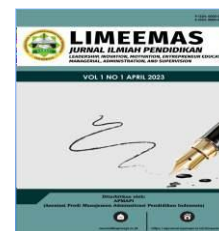


LIMEEMAS JOURNAL

Volume 3 Nomor 2 Bulan Oktober Tahun 2025

Tersedia online di <https://ejournal.apmapi.or.id/index.php/Limeemas>

ISSN Online: 4567-8654



## Exploring EFL Students' Perceptions of LMS-Based English Learning Through the Technology Acceptance Model

Ariya Agustin

Politeknik Prasetiya Mandiri, PSDKU Palembang

E-mail: [ariyaagustin10@gmail.com](mailto:ariyaagustin10@gmail.com)

**Abstract:** The integration of Learning Management Systems (LMS) has become increasingly prominent in English as a Foreign Language (EFL) instruction in higher education. This study aims to explore EFL students' perceptions of LMS-based English learning through the Technology Acceptance Model (TAM). A quantitative descriptive approach was employed, involving undergraduate students enrolled in English courses at a higher education institution. Data were collected using a questionnaire that measured key TAM constructs: perceived ease of use, perceived usefulness, attitude toward using, and behavioral intention to use the LMS. The data were analyzed using descriptive statistics and correlation analysis. The findings reveal that students hold positive perceptions of LMS-based English learning, with high perceived usefulness and ease of use. These perceptions significantly contribute to positive attitudes and strong intentions to continue using an LMS for English learning. The results also indicate that LMS supports flexible access to learning materials, enhances student engagement, and facilitates independent learning. This study confirms the relevance of TAM in understanding technology acceptance in EFL contexts and underscores the importance of integrating pedagogically sound LMS design in language instruction. The findings provide valuable implications for educators and institutions in optimizing LMS implementation to support effective English language learning in higher education.

**Keywords:** Technology Acceptance Model, Learning Management System, EFL Learning, English Language Teaching, Higher Education

**Abstrak:** Integrasi Sistem Manajemen Pembelajaran (LMS) menjadi semakin menonjol dalam pengajaran bahasa Inggris sebagai Bahasa Asing (EFL) di pendidikan tinggi. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa EFL terhadap pembelajaran bahasa Inggris berbasis LMS melalui Technology Acceptance Model (TAM). Pendekatan deskriptif kuantitatif digunakan, melibatkan mahasiswa sarjana yang terdaftar dalam kursus bahasa Inggris di lembaga pendidikan tinggi. Data dikumpulkan menggunakan kuesioner yang mengukur konstruksi TAM kunci: kemudahan penggunaan yang dirasakan, kegunaan yang dirasakan, sikap terhadap penggunaan, dan niat perilaku untuk menggunakan LMS. Data dianalisis menggunakan statistik deskriptif dan analisis korelasi. Temuan ini mengungkapkan bahwa siswa memiliki persepsi positif tentang pembelajaran bahasa Inggris berbasis LMS, dengan kegunaan yang dirasakan tinggi dan kemudahan penggunaan. Persepsi ini secara signifikan berkontribusi pada sikap positif dan niat kuat untuk terus menggunakan LMS untuk belajar bahasa Inggris. Hasilnya juga menunjukkan bahwa LMS mendukung akses fleksibel ke materi pembelajaran, meningkatkan keterlibatan siswa, dan memfasilitasi pembelajaran mandiri. Studi ini menegaskan relevansi TAM dalam memahami penerimaan teknologi dalam konteks EFL dan menggarisbawahi pentingnya mengintegrasikan desain LMS yang sehat secara pedagogis dalam pengajaran bahasa. Temuan ini memberikan implikasi yang berharga bagi pendidik dan institusi dalam mengoptimalkan implementasi LMS untuk mendukung pembelajaran bahasa Inggris yang efektif di pendidikan tinggi.

