Acceptance of the Use of Social Media on the Application of Blended Learning in Higher Education in Indonesia

Fahmi Yusuf[1], Aang Subiyakto[2] and Titik Khawa[3]

[1]*Information System, Universitas kuningan, West Jawa, Indonesia*
[2]*Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia*
[3]*Asie e University Selangor, Malaysia*

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Abstract: This study presents the development of a technology acceptance model in the context of the use of social media in the application of blended learning which is used to measure the acceptance of the use of social media in the application of blended learning in universities theoretically. As shown by many Information Systems studies, most Information Systems models were developed by adopting, combining, and adapting the previous models. The researcher developed a model based on the Input-Process-Output logic (IPO Model) and then compared, combined, and adapted it with the technology readiness model, the technology acceptance model, the information literacy variable, the truth perception variable, and the belief perception. The developed model is composed of 12 variables, 57 indicators, and 31 paths between variables.

1 INTRODUCTION

Indonesian education has now entered the 4.0 era since 2012, where in this era development and transformation towards digital are being carried out to create convenience and comfort (Adiningsih, 2019) in learning and teaching activities, which is marked by the development of internet use (Hamidi et al., 2021), (Nastiti and Ni'mal'Abdu, 2020). The internet coupled with the use of information and communication technology (ICT) has been used as a digital learning medium that allows the learning and teaching process to be carried out anywhere, not limited to location, and without the need for face-to-face meetings.

The Minister of Research, Technology and Higher Education (Ristekdikti), Muhammad Nasir in his 2018 statement (Hamidi et al., 2021) encouraged universities to start implementing online distance lectures by applying the blended learning method, namely an instructional approach that combines online learning and face-to-face learning (Park and Society, 2009), (Anthony, 2020). This is by the Regulation of the Minister of Education and Culture (Permendikbud) number 24 of 2012 which is related to the implementation of distance education in universities (Pradana et al., 2015). In addition, the blended learning method also needs to be applied due to the coronavirus (COVID-19) pandemic that has occurred in

the past 2 years around the world, where governments around the world make policies to study and work from home as a form of preventing the spread of the virus. So that the use of blended learning is deemed appropriate to be applied in learning and teaching activities in current conditions which can optimize the integration of oral communication such as face-to-face learning in class and written communication through online learning (Usman, 2018), (Garrison and Vaughan, 2008). Research (Sobaih et al., 2016) shows that online learning tools have great value for achieving academic goals are social media, but in practice their actual use by universities/faculty is at a minimal level. So it is not known for sure what the general acceptance of its use by universities is.

Therefore, it is necessary to develop a new acceptance model to be used in measuring the readiness to use social media for the application of blended learning in universities by adopting, combining, and adapting from the previous model. Where the development of this model is carried out to explore new opportunities from increasing readiness to use social media for the application of blended learning in higher education. This is according to studies (Subiyakto, 0 08), (Nguyen et al., 2015), (Subiyakto and Ahlan, 2013), (Sani et al., 2020) which showed that information systems performance studies need to be carried out continuously to improve the performance of abutments

and the benefits promised from their implementation.

From the results of the research that will be carried out and have been mentioned, there will be two questions given to guide and explore the implementation of this research, namely:

1. How to understand the relationship between the acceptance construct of using social media in the application of blended learning?

2. How to build a technology readiness model in the context of implementing blended learning using social media?

This paper is arranged into five parts. First, the introduction, then followed by a review of the literature, research methods, results, and discussions, and ends with a conclusion.

2 LITERATURE REVIEW

Research (Park and Society, 2009), (Anthony, 2020), (Graham, 2006) explains the application of blended learning which usually involves face-to-face activities and online learning delivery methods, where students attend face-to-face classes directed by lecturers by utilizing computer technology to create the implementation of blended learning in gaining experience and also promotes student learning success and engagement (Moskal et al., 2013), (Baragash et al., 2018). In addition (Graham, 2013) also projects that blended learning will be a new learning model that uses different media resources to strengthen interactions between students.

