

# Factors Affecting the Student's Acceptance of Online Class Platforms in Management and Science University, Malaysia

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**Abstract-** The world is facing an attack of the coronavirus, which is reported to have originated from Wuhan, China. This led the Malaysian prime minister to give a directive that all educational institutes be closed. Therefore, learning that is usually face-to-face becomes online. The main objective of this research is to find out whether students want to be part of choosing an online learning platform that is acceptable to Malaysian students. Data analysis in this study is linear regression analysis used with online questionnaires as a data collection strategy. The results of this study were obtained in research conducted through the distribution of online questionnaires using the google form. There were 211 respondents who responded to the questionnaire. The results in this study as a whole all variables have a positive and significant effect. However, there are research results that have almost no effect such as the perceived usefulness variable behavioral intention to use. With the result of T statistic of 2.033 which is greater than T table of 1.652 with a significance of 0.047 less than 0.05, then  $H_0$  is rejected.  $H_a$  is accepted. It means all the factors mentioned in this study can affect the students acceptance of online class platforms in Malaysia.

**Keywords-** Perceived ease of use, perceived usefulness, attitude towards behavior, behavioral intention to use, online class platforms

## I. INTRODUCTION

The world is facing an outbreak of the coronavirus which is reported to have originated in Wuhan, China. The coronavirus has spread throughout the world, Malaysia is also affected by the outbreak. According to the Malaysian Ministry of Health (2021) explained that the country of Malaysia was also affected by the coronavirus outbreak. Based on data

in August 2021, 1,1631,291 were exposed to the coronavirus. The coronavirus makes daily activities limited and can only be carried out within the scope of the home. This prompted the Malaysian prime minister to direct that all educational institutes be closed. Learning that is usually face-to-face becomes online (Arwansyah, Faisal, Masrurih, Marpuah, 2022). Therefore, the online learning should be accepted by Malaysian student because online learning is the

only way to execute the educational learning. According to Isman (2017) in Muhammad stated online learning is a learning process that utilizes the internet network in the learning process. Online learning provides students with the opportunity to learn more freely. Students interact with teachers using online classroom platforms. This study aims to explain the factors that influence student acceptance of online classroom platforms in Malaysia (Assidiqi & Sumarni, 2020).

## II.OBJECTIVES OF THE STUDY AND HYPOTHESES

The objectives of this study are as follows:

- a) To find out the effect of perceived ease of use on perceived usefulness in the student's acceptance of online class platforms.
- b) To find out the effect of perceived ease of use on attitude towards behaviour in the student's acceptance of online class platforms.
- c) To find out the effect of perceived usefulness on attitude towards behaviour in the student's acceptance of online class platforms in the student's acceptance of online class platforms.
- d) To determine the effect of perceived usefulness on behaviour intention to use in the student's acceptance of online class platforms.
- e) To find out the effect of attitude towards using on behaviours intention to use in the student's acceptance of online class platforms.
- f) To determine the effect of perceived ease of use and attitude towards behaviour on behavioural intention to use in the student's acceptance of online class platforms.
- g) To determine the effect of perceived usefulness and attitude towards behaviour on behavioural intention to use in the student's acceptance of online class platforms.

The hypotheses in this study are: There are positive and significant effect of perceived ease of use on perceived usefulness, perceived ease of use on attitude towards behaviour. perceived usefulness on attitude towards behaviour. perceived usefulness on behavioural intention to use. attitude towards behaviour on behavioural intention to use. perceived ease of use and attitude towards behaviour on behavioural intention to use, and perceived usefulness and attitude towards behaviour on behavioural intention to use.

## III.MATERIALS AND METHODS

### 1. Design

This research design uses quantitative descriptive and this type of research uses survey research. According to (Sugiyono, 2016) quantitative descriptive is research that explains the description and describes the results of research with numbers or numeric. Quantitative descriptive is chosen because this research describes the numbers in the statistical results. The data analysis used in this research is multiple linear regression. Multiple linear regression test was used to determine the relationship between the independent variables and the dependent variable.

In this study, the population of students in Malaysia studied with an online class platform. The population in this study is unknown because there is no definite data on online class platform users in Malaysia. In 2022, UNESCO estimated number of student of higher education were 1.270.000. (WHEC country report, 2022) According to Hill in (Rusmawan, 2018) proposing a sample size ranging from 30 to 500 is considered the ideal size in research.

