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Modeling Teachers' Intention to Adopt Ruang GTK: An Extended UMEGA Approach

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Abstract:

This study investigated the factors influencing the adoption of the Teacher and Education Personnel Room (GTK Room) platform by teachers and education staff at SMK Negeri 1 Karanganyar, Purbalingga Regency. In this study, the Unified Model of Electronic Government Adoption (UMEGA) model was used. UMEGA was developed by integrating the variables of beliefs and habits into its initial constructs. These variables include performance expectancy, effort expectancy, perceived risk, social influence, facilitating conditions, attitude and behavioral intention. Using saturated sampling techniques, a quantitative approach was used to collect data from 76 participants through interviews, observations, literature research, and questionnaires. The data were then analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with SmartPLS 3 using out-of-model testing (validity and reliability), in-model testing (suitability and R-Square), and hypothesis testing via Bootstrapping. The results of the study showed that the nine hypotheses proposed were accepted in their entirety. They are as follows: performance expectancy, effort expectancy, Social Influence, and perceived risk affect Attitude. facilitating conditions significantly affect effort expectancy and behavioral intention; In addition, Attitude, Trust, and Habit Purpose behavioral intention. The results show that the following factors influence teachers' willingness to adopt GTK Spaces: technical ease, social support, perception of security, user trust, and habits. These factors also provide practical implications for strengthening the digital transformation of education.

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Introduction (مقدمة)

Technology transformation in the current digital era has penetrated into various sectors, including the Education sector (Zamroni et al., 2023). The Ministry of Primary and Secondary Education (Kemendikdasmen) utilizes technology to improve the quality of education by building an information system platform with the aim of facilitating access to data-based education, and encouraging learning innovation (Ro'fah et al., 2024). In 2025, the Ministry of Education has made a policy of stopping the use of the Independent Teaching Platform, as a replacement for the Ministry of Education launched the Teacher and Education Personnel Space System (GTK Room) platform. The existence of this system is expected to speed up the service process, minimize data errors, and increase accountability in personnel management (Amin et al., 2025).

The Ministry of Education actually does not require teachers and education personnel to use the GTK Space system, but the existence of this platform has an important role in supporting the digital transformation of education in Indonesia, including improving the professional and pedagogic competence of teachers, in addition to having a role in supporting learning and the development of digital assessments (Amin et al., 2025) (Oktaviani et al., 2025). The implementation of the GTK Space System at SMK N 1 Karanganyar, Purbalingga Regency still shows variations in the level of utilization. Based on observations, it was found that a number of teachers and education personnel have actively used the GTK Space system for administrative purposes, while others are still limited in use due to various reasons, such as lack of training, limited technology infrastructure, stability of internet access, low trust in the system and differences in perception of ease of use and benefits of the platform.

This condition raises the need to conduct a more in-depth analysis of the factors influencing the adoption of the GTK Space system. The success of the implementation of a digital system is determined not only by the quality of its technology, but also by the acceptance and active participation of its users (Ramadhania et al., 2023) (Stuart & Stuart, 2026). Without optimal adoption and utilization by users, a well-developed system will not have a significant impact (Saidah et al., 2022). Teachers and education staff as the main users of the GTK Space system have a very crucial role in the successful implementation of the GTK Space system (Amin et al., 2025).

To analyze the factors influencing the adoption of the GTK Space system, the Unified Model of Electronic Government Adoption (UMEGA) approach was used. This model is a development of various theories of technology adoption, including TAM, UTAUT, and trust theory, which have been proven to explain user behavior in adopting government technology systems (Kusuma & Personal, 2020). UMEGA mempertimbangkan faktor-faktor seperti performance expectancy, effort expectancy, social influence, facilitating conditions, perceived risk, attitude dan behavioral intention (Yohanes et al., 2023).

