

# Application of the UTAUT Model for Acceptance Analysis of COBIT Implementation in E- Learning Management with Microsoft Teams on Distance Learning in Batam City

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# Application of the UTAUT Model for Acceptance Analysis of COBIT Implementation in E-Learning Management with Microsoft Teams on Distance Learning in Batam City

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**Abstract**-Distance learning at universities in Batam City is carried out due to the COVID-19 pandemic situation that has been going on since March 2020. This learning is carried out to improve the teaching and education process that is taught by lecturers by using information and communication technology facilities both through asynchronous and synchronous modes, such as video calls and chats, with the aim that the learning and teaching process takes place effectively and efficiently. In the implementation of distance learning during the COVID-19 pandemic, a number of universities are trying to realize it as an Kampus Merdeka-Merdeka Belajar by providing information technology facilities and infrastructure and their management. A number of university leaders in Batam City have tried optimally in managing information technology so that they can implement a number of control objectives within the COBIT framework so that the teaching and learning process continues in this pandemic situation. This study aims to analyze the acceptance of the implementation of information technology governance or COBIT at 6 universities in Batam City by using the UTAUT model in E-Learning management, the use of Microsoft Teams and the distance learning. This study uses a quantitative approach with a causalistic explanatory research design. The results of this study reveal that E-Learning management, the use of Microsoft Teams and the application of distance learning together have a significant influence on the implementation of COBIT at universities in Batam City. This shows that the overall acceptance of COBIT implementation among students has been well accepted.

**Keywords:** COBIT, Distance Learning, E-Learning, Microsoft Teams

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## 1. Introduction

The city of Batam is located in the province of the Riau Islands, with the largest population among other cities/regencies, and Batam is known as a miniature of Indonesia because almost all ethnic groups in Indonesia can be found in Batam City. In line with Batam's population growth, the growth in the number of students and educators in Batam City has also increased, recorded in 2019 as many as 30,407 students, and in 2020 as many as 32,195 students with a total teaching staff in 2019 of 1299 people to 1451 people in 2020. spread over 24 universities (BPS Riau Islands Province, 2021).

In accordance with Press Release Number: 055/SIPRES/A6/III/2020 issued by the Ministry of Education and Culture on March 16, 2020, during the COVID-19 pandemic, in Indonesia to temporarily stop academic activities such as face-to-face lectures, and each university to immediately take a policy regarding the learning process from home for students. Learning

that is usually done face-to-face is then replaced with distance learning. The distance learning system is used to suppress the spread of COVID-19 so as not to infect more people (Basith et al., 2020). Thus in Batam City, with the issuance of Circular Number 133/419.1/DISDIK/III/2020 concerning Anticipation of Prevention of the Spread of Corona Virus Disease (COVID-19) in Batam City, a number of universities in Batam City implemented on-line learning even until the year 2014 2021, although there were 3 sub-districts in Batam City declared as green zones and 3 sub-districts yellow zones on February 11, 2021, universities still enforce on-line learning because 3 sub-districts that are quite densely populated are still red zones; Batam City, Sekupang and Lubuk Bai.

On-line learning is also known as e-learning (electronic learning) or online learning (on a network). (Napitupulu, 2020), and this learning uses a number of platforms such as websites, applications, social media, and LMS (Learning Management System). The use of this LMS is considered effective in managing

on-line learning because the features available are quite complete and can be accessed by lecturers and students (Gunawan et al., 2020). As for the use of video conferencing, learning video and chat are information technology-based distance learning concepts (Saputra & Saddhono, 2021), and applications that support such as Microsoft Teams, Google Meet, Zoom. The use of e-learning can provide various benefits for teaching and in terms of using technology and pedagogy to improve the learning process in order to achieve learning objectives, it is also easy for students to obtain learning information that is followed so that students are more interested and active in learning (I Putu Yoga Indrawan & Nagraha, 2020).