**Kata Kunci:** Model Penerimaan Teknologi, Sistem Manajemen Pembelajaran, Pembelajaran EFL, Pengajaran Bahasa Inggris, Pendidikan Tinggi

## INTRODUCTION

The development of information and communication technology has brought significant changes in educational practices, especially in foreign language learning. In the context of English as a Foreign Language (EFL), the use of digital technology is increasingly important for improving access, flexibility, and learning quality. Universities are required to integrate technology effectively so that the English learning process not only focuses on mastering theory, but also on developing authentic and contextual language skills (Chapelle, 2009; Al-Qahtani, 2019).

One of the most widely used forms of technology integration in higher education is the Learning Management System (LMS). The LMS provides a wide range of learning features, including content distribution. (Purwanto et al., 2026), online discussions (Purwanto, Yuliana, et al., 2025), assignments (Sinta Bella Agustina et al., 2026), quizzes (Jamilah et al., 2026), and learning evaluations (Sherly Malini et al., 2026). In EFL learning, LMSs can support the development of reading, writing, listening, and speaking skills through interactive, technology-based activities (Beatty, 2013; Dudeney & Hockly, 2016).

While LMS offers a wide range of benefits, its effectiveness depends heavily on user acceptance and perceptions, particularly among EFL students. Not all students have a positive attitude towards the use of LMS in English learning. Factors such as ease of use, perceived benefits, and previous learning experiences can affect the extent to which students are willing to use LMS optimally (Park, 2009; Teo, 2011).

In the context of EFL learning, students' perceptions of LMSs are an important issue, as language learning requires active engagement, intensive interaction, and ongoing practice. If an LMS is considered difficult to use or does not provide significant benefits, college students are likely to show resistance and low learning engagement. Therefore, understanding the factors that affect LMS acceptance is crucial to improving the quality of technology-based English learning (Stockwell, 2013).

One of the most widely used theoretical models to examine the acceptance of technology in the context of education is the Technology Acceptance Model (TAM) developed by Davis (1989). TAM explained that user acceptance of technology is influenced by two primary constructs, namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), which further influence attitudes, intentions, and actual use of the technology.

TAM has been widely adopted in educational research to explain users' behavior toward various learning technologies, including LMSs. Previous research has shown that PU and PEOU have a significant influence on students' attitudes and intentions in using LMS in online and blended learning environments (Venkatesh & Davis, 2000; Sánchez & Hueros, 2010). This model provides a robust analytical framework for understanding the interaction between technological factors and user psychological factors.

In EFL learning, the use of TAM is becoming increasingly relevant because learners' perceptions strongly influence language learning (Satriah et al., 2025), motivations (Harpiansi & Anggra Prima, 2025), and attitudes (Purwanto, Firdaus, et al., 2025). Students who view the LMS as a valuable, easy-to-use tool tend to show a

positive attitude and greater involvement in English learning activities (Rahimi & Katal, 2012; Liu, Chen, & Chang, 2010). As such, TAM can help explain the variation in LMS admissions among EFL students.

Although several studies have examined LMS acceptance using TAM, the research still has limitations that do not explicitly address perceptions of EFL students in the context of English language learning. Most previous studies have focused on the use of LMS in general without specifically attributing it to foreign language learning characteristics that demand interaction, communicative practice, and continuous feedback (Blin & Munro, 2008).

In addition, institutional and cultural contexts also affect the acceptance of learning technology. EFL students in developing countries, including Indonesia, face challenges such as varying digital literacy levels (Ilsa Palingga Ninditama et al., 2025), limited access to technology (Purwanto, Umar, et al., 2025), and limited readiness for independent learning (Umar & Purwanto, 2025). This condition requires contextual research that provides an empirical picture of students' acceptance of LMSs in English learning from students' perspectives (Kirkwood & Price, 2014).

