

The Impact of UTAUT-2 Model on Behavioral Intention of LinkedIn E-Learning Application at PT NTT Data



Utami Ningsih¹, Sri Murtiasih²

^{1,2}Magister of Management, Gunadarma University, Depok, Indonesia

ABSTRACT: The development of technology is growing very rapidly in all sectors. One of them in education sector is e-learning. In 4.0 era, technological developments have been provided significant changes to the educational landscape. E-learning is one of the changes in the digital revolution. From e-learning activity, the teaching and learning process can be carried out remotely with flexible time and place. This research uses a quantitative approach with non-probability sampling as the sampling method with purposive sampling type. Data was obtained through the online questionnaire distributed via google form. Sample total used in this research amounted to 200 respondents of LinkedIn application users at PT NTT Data. Hypothesis testing in this study uses SmartPLS 4.0 software. The results show that the variables of performance expectancy, effort expectancy, social influence, facilitating conditions, and hedonic motivation do not have a significantly positive effect on behavioral intention. Meanwhile, the variables of habit and price value have a significant positive effect on behavioral intention in the use of LinkedIn e-learning application.

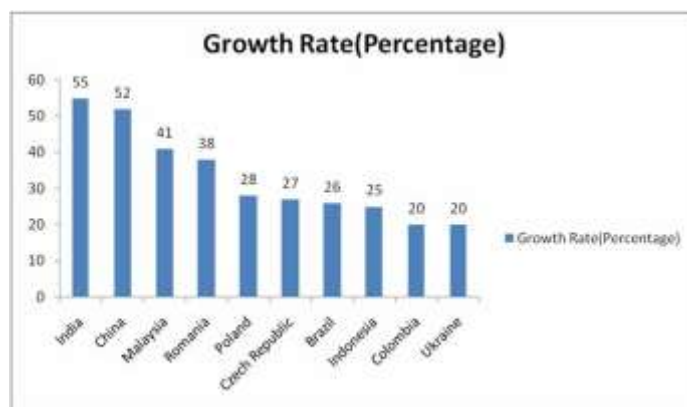
KEYWORDS: UTAUT-2, PLS-SEM, E-learning, Behavioral Intention.

I. INTRODUCTION

The development of technology is growing very rapidly in all sectors. One of them in education sector is e-learning. In 4.0 era, technological developments have been provided significant changes to the educational landscape. E-learning is one of the changes in the digital revolution (Putra, Maulana, Chayo, Haekal, & Syaharani, 2024). E-learning activity in generally uses websites, applications, social media, and learning management systems (LMS) (Napitulu, 2020). From e-learning activity, the teaching and learning process can be carried out remotely with flexible time and place (Putra, Sudiana, & Pamungkas, 2020).

E-learning is a long-range learning method by using support of the information and communication technology. E-learning have two perceptions. First, based on electronic devices such as LCD, film, and video. Second, internetbased learning, is a learning process which uses the internet as the main media so all of the student can access learning materials without being limited by place and time (Karyanto, Tandayu, Febriani, & Kuang, 2021).

E-learning activities in 4.0 era were not only held for students, but also available for various groups who want to increase their skills and knowledge practically. The appeal of e-learning methods is quite diverse. It starts from the ease of access to a variety of training programs available, both domestically and abroad. The following is a picture about the e-learning applications growth from several countries:



Source: Ahmed, Ahmad, Ahmad, & Ahmad (2021)

Figure 1. Growth Rate of E-learning Users

The Impact of UTAUT-2 Model on Behavioral Intention of LinkedIn E-Learning Application at PT NTT Data

According to Figure 1, it was evident that India came first as e-learning users with amount of 55%. The second and third positions of each other with percentage gains of 52% and 41% were occupied by China and Malaysia. Then, the next rankings in Based on Figure 1, it could be seen that India in the first place as e-learning users with amount of 55%. The second and third positions of each other with percentage gains of 52% and 41% were occupied by China and Malaysia. Then, the next rankings in fourth and fifth positions were achieved by Romania and Poland with a total of 38% and 28% respectively. Furthermore, the growth of e-learning usage in the Czech Republic was 27%, Brazil 26%, and Indonesia 25%. For Colombia and Ukraine, both increased by 20%.

Acceptance of technology could be seen when the technology was adopted, because of its ability to support completed various of tasks efficiently and produce optimal performance (Venkatesh et al., 2012). Likewise, using of e-learning media will be seen if by following e-learning growth, so the other tasks could be completed in a relatively short time. The UTAUT-2 model is a further development of UTAUT model, which is aimed to studying the acceptance and use of technology in a consumer context (Venkatesh et al., 2012). In UTAUT-2, three new components were added, namely hedonic motivation, price value, and habit.