The implementation of e-learning in higher education must be regulated to ensure that the implementation of e-learning is in line with the goals and strategies of the higher education institution, uses and manages resources efficiently, provides the expected organizational value, manages its risks, and its performance can be measured. Information technology resources can be an enabler for various efforts to improve quality, effectiveness, efficiency, and accountability in higher education (Budiraharjo, 2017). Therefore, universities need to have good governance through the implementation of the COBIT 5 framework for e-learning governance and management from the aspects of policies, learning processes, organizational structures, organizational culture, information, infrastructure & applications, human resources (Sadikin & Purwanto, 2018). This strategic plan of information systems and information technology governance supports the direction and management of IS / IT in universities (Harwikarya et al., 2015). The use of Microsoft Teams as a learning medium in universities is quite popular (Damayanti & Mulyadi, 2020). With the implementation of good governance, it provides benefits for students who are running distance learning using e-learning with Microsoft Teams learning media. Therefore, this study analyzes the acceptance of COBIT implementation in e-learning management with Microsoft Teams in distance learning in Batam City, and this study uses the Unified Theory Of Acceptance and Use Of Technology (UTAUT) as a model to understand the extent to which student acceptance of the implementation COBIT includes governance and policies implemented by universities to support the learning process for students.

Distance Learning is a teaching and learning process carried out by two parties, the first party is the teacher or lecturer as a teacher and the second party is the student or student as a learner which is carried out without meeting face to face, but using the media, due to the position of both parties who are in different positions, even separated by great distances. Distance learning is referred to as distance education, where the lecturer as an instructor gathers with participants or students at different places and even at different times, and the instructor provides detailed materials and instructions for students, then the instructor evaluates the assignments given to his students. (Prawiyogi et al., 2020). Distance learning is also known as online or virtual learning because it uses internet media that helps lecturers and students interact online (Basith et al., 2020). Learning is done online or online for short (Shodiq & Zainiyati, 2020), and online where learning materials are arranged in the form of multimedia content, videos, and texts. It provides access to learning content that makes

use of all media attributes (Yustika et al., 2019). This online learning is in accordance with the industrial revolution 4.0 which puts forward IoT or the internet as the spearhead in all aspects (Pangodian et al., 2019). The purpose of online learning is to provide quality, massive and open learning services so that it can reach more and wider learners (Sofyana & Rozaq, 2019), and other researchers (Wang et al., 2019) said that many students who already had this level of satisfaction with online learning were more motivated to take classes and made a strong effort to achieve success. Distance learning by utilizing online is held by utilizing technology in the form of virtual applications (Gunawan et al., 2020). In distance learning, it is necessary to pay attention to the competencies to be taught, where the teacher needs to pay attention to the pedagogical, psychological and didactic aspects in addition to providing material and assignments. Therefore, it is necessary to plan, implement and evaluate as well as face-to-face lectures (Kusumaningrum & Wijayanto, 2020).

E-learning is an online lecture by sending learning materials without being limited by time and place using technology in an open, flexible, and distributed learning environment (Putra et al., 2020). E-Learning is distance learning using the help of information and communication technology, and has two perceptions: the first is based on electronic devices such as LCD, film, video; and the second perception is internet-based learning, learning that uses the internet as the main media so that students can access learning materials without being limited by place and time (Karyanto et al., 2021). Changes or paradigm shifts in learning systems began to appear in the process of knowledge transfer. The current learning process tends to focus more on the teaching process, based on content, abstract and only for certain groups (in the passive teaching process). Along with the development of science and technology in ICT in the learning process began to shift in the learning process (learning), based on the problem (case-base), is contextual in nature and is not limited to certain groups. In this learning process, students are required to be more active by optimizing existing learning resources, especially through the internet (Sensuse & Napitupulu, 2019).

E-learning integrates the main components of e-learning, such as Learning Management Systems (LMS), content management systems, and learning content management systems. Learning Management System is a web-based software application designed to manage learning materials, student-teacher interactions, assessment tools and reports on learning progress and student activities. Online learning content is accessed through the LMS, which allows students to view and interact with learning tools through web browser using any operating system, computer or mobile device. LMS can be categorized into three types, namely (1) as a learning tool & activity through quizzes, presentations and assignments; (2) communication tools between teachers and students such as discussions, chat, and announcements; (3) tools to increase productivity in learning through document management systems, calendars, surveys, teachers can find out how often students access the LMS, and students can find out the evaluation of grades given by teachers (Kasim & Khalid, 2016).