Based on this background, this study aims to explore EFL students' perceptions of LMS-based English learning using the Technology Acceptance Model (TAM). This research is expected to make a theoretical contribution to the development of TAM studies on language learning, as well as a practical contribution to lecturers and higher education institutions in designing and implementing effective, student-centered LMS-based EFL learning.

## **METHODOLOGY**

This study uses a quantitative, descriptive-correlational survey design to explore EFL students' perceptions of the use of the Learning Management System (LMS) in English instruction, grounded in the Technology Acceptance Model (TAM). The quantitative approach was chosen because it allows researchers to systematically measure the primary constructs of TAM—Perceived Usefulness, Perceived Ease of Use, Attitude Toward Use, and Behavioral Intention—as well as empirically examine the relationships between variables (Creswell & Creswell, 2018; Davis, 1989).

This research was carried out at a university in Indonesia that has integrated an LMS as the primary medium for English language learning. The research subjects are EFL students enrolled in LMS-based English courses this semester. The sample selection technique used purposive sampling, with the criteria of active students who have used the LMS intensively for at least one semester, so that the respondents have enough experience to evaluate the acceptance of the learning technology (Etikan, Musa, & Alkassim, 2016).

The main instrument for data collection is a closed questionnaire adapted from the TAM instrument developed by Davis (1989), which has been widely used in educational technology acceptance research. The questionnaire was compiled using a five-point Likert scale, ranging from strongly disagree to agree strongly. The instrument includes several indicators for each TAM construct, such as the ease of navigation of the LMS, the benefits of the LMS on improving English language proficiency, students' attitudes towards the use of the LMS, and their intention to continue using the LMS in future learning (Venkatesh & Bala, 2008).

Before being widely used, the questionnaire undergoes validity and reliability testing. Content validity was established through consultation with experts in language learning and educational technology, while construct validity and internal reliability were assessed using Cronbach's Alpha. An alpha value above 0.70 indicates adequate reliability, in accordance with social and educational research standards (Hair et al., 2019).

The collected data is analyzed using descriptive and inferential statistical methods. Descriptive analysis is used to describe students' perceptions of each TAM construct. In contrast, inferential analysis, such as simple correlation or regression, is used to test the relationships among Perceived Ease of Use, Perceived Usefulness, and Behavioral Intention to Use LMS. This analysis helps to explain the factors that most influence the acceptance of LMS in English language learning (Sekaran & Bougie, 2016).

To ensure the validity and accuracy of the research results, this study focuses on internal and external validity. Internal validity is maintained through the use of tested instruments and systematic data collection procedures. In contrast, external validity is strengthened by detailed descriptions of the research context, enabling the findings to be applied in similar EFL learning contexts. With this methodology, the research is expected to provide a comprehensive picture of LMS acceptance among EFL students from a Technology Acceptance Model perspective.

## RESULT AND DISCUSSION

### Result

This section presents the results of data analysis obtained from the EFL students' perception questionnaire on the use of the Learning Management System (LMS) in English language learning. The results of the study were compiled based on the primary constructs of the Technology Acceptance Model (TAM), namely Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using (ATU), and Behavioral Intention to Use (BI), as well as the relationship between these variables.

#### A. Descriptive Statistics of Students' Perceptions

A descriptive analysis was conducted to examine students' perceptions of each TAM construct. The analysis shows that, in general, students have a positive perception of the use of LMS in English learning. The mean value for the entire construct falls in the high category, indicating a high level of technology acceptance.

**Table 1. Descriptive Statistics of TAM Constructs**

TAM Construction	Mean	Standard Deviation	Category
Perceived Ease of Use (PEOU)	4.12	0.54	High
Perceived Usefulness (PU)	4.25	0.51	High
Attitude Toward Using (ATU)	4.18	0.56	High
Behavioral Intention to Use (BI)	4.30	0.49	Very High

The results in Table 1 show that the Behavioral Intention to Use construct has the highest average value. This indicates that students have a firm intention to continue using LMS in English language learning in the future.

