 ISSN:2302-8149
e-ISSN:2540-9719

Analysis of User Acceptance of the 2013 Curriculum E-Report from a Gender Perspective using UTAUT Model

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Abstract

SMK IT Al-Izhar Pekanbaru has implemented an information system for managing report values to make it easier for teachers to manage student report cards. This report card system has been used since 2015. The behavioral aspect is a very important aspect, because it relates directly to users. The thing that underlies this research is that there are still teachers who do not understand how to input student grades, so they tell other teachers to input grades into the system. The purpose of this study was to determine the factors that most influence user behavior and interest based on the UTAUT variable consisting of performance expectancy, effort expectancy, social influence, facilitating conditions, and moderated by gender, age, and experience variables. The results of this study indicate that the factors that most influence user behavior and interest are performance expectancy, effort expectancy, and facilitating conditions. while the moderator variable gender affects user interest by 79.0%. As well as the finding of a gap (GAP) between the expectations of the school and the perception of users. To overcome the GAP, the school must evaluate and monitor the implementation of the report card value management information system at SMK IT Al-Izhar Pekanbaru.

Keyword: *gender, user behavior, report value management information system, e-report*

1 Introduction

The website-based report card value processing information system known as e-Report has been used since the enactment of the 2013 Curriculum Model. The 2013 curriculum is a curriculum that replaces the previous curriculum, namely the Education Level Unit Curriculum (KTSP). The 2013 curriculum, as a new curriculum, has a different direction and paradigm compared to the previous curriculum, namely KTSP [1]. Curriculum 2013 applies a scientific approach (Scientific Approach), where students are invited to be able to observe, reason, question, try, and form networks in each subject. The assessment system refers to three important aspects, namely knowledge, skills, and attitude. The assessment scale uses numbers 0-100 [2].

In its implementation, subject teachers not only process grades in the aspects of knowledge, skills, and attitudes but also describe the achievements of each student taught. which requires teachers to make two grades, such as large grades (1-100) and small grades (1-4). With this system, the teacher only processes or inputs the large grades, such as knowledge, skills, and behavior grades, and then the system will process these grades into small grades [3]. Knowledge and skills grades will be inputted by each subject teacher, while for behavioral grades only Citizenship and Religious Education subject teachers can input these grades.

Based on the results of interviews conducted with administrators and curriculum staff at the Integrated Islamic Vocational High School (SMK) Al-Izhar Pekanbaru in Pekanbaru, there are problems among users, as shown in Table 1.

Table 1. Problems that occur on the e-report card

No	Issues
1	• The system often experiences an error that there are empty values after inputting and saving, so only the admin can input them again. • The system is only opened a week after the exam and closed three days before the receipt of report cards, so teachers must immediately input grades. • Users often experience forgotten passwords, users must report them to the admin because

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 ISSN:2302-8149
e-ISSN:2540-9719

	some users do not understand how to change passwords.
2	There are still teachers who do not understand how to input student grades. This is because there is no manual book and training is only done once when the system is first implemented, which results in a lack of user understanding and reduced user interest in using the e-report curriculum 2013 system.
3	Although this system is mandatory for every teacher, not all teachers apply the 2013 curriculum e-report system. There are still teachers who tell other teachers to input grades into the system. So that it adds to the work of other teachers. This is due to the teacher's background, who does not understand technology.
4	The system is often down, and inaccessible for some time due to network disruptions and server downtime. This usually happens when approaching the day of system closure.
5	Female teachers (gender) are slower in filling in grades in the e-report system due to their dual roles as teachers and housewives.

Teachers are an important factor in using the e-report system. Currently there are a lot of women who work as teachers in schools. This can be seen from the number of female teachers, which is quite large compared to male teachers. This means trishat e-report users can also be influenced by gender. Where women work and also have a dual role as a housewife.

The dual role of women shows that, in addition to playing a role in the domestic sector, women can also play a role in the public sector by working. As citizens, women and men have the same rights. Women and men now have the same opportunities and roles to develop in various fields of life. Usually, the backbone of the family is the man or husband, but now many women play an active role in supporting the family economy. Women are also trying to improve family welfare. By working, women can help meet family needs. Women feel that the family's needs are not sufficiently met by relying on the husband's income alone; therefore, the wife feels that she must work to have an income to help meet the family's needs [4].

Women's work in the office, coupled with their work at home, has an impact on the use of the e-report system. Based on field observations, working women have difficulty managing their time. In using the system, working women also have challenges understanding the system faster and completing the report card on time. This problem will be raised in this study. To see how much the level of acceptance of the e-reporting system by working women who play a dual role [5].

Previous research was conducted by [6] with the research title Analysis of Teacher Acceptance Patterns of Online Report Cards Using the UTAUT Method (Case Study at SMA Negeri 8 Surabaya). This study describes the teacher's acceptance of the online report card implemented at SMAN 8 Surabaya. The descriptive analysis results of this study show that social influence and behavioral intention do not have a positive and significant effect on use behavior. Likewise, effort expectancy has no positive and significant effect on behavioral intention.

The second research was by Ade Irmayanti, titled Analysis of Academic Information System User Behavior Using the UTAUT Model (Unified Theory of Acceptance and Use of Technology). This study uses data processing techniques using multiple linear regression analysis with SPSS tools. The results of this study with descriptive analysis found that the influence between variables in the UTAUT model, includes the biggest influence, namely the relationship between social influence variables and behavioral intention. Furthermore, the relationship between effort expectancy variables and behavioral intention has a small effect, while the relationship between performance expectancy variables and behavioral intention has a smaller effect.

