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Acceptability of Web-Based Multimodality Learning Media for Elementary School Teachers in West Java

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Abstract

The purpose of this research is to understand the extent to which teachers in West Java accept and use web-based multimodality learning media in their learning activities. This study involved elementary school teachers as research participants. The data was collected through surveys and interviews, which aimed to gain a comprehensive understanding of the views, attitudes, and experiences of teachers towards the use of web-based multimodal learning media. Factors such as technology knowledge, skills in using media, availability of infrastructure, institutional support, and teachers' personal preferences will be explored as factors influencing their acceptability to web-based multimodal learning media. Data analysis will be carried out to identify the factors that influence the level of acceptability of teachers towards web-based multimodality learning media. It is hoped that the findings of this study will provide insight into the level of acceptance by teachers of web-based multimodality learning media, as well as recommendations for the development and implementation of more effective learning media in elementary schools in West Java. Thus, this research has the potential to make a positive contribution to the development of education in West Java by strengthening the understanding of the acceptability of web-based multimodal learning media among elementary school teachers.
Keywords: acceptability, learning media, multimodality

INTRODUCTION

Use technology in learning in elementary school has important benefits. this can increase involvement students, access to source Power education, development digital skills, collaboration, communication, 21st century skills, and expanding room learn. Important for schools and educators For utilise technology with wise and integrated with method effective learning For give experience quality learning for student. it in accordance with Deni Darmawan's statement (2012) Technology information has become facility main for various sector life where giving share big to changes to the structure management Education organization.

Learning media multimodality is web based approach leveraging learning various modes of communication, eg text, images, sound, and video, delivered via a web platform. Approach This aim For increase interactivity, engagement, and understanding student in learning. Although learning media multimodality web-based offers great potential, rate the acceptability of internal teachers adopt and use this medium Still need explored more further, especially in context school base in West Java. factors like knowledge technology, skills media

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use, availability infrastructure, support institutions, and preferences private teacher can influence level acceptability they on learning media multimodality web based.

Importance implementation learning based multimodal is supported a number of study other. Multimodal utilization has proven in a manner significant can support learning in framework increase effectiveness Study student. this strengthened with results test statistics show that There is significant difference between students in groups experiments and groups control on size performance learning and satisfaction study inside study Kuo et al (2015). Along with study that, the teacher needs support and use multimodal learning to be prepared For teach students in the room class 21st century appropriate with results study Ekşi & Yakışık (2015).

Study This aim For investigate level acceptability of school teachers basic in West Java towards learning media multimodality web-based According to Kress & Van Leeuwen (1996) multimodality is terminology used For refers to the way people communicate. In the digital and technological era information moment In this case, the use of innovative and interesting learning media become the more important in the learning process.

Study will focused in a number of matters, including: (1) Acceptance Technology, in particular Theory Reception Technology (Technology Acceptance Model/TAM), In usage system information, users consider benefits and uses system the. In use technology done with using the Technology Acceptance Model (TAM). Theory This put forward by Davis (1989). Objective of the Technology Acceptance Model is For can explain factors main behavior user technology information against reception user technology information That alone. this model describe that user system information will influenced by variables benefits (usefulness) and variables convenience usage (ease of use), where both of them own high determinants and validity have tested in a manner empirical. The Technology Acceptance Model believes that use system information will increase performance individual or organization, besides That use system information belong more easy and no need business hard For put it on. In accordance with Venkatesh & Morris (2000) in Sanjaya (2005), TAM is used For see individual understanding that is Keep going continuously use technology information in activity. Use system information on individuals For do activity and utilization Still become attention important for researchers, though there is enough progress means in hardware and software capabilities. (2) Multimodal Learning states that man own ability For Study through various type modality like text, images, audio, and video. Learning media multimodality web-based leverage various these media elements For serve information with way more varied and

interesting. Theory This emphasize importance integration different modalities For increase understanding and retention information. it in accordance with Firmansyah (2019) banhwa multimodal learning in essence is a process, method, deed For make student as well as study teachers with utilise various source text as learning media.

Data analysis performed will give outlook deep about level acceptability of school teachers basic in West Java towards learning media multimodality web based. Findings study This expected can give input for development policies and strategies more education effective in utilise technology and learning media in schools base in West Java. With thus, research This expected can give contribution positive to development education in West Java with increase understanding about acceptability of learning media multimodality web-based for school teachers basic.