## **B. Perceived Ease of Use of LMS in EFL Learning**

The analysis of the Perceived Ease of Use construct shows that most students find the LMS easy to use for English learning. Students feel that LMS features, such as assignment uploads, discussion forums, and access to materials, can be learned quickly without requiring excessive technical assistance. The LMS's ease of navigation also contributes to students' comfort in participating in online learning activities.

**Table 2. Students' Perceptions of Perceived Ease of Use**

<b>Indicator</b>	<b>Mean</b>	<b>Category</b>
The LMS is easy to learn	4.20	High
LMS navigation is clear and simple	4.10	High
The LMS does not require any extra effort	4.05	High

These findings show that the LMS used meets the ease-of-use criterion, an important prerequisite for the acceptance of learning technology.

## **C. Perceived Usefulness of LMS in English Learning**

In the Perceived Usefulness construct, the study's results show that students believe the LMS provides significant benefits for English language learning. LMS is considered to help students access learning materials flexibly, improve language skills through online exercises, and support independent learning.

**Table 3. Students' Perception of Perceived Usefulness**

<b>Indicator</b>	<b>Mean</b>	<b>Category</b>
LMS improves learning effectiveness	4.28	Very High
The LMS helps understand English material	4.22	High
LMS improves learning productivity	4.26	Very High

The high average score on this construct indicates that students in the EFL learning process perceive benefits from the LMS.

## **D. Attitude Toward Using LMS**

The analysis of the Attitude Toward Using construct shows that students have a positive attitude towards using LMS. The majority of respondents stated that they enjoy using LMS for English learning and that it is a learning medium relevant to learning needs in the digital age.

**Table 4. Students' Attitudes to the Use of LMS**

<b>Indicator</b>	<b>Mean</b>	<b>Category</b>
LMS is interesting to use	4.15	High
LMS is suitable for English learning	4.20	High
LMS makes learning more fun	4.18	High

This positive attitude shows that LMS is not only accepted as a technical tool, but also as a learning medium that supports the student learning experience.

### E. Behavioral Intention to Use LMS

The Behavioral Intention to Use construct shows powerful results. Students expressed strong intentions to continue using LMSs in English language learning, both for the courses they are taking and for future courses.

**Table 5. Students' Intent to Use LMS**

Indicator	Mean	Category
Intend to continue using the LMS	4.35	Very High
Would recommend an LMS	4.28	Very High
LMS is essential for further learning	4.32	Very High

These results confirm that LMS acceptance is not temporary, but potentially sustainable in the context of English language learning.

### F. Relationship among TAM Variables

Correlation analysis showed a positive relationship between Perceived Ease of Use and Perceived Usefulness, and between Perceived Ease of Use and Behavioral Intention to Use. These findings indicate that the easier and more useful the LMS feels to students, the stronger their intention to use the LMS in English learning.

**Table 6. Correlation Between TAM Constructs**

Variabel	PEOU	PU	BI
PEOU	1.00	0.62**	0.58**
PU	0.62**	1.00	0.65**
BI	0.58**	0.65**	1.00

The results of this correlation support the TAM, which posits that Perceived Ease of Use and Perceived Usefulness are important predictors of intention to use technology.

## Discussion

The study found that EFL students had a positive perception of the use of the Learning Management System (LMS) for English learning. These findings confirm that LMSs have become an important part of the 21st-century learning ecosystem, particularly in supporting the flexibility and accessibility of language learning. In line with Davis's (1989) view, the level of acceptance of technology is strongly influenced by users' perceptions of its convenience and its benefits for learning performance.

The Perceived Ease of Use (PEOU) construct obtained a high score, indicating that students find the LMS easy to learn and use. The ease of navigation, clarity of features, and consistency of the LMS interface contribute to low technical barriers in learning. These findings support previous research that stated that ease of use is an early factor that determines the success of learning technology adoption in universities (Venkatesh & Bala, 2008; Alharbi & Drew, 2014).