Performance expectations are the belief that the use of the system can help complete tasks more effectively and provide benefits to users (Audriyani & Meiranto, 2023). Business expectations describe the ease of using the system, both in terms of time, cost, and effort in accessing information (Supratama, 2024). Social influence shows the extent to which support from people around can influence a person's interest in using the system (Anugrah et al., 2024). Risk perception relates to the level of trust users have in the security of data and information in the system, where the lower the perceived risk, the higher the interest in using it (Wijaya & Sri, 2023). The condition of the facility refers to the availability of supporting facilities, such as human resources, internet networks, and user guides, which facilitate the use of the system (Wibowo,

2023). User attitudes reflect positive or negative evaluations of the use of the system which also influences the tendency to use it (Sutisna & Sutrisna, 2023). Meanwhile, interest in behavior is the individual's desire to continue using the system, which is the beginning of the formation of technology usage behavior (Desvronita, 2021). The trust dimension is also identified as an important factor that controls the intention of individuals in transacting data in the e-government system, especially related to ensuring the security of teachers' personal data (Avazov & Lee, 2022). The habit factor is also integrated as a reflection of the tendency of teachers to carry out digital operational actions automatically because it has been formed through the routine of using similar systems before (Zheng et al., 2025).

This provides an in-depth analytical framework to evaluate how likely it is that teachers of SMK N 1 Karanganyar Purbalingga Regency will adopt and utilize the GTK Space system consistently. Several previous studies have shown that there are various factors that influence an individual's decision to adopt a technology system, especially in the context of e-Government, including research by (Idenanda et al., 2022) found that performance expectations, business expectations, social influence, and user attitudes had an effect on e-Voting acceptance, while facility conditions and risk perceptions had no effect. User attitudes have also been shown to increase interest in using the system. Other research by (Kusuma & Personal, 2020) Obtaining similar results, namely performance expectations, business expectations, and social influences have a positive effect on user attitudes. In addition, the condition of the facility affects business expectations, while the attitude of users affects the intention of behavior. However, the condition of the facility has no direct effect on the intention of the behavior, nor does the perception of risk on the attitude of the user. In line with that, further research by (Yohanes et al., 2023) It also shows that performance expectations, business expectations, and social influences affect user attitudes, while facility conditions affect business expectations and user attitudes affect behavioral intentions. On the other hand, the condition of the facility has no direct effect on behavioral intentions and the perception of risk has no effect on user attitude.

Although the UMEGA model has been widely used to explain the adoption of digital services, studies on teacher and education workforce competency development platforms are still limited. In addition, the integration of the UMEGA model with habits, and trust in explaining behavioral intentions has not been studied simultaneously. This study develops the UMEGA model by integrating habit and trust variables into the original construct so as to produce a more comprehensive model in explaining the intention of using the GTK Space System. This study aims to analyze the factors that affect the adoption of the GTK Spatial System among teachers and education staff at SMK N 1 Karanganyar, Purbalingga Regency using the UMEGA model approach and other factors, namely trust and habit.



Method

The research stage starts from the problem identification stage to find out the problems felt by teachers and education staff of SMK Negeri 1 Karanganyar, Purbalingga, as users of the GTK Space Platform. The data collection stage uses interviews, observations, literature studies and questionnaires as materials for conducting research (Anugrah et al., 2024). The next stage is to determine the research model by developing an integrated conceptual model to analyze factors that affect behavioral intention using the GTK Space Platform (Amin et al., 2025). The next stage is to make a questionnaire from the variables contained in the research model, then a questionnaire is given to the respondents and at the same time the questionnaire results are collected (Hamka & Sholihat, 2021). After the data from the respondents were collected, data analysis was carried out using SmartPLS 3 with the Outer Model test consisting of validity and reliability tests, then the Inner Model test by conducting the R Square and Goodness of Fit (GoF)

tests (Audriyani & Meiranto, 2023). Meanwhile, the hypothesis test of the significance and influence of exogenous variables on endogenous variables was analyzed using the Bootstrapping test (Malik et al., 2025). The results and discussion stage explains the results of the data analysis and discusses the relationship between variables, in the last stage conclusions and research suggestions are made based on previous results and discussions (Wijaya & Sri, 2023). The stages of the research are shown in figure 1.

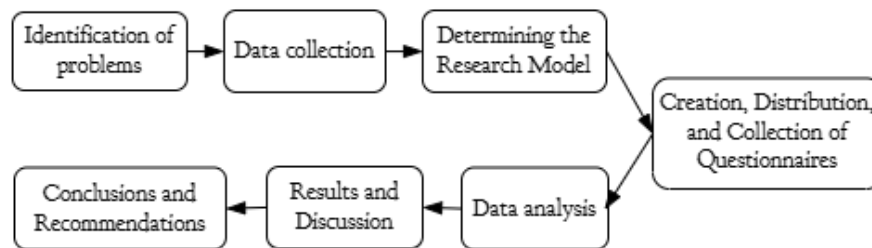


Figure 1. Research Stages

This study developed a model to analyze the factors that affect the Behavioral Intention of teachers and education staff of SMKN 1 Karanganyar using the GTK Space Platform by adopting the UMEGA model consisting of the variables Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Perceived Risk (PR), Attitude (AT) and Behavioral Intention (BI) which are integrated with the variables Trust (TR) and Habit (HB). The design of the research model is shown in Figure 2.