One of the conveniences offered by utilizing ICT and the internet for learning activities is social media, which is a digital platform that provides a means of communication that is not influenced by distance, providing opportunities for users to easily share information, files, images, videos, send messages, and perform activities. conversations in real-time. Wrealtimely Facebook, Twitter, YouTube, Instagram, and others are favorite social media, social media application services are also increasing from time to time including WhatsApp, teWhatsApptiktok, and TikTokts are the most widely used (Devi et al., 2019). In addition, currently, social media has also played a large role and can influence decision-making, one of which is in the field of education (Devi et al., 2019), (Pujiono, 2021).

Research (Ramadani and Wedi, 2019) shows that the readiness of lecturers and students affects the implementation of blended learning, and the lack of user readiness is a significant obstacle to the acceptance of a new information system. Parasuraman and Colby

claim that further research on technology readiness is needed to conclude technology availability, where technology readiness is a description of the mental motivators and barriers that collectively determine a person's propensity to use new technology (Parasuraman, 2000).

In addition, the expertise that is considered important to support the application of blended learning is information literacy (Khan and Technology, 2019). Information literacy is defined as the level of information literacy as measured by its ability to search, share, verify, and understand information, so information literacy affects the habits of lecturers and students in sharing information on social media on the application of blended learning. To support the level of truth and trust in the information received in blended learning activities, perceived validity and perceived trust are needed, which is the level of confidence and individual trust in the information received is correct (Eddy et al., 2012), (Irhashon and Muslimin, 2018). A study conducted (Irhashon and Muslimin, 2018) stated that perceived validity and perceived trust can affect the acceptance of the use of technology in this case the use of social media in the application of blended learning.

Dillon and Morris (1996) defines user acceptance as the willingness of a group of users to use information technology to support their work. The technology acceptance model (Davis, 1989) is the most frequently used model that describes how users accept and use a particular technology as well as its influence on understanding information technology which is widely known (Venkatesh and Davis, 2000), (Venkatesh and Morris, 2000), (Venkatesh et al., 2003) and has received strong empirical support in the literature originally developed (Davis, 1989), (Padilla-Meléndez et al., 2013). The technology acceptance model assumes that technology acceptance is determined by the intention to use the system, which is influenced by perceived usefulness, ease of use, and attitudes toward using the system. However, perceived usefulness and ease of use are major factors in the acceptance of effective technology. Furthermore, the technology acceptance model was improved and other relevant variables were added, whereas the technology readiness model 2 (Venkatesh and Davis, 2000) incorporates additional theoretical constructs, including social influence processes and cognitive instrumental processes (Padilla-Meléndez et al., 2013).

Research (Subiyakto and Ahlan, 2013) developed a framework using systematic, managerial, targeted, and environmental dimensions to understand the environment (ICT) so that it can be used as a reference

for understanding project success, in this case, related to the acceptance of the use of technology.

Therefore, this study is aimed at developing a model of acceptance of the use of social media for the application of blended learning that refers to the framework (Subiyakto and Ahlan, 2014), this model was developed by adopting the IPO model (Davis and Yen, 1998) and then comparing, adopting, adapting, and combining.

3 RESEARCH METHODS

Procedurally, this model is built in four stages (Figure 1). First, the preliminary study (1) is carried out by conducting initial preparations, namely reviewing various literature studies that are closely related to the acceptance of the use of social media in the application of blended learning to the development of a theoretical framework. In the second stage, the researcher developed a model (2) by adopting the concepts, theories, and models from the study, then combining and adapting them in the context of accepting the use of social media for the application of blended learning.
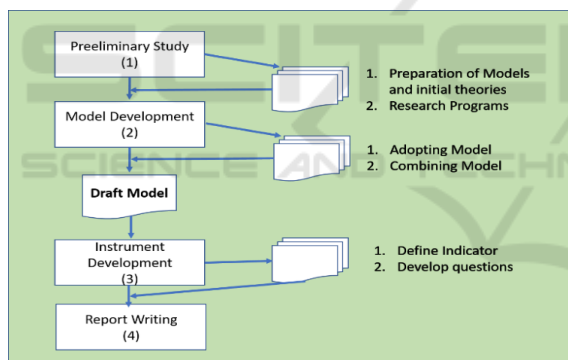

Figure 1: Research Procedure.