The education level sampled must be a diploma, bachelor's degree, and master's degree. The questionnaire used is google forms. In this study, samples were taken from more than 200 students. A total of 211 samples in the study were assigned consisting of the Faculty of Business Management & Professional Studies (FBMP), Faculty of Information Sciences & Engineering (FISE), Faculty of Health & Life Sciences (FHLS), International Medical School (IMS), School of Education & Social Sciences (SESS), School of Pharmacy (SPH), and School of Hospitality & Creative Arts (SHCA). The sampling technique used in this study is non-probability sampling by using accidental sampling, which is sampling by chance. This means that anyone who is met during the study then the members of the population become the sample in this study. It means that the 211 students were determined based on the convenience. To find out the determination of the number of unknown samples, you can use the Cochran formula.

### 2.Questionnaire Design

Collecting data in this study using primary data and secondary data. According to (Sugiyono, 2016) primary data is a data source that directly provides

data for data collection. In this study, the primary data used were observation by observing the respondents' daily activities and distributing questionnaires by distributing the proposed questionnaire regarding the research material. Some of statements for the questionnaire are "The online class platform is easy for me to use" for perceived ease of use, "Using an online class platform can help me finish my online learning quickly" for perceived usefulness, "I like to use online class platform for daily online learning" for attitude towards behaviour, and "I hope that the use of online class platform will continue in the future" behavioural intention to use.

Researchers obtained primary data from students in Malaysia which consisted of 7 faculties namely, Faculty of Business Management & Professional Studies (FBMP), Faculty of Information Sciences & Engineering (FISE), Faculty of Health & Life Sciences (FHLS), International Medical School (IMS), School of Education & Social Sciences (SESS), School of Pharmacy (SPH), and School of Hospitality & Creative Arts (SHCA). According to (Sugiyono, 2016) secondary data is a source that does not directly provide data to data collectors.

In this study, the secondary data used was library research. Secondary data is data used to support research. Secondary data contains information about Factors Affecting the Students Acceptance of Online Class Platforms in Malaysia. The factor 'perceived ease of use' is taken from Davis (1986) in (Alshurideh et al., 2019), 'perceived usefulness' is taken from Davis (1986) in (Wicaksono & Maharani, 2020), 'attitude toward using' is taken from Davis (1989) in (Sugiri et al., 2017), 'behavioural intention to use' is taken from (Sugiri et al., 2017). Secondary data were taken from journals and books that explained specifically in the research topic.

### 3.Data Analysis

In this study, descriptive analysis describes the characteristics of respondents based on gender, campus origin, college major and how long they have used the online class platform. According to (Sugiyono, 2017), the validity test is used to find out the data on the answers to the statements on the questionnaire are valid or not. When the data on the statements on the questionnaire are considered valid when the results of  $r$  count  $r$  table with a significance  $<0.005$ . Meanwhile, when the data on the statements

are considered invalid, the results of  $r$  count  $r$  table with a significance  $> 0.005$ .

Then according to (Sugiyono, 2017), the reliability test is used to determine the consistency of the data on the statements in the questionnaire. When the data on the statements are considered reliable, then the result of Cronbach alpha  $> 0.60$ . Meanwhile, when the data on the statements are considered unreliable, the result of Cronbach alpha  $< 0.60$ . According to (Sugiyono, 2017), multiple linear regression test is used to determine the ups and downs of the independent variable with more than two variables on the dependent variable. In this study, the multiple linear regression test used was the T-test or partial correlation, and the F test or simultaneous correlation. T-test or partial correlation is used to determine the relationship between the variables in each independent variable to the dependent variable. To find out the results are influential seen from the value of T arithmetic T table with a significance  $<0.05$ . While the F test or simultaneous correlation is used to determine the relationship of the independent variables to the dependent variable together. To find out these results have an effect, it can be seen from the calculated F value F table with a significance  $<0.05$ .

## IV.RESULTS AND DISCUSSION

### Result

This data analysis describes a quantitative study entitled "Factors affecting the students acceptance of the online class platform in Malaysia". The results of this study are, Respondent demographic profile, Descriptive analysis of all data variables, Validity of each independent and dependent, Reliability of each independent and dependent, and Hypothesis Testing.