The high Perceived Usefulness (PU) indicates that students believe the LMS provides tangible benefits, increasing the effectiveness of English learning. The LMS allows students to access materials at any time, practice language skills independently, and get more structured feedback. This aligns with the findings of Park (2009) and

Scherer et al. (2019), who found that perceptions of technology's benefits play a significant role in increasing student engagement and learning outcomes.

The positive relationship between Perceived Ease of Use and Perceived Usefulness found in this study strengthens the TAM theoretical model. When students find an LMS easy to use, they tend to rate it highly as a learning tool for English. These findings are consistent with the research of Davis, Bagozzi, and Warshaw (1989), which confirms that PEOU directly influences PU, shaping users' attitudes towards technology.

Students' positive attitudes towards the use of LMS (Attitude Toward Using) reflect affective acceptance of technology-based learning. Students use LMS not only because of academic demands, but also because they feel comfortable and enjoy the learning process it facilitates. This supports Teo's (2011) view that a positive attitude towards technology is an important mediator between perception and intention to use.

The Behavioral Intention to Use construct shows very high results, indicating that students have a firm intention to continue using the LMS in their English language learning in the future. This high usage intent reflects the continued adoption of technology, not just temporary use. These findings align with previous research showing that behavioral intent is a major predictor of the actual use of learning technologies (Venkatesh et al., 2012).

In the context of English language learning, an LMS serves as a means of supporting the integrated development of language skills, including reading, writing, listening, and speaking. The integration of discussion forums, online assignment collections, and multimedia materials allows students to practice the language authentically and collaboratively. This supports the student-centered learning approach, a prominent feature of 21st-century learning (Hockly, 2015).

The findings of this study also show that the acceptance of LMS is not only influenced by technological factors, but also by the pedagogical readiness of lecturers in designing meaningful learning activities. An LMS that is used optimally can increase lecturer-student and student-student interaction. This is in line with the research of Baleghizadeh and Oladrostam (2010) which emphasizes the importance of pedagogical role in the successful implementation of technology in language learning.

When compared to previous research on TAM in the context of EFL, the results of this study show the consistency of the findings, especially on the dominant role of PU and PEOU in shaping the intention to use LMS. However, this study reaffirms that the context of language learning has unique characteristics, where interaction, continuous practice, and feedback are important factors in the perception of the benefits of technology (Scherer & Teo, 2019).

The findings of this study also show that acceptance of LMS is influenced not only by technological factors but also by lecturers' pedagogical readiness in designing meaningful learning activities. An optimally used LMS can increase lecturer-student and student-student interaction. This aligns with the research by Baleghizadeh and Oladrostam (2010), which emphasizes the pedagogical role in the successful implementation of technology in language learning.

Compared with previous research on TAM in the context of EFL, this study's results show consistency with prior findings, especially regarding the dominant roles of PU and PEOU in shaping intention to use LMS. However, this study reaffirms that the context of language learning has unique characteristics, in which interaction, continuous practice, and feedback are important factors in perceptions of the benefits of technology

(Scherer & Teo, 2019).

Overall, this study's results confirm the Technology Acceptance Model as a robust theoretical framework for analyzing LMS acceptance in English language learning. These findings have important implications for the development of technology-based EFL learning in higher education, particularly for designing an LMS that is easy to use, useful, and aligned with students' pedagogical needs in the digital age.

