

Analysis of the Implementation of E-Learning in Melajah.id Using Human Organization Technology (HOT) Fit Model

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ABSTRACT

This research is motivated by the absence of prior analysis on the success level of implementing Melajah.id e-learning and the performance analysis of the e-learning platform from the perspective of human, organizational, and technological support aspects. Therefore, the existence of this scholarly research is considered necessary as a consideration for stakeholders involved in the policy-making for the development of educational service quality in vocational schools. The purpose of this research is to assess the performance and success level of the implementation of the Melajah.id e-learning platform in use at SMK Negeri 3 Tabanan. For the indicators of the human variable, they include: (a) System Use and (b) User Satisfaction. For the indicators of the organizational variable, they include: (a) Organization Structure and (b) Organization Environment. As for the indicators of the technology variable, they encompass: (a) System Quality, (b) Information Quality, and (c) Service Quality. Data collection for the research was conducted through the distribution of online questionnaires using Google Forms, while supplementary data was obtained through observation and interviews to gather information that could not be revealed through questionnaires. Subsequently, the data analysis approach used to measure the success and performance of the e-learning system implementation was linear regression analysis as the quantitative method. Furthermore, qualitative data analysis was performed through content analysis of interview scripts and interpretation of observational data (photos and videos). The combination of the results from quantitative and qualitative analyses served as the basis for drawing conclusions and making recommendations regarding the analysis of the success of the Melajah.id e-learning implementation in the vocational school where the research was conducted.

Keywords: Application, Implementation, E-Learning, HOT Fit Models, Melajah.id

1. INTRODUCTION

E-learning, or electronic learning, has become one of the popular solutions for improving the quality of education and facilitating access to education worldwide. (Hendri, 2022). One of the popular e-learning platforms in Indonesia is Melajah.id. A significant advancement in the field of information technology can be observed in e-learning systems aimed at enhancing the efficiency and effectiveness of learning to improve the competence and quality of personnel. The growth of information technology is driven by organizational needs, aiming to facilitate opportunities for teachers to provide faster and more accurate information to students, especially in matters related to learning, or to enable teachers to share learning material files. This e-learning system is built and designed based on the mapping of the needs of educators and learners. (Irfan, R, 2020). In this modern era, it cannot be denied that information technology is one of the main resources in an organization which plays an important role in increasing competitiveness and providing optimal service. Every government organization tries to apply information technology to improve the effectiveness and efficiency of services. (Handayani, C., & Prihandoko, P., 2023). E-learning is a good development but there is also a negative side if children are too pampered with gadgets so that social values and behavior become less affective. (Syahfitri, R., Sari, D. P., Wahyuni, A., Fatimah, S., & Setiawan, H. R, 2020).

However, the implementation of e-learning is not easy and requires careful analysis to determine its level of success. (Sabran, S., Deharja, A., & Pratiwi, I. M, 2020). One approach that can be used to analyze the success of e-learning implementation, such as Melajah.id, is the Human Organization Technology (HOT) FIT model. In the context of Melajah.id, the analysis of e-learning implementation success can be conducted by examining these three elements. First, technology, which means that the Melajah.id e-learning platform must be able to provide features that facilitate

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students' online learning, such as comprehensive learning materials, clear video tutorials, and interactive tools that enable students to interact with teachers and fellow students. (Widiastuti, N. A., & Partiwati, S. G., 2021)

After conducting the analysis of the success of the implementation of E-Learning Melajah.id using the HOT FIT model, the next step is to evaluate the results of this analysis and determine strategies to enhance the success of E-Learning Melajah.id implementation. If the analysis results indicate that the technology system provided by Melajah.id aligns with the organization's needs and meets the needs of the users effectively, the focus will then shift towards efforts to increase the utilization of the e-learning system. Strategies that can be employed include a more effective campaign to introduce the e-learning system involving all stakeholders, training for teachers and students in using the e-learning system, and the development of new features that can enrich the learning experience on the Melajah.id e-learning platform. (Jaya, A., Hanafi, I., & Febriana, R., 2020)

Melajah.id is an e-learning system based on Moodle and is implemented as an alternative Learning Management System (LMS) platform. Melajah.id was initially developed using a modified and customized Moodle 1.9 to meet the academic community's needs at SMKN 3 Tabanan. The application used to develop E-Learning is the open-source Moodle. In 2014, SMKN 3 Tabanan further developed E-Learning Melajah.id using the latest Moodle version, which is version 2.9. Melajah.id has implemented Single Sign-On (SSO), allowing students and teachers to use just one username and password. Through E-Learning, students can access their learning materials, engage in online discussions, and submit files for learning activities. E-learning combined with Moodle H5P will attract more student interest, besides being more interactive. (Sussolaikah, K., Laksono, R. D., & Andria, A., 2023).