In the third stage, from the results of the model development, instrument development (3) was carried out by identifying related indicators and making research instruments. Finally, the fourth stage is writing a research report (4) of the research findings.

4 RESULTS AND DISCUSSION

The development of this model was proposed based on the findings and suggestions of previous studies (Table 1) where previous researchers (Subiyakto and Ahlan, 2014), (Anfara and Mertz, 2014), (Sani and Wiliani, 2019), (Beloit and Gauvreau, 2004) tended to develop practical IS research models using previous

models rather than based on empirical studies. This model was developed by adopting the concepts, theories, and models from the research (Parasuraman and Colby, 2015) to be further combined and adapted in the context of accepting the use of social media for the application of blended learning at private universities in West Java, Indonesia.

Table 1: List of Concepts, Theories, and Models of the Framework used.

Model Concept/Theory	Reference
Theory of information processes	(Subiyakto and Ahlan, 2014), (Davis and Yen, 1998)
Technology readiness model	(Subiyakto, 0 08), (Parasuraman and Colby, 2015)
Technological acceptance model	(Davis, 1989), (Venkatesh and Davis, 2000)
Theory of perception of truth and belief	(Eddy et al., 2012), (Irhashon and Muslimin, 2018)
The concept of the project environment	(Howsawi et al., 2011), (Lim and Mohamed, 1999) (McLeod and MacDonell, 2011), (McLeod and MacDonell, 2012),
Theory of informational	(Khan and Technology, 2019)
Process and causal models on development models	(Eddy et al., 2012), (Subiyakto and Ahlan, 2014), (Sani and Wiliani, 2019), (Kellogg, 2004), (Petter and McLean, 2008), (Judge and Müller, 2005),

Based on information processing theory (Subiyakto and Ahlan, 2014), (Davis and Yen, 1998) the model was developed using the IPO logic computer logic model as the basis for the modeling design, which is still used by many researchers in their research in the field of Information and Communication Technology (ICT) to measure the quality of a system. Where the IPO model is used to describe the systematic concept of a system that is expected to make it easier for stakeholders who do not understand technical work to understand. The IPO model can describe the phenomenon of modeling integration readiness through three dimensions, namely the dimensions of input (input), process (process), and output (output).
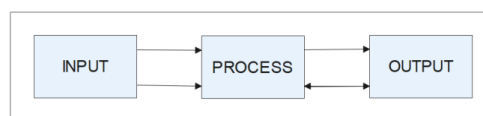

Figure 2: IPO Logic (Davis and Yen, 1998).

In general, the design model was developed by adopting, combining, and adapting the technology readiness model (Parasuraman and Colby, 2015), the technology acceptance model (Davis, 1989), (Venkatesh and Davis, 2000), the information literacy variable (Khan and Technology, 2019), the truth perception variable, and the trust perception variable (Eddy et al., 2012), (Irhashon and Muslimin, 2018). The stages, namely:

1. The researcher compared the IPO model (Davis and Yen, 1998) with the technology acceptance model (Davis, 1989), (Venkatesh and Davis, 2000), and it was found that the process model and clauses in the technology acceptance model have not been able to meet the completeness of the IPO model. Where the technology acceptance model only fulfills the process and output dimensions, so it is necessary to combine theories and models to meet the input dimensions;