From the research that has been done before in analyzing teacher acceptance of the 2013 Curriculum E-Report Information System, the author uses the Unified Theory Acceptance and Use of Technology (UTAUT) model. UTAUT is a theory-based model developed to explain user behavior toward information technology. This model is a combination of eight models that have been successfully developed previously, namely: Theory of Reasoned Action (TRA), Technology Acceptance Model (TAM), Motivational Model (MM), Theory of Planned Behavior (TPB), Combined TAM and TPB (C TAM-TPB), Social Cognitive Theory (SCT), Innovation Diffusion Theory (IDT), and Model of PC Utiliation (MPCU). They found four main constructs that play an important role as direct determinants of behavioral intention and behavior to use a technology (use behavior). The user acceptance measured in this method is performance expectancy, effort expectancy, social influence, and facilitating conditions, which are moderated by gender, age, experience, and voluntariness [7].

 ISSN:2302-8149
e-ISSN:2540-9719

2 Literature Review

2.1 Unified Theory of Acceptance and Use Technology (UTAUT)

The Unified Theory of Acceptance and Use of Technology (UTAUT) method is a model and theory regarding individual acceptance of information technology and information systems [8]. The main purpose of research using UTAUT is to help organizations understand how usage reacts to the introduction of new technology (Prasetyo, 2017). The UTAUT model suggests that there is a set of factors that influence individual user acceptance intentions. These factors are classified into two types of variables: first, external variables include Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC). The other category represents moderator variables, which include age, gender, experience, and voluntary use [9].

The following is an overview of the relationship between behavioral intention, use behavioral, performance expectancy, effort expectancy, social Influence, facilitating conditions, gender, age, experience, and voluntariness in UTAUT in Figure 1.

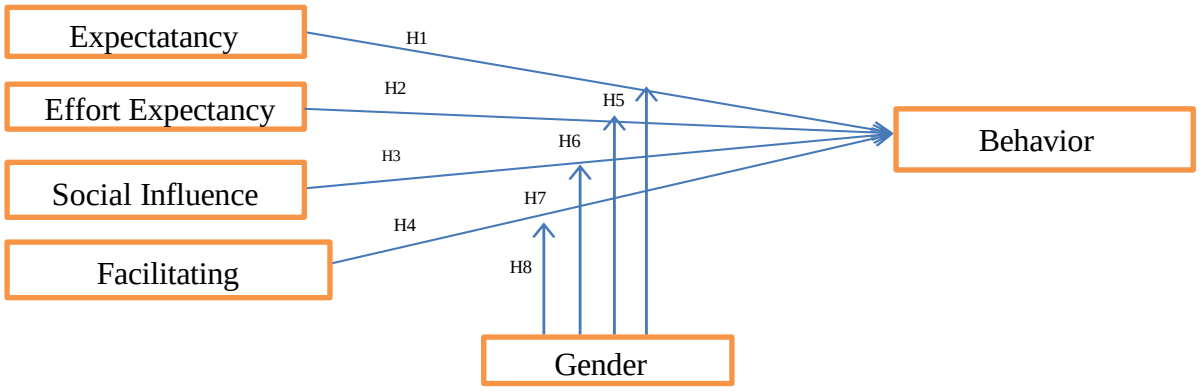

Figure 1. The unified theory of acceptance abd use of technology

And the following is a table that will explain the definition of the UTAUT determinants in Table 2.

Table 2. UTAUT determinant definition table

Determinants	Definition
Perfoemance Expectancy	An individual's level of confidence in the extent to which the use of the system will help him to gain performance benefits in his job.
Effort Expectancy	The level of ease associated with using the system.
Social Influence	The level to which an individual feels that people important to him believe he should use the new system.
Facilitating Condition	The level to which an individual perceives the availability of technical and organizational infrastructure to support system use.

2.2 Gender Concept

Gender is the difference in the nature, roles, and responsibilities of women and men that are constructed by society (culture). According to Sadli, the concept of gender refers to a social concept that places a person as masculine or feminine based on certain psychological and behavioral characteristics that have been complexly learned through socialization experiences. In patriarchal culture, the concept of gender that distinguishes women and men based on social construction makes women conceptualized as weak, powerless, and indecisive, making men the dominant party. Men are conditioned to always be right, logical, and assertive ; theymust not be weak or whiny; and they must be ready to protect women. So what happens is that the placement of power belongs to men [4].

The concept of gender also results in the division of roles between women and men in household and community life society. Women have roles and responsibilities for maintaining the integrity of the family or household, while men have roles and responsibilities in terms of fulfilling the family economy. The different roles between women and men in the family and society are a result of the sexual division of labor. Because women are pregnant, give birth, and breastfeed, they are more associated with reproductive work. These include household chores and caring for children. In contrast, men are more

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 ISSN:2302-8149
e-ISSN:2540-9719

associated with jobs that are outside the home or production (public sector). From this division of roles comes the assumption that women's physical strength is no greater than that of men, so women are weak creatures. This assumption gave birth to values that place women as "second-class" beings, complete with images that are not all favorable to women, even the opposite. These values are embraced, socialized, and practiced on a daily basis, as well as influencing the imbalance of gender relations to the detriment of women.

