The Effect on the Ability of Individual Student Behavior Intention of Using the Internet as a Source of Literature with Perceived Ease of Use as an Intervening Variable

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Abstract:

This study aims to determine the effect on the ability of individual student behavior intention in using the Internet as source libraries with the perceived ease of use as an intervening variable. Samples in this study were students at Universitas Negeri Padang in Padang and Universitas Andalas. The data in this study using primary data obtained from questionnaires that have been distributed to students of the Faculty of Economics at Universitas Negeri Padang in Padang and Universitas Andalas and taken by random sampling. Of the 200 questionnaires distributed, amount 195 questionnaire that can be processed. Test equipment used to test the hypothesis in this study is multiple regression with SPSS, the results of this study indicate: (1) the ability to individually significant effect on perceived ease of use. (2) perceived ease of use does not significantly influence behavior intention. (3) the ability to significantly influence individual

behavior intention. (4) the ability of the individual no significant effect on behavior intention through perceived ease of use.

Key words: individual ability, perceived ease of use, behavior intention

INTRODUCTION

The presence of the Internet makes it easy to access the resources that exist around the world. Internet has been used as a source to obtain various information or reference related to the teaching and learning process. The potential of information technology in education approach allows the deployment of academic and scientific environments that provide access to instruments, data, analysis of resources, and enable collaboration between people remotely (Anido et al, 2001). Internet facilitates communication and interaction for users involved in lectures, including students and professors, lectures on-line combined with electronic mail (e-mail) based mailing list enables the distribution and delivery of a message to all students enrolled in the list (Clarke and Cronje, 2002). Development of Internet in the field of education has made a reference source into a digital world, such as e-books, e-journals, e-article, and so on. Hundreds of books, journals, and articles can be taken only through a tablet or laptop screen. Students can access various references from the Internet as easily as the results of research and the article results of studies in various fields. Students no longer have to physically go to the library to look for a variety of reference because the Internet is the largest library of existing library anywhere (Kitao, 2002 in Munir, 2009).

Internet functions to access any information needed by the students. Students as prospective resources within the organization or company should be able to use information

technology to achieve organizational goals. Internet as one of the products has been a concern of information technology and choice for students because it provides positive benefits in accessing the information needed as reference material. Promising Internet access can provide comfort in their search for student reference. Internet is a medium that is most economical to use as a base of information systems. However, some research suggests there are still many students who are reluctant to use the internet as a source of reference, in particular to complete the tasks college students. Neilsen survey results show that 67% of internet users in Indonesia opened with a motif internet information search, and a 28% carried out to search for information related to the completion of coursework (vivanews.com, 2012). The survey results also suggested that the use of Internet media to complete the task as much as 68% lecture and 22% of students prefer to use the book in the library or to complete the task (Nasution, 2011). According to the survey there are still students who are reluctant to use the internet in particular to complete the tasks lectures. One of the factors that led to a reluctance to use the Internet is a matter of quality information. Research results Delone and McLean (2003) states that the quality of information a positive effect on the interest in the use of information technology systems. Quality of information is the most influential factor in increasing interest in the use of information technology systems for students in the on-line environment (Hisham, 2003). According to Zahra (2009) stated that the main cause of the students are reluctant to use the internet in the completion of duties due to the problem of the quality of information it needs. Through research Ryza (2011), Zulaikha and Radityo (2008) note that the quality of the information does not significantly influence the individual interest in the use of information technology systems. Ryza research results (2011), Zulaikha and Radityo (2008) in

contrast to the results of research Istianingsih and Vitello (2008) and Lederer et al. (2000). From the survey conducted jointly Yahoo TNS Indonesia, active Internet users accessing social networks in Indonesia has almost reached 90% and only about 10% using the internet to access things that are associated with better education among ordinary people or students. From the survey, the majority of students use the Internet as a means simply for entertainment purposes only and not to seek references on their tasks. Many things that cause students do not use the internet as a reference library, one of the possible causes of this happening is its ability factor.