METHOD

Acceptability of Learning Media Multimodality Web-Based Elementary School Teachers in West Java will involve approach qualitative use method survey. Approach This will possible researcher For obtain comprehensive understanding about views, attitudes, and related teacher experiences use of learning media multimodality web based. Researcher will do election sample of school teachers base in West Java that will become participant research. Sample chosen in a manner random or with consider characteristics certain, like experience use technology before. Then researcher will develop instrument survey that includes questions related acceptability of learning media multimodality web based. Instrument This can covers question about teacher's perception of benefits of the media, experience use before, factors inhibitors, and preferences personal. It in line with Sugiyono (2018) instrument study is something observed tool. The research instrument used is sheet questionnaire. questionnaire in study This arranged based on customized indicators with object research.

This Study will involving school teachers base in West Java as sample research. Through data collection using method survey, research This will dig perceptions, attitudes, and experiences of related teachers use of learning media multimodality web based. Besides that is, research this too will explore influencing factors level acceptability they against the media. Survey will done with spread instrument to school teachers basis to be sample research. Survey done online through a distributed survey platform (Google Form) to teachers obtained data from survey will analyzed in a manner quantitative use method statistics. Analysis This will help describe description general about acceptability of learning media multimodality web-

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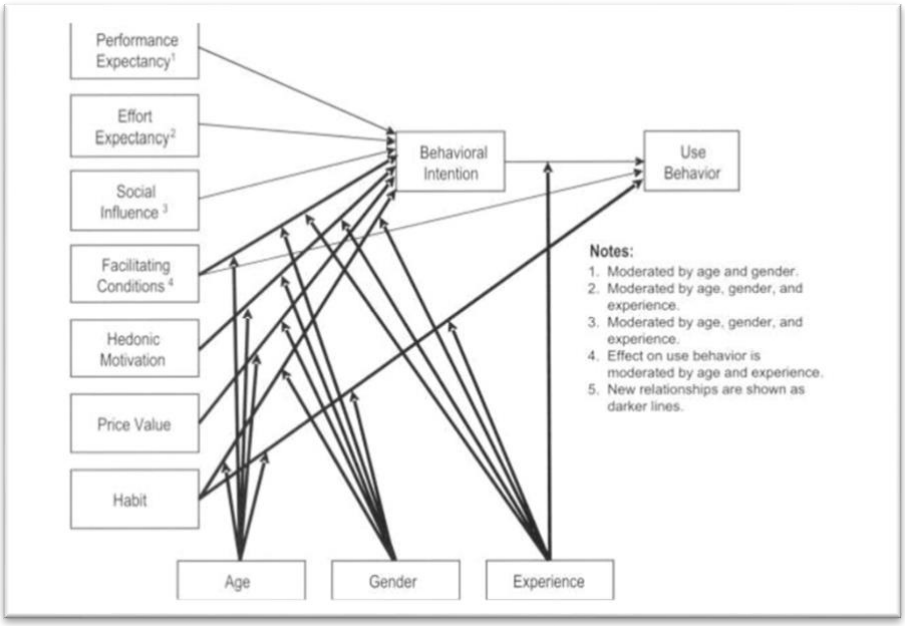
based among school teachers base in West Java. Technology Adoption and Continuance Theory (TACT) and the UTAUT2 Model used in do research this. The Unified Theory of Acceptance and Use of Technology (UTAUT) model is an integrated model developed by Venkatesh et al (2003) based on theory social cognitive with combination eight research models leading about reception technology information Taiwo and Downe (2013). The UTAUT model has proven succeed from eight theory reception other technologies in explain up to 70% variance users (Taiwo and Downe, 2013; Nasir, 2013). The UTAUT model (Venkatesh et al., 2003) later experience development with addition a number of variable (Venkatesh et al., 2012). Older UTAUT models have four key construction namely: hope performance (performance expectancy), expectations effort (effort expectancy), influence social influence, and conditions facilities (facilitating conditions) that have influence to intention behavior For use technology. Performance expectancy is how far one individual believe that use system will help he For reach profit in work or activity certain. effort expectancy is level convenience related with use system / technology by the user. Social influence is to what extent perception somebody that the other party believes that should use system / technology. Facilitating conditions are how far one individual believe that infrastructure technical and organizational available For support use systems / technology (Venkatesh et al., 2012; Chang, 2012). The UTAUT model stresses that performance expectancy, effort expectancy, social influence and facilitating conditions theory and empirical affect intention behavior (behavioral intention) for use something system / technology. Whereas behavioral intention and facilitating conditions determine use system / technology (use behavior). Besides Therefore, the variables gender, age, and experience are used as variable differentiator individual in see influence condition facilities, price value, and habit towards behavioral intention, as well as experience as differentiator individual For see influence behavioral intention to use behavior. Effort Expectancy is something level the convenience you get somebody when use something system (Venkatesh, et al., 2003). Social Influence variable meaning that is the effort made somebody For change something perception and behavior in demand someone (Venkatesh, et al., 2003). According to Kotler (2012) behavioral intention is something condition Where consumer own intention or loyalty to something goods or services, and with volunteer tell superiority product or service the to people or party other. Facilitating conditions are explanatory variable a individual believe that existing technical and infrastructure and organization can support in use technology (Venkatesh, et al., 2003). According to Vahdat et al., (2020) that Social Influence is influence social can give