### Respondent's Description of Gender

The researcher takes 211 sample for this study. Then, this study describes the results of the gender description. The gender used is divided into two namely male and female. The gender obtained from the research sample is 211 respondents. The result is that there are 101 female respondents with a percentage of 47.9%. While the male sex is 110 respondents with a percentage of 52.1%. In this study, the most dominant respondents were male with a percentage of 52.1% and 110 respondents.

### Respondent's Description of Age

Furthermore, the results of the age description, the age used is divided into three, namely the age of 17-20 years, 21-24 years, and 25-30 years. The age obtained from the research sample is 211 respondents. The result is that at the age of 17-20 years there are 11 respondents with a percentage of 5.7%. Then at the age of 21-24 years a number of 110 respondents with a percentage of 52.1%. And at the age of 25-30 years a number of 89 respondents with a percentage of 42.2%. In this study, the most dominant respondents were aged 21-24 years with a percentage of 52.1% and 110 respondents. age description obtained from the research sample of 211 respondents.

### Respondent's Description of Level of Education

The result is that at the level of education diploma there are 69 respondents with a percentage of 32.7%. Then at the bachelor's level of education, there were 104 respondents with a percentage of 49.3%. And at the level of education master's there are 38 respondents with a percentage of 18%. In this study, the most dominant respondent was the level of education bachelor year with a percentage of 49.3% and 104 respondents.

### Respondent's Description of The Faculty

The results of the research from the description of the facility obtained from the research sample of 211 respondents. The result is the FBMP (Faculty of Business Management & Professional Studies) of 24 respondents with a percentage of 11.4%. Then at FISE (Faculty of Information Sciences & Engineering) there were 35 respondents with a percentage of 16.6%. Then in FHLS (Faculty of Health & Life Sciences) there were 20 respondents with a percentage of 9.5%. Then at the IMS (International Medical School) there were 19 respondents with a percentage of 9%. Then in SESS (School of Education & Social Sciences) there were 43 respondents with a percentage of 20.4%. Then at SPH (School of Pharmacy) there were 33 respondents with a percentage of 15.6%. And in SHCA (School of Hospitality & Creative Arts) there are 37 respondents with a percentage of 17.5%. In this study, the most dominant respondents were SESS (School of Education & Social Sciences) with a percentage of 20.4% and 43 respondents.

### Respondent's Description of Long Time Using Online Class Platform in Malaysia

This study also explains the results of the description of the long-time using online class platform in Malaysia. The long-time using online class platform in Malaysia used is divided into three, namely < 1 year, < 3 years, and 6 years. Obtained from the research sample of 211 respondents. The result is that in the long time using online class platform in Malaysia < 1 year, there are 88 respondents with a percentage of 41.7%. Then in the long time using online class platform in Malaysia < 3 years, there were 95 respondents with a percentage of 45%. And in the long time using online class platform in Malaysia for 6 years, there are 28 respondents with a percentage of 13.3%. In this study, the most dominant respondents were long time using online class platforms in Malaysia <3 years with a percentage of 45% and 95 respondents.

### Descriptive Analysis

Based on descriptive analysis shows the perceived ease of use variable obtains a minimum value of 6 and a minimum value of 30 with a mean of 20.94. Then the perceived usefulness variable obtained a minimum value of 8 and a minimum value of 40 with a mean of 28.57. then the attitude towards behaviour variable gets a minimum value of 7 and a minimum value of 35 with a mean of 24.87. And lastly, the behavioural intention to use variable obtained a minimum value of 8 and a minimum value of 35 with a mean of 25.06.

### Factors Affect the Students Acceptance of Online Class with Multiple Linear Regression

Multiple linear regression is used to determine the effect of two or more variables. To find out the influential data seen from T statistics is greater than T table with a significance of 0.05.