This is in line with the results of the research conducted by (Sarwono et al., 2019) which states that the success of information technology implementation is comprehensively measured by involving the organization's engagement in the technology utilization by users. In the context of this, under the title "Evaluation of E-Learning Implementation Success Using the HOT-Fit Model," it introduces the concept of Human Organization Technology Fit Models to measure the success of implementing an information system more comprehensively in order to provide benefits to the operational performance of educational organizations, specifically.

Applying the principle of coherence, this research also employs the Human Organization Technology Fit Model to measure and depict the level of success and acceptance of e-learning information technology applications at SMKN 3 Tabanan. The Human Organization Technology Fit Model has not been widely used to measure the success of information systems in the relevant vocational schools, but it has been utilized more often to assess the success of information systems in educational institutions, government agencies, and even hospitals, as demonstrated in studies (Abda'u et al., 2019; Lestariningsih et al., 2020; Sarwono et al., 2019). The analysis using the Human Organization Technology model assesses the significant impact on users in utilizing technology for learning. The Human Organization Technology Model is applied in various fields of research, including technology and education. The hope for the future is that e-learning organizations can facilitate interaction between students and teachers in learning without being limited by distance and time. However, in its current implementation, online learning systems have not performed as well as expected by all stakeholders of the vocational school.

Thus, based on preliminary data (observations and preliminary interviews) and considering the results of relevant previous research related to the evaluation of the success level of information technology platform implementation, the author is motivated to conduct research related to the analysis of the success of E-Learning implementation, particularly from the perspective of human, organization, and technology fit at SMK Negeri 3 Tabanan. The results of this analysis of implementation success serve as an authentic reference for improving the performance of the E-Learning platform at SMK Negeri 3 Tabanan and harnessing the remaining potential to support the holistic achievement of SMK Negeri 3 Tabanan's goals, vision, and mission. Therefore, the title of this thesis for the final project is 'Analysis of the Success of E-Learning Implementation in Melajah.Id Using the Human Organization Technology (HOT) Fit Model (A Case Research at SMK Negeri 3 Tabanan).

2. LITERATURE REVIEW

This research is supported by several previous studies, such as the research conducted by Lestariningsih et al. (2020) titled 'Evaluation of E-Learning Implementation Success Using the HOT-Fit Model.' It demonstrates the existence of strong and positive relationships among the human, organizational, and technological variables, mutually influencing each other and having a strong and direct connection with the Net Benefit of the e-learning system

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implementation.

Continuing in the context of evaluating the success of information technology implementation related to this issue, a similar perspective is also implied in a research journal (Ayardini & Ridwan, 2019) that conducted an evaluation research on the level of success of implementing a computerized KRS (Course Registration System) at Universitas Guna Darma, which also used the Human Organization Technology Fit model. The research outcomes indicated a strong alignment between human, organizational, and technological factors. Human, organizational, and technological components are crucial for the implementation of information technology in educational institutions.

3. METHOD

The research was conducted at SMK Negeri 3 Tabanan, located at Jalan Kahyangan Bunut Puhun, Village of Bantas, Subdistrict of Selemadeg Timur, Tabanan Regency, Bali Province, involving students, teachers, and educators at SMK Negeri 3 Tabanan for the academic year 2022/2023. This research was carried out during the first semester of the academic year 2022/2023, specifically from January 2022 to October 2022. The respondents in this research included students and teachers at SMK Negeri 3 Tabanan.

A questionnaire is used as a data collection technique, utilizing it to obtain data directly from respondents based on the questionnaire items that have been created. According to Sugiyono (2018), a Likert scale is used in the research instrument with 4 answer choices, where the lowest answer is valued at 1 and the highest at 4. These choices include 'Strongly Agree,' 'Agree,' 'Disagree,' and 'Strongly Disagree.' The results obtained from respondents' questionnaires using the Likert scale are transformed into interval data. The instruments in this research consist of indicators that have been used in previous studies (Ghozali, 2013).

The analysis method employed in testing the research hypotheses is the path analysis method. It is used to analyze the patterns of relationships among variables. This model is used to determine the direct and indirect effects of a set of independent (exogenous) variables on the dependent (endogenous) variable (Sani & Maharani, 2013, p. 74).