influence to others who can change behavior, meanwhile according to Kotler and Keller (2016) that Social Influence can influenced by factors social: group small, family, role and social status.

Figure 1. UTAUT2 (Venkatesh et al., 2012: 160)

Data from results survey that has obtained, then done data processing using Smart PLS application for give comprehensive understanding about acceptability of learning media multimodality web-based among school teachers base in West Java. data processing using the Smart PLS app will help in identify patterns, findings together, and differences in teacher perceptions and experiences. Findings from data analysis will interpreted For get deep understanding about acceptability of learning media multimodality web-based by school teachers base in West Java. Research conclusion will arranged based on findings the. Method study This will give framework comprehensive work For understand acceptability of learning media multimodality web-based among school teachers base in West Java. Combining quantitative and qualitative data will give more insight complete and deep about views,



attitudes, and experiences of teachers related to the media.

RESULTS AND DISCUSSION

Results

Model Measurement

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First outer model test was carried out is with see AVE value . Results data analysis also shows that whole construct part has comply with the AVE rule of thumb that is 0.5. AVE test results can seen in Table 1 below this.

Table 1. Results Test validity *Convergent* with AVE

Construct	Average variance extracted (AVE)
Behavior Intention	0.42
Effort Expectance	0.38
Facilitating Conditions	0.37
Hedonic Motivation	0.53
ICT Usage Habits	0.49
Perceived Learning Opportunities	0.54
Performance Expectancy	0.50
Social Influences	0.38

Next , validity convergent seen from magnitude loading factor , that is in on 0.70. Results processing data For loading factor can seen on Table 2. Results test loading factor For every construct through software SmartPLS show in a manner whole there is 34 item descriptor declared valid.

Table 2. Results Test validity *Convergent* with *Outer Loadings*

Construct	Question Items	Outer loadings
Behavior Intention	BI21	0.848
Behavior Intention	BI22	0.577
Behavior Intention	BI23	0.725
Behavior Intention	BI24	0.843
Behavior Intention	BI25	0.860
Effort Expectance	EE10	0.607
Effort Expectance	EE6	0.806
Effort Expectance	EE7	0.830
Effort Expectance	EE8	0.767
Effort Expectance	EE9	0.640
Facilitating Conditions	FC16	0.677
Facilitating Conditions	FC17	0.706
Facilitating Conditions	FC18	0.696
Facilitating Conditions	FC19	0.806
Facilitating Conditions	FC20	0.747
Hedonic Motivation	HM36	0.860
Hedonic Motivation	HM37	0.846
Hedonic Motivation	HM38	0.924
Hedonic Motivation	HM39	0.843
Hedonic Motivation	HM40	0.884
ICT Usage Habits	IUH26	0.825
ICT Usage Habits	IUH27	0.852
ICT Usage Habits	IUH28	0.852
ICT Usage Habits	IUH29	0.805
ICT Usage Habits	IUH30	0.858
Performance Expectancy	PE1	0.841
Performance Expectancy	PE2	0.831
Performance Expectancy	PE3	0.854

Construct	Question Items	Outer loadings
Performance Expectancy	PE4	0.884
Performance Expectancy	PE5	0.834
Perceived Learning Opportunities	PLO31	0.832
Perceived Learning Opportunities	PLO32	0849
Perceived Learning Opportunities	PLO33	0.901
Perceived Learning Opportunities	PLO34	0.906
Perceived Learning Opportunities	PLO35	0.902
Social Influences	SI11	0.720
Social Influences	SI12	0.615
Social Influences	SI13	0.720
Social Influences	SI14	0.782
Social Influences	SI15	0.847

Step furthermore is with carry out test validity discriminant Which seen from mark root squared AVEs. the value For every variable must more big from correlation between variable in model. Check done with compare mark correlation in a manner diagonal. Based on results on Table 3, Performance Expectancy , Effort Expectance , Social Influences , Facilitating Conditions , ICT Usage Habits (IUH) own mark validity discriminant Which ok . Results test validity discriman presented in the table 3.