Based on the explanation above, the problems related to use of e-learning with LinkedIn application were still not widely implemented in companies. Therefore, the author is interested in researching further about "The Impact of UTAUT-2 Model on Behavioral Intention of LinkedIn E-Learning Application at PT NTT Data" considering that the implementation of e-learning has become an alternative choice besides offline training.

II. HYPOTHESIS DEVELOPMENT AND CONCEPTUAL MODEL HYPOTHESIS

A. The Effect of Performance Expectancy on Behavioral Intention

Based on study conducted by Venkatesh et al., (2003), Bashir (2020), Shafly (2020), Juningsih et al., (2020), Mustafa et al., (2022), and Chu et al., (2022) were explained that behavioral intention is influenced by performance expectancy. Performance expectancy in this study refers to how confident or certain someone about ease of experienced in carrying out tasks when using a system. Performance expectancy has an important role in the acceptance and adoption of the latest technology, one of them is using of LinkedIn e-learning applications. Thus, the first hypothesis proposed is:

H₁: Performance expectancy has a positive and significant effect on behavioral intention when using of LinkedIn e-learning application.

B. The Effect of Effort Expectancy on Behavioral Intention

Based on stated by Venkatesh et al. (2003), Bashir (2020), Shafly (2020), Chu et al., (2022), Prasarry et al., (2023), and Putri & Sundari (2024) that effort expectancy influences behavioral intentions. Effort expectancy context in this research refers to ease of use a system has a potential to reduce energy and time required for someone to carry out training/courses on the LinkedIn application via e-learning. Thus, the second hypothesis proposed is as follows:

H₂: Effort expectancy has a positive and significant effect on behavioral intention of LinkedIn e-learning application.

C. The Effect of Social Influence on Behavioral Intention

Based on the research conducted by Venkatesh et al. (2003), Bashir (2020), Shafly (2020), Juningsih et al., (2020), Sukaris et al., (2020), and Audriyani & Meiranto (2023), were stated that behavioral intention influenced by social influence. In this research refers to how influential the closest people will be in providing other perspective using of LinkedIn application as an e-learning medium to improve skills and knowledge. Thus, the third hypothesis proposed is:

H₃: Social influence has a positive and significant effect on behavioral intention of LinkedIn e-learning application.

D. The Effect of Facilitating Conditions on Behavioral Intention

Based on findings research conducted by Venkatesh et al. (2012), Bashir (2020), Saputra *et al.*, (2021), Mustafa *et al.*, (2022), Putri & Sundari (2024), dan Sukaris et al., (2020) that facilitating conditions influence behavioral intention. Facilitating conditions in this context refer to how important the role of supporting facilities in supporting e-learning activities using of LinkedIn application. Thus, the fourth hypothesis proposed is:

H₄: Facilitating conditions has a positive and significant effect on behavioral intention of LinkedIn e-learning application.

E. The Effect of Hedonic Motivation on Behavioral Intention

Based on the research conducted by Venkatesh et al., (2012), Shafly (2020), Juningsih *et al.*, (2020), Saputra *et al.*, (2021), Mustafa *et al.*, (2022), dan Putri & Sundari (2024), it was found that behavioral intention influenced by hedonic motivation. Hedonic motivation in this finding refers to encouragement within an individual to attempt the LinkedIn application as an e-learning tool, so user's curiosity will encourage intuition to always understand and explore using of LinkedIn application. Thus, the fifth hypothesis that can be proposed is as follows::

H₅: Hedonic Motivation has a positive and significant effect on behavioral intention of LinkedIn e-learning application..

The Impact of UTAUT-2 Model on Behavioral Intention of Linkedin E-Learning Application at PT NTT Data

F. The Effect of Price Value on Behavioral Intention

Based on the research conducted by Venkatesh et al., (2012), (Prasarry *et al.*, 2023). Pernyataan ini secara empiris sejalan dengan penelitian yang dilakukan oleh Shafly (2020), Putri & Suardikha (2020), Putri & Sundari (2024), dan Pakaya & Ladiku (2024), it was found that the price value had a positive and significant effect on behavioral intention. The results of this study refers to benefits of using of Linkedin application for e-learning activities which are comparable to the price of training provided, such as discounts or cashback that could be obtained. Thus, the sixth hypothesis proposed is:

H₆: Price value has a positive and significant effect on behavioral intention of Linkedin e-learning application.