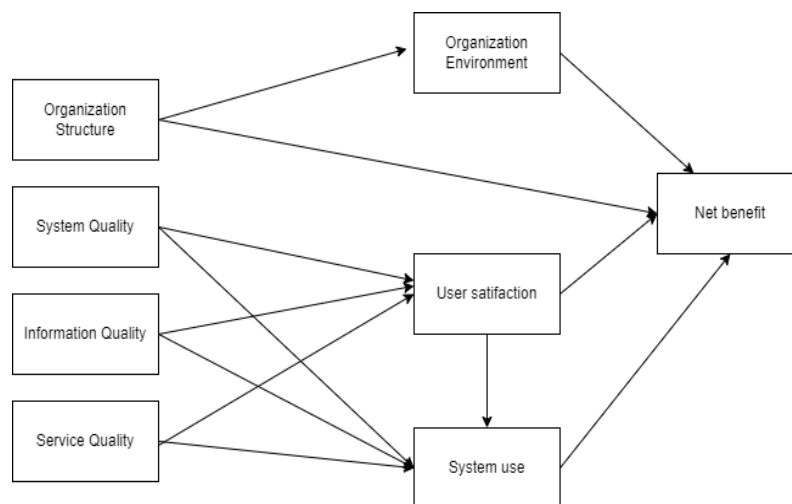


Fig. 1. Path Model

The research hypotheses are developed based on the research of relevant research outcomes and literature, and are formulated within a conceptual framework with the aim of providing a more detailed reconstruction of the existing formulation, resulting in several research hypotheses that can be articulated, including:

1. There is a significant influence of information quality on system usage in E-Learning Melajah.id at SMK Negeri 3 Tabanan.

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2. There is a significant influence of information quality on user satisfaction in E-Learning Melajah.id at SMK Negeri 3 Tabanan.
3. There is a significant influence of organizational environment on Net Benefit in E-Learning Melajah.id at SMK Negeri 3 Tabanan.
4. There is a significant influence of organizational structure on Net Benefit in E-Learning Melajah.id at SMK Negeri 3 Tabanan.
5. There is a significant influence of organizational structure on organizational environment in E-Learning Melajah.id at SMK Negeri 3 Tabanan.
6. There is a significant influence of service quality on system usage in E-Learning Melajah.id at SMK Negeri 3 Tabanan.
7. There is a significant influence of service quality on user satisfaction in E-Learning Melajah.id at SMK Negeri 3 Tabanan.
8. There is a significant influence of system quality on system usage in E-Learning Melajah.id at SMK Negeri 3 Tabanan.
9. There is a significant influence of system quality on user satisfaction in *E-Learning Melajah.id* at SMK Negeri 3 Tabanan.
10. There is a significant influence of system usage on Net Benefit in *E-Learning Melajah.id* at SMK Negeri 3 Tabanan.
11. There is a significant influence of user satisfaction on Net Benefit in *E-Learning Melajah.id* at SMK Negeri 3 Tabanan.
12. There is a significant influence of user satisfaction on system usage in *E-Learning Melajah.id* at SMK Negeri 3 Tabanan.

4. RESULT AND DISCUSSION

A. Uji Kualitas Data

a. Validation and Reliability Testing of Student Data

The minimum requirement for a student questionnaire to meet validity is if the correlation between the items and the total score is positive and its magnitude is \geq the tabled correlation coefficient (r -table), which is 0.1996 (Sugiyono, 2018). The value of the r -table is obtained from a sample size of 97 with a significance level of 0.05, calculated by subtracting 2 from 97 and then selecting the value from the 0.05 significance column, which is 0.1996. Data is considered reliable if Cronbach's alpha value is > 0.6 . The validation and reliability testing of the questionnaire data was conducted using the SPSS application, with the summary results presented in Table 1.

Table 1. Quality Assessment of Student Questionnaire Data

Variable	Indicator	r count	Validity (> 0,1996)	Cronbach's Alpha	Reliability (> 0,60)
<i>System Use (SE)</i>	X1.1.1	0,873	Valid	0,896	Reliable
	X1.1.2	0,906	Valid		Reliable
	X1.1.3	0,837	Valid		Reliable
	X1.1.4	0,884	Valid		Reliable
<i>User Satisfaction (US)</i>	X1.2.1	0,832	Valid	0,922	Reliable
	X1.2.2	0,896	Valid		Reliable
	X1.2.3	0,899	Valid		Reliable

