

Evaluating the Effectiveness of a Vocational Information System Using the Technology Acceptance Model: A Case Study of LKP Karya Prima Kursus

Badratun Nafis¹, Supiyandi^{2*}

^{1,2}Faculty of Computational Science and Digital Intelligence, Information Technology, Universitas Pembangunan Panca Budi, Medan, Indonesia

Author's Email: ¹badratunnafis15@gmail.com, ^{2*}supiyandi@dosen.pancabudi.ac.id

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ABSTRACT (10 PT)

A well-prepared abstract enables the reader to quickly and accurately identify the document's basic content, determine its relevance to their interests, and decide whether to read the document in its entirety. The Abstract should be informative and self-explanatory, provide a clear statement of the problem, the proposed approach or solution, and highlight major findings and conclusions. The Abstract should be 100 to 200 words in length. The abstract should be written in the past tense. Standard nomenclature should be used, and abbreviations should be avoided. No literature should be cited. The keyword list allows adding keywords used by indexing and abstracting services, in addition to those already present in the title. Judicious use of keywords may make it easier for interested parties to locate our article (9 pt).

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Corresponding Author:

Supiyandi

Faculty of Computational Science and Digital Intelligence, Information Technology

Universitas Pembangunan Panca Budi

Medan, Indonesia

Email: supiyandi@dosen.pancabudi.ac.id

1. INTRODUCTION

The rapid digitalization of vocational training centers necessitates a robust framework to assess how administrative and pedagogical staff interact with institutional information systems. By evaluating user acceptance through the Technology Acceptance Model, this study seeks to bridge the gap between technological deployment and actual operational efficiency within non-formal educational settings (Harimato et al., 2025; Hidayat et al., 2025). Furthermore, understanding these psychological and behavioral drivers is essential for optimizing system design to meet the evolving demands of vocational skill acquisition. The Technology Acceptance Model serves as a primary analytical framework in this research, as it identifies perceived ease of use and perceived usefulness as the fundamental determinants of whether users adopt new information systems (Ahmad et al., 2023). By analyzing these core constructs, this research explores how such belief-based factors ultimately shape behavioral intentions and the actual integration of digital tools within LKP Karya Prima Kursus (Prasojo et al., 2020).

The integration of vocational information systems at LKP Karya Prima Kursus reflects a broader shift within the Indonesian educational landscape toward aligning training curricula with the requirements of an increasingly digital workforce (Yao Charles et al., 2025). This transformation emphasizes the critical role of digital literacy and system adaptability in enhancing both participant engagement and overall operational efficacy (Prihationo & Dirgantari, 2025). However, the successful adoption of these platforms relies heavily on the perceived utility and accessibility of the system, which serves as a critical indicator of long-term institutional sustainability (Hakiki et al., 2024). Previous empirical investigations within the Indonesian educational sector have consistently highlighted that factors such as performance expectancy and facilitating

conditions significantly influence the adoption trajectories of management information systems (Aulia, 2026).

Despite the increasing deployment of digital tools at LKP Karya Prima Kursus, there remains a lack of empirical evidence regarding how staff and students perceive the functionality of the current vocational information system. This absence of systematic assessment complicates efforts to enhance user engagement and system utility, thereby creating a significant knowledge gap regarding the specific barriers to effective technology integration in this vocational context (Mastiar et al., 2025). Consequently, there is an urgent need to examine how perceived ease of use and usefulness serve as primary precursors to behavioral intentions, allowing for the identification of potential design flaws that may hinder institutional workflow (Kodrat et al., 2024; Sesmiarni et al., 2024). By systematically evaluating these determinants, the study aims to provide actionable insights for refining the user interface and functionality of the vocational information system, thereby fostering an environment conducive to sustained adoption (Goyal et al., 2025; Marchewka & Kostiwa, 2014).

The primary objective of this research is to empirically determine how the constructs of perceived usefulness and perceived ease of use influence the behavioral intentions of LKP Karya Prima Kursus users toward the vocational information system (Sembiring et al., 2024). Additionally, this study seeks to investigate the extent to which digital literacy acts as a moderating variable in the relationship between these acceptance constructs and the actual usage of the system. Furthermore, this analysis acknowledges that standard TAM frameworks may require the inclusion of external variables to capture the nuanced complexities of IT adoption behavior within specific institutional environments (Lee et al., 2014). To this end, the study incorporates facilitating conditions as an additional determinant, recognizing that organizational support mechanisms often serve as necessary catalysts for translating positive user perceptions into sustained system interaction (Maita et al., 2022; Ricardianto et al., 2023).