## CONCLUSION

This study explored EFL students' perceptions of LMS-based English learning through the Technology Acceptance Model (TAM). The findings indicate that students demonstrated positive perceptions of the use of LMS in English language learning, as reflected in high levels of perceived ease of use and perceived usefulness, positive attitudes, and firm behavioral intention to continue using the system. These results confirm that LMS platforms play a significant role in facilitating flexible, accessible, and effective English learning in higher education contexts. The positive relationships among TAM constructs further validate TAM as a robust theoretical framework for examining technology acceptance in EFL settings. Moreover, the study highlights that the successful implementation of LMS-based English learning is not solely dependent on technological features, but also on pedagogical design and instructional practices. When LMS is integrated with interactive activities, meaningful tasks, and student-centered learning approaches, it can enhance students' engagement and language skill development. Therefore, higher education institutions are encouraged to continuously improve LMS usability, provide pedagogical training for lecturers, and align LMS-based instruction with learners' needs. Future research may extend this study by incorporating additional variables, such as motivation, self-efficacy, and learning outcomes, and by employing mixed-methods or longitudinal designs to gain deeper insights into technology acceptance in EFL learning.

## REFERENCES

- Alharbi, S., & Drew, S. (2014). Using the Technology Acceptance Model in understanding academics' behavioural intention to use learning management systems. *International Journal of Advanced Computer Science and Applications*, 5(1), 143-155.
- Al-Qahtani, A. A. (2019). The use of technology in English language teaching. *Frontiers in Education Technology*, 2(3), 168-180.
- Baleghizadeh, S., & Oladrostam, E. (2010). The effect of mobile-assisted language learning on the grammatical accuracy of EFL students. *MEXTESOL Journal*, 34(2), 1-10.
- Beatty, K. (2013). *Teaching and researching computer-assisted language learning* (2nd ed.). Routledge.
- Blin, F., & Munro, M. (2008). Why hasn't technology disrupted academics' teaching practices? *Computers & Education*, 50(2), 475-490.
- Chapelle, C. A. (2009). The relationship between second language acquisition theory and computer-assisted language learning. *The Modern Language Journal*, 93, 741-753.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). Sage Publications.

- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340.
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982–1003.
- Dudeney, G., & Hockly, N. (2016). *Digital literacies*. Routledge.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Harpiansi, Anggra Prima, M. B. P. (2025). Multimedia-Enhanced Role-Play as A Pedagogical Strategy to Improve Speaking Skills: An Action Research Study. *JR-ELT (Journal of Research in English Language Teaching)*, 9(2), 160–174. <https://doi.org/10.30631/mss76v06>
- Hockly, N. (2015). Developments in online language learning. *ELT Journal*, 69(3), 308–313.
- Ilsa Palingga Ninditama, Dita Rahmawati, Agung Indriansyah, Aimi Aimi, Sinta Bella Agustina, & M Bambang Purwanto. (2025). Literasi AI dalam Pemanfaatan Canva pada Siswa Jurusan Desain Komunikasi Visual SMK Muhammadiyah 2 Palembang. *Dinamika Sosial: Jurnal Pengabdian Masyarakat Dan Transformasi Kesejahteraan*, 2(4), 92–103. <https://doi.org/10.62951/dinsos.v2i4.2593>
- Jamilah, J., Alfian Fedrianto, R. F., & M Bambang Purwanto. (2026). GAMBO BERDAYA Pemberdayaan Perajin Kain Tradisional Musi Banyu Asin melalui Pelatihan Desain Kontemporer, Digitalisasi Pemasaran, dan Edukasi Budaya. *ADM: Jurnal Abdi Dosen Dan Mahasiswa*, 3(3), 295–304. <https://doi.org/10.61930/jurnaladm.v3i3.1429>
- Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education. *Learning, Media and Technology*, 39(1), 6–36.
- Liu, I. F., Chen, M. C., & Chang, C. C. (2010). Extending the TAM model to explore the factors that affect intention to use an online learning community. *Computers & Education*, 54(2), 600–610.
- Park, S. Y. (2009). An analysis of the technology acceptance model in understanding university students' behavioral intention to use e-learning. *Educational Technology & Society*, 12(3), 150–162.
- Purwanto, M. B., Firdaus, M. M., Yusri, Y., & Sutarno, S. (2025). Beyond the Classroom Factors Driving Learners to Kampung Inggris Pare. *Foreign Language Instruction Probe*, 4(1), 20–32. <https://doi.org/10.54213/flip.v4i1>
- Purwanto, M. B., Umar, A., E., & Yusri. (2025). Decision Paralysis in Uncertainty Higher Education Selection: Transcendental Phenomenology Analysis of Indonesian High School Students. *International Journal of Digital Learning on Languages and Arts*, 2(2), 52–62. <https://doi.org/10.23887/ijodlla.v2i2.103841>
- Purwanto, M. B., Yuliana, Y., Nurdianingsih, F., & Despita, D. (2025). Tech meets practice: Shadowing with mobile tools to enhance L2 vocabulary mastery. *Journal CULTURE (Culture, Language, and Literature Review)*, 12(2), 87–98. <https://doi.org/10.53873/culture.v12i2.756>
- Purwanto, M. B., Yuliasri, I., Widhiyanto, & Rozi, F. (2026). Adaptive Speaking Performance Training: Enhancing Communication Readiness of Hospitality