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	X1.2.4	0,899	Valid		Reliable
	X1.2.5	0,847	Valid		Reliable
<i>Organization Structure (OS)</i>	X2.1.1	0,832	Valid	0,841	Reliable
	X2.1.2	0,896	Valid		Reliable
	X2.1.3	0,899	Valid		Reliable
	X2.1.4	8,97	Valid		Reliable
<i>Organization Environment (OE)</i>			Valid	0,865	Reliable
	X2.2.1	0,923			Reliable
	X2.2.2	0,869	Valid		Reliable
	X2.2.3	0,876	Valid		Reliable
<i>System Quality (SQ)</i>	X3.1.1	0,905	Valid	0,938	Reliable
	X3.1.2	0,816	Valid		Reliable
	X3.1.3	0,905	Valid		Reliable
	X3.1.4	0,931	Valid		Reliable
	X3.1.5	0,931	Valid		Reliable
<i>Information Quality (IQ)</i>	X3.2.1	0,832	Valid	0,922	Reliable
	X3.2.2	0,896	Valid		Reliable
	X3.2.3	0,899	Valid		Reliable
	X3.2.4	0,847	Valid		Reliable
	X3.2.5	0,899	Valid		Reliable
<i>Service Quality (SeQ)</i>	X3.3.1	0,832	Valid	0,845	Reliable
	X3.3.2	0,903	Valid		Reliable
	X3.3.3	0,885	Valid		Reliable
<i>Net Benefit (Y)</i>	Y1	0,91	Valid	0,888	Reliable
	Y2	0,892	Valid		Reliable
	Y3	0,915	Valid		Reliable

Based on the results of the validity and reliability tests conducted above, it can be observed that the eight variables used in the questionnaire are deemed valid and reliable. Therefore, they can be utilized in further data processing for the evaluation of the system using the Human Organization Technology (HOT) Fit Model approach.

b. Validation and Reliability Testing of Teacher Data

The minimum requirement for a questionnaire by the Teacher to meet validity is when the correlation between the items and the total score is positive and its magnitude is \geq the tabled correlation coefficient (r-table), which is 0.2586 (Sugiyono, 2018). The value of the r-table is obtained from a sample size of 50 with a significance level of 0.05, calculated by subtracting 2 from 50 and then selecting the value from the 0.05

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significance column, which is 0.2586. Data is considered reliable if Cronbach's alpha value is > 0.6. The validation and reliability testing of the questionnaire data was conducted using the SPSS application, with the summary results presented in Table 2.

Table 2. Table of Validity and Reliability Testing for Teacher Data

Variable	Indicator	r count	Validity (>0,2586)	Cronbach's Alpha	Reliability (> 0,60)
<i>System Use (SE)</i>	X1.1.1	0,808	Valid	0,761	Reliable
	X1.1.2	0,699	Valid		Reliable
	X1.1.3	0,807	Valid		Reliable
	X1.1.4	0,758	Valid		Reliable
<i>User Satisfaction (US)</i>	X1.2.1	0,81	Valid	0,738	Reliable
	X1.2.2	0,768	Valid		Reliable
	X1.2.3	0,601	Valid		Reliable
	X1.2.4	0,556	Valid		Reliable
	X1.2.5	0,769	Valid		Reliable
<i>Organization Structure (OS)</i>	X2.1.1	0,788	Valid	0,733	Reliable
	X2.1.2	0,767	Valid		Reliable
	X2.1.3	0,616	Valid		Reliable
	X2.1.4	0,839	Valid		Reliable
<i>Organization Environment (OE)</i>	X2.2.1	0,82	Valid	0,674	Reliable
	X2.2.2	0,774	Valid		Reliable
	X2.2.3	0,747	Valid		Reliable
<i>System Quality (SQ)</i>	X3.1.1	0,812	Valid	0,8	Reliable
	X3.1.2	0,595	Valid		Reliable
	X3.1.3	0,862	Valid		Reliable
	X3.1.4	0,757	Valid		Reliable
	X3.1.5	0,736	Valid		Reliable
<i>Information Quality (IQ)</i>	X3.2.1	0,761	Valid	0,679	Reliable
	X3.2.2	0,427	Valid		Reliable
	X3.2.3	0,814	Valid		Reliable
	X3.2.4	0,733	Valid		Reliable
	X3.2.5	0,609	Valid		Reliable

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Service Quality (SeQ)	X3.3.1	0,355	Valid	0,723	Reliable
	X3.3.2	0,317	Valid		Reliable
	X3.3.3	0,53	Valid		Reliable
<i>Net Benefit (Y)</i>	Y1	0,88	Valid	0,684	Reliable
	Y2	0,659	Valid		Reliable
	Y3	0,809	Valid		Reliable

c. Results of Interpretation Value Testing and Qualification of Interpretation

Below are the results of the interpretation values for all items and variables of HOT Fit, for a clearer understanding, please refer to the following table:

1. Results of Interpretation Value Testing for Student Data

Here are the results of the interpretation values for all items and variables of HOT Fit, for a clearer understanding, please refer to Table 3.