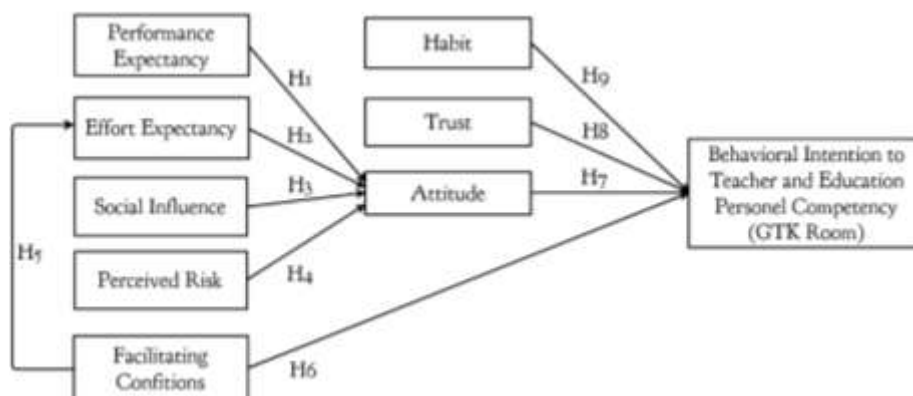


Figure 2. Research Model

Based on figure 2. The proposed research model has 9 hypotheses as follows:

- H1: PE has a significant effect on AT
- H2: EE has a significant effect on AT
- H3: SI has a significant effect on AT
- H4: PR has a significant effect on AT
- H5: FC has a significant effect on EE
- H6: FC has a significant impact on BI
- H7: AT has a significant effect on BI
- H8: TR has a significant impact on BI
- H9: HB has a significant impact on BI

The research population of all teachers and education staff of SMK Negeri 1 Karanganyar who use the GTK Room system is 76 people. Given the relatively small population and still reachable as a whole, this study uses saturated sampling techniques so that the number of respondents used is 76 respondents.

Result

Respondent Characteristics

The number of respondents in this study was 76 respondents who came from teachers and education staff of SMKN 1 Karanganyar, Purbalingga regency. The questionnaire was distributed through a form given directly to the respondents and through a google form, the characteristics of the respondents based on gender with details of the number of men 37 (48.68%) respondents and the number of women 39 (51.32%) respondents. Respondent characteristics were based on age with details of 4 respondents from 21-30 years old (5.26%), 54 respondents from 31-40 years old (71.05%), 11 respondents from 41-50 years old (14.47%), 7 respondents over 50 years old (9.22%).

Outer Model Testing

Outer Model testing is carried out through validity and reliability tests (Sutisna & Sutrisna, 2023). A construct has good convergent validity Average Variance Extracted (AVE) value greater than 0.5 (Ghozali & Latan, 2015). Meanwhile, reliability is determined based on Composite Reliability (CR) and Cronbach's Alpha (CA) values (Audriyani & Meiranto, 2023). A construct is said to be consistent if it has a CR and CA values above 0.7 (Ghozali & Latan, 2015).

Table 1. Validity and Reliability Test Results

Variable	CA	CR	AVE
AT	0.905	0.933	0.778
EE	0.894	0.927	0.759
FC	0.920	0.943	0.807
HB	0.919	0.942	0.804
PR	0.910	0.937	0.788
OR	0.900	0.930	0.769
YES	0.888	0.930	0.817
TR	0.911	0.938	0.790
BI	0.878	0.916	0.732

Table 1. indicates that the entire indicator has an AVE value of more than 0.5. This means that the entire construct is declared valid. All constructs produce CR and CA values of more than 0.7 (Ghozali & Latan, 2015). Thus all constructs are valid and reliable, so they can be used in research.

