has been described previously, the following conclusions were obtained:

1. The average percentage of the Attitude Toward Using (ATU) value in the use of the Scola application in biology learning was 72% with high criteria
2. The average percentage of Behavioral Intention (BI) values in using the Scola application in biology learning was 74% with high criteria
3. Attitude Toward Using (ATU) had significant positive correlation to Behavioral Intention (BI) in students using the Biology Learning School at Kualiva Dedicated Education High School. This was in accordance with the research hypothesis and it revealed that the research hypothesis could be accepted.

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