2. To fulfill the input dimension, the researcher adopted the technology readiness model (Parasuraman and Colby, 2015) and added an information literacy variable to measure the ability to search, understand, and disseminate information. However, this ability can affect a person's perception of truth and belief in information so researchers need to add variables of perception of truth and belief that are included in the process dimension;

3. The adoption process, namely:

   a. Adopt 4 (four) dimensions of the technology readiness structure and TRI 1.0 (Parasuraman and Colby, 2015) as a variable, namely optimism, innovation (innovativeness), discomfort (discomfort), and insecurity (insecurity).
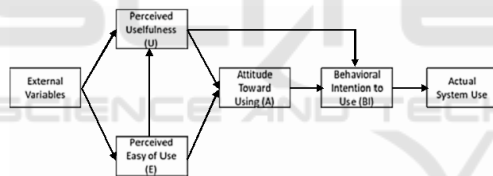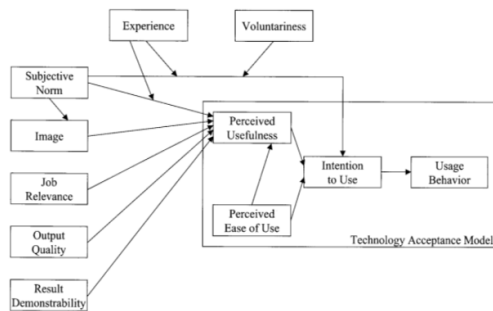

Figure 3: TAM Model (Davis, 1989).

Figure 4: Model TAM 2 (Venkatesh and Davis, 2000).

   b. Comparing the technology acceptance model (Davis, 1989), (Venkatesh and Davis, 2000) then adopting 5 (five) variables, namely perceived usefulness, perceived ease of use (perceived easy to use), intention to use (intention to use), usage behavior (usage behavior), and actual use.

   c. Adopting information literacy variables (Khan and Technology, 2019) and perceived validity and perceived trust variables (Eddy et al., 2012), (Irhashon and Muslimin, 2018).

4. The integration process of modeling can also be influenced by environmental entities (Howsawi et al., 2011), (Lim and Mohamed, 1999) where the name is adapted to the research discussion, in this case, the acceptance of the use of social media for the application of blended learning;

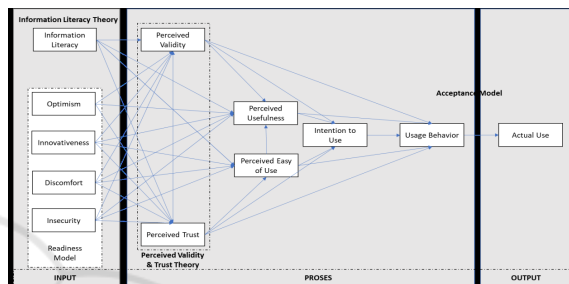5. Models are developed and combined according to the previously mentioned theory. (Figure 5).

Figure 5: Proposed Model of Acceptance of the Use of Social Media on the Implementation of Blended Learning.

Table 2: Definition of Model Variables (Khan and Technology, 2019), (Eddy et al., 2012), (Irhashon and Muslimin, 2018), (Venkatesh and Davis, 2000), (Parasuraman and Colby, 2015), (Subiyakto et al., 2017).

Variable	Definition
Information literacy (INL)	A person's ability to search for, understand, share, and verify.
Optimism (OPT)	A positive view of the use of blended learning social media and the belief that its use offers people increased control, flexibility, and efficiency in their lives.
Innovativeness (INV)	The tendency to be technology pioneers and thought leaders where users can see that blended learning social media is an advanced level a system.
Discomfort (DCF)	The extent to which an organization has perceptions related to the lack of control over social media blended learning and feelings of discomfort in its use.
Insecurity (ISC)	Distrust in the use of blended learning social media stems from skepticism about its ability to work well and concern about its potentially harmful consequences.
Perceived validity (PCV)	Related to whether the output of a process represents an explanation of its source. In the context of the quality of the information in blended learning social media, whether the information comes from an accountable source.
Perceived trust (PCT)	Related to the level of confidence in something or someone who demonstrates aspects of honesty and reliability.
Perceived usefulness (PCU)	Explains the extent to which blended social media learning can be useful.
Perceived ease to use (PEU)	Explains the extent to which social media blended learning is easy to use.
Intention to use (ITU)	Explains the level of desire of blended learning social media users in using it and suggests to other users to use it

After developing the model, the researcher identified the indicators associated with these variables (Table 3).