The concept of gender that prevails in society is due to the existence of a patriarchal culture. Patriarchy, which comes from the Greek patria, which means father, and arche, which means to rule, is an anthropological term used to formulate the sociological conditions of male members of a society who tend to master positions of power; the more powerful they are, the stronger the urge for a man to hold that position.

Patriarchal culture can be defined as a system characterized by men. In the family, the wife's position depends on the husband, and the daughter's position depends on the father or brother. (jdih.risetdikti.go.id)

2.2.1 Dual Role in Women

A dual role is someone who plays or carries out two roles at the same time. An example of a dual role is a woman who is both a working woman and a housewife for her husband and children. Operationally, the dual role referred to in this study is a woman who runs two jobs, namely in the household and career, simultaneously at one time[10].

Dual roles cause a conflict for women between work and household. This is then known as a dual-role conflict. [11] states that dual role conflict is a conflict between work interests and family interests, where individuals often experience pressure from these two interests. Often, individuals experience pressure from these two interests.

Aspects of dual roles in Women According to Koperman and Branly [4], there are six (6) aspects of dual role conflict:

1. Aspects of childcare. Working women tend to experience anxiety in childcare, such as children's health, attention to children, children's emotional conditions, and children's education.
2. To take care of household chores, women who play a dual role need help taking care of the household, either from their husbands or other parties.
3. Communication and interaction with family. Through communication with all family members, dual-role women can express their needs, desires, and complaints. This is very influential on household harmony.
4. Time for family: working women feel a lack of time for family, even for themselves.
5. Prioritization. Women in dual roles often experience pressure in determining priorities between work and family.
6. Career pressures. Women in dual roles also experience work pressures, career demands, and family pressures.

2.3 Information System for Management of 2013 Curriculum Report Card Values

2.3.1 Report

The report comes from the basic word report, which means report. A report is a report on the results of an activity that is compiled precisely and correctly. The material reported in this case is the results of the semester-end assessment, daily assessment, daily assignments, midterm exams, semester final exams, personality, and extracurriculars, along with the necessary data related to the report card[12].

The 2013 curriculum, as a new curriculum, has a different direction and paradigm compared to the previous curriculum, namely KTSP. The 2013 curriculum applies a scientific approach, where students are invited to observe, reason, question, try, and form networks in each subject. The assessment system refers to three important aspects, namely knowledge, skills, and attitude. The assessment scale uses numbers 0-100.

In its implementation, subject teachers not only process grades in the aspects of knowledge, skills, and attitudes but also describe the achievement of each student taught. which requires teachers to make two grades such as large grades (1–100) and small grades (1-4). With this system, the teacher only processes or inputs large grades such as knowledge, skills, and behavior grades, and then the system

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 ISSN:2302-8149
e-ISSN:2540-9719

will process these grades into small grades. Knowledge and skills grades will be inputted by each subject teacher, while for behavioral grades only Citizenship and Religious Education subject teachers can input these grades.

3 Research Method

3.1 Planning Stage

The first step in this research is to choose and plan what to research, formulate the problem to be studied, and determine the objectives in conducting the research. Then determine the data and accurate information needed in the research .

3.1.1 Formulate Problem and Scope

Problem formulation is where the problems that occur with user behavior toward the acceptance of the 2013 Curriculum Report Card Value Management information system are clearly defined [13] .

Problems are put into UTAUT constructs to adjust existing problems with UTAUT constructs so that it can be seen that the problem is suitable to be solved using the UTAUT method [14].

This study uses one moderator, namely gender. This is based on the fact that differences in male and female gender affect the use of technology. Other moderators in the UTAUT model, namely age and experience, are ignored in this study. This is based on the fact that the use of the 2013 Curriculum Report Card Value Management Information System is an obligation (mandatory) under school policy[15].

3.1.2 Literature Study

According to Sugiyono (2012), literature studies are related to theoretical studies and other references related to values, culture, and norms that develop in the social situation under study. Literature studies are very important in conducting research because research will not be separated from scientific literature.

3.1.3 Determining Respondents

1. Population and Sample
   population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. From this statement, it can be concluded that the population includes all the characteristics of the object or subject[16]. The population of this study was 42 people. The population of this study was 42 people. This study uses a saturated sample, namely all teachers at SMK IT Al-Izhar, as many as 42 (fifteen) people.
2. Description of Respondents
   Describing the respondents is needed to find out the identity of the respondents, which is obtained from each questionnaire. This study uses moderators of gender, age, and experience. A gender perspective was raised to examine behavior as a teacher who uses technology while in a dual role as a housewife.

3.1.4 Determine Data Collection Methods and Instrument

The method used by the author in collecting this data is a questionnaire. Data collection instruments are tools selected and used by researchers to make them systematic and easier. The type of instrument in this study is to use a Likert scale.

In making the questionnaire, the research variables used were first determined. The questionnaire variable used in this study is the UTAUT construct which is a combined model of acceptance and use of developing technology [17]. These variables are performance expectancy, effort expectancy, social influence, and facilitating conditions. The four factors are moderated by factors of gender, age, and experience.

3.1.5 Determining the Hypothesis

The hypothesis is a conjecture or statement, that aims to get a temporary answer to the research, and focusing on the answer will achieve the results of testing the influence of each variable. The hypothesis in this study consists of two hypothesis models which can be seen in Tables 4 and 5.