G. The Effect of Habit on Behavioral Intention

Based on the research conducted by Venkatesh et al., (2012), Bashir (2020), Juningsih *et al.*, (2020), Sebastián & Antonovica (2022), Mustafa *et al.*, (2022), Chu *et al.*, (2022), dan Maulani & Handayani (2023), were stated that habit had a significantly positive influence on behavioral intention. This result refets to use of Linkedin e-learning application users automatically use it without thinking. Thus, the seventh hypothesis proposed is:

H₇: Habit has a positive and significant effect on behavioral intention of Linkedin e-learning application.

Conceptual Model

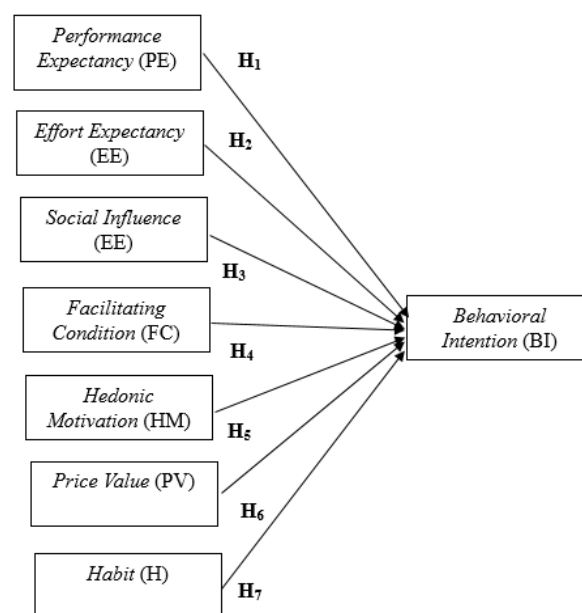


Figure 2. Conceptual Framework

III. RESEARCH METHODS

This study uses a quantitative approach and non-probability sampling as the sampling method with purposive sampling technique from using the Lemeshow formula. The data were collected through the dissemination of an online questionnaire using Google Forms. The questionnaire employed has undergone validity and reliability assessments and has been validated by the research of Venkatesh et al. (2003; 2012), Baabdullah et al., (2019), Khechine et al., (2020), Siyal et al., (2021), and Farzin et al., (2021). The respondents effectively acquired were 200 individuals who utilized the e-learning on the Linked application at PT NTT Data. This study employed hypothesis testing via PLS-SEM, facilitated by SmartPLS 4.0 software.

IV. RESULTS OF RESEARCH AND DISCUSSION

Based on the supplied hypothesis, the outcomes of data processing utilizing SmartPLS 4.0 software, which includes the outer model (measurement model), inner model (structural model), and hypothesis testing, are as follows:

Table 1. Convergent Validity Test Result

No.	Variable	Indicator	Outer Loading	Kategori
1.	Performance Expectancy	PE1	0,822	Valid
		PE2	0,830	
		PE3	0,759	
2.	Effort Expectancy	EE1	0,766	Valid
		EE2	0,709	

The Impact of UTAUT-2 Model on Behavioral Intention of Linkedin E-Learning Application at PT NTT Data

		EE3	0,733	
		EE4	0,744	
		EE5	0,718	
3.	Social Influence	SI1	0,810	Valid
		SI2	0,713	
		SI3	0,715	
		SI4	0,781	
4.	Facilitating Conditions	FC1	0,759	Valid
		FC2	0,721	
		FC3	0,711	
		FC4	0,736	
		FC5	0,874	
5.	Hedonic Motivation	HM1	0,773	Valid
		HM2	0,716	
		HM3	0,716	
		HM4	0,786	
		HM5	0,763	
6.	Price Value	PV1	0,701	Valid
		PV2	0,804	
		PV3	0,812	
		PV4	0,716	
		PV5	0,719	
7.	Habit (H)	H1	0,721	Valid
		H2	0,732	
		H3	0,743	
		H4	0,738	
		H5	0,718	
9.	Behavioral Intention (BI)	BI1	0,756	Valid
		BI2	0,729	
		BI3	0,751	
		BI4	0,750	

Source: Primary Data Processed by SmartPLS 4.0, 2025

Table 1 shows that the outer loading values for all variables and indicators are ≥ 0.70 . As a result, each construct fulfilled the convergent validity criterion.

Table 2. Average Variance Extracted (AVE)

Variable	Nilai AVE
Performance Expectancy (PE)	0,647
Effort Expectancy (EE)	0,548
Social Influence (SI)	0,571
Facilitating Conditions (FC)	0,581
Hedonic Motivation (HM)	0,565
Habits (H)	0,533
Price Value (PV)	0,565
Behavioral Intention (BI)	0,557

Source: Primary Data Processed by SmartPLS 4.0, 2025

Based on Table 2, it could be seen an overall AVE value of ≥ 0.50 . As a result, all of the latent variables employed can represent each variable's indicators and fulfill the convergent validity test requirements.