2. LITERATURE REVIEW

This section establishes the theoretical foundations of the Technology Acceptance Model as a robust framework for conceptualizing the intricate psychological interactions between end-users and information technology (Mahbub et al., 2024; Zaid et al., 2024). By examining the interplay between perceived usefulness and perceived ease of use, the model provides a validated lens for understanding how cognitive attitudes toward system functionality dictate the trajectory of user acceptance (Sugiyono & Hidayah, 2024). Building upon this causal chain of beliefs, modern adaptations of the model frequently integrate external antecedents—such as digital and information literacy—to explain variances in how specific cohorts navigate complex technological environments (Nikou et al., 2022). These adaptations are particularly relevant given that the model relies on a causal chain of attitudes, beliefs, and intentions that directly correlate with actual software utilization (Wulansari et al., 2024). Moreover, current literature suggests that behavioral intention acts as a critical mediator between these cognitive perceptions and the eventual realization of system usage (Candra et al., 2020). Beyond these core cognitive constructs, recent empirical work emphasizes that facilitating conditions and organizational support are equally critical in bridging the gap between intention and long-term actual usage (Febrian et al., 2026; Yazi & Suharto, 2026).

2.1 Technology Acceptance Model

Despite its robust predictive utility, the traditional TAM has faced theoretical criticism for its assumed linearity and neglect of emotional, situational, and dynamic psychological factors that influence user behavior (Zhao et al., 2025). To address these limitations, scholars frequently augment the model with external variables such as social influence and technical infrastructure to better capture the environmental nuances of system adoption (Rafique et al., 2020; Wandira et al., 2024). For instance, the inclusion of facilitating conditions—defined as the availability of organizational and technical support structures—is essential to ensuring that users possess the necessary resources to interact with the system effectively (Bayaga & du Plessis, 2024), [34]. Such extensions reflect a broader transition toward the Unified Theory of Acceptance and Use of Technology, which integrates social influence and motivational constructs to provide a more holistic view of adoption behavior (Trenerry et al., 2021).

2.2 Vocational Information Systems

These specialized platforms serve as the digital backbone for technical training institutions, streamlining the management of learner progress, certification tracking, and records of skill acquisition. By integrating these systems, vocational providers can effectively bridge the administrative gap between curriculum delivery and industry-standard competency assessment, ensuring that data-driven insights inform both pedagogy and operational planning. Furthermore, the integration of these systems facilitates the systematic documentation of skill-based learning outcomes, which is essential for maintaining alignment with evolving workforce requirements (Mogaji et al., 2024). However, the efficacy of such digital infrastructures remains

heavily dependent on the users' perceptions of accessibility and pedagogical utility, which directly influence their propensity to incorporate these tools into daily administrative and instructional workflows (Primartadi et al., 2026). Such systemic effectiveness is further amplified when institutions actively champion these tools, as organizational support is a critical determinant of faculty and staff willingness to adopt new digital platforms (Al-Hattami, 2024).

3. RESEARCH METHOD

This study employs a quantitative research design, utilizing a cross-sectional survey approach to collect empirical data from instructors and administrative staff at LKP Karya Prima Kursus. Participants are tasked with completing a validated instrument that measures their perceptions of the system based on TAM-derived constructs, as well as assessments of their perceived organizational support. Data collection follows a structured, multi-stage protocol to ensure that the gathered responses accurately capture the nuanced interplay between individual cognitive beliefs and the institutional environment.

3.1 Data Collection Methods

The survey instrument comprises a series of Likert-scale items designed to quantify variables including perceived usefulness, perceived ease of use, and behavioral intention, supplemented by specific scales measuring the availability of technical infrastructure and support, ensuring that respondents can evaluate both the functional utility and the level of administrative policy backing they receive. This methodological approach aligns with recent trends in vocational education research, which emphasize the necessity of assessing the nexus between digital competency and the structural support provided by the institution to validate the efficacy of system implementation (Antonietti et al., 2022; Mulyanti et al., 2024). Consequently, this research methodology facilitates a granular analysis of how specific organizational facilitating conditions—such as technical training and management support—moderate the relationship between technological acceptance and the actualization of digital proficiency among LKP Karya Prima Kursus personnel (Regassa & Desissa, 2025).