Variable	Definition
Usage behavior (UBV)	The extent of a person's assessment and comfort with the use of blended learning social media
Actual use (ACU)	The extent of a person's actual use of social media blended learning

Table 3: List of Indicators (Khan and Technology, 2019), (Eddy et al., 2012), (Irhashon and Muslimin, 2018), (Davis, 1989), (Venkatesh and Davis, 2000), (Parasuraman and Colby, 2015), (Subiyakto et al., 2017), (Durodolu and Practice, 2016), (Koltay and society, 2011), (Aisy, 2021), (Rachman, 2019), (Mokhtar and Foo, 2004), (Goode and Johansen, 2012).

#	Indikator	Definisi
INL1	Information seeking	The ability of individuals to search for information on social media for the implementation of blended learning.
INL2	Information verification	The ability of individuals to verify information on social media for the implementation of blended learning.
INL3	Information Sharing	The ability of individuals to disseminate information on social media for the implementation of blended learning.
INL4	Digital literacy	The ability of individuals to use digital media in finding information for the implementation of blended learning.
INL5	Media literacy	The ability of individuals to receive, understand and analyze information on social media for the implementation of blended learning.
OPT1	Easiness	The extent to which the ability to use social media can provide freedom from constraints, difficulties, and problems for the implementation of blended learning.
OPT2	Connectivity	The extent to which the ability to use social media is successfully connected with other systems for the implementation of blended learning.
OPT3	Efficiency	The extent to which the achievement of the use of social media can produce output according to the resources needed to achieve this output for the implementation of blended learning.
OPT4	Effectiveness	The extent to which the ability to use social media can achieve the purpose of its use for the implementation of blended learning.
OPT5	Productivity	The extent to which the use of social media supports can produce outputs by the resources needed to produce these outputs for the implementation of blended learning.
INV1	Problem-solving	The extent to which support the use of social media can find solutions to problems in the implementation of blended learning.
INV2	Independence	The extent to which the ability to use social media can support its users to be free from control or influence in the implementation of blended learning.
INV3	Challenge	The extent to which social media use support is successful in addressing or achieving something in a difficult situation or problem for the implementation of blended learning.
INV4	Stimulation	The extent to which support for the use of social media can encourage something to happen, develop, or increase the implementation of blended learning.
INV5	Competitiveness	The extent to which the ability to use social media can support users to be more successful than their competitors in the implementation of blended learning.
DCF1	Complexity	The extent to which social media features are confusing or difficult to understand in the implementation of blended learning.
DCF2	Difficulty	The extent to which social media conditions cannot be operated easily in the implementation of blended learning.
DCF3	Dependence	The extent to which social media conditions require other parties to operate it in the implementation of blended learning.
DCF4	Lack of support	The extent to which social media does not have or is not have enough support for its operations in the implementation of blended learning.