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 ISSN:2302-8149
e-ISSN:2540-9719

3.1.6 Research Hypothesis

Table 3 Research Hypothesis Model I

No	Hyphothesis
H1	Performance expectancy has a significant influence on the interest in user behavior of the Report Card Value Management Information System.
H2	Effort expectancy (effort expectancy) has a significant influence on the interest in user behavior of the Report Card Value Management Information System.
H3	Social influence (social influence) has a significant influence on the interest in userbehavior of the Report Card Value Management Information System.
H4	Supporting conditions (facilitating conditions) have a significant influence on the interest in user behavior of the Report Card Value Management Information System.

Table 4 Research Hypothesis Model II

No	Hyphothesis
H5	Sex (gender) has a significant influence on the relationship between performance expectancy on behavioral intention.
H6	Sex (gender) has a significant influence on the relationship between effort expectancy on behavioral intention.
H7	Sex (gender) has a significant influence on the relationship between social influence on behavioral intention.
H8	Sex (gender) has a significant influence on the relationship between social influence on behavioral intention social influence on Facilitating Condition.

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 ISSN:2302-8149
e-ISSN:2540-9719

3.1.7 Data Collection Stage

At this stage, the author carries out the data collection process with data collection tools, namely:

1. Observation
   According to [16] observation is a process for obtaining first-hand data by observing people and places at the time of the research. In this study, researchers made direct observations in the environment of the Integrated Islamic Vocational High School (SMK) Al- Izhar Pekanbaru.
2. Interview
   According to [16] interview is a data collection technique where the interviewer collecting data asks a question to the interviewee. In this study, researchers conducted interviews with admins who play a role in managing the 2013 Curriculum Report Card Value Management system, namely Mr. Nurdiansyah a TU staff who plays a role in all matters concerning academics.
3. Questionnaire Distribution
   Researchers distributed questionnaires containing questions in writing to be filled in by the source of information. The questionnaire was distributed to teachers. Questionnaire questions are based on the four concepts in the UTAUT method, namely performance expectancy, effort expectancy, social influence, and facilitating conditions.

3.2 Data Processing Stage

After the data collection stage is complete, the data processing stage continues. This data processing stage is carried out after the necessary data has been obtained.

3.2.1 Data Quality Tast

In the data quality test, there are validity and reliability tests

1. Validity Test
   The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions on the questionnaire can reveal something that is measured by the questionnaire [18]. Testing will be carried out with SPSS for Windows software. Validity testing in this study uses person correlation, namely by calculating the correlation between the values obtained from the questions. The criteria for valid or not is if the correlation between the scores of each question item with the total score has a significant level below 0.05 then the evidence of the question can be said to be valid, if the correlation of the scores of each question item with the total score has a significant level above 0.05 then the question item is declared invalid [18].
2. Reliability test
   Reliability is a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if someone's answer to a question is consistent or stable over time. To measure reliability in this study, the Cronbach alpha statistical test was used. A variable is said to be reliable if it provides a Cronbach alpha value> 0.60. Meanwhile, otherwise, the data is said to be unreliable [18].

3.2.2 Classical Assumption Test

The purpose of classical assumption testing is to find out whether the results of the regression estimation regression estimation results are free from those that cause the regression results obtained to be invalid and ultimately the regression results cannot be used as a basis for testing hypotheses and drawing conclusions.

1. Normality Test
   The normalization test aims to test whether, in the regression model, the dependent and independent variables both have a normal or near-normal distribution. A better regression model is to have a normal distribution close to normal. Data is said to be normally distributed if it has a significance level above 0.05 and data is said to be not normally distributed if it has a significance level below 0.05 [18].
2. Multicolonierity Test
   The multicollinearity test aims to test whether the regression model found a correlation between the independent variables. A good regression model should not correlate with the independent variables. If the independent variables are correlated, these variables are not orthogonal. Orthogonal variables are independent variables whose correlation value between fellow independent variables is zero (0). To detect whether or not multicollinearity in the

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 ISSN:2302-8149
e-ISSN:2540-9719

regression model can be seen from the amount of VIG (Variance Inflation Factor) and tolerance. Regression is free from multicollinearity if VIF < 10 and tolerance value> 0.10 [18].

3. Heteroscedasticity Test
   Heterocdacity testing aims to test whether in the regression model, there is an inequality of variance from the residuals of one observation to another. If the variance of the residuals of one observation to another observation is constant, it is called homoscedasticity and if it is different it is called heteroscedasticity. This test is done by see a certain pattern on the graph where the Y axis is the predicted and the X axis is the residual (Y prediction X actual) that has been standardized. The basis for taking satisfaction is if there is a certain pattern such as the existing points forming a regular pattern (wavy widening then narrowing) then heteroscedasticity has occurred. If there is no clear pattern and the dots spread above and below zero (0) on the Y axis then there is no heteroscedasticity.

3.3 Analysis Stage

The analysis stage is to analyze the data that has been obtained from data processing so that conclusions can be drawn from the research conducted.