Hypothesis	Standar dized Coeffici ent	T- Stati stics	T- Ta ble	P- Val ue	Decis ion
Perceived ease of use on perceived usefulness	0,649	12,33 0	1,6 52	0,0 00	Acce pted

Perceived ease of use on attitude towards behavior		0,628	11,665	1,652	0,000	Accepted
Perceived usefulness on attitude towards behavior		0,642	12,117	1,652	0,000	Accepted
Perceived usefulness on behavioral intention to use		0,542	9,326	1,652	0,000	Accepted
Attitude towards behavior on behavioral intention to use		0,735	15,667	1,652	0,000	Accepted
Perceived ease of use and attitude towards behavior on behavioral intention to use	PEOU → BITU	0,169	2,855	1,652	0,005	Accepted
	ATB → BITU	0,629	10,607	1,652	0,000	Accepted

Perceived usefulness and attitude towards behavior on behavioral intention to use.	PU → BITU	0,122	2,003	1,652	0,047	Accepted
	ATB → BITU	0,656	10,739	1,652	0,000	Accepted

## V.DISCUSSION

### 1. The Effect of Perceived Ease Of Use On Perceived Usefulness On Online Class Platforms In Malaysia

The results of the multiple linear regression test state that there is a positive and significant effect of perceived ease of use on perceived usefulness. The results proved that T statistics 12.330 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H0 is rejected. Ha is accepted. There is a significant positive effect positive and significant effect of perceived ease of use on perceived usefulness on online class platforms in Malaysia.

According to (Alshurideh et al., 2019) said perceived ease of use refers to the extent to which a person believes that using a particular system will be free from effort. Meanwhile, perceived usefulness refers to the extent to which a person believes that using a particular system will improve his or her job performance. Perceived usefulness and perceived ease of use are believed to facilitate new technology. The results of this study are the same as previous research researched by (Setiawan et al., 2018) which states that there is a positive and significant effect of perceived ease of use on perceived usefulness as proven by the results of T statistics 4,5004 which is

greater than T table 1.96 with a path coefficient of 0,2999.

## **2. Effect of Perceived Ease of Use on Attitude Towards Behaviour on Online Class Platforms In Malaysia**

The results of the test stated that there was a positive and significant effect of perceived ease of use on attitude towards behaviour. It is proven by the results of T statistics 11.665 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H<sub>0</sub> is rejected. H<sub>a</sub> is accepted. There is a significant positive effect a positive and significant effect of perceived ease of use on attitude towards behaviour on online class platforms in Malaysia.

According to (Setyawati, 2020) stated that the perceived ease of use variable is an important factor in the attitude variable. This concept describes the ease of use of the system in terms of being flexible, clear, understandable and easy to use as a whole, so that consumer perceptions of convenience will have a positive impact on consumer attitudes. The results of this study are the same as previous studies investigated by (Setyawati, 2020) which stated that there was a positive and significant effect of perceived ease of use on attitude towards behaviour, as evidenced by the results of T statistics 7.687, which was greater than T table 1.981 with a path coefficient of 0.000.

## **3. Effect of Perceived Usefulness on Attitude Towards Behaviour on Online Class Platforms In Malaysia**

The results of the multiple linear regression table state that there is a positive and significant effect of perceived usefulness on attitude towards behaviour. The results established that T statistics 12.117 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H<sub>0</sub> is rejected. H<sub>a</sub> is accepted. There is a significant positive effect a positive and significant effect of perceived usefulness on attitude towards behavior on online class platforms in Malaysia.

According to (Setyawati, 2020) said that perceived usefulness can affect a person's attitude in accepting a new technology because of the increased performance generated after using the technology. This concept also describes the benefits of the system for users related to productivity, job performance, effectiveness, and overall usefulness so that consumer perceptions of usability will have a positive impact on consumer attitudes.

The results of this study are the same as previous studies studied by (Wiyono et al., 2021) which stated that there was a positive and significant effect of perceived usefulness on attitude towards behavior as evidenced by the T statistics results of 4.824 which were greater than T table 1.96 with a significance of 0.000.

## **4. Effect of Perceived Usefulness on Behavioural Intention to Use on Online Class Platforms in Malaysia**

The results of the test stated that there was a positive and significant effect of perceived usefulness on behavioural intention to use. It is proven by the results of T statistics 9.326 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H<sub>0</sub> is rejected. H<sub>a</sub> is accepted. There is a significant positive effect a positive and significant effect of perceived usefulness on behavioural intention to use on online class platforms in Malaysia.

According to (Setyawati, 2020) said perceived usefulness can affect the intensity of technology use. With the increasing use of technology, the benefits felt by users can increase interest in using it. The results of this study are the same as previous studies researched by (Joan et al, 2019) which stated that there was a positive and significant effect of perceived usefulness on behavioural intention to use, as evidenced by the results of T statistics 2,208 which were greater than T table 1,640.