According to (Agustina et al., 2016), the implementation of e-Learning has factors that lead to the efficiency and

effectiveness of e-learning, namely: characteristics of instructors and students, quality of information technology, support from management or organizers of educational institutions, participant interaction and quality of learning materials. This support from the management has 4 (four) elements, namely: (1) market research by analyzing learning methods according to user needs; (2) a teaching framework by determining policies and procedures that are in accordance with the needs of all parties for the progress of students and educators; (3) operational planning by improving and improving all academic activities so that the e-learning learning process becomes more leverage; (4) cost effectiveness in which management will carry out cost control and implementation.

In this Industrial Era 4.0, the development of information and communication technology has provided many benefits in the field of education, this can be seen in the increasingly easy access for teachers and students so that the online learning process can take place using learning application platforms and LMS in online learning. A popular online learning platform is Microsoft Teams which is an application in Microsoft Office 365 or often called Teams (Damayanti & Mulyadi, 2020). The Microsoft Teams feature supports interaction and collaboration between teachers (lecturers) and students (students) in an online network using the internet, and is very suitable for use during the pandemic, the chat room feature allows teachers to have discussions with students via chat, and online rooms are used by teachers face-to-face. With students online, so that teachers can evaluate and directly monitor learning activities with students (Saputra & Saddhono, 2021).

Microsoft Teams also provides additional features for teachers and students to use, such as creating polls to ask students, building a database that houses a collection of frequently asked questions by teachers, and communicating with students privately. Microsoft Teams can be used for group work, and students respond positively to its ease of use and even students are enthusiastic about using Microsoft Teams in the future if asked. This shows that new skills have been developed, a positive thing continues to increase in digital literacy in graduates. Microsoft Teams can create any number of groups and these groups also take advantage of document collaboration features and video conferencing tools (Baker & Spencely, 2020). Microsoft Team has several versions, namely a web version, a desktop version and a mobile phone version. Students who are just learning to use the Microsoft Teams application are advised to use the web version, then for students who are going to do online learning it is recommended to use the desktop version because it is easier to use. The mobile version of Microsoft Teams can be used by students who have high mobility who require them to continue to follow online learning at any location as long as they are connected to the internet (Damayanti & Mulyadi, 2020).

According to (Sadikin & Purwanto, 2017), in order to implement e-learning system in universities, it must be arranged to ensure that the operation of the e-learning system is in line with the goals and strategies of the institution, uses and manages resources efficiently, provides the expected value from the organization, manages its risks, and its performance can be measured. Based on the ISACA survey, it shows that many companies still have not succeeded in showing the expected value

from the company that is concrete and measurable from the investments that have been issued to support the implementation of information technology (IT), therefore IT governance is needed as a mechanism to overcome this situation. IT Governance is defined as a framework that supports the management of all information resources (human resources, costs, and infrastructure) to achieve organizational goals effectively and efficiently. This IT Governance aims at how IT can provide sufficient value to the business and how the risks that exist and arise from the existence of IT can be managed. IT Governance can use the COBIT framework and be modified according to the needs of the local context of each institution (ISACA, 2012a) and the e-learning system must accommodate various interests such as: government regulations, institutional goals and strategies, and the needs of lecturers and students which include: the availability of services, completeness of features and functions, as well as considerations of IT literacy from lecturers and students (Sadikin & Purwanto, 2018). COBIT 5 IT-related Goals has 4 dimensions of the Balanced Scorecard, namely: Financial, Customer, Internal, and Learning and Growth. There are 17 kinds of IT-related Goals, of which the Financial dimension has 6 (six) IT-related Goals, the Customer dimension has 2 (two) IT-related Goals, the Internal dimension has 7 (seven) IT-related Goals, and the Learning and Growth dimension has 2 (two) IT-related Goals. (Bambang Gunawan & Faisal Adrian, 2018).

The UTAUT model was formulated by (Venkatesh et al., 2003) as a combined model or theory of acceptance and use of technology using four direct determinants, namely: performance expectancy, effort expectancy, social influence, and facilitating conditions. Performance expectancy is defined as the level of individual belief in the use of technology in supporting individual performance to make work better and easier (Sa'idah, 2017). Effort expectancy is defined as the level of ease in using an information system, the easier it is to use it will create a feeling of comfort and feel that the system used brings benefits (Putri & Suardikha, 2020). Social influence is defined as the level of environmental influence on users to use information systems or new information technology (Sa'idah, 2017), when the user is going to use something new it is necessary to get support from others, and the influence of this other person becomes a significant factor (Putri & Suardikha, 2020). Facilitating conditions, facilitating conditions are the level of individual trust in the infrastructure and supporting facilities owned by an organization to support the use of information systems or information technology (Sa'idah, 2017).