Table 3. Validity Test Results Discrimination

Construct	Behavior Intention	Effort Expectance	Facilitating Conditions	Hedonic Motivation	ICT Usage Habits	Perceived Learning Opportunities	Performance Expectancy	Social Influences
Behavior Intention								
Effort Expectance	0.40							
Facilitating Conditions	0.55	0.36						
Hedonic Motivation	0.51	0.35	0.44					
ICT Usage Habits	0.46	0.46	0.49	0.42				
Perceived Learning Opportunities	0.54	0.28	0.39	0.53	0.28			
Performance Expectancy	0.51	0.27	0.34	0.51	0.24	0.53		
Social Influences	0.57	0.40	0.56	0.40	0.38	0.37	0.40	

Furthermore is test reliability . In study this , test reliability Which done is with using composite reliability with the rule of thumb 0.7. refers to results test reliability , can concluded that whole construct own reliability Which Good Because fulfill the rule of thumbs 0.7. The results of the composite reliability test are presented in the table 4.

Table 4. Reliability Test Results

Construct	Composite reliability (rho_a)
Behavior Intention	0.858
Effort Expectance	0849
Facilitating Conditions	0.838

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Hedonic Motivation	0.927
ICT Usage Habits	0.907
Performance Expectancy	0.905
Perceived Learning Opportunities	0.929
Social Influences	0.835

Model Structural

Step First is the structural model test is with the multicollinearity test done eat VIF (Variance Inflation Factor) value . The more tall VIF value , then the more strong exists collinearity between variable exogenous the . Mark VIF Which recommended by Ghozali & Latin (2015, p.s. 77) is in lower 5.00. Results test multicollinearity can seen following this .

Table 5. Multicollinearity Test Results

Construct	VIF
Effort Expectance -> Behavior Intention	1908
Facilitating Condition -> Behavior Intention	2,507
Hedonic Motivation -> Behavior Intention	2,852
ICT Usage Habits -> Behavior Intention	2,198
Perceived Learning Opportunities -> Behavior Intention	2,539
Performance Expectancy -> Behavior Intention	2,472
Social Influences -> Behavior Intention	2,353

VIF values throughout variable under 5 , then can concluded that connection between variable exogenous very high , so there is multicollinearity. According to Ghozali & Latan (2015, 73), magnitude percentage variances explained with see mark R-square every variable endogenous. Variable Which accept arrow or explained by another variable in study This is behavior intention .