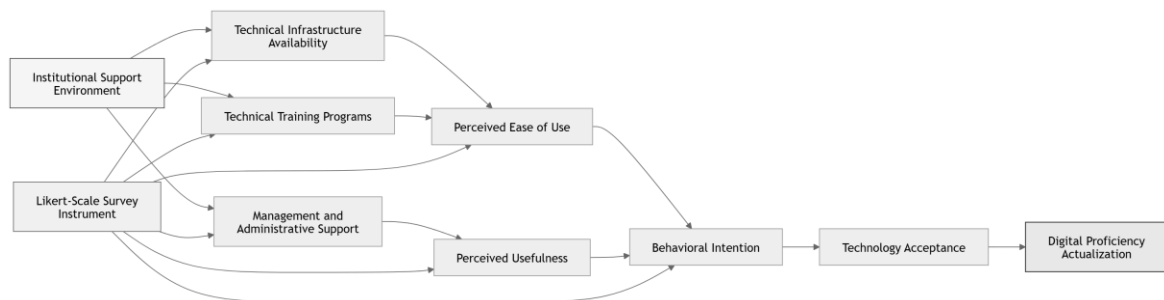


Figure 1. Research Framework and Process of Digital Competency Assessment in Vocational Education Institutions

Explanation of the Research Process Stages

1. Identification of Institutional Facilitating Conditions. The study begins by examining organizational support factors, including the availability of technical infrastructure, management support, and technical training opportunities provided by the institution.
2. Development of Survey Instrument. A structured questionnaire with Likert-scale items is developed to measure key variables, including perceived usefulness, perceived ease of use, behavioral intention, and institutional support.
3. Measurement of Technology Acceptance Variables. Respondents evaluate how useful and easy to use the digital systems are within the vocational education environment. These perceptions influence their behavioral intention to adopt technology.
4. Assessment of Organizational Moderating Factors. The research analyzes how institutional support mechanisms—such as training and administrative backing—strengthen or weaken the relationship between technology acceptance and the development of digital competency.
5. Evaluation of Digital Proficiency Actualization. The final stage investigates whether positive technology acceptance, supported by adequate institutional conditions, leads to the actual implementation and enhancement of digital proficiency among personnel at LKP Karya Prima Kursus.
6. Data Analysis and Interpretation. Quantitative data collected from respondents are analyzed to determine the interaction between acceptance factors and facilitating conditions, enabling a detailed understanding of digital competency development in vocational education institutions.

3.2 Research Instrument Design

The survey instrument was developed using a 5-point Likert scale to measure faculty and staff perceptions, drawing from established scales that evaluate technological efficacy and system utility. To ensure construct validity and content reliability, items assessing perceived usefulness and ease of use were adapted from established frameworks, while variables concerning management support were operationalized using refined statements drawn from prior behavioral technology research [49]. Following this developmental phase, the instrument underwent expert validation and a pilot study to confirm that item clarity and internal consistency remained robust.