Table 3. Results of HOT Fit Testing for Student Users

Variable	Indicator	Value Interpretation	Qualification Interpretation
System Use (SE)	X1.1.1	6,72	Good
	X1.1.2	6,95	Good
	X1.1.3	6,78	Good
	X1.1.4	6,54	Good
Average value		6,75	Good
User Satisfaction (US)	X1.2.1	6,72	Good
	X1.2.2	6,95	Good
	X1.2.3	6,78	Good
	X1.2.4	6,78	Good
	X1.2.5	6,54	Good
Average value		6,75	Good
Organization Structure (OS)	X2.1.1	6,72	Good
	X2.1.2	6,95	Good
	X2.1.3	6,95	Good
	X2.1.4	6,78	Good
Average value		6,85	Good
Organization Environment (OE)	X2.2.1	6,95	Good
	X2.2.2	6,72	Good
	X2.2.3	6,78	Good
Average value		6,82	Good

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System Quality (SQ)	X3.1.1	6,72	Good
	X3.1.2	6,78	Good
	X3.1.3	6,72	Good
	X3.1.4	6,95	Good
	X3.1.5	6,95	Good
Average value		6,82	Good
Information Quality (IQ)	X3.2.1	6,72	Good
	X3.2.2	6,95	Good
	X3.2.3	6,78	Good
	X3.2.4	6,54	Good
	X3.2.5	6,78	Good
Average value		6,75	Good
Service Quality (SeQ)	X3.3.1	6,78	Good
	X3.3.2	6,54	Good
	X3.3.3	6,72	Good
Average value		6,68	Good
<i>Net Benefit (Y)</i>	Y1	6,72	Good
	Y2	6,95	Good
	Y3	6,54	Good
Average value		6,74	Good

2. Results of Interpretation Value Testing for Teacher Data

Below are the results of the interpretation values for all items and variables of HOT Fit, for a clearer overview, please refer to Table 4.

Table 4. HOT Fit Testing Results for Teacher Users

Variable	Indicator	Value	Qualifications
		Interpretation	Interpretation
System Use (SE)	X1.1.1	7,2	Very Good
	X1.1.2	6,24	Good
	X1.1.3	6,24	Good
	X1.1.4	6,96	Good
Average Value		6,66	Good
User Satisfaction (US)	X1.2.1	6,24	Good
	X1.2.2	5,76	Below Average
	X1.2.3	6,96	Good

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	X1.2.4	7,20	Very Good
	X1.2.5	7,20	Very Good
Average Value		6,67	Good
Organization Structure (OS)	X2.1.1	7,20	Very Good
	X2.1.2	7,20	Very Good
	X2.1.3	5,76	Below Average
	X2.1.4	6,96	Good
Average Value		6,78	Good
Organization Environment (OE)	X2.2.1	6,96	Good
	X2.2.2	6,00	Good
	X2.2.3	7,20	Very Good
Average Value		6,72	Good
System Quality (SQ)	X3.1.1	6,96	Good
	X3.1.2	6,24	Good
	X3.1.3	7,20	Very Good
	X3.1.4	7,20	Very Good
	X3.1.5	7,20	Very Good
Average Value		6,96	Good
Information Quality (IQ)	X3.2.1	7,68	Very Good
	X3.2.2	6,48	Good
	X3.2.3	6,72	Good
	X3.2.4	7,44	Very Good
	X3.2.5	7,44	Very Good
Average Value		7,15	Very Good
Service Quality (SeQ)	X3.3.1	7,92	Very Good
	X3.3.2	6,24	Good
	X3.3.3	6,48	Good
Average Value		6,88	Good
<i>Net Benefit (Y)</i>	Y1	6,24	Good
	Y2	6,48	Good
	Y3	6,24	Good
Average Value		6,32	Good

3. The Final Determination of HOT Fit Values Based on Each User

After obtaining the values for each HOT Fit characteristic in the analysis of the success of implementing e-learning on melajah.id, the interpretation values for each melajah.id user based on the HOT Fit method are

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as follows:

$$\text{HOT Fit} = \frac{\text{Total Qualitative Value of HOT Fit Variables}}{\text{The Number of HOT Fit Variables}}$$

a) Student Users

$$= \frac{54,17}{8} = 6,77$$

Based on the results above, it can be concluded that the success of implementing e-learning on melajah.id for student users obtained a score within the range of 6.76, with the interpretation category being 'good'.

b) Teacher Users

$$= \frac{54,17}{8} = 6,76$$

Based on the above results, it can be concluded that the success of implementing e-learning on melajah.id for teacher users obtained a score within the range of 6.76, with the interpretation category being 'good'.