## 2. Method

### 1. Analysis Techniques

The research carried out is a research in the form of a quantitative approach that is carried out to see the results of distance learning. The research period is held for four months, starting from February 2021 to May 2021. The research location is carried out at universities in Batam City. Quantitative research is based on a population of 20,803 university students in Batam City and universities have an e-learning system and conduct distance learning. The number of questionnaires to be sent will be calculated based on a sampling formula for a population of 103 students in Batam City, with an expected response rate of 100%



or a full return. Sample size uses the Slovin formula with the following calculations:

$$n = N / ((N \times d^2) + 1)$$

where n is the sample, N = population, d = margin of error, so the following calculation is obtained:

$$n = 20.803 / ((20,803 \times 10\%^2) + 1) = 102.5 = 103$$

The number of samples used in this study was a minimum of 103 students at universities in Batam City.

## 2. Data Collection Method

The data collection method in this study used convenience sampling. Every student of online learning and distance learning programs can be a sample, as long as the college organizes eLearning. Questionnaires were collected through electronic questionnaires (e-questionnaires) which were distributed via Google forms, links to questionnaires were distributed in online learning forums, mobile applications, and e-mails. The questionnaire uses Likert scale (Prameswari & Mahestu, 2019) (Firman A., 2021) from a scale of 1 to 5. A scale of 1 strongly disagrees and a scale of 5 strongly agrees.

Before the survey was distributed to all respondents, the researcher carried out preliminary research by distributing 30 questionnaires to carry out validity and reliability tests. After the distribution of the preliminary research was carried out, 103 samples were taken, of which 6 universities were the respondents in Table 1.

Table 1. Universities in Batam that Have E-Learning Systems and Implement Distance Learning

Name	Web	Call	E-mail	E-learning website	Number of Students
Batam International University (UIB)	<a href="http://www.uib.ac.id">www.uib.ac.id</a>	0778-6002999, 7437111	<a href="mailto:info@uib.ac.id">info@uib.ac.id</a>	<a href="https://elearning.uib.ac.id/">https://elearning.uib.ac.id/</a>	4.621
Batam Institute of Technology (ITEBA)	<a href="http://www.iteba.ac.id/">http://www.iteba.ac.id/</a>	0778 – 3540889	<a href="mailto:info@iteba.ac.id">info@iteba.ac.id</a>	<a href="http://elearning.itb.aas.ac.id/clearing/index.php/login">http://elearning.itb.aas.ac.id/clearing/index.php/login</a>	2.822
Batam University (UNIBA)	<a href="http://unibatam.ac.id">unibatam.ac.id</a>	0778-7485055	<a href="mailto:p3r.uniba@gmail.com">p3r.uniba@gmail.com</a>	<a href="http://elearning.unibatam.ac.id/login/forgot_password.php">http://elearning.unibatam.ac.id/login/forgot_password.php</a>	2,914
Riau Archipelago University (UNRIKA)	<a href="http://www.unrika.ac.id">www.unrika.ac.id</a>	0778-392752	<a href="mailto:info@unrika.ac.id">info@unrika.ac.id</a>	<a href="https://www.unrika.ac.id/e-learning/">https://www.unrika.ac.id/e-learning/</a>	7,456
Universal University (UVERS)	<a href="http://www.uvers.ac.id">www.uvers.ac.id</a>	(0778)473399, 466869	<a href="mailto:info@uvers.ac.id">info@uvers.ac.id</a>	<a href="http://elearning.uvers.ac.id/">http://elearning.uvers.ac.id/</a>	890
Batam Polytechnic	<a href="http://www.batampolytechnic.ac.id">http://www.batampolytechnic.ac.id</a>	0778-469858		<a href="https://elearning.batampolytechnic.ac.id/">https://elearning.batampolytechnic.ac.id/</a>	2,100