3.3.1 Analisis Sistem Berdasarkan Metode UTAUT

This research relates to research on the behavior of information system users. In the UTAUT model, there are 4 variables, namely performance expectancy, effort expectancy, social influence, and facilitating conditions which are moderated by gender, age, experience, and volunteerism. However, in this study, four variables and three moderators were used, namely gender and age. The following modification of the UTAUT model used in this study can be seen in Figure 3.2

3.3.2 Multiple Regression Hypothesis Test

Hypothesis testing in this study uses multiple linear regression analysis. According to (Ghozali, 2011), multiple regression analysis aims to measure the strength of the relationship between two or more variables (independent variable and dependent variable). Multiple regression equations can be seen in the formula below:

$$Y1 = a + b1X1 + b2X2 + b3X3 + b4X4 + e$$

Description:
Y1 = Behavioral intention
X1 = Performance expectancy
X2 = Effort expectancy
X3 = Social influence
X4 = Facilitating conditions
a = Constant
b = Regression Coefficient

In this hypothesis testing is done through the:

1. Test Coefficient of Determination (R2) The coefficient of determination (R2) essentially measures how far the model's ability to explain variations in the dependent variable. [18]. The coefficient of determination is between 0 (zero) and 1 (one). A small R2 value means that the ability of the independent variables to explain the variation in the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict variations in the dependent variable [18].
2. T Statistical Test
   The T statistical test shows how far the influence of one explanatory or independent variable individually in explaining the variation in the dependent variable. The hypothesis is accepted if the significance probability value is ≤ 0.05, the hypothesis is rejected if the significance probability value is ≥ 0.05 [18].
3. F Statistical Test
   The F Statistical Test shows whether all the independent variables included in the model have a joint influence on the dependen.

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 ISSN:2302-8149
e-ISSN:2540-9719

3.4 Result and Documentation

This stage collects and compiles every stage that has been stages that have been carried out compiles findings based on existing research limitations, and makes conclusions on the results of the research following the hypothesis. findings based on the existing research limitations, and make conclusions on the results of the research following the hypothesis proposed and present suggestions because the research made has and present suggestions because the research made has limitations or assumptions. limitations or assumptions. All research results are made in a written report. The results of the documentation can be used as a recommendation for the application of the 2013 Curriculum based on the results of the research that has been done.

4 Results and Analysis

From the results of the recapitulation of respondents' answers to statements that have been processed using the IBM SPSS Statistics 20 application, the percentage of each statement to the 5 variables is obtained.

In this study, the questionnaire was divided into 2 parts, namely for teachers who use the report card management information system and curriculum staff as the person in charge of the report card management information system at SMK IT Al-Izhar Pekanbaru. Statements on different questionnaires are adjusted based on the respondent.

4.1 Teacher Respondents' Response to Variables Performance Expectancy

From the answers of 42 teacher respondents, obtained answers respondents answers to statements regarding the variable performance expectancy. In the variable PE1, the results are those who answered strongly disagree 0%, answered disagree 31.0%, answered agree 59.5%, answered strongly agree 9.5%. 31.0%, answered agree 59.5%, answered strongly agree 9.5%. From the results of the respondent's answers, the dominant answer agrees with the PE1 statement. In the PE2 variable, the results are those who answered strongly disagree 0%, answered disagree 31.0%, answered agree 59.5%, answered strongly agree 9.5%. From the results of the respondents' answers, it is more dominant answered agree to the PE2 statement. In variable PE3 the results the results are those who answered strongly disagree 0%, answered disagree 33.3%, answered agree 61.9%, answered strongly agree 4.8%. From the results of the respondents' answers, it is more dominant answered agree to the PE3 statement. In variable PE4 the results the results are those who answered strongly disagree 0%, answered disagree 42.9%, answered agree 47.6%, answered strongly agree 9.5%. From the results of the respondents' answers, it is more dominant answered agree to the PE4 statement.

4.2 Teacher Respondents' Response to Variables Effort Expenctancy

From the answers of 42 teacher respondents, the respondent's answers to the statements regarding the effort expectancy variable were obtained. In variable EE1 the results are those who answered strongly disagree 2.5%, answered disagree 17.7%, answered agree 77.2%, answered strongly agree 4.5%. From the results of the respondents' answers, it is more likely that the answer agrees with the EE1 statement. In the EE2 variable, the results are those who answered strongly disagree 4.5%, answered disagree 35.9%, answered agree 52.6%, answered strongly agree 7.3%. From the results of the respondents' answers, it is more likely that the answer agrees with the EE2 statement. In the EE3 variable, the results are those who answered strongly disagree 0%, answered disagree 43.1%, answered agree 50.2%, answered strongly agree 7.3%. From the results of the respondents' answers, it is more likely that the answer agrees with the EE3 statement. In the EE4 variable, the results are those who answered strongly disagree 0%, answered disagree 26.4%, answered agree 69.2%, answered strongly agree 5.0%. From the results of the respondents' answers, it is more likely to agree with the EE4 statement.

4.3 Teacher Respondents' Response to Variables Social Influence

From the answers of 42 teacher respondents, the respondent's answers to the statements regarding social influence variables were obtained. In the SI1 variable, the results are those who answered strongly disagree 0%, answered disagree 9.7%, answered agree 50.0%, answered strongly agree 40.7%. From the results of the respondents' answers, it is more likely that the answer agrees with the SI1 statement.