Table 3. Discriminant Validity Test Result

	PE	EE	SI	FC	HM	PV	H	BI
PE1	0,822	0,656	0,675	0,434	0,244	0,418	0,635	0,244
PE2	0,830	0,553	0,668	0,391	0,276	0,423	0,582	0,276
PE3	0,759	0,624	0,624	0,423	0,298	0,375	0,528	0,298
EE1	0,577	0,766	0,663	0,490	0,325	0,414	0,578	0,433
EE2	0,478	0,709	0,513	0,493	0,397	0,472	0,516	0,481
EE3	0,632	0,733	0,655	0,436	0,300	0,343	0,614	0,461
EE4	0,549	0,774	0,594	0,470	0,341	0,398	0,528	0,460
EE5	0,569	0,718	0,544	0,435	0,344	0,411	0,530	0,421
SI1	0,622	0,586	0,810	0,451	0,406	0,494	0,622	0,470
SI2	0,612	0,619	0,713	0,322	0,210	0,310	0,551	0,419
SI3	0,610	0,635	0,715	0,318	0,236	0,358	0,575	0,421
SI4	0,620	0,584	0,781	0,448	0,436	0,415	0,599	0,396
FC1	0,509	0,629	0,489	0,759	0,380	0,473	0,530	0,463
FC3	0,350	0,388	0,335	0,721	0,623	0,535	0,358	0,411
FC3	0,341	0,419	0,370	0,711	0,741	0,676	0,490	0,449
FC4	0,342	0,440	0,382	0,736	0,669	0,668	0,424	0,436
FC5	0,411	0,504	0,361	0,874	0,624	0,645	0,435	0,458
HM1	0,266	0,311	0,266	0,591	0,773	0,581	0,356	0,338
HM2	0,244	0,332	0,293	0,565	0,716	0,618	0,373	0,341
HM3	0,257	0,392	0,304	0,614	0,716	0,602	0,363	0,381
HM4	0,284	0,374	0,329	0,607	0,786	0,634	0,403	0,496
HM5	0,215	0,318	0,299	0,612	0,763	0,575	0,362	0,361
PV1	0,260	0,353	0,313	0,583	0,661	0,701	0,371	0,413
PV2	0,304	0,323	0,310	0,659	0,692	0,804	0,418	0,452
PV3	0,361	0,409	0,383	0,674	0,692	0,812	0,489	0,501
PV4	0,208	0,323	0,257	0,602	0,655	0,716	0,346	0,386
PV5	0,634	0,582	0,604	0,502	0,420	0,719	0,662	0,621
H1	0,613	0,645	0,677	0,463	0,437	0,468	0,721	0,506
H2	0,629	0,682	0,657	0,478	0,313	0,461	0,732	0,476
H3	0,556	0,584	0,632	0,359	0,228	0,423	0,743	0,476
H4	0,478	0,462	0,509	0,415	0,412	0,535	0,738	0,585
H5	0,387	0,386	0,389	0,440	0,401	0,420	0,718	0,525
BI1	0,399	0,402	0,322	0,439	0,406	0,455	0,470	0,756
BI2	0,489	0,470	0,447	0,450	0,431	0,515	0,560	0,729
BI3	0,490	0,483	0,507	0,462	0,378	0,516	0,589	0,751
BI4	0,358	0,463	0,397	0,382	0,332	0,447	0,477	0,750

Source: Primary Data Processed by SmartPLS 4.0, 2025

Based on Table 3, it shown the cross loading value of each variable construct is ≥ 0.70 . So, the variable construct in this study have fulfilled the requirements for discriminant validity testing.

Table 4. Reliability Test Result

Variable	Cronbach's Alpha (CA)	Composite Reliability (CR)	AVE	Categories
PE	0,726	0,846	0,647	Reliable
EE	0,794	0,858	0,548	
SI	0,748	0,841	0,571	
FC	0,818	0,873	0,581	
HM	0,809	0,866	0,565	
PV	0,809	0,866	0,565	
H	0,782	0,851	0,533	
BI	0,736	0,834	0,557	

Source: Primary Data Processed by SmartPLS 4.0, 2025

Based on Table 4, the values of Cronbach's alpha ≥ 0.70 , composite reliability ≥ 0.70 , and AVE ≥ 0.50 . So, it could be said that all research constructs conformed the reliability test requirements (Ghozali, 2021).

The Impact of UTAUT-2 Model on Behavioral Intention of Linkedin E-Learning Application at PT NTT Data

Based on Table 4, it shown that each variable have a Cronbach's alpha ≥ 0.70 , composite reliability of ≥ 0.70 , and AVE ≥ 0.50 . Thus, it could be concluded this study is reliable.