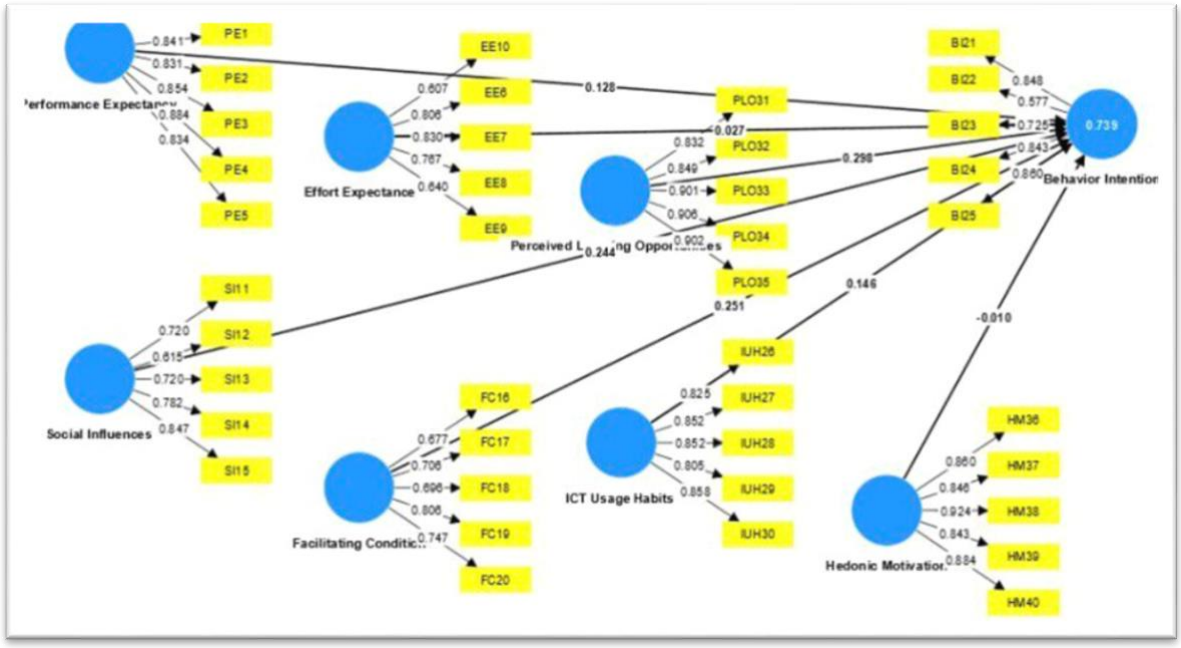

Figure 2. Test suitability Model

Based on the results of the model suitability test in Figure 2, can be stated that testing model fit is carried out with see R-Squares as strength prediction from the structural model in accordance with what was stated by Ghozali (2015, 78). Following mark The obtained R-square after results data processing with smartPLS program assistance as big 0.735 For construct behavior intention . Matter This interpreted that as big 70% from behavior intention has can explained by construct Performance Expectancy , Effort Expectance , Social Influences , Facilitating Conditions , ICT Usage Habits (IUH) , Perceived Learning Opportunities , Hedonic Motivation . While the remaining 30%. explained by construct or variable latent other .

Testing hypothesis done For show connection between variable studied latency . _ Testing hypothesis on method PLS-SEM done with see magnitude coefficient path .

Table 6. Coefficient Track

Track	hypothesis	Coefficient Track	Results
Effort Expectance →Behavior Intention	Ease level use a system has a positive effect on loyal attitude of teachers using learning media multimodality web based	0.027	supported
Facilitating Conditions →Behavior Intention	Trust to existing infrastructure _ support use technology influential positive to loyal attitude of teachers using learning media multimodality web based	0.17	supported
Hedonic Motivation →Behavior Intention	Motivation For pleasure No influential positive to loyal attitude of teachers using learning media multimodality web based	-0.010	No supported
ICT Usage Habits (IUH) →Behavior Intentions	Habit effective use of ICT positive to loyal attitude of teachers using learning media multimodality web based	0.10	supported
Perceived Learning Opportunities →Behavior Intention	Chance Study influential positive to loyal attitude of teachers using learning media multimodality web based	0.21	supported
Performance Expectancy →Behavior Intention	Trust level use system influential positive against loyal attitude of teachers using learning media multimodality web based	0.09	supported
Social Influences →Behavior Intention	Influence social influential positive to loyal attitude of teachers using learning media multimodality web based	0.17	supported

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In Table 5 can seen that construct *Perceived Learning Opportunities* is construct with *pathcoefficient* biggest (0.21) when compared to with *Performance Expectancy (0.09), Effort Expectance (0.027), Social Influences (0.17), Facilitating Conditions (0.17), ICT Usage Habits (IUH) (0.10).* this _ showing that *Perceived Learning Opportunities* give the biggest influence to loyal attitude of teachers using learning media multimodality web based comparison with *Performance Expectancy , Effort Expectance , Social Influences , Facilitating Conditions , ICT Usage Habits (IUH)* . Whereas construct *Hedonic Motivation* is least construct _ impact Because own mark *pathcoefficient* negative (-0.010) .

Discussion

1. Ease level use something system influential positive to loyal attitude of teachers using learning media multimodality web based

   Based on results testing hypothesis first , variable Ease level use something system influential positive to loyal attitude of teachers using learning media multimodality web based . Coefficient regression level convenience use something system influential positive to loyal attitude of teachers using learning media multimodality valuable web- based positive of 0.027, which has understanding that every increase mark average level convenience use something system as big 1 point will followed by increase the average value of the loyal attitude of teachers using learning media multimodality web- based by 0.027 points . hypothesis first , ie level convenience use something system influential positive to loyal attitude of teachers using learning media multimodality Web based supported in study this .

2. Trust to existing infrastructure _ support use technology influential positive to loyal attitude of teachers using learning media multimodality web based

   Based on results testing hypothesis first , variable Trust to existing infrastructure _ support use technology influential positive to loyal attitude of teachers using learning media multimodality web based . Coefficient regression trust to existing infrastructure _ support use technology influential positive to loyal attitude of teachers using learning media multimodality valuable web- based positive of 0.17, which has understanding that every increase mark average trust to existing infrastructure _ support use technology as big 1 point will followed by increase the average value of the loyal attitude of teachers using learning media multimodality web- based by 0.17 points . hypothesis first , ie level trust to existing

infrastructure _ support use technology influential positive to loyal attitude of teachers using learning media multimodality Web based supported in study this .