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 ISSN:2302-8149
e-ISSN:2540-9719

In the SI2 variable, the results are those who answered strongly disagree 2.6%, answered disagree 9.7%, answered agree 45.4%, answered strongly agree 42.5%. From the results of the respondents' answers, it is more likely that the answer agrees with the SI2 statement. In the SI3 variable, the results are those who answered strongly disagree 0%, answered disagree 0%, answered agree 38.3%, answered strongly agree 61.6%. From the results of the respondents' answers, it is more likely that the answer strongly agrees with the SI3 statement. In the SI4 variable, the results are those who answered strongly disagree 0%, answered disagree 4.8%, answered agree 64.5%, answered strongly agree 31.2%. From the results of the respondents' answers, it is more likely to agree with the SI4 statement.

4.4 Teacher Respondents' Response to Variables Faciliting Condition

From the answers of 42 teacher respondents, the respondent's answers to the statements regarding the facilitating condition variable were obtained. In the FC1 variable the results are those who answered strongly disagree 0%, answered disagree 16.9%, answered agree 54.0%, answered strongly agree 28.8%. From the results of the respondents' answers, it is more likely that the answer agrees with the FC1 statement. In the FC2 variable, the results are those who answered strongly disagree 0%, answered disagree 26.4%, answered agree 54.0%, answered strongly agree 19.2%. From the results of the respondents' answers, it is more likely that the answer agrees with the FC2 statement. In the FC3 variable, the results are those who answered strongly disagree 9.7%, answered disagree 40.7%, answered agree 45.5%, and answered strongly agree 4.9%. From the results of the respondents' answers, it is more likely that answers agree with the FC3 statement. In the FC4 variable, the results are those who answered strongly disagree 0%, answered disagree 19.2%, answered agree 57.3%, answered strongly agree 23.9%. From the results of the respondents' answers, it is more dominant to agree with the FC4 statement.

4.5 Teacher Respondents' Response to Variables Behavioral Intention

From the answers of 42 teacher respondents, the respondent's answers to the statements regarding the behavioral intention variable were obtained. In the BI1 variable, the results are those who answered strongly disagree 0%, answered disagree 16.9%, answered agree 55.8%, answered strongly agree 28.8%. From the results of the respondents' answers, it is more likely that the answer agrees with the BI1 statement. In the BI2 variable, the results are those who answered

strongly disagree 0%, answered disagree 33.5%, answered agree 50.2%, answered strongly agree 16.9%. From the results of the respondents' answers, it is more likely that the answer agrees with the BI2 statement. In the BI3 variable, the results are those who answered strongly disagree 0%, answered disagree 31.2%, answered agree 52.6%, answered strongly agree 16.9%. From the results of the respondents' answers, it is more likely that the answer agrees with the BI3 statement. In the BI4 variable, the results are those who answered strongly disagree 0%, answered disagree 19.2%, answered agree 50.2%, answered strongly agree 31.2%. From the results of the respondents' answers, the dominant answer agreed with the BI4 statement.

Respondents' Responses Based on Characteristics to Performance Expectations (X1)

4.6 Gender

The highest score of respondents' answers from the performance expectation variable on behavioral intention is female respondents with a total score of 104 on statement P1, 104 on statement P2, 100 on statement P3, and 98 on statement P4.

The lowest score of respondents' answers based on gender from the performance expectation variable on behavioral intention is male respondents with a total score of 13 on statement P1, 13 on the P2 statement, 14 on the P3 statement, and 14 on statement P4.

Respondents' Responses Based on Characteristics to Business Expectations (X2)

4.7 Gender

The highest score of respondents' answers from the variable business expectations on behavioral intentions was female respondents with a total score of 105 on statement P1, 96 on statement P2, 97 on statement P3, and 101 on statement P4.

The lowest score of respondents' answers based on gender from the variable business expectations on behavioral intentions was male respondents with a total score of 14 on statement P1, 14 on statement P2, 14 on statement P3, and 16 on statement P4.

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Respondents' Responses Based on Characteristics of Social Influence (X3)

4.8 Gender

The highest score of respondents' answers from social influence variables on behavioral intention is female respondents with a total score of 125 on statement P1, 121 on statement P2, 134 on statement P3, and 120 on statement P4.

The lowest score of respondents' answers based on gender from social influence variables on behavioral intentions was male respondents with a total score of 14 on statement P1, 17 on statement P2, 18 on statement P3, and 17 on statement P4.

Respondents' Responses Based on Characteristics to Supporting Conditions (X4)

4.9 Gender

The highest score of respondents' answers from the variable supporting conditions for behavioral intention is the respondents of female gender with a total score of 116 on the total score. behavior, namely female respondents with a total score of 116 on statement P1, 109 on statement P2, 92 on the P3 statement, and 115 on the P4 statement.

The lowest score of answers respondents based on gender gender of the variable supporting conditions for behavioral intentions, namely male respondents with a total score of 15 on statement P1, 14 on statement P2, 11 on statement P3, and 13 on statement P4.

Respondents' Responses Based on Characteristics Towards Behavioral Intention (Y)

4.10 Gender

The highest score of respondents' answers from the behavioral intention variable to behavioral intention is female respondents with a total score of 114 in statement P1, 104 in statement P2, 105 in statement P3, and 114 in statement P4.

The lowest score of respondents' answers based on gender from the behavioral intention variable to behavioral intention is male respondents with a total score of 17 on statement P1, 15 on statement P2, 15 on statement P3, and 17 on statement P4.