Name	Web	Call	E-mail	E-learning website	Number of Students
c (POLTEK BATAM)	<a href="http://www.politekbata.ac.id">www.politekbata.ac.id</a>		<a href="mailto:info@politekbata.ac.id">info@politekbata.ac.id</a>	<a href="http://if.polibata.ac.id/">if.polibata.ac.id/</a>	
<b>Total</b>					20,803

## 2.3. Research variable

According to (Sugiyono, 2013) a variable is a form that can be determined to be studied so as to get the information you want to know. This definition was investigated to find out whether E-Learning Management, Use of MS-Teams and Distance Learning as an independent variable has an effect on Acceptance of COBIT Implementation as the dependent variable. Based on the conceptual of the research that has been stated previously, the variables of this study are divided into the following:

### 2.3.1. Independent Variable

According to (Sugiyono, 2013) Independent Variables, namely variables that are not predicted by other variables in the model. Independent variables are also known as independent variables. In this study the independent variables are E-Learning Management (X1), Use of MS-Teams (X2), Distance Learning (X3).

### 2.3.2. Dependent Variable

According to (Sugiyono, 2013) Dependent Variables, is variables that are predicted by one or more other variables in the model. Dependent variable is also known as dependent variable. In this study, the dependent variable (bound) is the Acceptance of COBIT Implementation.

## 3. Research Model

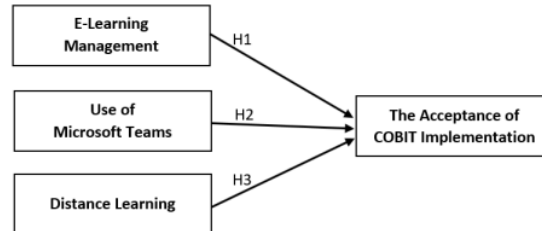


Figure 1. Research Framework  
Source: Researcher Process, 2020

## 4. Hypothesis Development

The hypotheses in this study as described in Figure 1 are structured as follows:

- H1: E-Learning Management has a significant effect on the Acceptance of COBIT Implementation.
- H2: Use of Microsoft Teams has a significant effect on the Acceptance of COBIT implementation.
- H3: Distance Learning has a significant effect on the Acceptance of COBIT Implementation.

### 3. Results

This study uses data collection techniques by distributing questionnaires through direct distribution to university students in Batam City with the assistance of lecturers who teach classes at each existing university. Respondents were appointed randomly in each class and by using the consideration that they were active students in the college, so that these students were valid respondents, because they could feel the perception of acceptance of COBIT implementation in the use of e-learning and Microsoft Teams in distance learning in College.

#### 1) *Research Data*

The distributed questionnaires began to be distributed to UIB, UNIBA, UNRIKA, UVERS, ITEBA and POLTEK BATAM. The total number of questionnaires that have been collected is 116 which are suitable for use, and 11 are not suitable for use (not filled out completely). In accordance with the desired sample size, 103 questionnaires were used so that a total of 11 questionnaires were not used as research data. The questionnaires used in this study were 103 pieces.

#### 2) *Respondent Profile*

Based on the data processing that has been carried out, the profiles of respondents who have filled out research questionnaires that have been distributed show the categories of research respondents in terms of gender; This profile data shows that there are 49 people or 47.6% of respondents who are male and 54 people or 52.4% are female. This result has represented the academic community and is in accordance with the representation of the academic community in Batam City which is in accordance with the population (Ministry of Research, 2020).

The next data from the respondent profile of this research is related to the origin of the respondent's university, it can be seen that the respondents come from 6 universities in Batam City, which already have E-Learning Management for their learning process; namely 3 people or 2.9% came from the ITEBA; 8 people or 7.8% came from POLTEK BATAM; 1 person or 1.0% comes from the UNIBA; 41 people or 39.8% came from UIB; 43 people or 41.7% came from the UNRIKA; and 7 people or 6.8% came from UVERS. Based on these data, it can be concluded that respondents already have a representative proportion of all respondents who come from universities in Batam City that have e-learning management, use Microsoft Teams and conduct distance learning currently. They apply information technology governance in order to support learning & teaching process in pandemic situation.

Descriptive analysis was carried out to show an overview of the research variables (E-Learning Management, Use of Microsoft Teams, Distance Learning, Acceptance of COBIT Implementation) used in this study.