The ability of the individual to be different from each other cause differences in the desire to use the Internet as a reference of their duties. For students who have the ability to use the internet in the above - average will have a greater intention to seek references duties through the Internet because it is faster and easier to operate it without any effort. While students who have less ability will have a smaller intention in using the internet as their reference libraries for less considered difficult and requires a great effort to operate properly.

In addition to individual abilities there are other factors that cause students are reluctant to use the internet as a reference of their duties. Another factor that may affect the intention is ease of use perception (perceived ease of use). Students who have a greater degree of confidence about the perceived ease of use in operating the Internet will have a greater intent in using the Internet as a source of reference in completing their tasks compared to those who lack confidence.

The behavioral intent construct as a proxy to predict the actual usage had been successful thus far. Warshaw and Davis (1985) define behavioral intention as "the degree to which a person has formulated conscious plans to perform or not perform some specified future behavior" (p. 214). This is in line

with the Theory of Reasoned Action (Fishbein & Ajzen, 1975) and its successor Theory of Planned behavior (Ajzen, 1985), which contend that behavioral intention is a strong predictor of actual behavior. In the application of information systems, the TAM has been successfully used by many researchers to predict behavioral intent towards the use of information technology (Ramayah & Jantan, 2003; Ramayah, Sarkawi & Lam, 2003; Legris, Ingham, & Collerette, 2002). Unlike the TRA, Davis et al. (1991) and Chau and Hu (2001) found that the subjective norm did not directly influence behavioral intent, and as the result, it was not included into their TAM. Nevertheless, Brown et al. (2002) and Venkatesh and Davis (2000), found that the subjective norm does significantly influence behavioral intention.

The TAM has also observed similar evolvement through time. As compared to the original TAM by Davis, Bagozzi and Warshaw (1989), the TAM has since been updated by Venkatesh and Davis (1996) by means of removing the attitude variable from the said model, as it does not fully mediate the relationship between both perception constructs (i.e. perceived ease of use and perceived usefulness) and behavioral intent. The findings of Brown et al. (2002) likewise concurred with the preceding researchers. This form of the augmented TAM (i.e. excluding the attitude construct) was successfully applied by Ramayah and Jantan (2003), Jantan, Ramayah, and Chin (2001), Ramayah et al. (2002), Ndubisi et al. (2001), Venkatesh and Davis (1996), Venkatesh and Morris (2000).

METHODOLOGY AND PROCEDURE

A survey was employed in the data collected for this study. The questionnaires were distributed to students of Bachelor Degree in Faculty of Economics in Universitas Negeri Padang and Universitas Andalas Padang. The number of samples in this

study were 200 students, consisting of 100 students Universitas Negeri Padang and 100 students at the Universitas Andalas Padang. The sampling method used in this study is a random sampling.

Tools Used

In this study, there are three variables to be measured is the ability of an individual as an independent variable, perceived ease of use as an intervening variable and Behavior Intention as the dependent variable. Instruments or measurements taken in this study is based on the instruments has been used by previous researchers that developed Bontis (1997) in Zahra (2009) is filled to the extent to which respondents agreed with the five scale (1 = disagree to 5 = very agree). Where 1 = strongly disagree (SD), 2 = disagree (D), 3 = undecided (N), 4 = agree (A), 5 = strongly agree (SA).

The independent variable in this study is the ability of an individual. According to Robin in Sriyanto (2010) the ability of the individual is an individual person's capacity to perform various tasks in a job. The dependent variable in the study is the behavior intention. Behavioral intentions Mowen defined in Hasim (2011), as the desire for someone to behave in a certain way in order to have, throw, and use products or services. In this study the intervening variable is the perceived ease of use. According to Davis in Zahra (2009) defines the perceived ease of use as a person's level of confidence that in using a particular system is not required effort.

Statistical Techniques Employed

1. Descriptive statistics ie, the mean and standard deviation were employed.
2. Reliability and validity test was employed to examine the validity and reliability instruments.

3. Test of determination and F test were used to assess the suitability of the research model.
4. The t-statistics (significant value) was employed to examine the hypotheses.