## **5. The Influence of Attitude Towards Behaviour on Behavioural Intention to Use on Online Class Platforms in Malaysia**

The influence of attitude towards behavior on behavioral intention to use. The results of the multiple linear regression table stated that there was a positive and significant influence of attitude towards behavior on behavioral intention to use. The results proved that T statistics 15.667 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H<sub>0</sub> is rejected. H<sub>a</sub> is accepted. There is a significant positive effect a positive and significant influence of attitude towards behavior on behavioral intention to use on online class platforms in Malaysia. According to (Gatud et al, 2021) attitude towards behavior is a positive or negative evaluation of consumers towards application technology. Meanwhile, behavioral intention to use is individual behavior in utilizing technology in the future. When someone has a

positive experience with technology, a positive attitude will appear on the application. Likes can encourage to use the application continuously. The results of this study are the same as previous studies studied by (Gatud et al, 2021) which stated that there was a positive and significant influence of attitude towards behavior on behavioral intention to use, as evidenced by the results of T statistics 2.86 which was greater than T table 1.6.

#### **6. Effect of Perceived Ease of Use and Attitude Towards Behaviour on Behavioural Intention to Use on Online Class Platforms in Malaysia**

The effect of perceived ease of use and attitude towards behavior on behavioral intention to use. The results of the test stated that there was a positive and significant effect of perceived ease of use and attitude towards behavior on behavioral intention to use on each independent variable. It is proven by the results of multiple linear regression tests that perceived ease of use on behavioral intention to use T statistics 2.855 is greater than T table 1.652 with a significance of 0.005 less than 0.05, so H0 is rejected. Ha is accepted.

While the results of the multiple linear regression test attitude towards behavior towards behavioral intention to use T statistics 10.607 is greater than T table 1.652 with a significance of 0.000 less than 0.05 then H0 is rejected, Ha is accepted. So there is a significant positive effect a positive and significant effect of perceived ease of use and attitude towards behavior on behavioral intention to use each independent variable on online class platforms in Malaysia. According to (Muliadi et al, 2021) perceived ease of use is proven to have an effect on behavioral intention to use.

The ease that someone feels in using technology will encourage the intention to use it because people tend to like something simple and easy so it doesn't require a big effort in using it. Consumer attitudes towards technology that can improve user performance can encourage psychology to accept the use of technology in their work. The results of this study are the same as previous research researched by (Setiawan et al., 2018) which states that there is a positive and significant effect of perceived ease of use on behavioral intention to use as evidenced by T statistics 4.031 which is greater than T table 1.981 with a significance of 0.000. Furthermore, the results of this study are the same

as previous studies studied by (Setyawati, 2020) which stated that there was a positive and significant influence of attitude towards behavior on behavioral intention to use, as evidenced by T statistics 11.8985, which is greater than T table 1.96 with a path coefficient 0.6242.

#### **7. Effect of Perceived Usefulness and Attitude Towards Behaviour on Behavioural Intention to Use on Online Class Platforms in Malaysia**

The effect of perceived usefulness and attitude towards behavior on behavioral intention to use. The results of the multiple linear regression table stated that there was a positive and significant influence of perceived usefulness and attitude towards behavior on behavioral intention to use on each independent variable. The results established that multiple linear regression tests that perceived usefulness on behavioral intention to use T statistics 2.033 is greater than T table 1.652 with a significance of 0.047 less than 0.05, so H0 is rejected. Ha is accepted. While the results of the multiple linear regression test attitude towards behavior towards behavioral intention to use T statistics 10.652 is greater than T table 1.652 with a significance of 0.000 less than 0.05, then H0 is rejected, Ha is accepted. So there is a significant positive effect a positive and significant influence of perceived usefulness and attitude towards behavior on behavioral intention to use each independent variable on online class platforms in Malaysia.