#### 3) *Description of E-Learning Management Variable*

E-Learning Management variable is explained into 10 (ten) instruments which are grouped into 3 (three) indicators that explain e-learning management as a learning medium, communication media and media to increase student productivity (Kasim & Khalid, 2016). The first indicator, E-learning as a learning medium is described in 5 (five) instruments which

confirm that students can understand learning outcomes, materials & assignments, evaluations. The second indicator, E-Learning as a communication medium, is described in 2 (two) instruments that confirm student interactions with lecturers, fellow students and universities. The third indicator, E-Learning as a tool to increase learning productivity, is described in 3 (three) instruments which emphasize that students can study more productively. Based on the data, it can be explained that "E-Learning Management" has a high perception of holding on to the opinions of respondents with an average value of 3.47, this value is in the high category. The X1.8 instrument has the highest value, which is 3.62 according to the respondent, "I find it easy to upload and download files such as lecture materials, assignments, quizzes in E-Learning", on the other hand, the X1.3 instrument has the lowest score. which is 3.34 according to the respondent's opinion is "Lecture material is given through Lecturer presentation videos uploaded to E-Learning or in the form of Youtube links".

#### 4) *Description of Use of Microsoft Teams Variable*

Use of Microsoft Teams variable is explained into 10 (ten) instruments which are grouped into 3 (three) indicators which explain that Microsoft Teams supports student interaction with lecturers, written discussion (chat), and online face-to-face evaluation (Saputra & Saddhono, 2021). The first indicator, the use of Microsoft Teams to support interaction between students and lecturers, is described in 4 (four) instruments. The second indicator, Microsoft Teams supports written discussion, is described in 3 (three) instruments. The third indicator, Microsoft Teams supports the online face-to-face evaluation process, is described in 3 (three) instruments. Based on these data, it can be explained that "Using Microsoft Teams" has a high perception of holding on to the opinions of respondents with an average value of 3.42, this value is in the high category. The X2.1 instrument has the highest score of 3.63 according to the respondent is "Microsoft Teams can be used as a medium for presenting material". On the other hand, X2.8 instrument has the lowest score of 3.17 according to respondents' opinion is "Lecturers do attendance or check attendance through Microsoft Teams".

#### 5) *Description of Distance Learning Variable*

Distance Learning variable is explained into 7 (seven) instruments which are grouped into 3 indicators that explain distance learning using virtual application technology, flexible to do anytime and anywhere, and materials & assignments (Kusumaningrum & Wijayanto, 2020). The first indicator of distance learning using virtual application technology is described in 2 (two) instruments. The second indicator, distance learning provides flexibility in time and place, is described in 3 (three) instruments. The third indicator, distance learning provides materials and assignments are described in 2 (two) instruments. Based on these data, it can be explained that "Distance Learning" has a high perception of holding on to the opinions of respondents with an average value of 3.61. The X3.1 instrument has the highest score of 3.74 according to the respondent is "The lecturer explains the material through online meetings using virtual application technology". On the other hand, the X3.7 instrument has the lowest score of 3.42 according to the respondent's opinion is "The lecturer provides feedback on the

assignment given so that I can understand where the weaknesses or strengths are".

#### 6. Description of Acceptance COBIT Implementation Variable

The Acceptance of COBIT Implementation variable is explained into 11 (seven) instruments which are grouped into 4 indicators, namely performance expectations, business expectations, social influences, and facilitating conditions (Venkatesh et al., 2003). The first indicator, performance expectations are described in 2 (two) instruments. The second indicator, business expectations is described in 2 (two) instruments. The third indicator, social influence is described in 3 (three) instruments. The fourth indicator, the facilitating conditions are described in 4 (four) instruments. Based on these data, it can be explained that "Acceptance of COBIT Implementation" has a high perception of holding on to the opinions of respondents with an average value of 3.39. The instrument Y.1 has the highest score of 3.68 according to the respondent is "Good E-Learning Management is useful in my learning process.". On the other hand, instrument Y.6 has the lowest 3.16 according to the respondent's opinion is "The Head of the Study Program helps me in understanding the policies of running PJJ, the use of e-Learning, and Microsoft Teams."