Table 5. R²

Variable	R ²	Categories
Behavioral Intention (BI)	0,585	Moderate

Source: Primary Data Processed by SmartPLS 4.0, 2025

Based on Table 5, R² value for behavioral intention is 0.585 or 58,5% and this result categorized as moderate because it is in a wide range of 0.50 - 0.75. It shown that variables such as Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Condition (FC), Hedonic Motivation (HM), Price Value (PV), and Habits (H) could be explained or influenced Behavioral Intention by 58.5%. Meanwhile, the remaining 41.5% is influenced by other factors outside this research model.

Table 6. Q²

Variabel	SSO	SSE	Q ² (=1-SSE/SSO)
Behavioral Intention (BI)	840,000	565,374	0,293

Source: Primary Data Processed by SmartPLS 4.0, 2025

Based on Table 6, Q² value for behavioral intention is 0.293. It shown that the relevance of prediction is large. This result could be seen in Q² value > 0 . Thus, this study has fulfilled the requirements of accurate and moderate predictive relevance.

Table 7. Fit Model

	<i>Saturated Model</i>	<i>Estimated Model</i>
SRMR	0,087	0,087
NFI	0,624	0,624

Source: Primary Data Processed by SmartPLS 4.0, 2025

Table 7 shown that the SRMR value is $0.087 < 0.10$ and the NFI < 0.9 . Based on the SRMR value, it could be concluded that the model is fitted.

The $t_{\text{-statistic}}$ and $p_{\text{-values}}$ were determined by using hypothesis testing. If the $t_{\text{-statistic}} > 1.96$ and $p_{\text{-value}} < 0.05$, the hypothesis would be accepted. Here are the hypothesis tests with Bootstrapping by using SmartPLS 4.0 software.

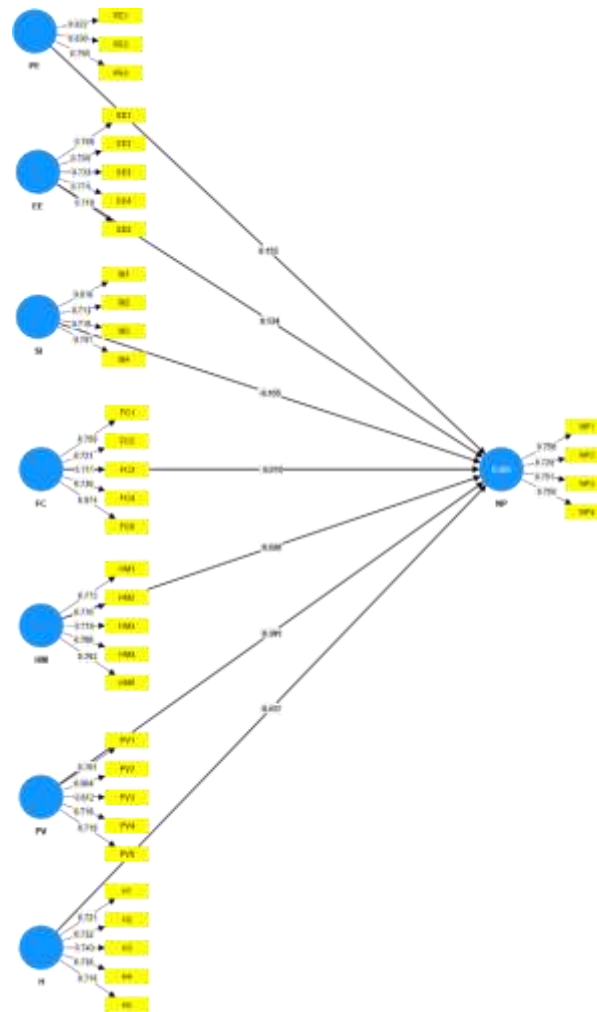


Figure 3. Path Coefficients Structural Model

Table 8. PLS-SEM Test Result

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistic (O/STDEV)	T-table	P-values	Result
PE → BI	0,155	0,152	0,087	1,780	1,972	0,075	Rejected
EE → BI	0,134	0,130	0,121	1,106		0,269	
SI → BI	-0,155	-0,128	0,130	1,189		0,235	
FC → BI	-0,010	-0,015	0,093	0,110		0,912	
HM → BI	0,028	0,033	0,117	0,241		0,810	
PV → BI	0,301	0,300	0,086	3,518		0,000	Accepted
H → BI	0,417	0,392	0,097	4,308		0,000	

Source: Primary Data Processed by SmartPLS 4.0, 2025

Based on Table 8, performance expectancy, effort expectancy, social influence, facilitating conditions, and hedonic motivation have t -statistics < 1.96 and p -values > 0.05 . So, the hypothesis are rejected. Meanwhile, for the variables of price value and habit have t -statistics > 1.96 and the p -values < 0.05 . Thereby, the submitted hypothesis are accepted or proven to be truth.