B. Path Analysis

Based on the data processing results using SmartPLS, an analysis model was obtained as shown in Figure 2

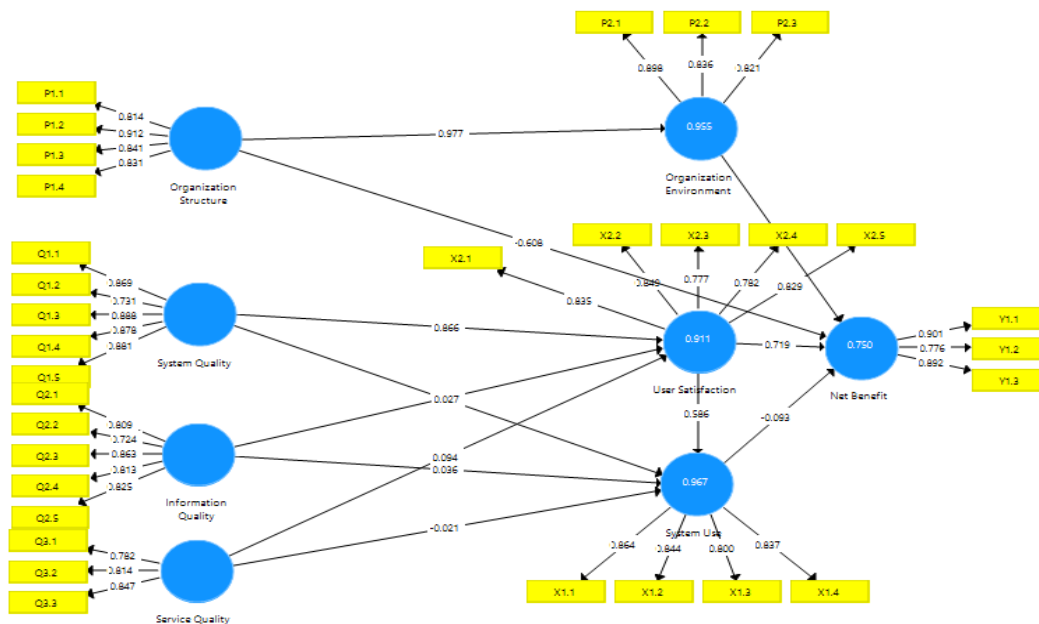


Fig. 2. Analysis Model

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C. Interpretation and Discussion of Analysis Results

a. Interpretation of the Outer Model

The outer model analysis or measurement model evaluation is used to assess the validity and reliability of the model. The evaluation of the PLS-SEM measurement model consists of testing convergent validity, discriminant validity, and reliability. Convergent validity is tested through outer loading values and AVE (average variance extracted), discriminant validity is tested by comparing the square root of AVE with the correlations between variables, while reliability is tested through composite reliability values. AVE values are required to be greater than 0.50 for a good model. The AVE values in this research are shown in Table 5.

Table 5. Average Variance Extracted (AVE) Values

Indicator	Average Variance Extracted (AVE)
<i>Information Quality</i>	0,653
<i>Net Benefit</i>	0,737
<i>Organization Environment</i>	0,726
<i>Organization Structure</i>	0,723
<i>Service Quality</i>	0,664
<i>System Quality</i>	0,725
<i>System Use</i>	0,700
<i>User Satisfaction</i>	0,664

The commonly used assessment for evaluating the reliability of constructs is expressed as reliable if the composite reliability and Cronbach's alpha values are above 0.70 for confirmatory research and 0.60-0.70 is still acceptable for exploratory or investigative research.

Table 6. Composite Reliability and Cronbach's Alpha Values

Indikator	Cronbach's Alpha	Composite Reliability
<i>Information Quality</i>	0,866	0,904
<i>Net Benefit</i>	0,821	0,893
<i>Organization Environment</i>	0,811	0,888
<i>Organization Structure</i>	0,872	0,912
<i>Service Quality</i>	0,746	0,855
<i>System Quality</i>	0,904	0,929
<i>System Use</i>	0,857	0,903
<i>User Satisfaction</i>	0,874	0,908

b. Interpretation of the Inner Model

The Inner Model analysis stage is conducted through Path coefficient test, Coefficient of Determination test, t-test, Effect Size, and Predictive Relevance test. The results are summarized in a table, as shown in Table 4.11. Conclusions regarding the analysis results of each hypothesis are derived from this table.