OBJECTIVES OF THE STUDY

The aim of this study was to test empirically:
1. The effect of the individual's ability to perceived ease of use.
2. Effect of the perceived ease of use on the intention of behavior.
3. Effect on the individual ability of behavioral intention.
4. Individual's ability to influence behavioral intentions through ease of use perceived.

HYPOTHESES OF THE STUDY

H1: The ability to individually influence the perceived ease of use.
H2: Perceived ease of use influence on behavior intention.
H3: The ability to individually influence the behavior intention
H4: The ability to individually influence the behavior intention through perceived ease of use.

RESULTS

Results of data collection and information through questionnaires can be broken down as follows: the total number of questionnaires distributed amounted to 200 sheets, after the re-known collection of questionnaires collected a total return of 200 sheets (100%), but there are 5 pieces (2.5%) questionnaires improper use so that the number of questionnaires collected

and processed questionnaire totaled 195 (97.5%). Descriptive statistics for the constructs are reported in Table 1.

Table 1.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AI	195	34.00	58.00	49.7135	5.06877
PEU	195	20.00	30.00	26.2865	2.13576
BI	195	15.00	25.00	20.9167	2.15215
Valid N (listwise)	195				

Reliability test is intended to look at the level of data reliability or consistency of the data. In this study the reliability test using Cronbach's Alpha above 0.5. Validity test is intended to see the extent to which instruments are used actually can measure the variables to be studied. Instruments will be declared invalid if the loading factor of less than 0.4 means that the item is not valid. Furthermore, if viewed from the Kaiser Meyer Olkin-Measure of Sampling Adequacy (KMO-MSA) of a variable if it is above 0.5 it gives the sense that the items of valid variables to be tested (Hair, et. all, 2006).

Table 2. Result Reliability and Validity Testing

Variable	Cronbach Alpha	KMO	*Faktor Loading*	**Results**
AI	0.819	0,784	0,438 – 0,713	Reliable and Validity
PEU	0.646	0,668	0,434 – 0,757	Reliable and Validity
BI	0.633	0,646	0,516 – 0,724	Reliable and Validity

Reliability and Validity of test results in Table 2 above shows that all the questions of the research instrument is valid and reliable to use, that can see from the average Cronbach Alpha is larger than 0.5, Kaiser Meyer Olkin- Measure Of Sampling Adequacy more than 0.5, and the value of loading factor of more than 0,4.

TESTING NORMALITY

Subsequent testing in the test instrument is a data normality test. According Ghozali (2011) suggested that normality test was conducted to determine the pattern of diversity of variance of each variable research. To determine the pattern of normality of each variable researchers used a non-parametric statistical tests help. Test equipment used is the One Sample Kolmogorov-Smirnov Test. At the stage of testing the invalidity of each study variable is determined from the value Asymp Sig (2-tailed) above or equal to 0.05. The results of tests carried out showed that the value Asymp Sig (2-tailed) of 0.070 individual capability variables, perceived ease of use 0.068 and 0.074 behavior intention.

Table 3.

One-Sample Kolmogorov-Smirnov Test

		AI	PEU	BI
N		195	195	195
Normal Parameters [a,b]	Mean	50.1160	26.6772	21.1346
	Std. Deviation	4.49776	1.55473	1.77773
Most Extreme Differences	Absolute	.094	.110	.114
	Positive	.047	.110	.103
	Negative	-.094	-.110	-.114
Kolmogorov-Smirnov Z		1.296	1.306	1.278
Asymp. Sig. (2-tailed)		.070	.068	.074

a. Test distribution is Normal.

b. Calculated from data.