#	Indikator	Definisi
DCF5	Inappropriateness	The extent to which the state of social media is inappropriate to use in the implementation of blended learning.
ISC1	Failure	The extent of the possibility of unpleasant or harmful use of social media in the implementation of blended learning.
ISC2	Threat	The extent to which the situation of using social media can cause harm in the implementation of blended learning.
ISC3	Reducing Interaction	The extent to which the application of social media in the implementation of blended learning can make human interactions less in size, number, and importance.
ISC4	Distraction	The extent to which the use of social media in the implementation of blended learning gets attention and prevents people from concentrating on something else.
ISC5	Incredility	The extent to which the use of social media in the implementation of blended learning is doubtful.
PCV1	Accuracy	The extent to which social media displays information accurately for the implementation of blended learning.
PCV2	Consistency	The extent to which social media displays information consistently for the implementation of blended learning.
PCV3	Easy to describe	The extent to which social media explains information in detail easily in the implementation of blended learning.
PCV4	Psychometric	The extent to which social media can display information from theoretical aspects in the implementation of blended learning.
PCV5	Retrievable	The extent to which information in social media in the implementation of blended learning can be traced to the source of reference.
PCT1	Clarity	The extent to which information in social media in the implementation of blended learning can display the source of reference.
PCT2	Integrity	The extent to which information in social media in the implementation of blended learning can display aspects of the integrity of the reference source.
PCT3	Systematization	The extent to which information in social media on the implementation of blended learning can be displayed systematically.
PCT4	Openness	The extent to which information in social media in the implementation of blended learning can display the transparency aspect of the reference source.
PCT5	Coherence	The extent to which information in social media on the implementation of blended learning can be displayed logically and thoroughly.
PCT6	Data Sufficient	The extent to which information in social media on the implementation of blended learning can be displayed with sufficient data.
PCU1	Work more quickly	The extent to which the use of social media can carry out blended learning faster.
PCU2	Improve job performance	The extent to which the use of social media can improve the performance of blended learning implementation.
PCU3	Increase productivity	The extent to which the use of social media can increase the productivity of blended learning implementation.
PCU4	Effectiveness	The extent to which the use of social media can save time in implementing blended learning.
PCU5	Make job easier	The extent to which the use of social media can facilitate the implementation of blended learning.
PCU6	Useful	The extent to which the use of social media can be useful for the implementation of blended learning.
PEU1	Easy to learn	The extent to which the use of social media for the implementation of blended learning is easy to learn.
PEU2	Controllable	The extent to which the use of social media for the implementation of blended learning can be regulated safely or limited.
PEU3	Clear and understandable	The extent to which the use of social media for the implementation of blended learning has clarity and is understandable.

The indicators that have been identified are then translated into the form of research instruments, by making statements that are used as measurement tools. So that it will provide a more detailed understanding in revealing the characteristics, namely how to measure the success rate of ICT management among Islamic boarding school-based PTKIS (Table 4).

#	Indikator	Definisi
PEU4	Flexible	The extent to which the use of social media for the implementation of blended learning is easily modified to respond to changing circumstances.
PEU5	Easy to become skillful	The extent to which the use of social media can add skills to users in the implementation of blended learning.
PEU6	Easy to use	The extent to which social media in the implementation of blended learning is easy to use.
ITU1	Intend to use it in the future	The extent of the desire to use social media to carry out blended learning in the future.
ITU2	Use regularly	The extent of the desire to use social media to carry out intensive blended learning.
ITU3	Recommend others to use	The extent of the user's desire to recommend the use of social media for the implementation of blended learning to other users.
UBV1	Bad/good idea	The extent to which users can judge their good/bad in using social media for implementing blended learning.
UBV2	Foolish/wise idea	The extent to which users can judge whether or not they are wise in using social media for implementing blended learning.
UBV3	Dislike/like	The extent to which users can judge their dislikes/likes in using social media for implementing blended learning.
UBV4	Unpleasant/pleasant	The extent to which users can judge his/her unpleasantness in the use of social media for the implementation of blended learning.
ACU1	Frequency of usage	The extent of the frequency of use of social media for the implementation of blended learning.
ACU2	Duration of use	The extent of the duration of the use of social media for the implementation of blended learning.