V. DISCUSSION OF RESEARCH RESULTS

A. The Effect of Performance Expectancy on Behavioral Intention

Based on the hypothesis testing results, it could be concluded that performance expectancy has not a significant influence on behavioral intention when using of Linkedin e-learning application at PT NTT Data. The results of this study not support the theory of Venkatesh et al. (2003), who explained that using of technological systems will make all of work more easier. Context in this study, PT NTT Data employees did not feel much improvement in performance with e-learning. It Caused by employees have other alternatives to fulfill the training which must be done besides using the Linkedin application as a learning

The Impact of UTAUT-2 Model on Behavioral Intention of Linkedin E-Learning Application at PT NTT Data

medium. In addition, there is another assumption that the existence of new information technology does not necessarily provide better performance than the previous one. So employees are reluctant to adopt the latest technology.

This research in line with Khechine et al. (2020), Saputra & Izzati (2021), and Wei, Luh, Huang, & Chang (2021) which stated that performance expectancy had not a positive and significant effect on behavioral intention.

B. The Effect of Effort Expectancy on Behavioral Intention

Based on Table 8, the results showed that effort expectation does not has a significant effect on behavioral intention when using of Linkedin e-learning application at PT NTT Data. This findings contradicts with statement Venkatesh et al., (2003) which stated that effort expectations were a relationship between ease of use of information systems.

In this research, PT NTT Data employees incline to prefer technology that suits their work needs even though using of the technology must be learn in more detail. This is caused by the greater of responsibility carried, so the greater level of using technology more credible and complex.

The results of this study in line with research by Ul-Ain, Kaur & Waheed (2015), Ayaz & Yanartaz (2020), Juningsih, Aziz, Ismunandar, Sarasati, Irmawati, & Yanto (2020), Saputra & Izzati (2021), Audriyani & Meiranto (2023), dan Maulani & Handayani (2023), which found that effort expectancy did not have a significant positive effect on behavioral intention.

C. The Effect of Social Influence on Behavioral Intention

According to research findings, behavioral intention when utilizing Linkedin e-learning application at PT NTT Data is not significantly impacted by the social influence variable. This is not in line the theory of Venkatesh et al. (2003; 2012), which explained that social impact boosts a person's confidence in embracing a technology, which in turn could persuaded others to utilize the same technology.

Context of this findings, the presence of new technology for employees is not used as a reference for might be learned through e-learning. It caused by existed some materials which needed to be taught offline.

The findings are consistent with statement by Raza *et al.*, (2019), Naranjo-Zolotov *et al.*, (2019), Muhardi & Izzati (2021), dan Maulani & Handayani (2023), who stated that social influence did not have a positive and significant effect on behavioral intention.

D. The Effect of Facilitating Conditions on Behavioral Intention

According to the data gathered, facilitating conditions at PT NTT Data do not have significantly and favorably influence behavioral intention while utilizing Linkedin e-learning application. This conclusion contradicts the idea of Venkatesh et al., (2012) that the availability of suitable information technology infrastructure would be an impetus for users to use this technology.

Context of this study, PT NTT Data employees do not get enough information related between e-learning materials delivered with the compatibility of the technological devices used. In other words, the existence of infrastructure but cannot help complete work and does not match the needs, then the employees being reluctant to participate in e-learning on the Linkedin application.

However, this research in harmony with investigated by Shaw & Sergueeva (2019), Wei *at al.*, (2021), Audriyani & Meiranto (2023), and Maulani & Handayani (2023), which stated that social influence did not have a positive and significant effect on behavioral.

E. The Effect of Hedonic Motivation on Behavioral Intention

Based on the $t_{\text{statistic}}$ value, it could be determined that hedonic motivation has not a positive and significant effect on behavioral intention when using of Linkedin e-learning application at PT NTT Data. This results not supported the theory of Venkatesh et al. (2012), which thorough assessment of the worth of experiences and compromises made in order to achieve amusement, comfort, and pleasure is known as hedonic motivation.

In this study, the comfort factor cannot be used as a hedonic motivation by employees to using the Linkedin application as e-learning medium to support some trainings. It caused by some factors that can attract employees to use e-learning, namely the interest itself in the material provided.

This research in line with Juningsih, Aziz, Ismunandar, Sarasati, Irmawati, & Yanto (2020), Wei *at al.*, (2021), dan Maulani & Handayani (2023) that hedonic motivation had not a positive and significant effect on behavioral intention.