HYPOTHESIS TESTING

Results of hypothesis testing can be explained as follows:

The influence of the individual ability on the perceived ease of use (H1)

Based on the results of the testing that has been done obtained a summary of the results as seen from table 4 below:

Table 4. Result of hypothesis 1

Variable	Koefisien Regresi	Sig	Result
Constanta	18.178	0.000	
AI	0.170	0.000	Ssignificant
R^2 0.491			
F-sig 0.000			

The first hypothesis testing results can be seen from the table above, note R^2 value of 0.491 means that the influence of the individual's ability to perceived ease of use amounted to 24.1%. Before testing the hypothesis first made a model of fit testing using the F-test statistics. The test results showed a significant F value of 0.000, so that the model can be said to be fit. T test results showed that the significance value of 0.000 <alpha of 0.05 then the decision is Ho refused and Ha is received so that it can be concluded that the ability of individual significant effect on perceived ease of use. Results of this study differs from previous studies conducted Ramadhona (2010), in the study concluded that the ability of individual no significant effect on perceived ease of use.

The influence of perceived ease of use and the individual ability on behavioral intention (H2 and H3)
Based on the results of the testing that has been done obtained a summary of the results as seen from table 5 below:

Table 5. Hasil Pengujian Hipotesis 2 and 3

Variable	Koefisien Regresi	Sig	Results
Constanta	8.076	0.000	
PEU	0.047	0.534	Tidak Ssignificant
AI	0.236	0.000	Significant
R^2 0.617			
F-sig 0.000			

The test results above R^2 value of 0.617 means that the influence of perceived ease of use and ability of the individual to the behavior intention of 61.7%. The test results demonstrate

the significant value of F test of which indicates that the model is fit to be analyzed. To test the second hypothesis significance value of t test for 0.534 then the decision is accepted and Ha Ho is rejected so that it can be concluded that the perceived ease of use does not significantly influence behavior intention. Results of this research study are inversely proportional to Ramadhona (2010) and Zahra (2009) that perceived ease of use significantly influences behavior intention.

For the third hypothesis test, t test significance values of 0.000 <alpha of 0.05 then the decision is Ho refused and Ha is received so that it can be concluded that the ability to significantly influence individual behavior intention. These results are similar to studies conducted Alexander (2011) which concluded that the ability to significantly influence individual behavior intention.

Individual's ability to influence behavior intention through perceived ease of use (H4)

In the fourth hypothesis there is an intervening variable that is located between the independent and dependent variables so as to perform hypothesis testing to compare the regression coefficients hypothesis 3 with a regression coefficient hypothesis 1 multiplied by the coefficient regression hypothesis 2 (H3: H1 X H2), this test can be done if all hypothesis (H1, H2, H3) significantly. Based on the results of data processing that has been carried out that not all the hypotheses that have a significant effect. In the second hypothesis has been suggested that the perceived ease of use does not significantly influence behavior intention. Because there is one hypothesis that has no significant effect and so can not be compared and hypothesis testing can not be done. Thus the decision is accepted Ho, the conclusion that the variable perceived ease of use has not been proven role as an intervening variable in this study. These results are in contrast to studies Zahra (2009) which showed

that the ability of individual significant effect on student intent in using the Internet with the perceived ease of use as mediation.

DISCUSSION OF THE RESULTS

This study aims to determine the effect on the ability of individual student behavior intention in using the Internet as source libraries with the perceived ease of use as intervening. The sample in this study was drawn by random sampling. The data used is primary data obtained from the questionnaire distributed to students of the Faculty of Economics, Universitas Negeri Padang and Universitas Andalas, Padang. By using SPSS ver. 12 and multiple regression tool as it can be concluded that the two hypotheses (H1 and H3) is received and the rest rejected. From the test results of variables perceived ease of use can not mediate individual's ability to influence behavior intention.

This study has limitations, among others: the respondents in this study are only taken from Universitas negeri Padang and Universitas Andalas, Padang and only from the faculty of economics alone. Variables in this study are limited to those that only focus on variable individual abilities just as independent and perceived ease of use as intervening.

For their next study, should further extend or add to the observation area, not only for students of the faculty of economics alone, but coupled with students from other faculties are active in operating the Internet, and not just in state universities alone but extended to the private university in Kota Padang, Indonesia. Future studies are also expected to add other relevant independent variables and may influence the behavior intention, such as: quality of information, subjective norms and others.

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