Inner Model Testing

The measurement of the relationship between the exogenous construct and the endogenous construct being evaluated is called the Inner Model (Desvronita, 2021). In this study, the Inner Model test included the R Square and Goodness of Fit (GoF) tests.

R-Square is a measure used to predict the accuracy level of a model. The R-Square value indicates the magnitude of the combined influence of exogenous constructs on endogenous constructs. The R-Square value is in the range of 0 to 1, with the criteria of R Square value ≥ 0.75

categorized as strong, R Square value ≥ 0.50 moderate, and R Square value ≥ 0.25 weak (Ghozali & Latan, 2015).

Table 2. R Square Test Results

	R Square	Remarks
AT	0.944	Strong
EE	0.830	Strong
BI	0.892	Strong

Based on Table 2, the R-Square value in AT is 0.944, EE is 0.830, and BI to Teacher and Education Personnel Competency (GTK Room) is 0.892. These values show that each construct can be explained by predictor variables in the model of 94.4%, 83%, and 89.2%, while the rest are influenced by other factors outside the model. The entire R-Square value is above 0.75 so that the model's ability to explain endogenous constructs is a strong category.

The Goodness of Fit (GoF) test was carried out to measure the level of suitability of the research model using the Normed Fit Index (NFI) value. The NFI value is in the range of 0 to 1, with values close to 1 indicating a better level of model suitability (Written & Suggestion, 2022).

Table 3. GoF Test Results

	Saturated Model	Estimated Model
SRMR	0.038	0.045
d_ ULS	0.887	1.287
d_ G	1.872	2.037
Chi-Square	889.388	925.112
NFI	0.808	0.800

Based on the test results, in table 3. obtained an NFI value of 0.808, which indicates that the research model has a suitability rate of 80.8% and is included in the good category (Waluyo et al., 2022).

Hypothesis Testing

Bootstrapping testing is used to determine the significance of the influence of exogenous constructs on endogenous constructs (Jo & Bang, 2023). The effect was stated to be significant if the T-statistical value > 1.96 at a significance level of 5% ($\alpha = 0.05$) with two-tailed testing, and a P-value < 0.05 (Maghfiroh & Nuryana, 2022).

Table 4. Bootstrapping Test Results

Hipotesis	Path	T Statistics	P Values	Conclusion
H1	PE -> AT	3.235	0.001	Accepted
H2	EE -> AT	5.938	0.000	Accepted
H3	SI -> AT	3.599	0.000	Accepted
H4	PR -> AT	3.150	0.002	Accepted
H5	FC -> EE	7.245	0.000	Accepted
H6	FC -> BI	2.823	0.005	Accepted
H7	AT -> BI	3.010	0.003	Accepted
H8	TR -> BI	2.201	0.028	Accepted
H9	HB -> BI	2.429	0.015	Accepted

Based on the results of the Bootstrapping test in Table 4, all hypotheses H1 to H9 meet both criteria so that all hypotheses are declared accepted (Sa'adah & Palupi, 2023). These results show that all the paths designed in the extended UMEGA model have significant relationships and are further discussed based on the context of the use of the GTK Space as well as the findings of previous research.



Discussion

The results of the study showed that all nine hypotheses submitted were accepted. These findings show that the intention to use the GTK Space for teachers and education staff is not formed by a single factor, but is the result of an interaction between perceptions of the benefits of the system, ease of use, the influence of the social environment, supporting conditions, risk perceptions, attitudes, beliefs, and habits. The pattern is in line with a meta-analysis study (Saleh et al., 2023) which shows that the main constructs of UMEGA, especially PE, SI, PR, FC, and AT, have a meaningful relationship with the acceptance of e-government services. Thus, the results of the research at SMK Negeri 1 Karanganyar strengthen the relevance of UMEGA to explain the adoption of digital services provided in the government and education environment.

H1 shows that PE has a significant effect on AT. These findings indicate that when teachers and education staff view the GTK Space as able to help work be more effective, speed up task completion, or provide benefits in competency development, their assessment of the system tends to be more positive. These results are in line with research (Dupe Ayesha et al., 2025) who found that PE had a positive effect on AT in the adoption of e-government in Nigeria. Findings (García-Rio et al., 2023) also places PE as one of the strong relationships in the UMEGA model, especially in shaping user attitudes towards e-government services. In the context of the GTK Room, the benefits are felt to be important because the platform is not only seen as an administrative system, but also as a means of developing teachers' professional and pedagogic competencies. Therefore, the clearer the benefits that can be felt in daily work, the more likely it is that attitudes will be formed that support the use of GTK Spaces.