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Table 7. Inner Model Analysis Results

No	Hipotesisi	Nilai					Analisis				
		β	t-test	R ²	f ²	Q ²	β	t-test	R ²	f ²	Q ²
1	Information Quality -> System Use	0,036	1,986	0,967	0,036	0,679	Signifikan	Diterima	Kuat	Besar	predictive relevance
2	Information Quality -> User Satisfaction	0,027	0,499	0,911	0,027	0,486	Signifikan	Ditolak	Kuat	Kecil	predictive relevance
3	Organization Environment -> Net Benefit	0,836	1,977	0,750	0,836	0,527	Signifikan	Diterima	Kuat	Besar	predictive relevance
4	Organization Structure -> Net Benefit	-0,608	1,711	0,750	-0,608	0,527	Tidak Signifikan	Ditolak	Kuat	Kecil	predictive relevance
5	Organization Structure -> Organization Environment	0,977	128,049	0,955	0,977	0,691	Signifikan	Diterima	Kuat	Besar	predictive relevance
6	Service Quality -> System Use	-0,021	0,375	0,967	-0,021	0,679	Tidak Signifikan	Ditolak	Kuat	Kecil	predictive relevance
7	Service Quality -> User Satisfaction	0,094	1,980	0,911	0,094	0,486	Signifikan	Diterima	Kuat	Kecil	predictive relevance
8	System Quality -> System Use	0,398	5,874	0,967	0,398	0,679	Signifikan	Diterima	Kuat	Besar	predictive relevance
9	System Quality -> User Satisfaction	0,866	16,978	0,911	0,866	0,486	Signifikan	Diterima	Kuat	Besar	predictive relevance
10	System Use -> Net Benefit	-0,093	0,235	0,750	-0,093	0,527	Tidak Signifikan	Ditolak	Kuat	Kecil	predictive relevance
11	User Satisfaction -> Net Benefit	0,719	2,328	0,750	0,719	0,527	Signifikan	Diterima	Kuat	Besar	predictive relevance
12	User Satisfaction -> System Use	0,586	7,852	0,967	0,586	0,679	Signifikan	Diterima	Kuat	Besar	predictive relevance

Table 7 Description:

n = 2000 subsample; $\beta > 0.1$: significant; t-test > 1.96; R² < 0.67: strong, R² < 0.33: moderate, R² < 0.19: weak; Q² > 0: Predictive relevance.

This stage explains the interpretation and results of the inner model analysis, the data of which can be seen in Table 4.11, summarizing the results of the inner model testing. Below, the analysis results for each hypothesis are presented.

1. H1 = There is a significant influence of information quality on system usage in *E-Learning Melajah.id* at SMK Negeri 3 Tabanan.

The t-test results in the inner model analysis indicate that the first hypothesis (H1) is **accepted**. This means that information quality has an influence on system usage. By examining the path coefficient test results, which is 0.036, information quality significantly influences system usage. This path has a large effect size (f²) and a strong coefficient of determination (R²).

This relationship indicates that the better the quality of information obtained by users, the higher the system usage will be.

2. H2= There is a significant influence of information quality on user satisfaction in *E-Learning Melajah.id* at SMK Negeri 3 Tabanan.

The t-test results in the inner model analysis indicate that the second hypothesis (H2) is **rejected**. This means that information quality does not have a significant influence on system usage. By examining the path coefficient test results, which are 0.027 and a t-test value of 0.499, it shows a large effect size (f²) and a strong coefficient of determination (R²).

This relationship indicates that the better the quality of information obtained by users, it does not necessarily influence user satisfaction.