4.11 Description of Research

The descriptive results of respondent data in this study are independent variables, namely the variables Performance Expectancy (X1), Effort Expectancy (X2), Social Influence (X3), Facilitating Conditions (X4), and the dependent variable, namely Behavioral Intention (Y). The general descriptive results of the questionnaire data obtained based on the variables can be seen in Table 5.

Table 5. Research result data

Variabel	Responden	Range	Min	Max	Sum
Performace Expectancy (X1)	42	6	8	14	458
Effort Expectancy (X2)	42	8	6	14	457
Social Influence (X3)	42	6	10	16	566
Facilitating Condition (X4)	42	6	8	14	485
Behavioral Intention (Y)	42	8	8	16	501

(Source: Data processed, 2021)

The following is an explanation of Tebel 5 descriptive based on variables:

4.11.1 Variabel Performance Expectancy (X1)

The descriptive results of variable X1 in general, the questionnaire data obtained based on the variables are as follows:

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 ISSN:2302-8149
e-ISSN:2540-9719

Table 6. Result of performance variable questionnaire data

	N	Range	Min	Max	Sum	Std. Deviation
Variabel X1	42	6	8	14	458	1.792
Valid N	42					

(Source: Data processed, 2021)

From Table 6 above, it can be seen that the performance expectancy variable (X1) has a total number of cases of 42 respondents who filled out the questionnaire. The results obtained for the range (range) = 6, the minimum score of the data = 8, and the maximum score of the data = 14, while the total number (sum) = 458.

To find out the category of respondents' answers from the questionnaire statements submitted in the categories of Strongly Disagree, Disagree, Agree, and Strongly Agree, an analysis was carried out using the Likert method. The steps taken are as follows:

1. Determining the amount of the criterion score (ideal score) ($\sum SK$) can be seen in formula 4.2.
   $\sum SK$ = Highest score for each statement item X number of statement items X number of respondents.....(4.2)
   = 4 X 4 X 42
   = 672
2. Total score of variable (X) data collection results (SH) = 458
3. Finding the percentage (P) can be seen in Formula 4.3.

$$P = \frac{\sum SH}{\sum SK} X\ 100\% \quad \text{.....(4.3)}$$

$$P = \frac{458}{672} X\ 100\%$$

= 68,15%

From the above calculations, the category range is obtained, the category range is as follows:

1. 1.0-25% (Strongly Disagree)
2. 26-50% (Disagree)
3. 51-75% (Agree)
4. 76-100% (Strongly Agree)

From this category range, 68.15% is the Agree category towards the performance expectancy variable (X1). This means that defining user trust or expectations also believes that using the Report Card Value Management Information System will improve user performance.

4.11.2 Effort Expectancy Variabel (X2)

The descriptive results of the X2 variable in general, the questionnaire data obtained based on the variables are as follows:

Table 7. Results of effort expectancy variable questionnaire data

	N	Range	Min	Max	Sum	Std. Deviation
Variabel X1	42	8	6	14	457	1,728
Valid N	42					

From Table 7 above, it can be seen that the effort expectancy variable (X2) has a total number of cases of 42 respondents who filled out the questionnaire. The results obtained for the range (range) = 8, the minimum score of the data = 6 and the maximum score of the data = 14, while the total number (sum) = 457.

To find out the category of respondents' answers from the questionnaire statements submitted in the categories of Strongly Disagree, Disagree, Agree, Strongly Agree, an analysis was carried out using the Likert method. The steps taken are as follows:

1. Determining the amount of the criterion score (ideal score) ($\sum SK$) can be seen

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 ISSN:2302-8149
e-ISSN:2540-9719

in formula 4.4. $\sum SK$= Highest score for each statement item X number of statement items X number of respondents.....(4.4)
= 4 X 4 X 42

= 672

2. Total score of variable (X) data collection results (SH) = 457
3. Finding the percentage (P) can be seen in formula 4.5.

$P = \frac{\sum SH}{\sum SK} X\ 100\%$.....(4.5)

$P = \frac{457}{672} X\ 100\%$

= 68,0%

From the above calculations, the category range is obtained, the category range is as follows:

1. 0-25% (Strongly Disagree)
2. 26-50% (Disagree)
3. 51-75% (Agree)
4. 76-100% (Strongly Agree)

From this category range, 68.0% are Agree on the performance expectancy variable (X1). This means defining the user or teacher is easy to complete tasks using the Report Card Value Management Information System and also the report card system is easy to operate.

4.11.3 Social Influence Variabel (X3)

The descriptive results of variable X3 in general, the questionnaire data obtained based on the variables are as follows:

Table 8. Results of social influence variable questionnaire data

	N	Range	Min	Max	Sum	Std. Deviation
Variabel X1	42	6	10	16	566	1,469
Valid N	42					

(Source: Processed data, 2021)

From Table 8 above, it can be seen that the social influence variable (X3) has a total number of cases of 42 respondents who filled out the questionnaire. The results obtained for the range = 6, the minimum score of the data = 10, and the maximum score of the data = 16, while the total number (sum) = 566.

To find out the category of respondents' answers from the questionnaire statements submitted in the categories of Strongly Disagree, Disagree, Agree, and Strongly Agree, an analysis was carried out using the Likert method. The steps taken are as follows:

1. Determining the amount of the criterion score (ideal score) ($\sum SK$) can be seen in formula 4.6.
   $\sum SK$ = Highest score for each statement item X number of statement items X number of respondents.....(4.6)= 4 X 4 X 42
   = 672
2. Total score of variable (X) data collection results (SH) = 566
3. Finding the percentage (P) can be seen in Formula 4.7.