H2 showed that EE had a significant effect on AT. This means that the perception that the GTK Space is easy to learn, understand, and operate also shapes users' attitudes towards the platform. This convenience is important because users are not only dealing with features, but also have to adapt the work processes that were previously carried out through other mechanisms into the digital environment. These results are consistent with (Dupe Ayesha et al., 2025), which shows that EE has a positive effect on AT in the use of e-government. More broadly, (Saleh et al., 2023) through a meta-analysis, UMEGA also found that factors related to business expectations played a role in explaining the acceptance of e-government services. Thus, ease of navigation, clarity of menus, simplicity of process flow, and the availability of instructions for use are aspects that need to be considered so that GTK Room users can form a positive experience.

H3 shows that SI has a significant effect on AT. These results show that users' social environments, such as fellow teachers, school leaders, and those who provide direction regarding the use of GTK Rooms, can shape users' assessments of the platform. These findings are in line with (García-Rio et al., 2023) which shows that SI can improve public attitudes towards the use of e-government services. Social support can serve as a source of information as well as a belief that the use of the system is part of the work process that needs to be followed. In the school environment, the existence of colleagues who actively use the GTK Room and the encouragement from the school can reduce user doubts and encourage the formation of a more accepting attitude. Therefore, it is not enough to increase adoption not only to focus on technical features, but also to build a social environment that supports the use of the platform.

H4 shows that PR has a significant effect on AT. These findings confirm that user perceptions of possible risks in the use of GTK Space are an important part of attitude formation. Risks can be related to data security, misinformation, inappropriate access, or consequences felt when using digital systems for work activities. These results are in line with the meta-analysis (Saleh et al., 2023) which found that PR is one of the significant UMEGA constructs in explaining e-government acceptance. Study (Hooda et al., 2022) It also shows that the aspects of trust, risk, and technology acceptance factors are interrelated in the context of government services. Thus, the results of the study show that GTK Space users not only consider the benefits and convenience, but also consider the risks that may arise. By implication, platform managers need to provide clear information about account security, data management, access recovery mechanisms, and problem handling procedures so that risk perception can be better managed.

H5 shows that FC has a significant effect on EE. This means that the availability of supporting resources such as devices, internet networks, technical assistance, training, and user guides can make the GTK Space perceived to be easier to use. This relationship shows that ease of use does not come entirely from the design of the system, but is also influenced by the environment that allows users to operate the system well. These findings are consistent with (García-Rio et al., 2023), which shows that FC has an important role in the use of e-government services. (Meiranto et al., 2024) It also found that supporting facilities, including the infrastructure and resources needed to run a digital governance system, are related to behavioral intent and usage behavior. In the context of SMK Negeri 1 Karanganyar, the existence of adequate facilities can reduce technical obstacles so that users can more easily understand and carry out the functions of the GTK Room.

H6 shows that FC has a significant effect on BI. These findings show that the availability of supporting conditions not only makes the system feel easier, but also directly increases the user's propensity to use GTK Spaces. These results are in line with research (Dupe Ayesha et al., 2025), which found that FC had a positive effect on BI in the adoption of e-government. (García-Rio et al., 2023) also found that FC was directly related to the decision to use e-government services. Thus, increasing the intention to use GTK Space needs to be followed by the provision of a real supporting ecosystem. The availability of suitable devices, a stable internet connection, ongoing training, and assistance when users experience problems can be important factors for the intention to use the system to develop into more consistent use.

H7 shows that AT has a significant effect on BI. This means that the more positive the attitude of teachers and education staff towards the GTK Room, the greater their tendency to intend to use the platform. This finding is one of the core relationships in UMEGA because it shows that users' psychological evaluations of the system play a role in shaping behavioral intentions. (Saleh et al., 2023) through meta-analysis it is shown that the relationship between AT and BI in the context of UMEGA is significant. (García-Rio et al., 2023) also found that AT is an important factor in explaining the intention to use e-government services. In this study, a positive attitude can be formed when users consider the GTK Space to be useful, easy to use, supported by the surrounding environment, and have acceptable risks. Therefore, improving behavioral intention should be done by improving user experience and perception of the platform.