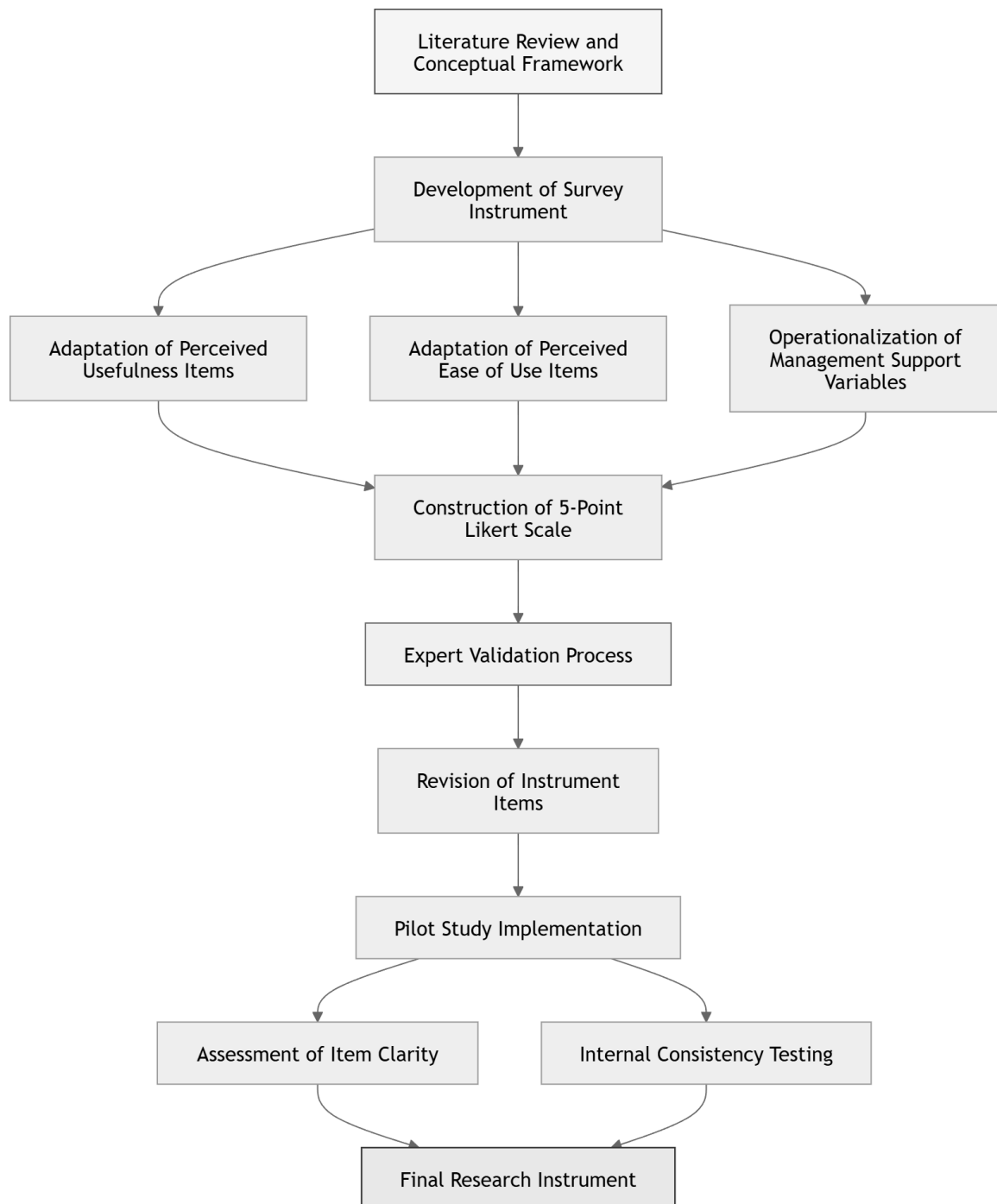


Figure 2. Instrument Development and Validation Process for Technology Acceptance Research

The research process began with a literature review of technology acceptance and behavioral technology frameworks, followed by the development of a 5-point Likert-scale survey instrument to measure

faculty and staff perceptions of technology utilization. Measurement items related to perceived usefulness, perceived ease of use, and management support were adapted from validated prior studies and integrated into a structured questionnaire to ensure consistency and analytical relevance. The instrument was then evaluated through expert validation to assess content relevance, construct validity, and wording clarity, after which revisions were made based on the feedback. Subsequently, a pilot study was conducted to assess item clarity and internal consistency, and the finalized instrument was prepared for full-scale data collection in the main research phase.

3.3 Participants and Sampling

The study targets a census sample of all active instructors and administrative personnel at LKP Karya Prima Kursus to ensure a comprehensive overview of system adoption across the entire institutional hierarchy. This inclusive sampling strategy mitigates selection bias while ensuring that the data set reflects diverse perspectives regarding technical infrastructure and operational governance within the organization. This census approach facilitates robust path analysis, enabling evaluation of structural models to determine the coefficient of determination and the predictive relevance of the identified acceptance factors.

3.4 Data Analysis

The empirical data collected will be processed using Partial Least Squares Structural Equation Modeling, a method specifically chosen for its efficacy in validating complex theoretical structures and predicting adoption behavior. This statistical approach is particularly well-suited for evaluating latent constructs and their causal relationships within smaller sample sizes, as it minimizes measurement errors and provides a reliable framework for assessing multivariate assumptions.



Figure 3. PLS-SEM Data Analysis Process for Technology Adoption Research

The research process begins with collecting empirical data using a validated survey instrument to measure technology acceptance and organizational support variables. The data collected are then prepared, cleaned, and screened to minimize inconsistencies and measurement errors before being analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). This approach is applied to evaluate the measurement model through validity and reliability testing, ensuring that the latent constructs accurately represent the theoretical framework. Subsequently, the structural model is analyzed to examine causal relationships, predictive capabilities, and the influence of technology acceptance on adoption behavior within the institutional context. Finally, the PLS-SEM results are interpreted to identify significant relationships and moderating effects, leading to conclusions regarding the role of organizational support and technological adoption in enhancing digital competency.