F. The Effect of Price Value on Behavioral Intention

According to the research gathered, price value construct significantly and favorably influences behavioral intention while utilizing Linkedin e-learning application at PT NTT Data. This finding supported the theoretical view of Venkatesh et al., (2012) which stated that cognitive considerations made by technology users tied between the benefits of the application and the costs offered.

In this findings, the cost of e-learning offered by the Linkedin application and the benefits provided will be used as a reference, both by the company PT NTT Data and the employees to decide whether or not to join the Linkedin application in organizing e-

The Impact of UTAUT-2 Model on Behavioral Intention of LinkedIn E-Learning Application at PT NTT Data

learning-based training activities. The better of price and quality of e-learning provided, so the employee's more attract to using LinkedIn e-learning application.

This results in line with the research of Shafly (2020), Putri & Suardhika (2020), Putri & Sundari (2024), dan Pakaya & Ladiku (2024), which found that the price value variable given a significant positive effect on behavioral intention.

G. The Effect of Habit on Behavioral Intention

Based on Table 8, habit has a positive and significant impact on behavioral intention when using of LinkedIn e-learning application at PT NTT Data. This study supported Venkatesh et al. (2012) theory that habits were habitual behaviors that developed as a result of frequent technology used.

In this research, the habits of PT NTT Data employees in using the LinkedIn application will be formed automatically. It caused by the employees have gone through a learning process related to e-learning-based training, so that it will have a direct impact on behavioral intentions in using the LinkedIn application.

The study results align with the research conducted by Bashir (2020), Juningsih et al., (2020), Sebastian & Antonovica (2022), Mustafa et al., (2022), Chu et al., (2022), dan Maulani & Handayani (2023), which stated that habit had a positive and significant impact on behavioral intention.

H. Dominant Variable

In this study, the habit variable is the largest contribution and has a significant effect on the behavioral intention of LinkedIn application users as an e-learning media at PT NTT Data. It could be seen in the largest t-statistic value of 4.308, origin sample value of 0.417 or 41.7%, and mean value of 4.48 by category "Strongly Agree". This indicates that the continuous using of LinkedIn application as a support for e-learning will eventually become a routine for PT NTT Data employees if the material provided is more complete and up-to-date compared with the other applications.

VI. CONCLUSIONS

Based on the research conducted, the conclusions of this study are as follows:

1. Performance expectancy does not have a positive and significant impact on behavioral intention of LinkedIn e-learning application employee at PT NTT Data.
2. Effort expectancy does not have a positive and significant impact on behavioral intention of LinkedIn e-learning application employee at PT NTT Data.
3. Social influence does not have a positive and significant impact on behavioral intention of LinkedIn e-learning application employee at PT NTT Data.
4. Facilitating conditions does not have a positive and significant impact on behavioral intention of LinkedIn e-learning application employee at PT NTT Data.
5. Hedonic motivation does not have a positive and significant impact on behavioral intention of LinkedIn e-learning application employee at PT NTT Data.
6. Habit has a significant and positive impact on behavioral intention of LinkedIn e-learning application employee at PT NTT Data.
7. Price value has a significant and positive impact on behavioral intention of LinkedIn e-learning application employee at PT NTT Data.
8. Habit is a dominant and most significant variable influence on behavioral intention of LinkedIn e-learning application users at PT NTT Data.

ACKNOWLEDGEMENTS

The author's gratitude goes to Dr. Sri Murtiasih, S.Kom., M.M. lecture in the Management Program at Gunadarma University, who has guided the author completing this research.

REFERENCES

- 1) Audriyani, F., & Meiranto, W. (2023). Penerapan model UTAUT 2 terhadap niat penggunaan electronic payment Shopeepay di kota Semarang. *Diponegoro Journal Accounting*, 12(3), 1–14.
- 2) Chu, T., Chao, C., Liu, H., & Chen, D. (2022). Developing an Extended Theory of UTAUT 2 Model to Explore Factors Influencing Taiwanese Consumer Adoption of Intelligent Elevators. December, 1–16. <https://doi.org/10.1177/21582440221142209>.
- 3) Juningsih, E. H., Aziz, F., Ismunandar, D., Sarasati, F., Irmawati, I., & Yanto, Y. (2020). Penggunaan model UTAUT2 untuk memahami persepsi pengguna aplikasi G-Meet. *Indonesian Journal on Software Engineering (IJSE)*, 6(2), 289–295. <https://doi.org/10.31294/ijse.v6i2.10075>.