H8 shows that TR has a significant effect on BI. These findings confirm that trust is an important factor when users consider the use of government digital systems. Users need to have confidence that the platform is reliable, the data managed is in proper management, and the service will function as needed. These findings are reinforced by (Hooda et al., 2022) through a meta-analysis of e-government research that shows that TR has a central role in BI and system usage. Research (Avazov & Lee, 2022) It was also found that trust is one of the strong factors in

explaining the intention to use e-government services. The results show that the technical aspects alone are not enough to ensure the acceptance of the system; Users also need confidence in the organizer and the system used. In the context of the GTK Space, trust can be strengthened through transparency in data management, account security, policy clarity, service consistency, and quick response when problems occur.

H9 shows that HB has a significant effect on BI. These findings suggest that repeated experiences of using technology can shape behavioral patterns that then drive intention to use GTK Spaces. When digital activities have become part of the work routine, users are less likely to consider using the system as something entirely new. These results are in line with the meta-analysis (Zheng et al., 2025) In the use of e-learning, it was found that habit was one of the strongest antecedents of behavioral intention, even becoming the most dominant factor in the study. (Meiranto et al., 2024) It also shows that habits formed through experience using technology are related to behavioral intention and the use of the e-government system. In the context of the GTK Room, habits can be formed through repeated use for administration, competency development, assessment, and other activities available on the platform. Therefore, managers need to encourage regular and consistent use so that the GTK Room becomes part of daily work activities.

Overall, the results of the study show that the adoption of GTK Space can be understood through two groups of mechanisms. The first group is related to attitude formation, namely PE, EE, SI, and PR which have been shown to affect AT. The second group is directly related to the formation of behavioral intention, namely FC, AT, TR, and HB. This pattern shows that the intention to use the GTK Space is formed through a combination of rational considerations, social environment, supporting conditions, and psychological factors of the user. These findings are in line with (Saleh et al., 2023) which through meta-analysis confirms that UMEGA is able to explain the acceptance of e-government through a number of interrelated constructs, as well as showing that the strength of relationships can differ according to the context of the service and the characteristics of the user.

When compared to previous research, the results of this study show consistency while expanding the empirical evidence of UMEGA. [20] found that PE and EE had an effect on AT and AT and FC had an effect on BI, while the study found that PE and EE had an effect on AT and AT and FC, while the study found that PE and EE had an effect on AT and that AT and FC had an effect on BI, while the study found that PE and (García-Rio et al., 2023) demonstrate the importance of AT and FC in the use of e-government services. The results of this study reinforce this pattern and add evidence that TR and HB also play a significant role in the context of government education platforms. The findings are relevant to the characteristics of GTK Spaces used by teachers and education staff, as usage decisions are not only influenced by the benefits of the system, but also by confidence in the platform and the usage routines that are formed.

The practical implication of these findings is that the development of the GTK Space needs to be carried out in an integrated manner. Increased system benefits need to be followed by simplification of processes and interfaces for users to have an easy experience. Support in the form of training, tools, networks, guidance, and technical assistance needs to be ensured to be consistently available. At the same time, the security and transparency of data management need to be strengthened to maintain user trust. Managers also need to encourage regular use through the integration of the GTK Space with relevant competency and administrative development activities. With such an approach, the strategy of increasing adoption not only pursues initial use, but also establishes conditions that support sustainable use.



Conclusion

This study concludes that teachers' intention to adopt Ruang GTK is significantly influenced by facilitating conditions, attitude, trust, and habit. Performance expectancy, effort expectancy, social influence, and perceived risk significantly shape teachers' attitudes toward Ruang GTK, while facilitating conditions directly influence both effort expectancy and behavioral intention. The high R-square values for Attitude (0.944), Effort Expectancy (0.830), and Behavioral Intention (0.892) indicate that the proposed model provides strong explanatory power. Overall, the findings suggest that the most important factors supporting Ruang GTK adoption are the availability of adequate technological facilities, perceived benefits and ease of use, social support, trust in the system, and established usage habits. Therefore, education stakeholders should prioritize infrastructure readiness, user training, system reliability, and data security to strengthen teachers' adoption and continued use of Ruang GTK. Future research may extend the model by examining additional factors such as service quality and user experience across different educational settings.

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