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3. H3 = There is a significant influence of the organizational environment on Net Benefit in e-learning Melajah.id at SMK Negeri 3 Tabanan.
The t-test results in the inner model analysis indicate that the third hypothesis (H3) is **accepted**. This means that the organizational environment has an influence on Net Benefit. By examining the path coefficient test results, which is 0.836, the organizational environment significantly affects Net Benefit. This path has a large effect size (f^2) and a strong coefficient of determination (R^2)
This relationship indicates that the better the organizational environment supports the implementation of the application, the more maximum benefits are perceived.
4. H4 = There is a significant influence of organizational structure on *Net Benefit in E-Learning Melajah.id* at SMK Negeri 3 Tabanan.
The t-test results in the inner model analysis indicate that the fourth hypothesis (H4) is **rejected**. This means that organizational structure does not have an influence on Net Benefit. By examining the path coefficient test results, which is -0.608, organizational structure does not significantly affect Net Benefit. This path has a small effect size (f^2) and a strong coefficient of determination (R^2).
5. H5 = There is a significant influence of organizational structure on the organizational environment in *E-Learning Melajah.id* at SMK Negeri 3 Tabanan.
The t-test results in the inner model analysis indicate that the fifth hypothesis (H⁵) is **accepted**. This means that organizational structure has an influence on the organizational environment. By examining the path coefficient test results, which is 0.977, the organizational environment significantly influences the organizational environment. This path has a large effect size (f^2) and a strong coefficient of determination (R^2).
6. H6 = There is a significant influence of service quality on system usage in *E-Learning Melajah.id* at SMK Negeri 3 Tabanan.
The t-test results in the inner model analysis indicate that the sixth hypothesis (H6) is **rejected**. This means that service quality does not have an influence on system usage in E-Learning. By examining the path coefficient test results, which is -0.021, it shows insignificance. This path has a small effect size (f^2) and a strong coefficient of determination (R^2).
7. H7 = There is a significant influence of service quality on user satisfaction in E-Learning Melajah.id at SMK Negeri 3 Tabanan.
The t-test results in the inner model analysis indicate that the seventh hypothesis (H7) is **accepted**. This means that service quality has an impact on user satisfaction. By examining the path coefficient test results, which is 0.094, it shows a significant influence. This path has a small effect size (f^2) and a strong coefficient of determination (R^2).
8. H8 = There is a significant influence of system quality on system usage in e-learning Melajah.id at SMK Negeri 3 Tabanan.
The t-test results in the inner model analysis indicate that the eighth hypothesis (H8) is **accepted**. This means that system quality has an impact on system usage. By examining the path coefficient test results, which is 0.398, it shows a significant influence. This path has a large effect size (f^2) and a strong coefficient of determination (R^2).
9. H9 = There is a significant influence of system quality on user satisfaction in *E-Learning Melajah.id* at SMK Negeri 3 Tabanan.
The t-test results in the inner model analysis indicate that the ninth hypothesis (H9) is **accepted**. This means that system quality has an impact on user satisfaction. By examining the path coefficient test results, which is 0.866, it shows a significant influence. This path has a large effect size (f^2) and a strong coefficient of determination (R^2).
10. H10 = There is a significant influence of system usage on Net Benefit in E-Learning Melajah.id at SMK Negeri 3 Tabanan.
The t-test results in the inner model analysis indicate that the tenth hypothesis (H10) is **rejected**. This means that system usage does not have an impact on Net Benefit. By examining the path coefficient test results, which is -0.093, it shows insignificance. This path has a small effect size (f^2) and a strong coefficient of determination (R^2).

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11. H11 = There is a significant influence of user satisfaction on *Net Benefit in E-Learning Melajah.id at SMK Negeri 3 Tabanan*.

The t-test results in the inner model analysis indicate that the eleventh hypothesis (H11) is **accepted**. This means that user satisfaction has an impact on **Net Benefit**. By examining the path coefficient test results, which is 0.719, it shows a significant influence. This path has a large effect size (f^2) and a strong coefficient of determination (R^2).

12. H12 = There is a significant influence of user satisfaction on system usage in *E-Learning Melajah.id at SMK Negeri 3 Tabanan*.

The t-test results in the inner model analysis indicate that the twelfth hypothesis (H12) is **accepted**. This means that user satisfaction has an impact on system usage. By examining the path coefficient test results, which is 0.586, it shows a significant influence. This path has a large effect size (f^2) and a strong coefficient of determination (R^2).

This relationship indicates that the higher the user satisfaction, the more the system usage will increase.

c. Recommendations

Four hypotheses were rejected based on the results of the conducted tests: the hypothesis of Information Quality on User Satisfaction, Organization Structure on Net Benefit, System Use on Net Benefit, and Service Quality on System Use. This indicates that user satisfaction is not solely influenced by the quality of information obtained, and it is not solely influenced by the quality of service. Additionally, the net benefit obtained is not solely influenced by Organization Structure and System Use. Based on these analysis results, the author suggests that to enhance user satisfaction and usage, and to maximize the benefits of this application, more attention should be paid to the ease of use of the application. The net benefit obtained will be even better if users are genuinely satisfied with the system they use, which can provide personal and organizational utility. These weaknesses in the system can be precisely identified through usability testing on the *melajah.id* system.

5. CONCLUSION

The final results of determining the HOT Fit score based on student users can be concluded as an analysis of the successful implementation of e-learning on *melajah.id* falls into the category of 'good interpretation'. The results of hypothesis testing proposed in this research amount to 12, with 4 hypotheses being rejected, namely the hypotheses of Information Quality on User Satisfaction, Organization Structure on Net Benefit, System Use on Net Benefit, and Service Quality on System Use due to t-test values being lower than the acceptable standard t-test value. The accepted results of hypothesis testing in this research are as follows: *Information Quality towards System Use, Organization Environment towards Net Benefit, Organization Structure towards Organization Environment, Service Quality towards User Satisfaction, System Quality towards System Use, System Quality towards User Satisfaction, User Satisfaction towards Net Benefit, and User Satisfaction towards System Use*.

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