3.5 Measurement Model Validation

The validation process initiates with an assessment of convergent and discriminant validity to confirm that the observed indicators accurately reflect their corresponding latent variables. Internal consistency is subsequently evaluated through composite reliability and Cronbach's alpha coefficients to ensure the instrument's stability across the study population. Thresholds for these indicators will be strictly enforced, ensuring all constructs meet the standard criteria of 0.70 to guarantee the reliability of the measurement model.



Figure 4. Measurement Model Validation Process in PLS-SEM Analysis

The validation process begins by assessing convergent and discriminant validity to ensure that the observed indicators accurately represent their respective latent variables and remain distinct from other constructs within the model. After confirming construct validity, internal consistency reliability is evaluated using composite reliability and Cronbach's alpha coefficients to determine the stability and consistency of the measurement instrument across the study population. A standard threshold of 0.70 is applied to all reliability indicators to ensure that each construct meets accepted measurement criteria. The results of these evaluations

are then used to confirm the adequacy and reliability of the overall measurement model before proceeding to further structural analysis in the PLS-SEM framework.

3.6 Structural Model Evaluation

The evaluation proceeds by examining the path coefficients to determine the strength and direction of hypothesized relationships between variables, such as the impact of perceived ease of use on behavioral intention. Furthermore, this stage involves assessing the coefficient of determination (R^2) to gauge the model's predictive power regarding user acceptance and systemic integration.

4. RESULTS AND DISCUSSION

This section presents a comprehensive synthesis of the empirical findings, detailing the statistical performance of the proposed model in relation to the latent constructs derived from the Technology Acceptance Model. The structural analysis further elucidates the significance of organizational support as a moderating factor, providing empirical evidence for the pathways through which institutional backing bolsters technology adoption. Additionally, the study applies the Heterotrait-Monotrait ratio to rigorously test discriminant validity, ensuring that the theoretical distinctions between technology acceptance constructs remain empirically sound. By using structural equation modeling, this study simultaneously assesses the interdependencies among these constructs to validate the theoretical assumptions underpinning the adoption of the vocational information system. These findings are further substantiated by assessing the average variance extracted and composite reliability scores, which collectively confirm that the measurement model exhibits sufficient convergent validity to support the hypothesized structural relationships.

4.1. System Effectiveness Findings

The empirical assessment reveals that perceived usefulness significantly drives behavioral intention, suggesting that instructors prioritize functional gains when interacting with the vocational information system. Furthermore, the data indicate that institutional facilitating conditions serve as a critical catalyst, as evidenced by the high loading values of management support indicators, which corroborate the necessity of administrative infrastructure for successful technology integration. Conversely, the analysis indicates that perceived ease of use does not have a statistically significant effect on behavioral intention, suggesting that the system's utilitarian value outweighs its interface complexity in the context of vocational training.

4.2. User Acceptance Factors

The findings highlight that while system functionality and interactivity are instrumental in fostering positive perceptions, internal self-efficacy remains a primary driver of sustained technology adoption. This correlation reinforces the premise that users with higher self-efficacy report more frequent engagement with digital tools, thereby bridging the gap between mere behavioral intention and long-term systemic integration. Furthermore, the presence of strong subjective norms suggests that support from peers and the broader educational community plays an essential role in legitimizing the use of the vocational system.

5. CONCLUSION

The findings underscore that institutional leaders must prioritize targeted training and structural support to bridge the gap between initial behavioral intentions and actual usage. This includes investing in robust technical infrastructure and fostering a supportive organizational culture that champions continuous professional development in technology use. Moreover, educational stakeholders should leverage these insights to optimize the alignment between vocational curriculum objectives and the functional utility provided by digital platforms, thereby ensuring long-term system sustainability. This study extends the Technology Acceptance Model by integrating self-efficacy and institutional facilitating conditions as primary antecedents to system adoption in vocational settings. By demonstrating that internal motivation and systemic support operate as critical mediators of user satisfaction, this research clarifies the nuanced role of perceived efficacy within vocational learning environments. This integration confirms that vocational learners exhibit increased proactive engagement when intrinsic motivational factors are reinforced by reliable technological infrastructure. Administrators should implement structured training programs designed to enhance learners' self-efficacy, as these initiatives are critical to fostering user satisfaction and ensuring the sustained adoption of digital learning environments. Furthermore, management should focus on streamlining the system interface to minimize cognitive load, as addressing usability concerns can further mitigate potential barriers to widespread platform utilization. Moreover, administrators should cultivate a collaborative ecosystem by providing ongoing workshops for instructors, which has been shown to broaden pedagogical knowledge regarding the effective implementation of digital tools.

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