- 4) Karyanto, S., Tandayu, R., Febriani, J., & Kuang, T. M. (2021). Pengaruh media pembelajaran daring terhadap pengetahuan belajar mahasiswa akuntansi. *Journal of Accounting, Finance, Taxation, and Auditing (JAFTA)*, 2(2), 171–186. <https://doi.org/10.28932/jafta.v2i2.3279>.
- 5) Khechine, H., Raymond, B., & Augier, M. (2020). The adoption of a social learning system: Intrinsic value in the UTAUT model. *British Journal of Educational Technology*, 51(6), 2306–2325. <https://doi.org/10.1111/bjet.12905>.
- 6) Mustafa, S., Zhang, W., Anwar, S., Jamil, K., & Rana, S. (2022). An integrated model of UTAUT2 to understand consumers ' 5G technology acceptance using SEM - ANN approach. *Scientific Reports*, 1–19. <https://doi.org/10.1038/s41598-022-24532-8>.
- 7) Napitupulu, R. M. (2020). Dampak pandemi Covid-19 terhadap kepuasan pembelajaran jarak jauh. *Jurnal Inovasi Teknologi Pendidikan*, 7(1), 23–33. <https://doi.org/10.21831/jitp.v7i1.32771>.
- 8) Pakaya, N., & Ladiku, R. (2024). Mengukur penerimaan aplikasi transportasi online menggunakan model UTAUT 2. *Jambura Journal of Informatics*, 6(1), 64–74. <https://doi.org/10.37905/jji.v6i1.24735>.
- 9) Prasarry, Y. V., Sayoga, R. Y., & Marsintauli, F. (2023). Investasi digital reksa dana dengan model unified theory acceptance and use of technology (UTAUT) pada generasi Y dan Z. *Jurnal Ilmiah Manajemen Dan Bisnis*, 24(1), 42–63. <https://doi.org/10.30596/jimb.v24i1.14451>.
- 10) Putra, E. A., Sudiana, R., & Pamungkas, A. S. (2020). Pengembangan smartphone learning management system (S-LMS) sebagai media pembelajaran matematika di SMA. *Kreano, Jurnal Matematika Kreatif-Inovatif*, 11(1), 36–45. <https://doi.org/10.15294/kreano.v11i1.21014>.
- 11) Putra, G. S., Maulana, I. I., Chayo, A. D., & Haekal, M. I. (2024). Pengukuran Efektivitas Platform E-Learning dalam Pembelajaran Teknik Informatika di Era Digital. *Jurnal MENTARI: Manajemen, Pendidikan Dan Teknologi Informasi*, 3(1), 19–29.
- 12) Putri, D. M., & Sundari, E. (2024). Analisis penerapan model UTAUT2 (unified theory of acceptance and use of technology) terhadap perilaku pengguna mobile banking: studi kasus mahasiswa pengguna mobile banking di Pekanbaru. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 18(1).
- 13) Putri, N. K. R. D., & Suardikha, I. M. S. (2020). Penerapan model UTAUT 2 untuk menjelaskan niat dan perilaku penggunaan e-money di kota Denpasar. *E-JA: E-Jurnal Akuntansi*, 30(2), 540–555.
- 14) Shafly, N. A. (2020). Penerapan Model UTAUT 2 Untuk Menjelaskan Behavioral Intention Dan Use Behavior Penggunaan Mobile Banking Di Kota Malang. *Jurnal Ilmiah FEB Universitas Brawijaya*.
- 15) Shaw, N., & Sergueeva, K. (2019). The non-monetary benefits of mobile commerce: extending UTAUT2 with perceived value. *International Journal of Information Management*, 45, 44–55.
- 16) Sugiyono. (2019). *Metode penelitian kuantitatif kualitatif dan R dan D (2nd Cet.1)*. Alfabeta.
- 17) Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif dan R & D*.
- 18) Sukaris, S., Renedi, W., Rizqi, M. A., & Pristyadi, B. (2021). Usage behavior on digital wallet: perspective of the theory of unification of acceptance and use of technology models. *Journal of Physics: Conference Series*, 1764(1).
- 19) Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: toward a unified view. *MIS Quarterly: Management Information Systems*, 27(3), 425–478. <https://doi.org/10.2307/30036540>.
- 20) Venkatesh, V., Thong, J. Y. L., & Xin Xu. (2012). Consumer acceptance and use of information technology: extending the unified theory of acceptance and use of technology. *MIS Quarterly*, 36(1), 157–178.
- 21) Wei, M. F., Luh, Y. H., Huang, Y. H., & Chang, Y. C. (2021). Young generation's mobile payment adoption behavior: Analysis based on an extended utaut model. *Journal of Theoretical and Applied Electronic Commerce Research*, 16(4), 618–637. <https://doi.org/10.3390/jtaer16040037>.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.