   $P = \frac{\sum SH}{\sum SK} X\ 100\%$ ….....(4.7)

   $P = \frac{566}{672} X\ 100\%$

   = 84,22%

From the above calculations, the category range is obtained, the category range is as follows:

1. 0-25% (Strongly Disagree)
2. 26-50% (Disagree)
3. 51-75% (Agree)
4. 76-100% (Strongly Agree)

From this category range, 84.22% strongly agree on the social influence variable (X3). This means

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 ISSN:2302-8149
e-ISSN:2540-9719

that defining users or teachers is helped by assistance from superiors or coworkers who can help in operating the Information System for managing report cards

4.11.4 Faciliting Condition Variabel (X4)

Descriptive results of variables X4, in general, The questionnaire data obtained based on the variables is as follows:

Table 9. Results facilitating condition variable questionnaire data

	N	Range	Min	Max	Sum	Std. Deviation
Variabel X1	42	6	8	14	485	1,770
Valid N	42					

(Source: Processed data, 2021)

From Table 9 above, it can be seen that the facilitating condition variable (X4) has a total number of cases of 42 respondents who filled out the questionnaire. The results obtained for the range (range) = 6, the minimum score of the data = 8, and the maximum score of the data = 14, while the total number (sum) = 485.

To find out the category of respondents' answers from the questionnaire statements submitted in the categories of Strongly Disagree, Disagree, Agree, and Strongly Agree, an analysis was carried out using the Likert method. The steps taken are as follows:

1. Determining the amount of the criterion score (ideal score) ($\sum SK$) can be seen in formula 4.8. $\sum SK$= The highest score for each statement item X number of statement items X number of respondents. ..... (4.8)
   = 4 X 4 X 42

   = 672
2. Total score of variable (X) data collection results (SH) = 485
3. Finding the percentage (P) can be seen in formula 4.9.
   P= $\frac{\sum SH}{\sum SK} X\ 100\%$ ..... (4.9)

   P = $\frac{485}{672} X\ 100\%$

   = 72,17%

From the above calculations, the category range is obtained, the category range is as follows:

1. 0-25% (Strongly Disagree)
2. 26-50% (Disagree)
3. 51-75% (Agree)
4. 76-100% (Strongly Agree)

From this category range, 72.17% agreed to the facilitating conditions variable (X4). This means defining that users or teachers believe that schools provide adequate infrastructure to use the Information System for managing report cards.

4.11.5 Behavioral Intention Variabel (Y)

The descriptive results of variable Y in general, the questionnaire data obtained based on the variables are as follows:

Table 10. Results of behavioral variable questionnaire data

	N	Range	Min	Max	Sum	Std. Deviation
Variabel X1	42	6	8	16	501	2,157
Valid N	42					

(Source: Processed data, 2021)

From Table 10 above, it can be seen that the behavioral intention variable (Y) has a total number of cases of 42 respondents who filled out the questionnaire. The results obtained for the range (range) = 6, the minimum score of the data = 8, and the maximum score of the data = 16, while the total number

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 ISSN:2302-8149
e-ISSN:2540-9719

(sum) = 501.

To find out the category of respondents' answers from the questionnaire statements submitted in the categories of Strongly Disagree (STS), Disagree (TS), Agree (S), and Strongly Agree (SS), an analysis was carried out using the Likert method. The steps taken are as follows:

1. Determining the amount of the criterion score (ideal score) ($\sum$ SK) can be seen in formula 4.10. $\sum$ SK = The highest score for each statement item X number of statement items X number of respondents..... (4.10)
   = 4 X 4 X 42

   = 672
2. Total score of variable (X) data collection results (SH) = 501
3. Finding the percentage (P) can be seen in Formula 4.3.
   P =. $\frac{\sum SH}{\sum SK} X\ 100\%$ .....(4.11)
   P = $\frac{501}{672} X\ 100\%$

   = 74,55%

From the above calculations, the category range is obtained, the category range is as follows:

1. 0-25% (Strongly Disagree)
2. 26-50% (Disagree)
3. 51-75% (Agree)
4. 76-100% (Strongly Agree)

From this category range, 74.55% is Agree to the variable behavioral intention (Y). This means that it defines that users or teachers have an interest in using the report card value management information system

4.11.6 Research Description Results

The results of the research description of the performance expectancy variable 68.15%, effort expectancy 68.0%, social influence 84.22%, facilitating conditions 72.17%, and behavioral intention 74.55%. condition 72.17%, behavioral intention 74.55%.

5 Conclusion

Based on the 4 variables contained in UTAUT, it is found that the factors that most influence the interest in user behavior are effort expectancy by 68.5%, facilitating conditions by 62.7%, and performance expectancy by 56.6%. Meanwhile, the social influence variable does not affect user behavior interest. Based on the moderator variable gender, it is found that gender influences user behavioral interest if the e-report card system is easy to use. The results of the gap between the expectations of the school and the reality received by users found that the report card management information system is following the expectations of the school with a positive GAP value of 0.9. The highest gap is at 0.1, namely the social influence variable. This shows that the role of the environment and peers is very influential in the acceptance of the e-report card system.

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