5 CONCLUSION

This research conducts new development and understanding related to the acceptance of the use of social media to the application of blended learning, where the model is developed by adopting the IPO model and then comparing, and combining the technology readiness model, technology acceptance model, information flexibility variables, truth perception variables, and trust perception, then adapted into a model acceptance of the use of social media to the application of blended learning. The model consists of 12 variables, 57 indicators, and 31 paths between its variables.

In addition, the development of this model can theoretically contribute to measuring social media acceptance towards the application of blended learning in higher education and as a reference for the development of further acceptance models. However, the assumptions used in model development, research methods, and the authors' understanding may be limitations of the study. But these limitations can be discussed for further research.

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Table 4: List of Statements on the Research Questionnaire.

Statement on the questionnaire	
INL1	I am looking for information on social media for blended learning.
INL2	I verified the information I got on social media for blended learning.
INL3	I spread information on social media for blended learning.
INL4	I was able to find the information I needed on social media for blended learning.
INL5	I can understand the information obtained on social media for blended learning.
OPT1	Blended learning with social media is free from obstacles, difficulties, and problems.
OPT2	Blended learning with social media can be easily connected to other systems/applications.
OPT3	Blended learning with social media is more efficient.
OPT4	Blended learning with social media is more effective.
OPT5	Blended learning with social media is more productive.
INV1	Blended learning with social media is a solution for me.
INV2	Blended learning with social media helped me be free from control and influence.
INV3	Blended learning with social media supports me to learn even in difficult situations/ conditions.
INV4	Blended learning with social media stimulates/encourages me to keep learning.
INV5	Blended learning with social media supports me to be more successful than other people who don't use social media.
DCF1	Blended learning with social media is confusing and elusive.
DCF2	Blended learning with social media is not easy to use.
DCF3	Blended learning with social media is not free to use.
DCF4	Blended learning with social media does not receive full support in the implementation.
DCF5	Blended learning with social media is not the learning method.
ISC1	Blended learning with social media is not successfully carried out according to the learning method.
ISC2	Blended learning with social media can cause harm.
ISC3	Blended learning with social media makes me less associated with others.
ISC4	Blended learning with social media keeps me from focusing on other things that are also important.
ISC5	Blended learning with social media is dubious to do.
PCV1	Blended learning with social media is displayed accurately.
PCV2	Blended learning with social media is displayed consistently.
PCV3	Blended learning with social media is easy to explain.
PCV4	Blended learning with social media displays its theoretical aspects.
PCV5	Blended learning with social media can be traced to the reference source.
PCT1	Blended learning with social media is displayed.
PCT2	Blended learning with social media displays the wholeness aspect of the reference source.
PCT3	Blended learning with social media is displayed systematically.
PCT4	Blended learning with social media displays the transparency aspect of the source of the reference.
PCT5	Blended learning with social media is displayed logically and thoroughly.
PCT6	Blended learning with social media is displayed with sufficient data.
PCU1	Blended learning with social media can get my work done faster.
PCU2	Blended learning with social media can improve my performance.
PCU3	Blended learning with social media can increase my productivity.
PCU4	Blended learning with social media can improve my effectiveness.
PCU5	Blended learning with social media can make my job easier.
PCU6	Blended learning with social media is useful for my work.
PEU1	I easily do blended learning with social media.
PEU2	I easily get what I need in blended learning by using social media.
PEU3	I can clearly understand blended learning with social media.
PEU4	I feel blended learning with social media can be used flexibly.
PEU5	I feel like I'm becoming skilled when learning blended learning with social media.
PEU6	I find blended learning with social media easy to use.
ITU1	I will do blended learning with social media in the future.
ITU2	I do blended learning with social media intensively.
ITU3	I recommend other friends to do blended learning with social media.
UBV1	I do blended learning with social media well.
UBV2	I do blended learning with social media wisely.
UBV3	I love doing blended learning with social media.
UBV4	I love doing blended learning with social media.
ACU1	I do blended learning with social media every day.
ACU2	I do blended learning with social media for an average of at least 1 hour each time of learning.

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