3. Motivation For pleasure No influential positive to loyal attitude of teachers using learning media multimodality web based

   Based on results testing hypothesis first , variable Motivation For pleasure No influential positive to loyal attitude of teachers using learning media multimodality web based . Coefficient regression motivation For pleasure No influential positive to loyal attitude of teachers using learning media multimodality valuable web- based negative of -0.010, which has understanding that every increase mark average motivation For pleasure as big 1 point will followed by decline the average value of the loyal attitude of teachers using learning media multimodality web- based by -0.010 points . hypothesis first , ie motivation For pleasure No influential positive to loyal attitude of teachers using learning media multimodality Web based supported in study this .

4. Habit effective use of ICT positive to loyal attitude of teachers using learning media multimodality web based

   Based on results testing hypothesis first , variable habit effective use of ICT positive to loyal attitude of teachers using learning media multimodality web based . Coefficient regression habit effective use of ICT positive to loyal attitude of teachers using learning media multimodality valuable web- based positive of 0.10, which has understanding that every increase mark average habit using ICT _ 1 point will followed by increase the average value of the loyal attitude of teachers using learning media multimodality web- based by 0.10 points . hypothesis first , ie habit effective use of ICT positive to loyal attitude of teachers using learning media multimodality Web based supported in study this .

5. Chance Study influential positive to loyal attitude of teachers using learning media multimodality web based

   Based on results testing hypothesis first , variable chance Study influential positive to loyal attitude of teachers using learning media multimodality web based . Coefficient regression chance Study influential positive to loyal attitude of teachers using learning media multimodality valuable web- based positive of 0.21, which has understanding that every increase mark average level trust use system as big 1 point will followed by increase the average value of the loyal attitude of teachers using learning media multimodality web- based by 0.21 points . hypothesis first , ie level trust use system influential positive to loyal attitude of teachers using learning media multimodality Web based supported in study this.

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6. Trust level use system influential positive to loyal attitude of teachers using learning media multimodality web based

   Based on results testing hypothesis first , variable level trust use system influential positive to loyal attitude of teachers using learning media multimodality web based . Coefficient regression level trust use system influential positive to loyal attitude of teachers using learning media multimodality valuable web- based positive of 0.09, which has understanding that every increase mark average level trust use system as big 1 point will followed by increase the average value of the loyal attitude of teachers using learning media multimodality web- based by 0.09 points . hypothesis first , ie level trust use system influential positive to loyal attitude of teachers using learning media multimodality Web based supported in study this .

7. Influence social influential positive to loyal attitude of teachers using learning media multimodality web based

   Based on results testing hypothesis first , variable influence social influential positive to loyal attitude of teachers using learning media multimodality web based . Coefficient regression influence social influential positive to loyal attitude of teachers using learning media multimodality valuable web- based positive of 0.17, which has understanding that every increase mark average influence social as big 1 point will followed by increase the average value of the loyal attitude of teachers using learning media multimodality web- based by 0.17 points . hypothesis first , ie influence social influential positive to loyal attitude of teachers using learning media multimodality Web based supported in study this .

CONCLUSION

Result of study This in a manner whole see influence Perceived Learning Opportunities , Performance Expectancy , Effort Expectance , Social Influences , Facilitating Conditions , and ICT Usage Habits (IUH) to Behavior Intention of elementary school teachers learning media users multimodality web- based in West Java . Conclusion Which obtained is exists acceptance learning media multimodality web- based among school teachers base in West Java . Perceived Learning Opportunities teachers get become attention process acceptance learning media multimodality web based , because matter This can influence Behavior Intention teachers in reach objective use of learning media web based . The more tall Perceived Learning Opportunities , teacher will the more made easy For implement use of learning media web- based in its class . Teachers who have High Perceived Learning Opportunities will with

itself own awareness For learning media destination web- based learning . Teachers are also expected Keep going learning and developing learning media web- based , so can serve material lesson using learning media web - based interesting and maximum maybe . Research results This No only can used party managerial Provincial Education Office West Java , as well District / city education offices in Java west For evaluate and improve the skills of teachers only , but Also can used for alternative learning media that carries theme present or follow development technology , so expected learning the more meaning and results impact positive for the world of education in West Jawa

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