According to (Muliadi et al, 2021) perceived usefulness has an effect on behavioral intention to use. Perceived usefulness can encourage the emergence of individual intentions to use technology. Someone will tend to always use technology if they get the benefits of the technology. Furthermore, according to (Purwianti, 2017) attitude towards has an effect on behavioral intention to use. A positive attitude will produce positive behavior also because of the relationship between a person's behavior and attitude towards a technology. A person's positive attitude towards technology will cause a desire to reuse the technology. The results of this study are the same as previous studies researched by (Joan, 2019) which states that there is a positive and significant effect of perceived usefulness on behavioral intention to use as evidenced by T statistics 2,208 which is greater than T table 1.640. Furthermore, the results of this study are the same as previous studies studied by

(Puriwianti, 2017) which stated that there was a positive and significant influence of attitude towards behavior on behavioural intention to use, as evidenced by a significance of 0.000. The similar result from the previous research indicated that this study can support the previous research perfectly. The support is representing the positive effect for Malaysian student to accept the online class platform.

## VI.CONCLUSION

The main objective of this research is to find out whether students want to be part of choosing an online learning platform that is acceptable to Malaysian students. The factors affecting the student's acceptance are:

### **The Effect of Perceived Ease of Use on Perceived Usefulness on Online Class Platforms in Malaysia**

This study explains that there is a positive and significant effect of perceived ease of use on perceived usefulness on online class platforms in Malaysia. The results demonstrated that T statistics 12.330 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H0 is rejected. Ha is accepted.

### **Effect Of Perceived Ease of Use on Attitude Towards Behaviour on Online Class Platforms in Malaysia**

This study explains that there is a positive and significant effect of perceived ease of use on attitude towards behaviour on online class platforms in Malaysia. It is proven by the results of T statistics 11.665 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H0 is rejected. Ha is accepted.

### **Effect Of Perceived Usefulness on Attitude Towards Behaviour on Online Class Platforms in Malaysia**

This study explains that there is a positive and significant effect of perceived usefulness on attitude towards behaviour on online class platforms in Malaysia. The results proved that T statistics 12.117 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H0 is rejected. Ha is accepted.

### **Effect Of Perceived Usefulness on Behavioural Intention to Use on Online Class Platforms in Malaysia**

This study explains that there is a positive and significant effect of perceived usefulness on behavioural intention to use on online class platforms in Malaysia. The results demonstrated that T statistics 9.326 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H0 is rejected. Ha is accepted.

### **The Influence of Attitude Towards Behaviour on Behavioural Intention to Use on Online Class Platforms in Malaysia**

This study explains that there is a positive and significant influence of attitude towards behaviour on behavioural intention to use on online class platforms in Malaysia. It is proven by the results of T statistics 15.667 which is greater than T table 1.652 with a significance of 0.000 less than 0.05, so H0 is rejected. Ha is accepted.

### **Effect Of Perceived Ease of Use and Attitude Towards Behaviour on Behavioural Intention to Use on Online Class Platforms in Malaysia**

This study explains that there is a positive and significant effect of perceived ease of use and attitude towards behaviour on behavioural intention to use on online class platforms in Malaysia. The results established that multiple linear regression tests that perceived ease of use on behavioural intention to use T statistics 2.855 is greater than T table 1.652 with a significance of 0.005 less than 0.05, so H0 is rejected. Ha is accepted. While the results of the multiple linear regression test attitude towards behaviour towards behavioural intention to use T statistics 10.607 is greater than T table 1.652 with a significance of 0.000 less than 0.05 then H0 is rejected, Ha is accepted.

### **Effect Of Perceived Usefulness and Attitude Towards Behaviour on Behavioural Intention to Use on Online Class Platforms in Malaysia**

This study explains that there is a positive and significant effect of perceived usefulness and attitude towards behaviour on behavioural intention to use on online class platforms in Malaysia. The results proved that multiple linear regression tests that perceived usefulness on behavioural intention to use T statistics 2.033 is greater than T table 1.652 with a significance of 0.047 less than 0.05, so H0 is rejected. Ha is accepted. While the results of the



multiple linear regression test attitude towards behaviour towards behavioural intention to use T statistics 10,652 is greater than T table 1,652 with a significance of 0.000 less than 0.05, then  $H_0$  is rejected,  $H_a$  is accepted.

## VI.CONCLUSION AND RECOMMENDATION

The conclusion of this study is that it is hoped that online platforms will be easier to use. This is because the research results that have the highest significance are perceived usefulness. Apart from being easy to use, it is hoped that the online platform will add features that can be used daily such as an automatic evaluation for the students so as to increase user interest which results in continuous actual use. For future researchers, it is hoped that they will add useful variables to find out more about the factors Affecting the Students Acceptance of Online Class Platforms in Malaysia.

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