- Students in the Industry 4.0 Era. *Journal of Education Technology*, 9(4). <https://doi.org/10.23887/jet.v9i4.103113>
- Rahimi, M., & Katal, M. (2012). Metacognitive strategies, awareness, and success in learning English as a foreign language. *Procedia – Social and Behavioral Sciences*, 31, 73–81.
- Sánchez, R. A., & Hueros, A. D. (2010). Motivational factors that influence the acceptance of Moodle using TAM. *Computers in Human Behavior*, 26(6), 1632–1640.
- Scherer, R., & Teo, T. (2019). Unpacking teachers' intentions to integrate technology: A meta-analysis. *Educational Research Review*, 27, 90–109.
- Scherer, R., Siddiq, F., & Tondeur, J. (2019). The technology acceptance model (TAM): A meta-analytic structural equation modeling approach. *Computers & Education*, 128, 13–35.
- Satriah, S., M Bambang Purwanto, & Prima, A. (2025). Leadership Transformation Through Language Learning: Strategies and Challenges: Strategies and Challenges. *LIMEEMAS: Jurnal Ilmiah Pendidikan*, 3(2), 1–11. <https://ejournal.apmapi.or.id/index.php/Limeemas/article/view/68>
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th ed.). Wiley.
- Sherly Malini, Abdul Rahman, Juli Anggraini, Muhammad Hairul, & M Bambang Purwanto. (2026). Inovasi Produk dan Pelatihan Manajemen Bisnis untuk UMKM Pakaian Tradisional Palembang dalam Mengembangkan Potensi Wisata Fashion Lokal. *ADM: Jurnal Abdi Dosen Dan Mahasiswa*, 3(3), 283–294. <https://doi.org/10.61930/jurnaladm.v3i3.1431>
- Sinta Bella Agustina, Abdul Rahman, Yike Diana Putri, & M. Bambang Purwanto. (2026). Menyiapkan Talenta Digital: Strategi Pengembangan Sumber Daya Manusia dalam Menghadapi Disrupsi AI. *Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahaan*, 6(1), 709–727. <https://doi.org/10.55606/jimek.v6i1.10027>
- Stockwell, G. (2013). Technology and motivation in English-language teaching. In *International perspectives on motivation*. Palgrave Macmillan.
- Teo, T. (2011). Factors influencing teachers' intention to use technology: Model development and test. *Computers & Education*, 57(4), 2432–2440.
- Umar, U., & Purwanto, M. B. (2025). Generative AI and the Future of Creativity: Threat or Catalyst for Innovation? *Foreign Language Instruction Probe*, 4(1), 32–43. <https://doi.org/10.54213/flip.v4i1>
- Venkatesh, V., & Bala, H. (2008). Technology acceptance model 3 and a research agenda on interventions. *Decision Sciences*, 39(2), 273–315.
- Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer acceptance and use of information technology: Extending the unified theory. *MIS Quarterly*, 36(1), 157–178.