#### 6. Analysis of Research Results

Based on statistical data, the Cronbach Alpha value is 0.984, which means, this value is greater than the minimum Cronbach Alpha value of 0.6. The conclusion from this is that the research instrument used in measuring the variable "Acceptance of COBIT Implementation" is reliable.

Then, from the results of validity and reliability testing, the 12<sup>th</sup> process can be carried out, so that it will continue with classical assumption testing to provide certainty that the regression equation obtained has accuracy in estimation, is not biased, and is consistent.

Based on the normality test, it can be explained that the distribution of the data distributed throughout the curve area is normal; so it can be concluded, the data has a normal distribution. Likewise with the Normal P-Plot graph. The data is distributed around the diagonal line and follows the diagonal line which represents the normality of the research data.

Based on the results of statistical data processing, it can be explained that the tolerance value for X1 is 0.339, the tolerance value for X2 is 0.148 and the tolerance value for X3 is 0.242. These three values are greater than 0.1 and indicate that there is not a very strong correlation between each independent variable, so that the relationship between the independent variable and the dependent variable is not disturbed. In addition, the data on the heteroscedasticity test shows that the data is spread out and does not show a certain pattern, so that the overall sample data can be said to have no symptoms of heteroscedasticity.

Based on the results of statistical processing on the coefficients data, it is known that the significance value of X1 is 0.004. This value is smaller than 0.05 so that the first hypothesis is accepted, meaning that there is an influence of E-Learning Management (X1) on Acceptance of COBIT Implementation (Y). Henceforth, based on the results of statistical processing on the coefficients data, it is known that the significance value of X2 is 0.001. This value is smaller than 0.05 so that the second

hypothesis is accepted, meaning that there is an effect of using Microsoft Teams (X2) on Acceptance of COBIT Implementation (Y). In the next analysis, based on the results of statistical processing on the coefficients data, it is known that the significance value of X3 is 0.000. This value is smaller than 0.05 so that the second hypothesis is accepted, meaning that there is an effect of Distance Learning (X3) on the Acceptance of COBIT Implementation (Y).

Based on the Summary data and ANOVA data, it can be explained that the significance value derived from the F test is 0.000 and this value is less than 0.05, which means that the variables X1, X2 and X3 together or simultaneously have an effect on Y or are significant. This result also means that the requirements for the meaning of the coefficient of determination in the multiple regression analysis can be met. From the Summary Model data, it can also be explained that the value of R or the value of the coefficient of determination is 0.855, which means that the variables X1, X2 and X3 together have an influence on variable Y of 85.5%, while the other 14.5% are influenced by other variables. outside the regression equation or is also a variable not examined in this study.

Based on the mapping of COBIT 5 IT-related Goals on Customer dimension, in this case, college students, have two IT-related Goals, namely: (1) delivery of IT services in line with business requirements which are mapped into 18 primary processes and 17 secondary processes; and (2) adequate use of applications, information and technology solutions which are mapped into 3 primary processes and 28 secondary processes. Therefore, in this study, the implementation of COBIT at this university focuses on the customer dimension and has two IT-related Goals, namely (1) IT services in line with business needs; (2) adequate use of applications, information and technology solutions. The first goal has a strong relationship with the following processes EDM01, EDM02, EDM05, APO02, APO08, APO09, APO10, APO11, BAI02, BAI03, BAI04, BAI06, DSS01, DSS02, DSS03, DSS04, DSS06, MEA01. The second goal has a strong relationship with the following processes APO04, BAI05, BAI07.

## 4. Conclusion

From the processed data, there are 103 respondents who already have a proportion that represents all respondents who study at universities in Batam City that have distance learning technology, namely E-Learning in their teaching and learning process using Microsoft Teams technology; and most of the respondents have represented students as a dimension of the Balanced Scorecard Customer. The results of data processing with the UTAUT model state that 3 (three) hypotheses show a significant effect. E-Learning management, the use of Microsoft Teams as a virtual meeting medium, and the application of distance learning have an effect on the acceptance of COBIT implementation at universities in Batam City by 85.5% that this allows universities to apply information technology in line with business needs and use adequate applications, information and technology solutions. Furthermore, this research can be developed in measuring Capability & Maturity Level in the primary process in order to find out how far the level of information technology governance in universities in general in Batam City is.

**Politeness**

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**Reference**

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